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Multiple role women: A comparison of college students and employees

Elizabeth Colonna Mounsey

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MULTIPLE ROLE WOMEN: A COMPARISON OF COLLEGE STUDENTS AND EMPLOYEES

A Thesis
Presented to the
Faculty of
California State University,
San Bernardino

by
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Approved:

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ABSTRACT

This study examined how multiple role working women and multiple role college women differed with respect to role strain. Female students from the university and female employees from local businesses served as participants (N=128). It was hypothesized that multiple role college women would experience more role strain and experience more status inconsistency than multiple role working women. In addition, it was hypothesized that social support, self-efficacy and quality of the role would be key factors in reducing role strain. Results from the survey given to participants supported all the hypotheses. Specifically, the student group did experience more role strain than the working group and were more status inconsistent. Also supported was the fact that the higher the levels of self-efficacy and outcome expectancy a woman had, the less role strain she experienced. Results also indicated that social support and higher quality within roles helped to alleviate role strain. Suggestions for future research regarding role strain and its components are discussed.
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INTRODUCTION

Women's roles in society have shifted over time. For centuries women were to be wives, mothers and to take a subservient role to men. Major events in society have changed women's roles, such as war time activities, plant shutdowns, or family crises (Stryker & Statham cited in Thoits, Crosby 1987). These major events changed the relationships between men and women by giving women more negotiating power. Following World War II, the change in these relationships and roles for women were only temporary; when these events passed, traditional roles became the norm once again. With the second wave of the women's movement in the late 1960s and early 1970s, women were encouraged to be more, and to do more, by assuming more roles. As women assumed more roles they became the focus of additional research. This research attempted to investigate how these additional roles affected women, and it also expanded from the realm of sociology to industrial and organizational realms where women were now becoming a more profound force. There doesn't appear to be a clear answer to whether women suffer or benefit from these undertakings.

The literature has taken two different sides on this unanswered question. One side is the fact that occupying several roles in life can afford assets for women. The other side is that overextending oneself can lead to role strain and stress. Role strain is the type of strain
experienced within a person's particular role. Women today are often involved in multiple roles (e.g. wife, mother, employee, homemaker, student, etc.). Those women who are working on careers and simultaneously caring for young children may find difficulty in managing these multiple roles (Baruch, 1984). Dual career families are those who are comprised of a husband and wife who are pursuing careers simultaneously. Much of the demand to undertake multiple roles in the past 25 years, although working class women have experienced this for years, comes from the increase in middle class dual-career families: 9.3 million in 1950, 13.4 million in 1960, and 28.8 million in 1987 (Bedeian, Burke, Moffett, 1988). As Freeman, Logan, & McCoy (1987) suggest, the increased stress women experience may result from an adjustment to multiple-role responsibilities. The result of attempting to manage multiple roles can lead to stress. The primary roles defined for the purpose of this study are parent, worker or student, and spouse. The purpose of this study is to examine the differences between multiple role working women and multiple role college women in relation to role strain.

**Stress**

Stress can take on many forms and is experienced in differing degrees. The type of stress referred to here is
dysfunctional stress. Freeman, Logan, and McCoy (1987), identify dysfunctional stress as a build-up of stress from various areas with a lack of problem-solving techniques and support systems. Stress is broken down into four stages: Stage of alarm - arousal toward a noxious stimulus; Stage of appraisal - an appraisal of what significance the stressful event has; Stage of coping - search for a coping strategy to deal with the stressful event; and Stage of the stress response - the outcome of this stage can be disorganization or exhaustion, which in turn affects emotional and physiological processes (Zegans, 1982). Stress need not occur only in response to life threatening events. As Lazarus (1981) states, stress can occur from the little everyday hassles all of us experience in response to our environment. Two types of stress related to multiple roles in particular have been identified. One type is spillover, which is when work stress is brought home and vice versa; and the other type is crossover, where the stress experienced by one spouse in a two career family affects the other spouse (Bolger, DeLongis, Kessler, & Wethington, 1989).

**Multiple roles**

Women are likely to experience more stress because they typically assume more responsibility for child care and household maintenance than men (Johnson and Johnson cited in
Haw, 1982). This fact is also supported by Hochschild (1989). She conducted a study to investigate how men and women divide household tasks. She found that women did 75 percent of the household chores on average. In addition, her results indicated that women handled 80 percent of the domestic management. When it came to childcare though, the division of labor was more equal. In another study, Sekaran (1985) found that multiple role stress decreased life satisfaction as well as job satisfaction for women in dual career families. The stress experienced by women in dual-career families is more intense when children are present (Lewis & Cooper, 1983). This additional stress caused by children can be modified by perceptions, coping strategies and family dynamics. As previously mentioned, there is controversy with respect to stress and multiple roles. The fact of having multiple roles is what Crosby (1991) refers to as "juggling." Ultimately, Crosby feels that juggling need not be a curse, but can be a blessing, and that role involvement can afford women many benefits. Crosby acknowledges the research indicating that multiple role women do suffer stress, but she attributes this to sexism and not to the fact of multiple roles or what some have come to believe as an inadequacy females have in meeting demands. Crosby sees the growing population of women entering the workforce as a positive opportunity for society to make some adjustments for families, individuals, and communities.
Additional research regarding multiple roles was investigated with respect to women and psychological well-being (Baruch & Barnett, 1986). Within this research, Baruch and Barnett mention two previous research hypotheses regarding role involvement. One is the "scarcity" hypothesis (Marks and Goode, cited in Baruch & Barnett, 1986). The scarcity hypothesis states that as humans, our energy is limited, and multiple as well as incompatible roles diminish our well-being. The other hypothesis is the "enhancement" hypothesis (Marks; Sieber cited in Baruch & Barnett, 1986). The enhancement hypothesis is just the opposite of the scarcity hypothesis. In the enhancement hypothesis, multiple roles afford women increased self-esteem, status, a trade-off with other roles, and privileges. Baruch and Barnett see limitations to these hypotheses in that they focus on the number of roles and neglect the content and value of the roles themselves. Women in this study were either never-married, married without children, married with children, or divorced with children. Psychological well-being was measured by the Rosenberg (1965) Self-Esteem Scale; Derogatis et al. (1974) Hopkins Symptoms Checklist; and a pleasure scale. Role quality was measured by a scale to assess the rewards and concerns of each role. Again, it was the quality or lack of, rather than quantity of roles that was predictive of psychological well-being. If the benefits outweigh the
costs of a particular role then that role will have a more positive effect on well-being.

**Role strain: role overload and role conflict**

Lewis and Cooper (1983) show that mothers in particular are vulnerable to role strain. The reason for this role strain comes about from role overload and role conflict. In relation to these two stressors, Coverman (1989) investigated women's multiple role demands and stress related outcomes. Role conflict and role overload, although they may sound similar, are two distinct concepts. Role overload means not having enough time to meet too many role demands (Baruch et al. and Rapoport & Rapoport, cited in Coverman, 1989). Role conflict is "'the extent to which a person experiences pressures within one role that are incompatible with the pressures that arise within another role'" (Kopelman et al. cited in Coverman, 1989, p. 968). Accordingly when one of a person's multiple roles make it hard to meet the requirements of another role, then in that case, role overload has led to role conflict.

In relation to role conflict, Coverman conducted a study consisting of 687 married men and 249 married women. The question of, "How much does your job and your family life interfere with each other?" gave a measurement of role conflict. Total time spent on paid work and domestic work gave an indication of role overload. The results indicated
that men's marital satisfaction, men's job satisfaction and women's job satisfaction were decreased by role conflict. Most prevalent was the finding that the strongest influences on mental health and well-being for both sexes lies in their satisfaction with their various roles. Role overload and role conflict were also the topic of a study by Barnett and Baruch (1985). This study, however, looked only at women and included anxiety along with role overload and role conflict as their three stress indices. The basis of this study was to examine the interaction between women's multiple roles which included: number of roles occupied, particular roles, and the quality of experience within each role. The roles used for this study were that of paid worker, mother, and wife. The authors' hypothesis was that a woman's level of role strain would be predicted more by the particular roles she held rather than the number of roles. Subjects were all Caucasian women in the age range of 35 to 55 years. Measurements used were number of roles; the question, "How often do the things you do add up to being just too much?" to measure role overload; the question, "How often do you have to juggle different obligations that conflict with one another and give you a pulled-apart feeling?" to measure role conflict; a scale measuring anxiety, developed by Derogatis, Lysman, Rickels, Uhlenhuth, & Covi (1974); and a measurement of quality of experience, indexed by rewards and concerns, developed by
Baruch et al. (1983). Using hierarchical multiple regression analysis, the results of this study indicated that women experienced more stress as a result of their role as parent than as paid worker, and quality of experience, which was an index of the balance between rewards and concerns in a role, was an independent predictor of role overload, role conflict and anxiety. Another interesting finding was that educational attainment was related to role conflict. Two speculations about why this is true were provided. They were: women who were highly educated may report more role conflict or they may indeed have more role conflict. Women also experienced more role conflict than men in a study by Greenglass (1988). They experienced more role conflict in their specific familial roles and between their familial roles and their work roles. The family unit is also a key component with respect to support.

Support

Support, specifically support provided by husbands, appears to be a key factor in role strain. When husbands fail to take over some of the household chores from their working wives, then role strain for the wife is increased. As Baruch, Barnett, Rivers (1983) stated, "the less he did, the greater her role strain" (p. 142). In Reibstein’s study (cited in Lieberman, 1982) of social support, husbands played a critical role in reducing distress. Wives were more satisfied with their maternal roles when they received
support from their husbands. Lieberman also found stress reduction for both husbands and wives when their respective spouses were their confidants.

Crosby (1986) found that men are supportive of their wives working outside the home as long as either the husbands are not inconvenienced or the wives do not put their job responsibilities before their home responsibilities. When husbands do not provide support or approval of their wives' choice to return to work, then her self-esteem and control are diminished (Baruch, Barnett, and Rivers, 1983). Another aspect to self-esteem and a feeling of control involves social status and the power a person has in society.

**Social status and power**

Social status is defined by Fichter (1971) as "the rank or position that the person's contemporaries objectively accord to him/her within his/her society" (p. 51). The determination of status comes from various areas: wealth, ancestry, function in society, education, religion, sex, and physical appearance. Likewise there are various types of status: economic, marital, group, employment, political, etc. Whether a person has high or low status in a society can affect his or her stress levels. People with low-status roles have less privacy than those with high-status roles. This lack of privacy also constitutes a lack of control over one's environment. The lack of control results
in greater stress levels (Stoklos cited in Pearlin, 1982). Those individuals who have a lower status in society also have less negotiating power with their role partners (Thoits, 1987). As Horowitz (1982) states, "people who occupy powerful roles have fewer symptoms of distress than those who are powerless" (p.714).

Although each person has many areas of status, one area will stand out above the rest. Fichter refers to this as the key status. Key status is based upon the dictates of the society. In American society, economics are very highly valued, therefore, a person's occupation will more than likely be his/her key status. Since income is so valued in our society, higher prestige is afforded those who have larger incomes. Family income was found to contribute to women's mastery and pleasure over their roles (Baruch, Barnett & Rivers, 1983). Those women with high-prestige jobs were also higher in well-being. Outside employment in general was also found to contribute positively to a woman's well-being. The additional income helped to provide an increase in social status (Long & Porter, 1984). Income from paid employment has the indirect benefit for women psychologically, by providing them with power to pursue their choices in life. It has also been shown that when a wife enters the workforce, her power within the family structure increases, while her husband's decreases (Crosby, 1986). Eidelson (1986) has shown that paid employment
contributes to better mental health for women by providing validation of competence, and helps raise their status and power inside their marriages. As previously stated, a person's status level can affect his/her perceived stress. Those with lower status levels are likely to experience more stress. Fortune (1987) states that one particular source of stress for students is low status. This low status standing can not only be stressful in and of itself, but it can also be stressful in relation to the discrepancy of a higher level of education.

**Status inconsistency**

When an individual ranks high on one status indicator (e.g. education) and high on another status indicator (e.g. income) then this individual is said to be status consistent or what is often referred to as status crystallized. Lenski's work (1954) provides the basis for this sociological concept. When an individual occupies two or more different levels of status, then they are experiencing status inconsistency. To test this theory, Lenski assessed individuals status on the following levels: income, occupation, education and ethnicity. In his measurement of status crystallization, he found that those people who had high consistency in regards to status would be closer to one hundred on his status crystallization scale. Those who showed more inconsistency would be closer to zero on the
scale. The conclusion Lenski posits is that those individuals in society who have a lower level of status crystallization will feel pressure to change from those who are more crystallized (Lenski, 1954; Tumin, 1985, p. 63). An example of someone who is status inconsistent would be a black physician. He has achieved high status in income and education, but is lower in status by virtue of his race (Kelsall, Kelsall, & Chisholm, 1984, p. 72; Krauss, 1976, p. 89). This discrepancy in status can result in stress and conflict for the individual.

Further research on status inconsistency was conducted by Baldwin, Floyd, Jr., and McSeveney (1974). They found status inconsistency to be a weak variable. In a similar investigation, Jackson (1962) looked specifically at status inconsistency and its relationship to stress. Jackson precedes his investigation by discussing the concept of expectations. The status inconsistency someone experiences can cause conflicting expectations. This conflict arises from others' expectations, the person's expectations of others and the person's expectations of him/herself. Results of these conflicting expectations are frustration and uncertainty. Status levels were again measured by assessing ethnicity, occupation and education. Results indicated that those individuals with a higher racial-ethnic rank than an occupation rank or education rank showed more signs of stress. From these results, they concluded that
although status inconsistency is stressful for people, those with high racial-ethnic rank and lower occupational or educational rank, experience stress physiologically. This can be furthered explained by the difference between achieved and ascribed ranks. An achievement rank is something that a person works for. An ascribed rank is merely attained by birth into a particular group, as in this case a particular racial group. Jackson offers a possible explanation for the physiological stress experienced by those with inconsistent racial and occupational or racial and educational ranks. His explanation is that when a person’s achievement rank is lower than his/her ascribed rank, then there is a perception of personal failure. This perception causes self-blame and thereby contributes to more stress. Another factor which may affect stress is self-perceived competence or self-efficacy.

**Self-efficacy and outcome expectancy**

In Bandura’s (1977) research on self-efficacy, he defines the construct as "the strength of one’s belief that he or she can successfully execute the behavior required to attain some outcome." In a study to measure role conflict and level of self-efficacy, Friedlander, Keller, Peca-Baker and Olk (1986) investigated how counselor trainees reacted to their supervisor’s recommendations in relation to their self-efficacy levels. They found that self-efficacy
expectations and anxiety were inversely related. More self-efficacious trainees were less anxious about their supervisor’s recommendations.

Bandura (1982) performed an analysis to assess how self-efficacy affects our actions, thought patterns and emotional arousal. He defines perceived self-efficacy as, "concerned with judgments of how well one can execute courses of action required to deal with prospective situations" (p.122). Bandura also distinguishes the differences between self-efficacy expectancies and outcome expectancies. Self-efficacy expectancy is the belief that someone will be able to perform a required behavior successfully to achieve a certain outcome. An outcome expectation involves someone’s estimation of how a certain behavior will contribute to certain outcomes. Those with high perceived self-efficacy will exert more effort to complete a task. In relation to emotional responses, individuals with a low level of self-efficacy will dwell on their possible mistakes and shortcomings in a situation, which will in turn cause anxiety and stress. How a person judges her self-efficacy is based on performance attainments, observations of others’ performances, physiological states, and social influences as to the person’s capabilities. Bandura also discusses self-efficacy and fear arousal, a concept which relates directly to this research project. How an individual copes with problem
situations is related to her perceived self-efficacy. People who lack self-efficacy will feel less in control of a situation, and will therefore be more fearful. Cognitively, those people who are less self-efficacious tend to magnify threats and are concerned about events that may not even happen. Inefficacious individuals can also back away from certain tasks, because they feel they are unable to perform or may feel that their efforts will go unrewarded. Self-efficacy can also be related to a person's self-concept, which research has connected to a need to achieve certain goals and accomplish certain tasks. There has also been research conducted to determine if the concept of self-efficacy can be applied to groups as well as individuals (Riggs cited in Jex and Gudanowski, 1991). The connection between efficacy and groups is what is referred to as "collective efficacy", which revolves around the group's collective ability to engage in certain behaviors within a job. In a recent study by Jex and Gudanowski (1991), individual and collective efficacy beliefs were assessed in relation to psychological strain. Results indicated that individual efficacy was related to frustration, but only a weak relationship; moderately related to anxiety and was not related to stressors. Collective efficacy was related to all of the psychological strains.
Role expectations

Role theory indicates that multiple roles increase strain. On the other hand, social-support theory shows that multiple roles can reduce strain. In an attempt to alleviate some of the controversy as to how our roles affect symptoms of strain, Cooke and Rousseau (1984) investigated family and work-role expectations. They defined work-role expectations as an expectation to expand working hours beyond the norm. Family roles were defined by whether a spouse was present and how many children the subject had. There were also measures used to assess work overload, work/nonwork interrole conflict, psychological strain, and physical strain. Conclusions indicated that as people marry and have children they may experience increased interrole conflict, the effects of work expectations on perceived overload become stronger, and on a positive note, having a spouse and children increases physical well-being after the family-role demand relationship to stressors is accounted for. Ultimately, the authors concluded that work-role expectations are strain inducing and family-roles can increase and decrease physical symptoms of strain. Although family roles and work roles, in relation to strain, have been given considerable attention in the literature, the role of student has not been researched as heavily.

Academic stress

Although stress can be experienced from many areas of
ones’ life, Kohn and Frazer (1986) investigated the level of academic stress felt by students. Kohn and Frazer developed an academic stress scale to assess just that. From 202 college students, 35 stressors were obtained and assessed. The items that caused the most significant stress were: final grades, excessive homework, term papers, and examinations.

Additional research has examined stress in relation to graduate students in different disciplines. One such investigation was conducted by Heins, Fahey, and Leiden (1984). In this study, stress was assessed in medical, law, psychology, and chemistry graduate students. Results showed that the prime causes of stress were: academic concerns, pressures from time and lack of money. The law students were the group exhibiting the most stress. Regardless of the program, the final conclusion was that participating in graduate work does contribute to stress.

The role of student may only be one of several other multiple roles. Women doctoral students and their experiences with stress was looked at by Holahan (1979). The variables used were time pressures, marital pressures, and overall stress in relation to type of department and need for support. What was shown was that a student in a nontraditional area of study, with a high need for support would experience more stress than someone with a lower need for support in the same area. In traditional areas of study
support is usually high. Therefore, the support is not usually a contributor to the stress someone exhibits. Likewise, Fortune (1987) obtained information about graduate students in social work (MSW) in relation to multiple roles, well-being and stress. Fortune referred to these students with multiple roles as "nontraditional." These nontraditional MSW students were not at greater risk of experiencing stress than traditional students. In actuality, according to this study, students with multiple roles reported less stress and had better well-being. The only variable ultimately associated with level of stress was Locus of Control. Those subjects who had an internal locus of control fared better on the stress and well-being indices. Some possible reasons for these results were that those people with multiple roles are provided with support; they have other concerns and may not focus so intensely on school problems; and with many roles occupied at once, there may be some solace in knowing that at least one role they occupy is a success.

How exactly graduate school affects families of graduate students was assessed by McLaughlin (1985). McLaughlin sought to investigate, through a literature review, how families cope with a member being a graduate student in relation to stress, time constraints, financial concerns, communication problems, and role conflict. In a contradiction of the Fortune article, women who were most
successful in graduate work with the least amount of role
conflict were single and divorced. Those who attempted to
combine the identities of spouse and student were the least
successful (Feldman cited in McLaughlin, 1985). Sources of
stress for the women graduate students were: child care
arrangements, sexual dissatisfaction, lack of finances, lack
of leisure time, lack of interaction with professors, role
conflict and time pressures. All the time and commitment
that is invested in graduate education is that much less
time devoted to spouse and family (Gruver and Labadie cited
in McLaughlin, 1985).

Nontraditional (women returning to school after raising
children) students was also the focus of a study by Gerson
(1985). Specifically, Gerson looked at the differences in
stress experienced by students with multiple roles and
housewives. This comparison revealed that students had
greater role gratification, but also had greater role strain
then the housewives. In the assessment of family income,
this variable was positively correlated with role
gratification for housewives and negatively correlated with
role strain for students. Extradomestic roles served to
reduce strain for both groups. The conclusion here is that
students received more benefit and more disadvantages from
their roles than housewives, but the students ultimately had
more perceived net gratification.

Another study using multiple role women students was
conducted by Beutell and Greenhaus (1983). Conflict and coping were investigated between home and non-home roles, and in relation to sex-role attitudes. Women with traditional husbands experienced more conflict between role demands. Women who held more nontraditional views experienced more home/non-home conflicts than women with traditional views. Finally, those women with traditional sex-role attitudes, chose reactive coping to deal with conflicts, as opposed to structural role redefinition or personal role redefinition. Women who are less rigid in traditional sex roles may experience less conflict between spouse and student roles (Feldman, 1974). As women also subordinate their career to their family, they may also do so within their role as student. This is seen in the fact that more women are part-time graduate students than men.

As many graduate students will attest, graduate school takes up more time than an eight-hour-a-day job (Katz & Harnett, 1976). Katz and Harnett also make some observations in regard to the stress experienced by graduate students. Graduate students face more demands than they may have as undergraduates; they may feel, especially during tough economic times, that all their effort will be for naught in trying to find a decent job (p. 166). For a while, graduate students have been functioning in the world of academia. The transition into the nonacademic world can cause additional stress (p. 172). Women returning to school
after a break can experience stress from an environment that isn’t normally conducive to older students (p. 174). As Brandenburg (1974) has also mentioned, these women very often come up against resistance from their spouse, family and friends. A spouse may not be supportive and help out with household chores; children may feel slighted by a perceived lack of attention; and friends may feel threatened by seeing someone else do something they wish they had undertaken. Married graduate students may find it difficult to meet the requirements of student, spouse, and parent. Sources of conflict and subsequent stress for married female graduate students are: time conflicts revolving around child care, personal care, commuting and housework, and conflicts arising from not only pressures from their own graduate work, but also from trying to help their spouse and children. These pressures lead to stress and a higher drop-out rate for female students.

The primary question and purpose of this study is to identify if multiple role college women do experience more role strain than multiple role working women. In light of this purpose and previous research findings, the following hypotheses are proposed.
**Hypothesis 1:** Multiple role college women will experience a higher level of role strain and role conflict than multiple role working women.

**Hypothesis 2:** Women who are more self-efficacious and who have a higher level of outcome expectancy will experience less role strain than those who are less self-efficacious.

**Hypothesis 3:** Multiple role women who receive more social support will report lower levels of role strain.

**Hypothesis 4:** Multiple role college women will experience a higher level of status inconsistency than multiple role working women.

**Hypothesis 5:** Those women who exhibit a higher score on the quality of experience scale will experience less role strain than those women who had a lower score on the quality of experience scale.

**METHOD**

**Sample**

The sample will consist of married or cohabiting women who have children at home and work full-time (35 hours or more per week) or are married or cohabiting women who are
students and do not have outside paid employment. All subjects were treated in accordance with the ethical principles of the APA.

**Procedure**

Volunteers for this study were obtained from local universities. The volunteers were asked to fill out a questionnaire in person, and were given a brief explanation of the study. The volunteers who are working women were obtained from local area businesses.

**Assessment**

**Role Strain**

Role strain is the type of strain experienced within a person's particular role. Role strain was assessed by three measurements. One was a 12-item Interaction Strain Scale by Parry and Warr (1980). This scale had an alpha of .75. The second assessment technique was the Home Role Attitude Scale, with an alpha of .71 and the third assessment was the Employment Role Scale, with an alpha of .78 by Parry and Warr (1980).

**Role Conflict**

Role conflict occurs when one role interferes or
hinders the performance of another role. Role conflict was assessed by a role conflict scale developed by Holahan and Gilbert (1980). In the past, this scale has provided alphas of .66 to .80. A five-point Likert scale (1=causes no internal conflict to 5=high internal conflict) was utilized.

**Self-efficacy and outcome expectancy**

Perceived self-efficacy is the extent to which a person believes that she can perform a task. Outcome expectancy is the relationship between effort and performance. The measurement of self-efficacy assessed perceived self-efficacy beliefs and outcome expectancy, using a 6-point Likert scale developed by Matt Riggs (1989).

**Family/work role incompatibility**

Conflict between family and work was assessed by a scale developed by Jones and Butler (1980). The scale was in a five-point Likert type format (1=never to 5=almost always). Originally, this scale was a two-item scale; unfortunately, due to a typographical error, neither item was used.

**Role overload**

Role overload occurs when a person has too many demands and subsequently performance is hindered. A three-item role
overload scale was used, which was originally developed by Beehr, Walsh, and Taber (1976). A seven-point (1=strongly disagree to 7=strongly agree) Likert format was used. The reliability of these items was .56.

**Support**

What is referred to here is social support from others and also included was how people preferred to keep their problems to themselves. The scale was developed by Burke, Weir and DuWors (1980).

**Stress**

Specifically this stress measure was used to assess dysfunctional stress, which is evidenced by an accumulation of stress from various areas of a person's life and problem solving barriers. An overall stress inventory by Freeman, Logan and McCoy (1987) was used to evaluate stress. This scale had not been previously analyzed.

**Quality of experience**

Quality of experience refers to a net gain between costs and benefits of each role that a woman occupies. The quality of experience within roles was analyzed by six scales developed by Baruch, Barnett and Rivers (1983). The six scales when previously analyzed had alphas ranging from .71 to .94.
Status inconsistency

Status inconsistency was measured by a method devised by Baldwin, Floyd & McSeveney (1975). The measurement consisted of indexing the following items: marital status (married, single, detached); occupation (professional and technical, skilled and semi-skilled and unskilled, and not in the labor force); and welfare status (no welfare, welfare plus income, and welfare). Each variable then became a status rank for each person. Those with all three ranks the same (111, 222, 333) were status consistent; those with two like ranks and a change of one step in the third dimension (112, 323, etc.) were seen as moderately inconsistent; those with no like ranks (123, 312, etc.) were categorized as strongly inconsistent; and those with a change of two steps on the third dimension and two like ranks (313, 113, etc.) were thought to be severely inconsistent.
RESULTS

Demographics

There were 128 subjects who participated in this study. The student group was obtained from California State University, San Bernardino, and the working group was obtained from area businesses. All were females who were either married or cohabiting, and had one or more children. Their age range was from 18-50. Seventy-four of the participants were not in the labor force and fifty-four did have paid employment.

Reliability of measures

Role strain. The Home Role Attitude Scale achieved an alpha of .70. This scale was taken by the student group as well as the working group in order to assess their attitude toward their role as mother and homemaker. The Employment Role Attitude Scale, (alpha .74) was answered by the working group of women regarding their role as paid worker. The other assessment was the Interaction Strain Scale,(alpha .69). This scale was also taken by the working group of women to assess their strain on the job.

Role conflict. Role conflict was assessed by a role conflict scale. For this sample an alpha of .92 was achieved. Both groups of women, n = 115, participated in
this part of the survey. This scale was used to assess marital role conflict.

**Self-efficacy and outcome expectancy.** The self-efficacy scale which yielded an alpha of .77 was taken by 123 women belonging to both groups, and the outcome expectancy scale, with an alpha of .78, was taken by 114 women, also from both groups.

**Role overload.** Role overload was assessed with a three-item role overload scale, with an alpha of .54 achieved. Both groups answered the questions on this scale, \( n = 124 \), which assessed whether women had enough time to do their work.

**Support.** To assess support, an eleven-item support scale, with an alpha of .64 was utilized. The support scale was taken by both groups of women, \( n = 123 \), and looked at social support from friends, neighbors, and spouse.

**Stress.** This scale yielding an alpha of .88. Until now, this scale was merely an inventory of stress experiences and had not been psychometrically analyzed. Our choice to use this scale was supported by the sufficient alpha achieved. Again, both groups participated in this part of the survey to assess how stressful their lives were.
Quality of experience. The scales used assessed the level of job rewards, alpha of .92; level of job concerns, alpha of .89; level of marriage rewards, alpha of .94; level of marriage concerns, alpha of .93; level of mother rewards, alpha of .89; and level of mother concerns, alpha of .88. The quality of job rewards scale was taken by the working group of women, n = 52, to assess what these women felt was rewarding about their employment. The quality of job concern scale was also taken by the working group, n = 54, and was used to identify concerns of employment. The quality of marriage rewards was taken by both groups of women, n = 121, to assess rewards within a marriage. The quality of marriage concerns scale, n = 125, evaluated the concerns of a marriage. The quality of mother rewards, n = 109, looked at the rewards within the maternal role, and the quality of mother concerns, n = 112, assessed concerns regarding being a mother.
Table 1

**Descriptives for all scales**

<table>
<thead>
<tr>
<th>Scale</th>
<th>Mean</th>
<th>SD</th>
<th>Min</th>
<th>Max</th>
<th>Range</th>
<th>Alpha</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Home Role</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attitude</td>
<td>23.27</td>
<td>5.04</td>
<td>12</td>
<td>33</td>
<td>12-36</td>
<td>.70</td>
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<tr>
<td><strong>Employment</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attitude</td>
<td>28.64</td>
<td>5.32</td>
<td>16</td>
<td>36</td>
<td>16-48</td>
<td>.74</td>
</tr>
<tr>
<td><strong>Interaction</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strain</td>
<td>19.92</td>
<td>5.47</td>
<td>12</td>
<td>34</td>
<td>12-36</td>
<td>.69</td>
</tr>
<tr>
<td><strong>Role</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conflict</td>
<td>93.68</td>
<td>30.92</td>
<td>33</td>
<td>184</td>
<td>33-165</td>
<td>.92</td>
</tr>
<tr>
<td><strong>Self-Efficacy</strong></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>55.07</td>
<td>7.71</td>
<td>34</td>
<td>72</td>
<td>34-204</td>
<td>.77</td>
</tr>
<tr>
<td><strong>Outcome Expectancy</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
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<td>40</td>
<td>78</td>
<td>40-240</td>
<td>.78</td>
</tr>
<tr>
<td><strong>Role Overload</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>12.39</td>
<td>2.32</td>
<td>7</td>
<td>19</td>
<td>7-49</td>
<td>.54</td>
</tr>
<tr>
<td><strong>Support</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>25.56</td>
<td>6.08</td>
<td>15</td>
<td>43</td>
<td>15-75</td>
<td>.64</td>
</tr>
<tr>
<td><strong>Stress</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>57.67</td>
<td>18.75</td>
<td>9</td>
<td>103</td>
<td>0-45</td>
<td>.88</td>
</tr>
<tr>
<td><strong>Quality of Job Rewards</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>51.82</td>
<td>10.62</td>
<td>26</td>
<td>74</td>
<td>26-104</td>
<td>.92</td>
</tr>
<tr>
<td><strong>Quality of Job Concerns</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>33.05</td>
<td>9.93</td>
<td>19</td>
<td>60</td>
<td>19-76</td>
<td>.89</td>
</tr>
<tr>
<td><strong>Quality of Marriage Rewards</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>46.09</td>
<td>10.29</td>
<td>18</td>
<td>60</td>
<td>18-72</td>
<td>.94</td>
</tr>
<tr>
<td></td>
<td>Means</td>
<td>SD</td>
<td>Min</td>
<td>Max</td>
<td>Range</td>
<td>Alpha</td>
</tr>
<tr>
<td>----------------------</td>
<td>-------</td>
<td>-------</td>
<td>-----</td>
<td>-----</td>
<td>----------</td>
<td>-------</td>
</tr>
<tr>
<td>Quality of Marriage</td>
<td>27.67</td>
<td>10.82</td>
<td>15</td>
<td>58</td>
<td>15-60</td>
<td>.93</td>
</tr>
<tr>
<td>Concerns</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quality of Mother</td>
<td>46.03</td>
<td>7.39</td>
<td>24</td>
<td>56</td>
<td>24-96</td>
<td>.89</td>
</tr>
<tr>
<td>Rewards</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quality of Mother</td>
<td>26.14</td>
<td>7.73</td>
<td>14</td>
<td>49</td>
<td>14-56</td>
<td>.88</td>
</tr>
<tr>
<td>Concerns</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 1
Descriptives for all scales cont.
Tests of Hypotheses

Hypothesis 1. Descriptive statistics for both groups, such as mean, standard deviation, and t values for role conflict, role overload, and stress are presented in Table 2. Hypothesis 1 states that multiple role college women would experience a higher level of role strain and role conflict than multiple role working women. There was moderate support for hypothesis 1 as role conflict and role overload were significantly different by group at the p < .025 level.
Table 2

**t-test Statistics for Hypothesis 1**

<table>
<thead>
<tr>
<th></th>
<th>Role Overload</th>
<th>Role Conflict</th>
<th>Stress</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Grp 1</td>
<td>Grp 2</td>
<td>Grp 1</td>
</tr>
<tr>
<td>Means</td>
<td>72.7</td>
<td>59.8</td>
<td>12.5</td>
</tr>
<tr>
<td>SD</td>
<td>27.3</td>
<td>26.5</td>
<td>3.3</td>
</tr>
<tr>
<td>N</td>
<td>62</td>
<td>53</td>
<td>70</td>
</tr>
<tr>
<td>t</td>
<td>2.57</td>
<td></td>
<td>t = 3.2</td>
</tr>
<tr>
<td>p</td>
<td>.012</td>
<td></td>
<td>p = .002</td>
</tr>
</tbody>
</table>

**Note.** Grp1 = students; Grp2 = working subjects

---

**Home Role Attitude**

<table>
<thead>
<tr>
<th></th>
<th>Grp 1</th>
<th>Grp 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Means</td>
<td>22.9</td>
<td>23.7</td>
</tr>
<tr>
<td>SD</td>
<td>5.6</td>
<td>3.9</td>
</tr>
<tr>
<td>N</td>
<td>72</td>
<td>48</td>
</tr>
<tr>
<td>t</td>
<td>t = -.91</td>
<td></td>
</tr>
<tr>
<td>p</td>
<td>p = .362</td>
<td></td>
</tr>
</tbody>
</table>

**Note.** p < .05
**Hypothesis 2.** Hypothesis 2 proposed that women who were more self-efficacious would experience less role strain that those who were less self-efficacious. This assumption was analyzed using a correlation and the results are presented in Table 3. Hypothesis 2 was also moderately supported by the fact that role conflict, interaction strain, and stress were negatively correlated with perceived self-efficacy beliefs and with outcome expectancy. This indicates that the less self-efficacious a person is the more role strain she will exhibit. Home role attitude and employment role attitude were positively correlated with both self-efficacy and outcome expectancy. Someone who is more self-efficacious had better home role and employment role attitudes.
Table 3

Correlations for Hypothesis 2

<table>
<thead>
<tr>
<th></th>
<th>Self-Efficacy</th>
<th>Outcome Expectancy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Role Conflict</td>
<td>-.225*</td>
<td>-.011</td>
</tr>
<tr>
<td></td>
<td>(111)</td>
<td>(102)</td>
</tr>
<tr>
<td>Interaction Strain</td>
<td>-.194</td>
<td>-.206</td>
</tr>
<tr>
<td></td>
<td>(51)</td>
<td>(48)</td>
</tr>
<tr>
<td>Home Role Attitude</td>
<td>.350**</td>
<td>.199</td>
</tr>
<tr>
<td></td>
<td>(117)</td>
<td>(108)</td>
</tr>
<tr>
<td>Employment Attitude</td>
<td>.053</td>
<td>.306</td>
</tr>
<tr>
<td></td>
<td>(51)</td>
<td>(48)</td>
</tr>
<tr>
<td>Stress</td>
<td>-.167</td>
<td>-.152</td>
</tr>
<tr>
<td></td>
<td>(118)</td>
<td>(109)</td>
</tr>
</tbody>
</table>

Note. * p < .01 ** p < .001 (one-tailed test)
Hypothesis 3. Hypothesis 3 stated that multiple role women who receive more social support would report a lower role strain level. Table 4 presents the correlational results for hypothesis 3, social support is moderately correlated with role conflict (.22), interaction strain (.26), and stress (.39) in a positive direction. Support was negatively correlated with home role attitude (-.45) and with employment attitude (-.31). These results are an indication that a supportive environment is conducive to lower levels of role strain.
Table 4

Correlations for Hypothesis 3

<table>
<thead>
<tr>
<th></th>
<th>Social Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Role Conflict</td>
<td>.224</td>
</tr>
<tr>
<td></td>
<td>(111)</td>
</tr>
<tr>
<td>Interaction Strain</td>
<td>.260</td>
</tr>
<tr>
<td></td>
<td>(51)</td>
</tr>
<tr>
<td>Stress</td>
<td>.398**</td>
</tr>
<tr>
<td></td>
<td>(118)</td>
</tr>
<tr>
<td>Home Role Attitude</td>
<td>-.454**</td>
</tr>
<tr>
<td></td>
<td>(115)</td>
</tr>
<tr>
<td>Employment Attitude</td>
<td>-.311</td>
</tr>
<tr>
<td></td>
<td>(51)</td>
</tr>
</tbody>
</table>

Note. * p < .01 ** p < .001 (one-tailed test)
A higher score on the social support scale indicated less social support experienced.
**Hypothesis 4.** Hypothesis 4 indicated that multiple role college women would experience a higher level of status inconsistency than multiple role working women. Status is seen as a value of social worthiness or a place of prestige within society. A chi-square provided the results presented in table 5. Hypothesis 4 was supported. However, a violation of one of the assumptions of the use of chi-square occurred. The violation was that two of the eight cells had expected frequencies of less than five. The eight cells were collapsed into four to dichotomize the variables into consistent and inconsistent status levels. After dichotomizing, the results again indicated that the student group was more status inconsistent than the worker group.
Table 5

**Chi-Square Analysis for Hypothesis 4**

<table>
<thead>
<tr>
<th>Status</th>
<th>Consistent</th>
<th>Moderately Inconsistent</th>
<th>Strongly Inconsistent</th>
<th>Severely Inconsistent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student</td>
<td>0</td>
<td>1</td>
<td>3</td>
<td>70</td>
</tr>
<tr>
<td>Worker</td>
<td>27</td>
<td>22</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Chi Square</td>
<td>115.86</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>p</td>
<td>.000</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Note. 2 of the 8 table expected frequencies were less than 5*

**Chi-Square for Hypothesis 4, dichotomizing the status variables**

<table>
<thead>
<tr>
<th>Status</th>
<th>Consistent</th>
<th>Inconsistent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student</td>
<td>0</td>
<td>74</td>
</tr>
<tr>
<td>Worker</td>
<td>27</td>
<td>25</td>
</tr>
<tr>
<td>Chi Square</td>
<td>45.86</td>
<td></td>
</tr>
<tr>
<td>p</td>
<td>.000</td>
<td></td>
</tr>
</tbody>
</table>

*Note. Two-way was run to collapse the six cells of inconsistent status into two, since 2 of the 8 expected frequencies were less than five.*
Hypothesis 5. Hypothesis 5 predicted that those women who exhibited a higher score on the quality of experience scale would experience less role strain than those women who had a lower score on the quality of experience scale. The correlational results for hypothesis 5 are presented in table 6. These results indicate the following relationships among quality of experience and the role strain variables. Quality of job rewards was most highly correlated with employment attitudes (.48) and least correlated with stress (-.09). Quality of job concerns showed the highest correlations with interaction strain (.38) and stress (.39). Quality of marriage rewards showed the highest correlations with role conflict (-.36) and stress (-.46). Quality of marriage concerns indicated a fairly strong correlation with role conflict (.47) and with stress (.47); there was also a moderate correlation for home role attitude (-.39). The quality of mother rewards correlated moderately with stress (-.35) and were weakly correlated with role conflict (-.15), interaction strain (-.29) and home role attitude (.18). Quality of mother concerns was strongly correlated with stress (.49), moderately correlated with role conflict (.31) and home role attitude (-.36); and weakly correlated with interaction strain (.17) and employment attitude (-.16).

To further clarify the inter-relationship of quality of roles and role conflict, a multiple regression was run using
role conflict as the dependent variable. Quality of marriage concerns and rewards and quality of mother rewards and concerns were used as predictors. The results are shown in table 7. For role conflict, quality of marriage experience was predictive; however, quality of mother experience wasn’t. This would indicate that the quality of experience within a marriage is a more predictive indicator of role conflict than the quality of experience within the maternal role. These results are interesting, due to the fact that they do not concur with Barnett and Baruch (1985) who found the maternal role to be more predictive of role conflict.

In addition, a multiple regression was run using stress as the dependent variable. The results are shown in table 8. For stress, quality of marriage rewards and quality of mother concerns was predictive. Quality of marriage concerns and quality of mother rewards were not predictive. These results indicated that the amount of rewards within a marriage and the amount of concerns within the maternal role are the best predictors of stress. Hypothesis 5 is supported by these results, indicating that as quality of job rewards increases, so too does employment attitudes, whereas as job concerns increase, stress increases. The quality of marriage rewards show a negative relationship to role conflict and stress, and concerns show an increase in role conflict and stress. The scores for quality of mother rewards and concerns indicate that as a mother experiences
rewards in her role, role strain is reduced. Concerns had just the opposite effect for the role of mother.
Table 6

Correlations for Hypothesis 5

<table>
<thead>
<tr>
<th>Quality of Job</th>
<th>Role Conflict</th>
<th>Interaction Strain</th>
<th>Stress</th>
<th>Employ Attitude</th>
<th>Home Attitude</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rewards</td>
<td>.111</td>
<td>-.207</td>
<td>-.097</td>
<td>.482**</td>
<td>.490</td>
</tr>
<tr>
<td>Concerns</td>
<td>.193</td>
<td>.386*</td>
<td>.393</td>
<td>-.280</td>
<td>-.166</td>
</tr>
<tr>
<td>Rewards</td>
<td>-.368**</td>
<td>-.229</td>
<td>-.465**</td>
<td>-.021</td>
<td>.290**</td>
</tr>
<tr>
<td>Concerns</td>
<td>.477**</td>
<td>.296</td>
<td>.476**</td>
<td>.081</td>
<td>-.395**</td>
</tr>
<tr>
<td>Rewards</td>
<td>-.157</td>
<td>-.297</td>
<td>-.357**</td>
<td>-.028</td>
<td>.186</td>
</tr>
<tr>
<td>Concerns</td>
<td>.310**</td>
<td>.178</td>
<td>.499**</td>
<td>-.163</td>
<td>-.361**</td>
</tr>
</tbody>
</table>

Note. * p < .01 ** p < .001 (one-tailed test)
Table 7

Regression Analysis of Role Conflict

<table>
<thead>
<tr>
<th>Predictor</th>
<th>b</th>
<th>Beta</th>
<th>p value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality of Marriage Concerns</td>
<td>.780</td>
<td>.333</td>
<td>.0049</td>
</tr>
<tr>
<td>Quality of Marriage Rewards</td>
<td>-.638</td>
<td>-.249</td>
<td>.0184</td>
</tr>
<tr>
<td>Quality of Mother Concerns</td>
<td>.219</td>
<td>.065</td>
<td>.5594</td>
</tr>
<tr>
<td>Quality of Mother Rewards</td>
<td>-.230</td>
<td>-.061</td>
<td>.5447</td>
</tr>
</tbody>
</table>

Note. R squared for equation = .280
Table 8

Regression Analysis of Stress

<table>
<thead>
<tr>
<th>Predictor</th>
<th>b</th>
<th>Beta</th>
<th>p value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality of Marriage Concerns</td>
<td>.214</td>
<td>.135</td>
<td>.1775</td>
</tr>
<tr>
<td>Quality of Marriage Rewards</td>
<td>-.552</td>
<td>-.324</td>
<td>.0005</td>
</tr>
<tr>
<td>Quality of Mother Concerns</td>
<td>.770</td>
<td>.339</td>
<td>.0007</td>
</tr>
<tr>
<td>Quality of Mother Rewards</td>
<td>-.301</td>
<td>-.120</td>
<td>.1698</td>
</tr>
</tbody>
</table>

Note. R squared for equation = .428
DISCUSSION

The purpose of this study was to investigate the differences and similarities between multiple role working women and multiple role college women and each group's experiences with role strain.

The first hypothesis was supported by the results obtained. The results indicated that the student group did indeed experience more role conflict and more role overload than the working group. This hypothesis was postulated due mainly to the fact that outside expectations of what students really do with their time, does not coincide with reality. The key here is that as Katz & Harnett (1976) observed, graduate school can take up more time than an eight hour a day job. The problem for student mothers is that the world outside of academia does not view the student role as a job. Part of this problem revolves around not being familiar with exactly how time consuming student life can be and the other part is related to level of status, which was mentioned previously. Those women who return to school can encounter resistance from a spouse, children, friends, relatives, etc. who may not understand this new role their mother, wife, friend, has taken on. They also may not be able to fathom how by a woman acquiring this new role, things will change at home. Although families may view this change negatively, once adjustments are made, the benefits can outweigh the costs.
The second hypothesis which referred to role strain in relation to self-efficacy and outcome expectancy was supported by the results. These results indicated that those women who were more self-efficacious and had a higher outcome expectancy experienced less role conflict, interaction strain, and stress. These women also had more positive home and employment attitudes. These findings concur with the research conducted by Bandura (1982), which has indicated that self-efficacious people better handle problem situations. The implication here is that when a person feels she has control over her ability to complete a task or is confident of the outcomes associated with certain behaviors, then her confidence is increased and her fear of failure is reduced (Bandura, 1982). It is very often the unsureness one has of oneself that raises questions and therefore, anxiety regarding certain behaviors increases.

Hypothesis 3 proposed that those women who receive more social support would experience less role strain. This support came from friends, neighbors, and spouses. Results indicated a positive correlation between social support and role conflict, interaction strain, and stress. This would follow because when a woman has more social support as Baruch, Barrett & Rivers (1983) point out, there is a reduction in role strain. This support can take on many forms. Support may be provided by a husband or friend picking up the slack of household chores, child rearing
activities, or can also be in the form of providing emotional support or by being a confidant for someone. When a spouse is a confidant then the research bears out that stress is reduced for their respective spouse (Lieberman, 1982). Support, just as self-efficacy does provide control for a person. A lack of support decreases control and therefore, increases stress (Baruch, Barnett, & Rivers, 1983).

The results for hypothesis 4 provide evidence to support the assumption that multiple role college women experience a higher level of status inconsistency than multiple role working women. Overwhelmingly, the student group showed status inconsistencies while the working group was split between consistent status and moderate inconsistent status. In addition when the groups were clustered into consistent and inconsistent categories, the student group fell totally under the status inconsistency category, and the working group was split almost evenly between consistent and inconsistent. These findings provide support for the assumption that the women who are students and did not have paid employment had more severe status inconsistency than the working women. The possible reasons for this conclusion, are that the aspect of paid employment affords women with a higher level of status than women who do not have paid employment. The research also concludes that paid employment for women can better their mental
health, by providing competence and give them more power and status within their marriage (Edelson, 1986). Steil and Turetsky (1987) put it succinctly when they say, the differences in gender within marital influence run along the same lines as the differences in gender within occupational resources outside of marriage. When Steil and Turetsky conducted a study to identify marital influence they found that women had a greater share in major decisions at home and they had more freedom from running the home when the money they earned was comparable to their husbands' earnings.

The last hypothesis had proposed that women who exhibited a higher score on the quality of experience scale would experience less role strain. As indicated by the correlational results, as the quality of job rewards increase then role conflict, interaction strain stresses, and worries at home all decrease, while the overall attitude toward employment increases. The quality of job concerns were positively correlated with the strain measures, but negatively correlated with the employment and home attitude scales. This would indicate that as concerns increase at work, so too does strain and a good attitude about work decreases. Marriage rewards were found to affect home attitude positively. As the rewards are felt within a marriage, then the attitude toward home life would also take a positive turn. These rewards also helped to reduce the
strain women felt. Marital concerns, as would be expected, increased the strain variables and decreased worries at home and at work. In the study conducted by Baruch, Barnett & Rivers (1983) indicated that marriage affected a women's Pleasure side of well-being, but not the Mastery side. Pleasure is defined as finding life enjoyable and Mastery is feeling important and worthwhile. Earlier, marriage was thought to provide well-being and happiness for women, Baruch, Barnett & Rivers called this the "marriage myth," because it put impossible expectations on the institution. By women knowing that marriage doesn't significantly effect Mastery, then the burden of inflated expectations is relieved. Although marriage did not significantly affect Mastery it did however effect Pleasure. Marriage offers the same rewards to women as it does to men in relation to a sense of Pleasure. It offers warmth, intimacy, sharing, and an added richness. Problems or what Baruch, Barnett & Rivers identified as concerns revolved most often around emotional distance and job problems in a marriage. This involved lack of support, poor communication, and employment that wasn't secure.

Rewards experienced within the maternal role helped to decrease strain and promote a positive home attitude. Concerns on the other hand had just the opposite effect. As these results show, when rewards outweigh concerns within particular roles, strain is reduced within those roles.
These results concur with the research conducted by Barnett & Baruch (1985). There is evidence to indicate that role strain is not specifically related to the fact that a woman may have multiple roles, but more concretely based on her quality of experience within those roles. Steil & Turetsky (1987) again echo this perception when they note that future researchers need to look into the context of peoples’ lives to find that hidden costs and benefits for the fulfillment of their other roles in life. All of these positions follow along with Baruch & Barnett’s (1986) questions regarding the validity of the scarcity and enhancement hypotheses. As mentioned previously, scarcity involves limited energy, and enhancement refers to an increase in self-esteem and status by having multiple roles. Again, a balance among roles and quality of roles will help answer what part these hypotheses play in multiple roles for women.

Limitations

Although this research has confirmed the hypotheses proposed, there were some limitations to the research. Using only married or cohabiting women and separating women by employment status may have affected the results. There is also the limitation of using self report methods to get all the data, which can cause correlation inflation by the use of the same modality. Using a cross-sectional sample for what are process variables was also a limitation.
Lastly, not all questions in the survey were answered by both groups. By wording questions to refer either to paid employment or academic work, this limitation could be eliminated.

**Future research**

Future research based on this study could include an expansion on the status inconsistency aspect. A focus on level of social status within society and its' relation to stress and role strain would be helpful. There may also need to be the inclusion of single mothers and how they view their experiences with role strain. Possibly more in depth analysis of how much social support women truly do have or don’t have would be insightful. Another area which has not been specifically explored in this research, but is a vital aspect of social support, is that of mentoring. For both groups (employees and students) mentors can provide support in career advancement, networking, professional development, and personal identity. The aspect of personal identity would be a key area to explore further in regards to this research. Previous research indicates that mentors can help boost self-confidence in their proteges by acceptance and confirmation (Wright & Wright, 1987). Additionally there should be more focus on the benefits of multiple roles and not just a focus on the costs. Most prominently, more extensive research on the quality of experience within roles
to assess just how this aspect may be more important than number of roles, should be conducted.

**Summary and conclusions**

This research, as well as previous research, specifically Barnett & Baruch's and Crosby's has shown that the key in reducing stress for multiple role women is not to start abandoning roles, but to know how women function from within and find a balance between these diverse multiple roles.

The results from this study show that women who are students appear to experience more role strain than employed women. The causes of this added strain lie in a lower status and more status inconsistency for students. This lower status and inconsistency can be attributed to the fact that students are not paid for their work, and they have a higher level of education, but a lower level of income. Additionally, women with higher levels of self-efficacy, social support, and quality within roles are those who experienced less role strain. These three factors have been shown to be key components in the reduction of role strain and stress in general. By emphasizing the primary areas of status, quality of experience, and support in relation to multiple roles, this study hopefully has provided a better understanding of the importance of further research on this subject. This will not only benefit women in the future, but
benefit society as a whole. The key to establishing a less stressful society for multiple role women lies in balancing roles and knowing how these roles affect women and their world.
APPENDIX A: Method specifics

Subjects: N=128  Student Group (N=74)  Employee Group (N=54)

Married or cohabiting women with one or more children.

Assessments:

Role Strain - Interaction Strain Scale (alpha = .69)
   Employee Group

Home Role Attitude Scale (alpha = .70)
   Both Groups

Employment Role Scale (alpha = .74)

Role Conflict - Marital Role Conflict (alpha = .92)
   N=115  Both Groups

Self-efficacy - Perceived Self-efficacy (alpha = .77)
   N=123  Both Groups

Outcome Expectancy (alpha = .78)  N=114

Role Overload - (alpha = .54)  N=124  Both Groups

Support - Social Support Scale (alpha = .64)  N=124
   Both Groups

Stress - Overall Stress Inventory (alpha = .88)
   Not previously analyzed, both groups

Quality of Experience Scales

Quality of Job Rewards (alpha = .92)  N=52

Quality of Job Concerns (alpha = .89)  N=54
   Employee Group

Quality of Marriage Rewards (alpha = .94)  N=121
Quality of Marriage Concerns (alpha = .93) N=125
Quality of Mother Rewards (alpha = .89) N=109
Quality of Mother Concerns (alpha = .88) N=112
Both Groups
APPENDIX B: Participant consent form

Participant Consent

The objective of this study is to assess the level of strain experienced by multiple role women. In addition, this study will also examine other contributing factors to role strain. Role strain is an area which affects many individuals and is increasingly becoming a concern to organizations and individuals as well. In an attempt to identify the factors of role strain, it is hoped the employment roles and personal roles can be enhanced for multiple role women.

You will be asked to answer an 8-page questionnaire. It will take you approximately 20 minutes to complete this questionnaire. Your answers will be kept confidential and you can be assured complete anonymity. You are free to cease participation at any time or may choose not to participate. When this study is completed, the results may be obtained by contacting Dr. Janet Kottke (PS 116, Tel. 714-880-5585).

Summary

1. I understand the purpose of this study and what my participation will entail.

2. I understand that I am free to discontinue my participation in this study at any time and without penalty.

3. I understand that my responses will remain anonymous, but that group results of the study will be made available to me at my request.

4. I understand that at my request I can receive additional explanation of this study after my participation is completed.

Participant’s signature

Date: _____________________

*** Please include this consent with your questionnaire ***
APPENDIX C: Student questionnaire

QUESTIONNAIRE

This questionnaire has been formulated to investigate your experiences as a multiple role woman in today’s society. Please answer each question as honestly as you can. This questionnaire can be completed in approximately 20 minutes. Your answers will be kept in the strictest confidence. Thank you for your cooperation.

Here are some statements about being a wife and mother. Please read each one carefully and check one box for each statement. Choose either T for true, F for false, or DK for don’t know.

T  F  DK

1. My family really shows that they appreciate all I do for them.
2. I get a lot of help from my husband with routine tasks in the home.
3. Being a mother leaves me enough time to spend on myself.
4. I would like more adult conversation and company than I get at home with the children.
5. One of the good things about being a housewife is that I can plan my own day in the way I want.
6. I feel my family takes me too much for granted.
7. On the whole I have enough free time to do the things I want to do.
8. Life at home is too much the same routine day after day.
9. I wish my children showed their love for me more.
10. One of the bad things about being a mother is that I often have to put my family first and go without things myself.
11. I sometimes get in a panic about the problems of running a home.

Here are some statements to do with having a job outside the home. If you do not have paid employment, please skip this section.
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<td>T</td>
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<td>12. People where I work are very friendly.</td>
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<td>13. My job is very boring.</td>
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<td>14. I get the feeling of achieving something worthwhile in my job.</td>
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<td>15. I only do my job because I need the money.</td>
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<td>16. My boss is always ready to discuss people’s problems.</td>
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<td>17. My boss takes the work I do too much for granted.</td>
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<td>18. I wish I had more security in my job.</td>
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<td>19. There is a happy atmosphere in the place where I work.</td>
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<td>20. I really dislike my job.</td>
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<td>21. My boss is fair to everyone.</td>
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<td>22. Where I work, management asks workers first about changing anything that affects them.</td>
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<td>23. I am unhappy with my working conditions.</td>
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<td>24. The hours I work make it very difficult to look after the children.</td>
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<td>25. My job leaves me enough time to spend with my family and friends.</td>
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<td>26. My husband listens to me if I want to talk about what’s been happening at work.</td>
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<td>27. I feel guilty about leaving my children when I go out to work.</td>
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<td>28. When I am at work, I often worry about things to do with my home or children.</td>
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<td>29. I get so involved with my job that I feel a conflict of loyalty between my home and work responsibilities.</td>
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<td>30. I find it hard to get my children looked after when I am at work.</td>
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<td>31. My job gives me a welcome break from housework and children.</td>
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<td>32. My husband thinks it’s a good idea for me to go out to work.</td>
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<td>33. My working hours fit in well with those of my husband, and this makes it easier to arrange for the children to be looked after.</td>
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<td>34. Going to work makes me too tired to enjoy family life properly.</td>
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<td>35. The amount of travel needed to go to work interferes with family life.</td>
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Listed below are situations which commonly occur in the life of married couples. We are interested in knowing the degree of internal conflict within yourself that each of these particular situations poses for you—"at this time or stage of your life. Please use the following 5-point scale to indicate your opinion, how much internal conflict each of
the following situations presently poses for you. If a situation is not applicable to you, circle na.

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<td></td>
<td>causes no slight internal conflict</td>
<td>some internal conflict</td>
<td>moderate internal conflict</td>
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1 2 3 4 5 na (1) Putting yourself first in terms of your work versus your spouse putting himself first in terms of his work.

1 2 3 4 5 na (2) Wanting to be recognized at a high level in terms of your work versus wanting to maximize your personal development.

1 2 3 4 5 na (3) Supporting your child's recreational activities versus spending time on your career development.

1 2 3 4 5 na (4) Taking a long vacation with only your spouse versus being with your child.

1 2 3 4 5 na (5) Your need for time with your spouse versus your spouse's need for time with you.

1 2 3 4 5 na (6) Attending social functions which support your spouse's career versus attending functions congruent with your own interests.

1 2 3 4 5 na (7) Giving priority to your family versus giving priority to yourself.

1 2 3 4 5 na (8) Feeling that your spouse would be unable to function and keep himself together if he did not succeed career-wise versus wanting to put yourself first career-wise.

1 2 3 4 5 na (9) Wanting to advance career-wise versus wanting to have a family.

1 2 3 4 5 na (10) Spending most evenings on work-related activities versus spending most evenings with your family.

1 2 3 4 5 na (11) Entertaining the colleagues of your spouse versus using your recreational time for your needs.

1 2 3 4 5 na (12) Devoting recreational time to yourself versus devoting recreational time to your child.

1 2 3 4 5 na (13) Handling household management yourself versus feeling that your spouse should share household responsibilities.
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<th>causes no internal conflict</th>
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<td>1 2 3 4 5 na</td>
<td>(14) Wanting to be alone versus your child wanting to be with you.</td>
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<td>1 2 3 4 5 na</td>
<td>(15) Feeling it is more important for your spouse to succeed in his work versus feeling it is more important for you to succeed in your work.</td>
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<td>1 2 3 4 5 na</td>
<td>(16) Hiring a child-care person so that you and your spouse can have uninterrupted time together versus being with your child.</td>
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<td>(17) The life style you prefer versus the life style preferred by your spouse.</td>
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<td>(18) Feeling an overload in household responsibilities versus not trusting others to perform them.</td>
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<td>1 2 3 4 5 na</td>
<td>(19) Taking responsibility for the needs of your child versus wanting your spouse to take more responsibility in this area.</td>
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<td>(20) Spending prime time developing and maintaining the relationship with your spouse versus spending prime time developing and maintaining the relationship with your child.</td>
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<td>1 2 3 4 5 na</td>
<td>(21) Taking a vacation by yourself versus taking a vacation with your spouse.</td>
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<td>1 2 3 4 5 na</td>
<td>(22) Leaving a satisfying work environment because of your spouse’s career.</td>
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<td>1 2 3 4 5 na</td>
<td>(23) Spending time with your spouse versus spending time with your colleagues.</td>
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<td>1 2 3 4 5 na</td>
<td>(24) Wanting your spouse to participate in household management versus your spouse wanting to devote his time to his own career development.</td>
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<td>1 2 3 4 5 na</td>
<td>(25) Wanting to devote time to your work versus your spouse wanting you to spend time with him.</td>
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<td>1 2 3 4 5 na</td>
<td>(26) Letting your work consume nearly all your time and energy versus devoting time to the development of outside interests.</td>
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 Causes no internal conflict

1 2 3 4 5 na

Your child's requesting that you stay home with him or her versus your following the routine of your usual work schedule.

Wanting to be a "good" spouse versus being unwilling to risk taking the time from your work.

Devoting a percentage of your time to raising your family versus devoting a large percentage of time to your work.

Advancing your career goals versus developing meaningful relationships.

Doing what you need to advance in your work versus doing what you would prefer to do in your work.

Feeling burdened from child care responsibilities versus not trusting others to perform them.

In general, how much total role conflict do you experience? Use the following scale (1=no conflict, 5=extremely high conflict)

Think about your ability to do the tasks required by your job. When answering the following questions, answer in reference to your own personal work skills and ability to do your job. Please use the following scale.

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<td>Strongly Disagree</td>
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<td>Somewhat</td>
<td>Disagree</td>
<td>Agree</td>
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1. Few people in my line of work can do my job better than I can.
2. I have confidence in my ability to do my academic work.
3. I enjoy doing my academic work.
4. There are some tasks required by my academic work that I cannot do well.
5. When my performance is poor, it is due to my lack of ability.
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<td>Strongly Disagree</td>
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<td>Strongly Disagree</td>
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<td>6.</td>
<td>I doubt my ability to do my academic work.</td>
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<td>7.</td>
<td>I have all the skills needed to perform my academic work very well</td>
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<td>8.</td>
<td>Most people in my major can do this job better than I can.</td>
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<td>9.</td>
<td>I am an expert in my major.</td>
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<td>3</td>
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<td>5</td>
</tr>
<tr>
<td>10.</td>
<td>My future in this major is limited because of my lack of skills.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>11.</td>
<td>I am very proud of my academic skills and abilities.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>12.</td>
<td>I feel threatened when others watch me work.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

Think about the results of doing your job well OR doing your job poorly. Do important outcomes depend upon how well you perform, or do most job-related outcomes occur whether or not you do a good job? When answering the following questions, answer in reference to your current job. Please use the following scale.

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Strongly Disagree</td>
<td>Disagree</td>
<td>Agree</td>
<td>Agree</td>
<td>Strongly Disagree</td>
<td>Disagree</td>
</tr>
<tr>
<td>1.</td>
<td>I am well-rewarded for my good work.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2.</td>
<td>Doing good work here is not worth the effort.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>3.</td>
<td>I feel proud when I do a good job at school.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>4.</td>
<td>The success of this department is affected by how well I do my academic work.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>5.</td>
<td>Performing your academic work well is a sure way to get ahead here.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>6.</td>
<td>Most of my good work goes unnoticed.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>7.</td>
<td>Around here, such things as awards are determined by how well a person does his or her academic work.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>8.</td>
<td>My work evaluations of school work are accurate.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>9.</td>
<td>Good work gets the same results as poor work in this school.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>10.</td>
<td>I must do a good job in order to get what I want.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>11.</td>
<td>The quality of my work is important to this department.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
12. If I do a good job, it helps the overall performance of this department.
13. Doing good work around here only gets you more work to do.

In relation to your family/work role responsibilities, please indicate your answer in the box according to the scale.

Never       Almost Never       Occasionally       Frequently       Almost Always
1           2                    3                    4                    5

[ ] 1. How often does your academic work interfere with your family life?
[ ] 2. How does your spouse (family) feel about you attending school outside the home?

Strongly Disagree    Slightly Neither    Slightly Agree    Strongly Agree
Disagree             Disagree            One               Agree              Agree
1                    2                    3                    4                    5                    6                    7

[ ] 1. I am given enough time to do what is expected of me in my academic work.
[ ] 2. It often seems like I have too much work for one person to do.
[ ] 3. The performance standards in my academic work are too high.

Very true       Somewhat true       A little true       Not very true       Not at all true
1                     2                   3                     4                     5

[ ] 1. I believe that my spouse (friends, neighbors) cares about how things are going for me personally.
[ ] 2. I talk to my spouse (friends, neighbors) about my personal concerns and difficulties.
[ ] 3. My spouse (friends, neighbors) is willing to listen to my personal problems.
[ ] 4. I have friends who would be willing to lend me money if I needed it.
[ ] 5. I have friends who would be willing to give me a hand with household tasks and home projects.
[ ] 6. I have a number of close friends where I live.
[ ] 7. I have some friends I can visit when I am down in the dumps.
[ ] 8. I have no one to talk to about personal problems I may be having.
[ ] 9. I usually talk personal problems through with at least one other person.
[ ] 10. I refer to keep my worries and problems to myself.
[ ] 11. I keep all my personal worries to myself.

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Please indicate according to the following scale how often you experience what is expressed in each statement. Read the statements carefully and write the appropriate number in the space provided.

0. Does not apply
1. Rarely or never
2. A little of the time
3. Sometimes
4. A good part of the time
5. Most of the time or always

1. I feel depressed.
2. I have a low sense of self-esteem.
3. I feel unhappy.
4. I am lonely.
5. I am not satisfied with my living conditions.
6. My work hours conflict with my social life.
7. I can't sleep.
8. I feel anxious.
9. I have disturbing thoughts or fantasies.
10. My work hours conflict with my home responsibilities.
11. I am unsure of my own sense of identity.
12. I don't feel qualified for the work I am doing.
13. The quality of my work is poor.
14. I worry about getting to work on time.
15. I have problems in my relations with friends.
16. I don’t get along with my supervisor or employer.
17. I have problems in relations with my coworkers.
18. I eat too much.
19. I have problems with one or more of my children.
20. I have problems obtaining child care.
21. I worry about the children’s supervision after school.
22. There are problems in family relationships.
23. I worry about losing my job.
24. I have trouble with transportation to and from work.
25. I worry about inadequate medical coverage for the family.
26. My spouse/companion and I disagree about by job.
27. My spouse/companion and I disagree about his job.
28. I feel bad when I don’t spend enough time with my children.
29. I feel angry that my spouse/companion doesn’t share in the responsibilities at home.
30. My partner and I have problems with our sexual relationship.
31. I feel badly that I don’t have more time to myself.
32. I wish I had more time with my husband/companion.
33. I worry about my salary being inadequate to meet my family’s basic needs.

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34. My spouse and I don’t agree on how our money should be spent.
35. I argue and disagree with my husband over small everyday matters.
36. I am dissatisfied with the extent of responsibility that my children assume in household and personal chores.

We’re interested in learning about both the good things and the bad things in different parts of women’s lives—the gratifying or rewarding things and also the problems and difficulties. In thinking about your current job, to what extent, if any, is each of the following rewarding, please use this scale: (1) not at all, (2) somewhat, (3) considerably, or (4) extremely?

1. Hours that fit your needs.
2. Job security.
3. The appreciation and recognition you get.
4. The people you work with.
5. Helping others/being needed.
6. Liking your boss.
7. The sense of accomplishment and competence.
8. The variety of tasks.
10. The physical conditions.
12. Being able to work on your own.
13. Helping others develop—bringing them along.
14. The job’s fitting your interests and skills.
15. Good income.
16. Good support facilities and resources.
17. Opportunity for advancement.
18. Challenging/stimulating work.
19. Getting to make decisions.

In thinking about your current job, to what extent, if any, is each of the following a concern, please use this scale: (1) not at all, (2) somewhat, (3) considerably, or (4) extremely?

1. Having too much to do.
2. Job insecurity.
3. The job causing conflict with other responsibilities.
4. Not liking the boss.
5. Having to juggle conflicting tasks or duties.
6. Not being given the advancement you want or deserve.
7. The job's not fitting your skills or interests.
8. The job's being too regimented—too much supervision.
9. Bad physical conditions.
10. Lack of recognition or appreciation.
11. The job's dullness, monotony, lack of variety.
13. Problems due to you're being a woman.
14. Having to do things that shouldn't be part of your job.
15. Lack of opportunity for career growth.
16. Unnecessary busy work.
17. Lack of challenge.
18. The people you work with.
19. The job's taking too much out of you—it's too draining.

In thinking about your marriage, to what extent, if any, is each of the following items rewarding, please use this scale: (1) not at all, (2) somewhat, (3) considerably, or (4) extremely?

1. The companionship.
2. Having someone to take care of you.
3. Having a husband who is easy to get along with.
4. The physical affection.
5. Your husband's being a good father.
6. Being able to go to your husband with your problems.
7. The sexual relationship.
8. Your husband's backing you up in what you want to do.
9. The enjoyment of doing things for your husband.
10. Your husband's seeing you as someone special.
11. Having a husband who is a good provider.
12. Having a husband whose personality fits yours.
13. Your husband's willingness to share the housework.
14. Good communication.
15. Your husband's willingness to share in child care.

In thinking about your marriage, to what extent, if any, is each of the following a concern, please use this scale: (1) not at all, (2) somewhat, (3) considerably, or (4) extremely?

1. Your husband's being unavailable or not home enough.
2. Poor communication.
3. Your husband's physical health.
4. Not getting enough appreciation or attention.
5. Conflict about your child(ren).
6. Your husband's job/career problems.
7. Problems in your sexual relationship.
8. Lack of companionship.
9. Your husband's job instability.
10. Problems caused by your husband's job/career.
11. Husband's emotional problems.
12. Not getting along, personality clashes.
13. Conflict over who does housework.
14. Not getting enough emotional support.
15. Conflict over sharing child care.

In thinking about your role as a mother, and in relation to your children, to what extent, if any, is each of the following rewarding, please use this scale: (1) not at all, (2) somewhat, (3) considerably, or (4) extremely?

1. Being needed by them.
2. The pleasure you get from their accomplishments.
3. Helping them develop.
4. The love they show.
5. Feeling proud of how they are turning out.
6. Liking the kind of people they are.
7. Being able to go to them with problems.
8. Enjoying doing things with them.
9. The help they give me.
10. The meaning and purpose they give your life.
11. Being the best caretaker for them—being special.
12. The way they get along together.
13. Seeing them mature and change.
14. The way they change you for the better.

In thinking about your role as a mother, and in relation to your children, to what extent, if any, is each of the following a concern, please use this scale: (1) not at all, (2) somewhat, (3) considerably, or (4) extremely?

1. The financial strain.
2. Feeling trapped or bored.
3. Worrying about their physical well being.
4. Their fighting or not getting along with each other.
5. The heavy demands and responsibilities.
6. Worrying about the teen-age years.
7. Not being sure if you're doing the right thing.
8. Their not showing appreciation or love.
9. Problems with their schooling or education.
11. Not having enough control over them.
12. Their needing you less as they get older.
13. Your having too many arguments and conflicts with them.

Please tell us about yourself:

Marital status: (1) Married
(2) Single (never been married)
(3) Widowed, divorced, separated

Occasionally: (1) Professional and technical
(2) Skilled, semi-skilled, and unskilled
(3) Not in labor force

Are you now (1) No
on welfare: (2) Welfare plus income
(3) Welfare

Age:

Ethnicity: (1) Caucasian
(2) Non-caucasian

Children: (1) No children
(2) Children-indicate ages______

Please fill-in the following information:

How many hours per week do you spend on your academic work?

How many hours per week do you spend on household chores?

How many hours per week do you spend on child rearing activities?

Typically, how many units per quarter do you take?

______
APPENDIX D: Employee questionnaire

QUESTIONNAIRE

This questionnaire has been formulated to investigate your experiences as a multiple role woman in today's society. Please answer each question as honestly as you can. This questionnaire can be completed in approximately 20 minutes. Your answers will be kept in the strictest confidence. Thank you for your cooperation.

Here are some statements about being a wife and mother. Please read each one carefully and check one box for each statement. Choose either T for true, F for false, or DK for don't know.

T  F  DK

1. My family really shows that they appreciate all I do for them.
2. I get a lot of help from my husband with routine tasks in the home.
3. Being a mother leaves me enough time to spend on myself.
4. I would like more adult conversation and company than I get at home with the children.
5. One of the good things about being a housewife is that I can plan my own day in the way I want.
6. I feel my family takes me too much for granted.
7. On the whole I have enough free time to do the things I want to do.
8. Life at home is too much the same routine day after day.
9. I wish my children showed their love for me more.
10. One of the bad things about being a mother is that I often have to put my family first and go without things myself.
11. I sometimes get in a panic about the problems of running a home.

Here are some statements to do with having a job outside the home. If you do not have paid employment, please skip this section.

12. People where I work are very friendly.
13. My job is very boring.
 Listed below are situations which commonly occur in the life of married couples. We are interested in knowing the degree of internal conflict within yourself that each of these particular situations poses for you—at this time or stage of your life. Please use the following 5-point scale to indicate your opinion, how much internal conflict each of

T  F  DK

[ ] [ ] [ ] 14. I get the feeling of achieving something worthwhile in my job.
[ ] [ ] [ ] 15. I only do my job because I need the money.
[ ] [ ] [ ] 16. My boss is always ready to discuss people's problems.
[ ] [ ] [ ] 17. My boss takes the work I do too much for granted.
[ ] [ ] [ ] 18. I wish I had more security in my job.
[ ] [ ] [ ] 19. There is a happy atmosphere in the place where I work.
[ ] [ ] [ ] 20. I really dislike my job.
[ ] [ ] [ ] 21. My boss is fair to everyone.
[ ] [ ] [ ] 22. Where I work, management asks workers first about changing anything that affects them.
[ ] [ ] [ ] 23. I am unhappy with my working conditions.
[ ] [ ] [ ] 24. The hours I work make it very difficult to look after the children.
[ ] [ ] [ ] 25. My job leaves me enough time to spend with my family and friends.
[ ] [ ] [ ] 26. My husband listens to me if I want to talk about what's been happening at work.
[ ] [ ] [ ] 27. I feel guilty about leaving my children when I go out to work.
[ ] [ ] [ ] 28. When I am at work, I often worry about things to do with my home or children.
[ ] [ ] [ ] 29. I get so involved with my job that I feel a conflict of loyalty between my home and work responsibilities.
[ ] [ ] [ ] 30. I find it hard to get my children looked after when I am at work.
[ ] [ ] [ ] 31. My job gives me a welcome break from housework and children.
[ ] [ ] [ ] 32. My husband thinks it's a good idea for me to go out to work.
[ ] [ ] [ ] 33. My working hours fit in well with those of my husband, and this makes it easier to arrange for the children to be looked after.
[ ] [ ] [ ] 34. Going to work makes me too tired to enjoy family life properly.
[ ] [ ] [ ] 35. The amount of travel needed to go to work interferes with family life.

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the following situations presently poses for you. If a situation is not applicable to you, circle na.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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</thead>
<tbody>
<tr>
<td>causes no internal conflict</td>
<td>slight internal conflict</td>
<td>some internal conflict</td>
<td>moderate internal conflict</td>
<td>high internal conflict</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>na</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) Putting yourself first in terms of your work versus your spouse putting himself first in terms of his work.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>(2) Wanting to be recognized at a high level in terms of your work versus wanting to maximize your personal development.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>(3) Supporting your child’s recreational activities versus spending time on your career development.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>(4) Taking a long vacation with only your spouse versus being with your child.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>(5) Your need for time with your spouse versus your spouse’s need for time with you.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>(6) Attending social functions which support your spouse’s career versus attending functions congruent with your own interests.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>(7) Giving priority to your family versus giving priority to yourself. Feeling that your spouse would be unable to function and keep himself together if he did not succeed career-wise versus wanting to put yourself first career-wise.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>(8) Wanting to advance career-wise versus wanting to have a family.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>(9) Spending most evenings on work-related activities versus spending most evenings with your family.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>(10) Entertaining the colleagues of your spouse versus using your recreational time for your own needs.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>(11) Devoting recreational time to yourself versus devoting recreational time to your child.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

72
1 2 3 4 5 na (13) Handling household management yourself versus feeling that your spouse should share household responsibilities.

1 2 3 4 5 na (14) Wanting to be alone versus your child wanting to be with you.

1 2 3 4 5 na (15) Feeling it is more important for your spouse to succeed in his work versus feeling it is more important for you to succeed in your work.

1 2 3 4 5 na (16) Hiring a child-care person so that you and your spouse can have uninterrupted time together versus being with your child.

1 2 3 4 5 na (17) The life style you prefer versus the life style preferred by your spouse.

1 2 3 4 5 na (18) Feeling an overload in household responsibilities versus not trusting others to perform them.

1 2 3 4 5 na (19) Taking responsibility for the needs of your child versus wanting your spouse to take more responsibility in this area.

1 2 3 4 5 na (20) Spending prime time developing and maintaining the relationship with your spouse versus spending prime time developing and maintaining the relationship with your child.

1 2 3 4 5 na (21) Taking a vacation by yourself versus taking a vacation with your spouse.

1 2 3 4 5 na (22) Leaving a satisfying work environment because of your spouse’s career.

1 2 3 4 5 na (23) Spending time with your spouse versus spending time with your colleagues.

1 2 3 4 5 na (24) Wanting your spouse to participate in household management versus your spouse wanting to devote his time to his own career development.

1 2 3 4 5 na (25) Wanting to devote time to your work versus your spouse wanting you to spend time with him.

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Think about your ability to do the tasks required by your job. When answering the following questions, answer in reference to your own personal work skills and ability to do your job. Please use the following scale.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td>Disagree</td>
<td>Somewhat</td>
<td>Agree</td>
<td>Strongly Agree</td>
<td></td>
</tr>
</tbody>
</table>

1. Few people in my line of work can do my job better than I can.
2. I have confidence in my ability to do my job.
3. I enjoy doing job.
1. There are some tasks required by my job that I cannot do well.
2. When my performance is poor, it is due to my lack of ability.
3. I doubt my ability to do my job.
4. I have all the skills needed to perform my job very well.
5. Most people in my line of work can do this job better than I can.
6. I am an expert at my job.
7. I have all the skills needed to perform my job very well.
8. My future in this job is limited because of my lack of skills.
9. I am very proud of my job skills and abilities.
10. I feel threatened when others watch me work.

Think about the results of doing your job well OR doing your job poorly. Do important outcomes depend upon how well you perform, or do most job-related outcomes occur whether or not you do a good job? When answering the following questions, answer in reference to your current job. Please use the following scale.

1. I am well-rewarded for my good work.
2. Doing good work here is not worth the effort.
3. I feel proud when I do a good job at work.
4. The success of this department is affected by how well I do my job.
5. Performing your job well is a sure way to get ahead here.
6. Most of my good work goes unnoticed.
7. Around here, such things as salary and promotions are determined by how well a person does his or her job.
8. My work evaluations are accurate.
9. Good work gets the same results as poor work in this job.
10. I must do a good job in order to get what I want.
11. The quality of my work is important to this department.
12. If I do a good job, it helps the overall performance of this department.
13. Doing good work around here only gets you more work to do.

In relation to your family/work role responsibilities, please indicate your answer in the box according to the scale.

Never  Almost Never  Occasionally  Frequently  Almost Always
1 2 3 4 5

[ ] 1. How often does your job interfere with your family life?
[ ] 2. How does your spouse (family) feel about you being employed outside the home?

Strongly Disagree  Slightly Disagree  Neither  Slightly Agree  Strongly Agree
1 2 3 4 5

[ ] 1. I am given enough time to do what is expected of me in my job.
[ ] 2. It often seems like I have too much work for one person to do.
[ ] 3. The performance standards on my job are too high.

Very true  Somewhat  A little  Not very  Not at all
true  true  true  true

1 2 3 4 5

[ ] 1. I believe that my spouse (friends, neighbors) cares about how things are going for me personally.
[ ] 2. I talk to my spouse (friends, neighbors) about my personal concerns and difficulties.
[ ] 3. My spouse (friends, neighbors) is willing to listen to my personal problems.
[ ] 4. I have friends who would be willing to lend me money if I needed it.
[ ] 5. I have friends who would be willing to give me a hand with household tasks and home projects.
[ ] 6. I have a number of close friends in the community where I live.
[ ] 7. I have some friends I can visit when I am down in the dumps.
[ ] 8. I have no one to talk to about personal problems I may be having.
Please indicate according to the following scale how often you experience what is expressed in each statement. Read the statements carefully and write the appropriate number in the space provided.

0. Does not apply
1. Rarely or never
2. A little of the time
3. Sometimes
4. A good part of the time
5. Most of the time or always

1. I feel depressed.
2. I have a low sense of self-esteem.
3. I feel unhappy.
4. I am lonely.
5. I am not satisfied with my living conditions.
6. My work hours conflict with my social life.
7. I can't sleep.
8. I feel anxious.
9. I have disturbing thoughts or fantasies.
10. My work hours conflict with my home responsibilities.
11. I am unsure of my own sense of identity.
12. I don't feel qualified for the work I am doing.
13. The quality of my work is poor.
14. I worry about getting to work on time.
15. I have problems in my relations with friends.
16. I don't get along with my supervisor or employer.
17. I have problems in relations with my coworkers.
18. I eat too much.
19. I have problems with one or more of my children.
20. I have problems obtaining child care.
21. I worry about the children's supervision after school.
22. There are problems in family relationships.
23. I worry about losing my job.
24. I have trouble with transportation to and from work.
25. I worry about inadequate medical coverage for the family.
26. My spouse/companion and I disagree about by job.
27. My spouse/companion and I disagree about his job.
28. I feel bad when I don’t spend enough time with my children.
29. I feel angry that my spouse/companion doesn’t share in the responsibilities at home.
30. My partner and I have problems with our sexual relationship.
31. I feel badly that I don’t have more time to myself.
32. I wish I had more time with my husband/companion.
33. I worry about my salary being inadequate to meet my family’s basic needs.
34. My spouse and I don’t agree on how our money should be spent.
35. I argue and disagree with my husband over small everyday matters.
36. I am dissatisfied with the extent of responsibility that my children assume in household and personal chores.

We’re interested in learning about both the good things and the bad things in different parts of women’s lives—the gratifying or rewarding things and also the problems and difficulties. In thinking about your current job, to what extent, if any, is each of the following rewarding, please use this scale: (1) not at all, (2) somewhat, (3) considerably, or (4) extremely?

1. Hours that fit your needs.
2. Job security.
3. The appreciation and recognition you get.
4. The people you work with.
5. Helping others/being needed.
6. Liking your boss.
7. The sense of accomplishment and competence.
8. The variety of tasks.
10. The physical conditions.
12. Being able to work on your own.
13. Helping others develop-bringing them along.
14. The job’s fitting your interests and skills.
15. Good income.
16. Good support facilities and resources.
17. Opportunity for advancement.
18. Challenging/stimulating work.
19. Getting to make decisions.
In thinking about your current job, to what extent, if any, is each of the following a concern, please use this scale: (1) not at all, (2) somewhat, (3) considerably, or (4) extremely?

1. Having too much to do.
2. Job insecurity.
3. The job causing conflict with other responsibilities.
4. Not liking the boss.
5. Having to juggle conflicting tasks or duties.
6. Not being given the advancement you want or deserve.
7. The job’s not fitting your skills or interests.
8. The job’s being too regimented—too much supervision.
9. Bad physical conditions.
10. Lack of recognition or appreciation.
11. The job’s dullness, monotony, lack of variety.
13. Problems due to you’re being a woman.
14. Having to do things that shouldn’t be part of your job.
15. Lack of opportunity for career growth.
16. Unnecessary busy work.
17. Lack of challenge.
18. The people you work with.
19. The job’s taking too much out of you—it’s too draining.

In thinking about your marriage, to what extent, if any, is each of the following items rewarding, please use this scale: (1) not at all, (2) somewhat, (3) considerably, or (4) extremely?

1. The companionship.
2. Having someone to take care of you.
3. Having a husband who is easy to get along with.
4. The physical affection.
5. Your husband’s being a good father.
6. Being able to go to your husband with your problems.
7. The sexual relationship.
8. Your husband’s backing you up in what you want to do.
9. The enjoyment of doing things for your husband.
10. Your husband’s seeing you as someone special.
11. Having a husband who is a good provider.
12. Having a husband whose personality fits yours.
13. Your husband’s willingness to share the housework.
14. Good communication.
15. Your husband’s willingness to share in child care.
In thinking about your marriage, to what extent, if any, is each of the following a concern, please use this scale: (1) not at all, (2) somewhat, (3) considerably, or (4) extremely?

1. Your husband’s being unavailable or not home enough.
2. Poor communication.
3. Your husband’s physical health.
4. Not getting enough appreciation or attention.
5. Conflict about your child(ren).
6. Your husband’s job/career problems.
7. Problems in your sexual relationship.
8. Lack of companionship.
9. Your husband’s job instability.
10. Problems caused by your husband’s job/career.
11. Husband’s emotional problems.
12. Not getting along, personality clashes.
13. Conflict over who does housework.
14. Not getting enough emotional support.
15. Conflict over sharing child care.

In thinking about your role as a mother, and in relation to your children, to what extent, if any, is each of the following rewarding, please use this scale: (1) not at all, (2) somewhat, (3) considerably, or (4) extremely?

1. Being needed by them.
2. The pleasure you get from their accomplishments.
3. Helping them develop.
4. The love they show.
5. Feeling proud of how they are turning out.
6. Liking the kind of people they are.
7. Being able to go to them with problems.
8. Enjoying doing things with them.
9. The help they give me.
10. The meaning and purpose they give your life.
11. Being the best caretaker for them-being special.
12. The way they get along together.
13. Seeing them mature and change.
14. The way they change you for the better.

In thinking about your role as a mother, and in relation to your children, to what extent, if any, is each of the following a concern, please use this scale: (1) not at all, (2) somewhat, (3) considerably, or (4) extremely?

1. The financial strain.
2. Feeling trapped or bored.
3. Worrying about their physical well being.
4. Their fighting or not getting along with each other.
5. The heavy demands and responsibilities.
6. Worrying about the teen-age years.
7. Not being sure if you're doing the right thing.
8. Their not showing appreciation or love.
9. Problems with their schooling or education.
11. Not having enough control over them.
12. Their needing you less as they get older.
13. Your having too many arguments and conflicts with them.

Please tell us about yourself:

Marital status: (1) Married
(2) Single (never been married)
(3) Widowed, divorced, separated

Occupation: (1) Professional and technical
(2) Skilled, semi-skilled, and unskilled
(3) Not in labor force

Are you now on welfare: (1) No
(2) Welfare plus income
(3) Welfare

Age:

Ethnicity: (1) Caucasian
(2) Non-caucasian

Children: (1) No children
(2) Children-indicate ages

Please fill-in the following information:

How many hours per week do you spend on your academic work?

How many hours per week do you spend on household chores?

How many hours per week do you spend on child rearing activities?

Typically, how many units per quarter do you take?
REFERENCES


