

ASSERTIVENESS AND MARITAL SATISFACTION AMONG MARRIED,  
EMPLOYED, COLLEGE EDUCATED BLACK WOMEN

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BY

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## CHAPTER 1

### INTRODUCTION

The status of women in the United States has changed in recent years. Because of the gradual changing of prescribed roles, women are beginning to challenge existing social practices and suggest alternatives. The enactment of laws concerned with the employment of women has increased economic autonomy. This autonomy has resulted in confidence, independence, and assertive behavior among many women.

However, the concept of the woman working is not unfamiliar to the American black woman. Since Reconstruction, white regulated enterprise hesitated to employ black men. On the other hand, black women were permitted to perform menial tasks. Therefore, the idea of the woman in the work force has been accepted in the black community because of economic restrictions on the black men. The economic autonomy has permitted the black woman to exhibit confidence, independence, and assertive behavior.

Marriage, one of the older institutions in our society, has felt the effect of this economic autonomy position. Communication with one's spouse may be affected

by economic autonomy. Effective communication is an important aspect of a marital relationship. When there is a breakdown in communication, marital dissatisfaction may arise.

#### Problem Statement

The problem of this investigation was: What is the relationship between assertiveness and marital satisfaction among married, employed, college educated black women?

#### Justification of Problem

There is a need for research concerned with the black middle class as well as assertive behavior. An abundance of literature exist about black people in general. However, literature about the middle class black woman is scarce.

Galassi and Galassi (1978) stated there is an abundant amount of research concerning assertive training and its effect on individuals. Literature on assessing assertive behavior has lagged behind assertive training.

Difficulty in communicating openly and honestly can seriously hamper involvement with friends, family members, and intimate relations. The incidence of divorce in the United States has continued to climb each year. In 1978, it was noted that divorce rates for blacks had increased

130% in the last 10 years (U.S. Department of Commerce, 1979). Briscoe and Smith (1973) suggested that there is an association between divorce and mental health.

Perhaps if individuals experiencing communication uncertainty could be identified, preventive teaching could occur, thereby reducing the incidence of family disruptions produced by faulty communication skills. One of the main objectives of nursing is to maintain optimal levels of health for each individual. This study is relevant in terms of generating information pertinent to the prevention of family disruptions associated with communication affecting marital relations.

#### Conceptual Framework

For this investigation, the issue of assertiveness and its possible relationship to marital satisfaction was based on the work of Alberti and Emmons (1974). The concepts expounded on include nonassertive behavior, aggressive behavior, and assertive behavior. The concepts of nonassertive and aggressive behavior are observed as maladaptive in nature. On the other hand, assertive behavior is seen as adaptive and psychologically healthy in nature.

Nonassertive behavior can be viewed as "generalized" or "situational." The individual manifesting generalized



nonassertive behavior does not express feelings appropriately. This inhibition results in negative self-esteem and causes feelings of inadequacy; thus most social situations are anxiety provoking and there is difficulty in achieving desired goals and aspirations. Situational nonassertive behavior is present when the individual recognizes that a particular situation generates anxiety. The individual seeks help in minimizing this uncomfortable feeling (Alberti & Emmons, 1974).

Another form of maladaptive behavior is "generalized" and "situational aggressive behavior." Individuals manifesting generalized aggressive behavior achieve goals by causing others to be uncomfortable. Because this behavior is usually repulsive to others, the individual copes by deceiving others as well as self. This deceptive behavior causes anxiety. Because of constant anxiety, the individual has low self-esteem.

Situational aggressive individuals, like situational nonassertive individuals, recognize the need for assistance in dealing with specific problems. When appropriate behavioral responses are introduced, the affected individual will adapt.

On the other hand, assertive behavior is an honest expression of feelings of caring and affection. According to Albert and Emmons (1974):

Each person has the perfect right to speak his piece even though he may . . . just be a secretary in a large office. All persons are indeed created equal on a human-to-human plane and each deserve the privilege of expressing his inborn rights. (p. 27)

By expressing honest feelings in a socially acceptable manner, one will most likely receive positive responses from others, resulting in successful interpersonal relationships, thereby causing positive self-esteem.

In summary, "generalized" and "situational aggressive behavior" and "generalized" and "situational nonassertive behavior" are forms of maladaptive behavior resulting in poor, ineffective communication. In contrast, assertive behavior is an effective form of communication that assumes each individual is worthwhile and has the right to communicate needs, feelings, and thoughts. This type of communication lays the groundwork for mutual cooperation and harmony in interactions affecting interpersonal situations and thus, should also enhance marital satisfaction.

### Assumptions

The following assumptions were made:

1. Assertive behavior is associated with positive self-esteem.
2. Successful interpersonal interactions are reflected in marital satisfaction.
3. Individuals who are assertive communicate in a positive assertive manner and have successful interpersonal interactions. Nonassertive individuals have unsuccessful interpersonal interactions.

### Hypothesis

The following hypothesis was made: There is a relationship between assertiveness and marital satisfaction among married, employed, college educated black women.

### Definition of Terms

Four terms have been operationally defined as follows:

1. Assertiveness--the score obtained on the Adult Self-Expression Scale.
2. Marital Satisfaction--the score obtained on the Dyadic Adjustment Subscale Marital Satisfaction.
3. College educated--one who has received a degree from a four-year college or university.

4. Employed--an individual who works a minimum of 20 hours a week and receives monetary reward for service.

### Limitations

The factors listed below were recognized as weaknesses of this study:

1. Only subjects willing to participate were used.
2. Only the wife's perception of assertiveness and marital satisfaction was addressed.
3. There is no control over the subjects' tendencies to distort their appraisal of their marriage or assertiveness in terms of what may be considered socially acceptable.

### Summary

In summary, the problem of assertiveness and its possible relationship to marital satisfaction was introduced. The problem was justified with documentation after which a conceptual framework was presented. From the conceptual framework, three assumptions were identified. One hypothesis was formulated. Four terms were operationally defined. Finally, factors that were beyond the control of the researcher were identified.

## CHAPTER 2

### REVIEW OF THE LITERATURE

The review of literature is divided into four parts. The first section will address the black family with emphasis on the black female. The second section will examine assertive behavior from a theoretical perspective and briefly discuss assertive training techniques. The third section will discuss the term marital satisfaction from a theoretical viewpoint. Finally, research concerned with assertiveness and marital satisfaction will be examined.

#### The Black Family

In order to address and assess the black woman, the family unit must be scrutinized. Approximately 29% of all black households and 8% of all white households in 1979 were family households maintained by a woman with no husband in the home (U.S. Department of Commerce, 1979). Black women are more likely to have had a working mother and to have worked before and during marriage.

Within the nuclear family unit, there is an interchange of roles among husband and wife (Staples, 1976). Staples (1976) attributed this merging of roles to economic

restrictions on the black male. Hill (1972) found that in the majority of black families, husbands were actively involved in decision-making and domestic tasks. The role of the parents was equally strong. Gump (1975) in a comparative study of black and white college students' sex role attitudes, found black women to be more home centered and submissive compared to white women who expressed more interest in their own personal development. Chavis and Lyles (1975) interviewed 50 educated, married, black women and 50 educated, divorced, black women in an effort to gather data to aid in premarital counseling. When asked about who should make decisions in the family, both groups thought that the husband and wife should have the same decision-making ability and task performance. Mack (1978) studied 80 black and white middle-class and black and white working-class couples in their homes to assess whether their relationship was matriarchal, patriarchal, or equalitarian in nature. Mack concluded that social class differences outweighed racial differences in the issue of who dominates in a marital relationship. Mack stated that marital dominance is not a trait but a "context dependent" function of a relationship between marital partners (Mack, 1978, p. 148). These findings contradict the popular

image of the black woman as strong and dominant as she was portrayed in the Moynihan (1965) report.

Larue (1970) believed the role of the black woman in the family developed gradually out of the struggle for survival of the black race. Larue indicated that the personality and sense of responsibility of the black woman are essential adaptive skills for the survival of the black race.

Baumrind (1972) conducted an exploratory study of black and white preschool children's socialization influences. Baumrind concluded that black families that were considered authoritarian by white standards, produced more self-assertive and independent traits in their girls. These traits were attributed to taking responsibility at an early age.

Erroneous beliefs, as cited earlier by the Moynihan (1965) report seem to be held about black middle-class family structure and function. These beliefs have been generated as a result of inaccurate generalizations drawn from researchers who investigated lower-class black families.

Scanzoni (1971) found that most black middle-class children experience their parents as giving them adequate preparation for marriage and adult life. Educational

attainment was stressed as being essential to achieve upward mobility. The children thought their parents achieved these goals through emotional support, financial support, and modeling. While these basic goals did not differ significantly from white counterparts, black middle-class families find discrimination and prejudice as barriers to obtaining these goals. These obstacles are inherent in many social, cultural, and economic institutions in the United States.

While examining the black family, the black community must also be addressed. Many black families have become intimately involved with subsystem groups like kinship groups and church groups. Adams (1970) suggested that the cohesive bond that appears broader and more closely knit among relatives in the black community evolved from the need for mutual assistance in an inimical environment. Relatives, friends, and children of extended family members often are cared for and may become a part of a family unit. The black family is more susceptible to influences outside of the nuclear family than a white middle-class family (Stack, 1974).

In regard to work, Johnson (1979) showed labor force participation rates in 1978 for white married women to be 46.6% and black married women to be 58.3%. To get some



insight into the issue of employment among middle-class black women, Landry and Jendrek (1978) investigated the labor force participation of black women in the middle-class category. The study concluded that black middle-class wives have higher employment rates than whites because of economic need. In order to remain in the middle-class bracket, many work in spite of a negative influence such as small children.

The family is one of the most rapidly changing institutions in our society. The black woman has played a strong role in the black family. In general, she has adapted skills of independency and self-assertive behavior.

#### Assertiveness from a Theoretical Point of View

Wolpe (1958) was the first to use the term "assertive behavior." Wolpe developed the theory of reciprocal inhibition, which implies that anxiety can be counteracted with certain responses, for example assertive behavior. Wolpe's (1958) theory stated that:

If a response antagonistic to anxiety can be made to occur in the presence of anxiety-evoking stimuli so that it is accompanied by complete or partial suppression of the anxiety responses, the bond between these stimuli and the anxiety response will be weakened. (p. 71)

Wolpe (1958) indicated three classes of responses which are capable of interfering with anxiety:

(a) assertive responses, (b) sexual responses, and (c) relaxation responses. Of these three classes of responses, Wolpe (1958) believed that assertive responses are used against anxieties, arising out of the patients' immediate relations with other individuals; sexual responses against the anxieties of sexual relations.

To substantiate Wolpe's (1958) theory, it must be shown that assertive behavior blocks anxiety. A number of clinical studies have indicated that there is an inverse relationship between anxiety and assertive behavior.

Gay, Hollandsworth, and Galassi (1975) used 460 subjects to determine the difference in anxiety levels among high assertive and low assertive individuals. The study concluded that there was a significantly higher level of anxiety among the low assertive group and a lower level of anxiety among the high assertive group.

Percell, Berwick, and Beigel (1974) studied 50 women and men and found that "women who are assertive are less anxious than nonassertive women" (p. 503). However, they found no significant relationship between assertiveness and anxiety for men.

Orenstein, Orenstein, and Carr (1975) hypothesized that there would be an inverse relationship between anxiety and assertiveness. In a study of 86 subjects, it was found

that this relationship did indeed exist, that as assertiveness scores decreased, anxiety scores increased in both males and females.

A distinction between aggression and assertiveness was made by Lazarus (1971) who pointed out that aggression is exemplified by "outbursts of hostility, rage or resentment," usually "denoting pent-up or accumulated anger rather than the spontaneous expression of healthy emotion" (p. 115). Lazarus referred to "emotional freedom" and defined it as the "ability to give honest feedback." Lazarus (1971) stated that assertive behavior is "that aspect of emotional freedom that concerns standing up for one's rights" (p. 116).

Alberti and Emmons (1974) were unequivocal in describing assertiveness as being an entirely different response from aggression. They pointed out that aggressive responses by marital partners exert a negative influence on the relationship, thus hindering the assertive response which enables partners to confront each other honestly without the need to defend themselves.

Hollandsworth and Wall (1977) studied sex differences in assertive behavior. Four samples totaling 702 subjects, 294 males and 408 females, were used in this study. Females were found to be more assertive when expressing

love, affection, or approval, also in expressing anger to parents and complimenting and praising others. This study implied that sex differences may be an important consideration when administering assertive training.

Galassi and Galassi (1978) conceptualized three components of assertive behavior. The behavioral dimension of assertion includes expressing love, affection, as well as standing up for one's rights. The person dimension includes friends and acquaintances. The third dimension is situations. Galassi and Galassi believed that the behavior, the person, and the situation must be specified when describing assertive behavior.

Three major problems were identified with pencil and paper scales used to measure assertive behavior (Galassi & Galassi, 1978). First, a clear definition of assertive behavior has not been identified. Second, the scales used in assessing assertive behavior imply that assertion is a unitary personality trait. However, factor analysis reveals that assertion is multidimensional in nature. Finally, consensus on the components of assertive behavior has not been achieved.

#### Techniques Used in Assertion Training

Assertiveness training could be considered as the practical aspect of assertiveness and is represented

together with the theoretical aspects for a complete understanding of the terms. This section will briefly discuss assertive training techniques.

: Lazarus (1966) conducted a study to determine the effectiveness of behavior rehearsal versus nondirective therapy versus advice giving. Seventy-five subjects were used in this study. Lazarus (1966) defined behavior rehearsal as "a specific procedure which aims to replace deficient or inadequate social or interpersonal responses by efficient and effective behavior patterns" (p. 209). Behavior rehearsal was found to be the most effective of the three techniques.

McFall and Marston (1970) and McFall and Twentyman (1973) studied assertive training techniques using behavior rehearsal and rehearsal with modeling and coaching. In each study, behavior rehearsal was most effective and its effectiveness in general was increased when augmented by additional techniques such as coaching, video feedback, and audio feedback.

Eisler, Miller, and Hersen (1973) studied the effects of modeling as an assertive training technique on a sample of 30 males who were hospitalized psychiatric patients. Modeling through use of video tape showed that the group subjected to the technique had significantly higher

assertiveness levels than did the group who were required to call on their past assertive behavior. The authors concluded that placing individuals in situations requiring assertive behavior without training was of no value.

Eisler, Hersen, Miller, and Blanchard (1975) conducted a study which is relevant to the effect of various assertive training techniques. The authors' intent, among other objectives, was to "examine more systematically the effects of social context on interpersonal behavior in assertive situations" (Eisler et al., 1975, p. 331). The study found that social context was a factor. The nature and degree of assertive response varied according to gender and the experimental situation required by the study.

Brockway (1976) studied the effect of assertive training on the behavior and attitudes of professional women. The author found that despite the women's high assertiveness levels, they were anxious. The author suggested that professional women's assertiveness training consist of techniques aimed at decreasing anxiety, eliminating conditioned beliefs, and attitudes, rather than increasing verbal or gestural assertiveness skills. The author believed that career-demand behaviors conflict with social conditioning concepts of femininity. The conclusion was that one can act assertive but not necessarily

feel assertive internally. Two goals may be accomplished by this action--first, being assertive in a professional sense, and second, not relinquishing the role expectation of being feminine.

### Cognitive Restructuring

Lange and Jakubowski (1976) described cognitive restructuring as a process of awareness that changes old nonproductive behavior patterns to productive behavior patterns. This is accomplished by identifying the assertive behavior which one wishes to acquire, by choosing the proper cognitive behavior, and by identifying the individual's rights.

### Theoretical Background of Marital Satisfaction

There are many terms used to describe a marriage. The purpose of this section is to define and give meaning to terms used in discussing satisfaction with marriage.

Lively (1969) used the term marital happiness, marital success, and marital adjustment as terms describing the status of a marriage. Lively emphasized that many terms are used and are subjected to the interpretation of the researcher.

Spanier (1976) further argued that in order to conduct research, paper and pencil measures were also necessary.

Spanier (1976) thought a term which was backed up by an evaluative instrument, eradicated subjective evaluation and provided an objective measure, which eliminates the need for semantic description.

The term adjustment was preferred to happiness by Burgess and Cottrell (1939). The authors defined a well-adjusted marriage as one in which patterns of behavior of the couples are satisfying to both individuals. In order to determine adjustment, one must measure such factors as finance, handling of affection, and religion. Burgess and Cottrell thought that happiness is not a satisfactory measurement of marital adjustment for several reasons. First, the concept of happiness differs from one individual to the next. Second, it varies from day to day. Third, happiness in one spouse does not necessarily equal happiness in the next.

Locke and Wallace (1959) defined adjustment as the "accommodations of a husband and wife to each other at a given time" (p. 251). Locke and Williamson (1958) have defined adjustment in terms which appear to be entirely satisfactory:

Marital adjustment has been defined as the presence of such characteristics in a marriage as a tendency to avoid or resolve conflicts, a feeling of satisfaction with the marriage and



each with other, the sharing of common interests and activities and the fulfilling of the marital expectations of husband and wife. (p. 562)

Lewis and Spanier (1979) used the terms marital quality interchangeably with adjustment, happiness, and satisfaction. The authors thought that marital quality determines whether a marriage will remain "intact" (p. 268).

Marital quality defined by Lewis and Spanier (1979) is a subjective evaluation on several dimensions and evaluations:

The range of evaluations constitutes a continuum reflecting numerous characteristics of marital interaction and marital functioning. High marital quality, therefore is associated with good adjustment, adequate communication, a high level of marital happiness, integration of a high degree of satisfaction with the relationship. The definition does not convey a fixed picture of discrete categories, i.e., a high versus low quality marriage, rather suggest the existence of a continuum ranging from high to low. (p. 269)

Studies have found significant association between marital satisfaction and demographic variables. Blood and Wolfe (1960) conducted an extensive study among the wives of 909 families. The emphasis of the study was on the husband-wife relationship--from the wife's point of view. Many factors were related to marital satisfaction. Among them are number of children, duration of marriage, and social status of the husband. Hicks and Platt (1970)

identified demographic variables such as age, occupation, education, income, and religion as influencing marital satisfaction. Bumpass and Sweet (1972) found that differences in age increased dissolution in a marriage. Coombs and Zumeta (1970) reported that Catholics had a lower rate of marital dissolution than Protestants.

Glenn and Weaver (1978) used three national surveys to test the effects of the following variables on reported marital happiness of white males and females: (a) family income, (b) husband's occupational status, (c) duration of marriage, (d) years of school completed, (e) age at marriage, (f) church attendance, and (g) presence of children. The findings of the study of no strong association between reported marital satisfaction and a number of status variables "casts doubt on a number of widely held generalizations about marriage" (Glenn & Weaver, 1978, p. 276).

Spanier, Lewis, and Cole (1975) cautioned researchers about misleading interpretation from cross-section data. The authors argued that reliance on cross-sectional data can be misleading since these methodologies do not account for social desirability and other response sets.

Reviewing marital quality of the 1970s, Spanier and Lewis (1980) concluded that there is a discrepancy in

definition of terms used in describing marital satisfaction, adjustment, or happiness. The authors thought that conceptual definitions must be related to measurement and theoretical base. There is also the problem of assessment of marriage opposed to the married partner's perception of the marriage. Spanier and Lewis (1980) theorized that current research implies an analysis of a marriage when only one individual who resides in the marriage is assessed. To get an objective view as well as subjective view of a marriage, Spanier and Lewis suggested that research not only include survey but observational techniques as well.

#### Assertiveness and Marital Satisfaction

Married individuals having marital problems and seeking help through marital counseling are likely to have problems communicating with each other (Alberti & Emmons, 1976). Alberti and Emmons (1974) thought that learning assertiveness would bring a couple closer together. The more candid and honest a couple is with each other, the more successful will be their relationship.

It has been shown that there is a significant positive correlation between assertiveness and self-concept, and there is a negative correlation between assertiveness and

anxiety (Percell et al., 1974). These observations are congruent with the earlier writing of Lazarus (1966).

Whitley and Poulsen (1975) reported that women with higher levels of assertion had high levels of sexual satisfaction. The authors reported that the women's higher levels of assertion did not have a negative effect on their relationship with men.

It would be reasonable to assume that marital satisfaction can be improved by raising the level of assertion of one or both partners. A case study of three couples by Eisler, Miller, Hersen, and Alford (1974) indicated that this belief may be true, however, the improvement in marital adjustment may depend upon the type of assertive training used. In this study, each of the males was a passive individual, and was given a short but intensive course in assertive training. Two husbands underwent training which was related to the marriage. Marital adjustment improved in the cases where the assertive training was related to the marriage.

Muchowshi and Valle (1977) examined the effects of assertive training on marital couples as viewed by both partners. The study included 22 volunteer subjects who participated in an assertive training program for 4 weeks. The study concluded that assertive training may result in

both marital partners seeing both negative and positive effects. Muchowshi and Valle (1977) believed that assertive training is not for everyone and may not be helpful in every situation.

Epstein and Jackson (1978) conducted an experimental study with 15 couples assigned to three groups. One group was a communication training group. The second group included an insight training group. The third group had no treatment. The study was conducted for 3 weeks. The communication training produced a significant increase in assertive requests, compared to insight and no treatment groups. Communication training led to more extensive changes in spouses, verbal behaviors and perceptions of marital communication than the insight training group.

Reath, Piercy, Hovestadt, and Oliver (1980) studied assertiveness and marital adjustment of 187 married graduate students in the year of 1978. The study included 100 women and 87 men enrolled in a graduate program in a university. The Adult Self-Expression Scale and the Dyadic Adjustment Scale were administered to the subjects. No relationship between assertiveness and marital adjustment was found for females.

Subjects in a second study consisted of 14 married students enrolled in a master's level assertive training workshop during the summers of 1978 and 1979 by the same

researchers. The subjects were given a pre- and posttest using the Adult Self-Expression Scale and the Dyadic Adjustment Scale. Each class was held for a period of 1-1/2 hours for approximately 5 weeks. A control group of six married students enrolled in a counseling theories course was also given a pre- and posttest using the Adult Self-Expression Scale and Dyadic Adjustment Scale. The posttest scores on the scales were greater for the assertion training group than the control group. There was not a significant difference between males and females in the assertion training group on either Adult Self-Expression Scale or Dyadic Adjustment Scale posttest.

The study concluded that assertion in marriage is not synonymous with marital satisfaction. Reath et al. (1980) concluded married individuals involved in assertion training may become more assertive but not necessarily effect marital satisfaction.

#### Summary

The review of literature discussed the black family with emphasis on the black female. The terms assertive behavior and marital satisfaction from a theoretical point of view were analyzed. Then research on assertive technique and marital difficulties was reviewed.

In the American society, the black family way of life is a unique subculture. In general, the black woman has exhibited assertive behavior out of the struggle to survive.

Wolpe's (1958) theory of reciprocal inhibition indicated that assertive behavior, relaxation, and sexual responses have the ability to block anxiety. Several studies were reviewed which showed that assertive responses do indeed block anxiety.

Assertive training techniques reviewed were behavior rehearsal, role reversal, modeling, and cognitive restructuring. Cognitive restructuring was discussed and was defined in general as the ability to become aware of and change one's thinking patterns (Lange & Jakubowski, 1976).

The definition of a successful or unsuccessful marriage has been complicated by a plethora of terms. The common usage today is marital adjustment.

A number of clinical situations were reviewed which indicated that the use of assertive behavioral techniques were effective in resolving certain marital problems. No large scale studies were found which defined the relationship between assertive behavior and marital satisfaction.

## CHAPTER 3

### PROCEDURE FOR COLLECTION AND TREATMENT OF DATA

This was a descriptive correlational research study. The prime aim of this type of research is to examine relations among variables, according to Kerlinger (1976). This type of research also provides the foundation for future testing of hypotheses.

#### Setting

The setting for this research was a large metropolitan city in North Central Texas. The population for the city is approximately 1,000,000 persons. The black population is approximately 300,000 individuals.

Two large facilities were used to conduct the research for this study. The first was a comprehensive health care center. Data were collected in a central room in the recreation center of this building. A large executive room at a local Young Women's Christian Association was the area in which the second set of data was collected.



### Population and Sample

The population for this study was taken from two local black social sororities. The total membership is approximately 200 individuals for both organizations. The sample for this study was 53 married, employed, college educated black women, age 18 or older. All subjects had a minimum of a bachelor's degree from a college or university and were employed a minimum of 20 hours a week. All subjects volunteered to participate in the study. Treece and Treece (1977) identified incidental samples as utilizing willingly available subjects.

### Protection of Human Subjects

Written permission to conduct this study was obtained from Texas Woman's University Human Research Review Committee (Appendix A). Agency permission was obtained from the president of the two local sororities (Appendix B). Subjects were solicited to participate during a monthly organizational meeting of the two sororities. The researcher read a description of the study (Appendix C). Subjects were informed of the purpose by means of this oral description. Participants were requested not to write their names on the questionnaires to ensure anonymity. The subjects were informed that they could withdraw

from the study at any time without penalty should they no longer desire to participate in the study.

### Instruments

Three instruments were used to collect the data for this study. A demographic questionnaire, the Adult Self-Expression Scale (Gay et al., 1975), and the Dyadic Adjustment Subscale Marital Satisfaction (Spanier, 1976).

#### Demographic Questionnaire

The demographic questionnaire (Appendix D) consisted of eight questions designed by the researcher. The data supplied from this questionnaire were used to describe the sample.

#### Adult Self-Expression Scale

Adult Self-Expression Scale (ASES) (Appendix E) is a 48-item, self-report measure of assertiveness, specifically for adults. The scale has a Likert format with positively and negatively worded statements. The maximum score on this inventory is 192 points. The minimum score is 0. The higher the score the more assertive the individual.

To establish construct validity, the Pearson Product Moment Correlation Coefficient was computed for the Adult Self-Expression Scale with the 24 scales of the Adjective Check List. The ASES was found to correlate positively at

the  $p < .001$  level with 13 of the 24 scales of the Adjective Check List and correlated negatively at the  $p < .001$  level with three scales of the Adjective Check List (Gay et al., 1975, p. 342).

Discriminate analysis procedure and factor analysis procedures were two additional tests used to support construct validity. The discriminate analysis procedure resulted in significant value for two of the three variables identified as differences between high and low assertive subjects. The factor analysis procedure revealed 45 of the 48 items on the ASES as having factor loadings of .40 or greater (Gay et al., 1975, p. 340).

Concurrent validity was confirmed by using the  $t$  test to compare the mean ASES score of a group of college students seeking counseling with mean score of a control group. After a 2-week and 5-week retest, reliability coefficients were found to be .88 and .91 respectively (Gay et al., 1975, p. 340).

### Dyadic Adjustment Scale

The Dyadic Adjustment Scale (DAS) (Spanier, 1976) (Appendix F) is a 32-item self-report, measure of global marital satisfaction. This scale like the assertiveness inventory has a Likert format. The DAS has four distinct components. The four components are Dyadic Consensus

Subscale, Dyadic Marital Satisfaction Subscale, Dyadic Cohesion Subscale, and Affectional Expression Subscale. DAS is unique in that each component or subscale has been tested for reliability. The total scale reliability was calculated to be .96. For the purpose of this study, only the subscale marital satisfaction was used. This subscale has 10 items and a maximum of 50 points may be obtained. The higher the score the more satisfied the individual. The internal consistency reliability as measured by the Cronbach's Coefficient Alpha was confirmed to be .94 (Spanier, 1976, p. 24).

The scale has been evaluated for content, construct, and concurrent validity. All items ever used in a scale to measure marital satisfaction were compiled by Spanier (1976). All duplicated items were excluded. Three judges scrutinized the remaining items by criteria established by Spanier. If the item did not receive consensus, it was omitted (Spanier, 1976, p. 26). This was the test for content validity.

Concurrent validity was established by administering the scale to a married sample and a divorced sample. Using the t test, the two samples differed significantly at the  $<.001$  level from the married sample (Spanier, 1976, p. 23).

Construct validity was concluded after the Dyadic Adjustment Scale was correlated with the Locke-Wallace Marital Adjustment Scale. The correlation between these scales were .86 among married subjects and .88 among divorced subjects. Construct validity was also corroborated by factor analysis of the final 32 items. Three of the five components of global marital satisfaction as hypothesized by Spanier (1976) were found to be present (p. 24).

#### Data Collection

Subjects were obtained from two local social sororities. These sororities are composed of college educated black women. The main objective of the organizations is to provide public service. The researcher was introduced to approximately 60 sorority women by the president. The president had previously spoken to the sorority about the researcher conducting the study. All subjects after hearing the description of the study volunteered to participate by raising their hand. These subjects were supplied with pencils to complete the questionnaire. Approximately 10 subjects came into the room after the original presentation. Thirty-five subjects completed the questionnaire. Many were eager to find out the results of the study.

During the second organizational meeting, the researcher was introduced by the president to approximately 35 sorority members. Again the description of the study was read, and 20 volunteer subjects completed the questionnaire with pencils supplied by the researcher. The questionnaires were collected by the researcher after the completion of the meeting. Several ladies commented that the questionnaire was too long and boring. The questionnaires were hand scored. Two questionnaires were deleted because they did not meet the criteria for the study. One subject was employed for less than 20 hours a week and the other subject was retired.

#### Treatment of Data

The demographic data used were for descriptive statistical analysis. The variables used for analysis included age, religious affiliation, profession, highest earned degree, length of present marriage, employment, number of marriages, and income.

Pearson Product Moment Coefficient was calculated to determine if a relationship existed between the variables of assertiveness and marital satisfaction. Isaac and Michael (1971) indicated this method is used to determine the degree of relationship between two variables. Significance level was set at .05.

## CHAPTER 4

### ANALYSIS OF DATA

A descriptive correlational study was conducted to determine if there was a relationship between the variables of assertiveness and marital satisfaction. This chapter reports the analysis of the data gathered by the demographic instrument, the Adult Self-Expression Scale and the Dyadic Marital Adjustment Subscale Marital Satisfaction. Also included in this chapter are additional findings as related to further analysis of data conducted by the researcher.

#### Description of Sample

The sample consisted of 53 married, employed, college educated black women. The demographic data collected were age, religious affiliation, profession, highest earned degree, length of present marriage, employment, number of marriages, and income.

Distribution of subjects by age is presented in Table 1. Sixty percent of the sample was between 25 and 38 years of age. Another 29% was between 39 and 52 years of age.

Table 1  
Distribution of Subjects by Age

| Age   | Frequency | Percentage |
|-------|-----------|------------|
| 18-24 | 1         | 2%         |
| 25-31 | 16        | 30%        |
| 32-38 | 16        | 30%        |
| 39-45 | 8         | 16%        |
| 46-52 | 7         | 13%        |
| 53-59 | 5         | 9%         |
|       | 53        | 100%       |

n = 53.

The religious affiliation of the majority of the subjects was Baptist. The distribution of subjects by religious affiliation is presented in Table 2.

Teachers represented 52% of the sample population and 21% of the population consisted of nurses. See Table 3 for distribution of subjects by profession.

The majority of the subjects in this study had a master's degree. One subject had a double master's degree. Table 4 shows the educational background of the sample.



Table 2  
Distribution of Subjects by Religious Affiliation

| Religious Affiliation | Frequency | Percentage |
|-----------------------|-----------|------------|
| Baptist               | 28        | 52%        |
| Methodist             | 16        | 30%        |
| Church of Christ      | 3         | 6%         |
| Presbyterian          | 2         | 4%         |
| Church of God         | 1         | 2%         |
| Protestant            | 1         | 2%         |
| Islam                 | 1         | 2%         |
| Catholic              | 1         | 2%         |
|                       | 53        | 100%       |

n = 53.

As related to length of present marriage, the sample varied. Table 5 reveals the breakdown of the sample in terms of length of marriage.

In regard to employment, the majority of the subjects worked between 36-40 hours per week. Distribution of subjects by employment is presented in Table 6.

In relationship to income, 38% of the sample made \$22,000 or more per year. Thirty-six percent of the sample

Table 3  
Distribution of Subjects by Profession

| Profession           | Frequency | Percentage |
|----------------------|-----------|------------|
| Teacher              | 28        | 52%        |
| Nurse                | 11        | 21%        |
| Business Woman       | 7         | 13%        |
| Manager              | 2         | 4%         |
| Community Specialist | 1         | 2%         |
| Administrator        | 1         | 2%         |
| Medical Technologist | 1         | 2%         |
| Field Representative | 1         | 2%         |
|                      | 53        | 100%       |

n = 53.

Table 4  
Educational Background of Subjects

| Highest Earned Degree  | Frequency | Percentage |
|------------------------|-----------|------------|
| Bachelor's Degree      | 17        | 32%        |
| Master's Degree        | 35        | 66%        |
| Double Master's Degree | 1         | 2%         |
|                        | 53        | 100%       |

n = 53.

Table 5

## Distribution of Subjects by Length of Marriage

| Length of Marriage | Frequency | Percentage |
|--------------------|-----------|------------|
| 0 - 5 years        | 12        | 23%        |
| 6 - 10 years       | 10        | 19%        |
| 11 - 15 years      | 12        | 23%        |
| 16 - 20 years      | 9         | 16%        |
| 21 or more years   | 10        | 19%        |
|                    | 53        | 100%       |

n = 53.

Table 6

## Distribution of Subjects by Employment

| Hours/Week         | Frequency | Percentage |
|--------------------|-----------|------------|
| 26 - 35 hours/week | 3         | 6%         |
| 36 - 40 hours/week | 45        | 85%        |
| 40 plus hours/week | 3         | 9%         |
|                    | 53        | 100%       |

n = 53.

population made between \$19,000 and \$21,000 per year. See Table 7 for the distribution of subjects by income.

Table 7

## Distribution of Subjects as to Income

| Annual Income     | Frequency | Percentage |
|-------------------|-----------|------------|
| \$10,000-\$12,000 | 1         | 2%         |
| \$13,000-\$15,000 | 5         | 9%         |
| \$16,000-\$18,000 | 8         | 15%        |
| \$19,000-\$21,000 | 19        | 36%        |
| \$22,000 or more  | 20        | 38%        |
|                   | 53        | 100%       |

n = 53.

This was the first marriage for the majority of the subjects. Table 8 gives detail of number of marriages of the sample population.

Table 8

## Distribution of Subjects by Number of Marriages

| Number of Marriages | Frequency | Percentage |
|---------------------|-----------|------------|
| First               | 46        | 87%        |
| Second              | 6         | 11%        |
| Third               | 1         | 2%         |
|                     | 53        | 100%       |

n = 53.

### Test of the Hypothesis

Pearson's correlation of the relationship between assertiveness and marital satisfaction was computed. Analysis revealed a coefficient of  $r = .003$ ,  $p = .98$ . The hypothesis that there is a relationship between assertiveness and marital satisfaction among married, employed college black women was rejected as the significance level was not at or below the .05 level.

### Findings

The range of the assertiveness scores was a high of 165 to a low of 88. The maximum possible points on the assertiveness inventory was 192. The sample used in the study by Gay et al. (1975) was composed of 464 subjects enrolled in a community college. The mean score for the ASES sample was 115 (Gay et al., 1975). The mean score for the sample for this study was 121.8. Scores falling above 135 could be considered as high scores while those falling below 95 could be considered as low scores (Gay et al., 1975).

Using the cut off of 95 only 9% of this population would be considered low assertiveness while 70% would be considered medium assertiveness and 21% would be considered high assertiveness (see Table 9).

Table 9

Assertiveness Level of Sample Population  
by Mean Score and Percentage

| Assertiveness Level  | Score Range | Mean  | Frequency | Percentage |
|----------------------|-------------|-------|-----------|------------|
| Low Assertiveness    | 88-94       | 91.2  | 5         | 9%         |
| Medium Assertiveness | 99-134      | 116.8 | 37        | 70%        |
| High Assertiveness   | 137-165     | 152.4 | 11        | 21%        |
|                      |             |       | 53        | 100%       |

n = 53.

The ASES addresses various dimensions of interpersonal relationships in which assertive behavior may occur. The researcher was particularly interested in dimensions concerning marital relationships. When asked the question whether the subjects had difficulty verbally expressing anger to their spouses, 58% stated never or rarely, 19% stated seldom, 21% stated sometimes, and 2% stated almost always. When asked if their spouses were blatantly unfair would they find it difficult to say something about it to them, the majority, representing 57%, stated never or rarely while 26% stated seldom, 13% stated sometimes, and 2% stated usually, and 2% stated almost always. When asked if they had difficulty verbally expressing love and affection to

their spouses, 56% responded never or rarely, 26% responded seldom, 6% sometimes, 8% usually, and 4% almost always.

Means and standard deviations of the scores from the Dyadic Adjustment Subscale Marital Satisfaction (DASMS) and the Adult Self-Expression Scale (ASES) were computed. The mean and standard deviation for the sample is presented in Table 10.

Table 10  
Mean and Standard Deviation of Sample  
on the ASES and DASMS

|          | ASES  | DASMS |
|----------|-------|-------|
| Mean     | 121.8 | 36.5  |
| Standard | 20.5  | 5.7   |

Gay et al. (1975) found the mean ASES score on a community college group of 640 subjects to have a mean of 115 and a standard deviation of 20. Comparing the mean and standard deviation of this sample with Gay et al. (1975) the present sample's mean is higher.

Spanier (1976) found the mean and standard deviation of a sample of white married couples. The mean DASMS was 40.5 and the standard deviation was 7.2. The present sample mean is lower than the published mean.

### Summary of Findings

The subjects were affiliated with the Baptist Church. They were between the ages of 25 and 38 years. They held master degrees and were employed as teachers. The employment status was 36 to 40 hours per week. This was the first marriage for most of the subjects and the length of marriage varied.

In regard to the hypothesis tested, there was not a relationship between assertiveness and marital satisfaction. The assertiveness score did not influence the marital satisfaction score.

Further analysis of the data found the subjects were able to express love and affection to their spouses. In addition to expressing positive feelings, they were also able to express negative feelings.

Concerning assertiveness, this sample had a higher assertiveness score compared to the study by Gay et al. (1975). The present study had an assertiveness score of 121.8 compared to Gay's et al. (1975) assertiveness score of 115. However, the marital satisfaction score was lower than the marital satisfaction obtained by Spanier (1976). The present study had a marital satisfaction score of 36.5 compared to Spanier's (1976) marital satisfaction score of 40.5.



## CHAPTER 5

### SUMMARY OF THE STUDY

This chapter is divided into four parts. The first part presents a summary of the study. A discussion of the findings follows. The conclusions and implications drawn from the study are presented. Finally, recommendations for future research are explored.

A descriptive correlational study was conducted to determine if there was a significant relationship between an individual's perception of assertiveness and perception of marital satisfaction. The population for the study was taken from two local black social sororities. A total of 55 volunteer subjects completed the questionnaire. Two questionnaires were discarded because the subjects did not meet the criteria for the study.

Three instruments were used to collect the data for this study. The first instrument was a demographic instrument which was designed to describe the sample. The second instrument was the Adult Self-Expression Scale and was used to measure an individual's perceived assertiveness. Finally, the Dyadic Adjustment Subscale Marital

Satisfaction was used to measure an individual's perceived marital satisfaction.

The conceptual framework for this study was based on the work of Alberti and Emmons (1974). Openly expressing feeling in a socially acceptable manner facilitates communication. This form of communication is assertiveness. Good communication was expected to facilitate marital satisfaction. Consequently, assertiveness was expected to be related to marital satisfaction. Three assumptions were made in this study: (a) assertive behavior is associated with positive self-esteem, (b) successful interpersonal interactions are reflected in marital satisfaction, and (c) individuals who are assertive communicate in a positive assertive manner. The hypothesis predicted that a relationship existed between assertiveness and marital satisfaction.

Review of the literature revealed that the black middle-class family is similar in many respects to the middle-class white family. However, because of obstacles or barriers that are peculiar to the black family, goal attainment is sometimes difficult.

The purpose of this study was to gather empirical data about the middle-class black woman's perceived assertiveness and marital satisfaction. This study was relevant

in terms of generating information about the black middle class as well as adding to the body of knowledge concerning assertive behavior and marital satisfaction.

The hypothesis that there is a relationship between assertiveness and marital satisfaction was rejected. The data did not support the acceptance of this hypothesis.

### Discussion of Findings

In the sample studied, there was no relationship between assertive behavior and marital satisfaction. The findings are inconsistent with the conceptual framework and the assumptions derived from the conceptual framework which suggested that assertive behavior should enhance marital satisfaction.

However, the findings are consistent with the study of Reath et al. (1980) in which the ASES and DASMS were used with 187 married graduate students. There was not a relationship between assertiveness and marital satisfaction for females, however, a relationship was found for males. In the same vein, Hollandsworth and Wall (1977) studied sex differences in assertive behavior. The study implied that sex differences may be an important consideration when administering assertive training. This raises

the question of what effect sex differences have on assertive behavior.

Assertive behavior is a complex variable and may be influenced by many variables. The idea of this complex variable as a simple explanation to marital satisfaction may be deceiving.

Spanier and Lewis (1980) reviewed marital satisfaction of the 1970s and concluded that future research should also include observational technique along with both partners' perceptions of the marriage. Concerning marital satisfaction in the present study, the sample was able to express both positive and negative feelings to their spouses. This finding is consistent with previous research (Hollandsworth & Wall, 1977). Women were found to be more assertive than men when expressing love, affection, or approval to one's spouse. Further analysis of data found the sample had a lower mean marital satisfaction score but a higher mean assertiveness score. Brockway (1976) studied the effect of assertive training on the behavior and attitudes of professional women. Brockway concluded it is possible to act assertive but not internally feel assertive. The black woman in general has exhibited assertive behavior in many situations out of the need to survive in this society. The black man's income has been

considerably lower than his white counterpart. The black woman therefore has worked to supplement the family income. Although research is not consistent as to whether income has an effect on marital satisfaction, there may be a conflict with societal sex role expectations and the reality of black family life. The economic condition of the family may have some effect on marital satisfaction.

#### Conclusion and Implication

From the examination of the data it is possible to draw the following conclusion. The idea that a single variable such as assertiveness, could predict marital satisfaction is too simplistic an explanation. Undoubtedly multiple predictor variables need to be considered. The implication from this study is nurses cannot promote assertive behavior in educated black women as a means of improving a marital relationship.

#### Recommendations for Further Study

Based on the investigation the following recommendations for future research were generated:

1. This problem should be investigated further on a population utilizing both spouses.
2. An observational technique should be used with the DASMS to assess the marriage.

3. This problem should be investigated on a population of educated middle-class white women.

## APPENDIX A

TEXAS WOMAN'S UNIVERSITY  
Box 23717, TWU Station  
Denton, Texas 76204

1810 Inwood Road  
Dallas Inwood Campus

# HUMAN SUBJECTS REVIEW COMMITTEE

Name of Investigator: Theresa Else Wooten Center: Dallas  
Address: 4824 Coles Manor #359 Date: 2/19/81  
Dallas, Texas 75204

Dear Ms. Wooten:

Your study entitled Assertiveness and Marital Satisfaction Among  
Employed College-Educated Black Women

has been reviewed by a committee of the Human Subjects Review Committee and it appears to meet our requirements in regard to protection of the individual's rights.

Please be reminded that both the University and the Department of Health, Education, and Welfare regulations typically require that signatures indicating informed consent be obtained from all human subjects in your studies. These are to be filed with the Human Subjects Review Committee. Any exception to this requirement is noted below. Furthermore, according to DHEW regulations, another review by the Committee is required if your project changes.

Any special provisions pertaining to your study are noted below:

Add to informed consent form: No medical service or compensation is provided to subjects by the University as a result of injury from participation in research.

Add to informed consent form: I UNDERSTAND THAT THE RETURN OF MY QUESTIONNAIRE CONSTITUTES MY INFORMED CONSENT TO ACT AS A SUBJECT IN THIS RESEARCH.



\_\_\_\_ The filing of signatures of subjects with the Human Subjects Review Committee is not required.

XX Other: 1. Clarify use of 2 questionnaires - only 1 included with application and no mention made to subjects in letter about 2nd questionnaire.

\_\_\_\_ No special provisions apply.

2. Indicate to subjects the use that will be made of the demographic data being collected.

Sincerely,

*Estelle D. Kuntz*

Chairman, Human Subjects  
Review Committee

at Dallas

1. The first part of the report is a general introduction to the subject of the study. It discusses the importance of the study and the objectives of the research. It also provides a brief overview of the methodology used in the study.

2. The second part of the report is a detailed description of the study area. It includes information about the location of the study area, the population of the study area, and the characteristics of the study area. It also discusses the data sources used in the study.

3. The third part of the report is a detailed description of the study results. It includes information about the findings of the study, the conclusions drawn from the findings, and the implications of the findings. It also discusses the limitations of the study and the need for further research.

4. The fourth part of the report is a conclusion and recommendations section. It summarizes the main findings of the study and provides recommendations for future research and policy-making.

## APPENDIX B

1. The first part of the appendix is a list of the data sources used in the study. It includes information about the name of the data source, the location of the data source, and the date of the data source. It also discusses the reliability of the data source and the method of data collection.

2. The second part of the appendix is a list of the variables used in the study. It includes information about the name of the variable, the unit of measurement of the variable, and the range of the variable. It also discusses the method of measurement of the variable and the method of data collection.

3. The third part of the appendix is a list of the statistical methods used in the study. It includes information about the name of the statistical method, the purpose of the statistical method, and the results of the statistical method. It also discusses the assumptions of the statistical method and the method of data collection.

4. The fourth part of the appendix is a list of the maps used in the study. It includes information about the name of the map, the location of the map, and the date of the map. It also discusses the scale of the map and the method of data collection.

TEXAS WOMAN'S UNIVERSITY  
COLLEGE OF NURSING

AGENCY PERMISSION FOR CONDUCTING STUDY\*

THE ZETA PHI BETA SORORITY

GRANTS TO Theresa Else Wooten  
a student enrolled in a program of nursing leading to a  
Master's Degree at Texas Woman's University, the privilege  
of its facilities in order to study the following problem.

ASSERTIVENESS AND MARITAL SATISFACTION AMONG EMPLOYED  
COLLEGE EDUCATED BLACK WOMEN

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 \_\_\_\_\_

Date: February 26, 1981

Beta Phi Beta Sorority / Carey Hall  
Signature of Agency Personnel

Theresa Wooten  
Signature of Student

Shirley M. Ziegler  
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 DEBRA SIGMA THETA SOCIETY  
GRANTS TO Theresa Elise Wooten  
a student enrolled in a program of nursing leading to a  
Master's Degree at Texas Woman's University, the privilege  
of its facilities in order to study the following problem.

ASSERTIVENESS AND MARITAL SATISFACTION AMONG EMPLOYED  
COLLEGE EDUCATED BLACK WOMEN

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 \_\_\_\_\_

Date: March '81

Linda Wooten  
Signature of Student

Signature of Agency personnel

Shirley M. Ziegler  
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

## EXPLANATION OF STUDY

Hello,

I am a graduate nursing student at Texas Woman's University conducting a research study dealing with self-expression and marital satisfaction. If you are black, married, age 18 or older, employed and a college graduate, I am requesting your participation as a subject.

The questionnaire consist of 66 questions which will take approximately 20 minutes to complete. You may terminate participation in this study at any time. Possible risks or discomforts related to this study are personal inconvenience and chance of public embarrassment should the data forms be lost or misplaced. To minimize risks, please do not place your name on the questionnaire. Data will be reported only in terms of group mean.

This study has the potential benefit of adding to the existing body of knowledge concerning assertiveness and marital satisfaction and may be an asset in future projects as well as increase knowledge of the black professional woman. The demographic data collected will be used to describe the sample. There is no medical service or compensation provided to potential subjects by the university as a result of injury from participation in this research (your completed questionnaire).

You may obtain a copy of the results of this study from your basileus upon request. Please feel free to ask any questions regarding this study. Your participation would be appreciated. If you agree to participate, please remain in the room so you can complete the questionnaire. Thank you for your time.

Sincerely,

Theresa Wooten  
Graduate Student  
Texas Woman's University  
Dallas Center

## APPENDIX D

1. The first part of the appendix is a list of the names of the persons who have been appointed to the various positions of the Board of Directors of the United States Steel Corporation since its organization in 1901. The names are given in alphabetical order, and the year in which each person was appointed is given in parentheses after his name.

2. The second part of the appendix is a list of the names of the persons who have been appointed to the various positions of the Board of Directors of the United States Steel Corporation since its organization in 1901. The names are given in alphabetical order, and the year in which each person was appointed is given in parentheses after his name.

3. The third part of the appendix is a list of the names of the persons who have been appointed to the various positions of the Board of Directors of the United States Steel Corporation since its organization in 1901. The names are given in alphabetical order, and the year in which each person was appointed is given in parentheses after his name.

4. The fourth part of the appendix is a list of the names of the persons who have been appointed to the various positions of the Board of Directors of the United States Steel Corporation since its organization in 1901. The names are given in alphabetical order, and the year in which each person was appointed is given in parentheses after his name.

5. The fifth part of the appendix is a list of the names of the persons who have been appointed to the various positions of the Board of Directors of the United States Steel Corporation since its organization in 1901. The names are given in alphabetical order, and the year in which each person was appointed is given in parentheses after his name.

6. The sixth part of the appendix is a list of the names of the persons who have been appointed to the various positions of the Board of Directors of the United States Steel Corporation since its organization in 1901. The names are given in alphabetical order, and the year in which each person was appointed is given in parentheses after his name.

7. The seventh part of the appendix is a list of the names of the persons who have been appointed to the various positions of the Board of Directors of the United States Steel Corporation since its organization in 1901. The names are given in alphabetical order, and the year in which each person was appointed is given in parentheses after his name.

8. The eighth part of the appendix is a list of the names of the persons who have been appointed to the various positions of the Board of Directors of the United States Steel Corporation since its organization in 1901. The names are given in alphabetical order, and the year in which each person was appointed is given in parentheses after his name.

9. The ninth part of the appendix is a list of the names of the persons who have been appointed to the various positions of the Board of Directors of the United States Steel Corporation since its organization in 1901. The names are given in alphabetical order, and the year in which each person was appointed is given in parentheses after his name.

10. The tenth part of the appendix is a list of the names of the persons who have been appointed to the various positions of the Board of Directors of the United States Steel Corporation since its organization in 1901. The names are given in alphabetical order, and the year in which each person was appointed is given in parentheses after his name.



THE RETURN OF THIS COMPLETED QUESTIONNAIRE WILL BE INTERPRETED AS INFORMED CONSENT. DO NOT PLACE YOUR NAME ON THE QUESTIONNAIRE.

# PART 1

## DEMOGRAPHIC QUESTIONNAIRE

DIRECTIONS: Circle the appropriate answer that applies to you.

### Age

1. 18-24
2. 25-31
3. 32-38
4. 39-45
5. 46-52
6. 53-59
7. 60-67
8. Over 67

### Profession

1. Nurse
2. Teacher
3. Social worker
4. Business woman
5. Other

(Specify)

### Income

1. Less than \$10,000 per year
2. \$10,000-\$12,000 per year
3. \$13,000-\$15,000 per year
4. \$16,000-\$18,000 per year
5. \$19,000-\$21,000 per year
6. \$22,000 or more per year

### Religious Affiliation

1. Baptist
2. Catholic
3. Methodist
4. Other

(Specify)

### Number of Marriages

1. First marriage
2. Second marriage
3. Third marriage
4. More than three

### Length of Present Marriage

1. 0 - 5 years
2. 6 - 10 years
3. 11 - 15 years
4. 16 - 20 years
5. 21 or more years

### Highest Earned Degree

1. Bachelor's Degree
2. Master's Degree
3. Doctoral Degree
4. Other

(Specify)

### Employment

1. Less than 20 hours per week
2. 20-25 hours per week
3. 26-35 hours per week
4. 36-40 hours per week
5. More than 40 hours per week

## APPENDIX E

## PART II

## ADULT SELF-EXPRESSION SCALE

DIRECTIONS: This inventory is designed to provide information about the way in which you express yourself. Please answer the questions by circling the appropriate response. Your answer should indicate how you generally express yourself in a variety of situations. If a particular situation does not apply to you, answer as you think you would respond in that situation. Please work quickly. Your first response to the question is probably your most accurate one.

1. Do you ignore it when someone pushes in front of you in line?  

|                            |         |           |        |                    |
|----------------------------|---------|-----------|--------|--------------------|
| Almost Always<br>or Always | Usually | Sometimes | Seldom | Never or<br>Rarely |
|----------------------------|---------|-----------|--------|--------------------|
2. Do you find it difficult to ask a friend to do a favor for you?  

|                            |         |           |        |                    |
|----------------------------|---------|-----------|--------|--------------------|
| Almost Always<br>or Always | Usually | Sometimes | Seldom | Never or<br>Rarely |
|----------------------------|---------|-----------|--------|--------------------|
3. If your boss or supervisor makes what you consider to be an unreasonable request, do you have difficulty saying "no"?  

|                            |         |           |        |                    |
|----------------------------|---------|-----------|--------|--------------------|
| Almost Always<br>or Always | Usually | Sometimes | Seldom | Never or<br>Rarely |
|----------------------------|---------|-----------|--------|--------------------|
4. Are you reluctant to speak to an attractive acquaintance of the opposite sex?  

|                            |         |           |        |                    |
|----------------------------|---------|-----------|--------|--------------------|
| Almost Always<br>or Always | Usually | Sometimes | Seldom | Never or<br>Rarely |
|----------------------------|---------|-----------|--------|--------------------|
5. Is it difficult for you to refuse unreasonable requests from your parents?  

|                            |         |           |        |                    |
|----------------------------|---------|-----------|--------|--------------------|
| Almost Always<br>or Always | Usually | Sometimes | Seldom | Never or<br>Rarely |
|----------------------------|---------|-----------|--------|--------------------|

6. Do you find it difficult to accept compliments from your boss or supervisor?

| Almost Always<br>or Always | Usually | Sometimes | Seldom | Never or<br>Rarely |
|----------------------------|---------|-----------|--------|--------------------|
|----------------------------|---------|-----------|--------|--------------------|

7. Do you express your negative feelings to others when it is appropriate?

| Almost Always<br>or Always | Usually | Sometimes | Seldom | Never or<br>Rarely |
|----------------------------|---------|-----------|--------|--------------------|
|----------------------------|---------|-----------|--------|--------------------|

8. Do you freely volunteer information or opinions in discussions with people whom you do not know very well?

| Almost Always<br>or Always | Usually | Sometimes | Seldom | Never or<br>Rarely |
|----------------------------|---------|-----------|--------|--------------------|
|----------------------------|---------|-----------|--------|--------------------|

9. If there was a public figure who you greatly admired and respected at a large social gathering, would you make an effort to introduce yourself? ☒ Yes ☐ No

| Almost Always<br>or Always | Usually | Sometimes | Seldom | Never or<br>Rarely |
|----------------------------|---------|-----------|--------|--------------------|
|                            |         |           |        |                    |

10. How often do you openly express justified feelings of anger to your parents?

| Almost Always<br>or Always | Usually | Sometimes | Seldom | Never or<br>Rarely |
|----------------------------|---------|-----------|--------|--------------------|
|----------------------------|---------|-----------|--------|--------------------|

11. If you have a friend of whom your parents do not approve, do you make an effort to help them get to know one another better?

| Almost Always<br>or Always | Usually | Sometimes | Seldom | Never or<br>Rarely |
|----------------------------|---------|-----------|--------|--------------------|
|----------------------------|---------|-----------|--------|--------------------|

12. If you were watching a TV program in which you were very interested and a close relative was disturbing you, would you ask them to be quiet?

| Almost Always<br>or Always | Usually | Sometimes | Seldom | Never or<br>Rarely |
|----------------------------|---------|-----------|--------|--------------------|
|----------------------------|---------|-----------|--------|--------------------|

- [illegible]

20. If you have a close friend who your spouse dislikes and constantly criticizes, would you inform him that you disagree and tell him of your friend's assets?
- Almost Always or Always    Usually    Sometimes    Seldom    Never or Rarely
21. Do you find it difficult to ask favors of others?
- Almost Always or Always    Usually    Sometimes    Seldom    Never or Rarely
22. If food which is not to your satisfaction was served in a good restaurant, would you bring it to the waiter's attention?
- Almost Always or Always    Usually    Sometimes    Seldom    Never or Rarely
23. Do you tend to drag out your apologies?
- Almost Always or Always    Usually    Sometimes    Seldom    Never or Rarely
24. When necessary, do you find it difficult to ask favors of your parents?
- Almost Always or Always    Usually    Sometimes    Seldom    Never or Rarely
25. Do you insist that others do their fair share of the work?
- Almost Always or Always    Usually    Sometimes    Seldom    Never or Rarely
26. Do you have difficulty saying no to salesmen?
- Almost Always or Always    Usually    Sometimes    Seldom    Never or Rarely
27. Are you reluctant to speak up in a discussion with a small group of friends?
- Almost Always or Always    Usually    Sometimes    Seldom    Never or Rarely

28. Do you express anger or annoyance to your boss or supervisor when it is justified?
- |                            |         |           |        |                    |
|----------------------------|---------|-----------|--------|--------------------|
| Almost Always<br>or Always | Usually | Sometimes | Seldom | Never or<br>Rarely |
|----------------------------|---------|-----------|--------|--------------------|
29. Do you compliment and praise others?
- |                            |         |           |        |                    |
|----------------------------|---------|-----------|--------|--------------------|
| Almost Always<br>or Always | Usually | Sometimes | Seldom | Never or<br>Rarely |
|----------------------------|---------|-----------|--------|--------------------|
30. Do you have difficulty asking a close friend to do an important favor even though it will cause them some inconvenience?
- |                            |         |           |        |                    |
|----------------------------|---------|-----------|--------|--------------------|
| Almost Always<br>or Always | Usually | Sometimes | Seldom | Never or<br>Rarely |
|----------------------------|---------|-----------|--------|--------------------|
31. If a close relative makes what you consider to be an unreasonable request, do you have difficulty saying no?
- |                            |         |           |        |                    |
|----------------------------|---------|-----------|--------|--------------------|
| Almost Always<br>or Always | Usually | Sometimes | Seldom | Never or<br>Rarely |
|----------------------------|---------|-----------|--------|--------------------|
32. If your boss or supervisor makes a statement that you consider untrue, do you question it aloud?
- |                            |         |           |        |                    |
|----------------------------|---------|-----------|--------|--------------------|
| Almost Always<br>or Always | Usually | Sometimes | Seldom | Never or<br>Rarely |
|----------------------------|---------|-----------|--------|--------------------|
33. If you find yourself becoming fond of a friend, do you have difficulty expressing these feelings to that person?
- |                            |         |           |        |                    |
|----------------------------|---------|-----------|--------|--------------------|
| Almost Always<br>or Always | Usually | Sometimes | Seldom | Never or<br>Rarely |
|----------------------------|---------|-----------|--------|--------------------|
34. Do you have difficulty exchanging a purchase with which you are dissatisfied?
- |                            |         |           |        |                    |
|----------------------------|---------|-----------|--------|--------------------|
| Almost Always<br>or Always | Usually | Sometimes | Seldom | Never or<br>Rarely |
|----------------------------|---------|-----------|--------|--------------------|

35. If someone in authority interrupts you in the middle of an important conversation, do you request that the person wait until you have finished?

| Almost Always<br>or Always | Usually | Sometimes | Seldom | Never or<br>Rarely |
|----------------------------|---------|-----------|--------|--------------------|
|----------------------------|---------|-----------|--------|--------------------|

36. If a person of the opposite sex who you have been wanting to meet directs attention to you at a party, do you take the initiative in beginning the conversation?

| Almost Always<br>or Always | Usually | Sometimes | Seldom | Never or<br>Rarely |
|----------------------------|---------|-----------|--------|--------------------|
|----------------------------|---------|-----------|--------|--------------------|

37. Do you hesitate to express resentment to a friend who has unjustifiably criticized you?

| Almost Always<br>or Always | Usually | Sometimes | Seldom | Never or<br>Rarely |
|----------------------------|---------|-----------|--------|--------------------|
|----------------------------|---------|-----------|--------|--------------------|

38. If your parents wanted you to come home for a weekend visit and you had made important plans, would you change your plans?

| Almost Always<br>or Always | Usually | Sometimes | Seldom | Never or<br>Rarely |
|----------------------------|---------|-----------|--------|--------------------|
|----------------------------|---------|-----------|--------|--------------------|

39. Are you reluctant to speak up in a discussion or debate?

| Almost Always<br>or Always | Usually | Sometimes | Seldom | Never or<br>Rarely |
|----------------------------|---------|-----------|--------|--------------------|
|----------------------------|---------|-----------|--------|--------------------|

40. If a friend who has borrowed \$5.00 from you seems to have forgotten about it, is it difficult for you to remind this person?

| Almost Always<br>or Always | Usually | Sometimes | Seldom | Never or<br>Rarely |
|----------------------------|---------|-----------|--------|--------------------|
|                            |         |           |        |                    |

41. If your boss or supervisor teases you to the point that it is no longer fun, do you have difficulty expressing your displeasure?

| Almost Always<br>or Always | Usually | Sometimes | Seldom | Never or<br>Rarely |
|----------------------------|---------|-----------|--------|--------------------|
|----------------------------|---------|-----------|--------|--------------------|



42. If your spouse is blatantly unfair, do you find it difficult to say something about it to him?

|                            |         |           |        |                    |
|----------------------------|---------|-----------|--------|--------------------|
| Almost Always<br>or Always | Usually | Sometimes | Seldom | Never or<br>Rarely |
|----------------------------|---------|-----------|--------|--------------------|

43. If a clerk in a store waits on someone who has come in after you when you are in a rush, do you call his attention to the matter?

|                            |         |           |        |                    |
|----------------------------|---------|-----------|--------|--------------------|
| Almost Always<br>or Always | Usually | Sometimes | Seldom | Never or<br>Rarely |
|----------------------------|---------|-----------|--------|--------------------|

44. If you lived in an apartment and the landlord failed to make certain repairs after it had been brought to his attention, would you insist on it?

|                            |         |           |        |                    |
|----------------------------|---------|-----------|--------|--------------------|
| Almost Always<br>or Always | Usually | Sometimes | Seldom | Never or<br>Rarely |
|----------------------------|---------|-----------|--------|--------------------|

45. Do you find it difficult to ask your boss or supervisor to let you off early?

|                            |         |           |        |                    |
|----------------------------|---------|-----------|--------|--------------------|
| Almost Always<br>or Always | Usually | Sometimes | Seldom | Never or<br>Rarely |
|----------------------------|---------|-----------|--------|--------------------|

46. Do you have difficulty verbally expressing love and affection to your spouse?

|                            |         |           |        |                    |
|----------------------------|---------|-----------|--------|--------------------|
| Almost Always<br>or Always | Usually | Sometimes | Seldom | Never or<br>Rarely |
|----------------------------|---------|-----------|--------|--------------------|

47. Do you readily express your opinions to others?

|                            |         |           |        |                    |
|----------------------------|---------|-----------|--------|--------------------|
| Almost Always<br>or Always | Usually | Sometimes | Seldom | Never or<br>Rarely |
|----------------------------|---------|-----------|--------|--------------------|

48. If a friend makes what you consider to be an unreasonable request, are you able to refuse?

|                            |         |           |        |                    |
|----------------------------|---------|-----------|--------|--------------------|
| Almost Always<br>or Always | Usually | Sometimes | Seldom | Never or<br>Rarely |
|----------------------------|---------|-----------|--------|--------------------|

## APPENDIX F

## PART III

## DYADIC ADJUSTMENT SUBSCALE

## MARITAL SATISFACTION

DIRECTIONS: Most persons have disagreements in their relationships. Indicate the approximate extent of agreement or disagreement between you and your spouse by circling the appropriate answer.

49. How often do you discuss or have you considered divorce, separation, or terminating your relationship?

|              |                  |                     |              |        |       |
|--------------|------------------|---------------------|--------------|--------|-------|
| All the time | Most of the time | More often than not | Occasionally | Rarely | Never |
|--------------|------------------|---------------------|--------------|--------|-------|

50. How often do you or your mate leave the house after a fight?

|              |                  |                     |              |        |       |
|--------------|------------------|---------------------|--------------|--------|-------|
| All the time | Most of the time | More often than not | Occasionally | Rarely | Never |
|--------------|------------------|---------------------|--------------|--------|-------|

51. In general, how often do you think that things between you and your spouse are going well?

|              |                  |                     |              |        |       |
|--------------|------------------|---------------------|--------------|--------|-------|
| All the time | Most of the time | More often than not | Occasionally | Rarely | Never |
|--------------|------------------|---------------------|--------------|--------|-------|

52. Do you confide in your mate?

|              |                  |                     |              |        |       |
|--------------|------------------|---------------------|--------------|--------|-------|
| All the time | Most of the time | More often than not | Occasionally | Rarely | Never |
|--------------|------------------|---------------------|--------------|--------|-------|

53. Do you ever regret that you married?

|              |                  |                     |              |        |       |
|--------------|------------------|---------------------|--------------|--------|-------|
| All the time | Most of the time | More often than not | Occasionally | Rarely | Never |
|--------------|------------------|---------------------|--------------|--------|-------|

54. How often do you and your partner quarrel?

|              |                  |                     |              |        |       |
|--------------|------------------|---------------------|--------------|--------|-------|
| All the time | Most of the time | More often than not | Occasionally | Rarely | Never |
|--------------|------------------|---------------------|--------------|--------|-------|

55. How often do you and your mate "get on each other's nerves"?

All the time    Most of the time    More often than not    Occasionally    Rarely    Never

56. Do you kiss your mate?

Every-Day    Almost Everyday    Occasionally    Rarely    Never

57. The dots on the following line represent different degrees of happiness in your relationship. The middle point, "happy," represents the degree of happiness of most relationships. Circle the dot which best describes the degree of happiness, all things considered, of your relationship.

|                   |                |                  |       |            |                 |         |
|-------------------|----------------|------------------|-------|------------|-----------------|---------|
| .                 | .              | .                | .     | .          | .               | .       |
| Extremely Unhappy | Fairly Unhappy | A Little Unhappy | Happy | Very Happy | Extremely Happy | Perfect |

58. Check ONE of the following statements that best describes how you feel about the future of your relationship.

\_\_\_\_\_ I want desperately for my relationship to succeed and would go to almost any length to see that it does.

\_\_\_\_\_ I want very much for my relationship to succeed and will do all I can to see that it does.

\_\_\_\_\_ I want very much for my relationship to succeed and will do my fair share to see that it does.

\_\_\_\_\_ It would be nice if my relationship succeeded, but I cannot do much more than I am doing now to help it succeed.

\_\_\_\_\_ It would be nice if my relationship succeeded, but I refuse to do any more than I am doing now to keep the relationship going.

\_\_\_\_\_ My relationship can never succeed, and there is no more that I can do to keep the relationship going.

APPENDIX G

## PERMISSION FORM

A copy of the Adult Self-Expression Scale was sent to me in November, 1980, upon written request to use this instrument by Dr. Melvin Gay, P. O. Box 220174, Charlotte, North Carolina.

AUTHOR'S CONSENT FORM

I GRAHAM SPANIER, hereby grant  
Theresa Wooten, graduate nursing student at Texas  
Woman's University, Dallas Center, permission to use  
the Dyadic Adjustment Scale in her research study.

Graham Spanier  
Signature of author

2/6/81  
Date

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