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KIDD, IDA CAROLYN. A Study of Marital Satisfaction of College and Non-College Educated Spouses of a Group of Women Teachers. (1970) Directed by: Dr. Helen Canaday.

pp. 64

The primary purpose of the study was to determine whether significant differences existed with respect to the marital satisfaction level of two groups of married couples. The subjects were women teachers in the public schools in Moore County, North Carolina, and their husbands. One group consisted of ninety-one couples who were college graduates and the wife was a teacher (CC group). A second group consisted of sixty-two couples of which the wife was a college graduate and a teacher but the husband had not attended college (CNC group). A questionnaire, A Marriage Analysis, developed by Daniel C. Blazier and Edgar T. Goosman (1966) was used to secure data. Questions and statements were grouped into eight areas. These areas were Role Concepts, Self Image, Feelings Toward Spouse, Emotional Openness, Knowledge of Spouse, Sexual Adjustment, Common Traits, and Meanings of Marriage. The area, Sexual Adjustment, was omitted from this study because of the intimate nature of the questions. Two questionnaires were mailed to each of the above 153 couples. Thirty-eight (41.8%) CC couples and twenty-six (41.9%) CNC couples returned completed questionnaires. The raw scores on each of the seven areas for the two groups of married couples were analyzed by means of analysis of variance and correlation techniques.

The major findings were the following:

1. No significant differences were found among the CC spouses on the seven factors tested.

2. The only significant difference among the CNC spouses was that of Role Concepts which was significant at the .05 level. (The husbands had lower mean scores.)

3. No significant differences were found between the two groups of wives on the seven factors tested.

4. The only significant difference between the two groups of husbands was that of Role Concepts which was significant at the .05 level. (CNC husbands had lower mean scores.)

5. Correlations were higher and more significant for the CC spouses in the areas of Feelings Toward Spouse, Knowledge of Spouse, and Meanings of Marriage.

6. Older men (41 years or older) had higher mean scores on the area of Meanings of Marriage, than did the younger men (21 to 40 years), which was significant at the .05 level.

7. Younger women (21 to 40 years) had higher Role Concepts Scores than did the older women (41 years or older), which was significant at the .05 level.

There appeared to be greater agreement between the CC couples on matters which might affect the quality of marriage relationships since they seemed to be more aware of values, beliefs and responsibilities held by their spouses.

A STUDY OF MARITAL SATISFACTIONS OF COLLEGE
AND NON-COLLEGE EDUCATED SPOUSES OF
A GROUP OF WOMEN TEACHERS

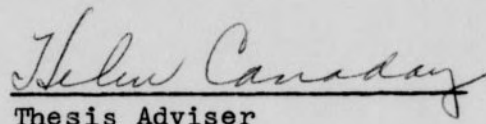
by

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A Thesis Submitted to
the Faculty of the Graduate School at
The University of North Carolina at Greensboro
in Partial Fulfillment
of the Requirements for the Degree
Master of Science

Greensboro
June, 1970

Approved by


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ACKNOWLEDGEMENTS

The writer wishes to express sincere appreciation to those persons who have so endlessly given of their time and professional assistance to make this study possible. Especially does she wish to express her gratitude to Dr. Helen Canaday, her thesis director, and to Dr. Carl Cochrane, statistician, both of whom offered invaluable help in planning, carrying out, and writing this research report. The writer is grateful to Dr. Rebecca Smith, Miss Louise Lowe, and Dr. William P. Colbert, Committee Members, for their suggestions and cooperation throughout the study. Special recognition is given to the Moore County teachers and their husbands who were willing to participate in this study. The encouragement and cooperation of the writer's parents is also acknowledged. Without this understanding help, this study might not have been completed.

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CHAPTER I

THE PROBLEM

Marriage and factors which contribute to marital happiness are of interest to the majority of people. Many researchers have investigated different aspects of marriage and how each relates to the total happiness level of marriages. Studies by Terman (1938), Burgess and Cottrell (1939), Baber (1939), Landis (1946), Fishbein and Burgess (1947), Blood and Wolfe (1960), Luckey (1960), Levinger (1965), and Pickford, Signori, and Rempel (1966) have ascertained that certain factors as educational level of spouses, personality factors, religious beliefs, economic level, and age at marriage contribute to the total happiness or satisfaction level of marriage relationships.

Few researchers have, however, placed sole emphasis on spouses' educational likenesses or differences as being a factor affecting the happiness of the couple. Terman (1938) theorized that the educational level of one or both of the spouses might be a factor which could help to create a feeling of satisfaction or dissatisfaction in marriage. There is not enough evidence to support the theory and it was with this in mind the present study was undertaken.

Purpose of the Study

The primary purpose for undertaking this study was to determine whether significant differences exist with respect to the marital satisfaction level of two groups of married couples. It was the desire of the investigator to compare responses on a marriage analysis questionnaire administered to couples in which both spouses were college graduates to a like number of wives with college degrees but whose husbands had not been to college. The statements or questions posed in the instrument were grouped in eight areas. Seven of these eight areas were studied. These areas were Role Concepts, Self Image, Feelings Toward Spouse, Emotional Openness, Knowledge of Spouse, Common Traits, and Meanings of Marriage. The eighth area covered was considered to be too intimate and therefore was not studied. The investigator also desired to determine which of the seven areas studied might be considered to be the greatest conflict areas within the marriage relationship.

Hypotheses

The hypotheses for this study were stated in the null form. They were the following:

1. There are no differences in marital satisfaction levels between the college graduate couples in which the wife is a teacher and the couples in which the wife is a college graduate and a teacher but the husband has not been

to college.

2. There are no differences between responses of husbands and wives in marital satisfaction level when the wives are college graduates and the husbands have not attended college.

3. There are no differences between responses of husbands and wives in marital satisfaction level when both spouses are college graduates.

4. There is no relationship between the marital satisfaction levels and ages of couples.

5. There are no differences between the couples in which both are college graduates and couples in which only the wife is a college graduate with regard to the seven areas.

Basic Assumptions of the Study

It was assumed that the teachers and their husbands would be willing to respond to statements pertaining to marital satisfaction providing they did not have to sign their names to the questionnaires, and that they would be honest in recording their responses. It was also assumed that the questionnaire, A Marriage Analysis, developed by Daniel C. Blazier and Edgar T. Goosman (1966) was reliable and valid.

The scores . . . assigned throughout the analyses are based on actual counseling with an appraisal of more than 50 couples in marital distress. The authors feel these values for questions to be scored and the

total scores arrived at under each factor are appropriate to the extent of their experiences with the analysis (Blazier and Goosman, 1966, p. 2).

Limitations of the Study

Because of convenience the sample was limited to the women teachers and their husbands in Moore County, North Carolina. The women in the study were all teachers in the public school system. A mailed questionnaire was used to secure data.

CHAPTER II

REVIEW OF LITERATURE

Certain factors in marriage adjustment have been positively correlated to happiness of married couples. Studies have shown that the educational status of the husband and wife show a positive correlation with marital happiness; thus the amount of education of both husband and wife appears to be an important factor in marital happiness. So far as college students are concerned, statistical studies reveal that while numerous women desire their husbands' education to be higher than theirs, comparatively few men want their wives to have a higher education than their own. Baber in his search of the literature agreed with Terman who

. . . found so little correlation between happiness and educational differences of the spouses that he is inclined to minimize it, except at one point. The happiness score of the husband who had five or more years' more schooling than his wife was only slightly higher than if he had five or more years' less schooling than his wife ($\frac{1}{2}$ point of difference), but to the wife it made vastly more difference. The wives whose husbands were five or more years ahead of them on schooling were 9 points higher on the happiness scale than the wives whose husbands were five or more years below them in schooling (Baber, 1939, p. 252).

There are several items in the background of both husbands and wives, which correlated with the adjustment

score.

. . . the higher the educational level at the time of the marriage, the higher the adjustment score, the level of the wife's education being more significant than that of the husband. Where the educational levels of the husband and wife differed greatly, they rated low on the adjustment scale. Another finding was that persons who belonged to several organized social groups were higher in marital adjustment than those who belonged to one or none (Baber, 1939, p. 197).

Indications are that the more formal education the husband and wife have, the greater the likelihood of adjustment in marriage--for both, a high school education is better than elementary; college is better than high school; "Graduate and professional education in universities provides the highest proportion of successful unions" (Fishbein and Burgess, 1947, p. 23).

The data from Levinger's study (1965), indicates that the husband's education correlates with prestige, with superiority in the home, and with his masculinity. With the lower education of the husband the male-female power balance reverses and the husband is not as attractive as a marriage partner.

In the American Society, the formal education level is deeply concerned with one's conception both of himself and of his status as regarded by those round about him. Personal efficiency and stability are increased by educational achievement and available data indicate that higher educational levels lead to greater marital success.

The percentages give a quite consistent picture of the increased chances of success in marriage that go with a rising level of educational achievement of both husband and wife.

.....

On the other hand, it may be asserted that educational opportunities should, and to a growing extent do, increase the probability that a person will be more objective and intelligent in his social relationships, more tolerant in attitude, and better equipped with reliable information about the sexual and other adjustments of married life. It also seems true that the higher the educational level, the longer marriage is postponed. . . . there is perhaps an association between age and educational progress in the latter's relation to marital success (Burgess and Cottrell, 1939, p. 122).

The values and stress on formal education and its importance for husband and wife may differ from one society to another. In a study of the Urban Greek and French families, Safilios-Rothschild (1967), concluded that the more educated Greek husband was less domineering while the better educated French husband exercised greater authority. According to data gathered by Burgess and Cottrell,

. . . the higher the educational level at the time of marriage, the greater the chances are that the marriage-adjustment score will be high. . . . the wife's educational achievement makes more difference in the chances for a high adjustment score in marriage than does the husband's (Burgess and Cottrell, 1939, p. 270).

The amount of educational training that spouses have attained may influence the decision making role within the family. Blood and Wolfe concluded that:

Since comparative education influences marital decision-making at all occupational levels, it proves to be a highly consistent resource for marital power.

Schooling trains people in verbal skills and knowledge which facilitate decision-making quite directly. In addition, schooling contributes to the effective participation of the individual in the community (through paid or voluntary participation) which in turn strengthens the power position of the individual. So whether directly or indirectly, the better-educated partner brings greater resources to the decision arena (Blood and Wolfe, 1960, pp. 37-38).

The confident attitude of wives whose husbands are more highly educated or who married up the occupational scale is quite evident. Chances of success do not await the husbands whose wives rate lower educationally or occupationally. The wife's relationship to her husband is marked, however, by greater confidence. The wife with superior education has a tendency to pressure her husband for achievement, but disapproves of his ability to reach desired goals. "Such a wife is unhappily domineering in contrast to the serene confidence and enthusiasm of the dependent wife of the successful man" (Blood and Wolfe, 1960, p. 96).

Blood and Wolfe indicated that the wife, who is not as well educated as her husband, is more apt to be satisfied with his income and not care to go to work herself. If the wife is better educated than her husband, she is apt to demand more expensive personal items than her husband can afford. Economic pressure can cause the wife to seek employment outside the home to supplement the family's income. These differential standards can have a bearing on the attitudes and feelings of the husband which in turn may

affect the marital happiness. Another factor which might have some bearing on the marital relationship is age. The educational level attained by the husband and wife make a bigger difference in companionship of the married pair than does their age.

Even a one- or two-year difference in education creates a marked decline in satisfaction. Educationally homogamous families include remarkably few wives who feel shut out completely from the husband's friends and correspondingly many who fit the norm of knowing most of his friends.

Where differences in education exist (as with religion), it is the wife with more interest who feels most deprived because the husband is unable to keep up with her. Wives who have been to school without their husbands regret his inadequacies.

By contrast, wives who marry men from a higher occupational background are extra satisfied with his companionship. Perhaps if we were to ask the husband, the reverse would be true. Women who marry up provide their husbands with power and a feeling of superiority which he may appreciate, but power and companionship may be somewhat difficult to maintain in the same husband-wife relationship (Blood and Wolfe, 1960, p. 164).

It is customary for Americans for the husband to be several years older than his wife to be most satisfied maritally. Superior age, unlike superior education, does not guarantee the wife greater resources from her husband.

. . . since aging is so highly associated with declining marital interaction, an older spouse is very apt to function less adequately.

The mean scores regarding comparative education fit the theory of compatibility perfectly. Presumably, more extreme differences in education would depress satisfaction still further. . . . If the husband is superior to the wife, his additional

resources may be sufficient to make up for the incompatibility, but if he is inferior, the wife's satisfaction normally suffers from his inability to meet her needs and expectations (Blood and Wolfe, 1960, pp. 256-257).

In regard to the various background factors that different authors have regarded as partial determiners of marital success, no relationship was found between age at marriage or between happiness and amount of education as determined by the 341 married couples, who supplied the needed information. "The happiness scores of respondents of either sex are positively correlated with the marital happiness of their parents. Marital happiness appears to be a condition that tends to run in families" (Terman, 1938, pp. 33-34).

Communication of love may be advanced by companionship, which in turn is promoted by homogamy. Homogamous marriages result in more satisfaction with love than mixed marriages. Blood and Wolfe found that educational differences interfere with marital affection more when the husband is inferior to the wife. "Age, homogamy, similarly, is conducive to satisfaction with the husband's expressed love" (Blood and Wolfe, 1960, p. 227). However, less than four years of difference in ages is not noticeable, while satisfaction gradually tapers off beyond this difference.

Men reach higher educational levels than women do according to studies by Landis (1965). However, when it

comes to mate selection, women come nearer to realizing their educational ideals. Thus it appears that women attach more significance to this trait than men do. In fact, it appears that men do not prefer wives on an equal basis in educational and intellectual capacities.

A research study by Landis and Day (1945) confirmed the theory that men are more apt to marry women of a lower educational level while women seek men above themselves. The study also showed that the better educated a young person was, the better education he or she required in a mate.

It is often easy for quarrels to arise over petty personal habits in some types of marital relationships. With a higher educated husband, the wife is not prone to mention personality conflicts. However, Blood and Wolfe (1960) found with a shift of education, that a steady rise of disagreements was to be expected, especially if the wife had three years more schooling than her husband. A man in this setting is in position for considerable criticism about his lack of refinement in various ways.

When the position of the husband and wife is similar, they seem to have more or less interests and expectations in common and are satisfied with life in common. If the husband has a higher position, he can offer his wife greater financial security; however, with a lower position, it is hard for him to meet her requirements.

Hence, homogamy normally produces the greatest satisfaction for the wife, husband-superiority gives lessened satisfaction, and husband-inferiority the least.

.....

Usually, there is a limited range within which it matters little whether the husband and wife are precisely equal or differ slightly. This is especially true of age, since minor age differences signify little in terms of differential resources or differing interests (Blood and Wolfe, 1960, p. 256).

It seems that higher education often lessens the probability of love and marriage, but this belief has not been substantiated with sufficient research evidence. According to Terman (1938) there is not sufficient justification to accept the fact that marital wreckage is typical of the effects of higher education on the love life of women. Had this been the case, the male would have been tempted to shun the educated female as he would a plague. There is not sufficient data on large samplings to say that college women are not fit for love and marriage. In fact, it would be about as easy to prove the favorable as well as the unfavorable effects of education on marital happiness.

In regard to the low happiness scores for wives whose husbands are not as well educated, it might reflect mental inferiority of the husbands more than a lack of formal education. It might be concluded from evidence gathered from Pickford, Signori, and Rempel (1966) that marital happiness depends a great deal on similar personality traits of husband and wife. Likewise, unhappiness and maladjustment result from dissimilarity. Although this study shows a

stronger marital happiness link with similar personal traits.

The review of literature revealed that educational likenesses or differences in a marriage relationship may affect the total happiness level of spouses. Few researchers have considered education as the exclusive factor in studies of marital adjustment. From the investigator's search of the literature concerned with educational differences of spouses, the conclusion was drawn that the higher the educational level of spouses at marriage, the greater the marital satisfaction. Those partners who have a similar educational background tend to be happier since they may share common interests and similar expectations. When the educational level of spouses differs by several years, the marriages rated lower in happiness level. Also if the husband was intellectually and educationally superior to his wife, the prestige of his work and income often outweighed incompatibility, since he might have been more able to provide material resources which the wife desired. Marriages of which the wife is intellectually and educationally superior to the husband tend to be considered the least satisfying. In such marriages, the husband might not be able to earn as much as his wife and might not be able to meet the demands that a domineering wife would place upon him.

CHAPTER III

PROCEDURE

The review of the literature concerning the effects of educational differences of spouses and marital satisfaction level has indicated that a difference of several years of educational training might affect happiness level. With this in mind, the investigator explored the area of marital satisfaction of spouses when there was a difference between spouses in years of formalized educational training.

Selection of the Subjects

A list of the names and addresses of the married women teachers in each of the Moore County Public Schools was compiled from a copy of the Moore County Schools Teacher Handbook, 1968-69. Permission to contact the principals and conduct the study was granted by the Moore County School's Associate Superintendent. A list of the women teachers' names in each school was then sent to the principal of that school. He was asked to check the appropriate educational status of the teachers' husbands.

From this list of names, the two groups were selected for study. One group consisted of couples where the husband and wife were both college graduates and the wife was a teacher. The second group was made up of couples where the

wife was a college graduate and a teacher but the husband had not attended college. From the list it was discovered that there were 91 college graduate couples and 62 couples where the wife was a college graduate and a teacher but the husband had not attended college.

Collection of the Data

In order to collect the data needed to carry out this research, a questionnaire, A Marriage Analysis, developed by Daniel C. Blazier and Edgar T. Goosman (1966) was used to secure data. Questionnaires were mailed to 91 college graduate couples and to 62 couples of which the wife was a college graduate and the husband had not been to college. Questions and statements in the questionnaire were grouped in eight areas. Seven of the eight areas were studied. These were Role Concepts, Self Image, Feelings Toward Spouse, Emotional Openness, Knowledge of Spouse, Common Traits, and Meanings of Marriage. The eighth area covered was considered to be too intimate and therefore was not studied.

A cover sheet was developed to accompany the questionnaire, giving different directions from those on the printed form. The respondents were asked to check their (1) Sex--whether male or female; (2) Educational Status--whether they had had no college, some college, completed a Bachelor's Degree, or completed a Master's Degree; and (3) Age Range--21 to 30 years, 31 to 40 years, 41 to 50 years, 51 to 60

years, or 61 years or older.

Two copies of this questionnaire were sent in the spring of 1969 to each of the above mentioned one hundred fifty-three couples composing the two groups. Accompanying the questionnaires were a letter of explanation, two short envelopes and a long self-addressed, stamped envelope. Each subject was requested to complete his (her) questionnaire separately without conferring with his (her) spouse. Each questionnaire was then sealed in a short envelope, the two short envelopes sealed in the long envelope, and mailed to the researcher. Since the respondents were instructed to remain anonymous and the researcher did not know from whom completed questionnaires had been received, a follow-up letter was sent to all couples. Of the ninety-one college graduate couples, thirty-eight (41.76%) returned completed questionnaires. Of the sixty-two couples where the wife was a college graduate and a teacher but the husband had not attended college, twenty-six (41.94%) returned completed questionnaires. Three women returned their questionnaires. Upon examining the returns, it was discovered that their husbands did not send in a completed form. Thus these three questionnaires were eliminated from the study.

Age distribution of husbands and wives is shown in Table 1. For purposes of ascertaining if the College Couple (CC) and College, Non-College Couple (CNC) subjects were matched for age, Chi-square tests were run. These tests

TABLE 1
Age Distribution of Subjects

	Husbands		Wives	
	CC	CNC	CC	CNC
Age 21-40	15	13	15	15
Age 41 and up	23	13	23	11
	Chi-squares (ldf)		Probability	
Husbands vs. Husbands	1.00		ns	
Wives vs. Wives	2.06		ns	
CNC Husbands vs. Wives	1.00		ns	
CC Husbands vs. Wives	1.00		ns	

asked if the percentages of both women and men, above and below 40 years of age were similar for the CC and CNC women and for the CC and CNC men. As shown in Table 1 the results were not significant in either case. It, thus, was computed that the samples were adequately matched for age.

Factors Studied

Questions or statements in the questionnaire were grouped into eight areas of study. "In designing the Analysis, the main goal was to secure an over-all view of a marriage in terms of factors, or areas of marital relationship which appear to be important in marriage success"

(Blazier and Goosman, 1966, p. 2). The questions of statements were grouped into eight factors: Factor A, Role Concepts; Factor B, Self Image; Factor C, Feelings Toward Spouse; Factor D, Emotional Openness; Factor E, Knowledge of Spouse; Factor F, Sexual Adjustment and Security; Factor G, Common Traits; and Factor H, Meanings of Marriage. Because of the intimate nature of Factor F, Sexual Adjustment and Security, the investigator decided to omit them. Had the questions for Factor F been included some persons might have reacted negatively then refrained from returning the completed questionnaires. Therefore, only the seven areas were considered.

Factor A. The Role Concept Ideal

Questions, which related to Role Concepts, considered marriage roles that each respondent might expect of himself and of his (her) spouse.

A low score in the Factor of Role Concept Ideal indicates a strong possibility of a major source of marital distress and a need for help in the development of a more practical interpretation of the meaning of marriage (Blazier and Goosman, 1966, p. 2).

Questions one through 19 were focused around the Role Concept Ideal. The possible range of scores for this area was from -1 to +19.

Factor B. Adequacy of Self Image

Factor B., questions 20 through 28, referred to the area of adequacy of Self Image. The possible range of

scores for this area was from -2 to +18.

The nine questions under Factor B help a counselee reveal his or her emotional and intellectual concepts of self. Feelings toward the self, whether one feels he or she is an adequate person, often determine the satisfaction level in a marriage (Blazier and Goosman, 1966, p. 2).

When a husband basically dislikes himself there is often much marital stress. Such a man brings to marriage inabilities to function as a husband and father. The same is true of a wife with low self regard. She is unable to bring an adequate personality for success in marriage to the wife-mother roles. In their counseling practice the authors found a corresponding ability to fulfill marriage goals when the counselee earned a high score on Factor B (Blazier and Goosman, 1966, pp. 2-3).

Factor C. Feelings Toward the Marriage Partner

Factor C, questions 29-40, referred to the area of Feelings Toward the Marriage Partner. The possible range of raw scores for this area was from -7 to +13.

The questions on Factor C are designed to help a counselee disclose hidden and repressed resentments, frustrations and hostilities toward the marriage partner. The score on this factor represents the amount of positive and satisfaction feelings toward a husband/wife as a person. . . .

When negative feelings are hidden they often have negative effects on unrelated aspects of a marriage relationship. A couple may not be getting along well in their child rearing, money management, or sexual relationships because they are unable to talk with and listen to each other about differences in attitudes toward religion (Blazier and Goosman, 1966, p. 3).

The questions from Factor C allow the respondents a chance to express feelings that might have been repressed.

"The score on Factor C will indicate something about the

extent to which the marriage is worthwhile to the couple" (Blazier and Goosman, 1966, p. 3).

Factor D. Emotional Openness

Factor D, questions 41 through 55, referred to the area of Emotional Openness. The possible range of raw scores for this area was from -4 to +21. The raw scores of husband and wife on Factor D show

. . . how well the married pair are able to express feelings and emotions to each other. Factor D scores indicate to the authors the extent to which the husband and wife are open with each other and the kind of emotional relationship they have. A marriage rating (average of husband and wife scores) on Factor D offers an opportunity to see whether there are hindrances in the way of a person being aware of a husband's/wife's honest feelings and real worries or frustrations. (Blazier and Goosman, 1966, p. 3)

Factor E. Knowledge of the Husband/Wife

Factor E, questions 56 through 72, referred to the area of Knowledge of the Husband/Wife. The possible range of raw scores for this area was from -9 to +11.

The questions in Factor E are designed to reveal certainties and uncertainties about the marriage partner's thoughts, beliefs, and behaviors. The scores on these questions indicate how well the husband and wife know each other in terms of individual philosophical approaches to life and in terms of values and ideals. . . . The questions aim to produce scores on Factor E which show the quality of the marital relationship. The important finding from Factor E questions is: How well do the couple know each other? The amount of knowing is much more important for the counselor's use than the content revealed by positive or negative responses (Blazier and Goosman, 1966, p. 3).

Factor F. Sexual Adjustment and Security

Questions 73 through 86 were omitted from this study.

Factor G. Activities, Beliefs and Interests in Common

Factor G, questions 87 through 101, referred to the area of Activities, Beliefs and Interests in Common. The possible range of raw scores for this area was from -6 to +14.

Scores derived from answers to questions 87 through 101 show the degree to which a married couple have activities, beliefs, and interests in common. A high average score for a marriage indicates mutual enjoyment in activities together and a number of common beliefs and interests. . . .

Evaluations of scores earned on Factor G by couples in trouble with their marriages show that the more activities a couple enjoy together, the greater their similarity in beliefs, ideals, and interests, the more companionable they will be (Blazier and Goosman, 1966, p. 4).

Low scores might indicate that the couples enjoy few common interests and as a result are less satisfied being married to their spouse. Romantic love alone is not a sufficient basis for a happy marriage relationship.

Factor H. The Meaning of Marriage

Factor H, questions 102 through 113, referred to the area of The Meanings of Marriage. The possible range of raw scores for this area was from 0 to +10.

Under Factor H the Marriage Analysis looks for responses that will enable the counselor to make a comparison between the husband's "meaning of marriage" and the wife's "meaning of marriage" . . . A high score on Factor H indicates that the "meaning

of marriage" for this counselee is to be described as "traditional." For this person, marriage means acceptance of and possibly even a desire for an authoritarian relationship of the traditional type in which the husband is the head of the household and the husband and wife have different responsibilities to each other and definitely separate tasks in the care of their home and family.

To the person who receives a low score on Factor H the "meaning of marriage" is that of a "modern-democratic-companionate" relationship in which there should be much sharing of responsibilities and decisions and only a few specialized roles for either husband or wife.

When a husband or wife earns a high score on Factor H and his or her partner earns a low score it can be assumed that each member of this marriage is violating the marriage role expectation of the other and this is a cause of some of the stress in the marriage (Blazier and Goosman, 1966, p. 4).

Individual Scores

Raw scores were derived for each individual and then for each couple in each of the seven areas to be considered.

Having decided on factors in marriage success for inclusion in the Analysis and having made up batteries of questions to explore the marriage relationship under each factor, the authors then worked by trial and error to arrive at weighted scores for answers to questions under each factor which, when combined, would yield high positive ratings where there was no or little stress in the particular factor under consideration, and low positive or negative scores to indicate stress or inability to get along satisfactorily in this area of relationship (Blazier and Goosman, 1966, p. 2).

The investigator referred to a scoring key which accompanied A Marriage Counselor's Guide to assign the raw scores for each area. A Marriage Counselor's Guide was developed by Daniel C. Blazier and Edgar T. Goosman to

accompany A Marriage Analysis (1966). Tables of raw scores may be found in Appendices D and E.

Treatment of the data and discussion of the results will be found in Chapter IV.

CHAPTER IV

PRESENTATION AND DISCUSSION OF THE RESULTS

The primary purpose of this study was to determine whether significant differences existed with respect to the marital satisfaction level of two groups. Responses from a marriage analysis questionnaire administered to (1) spouses who were college graduates and (2) spouses where the wife was a college graduate and the husband had no college training were compared. Another purpose of the study was to determine which areas of the marriage relationship might be considered the greatest conflict areas. The questions or statements were grouped into the areas of Role Concepts, Self Image, Feelings Toward Spouse, Emotional Openness, Knowledge of Spouse, Common Traits, and Meanings of Marriage.

A questionnaire, A Marriage Analysis, developed by Daniel C. Blazier and Edgar T. Goosman (1966), was used to secure data. The sample polled included women teachers in the public schools in Moore County, North Carolina, and their husbands. One group consisted of couples who were college graduates and the wife was a teacher. A second group included couples in which the wife was a college graduate and a teacher and the husband had not been to college. Questionnaires were mailed to ninety-one college graduate

couples and thirty-eight couples responded (41.8%). Questionnaires were mailed to sixty-two couples in which the wife was a college graduate and the husband had not attended college and twenty-six couples responded (41.9%). The respondents remained anonymous so that it was impossible for the investigator to determine who had or who had not responded. Forty-two per cent of the couples returned completed questionnaires. This percentage might have been greater had the questionnaires been administered personally and individually. A follow-up letter, however, was sent to all couples. Responses might also have been greater if the data could have been collected earlier in the spring before the teachers had added school responsibilities. Questions and statements in the questionnaire were grouped into eight areas. These areas were Role Concepts, Self Image, Feelings Toward Spouse, Emotional Openness, Knowledge of Spouse, Common Traits, and Meanings of Marriage. The eighth area, Sexual Adjustment and Security, was omitted because of the intimate nature of the questions.

Data Analysis

The following three sets of statistical analyses were performed. In the first analysis for each scale and for each area, an analysis of variance (repeated measurement design) was calculated in which the F ratio indicated whether the mean scale score for the men and the women

differed significantly. That is, for the CNC group the analyses tested whether the husbands' average scale scores such as Role Concept Scores differed from that of the wives. Corresponding analyses were done for the CC group. The above described analyses indicated whether the groups of husbands' and wives' average scores differed. A second analysis was done because it is also possible for two groups to differ in that one group is giving generally lower scores and for individual couples to agree in the relative heights of their scores while still operating in different ranges of absolute scores. A case is presented below to illustrate this point.

<u>COUPLE</u>	<u>MAN</u>	<u>WIFE</u>
1	20	8
2	17	5
3	14	4
4	12	2
5	10	1

It can be seen from the example above that (1) the mean for the men would be much higher than that for the women but (2) the correlation, or relative agreement between couples is perfect, that is, the wife of the man giving the highest score for his group gives the highest score for her group, and the lowest score man has the lowest-score wife.

A third analysis was done to see if there was a correlation of each group for each scale. This set of analysis of variance (single classification, uncorrelated

measures) was performed to see if the average scale scores for CNC men differed from those for CC men and if those of CNC women differed from CC women. Again, each scale was analyzed separately.

Marital Satisfaction of CNC Group

An analysis of variance was used to determine if there were significant differences between the responses of the husbands and wives in each area. Mean scale scores and F ratios testing the differences between these means were determined for each group.

In Table 2 it can be seen that within the group where the wives were college graduates and teachers and the husbands had not attended college (CNC group), the wives' mean scale scores for each of the seven areas under investigation were higher than for the husbands' mean scale scores in the same group. There was close agreement among the CNC spouses with regard to their responses in six areas. The means in only one area, Role Concepts, were significantly different at the .05 level. The probability levels for the other six areas of Self Image, Feelings Toward Spouse, Emotional Openness, Knowledge of Spouse, Common Traits, and Meanings of Marriage were not significant. Lower scores on the Role Concepts Ideal indicated that the husbands' concepts of marriage roles were more rigid than were those of their wives. There appeared to be disagreement among the spouses of the

TABLE 2
 Mean Scale Scores and F Ratios for Husbands
 and Wives in the CNC Group

Factors	Mean Score		F	Probability
	Husbands	Wives		
A. Role Concepts	10.6	11.8	5.66	.05
B. Self Image	11.6	12.4	1.79	ns
C. Feelings Toward Spouse	5.9	6.5	1.11	ns
D. Emotional Openness	9.3	9.5	.09	ns
E. Knowledge of Spouse	6.7	7.3	1.05	ns
G. Common Traits	9.0	9.6	.81	ns
H. Meanings of Marriage	5.8	5.9	.01	ns

CNC group with regard to role concepts that each marriage partner could have for himself, herself and his or her spouse since a significant difference was found there. This area might indicate marital distress for spouses of this group.

Marital Satisfaction of CC Group

There was a strong tendency for the college graduate couples (CC Group) to have similar mean ratings. Mean scale scores and F ratios for the husbands and wives in the CC group may be found in Table 3. The probability levels for each of the seven areas under investigation were not significant. The similarity of responses for the husbands and wives in the CC group indicated that there was close agreement among these spouses on the questions answered in each

TABLE 3
 Mean Scale Scores and F Ratios for Husbands
 and Wives in the CC Group

Factors	Mean Score		F	Probability
	Husbands	Wives		
A. Role Concepts	11.8	12.1	.20	ns
B. Self Image	11.6	12.0	.50	ns
C. Feelings Toward Spouse	6.2	6.0	.24	ns
D. Emotional Openness	9.7	9.9	.27	ns
E. Knowledge of Spouse	6.9	7.1	.15	ns
G. Common Traits	9.9	9.9	.01	ns
H. Meanings of Marriage	6.0	6.2	.26	ns

area. This manner of response indicated that the marriage partners in the CC group might be more satisfied with themselves and their spouses as marriage partners since their perception of marriage is similar.

Marital Satisfaction of Husbands

Mean scale scores and F ratios were determined for the husbands in the two groups and are presented in Table 4. The mean scale scores for the CC husbands were higher than those of the CNC husbands in all areas except Self Image in which their mean scores were alike (11.6 for both). The probability level for the area of Role Concepts was significant at the .05 level but it was not significant for the remaining six areas studied. Lower scores on the Role Concepts indicated that the non-college husbands' concepts of marriage

TABLE 4
 Mean Scale Scores and F Ratios for Husbands
 in the CC and CNC Groups

Factors	Mean Score		F	Probability
	CNC	CC		
A. Role Concepts	10.6	11.8	4.49	.05
B. Self Image	11.6	11.6	.00	ns
C. Feelings Toward Spouse	5.9	6.2	.29	ns
D. Emotional Openness	9.3	9.7	.34	ns
E. Knowledge of Spouse	6.7	6.9	.12	ns
G. Common Traits	9.0	9.9	1.98	ns
H. Meanings of Marriage	5.8	6.0	.13	ns

roles were more rigid than were those marriage concepts held by the husbands who were college graduates. These results seemed to indicate that there was greater chance for marital distress in the marriage relationships of the CNC spouses which could result from such rigid role concepts of the husbands.

Since the CNC husbands scored lower than the CC husbands in the area of Role Concepts, chi-square tests were run on each of the nineteen questions answered in this area. This test was carried out to determine on which of the questions in this area the CNC husbands were differing from the CC husbands. Most of the questions showed small differences between the CNC and CC men, these differences not being great enough to yield significant chi-squares on individual

questions, but cumulating to produce overall mean scores which were lower for the CNC husbands. (Appendix F, Chi-Square Table)

Marital Satisfaction of Wives

In Table 5 the mean scale scores and F ratios for the wives in the two groups are presented. The probability levels for each of the seven areas studied were not significant. The CC wives had higher mean scores in the areas of Role Concepts, Emotional Openness, Common Traits, and Meanings of Marriage. The CNC wives had higher mean scores in the areas of Self Image, Feelings Toward Spouse, and Knowledge of Spouse. The differences, however, in each of these areas were small.

TABLE 5
Mean Scale Scores and F Ratios for
Wives in the CC and CNC Groups

Factors	Mean Score		F	Probability
	CNC	CC		
A. Role Concepts	11.8	12.1	.10	ns
B. Self Image	12.4	12.0	.29	ns
C. Feelings Toward Spouse	6.5	6.0	.42	ns
D. Emotional Openness	9.5	9.9	.56	ns
E. Knowledge of Spouse	7.3	7.1	.17	ns
G. Common Traits	9.6	9.9	.24	ns
H. Meanings of Marriage	5.9	6.2	.32	ns

Correlations Between Couples

The question of individual agreement of spouses were analyzed by computing correlation coefficients of scores across couples. The correlations between spouses in the couples were found for each scale separately in the CC and CNC groups. These are reported in Table 6.

TABLE 6
Correlations Between Scale Scores
For The CNC and CC Couples

Factors	CNC		CC	
	r	Probability	r	Probability
A. Role Concepts	.41	.05	.28	.05
B. Self Image	.16	ns	.24	ns
C. Feelings Toward Spouse	.32	.05	.60	.01
D. Emotional Openness	-.06	ns	.08	ns
E. Knowledge of Spouse	.19	ns	.44	.01
G. Common Traits	.46	.01	.59	.01
H. Meanings of Marriage	.24	ns	.40	.01

Individual agreement between the CNC spouses in the seven areas of marital satisfaction was analyzed by computing correlation coefficients of scores for this CNC group. The CNC couples' correlations for the areas of Self Image, Emotional Openness, Knowledge of Spouse, and Meanings of Marriage were found not to be significant. The same couples' responses in the areas of Role Concepts and Feelings Toward Spouse were compared and found to agree significantly at the .05 level. Responses related to the area of Common Traits

revealed a correlation significant at the .01 level. The data thus indicated that there was agreement in the manner of response between the CNC couples in the area of Role Concepts, which included questions and statements concerning expectations held for each spouse in the marriage. Spouses also agreed in their responses on questions concerning feelings and attitudes held for their marriage partners. The area which showed the greatest agreement between the CNC spouses was that of Common Traits. Those questions were concerned with interests and beliefs that spouses may have.

Correlations between spouses' scale scores for the CC couples are also presented in Table 6. It was found that the correlations between the CC spouses on the areas of Self Image and Emotional Openness were not significant while the area of Role Concepts was significant at the .05 level. Four correlations between scale scores for the CC couples were significant at the .01 level. These were in the areas of Feelings Toward Spouse, Knowledge of Spouse, Common Traits, and Meanings of Marriage.

The correlations among scale scores for the CC group were higher and more significant than those for the CNC group in the areas of Feelings Toward Spouse, Knowledge of Spouse, and Meanings of Marriage. Thus, the findings indicated that there was greater sharing of views about marriage among the CC couples than was held between the CNC couples. These results suggest that the CC couples might be better

able to talk with, and listen to, each other about their individual feelings on matters that would affect their marriages. They are perhaps more aware of the values, beliefs and responsibilities held by their spouses than are the CNC spouses. There appeared, then, to be greater agreement among the CC couples on matters which might affect the quality of marital relationships.

Age and Marital Satisfaction of Husbands

To test whether age might be related to marital satisfaction scores, the husbands and the wives were split into the age groups of 21 to 40 and 41 or older. (See Table 1, p. 17) The mean scores on each scale were computed for these age groups. As can be seen in Appendix G, patterns of the means as related to age did not differ according to whether the subjects were in the CC or CNC groups. Accordingly, for all husbands and separately for all wives, the differences in means between age groups were tested for each scale by means of analysis variance.

It was found that there were no significant differences in the way the two age groups of husbands responded to questions in six of the seven areas tested (see Table 7). The manner of response for the younger (21 to 40 years) and older (41 or older) husbands was similar in the areas of Role Concepts, Self Image, Feelings Toward Spouse, Emotional Openness, Knowledge of Spouse, and Common Traits. There was,

TABLE 7

Differences in Mean Scale Scores and F Ratios of Husbands as Related to Age

Factors	Age		F	Probability
	21 to 40 years	41 years or older		
A. Role Concepts	11.4	11.3	.13	ns
B. Self Image	11.9	11.1	.67	ns
C. Feelings Toward Spouse	6.2	6.2	.02	ns
D. Emotional Openness	9.6	9.5	.03	ns
E. Knowledge of Spouse	6.8	6.8	.00	ns
G. Common Traits	9.5	9.5	.10	ns
H. Meanings of Marriage	5.2	6.5	8.44	.01

however, a significant difference (.01 probability level) between the younger and older husbands as to the way they responded to questions in the area of Meanings of Marriage. The older men had higher mean scores than did the younger men. There was an indication that the older men desired a traditional type of marriage relationship whereby the husband would be considered as "head of the household." In this type of authoritarian relationship, definite tasks would be assigned to each spouse. Each spouse would have certain responsibilities that would be his (or hers) alone.

Age and Marital Satisfaction of Wives

It was found that there were no significant differences in the way the two age groups of wives responded to

questions in six of the seven areas tested (See Table 8). The manner of response for the younger (21 to 40 years) and older (41 years and above) wives was similar in the areas of Self Image, Feelings Toward Spouse, Emotional Openness, Knowledge of Spouse, Common Traits, and Meanings of Marriage. There was, however, a significant difference at the .05 probability level between the younger and older wives as to the way they responded to questions in the area of Role Concepts. The younger women had higher mean scores than did the older women. There was an indication that the older women had a tendency toward more rigid Role Concepts than did the younger women.

TABLE 8
Differences in Scale Scores and F Ratios
of Wives as Related to Age

Factors	Mean Scores		F	Probability
	21 to 40 years	41 years or older		
A. Role Concepts	12.7	11.3	4.93	.05
B. Self Image	11.7	12.3	.74	ns
C. Feelings Toward Spouse	6.3	6.1	.14	ns
D. Emotional Openness	10.1	9.4	1.74	ns
E. Knowledge of Spouse	7.1	7.2	.01	ns
G. Common Traits	9.8	9.8	.00	ns
H. Meanings of Marriage	5.8	6.4	1.08	ns

Summary

In summarizing the results obtained in this study comparing marital satisfaction level of CC and CNC spouses, the CC couples tended to have closer agreement in the seven areas tested than did the CNC couples. In comparing mean scale scores and F ratios for the couples in the two groups, the Non-College men had a significantly lower Role Concepts score than did their wives and lower Role Concepts than both the husband and wife in the CC group. The correlations between scale scores for the CC group were higher and more significant than those for the CNC group, which indicated that there was closer agreement between these CC spouses. In comparing age to marital satisfaction, the older men tended to have higher scores in one area, Meanings of Marriage, and the younger women had higher scores in the area of Role Concepts.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The primary purpose of this study was to determine whether significant differences exist with respect to the marital satisfaction level of two groups of married couples differing in the educational level of the husbands.

The hypotheses for this study were stated in the null form. They are listed below:

1. There are no differences in marital satisfaction levels between the college graduate couples in which the wife is a teacher and the couples in which the wife is a college graduate and a teacher but the husband has not been to college.
2. There are no differences between responses of husbands and wives in marital satisfaction level when the wives are college graduates and the husbands have not attended college.
3. There are no differences between responses of husbands and wives in marital satisfaction level when both spouses are college graduates.
4. There is no relationship between the marital satisfaction levels and ages of couples.
5. There are no differences between the couples in

which both are college graduates and couples in which only the wife is a college graduate with regard to the seven areas.

A questionnaire, A Marriage Analysis, developed by Daniel C. Blazier and Edgar T. Goosman (1966), was used to secure data. The sample polled included women teachers in the public schools in Moore County, North Carolina, and their husbands. One group consisted of couples who were college graduates and the wife was a teacher. A second group included couples in which the wife was a college graduate and a teacher but the husband had not been to college. Questionnaires were mailed to ninety-one college graduate couples and thirty-eight couples responded (41.8%). Questionnaires were mailed to sixty-two couples of which the wife was a college graduate and the husband had not attended college and twenty-six couples responded (41.9%). Questions and statements in the questionnaire were grouped into eight areas. Seven of the eight areas were studied. These areas were Role Concepts, Self Image, Feelings Toward Spouse, Emotional Openness, Knowledge of Spouse, Common Traits, and Meanings of Marriage. The eighth area was omitted because of the intimate nature of these questions. Had those questions been included some persons might have reacted negatively then refrained from returning the completed questionnaires.

The Scoring Key For A Marriage Analysis which

accompanied A Marriage Counselor's Guide was used to assign raw scores for each area. A Marriage Counselor's Guide was developed by Daniel C. Blazier and Edgar T. Goosman to accompany A Marriage Analysis (1966). The data were analyzed by means of analysis of variance and correlations techniques.

Findings and Conclusions

Mean scale scores and F ratios were calculated for the College, College spouses and for the College, Non-College spouses in each of the seven areas studied. The College, College spouses tended to have similar ratings and the probability levels for each of the seven areas were not significant. The College, Non-College wives' mean scale scores were higher than those of their husbands on each of the seven areas tested. However, the only significant difference between the College, Non-College spouses was that of Role Concepts. These findings indicated that since the College, Non-College husband scored lower on the Role Concept, their concepts of marriage roles were more rigid than were those held by their wives. This area could be an area of marital distress for the College-Non-College couples.

Mean scale scores and F ratios were also determined for the wives in the two groups and the husbands in the two groups. The results of this study for the wives were found not to be significant in any of the seven areas tested. The

only area yielding a significant difference for the husbands was that of Role Concepts. The Non-College husbands had a lower mean score.

Individual agreement between the spouses in each group on each area of marital satisfaction was analyzed by computing correlation coefficients of scores for each group. The correlations between scale scores for the College, College group were higher and more significant than those for the College, Non-College group in three areas, Feelings Toward Spouse, Knowledge of Spouse, and Meanings of Marriage. The results suggested that there was a greater sharing of views between the College, College couples than between the College, Non-College couples.

To test whether or not age was related to marital satisfaction scores, the husbands and wives were split into age groups of 21 to 40 and 41 or older. Patterns of means did not differ according to whether the subjects were in the College-College or College, Non-College groups. For all husbands and separately for all wives, differences in means between age groups were tested for each scale by means of analysis of variance. There were two significant differences found. The older men had a significantly higher mean score on the area of Meanings of Marriage than did the younger men, which indicated that they desired a traditional type of marriage relationship. The younger women had a significantly higher Role Concepts score than did the older

women, which indicated that the older women held more rigid Role Concepts.

The findings from this study indicated that those spouses who had a similar educational background tended to have closer agreement on the seven factors tested than did those couples of differing educational backgrounds. This research supports the findings of Burgess and Cottrell, who concluded that, "The percentages give a quite consistent picture of the increased chances of success in marriage that go with a rising level of educational achievement of both husband and wife" (Burgess and Cottrell, 1939, p. 122).

The present research findings support Terman in that both concluded that the wives whose husbands were four or more years below them in schooling rated lower on the happiness scale.

Recommendations For Further Study

It is recommended that additional and larger research studies be carried out considering the effects of educational differences of spouses and their relationship to marital satisfaction. The instrument should include questions that relate to the value of educational training and what part it has played in the couples' establishing marital satisfactions. The more detailed studies should include couples from varied professions and socio-economic levels. Since all of the women in this study were public school teachers,

this might in some ways have presented a bias and influenced their attitudes toward marriage. Emphasis should be placed on such factors as age at marriage, number of years married, number of years with same spouse, number of children, and age and sex of children. The method of collecting the data would be improved through administering instruments personally and individually rather than using a mailed form.

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Enoch P. ...
 Raleigh, North Carolina
 April 28, 1967

Dear Mr. ...

What you told me I am a graduate student working toward a Master of Science Degree in Family Relations at The University of North Carolina at Greensboro, Greensboro, North Carolina, in the school of Home Economics.

I enclose you will find an envelope of a questionnaire which I would appreciate you and your husband completing separately without discussing the questions and answers. After completing the questionnaires and putting them in separate mail envelopes, I would appreciate you returning the two envelopes in the enclosed long envelope by May 10, 1967.

APPENDIX A

I have chosen to conduct my study in Moore County because I ... taught in the ...

LETTER ACCOMPANYING QUESTIONNAIRE

I hope that you will take the time to complete the questionnaire and return them to me so that I may be able to have a large enough sample to complete the study. The calculated values on the questionnaires are all that will be used in the study.

Please do not sign your name or in any way identify yourself. Even though the answers are anonymous, the information will be treated confidentially.

I shall appreciate your cooperation.

Sincerely,

Jan Carolyn Kidd
 Graduate Student

Dr. Helen Conway, Advisor
 Associate Professor of
 Home Economics
 School of Home Economics
 University of North
 Carolina at Greensboro

Route Two
Bennett, North Carolina
April 28, 1969

Dear Mrs. (Teacher's name entered here)

Will you help me? I am a graduate student working toward a Master of Science Degree in Family Relations at The University of North Carolina at Greensboro, Greensboro, North Carolina, in the school of Home Economics.

Enclosed you will find two copies of a questionnaire which I would appreciate you and your husband completing separately without discussing the questions and answers. After completing the questionnaires and putting them in separate short envelopes, I would appreciate you returning the two envelopes in the enclosed long envelope by May 10, 1969.

I have chosen to conduct my study in Moore County because I am a native of this county and have taught in the school system here.

I hope that you will take the time to complete the questionnaires and return them to me so that I may be able to have a large enough sample to complete the study. The calculated scores on the questionnaire are all that will be used in the study.

Please do not sign your name or in any way identify yourself. Even though the answers are anonymous, the information will be treated confidentially.

I shall appreciate your cooperation.

Sincerely,

Ida Carolyn Kidd
Graduate Student

Dr. Helen Canaday, Advisor
Associate Professor of
Home Economics
School of Home Economics
University of North
Carolina at Greensboro

APPENDIX B

COVER SHEET ACCOMPANYING QUESTIONNAIRE

Please complete the following questionnaire. Do not sign your name or otherwise identify yourself. The questionnaire will be used for a purpose different from that for which it was developed. A composite group score is all that is needed for statistical treatment.

Check the following answer which applies to you.

1. Male Female
2. You have completed
 No college Bachelor's Degree
 Some college Master's Degree
3. Your age range is
 21-30 years 41-50 years
 31-40 years 51-60 years
 61+ years

Draw a circle around the word or letter which you choose as your reaction to each statement. Do not leave any blank. Omit statements or questions 73-86.

Route Two
 Bennett, North Carolina
 May 30, 1969

Dear Mrs. [Teacher's name entered here]

Recently you were sent two questionnaires which I requested that you and your husband complete separately and return to me so that I might complete a study in a Master of Science Degree Program at UNC-G.

The questionnaires are anonymous so I have no way of knowing who has or has not responded. However, I have not received enough replies to this study. If you have returned the completed questionnaire, I want to thank you for taking the time and interest to help me. If you have not returned the completed questionnaire, please help me by returning a group composite questionnaire for statistical calculation of results.

APPENDIX C
 FOLLOW-UP LETTER

Completion of my thesis is the only requirement not yet fulfilled for graduation. I shall appreciate so much your cooperation.

Thank you.

Sincerely,

Ida Carolyn Kidd,
 Graduate Student,
 The University of North
 Carolina, at Greensboro

Route Two
Bennett, North Carolina
May 30, 1969

Dear Mrs. (Teacher's name entered here)

Recently you were sent two questionnaires which I requested that you and your husband complete separately and return to me so that I might complete a study in a Master of Science Degree Program at UNC-G.

The questionnaires are anonymous, so I have no way of knowing who has or has not responded. However, I have not received enough replies to complete this study. If you have returned the completed questionnaires, I want to thank you for taking the time and interest to help me. If you have not returned the completed questionnaires, please help me! A group composite score is what is needed for statistical calculation of results.

Completion of my thesis is the only requirement not yet fulfilled for graduation. I shall appreciate so much your cooperation.

Thank you.

Sincerely,

Ida Carolyn Kidd,
Graduate Student,
The University of North
Carolina, at Greensboro

The Raw Scores of the College - College (CC) Group
on the Seven Areas of Marital Satisfaction

Subject	Factor 1 Self Image		Factor 2 Feeling Toward Spouse		Factor 3 Sexual Satisfaction	
	1	2	3	4	5	6
1	11	11	8	8	12	12
2	12	12	7	7	10	10
3	13	13	6	6	12	12
4	14	14	8	8	11	11
5	15	15	7	7	11	11
6	16	16	9	9	12	12
7	17	17	8	8	11	11
8	18	18	7	7	10	10
9	19	19	6	6	11	11
10	20	20	5	5	10	10
11	21	21	4	4	9	9
12	22	22	3	3	8	8
13	23	23	2	2	7	7
14	24	24	1	1	6	6
15	25	25	0	0	5	5
16	26	26	0	0	4	4
17	27	27	0	0	3	3
18	28	28	0	0	2	2
19	29	29	0	0	1	1
20	30	30	0	0	0	0
21	31	31	0	0	0	0
22	32	32	0	0	0	0
23	33	33	0	0	0	0
24	34	34	0	0	0	0
25	35	35	0	0	0	0
26	36	36	0	0	0	0
27	37	37	0	0	0	0
28	38	38	0	0	0	0
29	39	39	0	0	0	0
30	40	40	0	0	0	0
31	41	41	0	0	0	0
32	42	42	0	0	0	0
33	43	43	0	0	0	0
34	44	44	0	0	0	0
35	45	45	0	0	0	0
36	46	46	0	0	0	0
37	47	47	0	0	0	0
38	48	48	0	0	0	0
39	49	49	0	0	0	0
40	50	50	0	0	0	0
41	51	51	0	0	0	0
42	52	52	0	0	0	0
43	53	53	0	0	0	0
44	54	54	0	0	0	0
45	55	55	0	0	0	0
46	56	56	0	0	0	0
47	57	57	0	0	0	0
48	58	58	0	0	0	0
49	59	59	0	0	0	0
50	60	60	0	0	0	0
51	61	61	0	0	0	0
52	62	62	0	0	0	0
53	63	63	0	0	0	0
54	64	64	0	0	0	0
55	65	65	0	0	0	0
56	66	66	0	0	0	0
57	67	67	0	0	0	0
58	68	68	0	0	0	0
59	69	69	0	0	0	0
60	70	70	0	0	0	0
61	71	71	0	0	0	0
62	72	72	0	0	0	0
63	73	73	0	0	0	0
64	74	74	0	0	0	0
65	75	75	0	0	0	0
66	76	76	0	0	0	0
67	77	77	0	0	0	0
68	78	78	0	0	0	0
69	79	79	0	0	0	0
70	80	80	0	0	0	0
71	81	81	0	0	0	0
72	82	82	0	0	0	0
73	83	83	0	0	0	0
74	84	84	0	0	0	0
75	85	85	0	0	0	0
76	86	86	0	0	0	0
77	87	87	0	0	0	0
78	88	88	0	0	0	0
79	89	89	0	0	0	0
80	90	90	0	0	0	0
81	91	91	0	0	0	0
82	92	92	0	0	0	0
83	93	93	0	0	0	0
84	94	94	0	0	0	0
85	95	95	0	0	0	0
86	96	96	0	0	0	0
87	97	97	0	0	0	0
88	98	98	0	0	0	0
89	99	99	0	0	0	0
90	100	100	0	0	0	0

APPENDIX D

The Raw Scores of the College - College (CC) Group
on the Seven Areas of Marital Satisfaction

The Raw Scores of the College - College (CC) Group
on the Seven Areas of Marital Satisfaction

Factor A Role Concepts		Factor B Self Image		Factor C Feelings Toward Spouse		Factor D Emotional Openness	
H	W	H	W	H	W	H	W
14	14	15	11	8	8	9	12
11	11	7	15	7	7	14	10
11	12	13	10	8	3	6	12
15	14	13	10	7	9	8	11
9	13	12	11	9	8	10	11
10	10	16	16	5	7	13	12
15	13	12	14	5	6	7	9
13	10	12	9	6	3	12	7
13	13	12	12	8	7	11	9
13	13	10	12	7	8	11	10
13	12	11	14	7	8	9	11
10	17	10	2	2	4	6	11
11	9	15	13	8	8	9	11
10	9	9	14	7	6	10	8
12	9	8	12	9	9	14	8
14	10	15	14	8	9	12	14
14	15	14	14	7	4	11	9
10	15	7	7	3	2	5	7
11	12	13	12	7	4	8	8
11	12	13	14	8	9	12	10
10	12	5	8	4	6	11	6
11	13	14	6	5	4	13	7
14	16	9	12	5	1	12	10
9	10	8	8	7	7	12	11
7	11	13	15	5	5	10	13
15	9	11	15	11	10	8	8
11	11	11	14	4	5	11	8
13	13	12	13	7	1	8	8
10	11	15	14	9	9	10	12
13	15	14	14	8	8	10	12
10	10	6	11	-1	0	4	5
6	6	14	12	2	2	9	10
12	14	13	16	8	9	9	13
12	10	13	10	5	2	10	9
11	12	15	14	8	8	10	12
8	14	12	8	6	6	6	9
15	15	11	14	4	7	7	14
<u>14</u>	<u>13</u>	<u>7</u>	<u>16</u>	<u>3</u>	<u>10</u>	<u>10</u>	<u>10</u>
450	458	440	456	236	229	367	377

The Raw Scores of the College - College (CC) Group on
the Seven Areas of Marital Satisfaction (Con't)

Factor E Knowledge of Spouse		Factor G Common Traits		Factor H Meanings of Marriage	
H	W	H	W	H	W
9	9	11	13	5	5
5	6	12	11	7	7
7	8	12	12	6	4
4	6	8	12	7	7
10	10	11	13	9	9
9	9	8	10	5	7
6	9	11	13	7	4
8	9	9	10	4	3
8	5	12	6	6	5
7	10	12	11	4	7
3	9	12	10	5	4
5	2	7	7	4	1
7	10	12	13	7	9
9	9	10	11	9	9
9	8	8	12	8	5
9	8	12	12	5	7
3	7	9	9	5	9
6	3	6	9	8	6
3	3	5	4	7	5
7	10	10	9	7	8
4	0	7	7	9	5
5	4	7	6	4	6
10	5	10	9	2	6
6	9	10	11	8	5
7	7	8	8	6	9
10	6	12	12	6	7
7	8	8	12	4	6
7	8	9	7	7	3
6	9	11	9	7	7
11	11	13	10	5	7
7	3	9	10	5	6
6	5	6	3	9	9
8	11	12	10	5	3
7	6	11	7	7	9
8	9	13	14	7	10
6	6	10	12	8	8
6	3	12	11	1	3
7	8	13	12	4	6
262	268	378	377	229	236

The Raw Scores of the College - Non-College (CNC) Group
on the Seven Areas of Marital Satisfaction

Area	College	Non-College	College	Non-College	College	Non-College	College	Non-College
1. Communication	10	10	10	10	10	10	10	10
2. Conflict Resolution	10	10	10	10	10	10	10	10
3. Intimacy	10	10	10	10	10	10	10	10
4. Commitment	10	10	10	10	10	10	10	10
5. Satisfaction	10	10	10	10	10	10	10	10
6. Support	10	10	10	10	10	10	10	10
7. Overall	10	10	10	10	10	10	10	10

APPENDIX E

The Raw Scores of the College - Non-College (CNC) Group
on the Seven Areas of Marital Satisfaction

The Raw Scores of the College - Non-College (CNC) Group
on the Seven Areas of Marital Satisfaction

Factor A Role Concepts		Factor B Self Image		Factor C Feelings Toward Spouse		Factor D Emotional Openness	
H	W	H	W	H	W	H	W
13	14	12	12	8	6	11	9
10	12	11	10	7	8	8	10
10	14	10	11	4	4	13	11
10	9	9	9	3	5	12	10
11	11	13	13	2	6	8	11
13	12	14	10	8	8	9	13
13	13	12	11	6	6	6	12
13	8	14	16	2	4	6	10
6	12	11	11	5	5	7	6
10	7	11	14	6	3	12	6
10	15	14	15	8	9	11	9
11	11	14	16	4	10	8	11
12	15	10	15	6	8	11	9
8	12	11	10	1	6	8	6
13	13	14	11	8	8	12	10
7	6	13	8	4	5	8	7
11	12	12	14	7	10	10	9
12	18	9	10	5	1	4	10
10	12	15	14	9	8	12	14
8	9	14	12	8	2	9	6
9	11	12	16	8	7	12	8
8	9	8	15	9	8	10	7
13	11	7	14	4	6	7	13
13	17	11	11	8	9	10	10
11	15	13	13	9	7	10	10
<u>10</u>	<u>10</u>	<u>8</u>	<u>11</u>	<u>4</u>	<u>9</u>	<u>8</u>	<u>10</u>
275	308	302	322	153	168	242	247

The Raw Scores of the College - Non-College (CNC) Group
on the Seven Areas of Marital Satisfaction (Con't)

Factor E Knowledge of Spouse		Factor G Common Traits		Factor H Meanings of Marriage	
H	W	H	W	H	W
8	6	11	12	6	2
8	8	10	14	7	7
5	3	9	5	7	9
9	6	7	6	6	2
8	8	11	8	9	4
8	11	9	14	8	7
5	8	11	9	5	6
3	5	6	5	4	9
6	7	4	3	5	4
5	9	6	12	7	9
8	8	13	12	9	7
4	8	9	11	5	9
9	9	13	13	5	7
2	6	4	8	5	2
9	10	9	14	3	3
5	4	8	6	1	6
9	8	11	10	4	5
10	10	9	10	3	4
10	8	11	9	9	7
8	7	10	10	9	9
8	7	10	10	5	10
4	5	6	7	5	5
6	9	11	10	6	5
10	4	11	10	7	6
8	7	14	11	7	6
-1	9	2	10	5	3
<u>174</u>	<u>190</u>	<u>235</u>	<u>249</u>	<u>152</u>	<u>153</u>

APPENDIX F

DIFFERENCES IN CC AND CNC HUSBANDS' ANSWERS TO
INDIVIDUAL ITEMS ON THE ROLE CONCEPTS SCALE

Question	CC		CNC		Diff-Square
	Yes	No	Yes	No	
1. It is more important for me to be a good companion to my husband/wife than to busy all the time.	1	37	7	24	.89
2. My husband/wife should please my needs above his/her own desires.	2	36	20	16	1.33
3. In my marriage I claim that certain responsibilities are mine alone.	3	29	4	22	.58
4. My husband/wife has certain responsibilities which he or she should want fulfill without reminders or help from me.	1	35	3	21	.24
5. In marriage there is woman's work and there is man's work.	2	25	2	24	3.57
6. It is my job to make most of the decisions concerning the welfare of my family.	1	19	9	17	1.14

DIFFERENCES IN CC AND CNC HUSBANDS' ANSWERS TO
INDIVIDUAL ITEMS ON THE ROLE CONCEPTS SCALE

Questions	CC Husbands		CNC Husbands		Chi-Square
	No	Yes	No	Yes	
1. It is more important for me to be a good companion to my husband/wife than be busy all the time	1	37	2	24	.89
2. My husband/wife should place my needs above his/her own desires.	24	14	20	6	1.36
3. In my marriage I claim that certain responsibilities are mine alone.	9	29	4	22	.66
4. My husband/wife has certain responsibilities which he or she should want to fulfill without reminders or help from me.	3	35	3	23	.24
5. In marriage there is woman's work and there is man's work.	10	28	2	24	3.52
6. It is my job to make most of the decisions concerning the welfare of my family.	19	19	9	17	1.49

INDIVIDUAL LABEL ON THE MORE CONCERNED SCALE
 DISAPPEARED IN CC AND CNC HUSBANDS' ANSWERS TO INDIVIDUAL
 ITEMS ON THE ROLE CONCEPTS SCALE (Con't.)

Questions	CC Husbands		CNC Husbands		Chi-Square
	No	Yes	No	Yes	
7. It is my husband's/wife's job to make me happy.	26	12	14	12	1.40
8. When there is any division of labor and responsibilities in my marriage I expect to decide what work and which responsibilities are mine.	25	13	13	13	1.60
9. I expect my husband/wife to help me with certain tasks in the home or outside the house.	4	34	2	24	.15
10. Taking care of the children is a wife's job.	31	7	16	10	3.18
11. Supporting the family is the husband's job.	13	25	6	20	.92
12. A man's home should be his castle.	8	30	4	22	.33

DIFFERENCES IN CC AND CNC HUSBANDS' ANSWERS TO INDIVIDUAL
ITEMS ON THE ROLE CONCEPTS SCALE (Con't.)

Questions	CC Husbands		CNC Husbands		Chi-Square
	No	Yes	No	Yes	
13. When to have sex relations should be determined by how often the husband desires it.	30	8	18	8	.78
14. All matters of punishment or discipline of the children are the father's responsibility	38	0	26	0	0
15. A wife is responsible for her husband's success in his work.	25	13	18	8	.08
16. A wife can rightfully expect her husband to welcome criticism which will help him become a better provider, get things done and/or make him easier to live with.	8	30	4	22	.33
17. A husband can rightfully expect his wife to welcome criticism which will help her become a more efficient housewife, more economy-minded, and/or make her easier to live with.	7	30	5	21	.00

DIFFERENCES IN CC AND CNC HUSBANDS' ANSWERS TO INDIVIDUAL ITEMS ON THE ROLE CONCEPTS SCALE (Con't.)

Questions	CC Husbands		CNC Husbands		Chi-Square
	No	Yes	No	Yes	
18. Both myself and my husband/wife believe a budget is important	3	30	3	16	.53
19. It is my husband's/wife's responsibility to be sure the bills are paid.	25	13	16	10	.12

N = Total 64
 N = CC 38
 N = CNC 26

Mean Scale Scores for Two Age Groups of
CC and CNC Husbands and Wives

Area	Age Range	CC		CNC	
		H	W	H	W
1. Role Concepts	21-40	12.3	12.7	10.5	12.7
	41+	11.5	11.7	10.7	10.6
2. Self Image	21-40	11.0	11.7	12.0	11.7
	41+	11.4	12.2	11.2	13.3
3. Feelings Toward Spouse	21-40	6.6	6.0	5.7	6.7
	41+	6.8	6.0	6.0	6.3

APPENDIX G

Mean Scale Scores for Two Age Groups of
CC and CNC Husbands and Wives

4. Emotional Openness	21-40	10.3	10.2	8.9	9.8
	41+	9.5	9.5	9.7	9.1
5. Knowledge of Spouse	21-40	7.2	7.7	6.3	7.3
	41+	7.6	7.3	6.5	7.0
6. Gender Traits	21-40	9.9	9.5	9.0	9.9
	41+	10.6	10.0	9.1	9.1
7. Feelings of Marriage	21-40	5.2	5.2	5.1	5.6
	41+	6.5	6.1	6.2	6.3

Mean Scale Scores for Two Age Groups of
CC and CNC Husbands and Wives

Area	Age Range	CC		CNC	
		H	W	H	W
A. Role Concepts	21-40	12.3	12.7	10.5	12.7
	41+	11.6	11.7	10.7	10.6
B. Self Image	21-40	11.8	11.7	12.0	11.7
	41+	11.4	11.9	11.2	13.3
C. Feelings Toward Spouse	21-40	6.6	6.0	5.7	6.7
	41+	6.4	6.0	6.0	6.3
D. Emotional Openness	21-40	10.1	10.5	8.9	9.8
	41+	9.3	9.6	9.7	9.1
E. Knowledge of Spouse	21-40	6.7	6.7	6.9	7.5
	41+	7.0	7.3	6.5	7.0
G. Common Traits	21-40	9.9	9.6	9.0	9.9
	41+	10.0	10.0	9.1	9.1
H. Meanings of Marriage	21-40	5.3	5.9	5.1	5.6
	41+	6.5	6.4	6.5	6.3