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THE EFFECTS OF COUPLE COMMUNICATION TRAINING
ON TRADITIONAL SEX STEREOTYPES OF HUSBANDS AND WIVES

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BY
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TABLE OF CONTENTS

	PAGE
ACKNOWLEDGEMENTS -----	iii
THE LIST OF TABLES AND FIGURES -----	v
ABSTRACT -----	vi
CHAPTER	
I. INTRODUCTION -----	1
REVIEW OF THE LITERATURE -----	3
PROBLEM -----	9
II. METHOD -----	11
SUBJECTS AND DESIGN -----	11
TASK AND MATERIALS -----	11
PROCEDURE -----	12
ANALYSIS OF DATA -----	13
III. RESULTS -----	15
IV. DISCUSSION -----	22
APPENDICES	
A -----	24
B -----	25
REFERENCES -----	26

LIST OF TABLES AND FIGURES

	PAGE
TABLE	
1 MEAN DIFFERENCES BY GROUP AND PERCEPTION -----	16
2 MEAN DIFFERENCES BY SEX OF RATED AND PERCEPTION -----	17
3 MEAN DIFFERENCES BY SEX OF RATER AND PERCEPTION -----	19
4 MEAN DIFFERENCES BY GROUP, RATER AND PERCEPTION -----	20
FIGURE	
1 MEAN DIFFERENCES BY GROUP, RATER AND PERCEPTION -----	21

ABSTRACT

This study was conducted to determine the effect of Couple Communication training upon the self and spouse perceptions of husbands and wives in regard to male and female sex stereotypes. The Ss consisted of three groups of twenty couples each. One group went through Couple Communication training, another group participated in Marital Growth Groups, and the third was a Non-Group control.

Each participant completed a pretest and posttest on self and spouse using the Gough Adjective Check List from which, previously determined, male and female stereotype adjectives were used as a basis for scoring. Change scores were derived by subtracting the pretest score from the posttest score for each rating or perception. The results were analyzed using a 3 X 2 analysis of variance. There was a difference between the three group means on self perception at the .05 level of significance. Further examination indicated that the greatest degree of change in the direction of a less stereotypic rating was on self perception among females in the Couple Communication Group.

This study supports the use of CC training as a resource in enriching marital relationships if one accepts the position that the more egalitarian are the self and spouse perceptions of husband and wife, then the more they will communicate with each other as persons rather than as sex stereotypes.

CHAPTER I

INTRODUCTION

Concern about the present and future states of marriage in our society has led to a marked increase of interest in factors which may contribute to marital stability and growth.

At the 1972 meeting of The National Council on Family Relations, Jetse Sprey concluded his remarks in a panel discussion of marital power by saying he predicted a difficult time for couples as they moved through the coming period of rewriting their marital scripts or contracts (Corrales, 1974). The major focus of marital adjustment today is interpersonal rather than the adjustment to predesigned roles which was once the case (Bernard, 1964). Roles are still important, but appear to be less significant than the interrelatedness of the persons. One study in this area found an increasing emphasis upon interpersonal relatedness required by an "open" structure in marriage (Rausch, Goodrich, and Campbell, 1963). Much has been written about our need to see the interrelatedness of our environment. The following statement concerning the interrelatedness of marriage and family was written by a family therapist:

. . . Going is the illusion that the rugged individual, or the tight nuclear family, or the aggressive corporation, or the powerful country, times n, could cut its swath forever, with solitary purpose and immunity. Our purposes are joint, juxtaposed, shared -- all people, all creatures. Our having to face our relatedness to the physical systems of the planet may provide a model for confronting the complexity of the social environment, its massive interdependence (Napier, 1972, p. 39).

If it is accurate that our traditional division of roles is no longer the predominant pattern among couples (Hurvitz, 1960; Tharp, 1963), then couples are definitely going to need additional skills or "technologies" to help deal effectively with the interpersonal marital model in which the primary goal is that of achieving personal happiness and interpersonal growth and fulfillment (Saxton, 1968). Many couples lack the skills, especially in the area of communication, to deal effectively with the new alternatives and expectations which they face. The importance of communication in developing an interpersonal marriage is stated by O'Neill:

The real bridge that makes it possible for partners to know and love one another in intimacy and to sustain a relationship in depth and through time is the verbal one. All marriage relationships must ultimately be distilled in the crucible of words (O'Neill, 1972, p. 108).

When something goes wrong in a social interaction system such as marriage, the result is always disequilibrium, and this imbalance must be dealt with if the system is to be preserved (Lennard, 1969). The importance of verbal communication in maintaining marital equilibrium is further developed by Bernard:

Interaction implies -- indeed, consists of -- communication. Communication may be explicit or tacit. Explicit communication is usually verbal, although it may also use other conventional symbols. . . . Explicit communication is basic to any form of adjustment which seeks to persuade or cajole or bargain (Bernard, 1964, p. 691).

These concerns point to a need for increased research in the skills of dyadic communication, especially as they relate to role expectation and interpersonal relatedness.

Review of the Literature

Some research has been conducted relating communication to various aspects of marital adjustment and growth. Levinger and Senn (1967) found that there is a positive relationship between the degree of affect or feeling which is verbally communicated between married partners and their marital satisfaction. Another study focusing upon the relationship between communication and marital adjustment (Navran, 1967) examined the hypothesis "that couples who make a good or 'happy' marital adjustment are those whose communication skills have been expanded to deal effectively with the problems inherent in marriage" (Navran, 1967, p. 174). He concluded that "communication and marital adjustment are so commingled that any event having an effect on one will have a similar effect on the other" (Navran, 1967, p. 183).

Eastman (1958) found support for the hypothesis that marital happiness is related positively to self-acceptance. Eastman defined self-acceptance in terms of congruent perception of self and ideal-self.

Luckey (1959) evaluated the concepts of self and ideal-self as they relate to perceptions of spouse. Two groups of couples were used, one self-defined as satisfactorily married and the other self-defined as unsatisfactorily married. The results indicated that satisfaction in marriage was related to the accuracy of the wife's perception of her husband's self perception. Conversely, it was concluded that marital satisfaction was not related to the accuracy of the husband's perception of the wife's self perception.

Corrales (1974) examined the influence of several factors, one of which was communication styles, upon marital satisfaction in the first six years of marriage. This study concluded that the shaping of marital satisfaction is influenced equally by input from both husband and wife. Corrales concluded:

Whereas some studies in the literature (e.g., Luckey, 1961) emphasized the wife's crucial input to marital satisfaction, these findings indicate that, at the interactional level, husband's input is equally crucial for marital satisfaction (Corrales, 1974, p. 237).

One investigator (Mangus, 1957) sought to integrate role theory and self theory. He concluded that role theory and the self theory of Carl Rogers are quite similar except for their areas of emphasis. There is an intimate relationship between one's perception of self and one's perception of his or her marital role. There also appears to be a close relationship between how one sees the mate and how one sees the mate's marital role. The accuracy of these perceptions seems to relate closely to the degree of satisfaction in the marriage. It is suggested that the accuracy of the perceptions is strongly influenced by the degree of communication skill practiced in the relationship (Mangus, 1957).

Efforts are being made in various circles to develop new programs aimed at assisting marital growth and enrichment. David Mace, the former executive director of the American Association of Marriage and Family Counselors, has, along with his wife, founded the Association of Couples for Marriage Enrichment (ACME). ACME is an international organization designed to support marital enrichment through contact with other couples interested in marriage enrichment and through growth oriented experiences

led by ACME certified couples. It is both a "support system" and a means of access to couple oriented learning experiences (Mace and Mace, 1974).

The Conjugal Relationship Program (CRP) was designed by Bernard Guerney, Jr. (1964), and is designed to build upon the strengths that are already present in the relationship. The major emphasis of the program is to teach couples to reflect feelings. Rappaport (1971) and Collins (1971) conducted studies attempting to evaluate the effectiveness of CRP. Both studies, using pretest-posttest designs, indicated an increase in marital communication.

Another communication program has been developed by Carl Clarke (1970) which employs a six session procedure designed to increase positive feedback between partners. Clarke indicated that, "Most couples experienced awareness of the other's feelings, and a better understanding of the needs of the other" (p. 328).

The Human Development Institute produced a programmed text designed to enhance couple communication. The program was evaluated in a study comparing it with conjoint marital counseling and a non-treatment control group. Although marriage counseling appeared to be most effective in producing change, the communications program was evaluated as being more effective than no program or treatment at all (Hichman and Baldwin, 1971).

The above described programs have focused almost exclusively on communication in relationships. Other marital growth oriented programs have only partial emphasis upon communication skills. One such marriage enrichment program was reported by Hinkle and Moore (1971). The

communication aspect was only part of the program, but the participants indicated it was the most helpful part. The communications emphasis was upon verbal and nonverbal communication, constructive expression of aggression, intimacy, and affection.

One of the most highly developed and widely used programs of marital communication is entitled Couple Communication (CC) and was designed by Miller, Nunnally and Wackman (1971). Originally entitled The Minnesota Couples Communication Program, CC is designed to intervene into intimate dyadic processes through the implementation of a full range of specific communication skills or behaviors. These skills are built into conceptual frameworks or perspectives which serve to give the couple a basic understanding of effective communication and the skills to recognize and correct dysfunctional communication. Since the emphasis in CC is upon learning specific communication skills, the program allows the partners to change their communication patterns in the directions they choose.

The Couple Communication (CC) program is a group of learning experiences consisting of five or six couples who meet together for four three-hour sessions over a four to six week period. The leadership is provided by instructors certified by Interpersonal Communications, Inc. (the corporate name for the CC program). Couples are asked to read Alive and Aware (Miller, Nunnally and Wackman, 1975), a book prepared for use during the training program. Reading, lectures, discussions, and exercises teach a variety of specific communication skills. The entire format is structured and designed toward the acquisition of these skills.

All participatory aspects of the program are voluntary. A common framework is provided by the handbook and short lectures to help couples understand and choose effective communication patterns.

Several evaluative studies have been conducted with the CC program. Campbell (1974) found the CC training to be significantly effective in increasing self-disclosure between married partners in their child rearing years.

Miller (1971) found CC training effective in increasing verbal work skills among engaged couples between pretest and posttest measures prior to their marriage. Work skills are defined as the ability to express personal thoughts and feelings and to move to a mutual understanding of those thoughts and feelings.

Corrales (1974), in the study previously cited, found strong support for the hypothesis that open communication styles have a positive influence on marital satisfaction. Additional conclusions of the Corrales study were as follows:

For wives' marital satisfaction to be high, one of two things must apparently happen: a) that they be in a context of high spousal agreement or b) that they be married to husbands who communicate with them in open styles (Corrales, 1974, p. 215).

The person who perceives his/her spouse as communicating openly to him/her benefits from it in terms of higher levels of marital satisfaction (Corrales, 1974, p. 220).

Both the Corrales (1974) study and an exploratory study by Laing, Phillipson, and Lee (1966) indicate that marital agreement is related to a person's view of himself as that view corresponds to the partner's view of him and vice versa.

While the CC program focuses upon specific communication skills, other programs promoting marriage growth are more broadly oriented. One such program is the Growth Group (GG) model sponsored by the Association of Couples for Marriage Enrichment (ACME). Marriage enrichment growth groups are unstructured groups of 5 or 6 couples which meet about two hours weekly for six to eight weeks. All participation is voluntary and the couples are encouraged to share from their own experiences and not opinions or theoretical formulations. Couples are also encouraged to talk as much as possible with each other about concerns related to their marriage, instead of talking "to the group." Counseling type interpretations and probing are not allowed, and the facilitator couple functions as any other couple in the group except where necessary to maintain the guidelines or schedule (Mace, 1974).

During the past decade, the questions raised by the feminist movement have led to a renewed interest in the study of sex stereotypes. It could be theorized that women as well as men have been seen and treated stereotypically rather than as persons with individual traits and characteristics.

A variety of studies have attempted to define sex role stereotypes (Rosenkrantz, et al., 1968; Spence, et al., 1974; Williams and Bennet, 1975). Various methods were used, but the Williams, et al., study was the only one to employ a previously standardized instrument, the Gough Adjective Check List (ACL) (Gough and Heilbrun, 1965). Using college students as subjects, the Williams, et al., study established a hypothetical male stereotype and a hypothetical female stereotype.

Other investigators have studied the effects of couple communication

training upon a variety of factors within dyadic relationships (Miller, 1971; Nunnally, 1971; Corrales, 1974; Larsen, 1974).

Campbell (1974) has shown that the result of couple communication training appears to be better balance in communication. This improved balance seems to be the result of changed perceptions of each other in relation to sex stereotype roles.

It seemed that the way in which marriage partners saw themselves and their spouses in relation to the ACL sex stereotype could be used as a direct measure of self and spouse perception in this specific and important area. It was felt that since communication has been shown to be related to marital adjustment and satisfaction in various ways that this was the most pertinent variable to study in relation to change in the sex stereotype perceptions.

Problem

We can speculate that married adults see each other and themselves in regard to the male and female sex stereotypes in much the same way as college students do as established in the Williams study, and if they do, one would question whether couple communication training would help them see each other and themselves in a less sex stereotypic fashion. Subjective statements from CC participants indicate that their perception of self and spouse change in relation to sex role stereotypes.

The possible effects that communication training may have upon the way married couples see each other and themselves in relation to the stereotypic male and the stereotypic female would seem a pertinent problem

for study. This study attempted to investigate the relationship between CC training and sex stereotypes of the subjects.

The following hypotheses were tested in order to investigate the problem cited above.

COUPLE COMMUNICATION TRAINING:

Both self and spouse perceptions of sex stereotypes will significantly decrease following the communication workshop.

GROWTH GROUP:

There will be some decrease in the self and spouse perceptions of sex stereotypes following participation in a growth group but the change will not be as great as for the couple communication training.

NON-GROUP CONTROLS:

Some minimal decrease will occur in the control couples in their perceptions of each other in terms of sex stereotypes but the change will be less than that observed in the couple communication training group or the growth group.

CHAPTER II

METHOD

Subjects and Design

Experimental subjects were twenty married couples engaged in CC workshops. Control subjects composed two groups. The first control group were twenty married couples engaged in marriage enrichment growth groups, and the second control group consisted of twenty married couples not engaged in any educational or marriage oriented group experience during the 6-8 week duration of their participation in the study.

The subjects were predominately white, middle class adults from twenty-five to fifty-five years of age. All had demonstrated some interest in marriage enrichment by their enrollment in marriage growth or communication groups, or by their involvement in ACME.

Task and Materials

Materials used were the Gough Adjective Check List (ACL) and a prepared individual information form (IF). (ACL, see Appendix A; IF, see Appendix B.)

The ACL consists of 300 alphabetically arranged adjectives. The ACL has 24 scales. Gough and Heilbrun (1965) have indicated that the check list may be used either as an individual instrument or as a group instrument, may be completed in approximately ten to fifteen minutes, does not arouse anxiety or resistance, and is very useful in determining how a

person perceives himself or another person.

Welsh (1975) indicated that this check list is a simple, straightforward, uncomplicated, versatile, and practical instrument for the assessment of self-concept or self perception. Parker and Veldman (1969) noted the frequency with which the ACL is used, as well as its recognized merit relative to other similar instruments. They further indicated that the check list provides information regarding behavioral tendencies, and is a useful instrument, not only for diagnostic and counseling purposes, but also for research purposes. Lambert (1963) also noted the extensiveness with which the instrument has been used in research on personality variables.

Schaefer (1969) noted that in recent years the Gough Adjective Check List has been utilized with increasing frequency in behavioral research. It is his contention that the principle value of this instrument is that it yields a unique picture of an individual's self-image because it presents such an extensive list of adjectives that are routinely used in daily life.

Procedure

Each person was asked to fill in the top part of two ACL's indicating his/her sex, age, the date and the last four digits of his/her social security number. Each person was then instructed to follow the "Directions" printed on the upper right front of the ACL. They were then instructed to use the first form to choose the adjectives which they considered to be self-descriptive, and use the second form to

choose the adjectives which they considered to be descriptive of their spouse. They were to identify the form used to describe their spouse by writing "spouse" on the upper right hand side of that ACL.

At the first meeting of the CC workshop, the experimental subjects were asked to complete the two ACL's according to the printed directions. They then went through the communications training described earlier, and at the end of the last meeting were again asked to complete two ACL's.

Subjects were told that this research was being carried out in an attempt to study the effectiveness of the communication program. No reference was made to sex roles or sex stereotypes.

The same procedure was followed with couples in the growth group condition, with the exception that they were told that the research was being carried out in an attempt to study the effectiveness of growth groups in marriage enrichment.

The couples in the non-group condition were not engaged in any type of growth or educational group for the six to eight week period between the pre and post test administrations. These couples were randomly selected from ACME members in the Forsyth County area, and completed the pre and post ACL's at regular ACME meetings at approximately a 6 to 8 week interval.

Analysis of Data

Data consisted of pre and post scores obtained on the 24 scales of the ACL and the additional sex stereotype scale designed by Williams

using the ACL (in press). Age, sex, years married, whether or not previously married, number, age and sex of children and occupation were also available on each subject.

The relationship between the various treatments and the sex stereotype perceptions was analyzed using a 3 (couple communication training, growth group and no treatment) X 2 (self-perception, spouse perception) analysis of variance.

CHAPTER III

RESULTS

The effects of communication training (CC), growth groups (GG), and non-group couples interested in marriage enrichment (NG) upon sex stereotype perceptions were assessed using a 3 X 2 analysis of variance. Negative and positive change scores on the ACL sex stereotype scale (Williams and Bennett, 1975) on each subject were derived by subtracting pretest scores from posttest scores so that a negative number indicated a less stereotypic score for that individual on that particular rating. In other words, a negative change score indicated a lower number of stereotypic adjectives marked on posttest than pretest.

When looking at the three groups, without regard to sex, there was a significant difference between the three groups on self perception, $F(2, 114) = 3.67, p < .05$. There was no significant difference between the means of the three groups on spouse perception.

On the multivariate test of significance using WILKS LAMBDA Criterion, there was almost significance between groups when using self and spouse as the dependent variable, $F(2, 114) = 2.28, p < .06$.

When comparing the means of all three groups on self perception and on spouse perception it was found that the strongest changes in the direction of less stereotypic perceptions were made among the CC group. Within that group the more egalitarian change was on self perception (see Table 1). When looking further at the changes on self perception, it was noted that females changed more than males (see Table 2).

It was further noted that the ratings of females in all groups of

TABLE 1

Mean Differences by Group and Perception

		\bar{X}	s.d.
Couple Communication Group	Self	-1.17	3.44
	Spouse	- .45	2.43
Growth Group	Self	.55	2.52
	Spouse	.50	4.16
Non-Group	Self	.07	2.71
	Spouse	.45	2.98

TABLE 2

Mean Differences by Sex of Rated and Perception

		\bar{X}	s.d.
Males	Self	.15	2.65
	Spouse	-.33	3.51
Females	Self	-.48	3.28
	Spouse	.25	3.44

both self and spouse changed more than the ratings of males (see Table 3). When looking at the changes in female perceptions for effect of group, it was found that the CC females changed more than the females in the other two groups (see Table 4 and Figure 1).

When means on self and spouse scores of the CC, GG, and NG were compared using the t test, a significant difference was found between the CC and GG self scores only ($t = 2.44$, $p < .05$).

TABLE 3

Mean Differences by Sex of Rater and Perception

		\bar{X}	s.d.
Males	Self	.15	2.65
	Spouse	.25	3.44
Females	Self	-.48	3.28
	Spouse	-.33	3.51

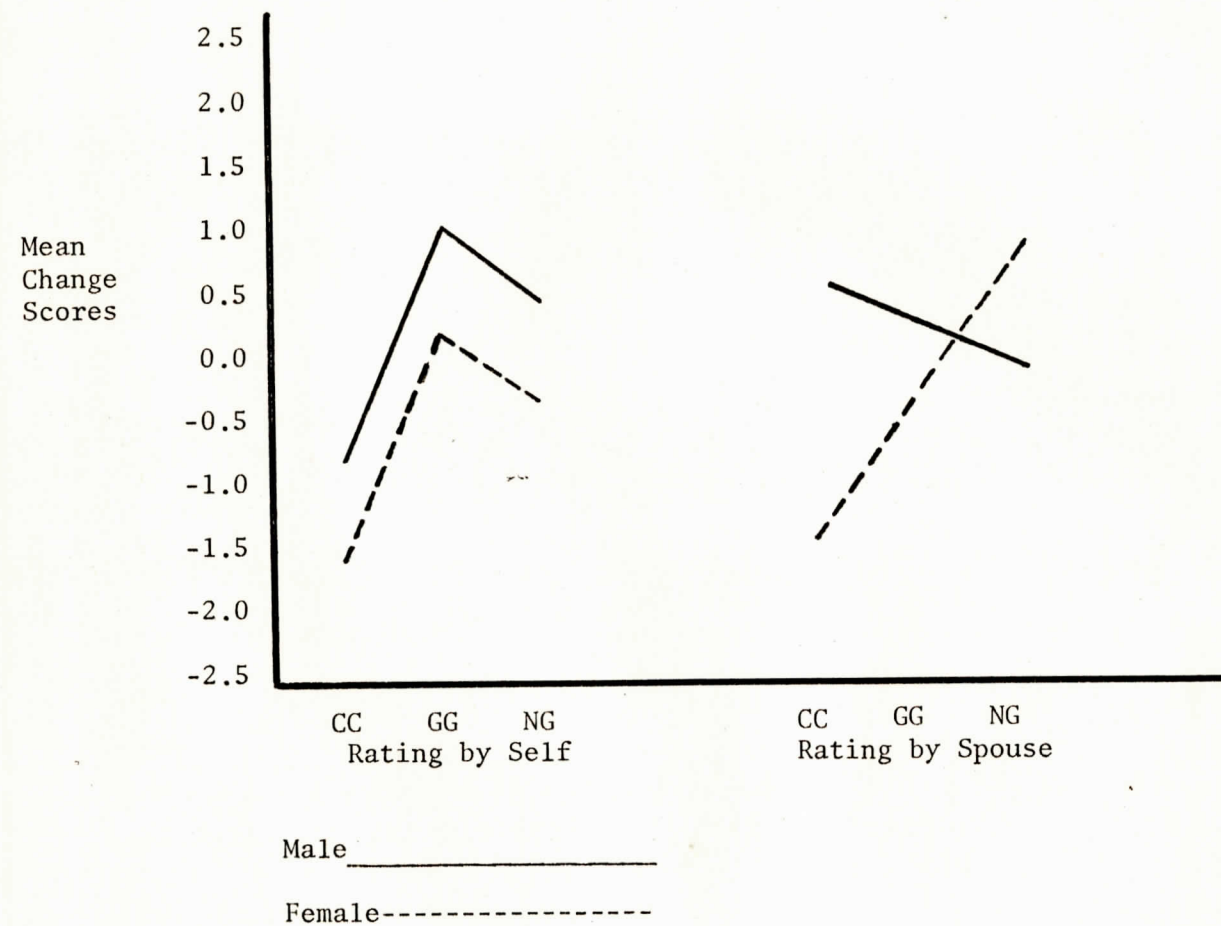
TABLE 4

Mean Differences by Group, Rater and Perception

Group	Sex	Rating of Self		Rating of Spouse	
		\bar{X}	s.d.	\bar{X}	s.d.
CC	Male	-.70	2.61	.40	2.56
	Female	-1.65	4.14	-1.25	1.99
GG	Male	.95	2.56	.25	4.82
	Female	.15	2.47	.25	4.59
NG	Male	.20	2.64	.00	2.67
	Female	-.05	2.83	.90	3.24

FIGURE 1

Mean Differences by Group, Rater and Perception



CHAPTER IV

DISCUSSION

The conclusions of this study were compatible with the subjective data gathered from reports and observations of couples participating in CC training. The evidence shows there was some effect of CC training upon how individuals within couples saw themselves and each other in regard to sex stereotypes, with the strongest change occurring in perception of self. Although spouse perceptions of CC participants were significant only at the .06 level, which did not reach the stated probability level, with such a small difference, it could be assumed that with a larger sample the .05 level could be reached.

This study supports the use of CC training as a resource in enriching marital relationships if one accepts the position that the more egalitarian are the self and spouse perceptions of husband and wife, then the more they will communicate with each other as persons rather than as sex stereotypes.

It was hypothesized that the GG couples would move in a more egalitarian direction, i.e., less stereotypic, but not as great a change in that direction as the CC couples. This was not supported by the data. In fact, the GG participants became more stereotypic than the NG participants. One possible explanation could be the nature of the GG experience as compared with CC. The Growth Group is a considerably less structured group in which couples are encouraged to become more aware of and open about issues which are most often relevant to marital growth. Through identifying with the concerns of other couples and experimenting with more open behavior in relation to each other, partners could gain a more

accurate assessment of self and spouse. While these new perceptions may be more stereotypic, they could also be a more accurate picture of how the partners are actually relating to one another at that time. It is not the primary intent of GG to teach new communication behavior. On the other hand, CC is highly structured and its major intent is to teach new and specific skills which will facilitate not only new and clearer perceptions of self and spouse, but also improve the patterns of communication.

There was not much evidence of interaction between groups, but primarily evidence of overall group effect. The major questions raised by the results center around the groups. What goes on in CC which does not go on in GG? What are the salient differences between the two marriage enrichment experiences? Further study on the effects of CC upon sex stereotype perceptions of husbands and wives should concentrate upon isolating or emphasizing the various components within CC to determine which were most responsible for the results found in this study.

The greater change among females overall suggests the need for further research in sex differences related to husband and wife responsiveness to marriage enrichment experiences.

APPENDIX

NCS ANSWER SHEET FOR
THE ADJECTIVE CHECK L
BY HARRISON G. GOUGH

Copyright 1952 by Harrison G. Gough, Ph.D.
University of California, Berkeley
Published by Consulting Psychologists Press
577 College Ave., Palo Alto, Calif.

DIRECTIONS FOR USING NCS ANSWER SHEET

This answer sheet contains a list of 300 adjectives. Please read them quickly and blacken in the circle beside each one you would consider to be self-descriptive. Do not worry about duplications, contradictions, and so forth. Work quickly and do not spend too much time on any one adjective. Try to be frank, and fill the circles for the adjectives which describe you as you really are, not as you would like to be. BE SURE TO TURN THE PAGE OVER and continue through adjective No. 300 on the reverse side.

- Use No. 2½ or softer pencil ● Fill circles heavily ● Erase any errors or stray marks completely ● Do not use ball point or ink ● Example:

- | | | | | | | | | | |
|----|-------------------------------------|----|--------------------------------------|----|-------------------------------------|-----|------------------------------------|-----|--|
| 1 | <input type="radio"/> absent-minded | 31 | <input type="radio"/> cheerful | 61 | <input type="radio"/> dependent | 91 | <input type="radio"/> foresighted | 121 | <input type="radio"/> impulsive |
| 2 | <input type="radio"/> active | 32 | <input type="radio"/> civilized | 62 | <input type="radio"/> despondent | 92 | <input type="radio"/> forgetful | 122 | <input type="radio"/> independent |
| 3 | <input type="radio"/> adaptable | 33 | <input type="radio"/> clear-thinking | 63 | <input type="radio"/> determined | 93 | <input type="radio"/> forgiving | 123 | <input type="radio"/> indifferent |
| 4 | <input type="radio"/> adventurous | 34 | <input type="radio"/> clever | 64 | <input type="radio"/> dignified | 94 | <input type="radio"/> formal | 124 | <input type="radio"/> individualistic |
| 5 | <input type="radio"/> affected | 35 | <input type="radio"/> coarse | 65 | <input type="radio"/> discreet | 95 | <input type="radio"/> frank | 125 | <input type="radio"/> industrious |
| 6 | <input type="radio"/> affectionate | 36 | <input type="radio"/> cold | 66 | <input type="radio"/> disorderly | 96 | <input type="radio"/> friendly | 126 | <input type="radio"/> infantile |
| 7 | <input type="radio"/> aggressive | 37 | <input type="radio"/> commonplace | 67 | <input type="radio"/> dissatisfied | 97 | <input type="radio"/> frivolous | 127 | <input type="radio"/> informal |
| 8 | <input type="radio"/> alert | 38 | <input type="radio"/> complaining | 68 | <input type="radio"/> distractible | 98 | <input type="radio"/> fussy | 128 | <input type="radio"/> ingenious |
| 9 | <input type="radio"/> aloof | 39 | <input type="radio"/> complicated | 69 | <input type="radio"/> distrustful | 99 | <input type="radio"/> generous | 129 | <input type="radio"/> inhibited |
| 10 | <input type="radio"/> ambitious | 40 | <input type="radio"/> conceited | 70 | <input type="radio"/> dominant | 100 | <input type="radio"/> gentle | 130 | <input type="radio"/> initiative |
| 11 | <input type="radio"/> anxious | 41 | <input type="radio"/> confident | 71 | <input type="radio"/> dreamy | 101 | <input type="radio"/> gloomy | 131 | <input type="radio"/> insightful |
| 12 | <input type="radio"/> apathetic | 42 | <input type="radio"/> confused | 72 | <input type="radio"/> dull | 102 | <input type="radio"/> good-looking | 132 | <input type="radio"/> intelligent |
| 13 | <input type="radio"/> appreciative | 43 | <input type="radio"/> conscientious | 73 | <input type="radio"/> easy-going | 103 | <input type="radio"/> good-natured | 133 | <input type="radio"/> interests narrow |
| 14 | <input type="radio"/> argumentative | 44 | <input type="radio"/> conservative | 74 | <input type="radio"/> effeminate | 104 | <input type="radio"/> greedy | 134 | <input type="radio"/> interests wide |
| 15 | <input type="radio"/> arrogant | 45 | <input type="radio"/> considerate | 75 | <input type="radio"/> efficient | 105 | <input type="radio"/> handsome | 135 | <input type="radio"/> intolerant |
| 16 | <input type="radio"/> artistic | 46 | <input type="radio"/> contented | 76 | <input type="radio"/> egotistical | 106 | <input type="radio"/> hard-headed | 136 | <input type="radio"/> inventive |
| 17 | <input type="radio"/> assertive | 47 | <input type="radio"/> conventional | 77 | <input type="radio"/> emotional | 107 | <input type="radio"/> hard-hearted | 137 | <input type="radio"/> irresponsible |
| 18 | <input type="radio"/> attractive | 48 | <input type="radio"/> cool | 78 | <input type="radio"/> energetic | 108 | <input type="radio"/> hasty | 138 | <input type="radio"/> irritable |
| 19 | <input type="radio"/> autocratic | 49 | <input type="radio"/> cooperative | 79 | <input type="radio"/> enterprising | 109 | <input type="radio"/> headstrong | 139 | <input type="radio"/> jolly |
| 20 | <input type="radio"/> awkward | 50 | <input type="radio"/> courageous | 80 | <input type="radio"/> enthusiastic | 110 | <input type="radio"/> healthy | 140 | <input type="radio"/> kind |
| 21 | <input type="radio"/> bitter | 51 | <input type="radio"/> cowardly | 81 | <input type="radio"/> evasive | 111 | <input type="radio"/> helpful | 141 | <input type="radio"/> lazy |
| 22 | <input type="radio"/> blustery | 52 | <input type="radio"/> cruel | 82 | <input type="radio"/> excitable | 112 | <input type="radio"/> high-strung | 142 | <input type="radio"/> leisurely |
| 23 | <input type="radio"/> boastful | 53 | <input type="radio"/> curious | 83 | <input type="radio"/> fair-minded | 113 | <input type="radio"/> honest | 143 | <input type="radio"/> logical |
| 24 | <input type="radio"/> bossy | 54 | <input type="radio"/> cynical | 84 | <input type="radio"/> fault-finding | 114 | <input type="radio"/> hostile | 144 | <input type="radio"/> loud |
| 25 | <input type="radio"/> calm | 55 | <input type="radio"/> daring | 85 | <input type="radio"/> fearful | 115 | <input type="radio"/> humorous | 145 | <input type="radio"/> loyal |
| 26 | <input type="radio"/> capable | 56 | <input type="radio"/> deceitful | 86 | <input type="radio"/> feminine | 116 | <input type="radio"/> hurried | 146 | <input type="radio"/> mannerly |
| 27 | <input type="radio"/> careless | 57 | <input type="radio"/> defensive | 87 | <input type="radio"/> fickle | 117 | <input type="radio"/> idealistic | 147 | <input type="radio"/> masculine |
| 28 | <input type="radio"/> cautious | 58 | <input type="radio"/> deliberate | 88 | <input type="radio"/> flirtatious | 118 | <input type="radio"/> imaginative | 148 | <input type="radio"/> mature |
| 29 | <input type="radio"/> changeable | 59 | <input type="radio"/> demanding | 89 | <input type="radio"/> foolish | 119 | <input type="radio"/> immature | 149 | <input type="radio"/> meek |
| 30 | <input type="radio"/> charming | 60 | <input type="radio"/> dependable | 90 | <input type="radio"/> forceful | 120 | <input type="radio"/> impatient | 150 | <input type="radio"/> methodical |

CONTINUE ON REVERSE SIDE

4401 West 76th St., Minneapolis, Minn. 55435

NCS Trans-Optic P103B-1098

DO NOT WRITE IN SHADED AREA

● Use No. 2½ or softer pencil ● Fill circles heavily ● Erase any errors or stray marks completely ● Do not use ball point or ink

- | | | | | |
|------------------------|---------------------|-----------------------|---------------------|----------------------|
| 151 ○ mild | 181 ○ practical | 211 ○ sarcastic | 241 ○ sophisticated | 271 ○ tough |
| 152 ○ mischievous | 182 ○ praising | 212 ○ self-centered | 242 ○ spendthrift | 272 ○ trusting |
| 153 ○ moderate | 183 ○ precise | 213 ○ self-confident | 243 ○ spineless | 273 ○ unaffected |
| 154 ○ modest | 184 ○ prejudiced | 214 ○ self-controlled | 244 ○ spontaneous | 274 ○ unambitious |
| 155 ○ moody | 185 ○ preoccupied | 215 ○ self-denying | 245 ○ spunky | 275 ○ unassuming |
| 156 ○ nagging | 186 ○ progressive | 216 ○ self-pitying | 246 ○ stable | 276 ○ unconventional |
| 157 ○ natural | 187 ○ prudish | 217 ○ self-punishing | 247 ○ steady | 277 ○ undependable |
| 158 ○ nervous | 188 ○ quarrelsome | 218 ○ self-seeking | 248 ○ stern | 278 ○ understanding |
| 159 ○ noisy | 189 ○ queer | 219 ○ selfish | 249 ○ stingy | 279 ○ unemotional |
| 160 ○ obliging | 190 ○ quick | 220 ○ sensitive | 250 ○ stolid | 280 ○ unexcitable |
| 161 ○ obnoxious | 191 ○ quiet | 221 ○ sentimental | 251 ○ strong | 281 ○ unfriendly |
| 162 ○ opinionated | 192 ○ quitting | 222 ○ serious | 252 ○ stubborn | 282 ○ uninhibited |
| 163 ○ opportunistic | 193 ○ rational | 223 ○ severe | 253 ○ submissive | 283 ○ unintelligent |
| 164 ○ optimistic | 194 ○ rattlebrained | 224 ○ sexy | 254 ○ suggestible | 284 ○ unkind |
| 165 ○ organized | 195 ○ realistic | 225 ○ shallow | 255 ○ sulky | 285 ○ unrealistic |
| 166 ○ original | 196 ○ reasonable | 226 ○ sharp-witted | 256 ○ superstitious | 286 ○ unscrupulous |
| 167 ○ outgoing | 197 ○ rebellious | 227 ○ shiftless | 257 ○ suspicious | 287 ○ unselfish |
| 168 ○ outspoken | 198 ○ reckless | 228 ○ show-off | 258 ○ sympathetic | 288 ○ unstable |
| 169 ○ painstaking | 199 ○ reflective | 229 ○ shrewd | 259 ○ tactful | 289 ○ vindictive |
| 170 ○ patient | 200 ○ relaxed | 230 ○ shy | 260 ○ tactless | 290 ○ versatile |
| 171 ○ peaceable | 201 ○ reliable | 231 ○ silent | 261 ○ talkative | 291 ○ warm |
| 172 ○ peculiar | 202 ○ resentful | 232 ○ simple | 262 ○ temperamental | 292 ○ wary |
| 173 ○ persevering | 203 ○ reserved | 233 ○ sincere | 263 ○ tense | 293 ○ weak |
| 174 ○ persistent | 204 ○ resourceful | 234 ○ slipshod | 264 ○ thankless | 294 ○ whiny |
| 175 ○ pessimistic | 205 ○ responsible | 235 ○ slow | 265 ○ thorough | 295 ○ wholesome |
| 176 ○ playful | 206 ○ restless | 236 ○ sly | 266 ○ thoughtful | 296 ○ wise |
| 177 ○ pleasant | 207 ○ retiring | 237 ○ smug | 267 ○ thrifty | 297 ○ withdrawn |
| 178 ○ pleasure-seeking | 208 ○ rigid | 238 ○ snobbish | 268 ○ timid | 298 ○ witty |
| 179 ○ poised | 209 ○ robust | 239 ○ sociable | 269 ○ tolerant | 299 ○ worrying |
| 180 ○ polished | 210 ○ rude | 240 ○ soft-hearted | 270 ○ touchy | 300 ○ zany |

APPENDIX B

DIRECTIONS

Please fill in the top part of each adjective check list indicating your sex, your age, the date of today, and the last four digits of your social security number on the line indicated by "school."

When the above is completed, please follow the "Directions" printed on the upper right front of the adjective check list. Use the first form to choose the adjectives which you consider to be self-descriptive. Use the second form to choose the adjectives which you consider to be descriptive of your spouse. Please indicate the form used to describe your spouse by writing "spouse" on the upper right hand side of the form.

Complete the forms as quickly as you can without undue deliberation. Please do not discuss the forms with anyone else.

PLEASE FURNISH THE INFORMATION ASKED FOR BELOW

age _____ sex _____ Last four digits of your social security no. _____

Last four digits of your spouse's social security no. _____

Your occupation _____

Length of marriage (years and months) _____

Married previously (yes or no) _____

Children: Age Sex

_____	_____
_____	_____
_____	_____

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