

COMMUNICATION, COHESIVENESS AND ADAPTABILITY IN
SPANISH SPEAKING MARRIED COUPLES

A DISSERTATION
SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF DOCTOR OF PHILOSOPHY
IN THE GRADUATE SCHOOL OF THE
TEXAS WOMAN'S UNIVERSITY

COLLEGE OF NURSING

BY
LUCILA RIVERA TROCHE, B.S.N., M.S.

DENTON, TEXAS

MAY, 1983

The Graduate School
Texas Woman's University
Denton, Texas

April 13, 1983

We hereby recommend that the dissertation prepared under
our supervision by Lucila Rivera Troche
entitled Communication, Cohesiveness and Adaptability in
Spanish Speaking Married Couples

be accepted as fulfilling this part of the requirements for the Degree of Doctor
of Philosophy

Committee:

Anne M. Gudmundson
Chairman

Margaret T. Beard

Margie N. Johnson

Don Jennings

Betty K. Rudwick

Accepted:

Paul A. Della
Provost of the Graduate School

DEDICATION

THIS DISSERTATION IS DEDICATED TO MY PARENTS

MARIA N. BAEZ AND JOSE A. RIVERA

AND TO MY HUSBAND

ADAN TROCHE

ACKNOWLEDGMENTS

The author extends grateful thanks to the following persons at the Texas Woman's University:

Dr. Anne M. Gudmundsen, Dean of the College of Nursing, for serving as the chairman of the graduate committee and for her support and guidance;

Dr. Margie Johnson, professor, College of Nursing, for serving on the graduate committee;

Dr. Betty Rudnick, professor, College of Nursing, for serving on the graduate committee;

Dr. Margaret T. Beard, professor, College of Nursing, for serving on the graduate committee; and

Dr. Glenn Jennings, professor, Child Development and Family Living, for serving on the graduate committee.

I also must express my appreciation for the following persons at the Recinto Universitario de Mayaguez:

To Professor Jose Berrios and Professor Fernando Rivera for their help in the data analysis of the study;

To Professor Maria Vazquez and Professor Maria Guzman for their encouragement and support during the preparation of this study.

TABLE OF CONTENTS

DEDICATION.	iii
ACKNOWLEDGMENTS	iv
LIST OF TABLES.	viii
Chapter	
I. INTRODUCTION	1
Problem of the Study	3
Purpose of the Study	4
Justification of the Study	5
Model of the Study	6
Theoretical Framework.	8
Assumptions.	11
Hypotheses	11
Definition of Terms.	12
Limitations.	14
Summary.	14
II. REVIEW OF THE LITERATURE	17
Communication.	17
Adaptability and Cohesion.	21
The Cultural Influences Upon Communication.	27
Summary.	27
III. PROCEDURE FOR COLLECTION AND TREATMENT OF DATA.	29
Setting.	29
Population and Sample.	30
Protection of Human Subjects	31
Instruments.	31
English Version of the Instrument.	32
Reliability and Validity	33
Instruments in Spanish Versions.	34
Data Collection.	36
Data Analysis.	37

Chapter

IV.	ANALYSIS OF DATA	39
	Description of Sample.	39
	Findings	43
	Related Findings	58
	Summary.	65
V.	SUMMARY OF THE STUDY	69
	Summary.	69
	Discussion of Findings	71
	The Significance of the Study for Nursing.	73
	Conclusions and Implications	76
	Recommendations for Further Study.	77

APPENDICES

A.	The Circumplex Model of the Marital and Family System.	79
B.	Agencies' Permission for Conducting the Study.	82
	Recinto Universitario de Mayaguez Universidad Interamerican de Puerto Rico	
C.	Instruments--English Version	84
	Family Adaptability and Cohesion Evaluation Scale II (FACES II)	
	Marital Communication Inventory (MCI, Female)	
	Marital Communication Inventory (MCI, Male)	
D.	Authors' Permission for the Translation. . . of the Instruments to Spanish	96
	Bienvenu's Permission Olson's Permission	

APPENDICES

E.	Instruments--Spanish Versions.	99
	Cuestionario Sobre Comunicacion Marital (Marital Communication Inventory)	
	Escala para Medir Adaptabilidad y Cohesion En La Familia (Family Adaptability and Cohesion Scale)	
F.	Observed Frequencies of Judges' Responses to FACES II Spanish Version-- Classifying the Items as Correct or Incorrect	118
G.	Observed Frequencies of the Judges' Responses Related to MCI Spanish Version--Classifying the Items as Correct or Incorrect.	120
	REFERENCES.	123

LIST OF TABLES

Table

1.	Sample Distribution of Couples According to Number of Children.	40
2.	Sample Distribution According to Scholaryity	41
3.	Distribution of Couples According to Length of Marriage	42
4.	Religious Preferences Categories of Husband and Wife Among Spanish Speaking Couples.	43
5.	Means and Standard Deviations of Scores Based on the Marital Communication Inventory and FACES II (Spanish Version) . . .	44
6.	Illustration of Calculations of Difference Between Means and Standard Deviation	45
7.	Means and Standard Deviations for Spanish Speaking Couples on the Spanish MCI and Comparison with Marriage English Speaking Couples on the English MCI	47
8.	Illustration of Calculation of Difference Between Means and Standard Deviation: English and Spanish Versions of the MCI. . . .	48
9.	Correlation of Variables by Pair and Individuals.	50
10.	Observed Frequencies of Couples Classified According to Communication and Cohesion Levels	51
11.	Observed Frequencies of Couples Classified According to Communication and Adaptation Levels	52

Table

12.	Observed Frequency of Couples Classified as Balanced or Unbalanced on Communication and Cohesion Levels	54
13.	Observed Frequency of Couples Classified as Balanced or Unbalanced on Communication and Adaptability Levels	55
14.	Construct Validity and Factor Loading for Adaptability and Cohesion Items.	57
15.	Observed Frequency of Characteristics Related to the Description of their Relationship: Males and Females	60
16.	Observed Frequencies for Male and Female According to Type of Problem	61
17.	Frequency of Characteristics that Females Appreciate From Males Primarily.	63
18.	Frequency of Characteristics that Males Appreciate From Females Primarily.	64

CHAPTER 1

INTRODUCTION

The promotion of well established interaction in the family's subsystem, system and environment need to be included as one of the principal goals for mental health nursing. Communication skills of the marital system adequately assessed and diagnosed is considered to produce the basis for the promotion of better marital interactions and the facilitation of better family relationships.

The individual is seen to encounter different tasks; he/she is regarded as a subsystem of the family (Minuchin, 1974). In the process of getting together with a person of the opposite sex, the couple subsystem is formed. There are a number of tasks which are addressed in the marriage. The demands which are seen to require attention come from inside or outside of the subsystem.

Olson, Spenkle and Russell (1979) have considered the dimensions of adaptability and cohesion under the domain of marital and family interaction. The communication process has been added as a dimension and an underlying factor of the behavior in the family/couple field.

Minuchin (1974) stated that the human experiences of identity has two elements: the sense of belonging and the

sense of separateness. He has also considered adaptation as an important concept influencing the capacity of the family to change. Adaptation is based on the external or internal pressures that come into play in the transactional patterns and boundaries.

During the couple interaction the behavior has particular value and is considered to be communication. Communication is seen as the human function that permits people to relate to one another producing exchange of behavior. Watzlawick, Beavin and Jackson (1967) proposed that all behavior is communicative. Through communication man is provided with the ability to understand others. In order to reach their goals he/she is seen to need the ability to communicate and belong (Hackett, Anderson, Seth, & Hagan, 1967). The goal of communication is considered to be the achievement and maintenance of interpersonal understanding. Basic understanding is the prerequisite for any communication activity (Montgomery, 1981). Formulation of human problems in terms of communication needs to be based on scientific observation and theoretical considerations (Ruesh, 1972).

Bienvenu (1970) stated that marital understanding is basic to the development and understanding of satisfactory intimate relationship. The relationship between couples is considered to vary in level and patterns of openness,

confirmation, the management of transaction, and adaptability. The quality of communication skills can produce a better relationship that affects the interpersonal commitment or cohesion of the couple. The value system for practical implementation of the language and the methods of communication vary from group to group, according to culture. If communication is to be considered effective, the participants have some interpretation of concepts, and the symbols mean something depending on their frame of reference (Varon, 1964).

This study was important in order to find out, through research, indications of adequate assessment of relationship between communication skills and types of marital system. Some characteristics of the couple's subsystem are identified in a different ethnic group; Puerto Ricans.

Problem of Study

During the last decade, the field of marital and family therapy has developed different approaches to the study and resolution of marital relationships. The development of integrative conceptual models, assessment techniques, prevention and enrichment programs and systematic research are among some types of outstanding approaches (Olson, Russell, & Sprenkle, 1980). Persons involved in the mental health field of nursing need to get involved in the study of

adequate criteria, instruments and elements that facilitate a more accurate assessment and intervention in the marital relationship. Communication skills appear to underly the marital and family system in order to maintain balance between the two dimensions of cohesiveness and adaptability.

The statement of the problem of this study was: Is there a difference in the level of communication between couples in the balance level of cohesion and adaptability and couples in the extreme unbalanced level of cohesion and adaptability?

Purpose of the Study

The main purpose of this study was to demonstrate the clinical utility of the Circumplex Model for diagnosing the marital system and its dynamics to communication. In this study a methodological interest was to obtain initial incidence of the validity and reliability of the Spanish versions of the Family Adaptability and Cohesion Scale II (Olson, Bell, & Portner, 1982) and Marital Communication Inventory (Bienvenu, 1970). Both instruments were translated by the principal researcher from English to Spanish. The Spanish versions were tested in a Spanish population in Puerto Rico.

Justification of the Study

The professional working with the couple/family function need to utilize the diagnosis process in order to identify and direct efforts toward a better goal directed action. The assessing of couple/family function should be done before counselling.

Adequate assessment and diagnosis of the relationship between communication skills and types of marital systems are needed in order to facilitate the movement of the sub-system within the model. Research, theory and practice are needed together for the evaluation of the effectiveness of treatment programs, especially those related to the marital system. There is an important need for a reliable tool to measure the dimensions of cohesion, adaptability, and communication in the Spanish speaking couple/family.

Mizio (1979) stated in Model Mental Health Care System to the Puerto Rican Family, that attention should be given to the language as a significant survival function. The Puerto Ricans are Spanish by their tradition and their language. The language is needed for the provision of structure, organization, and perception of reality. Language also provides more meaning for verbal communication. People under stress are not always able to function totally. If the measurement tools are in their native language they are able to utilize the measurement better.

Model of the Study

The basic model undertaken for this study was the circumplex model of the marital and family system (Appendix A). Olson et al. (1979) are considered the developers of the model. Their purpose in developing the model was to provide a guide for clinical assessment, diagnosis and to facilitate the setting of treatment goals for couples and families (Olson et al., 1979).

Within the model, the authors conceptualized and clustered various concepts from family therapy and other science fields, placing emphasis on two significant dimensions of family behavior; cohesion and adaptability. Olson et al. (1980) stated the objectives and goals that have been used in the development of the model:

1. Identify and describe the salience of family cohesion and adaptability and types of marital and family systems in our culture.
2. Demonstrate the theoretical, clinical and empirical utility of the two dimensions and the model.
3. Demonstrate how systems need to balance both dimensions in order to function most effectively.
4. Describe group properties of marital and family systems rather than individual characteristics or dyadic properties.
5. Describe how couples and families change as a result of situational stress or changes in the family life cycle.

6. Bridge the domains of research, theory, and practice and provide a framework for designing educational and treatment programs (p. 135).

Adequate communication skills are considered to be important in obtaining a successful balance in the dimensions of cohesion and adaptability. Satir (1964) stated that communication skills determine the kind of relationship the individual is going to develop. Quality communication is based on understanding that provides achievement and maintenance of interpersonal understanding. The quality of communication is central to the marital relationship (Montgomery, 1981).

Olson et al. (1979) combined the family cohesion and adaptability into a Circumplex Model that provided the identification of sixteen types of marital and family systems. This dimension enabled the professional to empirically describe and clinically make the marital or family system diagnosis.

The main purpose for developing the Circumplex Model was to provide a useful framework that has reduced the difficulties in understanding the complexity of the marital and family system. The model has also provided a precise understanding of the system and has allowed for information about couples and families. The information should be

adequately processed in order to validate the utility of the model because of the individuality of the couple/family system.

Theoretical Framework

This study was based on the principles of general system theory, communication theory, and the circumplex model of marital and family systems. The concept of the family as a system is based on the general system theory. The general system theory was originally proposed by Von Bertalanffy (1966). Von Bertalanffy (1966) described a system as a set of units with relationships among them, implying that as a set of units they have common properties. Within the system's frame of reference, the couple is perceived as they react to each other within their own interpsychic dynamic, but also as they receive the input from the environment. As a system they interact, and it is through communication behavior that provisions for self expression and freedom are provided in order to share common values that have assisted them in the discovery of self. Emphasis is needed to recognize the impact that social and cultural environments have on either normal or deviant behavior (Spiegel, 1976). The culture provides the individual and families with the basic patterns of behavior that serve as a guide and limits or enhances their behavior.

The understanding of principles, assumptions, purposes, and values are the basic components of a common meaningful communication.

Communication is considered the human function that has enabled people to relate to each other. One of the assumptions of communication theory is that information controls behavior and that studying information and its exchange gives a better understanding of human behavior. Communication is considered the basic datum of the human interaction (Ruesh, 1972). The process of communication is complex but is basic to all human relationships.

King (1971) described man as reacting in a given space; as a social being. Man uses language as the symbolic method of communication. This facilitates the exchange of thoughts and feelings as well as the description of ideas or concrete items. Interaction and communication enables man to function in a social system.

Adaptive systems are considered open systems. The type of adaptation is determined by the nature of the transaction and the desirable goal. Olson et al. (1980) stated that adequate communication skills help the family system to maintain a balance within the two principal dimensions: adaptability and cohesion. Both dimensions have been demonstrated to be very valuable in the marital system.

The development of the circumplex model of marital and family systems provides an attempt to locate couples/families in a circumplex matrix. A central matrix is created and this central area is considered the optimal function place. The couple in the central matrix exhibits a moderate degree of change and thus chaos and rigidity are avoided. The extremes of the matrix are detrimental to the functioning of the couple.

Adaptability is defined as the ability of the marital system to change and modify the power structure relationships and the way of response in a determined way or situation, especially during stress. The variables included in this dimension are: the family structure, renegotiation styles, rules, and feedback from the system. Four levels of adaptability are included ranging from rigid to structure and from flexible to chaotic (Olson et al., 1980). Olson et al. (1980) hypothesized that central levels of adaptability lead to marital and family functioning. The emotional bonding of the members and the individual sense of autonomy is considered to be the cohesion dimension of the model. An extreme cohesion level and over identification within the family system results in an extreme bonding and the limitation of the individual's autonomy. This is known as enmeshment. When the characterization of the couple/family is related to low bonding

and high autonomy, it can be classified as disengagement. The variables included in this dimension are: "emotional bonding, independence, boundaries, coalitions, time, space, friends, decision making, interests, and recreation" (Olson et al., 1980, p. 131).

The basis for this framework is the balance of the two dimensions: adaptability and cohesion; both producing an effective couple relationship. The influence of the communication process between the couple system permits continual change to occur in the couple interaction.

Assumptions

The following assumptions were stated:

1. A relationship takes place through communication.
2. Positive communication skills are helpful in the marital family system to facilitate a balance in two dimensions: cohesion and adaptability.
3. Communication and interaction patterns presented by the couple system are organized into predictable patterns.
4. All communicational exchanges are either symmetrical or complementary, based on the kind of relation that exists (Foley, 1974).

Hypotheses

The following hypotheses were tested in the study:

- H₁: Couples in the balanced level of cohesion will score higher on communication scores than couples who are in the unbalanced level of cohesion.

- H₂: Couples in the balanced level of adaptability will score higher on communication scores than couples who are in the unbalanced level of adaptability.
- H₃: Couples in the balanced level of cohesion will score balanced on the communication scores and couples in the unbalanced level of cohesion will score unbalanced on communication.
- H₄: Couples in the balanced level of adaptability will score balanced on communication and couples in the unbalanced level of adaptability will score unbalanced on communication.

Definition of Terms

For the purpose of this study the following terms were defined:

1. Balanced category - an average of the couple score that falls in the central level of each dimension of cohesion and adaptability as measured by the Family Adaptability and Cohesion Scale II (FACES II).

Olson et al. (1980) stated that the balanced category is characterized by a couple/family system that shifts to a more extreme category and continues shifting in an attempt to resolve problems.

2. Balanced level of adaptability - an average of the couple score; based on a mean of 49.9 and standard deviation of 6.6. The scores for the balance level were from 44 - 56.

3. Balanced level of cohesion - an average of the couple score; based on a mean of 64.9 and standard

deviation of 8.4. The scores for the balance level were from 57 to 73.

4. Couple - man and woman legally married to each other.

5. Family adaptability - "the ability of the marital or family system to change its power structure, role relationship, and relationship rules in response to situational and developmental stress" (Olson et al., 1980, p. 131).

6. Family cohesion - "emotional bonding that family members have toward one another and the degree of individual autonomy they experience" (Olson et al., 1980, p. 130).

7. Level of communication - average score of the couple as measured by the Marital Communication Inventory. Based on the standardization mean of 103 and a standard deviation of 19 the following scale was used:

High - from 122 to 130 inclusive

Above average - from 104 to 121 inclusive

Below average - from 83 to 103 inclusive

Low - from 49 to 84 inclusive

8. Unbalanced level of adaptability - an average of the couples score that fall at the extreme of the adaptability dimension ranging from 56.1 or above (chaotic) or 43.9 or below (rigid).

9. Unbalanced level of cohesion - an average of the couples score that fall at the extreme of the cohesion

dimension ranging from 56.9 or below (disengaged) to 73.1 and above (enmeshed).

Limitations

The results of this study were interpreted within the following limitations:

1. The study was limited to couples that can read and understand Spanish.
2. The generalizations of the study are limited to the population and setting utilized in the study.

Summary

This study was based on three principal areas: general system theory, communication theory and the circumplex model of marital and family systems. A study on communication, cohesiveness and adaptability in married couples was undertaken. The use of the Circumplex Model in another cultural environment produced data relevant to the generality of problems that are basic to marital and family systems. In the field of mental health, mental health nursing is in need of obtaining instruments that are adequate and that provide the means for assessing and diagnosing the couples/family system and communication.

The researcher also recognized the need to undertake this study in order to have available a Spanish language measure to determine the levels of adaptability, cohesion,

and communication in the couple's subsystem. In order to approach the study the problem was stated as: Is there a difference in the level of communication between couples in the balanced level of cohesion and adaptability and couples in the extreme unbalanced level of cohesion and adaptability?

The justification of the study, the model of the study, theoretical framework, hypotheses, definition of terms, the assumptions, and limitations of the study were also included in this chapter. The presentation of the study has been divided into five chapters.

The second chapter includes the review of the literature. This chapter offers information of the previous studies and writings that provided relevant data to the study. Emphasis was given to the results of studies of Olson et al. (1980) and Bienvenu (1970). Theoretical and scientific findings support the relationship of the variables: cohesion, adaptability and communication.

Chapter 3 includes the methodology used in the study. A description of the type of study, purposes, setting, population, instruments, procedure for data collection, and the method for the analysis of data completes the chapter.

Chapter 4 deals with the analysis and interpretation of the data. This chapter provides the description and analysis of the findings of the study. The use of tables facilitates the illustration of the findings.

Chapter 5 includes the summary, recommendations, implications and the conclusions of the study. The researcher is responsible for all the implications regarding the findings and conclusions of the study.

CHAPTER 2

REVIEW OF LITERATURE

The review of the literature was concerned with three principal related topics: communication, cohesion, adaptability, and culture. The theoretical overview of the topics were related to marital/family systems.

Communication

Friedman (1981) considered that clear and functional communication among the family members is crucial to the internalization of the necessary feelings that need to be developed in regard to self worth. Satir (1964) considers communication as one important component of all aspects of life. People who are participants in the relationship need to communicate in order to exchange actively what is happening to them at the moment. The factor of communication determines what kind of relationship the person is going to develop.

Communication is considered a system and should be comprehended at the transactional level. Communication cannot be understood at simple levels; it includes the actions and reactions (Birdwhistell, 1959).

Human interaction is described as a communication system, and its characteristics are properties of a general system. Some properties are: time available, system, subsystem, relation, wholeness, feedback, and equifinality (Watzlawick et al., 1967).

Stewart (1968) stated that the act of communication has a certain purpose. It is the way or mode man can obtain goals. Man employs certain systems of language or symbols in order to intentionally talk or communicate ideas. There are some patterns which are characterized by consistency and validity.

Bienvenu (1970) reported a study conducted with 172 couples. He found a significant contrast in pattern and degree of communication. The elements found to be differentiated between good and poor communication in couples were the handling of anger and differences in tone of voice, understanding, good listening habits, and self disclosures. Other parts that contributed to poor communication were nagging, conversational discourteousness, and uncommunicativeness.

In a study of attitude of college students toward marriage, Stinnet (1971) found that they consider difficulties in communication the major problem of marriage. Estes (1973) in her dissertation studied 100 couples and

the relationship of the marital communication at different stages of the life cycle. The stages appear to have a negative influence in the marital communication.

The stages that alter negatively the marital communication were the childrearing and the contracting phases of the family life cycle. The principal factors found at these phases were: that concerns and problems over the rearing of the children took over with great priority and the conscious maintenance of marital communication was limited.

King (1968) wrote that communication is related to the perception and the way in which the man views the events and situations that make him known by others. Then, consequently, communication is an essential factor of social interaction. Ruesh (1972) proposed that the status and awareness of the role enables the individual to communicate adequately with another person if it does not interfere with his own functioning. The duplication and overlapping of functions becomes the focus of interrupting the intimacy in the relationship. Satir (1964) has also recognized the importance of communication in the marital adjustment.

Shannon and Weaver (1949) developed a model with five components that are needed in the communication process:

source, transmitter, channel, receiver, and destination. The concept of noise was introduced and was defined as any disturbance that interferes with the transmission.

The structure of the communication process is influenced by two concepts: patterns of recurring communication and ongoing communication. Patterns of communication represent the repetition of the events or their redundancy. The ongoing interactional system considers the organization of sequential messages. Messages are considered the simple unit of communication. These units can be studied more appropriately, from general to specific. The patterns of communication are considered to be the higher level of human communication (Watzlawick et al., 1967).

Messer (1970) has stated that need patterns change periodically and the couple must develop the ability to communicate. This is seen to result in a greater viability of the relationship.

Wedemeyer and Grotevant (1982) analyzed characteristics of family systems based on structural and process characteristics. Among the structural characteristics included are: boundaries, subsystems, and hierarchy. Among process characteristics are permeability and adaptability. All these characteristics are present in the couple subsystem. If they are adequately assessed, the determinance of the

intervention can provide new ways of adaptation to the structural patterns.

Lennard and Bernstein (1969) studied patterns of communication and found differences within the families having problems. Montgomery (1981) commented that quality of communication is transactional because it constituted the stimulus and response of the marital interaction.

In a study performed by Gottman and Porterfield (1981), the relationship between interpersonal communication and marital satisfaction was explored. The following evidence was found: the existence of a private message system in non-verbal communication in satisfied couples and the existence of a single receiver of the communication in dissatisfied couples.

Adaptability and Cohesion

The Darwinian theory focused on the idea of adaptation of animals and human beings. The efforts of adaptation that effects man is seen to depend primarily upon other human beings (Moos, 1976). Adaptation is defined by Messer (1970) as the alteration that the organism makes in the pattern of interaction with the environment. Throughout these alterations the survival of the species is developed by increasing utility, performance, and pleasure. The concept of adaptability, in relation to the family, implies

that there is sufficient flexibility for change. The spouse's ability to deal effectively utilizing assessment and strategies such as changing of roles in the problematic situation is also considered adaptability (Kieren & Tallman, 1972).

Olson's et al. (1980) concepts of adaptability and cohesion are very similar to Angell (1936). Angell's dimensions are family integration and family adaptability. Based on the system theory, balance and the ability to adapt and maintain cohesion, are important concepts in the couple/family system.

Minuchin (1974) refined the concepts of cohesion and adaptability, stressing the importance of the family in its capacity to respond to variation in the family system. Russell (1979) compared 31 families containing adolescents and divided the families into high and low functioning groups. As Russell hypothesized, high functional families had moderate scores on family adaptability and cohesion. The low functioning families had extreme scores on these dimensions. The couples system is basic to the development of the whole family system.

Another study was done by Spunkle and Olson (1978) utilizing the Circumplex Model to study clinic and non-clinic couples. The study was related to the concept of

support and creativity. They found that equalitarian leadership was more characteristic of the clinic couples. Equalitarian leadership is classified in the Model as moderate in the level of adaptability. The clinic couples were at the extreme of the scale and generally the wife was the leader.

Olson et al. (1980) discussed the Killorin and Olson study of 1978. The study completed a clinical diagnosis on four independent families and found that each one fell into different categories: indicating extreme scores on both the adaptability and cohesion dimension. The importance of this finding is that assessment, diagnosis, and intervention should be individualized for the clinical diagnosis of the families or couples. This study then tested the value of the Model in terms of diagnosis and in the setting of treatment and evaluating the treatment outcome.

Montagu (1974) stated that the principal means for adaptation on the human being is by his culture. The culture is different from one to another as is the impact of the history on it, nevertheless the mental and social development of human beings has been of influential importance.

The Cultural Influences Upon Communication

Pedreira (1971) stated that culture is a group of conditions that influence the life of the people. These

conditions affect their peculiar way of reacting, understanding, and creating things that "differentiates humanity into national groups" (p. 28). A similar description of culture consists of the total interrelationship of the patterns of human behavior. These patterns of behavior are influenced by thought, speech, and actions. The man's capacity for learning and transmission of this knowledge to new generations are taken care of by means of the language and the system of abstract thought (Webster Dictionary, 1971).

The historical aspects are important components of the nature of man which influences their social and cultural lives (Bock, 1980). Sotomayor (1977) considered the language, the culture, and ethnicity as important components in the formation of self concept and also in the development of cognitive and coping skills. Culture appears to deal with symbolic generalities and universal concepts, while ethnicity involves the individual mode of identification with his group and his concept of belonging (Fishman, 1972).

Velasquez and Velasquez (1980) proposed that people working with Hispanics need to be aware of certain dimensions of their culture in order to assess them adequately. The main aspects to consider are: the use of the language,

the location and interaction related to cultural contact, the level of comfort, and the value based on the roles and the specific life style factors that are present.

In order to understand the cultural aspects of the Puerto Rican couple/family system some significant data needs to be discussed. This data will facilitate the assessment and diagnosis of the couple/family system adequately.

Some characteristics of the Puerto Rican couple/family are important in order to understand the male-female relationship in the marriage. The Puerto Rican family is primarily patriarchal and extended. The man is considered the chief "Jefe" of the household and most of the time the breadwinner (Cardona, 1974; Burma, 1974). The man usually sets the norms for the whole family and in his absence the woman has to observe the rules already established. The woman is principally responsible for the care of the children and the housekeeping jobs (Cardona, 1974). The woman should be able to procreate children, when not able to procreate feelings of inadequacy and discomfort are observed. The mother figure is a source of great affection for the children. A strong interdependence (cohesion) is observed among the family members. This strong interdependence is initiated by the couple's relationship and then

extended to the offspring. Silen (1971) states that young people in Puerto Rico are revising these values, nevertheless are primarily continuing as before.

There is apparently a great agreement in the literature about the structure and formation of the couple/family system in Puerto Rico. The expected patterns are to be evaluated among each individual couple or family because its absence is not necessarily an indication of psychopathology. When the husband is not patriarchal a careful evaluation is to be done, this decision may be a mode of adaptation behavior and not necessarily a sign of psychopathology (Padilla & Ruiz, 1976).

The information that concerns families from Puerto Rico comes primarily of one study in 1960. The general beliefs that were described as: absolute obedience of the father, self sacrifice from the mother, the doctrine of male superiority, a double standard of sexual morality, and the segregation of sex (Maldonado & Trent, 1960).

During the 400 years of Spanish Colonial Period the Spanish was the language of Puerto Rico. In 1898 the United States took over the island and tried to improve English as a "political tool" to absorb Puerto Rico. This was a very difficult task because the people in Puerto Rico did not understand the English at all. In 1948 English was

accepted as the second language and Spanish was to be continued as the language of prominence. "The Puerto Ricans are Spanish by tradition and mother tongue" (Sariola, 1979, p. 3). The influence of the United States has been visible throughout the years, nevertheless the language and culture are still present. Historical aspects are basic to the development of the Puerto Rican culture and continue to be present.

At this time, 1983, a lot of changes have been occurring in Puerto Rico. The most important one is that the role of the woman is increasing in importance and in a more equalitarian reaction to the couple/family system and in all aspects of political and cultural life. The definition of the male authority through the years has become of poor definition at this point and there is an impact and questioning about the important role of woman in the Hispanic cultures. This change has produced a high increase in divorce rate and couple's separation.

Summary

The review of the literature offers evidence of the theoretical basis for the dimensions of family communication, cohesion, adaptability, and culture. Most related theoretical concepts appear to be relatively congruent with the dimension of adaptability and cohesion in the marital

and family system. The importance of positive communication skills are emphasized as the means to facilitate the balance of the couple/family system on cohesion and adaptability.

The cultural components of the Puerto Ricans couple/family system were discussed and emphasis was given to the history and development of the value system. The main observed characteristic is the interdependence among all family members; producing a relative relation to the concept of cohesion.

Discussion of the different studies undertaken in relation to the Circumplex Model are included. The Circumplex Model developed by Olson et al. (1979) combined the dimensions of cohesion and adaptability, and provided for a classification base on balance, midrange, and extreme types of marital/family systems. No evidence existed prior to this study on the utilization of the model on either the Spanish or the Puerto Rican population.

CHAPTER 3

PROCEDURE FOR COLLECTION AND TREATMENT OF DATA

Chapter 3 deals primarily with the type of methodology used to perform the study. The bases of the study were established and obtained from the elements needed to produce data relevant to the level of cohesion, adaptability and communication among the married couple's subsystem.

This was a correlational survey research study which provided (1) descriptive information regarding the couple's cohesion and adaptability dimensions, (2) levels of communication, and (3) evidence for or against the construct validities of the instruments Spanish versions, and of the Circumplex Model. All reliability and validity figures have been established in the English version and among an English speaking population. For the Spanish versions, this was the initial trial which tested a Spanish speaking population. The study was conducted during the academic year 1982-1983.

Setting

The setting of this investigation was the Southwestern region of the island of Puerto Rico. Two principal universities were selected to collect the sample: Recinto

Universitario de Mayaguez and Universidad Interamericana de Puerto Rico. Written permission was obtained from each institution (Appendix B).

Population and Sample

The study required the selection of Puerto Rican married couples. The subjects for this study consisted of fifty-two married couples recruited from the student population at Recinto Universitario de Mayaguez and Universidad Interamericana de Puerto Rico. The sample was obtained by randomizing the classes scheduled at both universities. The selection of the classroom section to be visited was made from the University Academic Program. The interval used to select the sample was each fifth section. The professors teaching the class section were consulted and arrangements were then made to visit their classes.

Visits to the selected classroom sections were made and information regarding the study, that appeared in the subject's cover letter, was read to the students. Those who wanted to participate and who identified themselves as legally married, were considered volunteers who were interested in participating in the study. Two copies (female and male) of the questionnaires, with a stamped envelope, were given to the students identified as married.

The criteria for couples as subjects included: (1) first marriage for both, and (2) at least one spouse had to be currently enrolled at the university.

Protection of Human Subjects

The protection of human subjects was based on the Human Subjects Review Committee policy issued in 1980 establishing that the research involving the use of questionnaires to gather data do not need the signatures of the participants. The cover letter of the questionnaire included the information requested by the Human Subjects Committee at Texas Woman's University.

The subjects were informed that their participation in the study was voluntary. Their willingness to participate in the study was indicated by: reading and completing the two instruments. The subjects were informed of the right to withdraw from the study at any time. Data was coded and no names were used. Individual data remained anonymous, only group data was reported. Risk to the subjects was minimum. However, awareness of difficulties in the marital relationship was a possible risk for couples involved in the study.

Instruments

The instruments utilized in the study were the Spanish versions of the Family Adaptation and Cohesion Evaluation

Scale II (Olson et al., 1980, 1982) and the Marital Communication Inventory (Bienvenu, 1970). The translation of the instruments was done for the purpose of this study in 1982 by the principal researcher. A committee approach was utilized. The principal researcher wishes to make clear that no data exists for the reliability and validity of the Spanish version of both instruments.

English Version of the Instruments

The English version of the two instruments utilized in the study is described in relation to their validity and reliability established among an English speaking population.

A. Family Adaptability and Cohesion Evaluation Scale II (Appendix C).

The Family Adaptability and Cohesion Scale was developed by Olson, Bell and Portner in 1979 and revised in 1982. FACES II was developed to overcome the limitations of the original FACES (Olson et al., 1982). FACES II is a 30 item, self reported instrument to measure an individual family member's perception of family cohesion and adaptability. Cohesion and adaptability are two primary dimensions of family behavior and are the basis for the circumplex model of the marital and family system. Cohesion and adaptability are the two variables to be measured by this instrument.

Reliability and Validity

Construct Validity

A national survey of 2,412 individuals was done in a 50 item initial FACES II. A factor analysis was reported in relationship to cohesion and adaptability and accounted for 75% of the variance. Based on the factor analysis, the scale was reduced to 30 items (Olson et al., 1982).

Reliability

The Chronbach Alfa reliability value for internal reliability of the scale was .87 for cohesion, .78 for adaptability and .90 for the total scale. A test-retest was also done. For the Test-Retest the Pearson correlation was found to be .84; cohesion .83 and .80 for adaptability.

B. Marital Communication Inventory (MCI)

The Marital Communication Inventory was developed by Bienvenu in 1970. The instrument consists of 46 items, it is a self report instrument to measure communication between husband and wife. The inventory was primarily designed to help counselors assess marital relationships in the area of communication. It is also considered a teaching and research tool in the area of marriage and family life education. Clinically it has been used to assess and diagnose marriage communication.

Reliability and Validity

Bienvenu (1978) reported that 45 of the 46 questions discriminate at the .01 level of confidence using chi-square test. The remaining question discriminates at the .05 level of confidence. In a cross validation, the items mean scores were retained at 105.78, as compared with a previous study that was 105.68 using the Mann Whitney U-test for significant difference in marital communication. He found that the group of couples without marital problems appeared to enjoy a considerably higher level of communication than the couple with marital problems.

One reliability study has been done by the author of the MCI with the 46 items. Bienvenu (1978) utilized the Spearman-Brown formula in a split half correlation coefficient computed on 60 respondents. The odd-numbered and the even-numbered statement revealed the coefficient of .93 after the correction.

Instruments in Spanish Versions

Both instruments used in the study were translated directly from English to Spanish. Permission from both authors was obtained for the Spanish translation (Appendix D). The principal researcher translated both instruments initially. A panel of five judges was selected in order to determine if the translation of the items was correct.

The assistant director of the English Department at the Recinto Universitario de Mayaguez recommended three of the participants on the committee. The other two participants were selected by the researcher. The other members were the director of Hispanics Studies and a psychiatric nurse-instructor at the Nursing Department. Each of the participants from the English Department had a Ph.D. in English. The Director of Hispanic Studies, a Ph.D. in Spanish Literature and the psychiatric nurse, a master of science. All participants were bilingual and full time professors at the College of Arts and Sciences at the Recinto Universitario de Mayaguez. This variety of preparation and academic achievement in the area of language provided the necessary input in the translation of the tool.

Instructions were given to the panel in written form. Emphasis was placed on the importance of a direct translation and to also avoid any interpretation in order that the instruments be equivalent to the English version.

To determine if the translation of the item was correct, the judges expressed their decision by stating: correct or incorrect. Three correct responses or more constituted the acceptance of the item as translated correctly. Those items which were classified as incorrect by three or more judges were revised and submitted again to the panel.

In a two-week period responses were obtained. A revision was done by the principal researcher and re-submitted to the panel for the final approval of the translation.

Data Collection

The procedure for data collection consisted of various phases. The data for the study was collected during the academic year 1982-1983 by means of two self-administered questionnaires: MCI and FACES II Spanish versions (Appendix E).

The participants of the study were recruited on a voluntary basis. The subjects were personally informed of the purpose of the study and the minimal risk involved in participation of the study. Those who expressed the willingness to participate indicated so by answering and returning the completed questionnaires. The subjects were informed that if discomfort occurred during the completion of the instruments they were free to withdraw from the study at any time.

Instructions to the participants in relation to the completion of both instruments were given. Both instruments were to be filled out by the subjects individually. Each respondent was assured anonymity. An envelope was provided for the return of each completed questionnaire. A

code was assigned to the couples from 1-52. No monetary, medical or any type of compensation was provided for the participants in the study.

Demographic data from the subjects was obtained with the purpose of facilitating the description of the sample. The following characteristics were included: age, occupation, formal education (for both men and women), number of children, and length of marriage.

Data Analysis

In order to analyze the data findings of the study the following procedure was conducted. Data relative to the background of the respondents was used to describe the sample in terms of age, occupational status and formal education of both husband and wife, number of children, and length of marriage.

A computation for individual raw scores for FACES II was done directly from the individual's answer sheet. A mean score for each couple was computed from the individual score for FACES II. Couples, according to their average scores on FACES II, were categorized on the dimension categories of adaptation and cohesion. Both categories consisted of four dimension levels. The cohesion categories are: disengaged (range 56.9 or below), separated (range 57.0 - 65.0), connected (range 65.1 - 73.0) and enmeshed

(range 73.1 and above). The adaptability dimension includes: chaotic (range 56.1 or above), flexible (range 50.1 - 56.0), structure (range 44.0 - 50.0), and rigid (range 43.9 or below). The cut-off points for adaptability were based on a mean of 49.9 and a standard deviation of 6.6; and for cohesion a mean of 64.9 and standard deviation of 8.4.

From the individual scores obtained from the MCI an average of the couples was also obtained. The scoring procedure was done by using the key developed by Bienvenu in 1970. The means obtained for each couple were the basis for all statistical comparison and analysis. In order to analyze the background information of the respondents the percentage frequency was obtained. The hypotheses were tested by means of student t-test and Chi-Square. The level of significance was $\alpha = .05$.

CHAPTER 4

ANALYSIS OF DATA

Chapter 4 deals with the analysis and interpretation of findings derived from the study. The statistical approach to analyze the data consisted of percentage frequency, mean, standard deviation, student t-test, and Chi-Square test. Also Factorial Analysis and Spearman Brown were used to test construct validity of the FACES II and MCI (Spanish version) instruments, respectively. Description of the sample is included. The findings of the study are organized in tables when appropriate to facilitate interpretation.

A total of 200 questionnaires were distributed among the couples that fulfilled the criteria of the study. Twenty-eight percent responded by both members participating in the study and filling in all the items. The questionnaires of three couples were incomplete and therefore not included in the study. Nine subjects: 6 females and 3 males participated individually and were not counted in the sample.

Description of Sample

The sample consisted of fifty-two married couples (N = 52) coded from 1-52, recruited from the university

setting; at least one of the members was currently enrolled. All subjects were Puerto Rican. The total participants in the study were 104.

The age range of the participant was: females 18-38 and males 20-46. The number of children per couple ranged from 1-4 (Table 1).

Table 1
Sample Distribution of Couples According
to Number of Children

Number of Children	Number of Couples	Percentage
0	21	40%
1	14	27%
2	6	12%
3	9	17%
4	2	4%
Total	52	100%

Table 1 presents the distribution of children per couple and the percentage of individuals in each group. The classification is as follows: 40% have no children, 27% have one child, 12% have two children, 17% have three children, and only 4% have four children.

Of the 104 participants, 61% were currently enrolled at the college level, 23% were college graduates, 13% had high school diploma, 1% had elementary preparation, and the remaining 2% did not indicate their scholaryity (Table 2).

Table 2
Sample Distribution According to Scholaryity

Scholaryity	Number	Percent
Elementary	1	1%
High School	14	13%
College		
Graduated	24	23%
Currently enrolled	63	61%
Not Reported	2	2%
Total	104	100%

The length of marriage from 1-5 years represents the highest percentage of the couples participating in the study (73%). The smallest is from 16-20 years of marriage (2%).

Table 3
 Sample Distribution of Couples According
 to Length of Marriage

Length of Marriage (Years)	Frequency	Percent
1 - 5	38	73%
6 - 10	10	19%
11 - 15	3	6%
16 - 20	1	2%
Total	52	100%

Table 4 provided that the 80% of the population study categorized themselves as Catholic. The rest were broken down as follows: Methodist 2%, Presbyterian 4%, Protestant 6%, Seventh Day Adventist 4% and 4% did not indicate their preference. Of the 52 couples: 38 intact couples classified themselves as Catholic, 1 couple as both Methodist, 1 couple as both Presbyterian, 3 couples as both Protestants, 1 couple of Seventh Day Adventist, 7 couples as mixed, and 1 couple expressed no preference.

Table 4
 Religious Preferences Categories of Husband and
 Wife Among Spanish Speaking Couples

Categories	Responses			Total	Percent
	Both Couples	Male Only	Female Only		
Catholic	39 (2)	4	2	84	80%
Methodist	1 (2)	0	0	2	2%
Presbyterian	1 (2)	0	2	4	4%
Protestant	3 (2)	0	0	6	6%
Seventh Day Adventist	1 (2)	0	2	4	4%
No preference	1 (2)	0	2	4	4%
Total	92	4	8	104	100%

Findings

The findings of the study are presented in tables with their corresponding analysis. Elementary descriptive measures are means, standard deviations, and maximum and minimum scores for the variables: cohesion, adaptability, and communication. These are presented in Table 5. These values are based on the Spanish version of both instruments.

Table 5
Means and Standard Deviations of Scores Based
on the Marital Communication Inventory
and FACES II (Spanish Version)*

Groups	Statistic	Cohesion	Adaptability	Communication
	Mean	66.363	52.404	102.250
Males (N = 52)	Standard Deviation	10.113	6.613	20.186
	Maximum	77.000	66.000	131.000
	Minimum	34.000	37.000	40.000
	Mean	66.519	50.538	104.115
Females (N = 52)	Standard Deviation	10.746	8.161	19.808
	Maximum	78.000	64.000	131.000
	Minimum	36.000	23.000	52.000
	Mean	66.519	50.538	104.115

*This sample of N = 52, obtained over 1 year period.

After obtaining the means and standard deviation for cohesion and adaptability scores of the sample population studied, the data was compared with the cut off point used by Olson in 1981. Test for significance difference was done by means of Z Statistic at $\alpha = .05$. Table 6 demonstrated the calculation of difference between the researcher's study and Olson's study report.

Table 6
 Illustration of Calculations of Difference
 Between Means and Standard Deviation
 English and Spanish Version
 of FACES II

Variables	Calculation for Means and Standard Deviation	Significance
Cohesion		
English Version	*Olson $\mu = 64.9$	Not Significant
Spanish Version	This sample $\bar{X} = 66.4$ (N = 104)	
	S = 9.3	
		Not Significant
		(z = $\sqrt{2\chi^2} - \sqrt{2df-1}$)
Adaptability		
English Version	Olson $\mu = 49.9$	Significant*
Spanish Version	This sample (N = 104)	
	S = 6.4	Not Significant
		z = -0.36

*English Version is based on National Survey Composite Data of 1981 (Olson et al., 1982).

In the variable of cohesion the mean and standard deviation of the sample do not differ significantly from Olson's findings. The adaptability mean of the sample ($\bar{X} = 51.5$) differs from Olson's value ($\mu = 49.9$), but the standard deviation ($S = 6.4$) is not significantly different from Olson's value ($\sigma = 6.6$). The researcher used the above measures of this sample as bases for further analyses of the study.

After obtaining the means and standard deviations for the communicative scores of the sample population studied, the data was compared with the values presented by Bienvenu in the Counselor's Guide Report of 1978 (Tables 7 and 8). The Z test was done to test for significant differences between means and Chi-Square Test to test for significant differences among the standard deviations.

Table 8 presents the illustration of calculation of differences between means and standard deviation of the English and Spanish version of the Marital Communication Inventory. Z-test was done to test for significant difference between means in the Spanish version and the English version. No significant differences were found among the means for females, males, and couples between both versions. Chi-Square Test was performed to test significant differences between the English and Spanish standard deviation

Table 7
Means and Standard Deviations for Spanish Speaking
Couples on the Spanish MCI and Comparison
With Marriage English Speaking
Couples on the English MCI

Group	N	Age	Mean Score	Standard Deviation
Spanish MCI*				
Males	52	20-46	102.25	20.186
Females	52	18-36	104.115	19.808
Couples	52	18-46	103.183	18.502
English MCI**				
Males	205	21-34	104.80	18.14
Females	205	21-34	106.08	17.38
Couples	205	21-34	105.45	17.86

*The Spanish version was tested in 52 couples where at least one spouse was enrolled at the University.

**The English version was tested in 205 couples (this is the reported Compositive data from the Counselor's Guide Report page 6 of the Marital Communication Inventory by Bienvenu [1978]).

of the MCI. No significant differences were found among the English and the Spanish versions related to the standard deviations.

The sample of the study was classified on the dimension categories of cohesion and adaptability. Fifty percent of the sample was classified as balanced on both categories: cohesion and adaptability. Seventeen percent of the couples are on the unbalanced category and the remaining 33 percent are in the mixed category.

A correlation analysis was performed for individuals (male or female) and for couples (pair) for the variables cohesion, adaptability and communication. Table 9 presents the findings related to this analysis.

Positive significant correlation was found for the cohesion and adaptability variables related to the communication variable. All the values of r are highly significant (probability $\alpha < .01$). The percentage of variance explained by regression is given by $100 r^2$.

The hypotheses were tested using Chi-Square test. Alpha was stated as .05.

Hypothesis I

Couples in the balanced level of cohesion will score higher on communication scores than couples who are in the unbalanced level of cohesion.

Table 9

Correlation of Variables by Pair and Individuals

Variables	r: Correlation Coefficient	r ²	2 Tail Probability*
Communication Pair Cohesion Pair	0.524	.275	0.001
Communication Pair Adaptability Pair	0.395	.156	0.004
Communication Male Cohesion Male	0.458	.210	0.001
Communication Male Adaptability Male	0.438	.192	0.001
Communication Female Cohesion Female	0.505	.255	0.001
Communication Female Adaptability Female	0.367	.135	0.007

*All probabilities of this table are highly significant.

In order to test Hypothesis I the Chi-Square statistic was used. Above average constituted the classification "High" and below average constituted the classification "Low" for communication score (Table 10).

Hypothesis II

Couples in the balanced level of adaptability will score higher on communication scores than couples who are in the unbalanced level of adaptability (Table 11).

Table 10
Observed Frequencies of Couples Classified
According to Communication and
Cohesion Levels

Communication Levels	Cohesion Category		
	Balance	Unbalance	Total
High or Above Average	17	14	31
Low or Below Average	12	9	21
Total of Couples	29	23	52

Chi-Square Calculation Table

f_o	f_e	d	d^2	d^2/f_e
17	17.3	-.3	.09	.0052
14	13.7	+.3	.09	.0065
12	11.7	+.3	.09	.0077
9	9.3	-.3	.09	.0096
52			$\chi^2 = .029$	Not Significant

f_o = observed frequency

f_e = expected frequency

$d = f_o - f_e$, difference

df = degrees of freedom (for 2 x 2 table, $df = 1$)

$$\chi^2(1) = 3.841$$

Table 11
Observed Frequencies of Couples Classified
According to Communication and
Adaptation Levels

Communication Levels	Adaptation Category		
	Balanced	Unbalanced	Total
High or Above Average	24	7	31
Low or Below Average	15	6	21
Total of Couples	39	13	56

Chi-Square Calculation Table

f_o	f_e	d	d^2	d^2/f_e
24	23.25	.75	.5625	.0241
7	7.75	-.75	.5625	.0725
15	15.75	-.75	.5625	.0357
6	5.25	.75	.5625	.1071
52			$\chi^2 = .2394$	Not Significant

Chi-Square value was of .2394 not significant at $\alpha = .05$

Hypothesis III

Couples in the balanced level of cohesion will score balanced on the communication scores and couples in the unbalanced level of cohesion will score unbalanced on communication.

The Chi-Square value was 5.17, significant at $\alpha = .05$. There is a relationship between the couples classified balanced on communication and cohesion (Table 12).

Hypothesis IV

Couples in the balanced level of adaptability will score balanced on communication and couples in the unbalanced level of adaptability will score unbalanced on communication scores.

The Chi-Square value was 0.1383, not significant at $\alpha = .05$ (Table 13).

Test for Reliability and Validity for Items on the Instruments (Spanish version).

Beside the main purpose of this study, the researcher also included a test for reliability and validity of the instruments applied to a different ethnic group. Analysis was done separately for the Marital Communication Inventory and FACES II (Spanish version of both).

Table 12
 Observed Frequency of Couples Classified as
 Balanced or Unbalanced on Communication
 and Cohesion Levels

Communication Levels	Cohesion Category		Total
	Balanced	Unbalanced	
Balance	26	13	39
Unbalance	4	9	13
Total	30	22	52

Chi-Square Calculation Table

f_o	f_e	d	d^2	d^2/f_e
26	22.5	3.5	12.25	.5444
13	16.5	-3.5	12.25	.7424
4	7.5	-3.5	12.25	1.6633
9	5.5	3.5	12.25	2.2272
52			$\chi^2 = 5.17^*$	Significant

Table 13
 Observed Frequency of Couples Classified as
 Balanced or Unbalanced on Communication
 and Adaptability Levels

Communication Levels	Adaptability Category		
	Balanced	Unbalanced	Total
Balance	29	9	38
Unbalance	10	4	14
Total	39	13	52

Chi-Square Calculation Table

f_o	f_e	d	d^2	d^2/f_e
29	28.5	.5	.25	.00877
9	9.5	-.5	.25	.02631
10	10.5	-.5	.25	.02380
4	3.5	+ .5	.25	.07142
52				$\chi^2 = .1383*$ Not Significant

Construct Validity (Factor Analysis)

Construct validity by Factor Analysis was performed on FACES II, Spanish version. It is appropriate to report that the sample was small, 104 subjects (52 couples), for this type of analysis. Factor Analysis was done separately for cohesion and adaptability items. Table 14 presents the Factor Analysis results. The first three factors in adaptability accounted for 100 percent of the variance and the first four factors in cohesion for 100 percent of the variance.

In adaptability the three relevant factors were described by the following items in the scale:

Factor 1 - Item 2 - "In our family, it is easy for everyone to express his/her opinion" (81.5%).

Factor 2 = Item 4 - "Each family member has input in major family decisions" (9.6%).

Factor 3 = Item 6 - "Children have a say in their discipline" (9.0%).

It can be observed that the first factor accounted for 81.5% of the total variance.

In cohesion, the four relevant factors were described by the following items in the scale:

Factor 1 = Item 1 - "Family members are supportive of each other during difficult times" (74.5%).

Factor 2 = Item 3 - "It is easier to discuss problems with people outside the family members" (11.6%).

Factor 3 = Item 7 - "Our family does things together" (7.7%).

Factor 4 = Item 5 - "Our family gathers together in the same room" (6.3%).

It can be observed that factor number 1 accounted for 74.5% of the total variance.

Table 14
Construct Validity and Factor Loading for
Adaptability and Cohesion Items*

Variables	Factor	Eigen- value	Percent of Variance	Cumulative Percent
Adaptability	1	11.40516	81.5	81.5
	2	1.34074	9.6	91.0
	3	1.25574	9.0	100.0
Cohesion	1	11.91870	74.5	74.5
	2	1.85621	11.6	86.1
	3	1.22452	7.7	93.7
	4	1.00137	6.3	100.0

*N = 52 couples

Reliability for FACES II (Spanish Version)

For the FACES II, Spanish version items, the alpha reliability figure for cohesion was .30 and it was .67 for

adaptability. The standardized alpha items were .28 and .73 for cohesion and adaptability, respectively.

Reliability for Marital Communication Inventory
(Spanish Version)

The reliability analysis was done for the Marital Communication Inventory, Spanish version, dividing the items in two: odd and even. The results were:

For even items alpha = .1639

For odd items alpha = -.126

Related Findings

In the Marital Communication Inventory a section entitled "About You" was included. This section consisted of six open ended questions that allowed the respondents to express themselves. The questions were as follows:

1. Lately, our relationship _____.
2. The main problem I see facing us at this time is _____.
3. About my spouse I appreciate _____.
4. Two things I want from my spouse that I am not getting _____.
5. It would help our relationship if I _____.
6. I am willing to _____.

Content analysis was performed on the six questions with the following results:

1. Lately, our relationship

Ultimamente, nuestra relacion

The content analysis for Table 15 related to the description of the relationship, only one characteristic received the highest percentage of 40% and over. The characteristic with the highest percentage was "good," with the following breakdown: 52 females, 40% and 52 males, 55%. The other characteristics produced very low percentages for each group, nevertheless they are important in the conceptualization and importance of marital description.

2. The main problem I see facing us at this time is...

El problema principal al que nos comfrontamos es...

Table 16 presents the content analysis of the participants' responses in relation to the type of problem. The problem that accounted for more percentage on both groups was economic. For the 52 females the percent was 35 and for the 52 males the percent was 37. Other problems of relative importance were: transportation, career completion, and lack of time for family activities together.

Table 15
Observed Frequency of Characteristics Related to
the Description of Their Relationship:
Males and Females

Characteristics	Group			
	Female (N = 52)		Male (N = 52)	
	Frequency	Percent*	Frequency	Percent*
Agreeable	1	.0192	1	.0192
Armonic	4	.0769	0	.0000
Cold	1	.0192	0	.0000
Deteriorating	2	.0384	4	.0769
Excellents	3	.0576	3	.0576
Getting Better	4	.0769	3	.0576
Good	21	.4038	29	.5576
Growing in Problems	1	.0192	1	.0192
Had Change	0	.0000	1	.0192
Ideal	0	.0000	1	.0192
Irritants	2	.0384	0	.0000
Like Always	2	.0384	1	.0192
Not Many	1	.0192	0	.0000
Normal	0	.0000	1	.0192
Regular	3	.0576	2	.0384
Satisfactory	2	.0384	3	.0576
Stable	1	.0192	1	.0192
Tense	1	.0192	0	.0000
Uncomfortable	1	.0192	0	.0000
Unstable	1	.0192	0	.0000
Open	1	.0192	0	.0000
Total	52	100	52	100

*May not total 100% due to rounding.

Table 16
 Observed Frequencies for Male and Female
 According to the Type of Problem

Type of Problem	Group			
	Females		Males	
	Frequency	Percent*	Frequency	Percent*
Children Discipline	1	.0192	0	.0000
Distance to Study	1	.0192	0	.0000
Distance to Work	1	.0192	2	.0384
Economic	18	.3461	19	.3653
Finish Career	6	.1153	5	.0961
Health Problems	1	.0192	1	.0192
Lack of				
Children	0	.0000	1	.0192
Confidence	0	.0000	1	.0192
Comprehension	0	.0000	1	.0192
Communication	1	.0192	0	.0000
Employment	3	.0576	1	.0192
Housing	0	.0000	1	.0192
Sex	1	.0192	0	.0000
Time Together	7	.1346	5	.0961
Other Family				
Members Input	0	.0000	1	.0192
Pressure at Work	1	.0192	1	.0192
Routine			1	.0192
Too Much Responsi-				
bilities	3	.0576	2	.0384
None	4	.0769	6	.1153
Not Reported	4	.0769	6	.1153
Total	52	100	52	100

*May not total 100% due to rounding.

3. About my spouse I appreciate:

Lo que aprecio de mi esposo(a) es:

(Tables 17 and 18)

The characteristics (20) that females appreciate were in order of preference: comprehension, love, responsibility, home loving and sincerity. The characteristic expressed more frequently as one appreciated from females in males was "comprehension." Comprehension accounted for 20% of the responses (Table 17). The characteristics that males appreciate from females in order of preference were: comprehension, love, sincerity, "good mothering," and their tolerance. Comprehension accounted for 25% (Table 18).

4. Two things that I want from my spouse that I am not getting:

Dos cosas que deseo de mi esposo(a) que no estoy obteniendo:

The things that males want to obtain from females that they are not obtaining are, in order of preference: comprehension, to finish their studies, and love. Females primarily want the following that they are not obtaining: more activities together, comprehension, more expression of love, and more communication.

Table 17
 Frequency of Characteristics that Females
 Appreciate From Males Primarily

Characteristics	Frequency of Times the Characteristic was Mentioned	Percent*
1. Absence of bad habits	2	.0285
2. Confidence	2	.0285
3. Comprehension	14	.2000
4. Cooperative	2	.0285
5. Everything he is	3	.0428
6. Fidelity	1	.0142
7. Good Father	2	.0285
8. Good Husband	2	.0285
9. Gentleman	2	.0285
10. Honesty	3	.0428
11. Home Loving	6	.0857
12. Humble	2	.0285
13. Integrity	1	.0142
14. Intelligence	2	.0285
15. Patient	2	.0285
16. Lovable	8	.1142
17. Love for Children	1	.0142
18. Responsible	7	.1000
19. Sincere	5	.0710
20. Worker	3	.0428
Total	70	100*

*May not total 100 due to rounding.

Table 18
 Frequency of Characteristics that Males
 Appreciate From Females Primarily

Characteristics	Frequency of Times the Characteristic was Mentioned	Percent*
1. Beauty	1	.0161
2. Comprehensive	16	.2580
3. Good Mother	5	.0806
4. Good Wife	1	.0161
5. Integrity	1	.0161
6. Intelligence	1	.0161
7. Love	11	.1774
8. Morality		
9. Patience	1	.0161
10. Respect	1	.0161
11. Responsibility	2	.0322
12. Sincere	14	.2258
13. Support Everything	2	.0322
14. Tolerant	4	.0645
15. Worker	2	.0322
Total	62	100*

*May not total 100 due to rounding.

5. It would help our relationship if I:

Nuestra relacion podria mejorar si yo....

Females expressed that their relationship can be helped by a variety of things, primarily: more comprehension, more time together, and self control. For males the following things would help the relationship: more comprehension and to expend more time together at home.

6. I am willing to:

Yo estoy dispuesto(a) a:

The most common expression was that they are willing to do anything they can to keep the relationship. The males' action most commonly were trying to do better and to change.

Summary

This section summarizes the findings of the study. The findings were as follows:

1. The mean and standard deviation of the cohesion scores in this study do not differ significantly from the mean and standard deviation of cohesion obtained by Olson (1982).

2. In adaptability scores the mean differs significantly from Olson's findings, nevertheless the standard deviations do not differ significantly.

3. Positive correlations were found for the cohesion and adaptability variable related to the communication variable. All the values of r are significant.

4. The means and standard deviations on the Communication Scores in this study do not differ significantly from the means and standard deviation obtained by Bienvenu (1978). These are compositive scores.

Findings related specifically to the hypotheses were as follows:

5. For hypothesis 1, no significant relation was present among couples in the balanced level of cohesion and high scores on communication.

6. For hypothesis 2, no significant relation was present among couples in the balanced level of adaptability and high scores on communication.

7. For hypothesis 3, the couples in the balanced level of communication are significantly related to the balance level of cohesion as measured by the Chi-Square statistic.

8. For hypothesis 4, no significant relation was found between communication and adaptability when the couples were in the balanced level of adaptability and a balanced level classification of communication.

The results of the construct validity and reliability findings were as follows:

9. For the construct validity (Factor analysis) the first three factors of adaptability accounted for 100 percent of the variance and especially the first one accounted for 81.5 percent of the variance. Also the first four factors for cohesion accounted for 100 percent of the variance. The first factor accounted for 74.5 percent of the variance.

10. For reliability of the instrument (FACES II, Spanish version), the alpha reliability figures were: cohesion .30 and adaptability .67. The standardized alpha items were .28 and .73 for cohesion and adaptability, respectively.

11. For reliability of the Instrument Marital Communication Inventory, the results were: even items alpha = .1639 and odd items alpha = -.126.

12. From the content analysis of the section "About You," the following was found:

A. When describing their relationship for both males and females, the highest percentile answer was "good," with the following breakdown: of 52 females, 40% and for 52 males, 55%.

B. The principal problem facing both males and females was economic. Thirty percent of the females and thirty-seven percent of the males indicated this as the problem area.

C. Among the characteristics appreciated most by females about males were in order of preference: comprehension, love, responsibility, home loving, and sincerity.

D. Among the characteristics that males appreciated most from females were in order of preference: comprehension, love, sincerity, good mothering, and their tolerance.

E. What the males wanted from their spouses was: comprehension, to finish their studies, and love. What females wanted from spouses was: more activities together, more expression of love, and more communication.

F. Females stated that the relationship can be helped if they have more comprehension, more time together, and self control. For males the idea of more comprehension and more time at home were also stated as things to do in order to help the relationship.

G. When answering what they are willing to do, both agree that they were willing to do anything they can to keep the relationship.

13. Eighty percent of the subjects of the study categorized themselves as Catholic. Of the 52 married couples, 38 expressed that both were Catholic.

CHAPTER 5

SUMMARY OF THE STUDY

This section summarizes the study of Communication, Cohesiveness and Adaptability in Spanish Speaking Married Couples. The chapter includes: a summary, the discussion of findings, conclusions, implications, and recommendations for further studies.

Summary

The data for this study was collected in the South-western region of Puerto Rico. The sample consisted of 52 couples recruited from the population of two universities. Collection of data was completed during the academic year of 1982-1983. Participants were instructed of the risk and benefits of participation within the study.

Two self-administered instruments (FACES II, MCI) were used in the study. Both instruments were used in their Spanish version. FACES II was utilized to measure the Cohesion and Adaptability levels. To measure communication levels the Marital Communication Inventory was utilized.

The problem of the study was to determine: whether or not there is relation in the level of communication between

couples in the balanced level of cohesion and adaptability, and couples in the extreme unbalanced level of cohesion and adaptability. The main purpose was to demonstrate the clinical utility of the Circumplex Model for diagnosing the marital system and its relationship to the dynamics of communication.

The data was summarized by means of percentage frequency, mean, and standard deviation.

Four hypotheses were examined:

- H₁: Couples in the balanced level of cohesion will score higher on communication scores than couples who are in the unbalanced level of cohesion.
- H₂: Couples in the balanced level of adaptability will score higher on communication scores than couples who are in the unbalanced level of adaptability.
- H₃: Couples in the balanced level of cohesion will score balanced on the communication scores and couples in the unbalanced level of cohesion will score unbalanced on communication.
- H₄: Couples in the balanced level of adaptability will score balanced on communication and couples in the unbalanced level of adaptability will score unbalanced on communication.

The hypotheses were tested by the Student t-test and Chi-square test. Test for validity and reliability were also performed by Factorial Analysis.

Discussion of Findings

The data of this study produced some relevant findings. The translation of the questionnaires from English to Spanish and their testing in a different ethnic group produced information regarding the factors that influence the cultural aspects of the couple's subsystem. Some similarities and differences are evident.

The mean and standard deviation for the variable of cohesion in this study does not differ significantly from Olson's reported in FACES II manual. The same pattern applies in part to the adaptability. The standard deviation in this study is similar to Olson's findings, but the mean proved to be significantly different for the adaptability variables. The small sample number of this study can be the cause of that difference. This fact should be taken into consideration when conclusion and interpretation of the findings are drawn.

The mean and standard deviation for communication scores in this study do not differ significantly from the author's scores in the Marital Communication Inventory (Bienvenu, 1978). In this study the mean scores for men and women range from the minimum of 49 to 130. This finding is relatively consistent with the results of Estes (1973) study where the mean score in the Marital Communication ranges from 51-129 for both men and women.

The finding that family togetherness or cohesion, a cultural value of importance in Puerto Rico, is in accordance with Minuchin's findings (1967) which also relates cultural aspects of family togetherness in Puerto Rico.

Positive correlation was found for the variable, cohesion and adaptability; with communication. The correlation was obtained by pair and individual for the cohesion and adaptability variables related to communication. It is relevant that communication influences the individual. A personal relationship with others is associated with communication aspects. Satir (1964) considers communication as an important component of aspects of life, then its positive relation to the two variables is a natural consequence.

It was also found that 80% of the subjects participating in the study categorized themselves as Catholic. This finding is in accordance with Cardona (1974) statement that 80% of the Puerto Rican population categorized themselves as Catholic. Culturally, the Catholic religion has been very influential at Puerto Rico since the Spanish colonization.

The problem that accounted for more percentage on both groups: male and female was economic. Ibsen (1967) in studying marriage couples in college students found the

financial problem was a very significant and important one as it was significant the relationship between income and financial problems. In general it has been observed and found that financial problems are difficult in their influence of the combination of marriage and college (Allen, 1963).

It was found that couples in the balanced level of communication (as defined by the researcher) are associated with the balanced level of cohesion. High or low scores in communication are not related to the balanced level of cohesion and adaptability.

The researcher found no evidence for accepting hypotheses 1, 2 and 4. Hypothesis 3 was supported in this study: Couples in the balanced level of cohesion will score balanced on communication scores and couples in the unbalanced level of cohesion will score unbalanced on communication.

The Significance of the Study for Nursing

One of the initial problems that nursing encounters is the lack of systematic theory of diagnosing the marital/family system. The Circumplex Model appears to have the potential in pursuing diagnosis, as the device places the family on a continuum for the main variables of cohesion and adaptability. The establishment of the means and

standard deviation for the Marital Communication Inventory to measuring the communication variables, and data about cohesion and adaptability among a non-English speaking population produced reference data to interpret and diagnose the principal variables needed for a good or functional family/couple structure.

The family structure, particularly in the communication structure, serves to facilitate and then develop a task that will possibly provide an improved relationship for the couple/family subsystem. The individual or family values are the reflecting components of the community when he or his families reside. There is a greater degree of congruence between the family cultural values and the ones of the individual determines the degree of success in the couple/family system (Friedman, 1981). Olson et al. (1980) stated an alternative hypothesis: Families that are classified on the extreme of the dimension of cohesion or adaptability function well as long as all the individuals are accepted in that way.

The generalization of cultural concepts of certain groups, which is stereotyping, is not advisable. One must accept the individual, the couple and the family as unique. This is why a tool that can be used adequately produces a good basis for diagnosing.

Married students at different universities or colleges have not been an area of general study. Policies are primarily established for single people. Consideration to particular characteristics of this population is needed.

The educational process should include the individual as a whole. Identification of problems will make better citizens for the future. Norms are usually established among "normal" people. This sample collected among the college level can produce that data.

The need for practical instruments related to couple/family theory was recognized by the researcher. It is important that efforts to refine, expand upon and perfect the measurements utilized in the study must continue. The alpha reliability figure for the adaptability variable of FACES II (Spanish version) was of .67 and the standardized alpha items of .73. This is a very good indicator for the Spanish version on adaptability. The cohesion variable was low of alpha .30 and the standardized alpha item .28. The Marital Communication Inventory Spanish version was for odd item $r = -.126$ and for even items $r = .1639$. No test-retest reliability figure exists yet, the study was the initial trial to test both instruments in their Spanish versions. The low reliability for the Marital Communication Inventory and the cohesion aspect of FACES II on their Spanish version

is probably due to cultural differences and that the number of subjects participating was small for this type of test, Factorial Analysis.

Conclusions and Implications

After the completion of the study the following conclusions and implications were drawn:

1. A balanced level for the communication variable was defined. It was necessary to classify the couples in a category that could produce an equivalent one for the other two variables: cohesion and adaptability.

2. The quality of communication, the communication skills, produce a better relationship that affects the interpersonal commitment or cohesion of the couples.

3. Being balanced or unbalanced in the cohesion or adaptability dimensions was independent of the communication score.

4. Some aspects of family functioning prove to be universal. The cohesion aspect as family togetherness: "family members are supportive of each other during difficult times"; accounted for 74.5 percent of the variance.

5. The small sample number of the study for the factor analysis test is a limitation to make conclusions of the construct validity of the instrument FACES II (Spanish version).

6. Positive correlation was found for the cohesion and adaptability value related to communication scores. Communication scores are related positively to adaptability and cohesion.

7. The findings of this study are only related to the sample and population under study. Generalizations cannot be done to other populations.

Recommendations for Further Study

The following recommendations are given after the completion of the study:

1. A similar study with a larger sample should be done in order to perform the Factor Analysis with more validity for the FACES II (Spanish version).

2. Personal interviews should be conducted for each participant in order to identify and classify the couples in the dimension of the Complex Model. Then two measures will be available: the written and the verbal.

3. The whole family should participate in the study in order to produce the evaluation of the couple/family system.

4. The Spanish versions of both instruments should be revised and improved based on the findings of the study.

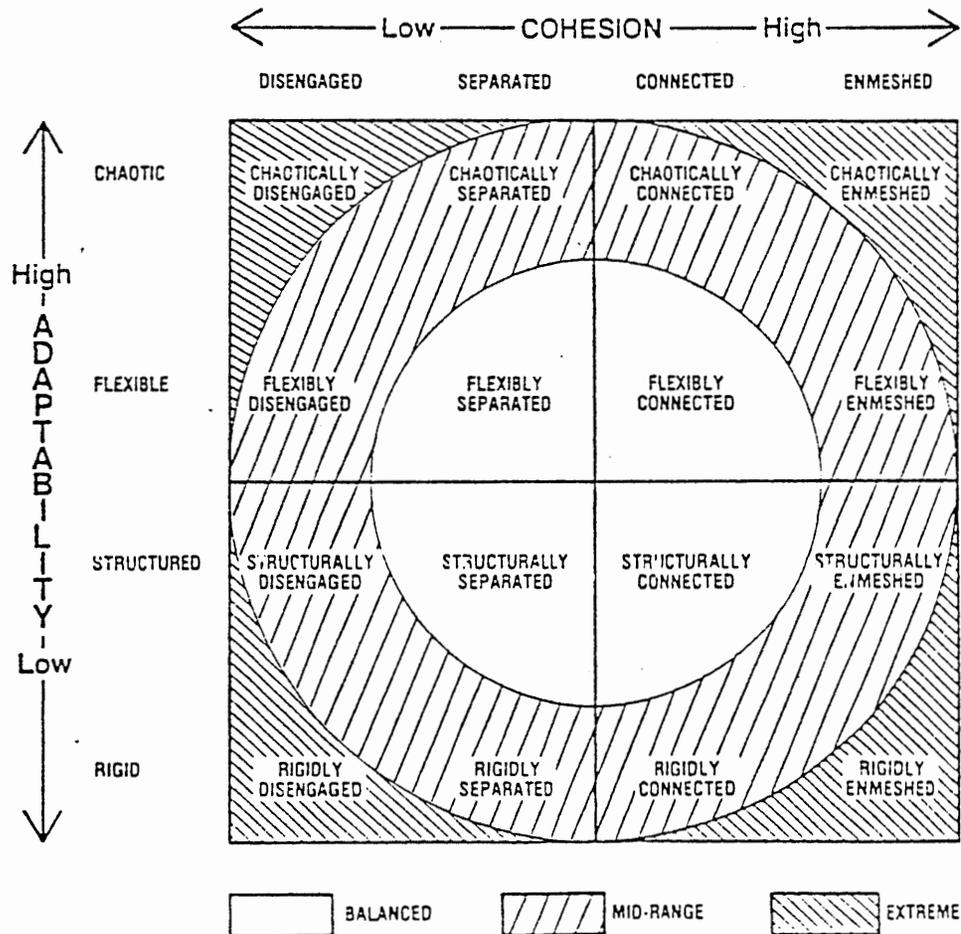
It is the opinion of the researcher that the marital subsystem of the family is of special importance because

they are the leaders of the whole system. The problems identified in the subsystem are symptomatic of the generality of the situations in the whole family. An early identification at this level (couple's subsystem) will produce important findings because assessment and intervention can be accomplished earlier.

APPENDIX A

THE CIRCUMPLEX MODEL OF THE
MARITAL AND FAMILY SYSTEM

FIGURE 1. CIRCUMPLEX MODEL: SIXTEEN TYPES OF MARITAL AND FAMILY SYSTEMS



APPENDIX B

AGENCIES' PERMISSION FOR CONDUCTING THE STUDY

TEXAS WOMAN'S UNIVERSITY
COLLEGE OF NURSING

AGENCY PERMISSION FOR CONDUCTING STUDY*

THE Recinto Universitario de Mavaquez

GRANTS TO Lucila Rivera de Troche
a student enrolled in a program of nursing leading to a
Doctor's Degree at Texas Woman's University, the privilege
of its facilities in order to study the following problem.

Is there a difference in the level of communication between couples in the
balanced level of cohesion and adaptability and couples in the extreme
unbalanced level of cohesion and adaptability?

The conditions mutually agreed upon are as follows:

1. The agency (may) (may not) be identified in the final report.
2. The names of consultative or administrative personnel in the agency (may) (may not) be identified in the final report.
3. The agency (wants) (does not want) a conference with the student when the report is completed.
4. The agency is (willing) (unwilling) to allow the completed report to be circulated through interlibrary loan.
5. Other It makes no difference. It is up to Mrs. Troche to decide.

Date: 24 August 1982

Lucila Rivera de Troche
Signature of Student

Emilia B. Rivers
Signature of Agency Personnel

[Signature]
Signature of Faculty Advisor

*Fill out & sign three copies to be distributed as follows:
Original - Student; First copy - Agency; Second copy - TWU
College of Nursing.

TEXAS WOMAN'S UNIVERSITY
COLLEGE OF NURSING

AGENCY PERMISSION FOR CONDUCTING STUDY*

THE Universidad Interamericana de Puerto Rico San German, P.R.

GRANTS TO Lucila Rivera de Troche
a student enrolled in a program of nursing leading to a
Doctor's Degree at Texas Woman's University, the privilege
of its facilities in order to study the following problem.

Is there a difference in the level of communication between couples in
the balanced level of cohesion and adaptability and couples in the
extreme unbalanced level of cohesion and adaptability?

The conditions mutually agreed upon are as follows:

1. The agency (may) (~~be identified~~) be identified in the final report.
2. The names of consultative or administrative personnel in the agency (may) (~~be identified~~) be identified in the final report.
3. The agency (~~is willing~~) (does not want) a conference with the student when the report is completed.
4. The agency is (willing) (~~is willing~~) to allow the completed report to be circulated through interlibrary loan.
5. Other _____

Date: 8-30-82

[Signature]
Signature of Agency Personnel

[Signature]
Signature of Student

[Signature]
Signature of Faculty Advisor

*Fill out & sign three copies to be distributed as follows:
Original - Student; First copy - Agency; Second copy - TWU
College of Nursing.

APPENDIX C

INSTRUMENTS--ENGLISH VERSION

Dear Participant:

As a graduate student at Texas Woman's University I am conducting a research study on marital communication and its relation with cohesion and adaptability levels.

This survey is to be answered by you and your spouse (separately) and will be very helpful to determine the dynamics of the communication between husbands and wives. It contains two different questionnaires. Please fill them independently of your spouse. The results of answers will be confidential and also anonymous. Please try to answer as honestly as possible. This will contribute to the best result of the research.

Thank you very much



Lucila Troche
Graduate Student
Texas Woman's University

AS A PARTICIPANT:

I UNDERSTAND THAT MY RETURN OF THIS QUESTIONNAIRE
CONSTITUTES MY INFORMED CONSENT TO ACT AS A SUBJECT
IN THIS RESEARCH.

NO MEDICAL SERVICE OR COMPENSATION IS PROVIDED TO
SUBJECTS BY THE UNIVERSITY AS A RESULT OF INJURY
FROM PARTICIPATION IN RESEARCH.

FACES II ITEMS

by
David H. Olson, Joyce Portner, and Richard Bell

1. Family members are supportive of each other during difficult times.
2. In our family, it is easy for everyone to express his/her opinion.
3. It is easier to discuss problems with people outside the family than with other family members.
4. Each family member has input in major family decisions.
5. Our family gathers together in the same room.
6. Children have a say in their discipline.
7. Our family does things together.
8. Family members discuss problems and feel good about the solutions.
9. In our family, everyone goes his/her own way.
10. We shift household responsibilities from person to person.
11. Family members know each other's close friends.
12. It is hard to know what the rules are in our family.
13. Family members consult other family members on their decisions.
14. Family members say what they want.
15. We have difficulty thinking of things to do as a family.
16. In solving problems, the children's suggestions are followed.
17. Family members feel very close to each other.
18. Discipline is fair in our family.
19. Family members feel closer to people outside the family than to other family members.
20. Our family tries new ways of dealing with problems.
21. Family members go along with what the family decides to do.
22. In our family, everyone shares responsibilities.
23. Family members like to spend their free time with each other.
24. It is difficult to get a rule changed in our family.
25. Family members avoid each other at home.
26. When problems arise, we compromise.
27. We approve of each other's friends.
28. Family members are afraid to say what is on their minds.
29. Family members pair up rather than do things as a total family.
30. Family members share interests and hobbies with each other.



Family Social Science
University of Minnesota
297 McNeal Hall
St. Paul, Minnesota 55108

FACES II ANSWER SHEET

 Family Social Science
University of Minnesota
290 McNeal Hall
St. Paul, Minnesota 55108

INSTRUCTIONS: Complete Part I completely, and then complete Part II. Please answer all questions, using the following scale.

1
2
3
4
5
 ALMOST NEVER ONCE IN A WHILE SOMETIMES FREQUENTLY ALMOST ALWAYS

PART I:

PART II:

How Would You Describe Your Family Now?

- | | |
|-----------|-----------|
| 1. _____ | 2. _____ |
| 3. _____ | 4. _____ |
| 5. _____ | 6. _____ |
| 7. _____ | 8. _____ |
| 9. _____ | 10. _____ |
| 11. _____ | 12. _____ |
| 13. _____ | 14. _____ |
| 15. _____ | 16. _____ |
| 17. _____ | 18. _____ |
| 19. _____ | 20. _____ |
| 21. _____ | 22. _____ |
| 23. _____ | 24. _____ |
| 25. _____ | 26. _____ |
| 27. _____ | 28. _____ |
| 29. _____ | |
| 30. _____ | |

How Would You Like Your Family TO BE?

- | | |
|-----------|-----------|
| 31. _____ | 32. _____ |
| 33. _____ | 34. _____ |
| 35. _____ | 36. _____ |
| 37. _____ | 38. _____ |
| 39. _____ | 40. _____ |
| 41. _____ | 42. _____ |
| 43. _____ | 44. _____ |
| 45. _____ | 46. _____ |
| 47. _____ | 48. _____ |
| 49. _____ | 50. _____ |
| 51. _____ | 52. _____ |
| 53. _____ | 54. _____ |
| 55. _____ | 56. _____ |
| 57. _____ | 58. _____ |
| 59. _____ | |
| 60. _____ | |

36	+	18	+	36	+	18	+
	- Sum 3, 9, 15 19, 25, 29		- Sum 12, 24, 28		- Sum 3, 9, 15 19, 25, 29		- Sum 12, 24, 28
	+ Sum all other odd numbers		+ Sum all other even numbers		+ Sum all other odd numbers		+ Sum all other even numbers
	TOTAL COHESION		TOTAL ADAPTABILITY		TOTAL COHESION		TOTAL ADAPTABILITY

FORM F
**A MARITAL COMMUNICATION
 INVENTORY**

DEVELOPED BY

MILLARD J. BIENVENU, SR. 1979 Revision

This inventory offers you an opportunity to make an objective study of the degree and patterns of communication in your marital relationship. It will enable you and your husband to better understand each other. We believe you will find it both interesting and helpful to make this study.

DIRECTIONS

1. Please answer each question as quickly as you can according to the way you feel *at the moment* (not the way you usually feel or felt last week.)
2. Do not consult your husband while completing this inventory. You may discuss it with him after both of you have completed it. Remember that the counseling value of this form will be lost if you change *any* answer during or after this discussion.
3. Honest answers are *very* necessary if this form is to be of value. Please be as frank as possible. Your answers are confidential. Your name is not required.
4. Use the following examples for practice. Put a check () in *one* of the four blanks on the right to show how the question applies to your marriage.

	SOME- USUALLY	TIMES	SELDOM	NEVER
Does your husband talk about his real feelings?	_____	_____	_____	_____
Does he let you know when his feelings are hurt?	_____	_____	_____	_____

5. Read each question carefully. If you cannot give the exact answer to a question, answer the best you can but be sure to answer each one. There are no right or wrong answers. Answer according to the way *you* feel *at the present time*.

	USUALLY	SOME-TIMES	SELDOM	NEVER
1. Do you and your husband discuss the manner in which the family income should be spent?	_____	_____	_____	_____
2. Does he discuss his work and interests with you?	_____	_____	_____	_____
3. Do you have a tendency to keep your feelings to yourself?	_____	_____	_____	_____
4. Is your husband's tone of voice irritating?	_____	_____	_____	_____
5. Does he have a tendency to say things which would be better left unsaid?	_____	_____	_____	_____
6. Are your mealtime conversations easy and pleasant?	_____	_____	_____	_____
7. Do you find yourself keeping after him about his faults?	_____	_____	_____	_____
8. Does he seem to understand your feelings?	_____	_____	_____	_____
9. Does your husband nag you?	_____	_____	_____	_____
10. Does he listen to what you have to say?	_____	_____	_____	_____
11. Does it upset you to a great extent when your husband is angry with you?	_____	_____	_____	_____
12. Does he pay you compliments and say nice things to you?	_____	_____	_____	_____
13. Is it hard to understand your husband's feelings and attitudes?	_____	_____	_____	_____
14. Is he affectionate toward you?	_____	_____	_____	_____
15. Does he let you finish talking before responding to what you are saying?	_____	_____	_____	_____
16. Do you and your husband remain silent for long periods when you are angry with one another?	_____	_____	_____	_____
17. Does he allow you to pursue your own interests and activities even if they are different from his?	_____	_____	_____	_____
18. Does he try to lift your spirits when you are depressed or discouraged?	_____	_____	_____	_____
19. Do you avoid expressing disagreement with him because you are afraid he will get angry?	_____	_____	_____	_____
20. Does your husband complain that you don't understand him?	_____	_____	_____	_____
21. Do you let your husband know when you are displeased with him?	_____	_____	_____	_____
22. Do you feel he says one thing but really means another?	_____	_____	_____	_____
23. Do you help him understand you by saying how you think, feel, and believe?	_____	_____	_____	_____
24. Are you and your husband able to disagree with one another without losing your tempers?	_____	_____	_____	_____

	USUALLY	SOME-TIMES	SELDOM	NEVER
25. Do the two of you argue a lot over money?	_____	_____	_____	_____
26. When a problem arises between you and your husband are you able to discuss it without losing control of your emotions?	_____	_____	_____	_____
27. Do you find it difficult to express your true feelings to him?	_____	_____	_____	_____
28. Does he offer you cooperation, encouragement and emotional support in your role (duties) as a wife?	_____	_____	_____	_____
29. Does your husband insult you when angry with you?	_____	_____	_____	_____
30. Do you and your husband engage in outside interests and activities together?	_____	_____	_____	_____
31. Does your husband accuse you of not listening to what he says?	_____	_____	_____	_____
32. Does he let you know that you are important to him?	_____	_____	_____	_____
33. Is it easier to confide in a friend rather than your husband?	_____	_____	_____	_____
34. Does he confide in others rather than in you?	_____	_____	_____	_____
35. Do you feel that in most matters your husband knows what you are trying to say?	_____	_____	_____	_____
36. Does he monopolize the conversation very much?	_____	_____	_____	_____
37. Do you and your husband talk about things which are of interest to both of you?	_____	_____	_____	_____
38. Does your husband sulk or pout very much?	_____	_____	_____	_____
39. Do you discuss sexual matters with him?	_____	_____	_____	_____
40. Do you and your husband discuss your personal problems with each other?	_____	_____	_____	_____
41. Can your husband tell what kind of day you have had without asking?	_____	_____	_____	_____
42. Do you admit that you are wrong when you know that you are wrong about something?	_____	_____	_____	_____
43. Do you and your husband talk over pleasant things that happen during the day?	_____	_____	_____	_____
44. Do you hesitate to discuss certain things with your husband because you are afraid he might hurt your feelings?	_____	_____	_____	_____
45. Do you pretend you are listening to him when actually you are not really listening?	_____	_____	_____	_____
46. Do the two of you ever sit down just to talk things over?	_____	_____	_____	_____

ABOUT YOU

Read the following sentences and complete them with the first thing that comes to your mind. It is important for you and your spouse to agree that you will not hold anything against each other for expressing your views. Your goal is to better understand each other, so please be frank in order to benefit as much as you can from this activity.

1. LATELY, OUR RELATIONSHIP _____

2. THE MAIN PROBLEM I SEE FACING US AT THIS TIME IS _____

3. ABOUT MY SPOUSE, I APPRECIATE:
 - a. _____
 - b. _____
4. TWO THINGS I WANT FROM MY SPOUSE THAT I'M NOT GETTING:
 - a. _____
 - b. _____
5. IT WOULD HELP OUR RELATIONSHIP IF I _____

6. I'M WILLING TO _____

General Information:

Your Age _____ Husband's Age _____ Length of Present Marriage _____

Your Religious Preference _____ Your Husband's Preference _____

Have You Ever Been Married, Divorced, or Widowed Before? YES NO

If YES, Please Explain _____

Your Education _____ Occupation _____

Husband's Education _____ His Occupation _____

Your Children's Ages: Ages of Boys _____ Ages of Girls _____

FORM M
**A MARITAL COMMUNICATION
 INVENTORY**

DEVELOPED BY

MILLARD J. BIENVENU, SR. 1979 Revision

This inventory offers you an opportunity to make an objective study of the degree and patterns of communication in your marital relationship. It will enable you and your wife to better understand each other. We believe you will find it both interesting and helpful to make this study.

DIRECTIONS

1. Please answer each question as quickly as you can according to the way you feel *at the moment* (not the way you usually feel or felt last week.)
2. Do not consult your wife while completing this inventory. You may discuss it with her after both of you have completed it. Remember that the counseling value of this form will be lost if you change *any* answer during or after this discussion.
3. Honest answers are *very* necessary if this form is to be of value. Please be as frank as possible. Your answers are confidential. Your name is not required.
4. Use the following examples for practice. Put a check (✓) in *one* of the four blanks on the right to show how the question applies to your marriage.

SOME-
 USUALLY TIMES SELDOM NEVER

Does your wife talk about her real feelings? _____

Does she let you know when her feelings are hurt? _____

5. Read each question carefully. If you cannot give the exact answer to a question, answer the best you can but be sure to answer each one. There are no right or wrong answers. Answer according to the way *you* feel *at the present time*.

	USUALLY	SOME-TIMES	SELDOM	NEVER
1. Do you and your wife discuss the manner in which the family income should be spent?	_____	_____	_____	_____
2. Does she discuss her work and interests with you?	_____	_____	_____	_____
3. Do you have a tendency to keep your feelings to yourself?	_____	_____	_____	_____
4. Is your wife's tone of voice irritating?	_____	_____	_____	_____
5. Does she have a tendency to say things which would be better left unsaid?	_____	_____	_____	_____
6. Are your mealtime conversations easy and pleasant?	_____	_____	_____	_____
7. Do you find yourself keeping after her about her faults?	_____	_____	_____	_____
8. Does she seem to understand your feelings?	_____	_____	_____	_____
9. Does your wife nag you?	_____	_____	_____	_____
10. Does she listen to what you have to say?	_____	_____	_____	_____
11. Does it upset you to a great extent when your wife is angry with you?	_____	_____	_____	_____
12. Does she pay you compliments and say nice things to you?	_____	_____	_____	_____
13. Is it hard to understand your wife's feelings and attitudes?	_____	_____	_____	_____
14. Is she affectionate toward you?	_____	_____	_____	_____
15. Does she let you finish talking before responding to what you are saying?	_____	_____	_____	_____
16. Do you and your wife remain silent for long periods when you are angry with one another?	_____	_____	_____	_____
17. Does she allow you to pursue your own interests and activities even if they are different from hers?	_____	_____	_____	_____
18. Does she try to lift your spirits when you are depressed or discouraged?	_____	_____	_____	_____
19. Do you avoid expressing disagreement with her because you are afraid she will get angry?	_____	_____	_____	_____
20. Does your wife complain that you don't understand her?	_____	_____	_____	_____
21. Do you let your wife know when you are displeased with her?	_____	_____	_____	_____
22. Do you feel she says one thing but really means another?	_____	_____	_____	_____
23. Do you help her understand you by saying how you think, feel, and believe?	_____	_____	_____	_____
24. Are you and your wife able to disagree with one another without losing your tempers?	_____	_____	_____	_____

	USUALLY	SOME-TIMES	SELDOM	NEVER
25. Do the two of you argue a lot over money?	_____	_____	_____	_____
26. When a problem arises between you and your wife are you able to discuss it without losing control of your emotions?	_____	_____	_____	_____
27. Do you find it difficult to express your true feelings to her?	_____	_____	_____	_____
28. Does she offer you cooperation, encouragement and emotional support in your role (duties) as a husband?	_____	_____	_____	_____
29. Does your wife insult you when angry with you?	_____	_____	_____	_____
30. Do you and your wife engage in outside interests and activities together?	_____	_____	_____	_____
31. Does your wife accuse you of not listening to what she says?	_____	_____	_____	_____
32. Does she let you know that you are important to her?	_____	_____	_____	_____
33. Is it easier to confide in a friend rather than your wife?	_____	_____	_____	_____
34. Does she confide in others rather than in you?	_____	_____	_____	_____
35. Do you feel that in most matters your wife knows what you are trying to say?	_____	_____	_____	_____
36. Does she monopolize the conversation very much?	_____	_____	_____	_____
37. Do you and your wife talk about things which are of interest to both of you?	_____	_____	_____	_____
38. Does your wife sulk or pout very much?	_____	_____	_____	_____
39. Do you discuss sexual matters with her?	_____	_____	_____	_____
40. Do you and your wife discuss your personal problems with each other?	_____	_____	_____	_____
41. Can your wife tell what kind of day you have had without asking?	_____	_____	_____	_____
42. Do you admit that you are wrong when you know that you are wrong about something?	_____	_____	_____	_____
43. Do you and your wife talk over pleasant things that happen during the day?	_____	_____	_____	_____
44. Do you hesitate to discuss certain things with your wife because you are afraid she might hurt your feelings?	_____	_____	_____	_____
45. Do you pretend you are listening to her when actually you are not really listening?	_____	_____	_____	_____
46. Do the two of you ever sit down just to talk things over?	_____	_____	_____	_____

ABOUT YOU

Read the following sentences and complete them with the first thing that comes to your mind. It is important for you and your spouse to agree that you will not hold anything against each other for expressing your views. Your goal is to better understand each other, so please be frank in order to benefit as much as you can from this activity.

1. LATELY, OUR RELATIONSHIP _____

2. THE MAIN PROBLEM I SEE FACING US AT THIS TIME IS _____

3. ABOUT MY SPOUSE, I APPRECIATE:
 - a. _____
 - b. _____
4. TWO THINGS I WANT FROM MY SPOUSE THAT I'M NOT GETTING:
 - a. _____
 - b. _____
5. IT WOULD HELP OUR RELATIONSHIP IF I _____

6. I'M WILLING TO _____

General Information:

Your Age _____ Wife's Age _____ Length of Present Marriage _____

Your Religious Preference _____ Your Wife's Preference _____

Have You Ever Been Married, Divorced, or Widowed Before? YES NO

If YES, Please Explain _____

Your Education _____ Occupation _____

Wife's Education _____ Her Occupation _____

Your Children's Ages: Ages of Boys _____ Ages of Girls _____

APPENDIX D

AUTHORS' PERMISSION FOR THE TRANSLATION OF
THE INSTRUMENTS TO SPANISH



FAMILY LIFE PUBLICATIONS, INC.

219 Henderson Street • Post Office Box 427
Saluda, North Carolina 28773

July 30, 1982

Lucila Troche
Box 22265 TWU Station
Denton, TX 76204

Dear Ms. Troche:

This letter constitutes permission for you to translate the Marital Communication Inventory into Spanish under the following conditions:

1. No part or whole may be reproduced for resale.
2. Family Life Publications, Inc. is to receive full credit, including address in your finished document.

I would appreciate receiving a copy of your completed paper.

Thank you for contacting us.

Sincerely,

A handwritten signature in cursive script that reads 'Thomas G. McHugh'.

Thomas G. McHugh
President

TGMCH/sm



UNIVERSITY OF MINNESOTA
TWIN CITIES

Family Social Science
290 McNeal Hall
1985 Buford Avenue
St. Paul, Minnesota 55108
(612) 373-1544

September 1, 1982

Lucila Troche
Box 22265 T.W.U. Station
Texas Woman's University
Danton, Texas 76204

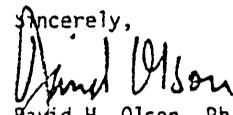
Dear Ms. Troche:

First of all I want to apologize for the delay in writing you, regarding your interest in translating FACES into Spanish. I understand that you would like to do a project on Puertorican families.

One of the reasons I delayed in writing is that we were working on a new version of FACES which is shorter and easier to use. It also has high levels of reliability and validity this new instrument is called FACES II.

I have enclosed a complimentary version of this instrument for your use, I hope that it can still be of value to you and I wish you well in your research.

Sincerely,


David H. Olson, Ph.D.
Professor

DHO/lmh

Enclosure:

Faces II packet
(complimentary)

APPENDIX E

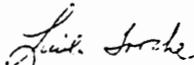
INSTRUMENTS--SPANISH VERSION

Estimado participante:

Como estudiante graduada de la Texas Woman's University, estoy llevando a cabo un estudio de los patrones de comunicación, cohesión y adaptabilidad en la relación matrimonial. El estudio incluye dos (2) cuestionarios. Estos deben ser contestados por usted y su esposo(a) independientemente. Los mismos serán muy útiles para determinar la dinámica de comunicación entre los esposos.

Por favor, contéstelos independientemente de su esposo(a). Los resultados de sus contestaciones son confidenciales y anónimos. Las contestaciones sinceras son muy necesarias; esto contribuirá a un mejor resultado de la investigación.

Muchas gracias.



Lucila Troche
Estudiante Graduada
Texas Woman's University

COMO PARTICIPANTE:

ENTIENDO QUE EL DEVOLVER ESTOS CUESTIONARIOS DEBIDAMENTE CUMPLIMENTADOS CONSTITUTE MI CONSENTIMIENTO PARA ACTUAR COMO PARTICIPANTE EN ESTE ESTUDIO.

La universidad no proveerá a los participantes de ningún servicio médico o compensación como resultado de daños en la participación en este estudio.

FORMA F
 CUESTIONARIO SOBRE COMUNICACION MARITAL
 DESARROLLADO POR
 MILLARD J. BIENVENU (REVISADO 1979)
 (TRADUCIDO AL ESPAÑOL POR LUCILA RIVERA DE TROCHE)

Este cuestionario le ofrece la oportunidad de hacer un estudio objetivo de los patrones y del grado de comunicación en su relación matrimonial. El mismo les permitirá a usted y a su esposo entenderse mejor. Nosotros creemos que usted encontrará que participar en este estudio será interesante y útil.

INSTRUCCIONES

1. Por favor conteste cada pregunta tan rápidamente como pueda y de acuerdo a como se sienta usted en el momento (No en el modo que usted suele sentirse o en que se sintió la semana pasada.).
2. No consulte a su esposo mientras conteste el cuestionario. Usted puede hablar con él de este formulario después de haberlo completado. Recuerde que el valor de consejería que pueda brindar este estudio se perderá si cambia cualquiera de las contestaciones durante o después de discutir las.
3. Las contestaciones sinceras son muy necesarias para que este cuestionario sea de valor. Sus contestaciones son confidenciales. No se requiere su nombre.
4. Use los siguientes ejemplos para práctica. Haga una marca de cotejo (✓) en uno de los cuatro blancos para indicar como la pregunta se aplica a su matrimonio.

	Frecuentemente	Algunas Veces	Raras Veces	Nunca
¿Le habla su esposo de sus verdaderos sentimientos?	_____	_____	_____	_____
¿Le hace saber su esposo cuando se siente herido en sus sentimientos?	_____	_____	_____	_____

5. Lea cada pregunta con cuidado. Si no puede dar una contestación adecuada conteste lo mejor que pueda, pero asegúrese de contestar cada una. No hay contestación correcta ni incorrecta. Conteste de acuerdo a como se siente usted en el momento.

Derechos de Publicación Millard J. Bienvenu, Sr.

Todos Derechos Reservados

Imprimido en Estados Unidos de America

Publicado por Family Life Publication, Inc.

Box 247, Saluda, N.C. 28773 .

	FRECUENTE- MENTE	ALGUNAS VECES	RARAS VECES	NUNCA
1. ¿Discute usted con su esposo la forma en que los ingresos de la familia deben gastarse?	_____	_____	_____	_____
2. ¿Discute él su trabajo o preocupaciones con usted?	_____	_____	_____	_____
3. ¿Tiene usted la tendencia de reservarse sus sentimientos?	_____	_____	_____	_____
4. ¿Es irritante el tono de voz de su esposo?	_____	_____	_____	_____
5. ¿Tiene él la tendencia a decir cosas que fuera mejor no decir las?	_____	_____	_____	_____
6. ¿Son placenteras y agradables las conversaciones a la hora de comer?	_____	_____	_____	_____
7. ¿Le corrige usted frecuentemente sus faltas?	_____	_____	_____	_____
8. ¿Le parece que él comprende los sentimientos de usted?	_____	_____	_____	_____
9. ¿Se enoja con usted su esposo?	_____	_____	_____	_____
10. ¿Escucha su esposo lo que usted tiene que decirle?	_____	_____	_____	_____
11. ¿Se siente usted sumamente incómoda cuando su esposo tiene coraje?	_____	_____	_____	_____
12. ¿Le ofrece su esposo reconocimiento y le dice cosas agradables?	_____	_____	_____	_____
13. ¿Le es difícil entender los sentimientos y actitudes de su esposo?	_____	_____	_____	_____
14. ¿Su esposo, es cariñoso con usted?	_____	_____	_____	_____

	FRECUE- NTE- MENTE	ALGUNAS VECES	RARAS VECES	NUNCA
15. ¿Le permite que usted termine de hablar antes de responder a lo que le dice?	_____	_____	_____	_____
16. ¿Se mantienen usted y su esposo en silencio por largo tiempo cuando están con resentimiento?	_____	_____	_____	_____
17. ¿Le permite su esposa perseguir sus propios intereses y actividades aunque sean diferentes?	_____	_____	_____	_____
18. ¿Trata él de levantar su espíritu cuando usted esta deprimida o incómoda?	_____	_____	_____	_____
19. ¿Evita usted expresar descontento con él por temor a que se enoje?	_____	_____	_____	_____
20. ¿Se queja su esposo de que usted no le comprende?	_____	_____	_____	_____
21. ¿Le deja saber usted a su esposo cuando está disgustada con él?	_____	_____	_____	_____
22. ¿Cree usted que él le dice una cosa pero realmente quiere decirle otra?	_____	_____	_____	_____
23. ¿Le ayuda a que él le entienda diciéndole lo que usted piensa cree y siente?	_____	_____	_____	_____
24. ¿Pueden su esposo y usted tener discrepancias sin perder la ecuanimidad?	_____	_____	_____	_____
25. ¿Discuten mucho acerca de dinero?	_____	_____	_____	_____
26. ¿Cuando se presenta un problema entre usted y su esposo, lo discuten con ecuanimidad?	_____	_____	_____	_____
27. ¿Encuentra usted difícil expresar sus verdaderos sentimientos hacia él?	_____	_____	_____	_____

	FRECUE- NTE- MENTE	ALGUNAS VECES	RARAS VECES	NUNCA
28. ¿Le ofrece él su cooperación ayuda y apoyo emocional en su rol de esposa?	_____	_____	_____	_____
29. ¿La insulta su esposo cuando está enojado con usted?	_____	_____	_____	_____
30. ¿Su esposo y usted participan en actividades e intereses fuera de la casa?	_____	_____	_____	_____
31. ¿Su esposo la acusa de no escuchar lo que tiene que decirle?	_____	_____	_____	_____
32. ¿Le dice su esposo cuan importante es usted para él?	_____	_____	_____	_____
33. ¿Es mucho más fácil confiar en una amiga que en su esposo?	_____	_____	_____	_____
34. ¿Confía su esposo en otras personas más que en usted?	_____	_____	_____	_____
35. ¿Siente usted que su esposo entiende lo que usted trata de decirle?	_____	_____	_____	_____
36. ¿Monopoliza él la conversación?	_____	_____	_____	_____
37. ¿Hablan usted y su esposo sobre cosas de interés mutuo?	_____	_____	_____	_____
38. ¿Su esposo no presta atención a lo que usted tiene que decirle?	_____	_____	_____	_____
39. ¿Discute usted asuntos sexuales con él?	_____	_____	_____	_____
40. ¿Los problemas personales los discuten entre ambos?	_____	_____	_____	_____
41. ¿Puede decir su esposo que día ha pasado usted sin preguntárselo?	_____	_____	_____	_____
42. ¿Admite usted que está en un error cuando en verdad lo está?	_____	_____	_____	_____
43. ¿Habla usted sobre lo bueno que le ha pasado durante el día?	_____	_____	_____	_____

	FRECUENTE- MENTE	ALGUNAS VECES	RARAS VECES	NUNCA
44. ¿Evita usted discutir ciertos asuntos que le preocupan, por temor de herir los sentimientos de su esposo?	_____	_____	_____	_____
45. ¿Aparenta usted que está escuchando cuando en verdad no lo está?	_____	_____	_____	_____
46. ¿Se sientan ustedes alguna vez con la sólo idea de conversar?	_____	_____	_____	_____

DATOS SOBRE USTED

Lea las siguientes oraciones y complételas con lo primero que venga a su mente. Es importante que usted y su pareja estén de acuerdo en que no haya conflicto al expresar cada uno su punto de vista. El objetivo de ustedes es un entendimiento mejor; por favor sean francos para que puedan beneficiarse mejor de esta actividad.

1. Ultimamente, nuestras relaciones _____.
2. El problema principal al que nos confrontamos ahora es _____.
3. Lo que aprecio en mi esposo es:
 - a. _____
 - b. _____
4. Dos cosas que deseo de mi esposo, pero que no estoy obteniendo son:
 - a. _____
 - b. _____
5. Nuestra relación podría mejorar si yo _____.
6. Yo estoy dispuesta a _____.

INFORMACION GENERAL

Su edad _____ Edad del Esposo _____ Años de casados _____
 Su preferencia religiosa _____
 Preferencia religiosa de su esposo _____
 ¿Ha sido casada, viuda o divorciada antes? Sí _____ No _____
 Si contesta sí, explique _____
 Su preparación académica _____ Ocupación _____
 Preparación académica del esposo _____ Ocupación _____
 Edad de sus niños: Edad de Varones _____ Edad de mujeres _____

FORMA M
 CUESTIONARIO SOBRE COMUNICACION MARITAL
 DESARROLLADO POR
 MILLARD J. BIENVENU (REVISADO 1979)
 (TRADUCIDO AL ESPAÑOL POR LUCILA RIVERA DE TROCHE)

Este cuestionario le ofrece la oportunidad de hacer un estudio objetivo de los patrones y del grado de comunicación en su relación matrimonial. El mismo les permitirá a usted y a su esposa entenderse mejor. Nosotros creemos que usted encontrará que participar en este estudio será interesante y útil.

INSTRUCCIONES

1. Por favor conteste cada pregunta tan rápidamente como pueda y de acuerdo a como se sienta usted en el momento (No en el modo que usted suele sentirse o en que se sintió la semana pasada).
2. No consulte a su esposa mientras contesta el cuestionario. Usted puede hablar con ella de este formulario después de haberlo completado. Recuerde que el valor de consejería que pueda brindar este estudio se perderá si cambia cualquiera de las contestaciones durante o después de discutir las.
3. Las contestaciones sinceras son muy necesarias para que este cuestionario sea de valor. Sus contestaciones son confidenciales. No se requiere su nombre.
4. Use los siguientes ejemplos para práctica. Haga una marca de cotejo (✓) en uno de los cuatro blancos para indicar como la pregunta se aplica a su matrimonio.

	Frecuentemente	Algunas Veces	Raras Veces	Nunca
¿Le habla su esposa de sus verdaderos sentimientos?	_____	_____	_____	_____
¿Le hace saber su esposa cuando se siente herida en sus sentimientos?	_____	_____	_____	_____

5. Lea cada pregunta con cuidado. Si no puede dar una contestación adecuada conteste lo mejor que pueda, pero asegúrese de contestar cada una. No hay contestación correcta ni incorrecta. Conteste de acuerdo a como se siente usted en el momento.

Derechos de Publicación Millard J. Bienvenu, Sr.

Todos Derechos Reservados

Imprimido en Estados Unidos de America

Publicado por Family Life Publications, Inc.

Box 247, Saluda, N.C. 28773

	FRECUENTE- MENTE	ALGUNAS VECES	RARAS VECES	NUNCA
1. ¿Discute usted con su esposa la forma en que los ingresos de la familia deben gastarse?	_____	_____	_____	_____
2. ¿Discute ella su trabajo e intereses con usted?	_____	_____	_____	_____
3. ¿Tiene usted la tendencia de reservarse sus sentimientos?	_____	_____	_____	_____
4. ¿Es irritante el tono de voz de su esposa?	_____	_____	_____	_____
5. ¿Tiene ella la tendencia a decir cosas que fuera mejor no decir las?	_____	_____	_____	_____
6. ¿Son placenteras y agradables las conversaciones a la hora de comer?	_____	_____	_____	_____
7. ¿Le corrige usted frecuentemente sus faltas?	_____	_____	_____	_____
8. ¿Le parece que ella comprende los sentimientos de usted?	_____	_____	_____	_____
9. ¿Se enoja con usted su esposa?	_____	_____	_____	_____
10. ¿Escucha su esposa lo que usted tiene que decirle?	_____	_____	_____	_____
11. ¿Se siente usted sumamente incómodo cuando su esposa tiene coraje?	_____	_____	_____	_____
12. ¿Le ofrece su esposa reconocimiento y le dice cosas agradables?	_____	_____	_____	_____
13. ¿Le es difícil entender los sentimientos y actitudes de su esposa?	_____	_____	_____	_____
14. ¿Su esposa, es cariñosa con usted?	_____	_____	_____	_____
15. ¿Le permite que usted termine de hablar antes de responder a lo que le dice?	_____	_____	_____	_____
16. ¿Se mantienen usted y su esposa en silencio por largo tiempo cuando están con resentimiento?	_____	_____	_____	_____

	FRECUE- NTE- MENTE	ALGUNAS VECES	RARAS VECES	NUNCA
17. ¿Le permite su esposa perse- guir sus propios intereses y actividades aunque sean dife- rentes?	_____	_____	_____	_____
18. ¿Trata ella de levantar su espíritu cuando usted está deprimido o incómodo?	_____	_____	_____	_____
19. ¿Evita usted expresar descon- tento con ella por temor a que se enoje?	_____	_____	_____	_____
20. ¿Se queja su esposa de que usted no le comprende?	_____	_____	_____	_____
21. ¿Le deja saber usted a su esposa cuando está disgus- tado con ella?	_____	_____	_____	_____
22. ¿Cree usted que ella le dice una cosa pero realmente quiere decirle otra?	_____	_____	_____	_____
23. ¿Le ayuda a que ella le en- tienda diciéndole lo que usted piensa, cree y siente?	_____	_____	_____	_____
24. ¿Pueden su esposa y usted tener discrepancias sin per- der la ecuanimidad?	_____	_____	_____	_____
25. ¿Discuten mucho acerca de dinero?	_____	_____	_____	_____
26. ¿Cuando se presenta un pro- blema entre usted y su esposa, lo discuten con ecuanimidad?	_____	_____	_____	_____
27. ¿Encuentra usted difícil ex- presarle sus verdaderos sen- timientos hacia ella?	_____	_____	_____	_____
28. ¿Le ofrece ella su coope- ración, ayuda y apoyo emo- cional en su rol de esposo?	_____	_____	_____	_____
29. ¿Le insulta su esposa cuando está enojada con usted?	_____	_____	_____	_____
30. ¿Su esposa y usted participan en actividades e intereses fuera de la casa?	_____	_____	_____	_____

	FRECUE- NTE	ALGUNAS VECES	RARAS VECES	NUNCA
31. ¿Su esposa le acusa de no escuchar lo que tiene que decirle?	_____	_____	_____	_____
32. ¿Le dice su esposa cuán importante es usted para ella?	_____	_____	_____	_____
33. ¿Es mucho más fácil confiar en un amigo que en su esposa?	_____	_____	_____	_____
34. ¿Confía su esposa en otras personas más que en usted?	_____	_____	_____	_____
35. ¿Siente usted que su esposa entiende lo que usted trata de decirle?	_____	_____	_____	_____
36. ¿Monopoliza ella la conversación?	_____	_____	_____	_____
37. ¿Hablan usted y su esposa sobre cosas de interés mutuo?	_____	_____	_____	_____
38. ¿Su esposa no presta atención a lo que usted tiene que decirle?	_____	_____	_____	_____
39. ¿Discute usted asuntos sexuales con ella?	_____	_____	_____	_____
40. ¿Los problemas personales los discuten entre ambos?	_____	_____	_____	_____
41. ¿Puede decir su esposa que día ha pasado usted sin preguntárselo?	_____	_____	_____	_____
42. ¿Admite usted que está en un error cuando en verdad lo esta?	_____	_____	_____	_____
43. ¿Habla usted sobre lo bueno que le ha pasado durante el día?	_____	_____	_____	_____
44. ¿Evita usted discutir ciertos asuntos que le preocupan, por temor de herir los sentimientos de su esposa?	_____	_____	_____	_____

	FRECUE- NTE- MENTE	ALGUNAS VECES	RARAS VECES	NUNCA
45. ¿Aparenta usted que está escuchando cuando en verdad no lo está?	_____	_____	_____	_____
46. ¿Se sientan ustedes alguna vez con la sólo idea de conversar?	_____	_____	_____	_____

DATOS SOBRE USTED

Lea las siguientes oraciones y complételas con lo primero que venga a su mente. Es importante que usted y su pareja estén de acuerdo en que no haya conflicto al expresar cada uno su punto de vista. El objetivo de ustedes es un entendimiento mejor; por favor sean francos para que puedan beneficiarse mejor de esta actividad.

1. Ultimamente, nuestras relaciones _____.
2. El problema principal al que nos confrontamos ahora es _____
_____.
3. Lo que aprecio en mi esposa es:
 - a. _____
 - b. _____
4. Dos cosas que deseo de mi esposa, pero que no estoy obteniendo son:
 - a. _____
 - b. _____
5. Nuestra relación podría mejorar si yo _____
_____.
6. Yo estoy dispuesto a _____

INFORMACION GENERAL

Su edad _____ Edad de la esposa _____ Años de casados _____
 Su preferencia religiosa _____
 Preferencia religiosa de la esposa _____
 ¿Ha sido casado, viudo o divorciado antes? Sí _____ No _____
 Si contesta sí, explique _____
 Su preparación académica _____ Ocupación _____
 Preparación académica de su esposa _____ Ocupación _____
 Edad de sus niños: Edad de varones _____ Edad de mujeres _____

FACES II - ITEMS

David H. Olson, Joyce Portner y Richard Bell

(Traducción al Español por Lucila Rivera de Troche)

1. Los miembros de la familia ofrecen apoyo unos a otros cuando hay dificultades.
2. En nuestra familia es muy fácil expresar nuestras opiniones.
3. Es más fácil discutir problemas con personas ajenas al núcleo familiar que con otros miembros de la familia.
4. En mi familia todos los miembros participan en la toma de decisiones importantes.
5. Nuestra familia se reúnen todos en un mismo lugar.
6. Los niños tienen participación en su propia disciplina.
7. Nuestra familia hace cosas unánimemente.
8. Los miembros de mi familia discuten sus problemas y se sienten bien acerca de las soluciones que adoptan.
9. En nuestra familia cada cual anda por su lado y hace lo que quiere.
10. Nosotros compartimos las responsabilidades de la casa unos con otros.
11. Los amigos íntimos de los miembros de la familia son conocidos por todos.
12. Es muy difícil saber cuales son las normas en nuestra familia.
13. Los miembros de la familia consultan a otros parientes acerca de nuestras decisiones.
14. Los miembros de la familia pueden expresarse libremente.
15. Tenemos dificultad de pensar qué es lo que podemos hacer como familia.
16. En la resolución de problemas se toman en consideración las sugerencias de los niños.
17. Los miembros de la familia se sienten muy cerca unos de otros.
18. La disciplina en nuestra familia es justa.
19. Los miembros de la familia se sienten más cerca de los extraños al núcleo familiar que de otros miembros de la familia.
20. Nuestra familia pone a prueba nuevos métodos de bregar con problemas.
21. Todos los miembros de la familia están de acuerdo en lo que la familia decida hacer.
22. En nuestra familia compartimos las responsabilidades.

23. A los miembros de la familia les gusta pasar juntos el tiempo libre.
24. Es muy difícil cambiar una norma en nuestra familia.
25. Los miembros de la familia se esquivan unos a otros en el hogar.
26. Cuando los problemas se presentan, estamos dispuestos a transigir.
27. Nosotros aceptamos a los amigos de los miembros de la familia.
28. Todos los miembros de la familia expresan personalmente sus pensamientos.
29. Los miembros de la familia se dividen en vez de unirse como una familia total.
30. Los miembros de la familia comparten intereses y pasatiempos.

Family Social Sciences
University of Minnesota
297 McNeal Hall
St. Paul, Minnesota 55108

FASES II HOJA DE CONTESTACIONES

Family Social Science
University of Minnesota
290 McNeal Hall
St. Paul, Minnesota 55108

INSTRUCCIONES: Llene la Parte I completamente y luego complete la Parte II. Por favor, conteste todas las preguntas, usando la siguiente escala.

1	2	3	4	5
CASI NUNCA	UNA QUE OTRA VEZ	ALGUNAS VECES	FRECUENTEMENTE	CASI SIEMPRE

PARTE I:
¿Cómo describiría usted su familia?

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____
- 7. _____
- 8. _____
- 9. _____
- 10. _____
- 11. _____
- 12. _____
- 13. _____
- 14. _____
- 15. _____
- 16. _____
- 17. _____
- 18. _____
- 19. _____
- 20. _____
- 21. _____
- 22. _____
- 23. _____
- 24. _____
- 25. _____
- 26. _____
- 27. _____
- 28. _____
- 29. _____
- 30. _____

Parte II:
¿Cómo le gustaría que fuera su familia?

- 31. _____
- 32. _____
- 33. _____
- 34. _____
- 35. _____
- 36. _____
- 37. _____
- 38. _____
- 39. _____
- 40. _____
- 41. _____
- 42. _____
- 43. _____
- 44. _____
- 45. _____
- 46. _____
- 47. _____
- 48. _____
- 49. _____
- 50. _____
- 51. _____
- 52. _____
- 53. _____
- 54. _____
- 55. _____
- 56. _____
- 57. _____
- 58. _____
- 59. _____
- 60. _____

NO ESCRIBA BAJO LA LINEA

36	+	18	+	36	+	18	+

-Sume 3,9, 15,19,25,29	-Sume 12,24, 28	-Sume 3,9,15 19,25,29	-Sume 12, 24, 28
+Sume todos los números nones	+Sume todos los números pares	+Sume todos los números nones	+Sume todos lo números pares
TOTAL COHESION	TOTAL ADAPTABILIDAD	TOTAL COHESION	TOTAL ADAPTABILIDAD

APPENDIX F

OBSERVED FREQUENCIES OF JUDGES' RESPONSES RELATED
TO FACES II SPANISH VERSION--CLASSIFYING THE
ITEMS AS CORRECT OR INCORRECT

OBSERVED FREQUENCIES OF JUDGES' RESPONSES RELATED
TO FACES II SPANISH VERSION--CLASSIFYING THE
ITEMS AS CORRECT OR INCORRECT

Item Number	Responses*		Total
	Correct	Incorrect	
1	3	2	5
2	4	1	5
3	3	2	5
4	4	1	5
5	4	1	5
6	5	0	5
7	2	3	5
8	3	2	5
9	4	1	5
10	5	0	5
11	5	0	5
12	4	1	5
13	3	2	5
14	5	0	5
15	3	2	5
16	5	0	5
17	4	1	5
18	3	2	5
19	5	0	5
20	3	2	5
21	3	2	5
23	3	2	5
24	3	2	5
25	3	2	5
26	1	4	5
27	3	2	5
28	1	4	5
29	4	1	5
30	1	4	5

*Those items which were classified as incorrect by three or more judges were revised.

APPENDIX G

OBSERVED FREQUENCIES OF JUDGES' RESPONSES RELATED
TO MCI SPANISH VERSION--CLASSIFYING THE
ITEMS AS CORRECT OR INCORRECT

OBSERVED FREQUENCIES OF JUDGES' RESPONSES RELATED
 TO MCI SPANISH VERSION--CLASSIFYING THE
 ITEMS AS CORRECT OR INCORRECT

Item Number	Responses*		Total
	Correct	Incorrect	
1	5	0	5
2	2	3	5
3	3	2	5
4	4	1	5
5	2	3	5
6	2	3	5
7	1	4	5
8	5	0	5
9	4	1	5
10	5	0	5
11	3	2	5
12	5	0	5
13	5	0	5
14	5	0	5
15	5	0	5
16	4	1	5
17	3	2	5
18	4	1	5
19	2	3	5
20	5	0	5
21	5	0	5
22	5	0	5
23	2	3	5
24	1	4	5
25	3	2	5
26	2	3	5
27	2	3	5
28	3	2	5
29	5	0	5
30	3	2	5
31	2	3	5
32	2	3	5
33	5	0	5
34	4	1	5
35	1	4	5
36	5	0	5

Item Number	Responses*		Total
	Correct	Incorrect	
37	5	0	5
38	1	4	5
39	5	1	5
40	2	3	5
41	2	3	5
42	2	3	5
43	2	3	5
44	2	3	5
45	3	2	5
46	3	2	5

*All items classified by three or more judges as incorrect were revised.

REFERENCES

REFERENCES

- Aller, F. D. Some factors in marital adjustment and academic achievement of married students. Personnel and Guidance Journal, 1963, 41, 609-616.
- Angell, R. The family encounters the depression. New York: Charles Scribner's Sons, 1936.
- Bienvenu, M. A counselor's guide to accompany a marital communication inventory. Saluda, North Carolina: Family Publications, 1978.
- Bienvenu, M. Measurement of marital communication. Family Coordinator, 1970, 19, 26-30.
- Birdwhistel, R. L. Contribution of linguistic-kinesic studies to the understanding of schizophrenia. In Avenback (Ed.), Schizophrenia: An integrated approach. New York: The Ronald Press, 1959.
- Bock, K. Human nature. New York: Columbia University Press, 1980.
- Burma, J. H. Spanish speaking groups in the United States. Detroit: Blaine Ethridge Books, 1974.
- Cardona, L. A. The coming of the Puerto Ricans. Chicago: Unidos Publications, 1974.
- Estes, A. S. Influence of self concepts on marital communication in family cycle. (Doctoral dissertation), Texas Woman's University, 1973.
- Foley, V. An introduction to family therapy. New York: Grune & Stratton, 1974.
- Friedman, M. Family nursing: Theory and assessment. New York: Appleton Century, 1981.
- Gottman, J., & Portefield, A. Communicative competence in the nonverbal behavior of married couples. Journal of Marriage and the Family, 1981, 43, 817-824.

- Hackett, H., et al. Understanding and being understood. New York: Longman's Green and Company, 1967.
- Isben, C. A. The married college students: A problem of role congruence. Family Coordinator, 1967, 16, 21-27.
- Kieren, D., & Tallman, I. Spousal adaptability: An assessment of marital competence. Journal of Marriage and Family, 1972, 34, 247-256.
- King, I. A conceptual framework of reference for nursing. Nursing Research, 1968, 17, 27-31.
- King, I. Toward a theory of nursing. New York: John Wiley & Sons, 1971.
- Lennard, H., & Bernstein, A. Patterns in human interaction. San Francisco: Jossey Bass, 1969.
- Maldonado, E. D., & Trent, R. D. The sibling relationship in group psychotherapy with Puerto Rican schizophrenics. American Journal of Psychiatry, 1960, 111, 239-243.
- Messer, A. The individual and his family. Illinois: Charles C. Thomas Publisher, 1970.
- Minuchin, S. et al. Families of the slums. New York: Basic Books, 1967.
- Minuchin, S. Families and family therapy. Massachusetts: Harvard Press, 1974.
- Mizio, E. Puerto Rican task force report. New York: Family Service Association of America, 1979.
- Montagu, A. Culture on human development. New Jersey: Prentice-Hall, 1974.
- Montgomery, B. The form and function of quality communication in marriage. Family Relations, 1981, 30, 21-30.
- Moos, R. Human adaptation. Lexington, Massachusetts: D. C. Heath & Company, 1976.
- Olson, D. et al. Circumplex model of marital and family systems. Family Process, 1979, 18, 3-28.

- Olson, D. et al. Circumplex model of marital and family system II. Advances in Family Interaction, Assessment and Theory, 1980, 1, 129-179.
- Olson, D. et al. FACES II. Minnesota: Family Social Science, 1982.
- Padilla, A., & Ruiz, R. A. Latino mental health. Maryland: Institute of Mental Health, 1976.
- Pedreira, A. S. Insularismo. Puerto Rico: Edit, 1971.
- Ruesh, L. Disturbed communication. New York: W. W. Norton & Company, 1972.
- Rusell, C. A. Circumplex models of marital and family System III: Empirical evaluation of families. Family Process, 1978, 18, 29-45.
- Sariola, S. The Puerto Rican dilemma. Washington: National University Publications, 1979.
- Satir, V. Conjoint family therapy. Palo Alto, California: Science and Behavior Book, 1964.
- Satir, V. People making. Palo Alto, California: Science and Behavior Books, 1964.
- Shannon, C., & Weaver, W. The mathematical theory of communication. Urbana: University of Illinois Press, 1949.
- Silen, J. A. We the Puerto Rican people: A story of oppression and resistance. New York: Monthly Review Press, 1971.
- Sotomayor, M. Language, culture and ethnicity in developing self concept. Social Casework, 1977, 58, 195-203.
- Spenkle, D. H., & Olson, D. Circumplex model of marital system. Journal of Marital and Family Therapy, 1978, 4, 59-74.
- Spiegel, J. Cultural aspects of transference and countertransference revised. Journal of American Academy Psychoanalysis, 1976, 4, 447-467.

- Stewart, D. The psychology of communication. New York: Funk & Wagnalls, 1968.
- Stinnett, N. Attitudes of college students toward marriage. Journal of Home Economics, 1971, 63, 33-37.
- Varon, E. Communication, client community and agency. Social Work, 1964, 9, 51-57.
- Velasquez, J. S., & Velasquez, C. P. Application of a bi-cultural assessment framework to social work practice with Hispanics. Family Relations, 1980, 58, 598-603.
- Von Bertalanffy, L. General system theory. New York: George Brazilles, 1968.
- Watzlawick, P. Pragmatics of human communication. New York: W. W. Norton & Company, 1967.
- Webster third new international dictionary. Massachusetts: G. & C. Merrian Company, 1971.
- Wedemeyer, N., & Grotevant, D. Mapping the family system: A technique for teaching family system theory concepts. Family Relations, 1982, 31, 185-193.