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**Premarital preparation within the home, school, and church
as perceived by adolescents in the Lake Union conference of
Seventh-day Adventists**

Stevens, Ernest James, Jr., Ed.D.

Andrews University, 1986

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PREMARITAL PREPARATION WITHIN THE HOME, SCHOOL, AND
CHURCH AS PERCEIVED BY ADOLESCENTS IN THE LAKE
UNION CONFERENCE OF SEVENTH-DAY ADVENTISTS

A Dissertation
Presented in Partial Fulfillment
of the Requirements for the Degree
Doctor of Education

by
Ernest James Stevens, Jr.

August 1986

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ABSTRACT

PREMARITAL PREPARATION WITHIN THE HOME, SCHOOL,
AND CHURCH AS PERCEIVED BY ADOLESCENTS
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SEVENTH-DAY ADVENTISTS

by

Ernest James Stevens, Jr.

Chairman: Mercedes Dyer, Ph.D.

ABSTRACT

Dissertation

Andrews University
School of Education

Title: PREMARITAL PREPARATION WITHIN THE HOME, SCHOOL, AND CHURCH
AS PERCEIVED BY ADOLESCENTS IN THE LAKE UNION CONFERENCE
OF SEVENTH-DAY ADVENTISTS

Name of researcher: Ernest James Stevens, Jr.

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Date completed: July 1986

Problem

In today's society increasing stress and problems face the traditional Judeo-Christian marriage and family. Adolescents are being confronted with these problems as a result of the continuing rate of divorce and internal stress within family relations. The Seventh-day Adventist church has historically emphasized the importance of marriage and the family. However, as the Christian marriage and family face changes in today's society, there is a need for greater awareness of the factors which influence the premarital preparation of adolescents. The purpose of this study was to

research adolescents' perceptions of their premarital preparation.

The primary hypothesis of this study is that there is a relationship between perceived premarital preparation by SDA adolescents and their perception of how they have been prepared by the home, school, and church.

This study utilized descriptive and correlational research. Data utilized in the research were collected from 332 seniors from 10 academies who answered the Premarital Preparation Questionnaire, a Likert-type attitudinal scale.

In this ex-post facto study the data were studied by five types of statistical analyses: measures of central tendency, correlation coefficients, factor analysis, chi square, and analysis of variance. The results indicated that in 7 of the 12 sub-hypotheses the null hypothesis was rejected.

The data indicated that adolescents generally perceived they were prepared in 16 premarital preparation topics and that the topics were very important. It was indicated that in general there exists a relationship between adolescents' perception of their premarital preparation and how their perception of the contribution by the home, school, and church relates to their preparation.

It may be concluded from the data and comments by adolescents in this study that their approach to marriage and family life has been influenced by education, role models, and social environment. These factors and others appear to have influenced their perception of the premarital preparation provided them by the home, school, and church.

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CHAPTER I

THE PROBLEM AND DEFINITION OF TERMS

In today's society there are many alternative life styles besides the traditional Judeo-Christian marriage and family relationships. Because of an increase in the divorce rate and internal stress upon family relations, many youth are considering co-habiting life styles. These problems may also confront Seventh-day Adventist (SDA) youth. Since the SDA Church has historically emphasized the importance of marriage and the family, a study of adolescents' perception of their premarital preparation should help in preparing them for marriage and family relationships.

The Problem

If marriage and family is important to the Church, does the Church provide any premarital preparation for adolescents? Should this be one of the major concerns confronting those who have the opportunity and responsibility for the guidance of SDA youth? With the increased awareness of cultural pressures affecting Christian marriages and families (Crider & Kistler, 1979; Dudley & Dudley, 1985) and the increase of adolescent marriages and divorces in society (National Center for Health Studies, 1983), there is need for an educational program in premarital preparation for adolescents. The assessment of adolescents' perception of their

premarital preparations should help provide an understanding of their needs. With this understanding, the home, school, and church should be in a better position for preparing the adolescent for the responsibilities of Christian marriage and the family.

How do Adventist adolescents relate to significant others who provide them with their models for marriage and family? What do adolescents consider important in their preparation for marriage? To whom will they turn for guidance when preparing for this important commitment? Every Adventist parent, pastor, and educator needs to consider carefully this problem and its consequences on the future of the Church and its members.

Purpose of the Study

The purpose of the study was to describe adolescents' perceptions of premarital preparation within the home, school, and church. This includes analyses of the following: (a) how adolescents perceive they are prepared in premarital preparation topics; (b) what adolescents perceive are important topics in which to be prepared for marriage by premarital preparation; (c) what premarital preparation adolescents perceive they have received in the home, school, and church; and (d) who adolescents perceive should be responsible for preparing them in premarital preparation subjects. This study further examines the relationships, if any, that exist between items (a) through (d) and includes (e) how the personal, home, school, and church characteristics relate to the adolescents' perceived premarital preparation within the home, school, and church.

Importance of the Study

Strong emphasis is placed upon Christian marriage and family relations as a part of the fundamental beliefs of the SDA Church. Adventists believe God gave the institutions of the Sabbath and marriage at creation as stated in Genesis chapters 1 and 2. The Sabbath was instituted to serve as a memorial of creation and as a perpetual sign of God's covenant between Him and His people. The institution of marriage was divinely established in Eden as a binding commitment to God and between man and woman who share a common faith. It is this divinely appointed institution that places emphasis on marriage and family relations.

Adventists teach that the marriage relationship is divinely ordained and affirmed by Jesus. In Genesis 2 are the foundations for this belief. Along with many other Christians (Barber, 1984), Adventists believe that the intimate relationship between man and woman, and the creative sexual experience are two aspects of marriage.

The SDA Church stresses the sacredness of the marriage vows by establishing marriage and family as one of its fundamental beliefs. The Church advocates the importance of this institution by creating a Department of Home and Family Services and designating a special day each year for the "Christian Home and Family Altar."

In her writings, Ellen G. White places great prominence on Christian marriage and the family. The Church views Ellen G. White as a messenger of God. Her writings hold a significant role in determining the application and practice of Biblical principles.

The Adventist Home, Messages to Young People, and Child Guidance are a few of the compilations of White's works on the importance of this subject. Members of the SDA Church believe White's writings amplify what the Bible already teaches. Along with the Bible, her writings are used within the Church as a foundation for guiding young people into the marriage relationship.

In spite of the importance placed on Christian marriage and the family within the SDA Church, there seems to be more emphasis on maintaining the family rather than establishing Christian marriage. The Church teaches that although the marriage may fall short of the ideal, couples should remain committed to each other. According to the Scriptures, the marriage bond can only be broken as a result of death or adultery. Its permanency is reflected in the Church's admonition to parents to be a Christian model to their children. Apart from this there seems to be very little emphasis placed on premarital preparation within the SDA Church (Ipes, 1983).

Theoretical Basis of the Study

The development and selection of the variables and the establishment of the primary research hypothesis are based on the assumption that premarital preparation among SDA adolescents is related to their relationships within the home, school, and church. This assumption is based on (a) the search of literature in the areas of adolescent studies (specifically, premarital/pre-nuptial counseling, marriage preparation, teenage marriage, and youth guidance); (b) review of pertinent material published by the Church on marriage and family preparation for adolescents; and (c) personal

experience and observation of adolescents.

Statement of the Hypothesis

The primary hypothesis of this study is that there is no relationship between perceived premarital preparation of Seventh-day Adventist adolescents and their perception of how they have been prepared in the home, school, and church. This general hypothesis is divided into the following sub-hypotheses:

1. There is no relationship between how adolescents perceive they are prepared in premarital preparation topics and their perception of what topics are important for premarital preparation.

2. There is no relationship between how adolescents perceive they are prepared in premarital preparation topics and their perception of the contribution of the home, school, and church to their preparation.

3. There is no relationship between how adolescents perceive they are prepared in premarital preparation topics and their perception of who should be most responsible for preparing them in premarital preparation topics.

4. There is no relationship between adolescents' perception of what topics are important for premarital preparation and their perception of the contribution of the home, school, and church to their preparation.

5. There is no relationship between adolescents' perception of what topics are important for premarital preparation and their perception of who should be most responsible for preparing them in premarital preparation topics.

6. There is no relationship between adolescents' perception of the contribution of the home, school, and church in their preparation and their perception of who should be most responsible for preparing them in premarital preparation topics.

7. There is no relationship between personal, home, school, and church characteristics and how adolescents perceive they are prepared in premarital preparation topics.

8. There is no relationship between personal, home, school, and church characteristics and adolescents' perception of what topics are important for premarital preparation.

9. There is no relationship between personal characteristics and adolescents' perception of the contribution of the home, school, and church to their preparation.

10. There is no relationship between the home characteristics and adolescents' perception of the contribution of the home in their preparation.

11. There is no relationship between the school characteristics and adolescents' perception of the contribution of the school in their preparation.

12. There is no relationship between the church characteristics and adolescents' perception of the contribution of the church in their preparation.

Delimitation of the Study

This study was limited to the Lake Union Conference of SDAs, which is located geographically within the boundaries of Wisconsin, Illinois, Indiana, and Michigan. This study was also limited to a

search of those areas broadly defined as "premarital preparation." At the present, premarital preparation is still a vague term used to imply any education or counseling for premarital readiness. Further, this study was limited to senior students enrolled in SDA academies within the Lake Union Conference of SDAs during the school year of 1985.

Basic Assumptions

It was assumed in this study that:

1. Premarital preparation as perceived by seniors in Adventist secondary schools is provided by the home, school, and church, and that it can be measured.
2. The presence of positive role models and significant others to whom adolescents may turn for guidance and resources contribute to a positive premarital preparation.
3. Adolescents can and will report their observations and attitudes honestly and accurately if they feel they are free from reprisals and if the significance of the study is conveyed to them.
4. An understanding of the perceived premarital preparation of adolescents is essential to the effective education of youth within the home, school, and church.

Definition of Terms

Academy. A secondary school (grades 9 through 12) operated by SDAs.

Adolescence. The period of growth between puberty and maturity. The approximate ages are 12 to 20.

Church characteristics. The demographic data from the Premarital Preparation Questionnaire, questions 26-33, pertaining to denominational membership, counseling, special programs, sermons, role models, and resources about premarital preparation.

Church environment. The religious environment including the formal and informal imparting of facts, attitudes, and skills about marriage and parenthood deemed necessary for personal growth within the principles and values of the SDA Church.

Church preparation. The data from the Premarital Preparation Questionnaire pertaining to question 34 which asked adolescents to respond to how they felt the church had prepared them on 16 premarital-preparation topics.

Home characteristics. The demographic data from the Premarital Preparation Questionnaire, questions 10-16, pertaining to type of family the adolescent lives in, counseling, role models, and resources about premarital preparation.

Home environment. The sociological environment of the home consisting of the nuclear and extended families, foster or step-families where an adolescent receives the social, educational, and religious instruction for marriage and parenthood. This would include the sharing of facts, attitudes, and skills representing the principles and values of that family system.

Home preparation. The data from the Premarital Preparation Questionnaire pertaining to question 16 which asked adolescents to respond to how they felt their home had prepared them on the 16 premarital preparation topics.

Marital counseling. A structured encounter between a professional counselor and married individuals or couples that provides emotional assistance and/or focuses on problems related to relationships. Most often this is accomplished by verbal face-to-face exchange and sharing.

Marriage. The institution legalized by state and church of a male-female relationship influencing and affecting one another by systemic interaction, which is also durable, socially acceptable, and monogamous. In this study approval of both church and state constitutes a legal marriage.

Personal characteristics. The demographic data from the Premarital Preparation Questionnaire, questions 1-6 and 9, pertaining to sex, when the adolescent plans to marry, counseling, role models, resources about premarital preparation, and readiness for marriage.

Personal preparation. The data from the Premarital Preparation Questionnaire pertaining to question 7 which asked adolescents to respond to how they felt they were prepared on 16 premarital preparation topics.

Premarital counseling. A structured program between a professional counselor and persons anticipating marriage which includes the sharing of facts, attitudes, and skills related to dating, marriage, and parenthood. It covers a broad range of subjects including: choice of life partner, dating, finances in marriage, couple communication, leisure time in marriage, goal setting in marriage, problem solving, religion in the family,

training for parenthood, sex education, in-laws and relatives, parent and sibling relationships, husband/wife roles, decision making, personality development, and commitment and divorce. The process of sharing this information is usually conducted with emotional support and verbal face-to-face exchange with a couple and/or individual receiving the information. The term premarital counseling is synonymous with marital-readiness counseling.

Premarital counseling program. A program with a structured outline or technique utilized by a professional when conducting premarital counseling with a couple or individual.

Premarital preparation. The total educational process of an adolescent by the home, school, and church for the sharing of facts, attitudes, and skills needed for marriage and parenthood.

School characteristics. The demographic data from the Premarital Preparation Questionnaire, questions 18-23, pertaining to the type of school attended, special classes, counseling, role models, and resources available about premarital preparation.

School environment. The formal educational environment where state and church curriculum are taught for the imparting of social, educational, and religious instruction deemed necessary for personal growth within society. This would include the teaching of facts, attitudes, and skills for marriage and parenthood with regard to the principles and values of society and the church.

School preparation. The data from the Premarital Preparation Questionnaire pertaining to question 24 which asked adolescents to

respond to how they felt their school had prepared them on 16 premarital preparation topics.

Seventh-day Adventist Church. A conservative Christian denomination, worldwide in extent, evangelical in doctrine, and professing no creed but the Bible. In this paper it is referred to as the SDA church.

Topical preparation. The data from the Premarital Preparation Questionnaire pertaining to question 8, which asks adolescents to respond to the degree of importance 16 premarital topics are to premarital preparation.

Responsibility for Preparation. The data from the Premarital Preparation Questionnaire pertaining to question 36 which asks adolescents to respond to who they feel should be most responsible for preparing them on 16 premarital preparation topics.

Organization of the Study

The following is a short summary of chapters one through five. Chapter I presented the problem and purpose of the study; importance and theoretical basis of the study; and the hypothesis and sub-hypotheses. Also included in this chapter were the delimitations, basic assumptions, and definition of terms.

Chapter II presents the review of the literature. This includes selected studies delineating needs and problems of adolescents who enter parenthood and/or marriage; evaluation of programs for premarital preparation; and literature by Christian and SDA authors for adolescents pertaining to premarital preparation topics.

Chapter III presents the methodology of the study. This includes types of research used, population, development of the instrument, and procedures for collecting, processing, and analyzing the data.

Chapter IV includes the presentation and analysis of data. Included within this chapter is the pilot study, description of the data, and testing of the hypothesis.

Chapter V includes the summary, conclusions, and recommendations. The summary includes the results of the study and a discussion of the findings. The conclusions summarize the testing of the sub-hypotheses. Within the recommendations are the nonstatistical indications, and implications for further research.

CHAPTER II

REVIEW OF THE LITERATURE

Introduction

In this review emphasis is placed on three major areas:

(a) studies delineating the needs and problems of adolescents who enter parenthood and/or marriage, (b) research and literature evaluating programs for premarital preparation of adolescents, and (c) literature written for adolescents for the purpose of helping them prepare for marriage.

The adolescents of the 1980s, as those of previous years, face emotional distress, early parenthood, and marriage. According to Lewis and Lewis (1982) there is a rule of silence about sex and family life. Many parents feel their children know enough about sex and believe young people have the same ideas the parents have about sexual concerns. Yet the report by the Lewises reveals that "fewer than ten percent of the boys and girls have had discussions with their parents or other responsible adults who could help them" (1982, p. 10). Berman (1983), in the article "When Children Bear Children," states that more than one of every 10 adolescent girls becomes pregnant. She further reports on a study made by the Alan Guttmacher Institute that revealed that "seven million teen-age boys and five million teen-age girls between age 13 and 19 are sexually

active. . . . It is the exceptional young person who had not had premarital intercourse by the age of 19" (p. 133).

As of 1985, few states require sex education or family life classes. Although some states offer sex education and family life classes as an option within their schools, some educators and researchers feel this is inadequate (Kerckhoff, Habig, & the Family Life Education Panel, 1976). The National Institute of Education surveyed principals of junior and senior high schools. The results revealed that only about one-third of the schools offer sex education (Lewis & Lewis, 1982).

It is important to note that 96% of adolescent girls who give birth choose to keep their babies and start parenting. Of those who choose marriage as a part of their new life style, nearly half of those marriages will end in divorce (Berman, 1983).

Questions arise with the increased awareness of adolescents who are sexually active and/or are facing the realities of marriage. What has research found to be the motivation for adolescent marriages? What does research indicate are the needs of adolescents to be met in preparing them for marriage? Are the programs within the home, school, and church meeting these needs? What literature has been written for the Christian young person who is facing these problems? The review of literature aids in describing past and present trends related to the premarital preparation of adolescents.

Studies Delineating the Needs and Problems of
Adolescents Who Enter Parenthood
and/or Marriage

Many of the studies stressing the premarital preparation

needs of adolescents have centered around research of teenage pregnancies and marriages. As a result of increased data concerning early pregnancies, marriages, divorces, and remarriages, researchers are taking a closer look at what changes and needs are occurring during adolescence.

During the past three decades there has been an increased awareness of marriages of high-school-age young people. Individual studies within states and in the nation as a whole sought to discover the reasons for early marriages (Bagarozzi & Rauen, 1981; Brown, 1972; Dager, Harper, & Whitehurst, 1962; de Lissovoy & Hitchcock, 1965; Mason, 1973; Moss, 1965). The schools became the target for these studies as they were a ready resource for data on economic, sociological, and demographic backgrounds of this population. Legislators within states and communities have been seeking to understand their responsibilities to the adolescent. Schools and community agencies have been debating the educational process for preparing adolescents for marriage and adult living (Anderson & Latts, 1965; Force, 1970; Kerckhoff, Habig, & the Family Life Education Panel, 1976; Landis, 1965).

Landis and Kidd

In the 1950s, Landis and Kidd (1956) reported their survey of 205 California senior high schools concerning adolescent marriages. They stated that economic prosperity, the threat of war, and the draft seemed to influence early marriage. Other factors included: girls marrying for fear of a man shortage, increased practice of birth control, and the influence of movie stars and

magazines toward marriage and parenthood.

Cavan and Beling

Cavan and Beling (1958), who studied married students in 84 Illinois high schools, reported that "half of all girls are married by the time they are twenty and a few before they are fifteen. Half of all men are married by age of twenty-three" (p. 293). This study revealed that 74 of the 84 schools had a counseling program and 70% had family living courses; however, these courses were usually taken by girls and were electives. Married students were generally cut off from the very learning, skills, and socialization needed for married life.

These researchers indicated that some girls chose to marry as a means to secure freedom from parents, or as an escape from home conflicts. Others sought marriage to escape loneliness, to follow the example of a friend, or as a refuge for personal problems. To those girls, perhaps early marriage appeared to be less serious than their other problems.

Burchinal

Burchinal (1960) reviewed census reports from 1910 to 1960 for trends in adolescent marriages when at least one partner was under 19 years of age. Between 1910 and 1950 there was an increase in white and non-white marriages, while between 1950 and 1960 the marriage rates reflect little change. His study reported 10 factors which tend to influence young marriages. However, in the light of stable growth rates during the sixties, he felt the first four

factors may be questionable, and that factors 5 and 6 were inconclusive and contradictory.

1. Young people sought unquestionable love and loyalty during unrest in society.

2. They pursued personal happiness and rejected intellectualism and achievement.

3. The phenomenon of the bandwagon effect occurred, with one marriage leading to another.

4. The impact of wars and continuation of the draft encouraged marriages.

5. They sought escape from unhappy homes, school, or community situations.

6. They hoped that marriage would resolve personal or social adjustment problems.

7. Current prosperity reduced the economic risks in marriage.

8. They had romantic, glamorous, and unrealistic images of marriage.

9. Young people accelerated into adult status by increased heterosexual interaction.

10. Media's portrayal of sexuality encourages early sexual exploration among adolescents. The results often bring pregnancy. This, in turn, is a primary reason for early marriages.

Burchinal (1960) stated that in American society several factors are detrimental to early marriages. They are: early dating, lack of an adequate education, changes in moral values

leading to more promiscuity, low status of youth in today's society, and alternatives to marriage. His study found that divorce was two to four times greater among teenage marriages than among those married in their twenties, and the marriages proved less satisfactory. This was especially true of premaritally pregnant wives versus those who did not marry because of pregnancy.

This author stated that age is not an adequate criterion for predicting the success of marriage. There are young people who are ready and can have successful early marriages. The risks involved in early marriages relate to emotional health, social success, goal setting and attainment, and reasonably competent interpersonal relations. He says that these growth areas can be attained through education, counseling, social services, and related programs. Early pregnancy, which is a primary motivation for marriage, needs to be addressed through human sexuality education and societal awareness.

Moerk and Becker

Moerk and Becker (1971) surveyed approximately 300 multi-cultural high-school students in a lower-class neighborhood. The students responded to questions about future marriage plans, birth control, vocational, and educational goals. The findings were compared to previous studies of marriage plans by Hill (1945), McGinnis (1958), and Hudson and Henze (1969). The educational plans were compared to studies of lower-social-class juveniles done by Krauss (1964) and by Brodie and Suchmann (1968). Cross-sectional comparisons by Moerk and Becker of these studies were chosen because

of difficulty in obtaining longitudinal studies on adolescent populations.

This study and the comparisons made to earlier studies reveal some interesting characteristics of adolescents. Boys and girls generally agreed on optimal ages for marriage. Both sexes in all age groups agreed that girls could and should marry at an earlier age than boys. Older adolescents nearing a time of primary decisions regarding marriage, parenting, and educational goals reflected a more positive regard for birth control than did younger adolescents. Almost 100% of the adolescents felt a boy should have a job before marriage, yet this would entail prior vocational or educational training.

Moerk and Becker (1971) reported that some adolescents tend to be caught between the choice of early marriages and parenthood or future educational goals. The study investigated a lower social-economic population who might have experienced a tougher time financing a college education and family life. Perhaps upper-middle-class students would receive more assistance from parents, although the struggle for independence would still exist.

de Lissovoy

De Lissovoy and Hitchcock (1965) and de Lissovoy (1973, 1975) did a longitudinal study that covered more than three years. Data were collected on 48 couples from small towns in Pennsylvania. Those couples had married during high school.

The demographic data were obtained from school records and county sources. Personal information was obtained by a visiting

interviewer using notes and a self-rating scale. From the compiled notes, observations, questions and statements by the couples, three problem areas were identified: economic struggles, social problems, and handling of children.

Economic struggles constituted the majority of the complaints. Husbands expressed dissatisfaction with their lack of steady employment, inadequate income, and unsatisfactory living arrangements. Many owed money to hospitals, doctors, and finance companies. Often this resulted in a dependency on their parents which created stress early in the marriage.

Following closely behind economic frustrations was the "social disenchantment" of wives who experienced feelings of loneliness. Former friends ceased to come around, stating that their parents did not want them to associate with married girls. Little association existed between young couples, with the result that the wives felt isolated. Husbands were able to maintain contacts with peers by work, sports, and outside jobs. Many of the husbands felt it was the wife's responsibility to care for the children and maintain the home. However, after the birth of a child, kinship ties were often strengthened.

Social activities centered around the visits of relatives, church socials, and an occasional community gathering. In family get-togethers, wives were often left to clean up after meals and, therefore, experienced little social interaction. Children were usually left with the wife's parents when social events could be afforded. The church provided couples' clubs, potlucks, and some

social events and became the primary social bond for the majority of the couples. It was assumed that this institution offered acceptance and continued support in the face of lost identities by the couples.

Handling of children represented the third major area of need exhibited by couples who had married as adolescents. Young mothers in this sample were found to be "intolerant, impatient, insensitive, and irritable" (p. 170). Both parents had little knowledge of parenting skills. The husband often left most child-care problems to the wife.

Reiner and Edwards

During 1970-71 Reiner and Edwards (1974), in cooperation with the Juvenile Welfare Board of Pinellas County, Florida, studied 50 couples who were under the age of 20 when they had married. The study revealed that 61 individuals reported severe conflicts within their families of origin. Problems reported included divorce, separation, alcoholism, mental illness, rape, incest, and abuse within the family. These problems contributed to adolescents seeking escape and security in marriage. Adolescents with similar home problems seemed to attract each other. For some, the spouse became a substitute for missing parents or lost parental relationships because of divorce. Slightly less than half of the girls were pregnant at the time of marriage. Many had not been forced into marriage, but had previously planned to marry.

The results of Reiner and Edwards' study (1974) was divided into three groups representing those married less than 5 years,

those married 5 to 10 years, and those married 10 years or more.

The youngest group of adolescents experienced depression as crises developed in early marriage. Other problems included: lack of money, no future in vocational advancement, difficulty in employment, loss of personal goals and identity, and a misunderstanding of marital role expectations. Wives complained of depression as a result of isolation. Their husbands lacked interest and stayed away from home. Husbands found themselves locked into jobs without hope of advancement. They felt unimportant, not fulfilling a need in the community.

Poor financial training, personal conflicts, poor sexual relationships, and little opportunity for leisure only compounded the problems of these couples. Those who did have outside friendships said these relationships centered primarily around marital problems and quarrels.

Those in the 5- to 10-year-marriage group indicated the same problems. However, husbands in this group expressed greater concern over future work opportunities. Financial indebtedness was more serious with this group. They felt increased pressure for securing additional education. Sexual problems were more apparent and were discussed openly between the spouses. It was apparent that couples within this group questioned whether the marriage should continue.

In the oldest group, those married 10 years or more, it was found that wives were striving to work through a bad situation. They seemed to have matured to the point of seeking new identities for themselves and becoming less dependent. Where couples were able

to make changes, husbands had to learn to accept their wives' new identities.

Reiner and Edwards (1974) studied the needs of married adolescents. There were three areas of concern. Social needs could be met by the community. Preventive needs required education from schools and social agencies. Remedial needs depended upon therapeutic agencies.

Shonick

California passed Assembly Bill 402 in 1970. This required premarital counseling for minors. Shonick (1975) studied 1,300 couples who received counsel as a part of this program between 1970 and 1973.

The counseling program was designed to improve the prospects of success in marriage and personal development. Emphasis was placed on couple communication and exploration of future plans. Topics included work, education, family life, sexuality, family planning, parenting, living arrangements, role expectations, and use of leisure time.

The study revealed that more than half of the girls were pregnant at the time of application for marriage. The majority of males had finished high school. The females had completed the 10th or 11th grades. A large percentage of the couples were from minority groups. It was believed that this high percentage of minorities was due to the proximity of the agencies and the fact that the counseling was provided free of charge.

The author reported a similarity between unwed pregnant

girls and those seeking marriage in the areas of age, ethnicity, and number of years in school. The report indicated that girls who came for premarital counseling tended to date their prospective spouses for a considerable length of time. Their courtship had not been a quick, impulsive one. The young men usually had unskilled jobs. Individuals in these relationships tended to see marriage as a way of having a new life.

Shonick (1975) questions, "Is it just ignorance about contraception that causes a 14- or 15-year-old girl to become pregnant? What are the lacks in our educational system and in society generally which close horizons for many and make early marriage and early child bearing seem like a 'rainbow future'?" (p. 324). She believed that one answer might be high-school classes offering sex, family life, and parenting education.

Rolfe

Rolfe (1976) worked with three agencies in Ingham County, Michigan, in developing a premarital counseling program. This consisted of interviews with teenagers whose marriages ended or were ending in divorce. The sample included 59 couples who received counseling during 1972-1975. All the couples had one child or a confirmed pregnancy when interviewed.

The problems relating to adolescent marriages became apparent with the first counseling session. Teenage couples, according to the author, tend to fear premarital counseling.

Many young couples have unrealistic plans about finance, housing, and medical insurance. Their communication patterns are

inadequate. Often their plans did not include parents, yet the young couple planned to reside with or obtain financial support from them. Their isolation is compounded by pregnancy which often cuts them off from the community and peers.

A large majority of couples needed counsel in areas of conflict management, family planning, relationships with in-laws, future educational plans, and personal rights. Young couples need time to see the needs of each other. They should not feel forced into marriage. Often their marital roles are seen as separate identities of breadwinner and homemaker.

He contends that teenage marriages are not a passing phenomenon. Those who counsel adolescents need to work closely with the court and the clergy in providing the best possible start.

Shivanandan

Shivanandan (1978) stated that in America one out of every 10 girls between 15 and 19 becomes pregnant, with younger and younger teens becoming pregnant each year. Between 1961 and 1976 birth rates to teens ages 14 to 17 increased by 75%. Half of America's adolescents have sexual relationships before finishing high school.

The increase in adolescent sexuality and marriage is believed to be caused by poor opinion of self and need for identity. Pregnancy achieves instant adulthood and confirms femininity. The author stated that factors leading to adolescent pregnancies and marriages included: the break-up of families, women's liberation,

increase in the lack of parental supervision, family disputes, and lack of sex education.

She believes the Christian view of marriage and sexuality needs to be presented to adolescents. However, she stated that teenage girls who have religious convictions and engage in sexual relationships are more likely to become pregnant. Probably this is because they are caught in a double standard. Religious convictions help but, according to Shivanandan, teenagers also need "sound knowledge and a complete philosophy of sexuality" (p. 20).

Honig

Honig (1978) reported that the younger American teenagers are when they have sexual relations, the less likely they have the facts on sexuality, reproduction, parenting, or family life. Honig listed 10 major areas that needed to be addressed by parents, teachers, and youth leaders in meeting the needs of teenage parents: (a) take time to know each individual teenager; (b) be aware of the teenager's relationship with parents; (c) understand their relationships with peers; (d) be familiar with the cognitive, moral, and social states of adolescent development; (e) have knowledge on sexuality, including information, attitudes, and practices; (f) be knowledgeable of child development and parenting skills; (g) know the health and nutrition needs of adolescents and pregnant teenagers; (h) know the statistical facts involving early adolescents; (i) be aware of community resources and family support systems; and (j) know the availability of audiovisual, written, and consultant resources.

Because pubertal development in girls begins around the age of 11, and that of boys around the age of 13, Honig (1978) stressed the need for classes in child development, child care, sexuality, and parenting/family-life courses in junior high schools. With the birth rate dropping in all groups except unwed teenagers, and with teenage pregnancy a primary motivator for early marriages, there is a need for early preventive education and support for adolescents.

Carlson

Carlson (1979) analyzed the results of the National Longitudinal Surveys of labor-market experience. This included 5,000 young women ages 14 to 24. The study began in 1968. By 1972 all respondents had passed beyond the 14-to-17-age range.

The author examined the three primary socialization institutions which may influence or delay marriage: family background, school, and paid employment. Family background was broken down into the socio-economic status, number of siblings, and marital stability of parents. School influence was judged by the number of drop-outs compared with graduates. The paid employment comparison was made between high-school graduates and those who had dropped out before graduating.

The results of this study indicated that the "overwhelming dominant feature of social life for American girls between ages 14 and 17 is enrollment in high school" (p. 351). It was found that involvement in school and living with parents precluded other institutional roles of employment and marriage. Girls who dropped out of school tended to come from poor families, had several

siblings, and experienced some form of disorganization in the home. Blacks were less likely to drop out of school than white girls from similar family backgrounds.

Among the high-school dropouts and graduates, the survey indicated that the family seemed to have little influence on the timing of marriage. However, the family might indirectly influence the timing of marriage when parents stress the importance of obtaining a high-school education.

Bishop and Lynn

Bishop and Lynn (1983) proposed a systemic approach to understanding the problems related to adolescent marriages. They used Wertheim's (1973, 1975) work in family typology and Reiss' (1971) concepts of interpersonal relationships. The authors believe adolescent marriage to be characterized as "the transitionally unintegrated-externally open family system" (p. 272). They analyze the problem through the individual, adolescent marriage, family, and extra-familial systems. Their model presents the needs and problems in preparing adolescents for marriage.

Adolescents who marry are in a transitional period. They depend on outside resources for maintenance of their identities. Early marriage tends to force adolescents into a mold to meet the expectations of peers and adults. When facing conflicts, adolescents who lack adequate self-identity often choose to meet sociocultural expectations.

Stresses in early marriages due to the presence of children, fatigue, and undefined parenting roles, tend to keep adolescents

from working through their personal identities. Extra-familial systems (peer groups, extended families, occupational and community relationships) are needed to help shape and nurture the adolescent marriage. Yet it is found that assessment and intervention from these systems sometimes hinders the growth of the couple.

The authors identified several constraining factors to a successful adolescent marriage. They list: unresolved identity issues, inappropriate flight-coping patterns, problems in intimacy, lack of goals and values, lack of knowledge in family-living skills, poor marital relationships, unstable income, and inadequate or disrupted relations in the marital dyad due to peer influences or extended-family involvement.

Short

Short (1984) stated that "only 6% of U.S. youth get good sex training from their folks" (p. 122). His research of marriage and family classes revealed that only 3 or 4 out of 60 students surveyed had the topic of sexuality training discussed at home. Since the home is remiss in this area, he feels the church should take the lead. Yet the church, perhaps seeing the home as best equipped for this individual training, provides mostly group presentations. That leaves most of the responsibility for sex training to the schools. Schools face conflict in presenting moral values and touchy topics. As a result, the cliché "let sleeping dogs lie" applies to unwed mothers, social diseases, and unanswered questions. Perhaps, Short points out, "people still think if we keep youth ignorant, we'll keep them innocent" (p. 126).

In two high-school surveys (pre- and post-lecture), the author found that students can and will change their attitudes. In one school, 171 of 600 students changed their "undecided" opinion to "unwise" or "very unwise" regarding premarital sex. In another school "almost two-thirds of their 800 students changed their views in the direction of rejection" of premarital sex.

Lindsey

Lindsey (1985) presents the results of four research projects: (1) a nationwide survey of 3,118 teenagers and their attitudes and perceptions of marriage; (2) a survey of 359 adolescents who were already married and/or living together; (3) an additional survey of 82 alumnae of the Teen Mother Program and their perceptions of their relationships; and (4) interviews with 76 adolescents who were married and/or living with partners. The purpose was to take a look at the realities in the lives of teenage couples in the 1980s.

The 12-page two-part questionnaire was sent to professionals and teachers who, in turn, gave them to the teenagers. The demographic data of the research included: sex, age, school grade, place of residence, geographic information, ethnic group, religion, marital status, and parents' income. The survey asked for responses concerning: the best age to marry, qualities of a "good" spouse, traditional versus equal marriage, sex before marriage, living together while not married, importance of sex in marriage, religious differences affecting marriage, jealousy in marriage, spouse abuse, and other relevant subjects relating to marriage.

The research indicated that the majority of teens felt the best ages for females to marry was 20 to 24 years, and for males, 20 to 29 years. Approximately 17% of the females and 12% of the males said it was wrong to live together when not married. More than one out of three Protestant young people indicated that it was okay to live together without being married. More "born-again" Christians than young Catholic or Protestant teenagers felt cohabitation was wrong. Lindsey stated that even with a decrease in teenage marriages, the slack is being taken up by cohabitate living. Pregnant girls who ten years ago would have married before the babies were born are now choosing not to marry. They either started single parenting or moved in with the baby's father. She noted that in 1984 a million teenagers were parenting more than a million children.

The survey revealed that "born-again" Christians and Protestant males were more concerned about marrying within their own ethnic group. Approximately half of the married couples with mixed religious backgrounds admitted to having problems with religious issues. Married couples of the same religious faith had more things in common and were better able to communicate with their spouses.

Of the adolescents surveyed, 90% of females and 85% of males expect their marriages to last all of their lives. Many did not want marriages like those of their parents.

Research confirmed that "teenage marriage is seldom a cure for other teenage problems" (p. 17); and that the majority of

adolescents in the survey did not advocate marriage as a "solution" to problems. She summarized:

Most of these teenagers were not yet married or living with a partner. They answered questions concerning a good marriage based on what they would like to have in their future unions. Compared to the realities around us, some of their answers appear overly optimistic. However, those who look for the rainbows of a good marriage are more likely to find them than are those already convinced they do not exist. (p. 19)

Review of Research and Literature Evaluating
Programs for Premarital Preparation
of Adolescents

Premarital preparation programs for adolescents may be found under several titles, such as: marriage readiness, parent education, sex education, marriage preparation, marriage counseling, premarital counseling, and family-life education. These programs, in the form of books, tapes, lectures, and videos, may be a part of classroom settings, church youth meetings, community and private agency programs, and family gatherings. The discussion of each program as it relates to adolescents is not within the scope of this study. However, a review of selected studies and literature within the general categories of family-life preparation and premarital counseling describes present trends in premarital preparation for adolescents.

Premarital preparation as defined in this study refers to the total educational process of an adolescent by the home, school, and church for the sharing of facts, attitudes, and skills needed for marriage and parenthood. Previous literature cited has described many of the problems and needs of adolescents who have entered parenthood and/or marriage at an early age.

Cummings

The American Social Hygiene Association in 1953 launched a program to establish family-life education. Its goal was to preserve and strengthen the family. By providing family-life course work in schools and colleges, including class studies, extra-class activities, and group activities, it aimed for the teacher to reach the family through the student.

Fifteen states in the Middle-West, Central-Atlantic, and New England regions were selected for this program. According to Cummings (1958), it was difficult at that time to gain acceptance of family-life courses. Sex education was seen as objectionable or even outlawed in some states. The Association felt that "sex education is a part of family life and should be handled in this context" (p. 118). Family-life education was identified as preventive and not therapeutic. Furthermore, it was assumed that "if an individual knows more about personal and family living, he will be able to apply some of this knowledge to his later life, his family, and his children" (pp. 119-120).

After five years the Association leaders noted that progress was agonizingly slow. However, they felt trends had been set in motion that would spread throughout the country.

Force

Force (1970) reported on a survey and evaluation conferences conducted in six western states in 1970. The survey and evaluation conferences posed questions pertaining to acceptance, problems encountered, content, and new programs. Inquiry was made of what

areas or departments presented the material, the role of schools within the community, and whether churches and religious groups were active in family-life education. Further questions dealt with adult education and community support.

The researcher found that all areas and states represented met problems from political groups, and those opposed to family-life education. Fear was voiced as to what morals and values would be taught, who would teach the material, and who would be required to attend. Teacher preparation in family-life education was cut back in order to provide in-service funds for drug abuse and other serious problems. Teachers, according to Force, were afraid of accepting assignments to teach family life for fear of being misquoted or misunderstood.

In isolated situations positive responses to family-life education were evident in the reduction of attacks and negative publicity. Some regions found that family-life education was becoming better defined and more accepted. This was attributed to greater awareness of facts, views, and rationale concerning family life.

The evaluation found that, in general, family-life education was not given high priority. It was seen as too broad a concept to grasp, with many definitions and varying course contents. Sex education, while more clearly understood, received the most negative responses. Teacher training was seen as a primary need. It was felt that a K-12 approach would best meet the goals and aims of family-life education, but would be difficult to implement. A

strong program would need strong administrative leadership, community and home support, and trained teachers.

Libby

Libby (1971) surveyed 250 parents from a random sample drawn in Manchester, Connecticut. Parents' attitudes toward content of high-school sex education programs were compared by the Sex Education Content Scale.

The higher the social class, the more accepting parents were of sex education content. Catholics and Protestants indicated about the same attitudes concerning sexual issues, while Jewish, Unitarian, and those with no affiliation were most accepting of subject content. Frequency of church attendance was not significantly related to content scores. Parents with pre-pubescent children were more accepting of content than were those with post-pubescent children.

The author concluded by stating that some parents felt that controversial subjects not discussed in school would still be taught by peers and the mass media. She further believed that the topic of who is responsible for educating adolescents on sex education would remain a controversy. Libby envisioned parent-education programs and combined parent-teacher groups in the development of programs. However, this would not happen until parental attitudes are understood and, in turn, nurtured to understanding the goals and objectives of sex education.

Kerckhoff, Habig, and the
Family Life Education Panel

The fourth report from Kerckhoff, Habig, and the Family Life Education Panel (1976) was completed in 1976. The panel was comprised of 55 group and regional leaders in family-life professions who lived in 40 of the United States and five Canadian provinces.

The panel sought to ascertain what kind of parent education was actually being offered in the high-school age range. The conclusions of the study were fourfold:

1. In the past, marriage and parenthood were always linked together. This concept is no longer true. Adolescents need to know how to make wise decisions concerning marriage and their future.

2. There are times when parenthood exists without marriage or marriage without parenthood. Young people need to be aware of life's real situations.

3. Young people need to be presented choices for future life styles. Not all plan to marry. Classes should not assume and reinforce only the concepts of marriage and parenthood.

4. Parent education should be considered as a part of family-life education. As yet professional preparation for parental roles has made little headway in secondary-school curriculums.

They felt that during the 1970s more attention and recognition had been given to family-life education. The question still remains, what are the students actually receiving in the local high school?

Elkin

California in 1970 became the first state to permit counties to require premarital counseling for minors. According to Elkin (1977), the Conciliation Court conducted a state-wide survey to determine the effectiveness of the law.

The court-appointed committee made available a kit which contained a booklet explaining the law, the need for parental consent, the need for premarital counseling, and relevant information. It also included a list of counseling resources and a questionnaire to help in further evaluating the law. Factors addressed were costs, reports on couples, subject content, and length of time involved. As a result, the model established a minimum uniform standard for premarital counseling in California.

The content of the counseling suggested exploration into the couple's employment and living arrangements. Other topics were money management, education plans, and interpersonal and sexual compatibility. It also included parental relationships, child care, and reform motivation. The counseling should explore with the couple forced marriage situations, values clarification, possible armed forces duty, and post-marital counseling.

The overall consensus was that public schools were not fulfilling the need for family-life education. It was further implied that of all the community services, the school is in the best position to prepare students for marriage and family life.

The author believed that the law would remain contradictory. More proof of its effectiveness should be obtained. It was,

however, a pioneer model in providing help for minors who were contemplating marriage.

Bagarozzi and Rauen

In a study on premarital counseling, Bagarozzi and Rauen (1981) evaluated 13 programs that had standardized procedures and intervention techniques. Programs needed to have well-designed structures which included developmental tasks, discussion of critical problems, and issues couples would eventually face. They should also provide opportunity for couples to evaluate and reconsider their decision to marry.

In spite of these criteria, only 3 of the 13 programs meeting the minimum standards mentioned a theory used to guide intervention approaches. Only two of these three emphasized developmental tasks. Eight of the 13 programs emphasized the importance of communication and taught communication skills. Three included techniques for problem solving and conflict resolution. Only two programs attempted to have the couples discuss and re-evaluate marital intent.

The authors stated that no empirical data exist that support the ideal goals of these programs—that of reducing divorce and separation, or prevention of unhealthy marriages. No data exist to indicate whether couples who have received premarital counseling are more successful at marriage than are those who have not received counseling. The authors advocate that those who conduct and develop premarital programs need to evaluate their effectiveness.

Kaercher

Kaercher (1981) reported the statistics for divorce, child abuse, runaways, and teenage pregnancy in his article, "What Are Our Schools Teaching about Marriage and Family Life?" He acknowledged the controversy over sexuality and morality, but believed the problem lies in what is being taught and how it is being presented. Kaercher interviewed prominent leaders in education and family life. He evaluated their responses and addressed the problem of teaching family life in the schools.

Many parents and educators question whether schools have the time, finances, and training to teach family-life classes. An outspoken minority of parents question that schools should teach sexuality and moral values. They feel such education belongs in the home. Objections to family-life programs stem around cost factors, added teacher loads, drawing away from other subjects, and problems such programs may precipitate with the community.

He acknowledged that parents are responsible for instilling standards for sexuality and values. However, he felt that a majority of parents need and want additional help. It is this group that family-life educators try to involve in planning programs.

Sawin

Sawin (1981) stated that the church is the logical place for dealing with family issues. Family-life education within the church is seen as being concerned with premarital education, newly married education, and marriage enrichment. It is often involved with family-cycle issues, separation, divorce, and human sexuality.

Changes in alternative life styles other than marriage greatly influenced the programs which churches offer young people.

Twenty-seven denominations have designated a national staff member to deal with family-life concerns. She believed that there is more interest in family-life education among smaller denominations. Strong family loyalties are found within these denominations. The amount of emphasis for family life by the church reflects the clergy's interest in it. Family-life education in the schools and agencies often deals with only a part of the family. The church, on the other hand, has contact with the entire family over long periods of time. More denominations are becoming aware of the potential in helping families and have established pastoral training programs. She believed that the church will develop new vision and mission in the eighties and become active in family-life education.

Patterson and Defrain

A review of 29 textbooks by Patterson and Defrain (1981) for family-life studies in high schools indicated that almost a third of the books promoted pronatalism. These books were written for classes in marriage and family life, home economics, and child development. The reviewers felt students should have the right to explore different perspectives other than being led to believe parenting is the only possible way of life. In their evaluations they endeavored to ascertain if the authors of these books implicitly or explicitly encouraged reproduction and parenthood over other life styles.

They stated that eight of the texts assumed parenthood. Seventeen of the texts presented both sides of the issue with inclusion of child-less or child-free life styles. Four texts contained comments that assumed parenthood, but also presented problems associated with parenting. The majority of the texts were unbiased in their treatment of the issues.

L'Abate and McHenry

L'Abate and McHenry (1983) discussed several general areas considered to be a part of premarital programs under the heading of interventions. This work included pastoral interventions, family-life education, enrichment programs, covenant-contracting programs, and counseling. The writers traced the development of premarital intervention from its early beginnings to some of its more innovative concepts. They stated that the field of premarital intervention for couples remains nebulously defined, that the majority of interventions are emotional, and that programs are primarily information-giving.

They further noted that there is a major deficiency in both secular and religious graduate programs for training practitioners engaged in premarital counseling. It was concluded that there is no "outcome data to indicate that premarital interventions have any significant preventive impact on future marital issues and difficulties" (p. 245).

Selected Christian Literature for Adolescents
on Premarital Preparation

Of the current Christian literature written for this age group, much has been adapted from research, lectures, films, and cassettes. This literature strives to present the topics in a way that encourages Christian values. Though not inclusive, the following authors represent the growing list of Christian writers concerned about the premarital preparation of adolescents (Campolo, 1984; Coleman, 1982, 1984; Dobson, 1984; Earles, 1984; Kesler & Beers, 1984; Lindsey, 1981, 1984, 1985; Short, 1978, 1984; White, 1984; Wright & Inmon, 1978). A short annotated bibliography of these authors and their works may be found on pages 249 to 252.

Literature Written by Seventh-day Adventists
to Help Adolescents Prepare for Marriage

Seventh-day Adventist researchers point to increasing concern for earlier training of the youth for family life (Dudley & Dudley, 1985; Duge, 1985; Ipes, 1983, Mauro, 1975). Although no research studies were found that examined the premarital preparation of adolescents, this writer found a number of papers, books, and pamphlets that have been written concerning premarital preparation for SDA young people.

Research on Premarital Preparation
and Counseling

Mauro

A research report by Mauro (1975) evaluated the Andrews University Pre-Marriage Forum. He sought to discover if it was meeting its objectives. The results indicated that five of the

seven objectives were met for the majority of the participants. The two objectives not met were (a) giving participants opportunity to consult with married couples helping with the Forum, and (b) encouraging participants to start a follow-up group.

The students participating in Mauro's study felt that both pre-engaged and unengaged students should attend the Forum. They requested that individual and group counseling be available and encouraged. They also desired an opportunity for anonymous questions with adequate time provided for personal participation. These students felt the subject matter should be more in-depth and discussed more frankly.

Married couples participating in the forums felt that the program was too short to bring about long-term changes. They wished the seminar would be held more often and suggested that smaller groups would be useful. They recommended that Adventist Home (White, 1951) be included in the materials. Finally, married couples observed that sex was over-emphasized to the neglect of other relevant topics.

Ipes

Ipes (1983) surveyed 100 clergy in the SDA Ohio and Potomac Conferences. He investigated their counseling programs. The data indicated that 18% of the clergy felt comfortable with premarital counseling. Eighty-seven percent had no structured premarital program. Only one-third of the pastors had specialized training in premarital counseling. Twelve percent had preached a sermon on

premarital preparation, marriage, or the family in the six months previous to the study.

According to the author, the family is the primary focus for implementing premarital preparation. The church, he felt, should meet the needs of the entire family. He believed that if a minister does counseling, he should receive clinical training in family therapy.

He reviewed the theology and theory of marriage, provided a literary and historical review of premarital counseling, and included a new approach to premarital counseling. Included in this study is an extensive bibliography and list of available instruments (books, periodicals, audio cassettes, and supportive works) relating to premarital preparation.

Dudley and Dudley

Dudley (1978) completed a major study on why Adventist teenagers reject religion. Then he and his wife turned their attention to Adventist values. Dudley and Dudley (1985) developed a questionnaire, "The Intergenerational Value Survey" (IVS) consisting of four demographic items and 22 value statements. The instrument was designed to explore if the Adventist family held to values considered to be traditionally denominational. More specifically, it sought to discover if the youth were accepting the values of the church and the home.

The questionnaire was sent to a random sample of 20 SDA churches in the U.S. with memberships exceeding 500. In each of the churches, packets were given to 20 youth of high-school age and

their parent(s). Results were obtained from 712 individuals in 247 families (247 youth, 244 mothers, and 221 fathers). The value statements related to traditional Adventist teachings and values. The youth accepted most of the doctrinal and personal-piety values of the Church. Responses concerning life styles were less uniform.

Sixty-two percent of the youth felt premarital sex was always wrong. Nineteen percent felt it was acceptable if the couples were in love. Nineteen percent were uncertain of their feelings on this subject. Premarital petting was felt to be wrong by 49% of the young people. Twenty percent thought it was all right, and 31% were uncertain. Thirty-five percent felt abortion should never be an option, 38% believed it should be, and 27% were not sure. The youth were also ambivalent about divorce as a valid option in an unhappy marriage. Forty-six percent were against divorce, 34% were for it, and 20% were uncertain.

The Dudleys stated that some Adventist life styles are changing. The authors felt the seemingly weak emphasis on values needed to be strengthened in the home, school, and church. The survey made it evident that the value attitudes among adolescents appear to be changing.

Educational Resources on Family Life Written for Seventh-day Adventist Adolescents

Secondary-school resources and required texts for health and physical education, home economics, and religion classes have been selected to educate toward a Christian life style.

Curricular materials for
academies

The Lake Union Conference of SDA recommends the following health and physical education texts: Health: A Way of Life (Pollock, Purdy, and Carroll, 1979); Modern Health (Otto, Tether, Julian, and Nassif, 1985); and Focusing on Health (Haag, 1980). In the area of home economics there is a standardized curriculum guide and resource list which includes the following: (a) for classes in child development: The Developing Child (Brisbane, 1980); Parenting and Teaching Young Children (Hildebrand, 1981); and (b) for classes in family relations: Personal Adjustment, Marriage and Family Living (Landis and Landis, 1981); Your Marriage and Family Living, (Landis, 1977), Adventist Home (White, 1951); and Child Guidance (White, 1954).

Religion courses have been designed as a progression from the 9th through 12th grades. Each year includes some family/personal growth units. The senior year includes two units, "Your Career," and "Fullness of Joy" (marriage), which are oriented toward family-life preparation.

Journal of Adventist Education

The April-May 1984 issue of The Journal of Adventist Education (Griffiths, 1984) was devoted to family-life education. In it were four articles written for Adventist educators. Also included in the publication was a family-life annotated bibliography with designations concerning appropriate reading audience.

Literature about Premarital Preparation and
Family Life Written for Seventh-day
Adventist Adolescents

Resources for premarital preparation have been available for adolescents within the SDA denomination. Articles in church periodicals, pamphlets, and books have been published to meet this need. There are a number of SDA writers who expressed concern about the premarital preparation of adolescents (Attiken, 1979; Day, 1973; Judd, 1978, 1980; Mazat, 1981; Van Pelt, 1982; Watts, 1979a, 1979b; White, 1930, 1951, 1954, 1983; Wittschiebe, 1974, 1982). An annotated bibliography of these authors and their recent works may be found on pages 248 to 252.

Summary

In summary, studies indicate that on-going factors over the past three decades seem to motivate adolescents to marry early. These factors include: family conflicts; divorce and separation; peer-group identity; poor role models in the home, school, and community; abuse, rape, incest; feelings of loneliness; pregnancy; encouragement to marry by parents and church; steady dating; media representation of marriage and sex; and society's openness to sex.

Programs for adolescents for the preparation of family life include premarital preparation, premarital counseling, and sex education. These areas are now receiving more emphasis within the home, school, and church. However, many programs may be biased, lack pertinent information, or have poorly trained leaders. Christian organizations have prepared literature for presenting Christian values to their young people. The conflict of who should

provide this education and training is still a vital issue.

There is research and literature written for the purpose of helping adolescents in the SDA church prepare for marriage and family life. An emphasis has been placed on the home, school, and church to provide this training. However, very little research has been done as to the effectiveness of premarital preparation within the church. This dilemma is also true of premarital counseling programs in general.

CHAPTER III

METHODOLOGY

Type of Research

This study utilized descriptive and correlational research. Information was collected in order to describe adolescents' perceptions of premarital preparation within the home, school, and church. The study investigated the relationships that might exist between these facts and the characteristics of the population of the study.

This study explored what adolescents perceived to be their premarital preparation. It also examined how they perceived their premarital preparation within the home, school, and church. Stated in the null form, the primary hypothesis reads: There is no relationship between perceived premarital preparation of Seventh-day Adventist adolescents and their perception of how they have been prepared in the home, school, and church for marriage.

Population of the Study

The population for this study was seniors enrolled in academies in the Lake Union Conference of Seventh-day Adventists. The data were collected during the spring of 1985.

Development of the Instrument

A search for an adequate instrument for measuring the variables within this study revealed that no present instrument met the qualifications necessary for this study. Six published instruments were studied and found useful in drawing up the Premarital Preparation Questionnaire (Bienvenu, 1978; Ipes, 1982; McDonald, Pirro, & Cleveland, 1976; McHugh, 1979; Olsen, Fournier, & Druckman, 1979; Stuart & Stuart, 1975). The questionnaire used in this study was designed to meet the unique specifications of the study.

The instrument, The Premarital Preparation Questionnaire, was developed by the researcher over a one-year period during the school year 1983 and 1984. Specific items and questions were submitted to both adolescents and adults for clarification of terms and to determine clearness of meaning. The students for this preliminary clarification process were from a public high school in Newburgh, Indiana, and a private school in Berrien Springs, Michigan. The 12 professionals were in private practice in agencies and in education. These professionals all worked with adolescents. Both adolescents and adults responding to the questionnaire suggested that opportunity be provided for comments to express personal feelings about many of the individual items.

The questionnaire primarily utilized the Likert-type attitude scale for measuring the responses. This type of question permitted the participants to respond to five possible choices. Students were asked to answer questions relating to their personal perceived

premarital preparation and the contribution by the home, school, and church to their premarital preparation.

Research Instrument

This section describes the instrument designed for this study. The variables were tested by utilizing five divisions within the instrument. Where possible, questions testing the hypothesis in one division of the instrument correspond with questions in each of the other divisions.

The divisions are as follows:

Division A - Personal

Division B - Home

Division C - School

Division D - Church

Division E - Responsibility.

Questions within each division correspond to the section title facilitating familiarity to subject material and ease in recovery of data.

The sub-hypotheses and the questions testing the hypotheses are presented separately. In each division of the questionnaire students were asked to respond to 16 general premarital preparation topics. Questions pertaining to these 16 topics reflect (a) how adolescents perceive they are prepared in premarital preparation topics; (b) what degree of importance adolescents place on premarital preparation topics; (c) what premarital preparation adolescents perceive they have received in the home, school, and church; and (d) who adolescents perceive should be responsible for

preparing them in premarital subjects. The 16 general premarital preparation topics are:

1. Choice of life partner
2. Finances in marriage
3. Dating/courtship
4. Human sexuality
5. Religion in the family
6. Couple communication
7. Conflict resolution
8. Leisure time planning
9. Parenting
10. Decision making
11. In-law/relatives
12. Husband/wife roles
13. Goal setting in marriage
14. Self-esteem/personal growth
15. Family-life activities
16. Commitment/divorce.

Sub-hypothesis Number 1

Adolescents approach marriage with preconceived concepts influenced by education, role models, and the social environment in which they live. These factors and others may be considered a part of the premarital preparation by the home, school, and church environments.

How do adolescents perceive their personal preparation? What degree of importance do adolescents place on premarital topics? It

was anticipated that by attempting to understand how adolescents perceived their premarital preparation and what topics were important to them, educators and guidance workers would be helped in determining how best to meet the premarital preparation needs of adolescents.

Designed to study the relationship between these two concepts, sub-hypothesis number 1 states: There is no relationship between how adolescents perceive they are prepared in premarital preparation topics, and their perception of what topics are important for premarital preparation.

Questions relating to sub-hypothesis 1 and pertaining to the importance of premarital preparation topics are found in Division A - Personal. Participants were asked to check the correct answer.

Division A - Personal

7. How do you feel you are prepared in the following premarital preparation topics? Options were:
Very good, Good, Adequate, Poor, Very poor
8. How important do you feel each topic is for marriage preparation? Options were:
Very highly important, Very important, Moderately important, Slightly important, Not important

Sub-hypothesis Number 2

The home, school, and church are considered inclusively when asking adolescents about their perceived preparation on individual topics. It was felt that a separate comparison of premarital preparation within the home, school, and church would reveal how adolescents perceived they had been prepared by each. Adolescents may perceive they are prepared in a subject and yet feel all three

institutions have done a very good job. On the other hand, preparation in one area may compare favorably to only one of these institutions or none at all.

Sub-hypothesis number 2 states: There is no relationship between how adolescents perceive they are prepared in premarital preparation topics, and their perception of the contribution of the home, school, and church to their preparation. This sub-hypothesis is represented in Division A - Personal, Division B - Family, Division C - School, and Division D - Church. Questions relating to Division A have already been stated. Specific questions pertaining to Divisions B, C, and D are as follows:

Division B - Home

16. How well has your home prepared you for marriage on these topics? Options were:
Very good, Good, Adequate, Poor, Very poor

Division C - School

24. Please indicate how you feel your school has prepared you concerning the following premarital preparation topics: Options were:
Very good, Good, Adequate, Poor, Very poor

Division D - Church

34. Please indicate how you feel church has prepared you concerning the following topics: Options were:
Very good, Good, Adequate, Poor, Very poor

Sub-hypothesis Number 3

One of the important relationships in understanding premarital preparation of adolescents is their perception of how they have been prepared, and who adolescents feel is most

responsible for preparing them. This comparison provides the opportunity for adolescents to reflect on their past training to determine if the home, school, and church have met their premarital preparation needs. Perhaps in reflecting on who is most responsible for preparation, the adolescent may choose to consider other options including self.

Sub-hypothesis number 3 states: There is no relationship between how adolescents perceive they are prepared in premarital preparation topics, and their perception of who should be most responsible for preparing them in premarital preparation topics.

Questions being compared in sub-hypothesis 3 are found in Division A - Personal, and Division E - Responsibility. Questions relating to Division A - Personal, have previously been stated. The question relating to Division E - Responsibility, is as follows:

Division E - Responsibility

36. In the list below please indicate who you feel should be the most responsible for preparing adolescents in the following premarital topics: Options were: Self, Home, School, Church, Other, Specify

Sub-hypothesis Number 4

The home, school, and church environments may or may not provide formal premarital preparation for adolescents. However, the education and modeling provided within these environments may influence how adolescents perceive their premarital preparation. By comparing what premarital topics adolescents perceive to be important with how they perceive the home, school, and church have prepared them, it is hoped that those who develop premarital

preparation programs for adolescents may obtain a better understanding of the relationship and influence of these institutions toward topics of importance.

Although compared separately, the home, school, and church are considered inclusively in sub-hypothesis number 4, which states: There is no relationship between adolescents' perception of what topics are important for premarital preparation, and their perception of the contribution of the home, school, and church to their preparation.

Questions being compared in sub-hypothesis 4 have previously been stated. They are found in Divisions A through D.

Sub-hypothesis Number 5

The perceived influence on specific premarital topics by the home, school, and church may provide insight on how adolescents have been prepared, but another factor just as important is who they believe is most responsible for preparing them. A comparison of the perceived important topics with an indication of who is most responsible for preparing adolescents in pertinent premarital preparation topics is examined by this sub-hypothesis. With this information, it is hoped that workers may be able to provide greater emphasis to developing materials for these institutions that will aid them in their efforts to better prepare adolescents for marriage.

Sub-hypothesis number 5 states: There is no relationship between adolescents' perception of what topics are important for premarital preparation, and their perception of who should be most

responsible for preparing them in premarital preparation topics.

Questions being compared in sub-hypothesis 5 have previously been stated. They are found in Division A - Personal, and Division E - Responsibility.

Sub-hypothesis Number 6

Is there a relationship between the perception of adolescents on how the home, school, and church have prepared them, and who adolescents perceive is most responsible for preparing them? Although only one choice is given per premarital topic, a comparison may reveal that one institution has successfully prepared the adolescent, yet he/she feels the responsibility should fall on someone else.

Sub-hypothesis number 6 states: There is no relationship between adolescent's perception of the contribution of the home, school, and church in their preparation, and their perception of who should be most responsible for preparing them in premarital preparation topics.

Questions being compared in sub-hypothesis 6 have been previously stated. They are found in Division A - Personal, and Division E - Responsibility.

Sub-hypotheses Numbers 7 through 12

Questions in the instrument have been included that would enable the respondent to reflect on his/her past and present premarital preparation. These questions have been asked in order to gain greater understanding of the personal perceptions and feelings

of students regarding their premarital preparation within the home, school, and church and to help clarify the characteristics of the population.

Sub-hypothesis 7 states: There is no relationship between personal, home, school, and church characteristics, and how adolescents perceive they are prepared in premarital preparation topics.

Sub-hypothesis 8 states: There is no relationship between personal, home, school, and church characteristics, and adolescents' perception of what topics are important for premarital preparation.

Sub-hypothesis 9 states: There is no relationship between personal characteristics, and adolescents' perception of the contribution of the home, school, and church to their preparation.

Sub-hypothesis 10 states: There is no relationship between the home characteristics, and adolescents' perception of the contribution of the home in their preparation.

Sub-hypothesis 11 states: There is no relationship between the school characteristics, and adolescents' perception of the contribution of the school in their preparation.

Sub-hypothesis 12 states: There is no relationship between the church characteristics, and adolescents' perception of the contribution of the church in their preparation.

Questions relating to the characteristics of the population have been arranged to correspond with the topics within each division. The questions being compared in sub-hypotheses 7-12 are

found within each of the divisions of the questionnaire and are as follows:

Division A - Personal

1. Sex: (1) Male (2) Female
2. If you were to marry, do you expect to be married within:
 - (1) 1 yr (after high-school graduation)
 - (2) 2-4 yrs (during college)
 - (3) 5 years or more (after college)
 - (4) Do not plan to marry
3. Is there someone to whom you have turned for personal counseling regarding premarital preparation?
 - (1) Yes (2) No (3) Uncertain
4. Have you personally looked at resources (books, tapes, videos, magazines) in order to prepare yourself for marriage?
 - (1) Yes (2) No (3) Uncertain
5. Without your inquiring, have adults counseled with you about premarital preparation?
 - (1) Yes (2) No (3) Uncertain
6. As you think about your premarital preparation is there a married couple to whom you look as a good role model for your marriage?
 - (1) Yes (2) No (3) Uncertain
9. Do you feel you are ready for marriage?
 - (1) Yes (2) No (3) Uncertain

Comment:

Division B - Home

10. In what type of family do you live when you are at home?

(1) Biological parents	(4) Relative - not parent
(2) Step-family	(5) Foster home
(3) Single parent	(6) Other: specify _____

*If your biological parents are married and are living together, skip #11.

11. If your parents are not living together, how were they separated?
 (1) Death of mother (3) Death of both parents (5) Divorce
 (2) Death of father (4) Separation (6) Annulment
12. In your home is there someone to whom you have turned for counsel regarding premarital preparation?
 (1) Yes (2) No (3) Uncertain
 Comment:
13. Do you feel your parents' marriage is a good model for your marriage?
 (1) Yes (2) No (3) Uncertain
14. Has either of your parents talked with you about premarital preparation?
 (1) Yes (2) No (3) Uncertain
15. Has either of your parents recommended resources (books, tapes, or videos) in order to prepare you for marriage?
 (1) Yes (2) No (3) Uncertain
17. As you think about your premarital preparation within your home, what thoughts, feelings, ideas come to mind?
 (If you need more room please use the back of this paper.)

Division C - School

18. In your four years of high school (grades 9-12), how many years did you attend:
 (_) yrs SDA day academy (9-12)
 (_) yrs SDA boarding academy (9-12)
 (_) yrs public high school (9-12)
19. Have you had any special classes on marriage and family preparation in your education?
 (1) Yes (2) No (3) Uncertain
20. Do the schools that you have attended have any resources (books, tapes, videos, magazines) on premarital preparation?
 (1) Yes (2) No (3) Uncertain
21. In your schooling is there someone to whom you have turned for counsel regarding premarital preparation?
 (1) Yes (2) No (3) Uncertain
22. Has any faculty or staff member at schools you attended counseled with you about premarital preparation?
 (1) Yes (2) No (3) Uncertain

23. Has there been a faculty/staff married couple in your schooling to whom you look as a good role model for your marriage?
 (1) Yes (2) No (3) Uncertain
25. As you think about your premarital preparation within your schooling, what thoughts, feelings, ideas come to mind?
 (If you need more room please use the back of this paper.)

Division D - Church

(These questions apply to churches where you have been a member)

26. () Are you a member of a religious denomination?
 (1) Yes (2) No (3) Uncertain
 () Please state denomination (1) SDA (2) Protestant
 (3) Catholic (4) Other _____
27. Have you received any premarital preparation instruction in a formal or informal gathering in church?
 (1) Yes (2) No (3) Uncertain
28. Have you heard any sermons about premarital preparation? (e.g., family, marriage, sexuality, parenting)
 (1) Yes (2) No (3) Uncertain
29. Do the churches you have attended have a structured premarital counseling program?
 (1) Yes (2) No (3) Uncertain
30. Do the churches where you have been a member have resources (books, tapes, videos, magazines) on premarital preparation?
 (1) Yes (2) No (3) Uncertain
31. In the churches where you have been a member, is there someone to whom you have turned for counsel regarding premarital preparation?
 (1) Yes (2) No (3) Uncertain
32. Has a church or staff member counseled with you about premarital preparation?
 (1) Yes (2) No (3) Uncertain
33. Is there a family or couple within church to whom you look as a good role model for your marriage?
 (1) Yes (2) No (3) Uncertain
35. As you think about your premarital preparation within your church, what thoughts, feelings, ideas come to mind?
 (If you need more room please use the back of this paper.)

Pilot Study

Twenty-four junior and senior students at Andrews Academy were administered the Premarital Preparation Questionnaire. Each student was given a number to enhance anonymity. It was found that, in general, the students were able to interpret and respond clearly to the questions asked. The time needed for completion of the questionnaire was approximately 25-30 minutes. Upon completion of the questionnaire the students were asked to comment on the format and clarity of the instrument. Along with the comments from the students, final suggestions were made by the members of the dissertation committee to enhance clarity of meaning and ease of reading. The final draft of the questionnaire is found in Appendix B.

Procedures for Collecting Data

The senior academies within the Lake Union Conference which made up the population of the study were allotted a number to represent that specific school and its geographic location. Each student was given a number representing his/her individual questionnaire and academy. These referral numbers allowed the students to remain anonymous while providing a check on data to be entered.

During the spring quarter in 1985, a letter of intent was sent to the superintendent of schools for the academies within the Lake Union Conference of Seventh-day Adventists. Enclosed was a cover letter from the chairman of the dissertation committee and the Dean of the School of Education.

A letter was sent to the principal of each senior academy requesting two specific tasks: (a) selection of a faculty member to serve as a liaison to work with the researcher, and (b) provision of a list of seniors. The faculty liaison was asked to assist in the following: (a) selection of a specific date and time for the administration of the questionnaire, (b) selection of an appropriate location for testing; and (c) the administering of the questionnaire.

Proctoring of the questionnaire was done by the researcher in order to facilitate the (a) distribution and collection of the questionnaire, (b) consistency in administration of the questionnaire, and (c) saving of time between completion of the questionnaire and the recovery of the data. Two academies-- Andrews Academy and Peterson-Warren Academy--requested that they proctor the questionnaire in order to facilitate their school schedule.

Data Processing and Analysis

All data were programmed for computer analysis. Questions within the instrument asking for written comments were used as descriptive data for the comparison and evaluation of the hypotheses.

Five types of statistical analysis were used in the study: (a) description of the data through comparison of measures of central tendency using means and ranking of the means; (b) exploration of data through factor analysis for describing the relationships within each of the divisions of the questionnaire; (c)

comparison of sub-hypotheses 1, 2, and 4 by correlation coefficients; (d) analysis of sub-hypotheses 3, 5, and 6 by chi square; and (e) comparison of means for sub-hypotheses 7 through 12 by analysis of variance.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

The first three chapters of this study have presented a description of the rationale and the methodology in researching the subject of premarital preparation as perceived by adolescents in the Lake Union Conference of Seventh-day Adventists. Within this chapter is the presentation and analysis of the data.

The population of the study consisted of senior students enrolled in academies of the Lake Union Conference. Of the 373 seniors, 332 completed the questionnaire. Forty-one students were absent. Some students left certain questions unanswered or their responses were not understandable. For these reasons the total responses do not always number 332. However, adjustments were made in the statistical analysis for these variances.

The primary hypothesis upon which the research was based is that there is no relationship between perceived premarital preparation of SDA adolescents and their perception of how they have been prepared in the home, school, and church for marriage. From this general hypothesis, 12 research hypotheses were developed.

Responses of the Participants

The responses of the participants to the objective questions are presented as numbers and percentages in Tables 1 through 10.

Selected comments by adolescents to the opened-ended questions are found in Appendix C. Responses of the participants are divided as follows:

- Personal Characteristics - Questions 1-6, 9
- Personal Preparation - Question 8
- Topical Preparation - Question 8
- Home Characteristics - Questions 10-15, 17
- Home Preparation - Question 16
- School Characteristics - Questions 18-23, 25
- School Preparation - Question 24
- Church Characteristics - Question 26-33, 35
- Church Preparation - Question 34
- Responsibility for Preparation - Question 36
- Additional Information - Final question.

Personal Characteristics

Table 1 presents the responses for questions 1 through 6, and 9. Of the 332 responding there were 181 female students and 151 male students. More than three out of five adolescents (61.89%) plan to marry after college. Approximately three out of four adolescents had not sought counsel regarding premarital preparation. About three out of five (60.54%) of the adolescents have not looked up resources in order to prepare themselves for marriage. Nearly two-thirds (65.96%) of the students had been contacted by an adult for counsel regarding premarital preparation. About the same proportion (65.86%) of the adolescents knew a married couple to whom they looked as a good role model. Nearly 7 out of 10 (69.91%)

TABLE 1
RESPONSES FOR PERSONAL CHARACTERISTICS

Quest. No.	Questions and Responses	Male	Female	Total	%
1.	Sex	151	181	332	100.00
2.	If you were to marry, do you expect to be married within:				
	1 yr (after high school graduation)	5	0	5	1.52
	2-4 yrs (during college)	39	64	103	31.40
	5 years or more (after college)	95	108	203	61.89
	Do not plan to marry	10	7	17	5.18
3.	Is there someone to whom you have turned for personal counseling regarding premarital preparation?				
	Yes	25	43	68	20.48
	No	115	129	244	73.49
	Uncertain	11	9	20	6.02
4.	Have you personally looked up resources (books, tapes, videos, magazines) in order to prepare yourself for marriage?				
	Yes	48	72	120	36.14
	No	96	105	201	60.54
	Uncertain	7	4	11	3.31
5.	Without your inquiring, have adults counseled with you about premarital preparation?				
	Yes	90	129	219	65.96
	No	50	42	92	27.72
	Uncertain	11	10	21	6.33
6.	As you think about your premarital preparation, is there a married couple to whom you look as a good role model for your marriage?				
	Yes	83	135	218	65.86
	No	48	31	79	23.87
	Uncertain	19	15	34	10.27
9.	Do you feel you are ready for marriage?				
	Yes	11	25	35	10.64
	No	109	121	230	69.91
	Uncertain	28	36	64	19.45
	Comment:				

adolescents in their senior year of high school felt they were not ready for marriage.

More than one-third (38.55%) of the adolescents wrote comments to question 9 concerning their readiness for marriage. The comments revealed that although many of the adolescents felt personally prepared for marriage, they also felt that they needed further education and additional social skills. Problems which they felt needed more time to overcome included age, financial independence, further education, an established vocation, choice of life partner, personal goals, and doubts about their own ability to make a marriage work (see Appendix C).

Personal Preparation

Table 2 presents the responses to question 7 concerning how adolescents felt they were personally prepared on 16 premarital topics. In general, adolescents in this study perceived that they had a good to adequate preparation. Topics which might pertain more to dyadic relationships and which received a greater percentage of very good or good ratings were: Choice of life partner (74.32%), Dating/courtship (73.33%), and Couple communication (73.20%).

Topics of Importance

Table 3 presents the responses by adolescents on how important they felt 16 topics were to premarital preparation. In general, adolescents in this study felt the topics to be very highly or very important. Topics which might relate to the dyadic aspects of a marital relationship and which received the greater percentages

TABLE 2
RESPONSES FOR PERSONAL PREPARATION

Question 7. How do you feel you are prepared in the following premarital preparation topics?

No.	Topic	Very good		Good		Adequate		Poor		Very poor		Mean ^a	Rank ^b
		No.	%	No.	%	No.	%	No.	%	No.	%		
1.	Life partner	89	26.89	157	47.43	73	22.05	10	3.02	2	.60	3.96	2
2.	Finances	46	13.90	132	39.88	109	32.93	35	10.57	9	2.72	3.52	16
3.	Courtship	77	23.33	165	50.00	66	20.00	19	5.76	3	.91	3.89	3
4.	Sexuality	75	22.73	143	43.33	90	27.27	14	4.24	8	2.42	3.80	6
5.	Religion	77	23.40	121	36.78	88	26.75	34	10.33	9	2.74	3.68	12
6.	Communication	104	31.33	139	41.87	66	19.88	21	6.33	2	.60	3.97	1
7.	Conflict	60	18.13	148	44.71	94	28.40	20	6.04	9	2.74	3.70	11
8.	Leisure	65	19.53	142	42.77	94	28.31	26	7.83	5	1.51	3.71	10
9.	Parenting	65	19.64	119	35.95	98	29.61	43	12.99	6	1.81	3.59	15
10.	Decisions	66	19.88	155	46.69	95	28.61	16	4.82	-	-	3.82	4
11.	Relatives	58	17.47	135	40.66	105	31.63	26	7.83	8	2.41	3.63	13
12.	Roles	70	21.15	157	47.43	80	24.17	19	5.74	6	1.81	3.81	5
13.	Goal setting	56	16.92	137	41.39	100	30.21	30	9.06	8	2.42	3.61	14
14.	Personal growth	66	19.88	146	43.98	88	26.51	26	7.83	6	1.81	3.72	9
15.	Family life	71	21.39	142	42.77	94	28.31	20	6.02	5	1.51	3.76	8
16.	Commitment/divorce	96	29.00	118	35.65	78	23.56	24	7.25	15	4.53	3.77	7

^aMean: 5 = very good; 1 = very poor

^bRank: Based on mean, 1 = most prepared; 16 = least prepared

of very highly or very important ratings were: Choice of life partner (95.16%), Couple communication (97.28%), Conflict resolution (93.31%), and Parenting/child care (93.66%).

Home Characteristics

Table 4 presents the responses for questions 10-15. Two out of three students (67.67%) live with their biological parents. As indicated in Table 4, 24 students marked "Other." Of that group 5 stated they were adopted, 3 lived with friends or guardian, and 16 lived in a step-family, moving back and forth between parents and/or relatives. Four out of five (81.64%) parents not living together were apart as a result of divorce or separation. Over one-half (51.66%) of the adolescents responded that they had not asked someone in the home for counsel regarding premarital preparation. Given the opportunity to comment, 74 of the 332 students responded with positive feelings about their relationships at home.

Approximately three out of five students responded that they were uncertain (18.43%) or stated "No" (40.48%) to their parents' marriage being a good role model for their own marriage. Over half (54.82%) of the students stated that at least one of their parents talked with them about premarital preparation. Nearly three-fourths (73.80%) of the seniors stated their parents did not recommend resources to prepare them for marriage.

Home Preparation

Table 5 presents the responses for question 16 concerning how adolescents felt they were prepared in the home on 16 premarital

TABLE 4

RESPONSES FOR HOME CHARACTERISTICS

Question No.	Questions and Responses	No.	%
10.	In what type of family do you live when you are at home?		
	Biological parents	224	67.67
	Step-family	27	8.16
	Single parent	44	13.29
	Relative--not parent	5	1.51
	Foster home	7	2.11
	Other: specify	24	7.25
11.	If your parents are not living together, how were they separated?		
	Death of mother	2	2.04
	Death of father	12	12.24
	Death of both parents	2	2.04
	Separation	13	13.27
	Divorce	67	68.37
	Annulment	2	2.04
12.	In your home is there someone to whom you have turned for counsel regarding premarital preparation?		
	Yes	141	42.60
	No	171	51.66
	Uncertain	19	5.74
	Comment:		
13.	Do you feel your parent's marriage is a good model for your marriage?		
	Yes	136	41.09
	No	134	40.48
	Uncertain	61	18.43
14.	Has either of your parents talked with you about premarital preparation?		
	Yes	182	54.82
	No	123	37.05
	Uncertain	27	8.13
15.	Has either of your parents recommended resources (books, tapes, or videos) in order to prepare you for marriage?		
	Yes	76	22.89
	No	245	73.80
	Uncertain	11	3.31

TABLE 5
RESPONSES FOR HOME PREPARATION

Question 17. How well has your home prepared
you for marriage on these topics?

No.	Topic	Very good		Good		Adequate		Poor		Very poor		Mean ^a	Rank ^b
		No.	%	No.	%	No.	%	No.	%	No.	%		
1.	Life partner	105	31.63	117	35.24	75	22.59	33	9.94	2	.60	3.87	1
2.	Finances	82	24.70	105	31.63	95	28.61	44	13.26	6	1.01	3.64	6
3.	Courtship	56	16.92	96	29.00	110	33.23	56	16.92	13	3.93	3.38	13
4.	Sexuality	57	17.17	85	25.60	102	30.72	67	20.18	21	6.33	3.27	15
5.	Religion	113	34.14	77	23.26	90	27.19	29	8.76	22	6.65	3.69	5
6.	Communication	74	22.29	94	28.31	93	28.01	51	15.36	20	6.02	3.45	10
7.	Conflict	54	16.27	99	29.82	100	30.12	54	16.27	25	7.53	3.31	14
8.	Leisure	30	9.06	101	30.51	125	37.76	58	17.52	17	5.14	3.21	16
9.	Parenting	94	28.31	118	35.54	79	23.80	31	9.34	10	3.01	3.77	4
10.	Decisions	85	25.60	128	38.55	87	26.20	24	7.23	8	2.41	3.78	3
11.	Relatives	58	17.52	119	35.95	103	31.12	37	11.18	14	4.23	3.51	9
12.	Roles	75	22.59	112	33.73	93	28.01	34	10.24	18	5.42	3.58	7
13.	Goal setting	63	19.03	84	25.38	120	36.25	49	14.80	15	4.53	3.40	12
14.	Personal growth	69	20.91	115	34.85	93	28.18	37	11.21	16	4.85	3.56	8
15.	Family life	56	16.97	113	34.24	97	29.39	48	14.55	16	4.85	3.44	11
16.	Commitment/divorce	123	37.05	92	27.71	69	20.78	25	7.53	23	6.93	3.80	2

^aMean: 5 = very good; 1 = very poor

^bRank: Based on mean, 1 = best preparation; 16 = least preparation

topics. In general, the students perceived that they had a good to adequate preparation. It appeared that topics which had a greater percentage of good or very good ratings were areas that adolescents might more readily observe and talk about in the home, such as: Choice of life partner (66.87%), Religion in the family (57.40%), Parenting/child care (63.85%), Decision making (64.15%), and Commitment/divorce (64.76%). Only about one out of four adolescents felt that the preparation they received in the home was poor or very poor on the following topics: Dating/courtship (20.85%), Human sexuality (26.51%), Conflict management (23.80%), Leisure-time planning (22.66%), and Goal setting (19.33%). It may be that in the homes of these adolescents there had been little opportunity for observation or discussion of these topics.

School Characteristics

Table 6 presents the responses for questions 18-23. More than one-fourth of the students attended a day academy (28.61%) or a boarding academy (28.92%) for four years. About four out of five of these students had taken a special class on marriage and family preparation (83.73%) and had stated that their schools had resources for premarital preparation (79.82%). About seven out of 10 adolescents (72.59%) had not sought a school faculty or staff member for counseling about premarital preparation. Approximately half of the students (46.08%) had been contacted by one of the school faculty or staff members for some premarital counseling. About the same proportion (45.78%) had identified a good role model in the school.

TABLE 6
RESPONSES FOR SCHOOL CHARACTERISTICS

Question No.	Questions and Responses	No.	%
18.	In your four years of high school (grades 9-12), how many years did you attend:		
	Yrs SDA day academy		
	0 yr	133	40.06
	1 yr	42	12.65
	2 yrs	49	14.76
	3 yrs	12	3.61
	4 yrs	95	28.61
	6 yrs	1	.30
	Yrs. SDA boarding academy		
	0 yr	108	32.53
	1 yr	14	4.22
	2 yrs	65	19.58
	3 yrs	49	14.76
	4 yrs	96	28.92
	Yrs. public high School		
	0 yr	287	86.45
	1 yr	25	7.53
	2 yrs	15	4.52
	3 yrs	5	1.51
19.	Have you had any special classes on marriage and family preparation in your education?		
	Yes	278	83.73
	No	46	13.86
	Uncertain	8	2.41
20.	Do the schools that you have attended have any resources (books, tapes, videos, magazines) on premarital preparation?		
	Yes	265	79.82
	No	21	6.33
	Uncertain	46	13.86

Table 6--Continued

Question No.	Questions and Responses	No.	%
21.	In your schooling is there someone to whom you have turned for counsel regarding premarital preparation?		
	Yes	70	21.08
	No	241	72.59
	Uncertain	21	6.33
22.	Has any faculty or staff member at schools you attended counseled with you about premarital preparation?		
	Yes	153	46.08
	No	152	45.78
	Uncertain	27	8.13
23.	Has there been a faculty/staff married couple in your schooling to whom you look as a good role model for your marriage?		
	Yes	152	45.78
	No	143	43.07
	Uncertain	37	11.14

School Preparation

Table 7 presents the responses to question 24 on how adolescents felt their schooling had prepared them for family living. It appeared that topics which were ranked higher and had a greater percentage of good and very good ratings might be those where personal decisions are being made away from home influence, such as: Choice of life partner (66.46%), Finances in marriage (64.35%), Religion in the family (79.46%), Couple communication (62.43%), and Self-esteem/personal growth (60.12%). Topics receiving greater percentage of poor and very poor ratings pertained

TABLE 7
RESPONSES FOR SCHOOL PREPARATION

Question 24. Please indicate how you feel your schooling has prepared you concerning the following premarital preparation topics.

No.	Topic	Very good		Good		Adequate		Poor		Very poor		Mean ^a	Rank ^b
		No.	%	No.	%	No.	%	No.	%	No.	%		
1.	Life partner	101	30.51	119	35.95	76	22.96	28	8.46	7	2.11	3.84	2
2.	Finances	77	23.26	136	41.09	73	22.05	33	9.97	12	3.63	3.70	5
3.	Courtship	79	23.94	108	32.73	78	23.64	50	15.15	15	4.55	3.56	9
4.	Sexuality	68	20.73	82	25.00	111	33.84	45	13.72	22	6.71	3.39	13
5.	Religion	145	44.07	115	34.95	49	14.89	13	3.95	7	2.13	4.15	1
6.	Communication	91	27.58	115	34.85	76	23.03	35	10.61	13	3.94	3.72	3
7.	Conflict	62	18.73	117	35.35	94	28.40	48	14.50	10	3.02	3.52	10
8.	Leisure	31	9.37	80	24.17	139	41.99	68	20.54	13	3.93	3.15	15
9.	Parenting	69	20.97	90	27.36	108	32.83	49	14.89	13	3.95	3.47	12
10.	Decisions	64	19.34	119	35.95	109	32.93	30	9.06	9	2.72	3.60	8
11.	Relatives	30	9.09	78	23.64	126	38.18	71	21.52	25	7.58	3.05	16
12.	Roles	80	24.24	104	31.52	104	31.52	32	9.70	10	3.03	3.64	7
13.	Goal setting	67	20.30	104	31.52	106	32.12	40	12.12	13	3.94	3.52	11
14.	Personal growth	74	22.36	125	37.76	94	28.40	31	9.37	7	2.11	3.69	6
15.	Family life	46	13.90	100	30.21	125	37.76	52	15.71	8	2.42	3.37	14
16.	Commitment/divorce	98	29.61	90	27.19	101	30.51	32	9.67	10	3.02	3.71	4

^aMean: 5 = very good; 1 = very poor

^bRank: Based on mean, 1 = best preparation; 16 = least preparation

to dyadic relationships and home life, such as: Dating/courtship (19.70%), Human sexuality (20.43%), Conflict resolution (17.52%), Leisure-time planning (24.47%), Parenting/child care (18.84%), In-laws/relatives (29.10%), and Family-life activities (18.13%). In general, the students perceived that they had a good-to-adequate preparation from their school.

Approximately three-fourths (73.80%) of the students wrote responses to the question concerning their school preparation. The comments, in general, were objective, giving recommendations or criticizing existing programs. See Appendix C4 for sample comments on question 24.

Church Characteristics

Table 8 presents the responses to questions 26-33. More than nine out of ten (95.96%) of the adolescents in this study were Seventh-day Adventists. About two out of three adolescents (68.50%) indicated that they had not received any premarital instruction in a formal or informal gathering in church. However, about the same proportion (67.58%) of the adolescents reported that they had heard sermons about premarital preparation. Nearly half (49.85%) of the adolescents responded that the churches they had attended did not have a structured premarital counseling program. About three-fourths of the respondents were uncertain (48.01%) or did not know if their church had premarital preparation resources (27.52%). Approximately four out of five (81.35%) adolescents in this study had not sought premarital preparation counseling from someone within their church. About the same proportion (82.87%) had not been

TABLE 8
RESPONSES FOR CHURCH CHARACTERISTICS

Question No.	Questions and Responses	No.	%
26A.	Are you a member of a religious denomination?		
	Yes	310	94.51
	No	15	4.57
	Uncertain	3	.91
26B.	Please state denomination:		
	SDA	309	95.96
	Protestant	3	.93
	Catholic	3	.93
	Other	7	2.17
27.	Have you received any premarital preparation instruction in a formal or informal gathering in church?		
	Yes	81	24.77
	No	224	68.50
	Uncertain	22	6.73
28.	Have you heard any sermons about premarital preparation (e.g., family, marriage, sexuality, parenting)?		
	Yes	221	67.58
	No	74	22.63
	Uncertain	32	9.79
29.	Do the <u>churches</u> that you have attended have a structured premarital counseling program?		
	Yes	81	24.77
	No	163	49.85
	Uncertain	83	25.38
30.	Do the churches where you have been a member have resources (books, tapes, videos, magazines) on premarital preparation?		
	Yes	80	24.46
	No	90	27.52
	Uncertain	157	48.01

Table 8--Continued

Question No.	Questions and Responses	No.	%
31.	In the churches where you have been a member, is there someone to whom you have turned for counsel regarding premarital preparation?		
	Yes	42	12.84
	No	266	81.35
	Uncertain	19	5.81
32.	Has a church or staff member counseled with you about premarital preparation?		
	Yes	43	13.15
	No	271	82.87
	Uncertain	13	3.98
33.	Is there a family or couple within church to whom you look as a good role model for marriage?		
	Yes	172	52.60
	No	120	36.70
	Uncertain	35	10.70

contacted by one of the church or staff members for some premarital preparation counseling. A little over half (52.60%) of the students indicated that they had observed a good role model within their church.

Church Preparation

Table 9 presents the responses to question 34 on how adolescents felt the church had prepared them on 16 premarital preparation topics. The students tended to rate church preparation lower than their home or school preparation. Only one topic,

TABLE 9
RESPONSES FOR CHURCH PREPARATION

Question 35. Please indicate how you feel your
church has prepared you concerning the
following topics.

No.	Topic	Very good		Good		Adequate		Poor		Very poor		Mean ^a	Rank ^b
		No.	%	No.	%	No.	%	No.	%	No.	%		
1.	Life partner	50	15.20	74	22.49	109	33.13	73	22.19	23	6.99	3.17	4
2.	Finances	26	7.93	43	13.11	97	29.57	115	35.06	47	14.33	2.65	14
3.	Courtship	28	8.54	58	17.68	110	33.54	100	30.49	32	9.76	2.85	12
4.	Sexuality	25	7.62	38	11.59	105	32.01	112	34.15	48	14.15	2.63	15
5.	Religion	126	38.41	108	32.93	55	16.77	29	8.84	10	3.05	3.95	1
6.	Communication	42	12.77	87	26.44	101	30.70	76	23.10	23	6.99	3.15	5
7.	Conflict	32	9.73	77	23.48	114	34.65	79	24.01	27	8.21	3.02	9
8.	Leisure	18	5.47	47	14.29	127	38.60	100	30.40	37	11.25	2.72	13
9.	Parenting	44	13.37	84	25.53	93	28.27	80	24.32	28	8.51	3.11	6
10.	Decisions	36	11.01	81	24.77	117	35.78	67	20.49	26	7.95	3.10	7
11.	Relatives	14	4.27	44	13.41	115	35.06	104	31.71	51	15.55	2.59	16
12.	Roles	45	13.68	75	22.80	99	30.09	81	24.62	29	8.81	3.08	8
13.	Goal setting	39	11.89	69	21.04	105	32.01	81	24.70	34	10.37	2.99	10
14.	Personal growth	48	14.59	89	27.05	108	32.83	62	18.84	22	6.69	3.24	3
15.	Family life	28	8.51	69	20.97	111	33.74	91	27.66	30	9.12	2.92	11
16.	Commitment/divorce	64	19.45	83	25.23	84	25.53	71	21.58	27	8.21	3.26	2

^aMean: 5 = very good; 1 = very poor

^bRank: Based on mean, 1 = best preparation; 16 - least preparation

Religion in the family, was rated good or very good by over half (71.34%) of the students. Except for this topic, one out of four students or more felt that the preparation they had received in the church was poor or very poor.

Nearly one-third of the students wrote responses to question 25 concerning their church preparation. Of these comments, many had negative feelings about their church preparation. However, their responses also seemed to indicate an openness for the church to do more for them. See Appendix C for sample comments on church preparation.

Responsibility for Preparation

Table 10 presents the responses for question 36 on who adolescents felt should be responsible for preparing them on 16 premarital preparation topics. In general, adolescents felt the home should have the primary responsibility for their preparation, followed by self, school, and the church. It appeared that one out of two adolescents or more looked to the home for preparation on topics related to family life, such as: Human sexuality (58.12%), Conflict resolution (51.24%), Parenting/child care (64.78%), In-laws/relatives (64.29%), Husband/wife roles (53.73%), and Family life activities (63.32%).

Adolescents in this study indicated that self rather than the home should have the primary responsibility for preparation on the topics Self-esteem/personal growth (41.69%) and Goal setting in marriage (34.58%). Including the two topics mentioned above, about one out of three students felt they should have the responsibility

TABLE 10
RESPONSIBILITY FOR PREPARATION

In the list below please indicate who you feel should be
the most responsible for preparing adolescents in
the following premarital preparation topics:

No.	Topic	Self		Home		School		Church		Other	
		No.	%	No.	%	No.	%	No.	%	No.	%
1.	Life partner	128	39.88	133	41.43	24	7.48	19	5.92	17	5.30
2.	Finances	49	15.31	143	44.69	119	37.19	1	.31	8	2.50
3.	Courtship	82	25.47	163	50.62	45	13.98	16	4.97	16	4.97
4.	Sexuality	68	21.35	186	58.12	36	11.25	14	4.38	16	5.00
5.	Religion	35	10.97	150	47.02	17	5.33	97	30.41	20	6.27
6.	Communication	85	26.56	152	47.50	57	17.81	12	3.75	14	4.38
7.	Conflict	70	21.74	165	51.24	49	15.22	24	7.45	14	4.35
8.	Leisure	108	33.64	143	44.55	53	16.51	8	2.49	9	2.80
9.	Parenting	27	8.49	206	64.78	52	16.35	18	5.66	15	4.72
10.	Decisions	98	30.43	142	44.10	49	15.22	17	5.28	16	4.97
11.	Relatives	72	22.36	207	64.29	20	6.21	14	4.35	9	2.80
12.	Roles	72	22.36	173	53.73	35	10.87	25	7.76	17	5.28
13.	Goal setting	111	34.58	108	33.64	61	19.00	27	8.41	14	4.36
14.	Personal growth	113	41.69	111	34.80	38	11.91	23	7.21	14	4.39
15.	Family life	71	22.26	202	63.32	29	9.09	12	3.76	5	1.57
16.	Commitment/divorce	85	26.48	127	39.56	33	10.28	65	20.25	11	3.43

for preparation on the topics: Choice of life partner (39.88%, Leisure-time planning (33.64%), and Decision making (30.43%).

The school usually ranked third to home and self in responsibility for premarital preparation. However, approximately one out of three adolescents felt that the school should be responsible for preparing them in Finances in marriage (37.19%).

One out of 12 adolescents or fewer felt the church should prepare them on 14 of the topics. However, the church was selected as having the responsibility by one out of three adolescents for Religion in the family (30.41%) and one out of five students for Commitment/divorce (20.25%).

The response entitled "Other" was entered for students marking more than one choice. A number of students did respond by marking "Other" and/or one or more of the five choices. A few respondents wrote comments in the blank provided, implying that no single institution should be entirely responsible for their preparation for marriage.

Fifty-five of the 332 seniors responded to question 36 which asked for additional comments. Many of the respondents attempted to clarify who should be responsible for premarital preparation. See Appendix C for sample comments to this question.

Testing of the Sub-hypotheses

The description and interpretation of the data are presented in numerical order. Due to the large amount of data for each sub-hypothesis, the tables presenting this data are found in Appendix D.

In this section analysis of data for each sub-hypothesis is

presented. Complete description of each question is found in Tables 1-10. The 16 general premarital preparation topics are:

1. Choice of life partner
2. Finances in marriage
3. Dating/courtship
4. Human sexuality
5. Religion in the family
6. Couple communication
7. Conflict resolution
8. Leisure-time planning
9. Parenting
10. Decision making
11. In-law/relatives
12. Husband/wife roles
13. Goal setting in marriage
14. Self-esteem/personal growth
15. Family-life activities
16. Commitment/divorce.

Tests for Sub-hypotheses 1 through 6

Sub-hypotheses 1, 2, and 4 were tested by the Pearson product moment coefficient. The significance of the correlations was determined by use of the t distribution. Tables D1-4 and D7-9 in Appendix D present the data. Although all correlations are given in the appendix for further evaluation, this study examined only the relationship of each topic to itself; i.e., personal preparation topic 1 with topical preparation topic 1. These correlations are

offset within the tables by parentheses.

Sub-hypotheses 3, 5, and 6 were tested by chi-square analysis. Tables D5-6 and D10-28 in Appendix D present the chi-square values, degrees of freedom, and probability levels. Low expected frequencies were avoided by reducing the number of rows or columns. For columns, expected frequencies less than 1.0 were collapsed with the neighboring column until the minimum frequency was obtained. Where row frequencies were low and the expected frequencies below the minimum, the variable was omitted. The omitting of columns or rows resulted in the different values for the degrees of freedom. Only those topics with significant differences between groups have been entered in the appendix. The null hypothesis was rejected if $p = < .05$. Observed patterns within the analysis of the data are discussed as being higher or lower in preparation or importance. Higher implies that students tend to rate topics very good or very highly important. Lower implies that students tend to rate topics very poor or not important.

Sub-hypothesis 1: There is no relationship between how adolescents perceive they are prepared in premarital preparation topics, and their perception of what topics are important for premarital preparation

Table D1 presents the data for this sub-hypothesis and is found in Appendix D. The null hypothesis was rejected if $r > .141$, which is significant at the .01 level.

There were 14 significant correlations with the median being an $r = .296$. Sub-hypothesis 1 was rejected for these comparisons. Although none of the significant correlations were very high, there

appears to be a relationship between how adolescents perceive they are prepared in premarital preparation and their perception of what topics are important for premarital preparation. Some of the higher correlations include: In-laws/relatives ($r = .422$), Commitment/divorce ($r = .371$), Family-life activities ($r = .353$), Husband/wife roles ($r = .339$), and Conflict resolution ($r = .336$). Two topics with non-significant correlations were Finances in marriage and Decision making.

These correlations do not imply that adolescents view these subjects of greater importance or feel better prepared. What they seem to imply is that adolescents would tend to rate their personal preparation and place importance on a particular topic at the same level whether high or low. For example, adolescents in this population, who rated their preparation very good on a particular topic, would tend to rate the same topic very highly important for premarital preparation.

Sub-hypothesis 2: There is no relationship between how adolescents perceive they are prepared in premarital preparation topics, and their perception of the contribution of the home, school, and church to their preparation

Tables D2, D3, and D4 present the data for this sub-hypothesis and are found in Appendix D. The tables present the findings representing the relationships of how adolescents perceived they are personally prepared on the 16 general premarital preparation topics and how they perceived the home, school, and

church had prepared them on the same 16 topics. The findings are discussed in the following order:

Personal preparation and home preparation (Table D2)

Personal preparation and school preparation (Table D3)

Personal preparation and church preparation (Table D4).

Personal preparation and
home preparation (Table D2)

The null-hypothesis was rejected for all correlations with $r > .141$ at the .01 level and the median being an $r = .289$.

Although none of the correlations would be considered high, there appears to be a relationship between personal preparation and home preparation. This would imply that adolescents who rated their preparation on Choice of life partner as "good" would tend to rate their home preparation on the same subject "good." Topics with higher correlations include: Self-esteem/personal growth ($r = .485$), Human sexuality ($r = .364$), Goal setting in marriage ($r = .334$), Dating/courtship ($r = .319$), and Couple communication ($r = .318$).

Personal preparation and school
preparation (Table D3)

The null-hypothesis was rejected for all correlations with $r > .141$ at the .01 level and the median being an $r = .293$.

Although there were no high correlations, there appears to be a relationship between personal preparation and school preparation. Topics with higher correlations between personal preparation and school preparation include: Parenting/child care ($r = .395$),

In-laws/relatives ($r = .388$), Husband/wife roles ($r = .377$), Family-life activities ($r = .340$), and Religion in the family ($r = .329$).

Personal preparation and church preparation (Table D4)

The null-hypothesis was rejected for 15 of the correlations with $r > .141$ at the .01 level, with the median being an $r = .227$. Dating/courtship was the only topic where there was not a significant correlation between how adolescents perceived they were personally prepared and their church preparation. Although there were no high correlations, there appears to be a relationship between personal preparation and church preparation. Topics with higher correlations include: In-laws/relatives ($r = .334$), Family-life activities ($r = .308$), Goal setting in marriage ($r = .285$), Husband/wife roles ($r = .273$), Commitment/divorce ($r = .267$), and Self-esteem/personal growth ($r = .261$).

Summarizing the findings which relate to sub-hypothesis 2, the way adolescents perceive their personal preparation would tend to indicate generally how they would perceive their preparation in the home, school, and church. When the pattern of the higher correlations was observed, it appears that adolescents seem to associate certain topics with an institution. For example, personal preparation and home preparation have high correlations on Choice of life partner, Dating/courtship, Human sexuality, Couple communication, Decision making, Goal setting in Marriage, and Self-esteem/personal growth. Personal preparation and school preparation are more closely aligned on the topics of Religion in the family,

Conflict resolution, Parenting/child care, In-laws/relatives, Husband/wife roles, Family-life activities, and Commitment/divorce. It is interesting to note that personal preparation and home preparation appear to have higher correlations on topics relating to personal-oriented topics, whereas school preparation is correlated higher with group- or social-oriented topics. The church was not as closely correlated to personal preparation as were the home or school in their preparations.

Significant correlations do not mean that adolescents felt their preparation was good or bad. A significant correlation seems to imply that an adolescent's response to his/her personal preparation, whether good or bad, would tend to reflect the same response for his/her perception of the home, school, or church preparation.

Sub-hypothesis 3: There is no relationship between how adolescents perceive they are prepared in premarital preparation topics, and their perception of who should be most responsible for preparing them in premarital preparation topics

Table D5 in Appendix D presents the chi-square data for this sub-hypothesis. There were significant differences between groups on the topic, Goal setting in marriage. Sub-hypothesis 3 was rejected for this comparison. For the other 15 topics there were no significant differences between groups, and the sub-hypothesis was retained.

Table D6 shows the data for personal preparation and who should be responsible for the topic: Goal setting in marriage. The

major differences occurred with students who selected self, and school. Compared with the other groups, of those students who selected self, only 5.41% rated their preparation from very poor to poor. In comparison, 6.56% of the students who selected school, rated their preparation very good. On this topic it appeared that students who selected self tended to rate their personal preparation higher, whereas those who selected school tended to rate their personal preparation on the topic lower.

In summary of sub-hypothesis 3, only 1 of the 16 topics had a significant chi square. On the topic, Goal setting in marriage, students who selected self tended to rate their preparation higher, whereas those who selected school tended to rate their preparation lower. Except for this topic there appeared to be very little difference between personal preparation and who should be most responsible for that preparation.

Sub-hypothesis 4: There is no relationship between adolescents' perception of what topics are important for premarital preparation, and their perception of the contribution of the home, school, and church in their preparation

Tables D7, D8, and D9 present the data for this sub-hypothesis and are found in Appendix D. The tables present the findings which represent the relationships of how important adolescents perceive specific topics are to premarital preparation with their perception of the training they received on those topics from the home, school, and church. The findings are discussed in the following order:

Topical preparation and home preparation (Table D7)

Topical preparation and school preparation (Table D8)

Topical preparation and church preparation (Table D9).

Topical preparation and home preparation (Table D7)

The null hypothesis was rejected for 12 correlations with $r > .141$ at the .01 level with the median being an $r = .172$. Sub-hypothesis 4 was rejected for these comparisons. Although none of the correlations are high, there appears to be a relationship between what topics adolescents perceive as important and their perception of their home preparation. Topics with higher correlations include: Commitment/divorce ($r = .336$), In-laws/relatives ($r = .257$), Leisure-time planning ($r = .251$), Religion in the family ($r = .248$), and Family-life activities ($r = .240$).

Topical preparation and school preparation (Table D8)

The null hypothesis was rejected for 15 correlations with $r > .141$ at the .01 level with the median being an $r = .212$. Sub-hypothesis 4 was rejected for these comparisons. The only correlation not significant was Parenting/child care. Although none of the correlations are high, there appears to be a relationship between what topics adolescents perceive as important and their perception of their home preparation. Topics with higher correlations include: Parenting/child care ($r = .362$), Religion in the family ($r = .320$), Commitment/divorce ($r = .319$), Husband/wife

roles ($r = .279$), and Goal setting in marriage ($r = .275$).

Topical preparation and church preparation (Table D9)

The null-hypothesis was rejected for six correlations with $r > .141$ at the .01 level with the median being an $r = .108$. Sub-hypothesis 4 was rejected for these comparisons. There were no high correlations. With only six significant correlations, there appears to be little relationship between what topics adolescents perceive as important and their perception of their church preparation. Topics with significant correlations include: Religion in the family ($r = .200$), Commitment/divorce ($r = .188$), Decision making ($r = .155$), Conflict resolution ($r = .153$) Self-esteem/personal growth ($r = .145$), and In-laws/relatives ($r = .143$).

In summary of sub-hypothesis 4, adolescents' perception of the importance of the 16 premarital topics appears to be correlated with how they felt the home, school, and church had prepared them on the 16 topics. School preparation appeared to be more closely correlated to topical preparation followed by home and then church preparation. One must keep in mind that a higher correlation does not indicate a better preparation or imply greater importance for those topics. A significant correlation seems to imply that, if an adolescent perceived a topic to be very important, he would tend to rate his preparation as very good.

Sub-hypothesis 5: There is no relationship between adolescents' perception of what topics are important for premarital preparation, and their perception of who should be most responsible for preparing them in premarital preparation topics

Table D10 presents the chi-square data for this sub-hypothesis. Frequency and percentage tables are shown only for topics where the sub-hypothesis was rejected and are found in Appendix D. There were four topics which had a significant chi-square: Religion in the family, Parenting/child care, Self-esteem/personal growth, and Family-life activities. Sub-hypothesis 5 was rejected for these comparisons. For the other 12 topics the sub-hypothesis was retained.

Table D11 shows the data for topical preparation and who should be responsible for the topic: Religion in the family. The major differences occurred with students who selected self and home. Compared to the other groups, a greater percentage (22.86%) of those students who selected self rated their topical preparation from not important to moderately important. A greater percentage (80.54%) of students who selected home tended to rate the topic very highly important.

Table D12 shows the data for topical preparation and who should be responsible for the topic: Parenting/child care. The major differences occurred between students who selected self, home, and church. In comparison to the other groups, a greater percentage of those who selected self (22.22%) and church (16.67%) rated the topic not important to moderately important. A greater percentage

(77.07%) of students who selected home, rated the topic very highly important.

Table D13 shows the data for topical preparation and who should be responsible for the topic: Self-esteem/personal growth. The major differences occurred between students who selected home and church. In comparison with the other groups, a greater percentage of the students who selected church (58.56%) and home (58.56%) rated the topic very important and very highly important.

Table D14 shows the data for topical preparation and who should be responsible for the topic: Family-life activities. The major differences occurred with students who selected self and school. In comparison to the other groups, the greatest percentage (34.29%) of students who selected self rated the topic not important to moderately important. Compared with the other groups, the greatest percentage (55.17%) of students who selected school rated the topic very highly important. There appeared to be a tendency for students who selected self to rate Family-life activities lower in importance, whereas students who selected school tended to rate the topic higher in importance.

In summary of sub-hypothesis 5, four of the 16 topics had a significant chi square. Students who selected self tended to rate the topic Religion in the family, lower in importance, whereas students who selected home tended to rate the topic higher in importance. On the topic Parenting/child care, students who selected self and church tended to rate the topic lower in importance, whereas students who selected home tended to rate the

topic higher in importance. For the topic Self-esteem/personal growth, students who selected church and home tended to rate the topic higher in importance. On the topic Family-life activities, students who selected self tended to rate the topic lower in importance, whereas students who selected school tended to rate it higher in importance. There appears to be very little relationship between topical preparation and who should be most responsible for that preparation.

Sub-hypothesis 6. There is no relationship between adolescents' perception of the contribution of the home, school, and church in their preparation, and their perception of who should be most responsible for preparing them in premarital preparation topics

Tables D15, D20, and D21 present the chi-square values for this sub-hypothesis. Frequency and percentage tables, found in Appendix D, are shown only in those cases where the hypothesis was rejected. The findings are discussed in the following order:

Home preparation and responsibility for preparation
(Table D15)

School preparation and responsibility for preparation
(Table D20)

Church preparation and responsibility for preparation
(Table D21).

Home preparation and responsibility
for preparation (Table D15)

There were four topics which had a significant chi square:
Choice of life partner, Finances in marriage, Dating/courtship, and

Conflict resolution. Sub-hypothesis 6 was rejected for these comparisons.

Table D16 is the frequency and percentage table for Choice of life partner. The major differences occurred with students who selected home and school. The variable church was omitted due to low frequencies. In comparison to the other groups, the greatest percentage (39.10%) of students who selected home indicated very good preparation by the home on the topic. In comparison with the other groups, the greatest percentage (20.83%) of students who selected school indicated very poor to poor preparation.

It appeared that students who selected home tended to rate home preparation higher on Choice of life partner, whereas students who selected school tended to rate home preparation lower on the topic.

Table D17 is the frequency and percentage table for home preparation and who should be responsible for the topic on Finances in marriage. The variable church was omitted due to low frequencies. The major differences occurred with students who selected self. In comparison with the other groups, a higher percentage (48.98%) of students who selected self rated home preparation good. It appeared that students who selected self tended to rate home preparation higher on the topic Finances in marriage, whereas students who selected school tended to rate home preparation lower on the topic.

Table D18 is the frequency and percentage table for home preparation and who should be responsible for the topic on

Dating/courtship. The variable church was omitted due to low frequencies. The major differences occurred with students who selected school. In comparison with self and home, the greatest percentage (26.67%) of the students who selected school rated home preparation on the topic poor. It appeared that students who selected school tended to rate home preparation lower on the topic Dating/courtship. Students who selected home and self tended to rate home preparation higher on the topic.

Table D19 is the frequency and percentage table for home preparation and who should be responsible for the topic on Conflict resolution. The major differences occurred with students who selected school. In comparison with the other groups, 8.16% of the students who selected school rated home preparation very good, while the same group had the greatest percentage for very poor (12.24%) and adequate (46.94%). It appeared that students who selected school tended to rate home preparation lower than did the other groups on the topic Conflict resolution.

School preparation and responsibility for preparation (Table D20)

Table D20 shows the data for the comparisons between adolescents' perception of their school preparation and who they indicated should be most responsible for their preparation. As indicated, all comparisons yielded a non-significant chi square. Therefore, null hypothesis 6 was retained for the relationship between school preparation and who should prepare them.

Church preparation and responsibility
for preparation (Table D21)

Table D21 shows the data for comparisons between adolescents' perception of their church preparation and who should be responsible for that preparation. There were seven topics which had a significant chi square: Choice of life partner, Finances in marriage, In-laws/relatives, Husband/wife roles, Self-esteem/personal growth, Family-life activities, and Commitment/divorce. Sub-hypothesis 6 was rejected for these comparisons.

Table D22 shows the data for church preparation and who should be responsible for the topic Choice of life partner. The major differences occurred with students who selected home and church. In comparison with the other groups, 6.87% of those who selected home rated the topic very good. This was compared with 36.84% of those who selected church who rated the topic very good. It appeared that students who selected home tended to rate church preparation lower on the topic Choice of life partner, whereas students who selected self and church tended to rate church preparation higher on the topic.

Table D23 shows the data for church preparation and who should be responsible for the topic on Finances in marriage. The variable church was omitted due to low frequencies. The major differences occurred with students who selected self and school. In comparison with home and school, a greater percentage (22.45%) of students who selected self, rated church preparation very good. In comparison with self and home, a greater percentage (41.53%) of students who selected school rated church preparation poor. It

appeared that students who selected self tended to rate church preparation higher on Finances in marriage, whereas students who selected home and school tended to rate church preparation lower on the topic.

Table D24 shows the data for church preparation and who should be responsible for the topic on In-laws/relatives. The major differences occurred with students who selected self, school, and church. In comparison with the other groups, a greater percentage (34.72%) of students who selected self rated church preparation very good. The greatest percentage of students who selected church (64.29%) and school (55%) rated church preparation poor and very poor. It appeared that students who selected self tended to rate church preparation higher on In-laws/relatives, whereas students who selected school or church tended to rate church preparation lower on the same topic.

Table D25 shows the data for church preparation and who should be responsible for the topic Husband/wife roles. The major differences occurred with students who selected home and church. In comparison with the other groups, 7.60% of the students who selected home, rated church preparation very good. In comparison with the other groups, the greatest percentage (20%) of students who selected church preparation rated it very poor. It appeared that students who selected home and church tended to rate church preparation on Husband/wife roles lower in preparation.

Table D26 shows the data for church preparation and who should be responsible for the topic: Self-esteem/personal growth.

The major differences occurred with students who selected self and school. In comparison with the other groups, 21.05% of the students who selected self rated church preparation very good. In comparison with the other groups, 31.58% of students who selected school rated church preparation poor. It appeared that students who selected self tended to rate church preparation higher on the topic Husband/wife roles, whereas students who selected school tended to rate church preparation lower.

Table D27 shows the data for church preparation and who should be responsible for the topic Family-life activities. The major difference occurred with students who selected self. In comparison with the other groups, 35.21% and 19.72% of the students who selected self rated church preparation good and very good. It appeared that students who selected self tended to rate church preparation higher on Family-life activities, whereas students who selected home, school, and church tended to rate church preparation lower on the same topic.

Table D28 shows the data for church preparation and who should be responsible for the topic: Commitment/divorce. The major differences occurred with students who selected self and school. In comparison with the other groups, 31.76% of students who selected self, rated church preparation very good. In comparison with the other groups, 9.09% of students who selected school rated church preparation very good. It appeared that students who selected self tended to rate church preparation higher on the topic Commitment/divorce, whereas students who selected school tended to rate church

preparation lower on the same topic.

There were 4 of the 16 topics which had a significant chi square for comparison of home preparation and who is most responsible for premarital preparation topics. These topics were: Choice of life partner, Finances in marriage, Dating/courtship, and Conflict resolution. For the topic Choice of life partner, it appeared that students who selected home tended to rate home preparation higher, whereas students who selected school tended to rate home preparation lower. For the topic Finances in marriage, it appeared that students who selected self tended to rate home preparation higher, whereas those who selected school tended to rate home preparation on the topic lower. For the topic Dating/courtship, it appeared that students who selected self and home tended to rate home preparation higher. For the topic Conflict resolution, it appeared that students who selected school tended to rate home preparation lower than the other groups.

There were no topics which had a significant chi square for comparisons of school preparation and who should be responsible for premarital preparation. Therefore, the null hypothesis was retained for these relationships.

There were 7 of the 16 topics which had a significant chi square for comparison of church preparation and who should be most responsible for premarital preparation of these topics. These topics were: Choice of life partner, Finances in marriage, In-laws/relatives, Husband/wife roles, Self-esteem/personal growth, Family-life activities, and Commitment/divorce. For the topic

Choice of life partner, it appeared that students who selected home tended to rate church preparation lower than did those who selected self or church. For the topic Finances in marriage, it appeared that students who selected self tended to rate church preparation higher than did those who selected home or school. For the topic In-laws/relatives, it appeared that students who selected self tended to rate church preparation higher than did those who selected home, school, or church. For the topic Husband/wife roles, it appeared that students who selected home and church tended to rate church preparation lower than did those who selected self, home, or school. For the topic Self-esteem/personal growth, it appeared that students who selected self tended to rate church preparation higher than did those who selected school. For the topic Family-life activities, it appeared that students who selected self tended to rate church preparation higher than did those who selected home, school, or church. For the topic Commitment/divorce, it appeared that students who selected self tended to rate church preparation higher than did those in the other groups.

Factor Analysis for Premarital Preparation Topics

Factor analysis was performed on 80 variables which comprise the five questions with the 16 general premarital preparation topics (see Table D29 in Appendix D). The Varimax method was used to obtain the six rotated factor loadings. The decision for how many factors to select was based first on the group factors obtained from the sample. Second, a preliminary investigation of the eigen values

using Cattell's scree test revealed a cut-off point following the sixth factor.

As indicated in Table D29, there is very little overlap among the factors; that is, the variables appear to be factorially pure. Study of the matrix table indicates that the heavily loaded 16 variables in factor 1 are related to adolescents' perception of their premarital preparation by the church. The heavily loaded variables are identified by bold print in Table D29. This pattern of commonality is also apparent for factors 2 through 5 with the variables grouped under the column headings entitled "School," "Home," "Personal," and "Topical," representing the general divisions being analyzed by the study.

Table D30 shows the high loadings under factor 6. The 16th topic, Commitment/divorce, of the general premarital preparation topics loaded high for each of the divisions. This was followed by Family-life activities, Leisure-time planning, Religion in the family, Choice of life partner, and Conflict resolution. All other variables were below plus or minus .225. Overall, no pattern seemed to be indicated by these loadings except for the individual grouping of similar variables. Therefore, the heading Commitment reflects the variable with the most high loadings for the sixth factor.

In summary, the factor analysis performed on the 80 variables indicated that the first five factors were factorially pure. Factors are usually defined by the characteristics of the data. In this case the titles for the group factors represent the general divisions for personal, topical, home, school, and church

preparation. These high group loadings seem to indicate that, given the same instrument to a similar population, these group factors would again appear.

Factor 6 revealed loadings on several groups. Overall, no pattern seems to be indicated by these loadings except for the individual groupings of similar variables. In this case, the 16th topic on Commitment/divorce loaded high for each of the divisions. The other characteristics selected by adolescents pertained to choosing a life partner, planning involved for family life and leisure time, and the religious welfare of the family. As no apparent pattern was indicated for factor 6, the heading Commitment represents the variable with the highest loadings.

Test for Sub-hypotheses 7 through 12

Testing of the sub-hypotheses 7 through 12 was done by analysis of variance. The null hypothesis was rejected if $p = < .05$. Tables D31-D44, which present the data of means and probability values are found in Appendix D. Each question, where significant differences occurred between groups, is discussed below. This is followed by a description of the comparisons which exist between these groups.

In describing the data, reference has been made to a group as being better or least prepared on the 16 topics, or having placed higher or lower importance on the 16 topics. For example, a group having the largest means for the 16 topics has been stated as being better prepared or placing higher importance on the topics. A group having the lowest means for the 16 topics has been stated as being

least prepared or placing lower importance on the topics.

Sub-hypothesis 7: There is no relationship between personal, home, school, and church characteristics, and how adolescents perceive they are prepared in premarital preparation topics

Tables D31, D32, D33, and D34 present the data for this sub-hypothesis and are found in Appendix D. The adolescents' perception of how they are prepared in premarital preparation topics is labeled under the heading of personal preparation.

Personal characteristics and personal preparation (Table D31)

Personal characteristics pertain to questions 1 through 6, and question 9. Personal preparation pertains to question 7.

Question 1 asked the students to identify their sex. There were significant differences between males and females on 3 of the 16 topics: Religion in the family ($p = .008$), Couple communication ($p = .035$), and Parenting/child care ($p = .023$). Sub-hypothesis 7 was rejected for these comparisons. Female adolescents on these topics tended to rate themselves better prepared than did male adolescents.

Question 2 asked if the student were to marry, when did he/she expect to marry. There were no significant differences between groups for any of the topics. Therefore, the null hypothesis was retained for this question.

Question 3 asked, Is there someone to whom you have turned for personal counseling regarding premarital preparation. Seven topics had significant differences between groups: Finances in

marriage ($p = .033$), Dating/courtship ($p = .007$), Religion in the family ($p = .001$), Couple communication ($p = .049$), Parenting/child care ($p = .019$), In-laws/relatives ($p = .047$), and Commitment/divorce ($p = .034$). Sub-hypothesis 7 was rejected for these comparisons. On these seven topics, students responding "Yes" they had sought personal counseling regarding premarital preparation tended to rate themselves better prepared than those responding "No" or "Uncertain."

Question 4 asked adolescents if they had looked up resources (books, tapes, videos, etc.) in order to prepare for marriage. There were no significant differences between groups for all 16 topics. Therefore, the null hypothesis was retained for this question.

Question 5 pertained to adults counseling with adolescents about preparation. Nine topics had significant differences between groups: Choice of life partner ($p = .003$), Dating/courtship ($p = .003$), Human sexuality ($p = .001$), Couple communication ($p = .007$), Conflict resolution ($p = .004$), Leisure-time planning ($p = .044$), Goal setting in marriage ($p = .045$), Self-esteem/personal growth ($p = .000$), and Commitment/divorce ($p = .023$). Sub-hypothesis 7 was rejected for these comparisons. On the above topics, the greatest differences were among those students who responded that they were "Uncertain" as to whether adults had counseled with them. These students tended to rate themselves least prepared on these topics.

Question 6 asked if adolescents had a married couple to whom

they looked as a good role model for their marriage. Seven topics had significant differences between groups: Dating/courtship ($p = .008$), Couple communication ($p = .001$), Conflict resolution ($p = .001$), Leisure-time planning ($p = .019$), Decision making ($p = .039$), Goal setting in marriage ($p = .012$), and Family-life activities ($p = .007$). Sub-hypothesis 7 was rejected for these comparisons. The greatest differences were those who had responded "Yes" and those who were "Uncertain" as to having a good role model for marriage. However, on all topics those who had a good role model tended to rate themselves better prepared.

Question 9 asked students if they were ready for marriage. In 9 topics there were significant differences between groups: Choice of life partner ($p = .008$), Finances in marriage ($p = .007$), Dating/courtship ($p = .048$), Human sexuality ($p = .020$), Conflict resolution ($p = 0.18$), Parenting/child-care ($p = .000$), Decision making ($p = .022$), Husband/wife roles ($p = .001$), and Family-life activities ($p = .045$). Sub-hypothesis 7 was rejected for these comparisons. In topics where there were significant differences between groups, those who said "No" they were not ready for marriage tended to rate themselves least prepared.

Home characteristics and personal preparation (Table D32)

Home characteristics pertain to questions 10 through 15.

Personal preparation pertains to question 7.

Question 10 asked in what type of family the adolescent lived when at home. There were no significant differences between

groups for any of the topics. Therefore, the null hypothesis was retained for the question.

Question 11 inquired as to the reason for separation of parents. There were no significant differences between groups for any of the topics. Therefore, the null hypothesis was retained for this question.

Question 12 asked if there was someone in their home to whom they had turned for counsel regarding premarital preparation. Seven topics had significant differences between groups: Dating/courtship ($p = .001$), Religion in the family ($p = .000$), Couple communication ($p = .002$), Conflict resolution ($p = .045$), Parenting/child care ($p = .031$), In-laws/relatives ($p = .009$), and Family-life activities ($p = .029$). Sub-hypothesis 7 was rejected for these comparisons. In six of the topics, those who said "Yes" to having someone in their home to counsel with rated themselves more prepared. Only on the topic Parenting/child care did those responding "Uncertain" indicate better preparation.

Question 13 related to the parents' marriage as a good role model for the adolescent's future marriage. Only two topics had significant differences between groups: Parenting/child care ($p = .018$) and Self-esteem/personal growth ($p = .007$). Sub-hypothesis 7 was rejected for these comparisons. The differences between groups for parenting/child care were not as large as those for In-laws/ relatives; however, in both cases those stating "Yes" to their parents' marriage being a good role model rated themselves better prepared.

Question 14 asked if the parents had talked with the adolescent about premarital preparation. Eight topics were found to have significant differences between groups: Dating/courtship ($p = .007$), Human sexuality ($p = .038$), Religion in the family ($p = .000$), Couple communication ($p = .001$), Conflict resolution ($p = .008$), Leisure-time planning ($p = .010$), In-laws/relatives ($p = .023$), and Family-life activities ($p = .039$). Sub-hypothesis 7 was rejected for these comparisons. In these eight topics, adolescents responding "Yes" to their parents talking with them about premarital preparation indicated better personal preparation.

Question 15 asked if parents had recommended resources. Two topics had significant differences between groups: Religion in the family ($p = .007$) and Parenting/child care ($p = .021$). Sub-hypothesis 7 was rejected for these comparisons. Those stating "Yes" that their parents had recommended resources indicated they were better prepared for Religion in the family. In Parenting/child care, those responding "Uncertain" that their parents had not recommended resources felt better prepared.

School characteristics and personal preparation (Table D33)

School characteristics pertain to questions 18 through 23. Personal preparation pertains to question 7.

Question 18 was divided into three categories according to the different schools. Years in attendance were used as variables in comparison with the 16 premarital preparation topics.

There were significant differences between years of

attendance for students attending day academies who responded to the topic Religion in the family ($p = .041$). Sub-hypothesis 7 was rejected for this comparison. For the other 15 non-significant comparisons, sub-hypothesis 7 was retained. It was noted that those who had attended four years and the one subject who attended six years rated themselves better prepared in premarital preparation topics.

Students who had attended a boarding academy had significant differences between years of attendance on the topics of Choice of life partner ($p = .008$) and Religion in the family ($p = .030$). Sub-hypothesis 7 was rejected for these comparisons. Those who had attended one year felt least prepared in Choice of life partner. On the topic Religion in the family, those who had attended boarding academy for one year rated themselves least prepared.

Those who had attended public school had significant differences between years of attendance on the topics of Self-esteem/personal growth ($p = .045$), Family-life activities ($p = .009$), and Commitment/divorce ($p = .007$). Sub-hypothesis 7 was rejected for these comparisons. Those who had attended public school one year or less rated themselves better prepared on these topics; however, those who attended two or three years rated themselves least prepared on these topics.

Question 19 inquired if the students had any special classes on marriage and family preparation. There were no significant differences between groups for any of the topics. Therefore, the null hypothesis was retained for this question.

Question 20 asked if schools had resources on premarital preparation. Only Choice of life partner ($p = .020$) was found to have significant differences between groups. Sub-hypothesis 7 was rejected for these comparisons. For this topic, those who stated "No" that their school did not have resources felt least prepared.

Question 21 asked if students had sought counsel from someone in their school regarding premarital preparation. Dating/courtship ($p = .001$) and Parenting/child care ($p = .006$) had significant differences. Sub-hypothesis 7 was rejected for these comparisons. In both topics, students stating "No" to not having sought counsel rated themselves least prepared on the topics.

Question 22 related to faculty/staff members counseling with students about premarital preparation. Four topics were found to be significantly different between groups: Dating/courtship ($p = .030$), Couple communication ($p = .005$), Conflict resolution ($p = .024$), and Parenting/child care ($p = .031$). Sub-hypothesis 7 was rejected for these comparisons. Those who responded "No" to having a faculty/staff member counsel with them rated themselves least prepared in Parenting/child care. Students responding "Yes" to receiving counsel from a school personnel member indicated they were better prepared on the topics of Dating/courtship, Couple communication, and Conflict resolution.

Question 23 inquired if students had a faculty/staff married couple to whom they looked to as a good role model for their marriage. Seven topics had significant differences between groups: Choice of life partner ($p = .036$), Dating/courtship ($p = .000$),

Religion in the family ($p = .019$), Couple communication ($p = .011$), Parenting/child care ($p = .042$), Decision making ($p = .011$), and Goal setting in marriage ($p = .032$). Sub-hypothesis 7 was rejected for these comparisons. Those responding "Uncertain" to having observed a faculty/staff couple as a good role model rated themselves least prepared on all the above topics except for Parenting/child care. Students responding "Yes" indicated they were better prepared on the seven topics.

Church characteristics and personal preparation (Table D34)

Church characteristics pertain to questions 26 through 33. Personal preparation pertains to question 7.

Questions 26A and 26B asked if the adolescent was a member of a denomination, and if so, of what general religious persuasion. In 26A there were significant differences between groups for the topic of Self-esteem/personal growth ($p = .002$). Sub-hypothesis 7 was rejected for this comparison. The other 15 comparisons were non-significant and the hypothesis was retained. Those who responded "Yes" to being a member of a denomination rated themselves least prepared. However, the greatest difference was indicated by those who were not sure whether or not they were a member of a denomination, who rated themselves better prepared. Part "B" had five groups with significant differences in Choice of life partner ($p = .001$), Decision making ($p = .014$), In-laws/relatives ($p = .040$), Husband/wife roles ($p = .001$), and Self-esteem/personal growth ($p = .004$). Sub-hypothesis 7 was rejected for these

comparisons. Adolescents who marked "Other" rated themselves least prepared on the topics. Protestants rated themselves better prepared than did SDAs and Catholics on Choice of life partner, Husband/wife roles, and Self-esteem/personal growth. Catholics indicated better preparation in Decision making and In-laws/relatives.

Question 27 inquired whether adolescents had received premarital preparation instruction in an informal or formal gathering in church. Three topics were found to be significantly different between groups: Human sexuality ($p = .035$), Couple communication ($p = .002$), and Parenting/child care ($p = .000$). Sub-hypothesis 7 was rejected for these comparisons. Those students responding "Yes" to having received instruction from their church felt they were better prepared. On Couple communication and Parenting/child care, those marking "No" indicated they were the least prepared.

Question 28 pertained to whether or not students had heard any sermons about premarital preparation. The only significant difference was on the subject of Human sexuality (.013) where those who were "uncertain" to having heard a sermon on premarital preparation rated themselves the least prepared. Sub-hypothesis 7 was rejected for this comparison. The other 15 comparisons were non-significant and the hypothesis was retained.

Question 29 inquired if there was a structured premarital counseling program in their church. Four topics were found to have significant differences between groups: Parenting/child care

($p = .006$), Husband/wife roles ($p = .017$), Goal setting in marriage ($p = .020$) and Family life activities ($p = .023$). Sub-hypothesis 7 was rejected for these comparisons. The greatest differences were indicated by those responding "Yes," their church had a program, who rated themselves better prepared on these subjects.

Question 30 asked if the church had resources for preparation. Three topics were found to have significant differences between groups: Dating/courtship ($p = .003$), Leisure-time planning ($p = .025$) and Family-life activities ($p = .031$). Sub-hypothesis 7 was rejected for these comparisons. In all three topics those responding "Yes" to their church having resources rated themselves better prepared.

Question 31 asked if there was someone in their church to whom they turned for counsel regarding premarital preparation. There were no significant differences between groups for any of the topics. Therefore, the null hypothesis was retained for this question.

Question 32 asked if a church or staff member had counseled with them about premarital preparation. Eight topics were found to have significant differences between groups: Finances in marriage ($p = .040$), Human sexuality ($p = .004$), Religion in the family ($p = .003$), Couple communication ($p = .004$), Conflict resolution ($p = .006$), Parenting/child care ($p = .006$), In-laws/relatives ($p = .003$), and Husband/wife roles ($p = .011$). Sub-hypothesis 7 was rejected for these comparisons. The greatest differences occurred by students responding "Yes" to having a

church/staff member counsel with them. On the topics Finances in marriage, Human sexuality, Religion in the family, Couple communication, Parenting/child care, and Husband/wife roles, those who responded "Yes" to having had this counsel rated themselves better prepared except on the topic In-laws/relatives.

Question 33 inquired if there was a good role model in their church to whom the adolescents looked as a model for their marriage. There was a significant difference found between groups in four topics: Dating/courtship ($p = .049$), In-laws/relatives ($p = .048$), Husband/wife roles ($p = .044$), and Goal setting in marriage ($p = .038$). Sub-hypothesis 7 was rejected for these comparisons. In the topics where there were significant differences between groups, those who responded "Yes" to having a good role model in their church rated themselves better prepared.

The following is a summary of the comparisons for sub-hypothesis 7 on home characteristics with personal preparation. Where there were significant differences between groups it seems to indicate that adolescent females feel better prepared for marriage than male adolescents. Adolescents who had sought counseling and who had adults counsel with them generally rated themselves better prepared than those who have not had these personal preparation opportunities. It seemed that a good role model for marriage might have had a positive effect on adolescents' perception of preparation for marriage. Students responding "Uncertain" to being ready for marriage generally rated themselves least prepared, while those

responding "Yes" to being ready for marriage tended to rate themselves better prepared.

Home characteristics and personal preparation comparisons seemed to indicate that adolescents who have talked with someone at home about premarital preparation and whose parents' marriage was a good role model tended to rate themselves better prepared. Adolescents whose parents had talked with them and recommended resource material also rated themselves better prepared than those who did not have these personal preparation opportunities.

School characteristics and personal preparation comparisons seem to indicate that for the topic of Religion in the family, students who attend all four years of day academy or boarding academy feel better prepared. Students who attend boarding academy for only three years rated themselves better prepared on the topic Choice of a life partner. Students who had attended one year of school tended to rate themselves better prepared than did those who had attended more than one year in public school. Students who indicated their school did not have resources or who had not sought counsel rated themselves least prepared on Choice of a life partner, Dating/courtship, and Parenting/child care. In many of the comparisons, students responding "Uncertain" to questions rated themselves better prepared than those responding "No." In general, students who had sought counsel, had a faculty member counsel with them, and had observed a good marriage role model at school rated their preparation higher than those who responded "No" or "Uncertain."

Church characteristics and personal preparation comparisons

seemed to indicate that although few Protestant and Catholic adolescents were among the population surveyed, they rated their personal preparation higher than SDA adolescents. On topics where significant differences occurred between choices, adolescents who had received formal or informal instruction in church concerning premarital preparation rated themselves better prepared. This was also true of adolescents whose church had a structured premarital counseling program and whose church had premarital preparation resources. Adolescents who had observed a family or married couple in church who served as a good role model for their future marriage tended to rate themselves better prepared.

Sub-hypothesis 8: There is no relationship between personal, home, school, and church characteristics, and adolescents' perception of what topics are important for premarital preparation

Tables D35, D36, D37, and D38 present the data for this sub-hypothesis and are found in Appendix D. Data representing significant differences between groups are listed in numerical order of the questions presented in the instrument. The adolescents' perception of what topics are important are labeled under the heading of topical preparation.

Personal characteristics and topical preparation (Table D35)

Personal characteristics pertain to questions 1 through 6, and question 9. Topical preparation pertains to question 8.

There were significant differences between males and females

on the following topics: In-laws/relatives ($p = .001$), Husband/wife roles ($p = .031$), Goal setting in marriage ($p = .021$), and Self-esteem/personal growth ($p = .005$). Sub-hypothesis 8 was rejected for these comparisons. Females rated these topics higher in importance than did males.

Question 2 asked adolescents when they expected to marry. One topic was found to have significant differences between groups: Self-esteem/personal growth ($p = .044$). Sub-hypothesis 8 was rejected for this comparison. In this topic, those who plan to marry in one year and those who do not plan to marry rated the topic lower in importance.

Question 3 asked if the adolescent had sought personal counseling regarding premarital preparation. Four topics had significant differences between groups: Dating/courtship ($p = .044$), Human sexuality ($p = .032$), In-laws/relatives ($p = .004$), and Husband/wife roles ($p = .036$). Sub-hypothesis 8 was rejected for these comparisons. In Dating/courtship and Human sexuality, those responding that they had not sought counsel rated these topics lower in importance. Those responding "Yes" to having sought counsel rated In-laws/relatives and Husband/wife roles higher in importance.

Question 4 inquired if adolescents had looked up resources (books, tapes, videos, etc.) in order to prepare for marriage. Five topics had significant differences between groups: Religion in the family ($p = .009$), Leisure-time planning ($p = .007$) Parenting/child care ($p = .004$), In-laws/relatives ($p = .000$), and Husband/wife

roles ($p = .038$). Sub-hypothesis 8 was rejected for these comparisons. Those who were uncertain to having looked up resources rated the topics lower in importance; except, those who responded "No" who rated Religion in the family the lowest. Those responding "Yes" to having looked up resources rated In-laws/relatives and Husband/wife roles higher in importance.

Question 5 asked if adults had counseled with adolescents without the adolescent inquiring about premarital preparation. Thirteen topics had significant differences between groups: Choice of a life partner ($p = .000$), Finances in marriage ($p = .021$), Dating/courtship ($p = .017$), Religion in the family ($p = .013$), Couple communication ($p = .000$), Conflict resolution ($p = .000$), Leisure-time planning ($p = .037$), Parenting/child care ($p = .000$), Decision making ($p = .000$), In-law/relatives ($p = .022$), Goal setting in marriage ($p = .01099$), Self-esteem/personal growth ($p = .006$), and Commitment/divorce ($p = .000$). Sub-hypothesis 8 was rejected for these comparisons. In all topics where there were significant differences between groups, those who were uncertain if adults had counseled with them rated the topics lower in importance.

Question 6 inquired if adolescents had a married couple to whom they looked as a role model for their marriage. Five topics had significant differences between groups: Dating/courtship ($p = .014$), Religion in the family ($p = .003$), Parenting/child care ($p = .002$), In-laws/relatives ($p = .009$), and Husband/wife roles ($p = .004$). Sub-hypothesis 8 was rejected for these comparisons. Those who were uncertain if they had a good role model rated the

topics lower in importance except for Religion in the family. Those responding they did not have a good role model rated Religion in the family lower in importance.

Question 9 asked adolescents if they were ready for marriage. Two topics had significant differences between groups: Human sexuality ($p = .006$) and Decision making ($p = .011$). Sub-hypothesis 8 was rejected for these comparisons. Those who were uncertain if they were ready for marriage rated Human sexuality lower in importance. Those responding "Yes" they were ready, rated Decision making lower in importance.

Home characteristics and topical preparation (Table D36)

Home characteristics pertain to questions 10 through 15.

Topical preparation pertains to question 8.

Question 10 asked in what type of family the adolescent lived when at home. Two topics had significant differences between groups: Leisure-time planning ($p = .020$) and Commitment/divorce ($p = .000$). Sub-hypothesis 8 was rejected for these comparisons. Those living with a relative who was not a parent, rated Leisure-time planning lower in importance. Those living in a foster home rated Commitment/divorce lower in importance.

Question 11 inquired as to the reason for separation of parents. Three topics had significant differences between groups: Choice of a life partner ($p = .011$), Couple communication ($p = .041$) and Commitment/divorce ($p = .022$). Sub-hypothesis 8 was rejected for these comparisons. Students whose parents were separated or

whose marriages had been annulled rated all three topics lower in importance.

Question 12 asked if there was someone in their home to whom they turned for counsel regarding premarital preparation. Three topics had significant differences between groups: In-laws/relatives ($p = .006$), Husband/wife roles ($p = .006$), and Goal setting in marriage ($p = .044$). Sub-hypothesis 8 was rejected for these comparisons. Seniors who were uncertain if there was anyone at home with whom they might seek counsel rated the above topics of more importance, while those responding "No" rated them the lowest in importance.

Question 13 pertains to the parents' marriage as a good role model for the adolescent's future marriage. Two topics had significant differences between groups: Choice of a life partner ($p = .024$) and Couple communication ($p = .038$). Sub-hypothesis 8 was rejected for these comparisons. Both topics were rated lower in importance by students who responded "Uncertain" to their parent's marriage being a good role model.

Question 14 asked if either parent had talked with the adolescent about premarital preparation. Six topics had significant differences between groups: Choice of a life partner ($p = .017$), Religion in the family ($p = .044$), Couple communication ($p = .003$), Parenting/child care ($p = .005$), Husband/wife roles ($p = .026$), and Goal setting in marriage ($p = .008$). Sub-hypothesis 8 was rejected for these comparisons. Those who responded "Yes" to having had their parents talk with them rated the topics of more importance,

while those responding "Uncertain" rated them of least importance.

Question 15 asked if parents had recommended resources in order to help prepare the adolescent for marriage. One topic had significant differences between groups: Choice of a life partner ($p = .012$). Sub-hypothesis 8 was rejected for this comparison. The students responding that their parents had not recommended resources rated the topic higher in importance. Those marking "Uncertain" to having had their parents recommend resources indicated the topic to be of less importance.

School characteristics and topical preparation (Table D37)

School characteristics pertain to questions 18 through 23. Topical preparation pertains to question 8.

Question 18 was divided into three categories according to the different schools. Years in attendance were used as variables in comparing the 16 premarital preparation topics.

There were no significant differences on topical preparation and years in attendance for students enrolled in an SDA day academy. Students attending a boarding academy had significant differences between years of attendance on four topics: Choice of a life partner ($p = .020$), Dating/courtship ($p = .030$), Religion in the family ($p = .032$), and Couple communication ($p = .005$). Sub-hypothesis 8 was rejected for these comparisons. Those who had attended two to four years of boarding academy rated the topics higher in importance, while those who had attended only one year or less rated them lower in importance.

Only one topic, Religion in the family ($p = .033$), was found to have significant differences for those who had attended public school. Sub-hypothesis 8 was rejected for these comparisons. Those who had attended three years of public school rated Religion in the family lower in importance.

Question 19 inquired if the students had any special classes on marriage and family preparation. Four topics had significant differences between groups: Dating/courtship ($p = .015$), Parenting/child care ($p = .029$), In-laws/relatives ($p = .028$), and Commitment/divorce ($p = .010$). Sub-hypothesis 8 was rejected for these comparisons. Those who responded "Uncertain" to having had any classes on marriage and family preparation rated Dating/courtship, Parenting/child care, and In-laws/relatives lower in importance. The topic Commitment/divorce was rated lower in importance by students who responded that they did not have a class in marriage preparation.

Question 20 asked if the schools had resources on premarital preparation. Four topics had significant differences between groups: Choice of a life partner ($p = .000$), Religion in the family ($p = .000$), Couple communication ($p = .026$), and Parenting/child-care ($p = .019$). Sub-hypothesis 8 was rejected for these comparisons. Those responding that their school did not have any resources on premarital preparation rated the topics lower in importance.

Question 21 asked if students had sought counseling at school regarding premarital preparation. Four topics had

significant differences between groups: Finances in marriage ($p = .034$), Conflict resolution ($p = .006$), Decision making ($p = .005$), and In-laws/relatives ($p = .000$). Sub-hypothesis 8 was rejected for these comparisons. Seniors responding "Uncertain" to having sought counsel rated Finances in marriage, Conflict resolution, and Decision making lower in importance. Those responding "Yes" they had sought counsel rated In-laws/relatives higher in importance.

Question 22 related to faculty/staff members counseling with students about premarital preparation. Twelve topics had significant differences between groups: Choice of a life partner ($p = .008$), Finances in marriage ($p = .004$), Dating/courtship ($p = .001$), Human sexuality ($p = .011$), Religion in the family ($p = .034$), Couple communication ($p = .004$), Conflict resolution ($p = .002$), Parenting/child care ($p = .003$), Decision making ($p = .004$), Husband/wife roles ($p = .027$), Self-esteem/personal growth ($p = .036$), and Commitment/divorce ($p = .005$). Sub-hypothesis 8 was rejected for these comparisons. Students responding "No" rated Religion in the family and Husband/wife roles lower in importance. Those who were uncertain if a faculty/staff member had counseled with them rated the other topics with significant differences between groups lower in importance.

Question 23 inquired if students had a faculty/staff married couple to whom they looked to as a good role model for their future marriage. Eight topics had significant differences between groups: Choice of a life partner ($p = .017$), Finances in marriage

($p = .002$), Religion in the family ($p = .001$), Leisure-time planning ($p = .003$), In-laws/relatives ($p = .000$), Husband/wife roles ($p = .001$), Goal setting in marriage ($p = .047$), and Family-life activities ($p = .035$). Sub-hypothesis 8 was rejected for these comparisons. Students responding "Yes" they had a good role model in their school rated Leisure time planning, Husband/wife roles, and Family-life activities higher in importance. Those responding "No" they did not have a good role model in their school rated Husband/wife roles and Goal setting in marriage lower in importance.

Church characteristics and topical preparation (Table D38)

Church characteristics pertain to questions 26 through 33.

Topical preparation pertains to question 8.

Questions 26A and 26B asked if the adolescent was a member of a denomination, and if so, what was their religious persuasion. In 26A there were seven topics with significant differences between groups: Choice of a life partner ($p = .000$), Religion in the family ($p = .000$), Couple communication ($p = .000$), Conflict resolution ($p = .006$), Parenting/child care ($p = .000$), Decision making ($p = .042$), and Husband/wife roles ($p = .050$). Sub-hypothesis 8 was rejected for these comparisons. Students responding "No" and "Uncertain" tended to rate topics lower in importance. Those responding "Yes" they were a member of a denomination tended to rate the topics higher in importance.

The second part of question 26B had seven topics with significant differences between groups: Choice of a life partner

($p = .000$), Finances in marriage ($p = .004$), Religion in the family ($p = .001$), Couple communication ($p = .000$), Parenting/child care ($p = .000$), Husband/wife roles ($p = .007$), and Self-esteem/personal growth ($p = .001$). Those who responded as being "Catholic" or "Other" tended to rate the topics lower in importance. Protestants and SDAs tended to rate the topics higher in importance.

Question 27 inquired whether adolescents had received premarital preparation instruction in an informal or formal gathering in church. Six topics had significant differences between groups: Choice of a life partner ($p = .036$), Religion in the family ($p = .024$), Couple communication ($p = .040$), Conflict resolution ($p = .027$), Parenting/child care ($p = .011$), and Husband/wife roles ($p = .001$). Sub-hypothesis 8 was rejected for these comparisons. Students responding "Yes" rated Religion in the family, Parenting/child care, Husband/wife roles, and Goal setting in marriage higher in importance. Those responding "Uncertain" to whether they had any premarital preparation instruction from their church rated the topics lower in importance.

Question 28 pertained to whether or not students had heard any sermons about premarital preparation. Two topics had significant differences between groups: Human sexuality ($p = .032$) and Conflict resolution ($p = .002$). Sub-hypothesis 8 was rejected for these comparisons. Students responding "Uncertain" to having heard sermons about premarital preparation rated both topics lower in importance, while those responding "Yes" they had heard sermons rated them higher in importance.

Question 29 inquired if there was a structured premarital counseling program in their church. Two topics had significant differences between groups: Husband/wife roles ($p = .027$), and Family-life activities ($p = .027$). Sub-hypothesis 8 was rejected for these comparisons. These topics were rated higher in importance by those responding "Yes" to their church having had a structured premarital counseling program. It was also interesting to note that in general those responding "No," their church did not have a program, rated topics lower in importance.

Question 30 asked if the church had resources for premarital preparation. There were no significant differences between groups. Therefore, the null hypothesis was retained for these comparisons.

Question 31 asked if there was someone in their church to whom they turned for counsel regarding premarital preparation. Three topics had significant differences between groups: Finances in marriage ($p = .049$), Couple communication ($p = .007$), and Commitment/divorce ($p = .001$). Sub-hypothesis 8 was rejected for these comparisons. Adolescents who were uncertain if there was anyone in their church to whom they could turn for counsel rated the topics lower in importance. Those responding that there was not anyone to whom they could turn, rated Finances in marriage and Commitment/divorce higher in importance.

Question 32 asked if a church or staff member had counseled with them about premarital preparation. Five topics had significant differences between groups: Choice of a life partner ($p = .005$), Finances in marriage ($p = .014$), Religion in the family ($p = .014$),

Couple communication ($p = .001$), and Conflict resolution ($p = .002$). Sub-hypothesis 8 was rejected for these comparisons. Students responding "Yes" to having had a church or staff member counsel with them rated Religion in the family higher in importance. Those who were uncertain if a church or staff member had counseled with them tended to rate topics lower in importance.

Question 33 inquired if there was a family or married couple within the church to whom the adolescent looked as a good role model for their marriage. Two topics had significant differences between groups: Religion in the family ($p = .034$), and Parenting/child care ($p = .022$). In both topics those responding "Yes" to having a good role model in their church rated the topics higher in importance.

In summary, it was noted that significant differences occurred more often for the following topics: Choice of a life partner, Religion in the family, Couple communication, Decision making, and Husband/wife roles. In many cases these differences were greatest with those adolescents responding "Uncertain" to questions. These students tended to rate the topics of less importance. More differences between groups occurred with questions related to school and church characteristics. Home characteristics had the fewest differences between groups.

In personal characteristics and topical preparation comparisons, female adolescents tended to rate topics higher in importance than did male adolescents. Adolescents who planned to marry within one year or who never planned to marry rated Self-esteem/personal growth lower in importance. Adolescents who sought

counseling rated topics on In-laws/relatives and Husband/wife roles higher in importance. Those responding "No" rated topics on Dating/courtship and Human sexuality lower in importance. Students who responded "Uncertain" about looking up resources or having adults counsel with them tended to rate topics lower in importance. Topics were rated lower in importance by students who were uncertain about having a good role model. Students who were uncertain whether they were ready for marriage also rated the topics lower in importance. It is interesting to note that those who responded "Yes" to being ready for marriage rated the topic Decision making of less importance than did those who said "No" or "Uncertain."

Home characteristics and topical preparation comparisons revealed that adolescents living with a relative rated Leisure-time planning lower in importance. Those living in a foster home rated Commitment/divorce lower in importance. Students whose parents were separated or whose marriage was annulled rated topics Choice of a life partner, Couple communication, and Commitment/divorce lower in importance. Students who indicated they had no one in their home to whom they could turn for counsel rated the following topics lower in importance: In-laws/relatives, Husband/wife roles, and Goal setting in marriage. Adolescents who responded "Uncertain" about their parents' marriage being a good role model, and "Uncertain" as to whether their parents had or had not talked with them about premarital preparation or recommended resources, tended to rate the following topics lower in importance: Choice of a life partner, Religion in the family, Couple communication, Husband/wife roles,

Parenting/child care, and Goal setting in marriage.

School characteristics and topical preparation comparisons revealed significant differences for those attending boarding academies. Students who attend two to four years tended to rate topics Choice of a life partner, Dating/courtship, Religion in the family, and Couple communication higher in importance, while those who attended only one year or less rated the same topics considerably lower in importance. Students who attended three years of public school rated Religion in the family lower in importance than those who had attended fewer years of public schools or those who attended SDA schools.

Students who attended schools with special classes on marriage and family preparation, and who had resources available to them tended to rate topics higher in importance than those who responded "No" or "Uncertain." This pattern was also true of students who had sought counsel, had faculty or staff members counsel with them, and who observed a faculty/staff couple as a good role model.

Church characteristics and topical preparation comparisons revealed that there were significant differences between groups. Adolescents who are not members of a denomination rated topics lower in importance. Protestant and Seventh-day Adventist adolescents tended to rate topics higher in importance than did Catholic students or students responding "Other."

In general, adolescents responding positively to having had instruction from their church and who had adults counsel with them,

rated the topics of more importance than did those responding "Uncertain" or "No." Students who attended a church with a structured counseling program and observed a family or couple within the church as a good role model also tended to rate topics more important than did those responding "Uncertain" or "No."

Sub-hypothesis 9: There is no relationship between personal characteristics, and adolescents' perception of the contributions of the home, school, and church

Tables D39, D40, and D41 present the data for this sub-hypothesis. They may be found in Appendix D. Data representing significant differences between groups are listed below in numerical order of the questions presented in the instrument. Personal characteristics pertain to questions 1 through 6, and question 9. Home preparation pertains to question 11. School preparation pertains to question 24. Church preparation pertains to question 34.

Personal characteristics and home preparation (Table D39)

Question 1 asked the students to identify their sex. The only significant difference between males and females was on Dating/courtship ($p = .010$). Sub-hypothesis 9 was rejected for this comparison. The other 15 comparisons were non-significant and the sub-hypothesis was retained for these. Female adolescents rated themselves better prepared than males.

Question 2 asked if the student were to marry, when did he/she expect to marry. There were no significant differences

between groups for any of the topics. Therefore, the null hypothesis was retained for this question.

Question 3 asked if the adolescent had sought personal counseling regarding premarital preparation. Five topics had significant differences between groups: Dating/courtship ($p = .018$), Couple communication ($p = .023$), Parenting/child care ($p = .022$), Husband/wife roles ($p = .013$), and Goal setting in marriage ($p = .044$). Sub-hypothesis 9 was rejected for these comparisons. In general, those who responded that they had not sought personal counseling regarding premarital preparation rated themselves least prepared by the home on the topics. Only in Dating/courtship did those responding "Uncertain" as to whether they had sought counsel have a lower rating for preparation.

Question 4 inquired if adolescents had looked up resources (books, tapes, videos, magazines) in order to prepare for marriage. Two topics had significant differences between groups: Decision making ($p = .024$) and In-laws/relatives ($p = .044$). Sub-hypothesis 9 was rejected for these comparisons. Students responding "Uncertain" to having looked up resources indicated lower preparation on both topics, while those responding "Yes" indicated better preparation.

Question 5 asked whether without inquiry, adults had counseled with the students about premarital preparation. There were no significant differences between groups for any of the topics. Therefore, the null hypotheses was retained for this question.

Question 6 inquired if adolescents had a married couple to whom they looked as a role model for their marriage. Six topics had significant differences between groups: Dating/courtship ($p = .001$), Couple communication ($p = .024$), Conflict resolution ($p = .039$), Parenting/child care ($p = .016$), Self-esteem/personal growth ($p = .016$), and Family-life activities ($p = .007$). Sub-hypothesis 9 was rejected for these comparisons. Those students responding "No" or "Uncertain" to having had a role model for their marriage tended to rate themselves least prepared by the home on these topics.

Question 9 asked adolescents if they were ready for marriage. Two topics had significant differences between groups: Goal setting in marriage ($p = .036$) and Commitment/divorce ($p = .036$). Sub-hypothesis 9 was rejected for these comparisons. Those responding "Yes" they were ready for marriage indicated that they were better prepared by the home in Goal setting in marriage, while those responding "No" or "Uncertain" felt least prepared. Seniors responding that they were not ready for marriage rated their preparation higher on Commitment/divorce than those responding "Yes" or "Uncertain."

Personal characteristics and
school preparation (Table D40)

Question 1 asked the students to identify their sex. Eight topics had significant differences between groups: Dating/courtship ($p = .000$), Human sexuality ($p = .024$), Religion in the family ($p = .007$), Couple communication ($p = .042$), Parenting/child care

($p = .039$), In-laws/relatives ($p = .009$), Husband/wife roles ($p = .027$), and Goal setting in marriage ($p = .016$). Sub-hypothesis 9 was rejected for these comparisons. In all topics where there were significant differences, female adolescents rated their preparation better than did male adolescents.

Question 2 asked if the student were to marry, when did he/she expect to marry. There were no significant differences between groups for any of the topics. Therefore, the null hypothesis was retained for this question.

Question 3 asked if the adolescent had sought personal counseling regarding premarital preparation. Eight topics had significant differences between groups: Finances in marriage ($p = .005$), Dating/courtship ($p = .000$), Human sexuality ($p = .007$), Religion in the family ($p = .033$), Conflict resolution ($p = .011$), Parenting/child care ($p = .017$), In-laws/relatives ($p = .022$), and Husband/wife roles ($p = .021$). Sub-hypothesis 9 was retained for these comparisons. Students responding "Yes" they had sought counsel rated their school preparation higher on the above topics. Those responding "No" to having turned to someone for counseling rated their school preparation lower in Religion in the family, Conflict resolution, and In-laws/relatives.

Question 4 inquired if adolescents had looked up resources (books, tapes, videos, etc.) in order to prepare for marriage. There were no significant differences between groups for any of the topics. Therefore, the null hypothesis was retained for this question.

Question 5 asked whether, without inquiry, adults had counseled them about premarital preparation. Four topics had significant differences between groups: Human sexuality ($p = .031$), Parenting/child care ($p = .012$), Self-esteem/personal growth ($p = .026$), and Commitment/divorce ($p = .009$). Sub-hypothesis 9 was retained for these comparisons. The greatest differences occurred with students who responded "Uncertain" to having had adults counsel with them. These students rated school preparation for Human sexuality the highest while rating their Parenting/child-care, Self-esteem/personal growth, and Commitment/divorce the lowest.

Question 6 inquired if adolescents had a married couple to whom they looked as a good role model for their marriage. Twelve topics had significant differences between groups: Choice of life partner ($p = .000$), Finances in marriage ($p = .004$), Dating/courtship ($p = .004$), Religion in the family ($p = .012$), Couple communication ($p = .005$), Conflict resolution ($p = .000$), Leisure-time planning ($p = .001$), Decision making ($p = .005$), In-laws/relatives ($p = .003$), Husband/wife roles ($p = .030$), Goal setting in marriage ($p = .004$), and Family-life activities ($p = .001$). Sub-hypothesis 9 was rejected for these comparisons. In general students stating "No," that they did not have a good role model for marriage, rated their school preparation lower, while those responding "Yes" rated it higher in preparation.

Question 9 asked adolescents if they were ready for marriage. There were no significant differences between groups for

any of the topics. Therefore, the null hypothesis was retained for this question.

Personal characteristics and church preparation (Table 41)

Question 1 asked the students to identify their sex. There were no significant differences between groups for any of the topics. Therefore, the null hypothesis was retained for this question.

Question 2 pertained to when adolescents planned to marry. Two topics had significant differences between groups: Leisure-time planning ($p = .006$) and Family-life activities ($p = .036$). Sub-hypothesis 9 was rejected for these comparisons. Those who indicated they did not plan to marry rated their church preparation higher on these topics. Seniors planning to marry within one year after high school rated their church preparation lower on these topics.

Question 3 asked if adolescents had sought counseling regarding premarital preparation. Only in Self-esteem/personal growth ($p = .048$) was there a significant difference between groups. Students who had not sought counseling rated their church preparation lower on this topic and, generally, lower on the other topics.

Question 4 inquired if adolescents had looked up resources (books, tapes, videos, etc.) in order to prepare for marriage. There were no significant differences between groups for any of the

topics. Therefore, the null hypothesis was retained for this question.

Question 5 asked whether, without inquiry, adults had counseled with them about premarital preparation. There were no significant differences between groups for any of the topics. Therefore, the null hypothesis was retained for this question.

Question 6 inquired if adolescents had a married couple to whom they looked as a good role model for their marriage. Only in Decision making ($p = .031$) was there a significant difference between groups. Sub-hypothesis 9 was rejected for these comparisons. Adolescents responding that they did not have a good role model for their marriage rated their church preparation lower on this topic than they generally did with the other topics.

Question 9 asked adolescents if they were ready for marriage. There were no significant differences between groups for any of the topics. Therefore, the null hypothesis was retained for this question.

In summary, female adolescents tended to rate their preparation in the home, school, and church higher than male adolescents. Adolescents who plan to marry within one year tended to rate home preparation higher and school and church preparation lower in the different groups. Students who plan to wait at least five years to marry rated Husband/wife roles lower in preparation for all three institutions. Those students seeking counsel regarding premarital preparation generally indicated better preparation. Adolescents who looked up resources in order to help

prepare themselves for marriage rated the home and school higher in preparation.

Students who responded "No" or "Uncertain" to their church preparation tended to rate themselves better prepared. There appeared to be little relationship between responses related to having adults counsel with adolescents regarding premarital preparation.

When the adolescents were asked if there was a married couple to whom they looked as a role model, those responding "Yes" rated their preparation higher in all three institutions than did those responding "No" or "Uncertain." Also, there appeared to be little difference between responses related to readiness for marriage.

Sub-hypothesis 10: There is no relationship between the home characteristics, and adolescents' perception of the contribution of the home in their preparation.

Table D42 presents the data for this hypothesis and is found in Appendix D. Data representing significant differences between groups are listed below in chronological order. Home characteristics pertain to questions 10 through 15. Home preparation pertains to question 16.

Home characteristics and home preparation (Table D42)

Question 10 asked in what type of family the adolescent lived when at home. Eight topics had significant differences between groups: Choice of life partner ($p = .021$), Religion in the

family ($p = .001$), Couple communication ($p = .000$), Conflict resolution ($p = .004$), Decision making ($p = .007$), Husband/wife roles ($p = .003$), Goal setting in marriage ($p = .030$), and Commitment/divorce ($p = .000$). Sub-hypothesis 10 was rejected for these comparisons. In all topics with significant differences, except for Choice of life partner, adolescents living with their biological parents rated their home preparation higher. Topics were generally rated lower by adolescents living in other types of family units. Six of the topics where there were significant differences were rated lower by adolescents living with a relative other than their biological parents.

Question 11 inquired as to the reason for separation of parents. There were no significant differences between groups for and of the topics. Therefore, the null hypothesis was retained for this question.

Question 12 asked if there was someone in their home to whom they turned for counsel regarding premarital preparation. Fourteen topics had significant differences between groups: Choice of life ($p = .004$), Religion in the family ($p = .006$), Couple communication ($p = .000$), Conflict resolution ($p = .000$), Leisure-time planning ($p = .000$), Parenting/child care ($p = .000$), Decision making ($p = .001$), In-laws/relatives ($p = .000$), Husband/wife roles ($p = .000$), Goal setting in marriage ($p = .000$), Self-esteem/personal growth ($p = .003$), and Family-life activities ($p = .000$). Sub-hypothesis 10 was rejected for these comparisons. On every topic those who responded "Yes" to having someone in their home to

whom they could turn for counsel rated their home preparation higher. Adolescents who responded they did not have anyone to whom they could turn for counsel, in general rated themselves considerably lower in preparation.

Question 13 pertained to the parents' marriage as a good role model for the adolescent's future marriage. All 16 topics had significant differences between groups with $p = < .05$. Sub-hypothesis 10 was rejected for these comparisons. Students who responded "Yes" to having a good home role model rated their home preparation higher on every topic. Conversely, students who responded "No" or "Uncertain" to having a good home role model rated home preparation considerably lower.

Question 14 asked if either parent had talked with the adolescent about premarital preparation. Fifteen of the topics had significant differences between groups. Sub-hypothesis 10 was rejected for these comparisons. Only in Commitment/divorce did the groups not differ significantly in their preparation. Adolescents who had parents talk with them about premarital preparation rated their home preparation higher than did those whose parents did not talk with them.

Question 15 asked if parents had recommended resources in order to help prepare the adolescents for marriage. Eleven topics had significant differences between groups: Dating/courtship ($p = .032$), Religion in the family ($p = .002$), Couple communication ($p = .028$), Conflict resolution ($p = .035$), Leisure-time planning ($p = .022$), Parenting/child care ($p = .001$), Decision making

($p = .014$), In-laws/relatives ($p = .020$), and Husband/wife roles ($p = .003$). Sub-hypothesis 10 was rejected for these comparisons. Adolescents responding "Yes" to having had their parents recommend resources rated their home preparation higher than those who responded "No." Only on the topic of In-laws/relatives did students responding "Uncertain" to their parents recommending resources rate their preparation higher.

In summary, students who come from a home where both biological parents live and whose parents spend time talking and listening to them indicated better home preparation on premarital preparation topics. These parents also recommended resources for further study by their adolescents. It is also evident that students who have not had this positive home atmosphere rate their home preparation lower.

Sub-hypothesis 11: There is no relationship between the school characteristics, and adolescents' perception of the contribution of the school in their preparation.

Table D43 presents the data for this hypothesis and is found in Appendix D. Data representing significant differences between groups are listed below chronologically. School characteristics pertain to questions 18 through 23. School preparation pertains to question 24.

School characteristics and school preparation (Table D43)

Question 18 was divided into three categories according to the different types of schools. Years in attendance were used as

groups in comparison with the 16 premarital preparation topics.

Students attending a day academy had significant differences between years in attendance and 10 topics: Choice of life partner ($p = .006$), Finances in marriage ($p = .004$), Dating/courtship ($p = .005$), Couple communication ($p = .021$), Conflict resolution ($p = .005$), Leisure-time planning ($p = .002$), Decision making ($p = .045$), Husband/wife roles ($p = .045$), Goal setting in marriage ($p = .008$), and Family-life activities ($p = .014$). Sub-hypothesis 11 was rejected for these comparisons. On all topics where there were significant differences between years in attendance, students who had attended three or four years of day academy rated their school lower than those who had attended for only one or two years.

Students attending a boarding academy had significant differences between years in attendance on 12 topics: Choice of life partner ($p = .002$), Finances in marriage ($p = .001$), Religion in the family ($p = .003$), Couple communication ($p = .000$), Conflict resolution ($p = .000$), Leisure-time planning ($p = .043$), Parenting/child care ($p = .015$), In-laws/relatives ($p = .007$), Husband/wife roles ($p = .033$), Goal setting in marriage ($p = .008$), Self-esteem/personal growth ($p = .012$), and Family-life activities ($p = .046$). Sub-hypothesis 11 was rejected for these comparisons. Students who had attended boarding academy one year or less tended to rate their school preparation lower than did students who had attended two or more years.

Question 19 inquired if the students had any special classes on marriage and family preparation. Only two topics had significant

differences between groups: Parenting/child care ($p = .006$) and Commitment/divorce ($p = .019$). Sub-hypothesis 11 was rejected for these comparisons. In both topics, the greatest difference was indicated by those who responded "No" that they did not have any special classes on marriage and family preparation. They rated their school preparation lower on these topics.

Question 20 asked if the schools had resources on premarital preparation. Nine topics had significant differences between groups: Choice of life partner ($p = .002$) Finances in marriage ($p = .006$), Human sexuality ($p = .012$), Religion in the family ($p = .002$), Couple communication ($p = .007$), Conflict resolution ($p = .004$), Decision making ($p = .012$), Husband/wife roles ($p = .024$), and Goal setting in marriage ($p = .005$). Sub-hypothesis 11 was rejected for these comparisons. In all topics where there were significant differences between groups; students responding "Yes" to their school having resources rated their school preparation higher than did those who responded their school did not have resources.

Question 21 asked if students had sought counseling at school regarding premarital preparation. All 16 topics had significant differences between groups at the $p = .05$ level. Sub-hypothesis 11 was rejected for these comparisons. On every topic the greatest difference occurred with students who responded that they had not sought counsel at school. They rated their school preparation lower than did those who responded "Yes" or "Uncertain." Although there was little difference between students responding

"Yes" or "Uncertain" on many of the topics, those responding "Yes" to having sought counsel tended to rate their school preparation the highest of the three groups.

Question 22 related to faculty/staff members counseling students regarding premarital preparation. All 16 topics had significant differences at the $p = .05$ level. Sub-hypothesis 11 was rejected for these comparisons. Every topic had considerable differences between students responding "Yes" versus those responding "No" or "Uncertain." Students who stated they had a faculty/staff member counsel with them regarding premarital preparation tended to rate their school preparation the highest.

Question 23 inquired if students had a faculty/staff married couple to whom they looked as a good role model for their future marriage. Again, all 16 topics had significant differences between groups at the $p = .05$ level. Sub-hypothesis 11 was rejected for these comparisons. On all topics students who had a good role model on which to pattern their future marriage rated the school preparation considerably higher than did those who responded "No" or "Uncertain."

In summary, students who have attended a day academy for three or four years tended to rate their premarital preparation from the school lower than did those who had attended for only one or two years. Students who had attended boarding academy for one or less years tended to rate their preparation lower than those who had attended either two or more years of boarding academy. Students, in general, who sought counsel or who had a faculty/staff member

counsel them, and whose school had resources, tended to rate their preparation higher than did those who did not have these opportunities. A positive role model by a faculty/staff couple also seemed to be an influence on the premarital preparation by the school.

Sub-hypothesis 12: There is no relationship between the church characteristics, and adolescents' perception of the contribution of the church in their preparation.

Table D44 presents the data for this sub-hypothesis and is found in Appendix D. Data representing significant differences between groups are listed below in chronological order. Church characteristics pertain to questions 26 through 33. Church preparation pertains to question 34.

Church characteristics and church preparation (Table D44)

Questions 26A and 26B asked if the adolescent was a member of a denomination, and if so, of what general religious persuasion. In 26A there were four topics with significant differences between groups: Finances in marriage ($p = .026$), Dating/courtship ($p = .036$), Human sexuality ($p = .042$), and Goal setting in marriage ($p = .042$). Sub-hypothesis 12 was rejected for these comparisons. In response to these topics, students who indicated "No" they were not a member of a denomination rated church preparation lower than did those who stated "Yes" or "Uncertain."

Question 26B had seven topics which had significant differences between groups: Finances in marriage ($p = .017$),

Dating/courtship ($p = .028$), Conflict resolution ($p = .027$), Decision making ($p = .020$), In-laws/relatives ($p = .050$), Goal setting in marriage ($p = .025$), and Self-esteem/personal growth ($p = .011$). Sub-hypothesis 12 was rejected for these comparisons. Protestants rated their church preparation higher than Catholics or SDAs. Students who indicated "Other" and SDAs rated their church preparation the lowest.

Question 27 inquired whether adolescents had received premarital instruction in a formal or informal gathering in church. In all 16 topics there were significant differences between groups at the $p = .05$ level. Sub-hypothesis 12 was rejected for these comparisons. Students responding that they had not received such instruction rated church preparation lower than did those who responded "Yes" or "Uncertain." Those who did receive instruction rated their church preparation the highest.

Question 28 pertained to whether or not students had heard sermons about premarital preparation. All 16 topics had significant differences between groups at the $p = .05$ level. Sub-hypothesis 12 was rejected for these comparisons. In every comparison students responding "No," that they had not heard a sermon on premarital preparation, rated their church preparation lower than did those indicating "Yes." Again, students who had heard sermons on premarital preparation rated their church preparation the highest.

Question 29 inquired if there was a structured premarital counseling program in their church. All 16 topics had significant differences between groups at the $p = .05$ level. Sub-hypothesis 12

was rejected for these comparisons. In all relationships students responding "Yes," that their church had a structured program, rated their church preparation higher than did those who responded "No" or "Uncertain."

Question 30 asked the adolescent if his/her church had resources on premarital preparation. All 16 topics had significant differences between groups at the $p = .05$ level. Sub-hypothesis 12 was rejected for these comparisons. As with the other characteristics, students responding "Yes," that there were resources at the church, rated their preparation higher than did those indicating "No" or "Uncertain."

Question 31 asked if there was someone in their church to whom they had turned for counseling regarding premarital preparation. In 14 topics there were significant differences between groups at the $p = .05$ level. Sub-hypothesis 12 was rejected for these comparisons. Two topics, Decision making and Commitment/divorce had non-significant differences between groups and the sub-hypothesis was retained for those comparisons. Adolescents who had sought counsel from a church member rated their preparation higher than did adolescents who indicated "No," that they had not sought counsel.

Question 32 asked if a church or staff member had counseled with the adolescent regarding premarital preparation. All 16 topics had significant differences between groups at the $p = .05$ level. Sub-hypothesis 12 was rejected for these comparisons. Adolescents who responded "Yes" to having had a church or staff member counsel

with them rated their church preparation higher than did adolescents who indicated "No" or "Uncertain."

Question 33 inquired if there was a family or married couple within the church to whom the adolescent looked as a good role model for marriage. Seven topics had significant differences between groups: Religion in the family ($p = .040$), Decision making ($p = .013$), Husband/wife roles ($p = .046$), Goal setting in marriage ($p = .010$), Self-esteem/personal growth ($p = .004$), Family-life activities ($p = .026$), and Commitment/divorce ($p = .009$). Sub-hypothesis 12 was rejected for these comparisons. The greatest differences were indicated by adolescents who did not have a good family or couple role model. These adolescents rated their church preparation considerably lower than did those responding "Yes" or "Uncertain."

Summarizing the comparisons in hypothesis 12, adolescents who were church members tended to rate their premarital preparation higher than did those who were not members of a church. Protestant adolescents tended to rate their preparation higher than did Catholics or SDA adolescents. It appeared that adolescents who had someone in the church to whom they could turn for counsel, and/or who had had a staff or church member counsel with them, rated their church preparation higher. Those who had heard sermons about premarital preparation and who had come from a church with a structured premarital counseling program also rated their church preparation higher than did those who had not had these opportunities. Students who responded that they did not have a

family or couple within their church as a good role model rated their church preparation lower than did those responding "Yes" or "Uncertain" to this question.

CHAPTER V

SUMMARY, CONCLUSIONS, RECOMMENDATIONS

Literature relating to adolescents indicates that many youth are considering alternative life styles rather than traditional Judeo-Christian marriage and family relationships. Because of the continued rate of divorce and internal stress upon family relations, many youth are considering co-habiting life styles. These problems may also confront Seventh-day Adventist youth (Crider & Kistler, 1979; Dudley & Dudley, 1985). This study measures SDA adolescent perceptions of their premarital preparation, and may provide information useful for designing more effective premarital preparation programs.

Summary

The summary of this study is divided into the following sections: (1) purpose, (2) overview of related literature, (3) population and instrumentation, (4) results, and (5) discussion of the findings.

Purpose

The purpose of this study was to describe adolescents' perceptions of premarital preparation within the home, school, and church. This included the analysis of the following: (a) how adolescents perceived that they were prepared on 16 premarital

preparation topics; (b) what adolescents perceived were important topics in which to be prepared for marriage; (c) what premarital preparation adolescents perceived that they had received in the home, school, and church; and (d) who adolescents perceived should be responsible for preparing them in 16 premarital preparation subjects. This study further examined what relationships, if any, existed between items (a) through (d) and included (e) how the personal, home, school, and church characteristics related to the adolescents' perceived premarital preparation within the home, school, and church.

Overview of related literature

Literature and research over the past three decades seem to indicate that adolescents of the 1980s, as those of previous years, continue to face problems and needs associated with emotional distress, early parenthood, and marriage. Berman (1983) stated that "seven million teen-age boys and five million teen-age girls between 13 and 19 are sexually active" (p. 133). He also noted that 96% of adolescent girls who become pregnant choose to keep their babies. As a result of increased data concerning early pregnancies, marriages, divorces, and remarriages of adolescents, researchers have taken a closer look at what changes and needs are occurring during adolescence in the United States.

Programs have been developed for preparing adolescents for marriage and family life. Bagarozzi and Rauen (1981) noted that no empirical data indicated that these programs reduced divorce and separation or prevented unhealthy marriages. Also, no

data were available to indicate whether couples who receive counseling are more successful at marriage than are those who have not received counseling. However, programs for family-life preparation have become more prevalent within the home, school, and church. Many of these programs may be biased, lack pertinent information, or have poorly trained leaders. Christian organizations have prepared programs and literature for presenting Christian values to their young people. However, the conflict of who should provide this education and training is still a vital issue.

There is literature written for the purpose of helping adolescents in the SDA church prepare for marriage and family life. An emphasis has been placed on the home, school, and church to provide this training. However, very little research has been done attempting to assess the effectiveness of premarital preparation within the church.

Population and instrumentation

The population for this study included seniors enrolled in 10 academies in the Lake Union Conference of Seventh-day Adventists. This conference is located geographically within the boundaries of Wisconsin, Illinois, Indiana, and Michigan. Of the 373 seniors enrolled in the academies, 332 answered the questionnaire.

The instrument, The Premarital Preparation Questionnaire, was developed by the researcher and critiqued by adolescents and professionals who work with adolescents. The questionnaire primarily utilized the Likert-type attitude scale along with

subjective questions which provided opportunity for personal comments to be made by the participants. The instrument was given to a pilot group of 24 juniors and seniors for clarification and to determine the time needed for completion. After evaluation of the comments by the pilot group and dissertation committee, minor changes were made.

The instrument consisted of 36 questions comprising the following divisions:

1. Division A - Personal
 - A. Characteristics: Questions 1-6, 9
 - B. Personal Preparation: Question 7
 - C. Topical Preparation: Question 8
2. Division B - Home
 - A. Characteristics: Questions 10-15, 17
 - B. Home Preparation: Question 16
3. Division C - School
 - A. Characteristics: Questions 18-23, 25
 - B. School Preparation: Question 24
4. Division D - Church
 - A. Characteristics: Questions 26-33, 35
 - B. Church Preparation: Question 34
5. Division E - Responsibility
 - A. Who should be responsible: Question 36
 - B. Final question asked for any additional information.

Results

The primary hypothesis of this study was that there is no

relationship between perceived premarital preparation of Seventh-day Adventist adolescents and their perception of how they have been prepared in the home, school, and church. This general hypothesis was divided into 12 sub-hypotheses.

Testing of sub-hypotheses 1, 2, and 4 was done by Pearson product moment coefficient. Testing of sub-hypotheses 3, 5, and 6 was done by chi-square analysis. Sub-hypotheses 7 through 12 were analyzed by analysis of variance.

Twelve hypotheses were tested. A null hypothesis was rejected if more than half of the comparisons were significant. A general summary of the findings of the hypotheses follows in chronological order:

Sub-hypothesis 1 states: "There is no relationship between how adolescents perceive they are prepared in premarital preparation topics, and their perception of what topics are important for premarital preparation." Fourteen of the 16 correlations in sub-hypothesis 1 were significant. Although none of the significant correlations were very high, there appeared to be a relationship between how adolescents perceived they were prepared in premarital preparation, and their perception of what topics are important to premarital preparation.

Sub-hypothesis 2 reads: "There is no relationship between how adolescents perceive they are prepared in premarital preparation topics, and their perception of the contributions of the home, school, and church to their preparation."

Sub-hypothesis 2 was divided into three divisions. They

are: personal preparation and home preparation, personal preparation and school preparation, and personal preparation and church preparation.

For personal preparation and home preparation, all 16 correlations were significant. Although the correlations were not high, there appeared to be a relationship between how adolescents perceived they were personally prepared and their perception of their home preparation.

For personal preparation and school preparation, all 16 correlations were significant. Although the correlations were not high, there appeared to be a relationship between how adolescents perceived they were personally prepared and their perception of their school preparation.

For personal preparation and church preparation, 15 of the 16 correlations were significant. Although the correlations were not high, there appeared to be a relationship between how adolescents perceived they were personally prepared and their perception of their church preparation.

Sub-hypothesis 3 states: "There is no relationship between how adolescents perceive they are prepared in premarital preparation topics, and their perception of who should be most responsible for preparing them in premarital preparation topics."

One of the 16 topics disclosed significant differences between adolescents' responses on who should prepare them and personal preparation. In general, there appeared to be very little relationship between how adolescents perceived they were prepared in

premarital preparation topics and their perception of who should be most responsible for preparing them in premarital preparation topics.

Sub-hypothesis 4 states: "There is no relationship between adolescents' perception of what topics are important for premarital preparation, and their perception of the contribution of the home, school, and church to their preparation."

Sub-hypothesis 4 was divided into three divisions. They are: topical preparation and home preparation, topical preparation and school preparation, and topical preparation and church preparation.

For topical preparation and home preparation, 12 of the 16 correlations were significant. Although there were no high correlations, there appeared to be a relationship between how important adolescents perceive topics are to premarital preparation and their perception of their home preparation on the same topics.

For topical preparation and school preparation, 12 of the 16 correlations were significant. Although there were no high correlations, there appeared to be a relationship between how important adolescents perceive topics are to premarital preparation and their perception of their school preparation on the same topics.

For topical preparation and church preparation, 12 of the 16 correlations were significant. Although there were no high correlations, there appeared to be a relationship between how important adolescents perceive topics are to premarital preparation and their perception of their church preparation on the same topics.

Sub-hypothesis 5 states: "There is no relationship between adolescents' perception of what topics are important for premarital preparation, and their perception of who should be most responsible for preparing them in premarital preparation topics."

Four of the 16 topics had significant differences between adolescents' responses on who should be responsible for premarital preparation and topical preparation. There appeared to be very little relationship between adolescents' perception of how important topics are to premarital preparation and who should be responsible for that preparation.

Sub-hypothesis 6 states: "There is no relationship between adolescents' perception of the contribution of the home, school, and church in their preparation, and their perception of who should be most responsible for preparing them on premarital preparation topics."

Sub-hypothesis 6 was divided into three divisions. They are: Home preparation and who is responsible for preparation, school preparation and who is responsible for preparation, and church preparation and who is responsible for preparation.

For home preparation and who is responsible for preparation, 4 of the 16 topics had significant differences between adolescents' responses on who should be responsible for preparation and home preparation. There appeared to be little relationship between how adolescents perceived their home had prepared them and who they felt should be most responsible for that preparation.

For school preparation and who is responsible for

preparation, none of the 16 topics had significant differences between adolescents' responses on who should prepare them and school preparation. There appeared to be no relationship between how adolescents perceived they were prepared by the school and who they felt should be most responsible for that preparation.

For church preparation and who is responsible for preparation, 7 of the 16 topics had significant differences between adolescents' responses on who should prepare them and church preparation. There appeared to be a slight relationship between how adolescents perceived they were prepared by the church and who they felt should be most responsible for that preparation.

Sub-hypothesis 7 states: "There is no relationship between personal, home, school, and church characteristics, and how adolescents perceive they are prepared in premarital preparation topics."

Sub-hypothesis 7 was divided into four divisions. They are: personal characteristics and personal preparation, home characteristics and personal preparation, school characteristics and personal preparation, and church characteristics and personal preparation.

For the seven questions comparing personal characteristics with personal preparation, five of the questions had less than 8 of the 16 topics with significant differences between responses for personal characteristics and personal preparation. On question 5, which pertained to adults counseling with adolescents about premarital preparation, there were significant differences between

responses on 9 of the 16 topics. Question 9, which asked students if they were ready for marriage, had significant differences between responses on 9 of the 16 topics. In general, there appeared to be little relationship between personal characteristics and how adolescents perceived they were prepared in premarital preparation topics.

For the six questions comparing home characteristics with personal preparation, five of the questions had less than 8 of the 16 topics with significant differences between responses for home characteristics and personal preparation. Question 14, which asked if the adolescent's parents had talked with him/her about premarital preparation, had significant differences between responses on 8 of the 16 topics. In general, there appeared to be little relationship between home characteristics and how adolescents perceived they were prepared by the home in premarital preparation topics.

For the six questions comparing school characteristics with personal preparation, all six questions had less than 8 of the 16 topics with significant differences between responses for school characteristics and personal preparation. There appeared to be very little relationship between school characteristics and how adolescents perceived they were prepared by the school in premarital preparation topics.

For the eight questions comparing church characteristics with personal preparation, seven of the questions had less than 8 of the 16 topics with significant differences between responses for church characteristics and personal preparation. Question 32, which

asked if a church or staff member had counseled with the adolescent about premarital preparation, had significant differences between responses on eight of the 16 topics. In general, there appeared to be little relationship between church characteristics and how adolescents perceived they were prepared by the church in premarital preparation topics.

Sub-hypothesis 8 states: "There is no relationship between personal, home, school, and church characteristics and adolescents' perception of what topics are important for premarital preparation."

Sub-hypothesis 8 was divided into four divisions. They are: personal characteristics and topical preparation, home characteristics and topical preparation, school characteristics and topical preparation, and church characteristics and topical preparation.

For the seven questions comparing personal characteristics with topical preparation, six of the questions had less than 8 of the 16 topics with significant differences between responses for personal characteristics and topical preparation. Question 5, which pertained to adults counseling with adolescents concerning premarital preparation, had significant differences between responses on 13 of the 16 topics. In general, there appeared to be little relationship between personal characteristics and how important adolescents perceived topics to be for premarital preparation.

For the six questions comparing home characteristics with topical preparation, all six questions had less than 8 of the 16

topics with significant differences for home characteristics and topical preparation. There appeared to be very little relationship between home characteristics and how important adolescents perceived topics to be for premarital preparation.

For the six questions comparing school characteristics with topical preparation, four of the questions had less than 8 of the 16 topics with significant differences between responses for school characteristics and topical preparation. Question 22, which pertained to faculty/staff members counseling with the adolescents about premarital preparation, had significant differences between responses on 12 of the 16 topics. Question 23, which asked if the adolescent had a faculty/staff married couple to whom they looked as a good role model, had significant differences between responses on 8 of the 16 topics. There appears to be little relationship between school characteristics and how important adolescents perceived topics to be for premarital preparation.

For the eight questions comparing church characteristics with topical preparation, seven of the questions had less than 8 of the 16 topics with significant differences between responses for church characteristics and topical preparation. Question 26 asked if the adolescent was a member of a religious denomination and, if so, what general religious persuasion. There were significant differences between responses for different religious persuasions on 7 of the 16 topics. In general, there appeared to be very little relationship between church characteristics and how important adolescents perceived topics to be for premarital preparation.

Sub-hypothesis 9 states: "There is no relationship between personal characteristics and adolescents' perception of the contributions of the home, school, and church."

Sub-hypothesis 9 was divided into three divisions. They are: personal characteristics and home preparation, personal characteristics and school preparation, and personal characteristics and church preparation.

For the six questions comparing personal characteristics with home preparation, all six questions had less than 8 of the 16 topics with significant differences between responses for personal characteristics and home preparation. There appeared to be very little relationship between personal characteristics and how adolescents perceived they were prepared in premarital preparation topics.

For the six questions comparing personal characteristics with school preparation, three of the questions had less than 8 of the 16 topics with significant differences between responses for personal characteristics and school preparation. Question 1, which asked the adolescents to identify their sex, had significant differences between males and females on 8 of the 16 topics. Question 3, which asked if the adolescent had sought personal counseling regarding premarital preparation, had significant differences between responses on 8 of the 16 topics. Question 6, which inquired if the adolescent had a married couple to whom they looked for a good role model, had significant differences on 12 of the 16 topics. There appeared to be a relationship between personal

characteristics and how adolescents perceived they were prepared by the school in premarital preparation topics.

For the six questions comparing personal characteristics with church preparation, all six questions had less than 8 of the 16 topics with significant differences between responses for personal characteristics and church preparation. There appeared to be very little relationship between personal characteristics and how adolescents perceived they were prepared by the church in premarital preparation topics.

Sub-hypothesis 10 states: "There is no relationship between the home characteristics and adolescents' perception of the contribution of the home in their preparation."

For the six questions comparing home characteristics with home preparation, five of the questions had more than 8 of the 16 topics with significant differences between responses for home characteristics and home preparation. Question 10, which asked in what type of family the adolescent lived when at home, had significant differences on 8 of the 16 topics. Question 12, which asked if there was someone in the adolescents' home to whom they turned for counsel regarding premarital preparation, had significant differences between 14 of the 16 topics. Question 13 pertained to the parents' marriage being a good role model. It had significant differences between responses on all 16 topics. Question 14, which asked if either parent had talked with the adolescent about premarital preparation, had significant differences between responses on 15 of the 16 topics. Question 15, which asked if the

adolescents' parents had recommended resources for premarital preparation, had significant differences between responses on 11 of the 16 topics. There appeared to be a relationship between home characteristics and how adolescents perceived they were prepared by the home in premarital preparation topics.

Sub-hypothesis 11 states: "There is no relationship between the school characteristics and adolescents' perception of the contribution of the school in their preparation."

For the six questions comparing school characteristics with school preparation, five questions had more than 8 of the 16 topics with significant differences between responses for school characteristics and school preparation. Question 18 was divided into three categories according to the different types of schools the adolescent might have attended. There were significant differences between years of attendance for adolescents who attended an SDA day academy on 10 of the 16 topics. There were significant differences between years in attendance for adolescents who attended an SDA boarding academy on 12 of the 16 topics. Question 21, which asked if adolescents had sought counseling at school regarding premarital preparation, had significant differences between responses on all 16 topics. Question 22, which asked if a faculty/staff member had counseled with the adolescent about premarital preparation, had significant differences between responses on all 16 topics. Question 23, which inquired if the adolescent had a faculty/staff married couple to whom they looked as a good role model, had significant differences between responses on

all 16 topics. There appeared to be a relationship between school characteristics and how adolescents perceived they were prepared by the school in premarital preparation topics.

Sub-hypothesis 12 states: "There is no relationship between the church characteristics and adolescents' perception of the contribution of the church in their preparation."

For the eight questions comparing church characteristics with church preparation, six of the questions had more than 8 of the 16 topics with significant differences between responses for church characteristics and church preparation. Question 27, which inquired whether the adolescent had received premarital preparation in an informal or formal gathering in the church, had significant differences between responses on all 16 topics. Question 28, which asked if the students had heard any sermons about premarital preparation, had significant differences between responses on all 16 topics. Question 29, which inquired if there was a structured premarital counseling program in their church, had significant differences between responses on all 16 topics. Question 30, which asked the adolescent if his/her church had resources on premarital preparation, had significant differences between responses on all 16 topics. Question 31 asked the adolescents if there was someone in their church to whom they turned for counsel regarding premarital preparation. It had significant differences between responses on all 16 topics. There appeared to be a relationship between church characteristics and how adolescents perceived they were prepared by the church in premarital preparation topics.

Discussion of the findings

Adolescents responding to this study generally felt their personal preparation for the 16 premarital topics was adequate to good, and that the topics were also very important for marriage preparation. However, nearly 7 out of 10 (69.91%) of the adolescents indicated they were not ready for marriage. An explanation for this apparent discrepancy may be that adolescents appear to have a theoretical understanding of the premarital preparation topics, yet feel that they lack the practical skills necessary for marriage. This explanation is based on the personal comments of the adolescents, who expressed concerns related to having a vocation, finishing their education, developing financial independence, and possessing the necessary social skills. About three out of five of the adolescents (61.89%) plan to wait five or more years before they marry or until they have finished college. Approximately a third (31.40%) plan to wait at least two to four years before marrying.

About two-thirds (67.67%) of the adolescents lived with their biological parents. However, not all the adolescents came from a positive home environment. More than half of the adolescents were uncertain or did not feel their parents' marriage was a good role model (18.43% and 40.48% respectively). Comments of the adolescents revealed mixed feelings about positive and negative aspects of their home life. Yet the mean ratings of adolescents in this study indicated that their home preparation tended to be higher than adequate. A plausible explanation for these discrepancies

might be in the perception of how adolescents perceive that they were prepared by the home. The home environment, whether good or bad, appears to be related to how an adolescent perceives he/she is personally prepared. Although adolescents may feel unsure of their parents' marriage being a good role model, half of the adolescents had talks with one of their parents (54.82%) and/or had counseled with someone in their family about premarital preparation (51.66%).

Adolescents also tended to feel adequately prepared by the school and church. Yet the means for church preparation, generally, were lower than those of home or school preparation. The data also revealed that personal preparation was more closely correlated with home and school preparation than church preparation. Possible explanations for these findings might be related to two factors. The first factor and, perhaps the primary one, is the amount of time adolescents have spent in the home and school environment versus the church environment. The second factor is that adults are more readily available for counseling in the home and the school than they are in the church.

The findings seem to indicate that topical preparation was more closely correlated with school preparation than home and church preparation. A possible explanation is that four out of five (83.73%) of the adolescents had had a special class at school related to premarital preparation. Nearly the same proportion (79.82%) stated that the schools had premarital preparation resources.

The lower correlations between topical preparation and home

and church preparation may be related to the lack of resources and time spent on premarital preparation in the home and church. For example, about 7 out of 10 adolescents stated they were unsure (18.43%) or did not have someone in their home to whom they might turn for counsel regarding premarital preparation (51.66%). Nearly three-fourths (73.80%) of the adolescents indicated that their parents had not recommended resources for premarital preparation.

Findings related to the church revealed that approximately three-fourths of the adolescents were unsure (6.73%) or had not received any formal or informal instruction from the church regarding premarital preparation (68.50%). Nearly the same proportion of the adolescents indicated they were uncertain (48.01%) or did not have premarital preparation resources in their church (27.52%). Perhaps the availability of information and the significant time spent directly related to premarital preparation topics played an important part in the higher correlations between topical preparation and school preparation.

There appeared to be little relationship between personal and topical preparation and who should be most responsible for preparation. Also there appeared to be little relationship between home, school, and church preparation and who should be most responsible for preparation. The relatively few significant differences between these relationships may be associated with the nature of the wording of question 36 relative to who should be most responsible for that preparation. Students were asked to select one of the five possible choices with the last choice being "other."

The pilot study and critics of the questionnaire revealed the question to be understandable and acceptable. However, comments by several of the adolescents and written statements to the response of "other" seem to indicate that many adolescents feel no one institution should be most responsible for the preparation. The question may have provided more informative data if the students responded to the degree of responsibility for each choice. However, findings relating to question 36 did provide insight into who adolescents perceived should be most responsible for their preparation. Adolescents in this population indicated that generally home should be most responsible for preparing them. This was followed by self, the school, and their church in that order.

Closer observation of the data seems to indicate that students associated certain topics with an institution. For example, although the school in general ranked third to home and self, over one-third (37.19%) of the students felt the school should prepare them in finances. A possible explanation of this ranking may be that adolescents feel the home should be their primary educator in financial matters. Secondly, they may feel personally responsible for their own finances. However, it also appears that some students feel formal classes in family finances are the best preparation for becoming financially competent.

Although nearly half (47.02%) of the students indicated the home should be first in preparing them for Religion in the family, approximately one-third (30.41%) of them indicated the church should be primarily responsible. Although the data provided no information

related to adolescents' religious training, the environment in which they received this training may have influenced their selection of who should be responsible. With more than 9 out of 10 (94.51%) of the adolescents belonging to a religious denomination, it may be that many of them came from religiously oriented families. Perhaps home was indicated first because of the religious home environment. The church may have been indicated by many of the adolescents because of lack of training within the home or the association of religious instruction and the church. It was noted that all students had attended one to four years of parochial school. The tendency of the adolescents not to select the school may be related to the formal and structured religious training found there.

There appeared to be few significant relationships between personal and topical preparation and individual characteristics of self, home, school, and church. Where there were significant differences between responses to the questions, adolescents responding in the affirmative generally indicated better preparation and rated the topics of greater importance. The data also indicated that females generally felt better prepared and tended to rate topics of greater importance than males. Carlson (1979) indicated that primary social influences on girls were involvement in school and living with their parents. Perhaps female adolescents are more oriented toward family life than are male adolescents. Family-life and parenting preparation within the home, school, and church may still possess strong sex role biases (Reiner & Edwards, 1974; Honig, 1978; and Force, 1970).

Statistically there appeared to be little relationship between personal characteristics and how adolescents perceived they were prepared by the home, school, and church. Where there were significant differences between adolescent responses to personal characteristics, those answering in the affirmative tended to rate their home, school, and church preparation higher. Those responding "No" or "Uncertain" to the question tended to rate their home, school, and church preparation lower. Adolescents who had resources available, access to counseling, and a good role model for marriage, tended also to rate their home, school, and church preparation higher. It must be kept in mind that this generalization applied to those few topics where there were significant differences between responses.

There appeared to be significant differences in how adolescents responded to home characteristics when compared with home preparation. The responses of the adolescents to home characteristics revealed that the home environment for many of the adolescents may not have been conducive to positive premarital preparation. Nearly one-third of the adolescents surveyed did not live with their biological parents when at home. More than two out of five adolescents (42.60%) said there was someone in their home to whom they could turn for counsel regarding premarital preparation. Less than half (41.09%) of the adolescents indicated that their parents' marriages were good role models. Fewer than one out of four adolescents (22.89%) stated their parents had recommended resources for marriage preparation. However, on the

questions where there were significant differences between responses, a positive home environment seemed to have influenced how adolescents perceived home preparation. Adolescents who lived with their biological parents tended to rate their home preparation higher than did those who lived in other types of family units. Adolescents who had talked with someone in their home or whose parents had counseled with them tended to rate home preparation higher than did those who did not have these opportunities. Furthermore, adolescents who felt their parents' marriage was a good role model and whose parents had recommended resources tended to rate home preparation higher than did those who had negative role models.

There appeared to be significant differences between how adolescents responded to questions related to school characteristics and how they perceived that they were prepared by the school. Comparisons of school characteristics and school preparation revealed differences between years of attendance. Adolescents who attended an SDA day academy three or four years, tended to rate their school preparation lower than did those who only attended one or two years. The data provided no indication as to the reasons for the significant differences between adolescents who attended a day academy three or four years and those who attended only one or two years. Also the statistical findings did not reveal why there were significant differences among the adolescents who attended boarding school for one or less years who rated their preparation lower than did those who attended two or more years. A possible explanation of

these differences may be attributed to the personal experiences of the adolescents.

Comments to question 25 relating to how they felt the school had prepared them revealed that many of the adolescents had mixed feelings about their education. Factors they cited that might have influenced their preparation related to what subjects were discussed and how it was presented. Other adolescents commented on the negative or positive qualifications of their teachers. Some of the statements indicated a concern for earlier education for premarital preparation. It should be noted that approximately three out of four (72.59%) of the adolescents had not sought counsel regarding premarital preparation. More than half (54.21%) of the adolescents stated they were uncertain or did not have a good marital role model at their school. These good and bad experiences may have been contributing factors to the significant differences existing between the number of years in attendance.

On topics where there were significant differences between student responses, the school environment seemed to have influenced their perception of the premarital preparation by the school. For example, adolescents who had special classes and knew their school had resources available related to premarital preparation tended to rate school preparation higher than did those who did not have these instructional resources. Students who had sought advice or had a school faculty or staff member counsel with them about premarital preparation, rated school preparation higher than did those who did not avail themselves of these opportunities. Adolescents who had

observed a good marital role model while at school also tended to rate their school preparation higher.

There appeared to be significant differences between how adolescents responded to questions related to church characteristics and how they perceived they were prepared by the church. Church characteristics and church preparation revealed that few adolescents were receiving premarital preparation. Perhaps either they do not know or were unaware of the ministry of the church in premarital preparation.

Three out of four (75.23%) of the adolescents were uncertain or had not received any premarital preparation instruction in an informal or formal gathering in church. About the same proportion (75.23%) did not know or were uncertain whether their church had a structured premarital counseling program. Less than one-fourth (24.46%) indicated their church had resources available to them regarding premarital preparation. Four out of five adolescents did not seek counsel (81.55%) and/or have a church/staff member counsel with them regarding premarital preparation (82.87%). However, more than half (52.60%) of the adolescents stated that in their church they had a good role model for their marriage. Approximately two-thirds (57.58%) of the adolescents had heard a sermon dealing with some aspect of premarital preparation.

Sawin (1981) reported that the amount of interest for family life in the church reflected the clergy's interest in it. Ipes (1983) found in his study that SDA clergy had little training in premarital counseling. Very few had any structured programs or felt

comfortable doing premarital counseling. However, on questions where there were significant differences between responses, adolescents who answered in the affirmative tended to feel they were better prepared by the church than did those responding "No" or "Uncertain." For example, adolescents who had someone to whom they turned for counsel or had a church/staff member counsel with them tended to rate their preparation higher than did those who did not have these opportunities.

Adolescents who had heard sermons about premarital preparation or where the church had a structured premarital counseling program, tended to rate their preparation by the church higher than did those responding "No" or who were uncertain. Also, adolescents whose church had resources available and who observed a good role model at church tended to rate church preparation higher. It would appear that where there were significant differences in responses, the church environment seemed to have influenced adolescents' perceptions of their premarital preparation by the church.

In summary, the data seemed to indicate that how adolescents perceived they were prepared in premarital preparation topics may be an indication of how important they felt the topics were to their premarital preparation. Furthermore, there appeared to be a relationship between how adolescents perceived they were personally prepared in premarital preparation topics and how they rated their preparation by the home, school, and church on the same topics. There also appeared to be a relationship between the importance

adolescents placed on premarital preparation topics and how they rated their preparation by the home and school. The data also seemed to indicate that access to premarital counseling, resources, instruction, and a good role model might have been positive factors that influenced adolescents' perception of their preparation by the home, school, and church. On the contrary, the lack or absence of these factors seem to be related to a lower rating of the preparation by the home, school, and church.

Conclusions

From the findings of this study concerning adolescents' perception of their premarital preparation by the home, school, and church, the following conclusions were drawn:

1. Adolescents generally perceived they had good-to-adequate preparation in the 16 premarital preparation topics.
2. Adolescents generally perceived the 16 premarital preparation topics to be very important.
3. Adolescents generally perceived their home preparation on the 16 premarital preparation topics to be adequate.
4. Adolescents generally perceived their school preparation on the 16 premarital preparation topics to be adequate.
5. Adolescents generally perceived their church preparation on the 16 premarital preparation topics to be poor.
6. Adolescents primarily felt the home should be most responsible for preparing them for marriage. Self was indicated second, followed by the school and then the church.

7. There appeared to be a relationship between how adolescents perceived they were prepared in premarital preparation topics, and their perception of what topics were important for premarital preparation.

8. There appeared to be a relationship between how adolescents perceived they were prepared in premarital preparation topics, and their perception of the contribution of the home, school, and church to their preparation.

9. There appeared to be very little relationship between how adolescents perceived they were prepared in premarital preparation topics and their perception of who should be most responsible for preparing them in premarital preparation topics.

10. There appeared to be a relationship between adolescents' perception of what topics were important for premarital preparation, and their perception of the contribution of the home and school but not with the contribution of the church.

11. There appeared to be very little relationship between adolescents' perception of which topics are important for premarital preparation, and their perception of who should be most responsible for preparing them in premarital preparation topics.

12. There appeared to be very little relationship between adolescents' perception of the contribution of the home, school, and church in their preparation, and their perception of who should be most responsible for preparing them in premarital preparation topics.

13. There appeared to be little relationship between

personal, home, school, and church characteristics, and how adolescents perceived they were prepared in premarital preparation topics.

14. There appeared to be little relationship between personal, home, school, and church characteristics, and adolescents' perception of what topics are important to premarital preparation.

15. There appeared to be very little relationship between personal characteristics, and adolescents' perception of the contribution of the home, school, and church to their preparation.

16. There appeared to be a relationship between the home characteristics, and adolescents' perception of the contribution of the home to their preparation.

17. There appeared to be a relationship between the school characteristics, and adolescents' perception of the contribution of the school to their preparation.

18. There appeared to be a relationship between the church characteristics, and adolescents' perception of the contribution of the church to their preparation.

Recommendations

The recommendations of this study are divided into the following sections: (1) nonstatistical implications, and (2) implications for further research.

Nonstatistical implications

It was assumed that adolescents would report their observations honestly and accurately if they felt they were free

from reprisals and if the significance of the study was conveyed to them. This assumption seemed to be upheld by both the statistical data and the personal and frank comments written by the adolescents concerning their premarital preparation. Although space would not permit all the comments to be entered in this study, samples have been given in Appendix C. The nonstatistical implications found within these comments provide further descriptive information.

As previously mentioned in the discussion of the findings, adolescents' perception of their personal preparation was better than adequate. Responses of the adolescents to being ready for marriage indicated that approximately 7 out of 10 (69.91%) felt they were not ready for marriage. Many of the comments revealed that these adolescents often felt personally ready for marriage but were still questioning their maturity and ability to handle the responsibilities of marriage. Several expressed fear of marrying the wrong person or not having enough money. Many expressed a need for more education and were looking toward college or vocational training. As mentioned, the personal needs of the adolescents seem to make earlier marriage a less likelihood. However, the literature seems to indicate that stress within the home environment may precipitate early marriage (Burchinal, 1960; Reiner & Edwards, 1974; and Shivanandan, 1978). Nearly one-third (32.32%) of the adolescents in this study were not living with their biological parents when at home. Of those whose parents were not living together, 81% were separated or divorced. Approximately three out of five (58.91%) of the adolescents were uncertain or responded "No"

to their parents' marriage being a good role model. Some of the adolescents who feel prepared for marriage and have continued conflict within the home environment, may marry early.

In question 12, relating to adolescents having someone at home to whom they could turn for counsel, more than half (51.66%) of the students said they had not turned to anyone. Approximately half of the students who commented on question 12 had negative statements about the home and their inability to talk with one or both parents. This inability to talk about premarital preparation may be due to the lack of knowledge on the part of the parents or the inability of adolescents to express their needs. Comments to question 17 revealed many fears adolescents had about their future marriage as a result of observing their parents' marriage. Over one-third of adolescents who commented, talked about problems their parents had with communication, finances, family worship, discipline, sexuality, and religious differences. Lewis and Lewis (1982) and Short (1984) reported that often there is a fear and lack of discussion by parents with their children about premarital preparation topics. Reiner and Edwards (1974) found adolescents with similar home problems seemed to attract each other. Rolfe (1976) found that adolescents who married early, among other problems, often had inadequate communication patterns. Comparisons between studies should be made with caution, even though findings may reflect similar patterns or trends. Dudley and Dudley (1985) stated that the typical SDA family's standards on marriage, family, and social purity were in real danger. Crider and Kistler (1979) indicated it

would be unrealistic to think the Seventh-day Adventist home could escape the forces of change placed upon it by present-day American society. With both the number of adolescents expressing they had not sought counsel at home, and the large percentage expressing difficulty in communicating with their parents, it appears that many adolescents in this study may be confronted with similar difficulties at home.

The comments to question 25 related to premarital preparation by the school seemed to vary with each student's response about the teacher and subject material. Students commented positively about Bible classes having premarital preparation material and films. Other positive comments mentioned mock weddings and having class assignments that dealt with real problems related to marriage. Students commented negatively about teachers not knowing the subject material, subjects not discussed adequately, and the lack of opportunities to socialize with the opposite sex. A number of positive suggestions were made by the students. Several students cited the need for premarital preparation classes to start in the freshman and sophomore years. Suggestions were by some of the students that it would be more helpful for the material to be spread out over the four years rather than having it all during the senior year. Others indicated that classes ought to be required. The topics of socialization among students, school requirements, and faculty attitudes were mentioned as problems in SDA schools. Topics mentioned as being over-emphasized included sexuality, religious problems, and the need for a Christian (SDA) partner. Topics

adolescents mentioned as needing more emphasis included finances, marriage without children, communication, conflict resolution, and practical applications to real problems. It was mentioned several times that there was a need for teachers and counselors trained in premarital preparation.

Although more than four out of five (83.73%) of the students had classes on marriage and family preparation, there appeared to be some question as to what is actually being taught. Kaercher (1981), Patterson and Defrain (1981), and Shonick (1975) have raised questions regarding what the schools are teaching concerning marriage and family life. Dudley and Dudley (1985) expressed "disappointment" concerning adolescents, "that years in Adventist schools failed to make any real difference in value attitudes" (p. 6). Flowers and Flowers (1984), and Mazat (1984) have expressed the need for earlier family-life education. The concerns and suggestions expressed by adolescents in this study and those elaborated by other researchers seem to imply a strong need to explore the issue of what is being taught within the school regarding marriage and family life.

Perhaps the most critical and negative comments were those in response to church preparation. Approximately 70% of the adolescents who responded to question 35 made generalizations pertaining to the church not doing much for them regarding premarital preparation. Yet many of the adolescents commented that they would like the church to do more. Adolescents noted that the church provided religious training but little help anywhere else.

Several positive suggestions included programs designed for teenagers and sermons on the practical issues involved in family life. Other suggestions included the need for trained counselors or teachers in premarital preparation, and the need to know what resources are available.

The overwhelming indication for church preparation was that adolescents want the church to do more for them. Many expressed the feeling of being left out when facing real decisions. Perhaps the church provides a unique learning opportunity for adolescents, free of conflicts within many of the homes and the rigid structure associated with school. Studies have indicated the important role churches have played in the education and support of family-life education (de Lissovoy, 1973, 1975; Ipes, 1983; and Shonick, 1975). However, researchers have also identified problems associated with some church programs, such as poorly trained clergy, unstructured programs, and lack of professionalism (Ipes, 1983; Mace, 1978; and Shonick, 1975). Sawin (1981) believes the church is the logical place to deal with family issues. She stated that few agencies or institutions have contact with the entire family over the period of time as does the church. Another researcher (de Lissovoy, 1973) noted that it was to the church that adolescents who married early turned for acceptance and continued support in the face of lost identities.

The findings of this study seem to support the important role of the church in the premarital preparation of adolescents. More adolescents in this study indicated they had observed a good

role model for their marriage within the church (52.60%) than in the home (41.09%) or school (45.78%). In response to the questions related to church characteristics, adolescents who responded in the affirmative generally tended to rate their church preparation higher than did those who responded "Uncertain" or "No." It would appear that the church could be an important influence on the premarital preparation of adolescents.

Implications for further research

This study attempted to determine how adolescents perceived they were prepared in premarital preparation. However, the findings were limited to adolescents attending academies in the Lake Union Conference of Seventh-day Adventists. The conclusions made apply only to a small population, although the students represented many cultures and ethnic backgrounds.

In the discussion of the findings and non-statistical implications, questions were asked concerning specific issues that additional research might address. The adolescents' perception of premarital preparation raises a number of questions related to the SDA church and society in general. The following recommendations for further studies are offered:

1. A study utilizing a larger sample drawn from adolescents throughout North America might help determine if the perceptions of this population represent those in the U.S.
2. A cross-generational study related to how individuals perceived they were prepared and the importance of topics to their

preparation may provide information relative to when information should be presented to adolescents.

3. A study of the premarital preparation instructional techniques of parents, faculty, and ministerial staff, along with how they are received by adolescents may provide data for the development of training and instructional programs for premarital preparation of adolescents.

4. The development of premarital preparation instruments which would convey specific needs and expectations of adolescents would aid adults in the guidance and education of adolescents.

5. A comparative study of premarital preparation of adolescents who are SDA's and those who belong to other denominations may provide additional insights into the uniqueness and similarities of adolescents preparing for marriage and family life.

Summary

This study presents further research concerning premarital and family life preparation of adolescents. It provides data concerning the relationships of how adolescents perceived they were prepared and their perception of their premarital preparation by the home, school, and church. The findings and conclusions pertain specifically to adolescents who were seniors attending academies in the Lake Union Conference of Seventh-day Adventists. Generalizations from this study for comparisons with other adolescents should be made with caution.

It was indicated that in general there exists a relationship

between adolescents' perception of their premarital preparation and their perception of the contribution of the home, school, and church to their preparation. Adolescents appear to be interested in premarital preparation and were concerned about having successful marital and family relationships.

APPENDIX A

CORRESPONDENCE

RESEARCH APPROVAL FORM

<p>Guideline Steps Completed 1-4</p>	<p><u>Ernest J. Stevens, Jr.</u> has satisfactorily defined his/her research problem, justified the research, and given evidence of having completed a reasonably thorough literature review on this subject and has presented an acceptable outline of his/her research proposal.</p> <p><u>Merrilee H. Enns</u> 1-18-85 (Advisor) (Date)</p> <p><u>TOPIC: PREMARITAL PREPARATION WITHIN THE HOME, SCHOOL, AND CHURCH AS PERCEIVED BY ADOLESCENTS IN THE LAKE UNION CONFERENCE OF SEVENTH-DAY</u></p>
<p>5-7</p>	<p>ADVENTISTS The plan for testing the research hypothesis is satisfactory. The instrument(s) for collecting the data is appropriate and the statistical design for the data is acceptable.</p> <p><u>Merrilee H. Enns</u> 1-18-85 (Advisor) (Date)</p> <p><u>James Thompson</u> 1/22/85 (Departmental Research Coordinator) (Date)</p>
<p>3-10</p>	<p>The research procedures and schedule are satisfactory and the research project is planned in harmony with the published ethical standards.</p> <p><u>Merrilee H. Enns</u> 1-18-85 (Advisor) (Date)</p> <p><u>James Thompson</u> 1/22/85 (Departmental Research Coordinator) (Date)</p> <p>The proposed data collecting system is well adapted for computer analysis.</p> <p><u>James Thompson</u> 1/22/85 (Departmental Research Coordinator) (Date)</p>

11 If this research is to be conducted in an academy or conference within the Lake Union, the research topic and instrument require the approval of the Lake Union Principals Council or the Lake Union Superintendents Council.

Approved W. H. Thomsen January 22, 1985
(Lake Union Principals Council Chmn. (Date)

James Thompson
(Lake Union Superintendents Council Chmn. (Date)

Lake Union Conference senior academies
Schools open for this study

Lake Union
Conference of
**Seventh-day
Adventists**

January 23, 1985

Mr. Ernie Stevens
c/o Elder Charles Case
Lake Union Conference Office

Dear Ernie:

We are very pleased to be able to inform you that the Educational Management Team of the Lake Union Conference has approved your research request. Please feel free to contact the academy principals to arrange time for you to meet with their seniors.

Enclosed is a signed copy of your Research Approval Form.

Most sincerely,



W. E. Minder
Director
OFFICE OF EDUCATION

la

Box C
Berrien Springs, Michigan 49103
(616) 473-4541

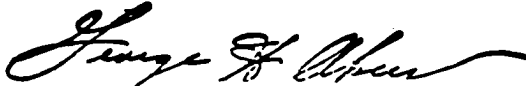
April 19, 1985

Dear

Ernest J. Stevens, Jr. is a doctoral student at Andrews University. His dissertation topic is "Premarital Preparation within the Home, School, and Church as Perceived by Adolescents in the Lake Union Conference of Seventh-day Adventists."

He wishes permission to survey the seniors currently enrolled at your academy. He plans for this procedure to take a forty minute class period or time arranged that would best meet your schedule. Any courtesies you might extend to him would be appreciated.

Sincerely,

A handwritten signature in cursive script, appearing to read "George H. Akers".

George H. Akers, Dean
School of Education

April 27, 1965

Dear

In regards to my phone call on April 22, I want to thank you for providing me the opportunity to visit your campus and collect data for my dissertation. With your interest and support, I feel confident that not only will this study provide valuable information for the training of our young people, but that it will also be a positive learning experience for them.

Being aware of the value of your time, I have taken the opportunity to outline an approach that will facilitate the minimum use of time with maximum efficiency.

1. Your task:

- A. Select a faculty member to work with me.
- B. Inform the faculty liaison person of the study and that I will be contacting him/her by phone in the near future.
- C. Give letter containing the Questionnaire Procedures to the faculty liaison person.
- D. Inform faculty of the study and the purpose of my visit.

2. Faculty liaison person:

- A. Establish date, time, and place for administration of the questionnaire when all seniors will be present.
- B. Assist me in administering the questionnaire.

Enclosed you will find a letter of introduction from the Dean of the School of Education, the sheet of signatures of those governing this study, letter of approval from the Director of Education - Lake Union Conference, and a brief information sheet for the faculty liaison.

Again, thank you for your assistance. If you have any questions, or if I can be of service to you while on your campus, please feel free to call me.

Sincerely,

Ernest J. Stevens, Jr.

encl: (4)

PREMARITAL PREPARATION WITHIN THE HOME, SCHOOL, AND
CHURCH AS PERCEIVED BY ADOLESCENTS IN THE LAKE
UNION CONFERENCE OF SEVENTH-DAY ADVENTISTS

Purpose of the Study

The purpose of the study is to describe adolescents' attitudes toward and preparation for marriage, and their perception of premarital preparation within the home, school, and church. This will include analysis of the following: (a) how adolescents perceive they are prepared in premarital preparation topics; (b) what adolescents perceive are important topics in which to be prepared for marriage by premarital preparation; (c) what premarital preparation adolescents perceive they have received in the home, school, and church; and (d) who adolescents perceive should be responsible for preparing them in premarital preparation subjects. This study will further examine the relationships, if any, that exist between items a through d and include (e) how the personal, home, school, and church characteristics relate to the adolescents' perceived premarital preparation within the home, school, and church.

To Faculty liaison:

Thank you for accepting the responsibility of helping me administer my dissertation questionnaire to the seniors in your academy. Your principal has notified me that you have accepted this responsibility. I will be contacting you by phone regarding the final details. These are the arrangements I will appreciate your making:

QUESTIONNAIRE PROCEDURES

Information for the administration of the Premarital Preparation Questionnaire is as follows:

WHO: ALL SENIORS CURRENTLY ENROLLED

WHEN: APRIL/MAY 1985

WHERE: CLASSROOM OR CHAPEL

TIME: ARRANGED - PREFERRED TIME IS ONE CLASS PERIOD. MOST STUDENTS TAKE 30 MINUTES. I WILL GLADLY WORK WITH YOU ON ANY TIME SCHEDULE.

TOOLS: ALL MATERIALS ARE PROVIDED

PROCTOR: ERNEST J. STEVENS, JR.

All information is held in strict confidence. No name or identification is required. If you have any questions please contact:

Ernest J. Stevens, Jr.
25 Walnut #C
Berrien Springs, MI 49103
(616) 471-5750

APPENDIX B

QUESTIONNAIRE

PREMARITAL PREPARATION QUESTIONNAIRE

Prepared by Ernest J. Stevens, Jr.

Introduction

The purpose of this questionnaire is to provide information on your perception of the premarital preparation you are receiving.

Premarital preparation refers to the total educational process by the home, the school, and the church for the sharing of facts, attitudes, and skills needed to prepare you for marriage and parenthood.

Instructions

Please complete this questionnaire as honestly as possible. You need not sign your name. No identification is required. Your answers will be anonymous. Kindly answer all questions in the space provided. See example.

Upon completion, please glance back through the questionnaire to be sure all questions are answered.

Example

ANSWER
COLUMN

80. (1) Will you attend the school picnic this year?
(1) Yes (2) No (3) Uncertain

(By placing a (1) in the answer column for question 80,
I indicated "Yes" I will attend the school picnic.)

1

PERSONAL

ANSWER
COLUMN

1. () Sex: (1) Male (2) Female

2. () If you were to marry, do you expect to be married within:
 (1) 1 yr (after high school graduation)
 (2) 2-4 yrs (during college)
 (3) 5 years or more (after college)
 (4) Do not plan to marry
3. () Is there someone to whom you have turned for personal counseling regarding premarital preparation?
 (1) Yes (2) No (3) Uncertain
4. () Have you personally looked at resources (books, tapes, videos, magazines) in order to prepare yourself for marriage?
 (1) Yes (2) No (3) Uncertain
5. () Without your inquiring, have adults counseled with you about premarital preparation?
 (1) Yes (2) No (3) Uncertain
6. () As you think about your premarital preparation is there a married couple to whom you look as a good role model for your marriage?
 (1) Yes (2) No (3) Uncertain
7. How do you feel you are prepared in the following premarital preparation topics: (Mark only one "X" for each topic.)

	Very Good	Good	Adequate	Poor	Very Poor
Choice of life partner	()	()	()	()	()
Finances in marriage	()	()	()	()	()
Dating/courtship	()	()	()	()	()
Human sexuality	()	()	()	()	()
Religion in the family	()	()	()	()	()
Couple communication	()	()	()	()	()
Conflict resolution	()	()	()	()	()
Leisure time planning	()	()	()	()	()
Parenting/child care	()	()	()	()	()
Decision making	()	()	()	()	()
In-law/relatives	()	()	()	()	()
Husband/wife roles	()	()	()	()	()
Goal setting in marriage	()	()	()	()	()
Self-esteem/personal growth	()	()	()	()	()
Family life activities	()	()	()	()	()
Commitment/divorce	()	()	()	()	()

8. How important do you feel each topic is for marriage preparation? (Mark only one "X" for each topic.)

	Very Highly Important	Very Important	Moderately Important	Slightly Important	Not Important
Choice of life partner	()	()	()	()	()
Finances in marriage	()	()	()	()	()
Dating/courtship	()	()	()	()	()
Human sexuality	()	()	()	()	()
Religion in the family	()	()	()	()	()
Couple communication	()	()	()	()	()
Conflict resolution	()	()	()	()	()
Leisure time planning	()	()	()	()	()
Parenting/child care	()	()	()	()	()
Decision making	()	()	()	()	()
In-law/relatives	()	()	()	()	()
Husband/wife roles	()	()	()	()	()
Goal setting in marriage	()	()	()	()	()
Self-esteem/personal growth	()	()	()	()	()
Family life activities	()	()	()	()	()
Commitment/divorce	()	()	()	()	()

9. () Do you feel you are ready for marriage?
 (1) Yes (2) No (3) Uncertain
 Comment:

2

HOME

10. () In what type of family do you live when you are at home?
 (1) Biological parents (4) Relative - not parent
 (2) Step-family (5) Foster home
 (3) Single parent (6) Other: specify _____

*If your biological parents are married and are living together, skip #11.

11. () If your parents are not living together, how were they separated?
 (1) Death of mother (3) Death of both parents (5) Divorce
 (2) Death of father (4) Separation (6) Annulment

12. () In your home is there someone to whom you have turned for counsel regarding premarital preparation?
 (1) Yes (2) No (3) Uncertain

Comment:

13. () Do you feel your parents' marriage is a good model for your marriage?

(1) Yes (2) No (3) Uncertain

14. () Has either of your parents talked with you about premarital preparation?

(1) Yes (2) No (3) Uncertain

15. () Has either of your parents recommended resources (books, tapes, or videos) in order to prepare you for marriage?

(1) Yes (2) No (3) Uncertain

16. How well has your home prepared you for marriage on these topics? (Mark only one "X" for each topic.)

	Very Good	Good	Adequate	Poor	Very Poor
Choice of life partner	()	()	()	()	()
Finances in marriage	()	()	()	()	()
Dating/courtship	()	()	()	()	()
Human sexuality	()	()	()	()	()
Religion in the family	()	()	()	()	()
Couple communication	()	()	()	()	()
Conflict resolution	()	()	()	()	()
Leisure time planning	()	()	()	()	()
Parenting/child care	()	()	()	()	()
Decision making	()	()	()	()	()
In-law/relatives	()	()	()	()	()
Husband/wife roles	()	()	()	()	()
Goal setting in marriage	()	()	()	()	()
Self-esteem/personal growth	()	()	()	()	()
Family life activities	()	()	()	()	()
Commitment/divorce	()	()	()	()	()

17. As you think about your premarital preparation within your home, what thoughts, feelings, ideas come to mind?
 (If you need more room please use the back of this paper.)

3

SCHOOL

18. In your four years of high school (grades 9-12), how many years did you attend:
- () yrs SDA day academy (9-12)
 - () yrs SDA boarding academy (9-12)
 - () yrs SDA public high school (9-12)
19. () Have you had any special classes on marriage and family preparation in your education?
(1) Yes (2) No (3) Uncertain
20. () Do the schools that you have attended have any resources (books, tapes, videos, magazines) on premarital preparation?
(1) Yes (2) No (3) Uncertain
21. () In your schooling is there someone to whom you have turned for counsel regarding premarital preparation?
(1) Yes (2) No (3) Uncertain
22. () Has any faculty or staff member at schools you attended counseled with you about premarital preparation?
(1) Yes (2) No (3) Uncertain
23. () Has there been a faculty/staff married couple in your schooling to whom you look as a good role model for your marriage?
(1) Yes (2) No (3) Uncertain

24. Please indicate how you feel your school has prepared you concerning the following premarital preparation topics: (Mark only one "X" for each topic.)

	Very Highly Important	Very Important	Moderately Important	Slightly Important	Not Important
Choice of life partner	()	()	()	()	()
Finances in marriage	()	()	()	()	()
Dating/courtship	()	()	()	()	()
Human sexuality	()	()	()	()	()
Religion in the family	()	()	()	()	()
Couple communication	()	()	()	()	()
Conflict resolution	()	()	()	()	()
Leisure time planning	()	()	()	()	()
Parenting/child care	()	()	()	()	()
Decision making	()	()	()	()	()
In-law/relatives	()	()	()	()	()
Husband/wife roles	()	()	()	()	()
Goal setting in marriage	()	()	()	()	()
Self-esteem/personal growth	()	()	()	()	()
Family life activities	()	()	()	()	()
Commitment/divorce	()	()	()	()	()

25. As you think about your premarital preparation within your schooling, what thoughts, feelings, ideas come to mind?
(If you need more room please use the back of this paper.)

(*These questions apply to churches where you have been a member.)

26. () Are you a member of a religious denomination?
(1) Yes (2) No (3) Uncertain
() Please state denomination (1) SDA (2) Protestant
(3) Catholic (4) Other _____
27. () Have you received any premarital preparation instruction in a formal or informal gathering in church?
(1) Yes (2) No (3) Uncertain
28. () Have you heard any sermons about premarital preparation?
(e.g. family, marriage, sexuality, parenting)
(1) Yes (2) No (3) Uncertain

29. () Do the churches you have attended have a structured premarital counseling program?
(1) Yes (2) No (3) Uncertain
30. () Do the churches where you have been a member have resources (books, tapes, videos, magazines) on premarital preparation?
(1) Yes (2) No (3) Uncertain
31. () In the churches where you have been a member, is there someone to whom you have turned for counsel regarding premarital preparation?
(1) Yes (2) No (3) Uncertain
32. () Has a church or staff member counseled with you about premarital preparation?
(1) Yes (2) No (3) Uncertain
33. () Is there a family or couple within church to whom you look as a good role model for your marriage?
(1) Yes (2) No (3) Uncertain
34. Please indicate how you feel church has prepared you concerning the following topics: (Mark only one "X" for each topic.)

	Very Good	Good	Adequate	Poor	Very Poor
Choice of life partner	()	()	()	()	()
Finances in marriage	()	()	()	()	()
Dating/courtship	()	()	()	()	()
Human sexuality	()	()	()	()	()
Religion in the family	()	()	()	()	()
Couple communication	()	()	()	()	()
Conflict resolution	()	()	()	()	()
Leisure time planning	()	()	()	()	()
Parenting/child care	()	()	()	()	()
Decision making	()	()	()	()	()
In-law/relatives	()	()	()	()	()
Husband/wife roles	()	()	()	()	()
Goal setting in marriage	()	()	()	()	()
Self-esteem/personal growth	()	()	()	()	()
Family life activities	()	()	()	()	()
Commitment/divorce	()	()	()	()	()

35. As you think about your premarital preparation within your church, what thoughts, feelings, ideas come to mind?
(If you need more room please use the back of this paper.)

36. In the list below please indicate who you feel should be the most responsible for preparing adolescents in the following premarital topics: (Mark only one "X" for each topic.)

	Self	Home	School	Church	Other: specify
Choice of life partner	()	()	()	()	() _____
Finances in marriage	()	()	()	()	() _____
Dating/courtship	()	()	()	()	() _____
Human sexuality	()	()	()	()	() _____
Religion in the family	()	()	()	()	() _____
Couple communication	()	()	()	()	() _____
Conflict resolution	()	()	()	()	() _____
Leisure time planning	()	()	()	()	() _____
Parenting/child care	()	()	()	()	() _____
Decision making	()	()	()	()	() _____
In-law/relatives	()	()	()	()	() _____
Husband/wife roles	()	()	()	()	() _____
Goal setting in marriage	()	()	()	()	() _____
Self-esteem/personal growth	()	()	()	()	() _____
Family life activities	()	()	()	()	() _____
Commitment/divorce	()	()	()	()	() _____

4

If there is any additional information you would like to provide in assisting with this questionnaire, please use this space. You may write on the back of these pages if necessary. Your suggestions would be most appreciated. Thank you for your assistance.

APPENDIX C

SAMPLE COMMENTS BY RESPONDENTS TO
PREMARITAL QUESTIONNAIRE

- C1 - Sample comments to Readiness for Marriage -
Question 9
- C2 - Sample comments to Seeking Counsel within the
Home - Question 12
- C3 - Sample comments to Home Preparation - Question 7
- C4 - Sample comments to School Preparation - Question 25
- C5 - Sample comments to Church Preparation - Question 35
- C6 - Sample Comments for Addition Information

APPENDIX C1

SAMPLE COMMENTS TO READINESS FOR MARRIAGE - QUESTION 9

Question: "Do you feel you are ready for marriage?"

Sample Comments:

"Yes, I'm ready but don't plan to marry, and I'm only ready in certain areas."

"I was engaged at 16, but I decided to wait. Now I'm not so sure I shouldn't have gotten married. I want to do it right the first time so I'm a little unsure of myself."

"I'm not ready to be committed to one person. I'm only 18 and I feel that I have a lot of growing to do emotionally."

"I would like to get married to the person I'm dating now, but she needs to grow a bit. And I don't want to get married until after I'm out of college and have a job, and a home of my own."

"I feel I could manage a marriage but I don't feel like I am fully prepared to handle all the responsibilities."

"In some ways I feel I am more ready than adults who are married, but I lack experience in jobs and leadership."

"I feel I am quite mature for my age, but I know I've got a long way to go before I'm ready for marriage."

"I could get married now. If I knew the right girl had the money."

"I haven't had a family life that has made a good impression on me. Where am I supposed to look?"

"I'm in the middle. If I had a well payed job or owned my own company I would get married."

"I am only 20. I am not emotionally ready for marriage, but I want to get married because I know it is God's will for me and I love people so much that I want to share this love."

"I couldn't spend the rest of my life with one person yet."

"Don't feel I could stick with the person for all of my life. Want to do things first then get married. With this attitude, if I get married within the next 7 yrs, I'd resent the poor guy shortly after marriage. Unless he helped me get my goals, but

that'd be using him. Also, I want to get them myself, by myself."

"I feel as though I'm too young but yet I feel as though I'm ready to handle marriage."

"Sometimes I feel ready to take on the world and others like a little kid. I 'feel' ready but know I'm not - that there's points in my character that needs ironing out (so I can give her the best I possibly can - me - whoever she may be) so that I can effectively (& happily) run (support) the household."

"I think that a person should only marry after they have had a chance to be alone in the world for a while and have had that chance to mature."

"Any high-school senior who feels he/she is ready to make the type of commitment that marriage entails is either:
(a) extraordinarily well developed for his/her age or
(b) deluded. Marriage is a phenomenal undertaking, and the vast majority of high-school students haven't 'been around' enough to be ready."

"I don't want to get married because I'm young and there are lots of things I still don't know. As far as handling a relationship, taking care of a family and house, I think I could do it now."

"Not now! I'm having too much fun dating around. I guess if the "right" one came along as far as being prepared I could be - but as I see it I still have a lot to learn about life and need to develop my character more."

"If I had to take on the responsibility of a marriage relationship I feel I'm prepared enough to handle it. However, I am not as fully prepared as I would like to be. There are a lot of personal goals I'd like to obtain before marriage."

"I feel that no one is ready for marriage at this age. Even though a person may think that he or she is mature enough, he/she still has a lot of things to consider and learn when it comes to marriage."

APPENDIX C2

SAMPLE COMMENTS TO SEEKING COUNSEL WITHIN THE HOME - QUESTION 12

Question: "In your home is there someone to whom you have turned
for counsel regarding premarital preparation?"
(1) Yes (2) No (3) Uncertain

Comments:

"My parents have told all about their mistakes, and I've asked them what to do when I run into problems I'm having with dates."

"My mother is like my best friend. She is honest and open with all my questions. I love her for that."

"I don't think my parents are ready for me to start thinking about marriage. I think they still want me to be their 'little girl.'"

"My parents have really given me good and sound advice."

"I usually don't have to ask for advice; my parents give it to me anyway."

"I do not find it in my immediate family but I talk to my grandparents."

"My parents have never given me verbal preparation, but by what goes on in their home I have learned."

"If I want to talk, mom will listen, but dad's likely to say, 'look it up in the encyclopedia.'"

"I can't talk to anyone in my family about marriage."

"I have never asked for counsel on the subject - I cannot remember a time when we ever talked on the subject, however my home life is conducive to learning such things."

"I'm not sure why, but I guess I don't feel really comfortable talking about these things with my parents yet."

"My mom and I have had terrific discussions. Both of my parents are super role models and are willing to answer my questions."

"They're too busy finding a college for me to go to."

APPENDIX C3

SAMPLE COMMENTS TO HOME PREPARATION - QUESTION 17

Question: "As you think about your premarital preparation within your home, what thoughts, feelings, ideas come to mind?"

Comments:

"I want to be like my parents."

"My parents were divorced about a year ago and I watched and learned what I should and shouldn't do when I am married. They didn't really talk to one another, and they didn't solve their problems, so I found out by watching them. My dad was stubborn and bullheaded, and he wouldn't listen to my mom's side of the story. But then again I don't blame him, cause she got herself into the mess in the first place. So I learned to be patient, and to be a good listener, and a good talker, and think to solve your problems."

"That the home is where you should learn all these things at."

"I feel it is very important! The parents should sit down with their teens and tell them how it is! It brings a feeling of closeness between them, and the teens learn a lot. I also think that some books and things are important for dating years and engagement years. I also feel that if the teen has any questions, they shouldn't be embarrassed to ask their parents."

"I don't like the idea of getting married, but I suppose when I find somebody that I love and I feel that I'm mature enough for a serious commitment then I'll do a lot of studying, counseling and an awful lot of praying. I definitely know I won't get married before I am at least 26 or until I'm stable. I take marriage as a life-long commitment and I have to get it right the first time."

"I believe parents don't realize the trends they set subconsciously in their kids for their future lives. The kid, no matter if he likes certain aspects of his parents marriage or not, will duplicate some of the techniques regardless."

"In my home, I see lots of things that I will do different in my own life and home. First I am going to be sure of marriage to someone. Second, religion and Christ are going to be present. I want to be a 'friend' to my children and stress that decisions that affect the whole family will be made by the entire family."

"My parents have a good marriage and they have faults. By this I'd like to set my marriage to be the same and where they have faults I will try and not make that same mistake."

"A lot of parents don't really talk to their kids about the subject until they absolutely have to."

"My parents talked, counseled and suggested reading for growth in this area. I've been taught that God leads us in this and that being a good partner is more important than looking."

APPENDIX C4

SAMPLE COMMENTS TO SCHOOL PREPARATION - QUESTION 25

Question: "As you think about your premarital preparation within your schooling, what thoughts, feelings, ideas come to mind?"

Comments:

"The Bible IV class provided good information regarding marriage and relationships, and you could learn a lot if you really wanted to."

"The faculty and staff as a whole have been exemplary in their own lives and have shared their homes and experiences with us. Youth Guidance (Bible IV) has thoroughly covered premarital preparation. Home Economics touched quite a bit in this area also."

"I've learned a lot from my bible classes about things E. G. White says. I think it helped me a lot."

"Senior bible class spent 2 weeks studying marriage. It was quite helpful."

"I think we should start learning about marriage and family before our senior year. They should teach it at least by our sophomore year. By the senior year our minds are made up and we've made a lot of mistakes because we never had a class in it."

"The school has been great about the whole thing. Always willing to help and always there. We have had plenty of classes to help us through it."

"The Youth Guidance chapters on dating should have been introduced during the freshman or sophomore years of Academy. By the time we get to dating chapters our senior year, we've learned most of the stuff the hard way. I needed the info my freshman year. By my senior year I had read enough on my own, and had enough experience dating that [that] chapter was boring and, though enlightening, quite late."

"The ideas prescribed to me at this SDA school have helped me realize just how much is involved in marriage and how much more preparation I need before I feel comfortable about supporting and caring for a wife and/or family."

"If the child is not taught, at home, these things, I think it is the school's job to teach them."

"I strongly feel that the senior bible class course on dating should be taught in the freshman year. Because by the senior year your ideas are set. I had a course on dating and sexuality my freshman year. And I'm not taking the senior course, I feel well prepared."

"I wish our school would prepare us better for marriage. More time and care should be taken when planning for these studies."

"Up until my senior yr, these things were left under the table so to speak. But I've really learned a lot this school year and I'm thankful for it."

"I felt the class I took was a help and probably a big eye opener. I only wish there had been more time."

"I think my school has a really good program for seniors. But I think a lot of the topics should be discussed earlier, perhaps not as deeply. In 9th or 10th grade possibly."

APPENDIX C5

SAMPLE COMMENTS TO CHURCH PREPARATION - QUESTION 35

Question: "As you think about your premarital preparation within your church, what thoughts, feelings, ideas come to mind?"

Comments:

"I have never given the church a chance so don't know what help they could give but I'm sure that they would try their best to help if asked to do so."

"The church seems to be a bit noncommittal on the subject of marriage and all that is involved especially with young people. I think that it could take a stronger more outspoken stand and this could only help young men and women to cope better with these situations today."

"I think it is the church's responsibility to inform it's people of these and how God would want it. I think the church should counsel with those who are planning on getting married."

"My home has not offered any kind of premarital preparation at all. The (my) church knows that these are young adults about to graduate, but they don't offer anything. Not even any books."

"The church's standards on marriage is definitely the way I would like to go. I doubt if I will be able to do it perfectly, but I would like to."

"I think that I can get good advice if I ask for it."

"The church deals intimately with how to relate your family to Christ, how to solve quarrels and how to grow in love. But everyday pressures and how to handle them is not really discussed."

"I have never thought of my church preparing me for marriage except for going to the pastor for counseling together with your fiancée' a year or so prior to your marriage. I was unclear on #34 as far as church is concerned. The actual church service doesn't teach much about marriage but there are activities on the side that do."

"I think the SDA church and pastors here do not speak freely on this subject enough. They act as if this subject is something to be embarrassed about."

"It's not a topic I hear discussed often but I feel there are individuals in the church that I could go to if I had any real specific questions."

"I never knew that such a big number of divorced, bad family could exist in our church. Why is it becoming so common? Why don't churches start groups or programs where only young people go and find out, or talk about how they feel their church should help youth prepare for marriage."

"As I was filling out 30 the thought hit me that I'm not aware of what the church provides for us. I attend a very large church and I'm sure they have some material. But if that is the case they should let people know so it can be used. I do appreciate the movies that the youth department brings every once in a while on dating and other pertinent issues. I think there could be even more such programs."

"I think a little more could be done to keep those who are dating but not yet ready for marriage. It would help them to see, possibly what they are heading for."

"Being an S.D.A., I have gotten a lot of good advice from the sermons on how your life can be and how it is now."

"I wish they would speak more on these issues because every time I turn around someone is either getting divorced or separating (even though they have been together more than 15 years.)"

"The pastor's family has made a huge difference in this area. When the pastor has a conscientious, God-fearing family, the pastor is more apt to be a better leader and counselor in the church. I've appreciated the individual interest that some of the church members take in the youth."

"Formally, as a church group, I have had little help from the church. I don't see this as a problem, though, because the philosophies of the church have reached me through parents and some other members and school. When you attend church once a week, you aren't as affected by it as you are by parents, school, etc."

"The church should have a qualified counselor that people can talk with about marriage preparation."

"I think my church needs more leisurely activities to draw young people into the church, and to make them want to stay once they get involved into the activity. Pathfinders is good, but once one gets to the age of 15 one tends to look for more activities involving action and excitement. And also activities that build up personal esteem. Many SDA churches tend to be too critical to the young people overlooking their feelings and ideas simply

because of age. S.D.A. churches should involve young people more in activities."

"If not for my church I would be totally baffled about marriage. I am not ready for marriage but I do know what to expect in my relationship. S.D.A. has prepared and informed me well. I thank God for that."

APPENDIX C-6

SAMPLE COMMENTS FOR ADDITIONAL INFORMATION

Question: If there is any additional information you would like to provide in assisting with this questionnaire, please use this space. You may write on the back of these pages if necessary. Your suggestions would be most appreciated. Thank you for your assistance.

Comments:

"Concerning question #36. The home should be the basis for all family planning. The school, church and any other organization should just help out. You yourself are the final judge on whatever happens. You have to have the incentive to learn about all this. But it is to the home that you should turn to, to get this information."

"I feel that I have learned a lot about myself from this questionnaire. It's very thorough. I feel a lot of people think they're communicating with teens while few really are. I find that we're often stereotyped as trouble makers, and aimlessly wandering. We need people to listen and communicate more than lecture and tell us all the things we're doing wrong."

"For the section on church, I feel a question asking how long you have been a member may help clarify why the scores are as they are."

"I think the parents should have the major job of preparing the children. It helps if the church and school help. It shouldn't be left up to the individual."

"I believe that schools can and do and should help prepare teenagers for marriage. I also believe that the basic responsibility of teaching the roles and ways marriage works best is in the home. Religion in the family is the responsibility of the church as far as teaching and the home for demonstrating. Roles should also be taught in the church but observed in the home. I come from a single parent family yet I have learned most of what I know about marriage from my mom. I have not observed 'conflict resolution,' 'couple communication' but because I have heard about it from mom and in school and X Center Bible Church, I don't feel my marriage will fail. It is my responsibility to make sure that I am prepared for marriage. These areas are only the places where I got my learning. Home is designed to prepare you for your own home, but if something is not perfect at home you shouldn't give up or blame your parents. You should be able to get help from church and school

but if that's not ideal, then you should find it elsewhere. If your marriage doesn't work that's you and your spouse not your parents, your pastor or your teacher. The most important thing we can be taught is the role God plays in a marriage."

"I feel that 1/2 of the knowledge I have about premarital preparation I got this year in my bible class and consumer education class. But the other half I learned from my biological parents. Even though they did get a divorce. I can still learn from mistakes. At this point in time, I don't want to get married. I feel it would just be a burden. Sorry, I didn't mean to get off the subject. The church (directly) didn't help me at all with pre-marital preparation only through school did they help. That hurts me a little, if anyone it should be the church. God Bless you! I have learned much about myself in doing this survey."

"I feel that everything should be based in the home. The school and church are helpers but not the primary means of this preparation. If the home is a happy one, with Christ the center, I think that these lessons will be taught. But if the home isn't what it should be then the person should turn to those other sources for this input. I think this is a great idea. Lately it seems that good looks have been out but there's still a great need for information, especially viewing the divorce rate today."

"I think there has been a drive to get kids thinking on the way the adults think. I feel that adults should be major input - but MUST have feedback from kids with interaction. Too much brainwashing and absolutes."

"I believe that the early years spent at home shape a person's outlook more than anything else. It's good that the church and school try to prepare us for marriage, but there is no substitute for growing up in a warm, Christian family."

"At this time in my life marriage is the farthest thing from my mind. So why get hyper about something so far in the future."

APPENDIX D

TABLES

TABLE 01
CORRELATIONS FOR PERSONAL PREPARATION
AND TOPICAL PREPARATION

Personal Prep.	Topical Preparation															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1	(.256)	.156	.191	.132	.130	.147	.262	.094	.210	.199	.102	.214	.080	.055	.089	.030
2	.101	(.084)	.129	.118	.101	.059	.079	.124	.045	.004	.146	.047	.098	.040	.052	.031
3	.150	.115	(.308)	.225	.181	.250	.284	.199	.071	.283	.206	.216	.156	.215	.109	.184
4	.044	.083	.258	(.309)	.042	.149	.206	.122	.073	.200	.096	.134	.075	.066	.030	.069
5	.032	.069	.178	.044	(.288)	.069	.080	.045	.104	-.030	.111	.163	.184	.156	.063	.037
6	.138	.133	.132	.160	.116	(.302)	.244	.166	.121	.318	.248	.293	.190	.183	.165	.070
7	.170	.058	.240	.155	.133	.221	(.336)	.137	.214	.282	.205	.254	.167	.210	.123	.127
8	.063	.166	.145	.108	.082	.180	.134	(.289)	.084	.235	.149	.179	.183	.148	.170	.094
9	.146	.041	.144	.087	.121	.147	.017	.128	(.214)	.077	.161	.264	.132	.114	.183	.017
10	.146	.108	.178	.097	-.020	.060	.158	.151	.024	(.072)	.118	.133	-.001	.020	.100	.046
11	.114	.098	.133	.163	.125	.186	.178	.168	.175	.184	(.422)	.368	.246	.182	.222	.147
12	.144	.103	.191	.188	.113	.138	.125	.166	.082	.132	.264	(.339)	.198	.058	.184	.031
13	.073	.082	.322	.180	.116	.167	.159	.224	.142	.221	.264	.202	(.225)	.142	.281	.125
14	.168	.187	.220	.122	.196	.177	.195	.244	.141	.249	.142	.215	.198	(.218)	.227	.054
15	.143	.194	.173	.173	.148	.187	.105	.238	.077	.171	.231	.314	.183	.227	(.353)	.044
16	.180	.126	.327	.297	.224	.332	.361	.162	.215	.167	.285	.208	.180	.163	.224	(.371)

*The 16 variables = the following 16 premarital-preparation topics:

- | | |
|---------------------------|---------------------------------|
| 1. Choice of life partner | 9. Parenting/child-care |
| 2. Finances in marriage | 10. Decision making |
| 3. Dating/courtship | 11. In-laws/relatives |
| 4. Human sexuality | 12. Husband/wife roles |
| 5. Religion in the family | 13. Goal setting in marriage |
| 6. Couple communication | 14. Self-esteem/personal growth |
| 7. Conflict resolution | 15. Family-life activities |
| 8. Leisure-time planning | 16. Commitment/divorce |

TABLE 02
CORRELATIONS FOR PERSONAL PREPARATION
AND HOME PREPARATION

Personal Prep.	Home Preparation															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1	(.286)	.071	.220	.241	.106	.154	.153	.126	.164	.161	.129	.211	.172	.195	.121	.130
2	.162	(.241)	.133	.131	.119	.075	.094	.126	.187	.079	.115	.178	.197	.118	.106	.054
3	.188	.053	(.319)	.237	.121	.155	.178	.145	.113	.155	.103	.078	.075	.225	.114	.109
4	.202	.161	.265	(.364)	.146	.125	.190	.115	.196	.168	.124	.189	.152	.206	.137	.126
5	.266	.183	.265	.208	(.308)	.136	.156	.200	.268	.218	.123	.204	.187	.278	.247	.093
6	.225	.268	.323	.335	.124	(.318)	.296	.263	.179	.198	.164	.243	.220	.234	.202	.058
7	.161	.107	.207	.205	.040	.181	(.269)	.215	.144	.131	.167	.167	.182	.191	.161	.109
8	.076	.174	.232	.157	.146	.140	.142	(.292)	.061	.105	.159	.230	.190	.214	.220	.087
9	.177	.186	.190	.120	.079	.155	.131	.133	(.221)	.075	.084	.228	.190	.122	.127	.036
10	.267	.219	.238	.201	.161	.221	.232	.292	.158	(.268)	.198	.262	.313	.295	.180	.115
11	.095	.116	.182	.204	.120	.137	.165	.199	.144	.090	(.254)	.180	.219	.252	.222	.061
12	.233	.134	.246	.283	.082	.180	.190	.208	.170	.159	.125	(.229)	.229	.225	.210	.124
13	.175	.193	.208	.268	.046	.185	.205	.310	.176	.176	.195	.242	(.334)	.280	.259	.077
14	.260	.186	.283	.259	.217	.230	.250	.374	.242	.353	.286	.250	.312	(.485)	.323	.177
15	.253	.220	.280	.299	.166	.193	.189	.348	.186	.218	.178	.247	.298	.271	(.303)	.016
16	.206	.132	.215	.244	.065	.141	.182	.175	.147	.191	.182	.188	.163	.180	.216	(.264)

*The 16 variables = the following 16 premarital-preparation topics:

- | | |
|---------------------------|---------------------------------|
| 1. Choice of life partner | 9. Parenting/child-care |
| 2. Finances in marriage | 10. Decision making |
| 3. Dating/courtship | 11. In-laws/relatives |
| 4. Human sexuality | 12. Husband/wife roles |
| 5. Religion in the family | 13. Goal setting in marriage |
| 6. Couple communication | 14. Self-esteem/personal growth |
| 7. Conflict resolution | 15. Family-life activities |
| 8. Leisure-time planning | 16. Commitment/divorce |

TABLE 03
CORRELATIONS FOR PERSONAL PREPARATION
AND SCHOOL PREPARATION

Personal Prep.	School Preparation															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1	(.211)	.117	.163	.218	.229	.146	.179	.114	.195	.114	.161	.189	.091	.169	.125	.140
2	.089	(.237)	.090	.109	.139	.122	.183	.144	.150	.129	.159	.214	.129	.375	.171	.086
3	.152	.124	(.271)	.232	.160	.240	.219	.276	.211	.096	.238	.232	.162	.147	.220	.157
4	.158	.187	.156	(.317)	.106	.209	.245	.224	.208	.169	.115	.234	.204	.100	.132	.144
5	.149	.210	.241	.195	(.329)	.203	.220	.200	.154	.177	.203	.226	.140	.129	.154	.170
6	.234	.182	.227	.189	.200	(.290)	.307	.349	.274	.220	.226	.254	.270	.189	.258	.129
7	.168	.143	.184	.279	.178	.188	(.290)	.315	.188	.206	.210	.164	.171	.133	.170	.124
8	.096	.140	.015	.123	.054	.080	.167	(.286)	.159	.096	.179	.169	.201	.113	.194	.075
9	.223	.269	.212	.188	.195	.146	.215	.303	(.395)	.179	.304	.271	.178	.143	.327	.238
10	.058	.102	.020	.117	.098	.111	.174	.209	.164	(.164)	.175	.169	.122	.150	.196	.194
11	.283	.207	.203	.237	.137	.247	.295	.288	.187	.201	(.388)	.233	.244	.209	.287	.231
12	.288	.281	.248	.191	.204	.227	.279	.256	.296	.263	.294	(.377)	.212	.163	.287	.235
13	.131	.215	.153	.130	.110	.206	.258	.241	.224	.207	.292	.297	(.238)	.134	.292	.159
14	.097	.149	.025	.124	.110	.175	.202	.274	.200	.295	.204	.128	.150	(.274)	.259	.159
15	.177	.224	.113	.104	.083	.141	.217	.323	.248	.190	.319	.243	.208	.250	(.340)	.161
16	.206	.187	.212	.113	.159	.220	.194	.125	.132	.101	.193	.207	.094	.095	.098	(.307)

*The 16 variables = the following 16 premarital-preparation topics:

- | | |
|---------------------------|---------------------------------|
| 1. Choice of life partner | 9. Parenting/child-care |
| 2. Finances in marriage | 10. Decision making |
| 3. Dating/courtship | 11. In-laws/relatives |
| 4. Human sexuality | 12. Husband/wife roles |
| 5. Religion in the family | 13. Goal setting in marriage |
| 6. Couple communication | 14. Self-esteem/personal growth |
| 7. Conflict resolution | 15. Family-life activities |
| 8. Leisure-time planning | 16. Commitment/divorce |

TABLE 04
CORRELATIONS FOR PERSONAL PREPARATION
AND CHURCH PREPARATION

Personal Prep.	Church Preparation															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1	(.161)	.046	.190	.135	.210	.126	.137	.161	.152	.141	.137	.153	.141	.181	.143	.218
2	.134	(.220)	.139	.185	.107	.142	.156	.142	.191	.172	.151	.163	.126	.098	.140	.203
3	.048	.050	(.109)	.109	.122	.056	.085	.168	.073	.137	.072	.118	.112	.180	.110	.141
4	.092	.080	.157	(.168)	.137	.128	.186	.162	.208	.176	.155	.182	.141	.184	.137	.237
5	.132	.143	.198	.161	(.234)	.076	.098	.140	.232	.160	.108	.202	.117	.174	.131	.150
6	.178	.112	.198	.211	.162	(.225)	.246	.221	.175	.261	.181	.185	.179	.256	.204	.110
7	.051	.063	.132	.157	.057	.154	(.207)	.131	.070	.188	.127	.097	.141	.157	.145	.114
8	.120	.097	.158	.132	.130	.154	.133	(.172)	.110	.190	.143	.130	.117	.152	.154	.079
9	.212	.245	.265	.216	.133	.163	.116	.172	.200	.146	.294	.240	.195	.111	.208	.193
10	.210	.197	.183	.161	.164	.197	.204	.188	.191	(.228)	.195	.208	.162	.179	.204	.152
11	.184	.178	.217	.156	.170	.200	.260	.197	.222	.241	(.354)	.252	.243	.303	.217	.191
12	.179	.225	.198	.202	.151	.145	.192	.230	.128	.196	.272	(.273)	.221	.176	.198	.243
13	.201	.216	.205	.293	.146	.191	.237	.285	.184	.285	.283	.307	(.285)	.244	.275	.203
14	.291	.241	.237	.232	.198	.242	.227	.261	.144	.247	.253	.203	.241	(.261)	.230	.169
15	.249	.242	.267	.233	.212	.213	.221	.299	.197	.248	.327	.282	.284	.260	(.308)	.148
16	.012	.079	.078	.022	.056	.049	.131	.045	.086	.154	.148	.121	.070	.110	.051	(.367)

*The 16 variables = the following 16 premarital-preparation topics:

- | | |
|---------------------------|---------------------------------|
| 1. Choice of life partner | 9. Parenting/child-care |
| 2. Finances in marriage | 10. Decision making |
| 3. Dating/courtship | 11. In-laws/relatives |
| 4. Human sexuality | 12. Husband/wife roles |
| 5. Religion in the family | 13. Goal setting in marriage |
| 6. Couple communication | 14. Self-esteem/personal growth |
| 7. Conflict resolution | 15. Family-life activities |
| 8. Leisure-time planning | 16. Commitment/divorce |

TABLE D5
CHI SQUARE FOR PERSONAL PREPARATION AND
RESPONSIBILITY FOR PREPARATION

Topics	χ^2	df	p	S*
1. Choice of life partner	6.338	6	.3865	
2. Finances in marriage	4.703	3	.7888	
3. Dating/courtship	4.099	5	.6633	
4. Human sexuality	8.696	6	.1914	
5. Religion in the family	3.535	9	.9393	
6. Couple communication	10.608	5	.1013	
7. Conflict resolution	12.742	9	.1746	
8. Leisure time planning	3.432	4	.4883	
9. Parenting/child-care	10.463	5	.1064	
10. Decision making	5.479	6	.4840	
11. In-law/relatives	3.990	6	.6780	
12. Husband/wife roles	7.720	9	.5626	
13. Goal setting in marriage	20.507	9	.0150	S
14. Self-esteem/personal growth	16.490	9	.0573	
15. Family life activities	5.975	6	.4260	
16. Commitment/divorce	13.338	12	.3449	

*S = significant at $p = <.05$

TABLE D6

RESPONSES FOR PERSONAL PREPARATION AND RESPONSIBILITY
FOR PREPARATION RELATING TO THE TOPIC:
GOAL SETTING IN MARRIAGE

Who is Responsible		Personal Preparation					Total
		Very Poor	Poor	Adequate	Good	Very Good	
Self	N	C*	6	30	52	23	111
	%		5.41	27.03	46.85	20.72	
Home	N	C	16	35	38	18	107
	%		14.95	32.71	35.51	16.82	
School	N	C	10	16	31	4	61
	%		16.39	26.33	50.82	6.56	
Church	N	C	4	11	5	7	27
	%		14.81	40.74	18.52	25.93	
Total	N	C	36	92	126	52	306

*C = collapsed cell

TABLE D7
CORRELATIONS FOR TOPICAL PREPARATION
AND HOME PREPARATION

Topical Prep.	Home Preparation															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1	(.170)	.023	.043	-.019	.112	.050	.091	.032	.108	.119	.129	.068	.109	.100	.341	.070
2	.100	(.134)	.176	.035	.126	.090	.106	.081	.031	.121	.101	.068	.099	.086	.140	.069
3	.156	-.003	(.135)	.019	.088	.064	.075	.166	.116	.161	.137	.098	.102	.142	.128	.050
4	.090	.014	.074	(.102)	.006	.070	.031	.090	.026	.052	.112	.035	.056	.041	.062	-.011
5	.110	.049	.118	.050	(.248)	.063	.125	.135	.253	.171	.084	.100	.056	.201	.198	.146
6	.091	.083	.116	.039	.082	(.120)	.140	.108	.091	.177	.077	.072	.051	.127	.117	.076
7	.089	-.016	.091	.045	.042	.082	(.160)	.068	-.010	.155	.139	.009	.001	.073	.036	.109
8	.107	.073	.208	.087	.111	.137	.143	(.251)	-.014	.117	.154	.094	.164	.144	.200	.072
9	.106	-.037	.073	-.025	.126	.041	.083	.059	(.168)	.134	.128	.116	.080	.099	.036	.123
10	.088	.123	.147	.101	.093	.157	.189	.105	(.219)	.172	.076	.105	.168	.154	.111	.111
11	.088	.030	.173	.079	.096	.162	.141	.151	.102	.119	(.237)	.085	.109	.146	.157	.130
12	.125	.111	.134	.030	.112	.196	.151	.188	.094	.138	.222	(.174)	.100	.140	.153	.099
13	.075	.022	.130	.016	.157	.107	.121	.153	.127	.176	.140	.122	(.148)	.109	.172	.048
14	.094	-.003	.107	.008	.138	.120	.097	.125	.126	.144	.148	.087	.056	(.200)	.144	.082
15	.078	.086	.133	.105	.128	.137	.114	.196	.138	.185	.155	.158	.167	.130	(.240)	.067
16	.072	-.063	.027	-.016	.050	-.008	.029	-.056	.031	.077	.130	.054	-.006	.058	.010	(.336)

*The 16 variables = the following 16 premarital-preparation topics:

- | | |
|---------------------------|---------------------------------|
| 1. Choice of life partner | 9. Parenting/child-care |
| 2. Finances in marriage | 10. Decision making |
| 3. Dating/courtship | 11. In-laws/relatives |
| 4. Human sexuality | 12. Husband/wife roles |
| 5. Religion in the family | 13. Goal setting in marriage |
| 6. Couple communication | 14. Self-esteem/personal growth |
| 7. Conflict resolution | 15. Family-life activities |
| 8. Leisure-time planning | 16. Commitment/divorce |

TABLE D8
CORRELATIONS FOR TOPICAL PREPARATION
AND SCHOOL PREPARATION

Topical Prep.	School Preparation															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1	(.170)	.054	.044	.117	.228	.163	.115	.045	.077	.071	.039	.148	.114	.135	.173	.191
2	.172	(.173)	.071	.137	.179	.123	.126	.180	.187	.123	.099	.128	.160	.148	.152	.152
3	.150	.182	(.249)	.207	.135	.211	.223	.120	.134	.164	.136	.173	.082	.129	.131	.161
4	.121	.100	.165	(.184)	.007	.131	.174	.095	-.006	.028	.136	.087	.011	.060	.031	.096
5	.160	.254	.223	.167	(.320)	.213	.212	.189	.146	.191	.166	.184	.143	.215	.151	.148
6	.090	.092	.117	.021	.207	(.168)	.121	.122	.104	.029	.061	.124	.121	.110	.117	.096
7	.088	.046	.149	.113	.220	.168	(.170)	.055	.034	.024	.088	.105	.071	.138	.027	.196
8	-.020	.126	.090	.099	-.029	.084	.108	(.204)	.073	.045	.152	.062	.071	.042	.158	.052
9	.204	.178	.191	.236	.213	.132	.171	.123	(.125)	.148	.142	.193	.119	.156	.182	.194
10	.126	.103	.169	.198	.228	.226	.205	.234	.242	(.220)	.132	.156	.240	.217	.249	.209
11	.268	.277	.291	.250	.221	.289	.325	.295	.201	.195	(.362)	.231	.256	.239	.228	.277
12	.248	.142	.170	.177	.124	.170	.259	.254	.206	.166	.243	(.279)	.199	.170	.236	.238
13	.149	.221	.199	.179	.222	.143	.177	.151	.083	.169	.184	.211	(.273)	.203	.207	.135
14	.158	.088	.171	.183	.252	.204	.151	.129	.137	.166	.134	.215	.206	(.191)	.155	.135
15	.115	.150	.137	.139	.068	.178	.203	.189	.111	.140	.213	.166	.199	.168	(.246)	.094
16	.005	.015	.059	.107	.091	.119	.116	.045	.039	.021	-.002	.040	.039	.036	-.016	(.319)

*The 16 variables = the following 16 premarital-preparation topics:

- | | |
|---------------------------|---------------------------------|
| 1. Choice of life partner | 9. Parenting/child-care |
| 2. Finances in marriage | 10. Decision making |
| 3. Dating/courtship | 11. In-laws/relatives |
| 4. Human sexuality | 12. Husband/wife roles |
| 5. Religion in the family | 13. Goal setting in marriage |
| 6. Couple communication | 14. Self-esteem/personal growth |
| 7. Conflict resolution | 15. Family-life activities |
| 8. Leisure-time planning | 16. Commitment/divorce |

TABLE 09
CORRELATIONS FOR TOPICAL PREPARATION
AND CHURCH PREPARATION

Topical Prep.	Church Preparation															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1	(.079)	-.034	.007	.024	.112	.010	.060	.099	.053	.114	.003	.042	.053	.093	-.009	.141
2	.110	(.094)	.086	.072	.184	.091	.171	.211	.108	.149	.033	.081	.043	.113	.134	.106
3	.066	-.009	(.042)	.084	-.072	-.051	.030	.108	.025	.066	.013	.066	.013	.128	.064	.093
4	-.051	-.016	-.060	(.013)	-.070	-.079	.017	.031	.007	.064	.039	.026	-.034	.062	-.005	.070
5	.161	.070	.176	.183	(.200)	.085	.132	.127	.136	.172	.070	.112	.106	.215	.130	.209
6	.008	-.103	-.014	-.008	.090	(.029)	.057	.055	-.040	.127	.010	.025	.029	.130	.023	.066
7	-.001	-.096	-.069	-.007	.112	.060	(.153)	.057	.029	.132	-.010	.049	.046	.163	.002	.198
8	.024	.032	-.015	.019	-.028	-.051	.077	(.129)	-.032	.067	.073	.044	.058	.055	.104	.062
9	.032	-.053	.021	.015	.050	-.052	.060	.038	(.028)	.072	.039	.053	.078	.122	.093	.107
10	.045	-.084	-.012	.048	.060	-.024	.089	.085	-.018	(.195)	.027	-.002	.089	.186	.075	.067
11	.057	.052	.040	.015	.031	.053	.055	.082	.051	.176	(.143)	.099	.081	.198	.085	.057
12	.064	.082	.072	.064	.008	.047	.093	.105	.098	.146	.122	(.116)	.117	.155	.066	.097
13	.022	-.015	.008	.063	.047	-.019	.070	.062	.000	.096	.015	.074	(.099)	.142	.048	.039
14	-.050	-.066	.032	.015	-.022	-.077	.017	.011	.011	.062	.048	.025	.040	(.145)	.024	.012
15	.069	.030	.027	.078	-.008	-.012	.066	.119	-.010	.090	.150	.037	.080	.110	(.095)	-.019
16	-.079	-.119	-.098	-.099	-.014	-.042	-.016	-.080	-.099	.071	-.078	-.122	-.129	-.007	-.117	(.188)

*The 16 variables = the following 16 premarital-preparation topics:

- | | |
|---------------------------|---------------------------------|
| 1. Choice of life partner | 9. Parenting/child-care |
| 2. Finances in marriage | 10. Decision making |
| 3. Dating/courtship | 11. In-laws/relatives |
| 4. Human sexuality | 12. Husband/wife roles |
| 5. Religion in the family | 13. Goal setting in marriage |
| 6. Couple communication | 14. Self-esteem/personal growth |
| 7. Conflict resolution | 15. Family-life activities |
| 8. Leisure-time planning | 16. Commitment/divorce |

TABLE D10
CHI SQUARE FOR TOPICAL PREPARATION AND
RESPONSIBILITY FOR PREPARATION

Topics	χ^2	df	p	S*
1. Choice of life partner	2.807	3	.4224	
2. Finances in marriage	5.475	4	.2420	
3. Dating/courtship	9.440	6	.2076	
4. Human sexuality	9.499	6	.1474	
5. Religion in the family	18.917	6	.0043	S
6. Couple communication	3.599	4	.4630	
7. Conflict resolution	2.920	6	.8188	
8. Leisure time planning	1.077	5	.9825	
9. Parenting/child-care	33.761	6	.0000	S
10. Decision making	8.011	6	.2373	
11. In-law/relatives	4.200	9	.8978	
12. Husband/wife roles	5.598	6	.4697	
13. Goal setting in marriage	3.386	6	.6785	
14. Self-esteem/personal growth	15.348	6	.0177	S
15. Family life activities	13.925	6	.0305	S
16. Commitment/divorce	10.538	9	.3087	

*S = significant at p = <.05

TABLE J11

RESPONSES FOR TOPICAL PREPARATION AND RESPONSIBILITY
FOR PREPARATION RELATING TO THE TOPIC:
RELIGION IN THE FAMILY

Who is Responsible		Personal Preparation					Total
		Not Important	Slightly Important	Moderately Important	Very Important	Very Highly Important	
Self	N	C*	C	8	9	18	35
	%			22.86	25.71	51.43	
Home	N	C	C	12	17	120	149
	%			8.05	11.41	80.54	
School	N	C	C	1	5	11	17
	%			5.88	29.41	64.71	
Church	N	C	C	10	24	63	97
	%			10.31	24.74	64.95	
Total	N	C	C	31	55	212	298

*C = collapsed cell

TABLE D12

RESPONSES FOR TOPICAL PREPARATION AND RESPONSIBILITY
FOR PREPARATION RELATING TO THE TOPIC:
PARENTING/CHILD CARE

Who is Responsible		Topical Preparation					Total
		Not Important	Slightly Important	Moderately Important	Very Important	Very Highly Important	
Self	N	C*	C	6	6	15	27
	%			22.22	22.22	55.56	
Home	N	C	C	5	42	158	205
	%			2.44	20.49	77.07	
School	N	C	C	5	19	28	52
	%			9.62	36.54	53.85	
Church	N	C	C	3	8	7	18
	%			16.67	44.44	38.89	
Total	N	C	C	19	75	208	302

*C = collapsed cell

TABLE D13

RESPONSES FOR TOPICAL PREPARATION AND RESPONSIBILITY
FOR PREPARATION RELATING TO THE TOPIC:
SELF-ESTEEM/PERSONAL GROWTH

Who is Responsible	Topical Preparation					Total
	Not Important	Slightly Important	Moderately Important	Very Important	Very Highly Important	
Self	N C*	C	24 18.32	51 38.93	56 42.75	131
Home	N C	C	13 11.71	33 29.73	65 58.56	111
School	N C	C	7 18.42	14 36.84	17 44.74	38
Church	N C	C	1 4.35	15 65.22	7 30.43	23
Total	N C	C	45	113	145	303

*C = collapsed cell

TABLE D14

RESPONSES FOR TOPICAL PREPARATION AND RESPONSIBILITY
FOR PREPARATION RELATING TO THE TOPIC:
FAMILY-LIFE ACTIVITIES

Who is Responsible	Topical Preparation					Total
	Not Important	Slightly Important	Moderately Important	Very Important	Very Highly Important	
Self	N C*	C	24 34.29	26 37.14	20 28.57	70
Home	N C	C	46 22.77	92 45.54	64 31.68	202
School	N C	C	4 13.79	9 31.03	16 55.14	29
Church	N C	C	2 16.67	8 66.67	2 16.67	12
Total	N C	C	76	135	102	313

*C = collapsed cell

TABLE D15
CHI-SQUARE FOR HOME PREPARATION AND
RESPONSIBILITY FOR PREPARATION

Topics	χ^2	df	p	S*
1. Choice of life partner	13.152	6	.0407	S
2. Finances in marriage	20.063	8	.0101	S
3. Dating/courtship	18.148	8	.0201	S
4. Human sexuality	6.939	9	.6435	
5. Religion in the family	13.845	12	.3107	
6. Couple communication	12.213	9	.2016	
7. Conflict resolution	21.792	12	.0399	S
8. Leisure time planning	5.032	8	.7542	
9. Parenting/child-care	15.034	9	.0900	
10. Decision making	12.287	9	.1976	
11. In-law/relatives	16.746	9	.0528	
12. Husband/wife roles	12.486	12	.4075	
13. Goal setting in marriage	15.752	12	.2029	
14. Self-esteem/personal growth	19.176	12	.0844	
15. Family life activities	9.588	9	.3848	
16. Commitment/divorce	15.128	12	.2345	

*S = significant at $p = <.05$

TABLE D16
RESPONSES FOR HOME PREPARATION AND RESPONSIBILITY
FOR PREPARATION RELATING TO THE TOPIC:
CHOICE OF LIFE PARTNER

Who is Responsible		Home Preparation				Total	
		Poor	Very Poor	Adequate	Good		
Self	N	C*	13	32	46	37	128
	%		10.16	25.00	35.94	28.91	
Home	N	C	14	17	50	52	133
	%		10.53	12.78	37.59	39.10	
School	N	C	5	5	11	3	24
	%		20.83	20.83	45.83	12.50	
Total	N	C	32	54	107	92	285

*C = collapsed cell

TABLE D17

RESPONSES FOR HOME PREPARATION AND RESPONSIBILITY
FOR PREPARATION RELATING TO THE TOPIC:
FINANCES IN MARRIAGE

Who is Responsible		Home Preparation					Total
		Very Poor	Poor	Adequate	Good	Very Good	
Self	N	0	5	7	24	13	49
	%	.00	10.20	14.29	48.98	26.53	
Home	N	1	21	42	37	42	143
	%	.70	14.69	29.37	25.87	29.37	
School	N	5	17	39	37	21	119
	%	4.20	14.29	32.77	31.09	17.65	
Total	N	6	43	98	98	76	311

TABLE D18

RESPONSES FOR HOME PREPARATION AND RESPONSIBILITY
FOR PREPARATION RELATING TO THE TOPIC:
DATING/COURTSHIP

Who is Responsible		Home Preparation					Total
		Very Poor	Poor	Adequate	Good	Very Good	
Self	N	1	8	35	24	14	82
	%	1.22	9.76	42.68	29.27	17.07	
Home	N	7	30	44	50	32	163
	%	4.29	18.40	26.99	30.67	19.63	
School	N	4	12	17	8	4	45
	%	8.89	26.67	37.78	17.78	8.89	
Total	N	12	50	96	82	50	390

TABLE D19

RESPONSES FOR HOME PREPARATION AND RESPONSIBILITY
FOR PREPARATION RELATING TO THE TOPIC:
CONFLICT RESOLUTION

Who is Responsible		Home Preparation					Total
		Very Poor	Poor	Adequate	Good	Very Good	
Self	N	2	9	25	22	12	70
	%	2.86	12.86	35.71	31.43	17.14	
Home	N	16	35	37	51	26	165
	%	9.70	21.21	22.42	30.91	15.76	
School	N	6	5	23	11	4	49
	%	12.24	10.20	46.94	22.45	8.16	
Church	N	0	5	9	6	4	24
	%	.00	20.83	37.50	25.00	16.67	
Total	N	24	54	94	90	46	308

TABLE D20

CHI SQUARE FOR SCHOOL PREPARATION AND
RESPONSIBILITY FOR PREPARATION

Topics	χ^2	df	p	S*
1. Choice of life partner	7.760	9	.5585	
2. Finances in marriage	11.807	8	.1600	
3. Dating/courtship	4.001	9	.9113	
4. Human sexuality	6.526	9	.6863	
5. Religion in the family	15.000	9	.0909	
6. Couple communication	4.072	9	.9066	
7. Conflict resolution	4.833	9	.8486	
8. Leisure time planning	6.069	8	.6395	
9. Parenting/child-care	9.066	6	.1699	
10. Decision making	10.602	9	.3040	
11. In-law/relatives	12.687	9	.1773	
12. Husband/wife roles	10.763	9	.2923	
13. Goal setting in marriage	15.879	9	.0694	
14. Self-esteem/personal growth	8.697	9	.4657	
15. Family life activities	13.534	9	.1399	
16. Commitment/divorce	10.597	9	.3044	

*S = significant at $p = <.05$

TABLE D21
CHI SQUARE FOR CHURCH PREPARATION AND
RESPONSIBILITY FOR PREPARATION

Topics	χ^2	df	p	S*
1. Choice of life partner	23.065	12	.0272	S
2. Finances in marriage	26.416	8	.0009	S
3. Dating/courtship	9.754	12	.6375	
4. Human sexuality	15.455	8	.0509	
5. Religion in the family	6.739	9	.6642	
6. Couple communication	14.336	9	.1109	
7. Conflict resolution	17.664	12	.1263	
8. Leisure time planning	9.789	8	.2802	
9. Parenting/child-care	12.431	12	.4117	
10. Decision making	15.826	12	.1994	
11. In-law/relatives	26.877	9	.0015	S
12. Husband/wife roles	26.035	12	.0106	S
13. Goal setting in marriage	19.232	12	.0831	
14. Self-esteem/personal growth	21.912	12	.0385	S
15. Family life activities	39.863	12	.0001	S
16. Commitment/divorce	25.478	12	.0127	S

*S = significant at $p = <.05$

TABLE D22
RESPONSES FOR CHURCH PREPARATION AND RESPONSIBILITY
FOR PREPARATION RELATING TO THE TOPIC:
CHOICE OF LIFE PARTNER

Who is Responsible		Church Preparation					Total
		Very Poor	Poor	Adequate	Good	Very Good	
Self	N	6	23	41	30	28	128
	%	4.69	17.97	32.03	23.44	21.87	
Home	N	7	36	48	31	9	131
	%	5.34	27.48	36.64	23.66	6.87	
School	N	3	6	7	4	4	24
	%	12.50	25.00	29.17	16.67	16.67	
Church	N	1	3	3	5	7	19
	%	5.26	15.79	15.79	26.32	36.84	
Total	N	17	68	99	70	48	302

TABLE D23

RESPONSES FOR CHURCH PREPARATION AND RESPONSIBILITY
FOR PREPARATION RELATING TO THE TOPIC:
FINANCES IN MARRIAGE

Who is Responsible	Church Preparation					Total	
	Very Poor	Poor	Adequate	Good	Very Good		
Self	N	1	13	17	7	11	49
	%	2.04	26.53	34.69	14.29	22.45	
Home	N	19	50	43	20	9	141
	%	13.48	35.46	30.50	14.18	6.38	
School	N	22	49	30	12	5	118
	%	18.64	41.53	25.42	10.17	4.24	
Total	N	42	112	90	39	25	308

TABLE D24

RESPONSES FOR CHURCH PREPARATION AND RESPONSIBILITY
FOR PREPARATION RELATING TO THE TOPIC:
IN-LAWS/RELATIVES

Who is Responsible	Church Preparation					Total	
	Very Poor	Poor	Adequate	Good	Very Good		
Self	N	5	14	28	25	C*	72
	%	6.94	19.44	38.89	34.72		
Home	N	36	74	69	25	C	204
	%	17.65	36.27	33.82	12.25		
School	N	4	7	6	3	C	20
	%	20.00	35.00	30.00	15.00		
Church	N	2	7	3	2	C	14
	%	14.29	50.00	21.43	14.29		
Total	N	47	102	106	55	C	310

*C = collapsed cell

TABLE D25

RESPONSES FOR CHURCH PREPARATION AND RESPONSIBILITY
FOR PREPARATION RELATING TO THE TOPIC:
HUSBAND/WIFE ROLES

Who is Responsible		Church Preparation					Total
		Very Poor	Poor	Adequate	Good	Very Good	
Self	N	0	17	20	18	17	72
	%	.00	23.61	27.78	25.00	23.61	
Home	N	16	45	55	42	13	171
	%	9.36	26.32	32.16	24.56	7.60	
School	N	2	3	11	8	6	35
	%	5.71	22.86	31.43	22.86	17.14	
Church	N	5	7	3	5	5	25
	%	20.00	28.00	12.00	20.00	20.00	
Total	N	23	77	89	73	41	303

TABLE D26

RESPONSES FOR CHURCH PREPARATION AND RESPONSIBILITY
FOR PREPARATION RELATING TO THE TOPIC:
SELF-ESTEEM/PERSONAL GROWTH

Who is Responsible		Church Preparation					Total
		Very Poor	Poor	Adequate	Good	Very Good	
Self	N	4	15	48	38	28	133
	%	3.01	11.28	36.09	28.57	21.05	
Home	N	8	27	33	28	13	109
	%	7.34	24.77	30.28	25.69	11.93	
School	N	4	12	11	8	3	38
	%	10.53	31.58	28.95	21.05	7.89	
Church	N	2	4	6	9	2	23
	%	8.70	17.39	26.09	39.13	8.70	
Total	N	18	58	98	83	46	303

TABLE D27

RESPONSES FOR CHURCH PREPARATION AND RESPONSIBILITY
FOR PREPARATION RELATING TO THE TOPIC:
FAMILY-LIFE ACTIVITIES

Who is Responsible		Church Preparation					Total
		Very Poor	Poor	Adequate	Good	Very Good	
Self	N	2	14	16	25	14	71
	%	2.82	19.72	22.54	35.21	19.72	
Home	N	17	53	78	31	11	200
	%	8.50	31.50	39.00	15.50	5.50	
School	N	5	8	9	6	1	29
	%	17.24	27.59	31.03	20.69	3.45	
Church	N	3	2	3	3	1	12
	%	25.00	16.67	25.00	25.00	8.33	
Total	N	27	87	106	65	27	312

TABLE D28

RESPONSES FOR CHURCH PREPARATION AND RESPONSIBILITY
FOR PREPARATION RELATING TO THE TOPIC:
COMMITMENT/DIVORCE

Who is Responsible		Church Preparation					Total
		Very Poor	Poor	Adequate	Good	Very Good	
Self	N	5	6	21	26	27	85
	%	5.88	7.06	24.71	30.59	31.76	
Home	N	10	32	28	36	19	125
	%	8.00	25.60	22.40	28.80	15.20	
School	N	3	10	8	9	3	33
	%	9.09	30.30	24.24	27.27	9.09	
Church	N	5	20	16	11	13	65
	%	7.69	30.77	24.62	16.92	20.00	
Total	N	23	68	73	82	62	308

TABLE 229
 VARIMAX ROTATED FACTOR MATRIX FOR
 PREMARITAL PREPARATION TOPICS

Variable	No.	Factor 1 Church	Factor 2 School	Factor 3 Home	Factor 4 Personal	Factor 5 Topical	Factor 6 Commitment
PP71	1	.039	.032	.101	.566	.087	.278
PP72	2	.103	.114	.111	.576	-.032	.032
PP73	3	.022	.114	.117	.503	.214	.225
PP74	4	.065	.136	.132	.547	.043	.228
PP75	5	.076	.225	.248	.304	.043	.145
PP76	6	.076	.177	.186	.625	.114	.004
PP77	7	.039	.128	.084	.604	.165	.094
PP78	8	.066	.049	.114	.586	.111	-.267
PP79	9	.097	.235	.088	.445	.060	-.099
PP710	10	.181	.046	.196	.583	.003	-.061
PP711	11	.121	.188	.061	.564	.144	-.107
PP712	12	.059	.162	.107	.734	.037	-.017
PP713	13	.171	.108	.148	.675	.160	-.181
PP714	14	.212	.071	.283	.481	.161	-.145
PP715	15	.202	.111	.175	.589	.171	-.312
PP716	16	-.012	.149	.122	.504	.168	.280
TP81	17	-.007	-.036	.061	.081	.409	.298
TP82	18	.091	.003	.073	.019	.477	-.084
TP83	19	-.031	.036	.101	.215	.591	.096
TP84	20	-.047	-.042	-.044	.244	.477	.166
TP85	21	.112	.145	.119	-.034	.379	.207
TP86	22	-.031	-.015	.083	.121	.586	.179
TP87	23	.049	-.024	-.007	.143	.604	.294
TP88	24	.056	-.015	.098	.131	.630	-.296
TP89	25	-.024	.107	.055	.001	.571	.149
TP810	26	-.032	.132	.040	.008	.681	-.031
TP811	27	-.004	.225	.051	.178	.629	-.110
TP812	28	.018	.131	.088	.151	.638	-.132
TP813	29	-.016	.118	.093	.040	.657	-.156
TP814	30	-.034	.090	.071	.013	.645	-.009
TP815	31	.000	.095	.117	.071	.691	-.310
TP816	32	-.078	-.004	.001	.050	.522	.420
HP161	33	.125	-.027	.646	.194	.059	.196
HP162	34	.169	.067	.597	.105	-.044	-.048
HP163	35	.185	-.003	.641	.275	.077	-.008
HP164	36	.157	.001	.497	.347	.016	.044
HP165	37	.127	-.007	.570	.020	.123	.035
HP166	38	.104	.064	.775	.100	.058	-.047
HP167	39	.115	.071	.791	.123	.046	.056
HP168	40	.041	.104	.680	.180	.113	-.292
HP169	41	.130	.071	.696	.074	.096	.082
HP1610	42	.140	.125	.720	.046	.114	.092
HP1611	43	.123	.102	.583	.117	.121	-.007
HP1612	44	.139	.019	.753	.177	.049	.000
HP1613	45	.209	.066	.777	.160	.040	-.084
HP1614	46	.199	.111	.766	.161	.087	-.009
HP1615	47	.124	.154	.704	.142	.095	-.179
HP1616	48	.036	.043	.570	-.014	.086	.399

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SP241	49	.103	.735	.016	.103	.036	.052
SP242	50	.105	.688	.166	.083	.031	-.084
SP243	51	-.007	.720	-.022	.126	.093	.119
SP244	52	.077	.680	.005	.117	.072	.130
SP245	53	.146	.651	.099	.024	.084	.287
SP246	54	.139	.783	.058	.104	.082	.106
SP247	55	.127	.762	.088	.191	.078	.335
SP248	56	.163	.673	.117	.220	.095	-.226
20249	57	.140	.635	.112	.188	.002	-.086
SP2410	58	.188	.729	.129	.060	.303	-.049
SP2411	59	.184	.686	.010	.223	.107	-.218
SP2412	60	.195	.763	.085	.167	.036	.014
SP2413	61	.182	.733	-.013	.084	.057	-.107
SP2414	62	.150	.672	.048	.015	.120	-.012
SP2415	63	.200	.667	.104	.142	.085	-.271
SP2416	64	.152	.641	.013	.099	.101	.267
CP341	65	.804	.081	.115	.052	.014	-.019
CP342	66	.785	.124	.160	.069	-.068	-.133
CP343	67	.756	.102	.162	.137	-.034	.017
CP344	68	.726	.099	.159	.127	-.004	-.050
CP345	69	.643	.124	.161	.044	-.017	.250
CP346	70	.831	.202	.104	.051	-.067	.032
CP347	71	.808	.144	.135	.088	.038	.059
CP348	72	.785	.102	.141	.124	.049	-.148
CP349	73	.771	.160	.095	.080	-.052	.053
CP3410	74	.758	.186	.155	.100	.083	.019
CP3411	75	.749	.159	.103	.186	-.004	-.154
CP3412	76	.809	.167	.189	.114	-.022	.002
CP3413	77	.825	.177	.162	.051	-.001	-.027
CP3414	78	.702	.209	.203	.072	.106	.069
CP3415	79	.809	.129	.114	.111	.029	-.132
CP3416	80	.673	.137	.140	.128	.014	.395
<hr/>							
N = 318	VP	10.320	8.849	8.293	6.099	5.897	2.319

VP = Variance explained by the factor.

Variable = Division heading, question number, and topic number; i.e., PP71 is personal preparation, question 7, Choice of life partner.

TABLE D30
HIGH ROTATED LOADINGS FOR FACTOR SIX*

Variable	Loading	Title
PP716	.280	Commitment/divorces
TP816	.420	"
HP1616	.399	"
SP2416	.287	"
CP3416	.395	"
PP715	-.312	Family life activities
TP815	-.310	"
SP2415	-.271	"
PP78	-.267	Leisure time planning
TP88	-.296	"
HP168	-.292	"
SP245	.287	Religion in the family
CP345	.250	"
PP71	.278	Choice of life partner
TP81	.298	"
TP87	.294	Conflict resolution

*For reference, see Table D29 for rotated factor matrix.

TABLE 031
 MEANS AND PROBABILITY FIGURES FOR PERSONAL
 CHARACTERISTICS AND PERSONAL PREPARATION
 ON 16 PREMARITAL TOPICS

Quest. No. & Descrip.	Pers. Char.	Topics																
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	
1.	Male	3.91	3.44	3.79	3.36	3.51	3.35	3.62	3.67	3.44	3.37	3.55	3.73	3.50	3.75	3.74	3.63	
	Female	4.02	3.57	3.97	3.74	3.81	4.06	3.75	3.76	3.70	3.77	3.70	3.37	3.52	3.70	3.60	3.72	
	p	.274	.230	.056	.274	.008	.035	.220	.388	.023	.305	.153	.142	.850	.646	.632	.359	
2.	1 yr.	4.00	3.40	4.00	3.80	3.00	4.60	3.60	3.40	3.80	4.00	3.40	4.00	3.80	3.40	3.40	3.60	
	2-4 yrs.	4.14	3.59	4.02	3.81	3.77	4.00	3.75	3.79	3.59	3.77	3.57	3.37	3.53	3.48	3.73	3.82	
	5+ yrs.	3.33	3.46	3.83	3.79	3.65	3.34	3.69	3.68	3.53	3.82	3.63	3.78	3.50	3.75	3.75	3.75	
Not marry		3.71	3.82	3.88	3.94	3.53	3.94	3.75	3.94	3.59	4.00	3.47	3.82	3.75	3.47	3.44	3.44	
	p	.083	.356	.342	.328	.321	.435	.322	.463	.578	.708	.311	.810	.300	.739	.694	.849	
	3.	Yes	4.13	3.77	4.16	4.02	4.09	4.21	3.85	3.38	3.88	3.91	3.35	4.03	3.42	3.77	3.88	4.07
No		3.91	3.47	3.84	3.74	3.57	3.30	3.66	3.67	3.50	3.79	3.55	3.76	3.56	3.71	3.73	3.75	
Uncertain		3.95	3.25	3.60	3.74	3.63	4.00	3.55	3.60	3.65	3.30	3.30	3.70	3.30	3.70	3.35	3.30	
p		.363	.033	.007	.091	.001	.049	.253	.214	.019	.547	.047	.069	.118	.916	.411	.034	
	4.	Yes	4.03	3.56	4.00	3.88	3.81	4.01	3.73	3.71	3.53	3.75	3.55	3.81	3.64	3.58	3.68	3.79
		No	3.95	3.53	3.85	3.76	3.62	3.96	3.69	3.74	3.58	3.86	3.68	3.84	3.62	3.76	3.81	3.75
Uncertain		3.64	2.91	3.54	3.60	3.30	3.73	3.35	3.27	3.27	3.73	3.55	3.27	3.27	3.55	3.31	3.55	
p		.362	.094	.117	.442	.154	.500	.454	.267	.534	.459	.480	.118	.474	.591	.436	.172	
	5.	Yes	4.01	3.47	3.95	3.87	3.71	4.05	3.78	3.70	3.54	3.79	3.54	3.82	3.62	3.77	3.78	3.87
		No	4.02	3.69	3.89	3.79	3.58	3.90	3.63	3.34	3.70	3.35	3.65	3.87	3.77	3.70	3.82	3.87
Uncertain		3.38	3.29	3.29	3.05	3.80	3.43	3.10	3.29	3.55	3.57	3.48	3.48	3.14	2.91	3.43	3.24	
p		.003	.096	.003	.001	.501	.007	.004	.344	.489	.397	.736	.184	.045	.300	.201	.023	
	6.	Yes	4.02	3.54	3.95	3.80	3.75	4.10	3.81	3.76	3.56	3.84	3.72	3.89	3.72	3.78	3.87	3.79
		No	3.94	3.51	3.89	3.89	3.61	3.79	3.57	3.78	3.44	3.91	3.44	3.68	3.46	3.70	3.63	3.69
Uncertain		3.77	3.47	3.47	3.98	3.42	3.99	3.24	3.29	3.55	3.50	3.50	3.68	3.29	3.47	3.41	3.68	
p		.218	.984	.008	.294	.180	.001	.001	.019	.295	.039	.056	.131	.012	.197	.007	.664	
	9.	Yes	4.37	3.97	4.17	4.20	3.88	4.23	4.11	3.94	4.23	4.17	3.77	4.31	3.74	4.03	4.09	4.17
		No	3.91	3.43	3.82	3.73	3.64	3.30	3.64	3.68	3.46	3.77	3.59	3.72	3.56	3.71	3.70	3.73
Uncertain		3.95	3.35	3.98	3.80	3.70	4.11	3.65	3.70	3.66	3.30	3.72	3.86	3.72	3.59	3.84	3.77	
p		.008	.007	.048	.020	.441	.052	.018	.287	.000	.022	.420	.001	.359	.382	.345	.076	

Means: 5 = very good; 1 = very poor

- | | | | |
|-------------------------|------------------|-------------------------|----------------------------|
| Topics: 1. Life partner | 5. Religion | 9. Parenting/child-care | 13. Goal setting |
| 2. Finances | 6. Communication | 10. Decision making | 14. Personal growth |
| 3. Courtship/marriage | 7. Conflicts | 11. In-laws/relatives | 15. Family-life activities |
| 4. Human sexuality | 8. Leisure time | 12. Husband/wife roles | 16. Commitment/divorce |

Questions:

1. Sex
2. If you were to marry, do you expect to be married within:
3. Is there someone to whom you have turned for personal counseling regarding premarital preparation?
4. Have you personally looked at resources in order to prepare yourself for marriage?
5. Without your inquiring, have adults counseled with you about premarital preparation?
6. As you think about your premarital preparation, is there a married couple to whom you look as a good role model for your marriage?
9. Do you feel you are ready for marriage?

TABLE D32
 MEANS AND PROBABILITY FIGURES FOR HOME CHARACTERISTICS
 AND PERSONAL PREPARATION
 ON 16 PREMATRITAL TOPICS

Quest. No.	Pers. Char. & Descrip.	Topics															
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
10.	Bio.	3.95	3.49	3.87	3.83	3.68	3.94	3.72	3.87	3.95	3.85	3.61	3.77	3.53	3.77	3.74	3.75
	Step	3.93	3.41	3.78	3.70	3.70	4.00	3.87	3.70	3.60	3.87	3.59	4.04	3.74	3.74	3.89	3.85
	Single	4.07	3.66	4.00	3.73	3.77	4.05	3.75	3.80	3.78	3.75	3.71	3.82	3.80	3.50	3.77	3.20
	Relative	4.00	2.80	3.40	3.75	2.60	3.60	3.60	3.60	3.20	3.20	3.20	3.40	3.00	3.40	3.20	3.50
	Former	3.85	3.29	4.14	3.57	3.57	4.00	2.85	4.00	4.14	3.57	3.85	3.71	3.71	4.14	4.14	3.57
	Other	3.88	3.79	4.00	3.79	3.79	4.13	3.87	3.92	3.46	3.88	3.83	4.04	3.95	3.58	3.88	4.13
	p	.947	.243	.999	.949	.250	.839	.300	.721	.999	.343	.698	.407	.110	.335	.519	.646
11.	Death M	4.00	3.50	4.50	4.50	4.00	3.50	3.50	4.00	4.50	3.00	3.50	3.50	3.50	3.50	4.00	4.00
	Death F	4.42	3.58	4.17	3.67	4.09	3.92	4.00	3.83	4.17	3.83	3.68	4.08	4.17	3.83	3.75	4.00
	Death Both	3.50	2.00	3.50	4.00	2.50	4.00	3.50	3.50	3.00	3.50	3.50	3.00	3.00	3.50	3.50	3.50
	Separation	3.92	3.77	4.08	4.00	3.85	4.00	3.46	3.85	3.39	3.62	3.85	3.54	3.69	3.54	3.77	3.33
	Divorce	3.99	3.48	3.87	3.70	3.61	4.09	3.72	3.78	3.63	3.75	3.75	3.97	3.75	3.63	3.90	3.88
	Annul.	3.00	3.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.50	4.00	4.00	3.50	4.00	3.50
	p	.313	.251	.764	.806	.387	.952	.798	.994	.277	.622	.878	.991	.382	.985	.984	.604
12.	Yes	4.02	3.50	4.09	3.85	3.99	4.17	3.84	3.81	3.71	3.81	3.81	3.95	3.70	3.81	3.92	3.85
	No	3.91	3.53	3.73	3.78	3.47	3.81	3.59	3.64	3.44	3.85	3.50	3.72	3.52	3.64	3.65	3.70
	Uncertain	4.11	3.47	3.79	3.47	3.22	3.84	3.53	3.53	3.84	3.53	3.42	3.79	3.74	3.79	3.63	3.74
		p	.346	.999	.001	.238	.000	.002	.045	.195	.031	.253	.009	.147	.238	.255	.029
13.	Yes	4.01	3.48	3.95	3.85	3.75	3.99	3.79	3.74	3.70	3.90	3.63	3.90	3.70	3.91	3.85	3.84
	No	4.00	3.62	3.90	3.75	3.61	3.99	3.65	3.71	3.98	3.75	3.63	3.79	3.62	3.59	3.75	3.75
	Uncertain	3.80	3.44	3.72	3.75	3.63	3.90	3.57	3.65	3.35	3.72	3.62	3.64	3.39	3.57	3.57	3.62
		p	.222	.153	.207	.645	.501	.811	.253	.885	.018	.211	.998	.165	.116	.007	.150
14.	Yes	4.02	3.58	4.02	3.91	3.88	4.14	3.84	3.84	3.64	3.89	3.75	3.90	3.71	3.83	3.88	3.88
	No	3.91	3.47	3.77	3.68	3.38	3.78	3.50	3.51	3.44	3.74	3.47	3.71	3.48	3.59	3.62	3.59
	Uncertain	3.93	3.33	3.63	3.56	3.70	3.67	3.63	3.78	3.89	3.70	3.48	3.70	3.56	3.59	3.67	3.89
		p	.518	.378	.007	.038	.000	.001	.008	.010	.053	.228	.023	.157	.122	.053	.039
15.	Yes	4.00	3.55	3.99	3.74	4.00	3.99	3.59	3.65	3.75	3.84	3.51	3.75	3.59	3.75	3.83	3.72
	No	3.95	3.50	3.87	3.82	3.58	3.95	3.72	3.73	3.51	3.80	3.65	3.82	3.61	3.71	3.74	3.78
	Uncertain	3.91	3.55	3.82	3.64	3.87	4.00	3.82	3.82	4.18	4.09	4.00	3.91	3.82	3.64	4.00	3.91
		p	.915	.885	.539	.885	.007	.975	.517	.737	.021	.469	.227	.816	.751	.879	.500

Means: 5 = very good; 1 = very poor

Topics:	1. Life partner	5. Religion	9. Parenting/child-care	13. Goal setting
	2. Finances	6. Communication	10. Decision making	14. Personal growth
	3. Courtship/marriage	7. Conflicts	11. In-laws/relatives	15. Family-life activities
	4. Human sexuality	8. Leisure time	12. Husband/wife roles	16. Commitment/divorce

Questions:

10. In what type of family do you live when you are at home?
11. If your parents are not living together, how were they separated?
12. In your home is there someone to whom you have turned for counsel regarding premarital preparation?
13. Do you feel your parents' marriage is a good model for your marriage?
14. Has either of your parents talked with you about premarital preparation?
15. Has either of your parents recommended resources in order to prepare you for marriage?

TABLE D35
 MEANS AND PROBABILITY FIGURES FOR SCHOOL
 CHARACTERISTICS AND PERSONAL PREPARATION
 ON 16 PARENTAL TOPICS

Quest. No.	Resp. Char. & Descrip.	Topics																
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	
18A.	Day 0 yrs	3.99	3.92	3.87	3.82	3.70	4.00	3.72	3.99	3.66	3.87	3.68	3.90	3.95	3.97	3.66	3.89	
	1 yr.	4.07	3.60	3.91	3.83	3.50	4.02	3.79	3.95	3.73	3.83	3.74	3.93	3.86	3.76	3.76	3.71	
	2 yrs.	3.80	3.39	3.88	3.66	3.40	3.84	3.74	3.53	3.41	3.53	3.45	3.99	3.95	3.67	3.80	3.63	
	3 yrs.	3.92	3.98	3.26	3.33	3.42	3.83	3.83	3.83	3.50	4.00	3.67	3.92	4.17	4.17	4.17	3.50	
	4 yrs.	4.01	3.25	3.99	3.88	3.50	3.99	3.98	3.83	3.52	3.86	3.60	3.73	3.54	3.87	3.84	3.76	
	6 yrs.	3.00	3.00	5.00	4.00	5.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	5.00	5.00	4.00	3.00	
	p	.466	.888	.084	.392	.061	.794	.770	.056	.541	.173	.719	.322	.066	.063	.430	.594	
18B.	Boarding 0 yrs	4.02	3.95	3.89	3.84	3.85	3.95	3.60	3.77	3.98	3.86	3.97	3.72	3.98	3.81	3.82	3.65	
	1 yr.	3.36	3.07	3.30	3.64	3.07	3.71	3.43	3.64	2.95	3.37	3.43	3.64	3.30	3.43	3.29	3.14	
	2 yrs.	3.83	3.45	3.92	3.99	3.52	3.92	3.83	3.60	3.49	3.65	3.54	3.69	3.62	3.79	3.79	3.66	
	3 yrs.	4.18	3.97	3.86	3.78	3.25	4.04	3.76	3.76	3.67	3.90	3.80	3.90	3.80	3.84	3.84	4.04	
	4 yrs.	3.99	3.97	3.95	3.93	3.75	4.02	3.72	3.71	3.71	3.88	3.70	3.97	3.97	3.97	3.79	3.94	
		p	.008	.412	.480	.198	.030	.732	.410	.818	.078	.234	.456	.176	.681	.217	.232	.017
18C.	Public 0 yrs	3.97	3.54	3.92	3.82	3.70	3.98	3.67	3.73	3.60	3.82	3.65	3.83	3.63	3.74	3.79	3.82	
	1 yr.	4.24	3.28	3.80	3.52	3.60	4.04	3.95	3.64	3.95	3.95	3.68	3.92	3.72	3.95	3.88	3.88	
	2 yrs.	3.67	3.60	3.67	3.53	3.53	3.73	3.67	3.53	3.53	3.67	3.40	3.27	3.13	3.20	3.40	3.27	
	3 yrs.	3.80	2.20	3.20	4.40	3.00	3.80	3.80	3.60	3.20	3.20	3.20	3.80	3.80	3.20	2.60	2.40	
		p	.169	.502	.176	.117	.427	.713	.514	.831	.842	.234	.599	.104	.224	.046	.009	.007
	19.	Yes	3.97	3.53	3.90	3.81	3.63	4.00	3.73	3.70	3.58	3.81	3.65	3.82	3.99	3.74	3.77	3.83
No		3.93	3.43	3.95	3.77	3.88	3.71	3.52	3.75	3.58	3.77	3.95	3.80	3.77	3.64	3.77	3.43	
Uncertain		4.38	3.75	3.90	3.75	3.88	4.13	3.88	3.88	3.75	4.13	3.38	3.90	3.75	3.75	3.90	3.90	
		p	.399	.638	.390	.999	.287	.112	.313	.835	.894	.519	.585	.594	.483	.799	.713	.060
20.		Yes	4.01	3.53	3.91	3.81	3.69	4.01	3.72	3.74	3.61	3.82	3.64	3.84	3.99	3.74	3.76	3.80
		No	3.47	3.20	3.95	3.75	3.53	3.65	3.63	3.65	3.67	3.65	3.65	3.42	3.63	3.40	3.50	3.35
	Uncertain	4.00	3.69	3.78	3.78	3.64	3.87	3.61	3.36	3.52	3.83	3.54	3.83	3.70	3.74	3.83	3.76	
		p	.080	.204	.634	.995	.781	.175	.701	.484	.536	.649	.803	.143	.806	.284	.388	.202
	21.	Yes	4.10	3.69	4.11	4.01	4.00	4.16	3.90	3.90	3.86	3.96	3.83	3.94	3.81	3.76	3.96	3.99
		No	3.95	3.48	3.85	3.76	3.54	3.93	3.66	3.67	3.48	3.80	3.98	3.77	3.56	3.72	3.70	3.69
Uncertain		3.91	3.97	3.87	3.97	4.10	3.76	3.48	3.97	3.91	3.97	3.92	3.86	3.87	3.67	3.76	4.00	
		p	.348	.295	.034	.062	.001	.101	.085	.142	.006	.117	.136	.344	.128	.918	.119	.078
22.		Yes	4.07	3.95	4.00	3.85	3.74	4.14	3.85	3.74	3.67	3.81	3.62	3.82	3.62	3.73	3.77	3.91
		No	3.91	3.47	3.85	3.79	3.61	3.80	3.98	3.67	3.44	3.85	3.62	3.81	3.36	3.73	3.72	3.65
	Uncertain	3.82	3.63	3.95	3.99	3.65	3.93	3.95	3.82	3.89	3.63	3.74	3.74	3.52	3.67	3.95	3.87	
		p	.150	.616	.030	.403	.968	.005	.024	.663	.031	.410	.818	.906	.851	.943	.544	.098
	23.	Yes	4.02	3.64	4.07	3.80	3.82	4.12	3.80	3.80	3.73	3.90	3.74	3.93	3.75	3.82	3.85	3.90
		No	4.01	3.43	3.84	3.82	3.61	3.87	3.66	3.64	3.44	3.81	3.51	3.72	3.51	3.70	3.69	3.67
Uncertain		3.65	3.38	3.36	3.73	3.32	3.70	3.46	3.62	3.96	3.46	3.60	3.68	3.49	3.38	3.68	3.66	
		p	.036	.099	.000	.081	.019	.011	.094	.263	.042	.011	.111	.087	.066	.032	.270	.153

Means 5 = very good; 1 = very poor

Topics 1. Life partner	5. Religion	9. Parenting/child-care	13. Goal setting
2. Finances	6. Communication	10. Decision making	14. Personal growth
3. Courtship/marriage	7. Conflicts	11. In-laws/relatives	15. Family-life activities
4. Human equality	8. Leisure time	12. Husband/wife roles	16. Commitment/divorce

Questions

18. In your four years of high school (grades 9-12), how many years did you attend?
19. Have you had any special classes in marriage and family preparation in your education?
20. Do the schools you have attended have any resources on premarital preparation?
21. In your schooling, is there someone to whom you have turned for counseling regarding premarital preparation?
22. Has any faculty/staff member at schools you have attended counseled with you about premarital preparation?
23. Has there been a faculty/staff married couple in your school to whom you look as a good role model for your marriage?

TABLE D54
MEANS AND PROBABILITY FIGURES FOR CHURCH
CHARACTERISTICS AND PERSONAL PREPARATION
ON 16 PREMARITAL TOPICS

Quest. No.	Pers. Char. & Descrip.	Topics															
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
26A.	Yes	3.98	3.52	3.92	3.81	3.68	3.97	3.69	3.73	3.61	3.83	3.65	3.82	3.61	3.75	3.77	3.77
	No	3.37	3.23	3.60	3.67	3.53	3.87	3.87	3.47	3.21	3.53	3.33	3.30	3.67	3.93	3.60	3.60
	Uncertain	3.67	3.33	3.33	3.33	4.00	4.00	4.00	3.67	3.33	4.00	4.00	4.33	4.00	4.33	3.67	4.33
	p	.146	.944	.200	.585	.748	.904	.843	.598	.318	.363	.367	.248	.762	.002	.764	.358
26B.	S&A	3.98	3.51	3.91	3.80	3.67	3.97	3.70	3.74	3.30	3.81	3.64	3.82	3.61	3.75	3.76	3.78
	Protestant	4.33	3.33	4.33	4.33	4.00	4.33	3.87	4.00	4.33	4.33	3.67	4.67	4.00	4.33	4.33	4.33
	Catholic	4.00	4.33	3.33	3.00	3.50	4.33	3.33	3.00	4.67	5.00	4.67	4.33	4.33	3.33	4.33	4.00
	Other	2.67	3.43	3.37	3.37	3.43	3.71	3.14	3.43	3.33	3.29	2.85	2.50	3.43	2.57	3.00	3.14
p	.001	.305	.368	.298	.853	.682	.422	.400	.137	.014	.040	.001	.483	.004	.064	.339	
27.	Yes	4.04	3.67	3.95	3.94	4.01	4.16	3.76	3.79	3.98	3.85	3.83	3.95	3.73	3.83	3.88	3.89
	No	3.95	3.48	3.90	3.79	3.54	3.92	3.68	3.70	3.46	3.82	3.98	3.79	3.60	3.68	3.73	3.76
	Uncertain	3.73	3.33	3.64	3.35	3.82	3.82	3.33	3.73	3.33	3.33	3.30	3.36	3.64	3.68	3.68	3.46
	p	.285	.218	.295	.035	.002	.087	.933	.733	.000	.253	.110	.089	.271	.454	.413	.246
28.	Yes	3.97	3.55	3.92	3.85	3.70	4.01	3.71	3.77	3.67	3.83	3.65	3.82	3.65	3.77	3.84	3.81
	No	4.03	3.51	3.97	3.82	3.62	3.93	3.77	3.73	3.43	3.82	3.65	3.88	3.66	3.64	3.64	3.70
	Uncertain	3.81	3.28	3.35	3.34	3.69	3.78	3.34	3.38	3.45	3.69	3.47	3.35	3.44	3.44	3.33	3.65
	p	.460	.320	.063	.013	.835	.366	.077	.075	.153	.663	.975	.229	.497	.140	.081	.633
29.	Yes	4.09	3.97	4.05	3.95	3.89	4.11	3.79	3.84	3.90	3.95	3.83	3.98	3.88	3.90	4.00	3.83
	No	3.95	3.53	3.87	3.80	3.62	3.95	3.63	3.76	3.52	3.79	3.95	3.84	3.92	3.60	3.67	3.79
	Uncertain	3.88	3.45	3.82	3.62	3.60	3.85	3.71	3.53	3.45	3.76	3.61	3.99	3.35	3.76	3.71	3.69
	p	.280	.729	.274	.033	.111	.194	.461	.072	.006	.345	.098	.077	.020	.054	.023	.697
30.	Yes	4.10	3.74	4.15	3.95	3.83	4.08	3.83	3.94	3.78	3.90	3.70	3.94	3.79	3.94	3.94	3.89
	No	3.85	3.43	3.71	3.71	3.93	3.94	3.55	3.74	3.64	3.91	3.53	3.83	3.64	3.97	3.72	3.68
	Uncertain	3.95	3.46	3.87	3.78	3.68	3.94	3.70	3.60	3.48	3.71	3.65	3.73	3.52	3.69	3.69	3.76
	p	.144	.060	.003	.308	.223	.309	.197	.025	.088	.099	.462	.299	.113	.091	.134	.453
31.	Yes	4.24	3.87	4.07	4.05	3.88	4.25	3.76	3.88	3.79	3.76	3.93	4.06	3.88	3.93	4.05	3.98
	No	3.95	3.50	3.85	3.77	3.64	3.94	3.70	3.71	3.55	3.82	3.98	3.79	3.99	3.70	3.71	3.75
	Uncertain	3.84	3.42	4.00	3.63	3.83	3.74	3.37	3.47	3.78	3.79	3.74	3.93	3.42	3.47	3.79	3.63
	p	.050	.527	.292	.148	.289	.054	.279	.263	.278	.894	.079	.108	.120	.171	.085	.391
32.	Yes	4.23	3.85	4.14	4.17	4.15	4.40	4.02	3.84	4.02	4.00	3.98	4.19	3.85	3.98	3.93	3.85
	No	3.93	3.46	3.85	3.76	3.60	3.90	3.65	3.71	3.52	3.79	3.35	3.75	3.98	3.69	3.73	3.76
	Uncertain	3.77	3.34	3.77	3.31	3.83	4.00	3.15	3.62	3.85	3.69	4.15	3.77	3.54	3.39	3.69	3.62
	p	.054	.040	.127	.004	.003	.004	.006	.634	.006	.246	.003	.011	.197	.074	.328	.764
33.	Yes	4.02	3.59	3.99	3.81	3.79	4.04	3.69	3.76	3.71	3.83	3.76	3.92	3.74	3.77	3.82	3.80
	No	3.93	3.37	3.84	3.82	3.56	3.91	3.74	3.72	3.44	3.87	3.48	3.72	3.48	3.68	3.69	3.75
	Uncertain	3.74	3.71	3.62	3.65	3.35	3.85	3.54	3.97	3.54	3.97	3.97	3.97	3.45	3.54	3.71	3.69
	p	.171	.070	.049	.633	.132	.345	.547	.933	.073	.199	.048	.044	.038	.370	.472	.815

Means: 5 = very good; 1 = very poor

- | | | | | |
|---------|------------------------|------------------|-------------------------|----------------------------|
| Topics: | 1. Life partner | 5. Religion | 9. Parenting/child-care | 13. Goal setting |
| | 2. Finances | 6. Communication | 10. Decision making | 14. Personal growth |
| | 3. Courtship/marriage | 7. Conflicts | 11. In-laws/relatives | 15. Family life activities |
| | 4. Homosexual activity | 8. Leisure time | 12. Husband/wife roles | 16. Commitment/divorce |

Questions:

- 26. Are you a member of a religious denomination? Please state denomination.
- 27. Have you received any premarital preparation instruction in an informal or formal gathering in church?
- 28. Have you heard any sermons about premarital preparation?
- 29. Do the churches you have attended have a structured premarital counseling program?
- 30. Do the churches where you have been a member have resources on premarital preparation?
- 31. In the churches where you have been a member, is there someone to whom you have turned for counsel regarding premarital preparation?
- 32. Has a church or staff member counseled with you about premarital preparation?
- 33. Is there a family or couple within your church to whom you look as a good role model for you: marriage?

TABLE D95
MEANS AND PROBABILITY FIGURES FOR PERSONAL CHARACTERISTICS AND TOPICAL PREPARATION ON 16 PREMARITAL TOPICS

Quart. No.	Pers. Char. & Descrip.	Topics															
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1.	Male	4.73	4.27	4.09	4.05	4.48	4.80	4.52	3.63	4.53	4.39	3.52	4.25	4.16	4.19	4.08	4.35
	Female	4.84	4.40	4.17	4.05	4.63	4.82	4.58	3.68	4.67	4.48	3.67	4.43	4.35	4.43	4.04	4.45
	p	.059	.072	.353	.991	.118	.516	.461	.480	.051	.233	.001	.031	.021	.005	.593	.198
2.	1 yr.	4.80	4.20	4.25	4.20	3.90	5.00	4.40	3.60	4.20	4.20	3.40	4.40	4.20	4.00	3.80	4.00
	2-4 yrs.	4.84	4.35	4.25	4.07	4.61	4.84	4.53	3.68	4.75	4.48	3.85	4.42	4.29	4.29	4.32	4.52
	5+ yrs.	4.78	4.34	4.12	4.04	4.55	4.80	4.59	3.67	4.57	4.45	3.68	4.34	4.31	4.39	4.12	4.42
	Not marry	4.71	4.41	3.71	4.29	4.47	4.77	4.44	3.71	4.47	4.18	3.53	4.13	3.94	3.88	3.59	4.24
	p	.725	.937	.099	.678	.191	.683	.723	.995	.051	.279	.310	.514	.271	.044	.054	.463
3.	Yes	4.78	4.46	4.31	4.22	4.74	4.85	4.68	3.86	4.75	4.46	4.06	4.56	4.35	4.45	4.22	4.48
	No	4.79	4.31	4.07	4.05	4.51	4.80	4.53	3.61	4.57	4.44	3.63	4.31	4.25	4.30	4.00	4.44
	Uncertain	4.85	4.25	4.35	3.65	4.60	4.85	4.50	3.80	4.60	4.35	3.65	4.20	4.20	4.20	4.15	4.20
	p	.871	.209	.044	.032	.129	.701	.241	.087	.195	.812	.004	.035	.565	.277	.132	.513
4.	Yes	4.77	4.34	4.25	4.17	4.74	4.87	4.63	3.85	4.72	4.45	3.99	4.50	4.35	4.43	4.19	4.59
	No	4.81	4.35	4.08	3.99	4.45	4.79	4.53	3.59	4.57	4.44	3.98	4.27	4.24	4.26	3.99	4.35
	Uncertain	4.73	4.09	4.09	4.18	4.70	4.64	4.27	3.27	4.09	4.30	3.27	4.35	3.82	4.35	4.00	4.27
	p	.812	.441	.195	.188	.009	.199	.153	.037	.004	.777	.000	.038	.098	.146	.105	.427
5.	Yes	4.84	4.37	4.21	4.08	4.64	4.86	4.63	3.67	4.71	4.50	3.80	4.41	4.33	4.39	4.11	4.54
	No	4.80	4.35	4.08	4.11	4.49	4.80	4.51	3.76	4.51	4.44	3.64	4.29	4.23	4.26	3.97	4.39
	Uncertain	4.24	3.95	3.71	3.62	4.10	4.33	4.00	3.24	4.00	3.79	3.24	4.10	3.81	3.85	3.91	3.57
	p	.000	.021	.017	.053	.013	.300	.000	.037	.000	.000	.022	.114	.010	.005	.258	.000
6.	Yes	4.81	4.35	4.21	4.06	4.66	4.83	4.58	3.69	4.70	4.49	3.83	4.44	4.32	4.34	4.10	4.43
	No	4.81	4.39	4.10	4.12	4.30	4.80	4.60	3.72	4.46	4.39	3.55	4.28	4.22	4.38	3.99	4.44
	Uncertain	4.62	4.12	3.79	3.88	4.55	4.74	4.32	3.38	4.35	4.21	3.38	4.00	4.09	4.05	3.91	4.47
	p	.155	.118	.014	.420	.003	.539	.103	.110	.002	.056	.009	.004	.219	.105	.325	.370
9.	Yes	4.83	4.31	4.29	4.23	4.31	4.86	4.54	3.54	4.69	4.14	3.80	4.37	4.20	4.29	4.06	4.40
	No	4.82	4.37	4.18	4.13	4.61	4.82	4.60	3.71	4.60	4.50	3.75	4.35	4.30	4.35	4.09	4.49
	Uncertain	4.70	4.27	3.95	3.77	4.56	4.78	4.45	3.61	4.61	4.43	3.55	4.33	4.22	4.22	3.95	4.27
	p	.312	.917	.076	.005	.141	.733	.320	.463	.774	.011	.268	.938	.633	.395	.493	.245

Means: 5 = very highly important; 1 = not important

Topics:	1. Life partner	5. Religion	9. Parenting/child-care	13. Goal setting
	2. Finances	6. Communication	10. Decision making	14. Personal growth
	3. Courtship/wedding	7. Conflicts	11. In-laws/relatives	15. Family-life activities
	4. Human sexuality	8. Leisure time	12. Husband/wife roles	16. Commitment/divorce

Questions:

1. Sex
2. If you were to marry, do you expect to be married within:
3. Is there anyone to whom you have turned for personal counseling regarding premarital preparation?
4. Have you personally looked at resources in order to prepare yourself for marriage?
5. Without your inquiring, have adults counseled with you about premarital preparation?
6. As you think about your premarital preparation, is there a married couple to whom you look as a good role model for your marriage?
9. Do you feel you are ready for marriage?

TABLE D36
 MEANS AND PROBABILITY FIGURES FOR HOME
 CHARACTERISTICS AND TOPICAL PREPARATION
 ON 16 PREMATRITAL TOPICS

Quant. No.	Fam. Char. & Descrip.	Topics															
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
10.	Bio.	4.82	4.38	4.17	4.09	4.56	4.84	4.58	3.74	4.61	4.45	3.74	4.41	4.29	4.35	4.10	4.51
	Step	4.74	4.41	4.19	4.07	4.59	4.74	4.48	3.44	4.63	4.52	3.99	4.22	4.30	4.44	3.93	4.59
	Single	4.71	4.14	3.98	3.91	4.51	4.75	4.53	3.36	4.57	4.36	3.68	4.31	4.18	4.23	4.00	4.76
	Relative	4.80	4.20	3.60	3.40	4.00	4.60	4.40	3.20	4.60	4.40	3.60	3.80	4.20	4.20	3.80	3.60
	Foster	4.71	4.00	4.00	3.71	4.43	4.71	4.00	4.00	4.29	4.14	3.83	4.29	4.14	4.71	4.00	3.14
	Other	4.79	4.42	4.29	4.33	4.79	4.83	4.63	3.88	4.75	4.50	3.71	4.21	4.33	4.33	3.96	4.63
	p	.861	.187	.352	.163	.472	.663	.315	.020	.711	.738	.975	.309	.955	.300	.784	.000
11.	Death M	4.50	4.50	5.00	4.50	5.00	5.00	5.00	4.50	5.00	4.50	4.50	5.00	5.00	4.00	5.00	5.00
	Death F	4.83	4.17	4.00	3.92	4.83	4.83	4.25	3.42	4.87	4.25	3.98	4.18	4.08	4.25	3.92	4.08
	Death Both	4.50	5.00	4.50	4.50	4.50	5.00	5.00	4.00	4.00	4.00	3.50	4.00	4.50	4.00	4.00	4.00
	Separation	4.39	4.31	3.85	3.62	4.31	4.54	4.17	3.92	4.39	4.39	3.62	4.25	4.31	4.23	4.15	3.31
	Divorce	4.81	4.27	4.13	4.08	4.55	4.81	4.64	3.48	4.66	4.49	3.71	4.31	4.25	4.33	4.02	4.46
	Annul.	3.50	4.00	3.00	4.00	4.50	4.50	3.50	3.50	5.00	4.50	3.50	4.50	4.50	3.50	4.00	3.50
	p	.011	.647	.303	.474	.877	.424	.041	.227	.305	.762	.860	.970	.734	.592	.993	.022
12.	Yes	4.79	4.32	4.22	4.11	4.68	4.86	4.98	3.73	4.66	4.44	3.06	4.48	4.33	4.40	4.11	4.48
	No	4.80	4.37	4.04	4.02	4.48	4.78	4.56	3.99	4.57	4.43	3.56	4.23	4.18	4.24	3.98	4.40
	Uncertain	4.68	4.21	4.37	4.00	4.47	4.79	4.37	3.84	4.63	4.58	4.06	4.53	4.58	4.42	4.32	4.42
	p	.686	.979	.097	.602	.088	.333	.451	.237	.503	.628	.006	.006	.044	.177	.149	.750
13.	Yes	4.82	4.35	4.20	4.01	4.63	4.86	4.97	3.75	4.68	4.46	3.77	4.36	4.29	4.35	4.15	4.46
	No	4.84	4.35	4.13	4.17	4.56	4.84	4.99	3.64	4.58	4.43	3.77	4.36	4.31	4.34	4.03	4.46
	Uncertain	4.62	4.27	4.02	3.92	4.41	4.67	4.43	3.53	4.50	4.42	3.48	4.33	4.13	4.22	3.92	4.37
	p	.024	.666	.321	.115	.215	.038	.298	.232	.198	.986	.105	.972	.296	.990	.171	.825
14.	Yes	4.84	4.36	4.20	4.02	4.67	4.88	4.62	3.70	4.70	4.48	3.76	4.46	4.38	4.41	4.13	4.43
	No	4.78	4.35	4.05	4.12	4.43	4.77	4.90	3.60	4.54	4.43	3.71	4.25	4.18	4.24	3.95	4.48
	Uncertain	4.52	4.11	4.15	4.07	4.48	4.95	4.37	3.85	4.30	4.22	3.50	4.15	3.96	4.11	4.04	4.26
	p	.077	.175	.271	.695	.044	.003	.118	.280	.005	.197	.422	.026	.008	.099	.167	.974
15.	Yes	4.68	4.29	4.13	3.96	4.74	4.82	4.46	3.60	4.58	4.36	3.66	4.47	4.34	4.38	4.15	4.34
	No	4.84	4.37	4.15	4.12	4.50	4.82	4.60	3.69	4.63	4.48	3.73	4.32	4.26	4.31	4.03	4.48
	Uncertain	4.46	4.00	4.00	3.95	4.70	4.55	4.36	3.64	4.36	4.10	4.00	4.36	4.09	4.18	4.00	4.18
	p	.012	.148	.832	.054	.086	.180	.177	.700	.399	.085	.513	.338	.519	.640	.968	.388

Means: 5 = very highly important; 1 = not important

- | | | | | |
|--------|-----------------------|------------------|-------------------------|----------------------------|
| Topics | 1. Life partner | 5. Religion | 9. Parenting/child-care | 13. Goal setting |
| | 2. Finances | 6. Communication | 10. Decision making | 14. Personal growth |
| | 3. Courtship/marriage | 7. Conflicts | 11. In-laws/relatives | 15. Family-life activities |
| | 4. Home assembly | 8. Leisure time | 12. Husband/wife roles | 16. Commitment/divorce |

Questions

10. In what type of family do you live when you are at home?
11. If your parents are not living together, how were they separated?
12. In your home is there someone to whom you have turned for counsel regarding premarital preparation?
13. Do you feel your parents' marriage is a good model for your marriage?
14. Has either of your parents talked with you about premarital preparation?
15. Has either of your parents recommended resources in order to prepare you for marriage?

TABLE D37
 MEANS AND PROBABILITY FIGURES FOR SCHOOL
 CHARACTERISTICS AND TOPICAL PREPARATION
 ON 16 PREMATRICAL TOPICS

Quest. No.	Perc. Char. & Descrip.	Topics																
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	
18A.	Day 0 yrs	4.83	4.30	4.21	4.15	4.62	4.84	4.59	3.66	4.65	4.42	3.83	4.37	4.28	4.27	4.08	4.47	
	1 yr.	4.78	4.46	4.20	4.07	4.42	4.78	4.63	3.78	4.81	4.66	3.68	4.39	4.37	4.44	4.05	4.59	
	2 yrs.	4.94	4.39	4.18	4.08	4.69	4.96	4.47	3.99	4.99	4.51	3.78	4.42	4.39	4.43	4.12	4.49	
	3 yrs.	4.75	4.38	4.00	3.87	4.50	4.38	4.87	3.88	4.50	4.33	3.98	4.25	4.08	4.00	4.25	4.33	
	4 yrs.	4.68	4.28	4.01	3.99	4.48	4.74	4.51	3.64	4.47	4.35	3.95	4.30	4.19	4.32	3.95	4.33	
	6 yrs.	4.00	4.00	5.00	2.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	4.00	5.00	5.00	5.00	3.00	
	p	.081	.453	.389	.069	.489	.059	.723	.515	.114	.146	.439	.893	.602	.373	.578	.434	
18B.	Boarding 0 yrs	4.65	4.29	4.00	3.92	4.42	4.67	4.50	3.63	4.47	4.35	3.51	4.27	4.15	4.22	3.95	4.27	
	1 yr.	4.71	4.43	3.71	4.07	4.29	4.79	4.90	3.71	4.97	4.36	3.85	4.43	4.43	4.50	4.21	4.36	
	2 yrs.	4.91	4.42	4.26	4.13	4.77	4.99	4.92	3.71	4.66	4.52	3.85	4.45	4.40	4.45	4.15	4.55	
	3 yrs.	4.82	4.37	4.25	4.14	4.51	4.84	4.87	3.74	4.71	4.53	3.74	4.35	4.31	4.39	4.08	4.49	
	4 yrs.	4.87	4.31	4.22	4.14	4.66	4.88	4.99	3.69	4.68	4.45	3.84	4.38	4.28	4.29	4.10	4.52	
	p	.020	.744	.030	.348	.032	.005	.585	.945	.107	.372	.088	.635	.268	.294	.338	.276	
	18C.	Public 0 yrs	4.78	4.32	4.14	4.05	4.60	4.82	4.54	3.66	4.59	4.45	3.74	4.35	4.25	4.30	4.05	4.44
1 yr.		4.88	4.52	4.28	4.24	4.36	4.80	4.76	3.68	4.68	4.32	3.60	4.28	4.28	4.40	4.12	4.48	
2 yrs.		4.86	4.33	4.00	3.87	4.53	4.80	4.53	4.00	4.80	4.53	3.87	4.27	4.53	4.47	3.93	4.47	
3 yrs.		4.75	4.75	4.00	4.00	3.50	4.50	4.50	3.25	4.75	4.25	3.25	5.00	4.50	4.50	3.75	4.00	
p		.869	.292	.715	.609	.033	.635	.485	.335	.589	.877	.876	.330	.527	.764	.738	.829	
19.		Yes	4.82	4.35	4.20	4.11	4.59	4.83	4.99	3.68	4.66	4.47	3.77	4.37	4.29	4.35	4.05	4.50
		No	4.67	4.23	3.88	3.95	4.41	4.74	4.43	3.63	4.42	4.33	3.52	4.31	4.25	4.19	4.05	4.05
	Uncertain	4.50	4.38	3.75	3.63	4.25	4.63	4.25	3.90	4.25	4.00	3.00	4.00	4.00	4.00	3.88	4.13	
	p	.095	.554	.015	.181	.218	.322	.166	.782	.029	.072	.088	.353	.964	.183	.818	.010	
	20.	Yes	4.84	4.37	4.18	4.07	4.62	4.84	4.58	3.66	4.67	4.47	3.73	4.39	4.31	4.34	4.05	4.45
		No	4.26	4.16	4.05	4.05	3.84	4.53	4.28	3.74	4.37	4.37	3.63	4.05	4.32	4.32	3.84	4.21
		Uncertain	4.74	4.20	4.07	4.09	4.53	4.78	4.52	3.70	4.44	4.33	3.65	4.25	4.04	4.24	4.11	4.44
p		.000	.119	.581	.989	.000	.086	.178	.908	.019	.407	.803	.110	.085	.715	.480	.594	
21.		Yes	4.81	4.49	4.25	4.09	4.68	4.84	4.69	3.85	4.71	4.58	4.13	4.54	4.46	4.39	4.23	4.54
		No	4.79	4.31	4.15	4.10	4.92	4.81	4.95	3.62	4.59	4.44	3.61	4.31	4.21	4.33	4.01	4.43
		Uncertain	4.67	4.10	3.85	3.76	4.62	4.71	4.14	3.62	4.52	4.05	3.55	4.30	4.38	4.10	4.00	4.10
	p	.353	.034	.133	.225	.345	.573	.006	.111	.311	.005	.000	.075	.081	.313	.135	.175	
	22.	Yes	4.88	4.44	4.27	4.18	4.69	4.88	4.65	3.71	4.73	4.55	3.83	4.47	4.37	4.41	4.16	4.60
		No	4.75	4.28	4.11	4.05	4.44	4.79	4.54	3.68	4.54	4.38	3.64	4.25	4.22	4.30	3.98	4.34
		Uncertain	4.56	4.04	3.70	3.67	4.50	4.96	4.15	3.99	4.33	4.15	3.50	4.27	4.07	4.00	3.85	.404
p		.008	.004	.001	.011	.034	.004	.002	.740	.003	.004	.100	.027	.030	.036	.051	.005	
23.		Yes	4.85	4.46	4.24	4.09	4.74	4.85	4.60	3.84	4.68	4.49	3.94	4.52	4.39	4.41	4.18	4.53
		No	4.78	4.27	4.10	4.05	4.44	4.80	4.54	3.52	4.25	4.43	3.51	4.21	4.17	4.24	3.95	4.37
		Uncertain	4.57	4.08	3.97	4.00	4.27	4.66	4.46	3.54	4.60	4.31	3.43	4.27	4.24	4.32	3.95	5.27
	p	.077	.002	.112	.821	.001	.095	.518	.003	.295	.314	.000	.001	.047	.198	.035	.191	

Means: 5 = very highly important; 1 = not important

- | | | | | |
|--------|-----------------------|------------------|-------------------------|----------------------------|
| Topics | 1. Life partner | 5. Religion | 9. Parenting/child-care | 13. Goal setting |
| | 2. Finances | 6. Communication | 10. Decision making | 14. Personal growth |
| | 3. Courtship/marriage | 7. Conflicts | 11. In-laws/relatives | 15. Family-life activities |
| | 4. Human sexuality | 8. Leisure time | 12. Husband/wife roles | 16. Commitment/divorce |

Questions:

18. In your four years of high school (grades 9-12), how many years did you attend?
19. Have you had any special classes in marriage and family preparation in your education?
20. Do the schools you have attended have any resources on premarital preparation?
21. In your schooling, is there someone to whom you have turned for counseling regarding premarital preparation?
22. Has any faculty/staff member at schools you have attended counseled with you about premarital preparation?
23. Has there been a faculty/staff married couple in your school to whom you look as a good role model for your marriage?

TABLE D3B
 MEANS AND PROBABILITY FIGURES FOR CHURCH
 CHARACTERISTICS AND TOPICAL PREPARATION
 ON 16 PREMATRICAL TOPICS

Quest. No.	Pers. Char. & Descrip.	Topics															
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
26a.	Yes	4.83	4.35	4.16	4.05	4.62	4.84	4.38	3.87	4.65	4.45	3.74	4.38	4.29	4.33	4.07	4.45
	No	4.13	4.00	4.00	4.07	3.53	4.47	4.07	3.53	3.93	4.20	3.33	4.00	4.07	4.13	3.73	4.13
	Uncertain	4.00	4.00	4.00	4.00	3.00	4.00	4.00	4.00	3.87	3.87	3.87	3.87	4.00	4.00	4.00	4.00
	p	.000	.079	.721	.992	.000	.000	.005	.687	.000	.042	.260	.030	.487	.470	.290	.310
26b.	SDA	4.83	4.37	4.16	4.07	4.59	4.84	4.37	3.68	4.64	4.45	3.74	4.38	4.29	4.34	4.07	4.45
	Protestant	4.87	4.33	4.33	4.33	4.87	4.87	3.00	3.00	4.87	4.00	4.87	4.33	5.00	4.33	5.00	5.00
	Catholic	4.33	3.87	3.87	4.00	4.33	4.33	4.00	3.00	3.87	4.00	4.00	4.33	3.33	3.33	4.00	4.00
	Other	3.29	3.97	3.97	3.97	3.29	4.00	4.00	3.29	3.43	3.85	3.00	3.33	3.85	3.43	3.97	3.51
	p	.000	.004	.172	.468	.001	.000	.060	.149	.000	.073	.205	.007	.078	.001	.420	.054
27.	Yes	4.84	4.41	4.24	4.10	4.78	4.89	4.38	3.75	4.80	4.49	3.89	4.62	4.45	4.45	4.18	4.49
	No	4.80	4.32	4.14	4.07	4.50	4.81	4.59	3.65	4.35	4.43	3.69	4.28	4.21	4.27	4.02	4.45
	Uncertain	4.30	4.27	3.91	3.77	4.41	4.59	4.18	3.41	4.50	4.27	3.45	4.18	4.18	4.35	3.95	4.09
	p	.035	.504	.216	.273	.024	.040	.027	.232	.011	.397	.109	.001	.053	.187	.305	.198
28.	Yes	4.80	4.38	4.14	4.12	4.33	4.34	4.61	3.68	4.63	4.45	3.77	4.40	4.31	4.34	4.09	4.45
	No	4.81	4.28	4.25	4.04	4.37	4.80	4.37	3.65	4.60	4.43	3.65	4.29	4.23	4.34	3.95	4.42
	Uncertain	4.63	4.19	3.97	3.69	4.58	4.65	4.16	3.30	4.47	4.35	3.35	4.19	4.09	4.16	4.09	4.38
	p	.216	.209	.219	.032	.983	.130	.002	.524	.425	.764	.430	.221	.255	.446	.429	.889
29.	Yes	4.83	4.49	4.18	4.07	4.70	4.85	4.53	3.83	4.64	4.54	3.85	4.55	4.38	4.35	4.22	4.45
	No	4.77	4.28	4.15	4.10	4.45	4.79	4.33	3.60	4.35	4.37	3.87	4.30	4.24	4.29	3.94	4.35
	Uncertain	4.80	4.30	4.12	3.95	4.61	4.80	4.64	3.61	4.69	4.45	3.70	4.28	4.22	4.34	4.12	4.57
	p	.712	.053	.903	.911	.087	.353	.433	.121	.269	.175	.379	.027	.307	.797	.027	.283
30.	Yes	4.84	4.38	4.23	4.11	4.68	4.83	4.37	3.71	4.65	4.48	3.70	4.39	4.38	4.45	4.05	4.55
	No	4.74	4.45	4.09	4.07	4.45	4.75	4.49	3.73	4.61	4.40	3.65	4.31	4.29	4.20	4.07	4.40
	Uncertain	4.79	4.25	4.13	4.03	4.35	4.83	4.39	3.39	4.38	4.43	3.77	4.35	4.20	4.32	4.05	4.40
	p	.533	.085	.335	.765	.244	.539	.547	.352	.654	.784	.680	.791	.235	.111	.987	.405
31.	Yes	4.74	4.29	4.15	4.20	4.67	4.83	4.44	3.79	4.62	4.35	3.85	4.32	4.38	4.31	4.24	4.10
	No	4.81	4.37	4.15	4.05	4.35	4.83	4.60	3.68	4.63	4.45	3.71	4.38	4.25	4.35	4.04	4.35
	Uncertain	4.38	4.00	4.11	3.74	4.25	4.47	4.25	3.84	4.25	4.32	3.61	4.16	4.16	4.00	3.90	3.93
	p	.175	.049	.971	.165	.208	.007	.099	.316	.055	.477	.555	.451	.518	.187	.232	.001
32.	Yes	4.85	4.45	4.18	4.12	4.88	4.83	4.64	3.83	4.81	4.45	3.88	4.55	4.41	4.45	4.07	4.29
	No	4.80	4.35	4.15	4.07	4.52	4.83	4.37	3.64	4.39	4.45	3.70	4.34	4.25	4.32	4.07	4.49
	Uncertain	4.31	3.85	3.85	3.69	4.23	4.31	3.92	3.34	4.39	4.00	3.62	4.08	4.08	3.92	3.69	3.92
	p	.005	.014	.376	.284	.014	.001	.002	.321	.050	.055	.487	.036	.339	.034	.287	.039
33.	Yes	4.81	4.37	4.22	4.05	4.67	4.83	4.37	3.73	4.70	4.44	3.83	4.40	4.28	4.31	4.11	4.40
	No	4.79	4.30	4.09	4.07	4.45	4.83	4.35	3.39	4.30	4.45	3.38	4.30	4.25	4.35	4.02	4.49
	Uncertain	4.65	4.34	4.00	4.05	4.40	4.69	4.45	3.57	4.49	4.38	3.69	4.31	4.29	4.25	3.91	4.49
	p	.315	.721	.221	.990	.034	.254	.683	.297	.022	.882	.083	.487	.920	.821	.355	.689

Means: 5 = very highly important; 1 = not important

Topics: 1. Life partner 5. Religion 9. Parenting/child-care 13. Goal setting
 2. Finances 6. Communication 10. Decision making 14. Personal growth
 3. Courtship/marriage 7. Conflicts 11. In-laws/relatives 15. Family life activities
 4. Human sexuality 8. Leisure time 12. Husband/wife roles 16. Commitment/divorce

Questions

25. Are you a member of a religious denomination? Please state denomination.
26. Have you received any premarital preparation instruction in an informal or formal gathering in church?
27. Have you heard any sermons about premarital preparation?
28. Do the churches you have attended have a structured premarital counseling program?
29. Do the churches where you have been a member have resources on premarital preparation?
30. In the churches where you have been a member, is there someone to whom you have turned for counsel regarding premarital preparation?
31. Has a church or staff member counseled with you about premarital preparation?
32. Is there a family or couple within your church to whom you look as a good role model for you marriage?

TABLE D39
 MEANS AND PROBABILITY FIGURES FOR PERSONAL
 CHARACTERISTICS AND HOME PREPARATION
 ON 16 PREMARITAL TOPICS

Quest. No.	Pers. Char. & Descrip.	Topics															
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1.	Male	3.82	3.68	3.20	3.25	3.77	3.37	3.30	3.21	3.67	3.81	3.47	3.57	3.35	3.54	3.40	3.74
	Female	3.90	3.60	3.51	3.28	3.63	3.50	3.29	3.21	3.85	3.72	3.53	3.58	3.43	3.58	3.46	3.85
	p	.450	.528	.010	.837	.303	.286	.685	.972	.131	.329	.551	.919	.593	.749	.619	.420
2.	1 yr.	4.20	4.20	3.60	3.40	3.60	4.20	4.00	2.80	3.60	3.80	3.60	3.80	3.40	3.00	3.00	4.20
	2-4 yrs.	3.97	3.71	3.38	3.19	3.76	3.35	3.24	3.18	3.73	3.64	3.59	3.67	3.35	3.51	3.48	3.55
	5+ yrs.	3.80	3.57	3.37	3.31	3.69	3.51	3.32	3.23	3.78	3.85	3.48	3.52	3.40	3.59	3.41	3.76
	Not marry	3.88	3.94	3.41	3.35	3.29	3.29	3.47	3.18	3.88	3.77	3.53	3.59	3.59	3.71	3.71	3.53
	p	.055	.248	.972	.853	.548	.318	.479	.809	.919	.405	.860	.697	.874	.588	.531	.422
3.	Yes	4.10	3.75	3.71	3.49	3.82	3.79	3.59	3.37	3.77	3.50	3.66	3.88	3.68	3.84	3.52	3.50
	No	3.81	3.61	3.30	3.22	3.65	3.35	3.23	3.14	3.67	3.74	3.47	3.47	3.31	3.48	3.41	3.80
	Uncertain	3.85	3.70	3.21	3.20	3.75	3.50	3.30	3.50	4.00	3.85	3.55	3.85	3.50	3.50	3.50	3.55
	p	.099	.950	.018	.228	.585	.023	.079	.104	.022	.474	.358	.013	.044	.055	.767	.528
4.	Yes	3.55	3.65	3.46	3.37	3.75	3.52	3.35	3.25	3.87	3.50	3.65	3.67	3.45	3.59	3.44	3.50
	No	3.85	3.68	3.35	3.25	3.68	3.43	3.32	3.17	3.71	3.74	3.47	3.55	3.40	3.55	3.44	3.76
	Uncertain	3.45	3.09	3.00	2.95	3.64	3.18	2.75	3.27	3.75	3.09	2.91	3.00	2.91	3.35	3.35	3.55
	p	.248	.195	.334	.073	.938	.505	.225	.742	.442	.024	.044	.148	.257	.808	.975	.473
5.	Yes	3.55	3.67	3.43	3.35	3.65	3.51	3.35	3.17	3.85	3.85	3.50	3.59	3.34	3.38	3.47	3.89
	No	3.83	3.63	3.34	3.19	3.77	3.34	3.25	3.29	3.59	3.65	3.57	3.53	3.50	3.54	3.39	3.72
	Uncertain	3.52	3.43	3.10	2.76	3.76	3.43	3.14	3.25	3.71	3.52	3.48	3.67	3.48	3.40	3.33	3.29
	p	.177	.508	.362	.054	.737	.503	.614	.598	.132	.124	.853	.858	.487	.775	.798	.056
6.	Yes	3.55	3.65	3.52	3.32	3.75	3.58	3.43	3.29	3.88	3.83	3.59	3.67	3.48	3.68	3.35	3.85
	No	3.75	3.63	3.24	3.19	3.54	3.20	3.08	3.11	3.48	3.67	3.59	3.40	3.24	3.33	3.12	3.62
	Uncertain	3.62	3.59	2.85	3.18	3.68	3.24	3.12	2.88	3.71	3.71	3.44	3.18	3.28	3.38	3.38	3.94
	p	.069	.936	.001	.621	.432	.024	.099	.054	.016	.449	.185	.131	.122	.016	.007	.273
9.	Yes	4.00	3.57	3.51	3.51	3.69	3.40	3.20	3.11	3.77	3.83	3.60	3.89	3.60	3.74	3.49	3.74
	No	3.92	3.67	3.39	3.25	3.73	3.51	3.39	3.28	3.80	3.84	3.58	3.57	3.40	3.60	3.48	3.91
	Uncertain	3.61	3.58	3.28	3.14	3.58	3.28	3.08	2.98	3.64	3.53	3.25	3.42	3.27	3.32	3.29	3.47
	p	.099	.761	.579	.305	.680	.375	.130	.055	.584	.080	.080	.138	.035	.125	.439	.035

Means 5 = very good; 1 = very poor

Topics:	1. Life partner	5. Religion	9. Parenting/child-care	13. Goal setting
	2. Finances	6. Communication	10. Decision making	14. Personal growth
	3. Courtship/marriage	7. Conflicts	11. In-laws/relatives	15. Family-life activities
	4. Human sexuality	8. Leisure time	12. Husband/wife roles	16. Commitment/divorce

Questions

- Sex
- If you were to marry, do you expect to be married within
- Is there someone to whom you have turned for personal counseling regarding premarital preparation?
- Have you personally looked at resources in order to prepare yourself for marriage?
- Without your inquiring, have adults counseled with you about premarital preparation?
- As you think about your premarital preparation, is there a married couple to whom you look as a good role model for your marriage?
- Do you feel you are ready for marriage?

TABLE D40
 MEANS AND PROBABILITY FIGURES FOR PERSONAL
 CHARACTERISTICS AND SCHOOL PREPARATION
 ON 16 PREMARITAL TOPICS

Quest. No.	Pers. Char. & Descrip.	Topics															
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1.	Male	3.78	3.60	3.26	3.24	3.99	3.58	3.41	3.03	3.32	3.52	2.88	3.50	3.37	3.59	3.31	3.67
	Female	3.91	3.79	3.82	3.53	4.28	3.83	3.62	3.23	3.28	3.67	3.19	3.76	3.66	3.76	3.43	3.74
	p	.248	.099	.000	.024	.007	.042	.068	.099	.099	.187	.009	.027	.016	.134	.276	.579
2.	1 yr.	2.80	3.00	2.80	2.40	4.00	2.80	2.80	3.40	3.40	2.80	2.40	3.60	3.40	4.00	3.40	2.60
	2-4 yrs.	3.94	3.85	3.66	3.42	4.31	3.72	3.64	3.18	3.58	3.60	3.09	3.68	3.53	3.75	3.37	3.80
	5+ yrs.	3.85	3.66	3.60	3.46	4.10	3.79	3.50	3.10	3.42	3.64	3.06	3.62	3.53	3.68	3.37	3.10
	Not marry	3.66	3.88	3.06	3.00	4.94	3.29	3.29	3.35	3.47	3.47	3.00	3.82	3.53	3.59	3.59	3.77
	p	.077	.140	.098	.094	.225	.076	.306	.662	.680	.267	.966	.897	.995	.798	.852	.116
3.	Yes	4.13	4.04	4.06	3.75	4.41	3.99	3.85	3.35	3.81	3.84	3.35	3.96	3.71	3.90	3.54	3.90
	No	3.78	3.64	3.44	3.29	4.07	3.64	3.42	3.09	3.38	3.54	2.96	3.36	3.48	3.64	3.33	3.66
	Uncertain	3.66	3.35	3.35	3.30	4.21	3.75	3.60	3.10	3.35	3.60	3.15	3.55	3.45	3.30	3.30	3.66
	p	.327	.005	.000	.007	.033	.068	.011	.146	.077	.081	.022	.021	.276	.148	.281	.269
4.	Yes	3.88	3.78	3.76	3.58	4.25	3.83	3.68	3.28	3.60	3.68	3.13	3.74	3.55	3.70	3.31	3.74
	No	3.82	3.69	3.46	3.30	4.11	3.66	3.45	3.08	3.40	3.57	3.01	3.61	3.52	3.68	3.42	3.69
	Uncertain	3.91	3.27	3.36	3.00	3.82	3.55	3.18	2.91	3.18	3.36	3.00	3.27	3.36	3.72	3.27	3.64
	p	.826	.289	.062	.061	.237	.333	.097	.163	.137	.472	.631	.266	.866	.977	.584	.897
5.	Yes	3.88	3.79	3.63	3.51	4.21	3.79	3.57	3.17	3.58	3.67	3.06	3.73	3.57	3.75	3.40	3.79
	No	3.77	3.52	3.46	3.22	4.09	3.64	3.47	3.14	3.31	3.51	3.00	3.52	3.48	3.67	3.41	3.66
	Uncertain	3.76	3.37	3.33	3.95	3.76	3.29	3.29	2.86	2.95	3.29	3.14	3.33	3.14	3.14	2.95	3.05
	p	.634	.086	.756	.051	.094	.098	.438	.370	.012	.128	.818	.105	.319	.026	.129	.009
6.	Yes	4.01	3.82	3.72	3.49	4.26	3.86	3.69	3.28	3.57	3.72	3.19	3.76	3.66	3.74	3.52	3.80
	No	3.47	3.37	3.28	3.24	3.89	3.41	3.18	2.95	3.25	3.30	2.84	3.44	3.23	3.63	3.08	3.46
	Uncertain	3.74	3.79	3.27	3.21	4.09	3.56	3.27	2.74	3.29	3.53	2.68	3.41	3.32	3.53	3.15	3.71
	p	.000	.004	.004	.161	.012	.005	.000	.001	.443	.005	.003	.090	.004	.409	.001	.062
9.	Yes	3.94	3.91	3.74	3.63	4.20	3.77	3.66	3.37	3.74	3.69	3.17	3.86	3.63	3.69	3.51	3.80
	No	3.83	3.68	3.53	3.37	4.15	3.72	3.51	3.11	3.39	3.56	3.00	3.59	3.47	3.69	3.33	3.70
	Uncertain	3.88	3.67	3.59	3.34	4.14	3.69	3.52	3.16	3.56	3.72	3.14	3.72	3.67	3.70	3.45	3.69
	p	.795	.495	.079	.443	.949	.327	.742	.326	.156	.457	.512	.297	.326	.992	.460	.872

Means: 5 = very good; 1 = very poor

Topics:	1. Life partner	5. Religion	9. Parenting/child-care	13. Goal setting
	2. Finances	6. Communication	10. Decision making	14. Personal growth
	3. Courtship/marriage	7. Conflicts	11. In-laws/relatives	15. Family-life activities
	4. Human sexuality	8. Leisure time	12. Husband/wife roles	16. Commitment/divorce

Questions:

1. Sex
2. If you were to marry, do you expect to be married within:
3. Is there someone to whom you have turned for personal counseling regarding premarital preparation?
4. Have you personally looked at resources in order to prepare yourself for marriage?
5. Without your inquiring, have adults counseled with you about premarital preparation?
6. As you think about your premarital preparation, is there a married couple to whom you look as a good role model for your marriage?
9. Do you feel you are ready for marriage?

TABLE 041
 MEANS AND PROBABILITY FIGURES FOR PERSONAL
 CHARACTERISTICS AND CHURCH PREPARATION
 ON 16 PREMARITAL TOPICS

Quest. No.	Pers. Char. & Descrip.	Topics															
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1.	Male	3.17	2.72	2.82	2.66	3.33	3.20	3.01	2.70	3.05	3.05	2.58	3.10	3.00	3.21	2.92	3.32
	Female	3.16	2.60	2.87	2.61	3.97	3.11	3.03	2.75	3.16	3.12	2.59	3.05	2.98	3.25	2.91	3.21
	p	.924	.313	.705	.673	.765	.474	.874	.663	.475	.627	.856	.784	.999	.781	.918	.434
2.	1 yr.	3.17	2.20	2.40	2.40	3.80	3.00	2.80	2.40	2.40	3.00	2.60	3.20	3.20	3.60	3.20	2.80
	2-4 yrs.	3.15	2.68	2.77	2.55	4.02	3.05	2.95	2.77	3.11	3.13	2.60	3.07	2.35	3.32	2.92	3.28
	5+ yrs.	3.14	2.99	2.88	2.65	3.89	3.18	3.01	2.64	3.09	3.05	2.54	3.02	2.37	3.17	2.65	3.22
	Not marry	3.71	3.29	3.05	3.00	4.18	3.48	3.65	3.53	3.71	3.53	3.12	3.82	3.35	3.41	3.65	3.34
	p	.265	.059	.533	.470	.525	.498	.109	.005	.099	.392	.188	.051	.591	.539	.036	.104
3.	Yes	3.22	2.71	2.97	2.71	4.13	3.32	3.25	2.87	3.40	3.24	2.71	3.21	3.13	3.52	3.07	3.49
	No	3.12	2.62	2.82	2.60	3.80	3.10	2.95	2.67	3.03	3.05	2.54	3.02	2.35	3.15	2.87	3.22
	Uncertain	3.50	2.85	2.80	2.75	3.95	3.20	3.05	2.90	3.15	3.21	2.85	3.35	2.30	3.40	3.05	2.95
	p	.538	.618	.581	.711	.285	.330	.151	.264	.057	.458	.259	.252	.531	.048	.334	.153
4.	Yes	3.19	2.61	2.80	2.59	3.97	3.17	3.04	2.71	3.05	3.07	2.57	3.03	2.88	3.34	2.92	3.32
	No	3.17	2.66	2.87	2.66	3.95	3.15	3.03	2.74	3.15	3.13	2.61	3.13	3.05	3.18	2.92	3.25
	Uncertain	2.91	2.91	2.91	2.95	3.64	2.91	2.82	2.95	3.09	3.00	2.46	2.82	3.00	3.27	2.90	2.73
	p	.745	.694	.824	.831	.525	.767	.811	.825	.751	.840	.845	.975	.419	.489	.999	.311
5.	Yes	3.12	2.61	2.83	2.64	3.34	3.15	3.05	2.71	3.15	3.10	2.57	3.07	2.55	3.28	2.92	3.28
	No	3.25	2.69	2.88	2.63	4.04	3.14	2.95	2.77	3.00	3.13	2.60	3.07	3.05	3.20	2.89	3.30
	Uncertain	3.24	2.91	2.91	2.62	3.67	3.19	3.00	2.67	3.14	3.05	2.71	3.24	3.10	3.05	3.10	2.95
	p	.642	.490	.912	.934	.343	.984	.765	.867	.577	.942	.833	.814	.737	.615	.737	.489
6.	Yes	3.24	2.65	2.90	2.70	4.05	3.23	3.09	2.79	3.17	3.20	2.65	3.18	3.07	3.33	3.01	3.29
	No	3.05	2.67	2.70	2.44	3.73	2.95	2.85	2.58	3.01	2.82	2.47	2.90	2.73	3.02	2.72	3.05
	Uncertain	2.97	2.58	2.88	2.65	3.82	3.09	3.00	2.65	2.97	3.15	2.30	2.85	3.09	3.24	2.79	3.59
	p	.285	.916	.372	2.08	.056	.153	.285	.287	.463	.031	.353	.052	.373	.105	.098	.030
9.	Yes	3.25	2.89	2.94	2.65	4.03	3.40	3.43	2.77	3.20	3.09	2.91	3.37	3.14	3.25	3.09	3.57
	No	3.17	2.97	2.83	2.59	3.95	3.11	2.97	2.69	3.09	3.09	2.50	3.02	2.93	3.22	2.85	3.23
	Uncertain	3.08	2.75	2.83	2.73	3.89	3.11	2.98	2.79	3.08	3.15	2.71	3.10	3.10	3.30	3.02	3.19
	p	.752	.184	.841	.663	.830	.365	.056	.731	.857	.942	.052	.287	.440	.885	.371	.278

Means: 5 = very good; 1 = very poor

Topics:	1. Life partner	5. Religion	9. Parenting/child-care	13. Goal setting
	2. Finances	6. Communication	10. Decision making	14. Personal growth
	3. Courtship/marriage	7. Conflicts	11. In-laws/relatives	15. Family-life activities
	4. Human sexuality	8. Leisure time	12. Husband/wife roles	16. Commitment/divorce

Questions:

1. Sex
2. If you were to marry, do you expect to be married within:
3. Is there someone to whom you have turned for personal counseling regarding premarital preparation?
4. Have you personally looked at resources in order to prepare yourself for marriage?
5. Without your inquiring, have adults counseled with you about premarital preparation?
6. As you think about your premarital preparation, is there a married couple to whom you look as a good role model for your marriage?
9. Do you feel you are ready for marriage?

TABLE D42
MEANS AND PROBABILITY FIGURES FOR HOME
CHARACTERISTICS AND HOME PREPARATION
ON 16 PREMATRITAL TOPICS

Quest. No.	Resp. Char. & Descrip.	Topics															
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
10.	Bio.	3.95	3.72	3.44	3.25	3.28	3.54	3.48	3.28	3.25	3.92	3.61	3.74	3.51	3.68	3.49	4.01
	Step	3.48	3.52	3.41	3.52	3.25	3.11	2.78	2.95	3.33	3.52	3.37	3.30	3.19	3.30	3.22	3.30
	Single	3.57	3.48	3.09	3.30	3.14	3.16	3.05	3.16	3.75	3.57	3.32	3.05	3.05	3.34	3.37	3.34
	Relative	3.40	3.60	2.80	3.00	3.60	2.20	2.60	2.20	3.40	3.00	3.20	3.60	2.40	3.20	3.00	3.20
	Foster	4.14	3.97	3.43	3.29	3.00	2.71	3.14	3.14	3.29	3.97	3.43	3.29	3.14	3.43	3.14	3.14
	Other	4.13	3.35	3.42	3.13	3.71	3.13	3.17	3.21	3.71	3.45	3.29	3.38	3.45	3.38	3.48	3.63
	p	.021	.518	.351	.891	.001	.000	.004	.135	.101	.007	.372	.003	.030	.148	.751	.000
11.	Death M	4.00	2.50	3.50	3.00	4.00	3.50	3.00	4.00	4.00	3.50	4.00	3.50	3.00	3.50	4.00	4.50
	Death F	4.33	3.75	3.67	3.83	3.83	3.58	3.33	3.08	4.33	3.58	3.67	3.67	3.83	4.00	3.58	4.00
	Death Both	3.50	3.50	3.50	4.50	2.50	4.00	4.00	3.50	3.50	4.00	3.50	3.50	3.50	3.50	4.50	3.00
	Separation	3.54	3.77	3.23	3.15	3.15	2.92	2.92	2.92	3.39	3.39	3.23	3.23	3.23	3.39	3.46	2.77
	Divorce	3.57	3.43	3.25	3.24	3.12	3.02	2.84	3.09	3.45	3.49	3.27	3.12	3.00	3.16	3.32	3.29
	Annul.	3.50	4.00	3.50	3.50	4.50	3.00	4.00	3.50	3.50	3.50	4.00	3.50	4.00	3.50	3.50	3.50
	p	.395	.691	.507	.447	.333	.575	.454	.891	.229	.990	.780	.809	.229	.373	.716	.250
12.	Yes	4.07	3.75	3.71	3.51	3.92	3.81	3.62	3.50	4.05	4.00	3.72	3.85	3.65	3.78	3.73	3.32
	No	3.69	3.95	3.12	3.09	3.95	3.13	3.02	2.95	3.51	3.98	3.28	3.30	3.17	3.35	3.16	3.68
	Uncertain	4.00	3.58	3.25	3.05	3.22	3.63	3.53	3.17	3.30	3.84	4.05	3.90	3.47	3.61	3.72	3.95
	p	.003	.276	.000	.004	.005	.000	.000	.000	.000	.001	.000	.000	.000	.003	.000	.195
13.	Yes	4.22	3.93	3.68	3.52	4.24	4.02	3.91	3.51	4.21	4.14	3.80	4.15	3.88	4.03	3.89	4.27
	No	3.98	3.40	3.15	3.13	3.22	2.95	2.75	2.95	3.38	3.51	3.30	3.07	2.92	3.09	3.04	3.33
	Uncertain	3.74	3.54	3.22	3.02	3.51	3.25	3.20	3.15	3.65	3.55	3.33	3.44	3.85	3.51	3.33	3.80
	p	.000	.000	.000	.004	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
14.	Yes	4.09	3.85	3.65	3.52	3.99	3.87	3.55	3.39	4.00	4.01	3.67	3.75	3.58	3.75	3.65	3.88
	No	3.59	3.37	3.05	2.97	3.30	3.15	3.01	3.95	3.43	3.48	3.32	3.37	3.19	3.33	3.11	3.70
	Uncertain	3.70	3.41	2.95	3.00	3.48	3.41	3.04	3.15	3.74	3.55	3.33	3.33	3.12	3.35	3.48	3.78
	p	.000	.000	.000	.000	.000	.000	.000	.000	.000	.010	.005	.003	.002	.000	.444	
15.	Yes	4.16	3.95	3.65	3.53	4.08	3.75	3.61	3.49	4.16	4.07	3.74	3.91	3.62	3.80	3.65	4.07
	No	3.77	3.25	3.29	3.18	3.95	3.35	3.22	3.12	3.64	3.69	3.42	3.45	3.31	3.47	3.35	3.75
	Uncertain	4.18	3.55	3.45	3.45	4.09	3.55	3.35	3.18	4.00	3.64	4.00	4.00	3.73	3.73	3.64	3.75
	p	.007	.010	.092	.055	.002	.028	.095	.022	.001	.014	.020	.003	.050	.051	.095	.101

Means: 5 = very good; 1 = very poor

Topics:	1. Life partner	5. Religion	9. Parenting/child-care	13. Goal setting
	2. Finances	6. Communication	10. Decision making	14. Personal growth
	3. Courtship/marriage	7. Conflicts	11. In-laws/relatives	15. Family-life activities
	4. Human sexuality	8. Leisure time	12. Husband/wife roles	16. Commitment/divorce

Questions:

10. In what type of family do you live when you are at home?
11. If your parents are not living together, how were they separated?
12. In your home is there someone to whom you have turned for counsel regarding premarital preparation?
13. Do you feel your parents' marriage is a good model for your marriage?
14. Has either of your parents talked with you about premarital preparation?
15. Has either of your parents recommended resources in order to prepare you for marriage?

TABLE D43
MEANS AND PROBABILITY FIGURES FOR SCHOOL CHARACTERISTICS AND SCHOOL PREPARATION ON 16 PREMATRICAL TOPICS

Quest. No.	Resp. Char. & Descrip.	Topics																
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	
18A.	Day 0 yrs	3.95	3.87	3.71	3.53	4.25	3.80	3.64	3.20	3.95	3.95	3.20	3.73	3.60	3.69	3.41	3.74	
	1 yr.	4.02	3.88	3.62	3.38	4.24	3.95	3.71	3.45	3.99	3.93	3.21	3.88	3.81	3.64	3.64	3.88	
	2 yrs.	4.05	3.84	3.57	3.43	4.29	3.90	3.75	3.33	3.97	3.78	3.08	3.69	3.87	4.02	3.55	3.76	
	3 yrs.	3.25	3.50	2.42	2.91	3.83	3.50	3.17	2.75	3.50	3.50	2.75	3.17	3.08	3.33	3.00	3.42	
	4 yrs.	3.95	3.34	3.46	3.25	3.59	3.41	3.19	2.87	3.19	3.44	2.79	3.43	3.24	3.55	3.15	3.60	
	6 yrs.	4.00	4.00	5.00	5.00	5.00	5.00	4.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	
	p	.005	.004	.005	.356	.074	.021	.005	.002	.084	.045	.028	.045	.008	.053	.014	.610	
18B.	Boarding 0 yrs	3.52	3.35	3.41	3.25	3.88	3.35	3.15	2.93	3.21	3.41	2.75	3.38	3.23	3.49	3.16	3.54	
	1 yr.	3.95	3.71	3.64	3.46	3.85	3.85	3.35	3.00	3.07	3.64	2.85	3.71	3.43	3.43	3.29	3.35	
	2 yrs.	4.05	3.89	3.65	3.39	4.39	4.05	3.85	3.34	3.66	3.77	3.22	3.71	3.68	4.02	3.52	3.77	
	3 yrs.	4.10	3.95	3.95	3.39	4.25	3.92	3.75	3.31	3.91	3.85	3.25	3.82	3.80	3.71	3.61	3.81	
	4 yrs.	3.91	3.84	3.67	3.54	4.28	3.77	3.62	3.20	3.65	3.99	3.20	3.79	3.62	3.72	3.41	3.83	
	p	.002	.001	.502	.587	.003	.000	.000	.043	.015	.099	.007	.053	.008	.012	.046	.189	
18C.	Public 0 yrs	3.83	3.68	3.56	3.38	4.14	3.71	3.52	3.15	3.45	3.62	3.05	3.66	3.53	3.71	3.39	3.73	
	1 yr.	4.04	3.88	3.48	3.40	4.28	3.68	3.92	3.04	3.24	3.60	2.92	3.48	3.48	3.64	3.35	3.68	
	2 yrs.	3.67	3.80	3.80	3.40	4.33	3.93	3.87	3.40	3.53	3.47	3.33	3.53	3.47	3.60	3.27	3.53	
	3 yrs.	4.40	3.80	3.60	4.20	3.40	3.40	3.00	2.80	2.75	3.00	2.40	3.80	3.60	3.00	2.80	3.00	
	p	.400	.801	.853	.479	.252	.795	.678	.990	.399	.529	.340	.813	.991	.435	.582	.449	
	19.	Yes	3.90	3.81	3.61	3.45	4.19	3.77	3.98	3.17	3.54	3.63	3.10	3.72	3.97	3.74	3.41	3.77
No		3.52	3.76	3.37	3.14	3.93	3.41	3.18	2.95	2.98	3.39	2.82	3.32	3.21	3.35	3.14	3.27	
Uncertain		3.63	3.25	3.13	3.13	4.25	3.38	3.50	3.50	3.75	3.88	2.88	3.78	3.50	3.63	3.25	3.75	
p		.064	.390	.248	.199	.226	.087	.124	.198	.005	.232	.238	.055	.105	.060	.215	.019	
20.		Yes	3.93	3.80	3.64	3.48	4.25	3.79	3.61	3.20	3.54	3.68	3.08	3.72	3.61	3.73	3.40	3.75
		No	3.20	3.20	3.42	2.95	3.65	3.05	2.90	2.90	3.10	3.25	3.00	3.15	2.95	3.50	3.05	3.35
	Uncertain	3.62	3.42	3.22	3.05	3.84	3.53	3.31	2.95	3.24	3.29	2.95	3.44	3.29	3.51	3.38	3.55	
	p	.002	.005	.058	.012	.002	.007	.004	.199	.079	.012	.744	.024	.005	.259	.311	.182	
	21.	Yes	4.16	4.10	4.04	3.85	4.41	4.05	3.97	3.97	3.87	3.90	3.90	3.95	3.85	4.04	3.71	4.09
		No	3.72	3.58	3.39	3.23	4.08	3.61	3.40	3.02	3.35	3.50	2.95	3.53	3.40	3.58	3.25	3.59
Uncertain		4.19	3.85	3.95	3.75	4.14	3.75	3.48	3.14	3.29	3.71	3.00	3.91	3.81	3.75	3.48	3.62	
p		.002	.001	.000	.000	.046	.011	.000	.000	.002	.010	.000	.005	.003	.002	.003	.003	
22.		Yes	4.18	3.99	3.92	3.75	4.34	3.98	3.79	3.37	3.72	3.82	3.28	3.90	3.81	3.88	3.53	4.01
		No	3.49	3.38	3.20	3.07	3.99	3.43	3.24	2.87	3.20	3.34	2.79	3.41	3.24	3.48	3.19	3.40
	Uncertain	3.85	3.95	3.95	3.22	3.95	3.78	3.59	3.37	3.92	3.78	3.30	3.95	3.48	3.78	3.48	3.99	
	p	.000	.000	.000	.000	.004	.000	.000	.000	.000	.000	.000	.000	.000	.000	.002	.009	
	23.	Yes	4.12	3.99	3.81	3.62	4.42	4.05	3.90	3.40	3.77	3.87	3.30	3.91	3.82	3.85	3.63	3.95
		No	3.59	3.42	3.37	3.21	3.95	3.45	3.21	2.95	3.20	3.35	2.85	3.40	3.24	3.54	3.19	3.49
Uncertain		3.68	3.69	3.33	3.24	3.75	3.41	3.19	2.81	3.22	3.49	2.81	3.51	3.38	3.60	3.05	3.49	
p		.000	.000	.002	.007	.000	.000	.073	.000	.000	.000	.000	.000	.000	.000	.023	.000	

Means: 5 = very good; 1 = very poor

- | | | | |
|------------------------|------------------|-------------------------|----------------------------|
| Topics 1. Life partner | 5. Religion | 9. Parenting/child-care | 13. Goal setting |
| 2. Finances | 6. Communication | 10. Decision making | 14. Personal growth |
| 3. Courtship/marriage | 7. Conflicts | 11. In-laws/relatives | 15. Family-life activities |
| 4. Human sexuality | 8. Leisure time | 12. Husband/wife roles | 16. Commitment/divorce |

Questions

18. In your four years of high school (grades 9-12), how many years did you attend:
19. Have you had any special classes in marriage and family preparation in your education?
20. Do the schools you have attended have any resources on premarital preparation?
21. In your schooling, is there someone to whom you have turned for counseling regarding premarital preparation?
22. Has any faculty/staff member at schools you have attended counseled with you about premarital preparation?
23. Has there been a faculty/staff married couple in your school to whom you look as a good role model for your marriage?

TABLE D44
 MEANS AND PROBABILITY FIGURES FOR CHURCH
 CHARACTERISTICS AND CHURCH PREPARATION
 ON 16 PREMATRIAL TOPICS

Quest. No.	Pers. Char. & Descrip.	Topics															
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
25A.	Yes	3.19	2.87	2.88	2.65	3.37	3.18	3.04	2.73	3.13	3.12	2.60	3.09	3.01	3.26	2.94	3.28
	No	2.30	2.00	2.21	2.01	3.29	2.30	2.64	2.30	2.71	2.71	2.14	2.57	2.29	2.64	2.35	2.93
	Uncertain	3.67	3.67	3.67	3.67	3.67	3.33	3.33	3.33	3.33	3.33	3.33	3.67	3.67	3.67	3.68	3.67
	p	.056	.026	.036	.042	.052	.035	.371	.421	.415	.383	.126	.181	.042	.105	.074	.502
25B.	SDA	3.17	2.65	2.86	2.64	3.36	3.16	3.03	2.72	3.11	3.11	2.60	3.09	3.01	3.25	2.94	3.28
	Protestant	4.33	4.00	4.33	3.87	4.33	4.33	4.33	4.00	4.33	4.33	4.00	4.33	4.33	4.00	4.00	4.33
	Catholic	3.67	4.00	3.67	3.33	4.00	3.67	3.33	3.00	3.33	3.67	2.67	3.00	3.00	4.33	3.00	2.67
	Other	2.71	2.14	2.29	2.29	2.86	2.43	2.14	2.43	2.97	2.14	2.00	2.43	2.00	2.14	2.14	2.43
p	.187	.077	.028	.209	.095	.077	.027	.145	.181	.020	.050	.127	.025	.011	.084	.099	
27.	Yes	3.62	3.21	3.48	3.15	4.33	3.64	3.47	3.14	3.46	3.35	2.89	3.33	3.40	3.87	3.35	3.74
	No	2.96	2.46	2.63	2.43	3.81	2.98	2.85	2.99	2.98	2.98	2.48	2.89	2.82	2.56	2.74	3.10
	Uncertain	3.57	2.60	2.85	2.91	3.91	3.10	3.10	2.82	3.24	3.14	2.87	3.24	3.24	3.32	3.14	3.24
	p	.000	.000	.000	.000	.001	.000	.000	.000	.005	.000	.010	.000	.000	.000	.000	.000
28.	Yes	3.32	2.81	2.98	2.84	4.14	3.39	3.20	2.84	3.32	3.24	2.73	3.27	3.15	3.37	3.07	3.47
	No	2.74	2.24	2.58	2.20	3.50	2.53	2.62	2.49	2.62	2.71	2.28	2.58	2.82	2.88	2.54	2.80
	Uncertain	3.10	2.53	2.63	2.28	3.39	2.97	2.72	2.50	2.81	3.03	2.38	2.88	2.81	3.16	2.72	2.94
	p	.000	.000	.011	.000	.000	.000	.000	.016	.000	.002	.003	.000	.000	.004	.000	.000
29.	Yes	3.58	3.20	3.28	3.10	4.26	3.54	3.42	3.12	3.53	3.38	3.04	3.36	3.46	3.63	3.31	3.61
	No	2.95	2.40	2.66	2.42	3.80	2.93	2.82	2.53	2.95	2.83	2.35	2.82	2.72	3.01	2.75	3.10
	Uncertain	3.18	2.62	2.84	2.65	3.30	3.21	3.04	2.72	3.01	3.18	2.60	3.10	3.05	3.31	2.87	3.27
	p	.000	.000	.000	.000	.007	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.009
30.	Yes	3.49	3.04	3.25	3.05	4.21	3.66	3.43	3.08	3.41	3.46	2.94	3.53	3.31	3.66	3.30	3.63
	No	3.07	2.35	2.64	2.41	3.83	2.85	2.87	2.51	2.99	2.82	2.30	2.81	2.72	2.96	2.66	3.09
	Uncertain	3.05	2.62	2.78	2.57	3.87	3.05	2.91	2.67	3.03	3.08	2.38	2.99	2.87	3.18	2.87	3.18
	p	.015	.000	.000	.000	.036	.000	.000	.000	.028	.000	.000	.000	.000	.000	.000	.009
31.	Yes	3.69	3.14	3.30	3.15	4.31	3.35	3.32	3.21	3.32	3.46	3.14	3.60	3.64	3.81	3.35	3.62
	No	3.08	2.35	2.73	2.35	3.90	3.10	2.97	2.64	3.05	3.05	2.48	2.99	2.88	3.15	2.82	3.22
	Uncertain	3.16	2.84	2.90	2.79	3.68	2.95	2.73	2.84	3.05	3.11	2.90	3.05	3.03	3.21	2.90	3.11
	p	.005	.005	.000	.004	.044	.042	.004	.003	.049	.077	.000	.000	.000	.002	.000	.125
32.	Yes	3.86	3.37	3.38	3.23	4.54	3.88	3.77	3.30	3.79	3.60	3.12	3.72	3.38	3.79	3.36	3.98
	No	3.07	2.53	2.74	2.35	3.86	3.06	2.92	2.64	3.01	3.01	2.51	2.98	2.89	3.14	2.80	3.16
	Uncertain	2.77	2.69	2.92	2.39	3.62	2.69	2.85	2.62	3.00	3.39	2.62	2.92	3.00	3.46	3.15	3.23
	p	.000	.000	.000	.000	.000	.000	.000	.000	.000	.004	.002	.000	.001	.001	.000	.000
33.	Yes	3.28	2.70	2.97	2.70	4.05	3.21	3.14	2.81	3.18	3.24	2.65	3.21	3.14	3.42	3.05	3.43
	No	3.00	2.53	2.70	2.30	3.74	3.02	2.84	2.99	2.97	2.85	2.43	2.87	2.73	2.98	2.71	2.99
	Uncertain	3.17	2.83	2.83	2.78	4.09	3.31	3.09	2.74	3.26	3.23	2.80	3.11	3.11	3.20	2.94	3.37
	p	.122	.285	.114	.286	.040	.234	.068	.192	.225	.013	.085	.046	.010	.004	.025	.009

Means: 5 = very good; 1 = very poor

- Topics: 1. Life partner 5. Religion 9. Parenting/child-care 13. Goal setting
 2. Finances 6. Communion 10. Decision making 14. Personal growth
 3. Courtship/marriage 7. Conflicts 11. In-laws/relatives 15. Family life activities
 4. Human sexuality 8. Leisure time 12. Husband/wife roles 16. Commitment/divorce

Questions:

25. Are you a member of a religious denomination? Please state denomination.
 27. Have you received any premarital preparation instruction in an informal or formal gathering in church?
 28. Have you heard any sermons about premarital preparation?
 29. Do the churches you have attended have a structured premarital counseling program?
 30. Do the churches where you have been a member have resources on premarital preparation?
 31. In the churches where you have been a member, is there someone to whom you have turned for counsel regarding premarital preparation?
 32. Has a church or staff member counseled with you about premarital preparation?
 33. Is there a family or couple within your church to whom you look as a good role model for you marriage?

ANNOTATED BIBLIOGRAPHY ON SELECTED
CHRISTIAN WRITERS

ANNOTATED BIBLIOGRAPHY ON SELECTED
CHRISTIAN WRITERS

- Attiken, M. (1979). Preparation for marriage: A model for four pastoral interviews with young people preparing for marriage. Unpublished manuscript, Andrews University, Seventh-day Adventist Theological Seminary, Berrien Springs, MI.
This paper covered major issues and included worksheets, interview questions, and additional reading in Adventist Home (White, 1951).
- Campolo, T. (1984). You can make a difference. Waco, TX: Word.
An adapted film series written to adolescents as if they were in the author's presence. By use of stories, personal experiences, and genuine openness, he presents the Christian life style.
- Coleman, W. (1982). The great date wait and other hazards. Minneapolis: Bethany House.
Written for young people just entering adolescence. Includes 137 thought-stimulating letters from a concerned and loving father.
- Coleman, W. (1984). Earning your wings. Minneapolis: Bethany House.
A short devotional book for the older adolescent who is about to leave the nest. Written as short letters to motivate thought and discussion.
- Day, D. (1973). "I've got this problem with sex . . ." Mountain View, CA: Pacific Press.
This is a short booklet for Adventist teens and their parents. It is not a comprehensive study on sex but was designed to help teens understand Christian values concerning sexuality.
- Dobson, J. (1984). Preparing for adolescence (8th ed.). Ventura, CA: Vision House.
Preparing for adolescence growth pak is taken from a series of lectures. The book is available with six cassette tapes, a workbook for students, and two instructional tapes for parents.

- Earles, B. (1984). The dating maze. Grand Rapids: Baker Book House.
The emphasis is on helping adolescents face the pressures of the adult world. As a pastor, Earles takes a direct approach to each problem. He writes to teenagers as if they were in the audience.
- Judd, W. (1978). Breaking up. Mountain View, CA: Pacific Press.
Answers to the why, when, and how to break off a dating relationship. It also gives counsel for those who face rejection after the break-up of a relationship.
- Judd, W. (1980). Kissing, hugging, and . . . Nashville, TN: Southern Publishing.
Gives short concise answers to specific questions asked by youth. Each topic is addressed from a Christian perspective, often using clarifying scripture.
- Kesler, J., & Beers, R. (Eds.). (1984). Parents & teenagers: A guide to solving problems and building relationships. Wheaton, IL: Victor Books.
An edited work with foreword by Billy Graham. It is a compilation of a wide range of topics. They also report their interviews with 50 Christian leaders, all of whom are parents, on topics pertaining to adolescents.
- Lindsey, J. (1981). Teens parenting: The challenge of babies and toddlers. Buena Park, CA: Morning Glory Press.
The realities of parenting presented with quotes from teenage mothers and well-researched guidelines. Student and teacher's guide available.
- Lindsey, J. (1984). Teenage marriage: Coping with reality. Buena Park, CA: Morning Glory Press.
Discusses the realities of marriage or moving in together. It is available with a student and teacher's guide.
- Lindsey, J. (1985). Teens look at marriage: Rainbows, roles, and reality. Buena Park, CA: Morning Glory Press.
Quotes and statistical information of teenagers not yet married are compared with those who are. Suggestions are given for encouraging young people to delay too-early entry into marriage, and for ways to help those teens who are married cope with their realities.
- Mazat, A. (1981). That Friday in Eden. Mountain View, CA: Pacific Press.
The book addresses sexuality openly and honestly from a Christian perspective. It is recommended for the older adolescent.

- Short, R. (1978). Sex, love, or infatuation: How can I really know? Minneapolis: Augsburg.
 Fourteen clues are given together with questions to help readers decide their own answers. There is an evaluation chart at the end to aid in this process.
- Short, R. (1984). Sex, dating and love. Minneapolis: Augsburg.
 Responses are given to 77 questions teenagers most frequently ask. The author believes young people need frank, honest answers to their questions.
- Van Pelt, N. (1982). The compleat courtship. Hagerstown, MD: Review and Herald.
 The author believes that "in a very real way many marriage failures are really courtship failures" (p. 6). In response to a survey administered to teenagers, she addresses the questions and issues about which adolescents have inquired.
- Watts, K. (Ed.) (1979a). Marriage education: A course for engaged couples. Washington, D.C.: Home and Family Service, General Conference of Seventh-day Adventists.
 In cooperation with the Home and Family Service, Watts edited a collection of works. The first is a manual which presents an overview of topics deemed necessary to prepare a couple for marriage.
- Watts, K. (Ed.) (1979b). Togetherness, oneness, joy: A course for engaged couples. Washington, D.C.: Home and Family Service, General Conference of Seventh-day Adventists.
 The manual provides materials which complete the marriage education program.
- White, E. (1983). Letters to young lovers. Mountain View, CA: Pacific Press.
 The Ellen G. White Estate compiled an edited collection of 200 letters and articles which White had written to young people. The book deals with what to look for in a future spouse, precautions about sexuality, and specific counsel on youthful relationships.
- White, J. (1984). Looking for love in all the wrong places (3rd ed.). Wheaton, IL: Tyndale House.
 The book is designed to catch the imagination of teens by talking with them, not at them. The author addresses issues Christian adolescents are facing today.

Wittschiebe, C. (1982). Teens and love and sex. Washington, D.C.: Review and Herald.

The openness in which Wittschiebe writes to teens about sexuality, dating, marriage, and love may be shocking to some parents. It is timely for today's teens. He urges parents to read the book before giving it to their teenagers.

Wright, H., & Inmon, M. (1978). A guidebook to dating, waiting and choosing a mate. Eugene, OR: Harvest House.

A workbook designed as a self-evaluation for teens. It is aimed at the young person who is seeking answers pertaining to future family life or possible singleness. As a tool in the classroom, it may be used in value clarification.

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