

Marital and Parental Expectations of 18 to 25 Year Olds
in Two Wisconsin Counties

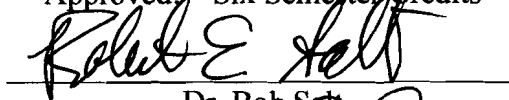
by

Jennifer Ann Karper

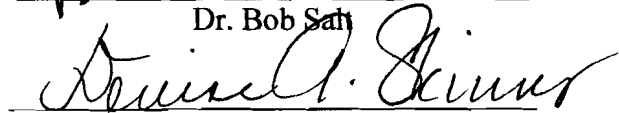
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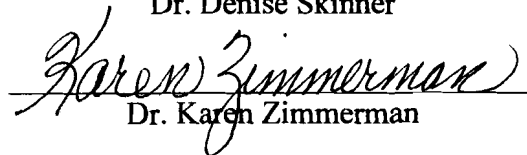
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ABSTRACT

This study examines the relationship between 18 - 25 year old male and female persons, living within the Barron and Dunn County residency limits, and the knowledge about their partner, as well as the happiness and importance levels of their own marital and parental expectations. The study also examines any differences between the male and female gender as well as the two different age groups of 18 -21 and 22 - 25. A survey rating the knowledge, happiness and importance levels of these 18-25 year olds provides the data for this study. (The total number of surveys completed was 328; 4 were removed because of age and 155 were removed because they were not in a committed relationship - leaving 169 usable surveys). The study was undertaken to determine if there were meaningful levels of knowledge, as well as happiness and importance between these 18-25 year olds and their marital and parental

expectations. A statistically significant relationship was found between the knowledge, happiness and importance levels for the two genders - males and female - and the two age groups of 18-21 and 22-25. More research is recommended to expand the lack of current research of this study and illuminate both the reliability and validity of the instrument used. Further study would also clarify more about the relationship between the knowledge, happiness and importance levels of 18-25 year olds and their marital and parental expectations.

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To the participants in this study - I wish you all a bright future of happy, harmonious marriages.

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Chapter I: Introduction

Introduction

Expectations. Webster defined this term as: "1. The act or state of expecting. 2. Anticipation of future good. 3. Something expected" (Merriam-Webster, 1975, p. 328). We all have things we look forward to in life. Perhaps the greatest set of expectations in life is put to the test when one chooses to marry that special person - whom some call their soul mate. One can feel that joyous sense of anticipation and look forward to that person meeting those expectations - or at least the most important ones.

Unfortunately, during 1998, 2.3 million marriages and 1.1 million divorces took place in the United States. (U.S. Census Bureau, www.census.gov/statab/www/, 2006). In 2005, the marriage rate was at 7.5% with the divorce rate at 3.6%. (divorcereform.org/rates.html). This proves to us that (for many people) these expectations of one's partner/soul mate are not being met. This also indicates, for many couples, that dreams of a 'happily ever after' are not going to happen. Instead of gaining happy, secure futures, many are left with disappointment, a feeling of being cheated, lots of anger, and self doubt. These feelings, as well as many other emotions that stem from divorce, can lead to major health problems, depression, loss of work and, of course, an endless list of complications for our relatives, friends, co-workers, and children. Stanley (2001) discusses current evidence which suggests that marital distress negatively affects physical health, mental well-being and work productivity. "The staggering costs of marital failure have led many political leaders, religious leaders, persons in the media, and public policy advocates to issue calls to 'do something,' with something of a 'marriage movement' gaining momentum in the U.S." (Stanley, 2000, p.2). "According to the University of Denver's Howard Markman, Ph.D., marital distress costs Americans 52.9 billion dollars a year

in lost work and productivity. Stressful conflict between husband and wife may suppress the immune system, Markman contends, leading to illness and sick days. Then there's the more subtle loss of productivity that occurs when workers dwell on problems at home instead of thinking about their job. Given the marriage-productivity link, Markman says, it only makes good economic sense for companies to help couples manage marriage and family affairs more effectively" (Psychology Today, 1996). The National Institute of Mental Health (in Stanley & Markman, 1995) reported that marital distress and, in particular, destructive marital conflict are major generic risk factors for many forms of dysfunction and psychopathology. They (1995) listed examples like: Marital and/or family discords have been linked to higher rates of depression in adults and there are a variety of negative outcomes for children, including conduct disorders, internalizing problems (anxiety, depression) and juvenile delinquency.

After reviewing articles and journals from the last ten years, I feel there is something in common at the heart of our unsuccessful marriages. It's those expectations. And we all have them. The purpose of this research is to make couples more aware of how these expectations can lead to problems. I also want to expand this research to provide some simple solutions to the problems that expectations can bring. Gardner (1998) states that the quest for an ideal marriage has made divorce more acceptable and people often think if your marriage isn't everything you've expected, you should get a divorce and try, try again. Gardner (1998) found that with each failed expectation, the "happily ever after" is gradually extinguished. He said wanting to chuck it all comes from a list of emotions like disappointment, disillusionment, and despair. In a section of his article entitled, 'Dream a Littler Dream,' he said the overwhelming popularity of marriage may in some ways explain the high level of marital breakdown. He found that the greater number of divorces comes from expectations that are just too high. Also, certain

expectations can never be fulfilled by marriage and a spouse. Very high, yet realistic expectations are evident in vital marriages and “research also shows that the ideals aren’t nearly as important as the sincere commitment to fulfill them” (Gardner, 1998, p. 3).

So, are we discovering something new about happy, thriving marriages, or are we simply opening our eyes to something that was always there? "Premarital status and satisfaction is a tremendously important area to investigate because of the large discrepancy between what many Americans see as the ideal marriage and what actually takes place. Many individuals go into marriage believing that it will fulfill their social, financial, sexual, and emotional needs and, most important, lead to happiness" (Bonds-Raacke, et. al., 2001, p.2). Sharp & Ganong (2000) remind us that young people tend to marry expecting romantic, passionate love with their spouses. When this feeling begins to wane or change, the disappointment can be overwhelming. "The optimal time for such a change might be before individuals seriously consider marriage. Otherwise, individuals who are anticipating marriage in their immediate future often find it difficult to examine their expectations rationally" (Sharp & Ganong, 2000, p. 2). Stanley (2000) discusses premarital education as a preventative measure: "It is more realistic to aim for significantly reducing risk factors and the resulting harmful impacts, thereby improving the quality of life for adults and children alike. A society cannot prevent divorce and marital distress in any absolute sense, but it is a worthy goal to attempt to reduce such negative outcomes at cultural and couple levels" (Stanley, 2001, p. 2).

Whatever the case may be, we need to continue to keep the educational process on the right track for the future generations of married couples. Expanding their level of understanding and knowledge and facilitating their awareness about marital and parental expectations will hopefully bring us into a brighter future of happier, harmonious marriages.

Statement of the Problem

The purpose of this study is to assess and measure adolescent and young adult's knowledge of their partner's marital and parental expectations - as well as their own happiness and importance levels regarding the expectations. This purpose has a goal in mind to increase the chances for happier marriages. Eighteen to twenty-five year old male and female persons living in Barron and Dunn County will be surveyed. The surveys will be distributed at various locations within the Barron and Dunn County residency limits. Data will be collected through a survey, for five months, starting January 1, 2006 and ending May 31, 2006.

Research Questions

There are four research questions this study will attempt to answer. They are:

1. Do 18-25 year old male and female persons, living within the Barron and Dunn County residency limits, know what their partner's marital and parental expectations are for their future? (Based on yes/no answers in survey.)
2. Do 18-25 year old male and female persons, living within the Barron and Dunn County residency limits show that marital and parental expectations should be discussed? (Based on level of happiness in survey.)
3. Do 18-25 year old male and female persons, living within the Barron and Dunn County residency limits show that marital and parental expectations are important? (Based on level of importance in survey.)
4. Are there any differences in marital and parental expectations between males and females and the two age groups of 18-21 and 22-25?

Definition of Terms

There are two terms that need to be defined for clarity of understanding. These are:

Expectations - the act or state of expecting. Anticipation of future good or something expected.

Marriage - the state of being married. A wedding or close union.

Assumptions and Limitations

It is assumed that all respondents will understand each question and will answer the survey completely and honestly to the best of their ability. Respondents will be given directions to answer the questions which apply to them. A limitation to this study is: one gender and one age group is over represented. Another limitation lies within the number of respondents who complete the whole questionnaire and the final, total number of questionnaires received. A small percentage of surveys were completed, so caution should be used to infer any data within the Barron and Dunn County residency limits.

Chapter II: Literature Review

Introduction

This chapter will cover four sections of marital expectations and six sections of parental expectations. The limited amount of research I found on these expectations, from articles over the last ten years, could also be entitled marital and parental problems and solutions of today. This will become evident because within problems, there are expectations that haven't been met. Within solutions, as well, there are expectations that have been met. This chapter, therefore, will discuss marital problems or expectations that, often, are not met. Marital solutions or expectations that, often, are met will follow. In addition, parental problems or expectations that, often, are not met will be discussed. Parental solutions or expectations that, often, are met will follow. Due to the lack of research in this area, I will quote several opinions from my sources. The marital and parental problems and solutions, listed, are not in any type of order of importance.

Marital Problem\Expectation #1: Intimacy

The first problem or expectation that is often not met has to do with the need for intimacy. "For most Americans falling in love is a highly valued experience. Indeed, in 20th century America, romantic love (which is generally regarded as a feeling of intense yearning for and need to be with another who is passionately desired) is seen as the most appropriate basis for marriage" (Motgomery, M.J., Sorell, G.T., 1997, p. 1). Hogan (1995) states that families represent a sense of acceptance, a sense of warmth, a sense of being loved, and of belonging. She reported that even though this is so important in contemporary America, people are actually more isolated, more lonely, and more in need of intimacy. Judge Shelvin Louise Marie Hall (1997) of the Circuit Court of Cook County, in Chicago, IL reported that people feel alone in

marriage and lack support groups from family and friends who had previously been available to them. Grant (2001) discusses women's generally higher emotional expectations (intimacy) as a gap in their happiness. "We bring our own ideals of friendship into marriage, thinking that we and our husbands will bare all and feel close through long conversations. When this doesn't happen as much as we'd like, we're in 'a state of yearning,' says Sharyn Wolf, a marriage and sex therapist in New York City. Most women have a need for closeness, for extended time alone with her partner, that is just different from that of men, who usually don't want to sit and talk after a day at work--it's not how they unwind. Perhaps a long evening with his wife would be helpful to him, but so would washing his car" (Grant, 2001, p. 2). Men have lower standards, agrees Pepper Schwartz, Ph.D., author of 'Everything You Know About Love and Sex Is Wrong'. "They go into marriage expecting companionship, nurturance, and a family life, and unless their sexual life is a mess, they're fine" (Grant, 2001, p. 2). Sharp & Ganong (2000) concluded that "There is empirical evidence indicating that women are more invested in close personal relationships than are men, and single college women report more readiness for the marital role than single college men. Likely, sex influences on beliefs occur because of socialization that encourages females to think about and prepare more for marriage than males. In addition, women, on average, marry earlier than men. Therefore, the college men in our sample may not have judged the marriage course content and intervention content as relevant to their lives at this time. Furthermore, women appear to attach more importance to marriage than do men. All of this research suggests that women may be more receptive to the close relationships and marriage content than men" (Sharp & Ganong, 2000, p. 5). In Piver's book (2000) the amount of quality time two partner's need is discussed as a tricky question because almost everyone's needs are different. Piver states that almost every couple squabbles over this issue more than any other.

"One person always wants more time alone, while the other wants to devote more time to the relationship" (Piver, 2000/ Eckel, 2004, p. 2).

Marital Problem\Expectation #2: Respect

Another problem or expectation that is often not met involves respect - which can turn into negativity. Wagner (1999) discussed the attitudes behind failed marriages and listed advice from psychologist, John M. Gottman. "Eye rolling is just one subtle signal of contempt that psychologist John M. Gottman looks for when analyzing couples' interactions and predicting their potential success in marriage. Contempt is one of Gottman's 'Four Horsemen of the Apocalypse' of failed marriages, along with criticism, defensiveness, and stonewalling" (Cited in Wagner, 1999, p. 2). Gottman believes that to really know what goes on in a marriage, one needs to see it in action. Between 1989 and 1992, Gottman and his colleagues studied some 130 newlywed couples using two remote-controlled video cameras that would simultaneously record images of both partners' during interactions. Microphones recorded their conversations, and polygraphs, electrocardiograms, transducers, and other sensing equipment picked up their physiological responses. This way, the experimenters were able to analyze how well the individuals listened to each other and whether their responses to each other were positive (showing warmth, validation, interest, affection, humor) or negative (showing anger, sadness, whining, disgust, tension, fear, stonewalling). The couples could also watch the video after the encounter and discuss their feelings. By observing these couples, Gottman's team was able to predict divorce and stability with 83% accuracy and marital satisfaction with 80% accuracy. "They discovered that anger and bickering are not necessarily unhealthy for a couple and could not be used to predict a divorce. Rather, it is one or both partners' negative responses to those behaviors that is the key. In the unstable relationships, the partners are more likely to

reciprocate each other's negative attitude" (Cited in Wagner, 1999, p. 2). Gottman (Cited in Wagner, 1999) continued and said contempt, belligerence, and defensiveness are even more destructive than anger. "The most likely-to-fail pattern occurred in cases where the wife initiates a negative interaction (e.g., nags), the husband refuses to be influenced by the wife (dominates), the wife reciprocates with low-intensity negativity (whines), and the husband fails to de-escalate the negativity (doesn't calm himself down)" (Cited in Wagner, 1999, p. 2). Stanley & Markman (1995) indicated that couples with dysfunctional premarital interaction patterns, especially a tendency to approach discussions of relationship issues with invalidation, negative affect, and withdrawal, are at risk for marital distress and divorce. "Taken together, a variety of studies strongly suggest that the negatives of how couples interact are much more salient and more predictive than the positives in predicting the future prospects of the relationship" (Stanley, Markman, 1995, p. 6). In their view "these results highlight the need for partners to learn together how to adequately regulate negative affect arising from relationship conflict" (Stanley, Markman, 1995, p. 6).

Marital Problem\Expectation #3: Communication

Communication is the third problem area or expectation that is often not met and can be just as important as intimacy and staying away from negativity. "Evidence from several longitudinal studies of couples suggests that communication problems and destructive marital conflict are among leading risk factors for future divorce and marital distress" (Stanley & Markman, 1995, p. 2). In a survey of 2,100 couples in 2001, 31% of women and 26% of men think their marriages barely pass muster in this department (Grant, 2001), "which comes as no surprise to the experts, who say that trouble talking things out is universal - it exists even in the best marriages" (Grant, 2001, p. 3). Psychologist, John M. Gottman believes communication

problems can arise when couples have communication patterns that contain four negatives in their conversations: criticism, contempt, defensiveness and stonewalling (cited in Grant, 2001, p. 3). Grant (2001) also notes that in many ways, men and women are on completely different wavelengths about what they want from their partnership. She says this isn't a bad thing and it just means men and women take different approaches to reaching the same goal. Judge Shelvin Louise Marie Hall (1997) says many couples today don't share the same view about marriage, which in turn causes major problems in the relationship. She also states that when the communication isn't clear of what the relationship should be, conflict will build up. Dr. Hopson (1997) states that many couples feel that it isn't normal to have conflict. Susan Piver (2000) describes disagreements, as a part of the communication process, which our culture doesn't teach us to be equally as wonderful as agreements between partners. She states "We tend to fear disagreement; our minds come up with so many stories about what disagreement means. 'We're not right for each other,' 'my life will be made miserable by her,' he will eventually leave me because of this,' I will have to become someone I'm not in order to continue living with her.' Ultimately, disagreement conjures the expectation of failure. Very scary" (Piver, 2000, p. 20). Piver (2000) covers the importance of communication during financial discussions and she states it's vitally important to be conscious and clear about your expectations. "Problems arise when one model ('We are equally responsible for our finances') is espoused, while another model ('Take care of me!') is felt" (Piver, 2000, p. 41). In Schneewind and Gerhard's (2002) article, a series of longitudinal studies were discussed which showed that inappropriate interaction and communication skills, especially in conflict-laden situations, are particularly strong predictors of the quality and stability of a couple's relationship.

Marital Problem\Expectation #4: Dividing the Housework

Dividing the housework is the fourth problem or expectation that is often not met. Almost every couple has fought over who does more around the house. Those disagreements can slowly take over one's marriage. Housework may seem like a small issue, but it can mushroom into a power struggle that can destroy a marriage. Lots of partners focus on who's right and who's wrong, ignoring the emotional consequences of their behavior. Couples can also get caught in a defensive loop and feel like there's no way out. Armstrong (2005) compared housework in the 1960's to the "housework wars" now. "In the late 1960's, a woman's employment was considered acceptable only as long as it didn't interfere with her household responsibilities and after nearly four decades things have not changed much" (Armstrong, 2005, p.1). Armstrong (2005) raises the question of why an unequal load of cooking and cleaning can so polarize relationships. She believes the answer is because it carries the assumption that one partner's leisure time is more important than the other's - which can be an insult. She also says that when one partner expects the other to perform full-time maid services while he/she gets to relax or have fun, that's a breach of fairness, trust and camaraderie. "In short, the housekeeping ritual is a complicated minefield that can blow up in your face" (Armstrong, 2005, p. 2). According to Grant (2001) men give their marriages much higher marks on 'fair division of household responsibilities' than women do. Grant (2001) also says men often believe they are doing a larger share of domestic chores than is actually the case. Grant (2001) describes that "in many marriages the husband does jobs that don't have to be done daily – like washing the car, financial planning, mowing the lawn – but the wife carries more than her share of the daily drudge work" (Grant, 2001, p. 4). Maggie Gallagher (cited in Grant, 2001) says the problem is that nobody has a clear picture of how men and women should be dividing up home and work

duties. In Grant (2001) Sharyn Wolf also states that women may no longer even rate this disparity as extremely important, because they may have begun to feel it's futile. She believes that it is central to women's happiness in marriage. She says the division of housework is like internalized racism and women don't notice they're being taken advantage of because couples are so used to women carrying the double burden.

Marital Solution\Expectation #1: Intimacy

Part of this solution regarding intimacy is described well by Hogan (1995). "What I argue is that marriage used to be held up from the outside. You had an extended family that kept the couple together, you had a church, you had a village, you had a community that kept everybody together; but we're into a new period in marriage. The only thing that holds it is if it holds from within. And I'm arguing that therefore we have to put an entirely different level of effort and understanding and knowledge into that marriage or we won't have it" (Hogan, 1995, p. 2). Intimacy is also discovered by setting realistic expectations to match who one's partner really is: "When Amy and I married, I expected we'd end each busy day by falling asleep in each other's arms. But Amy is more comfortable falling asleep while I keep my arms to myself. I also assumed I could meet all of my wife's friendship needs once we'd moved away from her hometown friends and family. I was surprised, and somewhat hurt, to find she still had such a strong need for those other people. But these reality checks gave me a clearer focus on who Amy really is, and it pushed us to greater intimacy" (Gardner, 1998, p. 2). Grant (2001) gives us advice on spending more time alone together: "Two thirds of husbands and wives say this is the one thing that would make their marriages better. Among the other frequently cited remedies: 'more vacations together', 'more sex', and, oh yes, 'better sex' - which, of course, are all ways of spending more time alone together. The bottom line is that you and he want more

togetherness” (Grant, 2001, p. 4). Grant (2001) also concludes that men have sex and then feel close, while women like to feel close and then have sex. "A woman can't fathom how a man would want to have sex with her if they haven't bonded first through talking. The only thing she can imagine is that sex is just like scratching an itch to him. She misses the mark completely--that for men having sex is feeling close. When a man doesn't have sex with his wife, he feels hurt, he feels rejected, he just shuts down emotionally. And then, guess what: He doesn't feel like spending time with her. In other words, take a man's love of sex as an expression of closeness--and use it to get the emotional closeness you both want" (Grant, 2001, p. 3).

Grants’s article added “The difficulties in marriage fade away for a woman, say the experts, if a man shows his wife he’s capable of being influenced by her and pays attention to her. And the difficulties fade away for a man if his wife appreciates him and is happy having sex with him” (Grant, 2001, p. 4). "The yearning for closeness exists in both sexes--it's just that we seem to have very different ideas of how to achieve it" (Grant, 2001, p. 2). Failing to carve out time for each other is also to blame for not gaining this mutually blissful state. “Couples are not prioritizing their marriages. If more couples understood how important it is to spend time together, marriage therapists would be out of a job” (Grant, 2001, p. 4). According to Eckel (2004) a good start of quality time together happens when both partners are willing to give a bit and agree that they need to have some quiet time with each other each day. "The important thing is making sure you have some relaxed time to connect. You want to make sure you have that time where you're sitting around with a cup of coffee, remembering why you love each other" (Eckel, 2004, p. 2). Gestures of love are also covered in Eckel's (2004) article as meaningful ways to stay connected. Some examples are giving foot rubs, taking quiet walks each morning, holding hands in bed when you wake up and at night before falling asleep, emailing a list of

times that you have missed each other, when apart, reading books together on marriage and discussing the chapters, saying I love you and kissing for 10 full seconds. "Empirical evidence suggests that romantic notions can serve as buffers, protecting intimates from dwelling on negative aspects of their partners. These same researchers, however, caution individuals against overly romantic beliefs because of the detrimental consequences likely to ensue, such as marital conflict, problems, and divorce" (Sharp & Ganong, 2000, p. 2). Since intimacy has changed in our society, it's imperative to understand this change and seek out the resources with one's partner that will bring back or keep your intimacy alive.

Marital Solution\Expectation #2: Respect

As discussed in marital problem #2, respect - which can turn into negativity - can predict the success or failure of a marriage. Eckel (2004) recommends couples having an attitude of gratitude, for one's partner, to let him/her know that they're appreciated. Eckel (2004) says that happy couples take action, that say thank you, to strengthen the romance. Small gifts like flowers or a surprise day at the spa can make one's partner feel this gratitude. Stephens (2005) suggested controlling non-verbal communication wisely. "Tone of voice and facial expression should convey the same message as your words. Mixed messages lead to confusion and escalate conflict. Eye-rolling or other gestures undermine communication even if you do say all the right words" (Stephens, 2005, p. 2). Wagner (1999) shared information from psychologist John M. Gottman: "the marriages that wound up happy and stable had a softened start-up by the wife, that the husband accepted influence from her, that he de-escalated low-intensity negative affect, that she was likely to use humor to effectively soothe him, and that he was likely to use positive affect and de-escalation to effectively soothe himself" (Wagner, 1999, p. 2). Gottman also reports that in stable relationships, bickering may simply be a form of mutual problem solving as

long as it is unaccompanied by sarcasm, contempt, or other negative responses (Wagner, 1999). Gottman suggested that “active listening prescribed by therapists may be too confrontational, since it expects people to be empathetic in the face of criticism from their partners. This ‘emotional gymnastics’ may be too much to ask. A better approach might be to recommend ‘gentle de-escalation and soothing’ during a conflict” (Wagner, 1999, p. 2). Grant (2001) offered some good points about nagging conflict too: “More than a third of men and women believe their marriages would improve if they could fight less and agree more. Most of us don’t realize, though, that not every conflict can be resolved” (Grant, 2001, p. 4). Gottman indicated that even in happy marriages, most fights are about perpetual problems and many people have misconceptions that can lead them to divorce (Grant, 2001). “They think if they were better suited to each other or more skilled, they would not have these issues. But there are some issues that will not be resolved. The peace comes from knowing this is so” (Grant, 2001, p. 4).

Marital Solution\Expectation #3: Communication

Communication can be very difficult for some and simple for others. Grant (2001) offers eight positive communication techniques to practice, in conversation, with one’s partner: “Take turns talking, don’t give unsolicited advice, show genuine interest, communicate understanding of the spouse’s problem, take his/her side, express a ‘we against others’ attitude, show affection and validate the spouse’s emotions” (Grant, 2001, p. 3). Eckel (2004) states that acting as a team is very important for couples when dealing with inevitable in-law issues and other outside challenges. “Agreeing on everything, however, is not required” (Eckel, 2004, p. 4). Muench & Landrum (1994) agree that higher expressiveness and good communication in the family was significantly related to positive attitudes toward marriage. “As expressiveness increased, so did positive marital expectations (to a significant degree)” (Muench & Landrum, 1994, p 3).

"Children who experience strong family integration had more positive attitudes toward marriage than children with weak family integration" (Muench & Landrum, 1994, p. 2). Schneewind & Gerhard (2002) report that "various preventive programs have demonstrated that psycho-educational approaches designed to support couples in improving basic relationship skills, such as active listening, speaking for oneself, problem solving, and constructive conflict resolution, have beneficial effects on the couples' relationship quality and stability" (Schneewind, K.A. & Gerhard A.K., 2002, p. 9). These programs are based on the findings of non-interventive research documenting the relevance of communication skills as major ingredients of successful versus unsuccessful couple development. Stephens (2005) makes 4 suggestions to offer help when communicating: " #1, discuss disagreements in a calm, private setting. Picking the right time and place is important. Public displays, or choosing a holiday dinner for conflict fuels discord. #2, stay in the present. Don't rehash old conflicts during every disagreement. The exception is when trying to explain perceived patterns of behavior. Even then, carefully stick to the point or you'll careen off course. #3, agree upon a signal you can use when you think a discussion is spiraling into a spiteful fight rather than a sincere effort to reach compromise. Resolving conflict will only be successful if you control anger and resist the urge to simply tell each other off. And #4, avoid discussing conflict in the heat of a big power struggle. Take cool down time to regain composure, then literally set a time to sit and discuss things rationally. This might be in a half hour or after a good night's sleep" (Stephens, 2005, p. 2). Piver (2000) says if we work with our minds, we can arrive at a place where disagreements, while communicating, means none of the expectations of failure. She states "We are accustomed to believing that discomfort is bad, should be banished and disposed of by whatever means available. It's true that discomfort doesn't feel good, but if we can find a way, within ourselves and together, to

hold off, even just for a moment, from running from discomfort, it will bear gifts. The nature of disagreement is discomfort - but discomfort just means that a boundary is being stretched” Piver (2000). Piver (2000) gives an example about taking a ‘no position’ in a disagreement. She states “The moment I say, ‘You are wrong and I am right,’ the dialog between us is dead” Piver (2000, p. 21). She continues to say “It is key to continually express your own feelings without making pronouncements about your partner’s feelings, needs and desires” Piver (2000). “When you say that \$30,000 is an adequate income for our family, I feel really scared of living in poverty...is quite different than \$30,000 will never be enough for the life I want to live” Piver (2000). Piver says the first comment invites intimacy and communication. The second comment is an ultimatum. Empathizing with one’s partner’s fears about poverty and finding a way to acknowledge the validity of each other’s feelings can facilitate conversation. “Even if a couple ends up disagreeing on the specific outcome, they will have evolved their relationship, their knowledge of the other, to a deeper level” Piver (2000). In Piver's book (2000) taking time to communicate and listen to one’s partner is compared with the essential weeding and watering of a healthy garden....it is critical if one wants their relationship to thrive. "Couples expect that they'll get to a place where things are predictable and stable. But things will always change, and that's what makes the relationship exciting and alive" (Eckel, 2004, p. 2/Piver, 2000). Grant (2001) says being on completely different wavelengths isn’t always a bad thing. “It just means you and he take different approaches to reaching the same goal: a sexy, nurturing, mutually empowering marriage. In fact, understanding how your approaches differ can only bring you closer” Grant (2001). Chatterjee (1999), too, had this to say about the importance of communication: “Amicable partners are less combative during shouting matches than spouses who don’t understand each other. And couples who don’t respect or have little connection with

one another engage in 'negative sentiment override' - they interpret statements more pessimistically and take comments more personally than other pairs, leading to dissatisfaction. Partners who know each other better, know best what will relieve tension in sticky situations - so the fighting stops and the marriage goes on (perhaps) happily ever after" (Chatterjee, 1999, p. 2).

Marital Solution/Expectation #4: Dividing the Housework

Several solutions to minimize housework arguments are: Deal with the emotional side of the issue is the #1 suggestion. Arguments over housework are, usually, not about who does the dishes, they're about caring and respect. Since there are usually deeper issues, like these, involved here, regularly discuss how each other's actions make you feel. Framing your discussion without criticism helps when you start sentences with the word "I" . Sharing how your arguments are actually fostering insecurities about each other, and the marriage, can be motivating to reassure each other and to compromise. Couples should also make a point of regularly telling each other how much he or she appreciates the chores that the other does. Telling each other how much you appreciate the team work will help nurture the relationship as couples can figure out the housework situation. Another suggestion is about making one's own choices - regardless of how one was brought up. Don't look back or follow the regimen while growing up. That doesn't necessarily have to be the right way. Come up with a system that works for the marriage. Couples can make a list of chores and each partner can select the items they want to do. If there are leftover tasks that no one wants to do couples can take turns doing them, or do them together. Another suggestion is for couples to get their timing right. Reaching a compromise on how quickly one does chores can be the key for many couples. Pick a time frame that meets one another's expectations. A final suggestion is to switch roles. Lots of couples fall into habits so do the chores that suit you best. It is easier to do chores when you

enjoy them. Hiring some help is truly the ultimate solution and the one that Armstrong (2005) says works best for most couples. She states regardless of your budget, there may be no better investment in your marriage than a cleaning person to come in weekly, biweekly or even monthly. "Will your partner support this added expense? In a New York minute. Especially when you inform him, or her, of the romantic benefit: more time (ahem) together! As one young man declared recently as he checked the newspaper ads for cleaning services, 'I'm not about to spend my weekends washing a kitchen floor.' Then he turned to gaze lovingly at his new wife. 'And neither should you'" (Armstrong, 2005, p. 3).

Parental Problem/Expectation #1: Intimacy after Children

Intimacy after having children is, often, a marital problem/expectation that is not met so adding a child/children into the picture can almost guarantee a difficult transition into parenthood. In Management Review (1989) the Family Resource Coalition did a Gallup poll on parenting, in the United States, and found that 68% of American parents feel it is somewhat or very difficult to find enough time for themselves. "Having a baby changes everything, including (one's) relationship with your partner. While ideally the ultimate in bonding, having a baby is also a major life altering experience and can cause strain in even the best of relationships. In the early, often overwhelming days of new parenthood, it's easy to get so wrapped up in (one's) fascinating newborn that other parts of one's life are neglected" (Bates, 2005, p. 1). Bates (2005), covers statistics which show that better than half of all new parents experience a decline in marital satisfaction following the birth of a child, with nearly 1/3 of all divorces occurring within the first five years of a child's life. Similar decline is reported following the birth of each subsequent child. "Does that mean having children will be detrimental to your marriage? No. It does mean however, many new parents develop unhealthy ways of relating, or not relating, after

children come along" (Bates, 2005, p. 1). Bates (2005) continues to say the downside of blinding obsession with your children is the tendency to neglect these other facets of your life, which might include your partner. "Without communication and team work mom may feel overwhelmed and unappreciated, while dad is left feeling the odd man out and unnecessary except to give a break to mom's tired arms. Neither of these are a prescription for closeness. The lack of relating that starts as a simple survival instinct can easily become habit as babies become toddlers and preschoolers making new demands on your time. In the absence of regular, conscious maintenance, parents may drift apart without even realizing what has happened until they see the gulf between them" (Bates, 2005, p. 1).

Parental Problem/Expectation #2 & #3: Family Time and Over-Loaded Children

For parents, spending enough time with the child/children and pushing the child/children to learn too much, at an early age, are parental problems or expectations that are, often, not met. Families, often, may feel like they are drifting apart instead of having quality time together and children, too, may suffer from feeling over-loaded and not loved for just being a kid. In Fox, Bruce and Combs-Orme (2000), expectations of this kind are discussed which can lead to negative marital interactions, difficult transitions to parenthood and less positive child outcomes. Children, too, can go beyond his/her limits or boundaries when families are not keeping a close eye on the child. Marilyn Gardner (1997) reviewed two books in her article and reports that overloaded work schedules continue to be one of the perils playing havoc with family life. Although the two authors hold differing views on many subjects, they share common ground in their insistence that children need more time with parents. Gardner (1997) also expressed an interest in 'a national conversation' to discuss ways in which businesses, the government, and families can improve the balance in family life. Smith (2002) focused on the time spent by

parents, with their children, by using a survey conducted by the Boys & Girls Clubs of America. The results showed that kids understand it's important to work, but only 30 percent of parents said that any time they spend with their children is meaningful - and just 11 percent of kids agree. "They can tell when your mind is elsewhere, and they want everyone to have fun" (Smith, S., 2002, p. 1). Newman (2002) stated the people of a suburban town, of over achievers, decided to meet with community leaders and school officials to schedule some city-wide, free time for families. A lot of people have forgotten how to do that and parents have become too wrapped up in the effort to help their children achieve, at the cost of time spent with family. "Family life has been getting out of control as parents become unpaid chauffeurs and what I call the entertainment directors on the cruise ships, said Dr. William J. Doherty, author of 'Take Back Your Kids'" (Newman, 2002, p. 2). Newman (2002) reported that most parents mean well when they strive to provide their children opportunities to learn new skills like piano or dance, or to take part in sports, but in the last 15 to 20 years, parents have given in to peer pressure to sign their children up for more activities, and at increasingly younger ages, for fear that other children will get ahead of them. "That trend squeezes out time for family, or quiet reflection, or for children just to use their imaginations" (Newman, 2002, p.2). Newman (2002) states that maybe all these activities and running around aren't in the best interest of one's children and what is becoming lost in the frenzy, is family time to establish rituals and emphasize values. This consciousness-raising idea, for families to have time together and to have a balance in their weekly schedules, is what Dr. Alvin Rosenfeld (author of 'The Over scheduled Child') calls a major national problem that's confronting families. Dr. Alvin Rosenfeld (2006) reports that parents all over the U.S. are beginning to realize, while outside activities can enrich their children in many ways, downtime is just as important to a child's development. "Unfortunately,

downtime, for both parents and children, is distressingly hard to find.....unstructured children's activities have gone down 50 %, and household conversations, family dinners, and family vacations have become far less frequent" (Rosenfeld, A., 2006, p.1). Rosenfeld (2006) continues to say that when a child has 'nothing to do' he has a chance to think, to create, to wonder, and to hear the murmuring of his inner voice. "Downtime is also valuable in that it gives kids time to decompress. As a child once told me, doing nothing 'let's me pretend'. It's important to remember that boredom is not the enemy" (Rosenfeld, A., 2006, p.2).

Parental Problem/Expectation #4: Disciplining Children

For lots of parents, disciplining the children together can be an energy-draining, frustrating experience. When one parent doesn't take an equal hand in the disciplining, is too quick to discipline, or there's too much, or too little, discipline, conflict between parents will inevitably happen. "Having a partner that is not in agreement with your parenting ideas or discipline approaches is more than just frustrating. It can be a cause of division in even the best of relationships. Furthermore, how you handle your disagreements will have a direct impact on your relationship with your partner and with your children" (Hone, 2005, p. 1). Hone (2005) states that the majority of parenting disagreements are over discipline methods and when it is appropriate to discipline. "One parent may think that spanking is the best method and the other may prefer time outs or something else" (Hone, 2005, p. 2). Miller (2000) covers parent support group discussions of how couples come from different family backgrounds, so examples they had growing up were very different. Miller (2000) states when people are falling in love and considering marriage and families, they usually don't think to ask things like, are you for spanking or not for spanking? Miller (2000) continues to say that joining two people who have been raised by very different methods and expecting them to be in harmony about how to raise

their own children can be a big problem. "Families can weather occasional parenting differences. But when discipline styles are vastly different, children suffer as does the parent partnership. Discipline disagreements that regularly spin out of control threaten children's sense of trust, security and stability. Children know when their behavior is the center of conflict, so they suffer guilt, too" (Stephens, 2005, p. 1).

Parental Problem/Expectation #5: Spoiling Children and Teaching Them Respect

Spoiling, babying and respect issues seem to all tie in together for parents. For example, when one parent does the spoiling, the other parent will, often, lose respect from the child. This can be a demeaning and frustrating experience for everyone parent involved. Miller (2000) describes these type of parental disagreements as a source of mixed messages and confusion that may undermine the attitudes, values and behaviors parents hope to teach. Miller (2000) also states that whatever the nature of the disagreement, it can have a significant impact on all family members and can lead to an erosion of parental authority, as children learn to play one parent against the other. Lauer (2004) clearly states that spoiling kids, by giving them everything, will backfire when they enter adulthood. "One of the problems that people, who have been coddled, have is that they have little respect for things and for others. We all know about rich kids who wreck new sports cars bought by indulgent parents. But a young person who has earned the money to buy a car treats that automobile with tender loving care" (Lauer, 2004, p. 2). Lauer (2004) remembers something two of his clients said to him as well: "My two kids haven't amounted to much and it's my fault. If I had to do it all over again I wouldn't have given them everything I did. They are both spoiled rotten. The other man agreed, saying, 'I've had the same experience, but I cut my kids off early so that they now know what it means to earn an honest living. Giving kids everything just doesn't work'" (Lauer, 2004, p. 2). Gardner (2001) reviews

'Too Much of a Good Thing: Raising Children of Character in an Indulgent Age' and states that spoiling children doesn't just make them obnoxious - it makes them unhappy too. "Too many well-intentioned parents, he charges, are too indulgent. They give children too much and demand too little from them. The result? Anxious, unhappy, self-centered offspring, potentially ill-equipped to handle the challenges of adulthood" (Gardner, 2001, p. 2). Gardner (2001) surveyed 1,000 parents and 654 students in 'advantaged' families across the country about parenting practices and found that parents earning more than \$100,000 were more likely to rate their child as spoiled. These families also showed more permissive attitudes about drugs and alcohol than parents with lower incomes. "About 60 percent of teenagers responding to the survey were active drug users" (Gardner, 2001, p.2). The consequences of leniency can be dangerous too. "Girls who describe themselves as very spoiled are three times as likely to have driven drunk and about twice as likely to have smoked marijuana in the past month. Boys who rated themselves the same way were also at higher risk for drunk driving, lying, cheating, and skipping school" (Gardner, 2001, p.2). Gardner (2001) also says that parents can spoil children without spending a dime; simply by caving in to their demands or failing to insist that teenagers take sufficient responsibility for their own actions. Tarshis (1998) explains that many of today's kids haven't learned to accept the word no. "They haven't learned because their parents haven't taught them" (Tarshis, 1998, p. 2). Tarshis (1998) also states that working mothers, in particular, feel guilt for working as they try to provide nonstop entertainment or they let their kids get away with murder. This 'over parenting' comes from the belief that it's their job to keep their children's lives free of disappointment, frustration and boredom. "They want to give their kids unconditional love and they think that means being a twenty-four-hour entertainment captain or never saying no. And that's just not true" (Tarshis, 1998. p. 2). Tarshis (1998) says

the one way to tell the difference between acting and being spoiled is by examining the parent's response. "The spoiling parent gives in to every tantrum, cleans up every mess, and rewards a bout of whining with a trip to the mall. She writes her son's book report or instantly replaces the brand-new windbreaker her daughter lost, rather than let the child suffer the consequences of being ill-prepared or careless" (Tarshis, 1998, p. 2). Tarshis (1998) sums up by saying before long, parental authority disappears and a spoiled child is the one who is in charge. "Yes it's a parent's job to protect a child and to build an environment that's happy, loving, and stimulating. But we also need to prepare our kids for a world in which we can't always get what we want. 'Kids are ultimately happier when they learn to postpone gratification.' A parent who spoils denies the child these learning opportunities. And here's the great irony of spoiling: In the end, the child suffers" (Tarshis, 1998, p. 2).

Parental Problem/Expectation #6: Balancing Work & Family Financial Responsibilities

When parents are trying to balance employment and family financial responsibilities it can be an overwhelming experience weighing them down with little or no energy for themselves or each other. Having enough money to meet family needs can be a never ending cycle/issue between parents, especially when the family grows with unexpected children. Milkie & Peltola (1999) examined feelings about work-family balance and found some gender differences, but, unexpectedly, find that women and men report similar levels of success and kinds of work-family tradeoffs. They report the facts about how paid work and family often are discussed in terms of their competing and incessant demands. "With only 24 hours in each day and the requirement that we are present at a specific location or are working on certain tasks during particular hours, there are many expectations that may remain unmet. Because time spent on the job may indicate commitment to it and because time spent with one's children or spouse may

indicate commitment or even love, it may be difficult to delegate responsibilities to others" (Milkie & Peltola, 1999, p. 477). Milkie & Peltola (1999) state that employed men and women feel stretched to the limits when they try to find enough time for both work and family life. Watt (1998) discussed the impact of demographic and belief changes on the family, the effects of working on parenting and the difficulties encountered by parents in balancing work and family life. Watt (1998) says that we're not part of a community or an extended family anymore. "Since the 1960's, many demographic changes and changes in beliefs about the family have come about. What with the shift from two-parent to single-parent, gay-parent or blended families, from working fathers and stay-at-home moms to working fathers and mothers, from lifelong marriages to multiple marriages and divorces - 'the Dick and Jane family barely exists anymore'" (Watt, K., 1998, p.1). Watt (1998) found that in 1998, 70 percent of women with children were working, 50 percent were back on the job within one year of giving birth and 2 to 3 million 'latchkey' children were alone between 3 p.m. and 7 p.m. Watt (1998) explains two-paycheck families have become three- and four-paycheck families to make ends meet, with both parents working extra jobs and the coming 'entrepreneurial age' will mean even more competition and more hours of work. Research shows some typical examples of families with real, family money management problems: families find that a lot of their money is being piddled away and they want to find out where it goes and how to keep on track of the spending. Others families may find that their monthly take-home income falls short of their expenses. Couples may fail to pay off their debt and then add to it. Sort of like robbing Peter to pay Paul. Single parent families often can't seem to figure out where and how to start saving for college for children. Research shows that it's important to stop living paycheck to paycheck, get out of credit card debt and start learning how to save for children's college education and retirement.

Parental Solution/Expectation #1: Intimacy after Children

Finding time for intimacy after children are born is frustrating and easy to forget but a necessary part of a healthy relationship. Flexibility can be an important ingredient in a marriage, but it's essential to have when your family grows. Hogan (1995) discusses flexibility as a part of marriage that needs greater recognition. Couples are not going to have the same marriage in their 20's, 30's and 40's. "The marriage without children that (one starts) with - that most people start with - is not the same marriage with children, is not the same marriage at mid-life and so on" (Hogan, 1995, p. 2). Being open to new ideas and valuing change is stressed when the family grows. "The more (one) communicate(s) the better parent/partner (one) will be. Learn from each other and listen to each other. Build on (one's) parenting strengths and tackle (one's) parenting weaknesses a little at a time. It won't happen over night but if (one) continue(s) to discuss things with your partner calmly and positively (couples) will become better parenting partners" (Hone, 2005, p. 4). Stephens (2005) suggests four core concepts that successfully help couples stay close and make the transition from partners to parents: Build fondness and affection for one's partner, be aware of what is going on in (his/her) spouse's life and be responsive to it, approach problems as something you and your partner have control of and something you can solve together as a couple and take time to date and relate. "Combat new parent stress by using the postpartum period to foster intimacy with (one's) partner. Think a baby-sitter is a luxury? Think again. A happy marriage equals happy parents. By nurturing (a) connection with each other, (couples) directly impact the future happiness and emotional well-being of (their) child" (Stephens, 2005, p. 2). "The object isn't to get away from (the) baby; it's to spend quality time together as a couple" (Stephens, 2005, p. 2). Eckel (2004) states that a secret to 'parents staying in love' revolves around creating grown-up time by keeping pre-

marriage friends and interests and not making it all about the kids.

Parental Solution/Expectation #2 & #3: Family Time & Over-Loaded Children

Smith (2002) suggests that while it's important to support one's children by attending their sports events or plays, kids also crave one-on-one time. In Hone (2005) steps are listed to work towards resolving parenting disagreements when pushing a child too much: "Talk about where (the) children are developmentally and what they are capable of understanding. Sometimes the reasons for parenting disputes are because one partner thinks that a child is capable of understanding something and the other disagrees. Knowing what the child's cognitive level is will help (parents) to make better decisions. Do not compare (the) child to other children. You can use examples based on what they are capable of doing and not doing" (Hone, 2005, p. 2). Hone (2005) says always question if (the) child/children understand what (is being taught to) him/her. "Expecting (the) child to be able to understand certain things may be unreasonable" (Hone, 2005, p 2). Newman (2002) discovered a group of parents, aided by Dr. Doherty, a professor of family social science at the University of Minnesota, who set up a Web site (familylife1st.org) so that other communities can try to declare a Family Night - an evening when everyone is encouraged to set aside frenetic agendas and do nothing but relax with their families. The Minneapolis suburb that had planned a timeout for families did realize that the Family Night event had something of an artificial quality to it – asking everyone to slow down their lives one day of the year. To accommodate everyone, a sign was posted all over town for Family Night - urging families to try later: "If March 26 is a busy night for your family, choose another night that works for you!" (Newman, 2002, p.3). Rosenfeld (2006) talked about how some parents see boredom as a sign that they have failed in their parental duty, when, actually, in moderate doses it can spur children on. "Left to their own devices, with electronics and busy

schedules shut down, children fill empty spaces, rediscovering what they really like to do.

Perhaps more important, children, use toys - like action figures, puppets, and stuffed animals - to work out emotions and gain some mastery over conflict” (Rosenfeld, A., 2006, p.2). Rosenfeld uses an example and explains the benefits of kids having an impromptu kick ball game in the street... “You might have played for 20 minutes, then spent the next hour arguing over who was safe, who was out, or whose ball it was. All of that negotiating and reconciling taught us how to navigate social relationships” (Rosenfeld, A., 2006, p.2). Rosenfeld (2006) stressed the importance of downtime and how it allows kids to entertain themselves with images and stories, to go to a private inner place when they need to be alone. “The ability to entertain oneself is a critical skill. It is the ultimate refuge; developing the ability to use it helps when you must be somewhere you wish you weren’t. Children use downtime to become the authors of their lives, rather than marionettes following a script someone else decides is right for them” (Rosenfeld, A., 2006, p.2) “The greatest gift we can give them is the deep, inner conviction that they don’t have to perform in order for us to love and cherish them. Give your whole family a gift; leave yourself and your children some time to just be - and be together. Everyone will be enriched in many marvelous ways!” (Rosenfeld, A., 2002, p. 3).

Parental Solution/Expectation #4: Disciplining Children

In Hone (2005) the backgrounds of each parenting partner are discussed as a reason why couples might disagree on discipline. Hone (2005) states that it would be great if every couple agreed on everything, but that is an unlikely event. “One partner may have been raised in a relaxed environment; another may have been raised in a very strict home. What is acceptable by one partner may be appalling to another” (Hone, 2005, p. 1). It is important for couples to discuss what their parenting objectives are (Hone, 2005). There are pros and cons to every form

of parenting so it's best to decide what values are important to both of you. This may help to find that some things are more important to you than to your partner and vice versa. Janet Siroto (2006) states that parents should present a united front when it comes to discipline. She continues to say that many parents discuss, debate and just plain argue about discipline - but that can be okay - to a certain degree. "When you disagree about something, each of you has a chance to air your attitudes and approaches, which helps you hear each other's viewpoints more fully. More important, 'it can lead to a better, more thoughtful resolution'.....In other words, disagreements about what to do when the kids misbehave can lead to well-considered rules and consequences for breaking them that seem fair to everyone" (Siroto, 2006, p.99). Siroto (2006) explains discussing disagreements, respectfully, in front of the children can also make the children critical thinkers and they can learn that people can have strongly opposing views and still get along. Siroto (2006) offers 5 times parents should be united - when it comes to the safety of the children, respect for authority figures, health issues, education and getting homework done and lying - which can be a serious trust issue. Stephens (2005) offers discipline solutions, as well, to promote overall family harmony. She says it's wise for parents to plan ahead on ways they can cope with differing discipline beliefs. She quotes 5 recommendations, from Dr. Connor Walters, a certified Family Life Educator at Illinois State University, as the first steps: "1) Early in childrearing (if not before!), parents should talk about child discipline beliefs and their goals for discipline. Following are questions to discuss: What values do (parents) want to encourage in children? Do (parents) want children to learn self-control and become self-directed? Is (a parents) goal for children to become sensitive to the feelings and needs of others? Do (parents) hope children will learn to take responsibility and accept the consequences of their behavior? 2) Next, analyze how (the parents) child rearing methods

support or work against the goals (that were) discussed. 3) Create a plan for developing a shared set of rules and consequences. 4) Once agreed upon, post (the) family rules and limits. Once children are old enough, have them participate in establishing the rules to motivate cooperation. 5) Have a plan for revisiting rules, limits, and consequences when they need to be adjusted to children's increasing ages or abilities" (Stephens, 2005, p. 1). Dr. Connor Walters (in Stephens, 2005) also gives suggestions when parents disagree on discipline: "Ask why the other parent wants to discipline in a particular way. (Be respectful, caring, and patient by listening to their response without interrupting). Find out how the other parent wants the child to behave in the future. Find out what the other parent is afraid will happen if he/she doesn't discipline their particular way. Ask yourself why you are opposed to your parenting partner's method. What are you afraid will happen? Cooperatively problem-solve. Explore discipline options, balancing the pros and cons. Decide which responses are most constructive for your parenting goals" (Stephens, 2005, p. 1).

Parental Solution/Expectation #5: Spoiling Children & Teaching Them Respect

When spoiling\teasing or respect is a concern, Stephens (2005) stresses the importance of discussing differences based on specific behaviors, not personalities. "Avoid character assassination. Rather than name-calling, talk about the behavior that (is a concern). Express feelings and reasons for them: 'I'm worried Jack will think of himself as dumb if you keep teasing him about his forgetfulness. What's something else we can try?' Rather than telling (the) co-parent he/she is an 'over-indulgent spoiler', try something less igniting: 'When (it's not required for) Jessie to pick up her own toys, I'm afraid she won't learn to be responsible'" (Stephens, 2005, p. 2). Lauer (2004) says that learning how to get by without too much help from others can make people stronger-not weaker-when they get on with their lives. "There's

something about individuals who have come up the hard way that makes them special. They seem to have more appreciation for what they have achieved through sweat and tears" (Lauer, 2004, p. 2). Lauer (2004) continues to say anytime he's had to work hard and long on reaching an objective, he takes great pride in what he's accomplished as opposed to things that have been handed to him. "There's something about achieving (goals) on your own that is invaluable. It's what character is all about" (Lauer, 2004, p. 2). Lauer's (2004) says "it's one thing to let children know they are loved and accepted; it's quite another to give them the sense that no matter what they do, things will work out just fine. Maybe making them learn how to sacrifice and earn their own self-respect by achieving goals on their own prepares them for the hard knocks that invariable befall us all" (Lauer, 2004, p. 2). Tarshis (1998) offers four solutions to the biggest spoiling traps and how to navigate around them. The chore trap involves rule number one: "It probably won't save (one) any time. However, experts agree that the purpose of chores isn't to lighten the parental load but to teach a child that he must make a contribution. 'Giving chores is such a key part of raising an unspoiled child'" (Tarshis, 1998, p. 2). Tarshis (1998) states that chores teach kids about responsibility and help build their work ethic and basic competence. And even though kids may complain, most end up feeling pretty good about doing their part because it gives them a sense of belonging to the family. Tarshis (1998) says "No matter how many times (one has) to remind (the) son to feed the dog or pick up his clothes from the floor, it's still better if he does it himself" (Tarshis, 1998, p. 2). The quality-time trap is next and involves the pressure to entertain your child from the moment you get home. This solution states that working mothers need to let themselves off the hook a bit. "To have a truly rich relationship with (a) child, (one needs) to be able to have mundane time together, and time spent learning how to work through conflicts. Working parents should try extra hard to carve out

pockets of quiet time with each child. (Don't plan elaborate activities). Read a chapter in a favorite book. Start a craft project you can work on together in brief intervals. Better yet, just sit and talk" (Tarshis, 1998, p. 3). The toy trap and the tantrum trap are the last solutions offered. Establishing limits and making sure your child understands them are the key here. Tarshis (1998) says many parents lack the patience or fortitude to resist such persistent demands and work can play into the toy trap as well: "Parents who have an underlying sense of guilt have a greater readiness to give kids material things" (Tarshis, 1998, p. 3). What kids really want is your time, so try to recognize when you're using toys and clothes as a salve for guilt and learn to just say no. When the tantrum trap is in full swing many parents aren't prepared to tough it out. Tarshis (1998) says the experts agree that giving in for the sake of short-term serenity generally puts a parent on track for bigger problems as kids get older. "When (one) always give(s) into a young child's persistent demands, it's easy for that pattern to become permanent" (Tarshis, 1998, p. 4). Tarshis (1998) also says to let (the) child know that whining and screaming won't work. Validate their feelings but continue to remind them that they won't get what they want by behaving badly. Gardner (2001) says remedies can be as simple as eating dinner together often and spending time together. (TLC is described as Time, Limits and Caring.) "Children who keep their rooms clean, do not have a phone in their rooms, and engage in community service also stand a better chance of not being spoiled" (Gardner, 2001, p. 2). Gardner (2001) sums up by reviewing a different approach to material possessions, how to say "I love you" and discussing the two P's - praise and positive reinforcement - when children do something good. When youthful behavior falls short, however, parents must also be willing to use another P - punishment. "The happiness of (children) comes from (the) engagement in the world; from compassion, independence, emotional maturity, and a sense of (personal) self-worth that is

tempered by humility and a joy in being alive. For now, his book serves as the latest thoughtful reminder that sometimes the best way a parent can say "I love you" is by gently but firmly invoking that powerful little two-letter word: "No" (Gardner 2001, p. 3).

Parental Solution/Expectation #6: Balancing Work & Family Financial Responsibility

Milkie & Peltola (1999) discuss feelings of balance as contributing factors to a person's well-being and a reflection of enjoyment and commitment to roles. They discuss a theory of role balance that suggests that people who have well-balanced role systems, which they conceptualize as full engagement in and enjoyment of all (unspecified) roles, have higher levels of well-being. "Using a sample of employed mothers, they showed that those who were more 'role balanced,' who 'enjoy every part of their life equally well,' were not necessarily the ones who worked the fewest hours. They worked the same number of hours as the less balanced, and they reported less overload, had higher self-esteem, and lower depression levels" (Milkie & Peltola, 1999, p. 477). Milkie & Peltola (1999) sum up their article by saying the quality of life that women and men experience, may depend on how well they are able to draw on individual and societal resources for meeting the challenge of balancing work and family life. Watt (1998) also made suggestions to identify two kinds of family time - 'present but not interacting time' and 'focused' or 'attentive' time. Most parent-child time happens when parents are thinking of other things or working on other projects while the kids are in the same room doing something else. Watt (1998) stated that it is important to give each child some attentive time - each day - from each parent....and we must learn to manage these moments in. "Minimizing consumerism is another way to build time into work and home schedules....since purchases require time to consider the items, shop, buy, bring home, install and maintain" (Watt, K., 1998, p.2). Two other suggestions include having realistic expectations about their parenting opportunities.

“What your mom did isn’t pertinent. It’s what you can do” (Watt, K., 1998, p.2). Watt (1998) lists important ideas to help find more time to interact, get work done together, teach children things and help kids feel valued: working, cooking and singing together, eating meals and helping others together, exercising together, taking stress-busting time, taking ‘do nothing’ time, playing word games on the commute, reading together, aloud or silently, turning off the TV and other noisy distractions” (Watt, K., 1998, p. 2). Research offers quite a few suggestions to help families manage their family money: Put it in writing - write down everything you spend money on, in budget form, so you can find some ‘flexible’ expenses. Balancing the budget is stressed and each family has to decide, together, where to cut expenses. Cut back - don’t cut out. Research reminds everyone to take care of ourselves and one’s family first by not spending too much on charitable contributions. Decide on a reasonable amount to give away each month and stick to it. Also, stay on target. Keep on track, of expenses, with the help of a computer program such as Quicken or Microsoft Money. Reducing spending is not easy, but it is the next important part of balancing a new budget. Try and bring down the interest rate of your bills as well. A ‘family’ loan, from other family members, could be a possibility, or some other type of consolidation may work. Using home equity is another strategy to replace the high-interest credit card debt for families. Dumping the plastic is another suggestion. Even cutting up all but one credit card can help things improve in the long run. Finally, research says to build a safety net and, of course, give it some time. Putting money away into a money market account or a money market mutual fund, instead of a regular savings, can earn a high interest - once it reaches the specified minimum amount. Using something like a Section 529 college savings plan might be a great idea, as well, because it is a relatively safe, state sponsored program that lets money grow tax-deferred until it is used for college.

Chapter III: Methodology

Introduction

This chapter will cover five sections. Information will be given on how the sample was selected, followed by a description of the sample. The third section will describe the instrumentation being used. In addition, data collection and data analysis procedures will be listed. The methodological limitations will conclude the chapter.

Subject Selection and Description

From various locations throughout Barron and Dunn County, 18 to 25 year old male and female persons were asked to participate in a survey. Surveys were handed out at U.W. Stout, in Menomonie, WI and the WITC/U.W. Barron County Campus in Rice Lake, WI. The managers at the various locations were contacted, in advance, to approve the use of their facility prior to handing out the surveys. The 18 to 25 year old male and female persons were asked to fill out the survey and answer questions that apply to them. Participants who filled out the survey right away, had a drop box available to ensure confidentiality. An equal number of males and females, as well as an equal number of different ages, was attempted to complete the survey with a minimum goal of 200 participants.

Instrumentation

The questionnaire itself was designed to be short and easy to read. A maximum of twenty-five questions was asked. They include yes/no answers and Likert scale answers. The marital and parental expectations questions were developed from a research article/on-line survey entitled "The Marriage Test" by Karl and Wendy Dahlke and the book "The Hard Questions - 100 Questions To Ask Before You Say I Do" by Susan Piver. This is an original survey design and was approved by the IRB. Because it was developed specifically for this

study, there are no previous measures of validity or reliability. A copy of the survey is located in Appendix A. A copy of the Informed Consent Form is located in Appendix B.

Data Collection

Permission was received from managers at the following locations, in advance, to approve the use of their facility: WITC - U.W. Barron County Campus, Rice Lake, Wisconsin; Rice Lake High School, Rice Lake, Wisconsin; Dr. Bob Salt's classes in the Human Development & Family Studies Program at U.W. Stout, Menomonie, Wisconsin; Dr. Denise Skinner's classes in the Human Development & Family Studies Program at U.W. Stout, Menomonie, Wisconsin; and Dr. Karen Zimmerman's classes in the School of Education at U.W. Stout, Menomonie, Wisconsin. This occurred during the Fall semester of 2005 and the Spring semester of 2006. Respondents were asked to spend approximately 5-10 minutes of their time to fill out a survey. They were asked to complete the survey and to answer only those questions that apply to them. A drop box was provided, at the various locations, to keep the surveys as confidential as possible. For those persons who could not complete the survey, right away, a self addressed stamped envelope was provided. A copy of the Data Collection Form is located in Appendix C.

Data Analysis

The data was analyzed and tallied with the assistance of Christine Ness, from Research Services, at U.W. Stout, in Menomonie, Wisconsin. Frequency tables, cross tabulations and T-tests were used. (The frequency tables were used to answer research question #1, #2 & #3. Cross tabulations and T-tests were used to answer research question #4 - to compare male with female responses and 18 to 21 year old respondents with 22 to 25 year old respondents.) The data is nominal and ordinal in nature.

Limitations

One limitation of the instrument is that it has no measures of validity or reliability. Only eight different age groups, in two counties, in one state and country participated in this study, therefore any results should be used cautiously to infer to other age groups, other counties, other states and countries.

Chapter IV: Results

Introduction

This chapter will include the results of this study/survey. Demographic information is listed and discussed. The chapter will conclude with the statistics used and findings of the four research questions.

Demographic Information

There were 328 male and female persons initially contacted, in person, between the ages of 18-25 years old, living within the Barron and Dunn County residency limits to participate in the study/survey. Of those, all 328 agreed to participate, in person, in the study/survey. One hundred and sixty nine were actually able to complete the entire study/survey, therefore representing 51.52 % of the total possible participants. (Four surveys were removed because of age and 155 surveys were removed because they were not in a committed relationship). Of the 159 removed surveys, 67 (42.1%) were male, 92 (57.9%) were female. *Of the 169 completed surveys, 41 (24.3%) were male, 128 (75.7%) were female.* Of the 159 removed surveys, there were 142 (89.3%) participants in the age category of 18-21, 13 (8.2 %) participants in the age category of 22-25 and 4 (2.5 %) participants were in an age category of 26 or older. *Of the 169 completed surveys, there were 101 (59.8%) participants in the age category of 18-21 and 68 (40.2 %) participants in the age category of 22-25.* An equal number of male and female participants was not achieved - as more females answered the survey - in both categories: the 159 removed surveys and the 169 completed surveys. An equal number of age group participants was also not achieved - in both categories: the 159 removed surveys and the 169 completed surveys. The following analysis of the four research questions will only reflect the 169 completed surveys.

Research Questions

Research question #1 asked: Do 18-25 year old male and female persons, living within the Barron and Dunn County residency limits, know what their partner's marital and parental expectations are for their future? (Based on yes/no answers in survey.) Questions 4-23, on the survey, addressed this research question. (Questions #17 - 23 pertain to having/raising children) This research question was asked to find out how much knowledge the respondents have of their partners expectations. Frequency tables were used to list the number of yes/no answers, the don't know or unsure answers and the not applicable answers - along with their corresponding percentages. This Table #1 can be found in Appendix D.

For all question #'s 4 - 23, a total of 1,901 respondents answered Yes and a total of 1,319 respondents answered No (or) Don't Know/Unsure. For the total question #'s 4 - 23, there were 582 more yes answers. (These numbers exclude the Not Applicable, Missing Number and Plan To Have No Children columns). The only questions that stand out with lots of no (or) unsure answers are: #6, #8, #9, #13 & #16. Number six asked: Does your partner want to live near pre-established friends? One hundred and five respondents answered no/don't know/unsure - 62.1 % which may indicate an issue that needs to be discussed more often. Number eight asked: Does your partner plan to have his/her extended family play a significant role in your personal family life? Ninety three respondents answered no/don't know/unsure - 55%. This may indicate an issue that needs to be discussed more often. Number nine asked: If you have a dream job at one end of the country, and your partner has a dream job located elsewhere, have you discussed how to handle the situation? Ninety seven respondents answered no - 57.4 % which may indicate an issue that needs to be discussed more often. Number thirteen asked: If you disagree on a possible purchase, have you discussed how to handle the situation? Ninety

respondents answered no - 53.6 % which may indicate an issue that needs to be discussed more often. Number sixteen asked: Are there things that are more important, to your partner, than your marriage? One hundred and twenty one respondents answered no/don't know/unsure - 75.7 % which may indicate an issue that needs to be discussed more often. Surprisingly, respondents had a high amount of yes answers for question #'s 17-23 which may indicate a great amount of knowledge of their partners - when it comes to having/raising children. Overall, the results, for all question #'s 4-23, show a higher number of Yes responses, which may indicate a good amount of knowledge, from the respondents, regarding the expectations of their partners.

Research question #2 asked: Do 18-25 year old male and female persons, living within the Barron and Dunn County residency limits show that marital and parental expectations should be discussed? (Based on level of happiness in survey.) The second part of question #'s 4-23 and question #24, on the survey, addressed this research question. (ie: If a 'yes' answer was given for the first part of the question, respondents were asked to continue and show their level of happiness about the issue). Frequency tables were used to list the level of happiness, taken from a Likert scale, along with their corresponding percentages. This Table #2 can be found in Appendix E. A total of each category - Table #3 - can be found in Appendix F.

The only questions that stand out for a lot of unhappiness are # 7, #14 & # 16. Number seven asked: Does your partner feel threatened by any of your friendships? Thirty respondents answered Unhappy (75.0%) - which may indicate an issue that needs to be discussed more often. Number Fourteen asked: Do you know if your partner would loan or give money to friends or relatives? Fourteen respondents answered Unhappy (10.7 %) - which may indicate an issue that needs to be discussed more often. Number sixteen asked: Are there things that are more important, to your partner, than your marriage? Seven respondents answered Very Unhappy

(17.9 %) - and 5 respondents answered Unhappy (12.8 %). Compared to the Happy answers in this category, these percentages are high. This also may indicate an issue that needs to be discussed more often. Overall, these results show a high number of Somewhat Happy, Happy and Very Happy responses, which may indicate a good amount of happiness, for the respondents, regarding the expectations of their partners.

The following results are a list of differences, if any, for question # 24, on the survey: (ie: respondents were asked to rate their overall happiness for their relationship).

Frequency tables were used to list the level of happiness - taken from a Likert scale. This Table #4 can be found in Appendix G. These results show a high number of Happy and Very Happy answers. Overall, this may indicate a good amount of happiness, for the respondents, regarding the expectations of their partners.

Research question #3 asked: Do 18-25 year old male and female persons, living within the Barron and Dunn County residency limits show that marital and parental expectations are important? (Based on level of importance in survey.) The third part of question #'s 4-23, on the survey, addressed this research question. (ie: respondents were asked to continue and show their level of importance about the issue - to rate and see their own expectations about it - from the first part of the question). Frequency tables were used to list the level of importance, taken from a Likert scale, along with their corresponding percentages. This Table #5 can be found in Appendix H. A total of each category - Table #6 - can be found in Appendix I.

The only questions/information that stands out are about question #'s 17-23 - pertaining to having/raising children. There is a large increase, in numbers and percentages, for the Very Important Level, for these 7 questions.....when comparing importance levels for the total question #'s 4-23. The large increase in importance may indicate that the questions regarding

having/raising children (#'s 17-23) are the issues that need extra discussion and attention in a relationship. Overall, these results show a high number of Important and Very Important responses, which may indicate a good amount of importance, for the respondents, regarding the expectations of their partners - especially when it comes to having/raising children.

Research question # 4 asked: Are there any differences in marital and parental expectations between males and females and the two age groups of 18-21 and 22-25? All the question #'s 4-23, including question #24, on the survey, addressed this research question. (Questions #17 - 23 pertain to having/raising children). Cross Tabulations and a T-test were used to list any differences between gender and the two age groups. Cross tabulations, of gender, showing a total of each category for question #'s 4 -23 - Table #7 - can be found in Appendix J.

Forty one males and One Hundred and twenty eight females completed the survey. The only difference or information that stands out, when looking at the percentages, is a difference of 5 %, between gender, for no's and don't know/unsure's (males were at 45 % and females were at 40 %) and a difference of 5 %, between gender, for yes answers (males were at 55 % and females were at 60 %). This indicates a fairly equal amount of answers between genders - for the no and don't know/unsure's and a good amount of yes answers, from both genders with females showing slightly more knowledge of their partners expectations. Overall, these results show a higher number of yes answers which may indicate a good amount of knowledge, from the respondents, regarding the expectations of their partners.

The following results are a list of gender differences, if any, for the second part of question #'s 4-23, on the survey: (ie: If a 'yes' answer was given for the first part of the question, respondents were asked to continue and show their level of happiness about the issue).

(Questions #17 - 23 pertain to having/raising children). Cross Tabulations were used to list the level of happiness - taken from a Likert scale. This Table #8 can be found in Appendix K.

The only difference or information that stands out, when looking at the percentages, is a difference of 7 %, between gender, for the Happy Level (males had 52 % and females had 45 %) and a difference of 17 % percent, between gender, for the Very Happy Level (males were at 18 % and females were at 35 %). The males show the higher percentage in the Happy Level and the females show the higher percentage in the Very Happy Level so, perhaps, some female students just have a higher level of happiness about certain survey issues. Overall, these results show a higher number of percentages in the Somewhat Happy, Happy & Very Happy answers - for both genders. This may indicate a good amount of happiness regarding the expectations of their partners.

The following results are a list of gender differences, if any, for question # 24, on the survey: (ie: respondents were asked to rate their overall happiness for their relationship). Cross Tabulations were used to list the level of happiness - taken from a Likert scale. This Table #9 can be found in Appendix L.

The only difference or information that stands out, when looking at percentages, is a difference of 8 percent, between gender, for the Unhappy level (males were at 9 % and females were at 1 %) and a difference of 18 %, between gender, for the Very Happy Level (males were at 40 % and females were at 58 %). Males show a slightly higher percentage of answers in the Unhappy Level and females show a higher percentage of answers in the Very Happy Level. Overall, these results show a higher number of percentages in the Somewhat Happy, Happy & Very Happy answers- for both genders. This may indicate a good amount of happiness regarding the expectations of their partners.

The following results are a list of gender differences, if any, for the third part of question #'s 4-23, on the survey: (ie: respondents were asked to continue and show their level of importance about the issue). (Questions #17 - 23 pertain to having/raising children). Cross Tabulations were used to list the level of importance - taken from a Likert scale: This Table #10 can be found in Appendix M.

The differences or information that stands out, when looking at the percentages, is a difference of 8 %, between gender, for the Unimportant Level (males were at 10 % and females were at 2 %), a difference of 15 %, between gender, for the Somewhat Important Level (males were at 35 % and females were at 20 %), and a difference of 23 %, between gender, for the Very Important Level (males were at 14 % and females were at 37%). Males show a greater percentage in the Unimportant Level, males show a greater percentage in the Somewhat Important Level, and females show a greater percentage in the Very Important Level. When I broke down each question, by gender, I also found that females show the greater percentage of answers in the Important Level and Very Important Level for question #'s 17-23 (having/raising children). In fact, all but 4 females had answers only in the top 3 levels - Somewhat Important, Important & Very Important....for these 7 questions. This may indicate that question #'s 17-23, regarding having/raising children, for females, are some of the most important issues in a relationship. Overall, these results show a diverse number of answers for both genders. This may indicate a varied amount, or difference of opinion, when rating their own importance regarding the expectations of their partners.

The results from the T-test, using gender as the independent variable, showed 27 questions (out of all question #'s 4-24) having statistical significance from males to females: Statistical significance exists on question #4C (importance of health) at the .05 level. Females

had the higher mean (females - 4.14 / males - 3.71) which may show this question has more importance to them.

Statistical significance exists on question #5C (importance of community) at the .001 level. Females had the higher mean (females - 4.00 / males 3.21) which may show this question has more importance to them.

Statistical significance exists on question #6C (importance of pre-established friends) at the .01 level. Females had the higher mean (females 3.37 / males 2.89) which may show this question has more importance to them.

Statistical significance exists on question #7C (importance of friendships) at the .01 level. Females had the higher mean (females 4.07 / males 3.42) which may show this question has more importance to them.

Statistical significance exists on question #8B (happiness about extended family) at the .05 level. Females had the higher mean (females 4.07 / males 3.53) which may show this question has more happiness for them.

Statistical significance exists on question #9C (importance of work) at the .01 level. Females had the higher mean (females 3.83 / males 3.35) which may show this question has more importance to them.

Statistical significance exists on question #10C (importance of co-workers) at the .01 level. Females had the higher mean (females 3.71 / males 3.27) which may show this question has more importance to them.

Statistical significance exists on question #11C (importance of housework) at the .01 level. Females had the higher mean (females 4.15 / males 3.59) which may show this question has more importance to them.

Statistical significance exists on question #12B (happiness about discussing purchases) at the .05 level. Females had the higher mean (females 3.98 / males 3.44) which may show this question has more happiness for them.

Statistical significance exists on question #12C (importance of discussing purchases) at the .05 level. Females had the higher mean (females 3.73 / males 3.35) which may show this question has more importance to them.

Statistical significance exists on question #13C (importance of disagreeing on purchases) at the .05 level. Females had the higher mean (females 3.66 / males 3.30) which may show this question has more importance to them.

Statistical significance exists on question #14C (importance of money to friends) at the .05 level. Females had the higher mean (females 3.80 / males 3.45) which may show this question has more importance to them.

Statistical significance exists on question #15B (happiness about religion) at the .05 level. Females had the higher mean (females 4.24 / males 3.91) which may show this question has more happiness for them.

Statistical significance exists on question #15C (importance of religion) at the .001 level. Females had the higher mean (females 4.20 / males 3.21) which may show this question has more importance to them.

Statistical significance exists on question #16C (importance of marriage) at the .001 level. Females had the higher mean (females 4.31 / males 3.61) which may show this question has more importance to them.

Statistical significance exists on question #17B (happiness about showing love) at the .001 level. Females had the higher mean (females 4.61 / males 4.14) which may show this question has more happiness for them.

Statistical significance exists on question #17C (importance of showing love) at the .001 level. Females had the higher mean (females 4.77 / males 4.12) which may show this question has more importance to them.

Statistical significance exists on question #18B (happiness about building self-esteem) at the .05 level. Females had the higher mean (females 4.54 / males 4.14) which may show this question has more happiness for them.

Statistical significance exists on question #18C (importance of building self-esteem) at the .001 level. Females had the higher mean (females 4.68 / males 4.09) which may show this question has more importance to them.

Statistical significance exists on question #19C (importance of what values) at the .01 level. Females had the higher mean (females 4.68 / males 4.18) which may show this question has more importance to them.

Statistical significance exists on question #20B (happiness about instilling values) at the .05 level. Females had the higher mean (females 4.40 / males 4.00) which may show this question has more happiness for them.

Statistical significance exists on question #20C (importance of instilling values) at the .001 level. Females had the higher mean (females 4.45 / males 3.94) which may show this question has more importance to them.

Statistical significance exists on question #21C (importance of discipline) at the .001 level. Females had the higher mean (females 4.52 / males 3.73) which may show this question has more importance to them.

Statistical significance exists on question #22C (importance of sick children) at the .05 level. Females had the higher mean (females 4.03 / males 3.53) which may show this question has more importance to them.

Statistical significance exists on question #23B (happiness about religious training) at the .01 level. Females had the higher mean (females 4.18 / males 3.73) which may show this question has more happiness for them.

Statistical significance exists on question #23C (importance of religious training) at the .001 level. Females had the higher mean (females 4.26 / males 3.34) which may show this question has more importance to them.

Statistical significance exists on question #24 (happiness about marriage in general) at the .05 level. Females had the higher mean (females 4.43 / males 4.06) which may show this question has more happiness for them.

Overall, these results show empirical evidence that marital and parental expectations, by gender, have statistical significance at many levels.

Cross tabulations were used to compare and list the number of yes/no answers, the don't know or unsure answers and the not applicable answers - along with their corresponding percentages - for 18-21 year olds and 22-25 year olds. This comparison was done to see if there is a difference in 18-21 year olds and 22-25 year olds and how much knowledge these respondents have of their partner's expectations. This Table #11 can be found in Appendix N. A total of each category - Table # 12 - can be found in Appendix O.

When looking at yes answers and percentages, there is a difference of 7 % between the two age groups. The 22 - 25 year old group had more yes answers - (22 -25 was 63 % and 18 - 21 was 56 %). When looking at no answers and percentages, there is also a difference of 7 % between the two age groups. The 18-21 year old respondents had more no and don't know/unsure answers - (18 - 21 group was 44 % and 22 - 25 group was 37 %). This may indicate that 18-21 year olds don't have the same amount of knowledge, of their partner's expectations, as the 22-25 year old group. The only questions that stand out with lots of no (or)

don't know/unsure answers, for, *both*, 18-21 year olds and 22-25 year olds are: #7, #9 and #13. Number seven asked: Does your partner feel threatened by any of your friendships? Seventy five respondents (74.3 %) answered no/don't know/unsure in the 18-21 year old group and 54 respondents (79.4 %) answered no/don't know/unsure in the 22-25 year old group which may indicate an issue that needs to be discussed more often. Also, possibly because of the age group, this question, about friendship, reflects a popular issue. Number nine asked: If you have a dream job at one end of the country, and your partner has a dream job located elsewhere, have you discussed how to handle the situation? Sixty four respondents (63.4%) answered no in the 18-21 year old group and 33 respondents (48.5 %) answered no in the 22-25 year old group which may indicate an issue that needs to be discussed more often. Possibly, again, because of the age group, this question reflects an issue that is not a very common one to discuss. Number thirteen asked: If you disagree on a possible purchase, have you discussed how to handle the situation? Sixty two respondents (62.0 %) answered no in the 18-21 year old group and 28 (41.2%) respondents answered no in the 22-25 year old group, which may indicate an issue that needs to be discussed more often. The younger ages, most likely, don't have their money combined so this question could easily be forgotten about in a relationship. Overall, these results show a higher number of yes answers. This may indicate a good amount of knowledge, from the respondents, regarding the expectations of their partners.

Cross tabulations were used to compare 18-21 year olds to 22-25 year olds and to list the level of happiness for the second part of question #'s 4-23, and question #24, on the survey. (i.e.: If a 'yes' answer was given for the first part of the question, respondents were asked to continue and show their level of happiness about the issue). (Questions #17-23 pertain to having/raising children). This Table #13 can be found in Appendix P.

The percentages between the two different age groups were close for each happiness level. The only difference or information that stands out, for both age groups, is about question #7. Number seven asked: Does your partner feel threatened by any of your friendships? Twenty respondents (76.9 %) answered Unhappy in the 18-21 year old group and 10 respondents (71.4 %) answered Unhappy in the 22-25 year old group which may indicate an issue that needs to be discussed more often. Possibly, because of the age of the respondents, this question about friendships is very important. Overall, these results show a high number of Somewhat Happy, Happy & Very Happy answers. This may indicate a good amount of happiness, for the respondents, regarding the expectations of their partners.

The following results are a list of any differences between the 18-21 year old group and the 22-25 year old group for question # 24, on the survey: (ie: respondents were asked to rate their overall happiness for their relationship). Cross tabulations were used to list the level of happiness - taken from a Likert scale. This Table #14 can be found in Appendix Q.

When looking at the percentages, the only information that stands out is a difference of 12 % in the Somewhat Happy Level (the 18 - 21 group was at 9 % and the 22 - 25 group was at 21 %) and a difference of 14 % in the Very Happy Level (the 18 -21 group was at 60 % and the 22 - 25 group was at 46 %). The 22 - 25 year old group shows a higher percentage of happiness for the Somewhat Happy Level and the 18 -21 year old group show a higher percentage of happiness for the Very Happy Level. Overall, these results show higher percentages in the Happy and Very Happy levels - for both age groups. This may indicate a good amount of happiness, for the respondents, regarding the expectations of their partners.

The following results are a list of differences, if any, for the third part of question #'s 4-23, on the survey, for 18-21 year olds and 22-25 year olds. (ie: respondents were asked to

continue and show their level of importance about the issue). (Questions #17 - 23 pertain to having/raising children). Cross Tabulations were used to list the level of importance - taken from a Likert scale. This Table #15 can be found in Appendix R

Looking at the percentages, overall, these results show higher percentages in the Important and Very Important Levels - for both age groups. The only questions that stand out for a lot of importance, in *both* age groups, are #17, #18 and #19. Number seventeen asked: Do you know how your partner will show your child/children that he/she loves them? Sixty respondents (68.2 %) answered Very Important in the 18-21 year old group and 43 respondents (70.5%) answered Very Important in the 22-25 year old group. This may indicate an issue that needs to be discussed more often - an issue that has great importance, for all ages, in a relationship. Number eighteen asked: Do you know how your partner will build self-esteem in your child/children? Fifty three respondents (61.6%) answered Very Important in the 18-21 year old group and 38 respondents (62.3%) answered Very Important in the 22-25 year old group. This may also indicate an issue that needs to be discussed more often. Number nineteen asked: Do you know what values your partner will instill in your child/children? Fifty seven respondents (64.8 %) answered Very Important in the 18-21 year old group and 40 respondents (63.5 %) answered Very Important in the 22-25 year old group. This may indicate an issue that needs to be discussed more often. The remaining questions about having/raising children, for both age groups, had higher percentage levels of importance than the first general relationship questions. This may indicate that both age groups feel having/raising children is one of the more important things in their relationship. Overall, these results show a higher percentage and number of Somewhat Important, Important and Very Important answers. This may indicate a good amount of importance, for the respondents, regarding the expectations of their partners -

especially when it comes to having/raising children.

The results from the T-test, using age category as the independent variable, showed 7 questions (out of all question #'s 4-24) having statistical significance from the 18 - 21 year old group to the 22 - 25 year old group:

Statistical significance exists on question #4B (happiness about health) at the .05 level. 18 - 21 year olds had the higher mean (18-21 = 4.34 / 22-25 = 4.00) which may show this question has more happiness for them.

Statistical significance exists on question #4C (importance of health) at the .05 level. 22 - 25 year olds had the higher mean (18-21 = 3.92 / 22-25 = 4.19) which may show this question has more importance to them.

Statistical significance exists on question #5C (importance of community) at the .01 level. 22 - 25 year olds had the higher mean (18-21 = 3.63 / 22-25 = 4.07) which may show this question has more importance to them.

Statistical significance exists on question #12C (importance of discussing purchases) at the .05 level. 22 - 25 year olds had the higher mean (18-21 = 3.52 / 22-25 = 3.81) which may show this question has more importance to them.

Statistical significance exists on question #16C (importance of marriage) at the .01 level. 22-25 year olds had the higher mean (18-21 = 3.98 / 22-25 = 4.34) which may show this question has more importance to them.

Statistical significance exists on question #22C (importance regarding sick children) at the .05 level. 22-25 year olds had the higher mean (18-21 = 3.78 / 22-25 = 4.08) which may show this question has more importance to them.

Statistical significance exists on question #24 (happiness about marriage in general) at the .05 level. 18-21 year olds had the higher mean (18-21 = 4.48 / 22-25 = 4.16) which may show this question has more happiness for them.

Overall, these results show empirical evidence that marital and parental expectations were different, for both age categories, with statistical significance at many levels.

Chapter V: Discussion

Introduction

This chapter will include a discussion of the study's results, from Chapter 4, by comparing and contrasting information from Chapter 2 - the literature review. A summary and conclusion will follow this discussion. Limitations of the study and recommendations for further research will conclude the chapter.

Discussion

Research question #1 asked: Do 18-25 year old male and female persons, living within the Barron and Dunn County residency limits, know what their partner's marital and parental expectations are for their future: (Based on yes/no answers in survey.) This research question was asked to find out how much knowledge the respondents have of their partners expectations. Only 5 questions had a lot of no and unsure answers - Number six (pre-established friends) was at 62.1%, number eight (extended family) was at 55 %, number nine (dream job) was at 57.4%, number thirteen (disagreeing on purchase) was at 53.6 % and number sixteen (marriage importance) was at 75.7 %. This may indicate discussion is needed, about those 5 questions, because the respondents didn't know how their partner felt about the issue. This result does support my assumption that 18-25 year old respondents have some knowledge of their partner's expectations. For the question #'s on parenting, there were more yes than no answers. This may indicate a great amount of knowledge of their partner's expectations when it comes to having/raising children. This finding is surprising and does not support my assumption that 18-25 year old respondents have little knowledge of their partner's expectations when it comes to having/raising children. Overall, the results showed a high number of answers and percentages of yes responses which may indicate a good amount of knowledge, from the respondents,

regarding the expectations of their partners. In the literature review, almost every article stressed the importance of making peace with what is crucial to a successful partnership and remember that the person one marries is almost always the person one gets. Eckel (2004) reports that relationship experts say the key to staying in love is a willingness to work at it and to know one's partner by understanding what he/she needs to feel loved. John Gottman (in Chatterjee 1999) writes about the simple truth of happy marriages - they are based on deep friendship. Gottman (in Chatterjee 1999) also says that partners who know each other better know best what will relieve tension in sticky situations - so the fighting stops and the marriage goes on (perhaps) happily ever after.

Research question #2 asked: Do 18-25 year old male and female persons, living within the Barron and Dunn County residency limits show that marital and parental expectations should be discussed? (Based on level of happiness in survey.) This research question was asked to find out how happy the respondents are with their partner's expectations - (if they had answered yes to the first part of the question.) Out of all the question's, only three showed a low level of happiness, when compared to the Happy answers in this category: Number seven (threatened by friendships) was at 75.0 %, number sixteen (marriage importance) was at 30.7 %, and number fourteen (money to friends) was at 10.7 % - this may indicate issues that need to be discussed more often. Overall, the results showed a high number of Somewhat Happy, Happy and Very happy responses. This may indicate a good amount of happiness, for the respondents, regarding the expectations of their partners. This also supports the research, and my thoughts that knowing your own expectations well, and the expectations of your partner, will bring happiness into your relationship. Gardner (1998) states that it's fine to have great expectations, as long as they are grounded in reality. Gardner (1998) says couples with the most vital marriages have very high,

yet very realistic, expectations - and the sincere commitment to fulfill them. Judge Shelvin Louise Marie Hall (1997) states that not knowing the expectations in the marriage make it easy to feel that it has failed if it doesn't live up to our dream. Timmer & Orbuch (2001) discuss the results of expectations and the meanings of marriage and how it can reduce a couples risk of divorce by 85%. They found that couples who used non romantic but positive relationship themes, when telling the story of their relationship, had higher marital quality - i.e.: satisfaction, intimacy, expectation of staying together - 2 years later. Timmer & Orbuch (2001) also found that the effects of marital meanings on its stability may be strongly associated with the degree to which the meanings confirm or disconfirm expectations for the role. Sharp & Ganong (2000) also stress the importance of discussing and teaching realistic expectations because "The messages conveyed via integrative teaching activities, or any education approach, are likely to be overwhelmed by the volume of conflicting cultural messages to which students are exposed before, during, and after enrolling in marriage and family life courses. When the larger picture is considered, even small changes in beliefs known to be related to relationship problems may be seen as making a substantive change in students' lives" (Sharp & Ganong, 2000, p.6).

Research question # 3 asked: Do 18-25 year old male and female persons, living within the Barron and Dunn County residency limits show that marital and parental expectations are important? (Based on level of importance in survey.) This research question was asked to find out how important the issue is to themselves, to rate and see their own expectations about it. The only information that stands out when looking at all the questions is a large increase, in numbers and percentages in the Very Important Level - for question #'s 17-23. The large increase in numbers and percentage for these parenting questions may indicate that having/raising children are the issues that need extra discussion and attention in a relationship. Overall, as I had hoped,

the results showed a high number of Important and Very Important responses which may indicate a good amount of importance, for the respondents, regarding the expectations of their partners. The parental problem/solution section of the literature review is also much larger than the marital problem/solution section and can serve as a reflection to the results of these respondents. Hone (2005) offers several examples to resolve parenting disagreements and become parenting partners. She states that parenting and relationships are a growing process and the more one communicates the better parent/partner one will be. It's important to learn from each other, listen to each other, build on parenting strengths and tackle parenting weaknesses a little at a time. Continuing to discuss things together, calmly and positively, will help to become better parenting partners. Hone (2005) also states that having a baby changes everything, including your relationship with your partner. "While ideally the ultimate in bonding, having a baby is also a major life altering experience and can cause strain in even the best of relationships. In the early, often overwhelming days of new parenthood, it's easy to get so wrapped up in your fascinating newborn that other parts of your life are neglected" (Hone, 2005, p.1). The experts recommend that new parents throw out any preconceived notions they might have about life with their new baby. "The realities of every day parenting often fall short of the blissful images cultivated by the media and our own minds. Both parenting and partnering are hard work. Unrealistic expectations of a utopian Gerber baby existence will prevent parents from seeing the true joy of new parenthood, which, like childbirth itself, is as messy as it is beautiful" (Hone, 2005, p. 2). Miller (2000) says joining two people who have been raised by very different methods and expecting them to be in harmony about how to raise their own children can be a big problem. "When people are falling in love and considering marriage and families, they usually don't think to ask, 'Are you for spanking or not for spanking?'" (Miller,

2000, p.1). Stephens (2006) states for overall family harmony, it's wise to plan ahead on ways parents can cope with differing discipline beliefs. Stephens (2006) reminds us when discipline styles are vastly different, children suffer as does the parent partnership. "Discipline disagreements that regularly spin out of control threaten children's sense of trust, security and stability. Children know when their behavior is the center of conflict, so they suffer guilt, too" (Stephens, 2006, p.1).

Research question #4 asked: Are there any differences in marital and parental expectations between males and females and the two age groups of 18-21 and 22-25? This research question was asked to see if the answers show a significant difference in gender and the two age groups of 18-21 and 22-25. Cross tabulations were done to compare the 41 males and 128 females that completed the survey. The type of classrooms, that took the survey, also may have contributed to the unequal amount of surveys completed. This is because some of these classes were in the Home Economic and Human Development areas - which have a larger percentage of female students. The only noticeable difference, between genders, when looking at percentages is a difference of 5 %, between gender, for no's and don't know/unsure's (males were at 45% and females were at 40%) and a difference of 5 %, between gender, for yes answers (males were at 55 % and females were at 60 %). This indicates a fairly equal amount of answers between genders for the no and don't know/unsure's and a good amount of yes answers, from both genders, with females indicating slightly more knowledge of their partners expectations. Perhaps some of the female students, in Dunn County, in the Home Economic and Human Development areas have more knowledge about these issues because of their studies. Overall, the cross tabulations, for all the questions, show higher yes answers than no/don't know unsure answers - for both genders. This corresponds with the results from research question #1 which

may indicate, from the respondents, a good amount of knowledge regarding the expectations of their partners.

When looking at the percentages for the second part of the survey questions there was a 7% difference, between gender, for the Happy Level (males were at 52 % and females were at 45%) and a difference of 17 %, between gender, for the Very Happy Level (males were at 18 % and females were at 35 %). The greater percentage difference is from females so, perhaps some female students just have a higher level of happiness about certain survey issues. The cross tabulations show, overall, high numbers and percentages of Somewhat Happy, Happy and Very Happy answers - for both genders. This matches up with the results from research question #2 which may indicate, for the respondents, a good amount of happiness regarding the expectations of their partners.

For question #24, at the end of the survey, there is a difference of 8 %, between gender, for the Unhappy Level (males were at 9 % and females were at 1 %) and a difference of 18 %, between gender, for the Very Happy Level (males were at 4 % and females were at 58 %). Males show a slightly higher percentage of answers in the Unhappy Level and females show a higher percentage of answers in the Very Happy Level. Overall, these results show higher numbers and percentages in the Somewhat Happy, Happy and Very Happy Levels for both genders. This supports the results from the second part of the survey questions regarding happiness levels, which may indicate a good amount of happiness, for the respondents, regarding the expectations of their partners.

The third part of the survey questions showed a diverse number of answers - for both genders - when it comes to levels of importance. There was a difference of 8 % in the Unimportant Level (males were at 10 % and females were at 2 %), there was a difference of 15%

in the Somewhat Important Level (males were at 35 % and females were at 20 %) and there was a difference of 23 % in the Very Important Level (males were at 14 % and females were at 37%). Males had the higher percentage in the Somewhat Important Level and females had the higher percentage in the Very Important Level. When the questions were divided up, the females show the greater percentage of answers in the Important Level and Very Important Level for the questions regarding having/raising children. All but 4 females had answers in the top 3 levels - Somewhat Important, Important & Very Important. This may indicate that these 7 questions regarding having/raising children, for females, are some of the most important issues in a relationship. These results match the general data collection from research question #3 about importance. Overall, these results show a diverse number of answers - for both genders. This may indicate a varied amount, or difference of opinion, when rating their own importance regarding the expectations of their partners.

A T-test, looking for statistical significance, using gender as the independent variable, was the last test to compare gender differences. Out of the whole group of survey questions, (#'s 4-24), statistical significance existed for 27 questions from males to females. This T-test, specifically, supported the results of research questions #1, #2, #3 and #4. Eleven questions showed statistical significance at the .05 level, 7 questions showed statistical significance at the .01 level and 9 questions showed statistical significance at the .001 level. These results show empirical evidence that marital and parental expectations were different for males and females, in a number of questions, and have statistical significance at many levels.

Cross tabulations were done to compare the 18 - 21 year old group and the 22 - 25 year old group that completed the survey. This comparison was done to see if there is a difference in 18-21 year olds and 22-25 year olds and how much knowledge these respondents have of their

partners expectations. One hundred and one respondents were in the age category of 18 - 21. Sixty eight respondents were in the age category of 22-25. A large number of surveys were completed at the Rice Lake High School, and at WITC, in Barron County, (incoming college freshmen), so this may have contributed to the unequal amount of surveys completed by age. When looking at the no answers and percentages, for all the question #'s 4-23, the 18-21 year old group had more no and don't know/unsure answers - a difference of 7 % - than the 22-25 year old group. (The 18 - 21 group was at 44 % and the 22 -25 group was at 37 %). This may indicate that 18-21 year olds don't have the same amount of knowledge, about the expectations of their partners, as the 22-25 year old group. When looking at the yes answers and percentages, for all the question #'s 4 - 23, the 22 -25 year old group had more yes answers - a difference of 7% - than the 18 -21 year old group. (The 22 -25 group was at 63 % and the 18 - 21 group was at 56 %). This was interesting to see the break down of which group had the most limited knowledge of their partners expectations. This comparison, and break down, did support my thoughts that 18-21 year olds may have some limited knowledge, of their partners expectations, in certain areas of their relationship. It was also very interesting to discover that the same 3 questions, stood out, with lots of no (or) don't know/unsure answers for, both groups, 18-21 year olds and 22-25 year olds: For question # 7 (threatened by friendships), the 18 - 21 group was at 74.3 % and the 22 -25 group was at 79.4 %. For question #9 (dream job), the 18 - 21 group was at 63.4 % and the 22 - 25 group was at 48.5 %. For question # 13 (disagreeing on purchase), the 18 - 21 group was at 62.0 % and the 22 - 25 group was at 41.2 %. The data on these questions may indicate issues that are not very common and need to be discussed, more often, for these age groups. Perhaps integrative teaching, as reviewed by Sharp & Ganong, (2000) is an effective method we need more of to lower their unrealistic relationship beliefs and prepare young adults

for important issues that will come up. Stanley (2001) argued for 4 key benefits of premarital education “1) it can slow couples down to foster deliberation and increase time for reflection and discovery of other solutions, 2) it sends a message that marriage matters, 3) it can help couples learn of options if they need help later, and 4) there is evidence that providing some couples with some types of premarital training, for example, the Prevention and Relationship Enhancement Program (PREP), can lower their risks for subsequent marital distress or termination” (Stanley, 2001, p. 1). Stanley (2001) stated that the U.S. now has a growing acceptance of a prevention mind-set and “a society cannot prevent divorce and marital distress in any absolute sense, but it is a worthy goal to attempt to reduce such negative outcomes at cultural and couple levels” (Stanley, 2001, p.2). Although the comparison of 18-21 year olds and 22-25 year olds showed a percentage difference, the overall results, of both groups, supported the previous data - a higher amount of yes answers for all questions. This may indicate a good amount of knowledge, from the respondents, regarding the expectations of their partners.

The second part of survey questions and question # 24 compared 18-21 year olds with 22-25 year olds, and listed their levels of happiness regarding the knowledge of their partners expectations. The percentages, for both groups were close and only one question stood out for a lot of unhappiness, in both age groups: For question # 7 (threatened by friendships) the 18 - 21 group was at 76.9 % and the 22 -25 group was at 71.4 %. This happened to be one of the questions that stood out for a lot of no/don't know/unsure answers as well. Possibly because of the importance and influence of friendships, for young adults, this issue is in need of discussion more often. The cross tabulations, overall, for both age groups, showed a high number of Somewhat Happy, Happy and Very Happy answers which may indicate a good amount of

happiness, for the respondents, regarding the expectations of their partners. This corresponds with the results from research question #2: which shows a good amount of happiness regarding the expectations of their partners.

For question #24, at the end of the survey, there is a difference of 12 % in the Somewhat Happy Level (18 - 21 group was at 9 % and the 22 - 25 group was at 21 %) and a difference of 14 % in the Very Happy Level (18 - 21 group was at 60 % and the 22 -25 group was at 46 %). Overall, there were high percentages, from both age groups, for the Happy and Very Happy Levels, from all questions, which may indicate a good amount of happiness, for the respondents, regarding the expectations of their partners. This supports the previous data results from the second part of the survey questions regarding happiness levels.

The third part of the survey question answers, for 18-21 year olds and 22-25 year olds, varied a lot - when it comes to levels of importance. When the questions were divided up, three questions from the having/raising children stood out - in the Very Important Level - for both age groups: Number seventeen (showing child love) for the 18 -21 group was at 68.2 % and the 22 - 25 group was at 70.5 %. Number eighteen (building self-esteem) for the 18 - 21 group was at 61.6 % and the 22 -25 group was at 62.3 %. Number nineteen (values instilled) for the 18 - 21 group was at 64.8 % and the 22 -25 group was at 63.5 %. This may indicate that question #'s 17-23 regarding having/raising children, for both age groups, will be some of the most important issues in their future relationships. These results match the general data collection from research question #3 about importance. It is also a positive reinforcement of the length of chapter two and it's parenting expectation issues. Although the numbers of the 18-21 year group and 22-25 year old group did vary a lot in answers, the cross tabulations, overall, show high levels of Somewhat Important, Important and Very Important answers. This may indicate a good amount

of importance, for the respondents, regarding the expectations of their partners - especially when it comes to having/raising children.

A T-test, looking for statistical significance, using the age group category as the independent variable, was the last test to compare differences between 18-21 year olds and 22-25 year olds. Out of the whole group of survey questions, (#'s 4-24), statistical significance existed for 7 questions from males to females. This T-test, specifically, supported the results of research questions #1, #2, #3 and #4. Five questions showed statistical significance at the .05 level and 2 questions showed statistical significance at the .01 level. These results show empirical evidence that marital and parental expectations, for both age groups, showed some variation of response and have statistical significance at many levels.

Summary

By studying the respondents knowledge, happiness and importance levels of their marital and parental expectations, I have studied a partial view of their relationship. I feel, these areas of marital and parental expectations need more current research as some of these issues, in the respondents relationships, need more attention than others. In previous research, (Bonds-Raacke, et. al., 2001) idealized expectations that prevail in today's society were also found to exist in participants engaged to be married. "The implications of these results are important because discrepancies between idealized expectations and marital reality have been shown to be negatively related to marital well-being" (Bonds-Raacke, et. al., 2001, p. 3 & 4). They (2001) recommend that future studies address issues such as media images of happily married couples, the content of bridal magazines, as well as the societal pressure to be married. "In addition, diminishing romantic love and its replacement by a different type of love should be discussed in premarital counseling. Because many media images focus on the happily-ever-after motto,

couples may not be aware that romantic love is only temporary. Not realizing this could lead to dissatisfaction with the relationship. However, if a couple is instructed how to keep the love going and how to work through complications, then such dissatisfaction may be prevented” (Bonds-Raacke, et. al., 2001, p. 4).

This research was done by taking inventories of 18-25 year old male and female persons, living within the Barron and Dunn County residency limits, to show the knowledge level of their partner’s marital and parental expectations, their own happiness and importance levels, to look at the possible differences in gender and the two age groups of 18-21 and 22-25. Although, overall, there were higher yes answers for knowledge of their partner’s expectations, there were still 1,319 answers that were no/don’t know/unsure answers - reflecting limited knowledge, for some, of their partner’s expectations. It was discovered that those who do have the knowledge of their partner’s expectations show a high percentage level of happiness about it. The questions regarding having/raising children were also found to be some of the most important issues in their relationship. The gender differences found an equal amount of answers between genders for the no/don’t know/unsure answers and a good amount of yes answers, from both genders, with females showing slightly more knowledge of their partner’s expectations. For the Happiness Levels, males show a higher percentage for the Happy Level and females show a higher percentage for the Very Happy Level. For question # 24 - In general, how happy are you with your relationship? Females show a higher percentage in the Very Happy Level. For the Importance Levels, females show a higher percentage of answers in the Important Level and the Very Important level - for questions on parenting - which may indicate that having/raising children are some of the most important issues, for them, in a relationship. It was interesting to see the, overall, diverse number of answers when male and female respondents were asked to

rate their own importance - which may indicate a difference of opinion for these issues.

Although, both age groups overall, had a higher percentage of yes answers for knowledge of their partners expectations, there was a difference when comparing them. It was discovered that the 18-21 year old group had a higher number and percentage (837 - 44 %) (18 - 21 group was 44 % and 22 - 25 group was 37 %) of no/don't know/unsure answers. For those that rated their happiness, in the 18-21 and 22-25 year old groups, both, were found to have higher number of Somewhat Happy, Happy, and Very Happy Levels. For question # 24 - In general, how happy are you with your relationship?....the 18 - 21 year old group had a higher Very Happy Level and, both, were found to have higher percentages, overall, in the Happy and Very Happy Levels. Looking at the percentages of importance, it was interesting to see that, both, age groups also showed high level of importance (in the Important Level and the Very Important Level) for these issues - especially regarding the questions about having/raising children. Hopefully, these respondents have gained some insight into the marital and parental expectations, of their relationship, with their significant other.

Specifically, the data was broken down according to gender and the two different ages groups - as independent variables - and a T-test was conducted. A statistically significant relationship, was found at many levels, between the happiness and importance levels, of the respondents, and the knowledge of their marital and parental expectations.

Conclusion

In conclusion, this paper has provided contributions to the study of marital and parental expectations. Specific areas of contribution include: (1) an overview of literature, from the last ten years, covering marital and parental expectations, (2) the expansion of the respondents understanding and knowledge of their partners marital and parental expectations, (3) the

relationship between the respondents knowledge of their partners marital and parental expectations and their own happiness levels about it, (4) the relationship between the respondents knowledge of their partners marital and parental expectations and their own importance levels about it, (5) facilitating the awareness, of the respondents, who plan to have children, that some of the most important issues in a relationship are about having/raising children, (6) frequencies of male and female differences, in marital and parental expectations, for the respondents, and (7) frequencies of two different age groups - 18-21 and 22-25 - and their differences in marital and parental expectations, for the respondents.

Limitations

This study was primarily limited by the lack of current research and previous studies in this area. The young subject group had not been specifically targeted for previous study so it was quite time consuming to develop instrumentation which was appropriate for the knowledge and understanding level of this age group. The large selection of general questions and inventories, regarding relationships, made it necessary to create and utilize a marital and parental expectations instrument which was suitable for 18-25 year olds.

The fact that an instrument did not exist for the measurement of marital and parental expectations of this age group indicates the absence of such study. The result of this was the use of an original instrument developed by the author, so it is possible that the marital and parental expectations inventory did not accurately measure the knowledge, happiness and importance levels. Further research of marital and parental expectations, for this age group, could illuminate both the reliability and validity of the instrument used and indicate more about the relationship between the knowledge, happiness and importance levels of 18 -25 year olds and their marital and parental expectations. Further examination, of the instrument, can also indicate the true

limitations. The results and validity of the correlations and statistical significance may also be in question.

Another limitation of this study was in the selection of the subjects. Volunteers in classrooms, from only two age groups, two counties, in one state, was selected which does not render a representative subject group.

Further, it will be assumed that the participants answered truthfully with a full understanding of the questions as well.

Another limitation of this study came from the comment section of a student who reported that the study did not cover fluctuations of marriage - where two people are still legally married, but pursue other relationships outside of the marriage.

The last limitation of this study is the varying conditions in which the instrument was administered. I did not administer all of the surveys and because most of the subjects were in their classroom setting and some were not, varying degrees of cross-talk may have occurred during the administration of the instrument. This could have influenced the responses of some subjects and contributed to the limitations of this study.

Recommendations

As indicated throughout this paper, the implications for further research are many and varied:

The relationship between the knowledge, happiness and importance levels of marital and parental expectations and the younger generation needs to be developed more and continued, as a research topic, in many educational settings. Continuing and contributing to this research topic, from Marriage and Family Therapists, would also benefit many as others would be able to learn more from a greater selection of peer-reviewed articles - out of scholarly, professional

journals.

Because the instrument used herein is unproven for reliability and validity it needs to be improved and expanded to test for inaccuracies.

More pre-marital training, as a whole, and similar articles showing test results, would be a valuable contribution to the continuation of marital and parental expectations research.

More research on integrative teaching of this subject, plans and ideas for therapists, teachers and Family Life Educators could also serve as a valuable tool in any setting.

If I were to continue this research, I would be curious to find out what the current government standards (or) requirements are, in schools, for persons in the age group of 18-25. Focusing on a government change or an increase in the study of this topic, as well as research on realistic and unrealistic expectations, would also be an area of interest, for me, that would benefit many.

The continuation of gender research, and its implications, in this area of study, may also uncover some new insight into the marital and parental expectations of our youth.

If confidentiality were not an issue, a follow up study, in 10 years, from the same respondents, (who were in the age category of 18-25, in 2006, in Barron and Dunn County), would be interesting to examine. A research paper, instrument, and follow up study of this kind, would be of value to many people and their relationships.

Finally, I would recommend that the respondents and teachers, who helped in administering the survey, follow up and discuss expectations in relationships. Further research and more open discussion, with 18 - 25 year olds, will hopefully expand their level of understanding and knowledge and facilitate their awareness about marital and parental expectations to bring us into a brighter future of happier, harmonious marriages.

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Appendix A: Survey

The following is a survey on *Marital and Parental Expectations*. The information was gathered from: "The Marriage Test", an online survey at: www.ekhad.net/m-test.html, by Karl and Wendy Dahlke and "The Hard Questions - 100 Questions To Ask Before You Say I Do", a book, by Susan Piver.

1. What is your age? _____ years old
2. What is your gender? _____ male _____ female
3. What is your relationship status?
_____ Single, no significant relationship (*If you checked here, you don't need to complete the survey, please turn in/mail the survey. Thank you for your time.*)
_____ Single, significant relationship, less than 1 year, not engaged or married
_____ Single, significant relationship, more than 1 year, not engaged or married
_____ Engaged less than 1 year
_____ Engaged more than 1 year
_____ Married less than 1 year
_____ Married more than 1 year

HEALTH

4. Do you know if your partner has plans to preserve his/her long-term health?
_____ Yes _____ No

If yes, how happy are you with this answer?

1	2	3	4	5
very unhappy	unhappy	somewhat happy	happy	very happy

How important is this issue to you?

1	2	3	4	5
not very important	unimportant	somewhat important	important	very important

YOUR NEST/COMMUNITY

5. Does your partner want to live near family?
_____ Yes _____ No _____ Don't Know _____ N/A

If yes, how happy are you with this answer?

1	2	3	4	5
very unhappy	unhappy	somewhat happy	happy	very happy

How important is this issue to you?

1	2	3	4	5
not very important	unimportant	somewhat important	important	very important

6. Does your partner want to live near pre-established friends?
_____ Yes _____ No _____ Don't Know _____ N/A

If yes, how happy are you with this answer?

1 2 3 4 5
very unhappy somewhat happy very happy
unhappy happy

How important is this issue to you?

1 2 3 4 5
not very unimportant somewhat important very important
important important

EXTENDED FAMILY/FRIENDS

7. Does your partner feel threatened by any of your friendships?
_____ Yes _____ No _____ Unsure

If yes, how happy are you with this answer?

1 2 3 4 5
very unhappy somewhat happy very happy
unhappy happy

How important is this issue to you?

1 2 3 4 5
not very unimportant somewhat important very important
important important

8. Does your partner plan to have his/her extended family play a significant role in your personal family life?

_____ Yes _____ No _____ Unsure

If yes, how happy are you with this answer?

1 2 3 4 5
very unhappy somewhat happy very happy
unhappy happy

How important is this issue to you?

1 2 3 4 5
not very unimportant somewhat important very important
important important

WORK

9. If you have a dream job at one end of the country, and your partner has a dream job located elsewhere, have you discussed how to handle the situation?

_____ Yes _____ No

If yes, how happy are you with this answer?

1 2 3 4 5
very unhappy somewhat happy very happy
unhappy happy

How important is this issue to you?

1 2 3 4 5
not very unimportant somewhat important very important
important important

10. Do you know what your partner expects of you in terms of support, encouragement, and relationships with his/her co-workers?

_____ Yes _____ No

If yes, how happy are you with this answer?

1 2 3 4 5
very unhappy somewhat happy very happy
unhappy happy

How important is this issue to you?

1 2 3 4 5
not very unimportant somewhat important very important
important important

DIVIDING THE HOUSEWORK

11. In general, do you know how you and your partner will divide all of the following types of work? (*cooking, dishes, laundry, vacuuming, dusting, garbage/recycling, kitchen floors and counters, bathrooms, grocery shopping, errands, lawn & car maintenance, snow shoveling, gardening, and odd jobs.*)

_____ Yes _____ No

If yes, how happy are you with this answer?

1 2 3 4 5
very unhappy somewhat happy very happy
unhappy happy

How important is this issue to you?

1 2 3 4 5
not very unimportant somewhat important very important
important important

MONEY

12. Do you need to discuss a possible purchase, with your partner, before purchasing it?

_____ Yes _____ No _____ Don't Know

If yes, how happy are you with this answer?

1 2 3 4 5
very unhappy somewhat happy very happy
unhappy happy

How important is this issue to you?
1 2 3 4 5
not very unimportant somewhat important very important
important important

13. If you disagree on a possible purchase, have you discussed how to handle the situation?
_____ Yes _____ No

If yes, how happy are you with this answer?
1 2 3 4 5
very unhappy somewhat happy very happy
unhappy happy

How important is this issue to you?
1 2 3 4 5
not very unimportant somewhat important very important
important important

14. Do you know if your partner would loan or give money to friends or relatives?
_____ Yes _____ No

If yes, how happy are you with this answer?
1 2 3 4 5
very unhappy somewhat happy very happy
unhappy happy

How important is this issue to you?
1 2 3 4 5
not very unimportant somewhat important very important
important important

RELIGION

15. Do you know if your religious beliefs (or lack of belief) are acceptable to your partner?
_____ Yes _____ No

If yes, how happy are you with this answer?
1 2 3 4 5
very unhappy somewhat happy very happy
unhappy happy

How important is this issue to you?
1 2 3 4 5
not very unimportant somewhat important very important
important important

LOVE/MARRIAGE

16. Are there things that are more important, to your partner, than your marriage?
_____ Yes _____ No _____ Don't Know

If yes, how happy are you with this answer?

1	2	3	4	5
very	unhappy	somewhat	happy	very happy
unhappy		happy		

How important is this issue to you?

1	2	3	4	5
not very	unimportant	somewhat	important	very important
important		important		

RAISING CHILDREN (If you do not plan on having children someday, please skip the remaining questions:)

17. Do you know how your partner will show your child/children that he/she loves them?
_____ Yes _____ No

If yes, how happy are you with this answer?

1	2	3	4	5
very	unhappy	somewhat	happy	very happy
unhappy		happy		

How important is this issue to you?

1	2	3	4	5
not very	unimportant	somewhat	important	very important
important		important		

18. Do you know how your partner will build self-esteem in your child/children?
_____ Yes _____ No

If yes, how happy are you with this answer?

1	2	3	4	5
very	unhappy	somewhat	happy	very happy
unhappy		happy		

How important is this issue to you?

1	2	3	4	5
not very	unimportant	somewhat	important	very important
important		important		

19. Do you know what values your partner will instill in your child/children?
_____ Yes _____ No

If yes, how happy are you with this answer?

1	2	3	4	5
very	unhappy	somewhat	happy	very happy
unhappy		happy		

How important is this issue to you?

1 2 3 4 5
not very unimportant somewhat important very important
important important

20. If you know what values your partner will instill, do you know *how* these values will be instilled in your child/children?
_____ Yes _____ No

If yes, how happy are you with this answer?

1 2 3 4 5
very unhappy somewhat happy very happy
unhappy happy

How important is this issue to you?

1 2 3 4 5
not very unimportant somewhat important very important
important important

21. Do you know your partner's approach to discipline for your child/children?
_____ Yes _____ No

If yes, how happy are you with this answer?

1 2 3 4 5
very unhappy somewhat happy very happy
unhappy happy

How important is this issue to you?

1 2 3 4 5
not very unimportant somewhat important very important
important important

22. If you are both working and your child/children is/are sick, do you know who will leave work to take care of your child/children?
_____ Yes _____ No

If yes, how happy are you with this answer?

1 2 3 4 5
very unhappy somewhat happy very happy
unhappy happy

How important is this issue to you?

1 2 3 4 5
not very unimportant somewhat important very important
important important

23. Do you know what religious training your partner would like your child/children to receive, if any?
_____ Yes _____ No

If yes, how happy are you with this answer?

1	2	3	4	5
very unhappy	unhappy	somewhat happy	happy	very happy

How important is this issue to you?

1	2	3	4	5
not very important	unimportant	somewhat important	important	very important

24. In general, how happy are you with your relationship?

1	2	3	4	5
very unhappy	unhappy	somewhat happy	happy	very happy

If you have comments, about these questions/issues, please write them here.

If you need further assistance, the following counseling centers are available:

ABR Counseling Services, 12 W. Marshall Street, Rice Lake, WI 54868, 715-234-3301.

Clinical Services Center, University of Wisconsin-Stout, Menomonie, WI 54751, 715/232-2404.

Counseling Center, 410 Bowman Hall, University of Wisconsin-Stout, Menomonie, WI 54751, 715/232-2468.

Marriage & Family Therapy Services, 1035 N. Main, Rice Lake, WI 54868, 715-234-4313.

THANK YOU FOR COMPLETING THIS SURVEY!

Appendix B: Consent Form

INFORMED CONSENT FORM

PLEASE DO NOT PUT YOUR NAME ANYWHERE ON THIS QUESTIONNAIRE. There is no need for you to identify yourself. This survey should be returned without any identifying information, making your response's safely anonymous.

You were selected as a possible participant because of your age category. (18-25). Please read each question carefully and answer only those that apply to your current relationship status. This study is being conducted by Jennifer Ann Karper, a graduate student in the Human Development & Family Studies Program, at UW Stout, in Menomonie, Wisconsin.

The purpose of this study is to expand the understanding and knowledge of individuals and to facilitate their awareness of realistic expectations in marriage and through the many stages of parenthood. This purpose has a goal in mind to increase the chances for happier, harmonious marriages. You should be able to complete the questionnaire in about 10-15 minutes.

The questions ask about your knowledge of your partners expectations covering marriage and parenthood. Thus, for some individuals new conversations may be initiated from this questionnaire. It is not anticipated that this study will present any major risk to you or your partner other than initiating these new conversations and the inconvenience of the time taken to participate.

The information gathered will be recorded in anonymous form. Data or summarized results will not be released in any way that could identify you. The returned questionnaires will only be seen by the student researcher.

Your participation in this survey is entirely voluntary. By completing this questionnaire you are giving your consent to be involved in the research. If at any point you decide that you do not want to participate, please discard the questionnaire. Once the study is completed, a summary of the results will be available, upon request, through the Human Development & Family Studies Department Chair: Dr. Robert Salt in Menomonie, Wisconsin at 715-232-2282.

If you have any concerns about this study, please contact:

Sue Foxwell, Director, Research Services Telephone: 715-232-2477

This research project has been approved by the UW Stout Institutional Review Board for the Protection of Human Subjects.

Once again, please do not put your name anywhere on this questionnaire.

Thank you for your cooperation and the time in filling out this questionnaire, Jennifer Karper (karperj@uwstout.edu), Graduate Student Researcher at UW Stout, Menomonie.

If you need further assistance, the following counseling centers are available:

ABR Counseling Services, 12 W. Marshall Street, Rice Lake, WI 54868, 715-234-3301.
Clinical Services Center, University of Wisconsin-Stout, Menomonie, WI 54751, 715-232-2404.
Counseling Center, 410 Bowman Hall, University of Wisconsin-Stout, Menomonie, WI 54751, 715-232-2468.
Marriage & Family Therapy Services, 1035 N. Main, Rice Lake, WI 54868, 715-234-4313.

Appendix C: Data Collection Graph

County	Data Collection Location	Total number of surveys collected	Removed because of age	Removed because not in committed relationship	Total number usable surveys
Barron	WITC (101-160 - usable) (701-762 - unusable)	122	1 (#762)	61	60
Barron	Rice Lake High School (201-228 - usable) (249-299 - unusable)	79	0	51	28
Dunn	Dr. Denise Skinner (301-317 - usable) (351-371 - unusable)	38	2 (#351 & #360)	19	17
Dunn	Dr. Bob Salt (401-415 - usable) (451-457 - unusable)	22 (from 32 students in class)	1 (#451)	6	15
Dunn	Dr. Bob Salt (501-519 - usable) (551-554 - unusable)	23 (from 34 students in class)	0	4	19
Dunn	Dr. Karen Zimmerman (601-630 - usable) (651-664 - unusable)	44 (from 25+20+12=57 students in ECE-435 FCSE-301 HDFL-461)	0	14	30
Survey Totals		Total 328	Total 4	Total 155	Total 169

Appendix D: Table 1 - Frequency tables to show respondents knowledge of their partner's expectations

Ques. #	Yes	%	No	%	Don't Know/ Unsure	%	Not Applicable	%	# Missing	Total
#4 health	120	71	49	29						169
#5 Community	105	62.1	25	14.8	34	20.1	5	3.0		169
#6 Pre-established friends	52	30.8	34	20.1	71	42.0	12	7.1		169
#7 friendships	40	23.7	109	64.5	20	11.8				169
#8 extended family	76	45.0	46	27.2	47	27.8				169
#9 work	72	42.6	97	57.4						169
#10 co-workers	114	67.9	54	32.1			1	.6		169
#11 house-work	113	66.9	56	33.1						169
#12 discussing purchases	58	34.7	84	50.3	25	15.0			2	169
#13 disagreeing on purchases	78	46.4	90	53.6					1	169

#14 money to friends	131	77.5	38	22.5						169
#15 religion	159	94.1	10	5.9						169
#16 importance of marriage	39	24.4	59	36.9	62	38.8			9	169
#17 showing love	132	87.4	19	12.6			* 18			169
#18 building self esteem	102	67.5	49	32.5			* 18			169
#19 what values	138	91.4	13	8.6			* 18			169
#20 instilling values	95	64.2	53	35.8			* 18		3	169
#21 discipline	100	66.2	51	33.8			* 18			169
#22 sick children	79	52.7	71	47.3			* 18		1	169
#23 religious training	98	64.9	53	35.1			* 18			169

* 18 = Questions 17 - 23 pertain to having/raising children. Eighteen respondents, who completed the first part of the survey, plan to have no children, so they were asked to skip question #'s 17 - 23.

Appendix E: Table 2 - Frequency tables to show happiness levels of respondents

Question #	(1) Very unhappy	(2) Unhappy	(3) Somewhat happy	(4) Happy	(5) Very happy	# Missing	Total
# 4B health	3 - 2.5%	1 - .8%	12 - 10.0%	59 - 49.2%	45 - 37.5%	49	169
# 5B Community	4 - 3.8%	1 - 1.0%	21 - 20.0%	47 - 44.8%	32 - 30.5%	64	169
# 6B pre-established friends	0	3 - 5.8%	11 - 21.2%	24 - 46.2%	14 - 26.9%	117	169
# 7B friendships	4 - 10.0%	30 - 75.0%	4 - 10.0%	1 - 2.5%	1 - 2.5%	129	169
# 8B extended family	1 - 1.3%	4 - 5.3%	15 - 19.7%	33 - 43.4%	23 - 30.3%	93	169
# 9B work	1 - 1.4%	6 - 8.3%	16 - 22.2%	38 - 52.8%	11 - 15.3%	97	169
# 10B co-workers	0	1 - .9%	21 - 18.4%	78 - 68.4%	14 - 12.3%	55	169
# 11B housework	2 - 1.8%	3 - 2.7%	15 - 13.3%	65 - 57.5%	28 - 24.8%	56	169
# 12B discussing purchases	0	1 - 1.7%	18 - 31.0%	29 - 50.0%	10 - 17.2%	111	169
# 13B disagreeing on purchases	0	3 - 3.8%	25 - 32.1%	41 - 52.6%	9 - 11.5%	91	169
# 14B money to friends	1 - .8%	14 - 10.7%	37 - 28.2%	66 - 50.4%	13 - 9.9%	38	169
# 15B religion	1 - .6%	5 - 3.1%	14 - 8.8%	85 - 53.5%	54 - 34.0%	10	169
# 16B importance of marriage	7 - 17.9%	5 - 12.8%	11 - 28.2%	12 - 30.8%	4 - 10.3%	130	169

# 17B showing love	0	2 - 1.5%	8 - 6.1%	43 - 32.6%	79 - 59.8%	37	169
# 18B building self esteem	1 - 1.0%	2 - 2.0%	5 - 4.9%	36 - 35.3%	58 - 56.9%	67	169
# 19B what values	0	1 - .7%	16 - 11.6%	56 - 40.6%	65 - 47.1%	31	169
# 20B instilling values	1 - 1.1%	0	11 - 11.6%	40 - 42.1%	43 - 45.3%	74	169
#21 B discipline	1 - 1.0%	7 - 7.0%	21 - 21.0%	40 - 40.0%	31 - 31.0%	69	169
# 22B sick children	1 - 1.3%	2 - 2.5%	13 - 16.5%	44 - 55.7%	19 - 24.1%	90	169
# 23B re- ligious training	0	2 - 2.0%	17 - 17.3%	50 - 51.0%	29 - 29.6%	71	169

The 'Missing' column reflects the number of 'no' answers, from the first part of the question, as well as the number of respondents who plan to have no children. (Questions 17 - 23 pertain to having/raising children, so those who completed the first part of the survey and plan to have no children were asked to skip question #'s 17 - 23).

Appendix F: Table 3 - Frequency tables to show total happiness levels of respondents

1) Very Unhappy - 28	-	1 %
2) Unhappy - 93	-	5 %
3) Somewhat Happy - 311	-	16 %
4) Happy - 887	-	47 %
5) Very Happy - 582	-	31 %

Appendix G: Table 4 - Frequency tables to show happiness levels, of respondents,
for question #24

1) Very Unhappy - 0	-	0 %
2) Unhappy - 4	-	3 %
3) Somewhat Happy - 21	-	14 %
4) Happy - 45	-	30 %
5) Very Happy - 81	-	53 %

Appendix H: Table 5 - Frequency tables to show importance levels of respondents

Question #	(1) Not Very Important	(2) Unimportant	(3) Somewhat Important	(4) Important	(5) Very Important	# Missing	Total
# 4 C health	1 - .6%	3 - 1.9%	34 - 21.4%	72 - 45.3%	49 - 30.8%	10	169
# 5 C community	3 - 1.8%	7 - 4.3%	48 - 29.4%	64 - 39.3%	41 - 25.2%	6	169
# 6 C pre-established friends	7 - 4.5%	18 - 11.5%	74 - 47.4%	42 - 26.9%	15 - 9.6%	13	169
# 7 C friendships	0	9 - 5.8%	42 - 27.3%	56 - 36.4%	47 - 30.5%	15	169
# 8 C extended family	1 - .6%	10 - 6.4%	53 - 33.8%	61 - 38.9%	32 - 20.4%	12	169
# 9 C work	3 - 1.9%	11 - 7.1%	45 - 29.2%	63 - 40.9%	32 - 20.8%	15	169
# 10 C co-workers	1 - .6%	11 - 6.9%	60 - 37.7%	64 - 40.3%	23 - 14.5%	10	169
# 11 C housework	1 - .6%	4 - 2.5%	28 - 17.5%	84 - 52.5%	43 - 26.9%	9	169
# 12 C discussing purchases	2 - 1.3%	5 - 3.2%	64 - 40.5%	64 - 40.5%	23 - 14.6%	11	169
# 13 C disagreeing on purchases	2 - 1.3%	7 - 4.5%	63 - 40.4%	68 - 43.6%	16 - 10.3%	13	169
# 14 C money to friends	2 - 1.2%	8 - 4.9%	52 - 31.7%	74 - 45.4%	28 - 17.1%	5	169
# 15 C religion	5 - 3.0%	6 - 3.6%	30 - 18.1%	72 - 43.4%	53 - 31.9%	3	169

# 16 C importance of marriage	0	4 - 2.8%	27 - 19.0%	57 - 40.1%	54 - 38.0%	27	169
# 17 C show- ing love	0	2 - 1.3%	6 - 4.0%	38 - 25.5%	103 - 69.1%	20	169
# 18 C build- ing self- esteem	0	2 - 1.4%	7 - 4.8%	47 - 32.0%	91 - 61.9%	22	169
# 19 C what values	0	2 - 1.3%	8 - 5.3%	44 - 29.1%	97 - 64.2%	18	169
# 20 C in- stilling values	0	1 - .7%	16 - 11.3%	60 - 42.6%	64 - 45.4%	28	169
# 21 C discipline	0	1 - .7%	16 - 11.3%	59 - 41.8%	65 - 46.1%	28	169
# 22 C sick children	1 - .7%	4 - 2.9%	36 - 26.1%	62 - 44.9%	35 - 25.4%	31	169
# 23 C religious training	3 - 2.2%	6 - 4.3%	21 - 15.1%	60 - 43.2%	49 - 35.3%	30	169

The 'Missing' column will reflect the number of respondents that just didn't answer the question as well as the number of respondents who plan to have no children. (Questions 17 - 23 pertain to having/raising children, so those who completed the first part of the survey and plan to have no children were asked to skip question #'s 17 - 23).

Appendix I: Table 6 - Frequency tables to show total importance levels of respondents

1) Not Very Important - 32	-	1 %
2) Unimportant - 121	-	4 %
3) Somewhat Important - 730	-	24 %
4) Important - 1211	-	40 %
5) Very Important - 960	-	31 %

Appendix J: Table 7 - Cross tabulations, of gender, to show respondents knowledge of their partner's expectations

Category	Male Answers	Percentage	Female Answers	Percentage
Yes	425	55 %	1,476	60 %
No	270	35 %	790	32 %
Don't know/un-sure	71	10 %	188	8 %

(The not applicable numbers were left out)

Appendix K: Table 8 - Cross tabulations, of gender, to show happiness levels of respondents

Category	Male Answers	Percentage	Female Answers	Percentage
Very Unhappy	8	2 %	20	1 %
Unhappy	31	7 %	62	4 %
Somewhat Happy	89	21 %	222	15 %
Happy	221	52 %	666	45 %
Very Happy	76	18 %	506	35 %

(The not applicable numbers were left out)

Appendix L: Table 9 - Cross tabulations, of gender, to show happiness levels, of respondents, for question #24

Category	Male Answers	Percentage	Female Answers	Percentage
Very Unhappy	0	0 %	0	0 %
Unhappy	3	9 %	1	1 %
Somewhat Happy	6	17 %	15	13 %
Happy	12	34 %	33	28 %
Very Happy	14	40 %	67	58 %

(The not applicable numbers were left out)

Appendix M: Table 10 - Cross tabulations, of gender, to show importance levels of respondents

Category	Male Answers	Percentage	Female Answers	Percentage
Not Very Imp.	18	03 %	14	1 %
Unimportant	68	10 %	53	2 %
Somewhat Imp.	248	35 %	482	20 %
Important	278	38 %	933	40 %
Very Imp.	103	14 %	857	37 %

(The not applicable numbers were left out)

Appendix N: Table 11 - Cross tabulations, of 18-21 and 22-25 year old age groups, to show respondents knowledge of their partner's expectations

Question #	18		-	21	22		-	25
	Yes	No	Don't Know/ Unsure	N/A	Yes	No	Don't Know/ Unsure	N/A
# 4 health	65 - 64.4%	36 - 35.6%			55 - 80.9%	13 - 19.1%		
# 5 Community	59 - 58.4%	12 - 11.9%	25 - 24.8%	5 - 5.0%	46 - 67.6%	13 - 19.1%	9 - 13.2%	0 - 0%
# 6 Pre-established friends	32 - 31.7%	13 - 12.9%	47 - 46.5%	9 - 8.9%	20 - 29.4%	21 - 30.9%	24 - 35.3%	3 - 4.4%
# 7 Friendships	26 - 25.7%	63 - 62.4%	12 - 11.9%		14 - 20.6%	46 - 67.6%	8 - 11.8%	
# 8 extended family	45 - 44.6%	24 - 23.8%	32 - 31.7%		31 - 45.6%	22 - 32.4%	15 - 22.1%	
# 9 work	37 - 36.6%	64 - 63.4%			35 - 51.5%	33 - 48.5%		
# 10 co-workers	63 - 62.4%	38 - 37.6%			51 - 76.1%	16 - 23.9%		
# 11 house-work	59 - 58.4%	42 - 41.6%			54 - 79.4%	14 - 20.6%		
# 12 discussing purchases	26 - 25.7%	57 - 56.4%	18 - 17.8%		32 - 48.5%	27 - 40.9%	7 - 10.6%	
# 13 disagreeing on purchases	38 - 38.0%	62 - 62.0%			40 - 58.8%	28 - 41.2%		

# 14 money to friends	77 - 76.2 %	24 - 23.8 %			54 - 79.4 %	14 - 20.6 %		
# 15 religion	95 - 94.1 %	6 - 5.9 %			64 - 94.1 %	4 - 5.9 %		
# 16 importance of marriage	19 - 20.2 %	33 - 35.1 %	42 - 44.7 %		20 - 30.3 %	26 - 39.4 %	20 - 30.3 %	
# 17 showing love	77 - 87.5 %	11 - 12.5 %			55 - 87.3 %	8 - 12.7 %		
# 18 building self-esteem	61 - 69.3 %	27 - 30.7 %			41 - 65.1 %	22 - 34.9 %		
# 19 what values	82 - 93.2 %	6 - 6.8 %			56 - 88.9 %	7 - 11.1 %		
# 20 instilling values	60 - 69.0 %	27 - 31.0 %			35 - 57.4 %	26 - 42.6 %		
# 21 discipline	53 - 60.2 %	35 - 39.8 %			47 - 74.6 %	16 - 25.4 %		
# 22 sick children	40 - 46.0 %	47 - 54.0 %			39 - 61.9 %	24 - 38.1 %		
# 23 religious training	54 - 61.4 %	34 - 38.6 %			44 - 69.8 %	19 - 30.2 %		

Appendix O: Table 12 - Cross tabulations, of 18 - 21 and 22 - 25 year old age groups, to show the total respondents knowledge of their partner's expectations

Category	18 - 21	Percentage	22 - 25	Percentage
Yes	1068	56 %	833	63 %
No	661	35 %	399	30 %
Don't know/un-sure	176	9 %	83	7 %

(These numbers exclude the Not Applicable columns)

Appendix P: Table 13 - Cross tabulations, of 18 - 21 and 22 - 25 year old age groups, to show happiness levels of respondents

Category	18 - 21	Percentage	22 - 25	Percentage
Very Unhappy	15	1 %	13	2 %
Unhappy	59	6 %	50	6 %
Somewhat Happy	164	15 %	147	17 %
Happy	507	47 %	380	46 %
Very Happy	339	31 %	243	29 %

Appendix Q: Table 14 - Cross tabulations, of 18 - 21 and 22 - 25 year old age groups, to show happiness levels, of respondents, for question #24

Category	18 - 21	Percentage	22 - 25	Percentage
Very Unhappy	0	0 %	0	0 %
Unhappy	1	1 %	3	4 %
Somewhat Happy	8	9 %	13	21 %
Happy	27	30 %	18	29 %
Very Happy	52	60 %	29	46 %

Appendix R: Table 15 - Cross tabulations, of 18 - 21 and 22 - 25 year old age groups, to show importance levels of respondents

Category	18 - 21	Percentage	22 -25	Percentage
Not Very Imp.	23	1 %	9	1 %
Unimportant	84	5 %	37	3 %
Somewhat Imp.	463	26 %	267	21 %
Important	682	38 %	529	41 %
Very Important	523	30 %	437	34 %