

ATTITUDES TOWARD MARRIAGE AND FAMILY LIVING OF HIGH
SCHOOL SENIOR BOYS AND GIRLS ENROLLED AT FRANKLIN
DELANO ROOSEVELT HIGH SCHOOL, DALLAS, TEXAS

A THESIS

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We hereby recommend that the thesis prepared under
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CHAPTER I

I N T R O D U C T I O N

NEED FOR STUDY

The dynamics of the American culture has brought about many changes in patterns of family living and has fundamentally affected the status of men, women, husbands, wives, parents, and children. In spite of radical changes in the American pattern of life, the family is still one of the most "significant parts of the child's social network."

Home and family are no longer the "center points" of interest for sharing the day's experiences. The child reaches outside the home and family for social contacts, some even in undesirable settings. Young people need adequate interpretation of concepts of marriage and family living that facilitate development of wholesome attitudes toward the roles and/or patterns of marriage and family life.

PURPOSE OF STUDY

The present study is concerned primarily with attitudes of senior high school boys and girls toward marriage and family living. The conditions that teenagers are exposed to

at the present lead to an awareness of the urgent need for creating an atmosphere for developing sound and wholesome attitudes toward marriage and family living.

The place and setting of the study was the Franklin Delano Roosevelt High School of the Dallas Independent School District in the Oak Cliff section of Dallas, Texas. The Franklin Delano Roosevelt High School is housed in a modern plant, consisting of junior and senior high school programs with an enrollment of 1,815--883 boys, 932 girls.

Oak Cliff has a population of 324,000, of that figure 105,000 are of the Negro population. There are four major shopping centers within the area. The business section of town is within 15 minutes of the school area. A junior college is located in the downtown section and is within 20 minutes of the school. Students and families of the Franklin Delano Roosevelt High School live within a given boundary. The sample includes 25 senior boys and 25 girls enrolled in family living class for four and a half months. The students are enrolled in the family living class for the first time.

REVIEW OF LITERATURE

Because roles of husbands and wives undergo continuous change, the marriage relationship becomes more complex. Baber (1) stated that given the same amount of devotion for

each other, the same earnest attitude toward marriage, and starting out on the same relative economic level, the typical husband and wife of today stand a considerably larger chance of running into serious difficulty than did the typical couple of a half century ago. Transitions taking place within today's society pose another major factor that confronts a young couple with difficulties in a marriage relationship.

According to Baber (1), apartment dwelling, the divergent occupations of husband and wife, the necessity of having many meals apart, the difficulty of visiting with friends scattered over a wide urban area, the press of strangers on all sides as against the friendly neighbors of the small town, the excessive cost of entertainment of guests in the city as against the more homespun recreations of former times--these and many other factors subject modern urban family life to a strain that frequently exceeds the capacity for quick adjustment.

Research indicates that the young married couple faces more difficulty in adjusting to these transitions than a more mature or settled couple. These adjustments have been found to occur especially with teen-age marriages. The reasons for the inability to adjust are of a wide variety; some being, 1) the lack of education in the area of marriage and family

life, 2) immaturity on the part of one or both marriage partners, 3) parental attitudes toward mate selection, 4) early marriages, 5) the lack of identifiable models, 6) the lack of a basic concept of what is expected of a marriage partner, 7) the variables in the relationship of family members, 8) the broken lines of communication between parent and child, and 9) the mobility of many families.

Duvall (9) pointed out that in families with teenagers child-rearing practices, parental attitudes, and problems of youth sometimes go hand in hand, since the achievement drives of teenagers are often related to their parents' attitudes.

Fulcomer (12) discussed the complexity and change in today's family. "Families are not stable and simple. They have changed much in the past and they are likely to change much in the future."

For centuries, simply growing up in the home was often considered adequate preparation for marriage. Some major requirements were that the boy learns to work and demonstrate how competent he was and that the girl learns to keep house, cook and care for the children. These were traditional attitudes toward the preparation for marriage. Presently more is expected from the individual entering into marriage and more is expected from each partner as the two bring their expectations and attitudes into a marriage relationship.

Ellzey (11) pointed out that no marriage is any better or any worse than the people in it. No marriage ever succeeds or fails. Success and failure are processes as well as finalities. Each may be a matter of degree. The point is that it is the people in the marriage who succeed or fail. The degree to which they succeed or fail depends to a great measure upon their personality resources. The personality resources referred to by Ellzey are those learned through the association and influence of family and environment. In discussing personality from a sociological point of view, Baber (1) emphasized the totality of those aspects of behavior which give meaning to an individual in society and differentiate him from other members in the community, each of whom embodies countless cultural patterns.

Duvall (10) believed that the best marriage adjustments were made by those who had close attachments to their parents, without being either dominated by them or in serious conflict with them. The whole matter of emotional weaning is important. Parents normally form close attachments with their children. While children are young, parents should have considerable control over their behavior. The desirable thing is that this control be lessened, and the child encouraged to take over his own life as rapidly as possible.

The home appears to be the symbol of unity of two people in marriage. The attitudes carried into the making of a home by husband and wife are seemingly of great importance, and an attempt should be made to understand what those attitudes are and what influences have shaped them.

In some instances, many parents assume that once having had children, they need only clothe, feed and discipline them, leaving further discipline to the community. According to Polatin (21), children need the home and parental guidance as the core of all their activities.

Today's parents seem to find difficulty in predicting the kind of world in which their children will live. As society changes, so do culture and family attitudes change. Dixon (7) discussed the changing society and its impact upon families. As culture changes, so does the family change. The family remains the basic reproductive and economic unit; its social functions of education are being relinquished to the schools.

Present society is going through a continuous change. Because of this, families appear to depend more and more on the educational facilities in the community to give children the background needed for a successful marriage relationship. Research indicates that a child needs constant parental guidance to become a successful adult as well as a successful

marriage partner. Mudd (19) stated that the relationship between man and wife has an inevitable effect upon the behavior patterns of their children. Any discussion of conflict and tension between spouses must consider the supporting roles of the mother and father in helping the child find his place in the world. Mudd continued to discuss the importance of parental guidance. To develop properly the child needs good models. If he has fairly mature, well-balanced parents with whom to identify, he can endure a great deal of abuse and still turn into a well-balanced adult.

Proctor (22) looked into the similarity of parental attitudes as compared to the attitudes of offsprings in a parallel study of parent and child. In examining attitudes which had to do with possessiveness and dogmatism, Proctor found in the sample of eighth, tenth, and twelfth graders, representing early, middle and late adolescence, that: similarity of attitudes will increase with increasing parental dogmatism; similarity will increase with increasing parental over-possessiveness; similarity will decrease with the grade level of the child; similarity in social attitudes will be greater between father and son than between father and daughter and finally; similarity in social attitudes will be greater between mother and daughter than between mother and son.

Teen-age attitudes toward marriage may be greatly influenced by mass media. The theme of these media is often infantile and unrealistic, sometimes even unwholesome. Young people are seeking answers to questions about marriage and family life that appear to be more mature and more urgent than youth inquiries of the last decade. Television, movies, magazines and teen-age peer groups are still being used as information centers to obtain information needed and pertinent to family life. This type of information does not always prove to be the best information for developing minds and, depending on how mature the individual is, could prove to be damaging. Research findings point out that a child is molded and guided by the attitudes, values and aspirations of the family.

Bossard (3) stated that perhaps the basic trouble is that too many Americans are not family-minded, and they do not look upon family life as an end in itself. Marriage and the family to them are means to an end, a vehicle for the development of personality instead of an end itself as a way of life. Until the design for modern living is built around the family, both design and family would seem to be out of focus.

Carrier (5) stated that the parents responsibility for the growth of a happy, wholesome, purposeful home life has

been developed at length because the influence of the family environment molds a child surely and permanently. This author further stated that because parents' attitude toward life is important to their children, they need to examine their own subtle reactions to the overexcitation of current times.

Cavan (6) emphasized an important point that necessitates parents doing a better job of family life education in the home largely by example and educators doing a better job in the school by instruction. Education not only imports facts but shapes attitudes, builds values and provides incentives. Cavan continued that education for family life must come early enough to do some good, starting in elementary school and continuing through college.

According to Duvall (9), family life education has made great advances in the twentieth century, but it still faces real problems which greatly limit its present-day effectiveness in equipping families to carry on their multifold tasks. During the Golden Anniversary of the White House Conference, Mudd (19) recommended that there be education for family life at every stage of human development when people are at critical points of maximum readiness for the teachable moment.

Hoeflin (13) pointed out that a study of family life can help a student achieve a functioning philosophy of personal and family living. No one expects to drive a car without training, whether formally in a driver's education class or through instruction from a friend or parent. Yet supposedly anyone can become a good family member, make a marriage succeed, and raise children successfully without a knowledge of what to expect or how to solve problematic situations.

As stated by McGoun (16) preparation for marriage does indeed begin in the cradle. Preparation depends largely upon the love relationship between the child, and the parents. for this is an example to the child and has a direct effect upon the child far greater than that of siblings, playmates, and relatives combined.

Landis (15) pointed out that once it is admitted that marriage is the most exacting of all contracts, and family life the most demanding of all interpersonal relationships, there is no alternative but to place preparation for marriage and family high on the list of basic educational requirements. Landis further stated that family life education not only gives tools and techniques for successful living, but helps to build favorable attitudes toward marriage and family and at the same time gives young people a better understanding of themselves, the opposite sex, and of children.

According to Peterson (20), today's teenagers make up about half of the women who are being married for the first time. Peterson continued in his discussion that this situation is very different from 1890 when the average age for the bride was 22 years and for the bridegroom, 26.7 years.

Several research studies made by Landis (16) revealed that, in general, more unhappy marriages and more divorces have been found among men and women who married under 20 years of age than among people who married at later ages. Among those who married in their teens, the divorce rate was several times higher than among those who married later. The divorce rate gradually decreased as the age at marriage increased.

Moss (18) indicated that in the United States the age for beginning dating and steady dating are associated with teen-age marriage. Premarital pregnancy might also be seen as evidence of an involvement process which causes many teen-age marriages. Further, individuals who marry as teenagers show less emotional stability than do those who marry later. Moss further stated that the urge for marriages among teenagers is often expressed as a search for an escape from other relationships through the courtship involvement which in the romantically oriented United States leads youth to idealize marriage and seek its pleasure.

The Vansickle study (23) revealed that the high school, cooperating with families and communities, has the potential of being an effective institution to provide students with learning experiences for developing abilities to function effectively and happily as independent personalities within a continuously changing world. Vansickle further stated that the school has the challenge of assisting families in the tasks of helping youth understand the necessary factors for satisfying family and social relationships. An awareness of individual and family values, and the interpretation of the powerful influences on these values is imperative for effective adjustments. Vansickle cited the significance of an effective family living program must be based upon problems evidenced by students, everyday conditions and situations, needs of individuals and families, and upon the abilities and interests of the students involved.

In a study conducted by Capps (4) older students were found to be interested in intangible facets of personal and family living as well as tangible areas. Vansickle (23) also stated that adolescents seemed eager to develop adult patterns of social behavior and to become more economically and emotionally independent. Other data revealed that individuals need to have conditions established in which motivation will occur to the extent that challenging experiences will be entertained with enthusiasm and a desire for continuous learning.

Implications from the above studies strengthened the investigator's convictions that high school youth have an increasing need for guidance and help in preparing for marriage and family living. Through the developmental stages of home environment, dating practices and the engagement period, effective media of learning can produce changes in attitudes and a realization of roles and responsibilities that are expected of a marriage partner.

In summarizing the need for parental guidance, Ellzey (11) believed that if parents are successful in helping children to become responsibly independent, teenagers will be more able to enjoy the pleasures of living upon entering adulthood. Teenagers will not have to resort to substitutes such as commercialized devices for excitement and adventure, such as smoking, drinking, and illicit sex in order to derive the greatest satisfactions from life.

If parents are successful in exploring affection and in guiding youth in their understanding and experience with sex, there will be less need for youth to retreat into the abnormalities for satisfactions. If parents have helped youth adjust to differences, young people may more easily adjust to each other as husband and wife. If parents have helped youth learn to deal with frustration and disappointment, youth will more easily handle their problems in marriage.

Parents are not the sole influence in the lives of children, but are the first and perhaps the most profound influence. It has been said repeatedly that the best gift parents can give their children is a good marriage, their own. If parents are sufficiently successful and happy, they create the environment within which children grow.

As a result of the above implications, this study is undertaken to investigate the attitudes of senior high school boys and girls and to determine differences, if any, between boys and girls toward the responsibilities of being married and establishing a family.

CHAPTER II

P R O C E D U R E

Data for this study were secured from 25 boys and 25 girls enrolled for the first time in home and family living classes. The course was offered as an elective to students with senior status and no prerequisites were required. Data were collected during the first semester of 1968-1969.

Three instruments used to collect data for the study were: 1) "Personal Data Sheet," 2) "Preparing for Marriage," and 3) "Family Responsibility Inventory."

P E R S O N A L D A T A S H E E T

In order to secure information concerning the students and their family backgrounds, a "Personal Data Sheet" designed by the author was used. The purpose of this instrument was to collect information in the following areas: 1) personal information; 2) family information; 3) aspirations; and 4) an attitude survey.

The "Personal Data Sheet" follows:

P E R S O N A L D A T A S H E E T

Directions: Check (✓) the responses or fill in the blanks to complete the following survey:

Personal Information

1. Age _____ 2. Male _____ Female _____
3. Are you: Single _____ Married _____ Divorced _____
4. Do you have children _____ If so, how many _____

Family Information

1. Are your parents living? _____
 Mother only _____ Father only _____ Adopted _____
2. Parents' status:
 Separated _____ Divorced _____ Together _____
3. Parental environment:
 Happy together _____ Seldom happy _____
 Sometimes happy _____ Never happy _____
4. Age of parents:

Father: 30-39 years _____ 40-49 years _____ 50-59 years _____ 60 years or over _____	Mother: 30-39 years _____ 40-49 years _____ 50-59 years _____ 60 years or over _____
---	---
5. Number of sisters and brothers:

Sisters	Age	Brothers	Age
1) _____	_____	1) _____	_____
2) _____	_____	2) _____	_____
3) _____	_____	3) _____	_____
4) _____	_____	4) _____	_____

3. Do you plan to marry:

After high school _____

After college _____

Some other time _____

Never _____

4. Do you plan to have children when married? _____

One child _____

Two children _____

Three children _____ or

More _____

Attitude Survey

1. Would you trade your parents:

Mother _____

Father _____

Both _____

Neither _____

2. Would you like to be like your (father) (mother) when married? _____ Other _____

3. Would you seek a (wife) (husband) like your (mother) (father) when you marry? _____ Other _____

4. Would you like to be like (father) (mother) when married? Yes _____ No _____

5. When problems arise, do you discuss them with:

Father _____

Mother _____

Pastor _____

Sister _____

Brother _____

Friend _____

School counselor _____ Other _____

6. How do you feel about pre-marital sex?

For _____

Against _____

Neither _____

7. How will Number 6 affect adjustment to marriage?

Get along better _____

Fair _____

Poor _____

8. How do you think a person should be before marriage?

18 years _____

20 years _____

22 years _____

28 years _____

Younger _____

Older _____

9. How do you feel about divorce?

For _____

Against _____

10. Do you feel there is a need for more family life education? Yes _____ No _____

11. What grade level do you think family living should be introduced?

Kindergarten _____

Elementary _____

Junior high _____

Senior high _____

College _____

PREPARING FOR MARRIAGE

The second instrument, "Preparing for Marriage," is a modification of Kirkendall's (14) "Preparing for Marriage." The instrument was modified to be used with senior high school boys and girls. The instrument was used in the present study to stimulate thought about readiness for marriage and to compare attitudes of boys and girls.

The instrument is divided into the areas of: attitudes toward marriage; attitudes toward family responsibility; emotional maturity; decision-making and independence; and attitudes toward children.

A copy of the instrument "Preparing for Marriage" follows:

P R E P A R I N G F O R M A R R I A G E

Directions: Check (✓) response in the appropriate column, "Yes," "No," or "Undecided" (if you are undecided as to the answer).

Item Num- ber	Question	Type of Response		
		Yes	No	Undecided
1	Even though you may accept advice from your parents, do you make important decisions for yourself?			
2	Are you homesick when you are away from home?			
3	Do you ever feel embarrassed or uneasy in giving or receiving affection?			
4	Are your feelings easily hurt by criticism?			
5	Do you enjoy playing or working with small children?			
6	Do you feel embarrassed in conversations about sex with older persons or members of the opposite sex?			
7	Do you have an understanding of the functions of sex relations and reproduction?			
8	Do you understand the psychological factors determining good sexual adjustment?			
9	Have you had the experience of using some of your earnings to help meet the expenses of others?			

Item Num- ber	Question	Type of Response		
		Yes	No	Undecided
10	In an argument, do you lose your temper? _____			
11	Have you and your dates ever worked through disagreements to a definite conclusion agreeable to both of you? _____			
12	Can you postpone something you want for the sake of later enjoyment? _____			
13	Are you free from jealousy? _____			
14	Have you thought about the goals you will strive for in your marriage? _____			
15	Do you feel rebellious toward facing the responsibilities of marriage, occupational, or family life? _____			
16	Have you been able to give up something you want very much? _____			
17	Do you find it difficult to differ from others on matters of conduct or dress even though you disagree with what they think? _____			
18	Do you have to fight to get your way? _____			
19	Do you find yourself making biting remarks, or using sarcasm toward others? _____			
20	Do you find yourself strongly emphasizing the glamour aspects of marriage? _____			

Item Number	Question	Type of Response		
		Yes	No	Undecided
21	Have you and your date associated with each other in a variety of non-amusement situations such as caring for children, participating in a work project, or experienced together a time of stress? _____			
22	Have you and your boy/girl friend discussed matters which might cause marital conflict? For example:			
	Religious differences _____			
	Attitudes toward sex _____			
	Differences in family background _____			
	Financial arrangement in marriage _____			
	Basic values in life _____			
	DO YOU BELIEVE THAT:			
23	The purpose of marriage is for the individual happiness of the partners? _____			
24	A successful and happy marriage relationship has to be given care and attention? _____			
25	Attaining economic security is a wholly unsatisfactory motive for marriage? _____			
26	A couple really in love will be able to work out any marital difficulty? _____			

Item Num- ber	Question	Type of Response		
		Yes	No	Undecided
27	Every engaged couple should see a good marriage counselor before they decide to marry? _____			
28	Parents should have more than voice in the mate selection activities of children? _____			
29	Marriages would work out better if roles of the husband and wife were more sharply defined? _____			
30	Family control should be centered in the husband? _____			
31	After marriage if one finds someone that he loves more, it is his right to seek happiness with that person? _____			
32	A marriage without children would be quite unsatisfactory? _____			
33	A study of marriage tends to take the romance out of the relationship? _____			
34	The main factor in unhappy marriages is usually sexual maladjustment? _____			
35	In a sense when two people marry they marry each other's family? _____			
36	A couple who "liked each other very much" rather than "being in love," might become a happy and successfully married couple? _____			

FAMILY RESPONSIBILITY INVENTORY

The third instrument, "Family Responsibility Inventory," was formulated by Dunn (8). The present instrument is a modification of Dunn's inventory "Marriage Role Expectations Inventory," form for females. In the present study, the inventory is being used with boys and girls of senior high school status. The inventory is used to investigate the attitudes of students toward the role each will perform in the future family. Included in the instrument are the following areas: child care; social participation; domestic responsibility; and decision-making.

A copy of the "Family Responsibility Inventory" follows:

F A M I L Y R E S P O N S I B I L I T Y
I N V E N T O R Y

Directions: Check (✓) the column that represents the person or persons you expect will perform each task in your future family: Husband, Wife, or Both.

Item Num- ber	Task	Type of Response		
		Husband	Wife	Both
1	Doing the weekly grocery shopping_____			
2	Entertaining the children in late afternoon or early evening_____			
3	Managing the family's money matters_____			
4	Washing the car_____			
5	Bathing and dressing the children_____			
6	Being concerned with politics and world affairs_____			
7	Making repairs on household equipment_____			
8	Feeding the children_____			
9	Deciding where the family will live_____			
10	Doing the laundry_____			
11	Spending time with the boys in the family_____			
12	Preparing the meals_____			
13	Paying the bills_____			
14	Doing the vacuum cleaning_____			

Item Num- ber	Task	Type of Response		
		Husband	Wife	Both
15	Choosing where to go and what will be done when going out for fun_____			
16	Planning the meals_____			
17	Staying home with the children during part of the weekend_____			
18	Doing the ironing_____			
19	Deciding on types of insurance policies for the family_____			
20	Doing the dusting_____			
21	Guiding the children's play activities_____			
22	Keeping clothes repaired_____			
23	Managing and planning for spending money_____			
24	Scrubbing and waxing the floors_____			
25	Spending time with the girls in the family_____			
26	Drying dishes_____			
27	Making decisions affecting the family as a whole, such as when meals are served and when the television is turned on_____			
28	Washing dishes_____			
29	Babysitting in the evenings_____			
30	Selecting furniture for the house_____			

Item Num- ber	Task	Type of Response		
		Husband	Wife	Both
31	Setting social activities with other couples _____			
32	Washing windows _____			
33	Caring for the children when they are sick _____			
34	Making decisions concerning the children, such as where they will go and what they may do _____			
35	Rearranging the furniture _____			
36	Disciplining the children _____			
37	Buying gifts for holidays, for the children, birthdays, relatives and friends _____			
38	Deciding the place for the family vacation _____			
39	Cleaning up after guests after they have gone _____			
40	Shopping for clothes for the children _____			
41	Emptying the garbage _____			
42	Gardening or other lawn work _____			
43	Keeping informed and active in the work of the community _____			
44	Selecting and purchasing small kitchen appliances _____			
45	Preparing and serving meals _____			
46	Preparing the breakfast daily _____			

CHAPTER III

DISCUSSION OF FINDINGS WITH PRESENTATION OF DATA

A total of 50 students enrolled in home and family living classes in Franklin Delano Roosevelt High School, Dallas, Texas, participated in the study. The study included 25 senior high school boys and 25 senior high school girls enrolled in the family living classes for one semester.

The instruments used were administered during regular class periods. One instrument was administered each day for three days. The directions for completing each of the forms were explained by the author at the beginning of each period.

PERSONAL DATA SHEET

The first instrument, a "Personal Data Sheet," was designed to obtain personal and family background information. The form consisted of four part.

Part I of the study revealed all participants were between 16 and 20 years of age. The age distribution of the two groups follow:

<u>Age</u>	<u>Participants</u>	
	<u>Boys</u>	<u>Girls</u>
16	2	0
17	17	18
18	6	6
19	0	0
20	0	1

The "Personal Data Sheet" revealed that only two female students were married and no male students were married. Eight had children and two gave no reply. Only one male reported having a child.

Part II of the survey form included a report of family information. Occupations were reported for 47 fathers and 45 mothers. The occupational classifications of the parents revealed four fathers and two mothers were in the professional group. Seventeen fathers and six mothers were classified as unskilled in their occupations. The highest number in any job classification was semi-skilled, with 20 fathers and 15 mothers in this group. (See Table I.) In the male families there were more mothers that were homemakers, and there were no professional occupations for father or mother in the female families.

TABLE I
 OCCUPATIONAL CLASSIFICATION OF FATHERS AND
 MOTHERS OF 25 SENIOR BOYS AND 25 SENIOR
 GIRLS ENROLLED IN FAMILY
 LIVING CLASSES

Occupation	Boys		Girls	
	Father	Mother	Father	Mother
	Number	Number	Number	Number
Professional	4	2	0	0
Semi-Professional	0	0	0	0
Skilled	2	2	3	2
Semi-Skilled	13	5	7	10
Unskilled	6	4	11	2
Homemaker	0	12	0	6

The highest level of formal education of the parents was investigated. Two fathers and two mothers were college graduates. Of these one father and one mother had graduate credit. The highest level of education completed by 28 fathers and 32 mothers was high school. A total of 14 fathers and 11 mothers had completed junior high school. Four fathers and four mothers had completed two years of college. Some of the students did not indicate the level of education completed by their parents. The level of education of the mothers and fathers is shown below:

<u>Highest Level Completed</u>	<u>Father</u>	<u>Mother</u>
Elementary school	0	0
Junior high school	14	11
Senior high school	28	32
Two years of college	4	4
College graduate	2	2
No reply	2	1

Part III of the instrument revealed the students' aspirations. Of the 50 students participating in the study

45 indicated a desire to attend college or a trade or vocational school.

<u>College Preference</u>	<u>Total Number</u>
Junior college	18
Private school	4
University	14
Trade or vocational school	9
No response	5

PREPARING FOR MARRIAGE

The second instrument, "Preparing for Marriage," was designed to obtain information concerning the readiness for marriage, and to compare attitudes of senior high school boys and senior high school girls. The instrument was divided into the areas of: attitudes toward marriage; attitudes toward family responsibility; emotional maturity; decision-making and independence; and attitudes toward children.

A total of 47 students responded to the question: "Do you plan to marry?" The results are shown below:

<u>Question</u>	<u>Number</u>
Do you plan to marry--	
After high school	9
After college	23
Some other time	11
Never	4
No reply	3

When replying to the statement, "A study of marriage tends to take the romance out of the relationship," 32 per cent of the boys felt that it did not; 26 per cent of the girls felt that it did not. When questioned about the roles of husband and wife, 30 per cent of the girls felt that the wife's roles needed to be defined more sharply; 34 per cent of the boys felt that the husband's roles should be more sharply defined (Table II).

Both boys and girls rated high on the statement, "Family control should be centered in the husband." Thirty-eight per cent of the boys and 26 per cent of the girls felt that the husband should be the center of family control. Twenty-two per cent of the girls felt that, "the purpose of marriage is for the individual happiness of the partners." Sixteen per cent of the boys felt that this was true; 22 per cent of the boys did not agree.

The majority of both groups responded "Yes" to the question, "Have you thought about the goals you will strive for in your marriage?" Forty-two per cent of the girls and 26 per cent of the boys indicated having given some thought to future marriage goals.

One hundred per cent of the girls reported enjoying playing or working with small children. This could indicate

TABLE II

ATTITUDES TOWARD MARRIAGE OF 25 SENIOR BOYS AND 25 SENIOR GIRLS
ENROLLED IN FAMILY LIVING CLASSES

Item Num- ber	Question	Response											
		Yes				No				Undecided			
		Boys		Girls		Boys		Girls		Boys		Girls	
		Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent
1	Even though you may accept advice from your parents, do you make important decisions for yourself?	22	44.0	21	42.0	0	0.0	1	2.0	3	6.0	3	6.0
5	Do you enjoy playing or working with small children?	17	34.0	25	50.0	4	8.0	0	0.0	4	8.0	0	0.0
7	Do you have an understanding of the function of sex relations and reproduction?	15	30.0	15	30.0	5	10.0	4	8.0	5	10.0	6	12.0
9	Have you had the experience of using some of your earnings to help meet the expenses of others?	18	36.0	17	34.0	7	14.0	7	14.0	0	0.0	1	2.0

Item Num- ber	Question	Response											
		Yes				No				Undecided			
		Boys		Girls		Boys		Girls		Boys		Girls	
		Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent
11	Have you and your date ever worked through disagreements to a definite conclusion agreeable to both of you?	14	28.0	18	36.0	8	16.0	6	12.0	3	6.0	1	2.0
14	Have you thought about the goals you will strive for in your marriage?	13	26.0	21	42.0	7	14.0	3	6.0	4	8.0	2	4.0
15	Do you feel rebellious toward facing the responsibilities of marriage, occupational or family life?	4	8.0	6	12.0	17	34.0	18	36.0	4	8.0	1	2.0
20	Do you find yourself strongly emphasizing the glamour aspects of marriage?	8	16.0	13	26.0	10	20.0	5	10.0	6	12.0	8	16.0

Item Num- ber	Question	Response											
		Yes				No				Undecided			
		Boys		Girls		Boys		Girls		Boys		Girls	
		Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent
21	Have you and your date associated with each other in a variety of non-amusement situations such as caring for children, participating in a work project, or experienced together a time of stress?	5	10.0	9	18.0	18	36.0	14	28.0	1	2.0	3	6.0
22	Have you and your boy/girl friend discussed matters which might cause marital conflict? For example:	13	26.0	14	28.0	11	22.0	11	22.0	1	2.0	0	0.0
	Religious differences												
	Plans for having children												
	Attitudes toward sex												
	Differences in family background												

Item Num- ber	Question	Response											
		Yes				No				Undecided			
		Boys		Girls		Boys		Girls		Boys		Girls	
		Num- ber	Per- cent	Num- ber	Per- cent	Num- ber	Per- cent	Num- ber	Per- cent	Num- ber	Per- cent	Num- ber	Per- cent
	Financial arrangement in marriage												
	Basic values in life												
23	DO YOU BELIEVE THAT: The purpose of marriage is for the individual happiness of the partners?	8	16.0	11	22.0	11	22.0	8	16.0	6	12.0	6	12.0
24	A successful and happy marriage relationship has to be given care and attention?	20	40.0	22	44.0	2	4.0	1	2.0	3	6.0	2	4.0
25	Attaining economic security is a wholly unsatisfactory motive for marriage?	4	8.0	7	14.0	18	36.0	11	22.0	3	6.0	7	14.0
26	A couple really in love will be able to work out any marital differences	19	38.0	20	40.0	3	6.0	2	4.0	2	4.0	4	8.0

Item Num- ber	Question	Response											
		Yes				No				Undecided			
		Boys		Girls		Boys		Girls		Boys		Girls	
		Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent
27	Every engaged couple should see a good marriage counselor before they decide to marry?	13	26.0	8	16.0	7	14.0	10	20.0	5	10.0	7	14.0
28	Parents should have more active voice in the mate selection activities of children?	6	12.0	9	18.0	15	30.0	10	20.0	4	8.0	6	12.0
29	Marriages would work out better if roles of the husband and wife were more sharply defined?	17	34.0	15	30.0	3	6.0	5	10.0	5	10.0	5	10.0
30	Family control should be centered in the husband?	19	38.0	13	26.0	4	8.0	10	20.0	2	4.0	2	4.0
32	A marriage without children would be quite unsatisfactory?	9	18.0	10	20.0	8	16.0	8	16.0	8	16.0	7	14.0

Item Num- ber	Question	Response											
		Yes				No				Undecided			
		Boys		Girls		Boys		Girls		Boys		Girls	
		Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent
33	A study of marriage tends to take the romance out of the relationship?	3	6.0	4	8.0	16	32.0	13	26.0	6	12.0	8	16.0
35	In a sense when two people marry they marry each other's family?	15	30.0	14	28.0	3	6.0	9	18.0	7	14.0	2	4.0
27	Decisions affecting the family as a whole, such as when meals are served and when television is turned on.	5	10.0	1	2.0	5	10.0	5	10.0	15	30.0	19	38.0
30	Selecting furniture for the house	2	4.0	1	2.0	8	10.0	4	8.0	15	30.0	20	40.0
31	Setting social activities with other couples	5	10.0	2	4.0	6	12.0	3	6.0	15	30.0	19	38.0
33	Caring for the children when they are sick	1	2.0	0	0.0	8	16.0	5	10.0	16	32.0	20	40.0

Item Num- ber	Question	Response											
		Yes				No				Undecided			
		Boys		Girls		Boys		Girls		Boys		Girls	
		Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent
34	Decisions concerning the children, such as where they go and what they may do.	5	10.0	0	0.0	2	4.0	1	2.0	17	34.0	24	48.0
36	Disciplining the children.	2	4.0	3	6.0	3	6.0	2	4.0	20	40.0	20	40.0
38	Deciding the place for the family vacation.	5	10.0	2	4.0	2	4.0	0	0.0	18	36.0	23	46.0
43	Keeping informed and active in the work of the community.	4	8.0	2	4.0	4	8.0	9	18.0	17	34.0	14	28.0
44	Selecting and purchasing small kitchen appliances.	2	4.0	1	2.0	14	28.0	20	40.0	9	18.0	4	8.0

that girls usually have more responsibilities with small children in the home than do boys. Thirty-four per cent of the boys reported enjoying playing or working with small children.

When asked if every engaged couple should see a good marriage counselor before deciding to marry, 16 per cent of the girls felt that an engaged couple should see a marriage counselor, while 26 per cent of the boys indicated this was a good practice for engaged couples. A majority of the boys and girls indicated that parents should not have a voice in the mate selection and activities of their children.

Both boys and girls thought that a marriage without children would be quite unsatisfactory. This could indicate that the parents of the students studied led them to develop such a concept. Much research indicates that children do not save a marriage nor do they serve to help couples to get along better.

FAMILY RESPONSIBILITY INVENTORY

The third instrument, "Family Responsibility Inventory," was designed to determine the attitudes of senior high school boys and senior high school girls toward responsibilities of husband and/or wife or both (Table III). The responses used

TABLE III

"FAMILY RESPONSIBILITIES" CHECKED BY FAMILY LIVING STUDENTS AS BEING
 "HUSBAND," "WIFE" OR "BOTH" RESPONSIBILITIES

Item Num- ber	Task	Response											
		Husband				Wife				Both			
		Boys		Girls		Boys		Girls		Boys		Girls	
		Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent
3	Managing the family's money matters.	21	42.0	4	8.0	2	4.0	1	2.0	2	4.0	20	40.0
4	Washing the car.	21	42.0	24	48.0	2	4.0	0	0.0	2	4.0	1	2.0
6	Being concerned with politics and world affairs.	4	4.0	9	18.0	3	6.0	1	2.0	18	36.0	15	30.0
9	Deciding where the family will live.	2	4.0	3	6.0	3	6.0	3	6.0	20	40.0	19	38.0
11	Spending time with boys in the family.	19	38.0	19	38.0	6	12.0	0	0.0	0	0.0	6	12.0
15	Choosing where to go and what will be done when going out for fun.	5	10.0	0	0.0	1	2.0	2	4.0	19	38.0	23	46.0

Item Num- ber	Task	Response											
		Husband				Wife				Both			
		Boys		Girls		Boys		Girls		Boys		Girls	
		Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent
19	Deciding on types of insurance policies for the family.	4	8.0	1	2.0	1	2.0	3	6.0	20	40.0	21	42.0
21	Guiding the children's play activities.	3	6.0	1	2.0	4	8.0	12	24.0	14	28.0	16	32.0
23	Managing and planning for spending money.	8	16.0	0	0.0	1	2.0	3	6.0	16	32.0	22	44.0

by the students were "husband," "wife," and/or "both," to the "Family Responsibility Inventory.."

When responding to the responsibility of "managing the family's money matters," 40 per cent of the girls felt that both husband and wife should share this responsibility; 42 per cent of the boys felt that this was the husband's responsibility. This response on the boys' part could indicate the practices used in present family situations. Twenty-four per cent of the boys felt that the husband should pay the bills; 24 per cent of the girls felt that this was a responsibility for both husband and wife.

During the review of the "Family Responsibility Inventory," the author observed the responses given by male students to inquiries concerning "male type" responsibilities; the majority of male students indicated that men should be responsible for the "male type" duties, such as, washing the car, making repairs on household equipment, washing windows, emptying the garbage, gardening or other lawn work, rearranging the furniture; scrubbing and waxing the floors and spending time with the boys in the family. The boys felt that girls should be responsible for such duties as doing the weekly grocery shopping, entertaining the children in late afternoon or early evening, bathing and dressing the children, feeding the children, doing the laundry, preparing

the meals, planning the meals; doing the ironing, doing the dusting, spending time with the girls in the family, washing and drying the dishes, babysitting in the evenings, and caring for the children when they are sick.

A majority of the boys and girls revealed that both husband and wife should share in the responsibilities such as being concerned with politics and world affairs, deciding where the family will live, choosing where to go and what will be done when going out for fun, selecting furniture for the house, setting social activities with other couples, caring for the children when they are sick, and disciplining the children.

Over 50 per cent of the girls felt that most of the responsibilities were for both husband and wife. Those responsibilities that indicated feminine characteristics were indicated for "wife" responsibilities only by the girls. One hundred per cent of the girls indicated that "Preparing and serving meals and preparing the breakfast daily" were responsibilities of the wife.

CHAPTER IV

S U M M A R Y A N D C O N C L U S I O N S

The author of the present study was concerned with differences in attitudes of senior high school boys and girls toward preparation for marriage and family life education. The participants for the study were enrolled in family living classes at Franklin Delano Roosevelt High School, Dallas, Texas. Data were obtained from 25 boys and 25 girls of senior high school status. The survey was administered during regular class periods with instructions given by the author. The survey was composed of three testing instruments.

The age range for boys was from 16 to 18 years of age; for girls, from 17 to 20 years old. The majority of the students included in the study indicated living with both parents.

Most of the parents were employed in unskilled or semi-skilled labor. Twenty-eight fathers and 32 mothers completed high school education. Two fathers and two mothers were college graduates; of these one father and one mother had graduate credit. Both mother and father were of the same family.

Responses of 27 students indicated they would rather be like someone other than their own father or mother when married. Twenty-eight students indicated they would rather be married to someone other than a person like their own father or mother. Twenty-three students felt that a person should be 22 years old before marriage.

Ninety-two per cent of the students expressed a great need for more family life education. Forty-two per cent reported that family life education should be introduced in junior high school. Thirty-five per cent of the students felt that family life education should be introduced as early as the elementary school.

The subjects revealed that the roles of husband and wife needed to be more sharply defined. Thirty-eight per cent of the boys and 25 per cent of the girls felt that family control should be centered in the husband.

Twenty-six per cent of the boys and 42 per cent of the girls had given some thought to future marriage goals. A majority of the male students indicated that men should be responsible for such duties as washing the car, making repairs on household equipment, spending time with the boys in the family, washing windows and gardening or other lawn work.

Fifty per cent of the girls felt that most of the family responsibilities were for both husband and wife. Only those responsibilities that indicated feminine characteristics were indicated for wife responsibilities only.

The attitudes of boys and girls differed to some degree. The margin was not as great as the author had anticipated. The reason could be that most of the students were familiar with the author's previous teaching procedure and philosophy. The greatest differences in attitudes of boys and girls were shown in the "Family Responsibility Inventory."

Supported by research findings that education improves the probability of a successful marriage, the author wishes to provide opportunities for building basic concepts of marriage through future family living classes. Included in future teaching plans, the author wishes to initiate a unit in concepts of family roles. The unit is to include personal experiences for the students enrolled in family living classes. These experiences will consist of observations, books, movies, television, radio, comics, and other media of mass communication; also the students will be provided with the opportunity to explore the areas of family changes; divergent types of families; influence of family relationships on the child and how these relationships could influence attitudes

carried into marriage, adjustments outside the home, and changes in parent-child relationships.

The present study revealed little differences in attitudes of senior boys and girls toward preparation for marriage and family living. The greatest differences appeared to be on family responsibilities of male and female.

The present study of family life education permits the following generalizations: the greatest percentage of family life courses are offered in home economics and social studies; more girls than boys are enrolled in high school family life courses; most family life courses are electives rather than required; most of the family life teachers are women, practically all are married, and many have had college preparation in home economics; areas involving marriage, dating, and courtship receive the most attention in family life courses; and sex education receives the least.

While some critics maintain a strong and persistent attack against family life education, the author views it as a panacea for the ills of society. This study indicates that since a large percentage of brides and grooms are of high school age, the high schools are obligated to offer a sensible program in family life education in order to stem the tide of teen-age marriages.

The author recommends that additional studies be made with a larger sample and subjects with a wider variety of socio-economic and ethnic backgrounds.

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