

Summary Report for the Evaluation of the *What's Real* Curriculum

**By Scott Gardner, Ph.D., Alicia Johnson, & Hilary Growcock
Brigham Young University-Idaho
July, 2012**

Table of Contents

Executive Summary.....	3
Evaluation.....	5
Demographics for <i>What's Real Data</i>	8
Statistical Analyses and Findings	10
Discussion.....	19
Appendices	

Executive Summary: *What's Real* Curriculum

Introduction

What's Real is a high school marriage education curriculum designed to teach students how to develop healthy relationships and marriages. This study evaluated the effectiveness of this curriculum with a pre-test post-test control group design involving students from four high schools from around the country who were assigned to either the *What's Real* group or a control group. The presented results are based on all the usable data collected (n=206, this is 65 control and 141 experimental from four high schools involved in the study). The *What's Real* curriculum impacted the students by improving their knowledge about healthy relationships, increasing their willingness to participate in marriage preparation courses, and decreasing their willingness to consider cohabitation.

Knowledge

The *What's Real* curriculum does appear to be effective in increasing the knowledge of key healthy relationship concepts as well as dispelling destructive myths of relationships. After being taught the *What's Real* curriculum, students were better able to determine which statements were myths about marriage. Their knowledge about the truth regarding successful marriages increased as a result of the curriculum.

Behaviors

Since the primary purpose of this curriculum was not to change behavior, it is not surprising that the students in the *What's Real* group did not show significant changes in their current behavior following the curriculum. However the *What's Real* group did decrease their use of dating violence while the Control group increased slightly. This finding doesn't quite reach statistical significance, but does show a positive trend. It is also hoped that the attitude changes they experienced during the curriculum could lead to behavioral changes in the future.

Their future decisions in regards to cohabitation, marital preparation, and marital enrichment classes may be different due to the principles that they learned in the curriculum.

Attitudes

The attitudes of the students that received the *What's Real* curriculum improved from pre- to post-test. As was already stated, the students' attitudes toward avoiding cohabitation improved, as well as their attitudes toward marriage preparation and marital enrichment classes. The cohabitation attitudes in the experimental group started fairly high in comparison to the Control group, meaning the Experimental group began with more accepting attitudes of cohabitation than the Control (Control: 12.05 pre-test to 11.81 post-test, Experimental: 13.67 pre-test to 11.68 post-test). The curriculum led to a significant change in attitudes and brought the experimental group's cohabitation attitudes to the same level as the Control group.

The experimental group also showed significant changes in their attitudes toward marriage preparation and marital enrichment classes, suggesting that these students will be more likely in the future to participate in these activities. The *What's Real* curriculum led to positive attitude changes that may lead the involved students to a greater likelihood of marital satisfaction in the future.

Gender

The *What's Real* curriculum appears to have more success in changing certain attitudes depending upon the gender of the students. The males showed more positive changes in their violence score, marriage attitudes, and counseling attitudes. Females showed greater change in self-esteem and in their attitudes toward cohabitation avoidance.

Evaluation of the *What's Real* Curriculum

In this analysis, the *What's Real* curriculum was evaluated with 206 students from several high schools during the 2011-2012 school year. Four of the eight schools that used the curriculum submitted usable data for our analysis. The evaluation was conducted by Dr. Scott Gardner and colleagues at Brigham Young University-Idaho (BYUI) in Rexburg, ID. Surveys were sent to the teachers in the United States who agreed to participate in the research (parental consent was also required). By agreeing to participate, the teacher agreed to give the survey to his or her class in which the *What's Real* curriculum was being taught as well as to one other class being taught by the same teacher in which he or she did not teach *What's Real*. Students were also given a post-test after the *What's Real* curriculum was taught to the *What's Real* class (approximately 2-4 months later). The teacher collected parent consent forms and returned all materials to Dr. Gardner. Research was conducted according to acceptable social science standards. Appropriate approval was obtained from the BYU-Idaho Human Subjects Committee to ensure ethical procedures were in place.

The Questionnaire and Scales

The questionnaire (see Appendix A) assessed demographic variables, knowledge regarding the curriculum concepts, behaviors in relationships, and attitudes regarding dating and relationships. Specific behaviors assessed included items such as dating violence and a self-report of the number of times during the past four months s/he had used various tactics to resolve conflicts with a boyfriend/girlfriend/best friend. Although some of the variables in question were taken from only one question on the questionnaire, most were assessed by new or established scales containing a number of questions. These various scales are described below. Coefficient alpha scores are reported for the various scales. This coefficient measures the reliability (internal consistency) of the scale, meaning we could expect that questions in a

reliable scale would be answered somewhat similarly to one another. Scores of .60 or higher are generally seen as acceptable.

Knowledge Scale: Based on the “objectives” and “key concepts” sections of the teacher’s manual, 30 knowledge questions were asked of the students before and after taking the curriculum (see Appendix B). For example, “Married people are not as happy as those who are unmarried” was answered on a scale from very strongly disagree to very strongly agree. The coefficient alpha for this study from this scale was $\alpha=.69$ for the pretest.

Conflict Tactics Scales: (Strauss, 1979) - A revision of Form - R was used in this study (see Appendix C). Students indicated how often they had employed each of 18 tactics for resolving interpersonal conflicts. Rather than asking about how often the student had done these things with a spouse, a “boyfriend, girlfriend or best friend” was used. Also the more violent tactics such as “Threatened him/her with a knife or gun” were not included so as to be more acceptable to the school administrators who sometimes felt the questions were too personal. The scale produces three sub-scale scores: Reasoning (how often reasoning was used such as “Discussed an issue calmly”), Verbal Aggression (such as “Yelled at him or her”), and Violence (such as “Slapped him or her”). Straus (1990) reports coefficient of reliability (coefficient alpha) averages were: Reasoning $\alpha=.61$ (ranged from .50 to .76), Verbal Aggression $\alpha=.80$, Violence $\alpha=.79$. Coefficient alphas from the pre-tests for this study were Reasoning $\alpha=.66$, Verbal Aggression $\alpha=.85$, Violence $\alpha=.89$.

Marriage Attitudes: This scale consisted of two questions answered on a 6-point scale from very strongly disagree to very strongly agree (see Appendix D). A sample question is “Marriage is a good and desirable thing.” The reliability on this scale for this study was $\alpha=.80$ at pretest.

Attitudes Toward Counseling: This scale assessed student attitudes toward premarital counseling, post-marital counseling, and marriage enrichment programs. This scale consisted of

five items answered on a 6-point scale from very strongly disagree to very strongly agree (see Appendix E). A sample question is “I will go to premarital counseling with my fiancé before I get married.” The reliability on this scale for this study was $\alpha=.85$ for the pretest.

Resisting Sexual Pressure: This scale assessed student views toward sexual pressure. This scale consisted of five questions answered on a 6-point scale from very strongly disagree to very strongly agree (see Appendix F). A sample question is “I feel good enough about myself that I can say ‘no’ to sex even if my friends are pressuring me to say ‘yes’.” The reliability on this scale for this study was $\alpha=.71$ for the pretest.

Wait to have Sex: This scale measures student intent to wait to have sex and the ability to analyze the risks that may be attached to having sex in their teens. This scale consists of five questions based on a 6-point scale from very strongly disagree to very strongly agree (see Appendix G). A sample question is “It is too risky for young teens to have sex.” The reliability on this scale for this study was $\alpha=.86$ for the pretest.

Rosenberg Self-esteem Scale: This scale analyzes student self-esteem. This scale is based on eight questions based on a 6-point scale from very strongly disagree to very strongly agree (see Appendix H). A sample question is “I feel that I’m a person of worth, at least on an equal basis with others.” The reliability on this scale for this study was $\alpha=.72$ for the pretest.

Demographics

A total of 233 students completed and returned questionnaires. Of those, 206 remained in the final sample used to conduct the statistical analyses because we were able to obtain proper consent. The sample had a variety of racial groups, age ranges, parent incomes, etc. as shown below. There were no significant differences between the demographics of the *What's Real* and the Control group.

Ethnicity:

- Black/African American– 6.6%
- Hispanic/Mexican American– 29.9%
- Asian American– 1%
- Native American– 2%
- White/Caucasian– 48.2%
- Other (including those who marked more than one category of the above)- 12.3%

Gender:

- Males: 26.8%
- Females: 73.2%

Age:

- Range: 14-20
- Average: 15.34

Parents' Household Income:

- Ranged from “under \$10,000” to “\$80,000+”
- Average: “\$30,000-40,000”

Group:

- *What's Real*: 141

- Control: 65
- Total: 206

Schools Participating

<u>School</u>	<u>City</u>
Davis High School	Yakima, WA
T. H. Bell Jr. High	Ogden, UT
South Park Teenage Parenting Program	Louisville, KY
Homestead High School	Fort Wayne, IN

<u>Excluded Schools</u>	<u>City</u>
TEC High School	Seattle, WA
Center for Community Health and Well-Being	Sacramento, CA
Northern High School	Durham, NC
Wooddale High School	Memphis, TN

Note: Schools were excluded because the teachers decided not to participate or they were unable to get parental consent forms for their students to participate.

Statistical Analyses and Findings

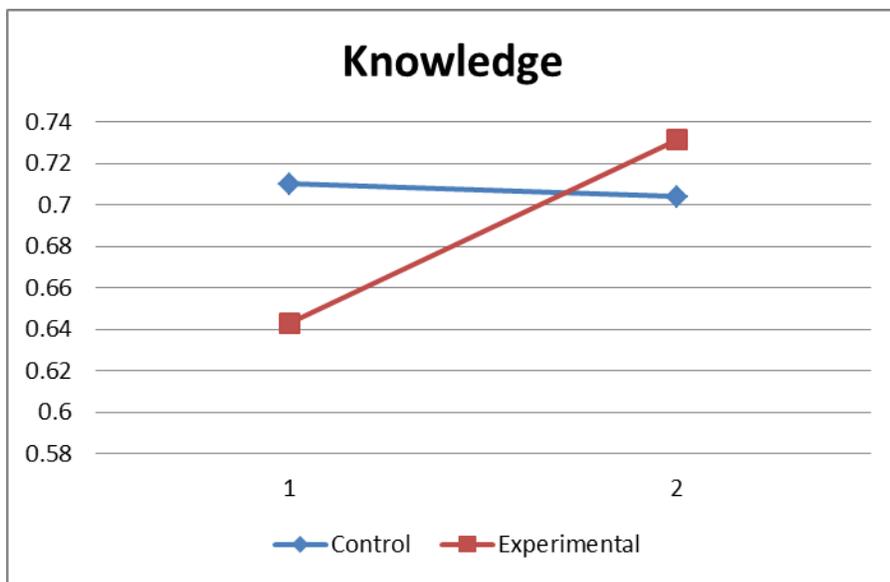
The statistics shown in this section are based on the standard that analyses with a p -value of less than .05 are statistically significant. This means that there is only a small chance that we could be wrong when we say the *What's Real* group differs on a certain measure from the Control group. The analyses in this section are primarily repeated measures analyses of variance where the various pre- and post-test scores of the students are used as the repeated measure and the *What's Real* versus the Control group is used as the grouping variable. The main outcome we are looking at in each analysis is whether the time by group interaction is statistically significant. This would suggest that while the *What's Real* group improved over time (pre-test to post-test), the Control group deteriorated or did not improve significantly in comparison to the *What's Real* group. When this is the case, it is indicated in the results “as the time by group interaction was significant.”

In some cases, the time by group interaction is not statistically significant, but the *What's Real* group appeared to have improvement and the Control group did not. These are indicated below by saying that “Although the time by group interaction is not significant there does appear to be a trend.” This means that although the curriculum did not show statistical significance when compared to the Control group, there still appears to be some evidence that there may be a positive effect of the curriculum. For example, if the Control group improves slightly, but the *What's Real* group improves a lot on a certain measure, the time by group interaction may not be significant but it still appears that the curriculum could have a positive impact to a degree on the variable in question. In essence there may be an impact of the curriculum on this variable, but we are not entirely certain.

The results are presented under the areas of knowledge, behavior, and attitudes.

Knowledge

The primary purpose of this curriculum is to dispel potentially damaging myths about marriage, such as “love is all that is needed for a successful marriage” or “cohabitation is a good way to prepare for a successful marriage.” If the curriculum is to be considered successful, we would expect that students would be able to recognize those as myths and know the realities that exist in their place.



* Note that the time by group interaction is significant ($N=162$, $df=1.000$, $F=21.700$, $p<.0001$).

Chart indicates the fraction of correct answers on a 30 question test. This shows that students who received the curriculum increased in accurate knowledge about healthy relationships and marriage. Thus students will be able to make important life decisions based on accurate information. Students who did not received the curriculum actually decreased slightly in their knowledge score.

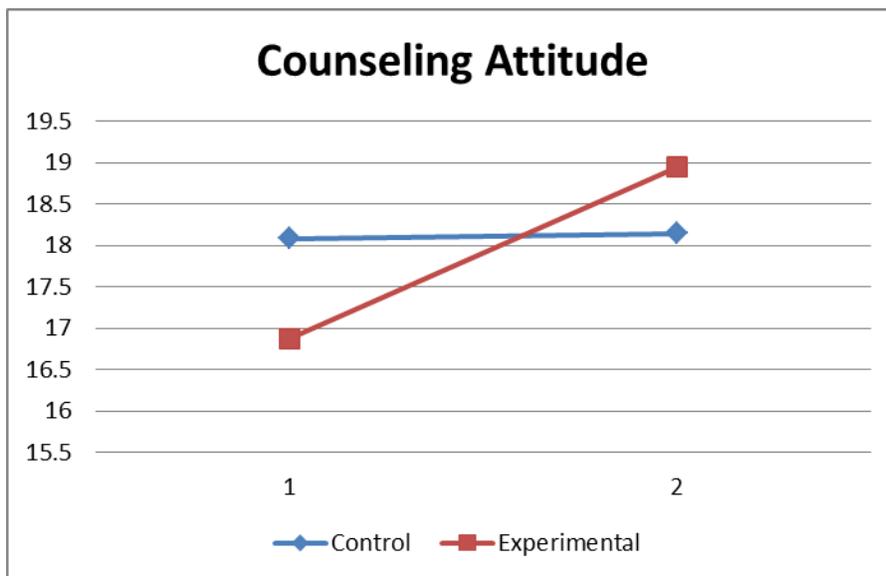
Behavioral Indicators

Although not a primary focus of this curriculum, we chose to assess the impact of the curriculum on dating violence. Specific behaviors assessed in this study were: use of violence, verbal aggression, and reasoning as ways of resolving conflicts with their boyfriend/girlfriend or close friend. Additionally, although this curriculum does not directly address sex, we chose to

assess the students' intention to wait to have sex, and their perceived ability to resist sexual pressure. Although there were no significant differences found among the groups involving behavioral indicators, we found a trend among those who participated in the *What's Real* curriculum. The violence score of the *What's Real* group decreased at a rate approaching significance ($p=.096$, pre-mean=4.03, which is 6-10 violent acts in previous 2 months, to post-mean=3.20, which is 3-5 violent acts in the previous 2 months), while the Control group slightly increased (pre-mean=2.84 to post-mean=3.56).

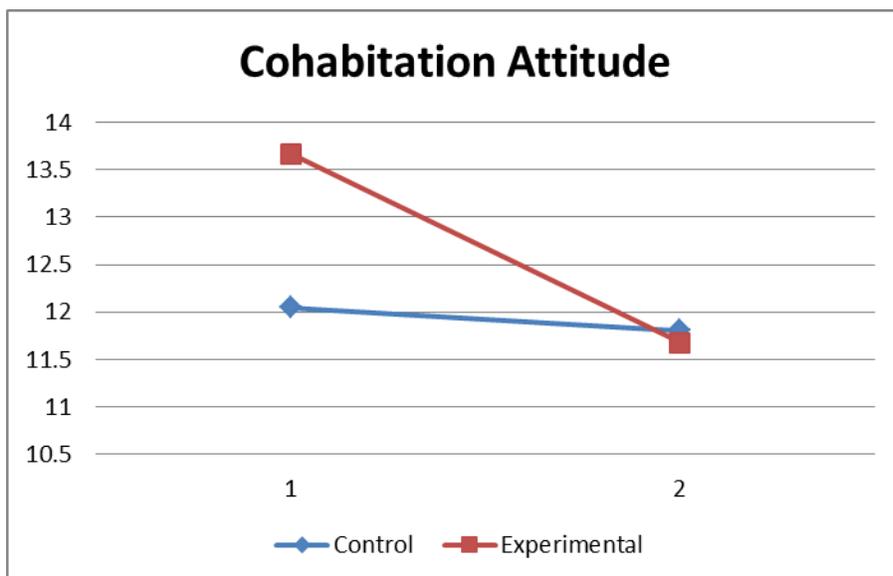
Attitudes

Another major goal of this evaluation was to assess changes in attitudes, which can and do affect future behaviors. Attitudes assessed included: attitude toward marriage, toward cohabitation, and toward pre- and post-marital counseling and marriage enrichment (Counseling Attitude). Results of these analyses are graphically portrayed below.



* Note that the time by group interaction is significant ($N=170$, $df=1.000$, $F=8.228$, $p=.005$).

This indicates that the *What's Real* group became more likely to participate in marriage preparation classes before marriage, marriage counseling if their marriage has problems, and marriage enrichment opportunities during their marriage. This is an important finding because participation in these activities tends to cut the chance for divorce by half.



* Note that the time by group interaction is significant ($N=170$, $df=1.000$, $F=10.057$, $p=.002$).

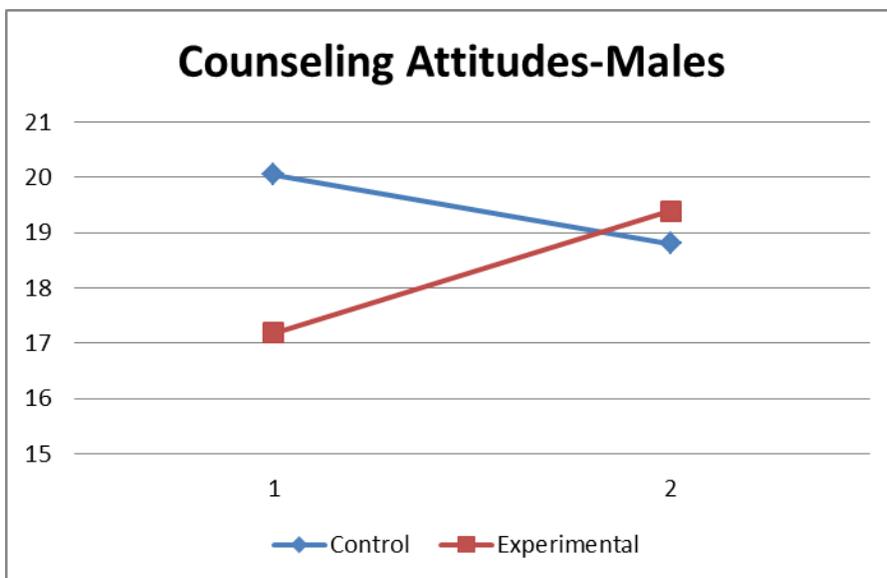
Students who received the curriculum began with more accepting attitudes toward cohabitation than the Control group, but showed a significant decrease after the *What's Real* curriculum was taught. This is beneficial to students because cohabitation before marriage leads to a greater probability of future divorce.

Gender

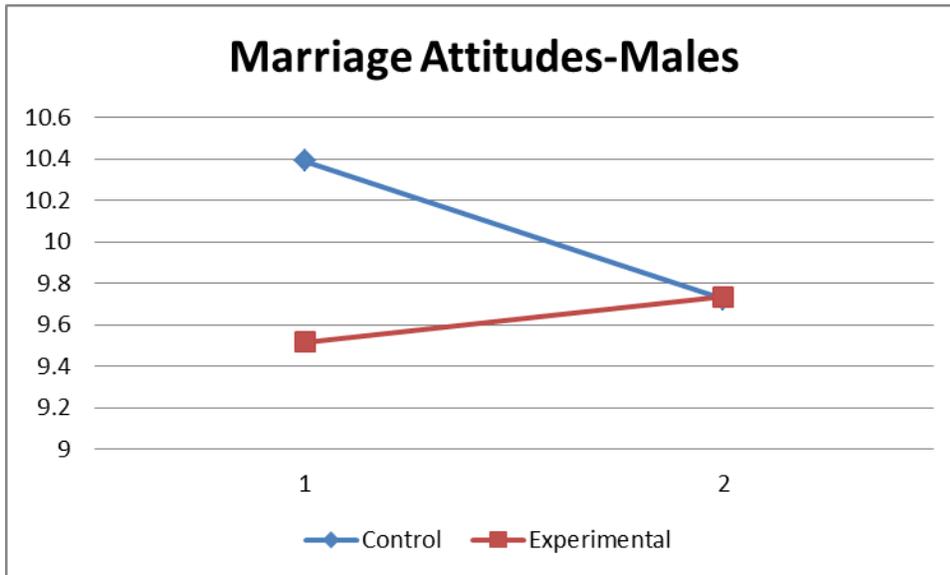
The previously presented results represented the entire sample (male and female). In order to assess how the curriculum impacts males vs. females differently, we broke the results down by gender. The *What's Real* curriculum appears to impact males and females differently for select variables. Males taking the curriculum showed more improvement in their violence score, counseling attitudes and marriage attitudes; while the females showed greater increases in self-esteem and avoidance of cohabitation attitudes. Although both genders showed some change in cohabitation attitudes, females exhibited a more positive significant change. However, since many more females participated in the study than did males, the ability to detect change among the males was decreased.



*Although the time by group interaction is not significant, there appears to be a trend for the curriculum to decrease males' violence scores ($N=46$, $df=1.000$, $F=2.587$, $p=.114$). The curriculum appears to be more effective at decreasing males' violence scores than it is for females.



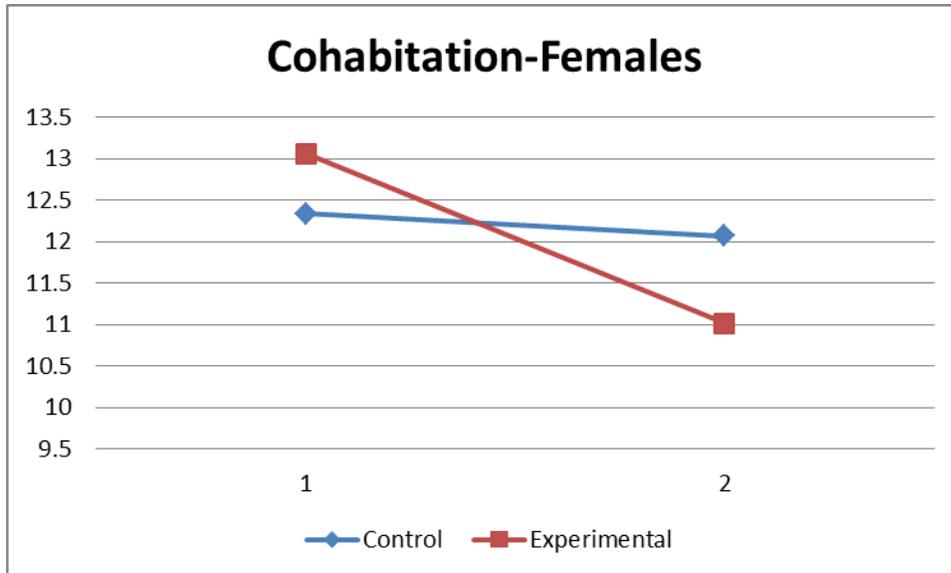
*Note that the time by group interaction is significant ($N=47$, $df=1.000$, $F=4.976$, $p=.031$). Males counseling attitudes increase significantly. This is significant because marital counseling increases the likelihood of marital satisfaction.



*Although the time by group interaction is not significant, there appears to be a trend for the *What's Real* curriculum to increase the marriage attitudes of male students ($N=48$, $df=1.000$, $F=3.134$, $p=.083$). There wasn't a large increase in their marriage attitudes, but the decline of the Control group demonstrates the trend for students' marriage attitudes to generally decline, showing that the curriculum is having some impact in avoiding this drop in attitudes toward marriage.



*Although the time by group interaction is not significant there does appear to be a trend for the curriculum to improve females' self-esteem (N=110, df=1.000, $F=2.546$, $p=.113$). This trend is seen only for female students.



*Note that the time by group interaction is significant (N=118, df=1.000, $F=7.354$, $p=.008$). The *What's Real* curriculum leads females to increase in their cohabitation avoidance attitudes, which is important because cohabitation decreases the likelihood of later marital satisfaction.

Other Considerations

The *What's Real* group and the Control group started out with different means from the outset of the study. For example, the Control group began with higher self-esteem and parental income than that of the *What's Real* group. This necessitated us to take these differences into account in our analyses. Several variables were correlated with the self-esteem and parental income of the participants. Variables that were found to correlate with parent income include: knowledge score, marriage attitudes, and violence score. Variable found to correlate with self-esteem are: knowledge, marriage attitudes, parent communication, reason score, verbal score, resist sexual pressure, wait to have sex, and cohabitation. In order to appropriately account for those differences, we ran parental income and self-esteem as covariates with these select variables. This did not change the findings for any of the analyses.

Other Non-Significant Findings

Other variables that we considered in relation to the *What's Real* curriculum included students' communication with their parents and the order in which they expect to experience marriage and childbirth. There was no statistical significance in improvement of students' communication with their parents. Since parent communication is not a focus of the curriculum, this result was not surprising.

The order in which the students preferred to get married and have a baby did not show statistically significant results. There was not a dramatic change because many students began with the marriage then baby sequence already in that order. Many of the other students already had their own children before getting married, which is another reason there was no detectable change.

Discussion

The main focus of this curriculum is to dispel myths and increase accurate knowledge of relationships and marriage. The findings related to the change in the students' knowledge scores were significant because the curriculum emphasizes the realities of marriage so heavily.

Another main goal of the *What's Real* curriculum is to affect attitudes consistent with healthy relationship knowledge. In addition to an increase in knowledge, changes in attitudes from pre- to post-test were also significant. Some of the most significant findings were found in positive attitude changes, including marriage attitudes, counseling attitudes, and cohabitation avoidance attitudes. The changes in attitudes resulted from specific lessons targeting the common myths about marriage, including the myth that cohabitation prepares you for a healthy marriage or the myth that counseling is not helpful in building successful relationships.

Many of the variables studied differed in impact between male and female students. Males improved in their violence score as well as in marriage and counseling attitudes. Possible reasons for these gender differences could be that males began with higher violence scores and lower marriage and counseling attitudes than females, leaving room for more improvement. Females showed greater improvement in self-esteem and cohabitation avoidance attitudes. Teen females' self-esteem tends to be very tied to relationship quality. It may be that this curriculum gives students hope in their ability to improve current and/or future relationships.

In terms of the positive changes in cohabitation avoidance attitudes, some research suggests that males tend to cohabit for sex and females tend to cohabit to show relationship improvement and commitment. If this is the case, then females may initially be more drawn to the lure of this myth than males and thus show more room for improvement.

Appendix A

Questionnaire

BACKGROUND INFORMATION

(PLEASE PRINT)

Name (first & last): _____

Address (street) _____ (city) _____ (zip) _____

Telephone: _____ - _____ - _____

Date: ____/____/____

Your age: _____ Your birth date: ____/____/____

Your sex: (A) Male (B) Female

Education - what grade are you currently attending in school?

- (A) 9th grade (Freshman) (C) 10th grade (Sophomore)
(B) 11th grade (Junior) (D) 12th grade (Senior)

Do you plan to attend college, vocational, or trade school when you graduate? (Circle one): (A) yes (B) no

Your race/ethnic status (Circle all that apply):

- (A) Black/African American (D) Native American
(B) Hispanic/Mexican American (E) White/Caucasian
(C) Asian American (F) Other

How many brothers and sisters do you have, including any step or half brothers and sisters, not including yourself?

- (A) 0 (D) 3
(B) 1 (E) 4
(C) 2 (F) 5 or more

What is the order of your birth?

- (A) Only child (C) Middle child (or one of the middle children)
(B) First child (D) Last child

Do you have any children of your own? (A) yes (B) no

Do you live with: (A) Both of your biological/adoptive parents/guardians (C) A single parent/guardian
(B) Biological/adoptive parent/guardian and a step parent (D) Other _____

Has one or both of your biological parents/guardians ever been divorced? (A) yes (B) no

*If yes, how many times has your mother been divorced? _____ your father been divorced? _____

*How old were you at the time of this/these divorces? (Give your age at each divorce if more than one):
age(s): _____

Approximately what is your parents annual income? (Circle one):

- (A) Under \$10,000 (C) \$10-20,000 (E) \$20-30,000 (G) \$30-40,000

(B) \$40-60,000 (D) \$60-80,000 (F) \$80,000 +

Do you live on your own? (A) yes (B) no

If yes, approximately what is your personal annual income? (Circle one):

(A) Under \$10,000 (C) \$10-20,000 (E) \$20-30,000 (G) \$30-40,000

(B) \$40-60,000 (D) \$60-80,000 (F) \$80,000 +

Do you follow a specific religion or spiritual belief system? (Circle one): (A) yes (B) no

If yes, what religion do you practice (Lutheran, Catholic, Jewish, Baptist, 7th Day Adventist, etc.)?

(religion): _____

How many times each month do you attend a church or religious activity or meeting? _____ (# of times each month).

No matter how well two people get along, there are times when they disagree, get annoyed with the other person, or just have spats or fights because they're in a bad mood or tired or for some other reason. They also use many different ways of trying to settle their differences. The following are a list of some things you might do when you have an argument with your boyfriend/girlfriend or best friend. Indicate how many times (once, twice, 3-5 times, 6-10 times, 11-20 times, more than 20 times, or never) in the past two months you have done each of the following.

Circle one number for each item.

Use the following scale:

1 = once

2 = twice

3 = 3-5 times

4 = 6-10 times

5 = 11-20 times

6 = more than 20 times

0 = never

If you circled >0' for any items, have you ever done it in your life with this person?

1 = Yes

0 = No

- | | | | | | | | | | |
|--|---|---|---|---|---|---|---|---|---|
| A. Discussed an issue calmly..... | 1 | 2 | 3 | 4 | 5 | 6 | 0 | 1 | 0 |
| B. Got information to back up my side of things..... | 1 | 2 | 3 | 4 | 5 | 6 | 0 | 1 | 0 |
| C. Brought in, or tried to bring in, someone to help settle things | 1 | 2 | 3 | 4 | 5 | 6 | 0 | 1 | 0 |
| D. Insulted or swore at him or her..... | 1 | 2 | 3 | 4 | 5 | 6 | 0 | 1 | 0 |
| E. Argued heatedly but did not yell..... | 1 | 2 | 3 | 4 | 5 | 6 | 0 | 1 | 0 |
| F. Yelled at him or her..... | 1 | 2 | 3 | 4 | 5 | 6 | 0 | 1 | 0 |
| G. Sulked or refused to talk about an issue..... | 1 | 2 | 3 | 4 | 5 | 6 | 0 | 1 | 0 |
| H. Stomped out of the room or house or yard..... | 1 | 2 | 3 | 4 | 5 | 6 | 0 | 1 | 0 |
| I. Cried..... | 1 | 2 | 3 | 4 | 5 | 6 | 0 | 1 | 0 |
| J. Did or said something to spite him or her..... | 1 | 2 | 3 | 4 | 5 | 6 | 0 | 1 | 0 |
| K. Threatened to hit or throw something at him or her..... | 1 | 2 | 3 | 4 | 5 | 6 | 0 | 1 | 0 |
| L. Threw or smashed or hit or kicked <u>something</u> (not the person) | 1 | 2 | 3 | 4 | 5 | 6 | 0 | 1 | 0 |
| M. Threw something at him or her..... | 1 | 2 | 3 | 4 | 5 | 6 | 0 | 1 | 0 |
| N. Pushed, grabbed, or shoved him or her..... | 1 | 2 | 3 | 4 | 5 | 6 | 0 | 1 | 0 |
| O. Slapped him or her..... | 1 | 2 | 3 | 4 | 5 | 6 | 0 | 1 | 0 |
| P. Kicked, bit, or hit him or her with a fist..... | 1 | 2 | 3 | 4 | 5 | 6 | 0 | 1 | 0 |
| A. Hit or tried to hit him or her with something..... | 1 | 2 | 3 | 4 | 5 | 6 | 0 | 1 | 0 |
| R. Beat him or her up..... | 1 | 2 | 3 | 4 | 5 | 6 | 0 | 1 | 0 |

For each question below, circle the number that best fits your opinion of the statement.

Statement	Agree or Disagree?					
	Very Strongly Disagree	Strongly Disagree	Disagree	Agree	Strongly Agree	Very Strongly Agree
Marriage is a good and desirable thing	1	2	3	4	5	6
I will likely get married some day	1	2	3	4	5	6
I will take a compatibility test with my fiancé before I get married	1	2	3	4	5	6
I will take a marriage preparation course with my fiancé before I get married	1	2	3	4	5	6
I will go to premarital counseling with my fiancé before I get married	1	2	3	4	5	6
After I'm married, I will attend a marriage enrichment class with my spouse	1	2	3	4	5	6
After I'm married, if we are having trouble in our marriage, we will go to counseling	1	2	3	4	5	6
My parents understand me	1	2	3	4	5	6
I can go to my parents for help with personal situations	1	2	3	4	5	6
It's O.K. to live with a dating partner and not be married	1	2	3	4	5	6

Write your answer in the blanks provided. Your answer should be what YOU think about each item.

- At what age will you likely get married? _____
- At what age will you likely have a baby? _____
- I have taken a marriage/relationships class before. (A) yes (B) no

If yes (true), what was the name of the class? _____

Where was the class taught (school, church, etc.)? _____

What grade were you in when you took the class? _____

For each question below, circle the number that best fits your opinion of the statement.

Statement	Agree or Disagree?					
	Very Strongly Disagree	Strongly Disagree	Disagree	Agree	Strongly Agree	Very Strongly Agree
It is too risky for young teens to have sex	1	2	3	4	5	6
If my girlfriend/boyfriend wanted to have sex, but I didn't, I would find it pretty hard to say no	1	2	3	4	5	6
Not having sex until marriage is the best choice a teen can make	1	2	3	4	5	6
I feel good enough about myself that I can say "no" to sex even if my friends are pressuring me to say "yes"	1	2	3	4	5	6
I intend to say "no" if I am being pressured to have sex	1	2	3	4	5	6
I intend to have sex while I am a teen	1	2	3	4	5	6
People should not pressure others into having sex with them	1	2	3	4	5	6
Most people who are important to me think a person should finish high school before having sex	1	2	3	4	5	6
I intend to finish high school before having sex	1	2	3	4	5	6
It's okay for a boy to tell a girl that he loves her so he can have sex with her	1	2	3	4	5	6

Directions: Using the following scale as a guide, describe your family the way it is right now. Circle one number for each statement.

Statement	Agree or Disagree?					
	Very Strongly Disagree	Strongly Disagree	Disagree	Agree	Strongly Agree	Very Strongly Agree
It is hard to tell who does which household chores	1	2	3	4	5	6
I feel that I'm a person of worth, at least on an equal basis with others	1	2	3	4	5	6
We shift household responsibilities from person to person	1	2	3	4	5	6
All in all, I am inclined to feel that I am a failure	1	2	3	4	5	6
I am able to do things as well as most other people	1	2	3	4	5	6
I feel I do not have much to be proud of	1	2	3	4	5	6
I take a positive attitude toward myself	1	2	3	4	5	6
On the whole, I am satisfied with myself	1	2	3	4	5	6
I wish I could have more respect for myself	1	2	3	4	5	6
I certainly feel useless at times. At times I think I am no good at all	1	2	3	4	5	6

For each question below, circle the number that best fits your opinion of the statement.

Statement	Agree or Disagree?					
	Very Strongly Disagree	Strongly Disagree	Disagree	Agree	Strongly Agree	Very Strongly Agree
I expect to get married someday.	1	2	3	4	5	6
I expect to stay married to the same person for life.	1	2	3	4	5	6
The media (TV, movies, music) influences teens.	1	2	3	4	5	6
How do you feel about the fact that on average, a child between the age of 8 and 18 will see 7.5 hours of media (TV, computer, facebook, texting, etc.) per day, 53 hours of media per week, and 114 days of media per year)?	1	2	3	4	5	6

Having children typically brings a married couple closer together and increases marital happiness.	1	2	3	4	5	6
Living together before marriage makes you more likely to have a satisfying and longer lasting marriage than a couple who does not live together before marriage.	1	2	3	4	5	6
People can't be expected to stay in a marriage for a lifetime as they did in the past because everyone lives so much longer today.	1	2	3	4	5	6
Marrying puts a woman at greater risk of domestic violence than if she remains single.	1	2	3	4	5	6
Married people have less satisfying sex lives, and less sex, than single people.	1	2	3	4	5	6
Cohabitation is just like marriage but without a marriage certificate.	1	2	3	4	5	6
Marriage increases the likelihood that fathers have good relationships with their children.	1	2	3	4	5	6
Married people are not as happy those who are unmarried.	1	2	3	4	5	6
Married people tend to be healthier and live longer than those who are not married.	1	2	3	4	5	6
Marriage is boring.	1	2	3	4	5	6
Single people are better off financially and accumulate more wealth.	1	2	3	4	5	6
Cohabitation is the same as marriage.	1	2	3	4	5	6

For each question below, circle the number that best fits your opinion of the statement.

Statement	Agree or Disagree?					
	Very Strongly Disagree	Strongly Disagree	Disagree	Agree	Strongly Agree	Very Strongly Agree
Growing up in a cohabitating family increases the chances that children will themselves divorce or become unmarried parents.	1	2	3	4	5	6
Marriage and a commitment to marriage, foster high-quality relationships between adults, as well as between parents and children.	1	2	3	4	5	6
Marriage has no real impact on a community for adults or children.	1	2	3	4	5	6
Divorce and having children outside of marriage increases poverty for both children and mothers.	1	2	3	4	5	6
Single men earn more money than do married	1	2	3	4	5	6

men with similar education and job histories.						
Parental divorce increases the likelihood that children will graduate from college and achieve high-status jobs.	1	2	3	4	5	6
Children who live with their own two married parents enjoy better physical health, on average, than do children in other family forms.	1	2	3	4	5	6
Marriage is associated with reduced rates of alcohol and substance abuse for both adults and teens.	1	2	3	4	5	6
Married people have shorter life expectancies than do otherwise similar singles.	1	2	3	4	5	6
Marriage is associated with poor health and higher rates of injury, illness, and disability for both men and women.	1	2	3	4	5	6

For each question below, circle the number that best fits your opinion of the statement.

Statement	Agree or Disagree?					
	Very Strongly Disagree	Strongly Disagree	Disagree	Agree	Strongly Agree	Very Strongly Agree
Children whose parents divorce have higher rates of psychological distress and mental illness.	1	2	3	4	5	6
Divorce appears to not have any effect on the risk of suicide.	1	2	3	4	5	6
Married mothers have higher rates of depression than do single or cohabiting mothers.	1	2	3	4	5	6
Boys raised in single-parent families are more likely to engage in delinquent and criminal behavior.	1	2	3	4	5	6
Marriage reduces the risk that adults will commit crime.	1	2	3	4	5	6
Married women appear to have a higher risk of experiencing domestic violence than do cohabiting or dating women.	1	2	3	4	5	6
A child who is not living with his or her own two married parents is at greater risk of child abuse.	1	2	3	4	5	6

YOU ARE DONE!!! Thank you for your time!

Appendix B

Knowledge Scale

	1	2	3	4	5	6
	Very Strongly Disagree (VSD)	Strongly Disagree (SD)	Disagree (D)	Agree (A)	Strongly Agree (SA)	Very Strongly Agree (VSA)
	<u>VSD</u>	<u>SD</u>	<u>D</u>	<u>A</u>	<u>SA</u>	<u>VSA</u>
1. The media (TV, movies, music) influences teens.	1	2	3	4	5	6
2. Having children typically brings a married couple closer together and increases marital happiness.....	1	2	3	4	5	6
3. Living together before marriage makes you more likely to have a satisfying and longer lasting marriage than a couple who does not live together before marriage..	1	2	3	4	5	6
4. People can't be expected to stay in a marriage for a lifetime as they did in the past because everyone lives so much longer today.....	1	2	3	4	5	6
5. Marrying puts a woman at greater risk of domestic violence than if she remains single.....	1	2	3	4	5	6
6. Married people have less satisfying sex lives, and less sex, than single people....	1	2	3	4	5	6
7. Cohabitation is just like marriage but without a marriage certificate.....	1	2	3	4	5	6
8. Marriage increases the likelihood that fathers have good relationships with their children.....	1	2	3	4	5	6
9. Married people are not as happy as those who are unmarried.....	1	2	3	4	5	6
10. Married people tend to be healthier and live longer than those who are not married.....	1	2	3	4	5	6
11. Marriage is boring.....	1	2	3	4	5	6
12. Single people are better off financially and accumulate more wealth.....	1	2	3	4	5	6
13. Cohabitation is the same as marriage.....	1	2	3	4	5	6
14. Growing up in an unmarried family increases the chances that children will themselves divorce or become unmarried parents.....	1	2	3	4	5	6
15. Marriage and a commitment to marriage, foster high-quality relationships between adults, as well as between parents and children.....	1	2	3	4	5	6
16. Marriage has no real impact on a community for adults or children.....	1	2	3	4	5	6
17. Divorce and having children outside of marriage increases poverty for both children and mothers.....	1	2	3	4	5	6
18. Single men earn more money than do married men with similar education and job histories.....	1	2	3	4	5	6
19. Parental divorce increases the likelihood that children will graduate from college and achieve high-status jobs.....	1	2	3	4	5	6
20. Children who live with their own two married parents enjoy better physical health, on average, than do children in other family forms.....	1	2	3	4	5	6
21. Marriage is associated with reduced rates of alcohol and substance abuse for						

both adults and teens.....	1	2	3	4	5	6
22. Married people have shorter life expectancies than do otherwise similar singles....	1	2	3	4	5	6
23. Marriage is associated with poor health and higher rates of injury, illness, and disability for both men and women.....	1	2	3	4	5	6
24. Children whose parents divorce have higher rates of psychological distress and mental illness.....	1	2	3	4	5	6
25. Divorce appears to not have any effect on the rate of suicide.....	1	2	3	4	5	6
26. Married mothers have higher rates of depression than do single or cohabiting mothers.....	1	2	3	4	5	6
27. Boys raised in single-parent families are more likely to engage in delinquent and criminal behavior.....	1	2	3	4	5	6
28. Marriage reduces the risk that adults will commit crime.						
29. Married women appear to have a higher risk of experiencing domestic violence than do cohabiting or dating women.....	1	2	3	4	5	6
30. A child who is not living with his or her own two married parents is at greater risk of child abuse.....	1	2	3	4	5	6

Appendix C

Conflict Tactics Scales

Use the following scale:

1 = once

2 = twice

3 = 3-5 times

4 = 6-10 times

5 = 11-20 times

6 = more than 20 times

0 = never

**If you circled >0' for
any items, have you
ever done it in your
life with this person?**

1 = Yes

0 = No

A. Discussed an issue calmly.....	1	2	3	4	5	6	0	1	0
B. Got information to back up my side of things.....	1	2	3	4	5	6	0	1	0
C. Brought in, or tried to bring in, someone to help settle things	1	2	3	4	5	6	0	1	0
D. Insulted or swore at him or her.....	1	2	3	4	5	6	0	1	0
E. Argued heatedly but did not yell.....	1	2	3	4	5	6	0	1	0
F. Yelled at him or her.....	1	2	3	4	5	6	0	1	0
G. Sulked or refused to talk about an issue.....	1	2	3	4	5	6	0	1	0
H. Stomped out of the room or house or yard.....	1	2	3	4	5	6	0	1	0
I. Cried.....	1	2	3	4	5	6	0	1	0
J. Did or said something to spite him or her.....	1	2	3	4	5	6	0	1	0
K. Threatened to hit or throw something at him or her.....	1	2	3	4	5	6	0	1	0
L. Threw or smashed or hit or kicked <u>something</u> (not the person)	1	2	3	4	5	6	0	1	0
M. Threw something at him or her.....	1	2	3	4	5	6	0	1	0
N. Pushed, grabbed, or shoved him or her.....	1	2	3	4	5	6	0	1	0
O. Slapped him or her.....	1	2	3	4	5	6	0	1	0
P. Kicked, bit, or hit him or her with a fist.....	1	2	3	4	5	6	0	1	0
B. Hit or tried to hit him or her with something.....	1	2	3	4	5	6	0	1	0
R. Beat him or her up.....	1	2	3	4	5	6	0	1	0

Appendix D

Marriage Attitudes

	1	2	3	4	5	6
	Very Strongly Disagree (VSD)	Strongly Disagree (SD)	Disagree (D)	Agree (A)	Strongly Agree (SA)	Very Strongly Agree (VSA)
					<u>VSD SD D A SA VSA</u>	
1. Marriage is a good and desirable thing.....	1	2	3	4	5	6
2. I will likely get married some day.....	1	2	3	4	5	6

Appendix E

Attitudes Toward Counseling

1	2	3	4	5	6						
Very Strongly Disagree (VSD)	Strongly Disagree (SD)	Disagree (D)	Agree (A)	Strongly Agree (SA)	Very Strongly Agree (VSA)						
						<u>VSD</u>	<u>SD</u>	<u>D</u>	<u>A</u>	<u>SA</u>	<u>VSA</u>
1. I will take a compatibility test with my fiancé before I get married.....						1	2	3	4	5	6
2. I will take a marriage preparation course with my fiancé before I get married.....						1	2	3	4	5	6
3. I will go to premarital counseling with my fiancé before I get married.....						1	2	3	4	5	6
4. After I'm married, I will attend a marriage enrichment class with my spouse.....						1	2	3	4	5	6
5. After I'm married, if we are having trouble in our marriage, we will go to counseling.....						1	2	3	4	5	6

Appendix F

Resisting Sexual Pressure

	1	2	3	4	5	6
	Very Strongly Disagree (VSD)	Strongly Disagree (SD)	Disagree (D)	Agree (A)	Strongly Agree (SA)	Very Strongly Agree (VSA)
	<u>VSD SD D A SA VSA</u>					
1. If my girlfriend/boyfriend wanted to have sex, but I didn't, I would find it pretty hard to say no.....	1	2	3	4	5	6
2. I feel good enough about myself that I can say "no" to sex even if my friends are pressuring me to say "yes".....	1	2	3	4	5	6
3. I intend to say "no" if I am being pressured to have sex.....	1	2	3	4	5	6
4. People should not pressure others into having sex with them.....	1	2	3	4	5	6
5. It's okay for a boy to tell a girl that he loves her so he can have sex with her.....	1	2	3	4	5	6

Appendix G
Wait to have Sex

	1	2	3	4	5	6
	Very Strongly Disagree (VSD)	Strongly Disagree (SD)	Disagree (D)	Agree (A)	Strongly Agree (SA)	Very Strongly Agree (VSA)
	<u>VSD SD D A SA VSA</u>					
1. It is too risky for young teens to have sex.....	1	2	3	4	5	6
2. Not having sex until marriage is the best choice a teen can make.....	1	2	3	4	5	6
3. I intend to have sex while I am a teen.....	1	2	3	4	5	6
4. Most people who are important to me think a person should finish high school before having sex.....	1	2	3	4	5	6
5. I intend to finish high school before having sex.....	1	2	3	4	5	6

Appendix H
Rosenberg Self-Esteem Scale

	1	2	3	4	5	6				
	Very Strongly Disagree (VSD)	Strongly Disagree (SD)	Disagree (D)	Agree (A)	Strongly Agree (SA)	Very Strongly Agree (VSA)				
					<u>VSD</u>	<u>SD</u>	<u>D</u>	<u>A</u>	<u>SA</u>	<u>VSA</u>
1. I feel that I'm a person of worth, at least on an equal basis with others.....	1	2	3	4	5	6				
2. All in all, I am inclined to feel that I am a failure	1	2	3	4	5	6				
3. I am able to do things as well as most other people.....	1	2	3	4	5	6				
4. I feel I do not have much to be proud of.....	1	2	3	4	5	6				
5. I take a positive attitude toward myself.....	1	2	3	4	5	6				
6. On the whole, I am satisfied with myself.....	1	2	3	4	5	6				
7. I wish I could have more respect for myself.....	1	2	3	4	5	6				
8. I certainly feel useless at times. At times I think I am no good at all.....	1	2	3	4	5	6				

Appendix I
Cohabitation Scale

1	2	3	4	5	6
Very Strongly Disagree (VSD)	Strongly Disagree (SD)	Disagree (D)	Agree (A)	Strongly Agree (SA)	Very Strongly Agree (VSA)

VSD SD D A SA VSA

- | | | | | | | |
|---|---|---|---|---|---|---|
| 1. Living together before marriage makes you more likely to have a satisfying and longer lasting marriage than a couple who does not live together before marriage..... | 1 | 2 | 3 | 4 | 5 | 6 |
| 2. Cohabitation is just like marriage but without a marriage certificate..... | 1 | 2 | 3 | 4 | 5 | 6 |
| 3. It's O.K. to live with a dating partner and not be married..... | 1 | 2 | 3 | 4 | 5 | 6 |