

THE EFFECTS OF A HOME-BASED, AUDIO CASSETTE  
MARRIAGE ENRICHMENT COURSE ON  
MARITAL COMMUNICATION AND  
MARITAL ADJUSTMENT

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THE EFFECTS OF A HOME-BASED, AUDIO CASSETTE  
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COMMUNICATION AND MARITAL ADJUSTMENT

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This study investigated the effects of a home-based, audio cassette marriage enrichment course on marital communication and marital adjustment. The marriage enrichment course evaluated in this study consisted of two audio cassette tapes, each containing two sessions of approximately 45 minutes in length, and one work booklet. The course contained exercises emphasizing the development of communication skills, encouragement of self-disclosure, learning of empathy skills, and the setting of personal and mutual goals. The unique aspects of the course were the home-based setting in which the couples completed the program, and the self-enclosed audio cassette nature of the course.

The subjects consisted of 24 Protestant, married couples residing in a medium sized western United States city. A pretest, posttest control group experimental design with a one month follow-up was formulated consisting of one experimental group and a no-treatment control group. Twelve hypotheses were generated predicting that the subjects who participated in the audio cassette course would experience a significant increase in their level of

marital communication and marital adjustment at the post-test and at a one month follow-up test. The dependent variables were the scores on the Marital Communication Inventory (Bienvenu, 1969), and the Locke-Wallace Short Form Marital Adjustment Test (Locke & Wallace, 1959). Analysis of Covariance was used to evaluate the data with the pretest serving as the covariate in each analysis.

The results of the study indicated that the experimental group, relative to the control group, made no significant changes in the directions hypothesized as a result of participation in the audio cassette marriage enrichment course. The medium used to present the marriage enrichment course, the quantity of material presented in the course, and the home-based nature of the program were discussed as possible reasons for the failure of the course to effect any significant changes.

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THE EFFECTS OF A HOME-BASED, AUDIO CASSETTE  
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During the last decade, marriage enrichment has become one of the fastest growing movements in the area of marriage and family relationships (Otto, 1976). This movement has come at a time of both high divorce rates and high rates of remarriage. In 1962 the rate of divorce in the United States was 16 for every 1,000 women age 14 to 44 while in 1972 the rate of divorce was 32 for every 1,000 women age 14 to 44 years. The rate of remarriage for women widowed or divorced age 14 to 54 years rose from 119 in every 1,000 in 1962 to 151 in every 1,000 in 1972 (U.S. Bureau of the Census, 1980). The fact that both divorce and remarriage rates are high appears to indicate a strong desire among people for a compatible marriage and family life (Norton & Glick, 1979). Though marriage and family life appear to be the most satisfying parts of most people's lives, and being married is one of the most important determinants of being satisfied with life (Institute for Social Research, 1974), there seems to be an inability on the part of a growing number of couples to achieve and sustain a high level of satisfaction in marriage.

Though there are now many highly skilled and dedicated



professionals involved in marriage and family counseling, the family appears to be sinking deeper and deeper in a sea of trouble (Mace, 1976). Marriage counselors are often faced with couples who come to them too late. Too much damage has been done by the time help is sought. The years of confusing communication behaviors and destructive conflict have created such a broken relationship that the counselor often finds the task of helping couples to rebuild a positive relationship almost hopeless.

Leaders in the field of marriage and family counseling have begun to see that as long as the interventions in marital and family dysfunction are only remedial, a limited impact will be made on the state of family life in our culture (Mace, 1976). There is clearly a need for preventive counseling or education that can enable couples to avoid the destructive behaviors and patterns of communication detrimental to the marital relationship (Mace, 1976). The marriage enrichment movement is a direct answer to that need (Hof & Miller, 1981).

Marriage enrichment is an educational and developmental approach to relationship enhancement. Marriage enrichment programs involve the teaching of attitudes and specific skills in a structured and systematic fashion (Guerney, 1977). The focus of the programs is on setting goals and reaching them, increasing understanding, and

creating a climate of growth and development in which individual and relationship strengths and potentials are emphasized (Hof & Miller, 1981).

The most popular enrichment programs are those designed for couples who want to improve an already well-functioning marriage (Otto, 1976); however, there are increasing numbers of practitioners who are offering marriage enrichment programs to couples identified as troubled or dysfunctional (Hof & Miller, 1981). The enrichment programs are usually scheduled as a weekend retreat or as a program of six to ten consecutive meetings.

The two largest movements in the field of marriage enrichment are World Wide Marriage Encounter (Regula, 1975) and Methodist Marriage Communication Lab (Smith & Smith, 1976). Both programs are church related. World Wide Marriage Encounter is the leader in terms of public response (Otto, 1976), and includes programs that run every weekend in various areas of the United States in the Catholic, Jewish, Episcopal, Presbyterian, Lutheran, Church of Christ, and United Protestant denominations.

In his preface to the book by Hof and Miller (1981), Lief states that if the field of marriage enrichment could be compared to a baby, research in the field would be a "week-old infant" (p. x). Though there are few outcome studies in marriage enrichment, the data that are available indicates that marriage enrichment programs do

effect marriages in a positive way (Hof & Miller, 1981).

Clinebell (1976) has stressed the importance of developing audio cassette programs as a vehicle for training marriage enrichment teachers, and for providing low-threat enrichment opportunities for couples who might not be reached by the traditional marriage enrichment approach. To date, however, there has been limited use of home based programs using marriage enrichment audio cassette tapes (Clinebell, 1976; Hof & Miller, 1981) and no research was found that evaluated a home-based program in the improvement of marital relationships. Therefore, research focusing on the efficacy of a home-based, audio cassette tape marriage enrichment course seems warranted.

#### Review of the Literature

The American culture has experienced a tumultuous upheaval during this century as there has been a rapid increase in the rate of change in society, in the world of work, in neighborhoods, in religious beliefs and in the use of leisure time. All of these changes have made it more difficult for two people to grow together in love in the marriage relationship. According to Glasser and Glasser (1977), the American culture has been obsessed with the values of individualism and self-gratification, and those values have contributed to the difficulties facing marriage and the family, and to the disillusionment, conflict, and unhappiness that have frequently prevailed in

relationships. Many people have entered into marriage expecting instant gratification and pleasure, and demanding their rights as individuals. Many marriages today have not been premised on the condition that wedlock is rigidly determined for the rest of life (Davis, 1972). For many couples, the possibility of divorce has been an unspoken but significant part of the marriage vows (Sell, 1981).

During the 1950s and 1960s, many professionals were beginning to specialize in counseling those who were having difficulty in their marriage relationships. The need for this specialized counseling was expressed by couples who were finding it difficult to live together satisfactorily within marriage (Olson, 1970). Though the availability of marriage counseling has grown tremendously, many couples seek counseling only as a last resort and then, many times, it is too late to repair the frayed relationship. Vincent attributed this reluctance to seek marriage counseling to the myth of "naturalism" (Vincent, 1977, p. 5). This myth expresses the belief that people who marry automatically know how to live together, that effective interpersonal relationships naturally develop without any effort. The myth of naturalism is related to the erroneous idea that there is a standardized normal or good marriage and that couples do not have to work at developing their own set of flexible, growing, and chang-

ing standards (Lederer & Jackson, 1968). Another factor that has inhibited couples from seeking counseling is the notion that marriage and family life are very private matters and should not be shared outside of the family (Otto, 1976). These factors have prompted some professionals to develop other resources, in addition to traditional marriage counseling, to help couples strengthen their marriages.

One method for aiding couples in their effort to strengthen their relationship is marriage enrichment. This movement has emerged from a variety of sources. The Roman Catholic Marriage Encounter program began in Spain in 1962, under the leadership of Father Calvo (Hof & Miller, 1981). The program reached the United States in 1967, and by 1975 over 200,000 couples had participated (Genovese, 1975). In the early 1960s in the United States, Mace and Mace (1974) envisioned a preventive and educational counseling model that would enable couples to avoid destructive behaviors and patterns and the subsequent disillusionments of married life. In 1962, they began their work with marriage enrichment retreats for Quakers. Otto (1969) was also conducting a variety of experimental programs in the area of marital and family enrichment as early as 1961. Other early leaders in the marriage enrichment movement are L. Smith and A. Smith, and S. Miller and his associates (Hof & Miller, 1981). According to Hof and

Miller (1981), there are at least 14 marriage enrichment programs that are national in scope and directly connected to an established religious organization; and there are many other programs which do not have religious affiliations.

Central to the philosophy of the marriage enrichment movement is a positive, growth and potential oriented view of the individual (Hof & Miller, 1981; Mace, 1975; Otto, 1976; Smith & Smith, 1976). The theoretical underpinnings of the movement are from the fields of communication, humanistic psychology, family sociology, behavior modification, social learning theory, human sexuality and affective education (Hof & Miller, 1981; Otto, 1976). The ultimate goal and underlying value of most marriage enrichment programs is the attainment of an "intentional companionship marriage" (Hof & Miller, 1981, p. 9). Intentional companionship marriage is based on intimacy, equality, and flexibility in interpersonal relationships (Mace & Mace, 1974, 1975). The proponents of marriage enrichment emphasize its educational and preventive nature (Buckland, 1977; Otto, 1976; Sherwood & Scherer, 1975). Most marriage enrichment programs seek to maintain a balance between relational and marital growth on the one hand, and individual growth on the other (Mace & Mace, 1977; Miller, Nunnally & Wackman, 1975; Otto, 1976).

According to a review of marriage enrichment research by Gurman and Kniskern (1977), the average meeting time of

the marriage enrichment programs that were reviewed was 14 hours, with a range of from three to 36 hours, with 93 percent of the programs being carried out in a group setting. Hof and Miller (1981) have stated that the two most common formats for marriage enrichment groups are the intensive retreat, conference, or marathon which can last from a weekend to a five-day experience, with the weekend format being the most common, or a series of weekly meetings in the form of either a marital growth group or a couple communication program. Most of these marriage enrichment programs have taken place in an atmosphere of seclusion and leisure, away from the normal routines, commitments, and pressures of the home environment.

Research in the field of marital enrichment is limited. Evaluating the effectiveness of marriage enrichment programs is difficult because so many of the measurement instruments are designed to detect pathology and maladjustment rather than marital and individual health and adjustment (Hof & Miller, 1981). Also, it is not always easy to find couples who will submit to testing before, after, and possibly again at a follow-up period (Witkin, 1976; Desobe, 1979). Hof and Miller (1981) stated that many programs are led by or created by people with little training or interest in research, who may view research as a mysterious and difficult endeavor. Desobe (1979) and Dempsey (1980) have pointed out that some

marriage enrichment leaders may view their programs as an affective experience that might be disturbed by scientists intruding with their instruments.

Blood (1976) has stated that for research to be helpful to family life educators and marriage counselors, the strategy of asking what elements make for success in married relationships should be adopted. The content of the marriage enrichment programs is based on research findings related to building positive relationships. In addition, marriage enrichment programs are based on processes and techniques that have been found to be effective in helping build successful relationships.

#### Elements of Marriage Enrichment Programs

Communication. By the late 1960s, research had shown that ineffective communication was a major cause of marital pathology (Miller, Corrales, and Wackman, 1975). Satir (1964) has asserted that a positive relationship exists between marital adjustment and a couple's capacity to communicate in a positive way. She has developed her own communication exercises to help couples and families become aware of and change ineffective communication involving double-messages, avoidance behaviors, neglect of the feeling level, tone of voice, and non-verbal communication. She teaches people to be aware of their own thoughts and feelings in relationships, and how past experiences effect their interpretation of



messages from others. She helps people realize the need to check the meanings of messages before responding, and to create more positive interaction through communication.

Navron (1967) found that happily married couples incorporated positive techniques into their interpersonal communication. They talked more to each other, conveyed the feeling that they understood what was being said to them, had a wider range of subjects available to them, preserved communication channels and kept them open, showed more sensitivity to each other's feelings, personalized their language symbols and made more use of supplementary non-verbal techniques of communication.

Bienvenu (1969) stated that a lack of clarity and double-level messages are two of the most common manifestations of disturbed communication. He contended that defective communication is preferable to sheer volume; that tone of voice is an important element in communication; and, that the direction and control of the communication is what makes it effective. Research by Stinnett and Saur (1977) and Beam (1979) revealed that family members viewed positive communication patterns to be a key characteristic of the strength of healthy families. Practitioners and researchers agree that communication is the key to family interaction and the lifeblood of the marital relationship (Bienvenu, 1970).

Because previous research has indicated that communication is a vital determinant in the health of marital relationships, those who developed marriage enrichment programs stressed the importance of communication by making it a major element in their programs (L'Abate, 1977; Mace & Mace, 1974, 1975; Otto, 1976). Seventy-seven percent of enrichment leaders surveyed by Otto (1975, 1976) indicated that an average of more than one-half of the time spent in the program was devoted to the development of communication skills.

Self-Esteem and Self-Disclosure. An element closely related to communication is self-esteem (Sorrells & Ford, 1969). Satir (1964) has stated that difficulty in communicating with others is closely linked to an individual's poor self-concept. Satir stated that "every word, facial expression, gesture, or action of the parent gives the child some message about his worth" (1972, p. 25).

Jourard (1971) studied the attitudes of 52 unmarried female undergraduates toward themselves to determine the effects of self-concept on disclosure behavior. He found that attitudes toward self were positively related to disclosure behavior with parents. Research by Shapiro (1968) indicated that subjects high in self-esteem could be expected to be comparatively high in self-disclosing behavior.

Miller, Corrales, and Wackman (1975) have suggested

that in a healthy relationship that exhibits vitality and growth, the husband and wife contribute an equally high level of disclosure, an equally high level of understanding and an equally high amount of esteem building respect for each other. When there is a balance between the expression of thoughts and feelings, the disclosure takes on an even greater meaning (Egan, 1970; Gilbert, 1976; Jourard, 1964, 1971; Luft, 1969). Self-disclosure is an integral part of marriage enrichment and has been shown to be effective in relationship building as long as disclosure is voluntary, positive, not the result of confrontation, and accents the building of self-esteem (Hof & Miller, 1981).

Empathy. Another element in marriage enrichment programs is an empathic environment in which participants can freely express their feelings and experience increased self-acceptance (Guerney, 1977). Some marriage enrichment programs include specific training in developing empathic relationships (Guerney, 1977; Human Development Institute, 1967). According to Guerney (1978), being a partner in an empathic relationship aids in raising an individual's self-esteem and ego strength.

Goal Setting. Goal setting is also an important factor in marriage enrichment programs (Hof & Miller, 1981). Accomplishing goals as a couple is viewed as a successful problem-solving experience that gives the

couple feelings of closeness because they have shared in a struggle together (Kieren, Henton & Marotz, 1975). Goal setting involves many effective interpersonal skills and involves personal disclosure of wants for self, for each other, and for the relationship. As couples behaviorally state a goal and decide who will do what by when to accomplish the goal, they are given a means by which to feel the effects of the enrichment course at a later date.

In addition to the elements designed to build relationships, structure and leadership are two other elements in marriage enrichment programs that effect the couples. These additional elements combine with relationship variables to provide a program that will impact the participants as much as possible.

Structure. The use of structure is another component of marriage enrichment programs, although the programs vary in the degree of structure. The amount of structure ranges from highly structured and couple-centered, almost to the point of being programmed instruction as in the cassette enrichment program being studied, to relatively non-structured and centered on the couple-group (Hof & Miller, 1981).

Goldstein, Heller, and Sechrest (1966) studied the use of structure by leaders in group counseling and the results indicated that leaders should use a high degree of structure early in group counseling and then use a

diminishing amount of structure as the group develops over time. Kurtz (1975) pointed out that structured experiences led to greater group cohesiveness, greater involvement of the participants in group activities, more favorable views of group leaders, and reports that participants had learned more from the group experiences. Time-limited activities and exercises make up most marriage enrichment course experiences. The cassette marriage enrichment program used in the current study is highly structured and couple-centered.

Leadership. Another element common to most marriage enrichment programs is the use of the leader as a model of the kinds of skills the program proposes to teach (Hof & Miller, 1981). Leadership styles vary from non-participant, leader-director, to full participant-leader (Mace, 1975). For example, the Relationship Enhancement Program (Guerney, 1977) does not encourage the group leader to be a participant while the Association of Couples for Marriage Enrichment (Mace, 1975) and Marriage Encounter (Bosco, 1976) expect their leaders to be participants, sharing their own thoughts and feelings. Otto (1976) surveyed 30 professionals involved in marriage enrichment programming, and 90 percent reported they used either husband-wife or nonmarried male-female leadership teams.

### Outcome Studies

Outcome research related to marriage enrichment programs, though not extensive, has indicated that marriage enrichment programs may be helpful in strengthening marriage relationships. In a review of marriage enrichment research, Gurman and Kniskern (1977) found 29 marital and premarital enrichment studies, 23 of which used untreated control groups. The outcome criteria used in these studies fell into three general categories: 1) Overall Marital Satisfaction and Adjustment, 2) Relationship Skills, that is, communication skill, empathic ability, self-disclosure, conflict resolution and problem solving skills, and 3) Individual Personality Variables, that is, introversion-extroversion, stability-instability, self-actualization, self-esteem, and perception of spouse or partner. Positive change in Marital Adjustment, Relationship Skills and Individual Personality Variables was demonstrated on 60 percent of the criterion tests following the enrichment experience. However, only four of the studies included follow-up testing, and only a moderate gain was reported in these four studies.

Hof and Miller (1981) reviewed 40 studies dealing with marriage enrichment programs. Thirty-three of the 40 studies used either a waiting-list or a no-treatment control group. Hof and Miller concluded that though the results were mixed, in general, significantly greater

changes occurred for the marital enrichment group than for the control group and that these changes were due to factors other than the simple passage of time.

Additional studies have also indicated mixed results. Costa (1981) studied the effects of Marriage Encounter on 51 volunteer couples and found the experimental group scored significantly higher at the posttest than did the control group on measures evaluating relationship skills and marital adjustment. Neuhaus (1977), Seymour (1979), Dempsey (1980), and Taubman (1981), all evaluated the effects of Marriage Encounter on relationship skills and found the experimental groups all scored significantly higher at the posttest than did the control group. Dode (1979) found the Minnesota Couples Communication Program to have a positive impact on marital communication and self actualization, while mixed results were found in the area of interpersonal relations. Ganahl (1982) found the Structured Enrichment Program to be effective in producing improved marital satisfaction and adjustment while finding mixed results for communication.

Not all studies have been so encouraging. Becnel (1978) evaluated the effects of Marriage Encounter on marital need satisfaction, focusing, and self-disclosure, and found no significant changes in the experimental group in comparison to the control group. Hawley (1980) studied the effects of Marriage Encounter on self-perception,

mate-perception, and marital adjustment and the results indicated no significant effect on the experimental group relative to the control group. Stellar (1979) evaluated the effects of the Minnesota Couples Communication Program on individualized goals, marriage adjustment, self-disclosure, and the use of communication skills by married couples, and found no statistically significant changes in the experimental group relative to the control group in marriage adjustment, self-disclosure and the use of communication skills. A significant change was noted in individualized and relationship goal attainment as the subjects reported that they had achieved the goals they had set for themselves at the beginning of the training. Dillard (1981) assessed the effectiveness of the Couples Communication Program on marital adjustment, marital communication, marital satisfaction and interpersonal relationships and found that the program had no effect on those who participated in the program relative to those who did not participate.

#### Follow-up Studies

An important question to be answered about marriage enrichment programs is whether significant changes are maintained. There has been concern that the changes reported after the enrichment experience represent a peak experience and not an enduring change (Gurman & Kniskern, 1977). Burns (1972) reported maintenance of changes in



self-perception and perception of spouse from post-test to follow-up. Wieman (1976) found that changes in marital adjustment, expressive and responsive skills, and specific target behaviors were stable over a ten-week follow-up period. Dillon (1976) reported that significant changes in self-reported communication, self-esteem, and marital satisfaction were maintained over ten weeks. Effective communication skills were found to be maintained at six weeks, nine weeks and two months by Dempsey (1980), Seymour (1979), and Hart (1979) respectively. However, Dode (1979), Garland (1980), and Witkin (1976) all reported a decline at the follow-up testing in formal communication. Neuhaus (1977) reported that empathic insight was not maintained at a four week follow-up, and Garland (1980) did not find marital attitudes or marital adjustment to be maintained at a six week follow-up.

In summary, the review of the literature indicates that cautious optimism concerning the effectiveness of marital enrichment programs is warranted. Because the studies have resulted in mixed results, it is important that more well designed research be completed, including research on new and different approaches to marriage enrichment, before it can be concluded that marriage enrichment programs produce stable, positive change in couples' relationships.

### Hypotheses

The following hypotheses were formulated for this study:

1. The experimental subjects will exhibit a significantly higher adjusted mean score on the Marital Communication Inventory (MCI), than will the control subjects at the time of the post-test.

2. The experimental subjects will exhibit a significantly higher adjusted mean score on the Marital Adjustment Test (MAT) than will the control subjects at the time of the posttest.

3. The experimental subjects will exhibit a significantly higher adjusted mean score on the MCI than will the control subjects at the time of the follow-up testing.

4. The experimental subjects will exhibit a significantly higher adjusted mean score on the MAT than will the control subjects at the time of follow-up testing.

5. The females in the experimental group will exhibit a significantly higher adjusted mean score on the MCI than will the females in the control group at the time of the posttest.

6. The females in the experimental group will exhibit a significantly higher adjusted mean score on the MAT than will the females in the control group at the time of the posttest.

7. The females in the experimental group will exhibit a significantly higher adjusted mean score on the

MCI than will the females in the control group at the time of the follow-up test.

8. The females in the experimental group will exhibit a significantly higher adjusted mean score on the MAT than will the females in the control group at the time of the follow-up test.

9. The males in the experimental group will exhibit a significantly higher adjusted mean score on the MCI than will the males in the control group at the time of the posttest.

10. The males in the experimental group will exhibit a significantly higher adjusted mean score on the MAT than will the males in the control group at the time of the posttest.

11. The males in the experimental group will exhibit a significantly higher adjusted mean score on the MCI than will the males in the control group at the time of the follow-up test.

12. The males in the experimental group will exhibit a significantly higher adjusted mean score on the MAT than will the males in the control group at the time of the follow-up test.

### Method

#### Subjects

The population consisted of Protestant, married couples residing in a medium sized, western Colorado city.

The subject pool was obtained by posting announcements (see Appendix A) concerning the availability and description of the marriage enhancement course in a Protestant church. A verbal announcement also was made during a church service. Permission to advertise the marriage enhancement course and its part in the study was obtained from the senior pastor of the church.

Thirty-one couples responded to the advertisement concerning the enrichment program, agreed to take part, and signed the Notice of Consent form (see Appendix B). The couples were assigned alternately to the experimental or control groups according to the order in which they signed the Notice of Consent form; the first couple was assigned to the experimental group and the second couple to the control group. The couples were informed of their group placement immediately after they signed the Notice of Consent form.

There were originally 16 couples in the experimental group and 15 couples in the control group. Four couples in the experimental group took the pretest but failed to complete the cassette tapes according to the time specifications outlined in the instructions (see Appendix C). Two of those couples explained that they were anticipating a move out of Colorado and were too busy to fulfill the commitment they had made. One couple failed to meet the time requirement because the husband was out of town when

the posttesting was to have been done. The fourth couple simply stated that they were not able to complete the program on consecutive days. These four couples were dropped from the study, leaving 12 couples in the experimental group. Three couples who had been assigned to the control group failed to meet the criteria as stated in the instructions. One couple took the pretest but later explained that they decided to drop out of the study because they felt uncomfortable taking the tests. Another couple completed the pretest and posttest but was unable to complete the follow-up test within the time allowed. A third couple who had agreed to take part in the study failed to agree on a time for the pretest session and was dropped from the study. A total of 12 couples in the control group completed the assignments.

The means concerning age, length of marriage, number of children, and years of education are presented in Table 1.

Table 1

Means of Age, Length of Marriage, Number of Children,  
and Years of Education of Experimental  
and Control Groups

	Mean Age	Mean Length of Marriage	Mean Number of Children	Mean Years of Education
Experimental	35.4	11.5	1.8	15
Control	42.7	9.2	2.7	15

T-tests comparing the males in the experimental group with the males in the control group and the females in the experimental group with the females in the control group on age and years of education revealed no significant differences at the .05 level of significance for either sex. T-tests comparing the couples in the experimental group with the couples in the control group on length of marriage and number of children yielded no significant differences at the .05 level of significance.

One couple from the experimental group had attended a marriage enrichment program 23 months prior to the present marriage enrichment experience. None of the control subjects had been involved in a marriage enrichment program. None of the couples in the control group had been divorced. One couple in the experimental group had experienced divorce. Both the husband and the wife had been previously married and divorced.

### Instruments

The Marital Communication Inventory (MCI) (Bienvenu, 1969) is widely used in evaluating marriage enrichment programs because the content of most of these programs centers around communication and feelings, both of which are specifically evaluated in the MCI.

The MCI is a 46 item self-inventory in which the individual responds with a check mark to one of the four possible Likert-scale answers: usually, sometimes,

seldom, and never. The total score may range from zero to 144 with the higher score indicating more successful communication.

The MCI was used to test a sample of 176 married couples. A quartile comparison was made between couples with good and poor communication. Forty out of the original 48 items were found to discriminate significantly at the .001 level. Five of the remaining eight items differentiated at the .01 level. The mean score for the group of 352 subjects was 105.78, thus suggesting strong cross-validation of the instruments (Bienvenu, 1970).

Additional validity was reported by Collins (1977) in that the MCI correlated with measures of communication, adjustment, and harmony in married life. Using the scores of 90 married subjects, Collins found significant Pearson product moment correlations between the MCI and the Primary Communications Inventory (Locke, Sabagh & Thomas, 1956), .69,  $p < .001$ ; the Marital Adjustment Test (Locke & Wallace, 1959), .70,  $p < .001$ , and the Family Life Questionnaire Conjugal (Guerney, 1977), .78,  $p < .001$ .

A reliability study by Bienvenu (1969), using the Spearman-Brown correctional formula, resulted in a split-half correlation coefficient of .94 with 40 respondents. A test-retest reliability check carried out by this researcher, using the Pearson product moment correlation, resulted in a correlation coefficient of .97 with 20

respondents.

The Locke-Wallace Short Form Marital Adjustment Test (MAT) (Locke & Wallace, 1959) was devised from the Locke Marital Adjustment Test (Locke & Williamson, 1958), which contained fifty items. Locke and Wallace hypothesized that by using a limited number of the most significant items, they could still maintain high validity and reliability (Locke & Wallace, 1959) (see Appendix D). The MAT is designed to measure overall marital adjustment by using 15 forced-choice items that were found to have high discriminatory power. The MAT is scored using a weighted linear measure which produces one overall score of marital adjustment for each person. The range of total possible scores on the MAT is two to 158 points, with a higher score indicating a higher level of marital adjustment.

The 15 items selected for the MAT were tested on a sample of 118 couples. The sample was predominantly a middle-class group with the mean length of marriage being 5.6 years. Forty-eight of the 236 subjects were known to be maladjusted in marriage and they were matched with forty-eight people from the sample judged to be exceptionally well-adjusted. The test significantly differentiated between the two groups at the .01 level with a mean score of 135.9 for the well adjusted and 71.7 for the maladjusted. These figures demonstrate the test's validity by clearly



differentiating between adjustment and maladjustment. The split-half reliability was computed at .90 in the total sample of 263 subjects, using the Spearman-Brown formula.

Collins (1971) found significant Pearson product-moment correlations between the MAT and measures of marital communication and marital harmony. The MAT correlated .70,  $p < .001$  with the Primary Communication Inventory, and .78,  $p < .001$  with the Family Life Questionnaire.

#### Procedure

Each couple in the control group and the experimental group was contacted either in person or by telephone and a time arranged for the pretest session that was held in the home of each couple. Before the pretest was given, each couple was informed verbally that they were not to consult their spouse concerning answers to the tests. The order of presentation of the MCI and the MAT was counter-balanced for both groups at the pretest, posttest, and follow-up test with one-half of the spouse population responding to the MCI first and the other half responding to the MAT first.

After the pretesting was completed the couples in the experimental group were given the cassette program. Written and verbal instructions were given concerning the course procedures (see Appendix C). The couples completed the cassette program within 14 days after the pretest session and completed the posttest within four days after the cassette program was completed. At the time of the

posttest evaluation, each couple signed the Statement of Completion form (see Appendix E) affirming that they had completed the cassette course according to instructions. The follow-up evaluation took place not less than 30 days nor more than 40 days after the completion of the posttest evaluation.

The couples in the control group completed the posttest evaluation within 18 days after the pretest and 11 couples completed the follow-up evaluation within 30 to 40 days after completing the posttest. The twelfth couple completed the follow-up test approximately 70 days after the posttest. They were late completing their follow-up test as they had misplaced their test and the researcher had erroneously believed their test had been completed and returned.

One assistant was used to aid in the collection of pretest data on seven couples. The assistant was a Ph.D. psychologist who had been trained by the researcher as to the procedures for collecting the data.

The posttest and follow-up questionnaires were delivered personally to 80 percent of the couples and by U.S. Mail to the remaining couples. Instructions as to how and when the questionnaires were to be completed were included.

At the time of the follow-up testing the couples in the experimental group completed an open-ended evaluation

form (see Appendix F). After the follow-up testing a structured interview (see Appendix G) was arranged with each couple in the experimental group to help determine the effectiveness of the program.

#### Experimental Cassette Program

The program evaluated in this study, Marriage Enhancement (Lawlis, 1980), is not a part of any other marriage enrichment program, but does contain many of the programmatic elements that are present in them. The program consists of two audio cassette tapes, each containing two sessions approximately 45 minutes in length, and one work booklet. Marriage Enhancement contains exercises that emphasize communication training, the use of empathy, expression of feelings, values and goals, and discussion of mutual pleasures. These topics are integral parts of many marriage enrichment programs (Bosco, 1976; Guerney, 1977; Malamud, 1975; Nunnally, Miller & Wackman, 1976; Otto, 1976; Smith & Smith, 1976).

#### Results

Hypotheses 1 through 12 were tested using the analysis of covariance. The pretest was the covariate in each analysis.

Hypothesis 1 stated that the experimental subjects would exhibit a significantly higher adjustment mean score on the MCI than would the control subjects at the time of the posttest. The means, adjusted means, and standard

deviations of the experimental and control groups for the pretest and posttest are presented in Table 2.

Table 2  
Means and Standard Deviations for the  
MCI at Pretest and Posttest

Group	Means			Standard Deviations	
	Pre-test	Post-test	Adjusted	Pre-test	Post-test
Experimental	97.63	99.92	103.34	10.98	13.91
Control	105.16	103.75	100.32	13.66	13.56

The results of the analysis of covariance for the two groups on the Marital Communication Inventory are presented in Table 3.

Table 3  
Analysis of Covariance for the  
MCI on the Posttest

Source of Variance	Adjusted Sum of Squares	df	Mean Square	F	P
Between	49.535	1	49.535	0.904	0.352
Within	1150.088	21	54.766		
Total	1199.623	22	104.201		

The p-value for the analysis of covariance is greater than .05, indicating no significant difference; therefore

Hypothesis 1 is not supported.

Hypothesis 2 stated that the experimental subjects would exhibit a significantly higher adjusted mean score on the MAT than would the control subjects following the posttest. The means, adjusted means, and standard deviations obtained for the MAT for the pretest and the posttest are presented in Table 4.

Table 4  
Means and Standard Deviations for  
the MAT at Pretest and Posttest

Group	Means			Standard Deviations	
	Pre-test	Post-test	Adjusted	Pre-test	Post-test
Experimental	112.62	117.75	121.52	17.52	15.01
Control	122.92	123.67	119.90	13.51	10.76

The results of the analysis of covariance for both groups on the MAT are presented in Table 5.

Table 5  
 Analysis of Covariance for the  
 MAT on the Posttest

Source of Variance	Adjusted Sum of Squares	df	Mean Square	F	P
Between	13.97	1	13.97	.388	.567
Within	868.52	21	41.36		
Total	882.49	22	55.33		

The analysis of covariance yielded a p-value greater than .05 and, therefore, Hypothesis 2 is not supported.

Hypothesis 3 stated that the experimental subjects would exhibit a significantly higher adjusted mean score on the MCI than would the control subjects at the time of the follow-up testing. The means, adjusted means, and standard deviations of the experimental and control groups for the pretest and the follow-up test are presented in Table 6.

Table 6  
Means and Standard Deviations for the  
MCI at Pretest and Follow-up Test

Group	Means			Standard Deviations	
	Pre-test	Fol-up test	Adjusted	Pre-test	Fol-up test
Experimental	97.63	97.46	101.38	10.98	16.78
Control	105.16	105.67	101.74	13.66	15.56

The results of the analysis of covariance for both groups on the MCI are presented in Table 7.

Table 7  
Analysis of Covariance for the MCI  
on the Follow-up Test

Source of Variance	Adjusted Sum of Squares	df	Mean Square	F	P
Between	0.69	1	0.69	.007	.935
Within	2098.87	21	99.95		
Total	2099.56	22	100.64		

The analysis of covariance yielded a p-value greater than .05; therefore, Hypothesis 3 is not supported.

Hypothesis 4 stated that the experimental subjects would exhibit a significantly higher adjusted mean score on the MAT than would the control subjects at the time of the follow-up testing. The means, adjusted means, and

standard deviations of the experimental and control groups for the pretest and the follow-up test are presented in Table 8.

Table 8  
Means and Standard Deviations for the MAT  
at Pretest and Follow-up Test

Group	Means			Standard Deviations	
	Pre-test	Follow-up test	Adjusted	Pre-test	Follow-up test
Experimental	112.62	117.08	120.91	17.52	18.44
Control	122.92	125.63	121.79	13.51	14.22

The results of the analysis of covariance for both groups on the MAT are presented in Table 9.

Table 9  
Analysis of Covariance for the MAT  
on the Follow-up Test

Source of Variance	Adjusted Sum of Squares	df	Mean Square	F	P
Between	4.25	1	4.25	.03	.86
Within	2990.09	21	142.39		
Total	2994.34	22	146.64		

The analysis of covariance yielded a p-value greater than .05; therefore, Hypothesis 4 is not supported.

Hypothesis 5 stated that the females in the



experimental group would exhibit a significantly higher adjusted mean score on the MCI than would the females in the control group at the time of the posttest. The means, adjusted means, and standard deviations of the females in the experimental and control groups on the MCI for the pretest and the posttest are presented in Table 10.

Table 10  
Means and Standard Deviations of the Females  
on the MCI at Pretest and Posttest

Group	Means			Standard Deviations	
	Pre-test	Post-test	Adjusted	Pre-test	Post-test
Experimental	99.25	99.83	104.85	11.36	15.51
Control	109.58	105.50	100.49	10.13	11.18

The results of the analysis of covariance for females in both groups on the MCI are presented in Table 11.

Table 11  
Analysis of Covariance for the Females  
on the MCI at Posttest

Source of Variance	Adjusted Sum of Squares	df	Mean Square	F	P
Between	91.06	1	91.06	1.179	.29
Within	1621.55	21	77.22		
Total	1712.61	22	168.28		

The analysis of covariance yielded a p-value greater than .05; therefore, Hypothesis 5 is not supported.

Hypothesis 6 stated that the females in the experimental group would exhibit a significantly higher adjusted mean score on the MAT than would the females in the control group at the time of the posttest. The means, adjusted means, and standard deviations of the females in both groups on the MAT for the pretest and posttest are presented in Table 12.

Table 12

Means and Standard Deviations of the Females  
on the MAT at Pretest and Posttest

Group	Means			Standard Deviations	
	Pre-test	Post-test	Adjusted	Pre-test	Post-test
Experimental	109.08	112.75	120.46	21.15	19.96
Control	126.92	126.92	119.20	10.53	11.63

The results of the analysis of covariance for females in both groups on the MAT are presented in Table 13.

Table 13

Analysis of Covariance for Females  
on the MAT at Posttest

Source of Variance	Adjusted Sum of Squares	df	Mean Square	F	P
Between	7.19	1	7.19	.118	.74
Within	1284.24	21	61.15		
Total	1291.42	22	68.34		

The analysis of covariance resulted in a p-value greater than .05; therefore, Hypothesis 6 is not supported.

Hypothesis 7 stated that the females in the experimental group would exhibit a significantly higher adjusted mean score on the MCI than would the females in the control group at the time of the follow-up test. The means, adjusted means, and standard deviations of the females in both groups on the MCI for the pretest and follow-up test are presented in Table 14.

Table 14

Means and Standard Deviations of the Females  
on the MCI at Pretest and Follow-up Test

Group	Means			Standard Deviations	
	Pre-test	Fol-up test	Adjusted	Pre-test	Fol-up test
Experimental	99.25	97.08	103.71	11.36	16.70
Control	109.58	108.17	101.55	10.13	16.16

The results of the analysis of covariance for females in both groups on the MCI are presented in Table 15.

Table 15  
Analysis of Covariance for Females on  
the MCI at Follow-up Test

Source of Variance	Adjusted Sum of Squares	df	Mean Square	F	P
Between	22.33	1	22.33	.267	.611
Within	1754.67	21	83.56		
Total	1777.00	22	105.89		

The analysis of covariance yielded a p-value greater than .05; therefore, Hypothesis 7 is not supported.

Hypothesis 8 stated that the females in the experimental group would exhibit a significantly higher adjusted mean score on the MAT than would the females in the control group at the time of the follow-up test. The means, adjusted means, and standard deviations of the females in both groups on the MAT for the pretest and follow-up test are presented in Table 16.

Table 16

Means and Standard Deviations of the Females  
on the MAT at Pretest and Follow-up Test

Group	Means			Standard Deviations	
	Pre-test	Fol-up test	Adjusted	Pre-test	Fol-up test
Experimental	109.08	118.25	123.88	21.15	18.77
Control	126.92	128.33	122.70	10.53	12.04

The results of the analysis of covariance for females in both groups on the MAT are presented in Table 17.

Table 17

Analysis of Covariance for Females  
on the MAT at Follow-up Test

Source of Variance	Adjusted Sum of Squares	df	Mean Squares	F	P
Between	6.33	1	6.33	.044	.836
Within	3022.41	21	143.92		
Total	3028.74	22	150.25		

The analysis of covariance yielded a p-value greater than .05; therefore, Hypothesis 8 is not supported.

Hypothesis 9 stated that the males in the experimental group would not exhibit a significantly higher adjusted mean score on the MCI than would the males in the control group at the time of the posttest. The means, adjusted

means, and standard deviations of the males in both groups on the MCI for the pretest and posttest are presented in Table 18.

Table 18

Means and Standard Deviations of the Males  
on the MCI at Pretest and Posttest

Group	Means			Standard Deviations	
	Pre-test	Post-test	Adjusted	Pre-test	Post-test
Experimental	96.0	100.0	101.77	13.58	12.28
Control	100.75	102.0	100.23	20.28	19.12

The results of the analysis of covariance for males in both groups on the MCI are presented in Table 19.

Table 19

Analysis of Covariance for Males  
on the MCI at Posttest

Source of Variance	Adjusted Sum of Squares	df	Mean Squares	F	P
Between	13.87	1	13.87	.142	.71
Within	2048.43	21	97.54		
Total	2062.30	22	111.41		

The analysis of covariance yielded a p-value greater than .05; therefore, Hypothesis 9 is not supported.

Hypothesis 10 stated that the males in the experimental group would exhibit a significantly higher adjusted mean score on the MAT than would the males in the control group at the time of the posttest. The means, adjusted means, and standard deviations of the males in both groups on the MAT for the pretest and posttest are presented in Table 20.

Table 20

Means and Standard Deviations of the  
Males on the MAT at Pretest and Posttest

Group	Means			Standard Deviations	
	Pre-test	Post-test	Adjusted	Pre-test	Post-test
Experimental	116.16	122.75	123.54	17.17	12.05
Control	118.92	120.42	119.62	19.67	15.08

The results of the analysis of covariance for males in both groups on the MAT are presented in Table 21.

Table 21

Analysis of Covariance for Males  
on the MAT at Posttest

Source of Variance	Adjusted Sum of Squares	df	Mean Square	F	P
Between	92.04	1	92.04	1.23	.28
Within	1573.29	21	74.92		
Total	1665.33	22	166.96		

The analysis of covariance yielded a p-value greater than .05; therefore, Hypothesis 10 is not supported.

Hypothesis 11 stated that the males in the experimental group would exhibit a significantly higher adjusted mean score on the MCI than would the males in the control group at the time of the follow-up test. The means, adjusted means, and standard deviations of the males in both groups on the MCI for the pretest and follow-up test are presented in Table 22.



Table 22

Means and Standard Deviations of the Males  
on the MCI at Pretest and Follow-up Test

Group	Means			Standard Deviations	
	Pre-test	Fol-up test	Adjusted	Pre-test	Fol-up test
Experimental	96.00	97.83	99.47	13.58	19.53
Control	100.75	103.17	101.53	20.27	18.17

The results of the analysis of covariance for males in both groups on the MCI are presented in Table 23.

Table 23

Analysis of Covariance for Males  
on the MCI at Follow-up Test

Source of Variance	Adjusted Sum of Squares	df	Mean Square	F	P
Between	23.03	1	25.03	.111	.74
Within	4724.32	21	224.97		
Total	4749.35	22	250.00		

The analysis of covariance yielded a p-value greater than .05; therefore, Hypothesis 11 is not supported.

Hypothesis 12 stated that the males in the experimental group would exhibit a significantly higher adjusted mean score on the MAT than would the males in the control group at the time of the follow-up test. The

means, adjusted means, and standard deviations of the males in both groups on the MAT for the pretest and follow-up test are presented in Table 24.

Table 24

Means and Standard Deviations of the Males  
on the MAT at Pretest and Follow-up Test

Group	Means			Standard Deviations	
	Pre-test	Fol-up test	Adjusted	Pre-test	Fol-up test
Experimental	116.16	115.92	116.72	17.1	25.31
Control	118.92	122.92	122.08	19.67	19.65

The results of the analysis of covariance for males in both groups on the MAT are presented in Table 25.

Table 25

Analysis of Covariance for Males  
on the MAT at Follow-up Test

Source of Variance	Adjusted Sum of Squares	df	Mean Square	F	P
Between	169.33	1	169.33	.417	.53
Within	8520.65	21	405.75		
Total	8689.98	22	565.08		

The analysis of covariance yielded a p-value greater than .05; therefore, Hypothesis 12 is not supported.

### Related Findings

At the follow-up testing, 11 of the 12 couples in the experimental group completed an open-ended evaluation of Marriage Enhancement (see Appendix F). One of the couples failed to return their evaluation form. Five of the 11 females and six of the 11 males indicated that the cassette program was helpful to their marriage. Four females and five males indicated the cassette program was not helpful to their marriage. One female stated that she was not sure if the program was helpful and one female did not respond to the question. Of the 11 individuals who indicated that the program was helpful to their marriage, two females and two males said the exercise using "Love Letters" was most beneficial while one female and two males indicated that the exercise on goals and priorities was the most beneficial. Two females and three males did not indicate which exercises were most beneficial. Two females and two males indicated that the exercise on empathy and feelings was the least beneficial while one male said the "Love Letters" was the least beneficial. Three females and three males did not indicate which exercises were the least helpful. Respondents indicated that improvements could be made in the program by decreasing the number of pauses or length of silence on the tapes and by making the instructions clearer.

A structured interview (see Appendix G) was also

conducted with 11 of the couples in the experimental group. The twelfth couple had moved from the area a week before their interview would have taken place. Seven of the couples said that they had not noticed any changes in their marriage as a result of the cassette program. Four couples indicated that Marriage Enhancement had improved their communication. When asked what they had learned about themselves or their spouses, four couples said they had learned nothing. Three couples stated that they realized they had not been communicating effectively. One female learned that she had been doing too much talking and not enough listening, while her spouse said he had been unaware of her needs. Ten of the couples stated that the cassette program helped them become aware of a need to improve in the area of their communication. One couple indicated that the cassette series made them aware of their need to build memories. When asked what they planned to do to implement what they had learned, each of the 11 couples stated that they planned to communicate with each other more. One couple set aside an evening a week to work on communication and one couple planned to start a journal so they could build memories.

#### Discussion

This study explored the effects of a home-based, audio cassette marriage enrichment course on marital communication and marital adjustment. Analyses of covariance

failed to reveal any significant differences between the experimental group and the control group at the time of the posttest or the follow-up test.

The content of Marriage Enhancement is similar to many marriage enrichment programs. Emphasis on developing communication skills, encouraging self-disclosure, learning empathy skills, and setting personal and mutual goals, are elements in Marriage Enhancement that are typically found in other enrichment programs (Hof & Miller, 1981). Though the content in Marriage Enhancement is similar to that present in other programs, there are many differences in how the material is presented, the quantity of material presented, and the setting in which the programs take place.

In a review of 29 marriage enrichment studies (Gurman & Kniskern, 1977), 93 percent of the programs were carried out in a group setting. Many marriage enrichment programs use the presence of other couples in small group settings to create a supportive and trusting environment where couples can feel free to risk self-disclosure (Mace & Mace, 1976; Smith & Smith, 1976). The couples serve as models to each other under the direction of the leaders. Though the recorded communication by the leader and by couples on the cassette tapes of Marriage Enhancement may have some modeling effect, it is possible that this effect is negligible due to the lack of interaction and visual contact between

the couples in the experimental group and the recorded voices of the people on the audio tapes.

In a survey of 30 professionals involved in marriage enrichment (Otto, 1976), 90 percent reported they used male-female teams as leaders. The ACME model requires that leadership be provided by a married couple (Mace, 1975). In Marriage Enhancement, there was only one male leader. The absence of a male-female team may have contributed to the ineffectiveness of the Marriage Enhancement program. Hof and Miller (1981) have stated that subjective, personal testimony from leaders and participants indicated that married couple teams were the best facilitators in marriage enrichment programs though they know of no research that supports this view.

Another difference between Marriage Enhancement and most other marriage enrichment programs is the amount of meeting time involved in the program. In their review of marriage enrichment research, Gurman and Kniskern (1977) found the average amount of meeting time in marriage enrichment programs to be 14 hours, with a range of three to 36 hours. The Marriage Enhancement program consisted of three hours of meeting time divided into two consecutive days. It is possible that the limited meeting time in the Marriage Enhancement program did not allow the couples enough time to take an intensive look at their relationships, and to comprehend and practice the skills that were

being taught.

Another possible reason for the failure of the cassette program to effect any significant changes was the setting in which the program took place. The couples in Marriage Enhancement completed the course in their own homes, and were, therefore, exposed to an environment that may have hindered them from centering on their relationship and the exercises in the course. Most other marriage enrichment programs take place in an atmosphere of seclusion and leisure, away from the normal routines, commitments, and pressures of the home environment (Hof & Miller, 1981). With the Marriage Enhancement course, the realities of everyday life at home may have negated any impact the course could have provided had it been completed in an environment similar to that of other marriage enrichment programs.

Though the content of Marriage Enhancement is similar to that of other marriage enrichment programs, the differences in methodology, quantity of meeting time and program setting may have accounted for the lack of any significant effects with the use of Marriage Enhancement.

In order to further investigate whether a home-based audio cassette marriage enrichment course can be effective in improving marital communication and/or adjustment, the new variables of audio cassette tapes and the home-based nature of the program need to be isolated and studied.

To investigate these variables, an audio cassette program could be developed that has the same content, amount of meeting time, and leadership style as those courses which have been shown to be effective. The course could then be used in a study where the experimental couples meet in a group setting to listen to the tapes before splitting into couples to complete the exercises in private rooms. Another study could use this same audio cassette program but with couples listening to the tapes at home as in the present study. This procedure could be more helpful in determining the effectiveness of a home-based, audio cassette marriage enrichment program.

With the growing use of audio-visual recorders, it may prove effective to develop a home-based program that includes both visual and auditory aspects. An audio-visual program would more closely simulate the marriage enrichment courses that have been effective in strengthening marriages, and would provide a means for enriching the marriages of those who might not have access to a traditional marriage enrichment course.



APPENDIX A

## ANNOUNCEMENT

STRENGTHEN YOUR MARRIAGE . . . .

AN OPPORTUNITY FOR YOU

Marriage Enhancement is an audio-cassette marriage enrichment program that is designed to help you improve communication with your spouse. There are no meetings to go to, no groups to meet with, you participate in the comfort of your own home. There is no cost to you.

This is a part of a research project conducted by Larry Anderson. If you are interested, contact Larry Anderson at 243-5396.

APPENDIX B

## NOTICE OF CONSENT

I understand that I am participating in a research project and my individual answers will be held in strictest confidence. I agree to cooperate fully by taking the questionnaire before completing the cassette program, within four days following the completion of the cassette program, and then again one month later. I also agree to complete the cassette program on two consecutive days. In the event I am assigned to the waiting list, I agree to complete the questionnaires at the same times I would have if I had been assigned to complete the cassette course. I also agree to not discuss the contents of the program with anyone other than my spouse until after the follow-up evaluation.

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

APPENDIX C

## INSTRUCTIONS

The Marriage Enhancement program is to be completed on two consecutive days and in consecutive order. Tapes one and two should be completed the first day and tapes three and four the second day. Follow all of the instructions as given in the tapes. It is very important that you take part in this program at a time when there will be no distractions. When tape one is completed, start immediately on tape two. On the second day, when tape three is completed start immediately on tape four. When tape one is started, do not interrupt the experience until you have finished tape two. Likewise, when tape three has begun, do not interrupt the program until it is completed.

APPENDIX D





	Always Agree	Almost Always Agree	Occasionally Disagree	Frequently Disagree	Almost Always Disagree	Always Disagree
9. Ways of Dealing With In-laws	—	—	—	—	—	—
10. When disagreements arise, they usually result in: Husband giving in ___ Wife giving in ___ Agreement by mutual give and take ___						
11. Do you and your mate engage in outside interests together? All of them ___ Some of them ___ Very few of them ___ None of them ___						
12. In leisure time do you gennerally prefer: To be "on the go" ___ To stay at home ___						
13. Do you ever wish you had not married? Frequently ___ Occasionally ___ Rarely ___ Never ___						
14. If you had your life to live over, do you think you would: Marry the same person ___ Marry a different person ___ Not marry at all ___						
15. Do you confide in your mate: Almost never ___ Rarely ___ In most things ___ In everything ___						

APPENDIX E

STATEMENT OF COMPLETION

We have completed the marriage enrichment cassette course according to instructions.

Signed \_\_\_\_\_

\_\_\_\_\_

Date \_\_\_\_\_

APPENDIX F

EVALUATION OF  
MARRIAGE ENHANCEMENT

1. Was this cassette program helpful to your marriage?  
Yes \_\_\_\_\_ No \_\_\_\_\_  
If yes, answer questions a., b., and c. below:
  - a. What did you like most about the cassette program?
  - b. What exercises were the most beneficial?
  - c. What exercises were the least beneficial?
2. What suggestions do you have for the improvement of the cassette program?

APPENDIX G



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