

To the Graduate Council:

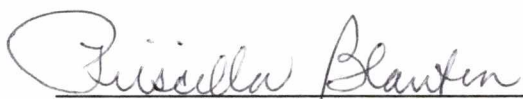
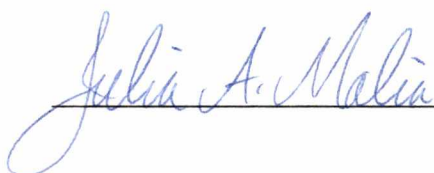
I am submitting herewith a thesis written by Catherine Allison Cooper entitled "Evaluating the Influence of Process Variables on Participants' Satisfaction with a Marital Enrichment Program." I have examined the final copy of this thesis for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Master of Science, with a major in Child and Family Studies.

A handwritten signature in blue ink, reading "Michael Lane Morris", written over a horizontal line.

Michael Lane Morris, Major Professor

We have read this thesis

and recommend its acceptance:

A handwritten signature in blue ink, reading "Triscilla Blanton", written over a horizontal line.A handwritten signature in blue ink, reading "Julia A. Malia", written over a horizontal line.

Accepted for the Council:

A handwritten signature in blue ink, reading "Lewis Mink", written over a horizontal line.

Associate Vice Chancellor and

Dean of the Graduate School

Evaluating the Influence of Process Variables
on Participants' Satisfaction with a Marital Enrichment Program

A Thesis
Presented for the
Master of Science Degree
The University of Tennessee, Knoxville

Catherine Allison Cooper

December 1997

Copyright © Catherine Allison Cooper, 1997

All rights reserved

ACKNOWLEDGMENTS

The past two years have been an incredible journey, and I have met so many wonderful people to whom I am grateful. I would first like to thank my graduate committee--Dr. Priscilla Blanton, Dr. Julia Malia, and Dr. Michael Lane Morris--for their insight and support during this process. I would like to extend special thanks to Lane for his patience and guidance when I wasn't quite sure where I was going.

I also would like to thank my family and friends. I can truly say that this part of my journey would not have been possible without their support and love.

TABLE OF CONTENTS

Part I: General Overview

General Overview References	9
-----------------------------------	---

Part II: Evaluating the Influence of Process Variables on Participant
Satisfaction with a Marriage Enrichment Program

Abstract	13
Introduction	14
Literature Review	17
Marital enrichment programming	17
Marital enrichment as a prevention technique	19
Marital enrichment as a service delivery method	20
Participant satisfaction	21
Effectiveness and evaluation of marital enrichment programs	22
Marketing marital enrichment programs	24
Methodology	26
Research Question	26
Sample	26
Instrumentation	27
Procedures	34
Results	34

Discussion.....	39
Implications, Limitations and Recommendations.....	44
References.....	47
Appendices.....	55
Appendix A.....	56
Appendix B.....	61
Vita.....	71

LIST OF TABLES

TABLE	PAGE
1. Sum Means, Standard Deviations, and Ranges by Gender on the Predictor Variables.....	35
2. Pearson Correlation Coefficients of Price, Product, Place, and People with Overall Satisfaction.....	35-36
3. Stepwise Multiple Regression Analyses of Price, Product, Place, and People for Husbands Only.....	36
4. Stepwise Multiple Regression Analyses of Price, Product, Place, and People for Wives Only.....	37

PART I
GENERAL OVERVIEW

Marriage is indeed undergoing a process of adaptation to the cultural changes of our time. Two changes have seemed to characterize marriages in the late twentieth century. First, according to 1990 Census data, more than half of all first marriages are ending in divorce. Gottman (1994) suggested that conditions contributing to marital instability make this a very frightening time for American couples as some have suggested that the institution of marriage is failing. Others have asserted that marriage as an institution is strong and that it is couples who are not bringing the necessary skills to a marital relationship that are essential for the marriage's longevity and success (Hof & Miller, 1981). Mace (1982) suggested that only 5 to 10% of all couples ever realize their fullest potential as a dyad.

A second and perhaps more optimistic perspective is that marriages have been moving away from the once traditional, hierarchical model to a more companionship, egalitarian form (Hof & Miller, 1981; Schwartz, 1994). Mace (1982) likened traditional marriage to the mythical bird known as the phoenix: "Dying, it was consumed by fire, until there was nothing left but a heap of ashes. Then miraculously, from the ashes, there arose a new phoenix, vigorous and very much alive" (p. 24). In essence, according to Mace (1982), what has died is not the entire institution of marriage but rather its rigid and traditional pattern. In its place has arisen a more contemporary form: marriages based more on equality and intimacy (Schwartz, 1994). Ball and Ball (1979) suggested that perhaps the rising divorce rate is due in part to the large numbers of couples attempting to undertake the transition from institutional to companionship marriage while lacking basic

relational skills and training in interpersonal competence. In addition, women's economic dependence on marriage has changed. Although a marital system tends to maintain a homeostatic balance between the two partners (Hof & Miller, 1981), marriage culturally has been portrayed as static (Mace, 1982). Remaining static as the world changes is often seen as being stable. However, inflexibility can hamper growth within the marital dyad (Hof & Miller, 1981).

There also have been many changes in the American family structure over the past 20 years (Levant, 1987). In response to these changes, a movement that has gained credibility in assisting families to develop the skills necessary to negotiate stressful life cycle transitions is the family life education (FLE) movement. The main purpose of FLE is to build strengths in families, to help individuals and families learn what is known about human growth, development, and behavior in the family setting throughout the family life cycle (National Commission on Family Life Education, 1968). According to Arcus and Thomas (1993), the focus in family life education has been on preventing problems, dealing with problems, and developing potentials. More specifically, family life education's central purpose has been to help families deal effectively with social problems; to teach families positive skills and attitudes, thereby ameliorating problems; and to help families and individuals develop their fullest potentials (Arcus & Thomas, 1993).

One aspect of the FLE movement has been marriage enrichment. Because the foundation of the family always has been the marital relationship (Mace, 1982), many FLE programs have focused on it as a vehicle to enrich and build on existing skills. According

to Arcus and Thomas (1993), marriage enrichment and similar prevention programs are but one aspect of family life education. These programs were originally developed out of concern for the social problems of the times and for the perceived inadequacies of families dealing with social change (Hof & Miller, 1981). Programs such as marital enrichment seminars, which emerged in the 1960s, have expanded throughout the United States during recent decades.

The goal of the marriage enrichment (ME) movement is to move couples from a rigid conceptualization of stability to a more flexible sense of stability. In other words, ME attempts to help couples remain stable and flexible. According to Hof and Miller (1981), marital enrichment is about helping couples realize that change and growth are signs of stability, with the goal of marital enrichment programming being:

to increase each person's self-awareness and the awareness of his or her partner, especially regarding the positive aspects, strengths, and growth potential of the individuals and the marriage; to increase exploration and self-disclosure of the partners' thoughts and feelings; to increase mutual empathy and intimacy; to develop and encourage the use of skills needed by the partners for effective communications, problems solving and conflict resolution (p. 3).

However, the need for relationship and personal growth often is not recognized by couples (Otto, 1976). According to Dinkmeyer and Carlson (1986), the need for marital enrichment is greater now than at any other time in history.

One way in which ME is gaining publicity as well as popularity is through marketing. Marketing has become one of the most important tools of managing today's social and human service agencies (Levant, 1987). There are four commonly referred to elements of marketing known as the four Ps: product, price, place, and promotion (Crane, 1993; Katz, 1988; Levant, 1987). Product refers to the good or service designed to satisfy a consumer's needs. Price is what commodity is exchanged for the product. Place is where and through what outlets the product or service is delivered or distributed to the consumer (Crane, 1993). Promotion is defined as the how of bringing awareness of the service to the consumer (Katz, 1993). For the purposes of this study, promotion of a marital enrichment program will not be discussed because the topic has been addressed regarding this data set by Roberts and Morris (in press).

Crane (1993) has extended the four P model to include people, physical evidence, and process. People includes those individuals who have a role in the service delivery process and who can influence the consumer's perception of the service (Crane, 1993). Physical evidence and place are essentially the same concept, however the term place will be used for this study and is defined by Katz (1988) as the physical and tangible context (i.e., environment) where the service is provided. Elements in the physical environment, also referred to as props, can be manipulated to encourage or discourage certain experiences. Process can include all the components of the marketing mix, but it more specifically refers to the actual procedure and flow of activities by which the service is delivered (Crane, 1993). Germane to this study, product, price, place, and people

variables will be considered and are defined as follows. Product involves the materials used during the seminar experience (I.e., manuals/visual aids). Price refers to the amount paid for the seminar. Place refers to the characteristics of the setting where the service is offered (i.e., acoustics, seating, lighting, site accessibility). Finally, people refers to the seminar participants and the seminar leader. These four marketing components were chosen because they are most salient in the context of family life education.

A review of the available literature revealed a paucity of research utilizing a marketing framework for formative (i.e., process focused) evaluations regarding marital enrichment programs. One possible reason for this may be that marketing is a relatively new concept in the mental health field (Ambrose & Lennox, 1988). Guerney and Maxson (1990) have suggested that the worthiness of marital enrichment has been established and it is now time to turn attention to the marketing of these programs.

Within the mental health arena, marketing is “the process of identifying client beliefs and attitudes and structuring programs to meet client needs” (Ambrose & Lennox, 1988, p. 5). Gilchrist and Stringer (1992) suggested that marketing can benefit mental health professionals in three ways. One is to help them maintain their positions as service providers. Second, marketing enhances the image of the service provided. Third, it helps to meet the increasing demands for professional accountability. In order to achieve each of these goals, a marketing mix must be employed. As previously mentioned, this mix includes price, product, place, and promotion (Katz, 1988) and people and process (Crane, 1993). Using these elements as a framework, some researchers have linked

marketing to clients' perceptions of mental health services. For example, Conoley and Bonner (1991) found that price significantly affected the perceptions of a help giver's (e.g., a counselor's) credibility and expertise. Regarding product, Hughes (1994) suggested that the attractiveness of the materials used can make a difference in an individual's interest in the program. In addition, visual aids and manuals need to be culturally sensitive, easy to read, and provide relevant content (Hughes, 1994). Materials that do not hold the audiences' attention or are offensive can hinder the success of a program. In reference to place, Bowman and Kieren (1985) suggested that choice of setting can influence registration and program quality. For example, if the program site is not easily accessible, many may choose not to attend. In reference to people variables, Corey and Corey (1992) identified five characteristics that group participants often may project onto their leader that they called The Expert, The Authority Figure, The Superperson, The Friend, and The Lover. Arcus and Thomas (1993) also identified some common perceptions held by group members that include projections of idolization, competence, and being a caring individual. This process of transference often influences a participant's satisfaction with the group experience of the workshop. Corey and Corey (1992) suggested that these projections often can work to either enhance or interfere with the member's experience. Heppner and Heesacker (1983) found that client perceptions of a counselor's expertness and attractiveness were related to client satisfaction.

Additionally, the participants' perceptions of their own interpersonal skills and ability for intimacy also can influence their experience. Gottman (1994) suggested that

happily married couples have unique interactional patterns, known as repair mechanisms, that help hold the marriage together during tense times. These skills, when activated in the marriage enrichment experience, can influence participants' satisfaction.

Although there is research available, it is limited, and more research combining a marketing perspective and marital enrichment programs is necessary in order to move the marriage enrichment field forward. This lack of research poses many questions. Specific questions to be addressed in this study will be:

1. What variables (i.e., price, product, place, or people) in the marketing mix influence participants' overall satisfaction with a marital enrichment program?
2. What differences are there between husbands' and wives' perceptions of these variables?

In sum, the purpose of this thesis project is to examine, from a marketing perspective, those elements of marital enrichment (ME) programming that predict participants' overall satisfaction with the seminar. Using a formative (i.e., process focused) evaluation approach, various marketing variables (i.e., place, price, product, people) will be examined in the marital enrichment context.

General Overview References

Ambrose, D. M., & Lennox, L. (1988). Strategic market positions for mental health services. Journal of Mental Health Administration, 15, 5-9.

Arcus, M. E., & Schvaneveldt, J. D. (1993). The nature of family life education. In M.E. Arcus, J. D. Schvaneveldt, & J.J. Moss (Eds.). Handbook of family life education: Foundations of family life education (Vol. 2 pp. 1-29). Newbury Park, CA: Sage.

Ball, J., & Ball, O. (1979). Strengthening families through marriage enrichment. In N. Stinnett, B. Chessner, & J. Defrain (Eds.). Building family strengths: Blueprints for action (pp. 89-106). Lincoln: University of Nebraska Press.

Bowman, T., & Kieren, D. K. (1985). Underwhelming participation: Inhibitors to family enrichment. Social Casework, 66, 617-622.

Conoley, J. C., & Bonner, M. (1991). The effects of counselor fee and title on perceptions of counselor behavior. Journal of Counseling and Development, 69, 356-358.

Corey, M. S., & Corey G. (1992). Groups: Process and practice (4th ed.). Pacific Grove, CA: Brooks/Cole.

Crane, F. G. (1993). Professional services marketing: Strategy and tactics. New York: Haworth.

Dinkmeyer, D., & Carlson, J. (1986). A systematic approach to marital enrichment. The American Journal of Family Therapy, 14, 139-144.

Gilchrist, L. A., & Stringer, M. (1982). Marketing counseling: Guidelines for training and practice. Counselor Education and Supervision, 31, 154-162.

Gottman, J. (1994). Why marriages succeed or fail. . . and how you can make yours last. New York: Simon & Schuster.

Heppner, P. P., & Heesacker, M. (1983). Perceived counselor characteristics, client expectations, and client satisfaction with counseling. Journal of Counseling Psychology, 30, 31-39.

Hof, L., & Miller, W. (1981). Marriage enrichment: Philosophy, process, & program. Bowie, Maryland: Prentice Hall.

Hughes, R. (1994). A framework for developing family life education programs. Family Relations, 43, 74-80.

Katz, B. (1988). How to market professional services. New York: Nichols.

Levant, R. F. (1987). The use of marketing techniques to facilitate acceptance of parent education programs: A case example. Family Relations, 36, 246-251.

Mace, D. (1982). Close companions. New York: Continuum Publishing Company.

Otto, H. A. (1976). Marriage and family enrichment: New perspectives and programs. Nashville: Abingdon.

Roberts, L., & Morris, M. L. (in press). Participants and nonparticipants of marriage enrichment: A formative evaluation of marketing factors in program promotion. Family Relations.

Schwartz, P. (1994). Peer marriage: How love between equals really works.

Canada: Maxwell Macmillan.

PART II
EVALUATING THE INFLUENCE OF PROCESS VARIABLES
ON PARTICIPANT SATISFACTION WITH A
MARRIAGE ENRICHMENT
PROGRAM

The Building and Enriching Stronger Tennessee (B.E.S.T.) Families program is funded by the College of Human Ecology at the University of Tennessee, Knoxville.

Article to be submitted for publication.

Abstract

Data were collected from 71 couples ($n=142$) participating in the Building and Enriching Stronger Tennessee (B.E.S.T.) Families marital enrichment program. At the conclusion of the seminar, participants completed a survey that asked them to indicate their level of agreement on items assessing various aspects of Katz's (1988) and Crane's (1993) marketing models (Product, Place, Price, and People). Additionally, couples were asked to rate their overall satisfaction with the workshop experience. The purpose of this study was to examine the relative influence of participants' attitudes regarding product (i.e., manual/visual aids), place (i.e., seating/lighting, chair comfort), price (i.e., workshop fee), and people (i.e., facilitator's characteristics and participants' own intrapsychic conditions) on participant's overall satisfaction with the program. Results are discussed in terms of their implications for development and marketing purposes within a family life education context.

Introduction

The purpose of this study was to examine the relative influences of predictor variables (including participants' perceptions of product, place, price, and people) on the criterion variable of participants' overall satisfaction. Using Katz's (1988) and Crane's (1993) marketing models, participants' perceptions of the manual/visual aids; physical environment; price of the seminar; perceived characteristics of the seminar leader; and participants' own perceptions of their skills, intimacy, and self-esteem will be discussed in relation to their overall satisfaction with the seminar. This study is exploratory in nature and deals with the processes within the context of marriage enrichment programming.

Evaluations of ME programming indicate that ME is an experience that is capable of strengthening the relational health and well-being of individuals and couples. Guerney and Maxson (1990) stated that "there is no question that enrichment programs work" (p. 1133). Mace (1975) characterized ME as the "wave of the future" for enhancing the quality of marriages. However, one question that has not been adequately addressed in the ME literature is the influence of marketing variables on participants' overall satisfaction with the program experience. Levant (1987) suggested that developing a strategy to examine participants' perceptions of a program requires the development of an optimal marketing mix. It is a philosophy oriented towards putting clients and their needs and wants first (Katz, 1988). Yankey, Lutz, and Koury (1986) suggested that the crux of marketing is the mix, or the particular blend, of marketing variables. Such a marketing

mix has been used for facilitating the acceptance of parent education programs and for family service agencies (Levant, 1987; Pribilovics, 1985). A market assessment can provide family educators with considerable information about consumers' responses to variations in the marketing mix and thus can inform the development of a viable plan for the marketing of prevention programs (Levant, 1987). If the client's needs are not being satisfied, revisions begin with the four Ps.

Assessments of ME within a marketing context can provide facilitators with considerable information regarding consumer's responses to variations in the marketing mix (Levant, 1987). However, marketing is a relatively new concept in the mental health arena (Ambrose & Lennox, 1988) and evaluations that tap into these concepts are lacking. Katz (1988) identified four aspects of an optimal marketing mix known as the four Ps: product (i.e., good or service exchanged), price (i.e., what is exchanged for goods or service), place (i.e., where and through what outlets the service is provided), and promotion (i.e., how the service is brought to consumer awareness). Crane (1993) expanded on Katz's model to include people (i.e., all those who play a part in the service delivery process), physical evidence (i.e., physical environment where service is provided), and process (i.e., procedures and flow of activities).

Marketing research links the four Ps as the framework on which marketing decisions subsequently are based (Katz, 1988). Levant (1987) suggested that the development of a viable plan for marketing of prevention programs would facilitate their acceptance. In addition, evaluators and educators must understand the interdependence of

the four Ps of marketing (Buchanan and Hoy, 1983). Germane to this study, product, price, place, and people will be considered.

Literature Review

The field of ME has established itself within the context of FLE. However, within the FLE literature, there is a paucity of research that draws upon the role of marketing within the context of marriage enrichment programming. In addition, the evaluations of the process of ME versus the outcome of such programming are also lacking. Linking these two perspectives, Family Life Educators will be able to develop stronger more effective programming. Here, a brief history of the ME movement is presented, as well as other related literature on participant satisfaction with marriage enrichment programming.

Marital enrichment programming

The genesis of the ME movement began three decades ago with the emergence of sensitivity groups, which were gradually molded into the “encounter” and the human potentialities movements. The human growth/potential groups created an acceptance of group experiences and essentially paved the way for marital enrichment type programs (Otto, 1976). Gaining momentum as a social movement in the ‘70s, the ME movement emerged in the ‘80s to fill a gap between family life education and family therapy (Otto, 1976).

Much of the pioneering work in the field of ME has been done through various religious organizations (Otto, 1976). In January of 1962, in Barcelona, Spain, Father Gabriel Calvo invited a group of 28 married couples to attend a weekend retreat. Father Calvo’s philosophy was that a functional family began with a loving couple. During this

retreat, husbands and wives were encouraged to reflect on themselves, their relationship with each other, and their relationship with God.

The work of David and Vera Mace also has served as one of the starting points for marital enrichment programs in the United States. Also in 1962, the Maces led a retreat for married couples. Known as the Quaker model, the program they offered focused primarily on small group participation and was spontaneously developed around the needs of those in attendance. In 1973, they founded the Association of Couples for Marriage Enrichment. Another husband and wife team, Herbert and Roberta Otto, also have contributed to the growth of the ME movement. As early as 1961, they were conducting experimental programs in the area of marital and family enrichment (Hof & Miller, 1981). In keeping with the religious foundation of ME, another program was developed in the Methodist church, referred to as the Marriage Communication Lab (Otto, 1976). Subsequently, many denominations have adopted ME experiences.

Although the human growth and potentialities movement paved the way for the ME movement, ME expanded largely in response to the problems facing marriages (Hof & Miller, 1981). Many couples married, and still marry, under the assumption that they will naturally know how to live and relate effectively together. Because this is usually a false assumption, many couples find they have not adequately prepared for marriage (Hof & Miller, 1981). Otto (1976) suggested that more and more couples are realizing that married life can be improved and enriched. ME programs are seen as an exciting way to

fulfill this goal. Additionally, the momentum of the ME movement is expanding the acceptance of such group experiences.

In every couple or family, there is a potential for growth in the relationship as well as the possibility of personal growth, leading to a more fulfilling togetherness. Mace (1982) indicated that only 5 to 10% of marriage relationships ever reach their potential. Otto (1976) also hypothesized that every family can be strengthened through periodic regenerations and renewal offered by marriage and family enrichment programs.

Marital enrichment as a prevention technique

Marital enrichment typically has been used as primary prevention for couples potentially at risk for marital difficulty. According to L'Abate (1990), the goal of primary prevention is "to increase interpersonal competence and to instill greater resistance to stress and breakdown" (p. 37). This is distinct from secondary prevention, which targets individuals in need, and from tertiary prevention, which targets individuals in crisis (L'Abate, 1990, p. 30). Marital enrichment programs are intended for couples who have functional marriages but who wish to enhance their relationship (Otto, 1976).

A preventative approach is necessary in order to promote growth of a marriage (Dyer & Dyer, 1982) and is an important component for relationship maintenance. Morris (1993) summarized Mace's (1983) definition of prevention by identifying four components that characterized prevention. Those components were as follows:

1. Dissemination of accurate information from reliable resources through media with integrity;

2. Demonstration of the information through modeling techniques;
3. Direct application of the information by participants to their needs;
4. Designing programs to employ regular follow-up “booster” programming for participants after the initial introduction to the program.

L’Abate (1977) suggested that these components similar to these strengthen the effectiveness of prevention programs by restructuring participants’ attitudes and behaviors that have worked previously in an unproductive manner within the marital dyad, thereby inhibiting growth and well-being. According to L’Abate (1985), “most families, no matter how functional, need skill training in all facets of family life” (p. 169) and many couples progress from the need for primary prevention to the need for secondary prevention. ME can be seen as a possible method for preventing this shift.

Marital enrichment as a service delivery method

According to Hawley and Olson (1995), the underlying purpose of marital enrichment programs is to help stable marriages become even stronger. Marriage enrichment programs are generally concerned with enhancing the couple’s communication, emotional, or sexual relationship; fostering personal growth and marital strengths; and developing marriage and individual potential while maintaining a consistent and primary focus on the relationship of the couple (Otto, 1976). Marriage enrichment experiences are prevention-oriented in nature and are for couples who have what they perceive to be a well-functioning marriage (Hof & Miller, 1981). Although the specific goals vary from program to program, the basic philosophy of enriching and strengthening has not deviated

vastly from the early programs. Hof and Miller (1981) identified several differences in the delivery of enrichment programs. Some programs are highly structured, while others allow for more participant and leader input. In addition, programs may emphasize skill development versus being more process oriented. Programs also differ in their emphasis on dyadic, small group, or total group interaction (Stahmann & Salts, 1993). Leadership formats also vary (e.g., husband/wife teams as leaders in the Association of Couples for Marital Enrichment model versus individually led facilitation in other models).

Participant satisfaction

An assumed goal of marital enrichment programming is participant satisfaction. The goal of these programs is to provide participants with the skills necessary to strengthen and enrich their marriage. However, participants should leave the seminar experience with some sense of overall satisfaction that their goals were met. Their satisfaction with the seminar experience can be influenced by a host of variables that include the facilitator, the learning environment, and the personal characteristics (e.g., fear, self-esteem) that the participants bring to the seminar.

Traditionally, the aspect of participant satisfaction has been measured with post experience type evaluations that are based on outcomes and achievement of objectives (Giblin, Sprenkle, & Sheehan, 1985; Guerney & Maxson, 1990; Mattson, Christensen, & England, 1990; Zimpfer, 1988). This type of feedback undoubtedly provides program planners with useful information. However, participants' perceptions of and satisfaction with other aspects of such programs also is essential information. Yet, the relationships

between these program components and the participant's overall satisfaction has not been fully explored. For example, how easy was it to find the seminar location? Was the room climate comfortable? Did the leader contribute to participants' satisfaction, or dissatisfaction, with the seminar? Answers to these questions (and others) regarding the environment of a marital enrichment program can provide planners and facilitators with necessary information when adapting components their program and subsequently improving the participant's satisfaction level with the program.

Effectiveness and evaluation of marital enrichment programs

Evaluations of ME programs by several researchers have reported positive effects for participants (Giblin, Sprenkle, & Sheehan, 1985; Guerney & Maxson, 1990; Mattson, Christensen & England, 1990; Wampler, 1982; Zimpfer, 1988) as well as some negative outcomes (Doherty, Lester, & Leigh, 1986). Hof and Miller (1981) reviewed outcome studies and found programs to be generally effective, particularly those that emphasize communications training and behavioral change. On the other hand, Doherty, Lester, and Leigh (1986) suggested that distressed couples who participated in Marriage Encounter programs faced potential hazards and were susceptible to further deterioration of marital quality. Some of the reasons couples may have been at risk were unrealistic and coercive expectations to move to deeper levels of intimacy (Doherty, Lester, & Leigh, 1986).

In either case, these evaluations largely have been summative, primarily focusing on participants' interpersonal experiences and their outcomes based on program objectives. Although summative evaluations are helpful because they look at the total

impact of the program, formative evaluations (also called process evaluations because they tap into the overall process of a program) are invaluable because they allow facilitators to utilize the feedback while the program is still in its formative years. Many researchers (Small, 1990; Thomas, Schvaneveldt, & Young, 1993) have pointed to the lack of formative evaluations of family life education programs, specifically marital enrichment programs. Formative program evaluation involves gaining an understanding of the participants' perceptions (e.g., regarding impressions of the facilitator, the location of the seminar, and the overall comfort of the environment) of the program.

Although it is important to understand the differences between these two types of evaluations, Cronbach (1982) has criticized the distinction and suggested that they be more intertwined. The present study utilizes data that are postexperience (i.e., outcome) but will be used to improve the program. Therefore, one can say that both formative and summative evaluations are being used. Although this type of information can provide facilitators and program marketers with useful tools for tailoring such programs, the impact of marketing marriage enrichment programs remains as an empirical questions needing to be addressed. Guerney and Maxson (1990) suggested that future exploration of FLE programming needs to include finding out what makes programs work best and how they can be more efficient, less costly, and better marketed; this perspective seems to incorporate both types of evaluations. Arcus and Thomas (1993) suggested that very little consideration has been given to specific characteristics of FLE audiences and their perceptions. The marketing process can serve to complement program evaluations

(Gilchrist & Stringer, 1992). Guerney and Maxson (1990) stated that "the almost nonexistent area of enrichment marketing research seems to cry out for development" (p. 1130).

Marketing marital enrichment programs

The emergence of a marketing perspective in the mental health field is a fairly new concept, yet it is one that is very timely (Ambrose & Lennox, 1988). The rising cost of health care, the declining insurance reimbursement and the discriminating behavior of potential clients has made marketing a necessary professional tool in the mental health field. Marketing in the mental health arena is the process of identifying client beliefs and attitudes and structuring programs to meet client needs (Ambrose & Lennox, 1988). Because marketing is a relatively new concept to the health care professions (Ambrose & Lennox, 1988), the field still needs a model and a methodology that is appropriate to the practical inquiry concerns of the program evaluator (Beer & Bloomer, 1986).

The process of marketing involves four commonly grouped concepts that make up the marketing mix: product, price, place, and promotion (Katz, 1988). According to Crane (1993), product refers to the good or service designed to satisfy a consumer's need. Price refers to what commodity is exchanged for the product. Promotion is the way in which the buyer is informed about the product. Place describes the outlets through which services are offered to users (Katz, 1988). Expanding on that model, Crane offers three additional components: people, physical evidence, and process. People includes all those who play a part in the service delivery process and who influence the consumer's

perception of the service. Physical evidence refers to the physical environment where the service is provided. Process involves the procedures, mechanisms, and flow of activities by which the professional service is delivered (Crane, 1993).

Although the concept of marketing seems to be finding its place in the mental health arena, researchers have yet to examine the marketing mix in the context of marriage enrichment. A closer look at the elements of marketing (e.g., place, price, people, promotion, and physical evidence) as they relate to ME can be examined through both formative and summative evaluations. However, since researchers have pointed to a lack of formative evaluations in this field (Thomas, Schvaneveldt, & Young, 1983) the partnership between marketing variables and formative evaluations in the marriage enrichment field is an area that needs more rigorous examination.

Methodology

Research Question

The primary research question that guided this study was:

What process variables predict overall client satisfaction in a marital enrichment seminar?

Using the marketing models of Katz and Crane, this study attempted to answer the question of process variables' influence participant on satisfaction.

Sample

The participants in this study were 71 couples ($n=142$). Ninety-six percent of the sample was European-American, with a mean of 35.5 years of age. The couples had been married for an average of 11 years (range = 1-46). Ninety-four percent were in their first marriage. Fifty-five percent of the sample had bachelor's degrees, and over 50% worked in professional and/or technical occupations. The median individual pre-tax income of the sample was \$20,000-25,000. Couples attending the marital enrichment seminar were self-selected, having made the choice on their own to participate in the program.

The sample used for this study was taken from couples involved in the Building and Enriching Stronger Tennessee (B.E.S.T.) Families program, a family life education seminar that focuses on teaching couples how to become a stronger family unit through experiential activities in communication and conflict resolution. According to Morris, Roberts, Slayton, and Carter (1996),

B.E.S.T. Families is a series of prevention-based seminars (marriage/family enrichment) that focus on presenting didactic information and experiential techniques that encourage, enrich, and enable Tennessee individuals to become stronger and healthier in their personal and relational well-being The B.E.S.T. Families programs are conducted in an intensive weekend format involving 10 to 12 hours of information, skill building, modeling, and participant practice. The seminars were lead by Dr. Lane Morris from the Department of Child and Family Studies at The University of Tennessee. Advertisements were made through church bulletins, church announcements, fliers, and some media. The program was advertised as a marriage enrichment seminar that focused on enhancing marital satisfaction by improving couples' communication. Only seminar participants were examined in this study.

Upon completion of the seminar, participants were asked to fill out questionnaires regarding their experiences and perceptions of the program. Husbands and wives completed the questionnaires separately and confidentially.

Instrumentation

Katz and Crane's marketing models provided the framework for the items on the questionnaire. See Appendix A for a list of items on the scales included in this questionnaire.

Price

This component of the marketing mix is referred to as the starting point for marketing research (Katz, 1988). Price refers to what commodity is exchanged by the consumer for the product. Participants were asked three questions that included how much they paid for the seminar, whether this amount seemed fair, and what they felt the manual itself should cost.

Product

According to Katz's (1988) model, product is defined as the good or service designed to satisfy the consumer's needs. Relevant to this category, participants evaluated their perceptions of the manual and visual aids. Hughes (1994) identified four factors that should be salient to the materials used in family life education programs: readability, cultural sensitivity, attractiveness, and relevance. Morris (1995) developed 19 items to assess these four areas. Using a conservative criterion of .40, obliminal rotation factor analyses revealed that all the items did cluster into the four areas identified by Hughes (1994) (see Appendix A). This type of factor analysis (which was exploratory as opposed to confirmatory) is used when the researcher is confident that the underlying variables are correlated, as in this case. Tabachnick and Fidell (1983) have indicated that a .30 criterion is sufficient for factor analysis loadings. However, since these scales had not formerly been used, a more conservative criterion was chosen.

Using a Likert-type scale of 1= Strongly Disagree, 2= Disagree, 3= Agree, 4= Strongly Agree, or 5= NA (this response was recorded as a zero), participants were asked

to rate items such as "Overall, the manual/visual aids . . . are enjoyable to read" and " . . . contributes to the goals/objectives of the seminar experience." Cronbach's alphas revealed reliability for readability ($\alpha = .61$), cultural sensitivity ($\alpha = .98$), attractiveness ($\alpha = .76$), and relevance ($\alpha = .87$).

Place

Katz (1988) defined place as outlets through which services are offered to users. Crane (1993) defined physical evidence as the physical environment in which the program takes place. Using both perspectives, Morris (1995) developed 20 questionnaire items. For the purposes of this study, place refers to room climate, accessibility, seating/lighting, acoustics, and comfort. Using a .40 criterion, factor analyses revealed that 18 of the 20 items did load into the five domains of place/physical evidence (see Appendix A). The items "Environment was enjoyable" and "I was comfortable leaving my child with the child care provided by the seminar" did not load into any of the domains. Using the same Likert-type scale mentioned above, participants responded to items such as "Room temperature was comfortable," "I had trouble hearing the seminar leader," and "Finding the seminar location was easy." These items demonstrated adequate levels of internal consistency for room climate ($\alpha = .84$), site accessibility ($\alpha = .71$), seating/lighting ($\alpha = .60$), acoustics ($\alpha = .79$), and room/environmental comfort ($\alpha = .88$).

People

As mentioned previously, Crane (1993) expanded Katz's model to include three additional domains of marketing. One of these domains was people, defined as all those

who play a part in the professional service delivery process and who can influence the consumer's perceptions of satisfaction with the service.

Participants' perceptions of the seminar leader

For the purposes of this study, participants' perceptions of the seminar leader were of particular interest. Researchers (Arcus & Thomas, 1993; Corey & Corey, 1977;) have found that group members often project characteristics onto the facilitator. Although these projections can sometimes hinder participants' experience of the program, of particular interest here was their correlation to and prediction of overall satisfaction. Corey and Corey (1977) identified perceptions that group members may have of their to leader include The Expert (e.g., know-it-all), The Authority Figure (e.g., intimidating), The Friend (e.g., caring), The Lover (e.g., romantic attraction), and The Superperson (e.g., can do no wrong). For the purposes of the factor analysis, these labels have been retained. Arcus and Thomas (1993) also identified some common perceptions held by group members that include projections of idolization, competence, and being a caring individual. Based on these described perceptions (Arcus & Thomas, 1993; Corey & Corey, 1977), Morris (1995) developed 23 items to measure participants' perceptions of the workshop leader. Again, factor analysis revealed that all these questionnaire items did cluster into the categories identified by Corey and Corey (1977), and Arcus and Thomas (1993). Using a 4-point Likert-type scale (1= Strongly Disagree, 2= Disagree, 3= Agree, 4= Strongly Agree), participants were asked to rate their agreement level on each item regarding the seminar leader's characteristics, such as "He could cure all my marital

problems” (The Expert) or “He had a warm personality” (caring friend). Cronbach’s alphas revealed internal consistency for The Expert ($\alpha = .85$), The Authority Figure ($\alpha = .95$), The Superperson ($\alpha = .96$), idolization ($\alpha = .81$), competence ($\alpha = .94$), and caring/friend ($\alpha = .81$) (This domain overlapped with Corey and Corey’s (1977) The Friend domain). No items loaded into The Lover domain.

Participants’ perceptions of program effectiveness in developing relational skills and intimacy

Nine items of the survey were designed by Morris (1995) to obtain a global assessment of participants’ perceptions of the programs’ influence on developing relational skills and intimacy. Factor analysis revealed that 2 items clustered into the intimacy domain, and 6 items clustered into the skills domain (the item “The communication skills taught during the seminar are skills I already regularly practice in my marriage” did not load into either domain). Using the same Likert-type scale mentioned previously, participants were asked to consider the influence of the ME program they had just completed and to rate their level of agreement on items such as “I feel closer to my spouse,” “I have rediscovered the satisfying factors that caused me to marry my spouse,” and “I have learned that there are some things in my own life that need changing.” Cronbach’s alphas revealed internal consistency for skills ($\alpha = .88$) and intimacy ($\alpha = .73$) measures.

Participants' perceptions of intrapsychic conditions

Participants completed the Rosenberg Self-Esteem scale (Rosenberg, 1965). Using the same 4-point Likert-type scale, participants were asked to rate their level of agreement on each item. This 10-item scale had a Cronbach's alpha of .86 in the present study, which is consistent with previously reported use of the instrument (Blascovich & Tomaka, 1991; Byrne, 1996).

Overall Satisfaction

Participants were asked to rate their overall satisfaction with the seminar. Using a 6-point Likert-type scale (1= Extremely Dissatisfying, 2= Very Dissatisfying, 3= Somewhat Dissatisfying, 4= Somewhat Satisfying, 5= Very Satisfying, 6= Extremely Satisfying), participants responded to the following statement: "Overall, I found this marriage enrichment seminar to be. . .". It should be mentioned that there were no significant differences in satisfaction levels across the workshop experiences for the participants.

Procedures

Data Collection

Data were collected using a one-group, post-treatment design. This design was deemed appropriate because (a) participants would have to complete the program before being able to answer the questions and (b) no control group would be necessary for comparison. Following the completion of the B.E.S.T. Families marital enrichment seminar, participants were asked to complete a measure that included the scales for

product, place, price, and people processes. The current study utilized data collected from May through June 1996.

Data Analysis

In order to assess the predictive power of participant perceptions on overall satisfaction, Stepwise Regression analyses were performed. Tabachnick and Fidell (1983) have suggested that Stepwise Regression is most appropriate when it is model building, rather than model testing, that is the objective because it is able to eliminate variables that are superfluous. There were concerns that autocorrelations between husbands' and wives' perceptions would violate assumptions of the independence of observations in regression analyses. As a result, separate analyses were performed for husbands and wives on the criterion variable.

Paired t-tests were also performed to determine gender differences (if any) on each of the predictor and criterion variables.

Results

Sum means, standard deviations, ranges, and Cronbach alphas are presented in Table 1. Given the exploratory nature of this investigation, correlational techniques were used to examine the associations among the variables posited as critical for predicting overall participant satisfaction (see Table 2). Results of the stepwise regression that were performed for husbands and wives on the criterion variable are presented in Tables 3 and 4, respectively.

In terms of price, the cost of the supplemental materials (i.e., learner manual) was a significant predictor of participant satisfaction for husbands only.

The model predicting participant satisfaction, using the product subscales as independent variables indicated that relevance of the materials was a significant predictor for both husbands' and wives' overall satisfaction. Additionally, material attractiveness was inversely related to wives' overall satisfaction.

In terms of place, both husbands and wives reported that seating and lighting were significant factors affecting their overall satisfaction with the workshop experience. Room climate was significantly correlated ($r = .35$, $p > .006$) for husbands (see Table 2), but failed to enter the regression model.

Regression analyses assessing the perceptions of the workshop leader on participant satisfaction revealed that the leader's competence was a significant predictor

Table 1.
Sum Means, Standard Deviations, and Ranges by Gender on the Predictor Variables (Product, Place, and People)

Scale	Husbands (n = 71)			Wives (n = 71)			α
	Mean	SD	range	Mean	SD	range	
Product							
Relevance	23.32	2.65	18-28	22.44	4.95	5-28	.87
Readability	16.25	2.06	9-20	15.94	2.27	8-20	.61
Attractiveness	5.97	.99	3-8	5.88	1.09	3-8	.76
Cultural Sensitivity	19.29	1.66	15-20	18.50	2.30	15-20	.98
Place							
Seating/lighting	9.47	1.67	4-12	8.95	2.04	3-12	.60
Site accessibility	11.73	2.41	6-16	11.06	2.46	3-16	.71
Room Climate	10.10	1.56	7-12	9.51	1.97	6-12	.84
Environ. Comfort	21.08	2.77	14-24	19.78	3.72	13-24	.88
Acoustics	6.70	1.47	0-8	6.52	1.16	2-8	.79
People							
<i>Perceptions of workshop leader</i>							
Competence	10.68	1.44	8-12	10.39	1.68	3-12	.94
Idolization	15.00	3.18	6-23	13.35	4.44	2-24	.81
Authority figure	11.13	1.34	9-12	11.34	1.20	9-12	.95
Superperson	10.57	1.46	9-12	10.63	1.53	6-12	.96
Expert	9.06	1.71	4-12	9.79	1.92	2-12	.85
Caring/Friend	16.13	2.25	9-20	15.33	2.51	6-20	.76
<i>Perceptions of intrapsychic conditions</i>							
Skills	19.78	2.30	16-24	19.37	2.50	12-24	.88
Intimacy	6.25	1.09	3-8	6.12	1.07	4-8	.73
Self-Esteem	31.91	4.60	20-40	30.81	4.29	23-40	.86

Table 2.
Pearson Correlation Coefficients of Price, Product, Place, and People with Overall Satisfaction

Scale	Husbands (n = 71)	Wives (n = 71)
Price		
Cost of manual	.50****	.08
Product		
Relevance	.44****	.34**
Readability	.15	.24
Cultural Sensitivity	.18	-.01
Attractiveness	-.01	-.20**
Place		
Hearing/Acoustics	.13	.01
Environmental Comfort	.23	.12
Room Climate	.35**	.09
Accessibility	.05	-.05
Seating/Lighting	.35**	.31**
People		
<i>Perceptions of workshop leader</i>		
Competence	.39***	.27*
Idolization	.26*	-.12
Authority Figure	.16	.15
Superman	-.02	-.05
Caring/Friend	.30**	.18
<i>Perceptions of program effectiveness in developing...</i>		
Skills	.37***	.23
Intimacy	.43***	.41***

Table 2. Continued

Scale	Husbands (<i>n</i> = 71)	Wives (<i>n</i> = 71)
<i>Perceptions of intrapsychic conditions</i>		
Self-esteem	.31**	.21

p* < .05 *p* < .01 ****p* < .001 *****p* < .0001.

Table 3.
Stepwise Multiple Regression Analyses of Price, Product, Place, and People Processes for Husbands Only (*n*=71) on Criterion Variable of Overall Satisfaction.

Scale	<i>r</i>	Standardized Beta	<i>F</i>	<i>p</i>
Price				
Manual Costs	.50	.47	12.72	.0009
<i>r</i> ² = .22				
<i>F</i> = 12.72				
<i>p</i> ≤ .0009				
Product				
Relevance	.44	.42	11.79	.0012
<i>r</i> ² = .18				
<i>F</i> = 11.79				
<i>p</i> ≤ .0012				
Place				
Seating/Lighting	.35	.35	7.92	.0067
<i>r</i> ² = .12				
<i>F</i> = 7.92				
<i>p</i> ≤ .0067				
People				
<i>Perceptions of workshop leader</i>				
Competence	.39	.40	11.10	.0015
<i>r</i> ² = .16				
<i>F</i> = 11.10				
<i>p</i> ≤ .0015				
<i>Perceptions of program effectiveness in developing...</i>				
Skills	.37	.26	4.40	.0403
Intimacy	.43	.34	7.86	.0069
<i>r</i> ² = .24				
<i>F</i> = 9.22				
<i>p</i> ≤ .0003				
<i>Perceptions of intrapsychic conditions</i>				
Self-esteem	.31	.31	6.50	.0134
<i>r</i> ² = .099				
<i>F</i> = 6.50				
<i>p</i> ≤ .0134				

p* < .05 *p* < .01 ****p* < .001 *****p* < .0001.

Table 4. Stepwise Multiple Regression Analyses of Price, Product, Place, and People for Wives Only ($n = 71$) on Criterion Variable of Overall Satisfaction

Scale	r	Standardized Beta	F	p
Product				
Relevance $r^2 = .19$ $F = 6.66$ $p \leq .0026$	.34	.41	10.64	.0019
Attractiveness $r^2 = .19$ $F = 6.66$ $p \leq .0026$	-.20	-.29	5.65	.0209
Place				
Seating/Lighting $r^2 = .10$ $F = 6.30$ $p \leq .0149$	.31	.31	6.30	.0149
People				
<i>Perceptions of workshop leader</i>				
Competence $r^2 = .09$ $F = 5.24$ $p \leq .0259$	.27	.30	5.24	.0259
<i>Perceptions of program effectiveness in producing...</i>				
Intimacy $r^2 = .17$ $F = 13.10$ $p \leq .0006$	.41	.41	13.10	.0006

* $p < .05$ ** $p < .01$ *** $p < .001$ **** $p < .0001$.

for both husbands and wives. For husbands, correlational analyses indicated positive significant relationships between their overall satisfaction and idolization ($r = .26, p > .04$) and caring projections ($r = .30, p > .017$) (see Table 2), but these variables also failed to enter the regression analyses.

Regarding participant's perceptions of the program's effectiveness in developing relational skills and intimacy on participant satisfaction, both husbands and wives reported that the program's effectiveness in promoting relational intimacy was a significant factor related to their satisfaction. Additionally, husbands reported that the promotion of relational skills was significant to their overall satisfaction level (see Table 3). In terms of participant's intrapsychic conditions (i.e., self-esteem and fear) being predictors of participants' satisfaction, only husbands' self-esteem was a positive predictor.

Paired t-tests indicated that husband-wife differences on the subscales assessing environmental comfort and room climate. Husbands reported significantly higher agreement levels for environmental comfort ($x = 3.51, t\text{-value} = 2.22, p \leq .029$), and room climate ($x = 3.37, t\text{-value} = 1.85, p \leq .05$).

Discussion

In general, findings from this process-focused (i.e., formative evaluation) study indicated that there were significant factors affecting the satisfaction levels of family life education participants as they experienced the programs. Thomas, Schvaneveldt, and Young (1993) suggested that family life researcher's over-attention to outcome-based evaluations, while ignoring the potential impact of program implementation processes, may point clearly to the reason why it is not surprising that researchers have learned little about the effectiveness, or lack of effectiveness, of particular programs. Specifically, this study provides valuable information to family life educators that will aid in designing, marketing, implementing, and evaluating marriage enrichment programs. In terms of price factors, the cost of the learner materials (e.g., manual) was a significant predictor for husbands' satisfaction level. While participants were previously informed that the workshop fee of \$25.00-\$30.00 covered only the materials cost, it was not too surprising that this factor was most salient for husbands. During registration, it was observed that, in 94% of the couples attending, the husband was the spouse responsible for paying for the couples' admission to the workshop. Conoley and Bonner (1991) found that price significantly affected the perceptions of a help giver's (e.g., counselor's) credibility and expertise. The influence of price upon participants' satisfaction is a particularly telling evaluation. One possible reason for this is that charging for services often feels like it

conflicts with the altruistic motives of such programs. However, the central principle is that the professional's time is of value (Baird, 1996).

In terms of product marketing, both husbands and wives perceived that the relevance of the workshop materials was significant to their satisfaction. Participants seemingly care that the learning of content materials being presented make a meaningful contribution to the stated goals and objectives of a family life education lesson, module, and workshop. Bruess and Greenberg (1988) have suggested that educators should give special attention to this issue and avoid having learners participate in exercises/activities that don't fit or are only "fun." In other words, family life educators should incorporate content that includes the "felt needs" of the learner and be under caution of "canned" programs that fail to address participants' needs.

In terms of place, both husbands and wives indicated that seating arrangement and lighting were positive predictors of their overall satisfaction levels. This finding is not surprising given that (according to reported demographic data) many of the couples attending these seminars work full time and therefore may be more tired after a full day of work. Arcus (1979) indicated that the learning patterns of adults include issues of environmental comfort. Additionally, Knowles (1970) suggested that the social climate for a learning environment is set up even before any participants arrive. Still referring to the place component in the marketing mix, Bowman and Kieren (1985) suggested that choice of setting can influence registration, as well as program quality.

In terms of people, both husbands and wives perceived that facilitator competence was a salient issue to their satisfaction. Czapslewski and Jorgensen (1993) indicated that educator competence was the most important criteria in the development of family life educators. Arcus and Thomas (1993) suggested that the family life educator may be the "program itself," and have further indicated that there is a strong indication between program success and educator success. Small (1990) utilized Jacob's (1988) evaluation model to suggest that the issue of assessing facilitator competence is a primary goal of program clarification. Additionally, findings from other evaluations studies conducted during the 1980s found that the focus, action, intent, function, content, and style of an educator's response can have predictable effects on participants evaluation of impact (Hammonds & Worthington, 1985). Using the same data set, Roberts and Morris (in press) also found that participants reported the facilitator's previous experience and education level to be most salient. In addition, idolization and caring projections were correlated to husband's satisfaction. Perhaps this finding reflects components of competence for husbands, yet wives may have felt uncomfortable reporting that they idolized the facilitator. It should also be noted that questionnaire items that loaded into the idolization domain seem to suggest identification with, as well as idolization of, the facilitator. Because the facilitator was male, husbands may have identified more with him. Additionally, questionnaire items in the caring domain deal with trust in addition to caring projections. The finding that self-esteem was a salient issue for husbands only may explain why their satisfaction was more correlated with the facilitators trusting and caring nature.

Regarding the participants' perceptions that the program is effective in developing skills and intimacy, overall satisfaction was predicted by their intimacy development for both husbands and wives. Additionally, for husbands, relational skill development was a significant predictor of overall satisfaction with the program. One possible reason for this finding could be that wives already believed they had these skills and the husbands' scores, however large or small, created significance. Allen (1988) has suggested that educators be aware that participants may bring separate needs/goals (e.g., gender-specific) to family life programs. While the decision to attend may be for separate purposes, these data seemingly downplay Mace's (1982) notion of a wife "dragger" and a husband "dragee" to a marriage enrichment workshop, as both have workshop needs and goals (the assumption with a dragee is that he or she has no expressed needs or reasons for wanting to attend). The finding that husbands' development of relational skills predicted their overall satisfaction is particularly revealing since many researchers have suggested that men are less interested and exhibit greater resistance in attending family life education programs (Duncan, Box, & Silliman, 1993). However, Giblin et al. (1985) have found that marriage enrichment programs that stress the development of specific skills had a more positive effect on marital functioning than those that did not.

In terms of participants' intrapsychic conditions, only husbands' self-esteem level was significantly related to their satisfaction. However, the gender-related content covered in the B.E.S.T. Families program stresses the importance of husbands' and wives' appreciating gender diversity in their relationship and that males and females have equally

valid growth producing approaches to relationship maintenance and enrichment. In other words, B.E.S.T. Families moves away from reinforcing the “feminized” approaches as normative. Because self-esteem is influenced by this type of perceived self-worth, this may have bolstered the relationship between husbands’ perceptions of self-esteem and satisfaction.

Advertised and promoted as a communication workshop to enhance marital satisfaction, these findings seem to indicate that both husbands and wives perceived that the workshop objectives had been reached and thereby contributed to their overall satisfaction with the experience. Family life educators should be constantly aware that truth in advertisement is essential to consumers’ satisfaction (Breuss & Greenberg, 1988). Because women have usually been considered the draggers to these type of seminars, they may have particularly concerned about the amount of money their husbands had to pay for a seminar that they (husbands) were hesitant to attend. In other words, by encouraging their husbands’ attendance, wives become the “gatekeepers” and potentially take (or feel they must take) responsibility for justifying the worthiness of the program and whether or not it was worth the price.

Implications, Limitations and Recommendations

One of the objectives of this study was to contribute to the literature on formative evaluations of marriage enrichment programming. It was suggested earlier that this type of research could be considered formative (i.e., process-oriented) or summative (i.e., post-experience). Cronbach (1982) suggested that this division of these evaluations falsely places studies into two classes. He suggested that evaluations which focus on outcomes (traditionally known as summative) can and should be used formatively. Feedback from formative and summative evaluations can be used to adapt a program. However it may be classified, these findings address the need for a more in-depth examination of FLE audiences from a marketing perspective. The strengthening of the link between marketing and marital enrichment is a necessary component to improve upon FLE and thus ME programming. This research helps to answer to call put forth by Guernsey and Maxson (1990) that this area of family life education seems to "cry out" (p. 1130) for research involving marketing variables.

One limitation of this study is the generalizability of the results. Because the seminars were led by a male facilitator, the findings may not apply to female or husband/wife (team) facilitators. In addition, no two marriage enrichment workshops or seminars are created equal. Different goals and objectives bring varying needs within participants and thus produce different perceptions of the seminar. The way in which marriage enrichment programs are marketed undoubtedly influences different types of

couples who choose to attend. Indeed a volunteer bias may have influenced these findings. However, it should be noted that no significant differences were found in reported satisfaction experiences across workshop experiences.

Another limitation involves the sample. The sample used in this study was primarily Euro-American and middle-class. Giblin, Sprenkle, and Sheehan (1985) have suggested that this has been a common limitation in the family life education literature and caution should be taken in generalizing these results to greater populations. Further research in this area should include more socio-economically diverse populations.

There should also be some justification and support offered for the use of one item in order to assess overall satisfaction of the ME experience. This was a decision made by the researchers in order to avoid confounding results. In other words, a multiple item assessment of satisfaction might have lead to the possibility that participants' reported satisfaction with other elements (e.g., satisfaction with other participants, or interactions) may have been predicted by the process variables (i.e., product, place, price, and people). Fincham and Bradbury (1987) suggested that marital researchers favor such global evaluations because they are more likely to represent the "final common pathway" (p. 800). In addition, Gottman (1979) argued that different dimensions used to evaluate a construct can often converge to form one dimension. However, researchers should continue to consider multiple components of the marriage enrichment experience that may predict overall participant satisfaction.

Kieren and Doherty-Poirer (1993) suggested that Family Life Education programs have typically been attended by white middle-class women. Although both husbands and wives attended the seminar in this study, Oliver, Mattson, and Moore (1993) have found that husbands exhibited more resistance at marriage enrichment programming than wives did. Program marketers may benefit from knowing what attracts men to such FLE programming. As is the case in the present study, husbands' satisfaction was predicted in part by the competence of the seminar facilitator. Perhaps better marketing of a facilitator's experience and education level would make these programs more appealing to men. However, more research on determining men's participation rates is needed. In addition, Palm (1997) suggested that more men need to be trained and recruited as family life educators. This may serve to attract more men to family life and marital enrichment programming

Krug and Ahadi (1986) suggested that marriage enrichment participants are the "cream of the crop." They are people who have recognized the importance of a healthy relationship and are taking the time to improve upon their marriage. Indeed that may be characteristics that predispose couples to attend marriage enrichment programming. In addition, an increasing number of practitioners are using ME programs to supplement marital therapy (Hof & Miller, 1981). Perhaps marketing can also tap into this type of attendance pattern and attract couples who are in greater need of skills training.

References

References

- Ambrose, D. M., & Lennox, L. (1988). Strategic market positions for mental health services. Journal of Mental Health Administration, 15, 5-9.
- Arcus, M. E. (1979). In service education in family life education. Canadian Journal of Education, 4 (3), 42-52.
- Arcus, M. E., & Thomas, J. (1993). The nature and practice of family life education. In M.E. Arcus, J. D. Schvaneveldt, & J.J. Moss (Eds.), Handbook of family life education: Foundations of family life education (Vol. 2, pp. 1-32). Newbury Park, CA: Sage.
- Baird, B. (1996). The internship, practicum and field placement handbook: A guide for the helping professions. Pacific Lutheran University
- Beer, V., & Bloomer, A. C. (1986). Levels of evaluation. Educational Evaluation and Policy Analysis, 8, 335-345.
- Bowman, T., & Kieren, D. K. (1985). Underwhelming participation: Inhibitors to family enrichment. Social Casework, 66, 617-622.
- Bruess, C. C., & Greenberg, J. S. (1988). Sexuality education: Theory and practice (2nd ed.). New York: Macmillan.
- Conoley, J. C., & Bonner, M. (1991). The effects of counselor fee and title on perceptions of counselor behavior. Journal of Counseling and Development, 69, 356-358.

- Corey, M. S., & Corey G. (1992). Groups: Process and practice (4th ed.). Pacific Grove, CA: Brooks/Cole.
- Cohen, J., & Cohen, P. (1983). Applied multiple regression/correlation analysis for the behavioral sciences. Hillsdale, NJ: Erlbaum.
- Crane, F. G. (1993). Professional services marketing: Strategy and tactics. New York: Haworth.
- Cronbach, L. J. (1982). Designing evaluations of educational and social programs. San Francisco: Jossey-Bass
- Czaplewski, M. J. , & Jorgensen, S. R. (1993). The professionalism of family life education. In M. E. Arcus, J. D. Scvaneveldt, & J. J. Moss (Eds.), Handbook of family life education (Vol. 1, pp. 51-75). Newbury Park, CA: Sage.
- Doherty, W. J., Lester, M. E., & Leigh, G. (1986). Marriage encounter weekend: Couples who win and couples who lose. Journal of Marital and Family Therapy, 12, 49-61.
- Duncan, S. F., Box, G., & Silliman, B. (1986). Racial and gender effects on perceptions of marriage preparation programs among college-educated young adults. Family Relations, 45, 80-90.
- Dyer, P. M., & Dyer, G. H. (1982). Intimate networks of families: A serendipitous result of marriage enrichment. In N. Stinnett, J. DeFrain, K. King, H. Lingren, G. Rowwe, S. Van Zandt, & R. Williams (Eds.). Family strengths 4: Positive support systems (pp. 153-170). Lincoln: University of Nebraska Press.

Fincham, F. D., & Bradbury, T. N. (1987). The assessment of marital quality: A reevaluation. Journal of Marriage and Family, 49, 797-809.

Giblin, P., Sprenkle, D. H., & Sheehan, R. (1985). Enrichment outcome research: A meta-analysis of premarital, marital and family interventions. Journal of Marriage and Family Therapy, 11, 257-271.

Gilchrist, L. A., & Stringer, M. (1982). Marketing counseling: Guidelines for training and practice. Counselor Education and Supervision, 31, 154-162.

Gottman, J. (1979). Marital interaction: Experimental investigations. New York: Academic Press.

Guerney, B., Jr., & Maxson, P. (1990). Marital and family enrichment research: A decade review and look ahead. Journal of Marriage and the Family, 52, 1127-1135.

Hammonds, T., & Worthington, E. (1985). The effect of facilitation on participant responses in a brief ACME marriage enrichment group. American Journal of Family Therapy, 13, 39-49.

Hawley, D. R., & Olson, D. H. (1995). Enriching newlyweds: An evaluation of three enrichment programs. The American Journal of Family Therapy, 23, 129-147.

Hof, L., & Miller, W. (1981). Marriage enrichment: Philosophy, process, & program. Bowie, Maryland: Prentice Hall.

Hughes, R. (1994). A framework for developing family life education programs. Family Relations, 43, 74-80.

Jacobs, F. (1988). The five-tiered approach to evaluation: Context and implementation. In H. Weiss & F. Jacobs (Eds.), Evaluating family programs (pp. 37-68). Hawthorne, NY: Aldine.

Katz, B. (1988). How to market professional services. New York: Nichols.

Kieren, D., & Doherty-Poirier, M. (1993). Teaching about family communication and problem solving: Issues and future directions. In M. E. Arcus, J. D. Scvaneveldt, & J. J. Moss (Eds.), Handbook of family life education (Vol. 2, pp. 155-179). Newbury Park, CA: Sage.

Knowles, M. S. (1970). Modern practice of adult education: Androgogy versus pedagogy. New York: Association Press.

Krug, S. E., & Ahadi, S. A. (1986). Personality characteristics of wives and husbands participating in marriage enrichment. Multivariate Experimental Clinical Research, 8, 149-159.

L'Abate, L. (1985). Structured enrichment (SE) with couples and families. Family Relations, 34, 169-175.

L'Abate, L. (1977). Enrichment: Structured interventions with couples, families, and groups. Washington, D. C.: University Press of America.

L'Abate, L. (1990). Building family competence: Primary and secondary prevention strategies. Newbury Park, CA: Sage.

Levant, R. F. (1987). The use of marketing techniques to facilitate acceptance of parent education programs: A case example. Family Relations, 36, 246-251.

Mace, D. (1975). Marriage enrichment concepts for research. The Family Coordinator, 24, 171-173.

Mace, D. (1982). Close companions. New York: Continuum Publishing Company.

Mace, D. (1983). What this book is all about. In D. Mace (Ed.). Prevention in family services: Approaches to wellness (pp.15-26). Newbury Park, CA: Sage.

Mattson, D. L., Christensen, O. J., & England, J. T. (1990). The effectiveness of a specific marital enrichment program: TIME. Individual Psychology, 46, 88-92.

Morris, M. L. (1993). Unpublished proposal for B.E.S.T. Families.

Morris, M. L. (1995). Unpublished marriage enrichment assessment scales for B.E.S.T. Families.

Morris, M. L., Roberts, L., Slayton, M. L., & Carter, S. (1996). The B.E.S.T. (Building and Enriching Stronger Tennessee) families program. Proposal submitted for the 1996 National Council on Family Relations Annual Conference, Kansas City, MO.

Oliver, R., Mattson, D. L., & Moore, J. (1993). Psychological reactance in marital enrichment training. Texas Counseling Association Journal, 22, (2), 3-10.

Otto, H. A. (1976). Marriage and family enrichment: New perspectives and programs. Nashville: Abingdon.

Pribilovics, R. M. G. (1985). Marketing mix case study: Family service agency of San Francisco. Health Marketing Quarterly, 2 (4), 75-87.

Roberts, L., & Morris, M. L. (in press). Participants and nonparticipants of marriage enrichment: A formative evaluation of marketing factors in program promotion. Family Relations.

Rosenburg, M. (1965). Society and the adolescent self-image. Princeton, NJ: Princeton University.

Small, S. A. (1990). Some issues regarding the evaluation of family life education programs. Family Relations, 39, 132-135.

Stahmann, R. F., Salts, C. J. (1993). Educating for marriage and intimate relationships. In M. E. Arcus, J. D. Schvaneveldt, & J. J. Moss (eds.). Handbook of family life education: The practice of family life education (Vol. 2, pp.33-61). Newbury Park, CA: Sage.

Tabachnick, B. G., & Fidell, L. S. (1983). Using multivariate statistics. New York: Harper & Row.

Thomas, J., Schvaneveldt, J. D., & Young, M. H. (1993). Programs in family life education: Development, implementation, and evaluation. In M.E. Arcus, J. D. Schvaneveldt, & J.J. Moss (Eds.), Handbook of family life education: Foundations of family life education (Vol. 1, pp. 106-130). Newbury Park, CA: Sage.

Wampler, K. (1982). The effectiveness of the minnesota couple communication program: A review of research. Journal of Marital and Family Therapy, 8, 345-353.

Yankey, J. A., Lutz, C., & Koury, N. (1986). Marketing welfare services. Public Welfare, 44, 41-46.

Zimpher, D. G. (1988). Marriage enrichment programs: A review. Journal of Specialists in Group Work, 13, 44-53.

Appendices

Appendix A

Cronbach's Alphas and Factor Loadings for Product, Place, and People Processes Domains

Product*RELEVANCE* ($\alpha = .87$)

Overall, the manual/visual aids...

- are enjoyable to read .88
- are clear and easy to understand .79
- the kind of resource that I would recommend .65
- sessions are organized in a format that makes sense .56
- production quality matches quality of the seminar .76
- contributes to goal/objectives of the seminar experience .72
- the couple activities were related and supported the session .73

READABILITY ($\alpha = .61$)

Overall, the manual/visual aids...

- are too long .73
- are too short .44
- has typing too small for me to read .41
- needs more spacing in the manual to make additional notes .59
- contains too much technical jargon .51

ATTRACTIVENESS ($\alpha = .76$)

- artwork is fun to look at .88
- colors are appealing .83

CULTURAL SENSITIVITY ($\alpha = .98$)

Overall, the manual/visual aids...

- contains religiously offensive .85
- contains sexually offensive language .98
- contains ethnically/racially offensive language .98
- contains socio-economically offensive language .98
- contains age offensive language .98

Place*SEATING ARRANGEMENT/LIGHTING* ($\alpha = .60$)

Overall, the seminar...

- lighting was comfortable .64
- seating arrangement contributed to the group discussion .89
- seating arrangement contributed to husband/wife discussion .42

SITE ACCESSIBILITY ($\alpha = .71$)

- breaks between sessions were too long .41
- parking at the seminar was not a problem .46
- finding the seminar was easy .52
- registration process was well organized .85

ROOM CLIMATE ($\alpha = .84$)

- room temperature was comfortable .88
- room ventilation was good .88
- room size was comfortable .57

ROOM/ENVIRONMENTAL COMFORT ($\alpha = .88$)

- refreshments provided during breaks were enjoyable .52
- chairs were comfortable .82
- arrangement of chairs was comfortable .70
- room was decorated in a manner that "felt adult" .71
- visual aids were easy to see .51
- leader was easy to see .49

ACOUSTIC ($\alpha = .79$)

- I had trouble hearing the seminar leader .92
- I had trouble hearing the seminar participants .87

People**Perceptions of workshop leader***COMPETENCE* ($\alpha = .94$)

- He enjoys leading seminars .87
- He knew what he was doing .92
- He believed in what he was doing .91

IDOLIZATION ($\alpha = .81$)

- His job was to make me feel more confident .40
- I wish I could be just like the leader .59
- I wish the leader was a close friend so that I could talk to him regularly .54
- I wish I had a spouse who cared for me like the leader cares for his wife .83
- I am attracted to a person like the leader .66
- I wish my marriage could be as good as the leader's sounds .79

AUTHORITY FIGURE ($\alpha = .95$)

- He completely intimidated me .86
- He judged me .86
- He tried to make me feel inferior to him .89

SUPERPERSON ($\alpha = .96$)

- He never has a problem in his own marriage .89
- He never has a problem in his own job .91
- He never has a problem with his kid .94

EXPERT ($\alpha = .85$)

- He acted like he had all the answers to every one of my marital problems .88
- He could cure all my marital problems .89
- He expected me to do whatever he said to do .70

CARING/FRIEND ($\alpha = .76$)

- He could find a quality in me I have never found before .88
- He could be trusted .69
- He had a warm personality .65
- He really cared about me .82
- He really cared about my marriage .80

Participants' perceptions of program effectiveness in developing relational skills and intimacy

INTIMACY ($\alpha = .73$)

- I have rediscovered the satisfying factors that caused me to marry spouse .85
- I feel closer to my spouse .84

SKILLS ($\alpha = .88$)

- I learned new material that will help me make my marriage more satisfying .69
- I am hopeful that the marriage challenges we have had in the past can now be overcome .65
- I learned that other couples struggle with many of the same marital challenges that we have struggled with as a couple .74
- I feel more support from others attending the seminar .58
- I have learned that there are some things in our marital relationship that need changing to make our relationship more satisfying .77
- I learned that there are some things in my own life that need changing .79

Appendix B

CONSENT FORM

The study you have been asked to participate in focuses on how husbands and their wives deal with a variety of issues involving marriage and family. We hope that having more information of this nature will help is better address that needs of couples and Families such as yours. We are hoping that you will agree to participate in the research project.

Anticipated benefits for you may involve a better understanding of yourself and your spouse's perceptions of your family situation. We would like for you to understand our commitment to the following safeguards in your interest:

1. The confidentiality of information about you will be maintained by the use of code numbers on all materials. The data gathered will be reported in summary form with no reference to your personality. Individual data and participant identities will not be shared with anyone.
2. In approximately 4-6 weeks, you and your spouse will receive a second follow-up survey similar to this survey. The second survey is much shorter and will only take 15-20 minutes to complete. Both of you will receive a prepaid postage envelope to return your surveys along with a small gift of appreciation for participating. A reminder phone call might be made as a follow-up for surveys not returned. You are free to withdraw your consent and to discontinue participation in this study at any time or to elect not to participate without penalty.
3. Answers to any questions you may have about the procedures of this study are available from

Dr. Michael Lane Morris
c/o The University Of Tennessee, Knoxville
115 Jessie Harris Building
Knoxville, TN 37996-1900
Phone: (615) 974-5316
4. We do not anticipate that participation in our project will involve risks for anyone, but I responding to the questionnaire creates concern for you and/or your spouse, we will be happy to refer you to a trained professional. In addition to the insight you may gain from reflecting on yourself and your family, the group results from this survey may be of interest to you and will be available to you upon your request.
5. We will complete the surveys during the course of the seminar (approx. 60 minutes).

YOUR SIGNATURE INDICATES THAT YOU HAVE READ THIS FORM AND AGREE TO PARTICIPATE IN THIS STUDY.

Signature

Date

(Please print information below)

Name _____ Spouse's Name _____

Address _____

City/State/Zip _____

Phone _____

Questionnaire Items

SECTION 8

For items 11-21: Please use the following scale indicating (write) your level of agreement.

1 = Strongly Disagree

2 = Disagree

3 = Agree

4 = Strongly Agree

- ☐ 11. I feel I'm a person of worth, at least on equal basis with others.
- ☐ 12. I feel I have a number of good qualities.
- ☐ 13. All in all, I am inclined to feel I am a failure.
- ☐ 14. I am able to do things as well as most other people.
- ☐ 15. I feel that I do not have much to be proud of.
- ☐ 16. I take a positive attitude toward myself.
- ☐ 17. On the whole, I am satisfied with myself.
- ☐ 18. I wish I could have more respect for myself.
- ☐ 19. I certainly feel useless at times.
- ☐ 20. At times, I think I am no good at all.
- ☐ 21. I wish my spouse would give me more respect.

SECTION 9 & 10

For items 1-39: Please evaluate the Manual and Visual Aids and Environmental Comfort provided during the seminar. Using the agreement scale below, please indicate (write) your level of agreement with the following statements.

1 = Strongly Disagree

2 = Disagree

3 = Agree

4 = Strongly Agree

5 = Not applicable (only use if not provided at seminar)

Overall the manual/visual aids...

- ☐ 1. Are enjoyable to read.
- ☐ 2. Are clear and easy to understand.
- ☐ 3. Are too long.
- ☐ 4. Are too short.
- ☐ 5. Contains religiously offensive language (words, artwork).
- ☐ 6. Contains sexually offensive language (words, artwork).

- ☐ 7. Contains ethnically/racially offensive language (words, artwork).
- ☐ 8. Contains socio-economically offensive language (words, artwork)
- ☐ 9. Contains age offensive language (words, artwork).
- ☐ 10. Has typing too small for me to read.
- ☐ 11. Needs more space in the manual to make additional notes.
- ☐ 12. The kind of resource that I would recommend to other couples.
- ☐ 13. Contains too much technical jargon.
- ☐ 14. Sessions are organized in a format that make sense.
- ☐ 15. Artwork is fun to look at.
- ☐ 16. Colors are appealing.
- ☐ 17. Production quality matches the quality of the seminar experience.
- ☐ 18. Contributes to the goals/objectives of the seminar experience.
- ☐ 19. The couple activities were clearly related and supported the sessions.

Overall, the seminar...

- ☐ 20. Room temperature was comfortable.
- ☐ 21. Room ventilation was good.
- ☐ 22. Room size was comfortable.
- ☐ 23. Refreshments provided during the breaks were enjoyable.
- ☐ 24. Chairs were comfortable.
- ☐ 25. Arrangement of chairs was comfortable.
- ☐ 26. Lighting was comfortable.
- ☐ 27. Room was decorated in a manner that "felt adult".
- ☐ 28. Visual aids were easy to see.
- ☐ 29. Leader was easy to see.
- ☐ 30. I had trouble hearing the seminar leader.
- ☐ 31. I had trouble hearing the seminar participants ask questions.
- ☐ 32. Seating arrangement contributed to the group discussion.
- ☐ 33. Breaks between session were too long.
- ☐ 34. Seating arrangement contributed to husband/wife discussion.
- ☐ 35. Environment was enjoyable.
- ☐ 36. I was comfortable leaving my child with the child care provided by the seminar.
- ☐ 37. Parking at the seminar was not a problem.
- ☐ 38. Finding the seminar location was easy.
- ☐ 39. Registration process was well organized.

SECTION 11 & 12

For items 1-36: Using the agreement scale below, please indicate (write) your feelings about the seminar experience and the seminar leader by indicating your level of agreement with the following statements.

1 = Strongly Disagree

2 = Disagree

3 = Agree

4 = Strongly Agree

As a result of attending this marriage seminar experience...

___ 1. The communication skills taught during the seminar are skills I already regularly practice in my marriage.

___ 2. I learned new material/skills that will help me make my marriage more satisfying.

___ 3. I am more hopeful that the marriage challenges we have had in the past can now be overcome.

___ 4. I learned that other couples struggle with many of the same marital challenges as we have struggled with as a couple.

___ 5. I feel more support from others attending the seminar.

___ 6. I have rediscovered the satisfying factors that caused me to marry my spouse.

___ 7. I feel closer to my spouse.

___ 8. I have learned that there are some things in our marriage relationship that need changing to make our relationship more satisfying.

___ 9. I learned that there are some things in my own life that need changing.

My attitude about the seminar leader was that...

___ 10. He acted like he had all the answers to every one of my marital problems.

___ 11. He could cure all my marital problems.

___ 12. He could find a quality in me I have never found before.

___ 13. He expected me to do whatever he said to do.

___ 14. He could be trusted.

___ 15. His job was to make me feel more confident, assertive, and courageous.

___ 16. He completely intimidated me.

___ 17. He judged me.

___ 18. He tried to make me feel inferior to him.

___ 19. He was a parental figure.

___ 20. He was a person like everyone else.

___ 21. He never has a problem in his own marriage.

___ 22. He never has a problem in his own job.

___ 23. He never has a problem with his kid.

___ 24. I wish I could be just like the leader.

- ☐ 25. I wish the leader was a close friend so that I could talk to him regularly.
- ☐ 26. I wish I had a spouse who cares for me like the leader cares for his wife.
- ☐ 27. I am attracted to a person like the leader.
- ☐ 28. I was the one group member that the leader needed to make this seminar experience enjoyable for everyone else.
- ☐ 29. If I had questions about my marriage after the seminar, I would expect the seminar leader to provide therapy free-of-charge because I paid for the seminar.
- ☐ 30. I wish my marriage could be as good as the leader's marriage sounds.
- ☐ 31. He had a warm personality.
- ☐ 32. He really cared about me.
- ☐ 33. He really cared about my marriage.
- ☐ 34. He enjoys leading seminars.
- ☐ 35. He knew what he was doing.
- ☐ 36. He believed in what he was doing.
37. How much money did you pay as a couple to attend this seminar? \$ ____.
38. Was this amount fair? (circle one) 1 = Too much
2 = Just right
3 = Too cheap
39. The seminar manual by itself should cost? \$ ____.

SECTION 14

Personal History Inventory

1. Age: ____
2. Gender: ____ Male ____ Female
3. How would you describe your ethnic or racial background? (check one)
1. ____ White/American, Caucasian
 2. ____ Black American
 3. ____ Native American, Indian
 4. ____ Latin American, Hispanic
 5. ____ Oriental American, Asian Pacific
4. Present Marital Status: (check one):
1. ____ Single
 2. ____ Married
 3. ____ Widowed
 4. ____ Divorced
 5. ____ Married and Separated
 6. ____ Widowed and Remarried
 7. ____ Divorced and Remarried
 8. Other (please specify) _____

5. Length of present marital status: _____
6. Number of children currently living in your household:
- 1. _____ Daughters Ages: _____
 - 2. _____ Sons Ages: _____
7. Highest degree earned: (check)
- 8. _____ Elementary school (grade K – 5)
 - 9. _____ Junior High (grade 6 – 8)
 - 10. _____ High School (grades 9 – 12)
 - 11. _____ Bachelors
 - 12. _____ Masters
 - 13. _____ Doctorate
 - 14. _____ Other _____
8. What is your denominational affiliation? (Please give the full name of your denomination).
- _____
9. What is your profession? _____
10. Which one of the following best describes your employment status?
- 1. _____ No employment (Please skip to question 16 if not employed.)
 - 2. _____ part time
 - 3. _____ full time
 - 4. _____ Other
11. What is your current employment position or title? _____
12. In which of the following categories would you say your current job fits?
Please circle only one category.
- 1. _____ Professional, technical, and kindred workers
 - 2. _____ Managers, officials, and proprietors, except farm
 - 3. _____ Clerical, sales, and kindred workers
 - 4. _____ Craftspeople, crew managers, and kindred workers
 - 5. _____ Machine operators

6. _____ Service workers, including private household
7. _____ Laborers, except farm and mine
8. _____ Farmers and miners
9. _____ Not applicable

13. If employed, how many hours do you work per week on this job? _____

14. What is your personal pre-tax income? Please do not count your spouse's income, but do include your other income allowances (e.g., car allowance, house allowance, social security allowance).

1. _____ less than \$5,000
2. _____ \$5,000 to \$7,499
3. _____ \$7,500 to \$9,999
4. _____ \$10,000 to \$14,999
5. _____ \$15,000 to \$19,999
6. _____ \$20,000 to \$24,999
7. _____ \$25,000 to \$34,999
8. _____ \$35,000 to \$49,999
9. _____ \$50,000 or more

15. How many years have you been employed? _____

16. How many moves have you made since you have been married (current marriage only)?

- | | |
|--------------|---------------------|
| 1. _____ 0-2 | 5. _____ 9-10 |
| 2. _____ 3-4 | 6. _____ 11-15 |
| 3. _____ 5-6 | 7. _____ 16-20 |
| 4. _____ 7-8 | 8. _____ 21 or more |

17. Which one of the following best describes your living arrangements?

1. _____ Own home
2. _____ Rent apartment
3. _____ Own condominium
4. _____ Other (please specify) _____

18. Do you feel that you have adequate:

- | | | |
|------------------------------|-----------|----------|
| 1. Life insurance? | _____ Yes | _____ No |
| 2. Health/Medical insurance? | _____ Yes | _____ No |
| 3. Savings? | _____ Yes | _____ No |

4. Retirement/Pension plans? ____ Yes ____ No

19. Using the following scale

1	2	3	4	5
much	somewhat better	comparable better	somewhat worse	much worse

which of the following best describes your overall financial situation compared to:

1. _____ The average financial situation of your parents.
2. _____ The average financial situation of other families in your church.
3. _____ The average financial situation of other similarly educated
and qualifies professionals in your community.

20. Briefly describe your overall feelings about the seminar experience:

21. Overall, I found this marriage enrichment seminar to be (circle on below)

- 1 = Extremely Dissatisfying
- 2 = Very Dissatisfying
- 3 = Somewhat Dissatisfying
- 4 = Somewhat Satisfying
- 5 = Very Satisfying
- 6 = Extremely Satisfying

Vita

Catherine Cooper was born in Fairfax, Virginia on March 4, 1969. She and her family moved to Tennessee in 1976 and on to Colorado in 1982. There she attended Colorado State University for two years as an Interior Design major. She and her family then moved to California where she earned her Bachelor of Science degree in Psychology. After graduating, she spent two years working as a counselor in an adolescent treatment center and also as a research assistant for a children's language laboratory. In April of 1995, Catherine moved to Knoxville, Tennessee. There she began graduate work in the Department of Child and Family Studies at The University of Tennessee, Knoxville. Her Master's degree was received in December 1997.