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Love attitudes: a developmental process in first time fathers

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Love Attitudes:
A Developmental Process
In
First Time Fathers

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by

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RUNNING HEAD: Love Attitudes

Love Attitudes:

A Developmental Process

In

First Time Fathers

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Abstract

Thirty-four first time expectant fathers age 20 to 38 were individually administered a set of behavior and attitude assessments during the first, second, and third trimesters of their wives pregnancy. This particular study focused on the Love Attitudes Scale. Research indicates that fathers are expected to go through behavior and attitude changes during their wives pregnancy due to several possible reasons like stress, an unhappy marriage, or love development. The main objective of this study was to measure whether or not first time expectant fathers experienced any significant attitude changes during the pregnancy. A second objective was examining if certain assessment instruments will be better predictors of attitude change. An ANOVA was used for comparing scores between trials on each of the six subscales of the Love Attitude Scale. Results from the ANOVA confirmed that there were no statistically significant correlations at the $p < .05$ level.

Love Attitudes: A Developmental Process

In First Time Fathers

Our culture has developed two prominent ideals of how love develops. The first being romantic love. Romantic love is the idea of falling in love and living happily ever after. The second ideal is devoted (real) love. Devoted love means falling in love followed by a period of tough times then settling down and falling in love all over again. In order to reach the stage of real love the aim must become a conscious intention. (Hendrix 1992). The author states that real love is achieved by accepting that a partner has flaws and committing oneself to becoming the right partner. According to Sheila Sharpe (2000), love is a developmental process that is enriched over time. She has developed an explanation of the positive and negatives of a developing love relationship that not only occur naturally but also when a father is expecting his first child. Love relationships are viewed as having several phases including: romance, disillusionment/disappointment, differentiation/acceptance, modulation/integration, and ending with mature love. The phases reflect basic relationship needs and they appear again when there is a pregnancy for the first time. A love relationship develops over time unique to each individual in the relationship. Love consists of multiple phases that develop in an interdependent fashion throughout the relationship. A phase reflects the need for each partner to be separate yet connected. Optimal development of these phases happens when a relationship allows for personal and mutual growth. If a person does not feel trapped, the relationship can move forward. .

Nurturing is the first stage in Sharpe's love development theory. Gottman & Silver (1999) state that nurturing could be singled out as the most important factor in a love relationship. Nurturing is very important to how each couple expresses love. It becomes even more important when the first pregnancy occurs. If the husband is in turmoil rather than accepting of the pregnancy, nurturing and the development of love will take a backseat to anxiety and fears. Anxiety and fears could be high for the husband during the first pregnancy due to doubts and the unknown. Affectionate expression includes physical and nonphysical expressions of love. The first step in the development of nurturing is romantic love, which is often seen when couples first begin their relationship and the initial announcement of a pregnancy. Partners begin feeling connected in all ways. During the romantic-love stage of a relationship each partner is voluntarily providing what the other wants and needs, so there is some conscious basis that the relationship will be fulfilling. Differentiation of Needs is the next step in the development of nurturing. There are three separate needs: oneself, the partner, and the relationship. However, the pregnancy adds a fourth, the unborn child. The expectant father must clarify differences and similarities with each other. Conflicts result from repressing feelings like jealousy and not recognizing differences from the unconscious ideals of what love should be. The next step in the development of nurturing is Triadic nurturing. Finally, a balance needs to be sought between the partner relationship and the baby's needs. Partners who have difficulty developing these aspects of love usually have intense fears of sharing love (Wallerstein 1997). When nurturing is fully developed relationships move into merging.

Merging is the second stage in Sharpe's love development theory. The ideal development of merging occurs when both partners accept each other as a separate individual, as well as maintaining a close attachment. Expectant fathers need to be less selfless. Partners need to overcome the hurt, anger, and sadness that their partner is not a twin and a new life is being born. Couples begin to understand each other's needs and wants, work through their fears of being separated, fears about the pregnancy and externalizing a loving relationship to a new member. Partners in a truly mutual relationship actively nurture their existing commonalities and develop new ways of being connected (Wallerstein 1995). Idealizing is the third stage in Sharpe's love development theory. For a love relationship to develop, the global aspects of romantic idealism need to become modified. One or both partners may become too fearful of romantic idealizing and merging to fall in love because they did not expect the flaws. If a partner seems willing to change the negative behavior, devaluing decreases and acceptance increases. In order for a relationship to be successful, each partner must recognize their idealizing needs and fears.

Devaluing is the fourth stage in Sharpe's love development theory. The first step in the development of devaluing is global devaluing. If devaluing last longer than the several months of the pregnancy, it is an indication that deeper problems exist and the father may not accepting of the pregnancy. The next step in the development of devaluing is signaling a problem in the relationship. When partners begin letting angry and hurt feelings build up over the pregnancy, devaluing can occur. If a partner can understand that the behavior is a signal of problems, the devaluing can be stopped. Partners must identify the other partner's behavior as hurtful and undesirable.

Controlling is the fifth stage in Sharpe's love development theory. Patterns of controlling are defined as behavior used to influence, direct, or regulate the partner's behavior as well as those actions used to usurp their partner's perceived control. Both partners, especially the expectant father, need not be domineering. Sharpe (2000) states that there can be several other reasons why partners want to control. Fostering connection is suppressing each other's differences and experiencing their control as love and care taking. It mimics a child-parent relationship. Pregnancy relationships may enter a phase characterized by self-assertion, opposition, and battle for control over the future needs of the unborn child. If relationships become stalled in this stage, the relationship becomes more distant, and battles for control become indirect.

Competition is the final stage in Sharpe's love development theory. Two major patterns of competition usually develop in love relationships- competing for superiority and competing in love triangles. Competing in love triangles involves two people fighting for the love of a third. In this instance, it is the unborn child. Competition may enrich a love relationship or effectively destroy intimacy (Gottman 1999). The ideal situation is that the couples allow competition into the relationship and recognize when things become destructive. Competition initially appears in the romantic phase of love, but a pregnancy brings a new round. The expect father hopes to prove themselves competent so they don't lose their partner's admiration. Partners need to acknowledge that competition does exist in their relationship during the pregnancy and not allow it to destroy intimacy. This phase of love is a reciprocal process because it allows couples to strengthen their relationship. Triangular competition may arouse the most intense feelings and passions. Many relationships are founded and destroyed by a competitive love

triangle. A love affair is considered to be the most devastating situation that could happen in relationships. It is a third person like an affair or competition over the love of the unborn child. If couples can weather the love triangle during the first pregnancy, they begin to develop a strong and flexible love boundary not only between themselves but also the child. In order to succeed partners must value the love and pregnancy relationship before others and feel support the partner's activities and relationships with others.

According to Harville Hendrix (1992), partners go through relationship stages, but they also come to terms with their Imago. The Imago is a person's unconscious image of the ideal person derived from childhood experiences. The Imago can be key to a relationship, especially during the pregnancy, because it allows partners to move from romantic love to devoted love. Four unconscious traits help to develop the Imago, unconscious childhood image, denied self-traits, the Lost Self, and Contrasexual self traits. The Imago is an unconscious image of the ideal, other combining the deficits in socialization and nurturing as a child. It is assembled over time through a subtle blend of unconscious desires. The Imago can be key to a relationship because it allows partners to move from romantic love to devoted love. Partners revisit and rework the steps and tasks many times throughout the relationship. Many times the processes are overlapping simultaneously. Regressions and stalls in development usually occur, which differs in effect for each relationship. With commitment, marriage, and day-to-day living, the partners can work through the developmental processes and develop a deeper kind of love unique to each couple. Partners rework and revisit the steps and tasks many times throughout the relationship. This evolutionary process is in constant motion rather than

occurring in a linear fashion. Refer to Appendix A for further explanation of Sharpe's developmental process of love and Hendrix's Imago explanation.

Over the nine-month period of a pregnancy it is expected that fathers as well as mothers go through a developmental process much like Sharpe and Hendrix have described. The birth of a child may even re-trigger the romantic stage and the phases, only to replace it with a new power struggle, which requires new competence that gives the relationship added power. The changes may not be easy to deal with and/or everything may become so overwhelming that the parent to-be can not handle the situation. Sometimes there are regressions but, also at other times fathers have problems accepting this new responsibility. There have been a limited number of studies describing what behavioral, attitudinal, and psychological changes a father goes through during his wife's pregnancy. Most of the research has been done on the changes faced by pregnant women. The most conclusive studies have been conducted on the behavior of women while the ones on men have been incomplete. Zilboorg conducted the first study in the 1930's and Coleman and Coleman (1991) conducted more recent research concerning male emotional responses during pregnancy.

This study focused on Love Attitudes in first time fathers using the Hendrick and Hendrick relationship scale. This scale measures whether or not expectant fathers exhibit attitude changes during their wives pregnancy using the six different love patterns. Over the course of time, it is expected that first time father should exhibit behavioral and attitudinal change. These changes were measured by using several different instruments like the California Psychological Inventory (CPI) and the Relationship Assessment Scale (RAS). By combining these measurements, there will be a determination whether a

specific instrument or instruments are capable of determining a man's preparedness for parenthood and if there are any behavioral or attitude changes toward their partner. This research focus specifically on the Love Attitudes Scale.

The hypothesis is that first time fathers will show an increase in their love attitudes as measured by their score on the Love Attitudes Scale, during the course of their wives pregnancies.

Methods

Subjects

The group of participants consisted of 34 first time expectant fathers who were between the ages of 20 and 38 and are married. Thirty-three of the thirty-four subjects were used in the Love Attitudes study. One participant did not complete the third battery of the LAS. The subjects for this study were selected from a 200- mile radius originating from the Upper Ohio Valley including parts of Ohio, West Virginia, and Pennsylvania. Participants were recruited from OBGYN clinics and practices and by word of mouth. Each participant was unknown to the examiner prior to the testing. The participants were given no financial rewards for their participation. Participation was voluntarily and the intention of this study was explained to each volunteer in clear and simple terms.

Instrumentation

The Love Attitude Scales (Hendrick & Hendrick 1990) is a 42-item questionnaire split into two subsections, feeling and actions. Two versions of Love Attitudes Scale (LAS) exist. This study used the relationship-specific scale, which is the newer version. The styles include: passionate love (Eros), game-playing love (Ludus), friendship (Storge), logical (Pragma), possessive (Mania) and all-giving selfless love (Agape). Eros

stands for passionate love. Eros involves strong physical preferences and responses to a lover, and a lot of commitment is involved. Ludus stands for game playing love.

According to Hendrick & Hendrick (1998), males that scored high in this area approach love as a game. Ludus types may not want a close relationship and just move from relationship to relationship. Storge is linking love and friendship. It is an enduring kind of love but not particularly passionate. Pragma stands for finding a lover who has the kind of qualities that someone prefers. Mania may be what is sometimes called puppy love. There is a high degree of uncertainty about the lover and a lot of activity around seeking to fix that uncertainty. Agape is selfless love, the kind that involves giving without taking, and rarely appears in its true form.

The Love Attitudes Scale was normed on 536 male and 607 female college students taking introductory psychology classes. Significant differences existed between men and women on all the subscales except Eros and Agape. Using the Likert item response system, the LAS is scored by assessing an "A" response produces a value of one point and so forth. Lower scores indicate cohesion with the scale. Internal consistency ranges from .74 to .84. Stability was not reported on the new scale, but test re-test scores ranged from .70 to .82, leaving a small margin of error. Even though there is no validity data on the new scale, it is very similar to the older version. The LAS is measured to gender-roles, self-disclosure, sensation-seeking attitudes, sexual attitudes, religious beliefs, and if the individual is actually in love.

Procedures

As a part of the larger study, each first time expectant father completed an intake assessment, the California Psychological Inventory (CPI), Clinical Anxiety Scale (CAS),

Selfism (NS), the Index of Self-Esteem (ISE), the Non-Physical Abuse Scale (NPAPS), the Aggression Inventory (AI), the Love Attitudes Scale (LAS), the Relationship Assessment Scale (RAS), Index of Marital Satisfaction (IMS), and the Multidimensional Scale of Perceived Social Support (MSPSS).

Each graduate student interviewed anywhere between one and seven first time fathers using the extensive battery of tests mentioned above. The estimated time to complete all the tests was three hours for each session. The Love Attitudes Scale was included in this battery. The expectant fathers were tested during their wives first, second, and third trimesters. Each subject was assigned codes to assure confidentiality and anonymity. All the protocols were marked with the father's discreet identification number for the purposes of confidentiality. All subjects verbally agreed that information gathered would be shared with the cohort group and the university committee.

Results

An analysis of variance (ANOVA) was used to analyze the data because the dependent variable was measured using a ratio scale. An alpha level of .05 was used for all statistical tests. The main choice for analyzing the data was an ANOVA because the use of multiple t tests increases the odds of making a Type II error. A Type II error means failing to reject the null hypothesis when it is false. Results of analysis of variance calculations can be found in Appendix B Tables 1-6.

Analysis of the results from the Love Attitudes Scale, it is possible to say that there were no statistically significant differences using ANOVA analysis. There were no variances or F values that were considered significant on any of the six scales.

Discussion

Important study limitations and problems deserve mention. First, the sample size was too small. The original intent of the study was to get between 130 and 140 first time fathers and the end result was 34 participants. Letters were put in OBGYN offices, newspaper ads, and word of mouth was used to obtain subjects. However, it was very hard getting participation for one reason or another. There are two reasons why the sample size may have been small. One, the age criteria may have been limited. Some people get married at a young age like sixteen or wait until later in life. These reasons could be cultural, religious, or financial, or a number of other factors. The second limitation is having the first child ever. If a man were married with children before and had a bad experience, his attitude could change immensely when in a stable and fulfilling relationship.

Second, the demographic area was too small. The ideal situation would be to use several states or larger cities. The demographic region used was a two hundred mile radius originating from the Upper Ohio Valley through parts of Ohio, West Virginia, and Pennsylvania. Most participants had a high educational level, which could mean that they found the pregnancy to be less stressful. Participants of a low educational level may have had the test questions read to them and also not fully understand the questions being asked. The population sample was also too diverse because only one participant was a minority. In order to have an adequate sample, there should be diverse representation from several cultural and religious backgrounds.

Third, the testing process was very long. Sessions could take from two to three hours, depending on what tests were given and the participant's educational level. With a

larger sample population perhaps significant differences could have been detected with these instruments. The ideal setting would be an OBGYN office or somewhere that the participant felt most comfortable. However, most appointments don't take three hours and expectant fathers don't want to stay longer than needed in most cases. Some participants may have felt rushed or bothered that they had to complete a lengthy process. A shorter test needs to be developed. Expectant fathers appeared frustrated when the long questionnaires were administered.

An underlying purpose of the entire study is to find a smaller number of questions that would measure attitude change. In the case of the Love attitudes Scale, the Storge questions appeared to be statistically significant and could be a predictor of expectant father's attitudes. A final problem with the testing process was the sequence of tests with the longest test (CPI) given first each time administered. Some variability could have been used so the participants wouldn't have dreaded the longer materials.

Fifth, there could have been some confounding variables. One possible problem may have been practice effect because continuous testing could have sensitized the subjects. Another confounding variable may have been some participants lost interest, moved away or felt uncomfortable with the entire situation and not answered questions truthfully or rushed through the assessment. One reason for feeling uncomfortable may have been anonymity. People don't want their love life known to others and may have been embarrassed by some of the questioning. Sixth, compensation could have been given. Participants could have been paid at the end of each session or at the end of all three sessions. An incentive could have influenced outcomes positively or negatively. An interesting study would be to administer both partners the testing items and see how

similar or dissimilar the couple is. Each of the partners could have been stuck in one of Sharpe's (2000) seven stages or one progressed farther than the other. Another interesting idea would be to examine the scores from the test and determining if the expectant father were stuck in one of the seven stages of romantic or moved to Hendrik's devoted love.

Some issues also needed to be considered for future testing. One, a participant's racial, ethnic, and/or religious backgrounds need to be considered. Each of these backgrounds could have different outlooks on the father's attitude toward childbirth. For example, a participant of Islamic orientation may have different attitudes than a participant of Catholic orientation. A second factor to be considered is whether or not the pregnancy was planned or not. If the pregnancy is not planned, the expectant father may not cope well with the situation. Their love attitudes could be different than a couple that planned the pregnancy. A third consideration is what happens when the baby is delivered prematurely. The question will rise is whether or not the father will love more or less depending on how premature and the severity of problems if any. Another consideration would be adding another three months to the study. Once the child is born, fathers may find that raising a child is different than they expected and their attitudes towards the child and wife may have a dramatic change for better or worse. A fourth consideration would be examining father's behavior in couples that are planning to adopt an unborn child. One might expect that these fathers would have different attitudes changes. One final consideration is developing a shorter test by finding significant questions that would determine a love attitude change. From this study, it was not possible to determine specific questions for use in the development of a shorter test.

The Love Attitudes Scale was normed on 536 male and 607 college students taking an introductory psychology class. The original norming sample is not specifically designed for first time fathers. Several smaller problems exist with this sample. One, the majority age group was probably under twenty due to the setting in which the test was normed. Two, it is unknown how many students were married or expecting a child or even dating someone. Third, men and women were both used. As discussed earlier, both partners should have received a copy of the testing to see how correlated related their responses were. The research did find significant differences between males and females on the scales except the Eros and agape subscales. Finally, there was no research data on the content validity of the scale. The LAS was designed for measuring direct attitudes of love for everyday individuals. It was not designed with the expectant father in mind. Perhaps a specific instrument designed to assess expected fathers will be developed which will assist in answering the questions posed in these studies.

Summary

The purpose of this research was to determine whether or not first time expectant fathers show a change in their love attitudes during the pregnancy. There were no statistically significant differences between questions of the subscales using ANOVA analysis. However, the data may be flawed by low numbers and lack of diversity in the sample size.

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Appendix A

Nurturing is the first stage in Sharpe's love development theory. Loving our partner includes a commitment to both taking care of and receiving from that person (Gottman 99). Gottman states that nurturing could be singled out as the most important factor in a love relationship. Nurturing is very important to how each couple expresses love. Nurturing can be divided into three categories: basic care, emotional support, and affectionate expression. Basic care is the fundamental part of nurturing. It includes, providing food, shelter, and financial support among other things. Emotional support includes giving and receiving positive and negative remarks, time, companionship, assistance, and appreciation. Affectionate expression includes physical and nonphysical expressions of love. This type of expression should be spontaneous and not laborious as it often becomes over the duration of a relationship. Deficits in nurturing from childhood can cause mild to severe repercussions in adulthood relationships (Blatt 1990). If a person had a bad experience when they were young, they will have problems developing meaningful and lasting relationships with adults. There are several ways to nurture in a relationship but it is a developmental process that depends on how each individual responds to one another and their early experience.

The first step in the development of nurturing is romantic love, which is often seen when couples first begin their relationship. The focus on each other is so intense that they feel comfortable with one another and their needs are automatically fulfilled. Partners begin feeling connected in all ways. Ideally, each partner experiences the ideal of being the one and only cherished person, which creates a romantic cocoon. They feel so secure that they can begin expanding their nurturing to friends, coworkers, and even a

child. The second step in the development of nurturing is the Integration of Disappointment. This phase of disappointment marks the loss of romantic love due to four major losses: failure of the fantasy of the automatic need fulfillment, loss of the romantic cocoon, loss of the feeling of oneness, and loss of the ideal relationship (Kernberg 1995). During the romantic-love stage of a relationship each partner is voluntarily providing what the other wants and needs, so there is some conscious basis that the relationship will be fulfilling. But commitment –often after the wedding ceremony- changes that, and all breaks loose. Anticipation becomes expectation, and both partners tend to withdraw some of the unconditional giving that characterized the early relationship (Hendrik 1993). In order for proper development a person must be able to recognize being upset over unmet needs, and coming to terms that their partner is human and has faults. It is optimal that partners realize their differences in order to move forward. If they cannot tolerate feeling angry and sad about their mate, they repress their feelings and start thinking their mate is still a fantasy. Once couples start stalling and regress, they become stuck in the Integration of Disappointment phase.

Differentiation of Needs is the third step in the development of nurturing. There are three separate needs: oneself, the partner, and the relationship. Needs should be separate from the self and partner because they may lead to confusion and selfishness. Partners must clarify differences and similarities with each other. Internal conflicts need to be identified and begin resolving. Conflicts result from repressing feelings and not recognizing differences from the unconscious ideals of what love should be. In this step, each partner should define their own identity and a distinct couple identity so they understand what their boundaries are. The fourth step in the development of nurturing is

reciprocal nurturing. Reciprocal nurturing is the ability to fulfill one another's needs. Both partners need to be able to give and receive in all domains- basic care, emotional support, and affectionate and sexual expressions. If one or both partners have difficulty giving in one or more domains, their satisfaction will be restricted (Kirshner 1998). Partners need to accept their self and the other as needy human beings and ask directly for what they need, give responses to requests, and receive what has been requested. Problems develop when there is denial of neediness in the self or partner and the inability to ask, give and receive from the other.

The final step in the development of nurturing is Triadic nurturing. Triadic nurturing is the culmination of all the aforementioned nurturing steps. This type of nurturing is a shift from the dyadic mode of the relationship to a triadic, which usually means a child, is born. Couples must put their needs on hold for substantial periods in order to take care of the baby's needs. Time and attention need to be given to the baby. Sometimes there will be fantasies where the baby is left out or the other partner is left out and it is just the baby. It is a three-person relationship now not a two person. Each person must understand their role and expand upon it. Finally, a balance needs to be sought between the partner relationship and the baby's needs. Partners who have difficulty developing these aspects of love usually have intense fears of sharing love (Wallerstein 1997). Problems that can start to occur include competition, romance solely with the baby, the relationship bond becomes shattered in order for a parental bond to surface, and past experiences come to the forefront. When nurturing is fully developed relationships move into merging.

Merging is the second stage in Sharpe's love development theory. Merging is a lifelong recurring process of relating, through attachment, expanding one's sense of self, and defending fears of abandonment (Blass 1992). The ideal development of merging occurs when both partners accept each other as a separate individual, as well as maintaining a close attachment. There are three steps in the development of merging. Global is the first step in the development of merging. It is one of the important psychological processes that create the phenomenon of falling in love. It is a feeling of oneness and romantic closeness. This type of merging is usually expressed by clinging accompanied by sexual arousal. Nothing else matters in the world except that other person. Problems start to develop when there are fears of love and intimacy and one partner starts clinging to be a totally independent person. Deflation is the second step in the development of merging. Most people cannot accept the reality that their partner is not the soul mate that they imagined. Partners need to overcome the hurt, anger, and sadness that their partner is not a twin. They start punishing their partner for failing expectations by being angry and self-centered. Couples stuck in derailment are in denial of their differences, stalled in anger and depressed, withdrawn, and avoidance of the partner (Sharpe 1998).

When couples succeed in accepting their differences, their work is not even close to being completed. The best situation is that couples develop a variety and balances for the need to be close yet separate. Couples begin to understand each other's needs and wants, work through their fears of being separated, and internalize a loving relationship. Relationships often become lopsided at one time or another. Relationships need to find a balance so each person can feel comfortable not smothered. When partners in a

relationship understand the fears that are hindering their ability to regulate closeness and separateness, they have to change their thought processes due to external factors and their own evolving needs. Problems start to occur when too much or too little time is spent together, which causes anxiety. Another problem is that boundaries were not clearly defined and they are constantly being broken. The solution to fix these problems is finding multiple ways of being close and separate without stepping over boundaries and developing anxiety. The final step in the development of merging is Attainment of Mutuality. Partners in a truly mutual relationship actively nurture their existing commonalities and develop new ways of being connected (Wallerstein 1995). The commonalities are developed by understanding the others thoughts and feelings. Finally, partners come to accept that some of the differences between them cannot be resolved. This result is positive because it makes each partner feel like they are one. Most relationships do not attain a high degree of mutuality. However, all the previous stages are continually being reworked in order to meet the relationship needs.

Idealizing is the third stage in Sharpe's love development theory. Idealizing is an important aspect to falling in love and is a process that may recycle again and again throughout the relationship. It is a key process that distinguishes between falling and being 'in love'. For a love relationship to develop, the global aspects of romantic idealism need to become modified. Initial idealizations reflect hopes and dreams that cannot be filled by a real person. Eventually, each person begins to see flaws in the other and this situation brings about deidealizing. During this process, the relationship may be perceived as entirely negative. Romantic idealizing in the right dosage, intermittently experienced, appears to be crucial to the survival of passionate love (Sharpe 2000). It is

hard to determine just what is the right dosage because it is an ongoing challenge that is different for each relationship. One or both partners may become too fearful of romantic idealizing and merging to fall in love because they did not expect the flaws. Those who recognize flaws but do not have the capacity to integrate this information remain stuck in the devaluing phase of idealizing what is seen in the real person. Devaluing idealization is demeaning the person and ultimately can become detrimental to the relationship.

Sharing disappointments between each other will result in greater acceptance of each other's flaws and complaints tend to go away. If one partner can hear and understand the complaints, the perceived disillusionment of flaws begins to shrink. If a partner seems willing to change the negative behavior, devaluing decreases and acceptance increases. When partners start talking about disappointments and recognize their own downfalls and quirks, the other person's faults seem less important. It is important to understand the developmental process in order to effective transition through the cycles of idealizing. In order for a relationship to be successful, each partner must recognize their idealizing needs and fears. Understanding their fears usually brings about reduction of those fears. The understanding of each other's needs means a transformation from a childish thinking into a mature form.

Devaluing is the fourth stage in Sharpe's love development theory. It is used on occasion by everyone to defend against those painful feelings that are likely to occur to lower self-esteem, envy, shame, guilt, and failure among other feelings. Devaluing can be repellent and cause great pain when used globally and manifests in hostile forms. In the course of a love relationship, partners' devaluing each other evolves from exaggerated forms to realistic and appropriate perceptions that result in giving and

receiving constructive criticism (Silverman 1984). Along with the other phases, this stage also follows a developmental process. The first step in the development of devaluing is global devaluing. Global Devaluing is discovering that one's partner is not as wonderful as once imagined. They are just another flawed person who causes varying degrees of disappointment. The greater the original idealization, the greater the disappointment one will have of that person. A third party in the relationship like a friend or coworker often triggers devaluing. If devaluing last longer than several months, it is an indication that deeper problems exist in the relationship. The second step in the development of devaluing is creating separateness. This is when one or both partners move out of romantic closeness to reestablish their independence. Devaluing is also used for the more extreme purpose of creating the distance and anger necessary to end the relationship (Sharpe 2000). If partners fail to maintain separateness, the relationship may fall apart.

The third step in the development of devaluing is signaling a problem in the relationship. Sometimes partners use devaluing as a signal that something is wrong but neither can figure out exactly what it is. When partners begin letting angry and hurt feelings build up, devaluing can occur. If a partner can understand that the behavior is a signal of problems, the devaluing can be stopped. However, if couples haven't developed a relational perspective, they are unable to see the devaluing as a distress signal and angrily withdraw from the other person. The last step in the development of devaluing is Respectful Criticism. In order to advance through this stage couples must do several things. Partners must identify the other partner's behavior as hurtful and undesirable. The partner forgiving the undesirable behavior must be confronted in a respectful way so

they don't push the person away even further. Everything must be expressed in appropriate and constructive manners. Finally, each partner must acknowledge and apologize for their hurtful behavior.

Controlling is the fifth stage in Sharpe's love development theory. Patterns of controlling are defined as behavior used to influence, direct, or regulate the partner's behavior as well as those actions used to usurp their partner's perceived control. The attempt to control one's partner or resist his or her control may be motivated by (1) satisfying one's needs to effect certain outcome or (2) needing to feel more in control or powerful (Ainsworth et al 1978). In the beginning of the relationship, partners' needs to control are often influenced by making a connection to the other person. Sharpe (2000) states that there can be several other reasons why partners want to control. Fostering connection is suppressing each other's differences and experiencing their control as love and care taking. Some people want to remain independent and begin to fear when their partner becomes too controlling for their likeness. The resistance usually develops due to fears of being controlled, and fear of commitment. It mimics a child-parent relationship. In the beginning, children are clingy and will do what the other person wants. As the relationship progresses, there is a wish to be more separate and not dominated. Relationships may enter a phase characterized by self-assertion, opposition, and battle for control. If relationships become stalled in this stage, the relationship becomes more distant, and battles for control become indirect.

When needs for self-assertion and autonomy dominate, each partner strives to be accepted by the other because of their unique individuality. The fear of losing autonomy appears when there are difficulties and the need to constantly interrupt is

pointed out by the other partner. It becomes a power struggle. Historically, men assume and seek power more blatantly and women more subtly and indirectly (Person 1988).

However, the conception has changed over the years. Women are becoming more direct in expressing their power in relationships and men are conceding some of their power.

This change is due to changing sex roles. Partners need to be secure in their roles because this security allows them to feel connected without feeling separate. Initially, partners see each other as different, and then see each other as merging into one. Partners attempt to influence control on the assumption that the other is an extension of them. In order for partners to make it through the controlling stage, they must clearly understand that they are separate distinct individuals that have many different needs. When the controlling stage is over, relationships go into competition.

Competition is the final stage in Sharpe's love development theory. Two major patterns of competition usually develop in love relationships- competing for superiority and competing in love triangles. The two forms of competition are different from one another because they have different motivations and are different in form. Competing for superiority involves one partner trying to prove their self-superior in some way.

Competing in love triangles involves two people fighting for the love of a third. Both forms ideally evolve in constructive ways but also can become defensive and harmful.

Traditionally, competitive feelings of the partner may not be easily indicated because each person has work and personal goals. Traditionally, both partners supposedly agree that the male is more important and powerful. However, it is difficult to see competition when relationships are more equal partnerships, which brings about the two patterns of competition.

Competition may enrich a love relationship or effectively destroy intimacy (Gottman 1999). The ideal situation is that the couples allow competition into the relationship and recognize when things become destructive. Competition initially appears in the romantic phase of love. As partners start becoming more separate after the initial phase, the competition may appear. The partners hope to prove themselves competent so they don't lose their partner's admiration. Competitive behavior is a common way of dealing with envy and feelings of inadequacy. Partners need to acknowledge that competition does exist in their relationship and not allow it to destroy intimacy. This phase of love is a reciprocal process because it allows couples to strengthen their relationship. Ideally, partners want to be able to compete constructively so they can also manage with the outside world.

Triangular competition may arouse the most intense feelings and passions. Many relationships are founded and destroyed by a competitive love triangle. A love affair is considered to be the most devastating situation that could happen in relationships. Problems exist because there is a three-way competition. It is a third person like an affair or competition or the love of a sibling or a child. If couples can weather the love triangle, they begin to develop a strong and flexible love boundary. The couple boundary is a psychological boundary constructed by the two partners that keeps them intact in a relation to the outside world (Blass 1992). Partner's focus needs to be in the present and not what has occurred in the past. Partners that constantly compete with each other for the love of someone else can destroy the relationship. In order to succeed partners must value the relationship before others and feel support the partner's activities and relationships with others.

According to Harville Hendrix (1992), partners need to go through relationship stages, but also come to terms with their Imago. The Imago is a person's unconscious image of the ideal person derived from childhood experiences. Four unconscious traits help to develop the Imago. One, the Imago resembles childhood caretakers. What this statement is saying is that a person chooses someone resembling his or her parents. A person is more likely to focus on positive traits rather than negative ones. Two, a person's Imago possess some denied self- traits. These are the traits that a person possesses but denies having. Some of our denied traits are interjected aspects of our parents that we particularly despise (Bowlby 1988). By choosing a person with denied self traits, a person gets to be "whole" without having to take responsibility for aspects of oneself that are distasteful or uncomfortable.

Three, the Imago possesses some traits of the Lost Self, which is everything that a person wants to be. Partners will see these qualities in the other and eventually come to realize the qualities may be part of their unconscious and not reality. Fourth, the Imago possesses Contrasexual Self traits that a person lacks. Hendrix (1993) describes the Contrasexual Self as the opposite sex partner having the traits that society denies them. The Contrasexual traits overlap with the Lost and Denied Selves. The Imago is an unconscious image of the ideal other combining the deficits in socialization and nurturing as a child. It is assembled over time through a subtle blend of what the unconscious desires. The Imago can be key to a relationship because it allows partners to move from romantic love to devoted love.

When a couple starts out in the romantic phase, they usually shut others out in order to know one another better. The needs and demands from each other as well as the

outside world leads to developing nurturing, merging, idealizing, devaluing, controlling and competition. This evolutionary process is in constant motion rather than occurring in a linear fashion. Partners revisit and rework the steps and tasks many times throughout the relationship. Many times the processes are overlapping simultaneously. Regressions and stalls in development usually occur, which differs in effect for each relationship. With commitment, marriage, and day-to-day living, the partners can work through the developmental processes and develop a deeper kind of love unique to each couple.

Over the nine-month period of a pregnancy it is expected that fathers as well as mothers go through a developmental process much like Sharpe and Hendrix have described. The birth of a child may even re-trigger the romantic stage, only to replace it with a new power struggle, which requires new competence that gives the relationship added power. The changes may not be easy to deal with or everything may become so overwhelming that the parent to-be can't handle the situation. Sometimes there are regressions and other times fathers have no problems accepting the new responsibility. There have been a limited number of studies describing what behavioral, attitudinal, and psychological changes a father goes through during his wife's pregnancy. Most of the research has been done on the changes faced by pregnant women. The most conclusive studies have been conducted on the behavior of women while the ones on men have been incomplete. Zilboorg conducted the first study in the 1930's and Coleman and Coleman (1991) conducted more recent research concerning male emotional responses during pregnancy.

Appendix B

Table 1 Eros Scale ANOVA

ANOVA: Single Factor Eros Scale

SUMMARY

<i>Groups</i>	<i>Count</i>	<i>Sum</i>	<i>Average</i>	<i>Variance</i>
Column 1	33	737	22.33333	10.66667
Column 2	33	771	23.36364	6.988636
Column 3	33	730	22.12121	12.35985

ANOVA

<i>Source of Variation</i>	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>P-value</i>	<i>F crit</i>
Between Groups	29.15152	2	14.57576	1.45684	0.238075	3.091188
Within Groups	960.4848	96	10.00505			
Total	989.6364	98				

Table 2 Ludus Scale ANOVA

ANOVA: Single Factor Ludus Scale

SUMMARY

<i>Groups</i>	<i>Count</i>	<i>Sum</i>	<i>Average</i>	<i>Variance</i>
Column 1	33	222	6.727273	25.70455
Column 2	33	209	6.333333	24.60417
Column 3	33	263	7.969697	35.3428

ANOVA

<i>Source of Variation</i>	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>P-value</i>	<i>F crit</i>
Between Groups	48.14141	2	24.07071	0.843092	0.433539	3.091188
Within Groups	2740.848	96	28.55051			
Total	2788.99	98				

Note. There were no significant differences on the Ludus and Eros subscales.

Table 3 Storge Scale ANOVA

ANOVA: Single Factor Storge Scale
SUMMARY

<i>Groups</i>	<i>Count</i>	<i>Sum</i>	<i>Average</i>	<i>Variance</i>
Column 1	33	586	17.75758	19.25189
Column 2	33	603	18.27273	25.20455
Column 3	33	600	18.18182	23.27841

ANOVA

<i>Source of Variation</i>	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>P-value</i>	<i>F crit</i>
Between Groups	4.989899	2	2.494949	0.110502	0.895498	3.091188
Within Groups	2167.515	96	22.57828			
Total	2172.505	98				

Table 4 Pragma Scale ANOVA

ANOVA: Single Factor Pragma Scale
SUMMARY

<i>Groups</i>	<i>Count</i>	<i>Sum</i>	<i>Average</i>	<i>Variance</i>
Column 1	33	446	13.51515	17.50758
Column 2	33	396	12	23.3125
Column 3	33	448	13.57576	33.18939

ANOVA

<i>Source of Variation</i>	<i>SS</i>	<i>Df</i>	<i>MS</i>	<i>F</i>	<i>P-value</i>	<i>F crit</i>
Between Groups	52.60606	2	26.30303	1.066203	0.348355	3.091188
Within Groups	2368.303	96	24.66982			
Total	2420.909	98				

Note. There were no significant differences on the Storge and Pragma subscales.

Table 5 Mania Scale ANOVA

ANOVA: Single Factor Mania Scale

SUMMARY

<i>Groups</i>	<i>Count</i>	<i>Sum</i>	<i>Average</i>	<i>Variance</i>
Column 1	33	378	11.45455	20.81818
Column 2	33	346	10.48485	20.00758
Column 3	33	396	12	21.5625

ANOVA

<i>Source of Variation</i>	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>P-value</i>	<i>F crit</i>
Between Groups	38.86869	2	19.43434	0.934519	0.396318	3.091188
Within Groups	1996.424	96	20.79609			
Total	2035.293	98				

Table 6 Agape Scales ANOVA

ANOVA: Single Factor Agape Scale

SUMMARY

<i>Groups</i>	<i>Count</i>	<i>Sum</i>	<i>Average</i>	<i>Variance</i>
Column 1	32	692	21.625	12.1129
Column 2	32	699	21.84375	19.29738
Column 3	32	726	22.6875	14.09274

ANOVA

<i>Source of Variation</i>	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>P-value</i>	<i>F crit</i>
Between Groups	20.14583	2	10.07292	0.664104	0.517158	3.094343
Within Groups	1410.594	93	15.16767			
Total	1430.74	95				

Note. There were no significant differences between the Mania and Agape Scale

Appendix C

Demographic Data

Subject	0101	0102	0103	0104	0105
Age	26	26	32	25	28
Birth Date	6-12-75	4-28-75	12-26-69	8-4-76	9-21-78
Race	Caucasian	Caucasian	Caucasian	Caucasian	Caucasian
Education	Associate	Trade School	B.A.	B.A.	B.A.
Employed	Yes	Yes	Yes	Yes	Yes
Married	2 years	3.5 years	4 years	3 years	4 years
Due Date	8-17-02	6-25-02	8-1-02	8-10-02	7-6-02

Subject	0107	0201	0202	0301	0302
Age	24	28	35	35	32
Birth Date	2-1-78	12-31-73	8-16-66	8-19-66	11-21-69
Race	Caucasian	Caucasian	Caucasian	Caucasian	Caucasian
Education	High School	4 yr college	Mortuary Degree	B.A.	B.A.
Employed	Yes	Yes	Yes	Yes	Yes
Married	.5 years	3 years	5 years	3 years	4 years
Due Date	9-13-02	7-10-02	8-9-02	6-20-02	5-06-02

Subject	0303	0305	0306	0401	0403
Age	30	35	33	31	32
Birth Date	10-19-71	7-14-66	6-13-68	8-20-70	5-24-69
Race	Caucasian	Caucasian	Caucasian	Caucasian	Caucasian
Education	M.A.	MBA/J.D.	MBA	B.A.	4 years + law school
Employed	Yes	Yes	Yes	Yes	Yes
Married	7 months	1.5 years	3 years	9 years	7 years
Due Date	5-21-02	5-20-02	8-19-02	8-08-02	7-02

Subject	0501	0502	1503	0701	0801
Age	25	24	30	27	27
Birth Date	1-01-77	5-09-78	7-14-71	3-26-74	9-20-74
Race	Caucasian	Caucasian	Caucasian	Caucasian	Caucasian
Education	2 year college	M.A.	M.A.	M.A.	4 years college
Employed	Yes	Yes	Yes	Yes	Yes
Married	5 years	3 years	6 years	1 year	1.5 years
Due Date	8-01-02	7-29-02	7-02	8-02-02	7-16-02

Subject	0802	0803	0901	1101	1102
Age	25	24	27	31	26
Birth Date	3-30-76	9-06-77	9-12-74	7-30-70	6-09-75
Race	Caucasian	Caucasian	Caucasian	Caucasian	Caucasian
Education	4 years college	Some college	B.S./B.A.	4 years of college	2 years of college
Employed	Yes	Yes	Yes	Yes	Yes
Married	1 year	1 year	2.5 years	5 years	.5 years
Due Date	6-26-02	7-05-02	6-21-02	6-28-02	8-11-02

Subject	1103	1104	1105	1301	1302
Age	31	30	35	35	34
Birth Date	5-12-70	2-20-72	11-02-66	8-05-64	9-12-65
Race	Caucasian	Caucasian	Caucasian	Caucasian	Caucasian
Education	M.A.	4 years of college	4 years of college	B.S.	Associates Degree
Employed	Yes	Yes	Yes	Yes	Yes
Married	1.5 years	5 years	10 years	4 years	5 years
Due Date	7-10-02	6-13-02	6-21-02	10-02	8-02

Subject	1304	2101	2102	2103
Age	27	32	32	38
Birth Date	7-14-80	9-17-69	8-17-69	11-22-63
Race	Caucasian	Caucasian	Caucasian	Caucasian
Education	B.A.	MBA	M.A.	High School
Employed	Yes	Yes	Yes	Yes
Married	2 years	9 years	8 years	1.5 years
Due Date	9-11-02	6-19-02	4-30-02	8-15-02

Appendix D

Love Attitudes Scale (LAS)

Listed below are several statements that reflect different attitudes about love. For each statement fill in the blank using the response that indicates how much you agree or disagree with the statement. The items refer to a specific love relationship. Whenever possible, answer the questions with your current partner in mind.

For each statement:

- A= Strongly agree
- B= Moderately agree
- C= Neutral
- D= Moderately disagree
- E= Strongly disagree

- ___ 1. My partner and I were attracted to each other immediately after we first met.
- ___ 2. My partner and I have the right physical "chemistry" between us.
- ___ 3. Our lovemaking is very intense and satisfying.
- ___ 4. I feel that my partner and I were meant for each other.
- ___ 5. My partner and I became emotionally involved rather quickly.
- ___ 6. My partner and I really understand each other.
- ___ 7. My partner fits my ideal standards of physical beauty/handsomeness.
- ___ 8. I try to keep my partner a little uncertain about my commitment to her.
- ___ 9. I believe that what my partner doesn't know about me won't hurt her.
- ___ 10. I have sometimes had to keep my partner from finding out about other partners.
- ___ 11. I could get over my affair with my partner pretty easily and quickly.
- ___ 12. My partner would get upset if she knew some of the things I've done with other people.
- ___ 13. When my partner gets too dependent on me, I want to back off a little.
- ___ 14. I enjoyed playing the "game of love" with my partner and a number of other partners.
- ___ 15. It is hard for me to say exactly when our friendship turned into love.
- ___ 16. To be genuine, our love first required caring for a while.
- ___ 17. I expect to always be friends with my partner.
- ___ 18. Our love is the best kind because it grew out of a long friendship.
- ___ 19. Our friendship merged gradually into love over time.
- ___ 20. Our love is really a deep friendship, not a mysterious, mystical emotion.
- ___ 21. Our love relationship is the most satisfying because it developed from a good friendship.
- ___ 22. I considered what my partner was going to become in life before I committed myself to her.
- ___ 23. I tried to plan my life carefully before choosing my partner.
- ___ 24. In choosing my partner, I believed it was best to love someone with a similar background.
- ___ 25. A main consideration in choosing my partner was how she would reflect on my family.

- ___ 26. An important factor in choosing my partner was whether or not she would be a good parent.
- ___ 27. One consideration in choosing my partner was how she would reflect on my career.
- ___ 28. Before getting very involved with my partner, I tried to figure out how compatible her hereditary background would be with mine in case we ever had children.
- ___ 29. When things aren't right with my partner and me, my stomach gets upset.
- ___ 30. If my partner and I break up, I would get so depressed that I would even think of suicide.
- ___ 31. Sometimes I get so excited about being in love with my partner that I can't sleep.
- ___ 32. When my partner doesn't pay attention to me, I feel sick all over.
- ___ 33. Since I've been in love with my partner, I've had trouble concentrating on anything else.
- ___ 34. I cannot relax if I suspect that my partner is with someone else.
- ___ 35. If my partner ignores me for a while, I sometimes do stupid things to try to get her attention back.
- ___ 36. I always try to help my partner through difficult times.
- ___ 37. I would rather suffer myself than let my partner suffer.
- ___ 38. I cannot be happy unless I place my partner's happiness before my own.
- ___ 39. I am usually willing to sacrifice my own wishes to let my partner achieve hers.
- ___ 40. Whatever I own is my partner's to use as she chooses.
- ___ 41. When my partner gets angry with me, I still love her fully and unconditionally.
- ___ 42. I would endure all things for the sake of my partner.