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WHEN WOMEN RETURN
TO SCHOOL: A STUDY
OF ROLE CONFLICT
AND WELL-BEING IN
MULTIPLE ROLE WOMEN

A Dissertation Presented

by

Jean A. Campaniello

Submitted to the Graduate School of the
University of Massachusetts in partial fulfillment
of the requirements for the degree of

DOCTOR OF EDUCATION

February, 1987

School of Education

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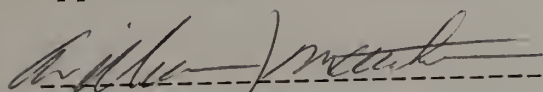
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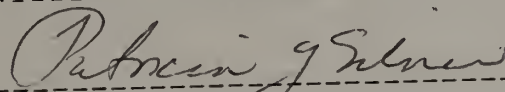
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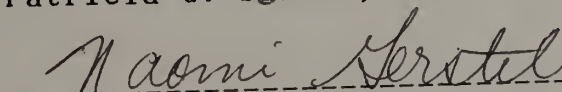
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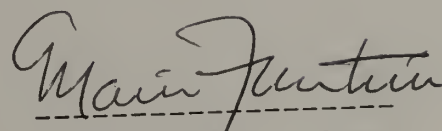
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Finally, my gratitude is extended to my parents, Mary and Philip Caparso who instilled in me the belief that any goal is achievable.

ABSTRACT

WHEN WOMEN RETURN TO SCHOOL: A STUDY OF ROLE
CONFLICT AND WELL-BEING IN MULTIPLE ROLE WOMEN

February 1987

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Directed by Professor William J. Mathews, Ph.D.

This study examined the effects of multiple roles on professional women who returned to a formal program of education. It also assessed the effects of stereotypical feminine sex-role concepts on perceptions of role conflict and level of well-being.

A biographical data sheet, the BEM inventory and the CES-D scale were used to: (a) measure the degree of role conflict experienced by professional women who return to a formal program of education; (b) correlate the influence of social supports and sex-role self-concepts on perceptions of role conflict and well-being; and (c) assess the impact of multiple roles on a woman's sense of well-being. Participants in this descriptive study consisted of one hundred and fifty-five female students enrolled in a registered nurse baccalaureate completion program within the

Massachusetts State College system.

Four hypotheses were developed to test the existence of these presumed relationships. Non-parametric statistics were used because the data in the study is primarily categorical and because the sample size was relatively small.

The results of the investigation can be summarized as follows:

The occupancy of multiple roles does not increase perceived role conflict. Women who occupy a greater number of roles experience greater well-being than women who occupy fewer roles. The role of parent, more than any other role, is the major source of conflict for these women. Increased social supports result in less perceived role conflict. A feminine sex-role identity does not increase perceived role conflict, however, women with a feminine sex-role identity evidence a level of psychological well-being that is significantly lower than women with a masculine sex-role identity.

Implications of the findings are discussed as well as recommendations for further study.

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CHAPTER I

INTRODUCTION

Statement of the Problem

All societies set up ideal standards of behavior that are expected from members of various groups. In contemporary American society, traditional beliefs about the standards of behavior for women are being questioned and women's roles are changing. In fact, changes in women's roles have been an increasingly frequent phenomenon in the past decade (Hall, 1972; Hall & Gorden, 1973). This is evident by the number of women entering professional life, which has seen a dramatic increase during the past few years, and it appears that this trend will continue.

Today, more than ever before, women are combining

professional responsibilities with domestic responsibilities. Thus, they are actively involved in different roles governed by different standards. Women are now allowed and encouraged to seek alternatives to traditional feminine roles. While women are participating in professional roles in greater numbers than in previous years, evidence suggests they also continue to assume responsibility for family role activities traditionally associated with the feminine sex-role (Greenhaus & Beutell, 1985).

While studies of career patterns among men suggest rather straightforward career involvement, studies of career patterns for women suggest that their career involvement is complicated by the complex role interaction among various facets of a woman's life (Richman, 1984). For women, career roles and home roles are extremely interdependent and become an important consideration in studying role conflict.

For women who are actively involved in both a professional and a family life, demands for time in the professional role and for time in the family role are in competition. The attempt to meet both sets of time demands is thought to precipitate conflict (Hall, 1975). Sensitivity to the needs of others, and the assumption of responsibility for taking care of others,

lead women to attend to needs other than their own (Gilligan, 1982). Given that primary attention to family roles has traditionally been associated with the feminine sex-role, it is possible that the performance of these sex-role behaviors, in addition to career role behaviors, may create feelings of guilt and anxiety and provide the climate for increased role conflict.

Many working women who are married, and are mothers, are thus involved in multiple, potentially conflicting roles. Historically, the functionalist position has been that the needs of the family and of work necessitated an allocation of incompatible roles. One family member handled the work roles, and the other the expressive needs of the family, the latter a role for which women have been socialized (Kandel, Davies & Ravies, 1985).

The woman who chooses a professional role plus a family role may feel strained attempting to meet the demands of each of these roles. She may need to invest her energy toward the selfish goal of career advancement, however, this personal investment may be in conflict with the needs of others who depend on her to assume major responsibility for the maintenance of the family role. Nevill and D'Amico (1978) cite problems with time management, household management,

finances, child care, and relations with husband as manifestations of conflict felt by women managing multiple roles.

In current discussions of women's roles, changes are often described as an increase in the number of options open to women today. There are fewer constraints imposed on women now by traditional feminine role expectations than ever before. Yet, the changes do not represent uniform transition; familiar attitudes and behaviors linger on, mingled with attitudes and behaviors that are new or different. Today, women are often uncertain about what to expect of themselves, and many women experience conflict as a result of their uncertainty (Wilson, 1980).

If an individual experiences difficulty in conforming to role expectations, that person experiences role conflict. In attempting to fulfill more than one role simultaneously, individuals may find that they must satisfy multiple sets of expectations. Frequently, in making professional choices, women find themselves in role conflict situations because the female/professional role configuration held by society is less congruent than the male/professional role configuration (Nevill & D'Amico).

When professional women return to school and add

the student role to those already in place, the potential for role overload and role conflict is high. The re-entry of a women into the academic setting may be viewed as a major role transition. It is marked by the addition of a new role to the woman's total role repertoire and by necessary adjustments in the performance of pre-existing roles. Yet, there is little empirical data which indicates whether women returning to school experience role overload and role conflict.

Available research related to women and role conflict provides very little information that focuses on the addition of the student role. Since this attempt to meet both sets of time and role demands may precipitate role conflict and decrease well-being, the plight of the woman returning to school merits investigation. Therefore, the problem addressed by this writer is that of role conflict and well-being in the multiple role woman who returns to a formal program of education.

Purpose of the Study

The purposes of this study are:

1. To develop and test propositions which explain the effect of multiple roles on professional women who return to a formal program of education, and

1. To assess whether stereotypical feminine sex-role concepts are a predictor of increased role conflict and decreased well-being.

Rationale for the Hypotheses

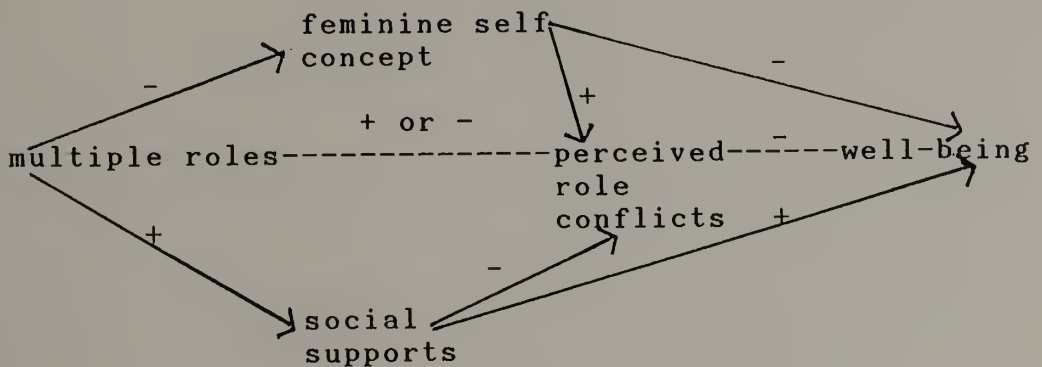
According to the scarcity model of role theory, individuals do not have enough energy to fulfill their role obligations; thus compromises are required. The more roles one accumulates, the greater the probability of exhausting one's supply of time and energy and of confronting conflicting obligations leading to role conflict and decreased well-being.

In contrast to this view, the expansion model postulates that multiple roles offer increased emotional benefits and resources, which in turn, produce ego gratification and enhanced well-being.

Also, if the androgynous theory of sex-role stereotyping is accurate, multiple role women who exhibit a feminine or undifferentiated sex-role concept should also exhibit increased role conflict and decreased well-being. A personality type characterized as feminine would be reflective of those individuals who restrict their behavior to conform to definitions of sex-appropriate, desirable behavior for women which is in accordance with cultural definitions.

To test which of the above stated opposing views of role conflict is accurate as they relate to the sample being studied, a model has been developed from which the following hypotheses are derived. (See Figure 1).

Figure 1



+ = increase
- = decrease

Hypotheses

For professional women who return to a formal program of education:

1. Multiple roles increase perceived role conflict.
 - 1a. Employed women experience greater role conflict than non-employed women.
 - 1b. Married women experience greater role conflict than non-married women.
 - 1c. Women with children experience greater role conflict than women without children.
 - 1d. Employed, married women with children experience greatest role conflict.
2. Multiple role women with greater social supports exhibit less perceived role conflict than multiple role women with fewer social supports.
 - 2a. Women with satisfactory child care arrangements experience less conflict than women with unsatisfactory child care arrangements.
 - 2b. Women whose return to school is supported by their spouse/significant

other experience less conflict than women whose return to school is not supported by their spouse/significant other.

- 2c. Women who have flexibility in scheduling work hours experience less conflict than women who do not have flexibility in scheduling work hours.
- 2d. Women in higher socioeconomic levels experience less conflict than women in lower socioeconomic levels.
- 3. Multiple role women exhibit a decrease in feminine or undifferentiated sex-role concepts.
 - 3a. Multiple role women who exhibit feminine or undifferentiated sex-role concepts experience greater role conflict than women who exhibit masculine or androgynous sex-role concepts.
 - 3b. Multiple role women who exhibit feminine or undifferentiated sex-role concepts experience a greater loss of well-being than women who exhibit masculine or androgynous sex-role concepts.
- 4. Increases in perceived role conflict result

in decreased well-being.

Significance of the Study

The present study is conceptualized within a role theory framework. It is structured around empirical and theoretical literature related to women's roles, role conflict, and well-being. There is, however, disagreement in the literature about the outcome of multiple roles. Role conflict and decreased well-being is predicted by some theorists when conflicting and competing demands are experienced from the many roles undertaken by an individual. According to Goode's (1960) theory of role strain, when behaviors expected of an individual are inconsistent, that individual will experience stress, become dissatisfied, and perform less effectively than if the imposed expectations did not conflict.

In a more positive view, according to role accumulation theory (Sieber, 1974) multiple roles do not necessarily lead to role conflict. Despite the additional demands that are part of multiple role enactments, multiple roles provide an opportunity to accumulate benefits that can outweigh the extra stresses involved.

The woman who returns to school often encounters a loss of approval from significant persons in her life who do not understand her needs or who feel threatened by her departure from the more traditional roles she has occupied (Scarato & Segall, 1979). At school, colleagues may question the investment of the woman who is simultaneously committed to work and to a family. Social isolation is also common for the multiple role woman. She fits neither with the younger, single students nor with the full-time homemakers whose interests, responsibilities, and schedules are different from hers.

While some women adapt to change easily and readily, other women have more difficulty assuming new roles. During this stage of role transition, a woman must choose the degree to which she will incorporate or reject role changes. But, what is known about the consequences of her choice of various role options? What are the conflicts and satisfactions a woman experiences as she seeks to advance her education?

If women knew more about the process of role change and role conflict, they might be able to make more effective choices about the roles they decide to include in their lives. The present investigation of role conflict in women who return to school is designed

to meet this research need by expanding what is known about the multiple role woman and by developing a clearer understanding of the role conflicts and the state of well-being she experiences.

Definition of terms

A number of terms used in this study may suggest different meanings to different readers. For this reason, definitions are provided to insure accuracy.

Role Conflict	The simultaneous occurrence of two or more sets of pressures such that compliance with one would jeopardize adequate compliance with the other.
Interrole Conflict	Sets of opposing pressures arising from participation in different roles. It is experienced when pressures arising in one role are incompatible with pressures arising in another role.
Role Overload	The totality of role demands exceeds the individual's capacity to meet predetermined expectations.
Well-being	A state of psychological wellness that accompanies the functional effectiveness of an individual.
Professional Women	Women who have previously achieved an Associate Degree in Nursing, a Diploma as a Registered Nurse, and/or a Bachelor's Degree in a field other than nursing, and are currently enrolled in an upper division baccalaureate program leading to a Bachelor of Science degree.

Formal Program of Education	A program of study which requires a minimum of twelve credit hours per semester.
Feminine Sex-Role Concept	The degree of female sex-role stereotyping inherent in an individual's concept of self.
Masculine sex-Role Concept	The degree of male sex-role stereotyping inherent in an individual's concept of self.
Androgynous Sex-Role Concept	The equal endorsement of both feminine and masculine personality characteristics inherent in an individual's concept of self.
Undifferentiated Sex-Role Concept	The endorsement of dominant or nurturant personality characteristics without implicating either a masculine or feminine concept.
Multiple Roles	A combination of family, employment and student roles for which an individual assumes responsibility.
Full-time Employed	Women working from twenty-five to forty hours per week outside of the home.
Part-time Employed	Women working from one to twenty-four hours per week outside of the home. In this study, the word work refers to work or employment outside of the home. This is not meant to imply, however, that women who remain at home do not work.
Married Women	Women currently residing with spouse
Married Women with Children	Women currently residing with spouse whose children, under the age of nineteen, also reside in the house.
Non-married Women	Women who have never been married or who were previously married and are no longer residing with spouse.

Spouse Support	Degree of emotional encouragement and praise, as well as degree of role sharing in child care, social responsibilities, and household tasks provided by spouse.
----------------	---

Limitations of the Study

A limitation of the study relevant to the generalizability of the findings is that the study was designed to test a specific sample of women rather than a more generalized, random sample of American women. The women in this sample are a homogeneous group of registered nurses and are not reflective of the generalized population of women students returning to school. This sample was selected because it contains a high percentage of multiple role women and because all women in the sample have previously completed an initial program of study and are now returning to school. This design also avoided the confounding effects of women being employed in a variety of professional roles. Generalizations from this study should be limited to state colleges that offer an upper division program for the registered nurse student. In addition, the study was designed to examine the respondents' perceptions of role conflict, which cannot be assumed to be actual conflicts.

A theoretical limitation pertains to the use of the Bem Sex-Role Inventory. Norms for the instrument were developed in 1974 and a modification of the scoring system was implemented in a 1978 revised inventory. Changes in sex-role concepts since that time may have altered respondents' perceptions of sex-role characteristics. Also, even if the inventory accurately assesses the presence or absence of certain traits, it does not measure the conditions under which they are expressed in situationally appropriate ways. As such, they assess personality traits that may or may not correspond to people's behavior in real life settings.

An additional limitation of the study concerns the restricted focus on Caucasian women. Women of other races and/or cultures may view multiple roles differently, and this altered view may have a significantly different impact on their perceptions of role conflict and well-being.

Organization of the Dissertation

This chapter began with an introduction of the topic to be studied. It includes the purpose and significance of the study as well as a statement of the

hypotheses tested. A definition of terms used in this study precedes a statement on the limitations of the study.

Chapter two reviews the literature relevant to role theory and role conflict, as well as the literature related to sex-role attitudes and behaviors.

Chapter three defines the purpose of the investigation, specifies the design of the study, and provides information about subjects, instruments, procedures, and data analysis.

Research results are presented in Chapter four. The chapter includes an analysis of the study's findings which are presented in both narrative and graphic form.

The fifth and final chapter discusses the major findings and conclusions of the study and presents recommendations for future research.

CHAPTER II

REVIEW OF THE LITERATURE

This is a selective review of literature that focuses on the concepts of role theory and role conflict. First, relevant aspects of role theory are presented as a theoretical framework for further discussion of role conflict. Following this section, empirical literature is examined to determine the scope and quality of previous efforts to study women's roles and role conflict. The next section focuses on the literature pertinent to the relationship between sex-role attitudes and sex-role behaviors. Finally, the literature on women who return to school is surveyed.

Role Theory

Role theory is a particularly useful schema for

organizing the diverse factors relating to role conflict. With a recognized emphasis on the socialization process, role theory postulates that social factors influence individuals through role enactments and through the role expectations or role demands associated with specific social positions (Wilson, 1980).

Deutsch and Kraus (1965) specified the varying definitions of role in greater detail. The "prescribed role" is the system of expectations existing in the social world surrounding a role occupant. The "subjective role" is the specific expectations a role occupant perceives as applicable to his or her own behavior. The "enacted role" comprises the specific overt behaviors of a role occupant when interacting with the occupants of other social positions.

Levinson (1959) offers a slightly different approach in his definition of role. According to Levinson, role is not a unified concept but rather it is a process involving three interactional components related to social positions.

(1) Role may be defined as the structurally given demands (norms, expectations, taboos, responsibilities, and the like) associated with a given social position. Role is, in this sense, something outside the given individual, a set of pressures and facilitations that channel, guide, impede, and support his functioning...

(2) Role may be defined as the member's orientation or conception of the part he is to play, his inner definition of what someone in his social position is supposed to think and do about it...

(3) Role is commonly defined as the actions of the individual members--actions seen in terms of their relevance for the social structure (that is, seen in relation to the prevailing norms). In this sense, role refers to the ways in which members of a position act (with or without conscious intention) in accord with or in violation of a set of norms. (p. 172)

Levinson's view is similar to the three components of the role process described by Kahn et al., (1964): role pressures communicated by other people; a person's experience of these pressures; and a person's response to these pressures.

Role can be conceptualized then as a complex function with interpersonal and intrapersonal facets that interact to determine behavior. While the personality of an individual is recognized as an essential element of role behavior, social norms and the expectations and demands of others are also vital ingredients.

Epstein (1983) notes that all people assume or are assigned "sets" of roles (parent, friend, student, employee) which put demands on them. There is no question that women in current American society have many different roles to perform. Meeting all the

obligations attached to these roles may call for more time and energy than many women have. Juggling obligations and conforming to role expectations can result in role conflict. Although a variety of terms are used to describe the phenomenon of role conflict, the essence of the phenomenon appears to be a felt strain or conflict in meeting the demands of numerous and perhaps disparate roles.

Role Conflict

Given that a role involves intrapersonal and interpersonal dynamics, (Kahn et al, 1964; Levinson, 1959; Sieber, 1974) there are many possibilities for disagreement among the expectations, demands, and behaviors related to a single role or combination of roles. These conflicts include those which occur between multiple roles held by the same person as well as those which occur between one's own role expectations and those applied by others.

Role conflict may occur in three basic forms.

1. Interrole conflict occurs when an individual occupies two or more roles that have incompatible expectations or demands.

2. Intrarole conflict occurs when there are discrepancies regarding the various expectations or

demands related to a single role.

3. Personality role conflict occurs when there is an incompatibility between role prescriptions and the personality traits of a role occupant (Deutsch & Kraus, 1965).

Scarcity Model

Research supports the existence of role conflict, and it documents some specific examples of the more commonly experienced conflicts among women. This concept of role conflict is corroborated by several authors (Deutsch & Kraus, 1965; Goode, 1960; Hall, 1972), but it was Marks (1971) who first formulated the "scarcity hypothesis." According to the scarcity model, individuals do not have enough energy to fulfill their role obligations, requiring compromises to be made. The more roles one accumulates, the greater the probability of exhausting one's supply of time and energy and of acquiring conflicting obligations leading to role strain.

Hall (1972, 1975) views role conflict as tension between home and work roles. In this view, conflicts are often caused by role overload and competition for time rather than by an intrinsic incompatibility, and are manifested by feelings of pressure related to time limitations and home related responsibilities.

Greenhaus & Beutell (1985) corroborate this viewpoint in their model of the sources of work-family conflict illustrating that any role characteristic that affects a person's time involvement causes strain, or alters behavior within a role, producing conflict between that role and another role. The model also postulates that role pressures, and thus work-family conflict, are intensified when the work and family roles are vital components of the person's self-concept. In contrast, Kandel, Davies, and Raveis (1985) indicate role strain does not occur due to the contradictions between family norms and work, but from role overload, stemming from a combination of distinct roles that may not necessarily be incompatible in terms of demands.

In his theory of role strain, Goode (1960) offers a broader focus which states that an individual often faces a wide, distracting and sometimes conflicting array of role expectations. If he conforms fully or adequately in one direction, fulfillment will be difficult in another. Goode introduced the term "role strain" to signify the difficulty of performing multiple roles, asserting that the resultant tendency toward strain is a recurrent feature of social life.

Gilbert, Halahan & Manning (1981) assert that role

conflict occurs when an individual simultaneously needs to meet the demands of both disparate and highly salient roles. Role proliferation is the term used by Southall (1959) to describe the kind of situation cited above in which the individual encounters and seeks to fulfill several disparate and disassociated roles.

Gray (1983) describes a sample of women experiencing conflicts between work and home as being anxious, depressed, having too much to do, and unable to juggle multiple conflicting tasks. Horner (1972) indicates that the burdens of housework and child care continue to fall more heavily on women than on men, regardless of employment status. Hall (1975) corroborates this finding in his study of the life stages of married women when he states the impact of family and personal roles upon work roles is especially strong for women. He shows a strong correlation between the existence of conflict and the number of roles women perform. Accordingly, he cites evidence of role conflict in sixty-one percent of women having three roles; and in ninety-one percent of women with four or more roles. Hall (1972) further states that the major role problem a woman faces is the conflict arising from multiple roles (interrole conflict) rather than from conflicting expectations within a particular

role (intrarole conflict). For all groups studied, home pressures were the most important contributors to role conflict.

In his study of multiple roles and role strain between work and family life, Marks (1977) found that role conflict and role overload tend to be greatest for those who are most involved in achieving success at work. These women experienced anxiety and guilt related to their inability to be more involved in their husband's job problems and cited increased conflict over issues related to the children.

In order to examine woman's careers as a possible influence on role conflict, Gordon & Hall (1973) differentiated among work activities designated by full-time housewife, full-time employment and part-time employment. Full-time workers reported more time conflicts than the other groups. Part-time workers reported more home related conflicts than the other groups and also reported the greatest number of role involvements. This study supports the assumption that discrepancies among women's role concepts are a form of role conflict.

Holohan and Gilbert (1979) also found high career aspirations were positively related to role conflict. However, when they studied the influence of spouse

support on role conflict, they found it to be a crucial variable. When career oriented women received the same level of spouse support as non career oriented women, they did not experience greater role conflict.

Gray (1983) conducted a study of role conflicts and coping strategies in married professional women and found that seventy-seven percent of the three hundred women in the sample often experienced strains between their home and career roles. More than half of the women who had children had ambivalent feelings about child care and forty-six percent felt that family was more important than their career. These women worried about the physical well-being of their children while they were separated from them and they worried about the financial strain of providing child care.

Based on these views, one might assume that multiplication of roles imposes the double burden of overload and conflict. The more roles one accumulates, the greater the probability of running out of time and of confronting role partners whose expectations are contradictory. Role conflict and role strain both cause discomfort resulting in increased tension. The individual must then seek a solution for the discomfort and attempt to re-establish a sense of well-being.

Expansion Model

It has long been assumed that role strain and role conflict are normal consequences of multiple roles. There is a growing body of evidence, however, that suggests that multiple roles may have positive psychological consequences for women, either as a primary source of well-being, or as a buffer against stress experienced in other roles. This concept has been identified as the "expansion hypothesis".

The expansion hypothesis (Marks, 1977; Seiber, 1974) emphasizes the benefits rather than the costs of multiple role involvement: status, privileges, and increased self esteem. Seiber (1974) points out that researchers and theorists have disregarded possible rewards from role accumulation which may far outweigh tensions due to strain and conflict. Recent studies which support the expansion hypothesis (Baruch & Barnett, 1985; Epstein, 1983; Thoits, 1983; Verbrugge, 1983; Wilson, 1980) indicate that involvement in several roles yields a variety of sources of stimulation, gratification, and social validation.

Marks (1977) cites four reasons why one individual would want to carry a cluster of roles:

1. Spontaneous enjoyment of one or more of the roles in the cluster.

2. Spontaneous loyalty to one or more role patterns.

3. Anticipation of some perceived award such as wealth, power, or approval.

4. Avoidance of perceived punishment such as stigma, disapproval, or loss of rewards.

Multiple role involvements do not necessarily result in role strain or role conflict. The privileges, resources and rewards of multiple roles can result in increased privileges, resources and rewards, thus outweighing the possible effects of role conflict and role strain (Thoits, 1983).

Psychological consequences of role accumulation depend not only on the number of roles occupied but on the nature of the particular roles, since roles differ in social value and in the patterning of privileges and obligations associated with them. Moreover, for any particular role, proportions of privileges versus obligations differ among role occupants. Thus, involvement in the same number of roles may have different consequences for different people depending on the particular roles included, on the nature of one's experience within each role, and on the perceived expectations of behavior within that particular role (Barnett & Baruch, 1983).

In a series of working papers and articles on the concept of multiple roles, role strain, and well-being of women in the middle years, Barnett and Baruch (1982, 1983, 1985) and Baruch, Barnett and Rivers (1983) found that women who work hard at a challenging career are doing something positive for their mental health. Another important finding was that doing and achieving are as important to the lives of women as are relationships and feelings. If the professional side of a woman's life is neglected, her self esteem is endangered.

The authors identified two major factors related to role conflict and well-being. The first was labelled Mastery and the second Pleasure. Mastery is strongly related to the doing or "instrumental" side of life and reflects a woman's involvement in her career. The other dimension of well-being is pleasure, which is closely tied to the feeling side of life, the quality of one's relationship with others.

Results of their studies showed that paid employment is the element that best determines whether a woman ranks high or low in the area of mastery. This finding would imply that a woman's profession is not peripheral to her sense of well-being; it is central. A secondary finding that reinforces this position is

the correlation between high prestige employment and high scores on the mastery scale.

The authors also found that the number of roles a woman occupied told very little about her level of role conflict. What did make a significant difference was whether or not a woman was a mother. Role conflict was higher among woman who had children. It was being a mother rather than having a career that was most likely to make a woman feel overburdened and torn between allegiances. Regardless of employment status, mothers experienced higher levels of role overload and role conflict than childless women did. However, even when a woman does experience role strain, the conflict has a negative effect only on the Pleasure dimension of well-being. It does not affect Mastery at all.

An important implication of these findings is that they are inconsistent with the assumption underlying the scarcity hypothesis that the more roles a person occupies, the greater the role strain. What this study points out is that the role of paid worker has no effect on the experience of role conflict, and regardless of employment status, mothers experience higher levels of role overload and anxiety than do childless women. This study, in effect, corroborates the expansion hypothesis to the degree that if a

particular role produces a net gain with respect to costs and benefits, occupancy of that role will increase well-being even if it increases the number of roles occupied.

According to Thoits (1983), role requirements give purpose, meaning, direction, and guidance to one's life. The greater the number of identities held, the stronger one's sense of a meaningful existence. Privileges and resources may be used to free the individual from overwhelming demands and to increase prestige, while occupancy of multiple positions may enhance general feelings of security and a sense of personal worth. These are interesting results and have been substantiated in the interpretations of other researchers prior to this study (Epstein, 1983; Hooper, 1979; Marks, 1977; Seiber, 1974).

For women who are actively involved in both a career and a family life, demands for time in the career role and for time in the family roles are in competition. Whether this creates role conflict or enhances well-being is interpreted differently by various authors.

Sex-Role Attitudes

Although individuals enact a combination of roles

at any given time, the combination of roles varies over time as does the significance of any one role. Some roles remain salient for longer periods of time, and these roles have a greater impact on individuals and their patterns of social interaction. For this reason, sex-role attitudes are extremely influential in an individual's life.

The term sex-role refers to a particular set of beliefs and expectations that define what is appropriate behavior for a given gender in a specified culture. Thus, conceptions of masculinity and femininity are included within the parameter of sex-role behavior.

The traditional sex-role of women has been to exhibit typically feminine attributes and to pursue the traditionally established role activities of mother and homemaker. Behavior that conformed with these expectations was considered normal and healthy. Conversely, behaviors that did not conform with these expectations was considered abnormal and unhealthy (Wilson, 1980).

Sandra Bem (1974) implied that healthy sex-role expectations incorporate both masculine and feminine personality attributes. To further validate this concept, she developed the Bem Sex-Role Inventory to

assess psychological androgyny, a term that denotes the integration of femininity and masculinity within a single individual.

Since its first appearance in 1974, Bem's concept of psychological androgyny has received considerable attention in the sex-role literature. With this popularity, however, has come increasing controversy over the theoretical and operational definitions of this construct (Briere, Ward, & Hartsough, 1983).

To date, the major measures of sex-role orientation are the Bem Sex-Role Inventory (Bem, 1974), and the Personal Attributes Questionnaire (Spence, Helmreich, and Stapp, 1974). These two inventories currently represent the two most refined inventories that purport to measure androgyny (Lubinski, Tellegen, and Butcher, 1984).

Studies by Lubinski et al. (1981, 1983) using the BSRI, found no empirical support for either the contemporary formulation of androgyny or the traditional assumptions regarding sex-role identification with psychological well being.

Additional studies (Ramanaiah and Hoffman, 1984; Stokes, 1983; Myers and Gonda, 1982) question the adequacy of the BSRI masculinity and femininity scales for measuring concepts of sex-roles on the premise that

items that were rated as more desirable for one sex than for the other might no longer be so rated since conceptions of sex-roles and sex-role stereotypes are undergoing rapid change.

Spence and Helmreich (1981) contend that the BSRI has been empirically shown to tap neither the global concepts of masculinity nor femininity, but only the much more limited traits of instrumentality and expressiveness. However, Bem, in her response to this statement, contends that one's self-description on the BSRI reflects different things for different people. For non-sex-typed individuals, the BSRI may well tap instrumental and expressive traits. Non-sex-typed individuals may thus describe themselves as dominant or nurturant without implicating the concepts of masculinity or femininity. When sex-typed individuals so describe themselves, however, it is precisely the masculine/feminine connotations of the items on the BSRI to which they are responding.

Briere, Ward, and Hartsough (1983) present data which suggests that the construct "androgyny" varies in meaning according to the method used to ascertain its presence. The scoring for the BSRI produced a variety of sex differences while failing to agree on the classification of most androgynous subjects. On the

basis of these sex differences, the use of summary masculinity and femininity scores to define androgynous populations appears to be problematic.

Perhaps androgyny does not carry information beyond that available from measures of masculinity and femininity. As such, according to Stokes (1983), androgyny is useful only as a descriptive label that indicates relatively high self concept levels of masculinity or femininity. Stokes concludes that the data we have currently do not provide a powerful test of whether masculinity or femininity interact to produce a meaningful concept of androgyny. He suggests that androgyny be viewed as only one example of a broader class of "fulfillment" or "self-actualization" in which a fully functioning person integrates various and contrasting attributes in a synergistic manner, such that the whole is more than the sum of the parts.

Bem's (1974) study was replicated by Walkup and Abbott (1978) using her instructions and rating scale. It was found that practically all the M and F items were acceptable for the respective scales according to Bem's criteria. They concluded that the differences between Bem's study and other studies were attributable to differences in instructions and rating scales used in the two studies, and not to changes in sex-role

stereotypes over time.

Using the BSRI, Myers and Gonda (1982) tested 750 visitors to the Ontario Science Center. The results of their study did not provide support for the validity of the generally agreed upon cultural definition of M-F as reflected in the scale construction. However, they go on to state that their findings cannot be used to discount the possibility that for some individuals, the BSRI is a reliable and valid indicator of their personal sex-role orientation. It is only through further empirical explication that the saliency of one's own concept of M-F can be assessed.

In contrast to Myers and Gonda's study (1982), Bledsoe (1983) did a study which attempted to determine the factorial validity of the Bem scales. His sample consisted of 44 female teachers, who were part of a larger study of teachers, in relation to their self-definition of their sex-role type. Results generally confirm the construct validity of the Bem Inventory, although the former stereotypes of males as aggressive and females as submissive may be understood as unrealistic generalities, and compassionate men and assertive and independent women will come to be regarded as somewhat more "normal" than has previously been the case.

Lubinski et al. (1981) conducted a study using a total of 176 college students (88 males and 88 females). Findings from this study support the validity of the Bem scales as indicators of psychological well being, thus corroborating Blesdoe's (1983) results.

A difficulty with any test for the measure of androgyny is that even if it accurately assesses the presence or absence of certain traits, it does not measure the relationship between these traits, or the conditions under which they may or may not be expressed.

The Bem inventory which measures androgyny rejects the concept of bipolarity. It is designed around the recognition that femininity and masculinity are independent. A person is not asked to choose between the presence of a feminine or masculine attribute. Respondents can indicate that they are high in both attributes, high in one but low in the other, or low in both. Accordingly, subjects can be classified as feminine, masculine, androgynous, or undifferentiated.

Along with the change in conceptions of masculinity and femininity, there is also a change in the conception of what is appropriate in relation to role activities. While traditional sex-role concepts

have socialized males toward achieving success directly through their own efforts in a chosen career, females have been socialized toward marriage and a vicarious mode of achievement through the accomplishments of a husband and children (Miller, 1976).

Recent literature related to women's role activities (Barnett & Baruch, 1985; Dowling, 1981; Gilligan, 1982; Richman, 1984) indicates that direct achievement has become a more prominent concern of many women. Women's roles now include those of wage earner as well as the more traditional ones of mother and homemaker.

In the current climate of social transition there are more opportunities for continued role change. At the same time however, there are more possibilities for women to experience role conflicts related to the personal uncertainties that accompany change (Haw, 1982; Nevill & Damico, 1976). In addition, with a greater number of options from which to choose, there is the necessity for choice, a situation which may be still another source of role conflict for women today. Increased freedom of choice, even if only on an intellectual basis, may lead to anxiety, isolation, loneliness, and depression (Dickstein, 1984).

To choose means to act freely with full

recognition that there will be consequences, and to commit oneself to accepting the consequences, whatever they may be. This is especially hard for women who are not accustomed to doing things that leave them open to risk and anxiety (Dowling, 1981).

To some extent, it is more meaningful to talk about sex-role identification than about sex as a significant factor in adaptation to transition. Males and females are socialized to different attitudes and behaviors, and the extent to which the individual man or woman internalizes these norms may significantly influence his or her ability to adapt. Thus, the woman who conforms to the feminine stereotype - dependent, passive, helpless - may find herself at a disadvantage in adapting to situations that require her to be independent, assertive, and self-reliant (Schlossberg, 1982).

Socialization influences have had a long term effect on the way women develop and implement their career plans. Residual developmental factors have also contributed to the current state of sex-role norms for women. Socialization and developmental factors which affect women's present role behaviors and their sex-role attitudes will now be discussed.

Social Influences on Sex-Role Attitudes

Early social environments differ for male and female children and are experienced differently by both. Thus, basic sex differences occur in personality development. As a result, feminine personality defines itself in relation to and in connection with other people more than masculine personality does. Girls emerge with a stronger basis for experiencing another's needs or feelings as their own (Chodorow, 1974; Gilligan, 1982).

Miller (1976) indicates the parameters of the female's development are not the same as the male's and that the same terms do not apply. She finds no language in psychology to describe the formation of a woman's sense of self structured around being able to make and maintain affiliations and relationships. She calls for a new language in psychology that would separate the description of care and connection from the vocabulary of inequality and oppression, and she sees this new language as originating in woman's experience of relationships.

The concepts of attachment and separation that depict the cycle of human development appear in adolescence as identity and intimacy, and then in adulthood as love and work. Because women develop in a

context of attachment and affiliation with others, their sense of self becomes organized around maintaining affiliations and relationships. Conflict occurs when pleasing themselves clashes with pleasing others. The threat of disruption of an affiliation is perceived not just as a loss of a relationship but as something closer to a total loss of self (Gilligan, 1982; Miller, 1976).

Gilligan further states that there are deeply ingrained attitudes in our society that women exist mainly to nurture others. Accordingly, concern for others is central to the way in which women make moral decisions about their lives. She argues that women's moral decision-making is not inferior to men's, it is just different, bringing to bear an intense awareness of the needs and concerns of others. Healthy self-assertion is often sacrificed since it may be mistaken for hostility. Therefore, women often repress their initiative, give up their aspirations, and, unfortunately, end up excessively dependent with a deep sense of insecurity and uncertainty about their abilities and their worth.

Much of feminine self-esteem is based on pleasing, loving, and being loved. The woman who feels the need to depart from traditional female roles often

encounters the loss of approval from significant others and many times is apt to choose a career which minimizes the possibility of conflict with the demands of being a wife and mother (Flaherty, 1982). To do well academically or in a career means risking disapproval, while not to achieve means being a failure.

One common, costly response to this problem is the attempt to be "superwoman", avoiding negative sanctions from others and guilt from within by trying to do everything and do it all perfectly (Scarato & Segall, 1979). "It is obvious," Virginia Wolf says, "that the values of women differ very often from the values which have been made by the other sex. It is the masculine values that prevail".

In summary, the residual effects of developmental influences carry over from childhood and add to the current pressures which impact on a woman's present life-style. Such influences affect a woman's role behavior and are frequently a primary source of role conflict.

Most of the research reviewed focuses on conflict related to work and family roles. Available research has little to say about conflict related to the student role. The following portion of this literature review

will provide information about women who return to school and add the student role to their already full repertoire of roles.

Returning to School

The group of women who attend college has changed significantly in the last twenty years. The number as well as the percent of students who are women has increased, and many students do not come to college directly from high school, so they are often working women. Many women complete their initial education and then return for a higher degree. Many women terminate their education because of marriage or child rearing responsibilities and return to complete it at a later time as an adult learner.

In 1984, 4.5 million older Americans went back to college and approximately fifty percent of these adult learners were women. In any discussion of adult learners, one must consider Malcolm Knowles (1970, 1978) who developed the concept of andragogy, the art and science of teaching adults. In the andragogical approach to education, the experience of the adult learner is valued as a rich resource for learning.

There are four basic concepts around which the tenets of andragogy can be illuminated. These

concepts serve as reference points for reflecting on the emphasis on the teaching-learning process of andragogy. Knowles identified four main characteristics of adult learners that differentiate them from child learners. First, the adult's self concept is that of a self-directed individual. Second, the adult has a body of experience, as well as specific knowledge, that serve as resources in learning. Third, the adult is motivated to learn by the demands of social roles; and fourth, the adult is interested in the possibility of immediate application of knowledge and skills being learned. Knowles further mentions that motivation for learning is based on the demands of the various social and/or professional roles in which adults find themselves, and the developmental tasks with which they are dealing.

Educational re-entry has become increasingly common in recent years as indicated by the statistic cited above. Yet little is known about this group of adults who come to a learning situation as a response to pressure from social and professional roles, or as a response to a developmental life stage. In the past, these women have been assimilated into the student role quietly, adapting to educational demands geared to the young, unattached, non-parenting student. Their

special learning needs have not been addressed and the standard pedagogical approach to learning has been employed rather than a person-centered, problem-oriented andragogical approach. It can be assumed that motivation to learn is high in these students and they see themselves as self directed and goal oriented. Therefore, traditional teaching methods that do not allow adult students to feel in control, to be actively involved, and to assume some responsibility for their own learning, cause the student to resist assimilation into the student role, creating an added source of conflict where none should exist.

In addition to general re-entry difficulties, these women must integrate their educational role with home responsibilities. The potential for role conflict and role overload is high, yet it is not known whether women who return to a formal educational program experience role conflict and decreased well-being.

Researchers have paid little attention to the special needs and problems of women students who return to school. Educational and career aspirations often are viewed as conflicting with the fulfillment of the more traditional roles of wife and mother. Women themselves who have returned to school frequently report concerns about the effects of role increment.

The anxiety that women experience when faced not only with the prospect of making choices, but with the prospect of achievement itself, is significant. Since many women are adding a new role to a full complement of existing roles, the totality of demands these women face could exceed their capacity to meet all of them successfully.

Van Meter and Agronow (1982) reported that the majority of women in their sample of married college students achieved husband support for their college attendance under the assumption that family and household roles would not be altered. Many women felt they could not walk out of the door without first preparing for routine household functioning in their absence. The authors go on to state that women returning to school are reluctant to ask for increased domestic help from their husbands and that little change in the actual division of labor in the home seems to occur once a women returns to school.

Rice (1982) noted that the more support a woman received from husband, children, friends, instructors, or advisors, the more likely she was to return to school, stay in school, and enjoy the experience. The attitude and support of the spouse, and to a lesser degree, one's child, emerge as formidable variables in

a person's decision to return to school, and in the ultimate success of that choice.

Sales, Shore and Bolitho (1980) completed a study of mothers returning to an MSW program and found that for younger women, pleasure in the educational role was tempered by the difficulties and demands of existing roles. In a study conducted by Rice (1979) almost ninety percent of the women interviewed named role conflict and guilt about their families as their greatest problem and felt they could not succeed as students without the support of their families.

Clearly, many potential sources of stress exist for the married college woman. Dickstein (1984) asserts that conflict for women arises over their desire to please themselves versus their need to please others. They want to break away from what they view as women's stereotypic behavior, yet their role models, mothers and grandmothers, spent their lifetimes caring for their families and attempting to please others. These women now have made educational choices which absorb their energies. They do not wish to respond as their role models did, but they feel an obligation to do so and thus feel the conflict. There is evidence that dealing with these conflicting expectations leads to social maladjustment in some college women. To

pursue higher education forces these women to assume personality traits which may be opposite from those of their early socialization experiences.

Dickstein (1980) further states that societal support is a problem for the returning woman student. Women seeking education while attempting to function as wife, mother, and significant other find insufficient child care facilities, inadequate household help, and little active family support. This lack of support increases the pressures, the doubts and the conflicts.

Although woman's role as student is performed in addition to all her family roles, some studies indicate that the increased role conflict caused by role accumulation can be more than offset by the enhanced sense of personal worth accrued from the new student role (Seiber, 1974). According to Verbrugge (1983), multiple roles give people security, privileges, resources, and self-esteem, and people learn to use their time efficiently so they do not feel overloaded. With greater involvement and personal achievement, these busy people may feel more satisfied about their lives. Hooper (1979) reports that the longer a woman has been a successful student, the higher her self-esteem. According to her study, returning women students reported that they felt better about

themselves as persons once they determined they could succeed as students. They also reported that the support of the family, and in particular the spouse, is a key variable in the ultimate success of a woman's transition to student status.

The many ways in which the student role is integrated with the other multiple roles of women bears investigation. There is some disagreement about whether multiple roles lead to role conflict or increased well-being. Does the woman who assumes a student role in addition to her family roles and work role feel overburdened and unable to meet all the obligations attached to these roles? Are the rewards associated with academic achievement sufficient to compensate for failures or disappointments in other roles? These are important questions for scholars concerned with the well-being of women in today's society. "Love and Work, Freud's two pillars of a healthy life, are as vital to women as they are to men. Women can no longer afford to worry about only one of them" (Baruch, Barnett and Rivers, 1983).

Summary and Conclusions

The first portion of this literature review includes theoretical contributions from role theory.

It is apparent that the two aspects of role theory that are particularly applicable to studies of women and their multiple roles are role accumulation and role conflict.

The next portion of this review includes consideration of the empirical literature that addresses those dimensions of women's roles creating conflict (mother, wife, homemaker, worker, parent). Further, this section examines possible relationships between these variables and reports on whether women experience role conflict or well-being as a result of assuming multiple roles.

The third portion of this review focuses on the important impact early developmental aspects have on emerging sex-role attitudes and sex-role behaviors. It is clear that socialization influences affect the sex-role stereotyping of today's women as well as affecting the perception of their roles.

A survey of the literature on role conflict reveals that many researchers talk about role conflict, but empirical investigations of women's role conflicts are somewhat limited and at times contradictory. To date, only a few researchers have addressed the problem of role accumulation by the addition of the student role.

The final section of the literature review examines current material devoted to the conflict experienced by women who return to school. While some information about women's role conflict, well-being, and the student role can be assembled from excerpts of related investigations, such efforts have revealed inconsistencies and conflicting findings.

In recognition of these inconsistencies and conflicting results in previous research, the present investigation attempts to clarify these issues and is designed to examine role conflict and its effect on multiple role women who return to a formal program of education.

CHAPTER III

METHODOLOGY

Purpose

The present investigation has a dual purpose. First, this study is designed to develop and test propositions which attempt to explain the effect of multiple roles on professional women who return to a formal program of education. Second, this study examines whether or not stereotypical feminine sex-role self concepts are a contributor to increased role conflict. Toward this end, the study uses two questionnaires and a biographical data sheet. One questionnaire measures sex-role attitudes and the second measures the level of psychological distress experienced. The biographical data sheet gathers relevant demographic information as well as information

related to social supports and perceived role conflict.

The chapter content defines the purpose of the investigation, specifies the design of the study, and provides information about subjects, instrumentation, procedures, and data analysis.

Design of the Study

This is a descriptive study designed to:

- A. measure the degree of role conflict experienced by professional women who return to a formal program of education.
- B. correlate the influences of social supports and sex-role self-concepts on perceptions of role conflict and well-being.
- C. Assess the impact of multiple roles on a woman's sense of well-being.

Hypothesis 1

A questionnaire method that measures overall role conflict, as well as role conflict related to specific roles, was used to test hypothesis one which states:

Multiple roles increase perceived role conflict.

- 1a. Employed women experience greater role conflict than non-employed women.

- lb. Married women experience greater role conflict than non-married women.
- lc. Women with children experience greater role conflict than women without children.
- ld. Employed, married women with children experience greatest role conflict.

Hypothesis 2

Information accumulated from a biographical data sheet was used to test hypotheses two which states:

Multiple role women with greater social supports exhibit less perceived role conflict than multiple role women with fewer social supports.

- 2a. Women with satisfactory child care arrangements experience less conflict than women with unsatisfactory child care arrangements.
- 2b. Women whose return to school is supported by their spouse/significant other experience less conflict than women whose return to school is not supported by their spouse/significant other.

- 2c. Women who have flexibility in scheduling work hours experience less conflict than women who do not have flexibility in scheduling work hours.
- 2d. Women in higher socioeconomic levels experience less conflict than women in lower socioeconomic levels.

Hypothesis three

Multiple role women exhibit a decrease in feminine or undifferentiated sex-role concepts.

- 3a. Multiple role women who exhibit feminine or undifferentiated sex-role concepts experience greater role conflict than women who exhibit masculine or androgynous sex-role concepts.
- 3b. Multiple role women who exhibit feminine or undifferentiated sex-role concepts experience a greater loss of well-being than women who exhibit masculine or androgynous sex-role concepts.

To test hypothesis three an inventory that assesses sex-role personality characteristics was administered. Results of this inventory were correlated with those of the role conflict questionnaire to determine degree of relationship

between them.

Hypothesis four

Increases in perceived role conflict result in decreased well-being.

This hypothesis was tested by the use of a 20 item self-report scale of depressive symptoms. Results of this inventory were correlated with those of the role conflict questionnaire to determine degree of relationship between them.

The independent variable in this study is multiple roles. The dependent variable is degree of well-being. Intervening variables are sex-role concepts, social supports, and perceived role conflict.

Subjects

The sample group consists of one hundred and fifty-five female students enrolled full-time in a registered nurse baccalaureate completion program within the Massachusetts State College system. All individuals have previously graduated from an associate degree program or a hospital school of nursing program, and all individuals have successfully written the examination to become a registered nurse. This sample was chosen because all subjects are returning to school

after the completion of an initial program of study and because of the high percentage of subjects managing multiple roles.

This investigation considered only the roles of employee, mother, student, and wife. For example, students who were not married and were not employed occupied one role; students who were not married but who worked occupied two roles; married students who were employed occupied three roles; and married students who were parents and who also worked occupied four roles.

Procedure

Subjects enrolled full-time in the upper division baccalaureate completion program for registered nurses were asked to complete a biographical data sheet, the BEM inventory, and the CES-D scale. This investigator oriented all subjects to the procedure for completing the biographical data sheet, the Bem Inventory, and the CES-D scale. She was available to answer any questions that arose. All instrumentation was administered by this investigator during a class period scheduled for Research. Subjects were given the option not to participate. Subjects were informed that their

decision on whether or not to participate would have no effect on their program of study. All materials were coded and scored blindly to assure subject anonymity. All students present on the day the questionnaires were distributed agreed to participate as subjects in this study.

Instrumentation

The data for this investigation was obtained by means of a biographical data sheet and two questionnaires. A copy of the questionnaires and the data sheet appear in Appendix A.

Biographical Data Sheet

The biographical data sheet gathers information needed to categorize subjects into the demographic variables of employment status, marital status, and motherhood. These variables are designated as most relevant in creating role conflicts based on the significant obligations women attach to meeting the demands of these roles (Baruch and Barnett, 1985; Epstein, 1983; Hall, 1972). Two items on the biographical data sheet assess degree of role conflict experienced. Respondents were asked to rate each of the items, indicating the degree of conflict

experienced on a scale from 1 (no conflict experienced) to 6 (very strong conflict experienced). Respondents could also check N/A if an item was not applicable to them. The biographical data sheet also gathers information on age, combined family income, child care arrangements, and reason for return to school, as well as degree of support from spouse/significant other and employer.

Bem Sex Role Inventory

The first questionnaire consists of the Short Bem Sex-Role Inventory. The Short BSRI has two features that distinguish it from most masculinity-femininity scales. It treats femininity and masculinity as two individual dimensions rather than as two ends of a single dimension. This instrument is constructed to measure sex role identity, that is, the degree of sex role stereotyping present in an individual's concept of self. The inventory contains thirty personality characteristics. Ten of the characteristics describe socially desirable personality characteristics for females; ten describe socially desirable characteristics for males; and ten are neutral characteristics. The BSRI was initially published in 1974 with a modification in the scoring system published in 1978. The Short BSRI includes exactly

half of the items on the Original BSRI and constitutes a refinement of the Original BSRI.

Respondents are asked to rate each of the thirty items, indicating how well the characteristics describe them on a scale from 1 (never or almost never true) to 7 (always true or almost always true). In order to estimate the internal consistency of the Short BSRI, coefficient alpha was computed separately for the F score, the M score, and the F minus M difference score. As shown in Figure 2, all scores proved to be highly reliable.

Figure 2

Fem.	Mas.	F-M diff.
.78	.86	.82

Subjects are classified on the basis of a median split into four distinct sex-role groups: feminine, masculine, androgynous, and undifferentiated.

CES-D Scale

The second questionnaire is a depression scale developed by the National Institute on Mental Health

(Radloff, 1977; Kandel, Davies & Raveis, 1985). The Center for Epidemiological Studies Depression Scale (CES-D) is a twenty item self-report scale of depressive symptoms. Respondents are asked about the frequency of occurrence, in the prior seven days, of twenty symptoms such as feeling sad, having crying spells, or feeling hopeful about the future. The criterion score of 16 on the CES-D scale is used to identify subjects at increased risk for depressive disorders. The internal consistency reliability (coefficient alpha) of this scale is .88. Cronbach's alpha statistic was used and is normally interpreted as a measure of internal consistency.

Data Analysis

Analysis of data begins with the presentation of information compiled from the biographical data sheet. Descriptive statistics were employed to tabulate such personal data as age, role categories and socioeconomic status. Frequency data is reported, in terms of percentiles within each distribution category, on each of the identified variables in the study.

Chi-square was used to identify whether two variables of a cross tabulation are independent of each

other. It provides little information about the strength of the association between the variables, rather it is a test of overall relationship. Further statistical data is required to explain why the relationship exists and what accounts for the significance of the relationship.

Non-parametric statistics were used because the data in the study is primarily categorical and because the sample size was small. As categorical data is used throughout this analysis, no assumptions can be made regarding a normal distribution. This requires the use of non-parametric statistics such as the Mann Whitney test and the Kruskal-Wallis test, which are similar in interpretation to parametric statistics, but different in the way they are performed.

The Mann Whitney test does not require assumptions about the shape of the underlying distribution. It tests the hypothesis that two independent samples come from a population having the same distribution. This test does not require that the variable be measured on an interval scale, an ordinal scale is sufficient. The Mann Whitney uses two categories (0 or 1) to test the mean rank of each group while controlling for the number of ties in each rank ordering.

The Kruskal-Wallis is a one-way analysis of

variance which is used when the variables being tested have more than two values. This test rank orders every case, determines an average rank, tells whether there is a difference in groups and in what direction that difference is going. For each of the groups the ranks are summed and the Kruskal-Wallis H statistic is computed from these sums. The H statistic has approximately a chi-square distribution.

Parametric statistics using one-way analysis of variance and t-tests are used when the data being analyzed is ordinal, as is the case with the CES-D scale. The t-test is used to look at individual means based on the number of cases, and it determines whether they are statistically different. It indicates whether the mean scores of sample data vary because of chance or because they represent a population with different characteristics. A probability of .05 or less on the t-test indicates a significant difference.

The one-way analysis of variance looks at sample means and determines whether observed differences can be reasonably attributed to chance or whether there is reason to suspect true differences. The one-way analysis of variance was used to determine whether dividing the sample into conflict groups explained any of the variation in the CES-D score

Multiple regression analysis was used to draw inferences which explained the impact each set of variables had on the sample population. It explains the effect of one variable on another, holding constant all others. Step wise multiple regression analysis was also used to identify which of the independent variables had a significant impact and which had the greatest impact on the dependent variable. This was done by looking at b and betas. The larger the beta is in absolute value, the stronger the linear association and the more importance assigned to that variable.

CHAPTER IV

RESULTS

This chapter is a presentation of the results of the statistical analysis. A description of the participants is given, followed by descriptive statistics of the variables, and tests of the research hypotheses.

Personal Data

Age

The mean age of respondents is 31 and is shown in Table 1. Actual ages were identified, however, for purposes of reporting this data, ages are categorized in five year clusters and presented in Table 2.

TABLE 1

AGE

N	X	S.D.
155	31	7.90

TABLE 2

Age Cluster	N	%
20-25	40	25.8
26-30	47	30.4
31-35	25	16.2
36-40	24	15.5
41-45	8	5.2
45-50	6	3.8
51-55	4	2.5
56-60	1	0.6

=====

Role Categories

Women were identified as falling into one or more of the following role categories: employee, mother, wife and/or student. Of the sample tested, 98.1% of the women were employed; 48.4% were mothers, 58.1% were married and 100% were students. Table 3 presents this data.

TABLE 3
ROLE CATEGORIES

Role	N	%
Employee	152	98.1
Mother	75	48.4
Wife	90	58.1
Student	155	100

=====
 In addition, 38.7% of these women occupied two roles; 18.1% three roles; and 43.2% four roles. This data is presented in Table 4.

TABLE 4
ROLE OCCUPANCY

# Roles Occupied	N	%
2	60	38.7
3	28	18.1
4	67	43.2

=====

Total Household Income

Respondents were asked to identify total household income based on the categories identified below. Of the 155 respondents reporting income data, 5.1% report total household income below \$10,000; 12.9% report \$10,000 to \$19,999; 17.4% report \$20,000 to \$29,999; 25.2% report \$30,000 to \$39,999; 21.3% report \$40,000 to \$49,999; 10.3% report \$50,000 to \$59,000, and 7.7% report \$60,000 or more. A breakdown of this data is presented in Table 5.

TABLE 5
TOTAL HOUSEHOLD INCOME

Income Category	N	%
0 - 9,999	8	5.1
10,000 - 19,999	20	12.9
20,000 - 29,999	27	17.4
30,000 - 39,999	39	25.2
40,000 - 49,999	33	21.3
50,000 - 59,999	16	10.3
60,000 or more	12	7.7

Descriptive Statistics of the Variables

Support

Respondents were asked to identify whether they received emotional support in their decision to return to school from as many of the following as were applicable: husband, friend, parent, sibling, employee, or other (specified). Of the sample tested, 1.3% of the respondents indicated they received no support, 14.2% received support from one source; 34.8% from two sources; 32.9% from three sources; 14.2% from four sources; 0.6% from five sources and 1.9% from six sources. This data is presented in Table 6.

TABLE 6
SUPPORT TO RETURN TO SCHOOL

# of Supports	N	%
0	2	1.3
1	22	14.2
2	54	34.8
3	51	32.9
4	22	14.2
5	1	0.6
6	3	1.9

Child Care

Of the 155 women tested, 48.4% or seventy-five, were mothers. Of that number, forty-eight indicated a need for child care. These women were asked to identify how satisfied they were with child care using a likert type scale ranging from one (very dissatisfied) to five (very satisfied). No respondents were very dissatisfied with child care; 2.1% were dissatisfied; 43.8 were moderately satisfied; 33.3 were satisfied; and 20.8 were very satisfied. Table 7 presents this data.

TABLE 7
SATISFACTION WITH CHILD CARE

Level of Satisfaction	N	%
Very Dissatisfied	0	0
Dissatisfied	1	2.1
Moderately Satisfied	21	43.8
Satisfied	16	33.3
Very Satisfied	10	20.8
N/A	107	0

Flexibility in Work Hours

Respondents were asked to identify how flexible their employers were in scheduling work hours. 2.6% had rare or no flexibility in their schedule; 11.6% had occasional or little flexibility; 39.4% had a moderate amount of flexibility; and 43.2% had flexibility in scheduling work hours most or all of the time. 3.2% of the respondents found this question not applicable. See Table 8.

TABLE 8
FLEXIBILITY IN WORK HOURS

Degree of Flexibility	N	%
rarely or none of time	4	2.6
occasionally	18	11.6
moderate amount of time	61	39.4
most or all of time	67	43.2
N/A	5	3.2

Help with Household Tasks and Child Care

Respondents were asked whether their spouse/significant other provided help with household tasks and with child care to make the return to school

more feasible. They were asked to rate the degree of help they received on a scale from one (rarely or none of the time) to four (most or all of the time). One hundred twenty-seven women responded to the question relating to household tasks with twenty-eight identifying it as not applicable. 4.7% felt they received help rarely or none of the time; 18.1% occasionally; 37.8% a moderate amount of the time; and 39.3% most or all of the time. Sixty-six women responded in relation to child care. 7.6% felt they received help rarely or none of the time; 15.1% occasionally; 36.3% a moderate amount of the time; and 41% most or all of the time. The breakdown of this data is presented in Tables 9 and 10.

TABLE 9

HELP PROVIDED BY SPOUSE/HOUSEMATE

Help With Household Tasks	N	%
rarely or none of time	6	4.7
occasionally	23	18.1
moderate amount of time	48	37.8
most or all of time	50	39.3
N/A	28	0

TABLE 10
HELP PROVIDED BY SPOUSE/HOUSEMATE

Help With Child Care	N	%
rarely or none of time	5	7.6
occasionally	10	15.1
moderate amount of time	24	36.3
most or all of time	27	41.0
N/A	89	0

Bem Inventory

Respondents were asked to complete the Bem Inventory which measures sex-role identity, or the degree of sex-role stereotyping present in an individual's concept of self. Subjects were then classified into a feminine/undifferentiated sex-role or a masculine/androgynous sex-role. 71% of the respondents fell into the category of feminine/undifferentiated and 29% fell into the category of masculine/androgynous. This data is presented in Table 11.

TABLE 11
SEX-ROLE IDENTITY

Sex-role	N	%
Feminine/Undifferentiated	110	71
Masculine/Androgynous	45	29

Well-Being

Respondents were asked to complete a twenty item self-report scale to assess degree of well-being. Table 12 shows individual scores ranged from a minimum of 9 to a maximum of 45 with a mean score of 19.86 and a standard deviation of 6.85.

TABLE 12
CES-D SCALE SCORES

R	X	S.D.	N
9-45	19.86	6.85	155

Conflict

The sample most frequently reported a moderate level of conflict (34%) with a cluster of respondents (64%) choosing the moderate-strong categories. Table 13 presents this data.

TABLE 13
ROLE CONFLICT

Degree of Conflict	N	%
No Conflict	2	1.3
Very Mild Conflict	12	7.7
Mild Conflict	37	23.9
Moderate Conflict	53	34.2
Strong Conflict	46	29.7
Very Strong Conflict	5	3.2

Tests of the Research Hypotheses

Hypothesis 1

Multiple roles increase perceived role conflict.

- 1a. Employed women experience greater role conflict than non-employed women.
- 1b. Married women experience greater role conflict than non-married women.
- 1c. Women with children experience greater role conflict than women without children.
- 1d. Employed, married women with children experience greatest role conflict.

Hypothesis 1a. was tested with two tests. First, a chi-square was used to cross tabulate conflict with employment, and second, a Mann-Whitney test was done.

Chi-square: Using the .05 level of significance, results indicate employed women do not experience greater role conflict than non-employed women. Given the chi-square value of 2.06, and a significance level of .84, this population is almost identical. However, this result is not surprising in light of the fact that almost the entire sample is employed. It must be noted that of the 155 women tested, only three (1.9%) were not employed, resulting in 67% of the cells having 5 or <5 cases. See Table 14.

TABLE 14
 ROLE CONFLICT IN EMPLOYED VERSUS NON-EMPLOYED WOMEN

N	X ²	Sig
155	2.06	.84

Mann-Whitney: The mean conflict rank was tested for employed versus non-employed women and was not statistically significant. See Table 15.

TABLE 15
 ROLE CONFLICT IN EMPLOYED VERSUS NON-EMPLOYED WOMEN

N	U value	2-tailed P
155	178.5	.50

Hypothesis 1b. was tested using a Chi-square, a Mann-Whitney test and a step-wise multiple regression analysis.

Chi-square: There was no significant difference in conflict scores between married and non-married women. See Table 16.

Mann-Whitney: Correcting for ties, the mean conflict rank was not statistically different for women categorized as either married or non-married. See Table 17.

TABLE 16

ROLE CONFLICT IN MARRIED VERSUS NON-MARRIED WOMEN

N	X ²	Sig
155	4.77	.44

TABLE 17

ROLE CONFLICT IN MARRIED VERSUS NON-MARRIED WOMEN

N	U value	2-tailed P
155	2730.0	.46

Step-wise multiple regression analysis: When the variable of marital status was entered as a step in the regression, it did not prove to be a statistically significant contributor to conflict. See Table 18.

TABLE 18
 ROLE CONFLICT IN MARRIED VERSUS NON-MARRIED WOMEN

N	T	Sig T
155	.826	.41

Hypothesis 1c. was tested using a Chi-square, a Mann-Whitney test and a step-wise multiple regression analysis.

Chi-square: Cross tabulation of the conflict score with the variable of children was statistically significant at the .03 level. It should be noted however, that 67% of cells had 5 or <5 cases. See Table 19.

TABLE 19
 ROLE CONFLICT IN WOMEN WITH CHILDREN VERSUS WOMEN WITHOUT CHILDREN

N	X2	Sig.
155	11.83	.03

Mann-Whitney: Correcting for ties, the U value

was statistically significant at the .01 level. See Table 20.

TABLE 20

ROLE CONFLICT IN WOMEN WITH CHILDREN VERSUS WOMEN
WITHOUT CHILDREN

N	U value	2-tailed P
155	2375.5	.01

Step-wise multiple regression analysis: Using conflict as the dependent variable, and entering the variables of child, marital status, support, number of roles, and income, the single most important variable in explaining the conflict score was that of being a mother. See table 21.

TABLE 21

ROLE CONFLICT IN WOMEN WITH CHILDREN VERSUS WOMEN
WITHOUT CHILDREN

N	Adj R	F	Sig F
155	.039	7.39	.0073

Hypothesis 1d. which states that employed, married women with children experience greatest role conflict

was tested using the Kruskal-Wallis one-way analysis of variance, correcting for ties. Although not statistically significant (.12), the mean rank on conflict scores increased as the number of roles increased with the highest mean rank attained by those women occupying the greatest number of roles. See Tables 22 and 23.

TABLE 22

COMPARISON OF MEAN RANK OF CONFLICT BY NUMBER OF ROLES

# roles	MR	N
2	73.83	60
3	68.36	28
4	85.76	67

TABLE 23

CONFLICT BY NUMBER OF ROLES

N	X ²	Sig
155	4.1442	.12

The results of this data indicate there is no statistically significant difference in perceived role conflict in women who occupy multiple roles as compared to women who occupy fewer roles. Taking this one step further, the question was posited as to whether multiple role women experience increased or decreased well-being. Using a one way analysis of variance, the CES-D mean score for those women occupying 2, 3, and 4 roles was analyzed and was statistically significant at the .01 level. See table 24. Table 25 shows that the mean CES-D score was lower (indicating greater well-being) for women occupying 4 roles than for women occupying 2 roles, and lowest for women occupying 3 roles.

TABLE 24

COMPARISON OF MEAN RANK OF WELL-BEING BY NUMBER OF ROLES

N	df	MS	F prob
155	2	191.16	.01

TABLE 25
CES-D SCORE MEAN RANK FOR WOMEN OCCUPYING 2,3, AND 4
ROLES

# of roles	X	S.D.	N
2	21.78	7.20	60
3	17.92	6.30	28
4	18.93	6.40	67

Hypothesis 2

Multiple role women with greater social supports exhibit less perceived role conflict than multiple role women with fewer social supports.

- 2a. Women with satisfactory child care arrangements experience less conflict than women with unsatisfactory child care arrangements.
- 2b. Women whose return to school is supported by their spouse/significant other experience less conflict than women whose return to school is not supported by their spouse/significant other.
- 2c. Women who have flexibility in scheduling work hours experience less conflict than

woman who do not have flexibility in scheduling work hours.

- 2d. Women in higher socioeconomic levels experience less conflict than women in lower socioeconomic levels.

Hypothesis 2 was tested using a Chi-square and a step-wise multiple regression analysis.

Chi-square was used to cross tabulate number of supports and levels of conflict and was statistically significant at the .02 level with 71% of cells having 5 or <5 cases. See Table 26.

TABLE 26

ROLE CONFLICT IN RELATION TO SOCIAL SUPPORTS

N	X ²	Sig
155	46.67	.02

Step-wise multiple regression analysis: Support was entered as the second step in the regression analysis and the F value was significant at the .00 level. See Table 27.

TABLE 27
 ROLE CONFLICT IN RELATION TO SOCIAL SUPPORTS

N	Adj R	F	Sig F
155	.05813	5.752	.0039

Hypothesis 2a. was tested using a chi-square and the Kruskal-Wallis one way analysis of variance.

Chi-square was significant at the .00 level when degree of satisfaction with child care was cross tabulated with conflict. It should be noted however, that 68% of cells have 5 or <5 cases. See Table 28.

K-W one-way anova was significant at the .00 level, corrected for ties, when used to test mean rank of the conflict scores against mean rank of the scores on the question "Does spouse/significant other provide help with child care." See Table 29.

TABLE 28
 ROLE CONFLICT IN RELATION TO CHILD CARE

N	X2	Sig
48	54.54	.00

TABLE 29
 ROLE CONFLICT IN RELATION TO CHILD CARE

N	X2	Sig
66	10.05	.00

Hypothesis 2b. K-W one-way anova and a step-wise multiple regression analysis were used to test this hypothesis.

K-W one way anova was significant at the .00 level, corrected for ties, when used to test the question, "Does spouse/housemate provide help with household tasks to make the return to school more feasible?" See Table 30.

TABLE 30
 ROLE CONFLICT IN RELATION TO SUPPORT FROM SPOUSE/SIGNIFICANT OTHER

N	X2	Sig
127	13.20	.00

Step-wise multiple regression analysis: As indicated previously, when the variable supports was entered into a step wise regression, it was the only variable, other than children, that had a statistically significant effect on conflict. Refer to table 27 on preceding page.

Hypothesis 2c. was statistically significant at the .04 level using the K-W one way anova, corrected for ties. Those respondents who had the least flexibility in scheduling work hours showed the highest mean rank in conflict score in relation to flexibility of scheduling work hours. See Table 31.

TABLE 31

ROLE CONFLICT IN RELATION TO FLEXIBLE WORK HOURS

N	X ²	Sig
150	7.86	.04

Hypothesis 2d. was not statistically significant when tested with K-W one-way anova. In fact, the one-way anova shows a direct relationship between income and level of conflict with those women in the

higher income categories exhibiting the highest mean rank of conflict scores. When income was entered as a step in the step-wise multiple regression analysis, there was no statistical significance to the amount of variation income had on conflict. See Tables 32, 33.

TABLE 32

ROLE CONFLICT IN RELATION TO INCOME

N	X ²	Sig
155	2.18	.53

TABLE 33

ROLE CONFLICT IN RELATION TO INCOME

N	T	Sig T
155	.10	.91

Hypothesis 3

Multiple role women exhibit a decrease in feminine or undifferentiated sex-role concepts

3a. Multiple role women who exhibit feminine or undifferentiated sex-role concepts experience greater role conflict than women who exhibit masculine or androgynous sex-role concepts.

3b. Multiple role women who exhibit feminine or undifferentiated sex-role concepts experience a greater loss of well-being than woman who exhibit masculine or androgynous sex-role concepts.

Hypothesis 3 is not statistically significant. Results of the BEM inventory classify 110 of the respondents as feminine/undifferentiated and 45 as masculine/androgynous. Using the Mann-Whitney test, and classifying number of roles by sex-role concept, those cases classified as masculine/androgynous had a higher mean rank than those classified as feminine/undifferentiated. See Table 34.

TABLE 34
SEX-ROLE CONCEPTS IN RELATION TO MULTIPLE ROLES

N	U value	2-tailed P
155	2203.5	.24

Hypothesis 3a. was tested using the Mann-Whitney and was not significant. Sex-role concept is not related to level of conflict. See Table 35.

TABLE 35
SEX-ROLE CONCEPTS IN RELATION TO CONFLICT

N	U value	2-tailed P
155	2319.5	.52

Hypothesis 3b. A t-test test was done looking at individual means on the well-being scale based on the number of cases categorized as either feminine/undifferentiated or masculine/androgynous. The mean CES-D score for feminine/undifferentiated

shows a significant difference from the mean score of masculine/androgynous and is statistically significant at the .00 level. See tables 36 and 37.

TABLE 36

SEX-ROLE CONCEPTS IN RELATION TO WELL-BEING

T value	df	2-tailed p
4.16	152	.00

TABLE 37

SEX-ROLE CONCEPTS IN RELATION TO MEAN CES-D SCORES

Sex-role	N	X	S.D.
Female	110	21.24	6.79
Male	45	16.40	5.71

Hypothesis 4

Increases in perceived role conflict result in decreased well being.

A parametric statistic using a 1 way analysis of variance was used to test this hypothesis which was significant at the .00 level. There was a consistent increase in scores on the CES-D scale when compared to level of conflict scores. After obtaining the F value, a separate t-test was done for each possible conflict group. A contrast coefficient matrix was used to test each subgroup against the other. There is no significant difference between the first three groups. The contrast between groups 3 and 4 was significant at the .03 level and the contrast between groups 4 and 5 was significant at the .00 level. Combined groups 3, 4 and 5 are significantly different from combined groups 1 and 2 and from group 6. See Tables 38 and 39.

TABLE 38

ROLE CONFLICT IN RELATION TO WELL-BEING

Source	df	MS	F Prob
between groups	5	311.00	.00

TABLE 39
 CONTRAST BETWEEN CONFLICT GROUPS

Source	T value	df	P
groups 1&2	-0.159	148	.87
groups 2&3	0.195	148	.84
groups 3&4	-2.120	148	.03
groups 4&5	-3.809	148	.00
groups 5&6	-0.719	148	.47

A step-wise multiple regression analysis was used and the variable most directly influencing well-being is conflict. See Table 40

TABLE 40
 ROLE CONFLICT IN RELATION TO WELL-BEING

N	Adj R	F	Sig F
155	.179	34.55	.0000

CHAPTER 5

DISCUSSION

This chapter begins with a summary of the study, followed by a discussion of its limitations and conclusions, as well as the implications of the study for future research.

Summary

This study was undertaken to examine the effects of multiple roles on professional women who return to a formal program of education; and to assess whether stereotypical feminine sex-role concepts are a predictor of increased role conflict and decreased well-being.

The motivation for this study was a dichotomy in the literature on role theory. One theory, the scarcity model, postulates that individuals do not have

enough energy to fulfill multiple role obligations. Thus, compromises are required which lead to role conflict and decreased well-being.

In contrast to this view, the expansion model postulates that multiple roles offer increased emotional benefits and resources, which in turn, produce ego gratification and enhanced well-being.

These opposing views are explored through four research questions:

- 1) Do multiple roles (i.e. employee, mother, wife, student) increase perceived role conflict and decrease well-being?
- 2) Do multiple role women with greater social supports such as satisfactory child care arrangements, support from spouse/significant other, flexible scheduling of work hours, and a higher socioeconomic status exhibit less perceived role conflict?
- 3) Does sex-role concept, as identified by the instrument used in this study, affect perceived role conflict and level of well-being?
- 4) Do increases in perceived role conflict result in decreases in well-being?

To test the existence of these presumed relationships, a sample group of one hundred and

fifty-five female students enrolled in a full-time baccalaureate completion program for registered nurses within the Massachusetts state college system was selected. The data for this investigation was obtained by means of a biographical data sheet, the BEM inventory and the CES-D scale. Data was analyzed to first determine whether there was a relationship between variables. Next, the degree of relationship between variables was assessed, and finally, the extent to which one variable explained the other was tested. The findings are summarized below.

Hypothesis 1

Hypothesis 1 was rejected. Based on the analysis of data, women who occupy multiple roles report no statistically significant difference in their perception of role conflict. Although not statistically significant, the mean rank on conflict scores increases as the number of roles increase. This finding would indicate that although there is some conflict in managing multiple roles, the data suggests that the women in this sample also derive some satisfaction from occupying multiple roles. This is further validated by data which examined the relationship between multiple roles and level of well-being. Of the sample studied, women occupying

three and four roles reported greater levels of well-being than women occupying one or two roles ($p < .01$). These results confirm the expansion model which states that multiple role women experience increased well-being.

Hypotheses 1a and 1b were rejected. Employment and marriage do not have a significant impact on conflict, however, in cross tabulating these variables, there are many cells with five or fewer than five cases in them. This may have altered the statistical data. In addition, 98% of the sample is employed, making comparisons between the employed and not employed populations very difficult to achieve.

Hypothesis 1c was accepted. The most striking finding of this study is that the role of parent is the major source of conflict for professional women who return to school. Contributing to this source of conflict is the issue of child care arrangements. Dissatisfaction with child care is positively correlated with higher levels of role conflict on the role conflict questionnaire. In every statistical test performed, being a parent is a significant factor in role conflict, and in the regression analysis, this variable is the highest explanatory variable entered.

Hypothesis 2

Hypothesis 2 was accepted. The second hypothesis predicted that women with greater social supports would exhibit less perceived role conflict than women with fewer social supports. Satisfactory child care arrangements, support by spouse/significant other, and flexible working hours all contribute to a reduction in the amount of perceived role conflict. Women with contemporary patterns of household responsibility experience less role conflict than women with more traditional patterns of household responsibility.

Income level does not show a statistically significant relationship to conflict. On the basis of this data, hypothesis 2d is rejected. Of interest is the direct relationship between higher income categories and conflict scores.

Two explanations for this are offered. Total household income level reported most frequently by the women in this sample is \$30,000 to \$39,999 with 47% of the respondents clustered between \$30,000 and \$49,999. This figure is approximately double the figure of \$22,415 for the average American household as cited in the 1986 volume of Statistical Abstracts of the United States. This statistic lends support to the classification of the women in this sample as

professional women and validates Gray's (1983) finding that the professional women who works at a "career" experiences more role strain than the woman who works at a "job".

Professional women in higher paying jobs have increased levels of responsibility in their employment environment and may find it more stressful to balance the needs of their job with school and family responsibility. In his study of multiple roles and role strain between work and family life, Marks (1977) found that role conflict was greatest for those women most involved in achieving success at work.

Second, total household income is reported and thus includes income of spouse. With a mean total household income twice the national average, one can assume that the spouse is employed in a high paying job with significant time demands and responsibilities. This may precipitate conflict over sharing of child care and household tasks. Holohan and Gilbert (1979) also found the influence of spouse support to be a crucial variable in determining role conflict.

Hypothesis 3

Hypothesis 3 was rejected. Women who exhibit masculine or androgynous sex-role concepts on the BEM Inventory occupy more roles than women who exhibit

feminine or undifferentiated sex-role concepts. This finding lends support to the theory that sex-role attributes influence an individual's beliefs about appropriate behavior for a given gender in a specified culture. The traditional masculine sex-role is seen as more aggressive, and for the women in this sample who identify themselves as masculine or androgynous, this identification correlates with the occupancy of more roles. Women who identify themselves as feminine or undifferentiated on the BEM inventory occupy fewer roles.

It is interesting to note that of the 155 women tested, 110 classify themselves as either feminine or undifferentiated. Current literature on women in the workplace offers an explanation for this. Although many women are moving into traditionally male-dominated jobs, thousands of women remain in professions in which more than two-thirds of the workers are women (Klein, 1984). Nursing is primarily a profession of women with 97% of its occupants being female. Wilson (1980) describes a strong significant relationship between women's careers and their sex-role concept stating that traditional career women have a high incidence of feminine sex-role identity. She describes nurses as traditional career women with family oriented values

whose employment role is closely related to the nurturing role.

Does the profession attract individuals who possess those characteristics typically defined as feminine attributes? Or, in educating and shaping young minds, do the leaders in the nursing profession encourage stereotypical feminine behaviors of submissiveness and attention to the needs of others as prominent attributes of a caring professional? In addition to her sex status as female, is the student being taught that role status as a nurse must also conform to the preferred pattern of subservience?

Hypothesis 3a was rejected and hypothesis 3b was accepted. Although sex-role concept does not significantly affect level of conflict experienced, it does have a statistically significant impact on well being ($p < .00$). Given the homogeneity of the population (all registered nurses), and the high percentage of women who classify themselves as either feminine or undifferentiated (71%), this finding is similar to the findings of previous investigators studying women's sex-role concept and well-being. Beckman & Houser (1980) and Wilson (1980) reported that women with a feminine sex-role identity evidence a level of psychological well-being that is significantly

lower than women with a masculine sex-role identity. This data would indicate that perception of self is as powerful an indicator of well-being as role conflict or the number of roles occupied.

Hypothesis 4

This hypothesis predicted that increases in perceived role conflict would result in decreased well-being. On the basis of the data, this hypothesis was accepted. Upon further analysis of the data it is noted that when the sample is divided into groups corresponding to degree of conflict experienced from 1 (no conflict) to 6 (very strong conflict) there is significant variation between groups. The contrast between groups 1 and 2, between groups 2 and 3, and between groups 5 and 6 show no significant variation:

contrast 1 - $p < .87$

contrast 2 - $p < .84$

contrast 5 - $p < .47$

What is evident is that the sample clusters around the mild-moderate-strong levels of conflict ($n = 135$), and for these women, their degree of conflict has a negative impact on their well-being. Why women who experience very strong conflict do not also experience decreased well-being is not explainable other than the fact that the number of women in this category is so

low ($n = 5$) that it may not be a representative sample.

Limitations

In discussing the study's results, this summary has noted some limitations in its methodology. First, only 155 women enrolled full-time in an upper division program for registered nurses in a state college system were included in this sample, therefore, these results are only suggestive. Also, because the sample number was low, chi-square analysis of data frequently reported that a high percentage of cells had five or fewer than five cases in them. In addition, almost all of the sample was employed (98.1%), therefore, it was virtually impossible to study the effects of employment versus non-employment on role conflict.

Second, the collection of data relied upon the respondent's reports of perceived traits as well as levels of conflict and well-being. Perceptions of traits as well as levels of conflict and well-being may or may not correspond to actual traits and levels of conflict and well-being. However, it is the purpose of this study to examine the influences of perceptions, not actual conditions.

One conceptual limitation focuses on the use of

the revised BEM Inventory. Norms for this inventory were developed in 1974 with a modification published in 1978. Because changes in sex-role attitudes may have occurred in the past eight years, the norms established for the Bem Inventory may not accurately reflect contemporary perceptions of male and female sex-roles. However, as discussed in Chapter 2, the existence or extent of changing sex-role perceptions has not been definitely determined.

Conclusions

The discussion of conclusions focuses on the four research questions posited earlier.

1) Do multiple roles increase perceived role conflict and decrease well-being?

Overall, multiple roles do not significantly affect perceived role conflict. However, it should be noted that being a parent is a major source of conflict for women in this study. This finding is consistent with the work of Barnett & Baruch (1983) and Wilson (1980) which indicate the potential for stressful effects is greatest in the parental role, and the results of Klein's study (1984) which state that women bear the primary responsibility for raising the

children in addition to other roles they may assume. It is not the number of roles then, but the occupancy of particular roles, that has an effect on role conflict. As noted previously, the roles of employee and wife do not have an effect on the level of conflict experienced.

The data also indicates that multiple roles enhance well-being. Despite the additional demands that are a part of multiple role enactments, for women in this sample, multiple roles provide an opportunity to accumulate benefits that outweigh the stresses involved. It would appear that diversified role enactments promote more effective psychological functioning.

The fact that all women taking part in this investigation are students may be a contributor to the sense of overall accomplishment and well-being they feel. Hooper (1979) reports that the longer a woman has been a successful student, the higher her self-esteem. This investigation took place during the final academic year of the students' program. It is believed that at this juncture in the educational process, students are able to integrate professional behaviors into their identity and thus have a greater ability to validate themselves as individuals.

An important implication of the findings reported here is that they are inconsistent with the assumption underlying the scarcity hypothesis (Marks, 1971) which states that the more roles a person occupies, the greater the role strain and resultant decrease in well-being. This study does corroborate the findings of Barnett & Baruch (1985), Marks (1971) and Sieber (1974) which emphasize the privileges rather than the obligations of multiple roles. If these speculations about the benefits of multiple roles are viewed as an opportunity for professional women to achieve gratification of needs not previously met in traditional roles, a women should experience more role satisfaction and greater well-being.

This investigation also suggests that neither the scarcity hypothesis nor the expansion hypothesis fully explain women's experiences in their roles in relation to conflict. Both of these hypotheses focus on the quantity of roles, neglecting the effects of the quality of experience within a woman's social roles. For example, the variety and diversity of experiences found in a woman's job, or the sense of accomplishment gained from being a successful student can be a highly significant factor in perceptions of well-being and thus counteract the effects of role overload and role

conflict. This investigation lends support to the views of Baruch, Barnett & Rivers (1983) and Crosby (1983) who state that satisfaction in one role is increased by involvement in other roles.

2) Do multiple role women with greater social supports exhibit less perceived role conflict?

Women who are supported emotionally in their decision to return to school, those who have flexibility in scheduling their work hours, and those who have help with household tasks and child care experience less perceived role conflict than those women without supports. Findings in this investigation are similar to the findings of previous investigations Halohan & Gilbert (1979) and Hall (1975), which found the influence of spouse support a crucial variable in determining role conflict in working women. Inconsistent with the above stated finding, however, is the fact that higher income levels do not have a significant effect on reducing conflict. In fact, the opposite is true. The higher the income, the greater the level of conflict. One can postulate that women earning higher salaries are influenced by job related stress and the time demands placed on them by their careers. This statement is supported by Holohan & Gilbert (1979) who report that high career aspirations

were positively related to role conflict.

For this sample population, it is difficult to assess the specific impact of a woman's income on role conflict because that data is not available. Total household income was reported, and as such, can be inclusive of spouse, parent, and/or housemate. The average income level reported, \$30,000 to \$39,999, clearly defines this sample population as well above the national average for household income and is indicative of the professional nature of the respondents.

Taken as a whole these findings suggest that the presence of support in the family unit and in the work environment contribute to reduced role conflict. This data is consistent with the findings of Gray (1983) in which the importance of having the emotional support of significant others was linked to higher levels of satisfaction felt by married professional women. Rice (1982) also noted that the more support a woman received from husband, children, and friends, the more likely she was to return to school, stay in school, and enjoy the experience.

Results of this study show that the division of household responsibility and the sharing of child care are related to the level of role conflict experienced.

Women with contemporary patterns of household responsibility and child care experience less perceived role conflict than women with traditional patterns of household responsibility and child care. In view of these findings, the issue of spouse support becomes an important concern in that it affects the quality of experience within a woman's social roles.

What needs further exploration is the relationship between the higher income levels and high conflict scores. Data compiled for this study does not differentiate between individual and total household income, therefore, one can only make assumptions about the relationship between income and conflict.

3) Does sex-role concept affect perceived role conflict and level of well-being?

Differences in sex-role concepts, as defined by the instrument used in this study, do not have an impact on conflict levels. It should be noted that the ratio of women in this sample who classified themselves as feminine or undifferentiated versus masculine or androgynous was over 2:1. All of these women are registered nurses, employed in an almost exclusively female profession identified as a helping profession. Matejski (1981) writes that nursing is indeed rooted in the cultural and practical needs of the society it

serves. According to Miller (1976) serving others is a basic principle around which women's lives are organized. Therefore, women who perceive themselves as feminine, experience little conflict working in a profession whose basic tenents have been established to provide service to others.

How then does one explain the decreased well-being they experience, for clearly, women with androgynous or masculine sex-role concepts experience greater well-being than women with feminine or undifferentiated sex-role concepts ($p < .00$). Two explanations for this finding are offered.

First, health care has become a multi-million dollar business in the United States. Hospitals and other health care agencies no longer exist on a non-profit basis. Instead, most health care facilities are multi-level corporations with financial investments in such diverse areas as real estate and the marketing of health care products. Nurses are encouraged to emphasize productivity and cost containment. Patient's hospital stays are significantly reduced and they are being discharged much sooner and much sicker. An emphasis is placed on efficiency, at the expense of the quality of the human relationship. In her book on Gender Politics, Klein (1984) states that the workplace

currently emphasizes traditionally masculine qualities, such as self control, logic and objective thought. Female qualities such as patience, nurturance, and an emphasis on interpersonal relationships, are seen as impediments to success.

Although female attributes and behaviors vary over a considerable range, there is a core of preferred and imputed feminine attributes which include, among others, personal warmth, empathy, sensitivity, and dependence. Yet, current social norms, especially in the workplace, encompass many values and social images which are often incompatible and contradictory with this stereotype. For the women in this sample who describe themselves as having female attributes, a resultant decrease in well-being is experienced.

Next, the findings of this study raise questions concerning the impact of sex-role stereotyping in a society whose changing mores create psychological stress for women involved in multiple roles. According to Miller (1976) women have different organizing principles around which their intellects are structured. One of these principles is that they exist to serve others. This principle is further validated in a basic nursing education program. In Alexander's (1985) study, findings suggest that nurses with higher

academic degrees provide more independent nursing actions compared to nurses with a diploma or associate degree who performed dependent nursing actions needing a doctor's order. All of the women in this sample have completed either a diploma or an associate degree program in nursing and have now enrolled in a collegiate program where "accountability, authority, and autonomy are interdependent qualities which are essential to professional nursing practice" (Saperstein & Frazier, 1980). This academic setting, which challenges previously held beliefs and values, and which promotes assertiveness, leadership, independent thinking, and personal fulfillment, can expect to create some confusion over sex-role expectations and appropriate behaviors. This confusion is evidenced in a decreased sense of well-being for those women exhibiting typically female sex-role concepts.

4) Do increases in perceived role conflict result in decreases in well-being?

Moderate to strong levels of conflict produce decreased levels of well-being. Women who experience conflict managing multiple roles also experience a decreased sense of well-being. As stated previously, it is not the number of roles occupied, but the degree of conflict experienced in the occupancy of that role

that creates decreased well-being.

If well-being can be conceptualized as multi-dimensional, and if sources of well-being differ according to role occupancy, involvement in multiple roles may be viewed as a necessity for well-being rather than as a deterrent. Role occupancy does not guarantee that the role will be experienced as highly rewarding, however, not occupying a role precludes deriving any benefits from it. It is the occupancy of specific roles which precipitates role conflict and decreases well-being rather than the multiplicity of roles occupied.

The results of this investigation can be summarized as follows. For the professional woman returning to a formal program of education:

1) The occupancy of multiple roles does not increase perceived role conflict.

2) The occupancy of multiple roles does increase well being.

3) The role of parent, more than any other role, is the major source of stress for these women.

4) Increased social supports result in less perceived role conflict.

5) Multiple roles do not decrease feminine sex-role concepts.

6) Feminine sex-role concepts do not increase perceived role conflict.

7) Feminine sex-role concepts are correlated with decreased well-being.

8) Increased levels of perceived role conflict result in decreased levels of well being.

Implications

An important implication of the findings reported here is that they are inconsistent with the assumption underlying the scarcity hypothesis which states that the more roles a person occupies, the greater the role conflict and resultant decrease in well-being. Roles are not alike with respect to their effect on role conflict and well-being. It is the qualitative aspects of a woman's experience in her social roles rather than the quantitative ones that have a significant impact on her psychological well-being. The integration of women into the work force, and improvements in educational opportunities are two factors contributing to the changes related to women's roles in contemporary American society. Unfortunately, these changes also create new problems. Because women's new roles are merely added on to their traditional family

responsibilities, the sexual division of labor is not truly altered. According to Klein (1984) women bear the primary responsibility for raising the children and maintaining the home in addition to sharing in the financial support of their family. As previously noted, the women in this sample who were mothers experienced higher levels of conflict than did childless women.

Women are assuming non-traditional roles within a social and political environment which expects that they continue to assume traditional responsibilities. At the same time, they are denied the social services needed to address this double burden. Recognizing that individual women cannot solve the burdens of both home and work responsibilities, feminists are now working to secure policies that promote women's access to the public world outside the home and which increase the sharing of child-care and housekeeping responsibilities within the home.

Development of campus based child care programs, as well as anticipatory counseling for parents returning to a formal program of education, would do much to help alleviate some of the conflict these women experience and allow them the freedom to become immersed in the educational process. With child care

close by, mothers can have lunch with their children, and be nearby in case of an emergency. Sales et. al., (1980) found that women who had children expected more difficulty in fulfilling their family roles when they returned to school. They also found that pleasure in the educational role was tempered by the difficulties and demands of the parenting role. Freedom from worry over child care would help facilitate the overall satisfaction and enjoyment the returning student would derive from her new role.

With women returning to the labor force and taking advantage of educational opportunities available to them, society is forced to address the question of child care. The need for affordable, reliable, high-quality child care has grown dramatically. In 1980, about six million children, aged three to five, participated in an out of the home child care program (Klein, 1984). The United States does not have a comprehensive, national family policy the way that most European countries do. Child care is still seen as a family responsibility. There is, however, some advocacy for the use of schools as a means of extending care provisions. As the number of children attending school declines, the money that is unused could be reallocated to extending school services to younger

children and to providing after school programs.

Women need to be encouraged to reach out to their husbands/housemates and to their employers to ask for and expect support to facilitate the return to school. They need to give thoughtful attention to their individual situations and encourage their significant others to value their changing role patterns.

The implementation of innovative workplace policies that place less emphasis on efficiency and show more concern for the quality of work life and family obligations should be a priority. Flexible work schedules, sick leave for times when children are ill, parental leaves for times when children are being born, and the upgrading of part-time work to include fringe benefits and seniority would permit mothers to reduce their work commitments for the short time their children need constant supervision.

The culture of a society provides the framework within which its members must operate and the standards to which they must conform. Values, ideology and images form much of the context in which the socialization processes shape women's lives. One implication for socialization practices is clear; women need to be encouraged to develop their intellectual capacities as fully as possible. Stereotypical norms

of passivity need to be replaced with new standards which allow women the freedom of uninhibited growth. This can be accomplished in part by development of programs and seminars aimed at re-educating our educators who have such a great impact on young minds. Programs fostering healthy sex-role expectations which incorporate both masculine and feminine personality attributes can also be integrated into curriculums of higher education where women make decisions about life-long career patterns. Career decisions can then be made based on interest, challenge and intellectual capability rather than on obsolete norms of preferred professions for males and females.

Recommendations For Further Study

In the present investigation, some aspects of the research were problematic in testing the hypotheses. Recognition of these areas should enable future research to proceed more easily. First, the results of this study are only suggestive due to the small size of the sample and the confinement to one institution for higher education. If a replication of this study were to be conducted, it would be important to choose a broader geographic location, representative of more

than one academic setting.

Second, while the homogeneous sample population of this investigation was chosen for a purpose, and it was beneficial in controlling extraneous factors that could have confounding research results, this homogeneity decreased the possibility of finding significant differences among career groups. Another study, testing some of the same research hypotheses with a sample population of women representing a greater variety of educational and socioeconomic backgrounds would provide additional information on women's roles, role conflict and well-being.

Next, because of the high percentage (98%) of employed women in this sample, it was not possible to determine effects of working versus non-working on role conflict and well-being. A sample population which provides for the accumulation of this data would give greater strength to this study.

Finally, the design of this study was not longitudinal; therefore, the direction of the effects found cannot be assessed. For example, it may be that conflict arising from sources not measured in the study is reflected in a decreased sense of well-being. A future study, using a longitudinal design, may compensate for this design limitation.

APPENDIX A

BEM INVENTORY

Developed by Sandra L. Bem, Ph.D.

Name _____ Age _____ Sex _____

Phone No. or Address _____

Date _____ 19 _____

If a student: School _____ Yr. In School _____

If not a student: Occupation _____

DIRECTIONS

On the opposite side of this sheet, you will find listed a number of personality characteristics. We would like you to use those characteristics to describe yourself, that is, we would like you to indicate, on a scale from 1 to 7, how true of you each of these characteristics is. Please do not leave any characteristic unmarked.

Example: sly

Write a 1 if it is never or almost never true that you are sly.

Write a 2 if it is usually not true that you are sly.

Write a 3 if it is sometimes but infrequently true that you are sly.

Write a 4 if it is occasionally true that you are sly.

Write a 5 if it is often true that you are sly.

Write a 6 if it is usually true that you are sly.

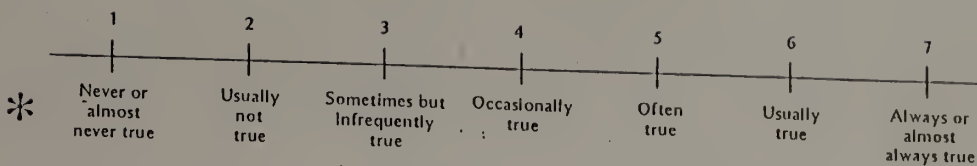
Write a 7 if it is always or almost always true that you are sly.

Thus, if you feel it is sometimes but infrequently true that you are "sly," never or almost never true that you are "malicious," always or almost always true that you are "irresponsible," and often true that you are "carefree," then you would rate these characteristics as follows:

Sly	3	Irresponsible	7
Malicious	1	Carefree	5

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Defend my own beliefs	
Affectionate	
Conscientious	
Independent	
Sympathetic	
Moody	
Assertive	
Sensitive to needs of others	
Reliable	
Strong personality	
Understanding	
Jealous	
Forceful	
Compassionate	
Truthful	
Have leadership abilities	
Eager to soothe hurt feelings	
Secretive	
Willing to take risks	
Warm	

Adaptable	
Dominant	
Tender	
Conceited	
Willing to take a stand	
Love children	
Tactful	
Aggressive	
Gentle	
Conventional	
Self-reliant	
Yielding	
Helpful	
Athletic	
Cheerful	
Unsystematic	
Analytical	
Shy	
Inefficient	
Make decisions easily	

Flatterable	
Theatrical	
Self-sufficient	
Loyal	
Happy	
Individualistic	
Soft-spoken	
Unpredictable	
Masculine	
Gullible	
Solemn	
Competitive	
Childlike	
Likable	
Ambitious	
Do not use harsh language	
Sincere	
Act as a leader	
Feminine	
Friendly	

	a	b	Class
R.S.			
S.S.			
	a - b		SS diff.



APPENDIX B

BIOGRAPHICAL DATA SHEET

1. Name.....
2. Age.....
3. Marital Status (check one)
 -single
 -married
 -divorced or separated
 -widowed
4. Do you have children?Yes No

If no, go to question 10
If yes, go to question 5
5. Ages of children
6. Number of children living at home
7. Do you have child care for any of your children during weekdays?
 -Yes No

If no, go to question 10
If yes, go to question 8
8. Which of the following child care arrangements have you used? If you have used more than one in the last month, check more than one.
 -Child's father
 -Day care, nursery school, or kindergarten
 - Sitter in your own home
 -relative
 -non-relative
 - Sitter elsewhere
 -relative
 -non-relative

9. In general, how satisfied are you with the help you get in child care? Rate the following item on a scale from one (very dissatisfied) to five (very satisfied).

very dis- satisfied 1	dis- satisfied 2	moderately satisfied 3	satisfied 4	very satisfied 5
-----------------------------	------------------------	------------------------------	----------------	------------------------

10. Are you currently employed?YesNo

11. Hours per week employed. (check one)

....from one to twenty four hours per week
twenty five to forty hours per week
over forty hours per week

12. What is your total household income? (include the salaries and wages of everyone in your household; interest, child care payments, or any other source of income).

..... \$0 to \$9,999
\$10,000 to \$19,999
\$20,000 to \$29,999
\$30,000 to \$39,999
\$40,000 to \$49,999
\$50,000 to \$59,999
\$60,000 or more

13. Please identify, in order of priority, which statements most accurately reflect your reasons for returning to school. Identify the most important reason with a number 1, to the least important reason with a number 5.

....Aware of proposal to make B.S. degree minimum entry level into professional practice
Necessary to maintain present job
Personal need for self development
Potential for increased salary
Upward job mobility

14. Did any of the following people offer you emotional support in your decision to return to school? (Check as many as may apply).
-husband
 -friend
 -parent
 -sibling
 -employer
 -other (specify)

Rate the following three items on a scale from 1 (rarely or none of the time) to 4 (most of the time). Circle N/A if an item does not apply to you.

15. Does spouse/housemate provide help with childcare to make the return to school more feasible?

rarely or none of the time	occasionally or little of the time	some or a moderate amount of the time	most or all of the time	N/A
1	2	3	4	N/A

16. Does spouse/housemate provide help with household tasks to make the return to school more feasible?

rarely or none of the time	occasionally or little of the time	some or a moderate amount of the time	most or all of the time	N/A
1	2	3	4	N/A

17. Does your employer allow you flexibility in scheduling your work hours?

rarely or none of the time	occasionally or little of the time	some or a moderate amount of the time	most or all of the time	N/A
1	2	3	4	N/A

18. As a professional returning to a formal program of education, you may have many roles to fill. Some or all of them may conflict with the other roles you fill. Rate the degree of conflict experienced in filling each of the following roles by circling your answer, ranging from 1 (no conflict) to 6 (very strong conflict). Circle N/A if an item does not apply to you.

	No Conflict	Very Mild Conflict	Mild Conflict	Moderate Conflict	Strong Conflict	Very Strong Conflict	N/A
Employee	1	2	3	4	5	6	N/A
Mother	1	2	3	4	5	6	N/A
Student	1	2	3	4	5	6	N/A
Wife	1	2	3	4	5	6	N/A

19. Role conflict can be described as the simultaneous occurrence of two or more sets of pressures that have incompatible expectations or demands. Circle the number below which best describes the degree of overall role conflict you may be experiencing since your return to school, ranging from 1 (no conflict) to 6 (very strong conflict).

No Conflict	Very Mild Conflict	Mild Conflict	Moderate Conflict	Strong Conflict	Very Strong Conflict
1	2	3	4	5	6

APPENDIX C

CES-D SCALE

Format for self-administer use: Circle the number for each statement which best describes how often you felt or behaved this way - DURING THE PAST WEEK.

	Rarely or none of the time (less than 1 day)	Some or little of the time (1-2 days)	Occasion- ally or a moderate amt. of time (3-4 days)	Most or all of the time (5-7 days)
DURING THE PAST WEEK:				
1. I was bothered by things that usually don't bother me.....	0	1	2	3
2. I did not feel like eating; my appetite was poor.....	0	1	2	3
3. I felt that I could not shake off the blues even with help from my family or friends....	0	1	2	3
4. I felt that I was just as good as other people.....	0	1	2	3
5. I had trouble keeping my mind on what I was doing....	0	1	2	3
6. I felt depressed.....	0	1	2	3
7. I felt that everything I did was an effort.....	0	1	2	3
8. I felt hopeful about the future.....	0	1	2	3
9. I thought my life had been a failure.....	0	1	2	3
10. I felt fearful.....	0	1	2	3
11. My sleep was restless.....	0	1	2	3
12. I was happy.....	0	1	2	3
13. I talked less than usual....	0	1	2	3
14. I felt lonely.....	0	1	2	3
15. People were unfriendly.....	0	1	2	3
16. I enjoyed life.....	0	1	2	3
17. I had crying spells.....	0	1	2	3
18. I felt sad.....	0	1	2	3
19. I felt that people disliked me.....	0	1	2	3
20. I could not get "going".....	0	1	2	3

APPENDIX D



WORCESTER
STATE
COLLEGE

486 Chandler Street

Worcester, MA 01602-2597

March, 1986

Dear Student:

I am conducting research for my dissertation study of multiple role women, role conflict, and well-being. As a woman returning to a full-time program of study, I'm sure you have many demands placed on you and therefore you occupy multiple roles. I would like to ask for about 20" of your time to complete two questionnaires and a biographical data sheet that will be part of my dissertation study.

The biographical data sheet will gather information I need to assess employment status, marital status, and socioeconomic status, as well as social supports available and level of conflict you may be experiencing..

The BEM inventory is a 30 item questionnaire which assesses personality characteristics. The second questionnaire is a 20 item self-report scale which assesses behaviors or feelings you may have experienced over the prior seven days.

If you agree to participate in this study, a portion of one of your research classes will be used to allow you to complete the questionnaires. You will have prior notice of the date and time of this class. If you choose not to participate, you may leave the research class at the end of the lecture period on that particular day. Your decision on whether or not to participate will have no effect on your program of study.

I will be available to distribute the questionnaires and orient you to the procedure for completing them. I will also remain in the classroom to answer any questions you may have. All materials will be coded and scored blindly to assure complete subject anonymity.

Thank you in advance for your help. If you would like an abstract of the results of the study, please return this letter to me with your name on it and I will be sure you receive the results.

Sincerely,

Jean A. Campaniello, R.N.,
Assistant Professor
Department of Nursing

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