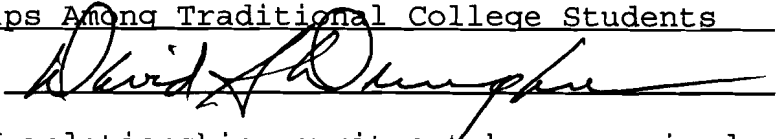


AN ABSTRACT OF THE THESIS OF

Gena Maria Cavalier for the Master of Science
in Psychology presented on April 9, 1997

Title: An Examination of the Patterns of Commitment to
Romantic Relationships Among Traditional College Students

Abstract approved:



Past studies of relationship commitment have examined commitment levels and how they varied across given populations. Recent research focuses on what factors determine one's commitment level. The current study investigated the variance of commitment levels across gender and academic classification (traditional age freshmen/traditional age seniors). This study further examined the variance of six determinants of commitment (rewards, costs, ideal comparison level, alternatives, investments, and barriers to leave) across these groups.

One hundred participants were administered a demographic profile, a commitment level measure (commitment portion of Sternberg's Triangular Love Scale), and an instrument which measured the six commitment determinants (Multiple Determinants of Relationship Commitment Inventory). A factorial analysis of covariance (ANCOVA) showed a significant effect for gender on levels of commitment. Females generally reported significantly higher commitment levels. Costs were defined as perceived sacrifices to being in one's relationship. Males and

freshmen reported higher costs to being in their relationships. A significant interaction was found for the ideal comparison level determinant. Ideal comparison level is the standard ideal which people use to evaluate their relationships. Specifically, female seniors reported their relationships match their ideal more closely than did female freshmen and male seniors. Another determinant that varied significantly across the groups was alternatives. The alternatives determinant is the perceived attractive alternatives to one's current relationship. Freshmen perceived greater alternatives than did seniors. Finally, freshmen reported greater barriers to leaving their relationships. Barriers to leaving the relationship may include emotional barriers such as feeling obligated to stay. No significant effect was found for the rewards determinant or the investment determinant.

AN EXAMINATION OF THE PATTERNS OF COMMITMENT TO
ROMANTIC RELATIONSHIPS AMONG TRADITIONAL COLLEGE STUDENTS

A Thesis Proposal

Presented to

the Division of Psychology and Special Education

EMPORIA STATE UNIVERSITY

In Partial Fulfillment

of the Requirements for the Degree

Master of Science

by

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May 1997

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ACKNOWLEDGEMENTS

This thesis project could not have been completed without the support of many generous individuals. I would like to extend my sincere thanks to my thesis committee, Dr. David Dungan, Dr. Kurt Baker, and Professor Howard Carvajal, for their guidance and support. I also owe gratitude to all the faculty who helped me through my data collecting process. Thank you all!

To my dear friends and mentors whose words of encouragement and wisdom motivated, supported, and guided me, I am eternally grateful for you all. Most of all, I thank my family, especially my parents. You have inspired me to become who I am. Your love and support through this critical period in my life, and throughout my life, has sustained me. I extend my deepest gratitude to you.

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INTRODUCTION

Romantic relationships tend to be an important part of most people's personal lives. A particular factor that plays a significant role in romantic relationships is commitment. Individuals' commitment to romantic relationships has been the focus of interest for many researchers. People have a desire to analyze and understand this major aspect of their lives.

The purpose of this research was to examine the patterns of commitment to romantic relationships among traditional college students. The specific patterns studied were (1) the difference in levels of commitment between men and women, (2) whether commitment levels increase during the college years, (3) whether men and women experience the same (if any) degree of increase in commitment levels, and (4) whether factors that determine one's level of commitment differ in degree among each group (i.e., female freshmen, female seniors, male freshmen, and male seniors). To determine these patterns, this study compared the commitment levels of traditional-age college male and female freshmen (ages 18-19) and seniors (ages 21-24), and further compared the determining factors of commitment level among each group.

The results of this research provide additional information on the topic of commitment. Many studies have examined the levels of commitment of college students with

hopes of generalizing the information to the general population. However, the present study specifically narrowed the demographic group to examine particular types of college students as a population. By doing so, this research provides useful information that is more generalizable to the target population.

This research allows a greater understanding of the patterns of commitment to aid practitioners in better serving clients of this particular age group (18-24). Since many college-age individuals seek counseling due to relationship problems, the results of this study can be used as a tool to help these clients. For instance, it is useful to know which partner is more committed to the relationship, and specifically what factors of commitment differ for each partner.

Literature Review

Definitions. With regard to romantic relationships, commitment has been defined as the "tendency to maintain a relationship and feel psychologically attached to it" (Rusbult, Johnson, & Morrow, 1986, p. 82). This definition is somewhat vague, but refers to a sustaining quality of commitment, as well as implies some emotional qualities. Sternberg (1988) provided a more workable definition of commitment. He views commitment as one component of love in addition to intimacy and passion. The commitment component of love is a cognitive function involving a "decision that

one loves someone else," and the "commitment to maintain that love" (Sternberg, p. 119). Though it seems to ignore the emotional aspects of commitment, this definition is more observable and measurable than Rusbult's.

Romantic relationship refers to the relationship that exists between a couple. For the purpose of this study, couples was operationally defined one of four ways. Steady dating couples were heterosexual couples who had several dates and dated each other exclusively. Cohabiting couples were heterosexual couples who lived together unmarried. The remaining couples were categorized as engaged or married.

Determinants of commitment. Researchers have provided, tested, and validated many theories regarding the essence of commitment (Duffy & Rusbult, 1986; Floyd & Wasner, 1994; Jemmot, Ashby, & Lindenfeld, 1989; Rusbult, 1980, 1983; Rusbult & Buunk, 1993; Rusbult, et al., 1986; Sprecher, 1988; Sternberg, 1986). Most theories have identified different components, or determinants, of commitment. Determinants of commitment are factors that contribute to and influence the degree of one's commitment. One of the early theories is the investment model proposed by Rusbult (1980). This model was based on the assumption that people strive to increase rewards and minimize costs. Rewards are perceived benefits of the relationship such as companionship and a physically attractive partner. Costs are perceived

sacrifices one makes to stay in the relationship. Relating this model to romantic relationships provides the perspective that people strive to attain and maintain relationships that provide more rewards than costs. People who receive greater rewards and fewer costs should consequently be more satisfied.

The investment model identified another component of commitment as the perception of alternatives to the current relationship. According to the investment model, individuals who perceived few alternatives, such as other potential partners, would tend to be more committed to the relationship. People may additionally compare their relationship to their ideal for expectations of the relationship. This ideal comparison level was the standard people use to evaluate their satisfaction within the relationship (Rusbult, 1980).

Finally, the investment model proposed people who invest more into their relationships will have higher levels of commitment (Rusbult, et al., 1986). Investments may be extrinsic, such as material goods, or intrinsic, such as emotional involvement.

Other research (Sabatelli & Cecil-Pigo, 1985) has identified barriers to leaving the relationship, such as attachment and feelings of obligation, as a determinant of commitment level. People who believe leaving will be

hindered by obstacles are more likely to stay in the relationship.

Kurdek (1995) combined the determinants identified by these theories and developed a questionnaire to measure six determinants of commitment. The six determinants he identified were rewards, costs, ideal comparison level, alternatives, investment, and barriers to leave the relationship. While validating this questionnaire through his research, Kurdek found highly committed individuals reported fewer alternatives, greater investments, more barriers to leave the relationship, and a greater match to their ideal comparison level of the relationship.

Gender and academic classification differences. The research regarding gender differences in attitudes and commitment toward romantic relationships has provided a variety of information. Some research has found that women are more committed (Jemmot, et al., 1989), perceive fewer alternatives (Floyd & Wasner, 1994), and invest more than men (Duffy & Rusbult, 1986; Sprecher, 1988). Other research using married couples has found no significant differences in commitment among men and women (White, Speisman, Jackson, Bartis, & Costos, 1986).

Age (a component of academic classification) and length of the relationship appear to be directly related to levels of commitment. In general, the older the couples, and the longer they have been together, the higher their levels of

commitment to the relationship (Reedy, Birren, & Schaie, 1981; Rostosky, Welsh, Kawaguci, & Vickerman, 1996; Rusbult, 1983; Rusbult, et al., 1986).

The present research proposed to answer several questions.

1. Do traditional college freshmen and seniors differ in their levels of commitment to romantic relationships?
2. Do male and female traditional college students differ in their levels of commitment?
3. If commitment levels do differ across academic classifications, do males and females of both sample classifications demonstrate the same degree of difference? That is, do male freshmen differ from male seniors the same amount as female freshmen differ from female seniors?
4. What determinants of commitment differ among each group?

This research examined the levels and determinants of commitment as a function of gender and academic classification (which is a product of age). By closely examining the relationship among these factors, the researcher intended to gain information about whether gender and academic classification are determining factors of levels of commitment. Also, the researcher desired to study how the determinants of commitment (rewards, costs, ideal comparison level, alternatives, investment, and barriers to leave) vary across gender and academic classification. It was hypothesized women would generally be more committed

than men, and seniors would be more committed than freshmen. The researcher expected men's levels of commitment to vary more than women's across academic classifications. Finally, the researcher expected to find some differences in determinants across the groups.

CHAPTER 2

METHODS

Participants

The sample consisted of 100 traditional age freshmen and seniors at a middle-sized university in the Midwest who were involved in romantic relationships. The participants were volunteers from introductory level psychology courses and upper division level courses. These participants included 20 male seniors, 23 male freshmen, 28 female seniors, and 29 female freshmen. Therefore, 52% of the sample were ages 18-19, and 48% were ages 21-24. Three individuals had been in their current relationships for less than 1 month. Twenty-two participants had been involved for 1 to 6 months. Ten participants had been involved for 6 months to one year. Thirty-six individuals have been involved in their current relationships for 1 to 3 years and 29 participants had been involved for more than 3 years.

Statistical Design

The data for this research were collected using questionnaires. The demographic profile contained relevant information for interpreting the data. This information included gender, age, academic classification, and length of the relationship.

Two main factors, gender and academic classification were studied as contributors to commitment levels and the six determinants of commitment. Both gender and academic

classification (traditional age freshmen or traditional age seniors) are two-level factors. Since length of the relationship has been shown to be related to levels of commitment, but was not the focus the present research, it was examined as a covariate to extract its effects from the dependent variables. This design consisted of a set of seven 2 x 2 Analysis of Covariance (ANCOVA) designs to analyze the data. One 2 x 2 ANCOVA was employed for the commitment level, and one was employed for each of the six determinants.

The dependent variables were the commitment level and the six determinants of commitment. Gender and academic classification served as the independent variables. Length of the relationship served as the covariate.

Instrumentation

Sternberg's Triangular Love Scale. One instrument used for this study was a portion of Sternberg's Triangular Love Scale (STLS; Sternberg, 1988). The original scale consists of 36 items that measure three aspects of love: commitment, intimacy, and passion. The portion used for this research consisted of 7 items which Acker and Davis (1992) determined to be the best to measure commitment to romantic relationships (see Appendix A). Each item presented a statement, and each participant rated how closely the statement fit himself/ herself using a 9-point rating scale. Some examples of items are as follows: "I view my

relationship with my partner as permanent," and "I am committed to maintaining my relationship with my partner." The Cronbach alpha for these items was .93. Acker and Davis correlated this commitment measure with two other commitment measures and found a .65 ($p < .01$) correlation between the measures. They also determined the seven items had a .91 factor loading of commitment. Therefore, they concluded these seven selected commitment items specifically measured commitment.

Multiple Determinants of Relationship Commitment

Inventory. The Multiple Determinants of Relationship Commitment Inventory (MDRCI) by Kurdek (1995) was the other instrument employed in this study (see Appendix B). The MDRCI is a 24-item questionnaire measuring the six determinants of commitment (rewards, costs, ideal comparison level, alternatives, investments, and barriers to leave). Each item presents a statement for which the participants rate their degree of agreement on a 5-point Likert scale (strongly agree to strongly disagree). Some sample items are: "One advantage to my relationship is that it provides me with companionship" (rewards), "I give up a lot to be in my relationship" (costs), "I've put a lot of energy and effort into my relationship" (investments). Kurdek ran a Goodness of Fit Index (GFI) and a Comparative Fit Index (CFI) on the data for two factor structure models. One model assumes the MDRCI is based on one factor, while the

other model assumed the measure was based on six factors. The results indicated that both the GFI (.87 and .88) and the CFI (.92) were acceptable fits of the data to a six factor structure. This data indicated the MDRCI measured six distinct factors.

Procedure

Data was collected over a several sessions consisting of 1 to 30 participants. Most sessions were held during or after class in the classroom. Other sessions were held in unoccupied classrooms reserved for the research. At the beginning of each session, the researcher briefly explained the study and instructed the participants to complete the informed consent sheet (see Appendix C) and detach it from the questionnaire booklet. The participants then completed the questionnaire booklet, which included the MDRCI, the commitment portion of the STLS, and the demographic profile (see Appendix D).

To insure the confidentiality of the participants, the informed consent sheet was kept separate from the questionnaire booklet. Each participant was thanked for his or her time and dismissed upon completion of the questionnaires.

CHAPTER 3

RESULTS

For each of the seven dependent variables, the level of commitment and the six determinants of commitment, a 2 x 2 Analysis of Covariance (ANCOVA) was employed with gender and academic classification (traditional age freshman/traditional age senior) as the independent variables, and the length of the relationship as the covariate. The level of commitment was determined by calculating the mean score on the commitment portion of Sternberg's Triangular Love Scale (STLS). For each of the six determinants measured by the Multiple Determinants of Relationship Commitment Inventory (MDRCI), there were four items for which the scores were summed.

The results of these analyses, for which the means, standard deviations, and means adjusted for length of the relationship are provided in Tables 1 to 3, revealed a significant effect for gender, $F(1,94) = 8.86, p < .01$, on the level of commitment. Females reported significantly higher commitment levels. This result supported the first hypothesis. Commitment levels did not vary significantly across academic classifications. This finding did not support the second hypothesis which stated seniors will be more committed than freshmen. Table 4 provides the results of the analysis of commitment level.

Table 1

Means, Standard Deviations, and Adjusted Means for
Commitment Level as Measured by STLS

Group	<u>n</u>	<u>M</u>	<u>SD</u>	<u>Adj. M</u>
Commitment Level				
Men				
Freshmen	22	6.83	2.15	7.13
Seniors	20	7.67	1.43	7.53
Women				
Freshmen	29	7.85	1.60	8.06
Seniors	28	8.66	.75	8.31

Table 2

Means, Standard Deviations, and Adjusted Means for Costs and
Ideal Comparison Level as Measured by MDRCI

Group	<u>n</u>	<u>M</u>	<u>SD</u>	<u>Adj. M</u>
Costs				
Men				
Freshmen	23	13.61	2.79	13.75
Seniors	20	10.60	2.48	10.53
Women				
Freshmen	29	11.41	4.60	11.50
Seniors	28	7.96	3.00	7.81
Ideal Comparison Level				
Men				
Freshmen	22	16.86	3.31	17.05
Seniors	20	16.55	3.12	16.45
Women				
Freshmen	29	16.14	3.99	16.24
Seniors	28	18.87	2.10	18.37

Table 3

Means, Standard Deviations, and Adjusted Means for
Alternatives and Barriers to Leave as Measured by MDRCI

Group	<u>n</u>	<u>M</u>	<u>SD</u>	<u>Adj. M</u>
Alternatives				
Men				
Freshmen	23	9.22	3.28	9.29
Seniors	20	9.50	3.24	8.46
Women				
Freshmen	29	8.83	3.82	8.87
Seniors	28	6.64	2.47	6.56
Barriers to Leave				
Men				
Freshmen	22	17.55	2.28	17.94
Seniors	20	16.10	2.88	15.90
Women				
Freshmen	29	16.41	2.91	16.68
Seniors	28	16.32	2.39	15.87

Table 4

Summary of Factorial Analysis of Covariance of Commitment Level as a Function of Gender and Academic Classification

Source	<u>df</u>	<u>SS</u>	<u>MS</u>	<u>F</u>
Within Cells	94	185.23	1.97	
Covariate	1	37.56	37.56	19.06***
Gender	1	17.46	17.46	8.86**
Classification	1	2.23	2.23	1.13
Gender x Classification	1	.13	.13	.07

*** $p < .001$, ** $p < .01$

The third hypothesis, which stated men's levels of commitment were expected to vary more than women's levels across the academic classifications, was not supported. No significant difference was found across academic classifications for men or women (see Table 4).

The final hypothesis stated men and women and freshmen and seniors would differ according to the different determinants of commitment. Each determinant was analyzed and the results indicated costs, ideal comparison levels, alternatives, and barriers to leave varied significantly among the sample groups. For costs to the relationship, a significant main effect was found for both gender, $F(1,95) = 12.64$, $p < .001$, and academic classification, $F(95) = 21.21$, $p < .001$. Men and freshmen reported significantly more costs to being in their relationships. There was no significant interaction of gender and academic classification for the costs determinant. The results for costs are summarized in Table 5 for each group of participants. For ideal comparison level, the interaction of gender and academic classification was significant, $F(1,94) = 4.35$, $p < .05$. A Tukey-Kramer, a statistical technique that adjusts for unequal cell numbers, was employed to further examine this interaction. It revealed females reported their relationships matched their ideal comparison level significantly more than did female freshmen and male seniors. There was no significance found for

Table 5

Summary of Factorial Analysis of Covariance of Costs as a
Function of Gender and Academic Classification

Source	<u>df</u>	<u>SS</u>	<u>MS</u>	<u>F</u>
Within Cells	95	1116.72	11.75	
Covariate	1	7.55	7.55	.64
Gender	1	148.62	148.62	12.62***
Classification	1	249.36	249.36	21.21***
Gender x Classification	1	1.34	1.34	.11

***p<.001

gender or academic classification (see Table 6). Academic classification demonstrated a significant effect on the alternatives to the relationship, $F(1,95) = 4.85$, $p < .05$. Freshmen reported greater alternatives to their relationships. The alternatives determinant did not vary significantly for gender or the interaction. Table 7 provides a summary of the analysis for the alternatives determinant. Barriers to leaving the relationship varied significantly for academic classification, $F(1,94) = 6.65$, $p < .05$, with freshmen reporting greater barriers to leaving their relationships. No significant difference was revealed for gender or for the interaction. Table 8 summarizes the analysis of the barriers to leave determinant. The commitment determinants of rewards and investments did not vary significantly across any of the groups.

Table 6

Summary of Factorial Analysis of Covariance of Ideal Comparison Level as a Function of Gender and Academic Classification

Source	<u>df</u>	<u>SS</u>	<u>MS</u>	<u>F</u>
Within Cells	94	968.31	10.30	
Covariate	1	11.54	11.54	1.12
Gender	1	7.27	7.27	.71
Classification	1	11.99	11.99	1.16
Gender x Classification	1	44.81	44.81	4.35*

* $p < .05$

Table 7

Summary of Factorial Analysis of Covariance of Alternatives
as a Function of Gender and Academic Classification

Source	<u>df</u>	<u>SS</u>	<u>MS</u>	<u>F</u>
Within Cells	95	1005.46	10.58	
Covariate	1	2.02	2.02	.19
Gender	1	32.36	32.36	3.06
Classification	1	51.37	51.37	4.85*
Gender x Classification	1	13.41	13.41	1.27

* $p < .05$

Table 8

Summary of Factorial Analysis of Covariance of Barriers to
Leave as a Function of Gender and Academic Classification

Source	<u>df</u>	<u>SS</u>	<u>MS</u>	<u>F</u>
Within Cells	94	595.18	6.33	
Covariate	1	63.21	63.21	9.98**
Gender	1	9.82	9.82	1.55
Classification	1	42.11	42.11	6.65*
Gender X Classification	1	9.19	9.19	1.45

** $p < .01$, * $p < .05$

CHAPTER 4

DISCUSSION

The purpose of this study was to examine the patterns of commitment to romantic relationships among traditional age college students. Does commitment level differ from men to women, or traditional age freshmen to seniors? Which determinants of commitment may account for this difference?

Results indicated commitment does indeed differ significantly among men and women. Women reported greater levels of commitment to their romantic relationships than did men. This result supports previous research such as a study by Jemmot, Ashby, and Lindenfeld (1989) which reached the same conclusion. Levels of commitment were not found to vary significantly among traditional freshmen and seniors. Therefore, the hypothesis that stated the male sample would exhibit a greater degree of difference between freshmen and senior years than would females was not supported. Although the difference between commitment levels for freshmen and seniors was not significant, it is worthy to note female seniors exhibited the highest levels of commitment, while male freshmen exhibited the lowest commitment levels.

Examining the determinants of commitment may provide information as to why and how commitment levels differ between men and women and freshmen and seniors. Costs to the relationship appeared to be a significant determinant of commitment for this sample. Costs are perceived sacrifices

one makes to stay in the relationship. The results revealed men and freshmen perceived the most costs to their relationships. Perhaps these perceived sacrifices cause men, especially those who are traditional-age freshmen, to be less committed to their relationships.

Another determinant found to be significant for this sample was the ideal comparison level. Ideal comparison level is the standard ideal to which one compares his or her romantic relationship. The results indicated the relationships of female seniors more closely matched their ideal comparison level than did the relationships of female freshmen and male seniors. This result heavily suggests ideal comparison level is a strong predictor of commitment level for this population, since it is also female seniors who exhibit the highest commitment levels.

Alternatives to the current relationship also varied significantly among freshmen and seniors. Freshmen reported greater alternatives to their relationships; that is, they perceived more attractive options to their relationships. However, since academic classification does not appear to have a significant effect on commitment level, the alternatives determinant may not heavily influence the level of commitment.

A final determinant which varied significantly among the groups was barriers to leave. Barriers to leave include emotional barriers which would prevent one from leaving his

or her relationship. Interestingly, freshmen reported the greatest barriers to leaving their relationships. Perhaps barriers to leave is an important component to the commitment level of freshmen. This is the only determinant that indicated a positive effect on commitment levels for freshmen, and may be responsible for the insignificance of academic classification on commitment levels.

The results of this study should be interpreted cautiously due to its many limitations. One concern common with most research was the small sample size. To generalize the results more accurately, future research should use larger, more heterogeneous samples.

Another limitation was that four different types of relationships (steady dating, cohabitating, engaged, and married) were studied together, though it is feasible to argue these different types of relationships inherently require different levels of commitment. Possibly studying one type of relationship, or examining each relationship type separately, could produce different results.

An additional consideration when interpreting these findings is that the freshman sample (18-19 years old) was more homogenous according to age than was the senior sample (21-24 years old). The age gap between older freshmen and younger seniors is smaller than the gap between younger seniors and older seniors. The age of each group should be more restricted.

This research provides useful information and elicits intriguing questions about who is more committed among college students and which components determine commitment levels for different subpopulations within the college population. However, the results of this study are far from conclusive. In this study, no correlation was examined between commitment levels and determinants of commitment. Kurdek (1995) did correlate these factors and found comparison level, alternatives, investments, and barriers to leave to be highly correlated to commitment levels. The MDRCI is a relatively new measure with little research to show consistent findings. Future research should include an examination of correlations among commitment level and the six determinants of commitment.

Further research should include a larger, more heterogeneous sample. Additionally, future studies may benefit from examining different types of relationships separately. Also, if age is to be examined as an independent variable, it should be controlled for more strictly. Finally, instead of extracting the effect of length of the relationship, studying the length as an additional independent variable may provide more powerful findings.

In summary, this study found women reported higher levels of commitment than did men. Commitment levels were not found to vary significantly across academic

classifications. Of the six determinants of commitment, four were found to vary significantly across the groups. Men and freshmen reported greater costs to being in their relationships than women and seniors. Female seniors reported a greater match to their ideal comparison level than did female freshmen or male seniors. Freshmen perceived greater alternatives to their relationships than did seniors. Finally, freshmen reported more barriers to leaving their relationships than seniors.

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APPENDIX A
STERNBERG'S TRIANGULAR LOVE SCALE
COMMITMENT PORTION

STERNBERG'S TRIANGULAR LOVE SCALE-REVISED
Commitment Portion

Please circle the number which best corresponds to your personal view.

1=not at all true

9=extremely true

1. I view my relationship with my partner as permanent.
1.....2.....3.....4.....5.....6.....7.....8.....9
2. I am certain of my love for my partner.
1.....2.....3.....4.....5.....6.....7.....8.....9
3. I have decided that I love my partner.
1.....2.....3.....4.....5.....6.....7.....8.....9
4. I am committed to maintaining my relationship with my partner.
1.....2.....3.....4.....5.....6.....7.....8.....9
5. I have confidence in the stability of my relationship with my partner.
1.....2.....3.....4.....5.....6.....7.....8.....9
6. I expect my love for my partner to last for the rest of my life.
1.....2.....3.....4.....5.....6.....7.....8.....9
7. I can't imagine ending my relationship with my partner.
1.....2.....3.....4.....5.....6.....7.....8.....9

APPENDIX B**MULTIPLE DETERMINANTS OF RELATIONSHIP COMMITMENT INVENTORY**

MULTIPLE DETERMINANTS OF RELATIONSHIP COMMITMENT INVENTORY

Please circle the number which best corresponds to your personal view.

1=strongly disagree

5=strongly agree

1. One advantage to my relationship is having someone to count on.
1.....2.....3.....4.....5
2. I give up a lot to be in my relationship.
1.....2.....3.....4.....5
3. My current relationship comes close to matching what I would consider to be my ideal relationship.
1.....2.....3.....4.....5
4. As an alternative to my current relationship, I would like the freedom to do what I want to do whenever I want to do it.
1.....2.....3.....4.....5
5. I've put a lot of energy and effort into my relationship.
1.....2.....3.....4.....5
6. It would be difficult to leave my partner because of the emotional pain involved.
1.....2.....3.....4.....5
7. One advantage to my relationship is that it provides me with companionship.
1.....2.....3.....4.....5
8. I have to sacrifice a lot to be in my relationship.
1.....2.....3.....4.....5

9. My current relationship provides me with an ideal amount of affection and companionship.
1.....2.....3.....4.....5
10. As an alternative to my current relationship, I would like to date someone else.
1.....2.....3.....4.....5
11. A part of me is tied up in my relationship.
1.....2.....3.....4.....5
12. It would be difficult to leave my partner because I would still feel attached to him/her.
1.....2.....3.....4.....5
13. One advantage to my relationship is being able to share affection.
1.....2.....3.....4.....5
14. It takes a lot for me to be in my relationship.
1.....2.....3.....4.....5
15. My current relationship provides me with an ideal amount of equality in the relationship.
1.....2.....3.....4.....5
16. As an alternative to my current relationship, I would like to find other ways to occupy my time.
1.....2.....3.....4.....5
17. I have invested a part of myself in my relationship.
1.....2.....3.....4.....5

18. I would find it difficult to leave my partner because I would feel obligated to keep the relationship together.
1.....2.....3.....4.....5
19. Overall, I derive a lot of rewards and advantages from being in my relationship.
1.....2.....3.....4.....5
20. Overall, there are a lot of personal costs involved in being in my relationship.
1.....2.....3.....4.....5
21. Overall, there is not much difference between my current relationship and my ideal relationship.
1.....2.....3.....4.....5
22. Overall, alternatives to being in my relationship are appealing.
1.....2.....3.....4.....5
23. Overall, I'd say I have a lot invested in my relationship.
1.....2.....3.....4.....5
24. Overall, there are many things that prevent me from ending my relationship.
1.....2.....3.....4.....5

APPENDIX C
INFORMED CONSENT DOCUMENT

APPENDIX D
DEMOGRAPHIC PROFILE

DEMOGRAPHIC PROFILE

Please complete each of the following items.

1. Age: _____
2. Gender: M F (circle one)
3. Classification: Freshman Senior Other (circle one)
4. How long have you been involved in your current romantic relationship?
 - a. less than 1 month
 - b. 1-6 months
 - c. 7-12 months
 - d. 1-3 years
 - e. more than 3 years

For question #5, consider the following definitions:

- a. casual dating=a few dates, but not necessarily exclusive dating
 - b. steady dating=several dates and dating exclusively
5. How do you classify your current relationship?
 - a. casual dating
 - b. steady dating
 - c. engaged
 - d. married

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Gena M. Cavalier
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5/7/97
Date

An Examination of the Patterns of Commitment to
Romantic Relationships Among Traditional College Students
Title of Thesis

Ray Cooper
Signature of Graduate Office
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5-7-97
Date Received