

THE EFFECT OF A CHRISTIAN HOME COURSE
ON AWARENESS OF ATTITUDES AND
RELATIONSHIP EXPECTATIONS

By

JOE BRUMFIELD

Bachelor of Arts
Lubbock Christian College
Lubbock, Texas
1974

Master of Theology
Harding Graduate School
Memphis, Tennessee
1983

Master of Arts
Harding Graduate School
Memphis, Tennessee
1985

Submitted to the Faculty of the
Graduate College of the
Oklahoma State University
in partial fulfillment of
the requirements for
the Degree of
DOCTOR OF EDUCATION
December, 1995

THE EFFECT OF A CHRISTIAN HOME COURSE
ON AWARENESS OF ATTITUDES AND
RELATIONSHIP EXPECTATIONS

Thesis Approved:

Morton Durlingame

Thesis Adviser

Dain Journe

Carolyn S. Henry

Kay R. Murphy

Thomas C. Collins

Dean of the Graduate College

ACKNOWLEDGEMENTS

I would like to express my deepest gratitude to the God who made me and who blessed me with this wonderful opportunity for learning. May His name be praised forever for the wonderful things He has done.

My sincere appreciation goes to my chairman, Dr Martin Burlingame for his encouragement, support, and advice through the whole process.

I am also very appreciative of the support and the feedback given by Dr. David Fournier, Dr. Carolyn Henry, and Dr. Kay Murphy.

Finally I would like to acknowledge my wonderful wife Linda, and our two very special children, Joshua, and Lindsey. Their patience, prayers, and support gave me the special boost I needed.

TABLE OF CONTENTS

Chapter	Page
I. INTRODUCTION.....	1
Need for Research.....	1
Statement of the Problem.....	5
Purpose of the Study.....	6
Evidence for Hypothesis.....	6
Conceptual Statement of Null Hypothesis.....	8
Ex Post Facto Research Questions.....	8
Variables.....	8
Delimitations.....	9
Limitations.....	10
Assumptions.....	10
Definitions.....	11
Summary and Overview.....	14
II. REVIEW OF THE LITERATURE.....	17
Value of Assessment.....	19
Research Inadequacies.....	20
Prevention Research.....	23
Communication Skills.....	24
Skill Building.....	25
Sexuality Education.....	25
Religiosity Dimension.....	26
Research Needs.....	26
Recent Marriage Preparation Outcome Research.....	27
Summary.....	32
III. METHODOLOGY.....	33
Research Design.....	33
Survey Sample and Population.....	34
Courses Being Examined.....	34
"Christian Home".....	34
"Old Testament Survey".....	40
Experimental Sample Characteristics.....	41
Control Sample Characteristics.....	41
Instrumentation.....	43
Validity.....	44
Reliability.....	47
Threats to Experimental Validity.....	49
Explanation of the Power of the Treatment.....	51
Data Collection Procedure.....	52
Data Processing.....	53

Chapter	Page
Statistical Methods.....	54
Null Hypotheses.....	55
Ex Post Facto Research Questions.....	55
Summary.....	56
IV. FINDINGS.....	57
Hypothesis One.....	57
Results for Hypothesis One.....	59
Discussion of Results/Hypothesis One.....	59
Hypothesis Two.....	63
Results for Hypothesis Two.....	64
Discussion of Results/Hypothesis Two.....	64
Hypothesis Three.....	66
Results for Hypothesis Three.....	67
Discussion of Results/Hypothesis Three.....	68
Research Question One.....	69
Results for Research Question One.....	71
Discussion of Results for Question One.....	71
Research Question Two.....	72
Results for Research Question Two.....	72
Discussion of Results for Question Two.....	73
Summary.....	73
V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS.....	75
Summary.....	75
Procedures of the Study.....	78
Research Design.....	79
Findings of the Study.....	81
Conclusions.....	83
Recommendations.....	84
Recommendations for Teachers in the Field.....	84
Recommendations for Future Researchers.....	87
REFERENCES.....	89
APPENDIXES.....	101
APPENDIX A--TEST GROUP MEAN SCORES.....	102
APPENDIX B--CONTROL GROUP MEAN SCORES.....	107
APPENDIX C--AWARE BACKGROUND DATA AND ENTRY CODING.....	112
APPENDIX D--AWARE QUESTIONS BY SUBCATEGORIES.....	117
APPENDIX E--AWARE RESULTS: OLSON/BRUMFIELD.....	126
APPENDIX F--"CHRISTIAN HOME" AND "OLD TESTAMENT SURVEY" SYLLABI AND CLASS MATERIALS.....	128

LIST OF TABLES

Table	Page
I. Olson Family Course Scores: Pretest and Posttest..	30
II. Olson Class t-Test Scores.....	31
III. Correlation of AWARE Categories with Course Text..	36
IV. AWARE Inventory Reliability: Pretest and Posttest for Experimental and Control Group.....	46
V. Changes in AWARE Scores of the Experimental Group: t-Tests for Equality of Means.....	58
VI. AWARE Questions and Opposing "Christian Home" scriptures.....	38
VII. Changes in Relationship Expectation Scores of the Control Group.....	63
VIII. Changes in AWARE Subcategory mean scores of the experimental and control groups.....	67
IX. Non-Significant Changes in Attitudes and Relationship Expectations.....	70

CHAPTER I

INTRODUCTION

The value placed on marriages and families by our society continues to be strong. One large scale study of college freshmen noted that 69% of students still rate raising a family as an essential or very important objective in the future. The study surveyed over 200,000 freshmen from 403 institutions (Chronicle of Higher Education, 1990: A34).

The Need For Research

Fourteen years ago, Warner and Olson (1981) examined family life education and suggested that one of the major objectives is to assess the impact of university family life courses on student knowledge, attitude, and behavior change. It is critical that the validity of educational attempts in this area be determined by more than personal feelings, personal experience, and the mere imitation of tradition. Actual improvement of such courses needs to be guided by empirical evidence measuring the usefulness of present educational methods.

There are various teaching techniques being used in family relations courses, but research is needed to determine which methods are actually effective in bringing about desired change. Sollie and Kaetz (1992) claim that there are limited empirical

assessments of the effectiveness of these teaching methods in the areas of student understanding, behaviors, and skills.

The early years of family life education concentrated on household production, consumption, theoretical and research perspectives, and less on the practical human elements of family life (Darling, 1987). This may explain why some older research showed the impact of family courses to be minimal. One older report showed that school family programs had no significant impact on students in some areas. This report indicted society for a lack of realistic programs for family life (Hill, 1949).

As the field of family life education has expanded, it becomes very important to define what we mean by "family life education." A National Council on Family Relations task force suggests that family life education "includes preparation for marriage and parenthood, childrearing, socialization of youth for adult roles, decision making, sexuality, resource management, health, and family and community interaction." (NCFR family life education programs: plans, procedures, a framework for family education," 1968, p. 211).

Konig (1970) noted the field developing and maturing, but evidence of effective outcomes was still seen to be lacking. Later research has shed light on a number of relevant outcome issues as family life courses have expanded into new areas. Miller, Schvaneveldt, and Jenson (1981) examined the reciprocity between family life education and research and reached the following basic conclusions:

1. Studies measuring outcomes of family life courses are positive but relatively few, and,
2. Studies measuring positive outcomes center on only a few select areas within the field.

During this period, two crucial issues were seen to face family life education in the near future.

The first was how educators could find new and better techniques to help students improve their families. The second was the need for empirical evidence that certain teaching approaches lead to change in behavior or learning (Warner & Olson, 1981)

As the field continued to advance, practical applications were taught. Arcus (1987) emphasized the need for all family life education to incorporate knowledge, attitudes, and skills. Arcus believed that disseminating information was not enough. It became clear that effective teaching must do more than give information regarding marriages and families. Effective teaching must bring about measurable change in student attitudes towards marriage.

Some researchers stressed the need of educators to take the body knowledge and transform it into behavioral prescriptives to bring growth and build relationships related to interpersonal attitudes and behaviors (Guerney & Guerney, 1981). There is a critical need to measure the effectiveness of various teaching mediums to assess whether family life courses result in desired outcomes in terms of measurable student attitude change towards marriage.

Moss and Brasher (1981), claim that family life educators have

done much to answer the first of two major issues in the field. One gain is large numbers of new ideas and techniques for use in teaching in a university classroom. The second issue identified by Moss and Brasher (1981) involves the measurement of the usefulness of these new methods. Effectiveness has been neglected to a great extent. Do all of these new teaching techniques actually lead to measurable changes in the skills, attitudes and values of the students? The effectiveness of many of these methods is sometimes assumed. Miller, Schvaneveldt, and Jenson (1981), noted the need for much stronger involvement in the study of family life education.

Darling (1987), proposed that family life education programs be evaluated. If family life is to be actually enhanced through the classroom, the impact of family life courses must be assessed by empirical methods. Research has so much more potential in improving education than has been put into practice (Miller, 1981).

Darling (1987), notes that interest in the family and in family life education has spread, and has branched out into many related areas in the past few decades (1987). The field of family life education has enjoyed more attention on student needs, values clarification, and specific skill improvement, but there is a need for additional assessment relating to the effectiveness of family relations courses. One study of the outcomes of family studies courses in the past decade claims that the need for this type of assessment is critical (Sollie & Kaetz, 1992).

When attempts are made to add to the rapidly growing body of

research, care must be taken to aim at some specific need or goal. Research that does not answer a real need in a real situation has less application value in the real world. The specific need for this research is to find one specific problem, and conduct research relevant to it. All problems will not be solved at once, but great gains can begin with one small step in the right direction.

Statement of the Problem

One private Christian University enrolls hundreds of students yearly in a marriage preparation course titled, "Christian Home." One assumption of this course is that participation in "the Christian Home" class will positively effect attitudes and relationship expectations, and that improved attitudes and expectations will be translated into improved relationships in the future.

One major problem is that there is little concrete evidence to show a strong correlation between participation in the "Christian Home Course" and improvement in students' attitudes and relationship expectations. Many universities may be teaching marriage and family classes based on the assumption that student participation in such classes will effect positive changes within the students.

This dissertation examined the correlation between participation in a Christian Home Class, and changes in attitudes and relationship expectations. Several studies in the literature examine effectiveness. Some suggest that colleges and universities

are failing to do a proper job in preparing young people for marriage. Byron (1985), suggests that these failings relate to false expectations, inability to communicate, lack of permanent commitment, and money management. Time, money, and teaching effort are going into an educational enterprise that is only theoretically causing attitude change and more realistic expectations.

Purpose of the Study

The primary purpose of this study was to utilize a new inventory, Awareness of Attitudes and Relationship Expectations, (AWARE), (Olson & Fournier, 1994) designed to measure attitudes and expectations, and to compare changes in attitude and expectation of students taking a Christian Home course to a control group of students who have not completed such a course. A comparison of groups taking a Christian Home course with those not taking the course has the potential to provide valuable information for helping design and develop a more effective Christian Home class in the future. This research will help clarify attitude patterns in and expectations of students who have taken a Christian Home class as compared to those of students who have not taken a Christian Home class.

Evidence for Hypothesis

One review examined the effectiveness of marriage courses as contained in 80 different reports. Every one of these were reported to be, "effective in bringing about measurable changes in

student understanding, attitudes, expectations, and/or abilities being tested" (Duvall, 1965, p. 183). Even considering the age of Duvall's research, human nature remains consistent in many ways. It is reasonable to expect positive measurable changes in the students involved in a "Christian Family" course, because it contains the same basic educational elements (Isom, 1991).

Though a number of studies examined the effectiveness of family life education courses, only a few studies done in the last decade use pre-test, post-test, control groups and experimental groups to examine attitude outcome in a religious setting. Two studies have done outcomes assessment within this narrow field of endeavor that are very similar to the proposed study. Both of these studies indicated significantly greater positive gain in the experimental group than in the control group (Bardis, 1963; & Goad, 1987). Other studies assessed attitude changes towards marriage using INFORMED (Fournier, 1979), an instrument with similarities to the AWARE instrument used in this experiment (Johnson, 1982; Rohrbacher, 1979; & Chaudhary, 1986).

Junior and high school students tested after taking a family life class showed a significant increase in knowledge, but only a non-significant gain in attitude toward family life (Crosby, 1971). The smaller gain of these younger students in attitude toward family life might be effected by their lessened chronological maturity and their greater distance from marriages and families of their own.

Conceptual Statement of Null Hypothesis

The following null hypotheses will be tested:

1. There is no significant difference between pretest and posttest mean scores of attitude and relationship expectations of students enrolled in a "Christian Home" course.
2. There is no significant difference between pretest and posttest mean scores of attitude and relationship expectations of students enrolled in an "Old Testament Survey" course.
3. There is no significant difference in the change between pretest and posttest mean scores of attitude and relationship expectations in students enrolled in a "Christian Home" course and students enrolled in "Old Testament Survey" course.

Ex Post Facto Research Questions

The following research questions will be examined:

1. Which subscale categories show the highest net gain (posttest mean minus pretest mean) within the experimental group?
2. Which subscale categories show the highest net gain (posttest mean minus pretest mean) within the control group?

Variables

The main objective for this research is to compare the changes in attitudes and relationship expectation scores of the control and

the test groups. The test group came from the "Christian Home" course of a private christian university. The control group came from an "Old Testament Survey" course at the same university. Other groupings for analysis will be based on the background data collected from each subject in the study.

The dependent variable for the first three hypotheses is the attitudes and relationship expectations score of each subject as shown by the AWARE test instrument.

Delimitations

The following factors delimit the study:

(1) Only one specific type of family life education course at one private Christian university is included in this study.

The "Christian Home" course is different than many family life education courses. The findings of this study are only applicable to this type of course.

(2) Only one church-related school is included in this study. This private university in the state of Arkansas is different than many other institutions. The findings from this study are only applicable to the extent that the institution studied is representative of other institutions.

(3) Freshmen and sophomore students made up the majority in the control and test groups of this study. Because of this, the findings should be applied only to students of similar age and development.

Limitations

This study will be limited by the following factors:

- (1) The extent to which the samples of students from the "Christian Home" classes are representative of the entire population of freshman and sophomore students.
- (2) The extent to which the samples of students drawn from the "Old Testament Survey" classes are representative of the entire population of freshman and sophomore students.
- (3) The extent to which the attitudes instrument (AWARE) adequately measures awareness of attitudes and relationship expectations.
- (4) The ability of tested subjects to reveal their attitudes and relationship expectations by completing the (AWARE) instrument and the demographic survey material.
- (5) The extent to which test subjects report actual attitudes and relationship expectations. Students are under no strong compulsion to report true attitudes. It is possible that students report what they think is desirable or socially acceptable since little is pressuring them to tell the truth.

Assumptions

The following assumptions are necessary in order to conduct the study:

- (1) The (AWARE) instrument with its demographic questionnaires actually measures attitudes and relationship expectations.

(2) Subjects will be aware of, and honestly report their attitudes at the time of questioning.

(3) The study of attitudes and relationship expectations is a significant study because of its relation to success in relationships.

(4) The students enrolled in "Christian Home" during the proposed study are representative of all "Christian Home" classes at the University where the study is conducted.

Definitions

Several terms need to be defined to bring the understandings of the reader and the researcher onto common ground. These terms include:

Attitude towards relationships -- This relates to beliefs, feelings, or views held that relate to and effect the practice of sharing in a friendship with one or more persons. It includes but is not limited to family, dating partners, and those legally living together as husband and wife. It is operationally defined as the total score of the (AWARE) instrument.

Family life education -- This is an area of study concerned with strengthening the family. The field includes both research, and education in areas related to family life. It includes preparation for marriage and parenthood, child rearing, socialization of youth for adult roles, decision

making, sexuality, resource management, health, and family and community interaction. ("family life education programs: plans, procedures, a framework for family life education," 1968, p. 211) For the purposes of this study, a composite conceptual definition of Darling, Kerckhoff, and the National Council on Family Relations will be accepted: family life education is an area of study that includes facts, attitudes and skills relating to relationships, marriage and parenthood. This field is interested in the study of individual and family interactions for the purpose of improving the quality of human life. No disciplines or individuals that can benefit from participation in this field of study shall be excluded (Darling, 1987, Kerckhoff, 1964 ; National Council on Family Relations, 1968).

"Christian Home" -- This is the title of a family life education course offered at a private christian university in Arkansas. This course emphasizes the spiritual dimensions of family life.

Relationship Expectations -- This category of AWARE assesses the extent to which an individual's attitudes about the challenges of marriage and close relationships are realistic or idealistic.

Love and Marriage -- This category of AWARE assesses the extent to which an individual has realistic or unrealistic ideas about dating, love, marriage, and how they are related.

Sexual Issues -- This category of AWARE indicates the extent of an individual's awareness of how sexual issues are related to intimacy.

Dating and Mate Selection -- This category of AWARE indicates either positive, or unrealistic ideas about dating and mate selection. It also indicates realistic or unrealistic expectations about dating and mate selection.

Role Relationship -- This category of AWARE indicates role sharing attitudes in couple relationships. It also indicates agreement or disagreement with traditional husband dominant roles or more equalitarian roles between husband and wife.

Communication -- This category of AWARE indicates either positive attitudes or a lack of awareness about the value of communication in developing intimate relationships.

Conflict Resolution -- This category of AWARE indicates either realistic or unrealistic ideas about the positive and negative aspects of conflict in close relationships.

Financial Decisions -- This category of AWARE indicates realistic or unrealistic attitudes about managing finances in a couple relationship.

Adjustment to Marriage -- This category of AWARE indicates either realistic or unrealistic attitudes about the many challenges that may be experienced during the early years of marriage.

Children and Parenting -- This category of AWARE reflects either an agreement or a disagreement with equal parental role

sharing. It also reflects more or less awareness of the negative aspects of children on marriage.

Relationship Problems -- This category of AWARE reflects awareness or lack of awareness of common couple and family problems. It also reflects how aware one is of how these problems may effect both adults and children.

Family Cohesion -- This category of AWARE reflects an individual's balance between family togetherness and individual development.

Family Flexability -- This category of AWARE indicates either a stable leadership pattern with the ability to change when necessary, or instability and lack of leadership. It also indicates whether or not there is too much rigidity and a lack of ability to change when necessary.

The previous definitions of AWARE category titles reflect explanations from the AWARE Summary Profile (Olson & Fournier, 1994). It is hoped that bringing the understandings of the reader and the researcher onto common ground will enhance communication regarding this research.

Summary and Overview

This study was designed to study the effects of a "Christian Home" course on the attitudes and relationship expectations of students. Though there are a number of outcome studies in the area of family life education, there are relatively few that do a

pretest and posttest comparison of control and experimental groups. No known studies have been published using the AWARE instrument. This study was designed to parallel one of the only similar studies done within the last ten years (Goad, 1987) so that comparisons can be made more easily. The results of this study are expected to have implications for improving classroom teaching methods, developing curriculum, and using the religious atmosphere of the university under consideration to the fullest possible extent. A problem has been stated, a hypothesis has been formulated, and variables have been identified to provide a solid basis for this study.

Chapter two reviews the literature related to the study. Four areas will be examined in the literature review:

1. Family life education areas that have received the most research in related fields will be surveyed.
2. Areas lacking in research will be discussed.
3. Special needs in research will be surveyed.
4. Recent research in the area of family life education will be examined.

Chapter three includes a discussion of the methodology to be used in the project. A description of the sample will be given along with a description of the courses involved in the research. Survey instrument and data collection information will be followed by a listing of the two major hypotheses and the research questions. A brief summary will end the chapter.

Chapter four includes findings for each stated hypothesis and

research question. A discussion of results is also included for each hypothesis and research question.

Chapter five summarizes the overall study and briefly reviews the procedures of the study, the research design, the study findings, and the limitations of the study of concern for future researchers. The assumptions of the study are discussed, and recommendations for future researchers are given that are based on the particular findings of this present study.

Chapter II

REVIEW OF THE LITERATURE

An examination of the major changes in family life in the recent past provides motivation for the current study. Family life has incredible effects on our society, even when all other factors try to negate its effects. Some of the biggest changes in family life relate to how family is viewed by society. New trends in therapy reflect some of these great changes. Systems theory, constructivism, feminism, family resources and the narrative metaphor have facilitated new definitions of family, new emphasis on qualitative research, and new implications for intervention (Sprenkle & Piercy, 1992).

The large majority of people seek an intimate couple relationship and consider having a family (Tiesel & Olson, 1992). Almost 90% of all individuals marry at least once (Glick, 1989). About 50% of all marriages are predicted to end in divorce (White, 1991). Trends of high divorce rates, poverty, teen pregnancies, domestic abuse, violence, and declining numbers of children living with their biological parents show an apparent decline in the quality of marriages (Tiesel & Olson, 1992). William J. Bennett (1994) documents many of these social changes in his book The Index of Leading Cultural Indicators: Facts and Figures on the State of

American Society. Some noteworthy indicators given by Bennett include:

1. 70% of juvenile offenders in long-term correctional facilities grew up without a father in the household. (p.32)
2. The average television viewing time for a family in 1992 was slightly over 7 hours per day. The average American preschool child watches 27 hours of television per week. Teens average 3 hours of television per day, compared to 5 minutes per day alone with fathers, and 20 minutes with mothers.(pp.102-103)
3. The average teenager listens to 10,500 hours of rock music between the seventh and the tenth grades. This is only slightly less than the entire number of hours spent in the classroom from kindergarten through high school.(p.112)
In the early 1990's, the average family had three members, and a median family income of 35,000 dollars.(p.44)
4. In 1960, 5 percent of all births were out of wedlock. By 1990 the rate had risen to 30 percent. Among blacks, the illegitimate birthrate reached 68 percent in 1991. (p.47)
5. Roughly 4 million children were born in 1961 and in 1991. In 1991, five times as many were born out of wedlock. (p.47)
6. Children from single parent homes are two to three times as likely as children in two parent homes to have emotional and behavioral problems. They are more likely to get in trouble with the law, drop out of school, abuse drugs, and to become pregnant as teenagers. (p.52)

7. One study of whites suggests that daughters of single parents are 164 percent more likely to have a premarital birth, and 92 percent more likely to dissolve their own marriages. (p.52)

8. About half of all marriages in the U.S. can be expected to end in divorce, making the U.S. divorce rate the highest in the world. (p.59)

10. White women younger than 16 when their parents divorced or separated were about 60 percent more likely to be divorced or separated themselves according to a 1987 study. (p.59)

Value of Assessment

All of the problems listed above are issues which spring from or relate closely to family. The relevance of effective family life education will be tested in the proving ground of many of these difficult social issues. Measurement and correlation of family life education with change in these social issues will be difficult. Examining attitude change towards marriage is only a beginning place. Prevention of relationship problems is an option along with treating problems as they come up, but it is difficult to spot problems in early stages. More than one study has shown the predictive value of a premarital inventory. The PREPARE instrument (Olson, Fournier, & Druckman, 1986) showed an 80-90% accuracy rate in discriminating between satisfied, dissatisfied divorced or marriage canceled couples in a three year period

(Fowers & Olson, 1986). It is clear from these studies that relationship patterns are established well before marriage, and therefore that premarital programs have potential for dealing with future problems.

The past research mentioned shows that premarital education can target areas that are important to marital satisfaction and that accurate assessment related to relationships is essential. The AWARE Instrument used with the present study is an assessment tool that can be used in both relationship enrichment, and in problem prevention. Assessment instruments are useful with any preventative approach, and are helpful for critical examinations of strengths and potential problem areas (Holman, Larson, & Harmer, 1994)

Research Inadequacies

Marriage preparation, and preventive programs which focus on early identification and resolution of marital conflicts have been frequently avoided by marriage and family therapists and have been done largely by clergy, and by educators in the family life field (Fournier & Olson, 1986). The value of this type of marriage preparation is validated by the evidence of research showing that the problems couples have during engagement are carried over into marriage (Fowers & Olson, 1983). The timing of a marriage preparation and enrichment seems to be a very important factor. Some research indicates that if a family life education class is

composed of dating couples, the students study more, are more motivated to learn, are more interested in the course, and indicate that the material is more relevant than non couple student classes (Avery, Ridley, Leslie, and Handis, 1979). "The generally positive atmosphere of the relationship prior to marriage may also enhance a couple's ability to learn about communication skills when compared to more stressful times when marital problems become serious." (Fournier & Olson, p. 197, 1986).

The question of the effectiveness of marriage preparation and problem prevention must be raised. In what ways are these programs and classes effective? Duvall (1965) reviewed 80 reports, and concluded that attitudes, knowledge and competence showed significant improvement after marriage courses. She concluded that some of the main benefits of family life education include the elimination of ignorance, and the improvement of reasonable expectations related to marriage.

Criticism over the areas of research, and the research methods caused the validity of research conclusions to be questioned. Gurman and Kniskern (1977) note that the majority of outcome studies on marital and pre-marital enrichment programs have used untreated control groups while offering some evidence of meaningful change as a result of the enrichment experiences. Fournier (1979) noted that tools often used for premarital diagnosis had one or more of the following methodological weaknesses: (1) exclusive reliance on the self-report of individuals, (2) a limited range of issues related to marital concerns; (3) a value position or bias

implicit in the instrument; (4) inability to assess couple interaction; and (5) lack of information regarding reliability and validity for young couples (Fournier & Olson, 1986). Gurman and Kniskern (1977) offer six considerations for future research because of general weaknesses in past research:

1. Change induced by enrichment does not tend to endure at the levels measured at the end of enrichment programs.
2. If positive change is enduring, it should have an "enrichment effect" on other family relationships.
3. Most enrichment research has been based on educated middle class couples from university communities or church groups. Positive results may not be generalizable to a wider range of population.
4. The timing of enrichment programs is extremely important. Certain developmental needs in families and relationships may fit better, and yield better results with certain types of enrichment programs.
5. A high percentage of research used self report measures which may be easily influenced by a charismatic facilitator. Non-participant rating sources, and control groups are needed to verify improvement.
6. The components in enrichment and preparation programs which are primarily responsible for improvement have not been clearly identified. Specific elements need to be delineated if programs are to be improved.

Blood (1976) suggested that there was a surplus of research

in four areas relating to sex, mixed marriage, age at marriage, wife's employment, kinship, family power, family planning, childrearing methods, family life cycle, divorce, and others. Blood further suggested that research was needed in areas including dating, mate selection, and readiness for marriage. Research continued to expand and gave additional facts on behavior norms, and new theoretical insights as many colleges and universities set up courses in marriage preparation (Avery, Ridley, Leslie, & Handis, 1979; Fournier, 1981; Sieber, 1984).

Prevention Research

The field of relevant research issues for marriage preparation is broad, but is well summarized by the following categories derived by Fournier (1979): personality, personal habits and health, incompatible backgrounds, interests and values, expectations, idealization, communication, sex, commitment, marital roles, arguments, relatives, friends, children, money, and work. Premarital programs designed to deal with a number of these issues can be classified into the four basic approaches of (1) family life education courses; (2) instructional counseling; (3) enrichment; and (4) counseling (Schumm & Denton, 1979). The programs that use experiential formats bring superior results to those with a lecture only format (Bader, Riddle, & Sinclair, 1981).

One of the most powerful enrichment outcome research studies done in recent years suggests that the outcomes of pre-marital and

marital interventions is more related to measurement variables than in program content, structure, leadership, or participant characteristics. This particular study used meta-analysis to evaluate the findings of 85 studies representing 3,886 couples or families (Giblin, Sprenkle, & Sheehan, 1985).

Communication Skills

Two major areas of family life education have received much of the empirical examination in recent years. The first of these two areas receiving heavy examination is communication skills (Berryman-Fink & Pederson, 1981; Tortoriello & Phelps, 1975; Avery, 1981; Sollie, Scott, Powell, & Waldren, 1984). Some programs have demonstrated positive change in skill building in the areas of communication and problem solving (Most & Guerney, 1983, Ridley, Avery, Harrell, Hayes-Clements, & McCunney, 1983; Redley, Avery, Harrell, Leslie, & Dent, 1982; Jorgensen, Morgan, & Avery, 1982). Results of premarital preparation programs show that couples interviewed after marriage remember very little about the premarital program (Boike, 1977; Garland, 1981; Guldner, 1971; Oussoren, 1972).

The area of communication skills training made the most notable improvements in many programs. (Ginsberg & Vogel song, 1977; Markman, 1980; Miller, Nunnally, & Wackman, 1976; Most & Guerney, 1983). Many enrichment programs show little or no gain in other areas. One study assessed the results of three enrichment

programs: Growing Together (Dyer & Dyer, 1990), Learning to Live Together (Bader and Rempel, 1987), and Training in Marriage Enrichment TIME (Dinkmeyer and Carlson, 1984). ANCOVA testing revealed no significant differences between treatment groups and control group. T-tests found differences (positive growth) for six individual variables: personality issues, marital satisfaction, communication, conflict resolution, family/friends, and financial management (Hawley, 1991).

Skill Building

Giblin's (1985) meta-analysis of 85 programs showed that those programs which emphasize skill building have a stronger effect than other programs. Even then, researchers emphasize that enrichment needs to be given from the premarital period all through the life cycle, and that booster sessions help participants retain skills (Mace, 1990). Guerney and Maxson (1991) showed that the Relationship Enhancement program was more effective than other well known marriage and family programs. This program also emphasizes skill building.

Sexuality Education

Another area weighted heavily in the literature is that of sexuality education (Orbuch, 1989, Pollis, 1985, Scales, 1986). Godow and Lafave (1979) noted changes in students attitudes

regarding sexuality. Other studies on sexuality investigated changes in student behaviors (Baldwin, Whiteley, & Baldwin, 1990). Other studies of impact on sexuality have examined course formats, course lengths, and class sizes (Mills, Killmann, Davidson, Caid, & Drose, 1983; Ray & Kirkpatrick 1983).

Religiosity Dimension

The added dimension of religiosity adds another factor to the assessment of a marriage preparation course. Religiosity has been associated with improved marital satisfaction for many years (Filsinger & Wilson, 1984; Bahr & Chadwick, 1985). Heaton and Pratt (1990) examined belief in the Bible, church attendance, and denominational affiliation as it related to marital satisfaction. Bible belief and church attendance are positively correlated with marital satisfaction.

Schumm, Jeong and Silliman (1990), suggest a negative relationship between religiosity and marital satisfaction when the couple are of different religious groups. The reverse of this is that couples sharing the same religion are likely to have more marital satisfaction.

Research Needs

The last decade has produced new teaching techniques, given more attention to student needs, and encouraged more skill

development, but according to Sollie and Kaetz, (1992), still leaves a "critical need to assess the effectiveness of various teaching methods and to assess whether family relations courses result in desired outcomes in terms of student knowledge and competence in interpersonal relationships" (p. 18).

Family relations courses that have already experienced tremendous expansion will likely continue to change and improve as more and more research assesses the outcome of such courses. Until that point, some educational effort in the area of family relations courses may be less profitable than is believed.

This proposed study investigated dimensions not heavily examined in the studies mentioned above. The research mentioned focused primarily on family relations courses at state and public universities. The proposed study will assess attitude changes related to relationship expectation as a possible outcome of marriage preparation courses at a private Christian University.

Recent Marriage Preparation Outcome Research

The work of Chaudhary (1984) points to positive changes resulting from marriage preparation work. Chaudhary's work suggests that subjects over 22 years of age, were significantly different in marital readiness than subjects under 19 years old. Several recent studies examine the positive outcome of family life education and marital enrichment programs (Gurman & Kniskern, 1977, Sollie & Kaetz, 1992). Holman, Larson, and Harmer (1994), show

that educational, counseling, and research implications can be drawn when the proper instrument is utilized. One recent study suggests that the measurement variables themselves are more powerfully related to outcome than program content, structure, leadership, or participant characteristics (Giblin, Sprenkle, & Sheehan, 1985).

Goad (1987) examined the effect of a Christian Home class on the "marital readiness" of students. Goad's study found significant gains in marital readiness between pretest scores and post test scores of students involved in a "Christian Family" course. A study of three recent enrichment programs showed no differences between those participating in the enrichment programs and those in the control group when an ANCOVA was utilized. T-tests did reveal differences on individual categories of growth (Hawley, 1991). Johnson, (1990) showed that requiring attendance in a marriage preparation program effects the results. Participants who were required to attend showed greater benefit in increased intimacy and relationship satisfaction (Johnson, 1990).

Harvey (1992) examined the long term effects of marriage preparation programs on marital quality, and found no statistically significant relationship between participating in a marriage preparation program and marital quality. Harvey did find a significant relationship between marital counseling and marital quality. Her conclusion was that the relationship between marriage preparation participation and marital quality is very complex.

Litty (1988) investigated the relationship between dyadic

adjustment (consensus, cohesion, affectional expression, and satisfaction) and participation in the Adlerian Group Couple Education Program (AGCEP). Using a one-way multivariate analysis of covariance, Litty found that couples who participated in the program did not significantly differ at posttest from the control couples in dyadic adjustment on either self or perception of partner.

Thomas (1990) examined family life education curriculum and the influence that individual teachers and their personal life experiences have on the curriculum. She concludes that there is considerable consistency between the teachers articulated beliefs and their classroom practice. Thomas (1990) also posits that the teacher's beliefs interact with both the students and the subject matter, making the teacher the curriculum.

Olson (1994) examined the effect of a family course using the AWARE instrument which is used in this study. One pre-test and post-test use of the instrument was evaluated after being administered to 67 advanced undergraduate and graduate students. Table I below shows that ten of the eleven categories changed significantly ($p < .001$) between the pre and the post-testing.

TABLE I
 OLSON FAMILY COURSE SCORES: PRETEST AND POSTTEST

Scales	Pre-test percentile	Post-test percentile
Relationship		
expectations	58	85
Love and		
Marriage	55	82
Sexual Issues	63	76
Dating and		
Mate Selection	46	70
Role Relationships	78	80
Communication	52	74
Conflict Resolution	61	78
Financial Decisions	44	66
Adjustment to		
Marriage	59	83
Children and		
Parenting	61	77
Rel. Problems	53	78

T-test scores showed significance for all except the role relationship category as shown in Table II below.

TABLE II
OLSON CLASS t-TEST SCORES

Sub-category scale	Olson Class t-test scores
Realistic Expectations	7.12
Love and Marriage	7.33
Sexual Issues	3.06
Dating and Mate Selection	5.28
Role Relationship	.91 N.S.
Communication	5.37
Conflict Resolution	4.51
Financial Decisions	5.34
Adjustment to Marriage	6.36
Children and Parenting	4.09
Relationship Problems	5.90

Olson compared student scores on attitude towards marriage with the views of 200 family professionals. Improved attitudes were defined as those that come closer to the views suggested by the 200 professionals. The average change on each category was 21 points, with most changing from 16-27 points.

Of the 110 items in the 11 aware categories, students differed with professionals on 54 of the 110 items at pre-test, but differed on only 31 items at post-test (Olson, 1994).

Summary

Recent research shows both mixed results and various theories regarding why family life education and marriage preparation courses have the effect that they do. The proposed study will attempt to expand the base of literature related to the religious dimension of marriage preparation by adding a study of "attitudes and relationship expectations." By using a research methodology similar to that of Goad (1987) comparisons of attitudes and relationship expectations can be formulated. A similar methodology may also facilitate an examination of differences in outcome in the last ten years. This study attempts to build on the research from the past by comparing attitude and relationship expectation change of students enrolled in a "Christian Home" course with students taking a different course. This study also builds on the body of research done with university marriage preparation in a religious environment.

CHAPTER III

METHODOLOGY

This chapter includes a discussion of the research design, sample selection, and the instrumentation used in the study.

Research Design

The study involves quasi-experimental research, and includes some descriptive research to give a more clear picture of the data. Manipulation of the independent variable, and random formation of groups to be studied, before the experiment, are both needed for true experimental research (Gay, 1992).

The descriptive method will be used to describe the following family and demographic information about the subjects to be studied: age, religious preference, parent's marital status, education, physical abuse between parents, birth position, personal relationship status, physical abuse against self, children in parent's family, problem sexual behavior, alcohol/drug use by parents, dating-physical abuse, ethnic background, alcohol/drug use by self, dating-sexual abuse, children in family, in committed relationship, and current living arrangement.

Survey Sample and Population

The study examines the differences in awareness of attitudes and relationship expectations of two groups at a private Christian university in Arkansas. The experimental group was tested before and after taking a "Christian Home" course, and the control group was tested before and after taking a religious education course other than "Christian Home". The test group was made up of primarily sophomore level students in two sections of a "Christian Home" course taught by the same instructor. The control group consisted of two sections of a Bible Survey class also taught by the same instructor. Past enrollment was carefully checked to make sure none of the students in the control group had already taken the "Christian Home" course. Both the control group and the experimental group consisted of students where the majority were between 18 and 22 years of age.

Courses Being Examined

"Christian Home"

The Marriage Preparation Class is titled "Christian Home." The catalog description reads: "The Christian approach to selecting a marriage partner and living with that partner in permanent monogamy. A study of the Biblical principles bearing upon intra-family relationships. The family as an instrument of Christian service." All of the approximately 3800 students at the university

must enroll in a course in Bible or in an approved related field. "Christian Home" is one of those courses. Because of the broad requirement, there is a potential for a cross section of university students enrolling in the class. Every full time student must take a Bible class. Freshmen and Sophmores normally choose between Bible 101, Bible 112, Bible 211, Bible 213, Bible 215, and Bible 234. Freshmen are usually required to complete Old and New Testament Survey before being able to choose "Christian Home" unless they test out of the Survey Courses (1993-1994 University Catalog p. 190).

The course syllabus lists the religious objectives of the course in a way suitable for measurement purposes.

At the end of the course, students should be able to :

1. explain the Biblical basis of marriage
2. quote several scriptures relating to marriage and the family
3. discuss mate selection factors
4. discuss reasonable dating relationship activities.
5. list and discuss common problems within marriage.
6. relate likely solutions to common marriage problems
7. apply basic Biblical principles to dating and marital relationship problems.

The course is outlined to follow the chapters in a textbook titled: Family: A matter of relationships (Isom, 1991). The textbook chapters closely parallel the subcategories of AWARE.

TABLE III
CORRELATION OF AWARE CATEGORIES AND COURSE TEXT

Textbook Chapters Subject	AWARE Subcategories
1. Relationship standards/philosophies	
2. Biblical basis of marriage	Love and Marriage
3. Changes: Social, Religious & Family	Family Cohesion/Flex
4. Emotional maturing & resolving problems	
5. Family roles and expectations	Role/Relationship Exp
6. Successful mate selection factors	Dating & Mate Selection
7. The Dating Relationship	Dating & Mate Selection
8. Love leading toward marriage	Love & Marriage
9. Wedding plans	
10. Beginning the marriage	Adjustment to Marriage
11. They shall be one	Sexual Issues/Comm
12. Family and in-law relationships	
13. Money matters	Financial Decisions
14. Parenting	Children & Parenting
15. Nurturing faith in children	
16. The single experience	
17. Problems in families	Conflict Resolution
18. Values of counseling	Relationship Problems

The class meets for 40 total hours, either three times per week, or two times per week for a 16 week period. Summer and mini-session formats are also available with the same total number of hours. Teaching methods include lecture/discussion, video presentations, reading assignments, journal writing, interviews and anonymous question discovery sessions.

The philosophy guiding the textbook in the Christian Home course is not based wholly on views of educational experts in the field of family relations regarding personal or family relationships. Instead, the textbook follows the philosophy that one must seek to do the will of God regardless of what views are popular during any particular time and place. The goal for good relationships is then seen as the "rejection of worldly values, and the pursuit of spiritual values" (Isom, 1991, pp. 1-8). The preceding chart shows that the test group class (Christian Home) studied topics paralleling those measured by the AWARE, but the underlying values may or may not be paralleled. A non-religious family class would not use the Bible as a textbook, and because of the separation

of church and state, would not push the specific Bible teachings taught in the Christian Home Course. Bible teachings taught in Isom's 1991 text book include:

(1) The wife was made to be a "helpmeet" (complimentary helper) (Genesis 2:18). (2) Homosexuality is condemned by God therefore marriage and sexual intimacy is only for heterosexual couples. (Leviticus 18:22; Romans 1:27).

(3) Sexual relations with one other than one's own married partner is a sin (Deuteronomy 5:18; Hebrews 13:4). (4) Divorce is wrong, except in the case of marital unfaithfulness (Matthew 19:9). (5) Looking at a woman for the purpose of lusting is committing adultery in one's heart (Matthew 5:28). (6) The way to save life (live successfully) is to deny self, take up the cross (be sacrificial) and follow Jesus (Luke 9:24).

The Christian Home textbook also emphasizes the Biblical "fruits of the Spirit" from Galatians 5:22 as keys to successful relationships. These included are love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, and self control (Isom, 1991).

TABLE VI
AWARE QUESTIONS AND DIFFERING
"CHRISTIAN HOME" SCRIPTURES

AWARE Category/question	Course Philosophy/Scripture Conflict
Relationship Expectations	
+19 There is a good chance I will get married and divorced	God hates divorce (Malachi 2:16)
+53 All couples need is love to make a happy marriage	Agape definition of Love (1 Corinthians 13:4-8)
Love and Marriage	
-8 Love is a necessary and sufficient condition for a	Agape definition of Love (1 Corinthians 13:4-8)

satisfactory marriage

Sexual Issues

-25 A spouse should be willing to have sexual relations when ever their partner is interested

Don't deprive each other (1 Corinthians 7:1-6)

-41 A spouse should be willing to try sexual activities suggested by their partner

Certain sexual activities are wrong (Leviticus 18:6-23)

Dating and Mate Selection

+28 When and who you marry is equally important.

Who you marry is more important 1 Corinthians 7:39)

+33 Selecting a marriage partner is probably the most important decision in life

Following Christ is most important life decision (Matthew 6:33)

Role Relationship

-23 The husband should have the final word in important decisions

The husband is the head of the wife (Ephesians

-43 The husband should be the head of the family

5:23) Wives submit to husbands (Ephesians 5:22)

+97 Women should be encouraged by their partners to work outside the home

Wives are to be busy at home (Titus 2:5)

Conflict Resolution

-64 In order to end an argument it is better to give in

Giving in is sometimes best (Ephesians 5:21)

Relationship Problems

+46 It is better for the children if the parents divorce than if they stay together in a bad marriage

Divorce only for adultery (Matthew 19:9)
God hates divorce
(Malachi 2:16)

Old Testament Survey

"Old Testament Survey" (control group) is a required general education Bible course offered at the same Christian University. The course description reads as follows:

"A brief historical study of the Old Testament; selected books and passages are given special attention in order to learn the message of the Old Testament for its day, and for today." The course syllabus lists class objectives in a measurable fashion. At the end of the course, students should be able to:

1. relate the fundamental biblical message of specific Old Testament books
2. outline Old Testament history
3. discuss Old Testament prophecies regarding Jesus
4. select passages from the Old Testament that are helpful in explaining the mission and message of Jesus
5. list and discuss common questions people have about the value of the Old Testament for today
6. apply basic Old Testament teachings to life situations

The class meets five days each week for fifty minutes. Teaching methods include lecture, video presentations, journal writing, and

anonymous question discovery sessions.

Experimental Sample Characteristics

A single 130 item questionnaire was administered to a test group of approximately 100 college students in both a pre-test, and a post-test format. The test group was composed of students in two sections of a "Christian Home" course. Two other sections of the "Christian Home" course were taught during the same semester by a different instructor. The test was given during the first week of this marital preparation course, and during the last week of the course. This provided a fifteen week spread between pretest and posttest. The only randomization was the process of enrolling in a general Bible course. Students had the choice of 16 different Bible courses which would meet their Bible requirement. Because of the loss of usable test forms due to student absence or form incompleteness, no efforts were made to further randomize the sample to avoid over limiting the sample size. It is also important to consider that the randomization of the enrollment is listed as an assumption of the current study.

Control Sample Characteristics

Two sections of a non-marriage preparation Bible class were chosen as a control group (Old Testament Survey), because they were

taught by the same instructor as the test group, and during the same semester (spring 1994). Fourteen other sections of the Old Testament Survey course were offered during the same semester. The only randomization was the process of enrolling in any one of these sixteen general Bible courses. Students were able to select from any of the sixteen sections that fit their schedule. The two sections chosen merited selection as a control group because they were made up of similar age students (see appendix E), because the groups were similar in size (see appendix E), and because similar teaching styles improved comparison values.

The religious dimension was the same for both experimental and control groups. Both groups were required to attend daily chapel programs, and were involved in the religious atmosphere of the university. Religiosity was a constant for both groups, and is therefore not considered as a factor.

The same questionnaire was given to the control group of approximately 100 students. The control group was also given both pre and post tests spread by a fifteen week semester period.

AWARE test score changes of the test group were compared to those of the control group. The control group was expected to draw a similar cross section of the university population. The test group and the control group consist primarily of 18 to 22 year old students (see Appendix E). The Aware inventories of any student in the control group who had previously been enrolled in the Christian Home course were discarded.

Instrumentation

The survey instrument is titled "AWARE," (Awareness of Attitudes and Relationship Expectations) (Olson & Fournier, 1994). This inventory was developed for individuals who are involved in a close relationship, or are considering a close relationship in the future. The inventory was designed to identify some of the positive attitudes and problematic attitudes about relationships. The (AWARE) inventory was not intended to predict ones chances for a successful marriage but to measure awareness with attitudes and relationship expectations.

The instrument includes thirteen sub-categories measured by 130 separate survey questions. The survey instrument consisted of two sections. The first section included 19 areas of demographic information, date of testing and student and instructor numbers. A self assigned student identification number was used instead of name to assist with coding, and to assure students of anonymity. The first page of the instrument explains clearly that the results of the survey are confidential, and that they will be seen only by the respondent.

The demographic data consisted of education level, relationship status, observed violence in the family, experienced violence, inappropriate sexual behavior in the family, religious preference, family birth position, number of children in family, parent alcohol and drug use, ethnic background, committed relationship status, current living arrangement, parent's marital

status, physical or sexual abuse, and sex of the respondent.

The second part of the instrument consists of 130 questions which were designed to measure the following subcategory areas: relationship expectations, love and marriage, sexual issues, dating and mate selection, role relations, communication, conflict resolution, financial decisions, adjustment to marriage, children and parenting, relationship problems, family cohesion, and family flexibility. Each of the first eleven categories were covered in a specific section of the "Christian Home" course, making this instrument especially appropriate to measure effects of the course. The instrument itself does not identify the specific categories that it is designed to measure.

The choices included five possible responses for questions one to 110: 1=strongly disagree, 2=disagree, 3=undecided, 4=agree, and 5=strongly agree. The response choices for questions 111 to 130 are: 1=does not describe our family at all, 2=barely describes our family, 3=somewhat describes our family, 4=generally describes our family, and 5=very well describes our family.

Validity

Validity is "the degree to which a test measures what it is supposed to measure" (Gay, 1992, p. 155). Validity is a theoretical issue because it raises the question, "Valid for what purpose" (Carmines & Zeller, 1979 p. 16). The AWARE inventory is considered valid to the degree that it measures awareness of

attitudes and relationship expectations of control and experimental subjects towards relationships. The attempt was made to validate data interpretation in this particular instance rather than the instrument itself. It is assumed from research theory that the researcher should try to validate the interpretation of data gained from a certain procedure, rather than trying to validate the test itself (Cronbach, 1971).

Predictive validity is not a central issue in this study because the instrument does not claim to be a predictive instrument. The AWARE instrument clearly states its purpose: "AWARE was developed to help individuals become more aware of their attitudes and expectations regarding close relationships." One goal of AWARE is to help individuals develop more positive and realistic expectations regarding close relationships. The ultimate goal is to help individuals develop more positive close relationships. The AWARE inventory claims that it has a high level of validity and educational usefulness. " It is not a test to be passed or failed and it is not designed to predict chances for success in marriage." (AWARE Inventory, 1994, P. 1).

Carmines and Zeller (1979) have made clear fundamental principles regarding the validity assessment of instruments that measure abstract concepts: "it is clear that the more abstract the concept, the less likely one is to discover an appropriate criterion for assessing a measure of it" (p. 20). Attitude is an abstract concept which is difficult or impossible to find criteria to measure against.

The AWARE inventory has face validity because it appears to measure what it claims to measure (Carmines & Zeller, 1979; Olson, 1994). The inventory has content validity based on professional opinion. The instrument has been reviewed by over 200 professionals in the field. The 200 professionals are members of the National Council on Family Relations, and are Certified Family Life Educators (AWARE, 1994; Olson, 1994).

Carmines and Zeller (1979) suggest that three basic things are required to adequately show content validity:

1. a specific domain of content reflected in the measurement
2. a sampling of specific areas from this domain
3. a testable form from the sampling of specific areas

(p. 20).

The empirical measurement of the AWARE inventory reflects a specific domain of content. The developers have, based on expert opinion, specified a full domain of content relevant to this particular measurement situation. The thirteen areas representing the full domain of content are: relationship expectations, love and marriage, sexual issues, dating and mate selection, role relationship, communication, conflict resolution, financial decisions, adjustment to marriage, children and parenting, relationship problems, family assessment-family cohesion, and family assessment-family flexibility.

The content has been put into a form that is testable. The AWARE Inventory has been successfully used to measure attitude change in a family course (Olson, 1994).

Reliability

A reliability analysis was conducted using 151 cases to determine the value of the AWARE instrument for this study. Alpha reliability coefficients were run on all of the sub-scales of AWARE and are reported using suggested item deletions and /or item reversals.

TABLE IV
 AWARE INVENTORY RELIABILITY
 PRETEST AND POSTTEST FOR EXPERIMENTAL AND CONTROL GROUP
 N=151

Subscale	Reversed	Deleted	*Alpha before	*Alpha After
Rel Expectations		#14	.53	.57
Love and Marriage	#22,37	#42	-	.50
Sexual Issues		#69	.47	.50
Dating/Mate Selection				.68
Role Relationship		#61	.49	.53
Communication		#81	.60	.63
Conflict Resolution		#71	.42	.48
Financial Adjust	#45	#38	.47	.51
Adjustments to Marriage		#48	.51	.52
Children and Parenting		#59	.50	.57
Relationship Problems		#100	.36	.40
Family Cohesion		#120	.67	.76
Family Flexibility		#119	.54	.59

*Alpha reliability is shown before and after deleting and flipping the question numbers shown.

These lower alpha reliability coefficients (.55 to .60) may be acceptable for research purposes but would have to be higher for use in clinical tests. Borg and Gall claim that some loss in reliability can be accepted when the measures are to be used for

research purposes. They further argue that lower test reliabilities are acceptable for group research "since group research is more stable than individual performance" (Borg & Gall, 1983, p. 292).

Threats to Experimental Validity

The work of Campbell and Stanley, (1966), identifies eight major threats to internal validity. These are history, maturation, testing, instrumentation, regression, selection, mortality, and selection interactions (Campbell & Stanley, 1966). By choosing a quasi-experimental design using non-equivalent control groups, the following sources of internal invalidity are eliminated: history, maturation, testing, instrumentation, selection, and mortality (Gay, 1992).

The two sources of internal validity possibly threatened by the design chosen are regression and selection interactions. Regression dangers may be limited by the fact that the measurement instrument examines attitudes as opposed to factual knowledge. High and low scores having a tendency to move to the median in the post-test because of knowledge guessing, will have much less tendency when respondents respond to simple questions relating to their personal attitudes and beliefs.

Recognizing the danger of uncontrolled extraneous variables affecting the performance of the dependent variable, the following steps were taken to insure validity:

1. Control and experimental groups of similar size, and consisting of similar age groups were chosen.
2. The same teacher was used in both control and experimental groups to control for differences in teaching style.
3. A pre-test of attitudes was given to both control and experimental groups to establish initial equivalency.
4. The time span between pre-testing and post-testing was the same in control, and experimental groups.
5. A 15 week spread separated pre and post-testing to lessen any possible pre-test sensitization which could improve post-test performance because of test-format recall.

The requirement for different forms of the testing instrument was eliminated partially because of the 15 week time-spread between pretest and posttest. The primary reason is because of the type of information required by the testing instrument. Improved scores on a post-test resulting from subjects having taken a pre-test is unlikely on an attitude test instrument. "This phenomenon is also more likely to occur in some studies than in others, for example, when the tests measure factual information that can be recalled..." (Gay, p. 304, 1992).

This experiment was done with consideration for threats to external validity. The earlier list of assumptions makes clear that results can only be generalized to similar populations at similar religious institutions receiving similar treatment through a similar marriage preparation class.

One possible threat to external validity was that of pre-test

treatment interaction. It was possible that subjects respond differently to a treatment because the pretesting has sensitized and alerted them to the treatment. Experts note that attitude studies are vulnerable to this threat (Gay, 1992). It is further noted that this threat is considerably diminished when the time interval between pre-testing and post-testing exceeds two months (Gay, 1992). Gay (1992) also notes a 1954 study where 41 cases were reviewed which found a pre-test effect on post-test scores when the interval was less than two months. Moving the time spread to 15 weeks significantly reduced this particular threat to external validity.

Explanation of the Power of the Treatment

Participation in the Christian Home class is potentially a powerful treatment for several reasons. The first is the fact that major reviews of marital and pre-marital enrichment programs offer some evidence of meaningful change as a result of participation in the programs--at least on a short term basis (Gurman & Kniskern, 1977). Other researchers have examined a number of marriage courses and concluded that the courses were effective (Bowman, 1952; Duvall, 1965; Goad, 1987; Sporkowski, 1968; Stinnett, 1969).

Subcategories of family life education have also shown positive changes in both attitude and knowledge when assessed. One assessment of a human sexuality workshop showed that the treatment was associated with a significant increase in knowledge,

as well as significant changes in attitude (Guisti-Ortiz,1981).

A third reason to believe that the treatment of participation in a Christian Home class is potentially powerful relates to the religious context of the classes. Not only do classes in general show positive correlation with change, the religious nature of the course which include Bible belief, church attendance, and church affiliation has been shown to be a powerful contributing factor effecting change (Filsinger & Wilson, 1984; Heaton & Pratt, 1990; Schumm, Jeong & Silliman, 1990). Bahr and Chadwick's work (1985) was supported by similar evidence. They reported:

"To be precise, of 17 studies published between 1938 and 1980 13 reported a direct positive relationship between religiosity and marital satisfaction."

The Middletown III project results supported the hypothesis that religiosity does give greater value to marriage and family values. The research also showed that religious affiliation and Church attendance are positively associated with reported marital satisfaction (Bahr & Chadwick, 1985).

Data Collection Procedure

The instrument was administered by the instructor in both pre-test and post-test of control and experimental groups. Absent students did not participate.

The classes were instructed to complete the AWARE forms and to answer as honestly as possible. Students used self selected

anonymous numbers rather than names to reduce possible "halo effect" and were assured that their responses would be held in confidence. Students were also assured that no one could trace their answers, because only the student would know their anonymous number. It was expected that a number of usable test forms would be lost due to poor record keeping by the student of self assigned numbers. AWARE forms were distributed to students during regular class time. Students not finishing during class time were instructed to return the forms at the next class period. Students were informed that the purpose of the study was to examine the effect of the Christian Home class, and to compare attitude change with that of students not in the Christian Home class. The attempts by the teacher to make the survey a normal part of the course and the assurance of anonymity are expected to reduce bias in the respondents (Isaac & Michael, 1981)

Data Processing

The completed forms were sent in to the organization that developed the instrument to have the data electronically scanned, and converted into numerical codes corresponding to the variables. Forms were removed from the viable analysis group if they were incomplete or if only pretest or posttest forms were completed. Data was electronically coded for both the control, and the experimental groups. Viable forms including pretest and posttest including 37 in the control group, and 40 in the test group.

Statistical Methods

The collected data was analyzed with the aid of a computer generated statistics program, Statistics Package for the Social Sciences (SPSS-X) available at Harding University (SPSS-X User's Guide, 1992). The following analyses were run:

1. a multivariate analysis of variance (MANOVA) between the original control group pretest scores and the original test group pretest scores to establish initial equivalence. "The extension of univariate analysis of variance to the case of multiple dependent variables is termed "multivariate analysis of variance, abbreviated as MANOVA" (Norusis, 1985, p.196).
2. the total pre-test, and post-test mean scores and standard deviations for each group.
3. t-tests to compare group means between pretest and posttest of each subcategory. "The t-test answers the question, Is the difference between two sample means statistically significant?" (Isaac & Michael, 1966, p.140).
4. a multivariate analysis of variance (manova) was utilized to evaluate the between group difference and the within group difference to be examined by hypothesis two. In an experiment where the dependent variable is not a single measure, but several different scores obtained for each student, an ANOVA test computed separately for each of the dependent variables can lose substantial information by

ignoring correlations between variables. The MANOVA solves this problem by considering the variables simultaneously (Norusis, 1985).

Null Hypotheses

1. There is no significant difference between pretest and posttest mean scores of attitude and relationship expectations of students enrolled in a "Christian Home" course.
2. There is no significant difference between pretest and posttest scores of attitude and relationship expectations of students enrolled in an "Old Testament Survey" course.
3. There is no significant difference in the change between pretest and posttest mean scores of attitude and relationship expectations in students enrolled in a "Christian Home" course and those students enrolled in an "Old Testament Survey" course.

Ex Post Facto Research Questions

1. Which subscale categories show the highest net gain (posttest mean minus pretest mean) within the experimental group?
2. Which subscale categories show the highest net gain (posttest mean minus pretest mean) within the control group?

Summary

The procedures used in this study were presented in this chapter. The sample was chosen from two sub-populations consisting of students enrolled in a Bible course titled "Christian Home, and another Bible course titled "Old Testament Survey." The details related to sample selection were discussed. The survey instrument was presented, along with reliability and validity information. The data were analyzed using the SPSS-X statistical package, and includes mean scores and standard deviations from each AWARE sub-category, t-tests and MANOVA tests for pretests and posttests of control and experimental groups. The results of the analyses described will be used to draw conclusions regarding the hypotheses and research questions presented.

CHAPTER IV

FINDINGS

The results of the study are reported in this chapter along with a discussion and analysis of the findings. The work of Goad (1987) will be paralleled wherever possible to facilitate comparisons. This chapter will deal first with hypotheses one through three, and will then deal with each research question.

A list of group mean scores are reported in tables III and IV to give a basis for understanding and interpreting the data. Table V lists the mean scores for the experimental group for each of the eleven subcategories examined. Table VI lists the mean scores for the control group for each of the eleven subcategories.

Hypothesis One

There is no significant difference between pretest and the posttest mean scores of attitude and relationship expectations of students enrolled in a "Christian Home" course.

TABLE V
 CHANGES IN AWARE SCORES
 OF THE EXPERIMENTAL GROUP:
 t-TESTS FOR EQUALITY OF MEANS
 (N=41)

Subscale Category (10 questions each)	*pre-mean	* post-mean	t-value	2 tail sig.
1. Relationship Expectations	41	61	3.69	.000
2. Love and Marriage	45	66	3.45	.001
3. Sexual Issues	49	53	.66	.514
4. Dating and Mate Selection	45	55	1.84	.069
5. Egalitarian Relationship	31	27	-.84	.403
6. Communication				
7. Conflict Resolution	43	53	1.72	.089
8. Financial Decisions	46	51	.89	.378
9. Adjustment to Marriage	47	70	3.97	.000
10. Children and Parenting	49	60	1.73	.088
11. Relationship Problems	46	53	1.17	.245

*Note that the mean score is a percentile score indicating the amount of agreement with family professionals on each ten question category, which ranges from 0-100 percent. No questions were deleted so that comparison with Olson class results could be made.

Results for Hypothesis One

The t-test revealed that there was no significant difference in eight of the eleven categories between the pretest and posttest scores of students enrolled in "Christian Home." The t-test conducted produced scores below the .05 level of significance for Relationship Expectation, Love and Marriage, and Adjustment to Marriage categories. The null hypothesis is rejected in these three categories only, and is accepted in the other eight categories as seen in Table V.

Discussion of Results for Hypothesis One

The result of the statistical tests for this hypothesis have shown that there was a significant difference in the pretest and posttest scores of students enrolled in "Christian Home," but only in three of eleven areas. These results indicate that there was a significant improvement in these three areas when compared to the answers suggested by professionals in the field. The results may suggest that changes could be attributed to the test effect of involvement in the "Christian Home," but the lack of random sampling weakens the strength of a strong cause and effect hypothesis. The strengths of the quasi-experimental method still have considerable value in suggesting a strong relationship between involvement in the experimental group, and a significant improvement in AWARE scores in these three categories.

Finding some measurable change related to family life education courses is consistent with past research (Olson, 1994; Duvall, 1965). These researchers indicated that family life courses were effective in bringing about measurable changes. These results also agree with the work of Goad (1987) done within the context of a religiously affiliated school and a course with a decidedly "Christian" content. Goad (1987) used a control group, and reported significant increases in marital readiness of students enrolled in a "Christian" family life course. These findings are also consistent with the findings of Crosby (1971) whose study found a significant increase in knowledge, but only a non significant gain in attitude toward family life.

Three other categories approached significant difference at the .05 level. Dating and Mate Selection showed a t-value of 1.84 and a 2-Tail significance level of .069. The Conflict Resolution scale showed a t-value of 1.72 with a Two-tail significance level of .089, and the Children and Parenting score showed a t-value of 1.73 with a 2-Tail significance level of .088.

Subcategories that experienced low or insignificant gains may have a possible explanation in the relatively high scores that students received in the pretesting. These undergraduate students ended with higher scores on the posttest than the test developer's advanced undergraduate and graduate students began with in the pretests shown in Table II. These students didn't have as far to go as they might have, to grow towards the opinions of the experts, hence their scores did not improve as much.

go as they might have, to grow towards the opinions of the experts, hence their scores did not improve as much.

The Role Relationship category where students ended with percentile scores further from the opinions of the experts is also evidence that the treatment of class participation produced the results. The Bible verses taught as well as the syllabus and course materials shown in Appendix F suggest some differences between course content and the opinions of experts on role relationship. AWARE number 23 is in the category of role relationship and is coded to be reversed (-). Question number 23 says, "The husband should have the final word on important decisions." "Christian Home" students were taught that husbands and wives should communicate and make mutual decisions, but that in the end, "the husband is the head of the wife as Christ is the head of the Church" (Ephesians 5:22-23, NIV). AWARE question 43 is coded to be reversed (-) and says "The husband should be the head of the family." AWARE question number 97 suggests that women should be encouraged by their mates to work outside the home. The "Christian Home" class studied the Bible verse which says that wives are to "be busy at home" (Titus 2:5, NIV). AWARE question number 105 also created a dilemma for "Christian Home Students." It is coded negatively (-) and says, "When children are young, the mother should stay at home to care for them."

The lack of significant results in the other categories could suggest a mismatch in other AWARE categories when compared with categories in the "Christian Home" class. A lack of results could

also be attributed to the possibility that the information was not taught well in a certain category. Sometimes a difference in moral philosophies could make a difference in the way a student answers. Other times, the results may reflect the difference in actual course content. Many of the categories with nonsignificant change can be understood in the light of using a secular inventory with a decidedly Christian oriented class. When the student agrees with the expert on the majority of the questions in each category, a moral disagreement on just one or two questions can negate the significant improvement that a category average could have shown.

Table VI shows AWARE question numbers with conflicting scripture concepts taught in the "Christian Home" course. Appendix F gives a sampling of "Christian Home" class materials. The conflicting religious views expressed in the "Christian Home" class show why students might move away from the views of experts on particular questions on the AWARE subcategories.

Another reason for the lack of significant change in the attitudes of the test group is the relatively young age of the group. Chaudhary suggests that subjects over 22 years of age were significantly different in marital readiness than subjects under 19 years old (1984). She also notes that there is a significant difference in marital attitudes between 17-19 year olds and 21-22 year olds in expectation, communication, conflict resolution, finances, leisure, children, family and friends, and idealism. The older group had significantly higher scores in each of these categories except for that of idealism (Chaudhary, 1984). This

being true, freshmen and sophomores lack of readiness to deal with attitudes and decisions about relationships and marriage explains low attitude change scores compared to the scores of Olson's advanced and graduate students shown in Tables I and II.

Hypothesis Two

There is no significant difference between pretest and posttest scores of attitude and relationship expectations of students enrolled in an "Old Testament Survey" course.

TABLE VII
CHANGES IN RELATIONSHIP EXPECTATIONS SCORES
OF THE CONTROL GROUP:
t-TEST FOR EQUALITY OF MEANS
(N=37 matched pretests and posttests)

Subscale Category	*pre-mean	*post-mean	t-value	2-Tail Sig
Relationship Expectations	37	46	1.80	.076
Love and Marriage	38	51	2.09	.040
Sexual Issues	38	42	.58	.566
Dating and Mate Sel	45	47	.40	.693
Role Relationship Communication	32	34	.43	.666

Conflict Resolution	39	38	-.10	.924
Financial Decisions	41	47	1.08	.283
Adjustment to Marriage	38	48	1.58	.119
Children and Parenting	38	41	.51	.612
Student Relationship Prob	43	41	-.32	.751

*Note that the mean score is a percentile score indicating the amount of agreement with family professionals on each ten question category, which ranges from 0-100 percent. No questions were deleted so that comparison with Olson class results could be made.

Results for Hypothesis Two

One category, Love and Marriage, showed a slight significant difference at the .05 level, thus the null hypothesis is accepted on all categories except that of Love and Marriage. The statistical tests do not indicate a significant difference in the ten other categories between the pretest and posttest scores of students enrolled in an Old Testament Survey course at the .05 level of significance. More complete results of the t-test can be seen in Table VI.

Discussion of Results for Hypothesis Two

Students enrolled in a course not designed to effect attitudes

towards relationships were not expected to experience significant change. Past research pointed to measurable gains with the experimental groups involved in specific family life education (Bardis, 1963; Goad, 1987; Olson, 1994). Maturation, and test interaction can sometimes account for small positive gains in the control group post-testing (Borg & Gall, 1983). This could account for the small but non significant gain which did occur. The possibility existed that significant change might occur as a result of life stage growth over a semester, life experience, or the religious environment experienced at the university. The religious environment included daily chapels, and required religious education classes. This was a constant for both the control and experimental groups. It could therefore be concluded, that the significant increase in AWARE scores of the "Christian Home" class could be attributed to the class experience itself, and not to any of the factors experienced by both control and experimental groups.

Environmental factors that were similar with both groups included similar age ranges, constant religious atmosphere of the Christian University, the same teacher, and the same time span between pretests and posttests.

The only score change showing significant difference in the control group was the Love and Marriage sub-category. This category showed a .040 significance level with a t-value of 2.09. This small gain in posttest over pretest scores might be attributed to the similarities in the views of today's professionals, and the logical and non-idealistic "arranged marriages" studied in the Old

Testament Survey course.

The answers of family professionals on the questions from the Love and Marriage sub-category (Appendix D,) match well with the material taught in the "Old Testament Survey" class (Appendix G). AWARE codes number eight negatively because it suggests that Love is a necessary and sufficient condition for a satisfactory marriage. The "Old Testament" course used the book of Hosea to teach that Hosea was committed to Gomer in spite of her lack of love for him. AWARE question 13 is coded to suggest that being in love should not be the critical factor in deciding who to marry. The "Old Testament" survey class parallels this by teaching that spiritual values are more important than emotional feelings for choosing a mate. AWARE question 44 is coded to suggest that parental approval is important for a successful marriage. The "Old Testament Survey" course taught that parents should be honored and respected. The Survey class also agreed with AWARE question 115 in that it is easier to "fall in love" than to "stay in love" (II Samuel 13:1-15).

Hypothesis Three

There is no significant difference in the change between pretest and posttest mean scores of attitude and relationship expectations in students enrolled in a "Christian Home" course and those students enrolled in "Old Testament Survey."

Table VIII
 CHANGES IN AWARE SUBCATEGORY *MEAN SCORES OF THE
 EXPERIMENTAL AND CONTROL GROUPS:
 MANOVA RESULTS

Multivariate Tests of Significance (S = 1, M = 5 1/2, N = 30 1/2)

Test Name	Value	Exact F	Hypoth. DF	Sig. of F
Pillais	.24878	1.60489	13.00	.108
Hotellings	.33117	1.60489	13.00	.108
Wilks	.75122	1.60489	13.00	.108

*note that raw scores were used and unreliable questions were deleted and/or reversed for higher reliability as shown in chapter three.

Results for Hypothesis Three:

The MANOVA test examined the change in mean scores of the control group as compared to the change in mean scores of the experimental group. The change of the experimental group mean scores did not show a significant difference with the change of the control group mean scores at the .05 level, thus the null hypothesis is accepted. The test conducted utilized the pretest and posttest mean scores of both control and experimental groups and produced an F value of 1.60 with a significance level of .108.

Discussion of Results for Hypothesis Three

The results of the statistical tests for this hypothesis have shown that there is not a significant difference in the change in scores of the experimental group and the control group. This indicates that even though the "Christian Home" group showed a significant increase in raw scores in three subcategories, and a near-significant increase in three additional categories, they did not significantly increase over the "Old Testament Survey" course. These findings are not fully consistent with the findings of Crosby (1971), or of Goad (1987). Crosby (1971) did not find significant gains in attitude, but did find significant gains in knowledge. Goad (1987) showed a significantly greater increase in marital readiness in those students enrolled in a similar course ("Christian Family") over students in the control group. Bardis (1963) also reported that an experimental group made significantly greater gains than did the control group. These findings are generally consistent with past research which reports increases in attitude, personal adjustment, and/or knowledge when subjects are involved in family life courses (Crosby, 1971; Duvall, 1965; Goad, 1987; Olson, 1994). Crosby (1971) found that family life education students gained significantly in knowledge and in attitude toward themselves, but did not experience significant positive gain in their attitude toward family life. Olson (1994) used the AWARE inventory, and found significant positive gain in attitude and relationship awareness in every subcategory tested. Inconclusive

and mixed results also agree with the work of Harvey (1992) who noted that the relationship between marriage preparation programs and desired effects is complex.

The significant and non-significant gains of the control group could be partially attributed to maturation over the sixteen week period. Chaudhary (1986) noted a significant difference in the marital attitudes of 19 and 20 year olds in the areas of personality, conflict resolution, family and friends, and idealism. Another explanation of the attitude change in the control group is the parallel found between the "professional" views used on the AWARE instrument and the curriculum of the "Old Testament Survey" course as described in appendix F. The religious atmosphere, good teaching, and the effect of having a marriage therapist/"Christian Home" instructor as the Bible course teacher also likely had an influence. Olson and Gravatt discovered that the changes of attitudes found in students enrolled in marriage courses were all in the direction of becoming more similar to the professors attitudes (Olson & Gravatt, 1968).

Research Question One

Which subscale categories show the highest net gain (posttest mean minus pretest mean) within the experimental group?

TABLE IX
NON-SIGNIFICANT CHANGES IN ATTITUDE AND RELATIONSHIP EXPECTATIONS

*SCORES FOR EXPERIMENTAL GROUP AND CONTROL GROUP

Subscale	Control Mean Gain	Experimental Mean Gain	Experimental Gain over control
1. Rel Expectations	9.6486	19.5610	9.9202
2. Love and Marriage	12.9730	21.3659	8.3929
3. Sexual Issues	3.3243	3.6585	.3342
4. Dating & Mate Sel.	2.4324	10.4634	8.031
5. Role Relationship	2.0270	-3.3171	1.2901
6. Communication			
7. Conflict Resolution	-.5135	9.8537	9.3402
8. Financial Decisions	6.1081	4.6829	-1.4252
9. Adjust. to Marriage	9.5135	22.8293	13.3158
10. Children & Parenting	3.0270	10.6829	7.6559
11. Relationship Prob.	-1.9459	7.1951	5.2492

*note that non-significant gain scores are from percentiles based on agreement of respondent with answers from professionals

Results for Research Question One

The highest mean gain within the experimental group was shown in the Adjustment to Marriage subcategory with a mean gain of 22.8, followed closely by the categories of Love and Marriage with a mean gain of 21.4, and Relationship Expectations with a mean gain of 19.6. Complete information on mean gain in each subcategory can be found in Table VIII.

Discussion of Results for Research Question One

The high mean gain of the experimental group in the sub-category areas of Adjustment to Marriage, Love and Marriage, and Relationship Expectations may be accounted for by the very close relationships between course content and the AWARE questions related to these subcategories. Both the Adjustment to Marriage category, and the Relationship Expectation category, lacked conflicts in content as shown in Table V. The possible conflict in content in the Love and Marriage category involve the definition of love, which might or might not have affected the respondent's answers. Olson (1994) reported high mean gains in every area, and reported that the group tested worked specifically with study guides made to match the AWARE subcategories.

It could be implied that the Christian Home course is more successful in moving the attitudes of students towards the

attitudes of professionals in these three sub-category areas than in the other categories, although other factors must be considered. It could also be implied that these three areas tend to naturally develop during this life stage, or that growth was related to the Christian University environment. This would suggest that course had little effect in these categories. The maturation growth theory could be strengthened by the fact that the control group experienced the highest, although non-significant growth in these same three sub-categories.

Research Question Two

Which subscale categories show the highest net gain(posttest mean minus pretest mean) within the Control Group?

Results for Research Question Two

The highest mean gain within the control group was shown in the Love and Marriage subcategory with a mean gain of 13.0. This was followed closely by a 9.6 mean gain in Relationship Expectations, and a 9.5 mean gain in the Adjustment to Marriage category. Complete information on mean gain within the control group is given in Table VIII.

Discussion of Results for Research Question Two

The top three subcategory areas of growth were the same in the control group as they were in the experimental group. This could be accounted for by the fact that these are age appropriate gains, or by the fact that having the same instructor for the control group had some similar effects on both groups. The substantial, yet non-significant gain experienced by the control group in these areas suggests that the "Old Testament Survey" course may have some effect in bringing about measurable changes in relationship expectations, in attitudes towards love and marriage, and in attitudes to marriage adjustment. Table VIII shows that this effect is stronger than in any of the other measured areas.

Summary

The results of the statistical tests for the three hypotheses and the two research questions were reported. Analysis indicated that the majority of the items on the survey instrument experienced positive yet non-significant increases in their means from pretest to posttest for the experimental group. Only three subcategories experienced significant increases in the experimental group. Each of the three subcategories experiencing significant increases had parallel agreement between the religious philosophy of the "Christian Home" course, and the opinions of experts on the AWARE questions. The three other subcategories showing near significant

increases in scores also had agreement between the views of professionals and the religious philosophy of the test group. Additional evidence that the treatment produced the results is shown in the fact that AWARE subcategories showing a decrease in scores from pre-test to post-test follow the religious philosophies of the course as opposed to the views of professionals surveyed.

Results failed to show a significant increase in posttest scores of students enrolled in an "Old Testament Survey" course over pretest scores in all but one sub-category. The fact that the control group didn't get the results to the extent that the test group did adds weight to the conclusion that the treatment produced the results. The small significant change (.05 level) shown in one sub-category by the control group could be partially accounted for by the parallels that the "Old Testament Survey" class had to the Love and Marriage category.

MANOVA testing failed to show a significant overall increase in the (test group) "Christian Home" course over the (control group) "Old Testament Survey" course. The control group experienced positive yet non-significant growth in the majority of the eleven subcategories. This growth in the control group raised the level of scores which would have been required for the test group to achieve significant growth over the control group as a whole.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

A summary of the procedures and findings of the study are presented in the first section of this chapter. This summary will include a short overview of the design and purpose of the study, and of the methods used to carry out the study. A synopsis of the major findings will also be included. Later sections of the chapter will present conclusions drawn from the major findings as well as recommendations from the researcher for others interested in the effectiveness of family life education courses.

Summary

Family life courses and other similar educational experiences have been shown to relate to measurable increases in student knowledge, attitudes, expectations and readiness (Crosby, 1971; Duvall, 1965; Goad, 1987; Olson, 1994,) Other researchers have found measureable changes as the result of marital enrichment and marital preparation programs (Harvey, 1992; Hawley, 1991; Nickols, Fournier, & Nickols, 1986). The effect of a university level "Christian Home" course on awareness and attitudes towards relationships is the major concern of this paper.

Family life education is defined as "an area of study that includes facts, attitudes, and skills relating to relationships, marriage and parenthood. This field is concerned with the study of individual and family interactions for the purpose of improving the quality of human life" (Darling, 1987; Kerckhoff, 1964; The National Council on Family Relations, 1968). "Christian Home" is a family life education course offered at a private Christian university. This course emphasizes the spiritual dimensions of family life along with a general study of individual and family interactions. The spiritual and religious content of this course makes it very different from a marriage preparation course at a non-religious university. The purpose of the course is to improve relationships and to teach family life skills by using biblical principles and scripture texts to supplement family life education materials.

Much of the research evaluating the effectiveness of family education courses is relatively old, but newer research continues to evaluate the effectiveness of family life education courses and to measure knowledge and attitudes related to marriage (Chaudhary, 1986; Crosby, 1971; Duvall, 1965; Harvey, 1992; Hawley, 1991; Holman, Larson, & Harmer, 1994; Johnson, 1982; Johnson, 1990; Rohrbacher, 1979). Although research has indicated measurable change in attitudes towards relationships, and has measured marital readiness, few studies have been conducted to evaluate the impact of a "Christian" family life course on awareness of attitude and relationship expectations as defined by the AWARE inventory. There

is potential difference in a sample drawn from a religious institution because of differences in values, religious beliefs, and morals. Because of this potential difference, research done at non-religious institutions can reach different conclusions regarding the effect of a marriage preparation course.

Two studies used similar methodology as this study, within the context of a "Christian University" (Bardis, 1963; Goad, 1987). Because the relationship between family life education and attitude change toward relationships and expectations has been a significant one, and because of the age of most of the existing research, the need for this study is apparent.

Even though past studies mentioned indicate that students participating in family life education courses effect measurable positive changes in knowledge and attitude, trends of high divorce rates, domestic abuse, violence, and declining numbers of children living with their biological parents show an apparent decline in the quality of marriages (Tiesel and Olson, 1992) The field of family life education is rapidly expanding to examine new family resources, new definitions of family, new implications for intervention, and a new emphasis on qualitative research (Sprenkle and Piercy, 1992). The constant evaluation of family life education is essential in light of changing social problems, new methodologies, and the need for effective relationship preparation.

Changing methodologies, the expanding scope of family life studies, and the need for continual validation express the need for updated research. Bardis examined the effectiveness of a family

life course at a church-related college over 30 years ago (Bardis, 1963). Goad (1987), did another study with a church-related college eight years ago, examining the impact of a "Christian Family" course on marital readiness. This present study will add a needed update to the older work of Goad (1987) and Bardis (1963) which examines the effectiveness of a family life education course at a church-related university.

The specific purpose of this study was to assess the impact of a "Christian Home" course on the awareness of attitudes and relationship expectations. It is hoped that this study will provide information to improve curriculum and teaching strategies, as well as to suggest ways to improve the attitude and relationship expectations of students.

Procedures of the Study

A quasi-experimental study was conducted using pretests and posttests on both control and treatment groups. A treatment sample of students was chosen from those enrolled in "Christian Home" at a private Christian university during the Spring semester of 1994. A control sample of students was chosen from those enrolled in "Old Testament Survey" during the same time period. A survey instrument was administered to both groups of students at the beginning and again at the end of the semester. The instrument AWARE (Awareness of Attitudes and Relationship Expectations) contained 19 variables of demographic data, and 130 questions relating to 13 subcategories

of attitudes and awareness towards relationships.

AWARE was developed by Olson and Fournier (1994) for the purpose of helping students learn more about themselves and their relationship attitudes. It was designed to identify some of the positive attitudes and potentially problematic attitudes about close relationships. The resulting scores are not intended to predict chances for a successful intimate relationship (AWARE, 1994).

The instrument was administered, and the pretest and posttest scores of the students were tabulated. Frequency analyses, and statistical tests were run, and total mean scores for each of the 13 sub-categories were computed. Two-Tailed t-tests were run to check for significant differences between the means of each group. A multivariate analysis of variance (MANOVA) was run to compare overall gains from all the variables on the control group with those of the experimental group. The information from the tests run was then utilized to examine hypotheses one through three as well as to answer stated research questions.

Research Design

A quasi-experimental design was utilized in the current study instead of a true experimental design in order to avoid interrupting the normal classroom setting and activities. This design is appropriate when the setting does not allow for the control and/or the manipulation of all relevant variables (Isaac &

Michael, 1981). This is also the design to be utilized when the researcher is "doing a field or laboratory experiment in which random assignment to experimental treatments is not possible because the subjects are members of intact groups" (Borg & Gall, p. 656).

Random sampling is probably the most important variable not controlled in this study. The nonequivalent control group design should be recognized as valuable when random selection is not possible (Campbell, 1963). Random selection of subjects was not possible in this situation, where a normal classroom situation was needed for the study. Permanent class assignments on a random basis would virtually rule out selection bias as a source of error but might have caused more errors of other types in this university setting. Slavin argues that "a randomly chosen group of students who do not know one another may be so different from the typical classroom setting that research with such a group may have limited generalizeability..." (1992, p.28).

Without random assignment, selection bias becomes a possible problem, and there will be difficulty in separating preexisting differences between groups from treatment effects (Slavin, 1992). Because of this, the findings may not be generalized on a large scale, and the findings could be limited to the groups being studied. This study attempts to reduce possible selection bias effects by having control and experimental groups that are equivalent in as many ways as possible. These possible effects were also reduced and internal validity can be considered

satisfactory because the control and experimental groups have similar means and standard deviations on pretests (Isaac & Michael, 1981). Tables V and VI show the similarities in the pretest means of the control and experimental groups.

Though the groups have been matched closely with age, religious environment, gender, race, religious affiliation, same instructor, similar pretest mean scores, and similar pretest standard deviations, the possibility still exists that some important difference may not be shown in the pretest that is still operating to contaminate the posttest data (Isaac & Michael, 1981, p. 43).

Quasi-experimental research must give special consideration to the limits of the study to make clear its value for generalizability, and for careful consideration in reaching conclusions. Because of this, the delimitations, limitations and assumptions of this study should be reviewed carefully.

Findings of the Study

The primary research question was: What is the impact of an undergraduate level "Christian Home" course on the awareness of attitudes and relationship expectations of those students participating in the course for one semester? The major finding of the study was that students who participated in the "Christian Home" course made measureable pretest to posttest changes in all subcategories of AWARE. Significant positive changes were made in

only three of the subcategories. Near significant changes were found in three other subcategories. Students in a control group had similar pretest scores and similar standard deviations, but showed a significant posttest increase in only one of the eleven subcategories of the AWARE instrument. Measurable change was expected from a review of past research, and measurable change was found. It was also expected that the experimental group would experience significantly more gain than the control group. This expectation was not met

One unexpected change was a decrease in AWARE sub-categories of Role Relationship and Communication scores of students who participated in the "Christian Home" course. A second unexpected change was a larger "Financial Decisions" mean score gain in the "Old Testament Survey" (control) group than was experienced in the experimental group. If non-class effect is excluded, this unexpected change suggests that some values in Role Relationship, and Communication are being taught in the "Christian Home" course which are opposite the the values most frequently suggested by the family life professionals used to rank the AWARE test. Similar logic suggests that the "Old Testament Survey" group teaches values related to "Financial Decisions" that match the values of the polled family life professionals more closely than that of the "Christian Home" class. It should be noted that the AWARE test itself is neutral. Positive and negative changes are merely those which move toward, or away from the opinions of the professionals shown in their answers to AWARE questions.

Conclusions

Recognizing the limits of the study, and based on the results of the quasi-experimental research, the following conclusions may be drawn:

1. The fact that the experimental group had significant or near significant increases (Table V) in the majority of the eleven subcategories, and the fact that the control group experienced significant increase (Table VI) in only one of the subcategories indicates that the increase of the control group was not likely caused by maturation. Lack of random assignment hinders a strong generalization, but the data still merits a conclusion that the "Christian Home" course studied has a possible and even likely effect in improving the awareness of attitudes and relationship expectations of students participating in the course. This conclusion is consistent with research studies of the past (Olson, 1994; Goad, 1987; Crosby, 1971; Bardis, 1963).

2. The fact that the experimental group did not have significant or near significant increases in the sub-categories of Sexual Issues, Student Role Relationship, Student Communication, Student Financial Decisions and Student Relationship Problems indicates that the "Christian Home" course examined is likely ineffective at improving a students awareness of attitudes and relationship expectations in these areas as defined by the AWARE inventory.

3. The test group did gain significantly over 16

weeks, but did not gain significantly over the control group. This may suggest that some of the gain of both groups might be attributed to maturation, to religious atmosphere, and to effective teaching relating to AWARE categories. Surprising gain in the control group might be partially attributed to the parallel of "Old Testament Survey" material with "Christian Home" content. Some of the gain can be attributed to the learning effect of the control group course.

Recommendations

Recommendations for Teachers in the Field

Even though research shows that measurable changes can be effected by family life courses, teachers should consider a number of things to ensure that desired changes occur in their particular environment. The following recommendations are suggested in light of the research just completed:

1. Teachers should determine if their goal is primarily spiritual or if it is to teach the current social views in family life education. After a clear goal and course philosophy is determined, teachers should clearly distinguish between family life education course content and spiritual/religious course content. Material that meets the course goal may not fit the current social or academic views, and must be dealt with clearly to avoid confusing students.

2. Based on the findings of growth in the "Old Testament Survey" course, teachers should consider the fact that values regarding family life education are being taught in every subject. The broad spectrum under which these values are being learned should be examined and evaluated. Teachers should consider methods which teach desired values in indirect and whole learning environments.

3. The literature survey noted that family life education tends to increase knowledge, but does not always produce significant change in attitude toward marriage, and relationships. Teachers should specifically target attitudes as well as knowledge when choosing course materials.

4. The literature survey referenced a number of different approaches and styles of family life education. Teachers should determine specific needs of particular student groups, and then choose skill training programs that match the desired objectives, foci, fields of origin, theoretical orientation, and religious philosophy. Surveys of available approaches like that done by Levant (1986) should be used in "shopping" for the material that best fits needs of specific audiences.

5. The findings section of this paper noted that some of the "Christian Home" course material fit well with the beliefs of professionals on AWARE. When teachers are attempting to combine current family life education views with particular beliefs, they should carefully select materials that meet the dual role status.

6. It was noted that the teacher effects the curriculum, and

is to an extent the curriculum. Teachers should realize the extent to which their own values, attitudes, and life experiences effect the content, and should capitalize on this fact. Teachers should avoid the blind belief that a course can be taught without their values, morals, and beliefs showing through. Students should be told at the beginning of the course what the teachers basic philosophy is so they can make educated decisions about the course, and filter out undesirable values.

7. The literature survey noted that many enrichment programs are perceived as valuable, but show little participant change in long term studies. Teachers should push the idea that family life education, and enrichment is like eating food. One needs regular doses to stay strong and healthy. Teachers should facilitate check-ups and booster sessions.

8. The Findings section of this paper noted factors that may be associated with attitude change other than the "Christian Home" course itself. These factors such as age, maturity, engagement status, and religious practice should be exploited in family life education, instead of ignored.

9. Teachers should be aware of the danger of oversimplifying when speaking of the causes of attitude change and growth in family life education fields. Attitude change is a very complex issue, and it is very misleading to hint at proof of cause and effect.

10. Teachers and researchers should be aware of the misinformation that can result in comparing the results of attitude tests done with a primarily religious population, and tests done

with a more secular population.

11. Teachers should conduct periodic assessment of students to determine both strengths and weaknesses. New instruments are being produced and are being constantly improved and validated. Teachers should take advantage of assessing instruments and guides such as PREPARE/ENRICH (Olson, Fournier, & Druckman, 1986), AWARE (Olson & Fournier, 1994) and PREP-M (Holman, Busby, & Larson, 1989). After assessing students, teachers should re-adjust course content to align with the religious goals of the class.

Recommendations for Future Researchers

One goal of family life education is to assist people in building stable relationships, and to eliminate possible family problems. New research should be done which would:

1. Evaluate the effectiveness of church-related marriage enrichment programs. A number of the surveys mentioned noted a lack of long term studies measuring effectiveness. Random samples should be sought, and objective measurements such as AWARE should be chosen over mere self report methods.

2. Examine the effect of personal spiritual life on marriage and dating relationships. The literature review notes different outcomes in claimed religiosity and actual religious practice such as Bible reading and church attendance.

3. Examine the effects of media on attitudes and awareness towards relationships. Chapter II notes that television and music

consume a far greater amount of time than that spent in any family life education course. Researchers should determine if media is actually teaching more than family life education, and if so, discover methods of using media as a teaching medium.

4. Table IV showed some item results that appear to be contradictory. Future research should examine this by deleting or reversing all AWARE questions that contradict with the religious beliefs of the test subjects. Doing this will avoid contaminating the data, and insure that instrument validity retains its original integrity.

5. The results section of this paper notes a conflict between some beliefs of family life educators and possible interpretations of scripture from the Bible. Researchers should plan, implement, and evaluate methodologies for incorporating specific religious values into family life education.

Because of the tremendous value placed on families and relationships in our culture, and because of recognized success of family life education in bringing about positive changes, evaluating the effectiveness of family life education is growing more and more important. Universities are striving to prepare men and women for successful jobs, careers, and families. Few would argue with the fact that stronger families, and stronger relationships make a better society. Evaluating the effectiveness of one "Christian Home" course is just one small step, but it is a step in the right direction!

REFERENCES

Arcus, M. (1986). Should family life education be required for high school students: An examination of the issues. Family Relations, 35(3), 347-356.

Arcus, M. (1987). A framework for life span family life education. Family Relations, 36, 5-10.

Arcus, M. (1992). Family life education: Toward the 21st century. Family Relations, 41, 390-393.

Avery, A. W., Haynes-Clements, L. A., & Lamke, L. K. (1981). Teaching shy students: The role of the family life educator. Family Relations, 30, 39-43.

Bahr, H. B., & Chadwick, B. A. (1985). Religion and family in Middletown, USA. Journal of Marriage and the Family, 47(2), 407-414.

Baldwin, J.I., Whiteley, S., & Baldwin, J. D. (1990). Changing AIDS- and fertility-related behavior: The effectiveness of sexual education. The Journal of Sex Research, 27, 245-262.

Bardis, P.D. (1963). Influence of family life education on sex knowledge. Marriage and Family Living, 25, 85-88.

Bennett, W. J. (1994). The index of leading cultural indicators. New York: Simon and Schuster.

Berryman-Fink, C., & Pederson, L. (1981). Testing the effects of a competency-based interpersonal communication course. The Southern Speech Communication Journal, 46, 251-262.

Blood, R. O. (1976). Research needs of a family life educator and marriage counselor. Journal of Marriage and the Family, 38, 7-12.

Borg, W. R., & Gall, M. D. (1983). Educational research: An introduction (4th ed). New York: Longman

Bowman, H.A. (1952). Education for Marriage--by-product or objective? College and University, 27, 255-263.

Byron, William J. (1985). Preparing youth for marriage. USA-Today, 113(2478), 25-27.

Campbell, D. T. & Stanley, J. C. (1968). Experimental and quasi-experimental designs for research. (3rd printing) U.S.A.: Rand-McNally.

Carmines, E. G. & Zeller, R. A. (1979). Reliability and validity assessment (Sage University Paper Series: Quantitative Applications in the Social Sciences No. 07-017). Beverly Hills and London: Sage Publications.

Chaudhary, R. (1986). Effect of readiness for marriage and age on the marital attitudes of unmarried students. Unpublished master's thesis, Oklahoma State University, Stillwater.

Chronbach, L. J. (1971). Test Validation. In R. L. Thorndike (ed.), Educational Measurement (pp.443-507). Washington, DC: American Council on Education.

Crosby, J.F. (1971). The effect of family life education on the values and attitudes of adolescents. The Family Coordinator, 20, 137-140.

Darling, C.A. (1987). Family life education. In M. B. Sussman & S.K. Steinmetz (Eds.), Handbook of marriage and the family (pp. 815-833). New York: Plenum Press.

DeFrain, J., & Stinnett, N. (1992). Building on the inherent strengths of families: A positive approach for family psychologists and counselors. Topics in Family Psychology and Counseling, 1, 15-26.

DeVaus, D., & McAllister, I. (1987). Gender differences in religion: A test of the structural location theory. American Sociological Review, 52, 472-481.

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

Fact File: Attitudes and characteristics of this year's freshmen. (1990, January 24). Chronicle of Higher Education, pp. A33-A34.

Filsinger, E. E., & Wilson, M. R. (1984). Religiosity, socioeconomic rewards, and family development: Predictors of marital adjustment. Journal of Marriage and the Family, 46(3), 663-670.

Fischer, G. J. (1986). College student attitudes towards forcible date rape: Changes after taking a human sexuality course. Journal of Sex Education and Therapy, 12, 42-46.

Fournier, D. G. (1981). Informed: The Inventory for Marriage Education. Unpublished technical report, Department of Family Relations and Child Development, Oklahoma State University, Stillwater.

Fournier, D. G. & Olson, D. H. (1994). AWARE: awareness of attitudes and relationship expectations. Prepare/Enrich; Life Innovations, Inc. Minneapolis, Minnesota.

Fowers, B. J., & Olson, D. H. (1986). Predicting marital success with PREPARE: A predictive validity study. Journal of Marital and Family Therapy, 12, 403-413.

Gallup, G., Jr., & F. Newport. (1990, June). Virtually all adults want children, but many of the reasons are intangible. Gallup Poll Monthly, 8-22.

Gardiner, Louis E. (1991). An interactive problem-solving approach to the teaching of a marriage and family course. Teaching of Psychology, 18(1) 30-32 Feb. 1991.

Gay, L.R. (1992). Educational Research (4th ed.). New York, New York: MacMillan Publishing.

Giblin, P., Sprenkle, B., & Sheehan, R. (1985). Enrichment outcome research: A meta-analysis of premarital, marital and family findings. Journal of Marital and Family Therapy, 11, 3.

Glick, P. C. (1990). Marriage and Family Trends. In the NCFR Presidential Report, 2001: Preparing families for the future (pp. 2-3). Minneapolis, MN: The National Council on Family Relations.

Goad, R. (1987). The Effect of A Christian Family Course on Marital Readiness. Unpublished doctoral thesis, Oklahoma State University, Stillwater.

Godow, A., & LaFave, F. E. (1979). The impact of a college course in human sexuality upon sexual attitudes and behavior. Teaching of Psychology, 6, 164-167.

Gruner, L. (1985). The correlation of private, religious devotional practices and marital adjustment. Journal of Comparative Family Studies, 16(1), 47-59.

Guerney, B., & Guerney, L.F. (1981). Family life education as intervention. Family Relations, 30, 591-598.

Guerney, B., & Maxson, P. (1991). Marital and family enrichment research: A decade review and look ahead. In A. Booth (Ed.), Contemporary families: Looking forward, looking back (pp.457-465). Minneapolis, MN: National Council on Family Relations.

Gunderson, M.P., & McCary, J. L. (1980). Effects of sex education on sex information and sexual guilt, attitudes, and behaviors. Family Relations, 29, 375-379.

Gurman, A. S., & Kniskern, D. P. (1981). Family therapy outcome. Handbook of Family Therapy. New York: Brunner/Mazel.

Gurman, A. S., & Kniskern, D.P. (1977). Enriching research on marital enrichment programs. Journal of Marriage and Family Counseling, 3(2), 3-11.

Harvey, H. Z. (1992). Long term effects of marriage preparation programs on marital quality [CD-ROM]. Dissertation Abstracts International, 30(04), 1141. Abstract from: ProQuest File: Dissertation Abstracts Item: AAC MM65054.

Hawley, D. R. (1991). Enriching newlyweds: An evaluation of three marital enrichment programs with newlywed couples [CD-ROM]. Dissertation Abstracts International, 52(04), 1534. Abstract from: ProQuest File: Dissertation Abstracts Item: AAC 9127738.

Heaton, T. M., & Pratt, E. L. (1990). The effects of religious homogamy on marital satisfaction and stability. Journal of Family Issues, 11(2), 191-207.

Hertel, B. R. (1988). Gender, religious identity and work force participation. Journal for the Scientific Study of Religion, 27(4), 574-592.

Hill, R. (1949). Families under stress. Westport, CT: Greenwood Press.

Holman, T. B., Larson, J. H., & Harmer, S. L. (1994). The development and predictive validity of a new premarital assessment instrument. Family Relations, 43, 46-52.

Isom, A. (1991). Family: A matter of relationships. Delight, AR: Gospel Light Publishing Company.

Issac, S. & Michael W.B. (1971) Handbook in research and evaluation. San Diego: Robert R. Knapp Publisher.

Johnson, R. E. H. (1982). Validation of INFORMED: An Inventory for Marriage Education. Unpublished masters theses, Oklahoma State University, Stillwater.

Johnson, S. S. A. (1992). The efficacy of required attendance in a marriage preparation program [CD-ROM]. Masters Abstracts International, 30(03), 561. Abstract from: ProQuest File: Dissertation Abstracts Item: AAC MM61992.

Konig, R. (1970). Old problems and new queries in family sociology. In R. Hill & R. Konig (Eds.), Families in East and West: Socialization process and kinship ties. Paris: Mouton.

Larsen, Andrea S., & Olson, David H. (1989). Predicting marital satisfaction using PREPARE: A replication study. Journal of Marital and Family Therapy, 15, 311-322.

Lees, R. F. (1987). The outcomes of three marriage preparation programs [CD-ROM]. Dissertation Abstracts International, 48(01), 47. Abstract from: ProQuest File: Dissertaton Abstracts Item: not available.

Litty, C. L. E. (1989). An investigation of the effects of an Adlerian group couple education program on premarital adjustment [CD-ROM]. Dissertation Abstracts International, 49(09), 2541. Abstract from: ProQuest File: Dissertation Abstracts Item: AAC 8825628.

Mace, D. (1990). Marriage and family enrichment. In the NCFR Presidential Report, 2001: Preparing families for the future (pp. 6-7). Minneapolis, MN: The National Council on Family Relations.

Miller, B. C., Schvaneveldt, J. D., & Jenson, G. O. (1981). Reciprocity between family life research and education. Family Relations, 30, 625-630.

Miller, S., Miller, P., Nunnally, W. W., & Wackman, D. B. (1991). Talking and listening together. (Available from Interpersonal Communication Programs, Inc., 7201 S. Broadway, Littleton, Co 80122).

Mills, K.H., Kilmann, P.R., Davidson, E.R., Caid, C.D., & Drose, G.S. (1983). Impact of a small group discussion on a human sexuality course: A contrast of time formats. Journal of Sex Education and Therapy, 9, 32-38.

Moss, J. J. & Brasher, R. (1981). From the editors. Family Relations, 30, 491-492.

Most, R., & Guerney, P., Jr. (1983) An empirical evaluation of the training of lay volunteer leaders for premarital relationship enhancement. Family Relations, 32(2), 239-251.

National Council on Family Life Education, task force of The National Council on Family Relations. (1968). Family life education programs: Principles, plans, procedures. The Family Coordinator, 17, 211-214.

Olson, D. H. (1994). Attitude changes on AWARE from a family class: Pre & post-test results. Unpublished Report, Family Social Science and College of Human Ecology, Family Inventories Project, University of Minnesota, Minneapolis, 1-2.

Olson, D. H. (1990). 2001: Preparing families for the future. The NCFER Presidential Report, 2001: Preparing families for the future (p. 1). Minneapolis, MN: National Council on Family Relations.

Olson, D. H. & Fournier, D.G. (1994). AWARE: Awareness of attitudes and relationship expectations. Minneapolis, MN: PREPARE/ENRICH, Inc.

Olson, D. H., Fournier, D. G., & Druckman, J. M. (1986). Counselor's Manual for PREPARE-ENRICH (Rev. ed.). Minneapolis, MN: PREPARE-ENRICH, Inc.

Olson, D.H., Russell, C.S., & Sprenkle, D.H. (1980). Marital and family therapy: A decade review. Journal of Marriage and the Family, 42, 973-993.

Olson, D. H., & Gravatt, A.E. (1968). Attitude change in a functional marriage course. The Family Coordinator, 17, 99-104.

Orbuch, T. L., (1989). Human sexuality education. In K. McKinney & S. Sprecher (Eds.), Human sexuality: The societal and interpersonal context (pp. 438-462). Norwood, NJ: Ablex.

Pollis, C. A. (1985). Value judgements and world views in sexuality education. Family Relations, 34, 285-290.

Rackley, J.V. (1993). The relationships among marital adjustment, religiosity, and forgiveness. Unpublished doctoral dissertation, Virginia Tech., Va.

Ray, R. E., & Kirkpatrick, D. R. (1983). Two time formats for teaching human sexuality. Teaching of Psychology, 10, 84-88.

Rohrbacker, J. M. (1979). A study of single high school and college students' attitudes about marriage. Unpublished masters thesis, Oklahoma State University, Stillwater.

Scales, P. (1981). Sex education in the '70s and '80s: Accomplishments, obstacles, and emerging issues. Family Relations, 30, 557-566.

Scales, P. (1986). The changing context of sexuality education: Paradigms and challenges for alternative futures. Family Relations, 35, 265-274.

Schumm, W. R., Jeong, G. J., & Silliman, B. (1990). Protestant fundamentalism and marital success revisited. Psychological Reports, 66, 905-906.

Slavin, R. E. (1992). Research methods in education (2nd ed.). Boston: Allyn and Bacon.

Sollie, D. L., & Kaetz, J. F. (1992). Teaching university-level studies courses: Techniques and outcomes. Family Relations, 41, 18-24.

Sollie, D. L., Scott, J. P., Powell, L., & Waldren, T. (1984). Videotape feedback as a method of teaching communication skills. Texas Tech Journal of Education, 11, 259-268.

Sporakowski, M., J., (1968). Marital preparedness, prediction and adjustment. The Family Coordinator, 17, 155-161.

Sprenkle, D. H., & Piercy, F. P. (1992). A family therapy informed view of the current state of the family in the United States. Family Relations, 41, 404-408.

Stahmann, R. F., & Salts, C. J. (1993). Educating for marriage and intimate relationships. In M. E. Arcus, J. D. Schvaneveldt, & J. J. Moss (Eds.), Handbook of family life education: Vol. 2. The practice of family life education. Newbury Park, CA: Sage Publications.

Stinnett, N. (1969). Readiness for marital competence and family, dating, and personality factors. Journal of Home Economics, 61, 683-686.

Story, M. (1979). A longitudinal study of effects of a university human sexuality course on sexual attitudes. The Journal of Sex Research, 15, 184-204.

Thomas, C. J. (1992). Conceptions of curriculum and classroom practice: An ethnographic study of family life education teachers [CD-ROM]. Dissertation Abstracts International, 52(10), 3517. Abstract from: ProQuest File: Dissertation Abstracts Item: AAC NN59720.

Tiesel, J. W., & Olson, D. H. (1992). Preventing family problems: Troubling trends and promising opportunities. Family Relations, 41, 398-403.

Tortoriello, R. R., & Phelps, L. A. (1975). Can students apply interpersonal theory? Today's Speech, 23, 45-49.

Warner, C. T., & Olson, J. D. (1981). From the editors. Family Relations, 30, 491-492.

White, L. K. (1991). Determinants of divorce. In A. Booth (Ed.), Contemporary families: Looking forward, looking back (pp. 141-149). Minneapolis, MN: National Council on Family Relations.

Wilson, J.Q. and Herrnstein R. (1986). Crime and human nature. New York: Simon and Schuster.

APPENDIXES

APPENDIX A

TEST GROUP MEAN SCORES

TEST GROUP MEAN SCORES

(CHRISTIAN HOME)

Student Relationship Expectations score

Variable	Number			
	of Cases	Mean	SD	SE of Mean
PRE-TEST Test	41	41.0976	22.524	3.518
POST-TEST Test	41	60.6585	25.365	3.961
Mean Difference = -19.5610				

Student Love & Marriage Score

Variable	Number			
	of Cases	Mean	SD	SE of Mean
PRE-TEST Test	41	44.6341	28.039	4.379
POST-TEST Test	41	66.0000	28.079	4.385
Mean Difference = -21.3659				

Student Sexual Issues score				
Variable	Number of Cases	Mean	SD	SE of Mean
PRE-TEST Test	41	49.2439	25.527	3.987
POST-TEST Test	41	52.9024	25.033	3.909
Mean Difference = -3.6585				

Student Dating & Mate Selection score				
Variable	Number of Cases	Mean	SD	SE of Mean
PRE-TEST Test	41	45.0000	24.538	3.832
POST-TEST Test	41	55.4634	26.841	4.192
Mean Difference = -10.4634				

Student Role Relationship score				
Variable	Number of Cases	Mean	SD	SE of Mean
PRE-TEST Test	41	30.6585	19.304	3.015
POST-TEST Test	41	27.3415	16.255	2.539
Mean Difference = 3.3171				

Student Communication score

Variable	Number			
	of Cases	Mean	SD	SE of Mean
PRE-TEST Test	41	30.6585	19.304	3.015
POST-TEST Test	41	27.3415	16.255	2.539
Mean Difference = 3.3171				

Student Conflict Resolution score

Variable	Number			
	of Cases	Mean	SD	SE of Mean
PRE-TEST Test	41	43.3659	27.339	4.270
POST-TEST Test	41	53.2195	24.449	3.818
Mean Difference = -9.8537				

Student Financial Decision score

Variable	Number			
	of Cases	Mean	SD	SE of Mean
PRE-TEST Test	41	46.4146	23.840	3.723
POST-TEST Test	41	51.0976	24.024	3.752
Mean Difference = -4.6829				

Student Adjustment to Marriage score

Variable	Number		Mean	SD	SE of Mean
	of Cases				
PRE-TEST Test	41		47.3902	26.369	4.118
POST-TEST Test	41		70.2195	25.659	4.007
Mean Difference = -22.8293					

Student Children & Parenting score

Variable	Number		Mean	SD	SE of Mean
	of Cases				
PRE-TEST Test	41		48.9756	26.827	4.190
POST-TEST Test	41		59.6585	29.150	4.552
Mean Difference = -10.6829					

Student Relationship Problems score

Variable	Number		Mean	SD	SE of Mean
	of Cases				
PRE-TEST Test	41		45.5122	25.829	4.034
POST-TEST Test	41		52.7073	29.638	4.629
Mean Difference = -7.1951					

APPENDIX B

CONTROL GROUP MEAN SCORES

APPENDIX B

CONTROL GROUP MEAN SCORES

CONTROL GROUP MEAN SCORES: PRETEST AND POSTTEST

Student Relationship Expectations score				
Variable	Number of Cases	Mean	SD	SE of Mean
PRE-TEST Control	37	36.8108	18.671	3.069
POST-TEST Control	37	46.4595	26.670	4.385
Mean Difference = -9.6486				

Student Love & Marriage score				
Variable	Number of Cases	Mean	SD	SE of Mean
PRE-TEST Control	37	37.6757	26.506	4.358
POST-TEST Control	37	50.6486	26.949	4.430
Mean Difference = -12.9730				

Student Sexual Issues score				
Variable	Number of Cases	Mean	SD	SE of Mean
PRE-TEST Control	37	38.2432	24.443	4.018
POST-TEST Control	37	41.5676	25.165	4.137
Mean Difference = -3.3243				

Student Dating & Mate Selection score

Variable	Number of Cases	Mean	SD	SE of Mean
PRE-TEST Control	37	44.7027	24.189	3.977
POST-TEST Control	37	47.1351	28.423	4.673
Mean Difference = -2.4324				

Student Role Relationship score

Variable	Number of Cases	Mean	SD	SE of Mean
PRE-TEST Control	37	31.9730	19.676	3.235
POST-TEST Control	37	34.0000	20.578	3.383
Mean Difference = -2.0270				

Student Communication score

Variable	Number of Cases	Mean	SD	SE of Mean
PRE-TEST Control	37	31.9730	19.676	3.235
POST-TEST Control	37	34.0000	20.578	3.383
Mean Difference = -2.0270				

Student Conflict Resolution score				
	Number			
Variable	of Cases	Mean	SD	SE of Mean
PRE-TEST Control	37	38.7027	23.505	3.864
POST-TEST Control	37	38.1892	22.409	3.684
Mean Difference = .5135				

Student Financial Decisions score				
	Number			
Variable	of Cases	Mean	SD	SE of Mean
PRE-TEST Control	37	40.7027	24.497	4.027
POST-TEST Control	37	46.8108	24.086	3.960
Mean Difference = -6.1081				

Student Adjustment to Marriage score				
	Number			
Variable	of Cases	Mean	SD	SE of Mean
PRE-TEST Control	37	38.2432	24.029	3.950
POST-TEST Control	37	47.7568	27.655	4.546
Mean Difference = -9.5135				

Student Children & Parenting score				
Variable	Number of Cases	Mean	SD	SE of Mean
PRE-TEST Control	37	37.4865	23.747	3.904
POST-TEST Control	37	40.5135	27.228	4.476
Mean Difference = -3.0270				

Student Relationship Problems score				
Variable	Number of Cases	Mean	SD	SE of Mean
PRE-TEST Control	37	42.9459	27.406	4.506
POST-TEST Control	37	41.0000	25.157	4.136
Mean Difference = 1.9459				

APPENDIX C

AWARE BACKGROUND DATA AND ENTRY CODING

AWARE BACKGROUND DATA AND ENTRY CODING

Category	Coding	Student Answer
Age	19	"0-19 year olds"
	20	"20-24 year olds"
	25	"25-29 year olds"
	30	"30-34 year olds"
Sex	0	"Male"
	1	"Female"
Education Completed	1	"Grad/Professional"
	2	"4 Year College"
	3	"Some College/Tech"
	4	"Finished High School"
	5	"Some High School"
Your Relationship Status	1	"Single"
	2	"Committed Relationship"
	3	"Engaged"
	4	"Single w/ Children"
	5	"Married No Children"
	6	"Married w/Children"

Abuse: Did you ever observe physical abuse (violence) between your Parents.

Did you ever observe or experience physical abuse
(violence) between your parents and you, or your parents
and your siblings?

- 0 "Never"
- 1 "Seldom"
- 2 "Sometimes"
- 3 "Often"
- 4 "Very Often"

- | | | |
|------------|---|---------------------|
| Religious | 0 | "Agnostic" |
| Preference | 1 | "Baptist" |
| | 2 | "Catholic" |
| | 3 | "Episcopal" |
| | 4 | "Jewish" |
| | 5 | "Latter-day Saints" |
| | 6 | "Lutheran" |
| | 7 | "Methodist" |
| | 8 | "Presbyterian" |
| | 9 | "Not Listed" |

Children Questions:

How many children do you have?

What is your birth position?

How many children in your parents family?

- 0 "None"
- 1 "One"
- 2 "Two"
- 3 "Three"
- 4 "Four"
- 5 "Five or More"

Alcohol and Drug use:

Have your parents had trouble with alcohol and drug use?

Have you had problems with alcohol and drug use?

- 0 "Never"
- 1 "Seldom"
- 2 "Sometimes"
- 3 "Often"
- 4 "Very Often"

- Ethnic Background 1 "African-American"
- 2 "Asian-American"
- 3 "Caucasian"
- 4 "Hispanic"
- 5 "Native American"
- 6 "Other"

Relationship:

Currently in a committed relationship?

- 0 "No"
- 1 "Yes"

Current Living Arrangement:

- 1 "Live Alone"
- 2 "With Parents"
- 3 "With Partner"
- 4 "With Others"

Parents Marital Status:

- 1 "Married"
- 2 "Separated"
- 3 "Both Single"
- 4 "Both Remarried"
- 5 "1 Single 1 Remarried"
- 6 "Other"

Abuse:

During dating did you ever experience physical abuse?

During dating did you ever experience sexual abuse?

- 0 "Never"
- 1 "Seldom"
- 2 "Sometimes"
- 3 "Often"
- 4 "Very Often"

APPENDIX D

AWARE SURVEY INSTRUMENT QUESTIONS
BY SUBCATEGORIES

8/25/93

AWARE

AWARENESS OF ATTITUDES AND RELATIONSHIP EXPECTATIONS

AWARE is for individuals who are currently involved in a close relationship or are considering this in the future.

AWARE was designed to help you learn more about *yourself* and *your relationship attitudes*. AWARE can identify some of the positive attitudes and potentially problematic attitudes you have about close relationships.

AWARE results are *not intended* to predict your chances for a successful intimate relationship.

AWARE is *not* a test and there are no "right" or "wrong" answers. Please respond to all of the statements according to your point of view. The usefulness of AWARE depends upon your willingness to respond fully and honestly.

The results of AWARE are *confidential* and will be seen only by you. An identification number will be assigned to you and will be used in place of your name.

While you are taking AWARE, we request that you *not* discuss these items with anyone. After you have completed AWARE, we encourage you to think about and discuss the items as well as feelings you experienced while taking the AWARE Inventory.

**You must use a No. 2 PENCIL to
complete the Answer Sheets.**

DO NOT mark or write in this question booklet.

Developed by:
David H. Olson, Ph.D.
David G. Fournler, Ph.D.



PREPARE/ENRICH
P.O. Box 190
Minneapolis, MN 55440-0190

© Copyright 1994
Life Innovations, Inc.

used by
permission


1 = Strongly Disagree


2 = Disagree

3 = Indecision

4 = Agree

5 = Strongly Agree

INDIVIDUAL RESPONSES		COMPARISON			AWARE 	RELATIONSHIP EXPECTATIONS			
INDIV.	PROF.	AGREE	INDECISION	DISAGREE		Individual %	Professionals %	Positive Agreement %	Strength Area or Growth Area
									(+) 14. There are many people in the world with whom I could have a happy marriage. (+) 19. There is a good chance I will get married and divorced. (-) 32. Partners usually know what the other person wants or needs. (-) 36. It is easy to be a best friend and companion to your partner after marriage. (-) 52. My partner will fulfill almost all my needs for security, support and companionship. (+) 53. All couples need is love to make a happy marriage. (-) 70. When I marry, we will understand each other completely. (-) 82. Increasing the amount of time together will improve a close relationship. (-) 88. Most engaged couples know their partner completely by the time they get married. (+) 99. I expect romantic love will fade in my marriage.

INDIVIDUAL RESPONSES		COMPARISON			AWARE 	LOVE & MARRIAGE			
INDIV.	PROF.	AGREE	INDECISION	DISAGREE		Individual %	Professionals %	Positive Agreement %	Strength Area or Growth Area
									(-) 8. Love is a necessary and sufficient condition for a satisfactory marriage. (+) 13. Romantic love tends to fade in most marriages. (+) 24. Love often makes marriage more difficult. (-) 30. Married persons often show their love to each other. (-) 37. Loving a person means loving most things about them. (+) 42. Partners can express love without having to say "I love you." (-) 44. Being in love is the critical factor in deciding who to marry. (-) 63. Love is a good predictor of whether a marriage will last. (+) 78. Partners often have very different definitions of love. (+) 95. Love, for an engaged couple, is often different than love for married couples.


1 = Strongly Disagree


2 = Disagree

3 = Indecision


4 = Agree


5 = Strongly Agree

INDIVIDUAL RESPONSES		COMPARISON			AWARE 	SEXUAL ISSUES			
INDIV.	PROF.	AGREE	INDECISION	DISAGREE		Individual %	Professionals %	Positive Agreement %	Strength Area or Growth Area
									(-) 9. It is relatively easy for couples to develop a mutually satisfying sexual relationship. (-) 15. Most couples find it easy to discuss sex after marriage. (-) 25. A spouse should be willing to have sexual relations whenever their partner is interested. (-) 34. Each partner should know what the other would enjoy sexually without being told. (-) 41. A spouse should be willing to try sexual activities suggested by their partner. (+) 47. Decisions regarding family planning or birth control are easy to decide. (+) 62. Most sexual problems couples experience can be effectively treated. (+) 69. Men are more interested in sexual intimacy with less communication than women. (-) 101. Sexual difficulties are the major cause of marital problems. (-) 107. In a married couple, the male and female usually have similar sex drives.

INDIVIDUAL RESPONSES		COMPARISON			AWARE 	DATING & MATE SELECTION			
INDIV.	PROF.	AGREE	INDECISION	DISAGREE		Individual %	Professionals %	Positive Agreement %	Strength Area or Growth Area
									(-) 1. Criteria for evaluating a date should be the same as selecting a mate. (+) 17. A parent's opinion about one's partner usually turns out to be very accurate. (+) 18. If a couple is well prepared for marriage, they have a better chance for a happy marriage. (+) 28. When a person marries is just as important as who they marry. (+) 31. Persons from unhappy or divorced families are more risky to marry than people from happy families. (+) 33. Selecting a marriage partner is probably the most important decision in life. (+) 60. A good way to predict a partner's behavior in marriage is to observe their parents and family. (+) 72. The couple's style of relating during dating will carry over into marriage. (+) 84. Even couples well prepared for marriage will experience problems. (+) 106. If your parents or friends dislike your partner, you should reconsider your plans for marriage.

1 = Strongly Disagree 2 = Disagree 3 = Indecision 4 = Agree 5 = Strongly Agree

INDIVIDUAL RESPONSES		COMPARISON				ROLE RELATIONSHIP			
INDIV.	PROF.	AGREE	INDECISION	DISAGREE		Individual %	Professionals %	Positive Agreement %	Strength Area or Growth Area
									(+) 12. Husbands should equally share household duties. (-) 23. The husband should have the final word on important decisions. (+) 29. Men should be willing to cook, clean and do the same household tasks as women. (-) 43. The husband should be the head of the family. (-) 55. The husband's occupation should be the first priority in determining where a couple will live. (+) 61. The tasks one does around the house should be based on one's interests and skills. (+) 75. Women should be able to keep their maiden name after marriage. (+) 80. The husband should be as willing to adapt his life as the wife. (+) 97. Women should be encouraged by their partners to work outside the home. (-) 105. When children are young, the mother should stay at home to care for them.

INDIVIDUAL RESPONSES		COMPARISON				COMMUNICATION			
INDIV.	PROF.	AGREE	INDECISION	DISAGREE		Individual %	Professionals %	Positive Agreement %	Strength Area or Growth Area
									(+) 2. What one communicates non-verbally is often more important than what is said verbally. (-) 6. In a long-term relationship, each person generally knows what the other person feels and wants. (+) 40. It is easier for couples to be more clear and honest in their communication after marriage. (+) 54. Most couples can discuss any issue or topic without difficulty. (-) 66. Most couples find it easy to talk about their relationship. (-) 73. Even when couples become aware of poor communication, it is difficult for them to improve it. (+) 81. Many married couples are unhappy about the way they talk with each other. (-) 91. Couples should be aware of their partner's feelings without being told. (-) 98. When there are problems in a relationship, most partners are eager to talk about it. (+) 109. Most couples have a hard time really understanding each other.


1 = Strongly Disagree


2 = Disagree

3 = Indecision

4 = Agree

5 = Strongly Agree

INDIVIDUAL RESPONSES		COMPARISON			AWARE 	CONFLICT RESOLUTION			
INDIV.	PROF.	AGREE	INDECISION	DISAGREE		Individual %	Professionals %	Positive Agreement %	Strength Area or Growth Area
					(-) 4. Couples should avoid conflict with their partner. (-) 10. Couples fight mainly over important issues in their relationship. (-) 39. In a close relationship, it is important to share all your negative feelings about each other. (-) 58. Most problems experienced by couples will be resolved by the passage of time. (-) 64. In order to end an argument, it is better to give in. (+) 71. The more intimate the relationship, the greater the opportunity for conflict. (+) 74. A relationship can often be strengthened by an argument. (-) 79. Most couples tend to fight fairly and effectively resolve their problems. (-) 83. To avoid hurting my partner's feelings, it is better to say nothing. (+) 96. During conflict, couples seldom understand each others true feelings.				

INDIVIDUAL RESPONSES		COMPARISON			AWARE 	FINANCIAL DECISIONS			
INDIV.	PROF.	AGREE	INDECISION	DISAGREE		Individual %	Professionals %	Positive Agreement %	Strength Area or Growth Area
					(+) 16. Couples usually agree on how to spend money. (+) 20. A couple should avoid using short-term credit except in emergencies. (+) 26. Income should be strictly budgeted on a monthly basis. (+) 38. Keeping good financial records is as difficult as agreeing on a financial plan. (+) 45. Each married person should have a separate checking and savings account. (+) 51. Credit cards often create financial problems for couples. (+) 77. Financial problems create the most stress for couples. (-) 85. Paying for everything in cash will improve your credit rating. (-) 93. Couples usually agree on how much money to save each month. (-) 110. After marriage, each partner will have more personal spending money than before marriage.				

1 = Strongly Disagree

2 = Disagree

3 = Indecision


4 = Agree

5 = Strongly Agree

INDIVIDUAL RESPONSES		COMPARISON		AWARE	ADJUSTMENT TO MARRIAGE			
INDIV.	PROF.	AGREE	DISAGREE		Individual %	Professionals %	Positive Agreement %	Strength Area or Growth Area
								(+) 7. My marriage might be disappointing and frustrating at first. (-) 27. After marriage, it is easy to decide which relatives to visit on holidays. (+) 48. The first two years of marriage are the most difficult for couples. (+) 57. Over the years, a couple will experience both marital happiness and unhappiness. (-) 68. After marriage, it is easier to accept a partner's habits that bother you. (-) 86. Personality differences can make marriage more successful. (-) 90. Getting married can really help people improve their self-esteem. (-) 92. People are more willing to change their habits to please their partner after marriage than before. (-) 103. A person's desire to continue old personal relationships after marriage can cause problems for most couples. (-) 108. Chances for marital success are not affected by the opinions of friends and relatives.

INDIVIDUAL RESPONSES		COMPARISON		AWARE	CHILDREN & PARENTING			
INDIV.	PROF.	AGREE	DISAGREE		Individual %	Professionals %	Positive Agreement %	Strength Area or Growth Area
								(-) 5. Couples are often much happier after they have children than before. (-) 21. Most couples agree on how to best discipline their children. (-) 35. Most couples agree on the number of children they want and when to have them. (-) 49. The couple relationship should have priority over the parent-child relationship. (+) 50. Having children can have a negative effect on a couple's marriage. (+) 59. Couples with a strong marriage will have children with fewer problems. (-) 67. Raising children is a natural activity that requires little training. (-) 87. Parents can easily shelter their children from the effects of marital conflict. (-) 94. Most couples do a good job of sharing child rearing. (-) 102. Most parents and children communicate well with each other.

1 = Strongly Disagree 2 = Disagree 3 = Indecision 4 = Agree 5 = Strongly Agree

INDIVIDUAL RESPONSES		COMPARISON				RELATIONSHIP PROBLEMS			
INDIV.	PROF.	AGREE	INDECISION	DISAGREE		Individual %	Professionals %	Positive Agreement %	Strength Area or Growth Area
					(+) 3. It is easier to resolve problems before marriage than after marriage.				
					(-) 11. When there are problems in a close relationship, most couples can easily resolve them.				
					(+) 22. Even after divorce, problems can continue between the couple if children are involved.				
					(+) 46. It is better for children if the parents divorce than if they stay together in a bad marriage.				
					(-) 56. Couples can solve even severe problems without seeing a marital therapist.				
					(+) 65. Jealousy is a common problem for most couples.				
					(+) 76. If a person has a temper, they will use it against their partner.				
					(+) 89. Problems with alcohol or drug use often become worse after marriage.				
					(-) 100. Friends are good counselors when marital conflicts arise.				
					(+) 104. Couples should go to marital therapy before their problems become serious.				

AWARE

(R)

See the next two pages for your Family Assessment.

FAMILY ASSESSMENT

This Family Assessment could be either your family of origin or your current family. The response scale for these questions is indicated below.

125

					1 = DOES NOT describe our family	2 = RARELY describes our family	3 = SOMEWHAT describes our family	4 = GENERALLY describes our family	5 = VERY WELL describes our family
INDIVIDUAL RESPONSES					FAMILY COHESION				
INDIV.					Strength Area or Growth Area				
					112. Family members are totally involved in each other's lives. 114. In our family, everyone is on their own. 116. When one family member is upset, we all feel upset. 118. People in our family prefer to do activities on their own. 120. We resent family members doing activities outside the family. 122. When at home, family members seem to avoid contact with each other. 124. We can never have too much closeness in our family. 126. We depend more on persons outside the family than on family members. 128. If we don't know where family members are, we really feel anxious. 130. Family members rarely depend on each other.				

© LIFE INNOVATIONS, INC. 1994

					1 = DOES NOT describe our family	2 = RARELY describes our family	3 = SOMEWHAT describes our family	4 = GENERALLY describes our family	5 = VERY WELL describes our family
INDIVIDUAL RESPONSES					FAMILY FLEXIBILITY				
INDIV.					Strength Area or Growth Area				
					111. We never question the leader in our family. 113. Our family usually seems to be disorganized. 115. Once a task is assigned to a family member, there is no chance of changing it. 117. It is unclear what will happen when rules are broken in our family. 119. There is only one right way to do things in our family. 121. No one seems to be in control in our family. 123. Our family has a rule for almost every possible situation. 125. Things don't seem to get done in our family. 127. We should not try to change the way our family does things. 129. We never seem to get organized in our family.				

APPENDIX E

AWARE RESULTS COMPARISON:

OLSON AND BRUMFIELD

AWARE RESULTS COMPARISON: OLSON AND BRUMFIELD

Scales	Pre-test percentile		Post-test percentile	
	Olson	Brumfield	Olson	Brumfield
Relationship				
expectations	58	41	*85	*61
Love and				
Marriage	55	45	*82	*66
Sexual Issues	63	49	*76	53
Dating and				
Mate Selection	46	45	*70	55
Role Relationships	78	31	80	27
Communication	52	31	*74	27
Conflict Resolution	61	43	*78	53
Financial Decisions	44	46	*66	51
Adjustment to				
Marriage	59	47	*83	*70
Children and				
Parenting	61	49	*77	60
Rel. Problems	53	46	*78	53

* Note that the marked percentile scores are significantly different than in the pre-test. t-Test scores are available in tables II and V.

APPENDIX F

"CHRISTIAN HOME" SYLLABUS AND COURSE MATERIALS

COURSE SYLLABUS

Christian Home - Bible 234
Joe Brumfield

Where to reach your Instructor: Second floor in the new Bible Building
Office #245 Office Phone extension # 4295

Office Hours: M-F 9:35 a.m. - 10:35 a.m. and 1:00p.m. - 2:00p.m.

*please make an appointment by signing up on the office door sign up chart so your teacher will not miss you. When there are no appointments, teacher may be visiting students in the student center etc.

Attendance Policy:

(Read the Policy in your Student Handbook and Catalog)

Excused Absence slips from the nurse must be turned in to the teacher within one week of the absence. Three unexcused absences are allowed for this class during the semester. (The tuesday night class is allowed only one!) Your final grade will be lowered by 3% for each unexcused absence above the amount allowed. Three unexcused tardies are equal to one absence.

If you are Absent:

- a. You must take quizzes and tests on the day scheduled unless your absence was excused!
- b. It is the student's responsibility to find out what material and assignments have been missed and to complete all work.
- c. All make-up exams will be given Tuesday or Thursday at 6:00 p.m. in a testing classroom in the Bible building. (These times are subject to change).
- d. All make-up work(excused absence) is due the following class period after your return. After this, your grade drops one letter grade per day late. Unexcused late work drops one letter grade per day late past the scheduled due date.
- e. Quizzes missed due to an unexcused absence cannot be made up. Student will receive a "zero" grade for missed quizzes.
- f. No quiz grades will be dropped!

Tardies:

Students are expected to be on time to class. Three tardies count as an absence. It is the student's responsibility to let the teacher know that they were only tardy, and not absent.

Roll Sheet:

Each student should sign the roll sheet daily. If the roll sheet has not come to you within the first 15 minutes of class, please call it to the teacher's attention immediately.

Never sign someone else's name on the roll sheet. To do so will be considered as "cheating" and dealt with accordingly.

Notebook-Journal

1. Each student must purchase a simple triple brad folder and bring it daily for class notes. Spiral notebooks and three ring binders are not acceptable.
2. Do not write your name on or in your notebook. You will be given a special number to put on your notebook so that notebooks can be graded anonymously.
3. You should keep a record of all quiz, test, and journal grades on the first page of your notebook. Each student must also keep a record of each absence with the date and reason for absence recorded.
4. You must take notes every day! Each days notes must be dated, titled, and written in a neat fashion. Remember, these will receive a grade.
5. At the end of each days notes you should boldly write: "Journal entry." You should write approximately one half page of journal entries (reflections on the class) before the next class period. These will also be graded.
Journal entries (personal reflections on the class) should show clearly that you have thought through and digested the material. They should include at least one of the following:
 - a. How this material applies to me,
 - or b. What I plan to do in response to what I have learned,
 - or c. Some questions that this material has brought into my mind,
 - or d. Some interesting new things I have learned,
 - or e. One of the most important things I think is being taught.
 - f. Things I plan to do with my spouse and family in light of what I have learned.

**Please be sure to label journal entries separately from daily class notes.

TAPE RECORDING ALLOWED ONLY WITH SPECIAL PERMISSION

**recorders are not allowed in class without the prior permission of the teacher.

Course Assignments:

***Students are expected to read assigned chapters BEFORE they are discussed in class. Regular quizzes will be given over the chapters under discussion for the day.

Papers turned in:

Every paper turned in should have the students name, gradebook line number, Due date, and appropriate title to receive credit.

Grading:

Regular exams count approximately 25% of your grade.
 Notebook/Journals- 25%
 Quizzes - 25%/
 Final Exam -25%

Students will receive one extra point on the Final Exam score for every one of the three "allowed cuts" that is not used!
This must be marked on the final exam to be counted.

Daily Readings:

Students are expected to read both the class text book by Isom and the assigned scripture readings from the Bible.

Class Participation:

Students are expected to participate in class. Participation includes listening attentively, taking notes, and making occasional comments in class. Sleeping, or talking to one's neighbor when someone else has the floor is rude and will be penalized.

Tentative Schedule:

(Readings are due to be read previous to the day listed when they will be discussed in class, or when you will be tested over them.)

August 23	Get Acquainted and Syllabus Review
WEEK OF:	
August 24-26	Discuss Chapter 1, Commands of Jesus
August 29-Sept 2	Discuss Chapter 2, anonymous Questions; Quiz
Sept 5-9	Chapter 16 and exam #1; special
Sept 12-16	Chapter 3 and Media Effects; Quiz
Sept 19-23	Chapter 4 and 5; special
Sept 26-30	No Class! Lectureship (attend one lecture for each class missed-notes required)
Oct 3-7	Chapter 6 , Quiz, and Decision Making
Oct 10-14	Chapter 7. anonymous Questions; special
Oct 17-21	Review and Test #2 over Chapters 3-7 and Media Effects
Oct 24-28	Discuss chapters 8 and 9; special
Oct 31 - Nov 4	Chapter 10 and 11, and "Communication Exercise"
Nov 7-11	Chapter 12 , Review, and Exam #3 (Over chapters 8-12)
Nov 14-18	Chapter 13, Chapter 14 and Quiz
Nov 21-25	Thanksgiving Break- No Class!
Nov 28-Dec 2	Chapter 15, 16, and 17, and Video
*No late work accepted after Dec 5th!!	
Dec 5-9	Journal grading Dec 5, Anonymous Questions, Final exam review
Dec 12-16	week of final exams 2:00MWF class final is Tuesday, 2:40 - 5:10pm Tuesday night class final is Tuesday at 6:30 to 8:10p.m.

Please feel free to come by and visit or ask questions: Let the instructor know if you are having problems, or if you need help understanding course material!!

1. Let your light shine before men that they may see your good deeds and praise your Father in Heaven. Matthew 5:16
2. Be ye reconciled to your brother before offering your gift at the altar. Matthew 5:23-24
3. Settle matters quickly with your adversary. Matthew 5:25
4. Gouge out your eye if it causes you to sin. Matthew 5:29
5. Do not swear at all. Matthew 5:34
6. Let your 'yes' be 'yes' and your 'no', 'no'. Matthew 5:37
7. Do not resist an evil person. Turn the other cheek. Matthew 5:39
8. If someone wants to sue you and take your tunic, let him have your cloak as well. Matthew 5:40
9. If someone forces you to go one mile, go with him two miles. Matthew 5:41
10. Give to the one who asks you and do not turn away the one who wants to borrow from you. Matthew 5:42
11. Love your enemies and pray for those who persecute you. Matthew 5:44
12. Be perfect, therefore, as your heavenly Father is perfect. Matthew 5:48
13. When you give to the needy, do it in secret. Matthew 6:3
14. When you pray, pray in secret. Matthew 6:6
15. Do not keep on babbling when you pray as the pagans do. Matthew 6:7
16. When you fast, don't be obvious about it. Matthew 6:17-18
17. Do not store up treasures on earth for yourselves. Matthew 6:19
18. Store up for yourselves treasures in Heaven. Matthew 6:20
19. Do not worry about your life, what you will eat, drink, or wear. Matthew 6:25
20. Seek first His kingdom and His righteousness. Matthew 6:33
21. Do not worry about tomorrow. Matthew 6:34
22. Do not judge or you too will be judged. Matthew 7:1
23. In everything, do unto others what you would have them do to you. Matthew 7:12
24. Watch out for false prophets. Matthew 7:15
25. Learn what this means: I desire mercy not sacrifice. Matthew 9:13
26. Do not be afraid of those who kill the body but can't kill the soul. Matthew 10:28
27. Be afraid of the One who can destroy both body and soul in hell. Matthew 10:28
28. Do not suppose that Jesus came to bring peace to the earth. Matthew 10:34

29. He who has ears, let him hear. Matthew 13:9
30. Anyone who would come after Jesus must deny himself and take up his cross and follow Jesus. Matthew 16:24
31. Unless you change and become like little children, you will never enter the kingdom of Heaven. Matthew 18:3
32. Do not look down on one of these little ones, for I tell you that their angels in heaven always see the face of my Father in heaven. Matthew 18:10
33. If your brother sins against you, go and show him his fault just between the two of you. Matthew 18:15
34. If he will not listen, take one or two witnesses along. Matthew 18:16
35. If he refuses to listen to them, tell it to the church. Matthew 18:17
36. If he refuses to listen to the church, treat him as you would a pagan or a tax collector. Matthew 18:17
37. Forgive your brother seventy times seven times (never stop forgiving). Matthew 18:22
38. Do not hinder little children from coming to Jesus, for the kingdom of heaven belongs to such as these. Matthew 19:14
39. If you want to enter life, obey the commandments. Matthew 19:17
40. These commandments are: do not murder, do not commit adultery, do not steal, do not give false testimony, honor your father and mother, and love your neighbor as yourself. Matthew 19:18-19
41. If you want to be perfect, go, sell your possessions and give to the poor, and you will have treasure in heaven. Then come and follow Jesus. Matthew 19:21
42. Do not lord it over people and exercise authority over them. Whoever wants to become great must be your servant. Whoever wants to become first must be your slave. Matthew 20:25-27
43. Give to Caesar what is Caesar's, and to God what is God's. Matthew 22:21
44. The first and greatest commandment is this: Love the Lord your God with all your heart, with all your soul, and with all your mind. Matthew 22:37-38
45. The second greatest commandment is love your neighbor as yourself. Matthew 22:39
46. Do not do what the Pharisees and the teachers of the Law do: they do not practice what they preach, they tie up heavy loads on men's shoulders, and will not lift a finger to help them. Matthew 23:2-4
47. Do not call anyone on earth father, for you have one Father, and he is in heaven. Matthew 23:9
48. Do not be called teacher, for you have one Teacher, the Christ. Matthew 23:10
49. You should practice justice, mercy, and faithfulness without neglecting to give a tenth of your spices. Matthew 23:23-24
50. Clean the inside of the cup (heart), then the outside will also be clean. Matthew 23:26

51. Watch out that no one deceives you. For many will come in my name claiming that I am the Christ, and will deceive many. Matthew 24:4
52. See to it that you are not alarmed when you hear of wars and rumors of wars. Matthew 24:6-8
53. Keep watch because you do not know on what day your Lord will come. Matthew 24:42
54. You must be ready because the Son of Man will come at an hour you do not expect him. Matthew 24:44
55. (A story of judgement rather than a command) Prepare for judgement by feeding the hungry, giving the thirsty a drink, inviting in strangers, giving clothes to the naked, looking after the sick, and visiting those in prison. Doing this to the least of the brothers of Jesus is doing it for him. Matthew 25:31-46
56. Whatever you ask for in prayer, believe that you have received it, and it will be yours. Mark 11:24
57. When you stand praying, if you hold anything against anyone, forgive him, so that your Father in heaven may forgive you your sins. Mark 11:25
58. (Lord Supper commands) Jesus told the disciples to take and eat the bread; this is my body. Matthew 26:26
59. After giving thanks for the cup Jesus said, "Drink from it, all of you. This is my blood of the covenant which is poured out for many for the forgiveness of sins." Matthew 26:27
60. Watch and pray so that you will not fall into temptation. Mark 14:38
61. Go into all the world and preach the good news to all creation. Mark 16:15
62. Baptize all the disciples you make in the name of the Father, the Son, and the Holy Spirit. Matthew 28:19
63. Teach the disciples that you make to obey everything. Jesus commanded his disciples. Matthew 28:20

HOW CAN WE MAKE THE RIGHT DECISIONS?

1. Is it Biblical? If the scripture teaches against something, no other tests are needed.
2. Will it cause someone to stumble or lose their faith? 1 Cor. 10:32, Rom. 14:20
3. Is it upbuilding to me and others? (Doubt & conscience) 1 Cor. 14:3,5,12,17
4. Is it the best thing for me to do at this time? Phil 4:8
5. Will it bring Glory to God?
6. Will it help to reach the lost?
7. Is it something Jesus would do?
8. Is it coming from selfish motives or unselfish?
9. Will it build unity in my family and the church?
10. Is there a substitute for this that is better?
11. Is there a possible better use for my time?
12. Have I prayed seriously about it? Have I prayed seeking the Father's will?
13. Have I carefully examined all of the possibilities?
14. How will this decision affect my spiritual life and that of others in the future?
15. Do I have doubts? Rom. 14:23
16. Beneficial speech only. Eph. 4:29
17. Not doing the good you know to do is sin. Js. 4:17
18. Silence critics by doing good. 1 Pet. 2:15
19. Do all in the name of the Lord. Col. 3:17
20. Motives: God will expose. 1 Cor. 4:5
Not receive if ask with the wrong motive. Js. 4:3
21. Put up with anything rather than hinder the Gospel. 1 Cor. 9:12
22. Make self a slave to win as many as possible. 1 Cor. 9:19
23. Become weak to win the weak. 1 Cor. 9:22
24. Become all things to all men to save some. 1 Cor. 9:22
25. Is it constructive and beneficial? 1 Cor. 10:23-24
26. Nobody should seek his own good, but that of others. 1 Cor. 10:24
27. Does it help unbelievers understand? 1 Cor. 14:24

Many questions come up that do not have clear answers in the scriptures. The preceding questions may be helpful in making the right decision.

Because of today's society it might be more difficult to apply this lesson but it is a command given several times, by God direct as well as thru man, Paul and Peter. God's Word hasn't changed, only man's attitude.

Different parts of the world had custom devoting woman's subjection to man, wearing of veils, walking behind the husband, etc., The Eastern woman was taught she was born to serve and please her husband. We have become so wrapped up in "Woman's Lib" we have neglected or forgotten God's role for woman. We fail to teach our girls God's role for them.

According to (I Cor. 11:3) God's order of rank is God, Christ, Man, and woman.

We are given reasons, first, Adam was formed first, then woman. (ITim. 2:13; ICor. 11:9; 2nd Adam was not deceived but woman. (ITim. 2:14; Gen. 3:13; 3rd. God's instruction to woman because of her sin. (Gen. 3:16) "And he shall have rule over thee.

The general tenor of teaching of the Bible reveals man predominance over woman. He occupied a position of leadership in family, and religious affairs. He fought battles and directed affairs of state. "For his dominating role as a provider, protector, leader, and ruler, nature has not only equipped man with greater strength, but also provided him with necessary traits of character. He's less emotional and more aggressive, and independent are examples of such traits." (Woman of God by Hollie Kellog)

Wives are to be in subjection to their husband. (Eph. 5:22-24). Wives be in subjection unto your own husbands as unto the Lord. For the husband is the head of the wife, as Christ is also the head of the Church, being himself the Savior of the body. But as the Church is subject unto Christ, so let wives be in subjection to their own husbands in everything. (Col. 3:18) "Wives be in subjection to your own husbands, as is fitting in the Lord." The Greek word for "fit" literally means "come up to the mark." Some synonyms are "proper, becoming." (IPeter 3:1) "In like manner, ye wives, be in subjection to your own husbands; that even if any obey not the Word, they may without the Word be gained by the believing wives." It is more difficult for the woman with a non-christian husband to lead a christian life but she has a great responsibility to bring her children up in the way pleasing to God and also she must be a good example to her husband. She must attend the Worship services even tho she receives "static" from her husband. How can you teach your husband he is to love God and do his word if you do not love Him enough to keep His commandments? If the husband wants us to do things that are against God's love then of course we must follow God. (Acts. 5:29). Since we are to be in subjection to our husband it is very important who we marry.

(Titus 2:5 c) "Obedient to their own husbands, that the Word of God be not blasphemed.

The word "subjection" is defined, to be under the rule or authority of another. In Eph.5:22-24) Paul gives an analogy (Likeness) of the husband-wife relationship to that of Christ to the Church. "Wives be directed by your husband as the Church is directed by Christ."

Interview Questions

1. What is the most important thing to you in selecting a future life partner?
2. What is your number one goal for life?
3. What mistake do you think many parents make in raising children?
4. How do you think a married couple should handle money?
5. What do you think makes the difference in a very successful marriage and a failure?
6. If you had only one year to live, how would you spend it?
7. What is one mistake that your parents (or someone else) made in their marriage?
8. What emotion is most likely to interfere with your (future) marriage?
9. Share your dream for your family?
10. What quality will your future spouse most appreciate in you?
11. What quality will your future spouse wish you would improve on?
12. How do you think praise and encouragement fit in marriage?
13. How do you think you will solve problems that arise in your marriage?
14. What is something your parents did that you will try to avoid?
15. Name three things your parents did that you will try to imitate.
16. What values do you want to pass on to your children?
17. How do you plan to make sure that your children learn your values, and not those of the world?
18. Say something about divorce.
19. How would someone who knows you well describe your self-esteem?
20. How can people tell when you are upset?
21. What do you want to be remembered for when you die?
22. How could you be a better listener?
23. What is your idea of a great vacation?
24. Do you settle differences as they come up, or let them build up?
25. How important are spiritual values to you? If you were on trial for being a Christian, would there be enough evidence to convince you?

Date _____

Todays Material:

JOURNAL ORGANIZATION SHEET

1. Some of the most important facts I have learned today are:
 - a.
 - b.
 - c.
2. Considering what I have learned, I think that God would like for me to:
 - a.
 - b.
3. Some Questions that have come to mind recently are:
 - a.
 - b.
4. Some things that I know for sure about God and his will for me are:
 - a.
 - b.
 - c.
5. One thing I plan to do (related to things I have learned) is:
What:
When To Start:
How:
Who is involved:
Why:
Where:
Other details:
6. I believe that the most important lesson(s) people should learn from the material we covered today is:

CHRISTIAN HOME Instructor--Joe Brumfield
Major Test # 1

Choose the best answer

1. What goes on before the actual behavior occurs (Mt. 15:19)?
 - a. talking
 - b. heart thoughts
 - c. nothing
 - d. actions

2. Naturalism refers to:
 - a. back to nature
 - b. love
 - c. using power to win
 - d. saving the earth

3. What is more important than what you get out of conflict?
 - a. who won
 - b. who lost
 - c. the condition you are in after the fight
 - d. the condition you leave the other person in

4. What is the result of power struggles?
 - a. disunity
 - b. power
 - c. fear
 - d. surrender

5. Hedonism is the pursuit of what?
 - a. pain
 - b. pleasure
 - c. hedons
 - d. education

6. People who believe in no ultimate standards may be called what?
 - a. intelligent
 - b. shallow
 - c. blind
 - d. Antinomians

7. What must be removed from the center of ones heart for one to follow the Christian standard?
 - a. faith
 - b. self
 - c. others
 - d. love

8. Those who believe in forcing morality merely by legislation might be called what?
 - a. the moral majority
 - b. legislators
 - c. legalists
 - d. believers
 - e. church members
9. Any marital relationship contains the potential to both build and to do what?
 - a. harvest
 - b. calibrate
 - c. destroy
 - d. YGMT
10. The KJV term "Helpmeet" means what?
 - a. a suitable helper
 - b. a housecleaner
 - c. a mother
 - d. one of submissive stature to man
 - e. one of slightly inferior status

TRUE OR FALSE

11. Woman was made to participate in a reciprocal relationship with man.
12. Bonding means being glued together.
13. Unity cannot exist where equality of persons does not exist.
14. People who think of marriage as a contract or conjugal union are often led to emphasize duties and debts in a relationship.
15. A covenant relationship seeks to place personal wishes above the marriage relationship.
16. Being faithful is characterized merely by what one is not doing rather than including what one is doing.
17. Deuteronomy 24:1-4 suggests that a person who has been divorced several times should go back and remarry their first spouse.
18. The Bible suggests that it is unthinkable that an adult man would be able to live without sex.
19. The word "husband" means master of the house, or one who binds together the home.

20. It is not a serious mistake when a husband begins to spend significant time with his friends while leaving his wife at home.
21. The Bible teaches that God loves homosexuality but hates the homosexual.
22. The Bible teaches that having children is the only acceptable reason for a married couple to have sexual relations.
23. Sexual relations with someone you aren't married to is sinful.
24. The purpose of marriage in 1 Cor. 7:2 has to do with sexual needs.
25. Times and conditions should be taken into account when one thinks of marriage and children.
26. Paul suggests that marital duty involves one meeting their partner's sexual needs.
27. A couple must be able to determine their own rules to exist independently in their own home.
28. Paul compares the union of Jesus and the church to the union of husband and wife.
29. God saw that Adam was lonely and said, "it is not good that man should be alone."
30. The Lord told Jeremiah that it was better for him to marry than to burn with passion.
31. The subjection of wives to husbands was clearly based on the culture of the times according to I Tim. 2:13.
32. Jesus said that anyone who divorces his wife, except for marital unfaithfulness, and marries another woman commits adultery (Matt. 19:9).
33. The Bible commands the so-called innocent party to divorce the spouse who is guilty of adultery.
34. In 1 Cor. 7:12-16 Paul suggests that a Christian is to let a pagan unbelieving spouse leave if they no longer wish to be in the marriage.
35. A Christian who was already married to a pagan may stay in the marriage if the unbeliever is willing to stay.

Choose the best answer

36. Matt 5:9 says that peacemakers will be called:
- owners of the kingdom
 - sons of God
 - children of the kingdom
 - christians
37. Whose righteousness must ours exceed for us to enter the kingdom?
- Angels
 - hypocrites
 - scribes and pharisees
 - elders and deacons
 - the devil's
38. Matt. 5:23-24 teaches people to get right with their brother when?
- after you have finished your sacrifice or worship
 - as soon as you realize that your brother has something against you
 - anytime but during a church service
 - after you have cooled off for a few days
 - whenever it is your fault, but not if it is their fault
39. Looking at a woman for the purpose of lusting after her is having done what?
- nothing wrong
 - sinning only if you physically commit fornication
 - committed adultery in your heart
 - a slightly dangerous thing
 - a normal thing that is O.K. with God
40. The new commandment was to love people how?
- often
 - whenever you get the chance
 - as the Apostles did
 - as Jesus loved "you"
 - deeply
41. We should love our enemies just like we do our friends because God does what? (Matt 5:43-48)
- punishes hypocrites
 - will forgive them
 - gives rain to the just and the unjust
 - will send them to hell later

Christian Home Major Test #2
(Midterm)

TRUE/FALSE

1. The Christian Family is not immune to being influenced by a culture.
2. Delores Curran's five major functions of the family include protection, education, passing on faith, and economic survival.
3. Technological advances in our culture have done little to affect Christian families.
4. Mothers working outside of the home is the result of at least two factors: divorce, and economic stress.
5. The book suggests that the greatest influence which has brought about significant change on family life has been the feminine movement.
6. Delores Curran's list of 15 top traits of healthy families does not include having a sense of play and humor.
7. Spiritual Maturity begins with self, and ones relationship with God.
8. One of the top desires of teens, is for their dads to get a handle on their anger.
9. Jealous feelings need to be discussed with ones sweetheart.
10. Immature people frequently practice delayed gratification.
11. Mature people must learn how to prioritize.
12. Agape love is a deep desire of good will, and is the type of love man is to have towards God.
13. The fruits of the Spirit are incredibly important factors in mate selection, and in determining spiritual maturity.
14. Before a couple marries, each person has in mind a role for self, and for the person they marry.
15. The roles your parents played in their marriage actually has little affect on the roles you expect to fill in your own marriage.
16. 1 Cor. 11:3 says that the head of every man is Christ, and the head of the woman is man. . .

T/F FROM MATT. 19:9

17. Jesus said that if you divorce your wife for any other purpose other than marital unfaithfulness, and marry another woman, you commit adultery.
18. In this same verse, Jesus said that spouse abuse is also an acceptable reason for divorce.

T/F FROM 1 COR. 7

19. Paul tells the husband and the wife to fulfill their marital duty to each other.
20. Regular sexual relations between husband and wife should only be interrupted for special times of prayer.
21. Self control is not likely to be a problem regarding sexual desires in marriage.
22. Satan is said to be likely to tempt married couples who deprive each other.
23. Paul wishes all men had the gift of being single as he had.
24. People should not marry if they cannot control themselves.

25. Sexual sins are in a different category than other sins, because they involve the body.
26. One should honor God with their Spirit, but one can't really honor God with their physical body.

T/F FROM EPHESIANS 5 AND 6

27. Both husbands and wives are taught to submit to each other.
28. The husband is the head of the wife because he is smarter.
29. Christ and the Church is given as a model for husbands and wives.
30. Husbands should love their wives like they love their own bodies.
31. Fathers are specifically commanded not to exasperate or provoke their children.
32. Children are commanded to obey their parents only when their parents are right.
33. Immaturity is the ability to postpone pleasure.
34. The Bible never actually says that God hates divorce.
35. It is a sin to look at a woman for the purpose of lusting after her according to Matt. 5:28.
36. The marriage of Moses in Numbers 12 shows that God is opposed to interracial marriage.
37. Paul told the Corinthians that it was good to marry an unbeliever so you could try to convert them.
38. In the Patriarchal age, parents often selected a mate for their son or daughter without asking the opinion of those who would marry.
39. Titus says that wives should be busy at home.
40. Paul said that older women were to teach or train the younger women to love their husbands.
41. Paul said that we are submit to each other, but other than this he never specifically says for husbands to submit to their wives.
42. The Devil's submission to God is the example of how wives should submit to their husbands.
43. A person who doesn't provide for his own (family) is worse than an unbeliever.
44. Paul tells the men of Colossae not to "embitter" (KJV) their wives.
45. I John 4 might mean that if a man doesn't love his wife, than he doesn't really love God.
46. We should be subject to the Government, because the powers of government were empowered by God.
47. Lynn McMillan's video message suggested that couples can live together in perfect harmony, and have zero conflict.
48. McMillan suggested that shallow marriages are the cause of many divorces.
49. McMillan said that most people who divorce broke up at least two major times during courtship.
50. McMillan suggested longer engagements in spite of the fear many have of the couple becoming pregnant.

Test Review chapters 8-12

1. Where people get their ideas about love
 2. Dangerous belief western man has about love and divorce
 3. Weaknesses of using romantic love as a mate selection factor
 4. Passion on dates compared to successful marriages
 5. Number of engagements broken
 6. How to deal with a broken romance
 7. Romantic Graveyard characteristics
 8. Could you be happy with more than one person?
 9. Bride prices, dowries, and Jewish customs
 10. Engagements and options
 11. Rites of passage
 12. Things to avoid
 13. Chivalry
 14. center of marriage
 15. Love is the by product of what
 16. Green house romances
 17. Rice?
 18. Honeymoon overexpectations
 19. Dangerous periods in marriage
 20. Expectations
 21. Husband and Wife needs
 22. Sternberg and Haley
 23. Achieving Intimacy
 24. Communication levels
 25. Where % of meaning comes from
 26. Drakeford
 27. Child temperament
 28. lovers and risk taking
 29. Green and sexual difficulties
 30. Selfishness in babies
- ***Read all of the chapters!!!

CHRISTIAN HOME TEST #3

Instructions: Answer the following questions according to what was said in the textbook!!!

Chapter 8-"Love"**true/false**

1. The term "chivalry," was used to describe courageous, honorable and gallant behavior. p111
2. Romantic love can be a projection onto another person of one's unmet needs. p112
3. No one can forever live up to such strong demands as the romantic love described in #2. p113
4. The whirlwind romance story on p. 113 described a woman falling in love with a great opera singer who had false teeth and a hairpiece.
5. Romantic love can be confused with love for God. p114
6. One form of romantic love suggests that relationship only exists when confirmed by passion.
7. Romantic love is doomed to decrease in passion. p115
8. Every marriage relationship which is dependent on romantic passion is doomed from the start. p115
9. One leg of romantic love is not the desire for physical touch. p117
10. People who have had a broken romance need to bury the dead relationship. p121
11. Love is the by-product of what happens when two people try to make a marriage "great." p125
12. People could actually have a good marriage relationship with one personality, and later, after their death, etc. with someone having a very different personality. p124
13. For most couples, the center of courtship is recreation. p131
14. For most couples, the center of marriage is work. p131
15. Infatuation is instant desire--one set of glands calling to another.

Chapter 9 Its Your Wedding Date**true/false**

16. A "dowry" is money given by the groom, to compensate the family of the bride. p136
17. In New Testament times, Jewish families worked out contracts to pledge a couple to one another. p137
18. If a woman was unfaithful during the betrothal period, she could legally be stoned or divorced. p137
19. A "Greenhouse romance" is where a relationship grows too quickly but doesn't have time to build a strong foundation. p138
20. One problem with long engagements is that relationships may become stagnant or burdensome. p139
21. The "Old rule of thumb" when discussing previous romances is: "do not talk about such things." p140
22. A bride should visit her doctor several months before the wedding date. p140

23. A "rite of passage" moves a person from one level of responsibility to another. p.141
24. The book suggests that couples not borrow money for the wedding. p143
25. The book suggests that God should be invited to the wedding.
26. Rice was originally thrown to ward off evil spirits. p145
27. Many Americans have romanticized the honeymoon to the point of over expectation. p147

Chapter 10 "Developing a Christian Marriage"

true/false

28. More divorces occur within the first and fourth years of marriage than in any other two year period. p149
29. Most couples have the same basic problems during the first three years of marriage. p150
30. One of the first things newlyweds need to do is to adjust their level of expectation. p151
31. The most important thing one can take to a marriage is how much they are willing to change. p152
33. After 6 months of marriage, couples must adjust to lower energy levels. p154
34. It is not that important for a wife to appreciate her husbands "manhood." p157
35. A husband needs a wife who will have a positive attitude about their sexual relationship. p158
36. The first stage of marriage begins with the first child and lasts for about two years. p160
37. The fourth stage begins when the first child enters school. p161
38. The book says that couples need to become adept at positive rewarding. p164

Chapter 11 "They Shall Be One"

true/false

39. Sternberg (1986) thinks a marital relationship has three components: (1) love, (2) communication, and (3) giving. p168
40. Jay Haley (1986) ties intimacy to a persons ability to achieve task development. p169
41. Two important needs for achieving intimacy are being accepted and being needed. p170
42. Most family experts think that poor communication is the number one skill problem in marriages. p173
43. Without good communication skills, couples are unable to solve their problems. p175
44. When settling disputes, a couple should not practice role reversal. p174
45. The first level of communication is where a couple talks about ideas. p176
46. The highest level of communication is talking about ideas.

47. Problems develop when what a person says, is not what the other person hears. p.178
48. The book claims that body language contains 33% of the actual message that is transmitted.
49. Words carry up to 60 or 70 percent of the message.
50. A good way to avoid nagging is to use the "I" pronoun. p.180
51. John Drakeford concluded that man's communication is more a problem with the tongue than with the ear. p.181
52. The book suggests that most of a child's temperament may be formed during the first six years.p.183
53. Family background is a poor predictor of intimacy. p.184
54. Most couples exhibit more intimacy during courtship than in marriage. p. 185
55. Green, (1980) estimates that 20-30% of all couples seeking marital therapy have sexual difficulties.
56. The basic problem is usually failure in the relationship, not in sex. p.185
57. The idea that sex must be spontaneous in marriage is a myth. p. 186
58. Couples should learn to say to no to sex without putting down their mate.
59. Selfishness in babies becomes an early blueprint for future development.
60. An Arab visitor who burps when he finishes eating at your table may actually be paying you a compliment.
- 61-63 List three of the top five needs of husbands
- 64-66 List three of the top five needs of wives
- 67-69 List three things important for good sexual adjustment in marriage from p. 186.
- 70-72 List three of the constructive guidelines for disputes from page 174.
- 73-75 List three things to consider about the one you marry. p. 125

Christian Home Final Exam Review

Understanding of Related Scripture:

1 Cor 11:3
 Matt 19:9
 1 Cor 7
 Eph 5 and 6
 1 Cor 6
 Titus 2:5
 Deuteronomy 24:1-4
 1 Tim 2 (especially verse 13)
 Matt 5
 Romans 12:1-2
 Romans 14
 Matthew 15:18-19

Special Lists:

Delores Curran's 5 major functions of the family
 Curran's top 15 traits of healthy families
 Top desires of teens
 Fruits of the Spirit (Galatians 5)
 levels of communication
 Messages received from tone, words, and body language
 Four types of Parenting styles, and what they mean
 Family Budget and money figures and plans
 single men in the Bible
 The New Commandment (verse not list)
 Family problems in 1970 and 1980

Important Names and Viewpoints:

Brumfield's views
 Isom's views
 Green
 Powell
 Drakeford

Know All of the Quiz Questions and the Underlined Material in the BookKnow the Content of the Bible Chapters and Verses Especially Well!

Message from the Teacher:

"If you flunk the exam, and make an "A" in your marriage you win! If you flunk school, job, and life, but you inherit eternal life, you win! Jesus asked, "What shall a man give in exchange for his soul?" Put God first, and your marriage will be great, Put God second or even last, and your marriage won't really matter in the long run!" Go with God!"

FINAL EXAM PART I
CHRISTIAN HOME/BRUMFIELD

TRUE/FALSE

1. The Christian Family is not immune to being influenced by a culture.
2. Delores Curran's five major functions of the family include protection, education, passing on faith, and economic survival.
3. Technological advances in our culture have done little to affect Christian families.
4. Mothers working outside of the home is the result of at least two factors: divorce, and economic stress.
5. The book suggests that the greatest influence which has brought about significant change on family life has been the feminine movement.
6. Delores Curran's list of 15 top traits of healthy families does not include having a sense of play and humor.
7. Spiritual Maturity begins with self, and ones relationship with God.
8. One of the top desires of teens, is for their dads to get a handle on their anger.
9. Jealous feelings need to be discussed with ones sweetheart.
10. Immature people frequently practice delayed gratification.
11. Mature people must learn how to prioritize.
12. Agape love is a deep desire of good will, and is the type of love man is to have towards God.
13. The fruits of the Spirit are incredibly important factors in mate selection, and in determining spiritual maturity.
14. Before a couple marries, each person has in mind a role for self, and for the person they marry.
15. The roles your parents played in their marriage actually has little affect on the roles you expect to fill in your own marriage.
16. 1 Cor. 11:3 says that the head of every man is Christ, and the head of the woman is man. . .

T/F FROM MATT. 19

17. Jesus said that if you divorce your wife for any other purpose other than marital unfaithfulness, and marry another woman, ~~you~~ commit adultery.
18. Jesus said that spouse abuse is also an acceptable reason for divorce.

T/F FROM 1 COR. 7

19. Paul tells the husband and the wife to fulfill their marital duty to each other.
20. Regular sexual relations between husband and wife should only be interrupted for special times of prayer.
21. Self control is not likely to be a problem regarding sexual desires in marriage.
22. Satan is said to be likely to tempt married couples who deprive each other.
23. Paul wishes all men had the gift of being single as he had.

24. People should not marry if they cannot control themselves.
25. Sexual sins are in a different category than other sins, because they involve the body.
26. One should honor God with their Spirit, but one can't really honor God with their physical body.

T/F FROM EPHESIANS 5 AND 6

27. Both husbands and wives are taught to submit to each other.
28. The husband is the head of the wife because he is smarter.
29. Christ and the Church is given as a model for husbands and wives.
30. Husbands should love their wives like they love their own bodies.
31. Fathers are specifically commanded not to exasperate or provoke their children.
32. Children are commanded to obey their parents only when their parents are right.
33. Maturity has little if anything to do with postponing pleasure according to Mr. Brumfield.
34. Self Control is one of the Fruits of the Spirit
35. Paul makes such a big deal out of sexual sin in 1 Cor. 6. because our body will live forever.
36. The divorce rate drops to 1 in 1000 if a couple attends church services together.
37. Powell calls the first level of communication a "cliche".
38. The highest level of communication involves expressing personal thoughts and feelings.
39. A problem develops when what one person says is the same as what the other person hears.
40. The received message comes about 33% from body language.
41. Words are about 70% of the message.
42. One way to detect nagging is when your spouse uses the term "I" in an accusative tone.
43. John Drakeford thinks man's communication problem is more a matter of the tongue than the ear.
44. Selfishness in babies becomes an early blueprint for future development.
45. Fear is a problem with bears, but not with intimacy.
46. Lovers must be risk takers.
47. Temperament and desire give a picture of a babies behavior.
48. A person's disposition or temperament is thought to be set during the first six years of life.
49. Most couples show more intimacy during dating than they do in marriage.
50. Family background is a poor predictor of intimacy.
51. Gen estimates that 75 to 80 percent of all couples seeking marital therapy have sexual difficulties.
52. The basic problem in relationship is sex.
53. Isom suggests that just because you are married, your mate is not at your sexual disposal.
54. Married couples should expect simultaneous orgasm.
55. Matriarchal means that "power is centered in the man."

56. Every kindred family has a power structure.
57. Ruth is a poor example in an in-law relationship.
58. Sisters-in-law are at the very top of the list with in-law problems.
59. Paul's mother in law was healed by Jesus.
60. It is good to have in-laws to bail you out when you have financial problems.
61. It is a good idea to establish a parenting relationship with your child's mate.
62. Owning property is not a sin according to the book.
63. Money is not always listed as one of the top ten problems with married couples according to the book.
64. The number one source of conflict in the average family is the use of money.
65. The Corinthians gave beyond their ability because they gave themselves even before they gave other gifts.
66. The book recommends that a young couple have two separate bank accounts to solve disputes.
67. The Bible says that women are to be workers or keepers at home. (Titus 2:5)
68. The Bible doesn't really mean what it says in this passage(Titus 2:5).
69. Many financial experts estimate that one-half of all young couples are one pay check away from bankruptcy.
70. The first area to budget is the amount a couple will spend on necessities: food, clothes, etc.--according to the book.
71. Credit should be seen as the ability to "buy now, and pay later."
73. A rule of thumb for house buying is that monthly payments not exceed the bread winner's take home pay for one week.
72. The way a couple handles their money during courtship is an important mate selection factor.
74. Home loan payments consist of three parts: Principal, taxes, and insurance.
75. Conventional, FHA, and VA loans are the three types commonly available to homebuyers.
76. An abstract is a legal document with the main purpose of showing the amount of money actually spent on the property.
77. A fixed rate mortgage is one where the lender periodically adjusts the interest rate.
78. Most Americans buy a car primarily for its transportation ability.
79. Cars with the highest rebates are easiest to sell and are likely to have high resale value.
80. Mr. Brumfield feels that mortgaging a vehicle is not always a necessity for young couples as the book suggests.
81. Term life insurance has a built in investment vehicle.
82. Single people need to make out a will as much as married people.
83. Good stewards remember Jesus' words: "What good will it be for a man if he gains the whole world, yet forfeits his soul?"

84. The goal of parenting involves a plan to get out of the parenting business.
85. Having a baby will usually help a bad marriage.
86. A woman's best time for bearing children is from age 30 to age 45.
87. The book recommends that a couple wait 5 years before having children.
88. The family budget should allocate 20 percent for children.
89. When pregnancy occurs, husbands tend to become more subdued and contemplative.
90. Birth order is rarely a contributing factor in the development of a child's personality.
91. The parent side is the conscience side of ones personality.
92. Children need to experience attachment.
93. Choice and timing are two key things with which parents struggle.
94. Children are more likely to struggle with control and support.
95. Support is the ability of a parent to show love to a child.
96. Used car dealers like to make about 20% on their cars.
97. The approximate value of a used car can be found by taking 20% off the asking price.
98. Sibling relationships are one of three essential relationships within the family.
99. Permissive parenting means that parents are high in control and low in support.
100. The authoritarian parent is high in control and high in support.

FINAL EXAM PART II
CHRISTIAN HOME/BRUMFIELD

Choose the best answer

1. What goes on before the actual behavior occurs (Mt. 15:19)?
 - a. talking
 - b. heart thoughts
 - c. nothing
 - d. actions
2. Naturalism refers to:
 - a. back to nature
 - b. love
 - c. using power to win
 - d. saving the earth
3. What is more important than what you get out of conflict?
 - a. who won
 - b. who lost
 - c. the condition you are in after the fight
 - d. the condition you leave the other person in
4. What is the result of power struggles?
 - a. disunity
 - b. power
 - c. fear
 - d. surrender
5. Hedonism is the pursuit of what?
 - a. pain
 - b. pleasure
 - c. hedons
 - d. education
6. People who believe in no ultimate standards may be called what?
 - a. intelligent
 - b. shallow
 - c. blind
 - d. Antinomians
7. What must be removed from the center of ones heart for one to follow the Christian standard?
 - a. faith
 - b. self
 - c. others
 - d. love
8. Those who believe in forcing morality merely by legislation might be called what?
 - a. the moral majority
 - b. legislators
 - c. legalists
 - d. believers
 - e. church members
9. Any marital relationship contains the potential to both build and to do what?
 - a. harvest
 - b. calibrate
 - c. destroy
 - d. YGMT

10. The KJV term "Helpmeet" means what?
 - a. a suitable helper
 - b. a housecleaner
 - c. a mother
 - d. one of submissive stature to man
 - e. one of slightly inferior status

TRUE OR FALSE

11. Woman was made to participate in a reciprocal relationship with man.
12. Bonding means being glued together.
13. Unity cannot exist where equality of persons does not exist.
14. People who think of marriage as a contract or conjugal union are often led to emphasize duties and debts in a relationship.
15. A covenant relationship seeks to place personal wishes above the marriage relationship.
16. Being faithful is characterized merely by what one is not doing rather than including what one is doing.
17. Deuteronomy 24:1-4 suggests that a person who has been divorced several times should go back and remarry their first spouse.
18. The Bible suggests that it is unthinkable that an adult man would be able to live without sex.
19. The word "husband" means master of the house, or one who binds together the home.
20. It is not a serious mistake when a husband begins to spend significant time with his friends while leaving his wife at home.
21. The Bible teaches that God loves homosexuality but hates the homosexual.
22. The Bible teaches that having children is the only acceptable reason for a married couple to have sexual relations.
23. Sexual relations with someone you aren't married to is sinful.
24. The purpose of marriage in 1 Cor. 7:2 has to do with sexual needs.
25. Times and conditions should be taken into account when one thinks of marriage and children.
26. Paul suggests that marital duty involves one meeting their partner's sexual needs.
27. A couple must be able to determine their own rules to exist independently in their own home.
28. Paul compares the union of Jesus and the church to the union of husband and wife.
29. God saw that Adam was lonely and said, "it is not good that man should be alone."
30. The Lord told Jeremiah that it was better for him to marry than to burn with passion.
31. The subjection of wives to husbands was clearly based on the culture of the times according to I Tim. 2:13.

32. Jesus said that anyone who divorces his wife, except for marital unfaithfulness, and marries another woman commits adultery(Matt. 19:9).
33. The Bible commands the so-called innocent party to divorce the spouse who is guilty of adultery.
34. In 1 Cor. 7:12-16 Paul suggests that a christian is to let a pagan unbelieving spouse leave if they no longer wish to be in the marriage.
35. A Christian who was already married to a pagan may stay in the marriage if the unbeliever is willing to stay.

Choose the best answer

36. Matt 5:9 says that peacemakers will be called:
 - a. owners of the kingdom
 - b. sons of God
 - c. children of the kingdom
 - d. christians
37. Whose righteousness must ours exceed for us to enter the kingdom?
 - a. Angels
 - b. hypocrites
 - c. scribes and pharisees
 - d. elders and deacons
 - e. the devil's
38. Matt. 5:23-24 teaches people to get right with their brother when?
 - a. after you have finished your sacrifice or worship
 - b. as soon as you realize that your brother has something against you
 - c. anytime but during a church service
 - d. after you have cooled off for a few days
 - e. whenever it is your fault, but not if it is their fault
39. Looking at a woman for the purpose of lusting after her is having done what?
 - a. nothing wrong
 - b. sinning only if you physically commit fornication
 - c. committed adultery in your heart
 - d. a slightly dangerous thing
 - e. a normal thing that is O.K. with God
40. The new commandment was to love people how?
 - a. often
 - b. whenever you get the chance
 - c. as the Apostles did
 - d. as Jesus loved "you"
 - e. deeply
41. We should love our enemies just like we do our friends because God does what? (Matt 5:43-48)
 - a. punishes hypocrites
 - b. will forgive them
 - c. gives rain to the just and the unjust
 - d. will send them to hell later

42. Instead of conforming to the world, Paul tells us to do what in Rom. 12:1-2.
- squeeze into a mold
 - be transformed by the renewing of our mind
 - fit the culture whenever we can
 - leave the world with its wickedness

TRUE OR FALSE

43. Rom. 14:19 suggests that we should not always try to do the things that lead to peace.
44. Rom. 14:21 teaches that you shouldn't do something that causes your brother to stumble unless you have a scriptural right to do it.
45. Paul teaches that those who doubt are condemned if they eat.
46. Paul told the Corinthians that we should avoid immoral pagans because their influence could wreck the church.
47. The church at Corinth included men who were homosexuals.
48. Paul taught that Christians should not be mastered by anything (1 Cor. 6:12)
49. Paul taught that sexual sins were different than other types of sins because they involve your body. (1 Cor. 6:18-20)
50. It is better to marry than to burn with passion.
51. Parents have the task of becoming an authority figure to their children.
52. When there is no clear authority figure, the children will grow up out of control.
53. Disciplined children learn to love their parents because they feel secure with them.
54. Children need to learn to be independent.
55. Children need to learn to laugh at themselves.
56. Parents need to start lifting limits on children as they gain experience and success.
57. Sex education is approximately twenty-five percent education and seventy-five percent example in the home.
58. The goal of sex education is to teach the children that the use of sex is the problem.
59. Singles are freer to do the will of God than are married couples.
60. Good families have no problems.
61. According to Redbook in 1970, leisure time activities are in the top ten problems of married couples.
62. Women's equality issues have yet to make it into the top ten issues.
63. Emotional people cause problems in marriage because they are so temperamental.
64. A "sexist" person is one who sees sex as being the marriage relationship.
65. One who lives with an egotistical person may threaten the egotistical person's vanity.
66. Giddy people are fickle and frivolous.
67. A couple must make a decision to attend church services regularly for this to not be a constant problem.
68. Good people suffer burnout.

69. Losing interest in a task at church is not a symptom of burnout
70. Focusing on negative things with the church is a sign of burnout.
71. Lack of energy to do needed tasks is a sign of burnout.
72. A couple is sometimes their own worst enemy.
73. A crisis occurs when a person's usual problem solving devices fail.
74. Newly Marrieds are not likely to shock one another with their behavior when facing an unresolved conflict.
75. Insecure people may need to be told that they are loved more often.
76. Criticizing an insecure mate may help eliminate their insecurity.
77. Offenders often have a tendency to continue feeling guilty about past affairs.
78. Offenders usually have a tough time forgiving themselves.
79. Children usually suffer the most when a marriage breaks up.
80. People who frequently say, "I'm not the problem" likely are tricking themselves in some way.
81. Isom thinks that divorce will sometimes spare the children from more problems than staying in the marriage.
82. It is possible to maintain a parenting role, even when the marriage has broken up.
83. Most mates feel little bitterness after a divorce.
84. Mates rarely try to change how their children's view about their divorced spouse.
85. Once a divorce has occurred, it is unnecessary to keep the children informed about what will happen to them.
86. Children need a stable environment after a divorce.
87. All couples receive some form of counseling.
88. The first area in a budget should be to set aside the money you wish to save.
89. The 10-60-30 plan for budgeting is considered a poor plan by the book.
90. Couples should learn how to say "no" without putting down their mate.
91. Sex must be spontaneous to be mutually satisfying.
92. Each mate must choose to be a willing participant in sexual relationships with their spouse even when less interested.
93. A lack of good communication is the number one skill problem in marriages.
94. Good communication skills are not required for couples to solve their problems.
95. Couples would do well if they spoke their minds, rather than their emotions.
96. Couples should, at times, practice role reversal.
97. A couple needs to accept and need each other in order to have intimacy.
98. Steinberg thinks a marital relationship has three components: friendship, love, and emotional closeness.
99. Positive image selection is an important marital skill.
100. The center of courtship is "recreation," and the center of marriage is "work."

VITA

Joe Brumfield

Candidate for the Degree of
Doctor of Education

Thesis: THE EFFECT OF A CHRISTIAN HOME COURSE ON
AWARENESS OF ATTITUDES AND RELATIONSHIP
EXPECTATIONS

Major Field: Higher Education

Biographical:

Personal Data: Born in Portales, New Mexico on July 26,
1956, the son of George and Shirley Brumfield.

Education: Graduated from Portales High School,
Portales, New Mexico in May, 1974; received a
Bachelor of Arts degree in Bible from Lubbock
Christian University, Lubbock, Texas in May, 1978.
Received a Masters of Theology degree and a Masters
of Arts in Counseling from Harding Graduate School,
Memphis, Tennessee in May 1985, and May 1983
respectively. Completed the requirements for the
Doctor of Education degree with a major in Family
Relations and Child Development at Oklahoma State
University in December 1995.

Experience: Raised on a dairy farm by Christian parents
near Portales, New Mexico; employed by Lubbock
Christian University as an admissions counselor;
employed as a youth minister by the church of
Christ in Janesville, Wisconsin; employed by
Tahlequah church of Christ, Tahlequah, Oklahoma as
a campus minister and student center director, 1982
to 1992; employed by Harding University, Searcy,
Arkansas as a professor in Marriage and Family
Therapy, and the College of Bible and Religion from
1992 to present.

Professional Memberships: Clinical Member of the
American Association for Marriage and Family
Therapy.

OKLAHOMA STATE UNIVERSITY
INSTITUTIONAL REVIEW BOARD
HUMAN SUBJECTS REVIEW

Date: 11-29-94

IRB#: ED-95-028

Proposal Title: THE RELATIONSHIP BETWEEN ATTENDANCE IN A MARRIAGE AND FAMILY PREPARATION CLASS AND ATTITUDE CHANGES TOWARDS MARRIAGE

Principal Investigator(s): Martin Burlingame, Joe Brumfield

Reviewed and Processed as: Exempt

Approval Status Recommended by Reviewer(s): None

ALL APPROVALS MAY BE SUBJECT TO REVIEW BY FULL INSTITUTIONAL REVIEW BOARD AT NEXT MEETING.

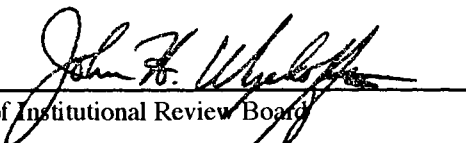
APPROVAL STATUS PERIOD VALID FOR ONE CALENDAR YEAR AFTER WHICH A CONTINUATION OR RENEWAL REQUEST IS REQUIRED TO BE SUBMITTED FOR BOARD APPROVAL.

ANY MODIFICATIONS TO APPROVED PROJECT MUST ALSO BE SUBMITTED FOR APPROVAL.

Comments, Modifications/Conditions for Approval or Reasons for Deferral or Disapproval are as follows:

IF THE APPLICATION HAD BEEN SUBMITTED IN A TIMELY MANNER, IT WOULD HAVE BEEN APPROVED AS EXEMPT.

Signature:


Chair of Institutional Review Board

Date: December 2, 1994