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The support systems of male and female graduate students : the special contributions of opposite sex partners.

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THE SUPPORT SYSTEMS OF MALE AND FEMALE GRADUATE STUDENTS:
THE SPECIAL CONTRIBUTIONS OF OPPOSITE SEX PARTNERS

A Dissertation Presented

By

ANTHONY ROSSI

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

DOCTOR OF EDUCATION

February 1988

School of Education

Anthony Rossi



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To Tina, Caesar and Aaron

ABSTRACT

THE SUPPORT SYSTEMS OF MALE AND FEMALE GRADUATE STUDENTS:
THE SPECIAL CONTRIBUTION OF OPPOSITE SEX PARTNERS

February 1988

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Analysis of factors related to support systems of male and female graduate students was conducted. Particular attention was focused on special contributions of opposite sex partners. A review of the literature focused on support systems, education and family background of achievement- and career-oriented females.

Male and female graduate students and their partners at a large public university received comparable questionnaires. Five hundred questionnaires were distributed; eighty-two were returned completed. An ex post facto, survey research design was used. Data was computerized

and analyzed with the use of the Statistical Package for the Social Sciences.

Investigated were: degrees of perceived support; types and sources of support; perceived barriers; relationship satisfaction; career commitment. Subjects indicated degrees of perceived support, career commitment, etc., on five-point scales ranging from very much (5) to very little (1). Variables were aggregated to form indices.

Seven hypotheses were tested; only one was supported by the research data. Results indicate that male and female graduate students do not perceive significantly different degrees of support with regard to sources and types of support studied. Male and female graduate students did not perceive significantly different degrees of barriers or problems in their pursuits of degrees. Reports of graduate students and partners reflected a significantly different awareness of the barriers which are faced by the graduate student. Partners did not report providing significantly different degrees of support than their partners reported receiving. Female graduate students were not significantly more satisfied

with their partner relationships than any other group. All the graduate students reported similar degrees of career commitment.

Male and female graduate student responses to questionnaires indicated a remarkable similarity in virtually every area studied. This may be directly related to the selected sample, a special group simply by their acceptance and completion of the questionnaires.

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Chapter I

Introduction

A traditional scenario with achievement-oriented, successful males usually has involved a female partner at home, doing the homemaking, raising a family, and providing support for the male to continue with his studies and/or career. But, long before this achievement- and career-oriented male became involved in his partner relationship (and/or marriage), he received specific kind of parental, educational and social support and guidance. He also received implicit and explicit messages, which encouraged him to believe and to expect that he would have a career outside of the home, and that he would, of course, be allowed the opportunity to receive the training and/or education he needed for his career goals. Certainly this situation did not traditionally hold true for members of most minority groups; but, generally, when there were any relatively valuable career opportunities available, males have received them first and far more frequently than females.

The story of the lives of achievement- and career-oriented females is not so predictable. Traditionally, when there is something valuable available in a field (e.g., jobs, grants, publishing and other opportunities), males are the first and perhaps the only ones to receive what is available, and females are not. But this does not tell us much. A review of the literature about achievement- and career-oriented females indicates some interesting themes. Over twenty years ago, women who achieved highly successful careers outside of the home were relatively rare. Individual interviews with some of these women indicate that their lives were most often atypical from the very beginnings in many ways.

After 1960, general social, political, economic and cultural changes occurred which allowed, or perhaps required, that more women enter the workforce outside the home. Women with successful careers and programs of college and graduate work became less unusual. Earlier conclusions about the conditions of achievement- and career-oriented women no longer applied as completely or directly. As changes continued, research findings had to be reinterpreted and new studies were conducted.

The past and current relationships of achievement-

and career-oriented males and females continued to be important, but many of the traditional social conditions and expectations remained basically the same for males. The traditionally successful males usually received much of the support they needed for success in their individual relationships but also in the greater environment of society. Women who were making changes and seeking success had to rely, perhaps more than men, on their individual interpersonal relationships.

This project was designed to investigate past literature related to achievement- and career-oriented people and their partner relationships, with particular attention paid to females. Questionnaires were then developed in order to study current conditions, issues and relationships with regard to achievement- and career-oriented graduate students. Eventually, a pair of relatively extensive questionnaires were developed for graduate students and their respective partners. The questionnaires were designed to study differences between males and females with regard to a number of issues including general support available to graduate students in various areas, barriers to achievement and success, career commitment, satisfaction with their partner

relationships, communication and conflict resolution within their partner relationships, support within and commitment to the partner relationship.

The investigation began with a broad overview of conditions related to successful achievement- and career-oriented people. The particular conditions and changes related to successful females received the greatest attention in the review of the literature. It became clear that relationships were particularly important in the lives of successful females. A survey study, using questionnaires, was designed, focused on a more specific population: graduate students.

Hypotheses were developed which related to current and past themes in the literature. The graduate students that actually participated in the study and returned questionnaires represent a relatively small sample, and drawing far-reaching conclusions is not possible. However, some interesting and unexpected differences and similarities were found in the data analysis.

Background and Problem

A traditional scenario with achievement-oriented, successful males usually includes a female partner at home

doing the homemaking and providing support for the male to continue with his studies and career. Does a similar situation exist for women as they become successful? Is the traditional situation changing as more women enter the work force?

There is no doubt that more women are now working. In 1960, only 35 percent of American women were in the labor force. Currently, that ratio is 55 percent, which means they hold 44 percent of all available jobs. What is, perhaps, most striking is that since 1980, women have taken 80 percent of the new jobs created in the economy. If this pace continues, women will make up most of the work force by the year 2000¹.

With more women seeking careers and becoming employed, old debates have been revived and some new issues have become contentious. In a review article, "Women at Work", A. Hacker identifies some of these issues. One is whether women who have children should be working at all, and under what conditions. Another concerns the inequities women encounter, and how these may be overcome. A third deals with prospects for advancement, and what women will have to do if they hope to move ahead².

The study herein focused, not on moral questions about what should women and men do as they develop careers, but what they are doing. How are women and men managing to develop their respective careers (e.g. attend graduate school) and simultaneously maintain relationships? What kinds of supports do these career oriented people consider necessary and available?

A graduate student population answered questions regarding the following: How do they manage relationships, graduate work, home responsibilities, recreation and etc.? How do these issues differ with males and females?

Another aspect of the study involved focusing on the support which is provided by the partners of graduate students. What impact does the partner have on the graduate student's motivation, ability and time to pursue a graduate degree? What specific kinds and degrees of support are necessary and available for graduate students? Who provides the support, and how? How do female and male graduate students differ with regards to the previous questions?

Questionnaires, designed for graduate students and their partners, addressed various aspects of support,

relationship satisfaction, career commitment and achievement barriers.

Purpose and Population

The main purpose of this research project is to compare two types of support systems: 1) support systems available to female graduate students, and 2) support systems available to male graduate students. Most attention was focused on components of graduate students' relationships with their partners. The research also focused on differences between males and females with regards to the types of supports they considered important, the kinds of supports they actually received, and the various sources of support.

External and internal barriers to success for graduate students were also investigated, with attention focused on differences between females and males. Examples of external barriers included lack of financial support, lack of child care, discrimination; examples of internal barriers include lack of motivation, emotional problems, lack of skills.

A population of male and female graduate students, and their partners, was studied. The graduate students'

relationships with supportive significant others, and the types of supports considered necessary and available for pursuit of a graduate degree, were investigated. Specific factors related to degrees and types of support, career commitment, achievement barriers and degree of satisfaction with the partner relationship were studied, and statistically analyzed. Correlations between the various factors related to support, relationship satisfaction, achievement barriers and career commitment were studied and compared with hypotheses.

Special attention was focused on the roles of female graduate students. Questionnaires were considered regarding degrees of support from partners and others, and types of responsibilities graduate students had outside of their programs. These and several related questions have been energetically investigated during the past ten years. The Review of Literature focused primarily on the changing roles of women, in relation to support and have been energetically investigated during the past ten years. The Review of Literature focused primarily on the changing roles of women, in relation to support and achievement orientation. A context of information was

thus be developed within which the results of this research project were meaningfully interpreted.

Definition of Terms

The term "successful" is operationally defined in this study, and it applies to any person who is earning a graduate degree. Certainly, a wide range of other people would also be considered successful, but the primary focus of this study will be on graduate students. It is assumed that the graduate student is achievement oriented and has already successfully achieved the academic accomplishments required for entrance and continued enrollment in a graduate degree program. The term successful is not used, in this study, to refer to particular economic or career achievements.

The term "partner" is used, in this study, to mean an opposite sex, spouse or lover with whom one lives and/or spends a large amount of time. Certainly, no value judgment of same sex or non-traditional relationships is implied. The focus of this project is simply on graduate students and their opposite sex partners.

The term "barriers" refers to both external (e.g.,

lack of finances, discrimination) and internal (lack of motivation, lack of skills) factors that hinder one's endeavors. In this project, barriers to the graduate student's pursuit of a degree were addressed.

Hypotheses

1. Male graduate students will, overall, report greater degrees of financial, emotional, academic and household support than female graduate students will report.
2. Female and male graduate students will differ significantly with regard to the areas in which they report the greatest and the least degrees of support from their partners.
3. Female graduate students will report significantly greater external and internal barriers in their pursuits of graduate degrees than male graduate students will report.
4. Reports of graduate students and their partners will reflect a similar awareness of the barriers which are faced by the graduate student member of the relationship, i.e., reports of male and female partners will yield barrier scores which are not significantly different from the barrier scores of

their respective partners.

5. Partners of graduate students will report themselves providing significantly greater degrees of support than their graduate student partners will report receiving.
6. Female graduate students will report greater degrees of satisfaction with their partner relationships than any other group.
7. Female graduate students and male graduate students will report similar degrees of career commitment.

Chapter II

Literature Review

Introduction

In general, as Ross (1985) points out, females have been depicted as private, submissive, self-sacrificing, soft, passive, nurturant, domestic, dependent, docile, vulnerable, weak, and relatively inferior. Men have been viewed as public, active, practical, strong, domineering, independent, competitive, and rational . "From Christianity's patriarchal philosophy to Darwin's biological determinism, the dominant bases for understanding differences between men and women have been two-sphere theories. The two-sphere approach supported the biological, economic, social and cultural divisions between men and women well into the early decades of this century" .

It was once common to believe that education might masculinize women or that the demanding intellectual exercise of advanced education would threaten women's

reproductive capacity. Opponents of higher education, according to Ross, "proposed that their brains and ovaries could not develop simultaneously. Furthermore, a person had only finite energy, which should be directed toward where it would best contribute to personal and social progress. For women, this meant reproduction and the home."¹⁰ These beliefs, quite common in the nineteenth century, may still be more prevalent than we would like to believe, but some changes have made it more possible, and sometimes necessary, for women to work outside of the home. Population explosions have convinced many that there are more than enough people on the planet, and maybe too many for our shrinking resources. Notions about reproduction and birth control have changed in many cultures. Ideas about the roles of women, and the differences between men and women have gradually changed.

Ideas about the differences between men and women have changed, and there are, for example, altered or discarded notions of biological determinism; and men and women may be regarded as more similar in many ways. Clarifications will be made regarding similarities between men and women, in relation to achievement orientation and success. Various methodological models, especially one

presented by Helen Astin¹¹, provide analytic constructs which enable us to view career development of both men and women in similar ways. However, in focusing on similarities between men and women, with regards to specific issues, let's not lose sight of the enormous and important differences which remain. Some aspects of two-sphere theories are grossly sexist, flagrantly unreasonable, and simply not useful in this study. However, it may be most reasonable and useful, at times, to look at the psychological functioning, achievement and work orientation and circumstances, and career development of females and males, in very different ways.

In the nineteenth and twentieth centuries, although some women were satisfied with their assigned, nurturant roles, others struggled for equality in all realms, including higher education.

The women's movement helped to open higher education to women, and it became their greatest opportunity to challenge biological determinism. In the latter part of the nineteenth century, new and expanding colleges and universities, particularly in the mid-west, needed money, so they welcomed women. As new disciplines gained identities, men pursued graduate education to prepare for the new professions. For women to attend graduate school, however, was most unusual¹².

Not only was it unusual for women to attend graduate school, the women who found their respective ways into

graduate programs usually had atypical lives long before they entered graduate programs. But despite the atypical qualities of the lives of these women, one thing they had in common was that they were achievement-oriented and had attained a degree of success.

Jo-ann Gardner (1984) states, "I think success is defined in terms of whether or not people get to do what they perceive as their work."¹³ This definition is useful in developing an idea of what we mean by success. Ruth Kundsinn (1974), in trying to develop a working definition for success, finally concluded that success could be defined as "the ability to function in a chosen profession with some measure of peer recognition."¹⁴ If we combine these two definitions of success we may think of a successful person as one who manages to pursue what she perceives as her work, in a chosen profession, with some degree of recognition.

Graduate students, especially female graduate students, can certainly be considered successful according to the definitions mentioned. In general, graduate students represent a population of people who are achievement oriented; have chosen their respective fields of work; and have already received enough recognition of

their achievements, to be accepted into graduate degree programs. There may be some exceptions. Some graduate students may be confused about what they want to do, some may not be highly achievement oriented or recognized by others in their fields. But we consider these students the exceptions. For the purposes of this research project graduate students were considered a group of people who are already successful, to a degree, and who may become much more successful. Graduate degree students are successful, achievement-oriented individuals, who are recognized by others in their fields, (at least their admission committees). They are developing their careers, pursuing what they perceive as their work.

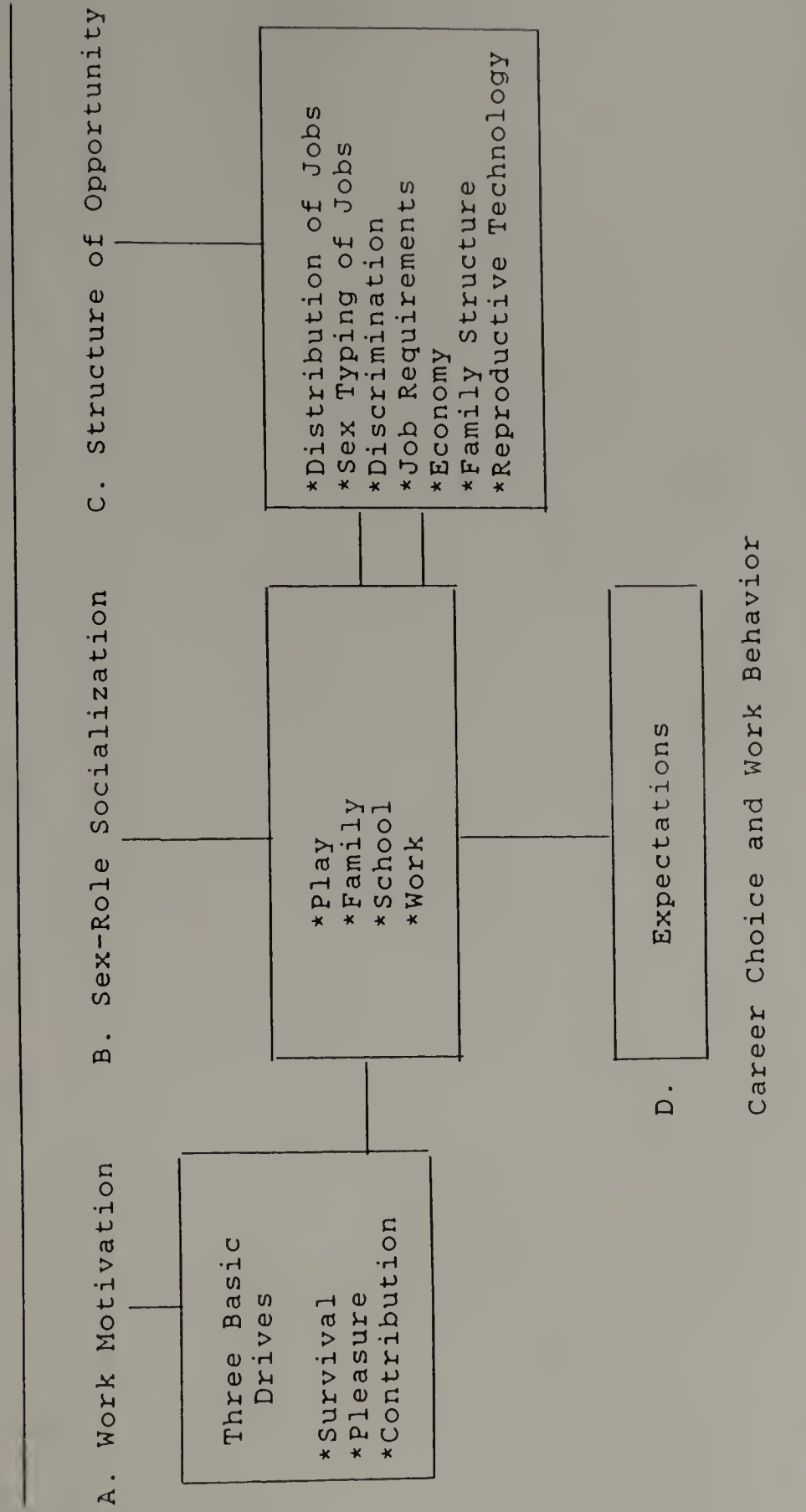
The Context of Career Development and Success

There is relatively little theoretical or research literature available specifically on the effects and supports provided by mates on male and female graduate students. However, there is a considerable body of literature on related topics such as influence of family of origin; structures of opportunities and barriers; and the complexities of support systems. The topic will be approached here by first reviewing Helen Astin's article

(1984) "The Meaning of Work in Women's Lives: A Socio-Psychological Model of Career Choice and Work Behavior."¹⁵ Astin draws on a broad range of theory and research in the fields of career development, work, social issues and psychological development to develop a "need-based socio-psychological model of career choice and work behavior"¹⁶. This model is very useful for clarifying a broad context. The effects and supports provided by mates of male and female graduate students involve a relatively small and definable piece of an enormous puzzle. Astin's model provides us with a view of the larger picture and an idea about where our piece of the puzzle may most meaningfully fit. As one can see from the diagram of Astin's Model which follows, the various aspects of development, career choice and work behavior interact with each other. We will eventually zero in on current relationships or what Astin refers to as "Family Structure" under "C. Structure of Opportunity."

Table 1.

A Need-Based Sociopsychological Model of Career Choice and Work Behavior



Astin's need-based sociopsychological model of career choice and work behavior incorporates four basic constructs:

Motivation: in the form of three primary needs (for survival, pleasure and contribution) which are the same for both sexes. Work, which is defined as activity directed to produce or accomplish something, and which can take the form of paid employment, volunteer work, or family work has the capacity to satisfy these needs.

Sex-Role Socialization: whereby social norms and values are inculcated, through play, family, school, and early work experiences. In the process of satisfying the three needs through these childhood activities, the individual develops certain experiences that directly influence career choice and work behavior.

The structure of opportunity: which includes economic conditions, the family structure, the job market, the occupational structure, and other environmental factors that are influenced by scientific discoveries, technological advances, historical events, and social/intellectual movements.

Work Expectations: including perceptions of one's capabilities and strengths, the options available, and the kinds of work that can best satisfy one's needs. The individual's expectations are initially set by the socialization process and by early perceptions of the structure of opportunity. They can be modified, ¹⁷ however, as the structure of opportunity changes.

Some aspects of Astin's model involved methodological contributions. Whereas earlier theoreticians and researchers have debated the issue of a separate theory to explain the occupational behavior of both genders.

Astin's model also offers a methodological advantage in that different theories of career choice and work behavior

(e.g. developmental, social and psychological) are effectively incorporated into one model.

Astin's model is useful when considering the occupational behavior and opportunities of graduate students, our study population. Graduate students are often involved in their own families and/or their families of origin. However, they are also often making a transition, through education, into or upward in their professions. Graduate students have been considered, in this study, as successful and career-oriented. Kundsinn (1974) defines "success" as "the ability to function in a chosen profession with some measure of peer recognition."¹⁸ Although graduate students have not usually become full-time professionals, they are generally moving in that direction. Furthermore, they have often attained some measure of peer recognition. Before they become fully functioning professionals, however, they must successfully develop their careers.

A review of the pertinent literature indicates widespread agreement that family background is an enormously influential aspect of one's career development. Major themes in the research on the family backgrounds of successful women will be reviewed.

Family Background and Achievement Orientation

The four basic constructs of Astin's model of career choice and work behavior, motivation, sex-role socialization, structure of opportunity and work expectations, are founded in the family of origin. These four constructs develop and are viewed from within a family context, and family background sets the stage for adult career and relationship choices. What is perceived as necessary support in adult relationships (e.g., of achievement oriented graduate students and their partners) is directly and indirectly influenced by family background.

Motivation and achievement orientation which develop in a family context are eventually influenced by and perhaps confronted by societal expectations and constraints. In Matina Horner's (1968) research, she found that successful women executives had been able, through family and peer relationships, to develop an integrated positive achievement motivation from early childhood, and in spite of meeting all the difficulties our society creates for the intelligent and achieving woman, never to let go of or reduce that basic achievement motivation.¹⁹

Particular difficulties for an achievement oriented female may include her own conscious or unconscious acceptance of society's judgment that intellectual or professional achievement for a woman signifies that woman's concurrent loss of femaleness. Horner states, "a bright woman is caught in a doublebind. In testing and other achievement-oriented situations, she worries not only about failure but also about success. If she fails, she is not living up to her own standards of performance; if she succeeds, she is not living up to societal expectations about the female role."²⁰ Horner's research led her to the following, now well-accepted, findings:

- "1. That achievement motivation in women is a double-bind situation;
2. That, hence, achievement is a source of high anxiety for many women;
3. That some women develop a "negative achievement motivation" or the motivation to avoid success or to stop it at a point of intolerable anxiety over conflict between achievement and femininity;
4. That even among women who do evidence achievement, they evidenced higher achievement when working alone, and not when in direct competition with males. Thus, in fact, because of the previous points, women will often consciously or unconsciously reduce their achievement when working in competitive situations with men."²¹

In Margaret Hennig's (1974) research regarding women executives, she found that "in working from childhood

toward the goal of achievement and success in a career, there is complete evidence that these women experienced Horner's double-bind situation and that, in their early years, achievement was a source of potential conflict and anxiety. But this did not result in their developing a negative achievement motivation or fear of success, or in an avoidance or lowering of achievement in competitive situations with males."²²

The findings of Hennig's research place much of the explanation for this in the family dynamics during the childhoods of the women executives. It was clear that the major identifiable difference between a group of top women executives and a comparable control group who had never succeeded in rising beyond the level of middle management, was in the strength, security, and health of their family dynamics during childhood.

The family dynamics and the biographical facts about the top women executives Hennig studied are interesting. All were first-born and female, and each was an only child or the eldest in an all-girl family of no more than three female siblings. All were born into upwardly mobile middle-class families. All had mothers whose primary activity was within the home and family. Generally the

subjects' mothers had educations equal or superior to the fathers. Most of the parents had some education or vocational training beyond high school.²³

In recalling their relationships with their parents during early childhood, all Hennig's subjects reported them as having been extremely close, warm, and attentive. While they saw their mothers as having been typically caring and nurturing, they viewed their relationships with their fathers as having been atypical; that is, closer, warmer, more supportive, and, particularly, more sharing than those of most fathers and daughters.

An explanation that is often given for the family dynamics of an achievement motivated woman is that she was raised as a boy. This explanation proved unsound in Hennig's research. The young girls apparently wished to and did develop integrated personalities; "instead of rejecting either of the classic sex stereotypes, they explored both"²⁴ (Hennig, 1974). The young female was encouraged to set her own goals, establish her own standards for measuring the success of her achievement, and, hence, experience her personally determined rewards and satisfactions.

Another essential family dynamic in the childhoods of the women executives Hennig studied was the way in which they and their parents dealt with conflict that arose around gender-related role definitions. The subjects reported that "until they began school, they were unaware that certain sex-related role taboos existed for males and females. Because of this, their first year in school was a particularly traumatic and potentially conflict-laden one in which they found themselves constrained or even punished for engaging in aggressive or active sports activities and behavioral styles that were quite natural to them. Rather, they were limited to more passive activities in both play and work. The parental response to this problem was to support the child uniformly and, at the same time, attempt to change the teacher's attitude or structural impediment at the school." ²⁵ The child was supported by her major sources of satisfaction, her parents and herself.

Although the family dynamics mentioned by Hennig pertain to the backgrounds of female executives, related research indicates that similar family dynamics were present in the childhoods of a wide variety of successful women.

Particular attention has been paid to the role of the father of successful women. Majorie Lozoff (1974) conducted important research regarding "fathers and autonomy in women."²⁶ Lozoff's findings in a study of white middle or upper-class college women are consistent, she claims, in some respects, with a large body of research dating back to the fifteenth century. It was the father or some important male who encouraged and guided the girl child to persist in the development of her talents and become a successful woman. Fathers of "autonomous developers"²⁷ treated daughters as if they were interesting people worthy and deserving of respect and encouragement. Fathers implicitly and explicitly gave the message that femininity was not endangered by development of talents, and daughters were encouraged to develop a variety of interests. The fathers of autonomous developers did not feel threatened by a female pushing forward with ambition. They were also secure in their masculinity, in their professions or occupations, and in their relationships with their wives. The fathers were often dynamic, ambitious and brilliant men who married admiring and supportive wives (Lozoff 1974).²⁸

Lozoff concentrated on "autonomous developers" in her research and found that they "had relatively positive identifications with both parents and envisaged lives combining growth-producing marital relationships with personal development"²⁹ (Lozoff 1974). They placed emphasis on development of careers and talent, and their motivations were more self-developmental than financial or status directed. They also, valued time alone for thinking and reflection and for pursuit of intellectual and artistic interests. The largest percentage described themselves as "emotionally similar to their fathers, yet frequently in disagreement with them".³⁰

S. Tangri (1972) conducted a study which identified what she termed "Role Innovators."³¹ These young women were comparable to Lozoff's "autonomous developers" in many respects. Tangri (1972) describes Role Innovators as "autonomous, individualistic, and motivated by internally imposed demands to perform to capacity."³² In analyzing various aspects of family background Tangri found that, for the sample as a whole, perceiving oneself as more like the father than the mother, or like neither parent, is only weakly associated with greater Role Innovation. "But

feeling that father understands one is not associated with Role Innovation, and feeling close to him or agreeing with him on values is negatively associated with Role Innovation. Role Innovators feel closer and agree on values more with the mother than father, but feeling that mother does not understand one is positively associated with Role Innovation".³³

The Role Innovator apparently develops substantial intellectual distance from both parents, retains warm feelings, especially toward the mother, and some perceived similarity to the father. Neither parent seems to function as a strong role model, and the main basis for perceived similarity to the father may be the work orientation.

The diversity of Tangri's findings may indicate that "Role Innovation is associated with autonomous relationships with both parents, that is, relationships which may embrace some disagreements and areas of distance, as well as agreements and areas of closeness."³⁴ This interpretation is consistent with the conclusions of several others, and closely parallels the findings of Douvan (1963).³⁵

Several researchers have focused on the role of mothers, especially working mothers, in the childhoods of achievement oriented women. Some of Tangri's (1972)³⁶ evidence indicates that role modeling of well educated working mothers is important for "Role Innovators." Although Lozoff focused primarily on fathers she noted that career oriented mothers tended to have daughters who develop a variety of talents and interests at an early age.³⁷ In Gimain's (1978) research with daughters of employed mothers, she found that whether or not a woman's mother worked during her daughter's formative years, what type of job the mother held, how long she worked, and the amount of job satisfaction, all seemed to influence the daughter's career choices, as well as self-esteem and autonomy.³⁸ The most frequent outcome of maternal employment for female children, according to research by Hansson, Chernovetz, and Jones, is the daughter's development of a broader and more adaptive, androgynous self-concept, rather than a reversal of gender identity.³⁹

In general, mother's working in itself, may increase the career orientation of daughters. Hartly (1960) found that the impact of mother's working decreases the sex-typing of behavior by daughters, and increases their

inclination to choose traditionally masculine occupational goals.⁴⁰ Tangri (1972) suggests that without the communication of a parental attitude that achievement outside the home is a relevant and enjoyable activity for women, the child-rearing practices associated with higher achievement motivation will not be effective.⁴¹

A wide range of researchers, representing many different perspectives and theoretical orientations consistently emphasize the importance of family background in career orientation and the decision to work. Slay and McDonald (1981) suggest that parents' educational background and socioeconomic status are especially influential.⁴² Shelov (1978) examined factors which relate to the female's choice of traditional occupational roles and found that women who came from families of higher socioeconomic levels chose more non-traditional fields. These women also had higher scholastic aptitude test scores and theoretical interests, but lower religious and social interests than women who chose more traditional fields.⁴³ However, Douvan and Adelson (1966) found that achievement oriented adolescent girls are frequently from lower middle-class backgrounds and often hope to achieve social mobility through their job aspirations. Although

these aspirations may be for traditionally female professions they still represent significant mobility and achievement orientation.⁴⁴

In summarizing the research of Hennig, Bailyn, Zozoff and others, Low (1974) emphasizes that strong and positive family dynamics were present in the childhoods of successful women.⁴⁵ Major characteristics of this positive family constellation formed between the mother, the father and the young daughter involved the following:

1. Both parents valued for the girl child, femaleness and achievement, activity and competitive success.
2. Both parents valued and supported each other.
3. Each parent supported each other's relationships yet related to the other parent and child as separate persons.
4. The female child was treated as a person who had available to her all role and behavioral options available to either sex.
5. The family constellation provided a security base and a source of personal reward, satisfaction, and reinforcement that allowed the young girl to overlook or retreat from potential gender-related role conflicts.
6. Overall, the parents created a positive, supportive climate in which the girl child could explore, without the limitation of gender-related constraints, numerous roles, and behavioral styles that allowed the girl child to experience direct instrumental life at a very early age.⁴⁶

Education and Socialization: Help and Hindrance

When talking about the development of women it is virtually impossible to separate education and socialization from barriers to achievement and success. Early development, in one's family of origin, lays the foundation for later functioning, but when a girl enters school and the larger society, she is presented with a range of expectations and possible choices. How she responds to expectations, makes choices and defines herself may expand on a pattern of development which began within her family context, but continues in a much larger context. The style and details of the girl's individuation may, at least in part, predetermine later development, choices and opportunities.

Education can provide a developing person with some of the necessary tools for later successes. One general characteristic which may be essential for success is a positive self-image. J. Scott (1974) summarizes six factors which contribute to the development of a positive self-image. They are as follows: "1) Free expression of self aids the development of respect for self; 2) reflective actions contribute to the goal of creating

internal order, an element necessary to facilitate motivation and the ability to set realistic goals; 3) repetition and consistency contribute to the goal of producing self-confidence and to the ultimate realization of those goals; 4) shared responsibilities through adult and child participation reinforce respect for others; 5) communication develops love and understanding of each other; and 6) discouraging stereotypes for male and female roles creates a positive identity." ⁴⁷

J. Scott's six factors represent components which should be part of every child's education. However, the education a child receives is implicitly and explicitly infused with ideology-powerful systems of beliefs which can silently guide behavior and development. The growing girl may make her choices according to what a dominant ideology indicates is appropriate for her role as a female. ⁴⁸

Horner and Walsh (1974) point out that, throughout history, society has viewed femininity and achievement as incompatible goals. Margaret Mead goes so far as to say, "Each step forward as a successful American regardless of sex means a step back as a woman." ⁴⁹

Horner's previously mentioned double-bind for achievement oriented women, perhaps established in early childhood within the family, may have a more devastating impact on the growing girl through the educational system. A gradually internalized sense of femininity may exert psychological pressures on behavior, pressures of which the growing female is unaware. Horner's research demonstrates that women learn to view competition, independence, intellectual achievement, and leadership as basically in conflict with femininity. "Despite the fact that our educational system purports to prepare both men and women identically for meaningful work, the data indicate the existence of internal psychological barriers for women, particularly for those who seek upper-echelon positions and training"⁵⁰ (Horner and Walsh, 1974).

Evidence indicates that women who seek independence and intellectual mastery pay a high personal price for their defiance of prescribed sex roles, a price in anxiety. Able young women may be prevented from actively seeking success. According to Horner and Walsh's (1974) findings, young women "perform at lower levels in mixed-sex competitive situations, and many who do succeed downgrade their own performances in the presence of males.

Career aspirations are lowered, opportunities are narrowed, and, finally faced with the conflict between their feminine image and the development of their abilities and interests, many women simply abdicate from competition in the outside world." Among the many detrimental effects of increased achievement related anxiety, Horner and Walsh (1974) found a high incidence of drug use and dependence among "high-fear-of-success girls." 51

In "sexual stereotypes and the public schools" Howe (1974) states that "masculine narcissism" dominates culture, controlling our language, as well as major institutions.⁵² Boys are taught to bury their sensitivity and girls may be "tomboyish" only until puberty, and sometimes not even that long. The social pressures on them require the giving up of aggressive, curious, adventurous behavior. The world treats boys and girls as two different species.

Howe's (1974) research indicates that little girls enter school eager to learn and more capable than boys their own age, "since they are as much as a year to eighteen months ahead of boys developmentally."⁵³ They can please the teacher, since they have been taught to be

neat, quiet, and to follow directions. "They have had practice in watching and waiting--typical classroom activities--rather than bouncing about, questioning, being curious or aggressive, in the manner of boys."⁵⁴ Boys are often said to "catch up" to girls later in the elementary years, but actually, except in sex-typed subjects such as math and science, girls never really fall behind. Girls' high school grades are, generally, better than boys'. "The problem for girls is not achievement at all, but attrition of aspiration"⁵⁵ (Howe, 1974).

In the recent past, aspiration appears to be remarkably low very early in a girl's lifetime, compared to a boy's. A study of fourth, fifth, and sixth graders, (O'Hara, 1962) who were asked what they wanted to be when they grew up, indicated that girls' responses fell mainly into four categories: teacher, nurse, secretary, mother. There was no fantasy. They were the roles prescribed in the literature and curriculum of schools and in their immediate surroundings at school.⁵⁶ In high school, girls' commitments to having careers decline, and in college, women often become increasingly interested in becoming housewives and mothers. Less women than men, according to O'Hara's findings, go on to college and far

less complete graduate degrees or entered professions like law, medicine or engineering. "Despite both intelligence and achievement, one can only conclude from the literature and the statistics that girls and women are programmed for attrition"⁵⁷ (Howe, 1974).

Howe analyzes persistent stereotypes that function in the schools, especially in children's readers. Most children's readers and social studies texts predict remarkably limited perspectives for girls and women. A typical American family in readers and texts consists of four people: a father who works, a mother who does not, a brother who is always older than a sister who is always younger. "Brothers lead relatively active lives for school texts, in trees or games, performing before their sisters who are, as you might expect, admirers of male agility and inventiveness. Girls are listeners, watchers, waiters, rather than doers. Most of all, girls are prepared to be mothers, and mothers in school texts are also invariably docile. They spend their time as consumers or at home in aprons, waiting for daddy."⁵⁸

The types of sexual stereotypes, limiting the aspirations of girls, which are present in elementary readers are also present in other texts. The conspicuous

absence of women, from history books, literature anthologies and other high school and college texts continues a process which began in the elementary years.

In Bunting's (1974) research on successful women, she found that education, in general, could sometimes be a nurturant though not necessarily a determinant of professional success. She found little evidence that formal education experiences or influences were the critical determinants in the career decisions, or the eventual success of women. Education was a resource they used well, rather than a force that directed or shaped their lives.⁵⁹

Educational institutions, public and private, have not even pretended, according to Bunting, that the production of professional women leaders was a major objective. Female students were seen to be actually channelled away from intellectually demanding fields of work. Education has not functioned as the "door to opportunity for the disadvantaged but the great sorter-outer, and all too often the sorting has been done through admissions and other forms of tracking."⁶⁰

Bunting (1974) offers some suggestions for counteracting the problems of education. She states that

as long as able and responsible women wish to combine career and home responsibilities, institutions should schedule educational and job opportunities adapted to their needs. Bunting also advises women to take special care to use their time to advance their careers, especially when time periods outside work are limited.⁶¹

Bunting notes two major characteristics of the successful women she studied; 1) they were backed by their husbands, and Bunting states, " a high proportion of married women who do have successful careers enjoy such support"; 2) successful women "seem to have been encouraged, from a very early age, to think of themselves as individuals rather than as conforming members of a group"⁶² (Bunting, 1974).

Our review of the literature regarding education and women suggests that the educational system does not support the growing female's achievement orientation. Education appears to be something that the achievement oriented female must simultaneously resist and profit from. Anderson (1974) suggests characteristics which may enable a developing achievement oriented female to profit from her education.

Anderson's (1974) research regarding psychological

determinants that have enabled women to function effectively professionally, indicates that the most important characteristic appears to be "their capacity to cope emotionally with being reacted to as deviant."⁶³ What may make it possible for successful women to keep going in the face of repeated, painful rebuffs and frequent, negative feedback from their environments, is their capacity to function in an emotionally autonomous way--with a healthy degree of what Mahler calls "separation and individuation."⁶⁴

If young women manage to make it through elementary and high school and plan to have careers, they are, according to Zinberg, faced with two primary developmental tasks. The tasks include 1) accomplishing the social-psychological transition from late adolescence to young womanhood and 2) narrowing broader academic interests into an orderly pattern of career development. Competing demands relating to ethnicity, socioeconomic status, level of parental education, ideology, and birth order are but a few of the variables, along with individual personality, which contribute to the perception and resolution of demands.⁶⁵

Husbands and Other Possible Supports

Zinberg's (1974) research findings suggest that an important factor in the development of successful women involves the active interest of a faculty member in the future of their work. Someone has taken them seriously. This kind of support can be invaluable and a determining factor in the development of successful women.⁶⁶

Anderson's (1974) research with successful women suggests that the persons who have taken many of the successful women seriously in their lives have been their husbands. These men have been very significant figures in the adult lives of these women. The husbands mentioned provided ongoing facilitation and support; and they enjoyed the professional functioning of their wives.⁶⁷ They were apparently not threatened by the accomplishments of their wives. This may complicate the notion of many college-aged women who think that they must choose between raising a family, and starting a career. However, finding a man who will support an achievement oriented woman may seem next to impossible, for good reasons. We will return to this issue.

In Solomon's (1974) research regarding successful professional women, she found that many did not develop a

career clearly in view until they were in college, but they did know that they wanted to use their abilities in a worthwhile way, and they adhered to high standards. The majority of them never felt that being a woman should make a difference in their aspirations. For all the encouragement or discouragement an influential person made an essential difference in their development. Again, somebody believed in them. At some times, these women received special encouragement from one or more people, father, mother, teacher, friend, professional colleague; and the continuous influence of husbands was very significant. Solomon (1974) points out a determining characteristic in the women she studied. Regardless of the support they received, they were unusually self-reliant women. They could respond effectively to the encouragement they received and with a "superabundance of determination, self-discipline, self-esteem, acceptance of hard work, and ability to withstand discouragement" they were able to set goals and achieve them.

In L. Bailyn's (1974) research regarding successful professional women who chose to have careers and husbands, she found that about twenty percent of the women had no

children, in contrast to less than seven percent of other wives. She also seriously questioned the common prescription of discontinuous work for women who want families--training first, then time out for children, followed by resumption of work. Bailyn found there was a distinct advantage to continuous work, even on a part-time basis. Continuous work is crucial for women who want successful careers; and a balance of responsibilities between wives and husbands is obviously necessary.⁶⁹

S. Aronson's (1974) research indicates that when both the wife and husband are successful by their own standards, and not necessarily the materialistic standards of the world, the marriage can be a very fulfilling one. Aronson stresses that a mutually nurturing relationship, which allows each person to flourish, can be developed.⁷⁰

However possible it may be for husbands and wives to be mutually supportive regarding achievements, careers and success, let's keep in mind that it is the woman that is usually doing most of the supporting. Finding someone to marry, who will support you in your career aspirations is probably more difficult, though not impossible, if you are a woman. A. Rossi (1965) found that men tended to be more conservative regarding women's roles than women were. It

is interesting in Rossi's research that she found that women saw their fathers as more tolerant and permissive of women who enter the traditionally masculine fields than their husbands. The difference, Rossi suggests, may be in the role of the father vis-a-vis daughter and the role of husband vis-a-vis wife. "In his role as father, a man is far freer to tolerate and to encourage his daughter in her pursuits into law, science, medicine, or even engineering, an encouragement he would not extend to his own wife, or to a woman as a younger courting man, for he would have to live with the consequences. If his daughter becomes a doctor or a scientist, he can feel pride as her father; whatever problems her career choice raises will not be his, as father, but hers and her husband's."⁷¹

In Weil's (1961) research regarding married women's actual or planned work participation, she found that the two determining factors were the woman's achievement and career orientation and the husband's favorable attitude. The husband's help with child care was an important factor; and children being of pre-school age was considered an inhibiting factor to those women who planned to work outside of the home.⁷² It seems that the women were expected to do most of the childcare and housework, as

well as pursue their careers.

In C. Widom and B. Burke's (1978) research on university faculty members they found that women did not differ significantly from men in marital status (66% of the female and 75% of the male faculty members were either married or living together). But there were significant sex differences for the presence of children in the family. Sixty percent of the female faculty had no children, while only 32.4% of the males reported having no children. Another area of significant difference involved spouse's work status. Ninety-two percent of the married female faculty had spouses who worked full time, as compared with only 54.9% of the males.⁷³

In Winter, D., Stewart, A. and McClelland's (1977) research on "Husband's motives and wife's career level" they found that power seeking men often preferred wives who were "dependent and not independent."⁷⁴ However, some power-seeking men did choose career-oriented women. The authors suggest that in these cases a career wife may have been viewed by the husbands as a "status symbol." The authors also suggest that even when men initially support their wives' career aspirations they may discover that, as Rostow (1965) states, "success and achievement often bring

women confidence about their power in relation to men."⁷⁵ This may stimulate the husband's disapproval and create conflicts in the marriage. The authors conclude that "husband's power motivation is negatively related to wife's career level."⁷⁶ The power motivated man, it appears, tends to distrust and exploit women.

This review of the literature indicates that successful career-oriented women get married somewhat less than men and much less than other women. When successful career oriented women do get married they usually have to bear more of the responsibilities for childcare, and sometimes housework. A relatively large percentage of successful career oriented women do not have children; and when they do their careers are more likely to decline if they entirely stop work, even temporarily, for child-rearing. Successful women have often had some significant person in their lives who has taken them seriously and this person has often been the husband. However, husbands who support and enjoy wives career aspirations and pursuits seem out of the ordinary and in short supply. They are probably less common than career oriented successful women.

Mentors, Role Models and Significant Others

Phillips-Jones (1982) in her book Mentors and Proteges, defines mentor in modern day terms--"mentors are influential people who significantly help you reach your major life goals. They have the power--through who or what they know--to promote your welfare. Training or career mentors have a dramatic and intense impact on your life, and they can help engineer critical turning points."⁷⁷ There is also, when the relationship is a "primary" one, probably a very personal and emotional bond between the mentor and protege (the one who is mentored). Daniel Levinson (1976) states that the word mentor is sometimes used in a "primarily external sense--an advisor, teacher, protector--but we use the term in a more complex psychological sense."⁷⁸ The mentor is viewed as taking the younger person under his/her wing, and inviting her/him into a new occupational world, imparting wisdom, care, sponsoring and criticism.

In clarifying the possible characteristics of mentors Phillips-Jones identifies different roles. Mentors can be "traditional mentors, supportive bosses, organization sponsors, professional career advisors, patrons and invisible godparents."⁷⁹

Phillips-Jones (1982) identifies distinct advantages a protege can gain through a mentor 1) advice on career 3) new or improved skills and knowledge, 4) models to follow, 5) opportunities and resources, 6) increased exposure and visibility, and 7) a bridge to maturity.⁸⁰ While the protege benefits from the relationship with the mentor there must be some advantages also for the mentor. This mutually beneficial aspect of the relationship allows it to continue and grow.

The initial and perhaps most obvious reason that mentors become involved with proteges, according to Phillips-Jones, is that the mentors can get more work done with help. The mentor often needs an assistant, a crucial subordinate, they can count on. The mentor also often gains power for spotting and developing new talents. A mentor might, also, derive fulfillment by identifying with and helping others who achieve directly. Other reasons one might engage in mentoring include investing in the protege's future--the mentor can cleverly increase his/her contacts in their field and perhaps become able to reach more of his/her own career goals; the mentor can indirectly repay for having been mentored in the past and

can contribute to society as a whole; mentors can try to remedy bad situations for people in disempowered positions due to sexism, racism etc.; mentors may be looking for the psychological rewards of an intimate relationship; mentors may resolve an Eriksonian adult ego stage by helping the next generation.⁸¹ In short, the support and benefits in a mentoring relationship are not one-way only; a dynamic mentoring relationship involves mutual benefits.

Seater, B. and Ridgeway C.'s (1976) research findings indicate that an effective female role model "must not only achieve but be approved of by men. Only these women present younger women with a role model who typifies a successful resolution of our culture's achievement-femininity conflict, thus demonstrating that women can achieve without unreasonable personal cost."⁸² Women who had mothers who worked were more career oriented; and women whose husbands approved of their work had significantly higher educational goals. But whatever her home experience, Seater and Ridgeway suggest that women need to have role models in the actual achievement situations of school and work. Of the women surveyed by Seater and Ridgeway, 44% of the undergraduates and 50% of

the graduate students found women with whom they could identify. One of the groups perceived as least supportive was male faculty. Lack of male encouragement can, the authors suggest, make it difficult for a young woman to aspire to achieve and hope to be successful without unreasonable personal cost.⁸³

Seater and Ridgeway (1976) suggest that two interrelated types of encouragement exist, each influencing educational goals in different ways. "Support from personal significant others, such as friends and parents, provide judgments on the social appropriateness of plans, and bolster basic self-confidence. These people alter self attitudes toward educational achievement, which in turn affect specific educational aspirations. Achievement-specific significant others, such as faculty, provide academic standards and direct information on individual performance. They officially validate the student's abilities" (Seater and Ridgeway, 1976).⁸⁴

Issues of Support

The review of the literature indicates that some kinds of support from others may be essential for a woman to become successful. The career oriented woman may get

different kinds of support from different people; she may get her primary and most important support from one person-- a mentor, a husband, a professor. Usually someone has taken her seriously, offered emotional support and often career and/or academic guidance. What is meant by support, however, varies in different situations and with different authors.

In "Social Support: An Introduction To A Complex Phenomenon" Brownell and Shumaker (1984) point out that "a large proportion of the current research on social support focuses on its interactive effects. That is, many theorists and researchers believe that interpersonal relationships in some way mitigate the adverse effects of stressful life events."⁸⁵ Brownell and Shumaker also state that "social support" has rarely been defined explicitly. Often definitions must be "inferred from the diverse ways in which the concept has been operationalized: e.g. quantity of connections, quality, utilization, meaning, availability, and satisfaction with support."⁸⁶

In another article, Shumaker and Brownell (1984) define social support as "an exchange of resources between two individuals perceived by the provider or the recipient

to be intended to enhance the well being of the recipient."⁸⁷ This definition is very explicit but may simply clarify what is generally thought of as social support. However, the aspect of "exchange of resources" may be an important fact to consider when discussing support. Shumaker and Brownell suggest that there are costs and benefits of supportive exchanges for both participants. Difficulties in supportive relationships may develop when there is not reciprocity or when there are incongruent perceptions of support held by the provider and the recipient.⁸⁸

Although Shumaker and Brownell's work has important heuristic value in considering support that may be necessary for career oriented women to become successful, their work focuses more on "health-compensating" and "health-sustaining"⁸⁹ functions. Their work is not directly related to career development and success.

Shinn, Lehmann and Wong (1984) also discuss "social interaction and social support"⁹⁰ primarily in relation to psychological distress; but some of their points regarding support are quite valuable. They indicate that research often considers only the positive consequences of social interactions, although such interactions may also

have negative consequences. Also, "actions that are perceived as helpful by the doner, the recipient, or both can have harmful effects if they do not fit individual circumstances."⁹¹ Shinn, Lehmann and Wong (1984) point out five aspects of support which should be considered: "amount, timing, source, structure and function."⁹² These aspects of support are useful in clarifying issues of support; but they relate most directly to support and psychological distress.

Methodological Considerations

In developing and clarifying areas of focus, we began by reviewing individual reports and case studies. Conducting systematic research which relies entirely on subjective individual reports and case studies is difficult at best, because this method is enormously time-consuming, laborious, and findings do not lend themselves readily to sophisticated statistical analysis. However, some of the most interesting and informative information regarding women and success comes from the personal reports from and interviews with individual successful women. Individual biographical and autobiographical reports and case studies were used

extensively in identifying issues related to women, success and support. As particular issues were identified, these issues (e.g., early development, relationships with parents, competition, ambivalence about achievement, internal role conflicts, support from husbands, barriers, mentors, socio-economic status, ethnic background, etc.) served as focal points in conducting further literature searches. As the issues became more clarified, questions for further research and, eventually, specific questions for the questionnaires, were developed.

Comparable themes and issues were seen in several individual reports and case studies which focused on successful women. However, it soon became apparent that the histories of successful women, especially older women, were often unique in various important ways. Because of the atypical histories of women who became successful, and the importance of this uniqueness in their development and goals, useful methods for investigating issues of women, success and support, despite the difficulties, often include individual interviews and reports.

Much of the research and literature, in the field at least, begins with individual interviews and reports. A conference on women and success, which eventually resulted

in, among other outcomes, the collection of articles in the book Women and Success: The Anatomy of Achievement, edited by Ruth Kundsinn (1974), began with organizers seeking individual autobiographical reports from women in a wide range of professions. Kundsinn states:

. . . ultimately, in addition to women from the hardcore sciences, such as chemistry, physics and mathematics, women were included from the fields of education, government, architecture and horticulture, to give their individual experiences.⁹³

Reviewing these and many other individual reports clearly indicates that the experiences, development and goals of achievement-oriented successful women are generally quite unique. It is important to emphasize and retain the sense of uniqueness in the backgrounds of these women, even as several reports are analyzed to discover similarities.

Conducting systematic research which retains the sense of individual uniqueness and simultaneously investigates similarities presents methodological problems. We cannot rely entirely on informal interviews and autobiographical and biographical individual reports and conduct sophisticated statistical analyses that have a high degree of validity. However, a questionnaire which allows us to look at similarities and differences among a

group of successful people was developed. Our findings may be supplemented, clarified and individualized by comparison and in combination with individual interviews, reports and other sources of information.

Although O'Connell and Russo do not directly address support systems in their book, Models of Achievement: Reflections of Eminent Women in Psychology (1983), their methodology may be useful to consider in our research. They use three levels of analysis: the universal, the individual and the group. Universals are considered to be factors that affect all women within a given time period and culture, and investigation of these factors often includes historical research and reviews. The group analysis, for O'Connell and Russo, involves a synthesis of the similarities and differences among the eminent women they studied. The data are based on a content analysis of biographical forms completed by women, as well as their autobiographies. Included are demographics, education, interests, marriages, children, major positions, barriers, and coping strategies. O'Connell and Russo's methodology combines conventional historical research, autobiographical reports and content analysis.

Various methodologies were employed in the research

previously reviewed. Consideration of specific procedures involved in different research approaches has been useful in developing ways to investigate factors related to support what is necessary and available for successful, achievement-oriented people. Although our review of the literature focuses on achievement-oriented women, we will eventually compare men and women. Historical and virtually every other kind of research indicates that the experiences of achievement-oriented, successful women and men are radically different. However, the historical literature clearly shows that two-sphere theories and research methodologies have traditionally been grossly biased, and research results have often been indirectly used to prevent achievement-oriented women from reaching their goals. Although there are valued reasons for investigating the experiences of women and men in very different ways, it is more useful, for our research, to develop one model and instrument which can be used with both men and women.

Astin's "need-based socio-psychological model of career choice and work behavior,"⁹⁵ presented earlier, provides a significant methodological contribution. This model can be used in analyzing both men and women.

Differences and similarities within and between groups of men and women can then be analyzed. A questionnaire, which reflects Astin's methodological contribution, was developed for this research project.

Chapter III

Methodology

In this chapter, explanations of the specific hypotheses are presented, as well as a description of the sample population, instrumentation, procedures, design, statistical analysis and limitations.

Specific Hypotheses

For purposes of analysis, the graduate students and their partners were divided into four groups in the following way: A. Female graduate students; B. Male graduate students; C. Male partners of female graduate students; and D. Female partners of male graduate students.

Hypothesis 1.

Male graduate students will, overall, report greater degrees of financial, emotional, academic and household support than female graduate students will report.

Research indicates that although women may be receiving greater degrees of support than in the past, in general, in most fields men continue to receive far more support for their efforts to develop careers . This research will compare the perceived support of male and

female graduate students. Although much of the related research focuses on career development, it is expected that results in this research project will be comparable.

Hypothesis 2.

Female and male graduate students will differ significantly with regard to the areas in which they report the greatest and the least degrees of support from their partners.

It is expected that female graduate students will report receiving significantly less childcare, household, and emotional support from their respective male partners, than male graduate students will report receiving from their partners. Furthermore, it is expected that male graduate students will report more emotional, and household support from their female partners; and female graduate students will report more financial and academic support from their male partners.

In general, it is expected that female partners provide more support than male partners. Despite the fact that the numbers of women working outside of the home has increased dramatically in the past twenty years, women are apparently still doing most of the household chores, as well. In A Lesser Life: The Myth of Women's Liberation

in America, Sylvia Hewlett notes that "the time husbands devote to family tasks has increased only 6 percent in the past twenty years." Indeed, husbands of working wives pitch in only slightly more than men married to full-time homemakers .

Hypothesis 3.

Female graduate students will report significantly greater external and internal barriers in their pursuits of graduate degrees, than male graduate students will report.

Questionnaire items which refer to external barriers include, for example, lack of financial support, discrimination, transportation problems; items which refer to internal barriers include lack of motivation, poor education, use of alcohol and/or drugs. It is expected that females will report greater degrees and numbers of barriers.

Numerous studies have documented various explicit external, even institutionalized, barriers experienced by women in a wide variety of fields. Although women have managed, in increasing numbers, to enter professions and academic programs that were previously reserved for men,

women continue to encounter more obstacles to success and, in general, receive lower financial rewards. Although many graduate students may be unaware of some barriers, it is expected that female graduate students will experience greater barriers than males.

Matina Horner's work on women and fear of success (reviewed in the literature review section of this dissertation), published in 1972, functioned as a catalyst for further research. Little attention had been paid to women and achievement or why they tended to differ from men in their motivation to achieve. Since 1972, research questions related to female versus male motivation issues have increased, and the notion of the "fear of success" has lost some credibility. Also, as far more women have entered the work force in a variety of professions, they may have collectively overcome some fears of success; and the stigma associated with achievement oriented females may be far less negative in the '80's than it was in the '70's. However, it is expected that results from this study will be consistent with Horner's research results. Female graduate students are expected to report significantly greater internal barriers (indicative of a fear of success) than male graduate students.

Hypothesis 4.

Reports of graduate students and their partners will reflect a similar awareness of the barriers which are faced by the graduate student member of the relationship, i.e., reports of male and female partners will yield barrier scores which are not significantly different from the barrier scores of their respective partners.

Partners of graduate students are expected to be aware of the difficulties their respective partners face. This awareness will be expressed when the partner is asked to rate the degree (very much to very little) to which a number of barriers may have impact on their partner's pursuit of a graduate degree. The graduate student will receive a similar barrier section in her/his form of the questionnaire. Responses to the barriers sections will yield comparable numerical scores.

Hypothesis 5.

Partners of graduate students will report themselves providing significantly greater degrees of support than their graduate student partners will report receiving.

In general, it is expected that the partners of graduate students will perceive themselves as providing far more support than their graduate student partners actually experience receiving. Graduate students will

rate their partners and the partners will rate themselves on similar questionnaire items. The responses will indicate perceived degrees of support provided and received in various areas; responses will be compared.

It is expected that only when both partners also report high degrees of satisfaction with the relationship, will the reports of support provided and support received be relatively consistent between partners. In other words, when both partners find their relationship satisfying they will show less disagreement in their questionnaire responses.

Relationships are usually strained when one (or both) of the partners enters graduate school and simultaneously tries to meet the demands of their degree program, partner relationship, family, job and others. The partner relationships of some graduate students change or end during the graduate school years. Some of the strain in the partner relationships of graduate students may be the result of discordant perceptions regarding degrees of support that are needed, offered, and received.

Hypothesis 6.

Female graduate students will report greater degrees of satisfaction with their partner relationships than any other group.

It is expected that female graduate students will be satisfied with their partner relationships even when their male partners only tolerate the female's graduate work. As long as the relationship helps to make the female's pursuit of a career possible, she will express satisfaction with the relationship. Even though it is expected that female graduate students will report receiving less support than male graduate students, it is also expected that female graduate students will report greater degrees of satisfaction with their partner relationships.

Research related to this hypothesis focuses on women that are already working outside of the home. Although graduate students may do only part of their work outside of the home (e.g., attending classes, library work, etc.), they are usually preparing themselves for careers outside the home. Once women begin working outside of the home, they rarely want to entirely give up their careers.

The general positive effects on women who develop

careers and work outside of the home has been well documented. Studies indicate that even when women earn significantly less pay than their male co-workers or partners, and even when they spend most of their pay on childcare, a large percentage of women prefer working to staying at home.

Hypothesis 7.

Female graduate students and male graduate students will report similar degrees of career commitment.

With changing social roles and opportunities and the dramatic increase in numbers of women seeking careers, in general, women are showing increased commitment to developing careers. It is expected that both male and female graduate students will show a high degree of career commitment.

Significance of the Study

In a general way, this research project addresses questions about current changes in the social order. The impacts of the women's movement and dramatically increasing numbers of women in the workforce are undoubtedly, though perhaps indirectly, reflected in changing roles. Changing social roles include changes in partner relationships, e.g., changes in expectations

partners have of each other, changes in how they perceive support. This research project brings to light specific issues related to perceived support among graduate students and their partners.

The changing roles of women are reflected in responses to the questionnaires. Research results related to female expectations of their male partners, career commitment, and perceived support are compared with past research. From this comparison some knowledge, about the directions and specific parameters of some changes in social roles, is generated.

Specific perceptions about the support available within graduate degree programs at the University of Massachusetts/Amherst is indicated in questionnaire responses. This information may be considered significant by those interested in analyzing or revising specific graduate programs.

Sample

The research population sample is comprised of graduate students and their partners. For purposes of analysis, the population sample included four groups: (A) female graduate students, (B) male graduate students,

(C) male partners (of the female graduate students in group A), and (D) female partners (of male graduate students in group B).

Most of the graduate students that agreed to participate in the study were enrolled at the University of Massachusetts, and were matriculating for a master's or doctoral degree. The University of Massachusetts is a public institution of higher learning in western Massachusetts. In 1985, there were seventy-nine (79) master's degree programs, and forty-eight (48) doctoral programs. The mean graduate student age was twenty-eight (28). Most of the sample was obtained from the School of Education; but requests for participation of students in other programs were also made.

Requests for graduate students to participate in this research project were made verbally and in writing, in a general letter to graduate students. Requests were presented before or after class meetings of specific graduate courses, as prearranged with course professors. Students who agreed to participate in the study took an envelope containing two questionnaires, one for the

student and one for her or his partner. The graduate student presented a written request for participation and a questionnaire to his or her partner. Questionnaires were completed anonymously and returned via inter-campus mail. Questionnaires were identified as Graduate Student Form or Partner Form and identification numbers were used (e.g. Graduate Student 100A, Partner 100B) to indicate which questionnaires were paired for purposes of data analysis.

Two hundred and fifty questionnaire packets, containing two questionnaires each, or a total of five hundred questionnaires, were distributed. Most (220) of the questionnaire packets were distributed before or after class meetings of various graduate courses in the School of Education at the University of Massachusetts in Amherst, Massachusetts. A few (30) questionnaire packets were also distributed to graduate students of Social Work classes at the University of Connecticut at Storrs, Connecticut. The University of Connecticut is a public institution of higher learning in Connecticut. Forty-one graduate students and thirty-nine partners completed and returned questionnaires, for a total sample population of eighty.

Instrumentation

Questionnaires were developed for graduate students and their partners (samples appear in the Appendix). The two questionnaire forms (one for the student and the other for the partner) are similar and statistically comparable on an item by item basis. Each item in the questionnaire is directly related to at least one of the specific hypotheses.

The questionnaire (see Appendix) was developed after several pilot questionnaires were tested on small populations. Several pre-counseling questionnaires for couples were reviewed. The questionnaire was developed specifically for this research project, but similar items can be found in several questionnaires for couples, career commitment inventories and instruments designed to investigate support systems. An advantage of the questionnaire developed for this project is that it combines sections related to support systems, relationship satisfaction, career commitment, and achievement barriers in one instrument.

There were several steps in the development of the questionnaire which was finally used. Several instruments were developed, pilot tested and discussed with friends, professors and colleagues, and then revised or discarded. As the current questionnaire took form it was again tested on several graduate students, and their partners. Meetings with the UMass School of Education research and statistics consultants were helpful in further revisions of the instrument.

Both the graduate student and the partner forms of the questionnaire are presented here. When the instrument was actually used the size was reduced and the questions were presented in sections, in booklet form. The two questionnaires were presented to each participating graduate student. A letter of introduction, explanation and instruction was attached to the outside of the large envelope. A "thank you" letter and two tea bags (to "take a break" while filling out the questionnaires) were also enclosed in the envelope. The tea bags were intended as a token of appreciation for participant's time, etc., and as a means for coaxing participants to complete and return the questionnaires. Questionnaires were returned in the

pre-addressed envelope via inter-campus mail.

Procedures

Graduate students and their partners each received separate questionnaires. The questionnaires are statistically comparable and sections are similar on both forms (graduate student form and partner form). Subjects were requested not to discuss the questionnaires with each other until after they had completed their responses. It was expected that participating graduate students would bring a pair of questionnaires home and give the appropriate one to the partner, with an attached request/explanation letter (see appendix).

The four main areas being studied are defined as perceived support, perceived barriers, career commitment and relationship satisfaction. Different types of approaches are used in the questionnaire to focus on the four main issues, and the questionnaires are divided into sections accordingly (see Appendix). Within each section, specific areas of support, barriers, career commitment, and relationship satisfaction are focused on. The

responses were compared and analyzed in relation to the four groups of subjects, female graduate students, male graduate students, female partners and male partners.

The questionnaires include many items related to each of the index areas (perceived support, perceived barriers, career commitment and relationship satisfaction); and each of the areas is thus broken down into more specific areas of focus, for purposes of analysis. For example, perceived support was analyzed in terms of sources of support (partners, professors, friends, colleagues, parents and others) and types of support (financial, emotional, household, academic, childcare and other). Perceived barriers were similarly analyzed in terms of sources, both internal and external, and types. Career commitment was analyzed in terms relating to career plans, importance in relation to other concerns, and amount of time devoted to professional development. Relationship satisfaction overlapped with support from partner, but was also analyzed in terms of strength of relationship, communication with partner, commitment to the relationship, and specific areas of satisfaction.

Section A of the graduate questionnaire form

contains twenty statements, and six possible responses ranging from "strongly agree" (5), to "strongly disagree" (1), and "doesn't apply" (0). The twenty statements focus on various issues and sources of support, specifically for graduate students and were, therefore, administered only to graduate students.

The next section, C, was presented to both graduate students and partners. (After several revisions section B was deleted from the questionnaire because it was problematic and unnecessary). Section C includes fifteen statements which concern issues of relationship satisfaction, strength, and communication. The five possible responses range from "almost always" (5) to "almost never" (1). Results from this and other sections were combined in testing hypotheses one, two and five.

Section D includes eight items which focus on types and degrees of support partners experience in relation to each other. This section is included in both forms of the questionnaire. Subjects responded to statements by circling one of five numbers ranging from "almost always" (5) to "almost Never" (1). Results were used in analyzing partner support and relationship satisfaction and in testing hypotheses one, two, five and six.

Responses to items in Section E, which is included in both forms, indicated degrees of satisfaction subjects experience in relation to fifteen areas of partner interaction. Responses ranged from (5), "very satisfied", to (1), "very dissatisfied", and (0), "does not apply." Results were used in testing hypotheses one, two and six.

The next section of the questionnaire, G, includes ten items related to career plans and commitment. Responses to statements in section G ranged from (5), "strongly agree" to (1), "strongly disagree." Data from this section was used in testing hypothesis seven.

Section H is included, in slightly different versions, in both forms. This section focuses on specific barriers or problem areas for the graduate student member of the relationship. The graduate student responded according to what she/he experiences as barriers; and the partner responded according to what she/he thinks her/his partner (the graduate student) experiences as barriers. The results were compared and data was used in testing hypotheses three and four.

Section I presents a chart, and subjects responded by circling one number in every box on the chart.

Responses ranged from (1), "very little support" to (5), "very much support." This chart identifies types of support and sources of support. The chart is slightly different on the two forms. The graduate student responded according to how much support she/he receives in the various areas; and the partner also responded according to how much support she/he thinks the graduate student receives in the various areas. One section of this chart required the partner to indicate how much support she/he provides. Results were compared and used in testing hypotheses one, two and five.

Section J covers factual demographic information. Questions related to gender, age, marital status, etc., are presented and subjects responded by circling one multiple choice response, or filling in a blank. Information from this section was used in identifying subjects. The subject's name does not appear anywhere on the questionnaire.

Design

This study uses an ex-post facto survey design. Questionnaire results supply data from four groups: (A)

Female Graduate Students; (B) Male Graduate Students; (C) Male Partners; and (D) Female Partners. Independent Variables are sex and student or partner status.

Dependent variables are perceived support, relationship satisfaction, career commitment, and achievement barriers. The questionnaire to measure these variables was developed so that results yielded index scores for the various areas of study, for example, a "barrier index" was computed by analyzing the items dealing with barriers, a "perceived support index" related to support items, and so on (i.e., career commitment index, relationship satisfaction index).

Statistical Analysis

The data was collected, pooled and explained by utilizing various descriptive statistics. Means, medians and standard deviations, used to indicate the average scores and the variability of scores for the sample, are be the primary descriptive statistics. These measures of central tendency (mean scores) and dispersion (standard deviations) were analyzed with t-tests. Categorical data were analyzed with the chi square contingency analysis. Levels of significance were established, and then data were analyzed to determine significant differences in

relation to the specific hypotheses. Limits of reliability and validity were established. After the data results are converted into the proper form for digestion by the UMass computer, the Statistical Package for the Social Sciences (SPSS program) was used as an aid in data analysis.

Limitations

The generalizability of the data was limited in several ways. It is assumed that people respond honestly, but there is no way to insure this. Furthermore, since the study used volunteers, the sample might be biased in some unknown ways related to people who are cooperative and interested in issues of support, etc.

People may also be more likely to respond if they have strong feelings about the issues being studied; this would result in more extreme responses and less responses in the middle ranges. Since issues being studied may be affected by external pressures and stress the timing of data collection may be an important uncontrolled factor.

Questionnaire data may also be contaminated by a social desirability bias in which answers are given according to what the respondent feels is socially desirable, but this limitation is minimized in this study

by avoiding face-to-face interviews and keeping responses anonymous.

Unknown factors which may limit the data may involve the fact that all responses were obtained from the graduate students attending a public northeastern university. Social, economic and political factors which relate to the study population were not controlled.

Limitations are undoubtedly involved in the sample size. Although five hundred questionnaires were distributed, only eighty completed questionnaires were returned. This number was adequate for statistical analysis, but general data-based conclusions must be tentative. The number of questionnaires was too small to draw firm conclusions, and research results may better serve to indicate directions for further research.

The most significant limitations are related to the validity and reliability of the measures used. The questionnaire was developed after reviewing several pre-counseling questionnaires for couples, career commitment studies and studies related to support and barriers. However, the questionnaire was finally constructed to address the specific hypotheses. The hypotheses were developed because of an interest in the

issues, and after the review of the literature. Although the questionnaires may be useful in generating interesting data related to graduate students' relationships and issues of support, the questionnaire has not been standardized in a larger population. Therefore, there is no pool of normative data with which to directly compare the data generated from this study. This presents a serious limitation.

The validity of the questionnaire, or the degree to which it measures what it purports to measure, is unknown. With this being true, data must be evaluated very cautiously when making interpretations and drawing conclusions.

Chapter IV

Results

Questionnaires

Five hundred questionnaires were distributed and eighty-two were returned and analyzed. More returns were expected but eighty-two was a sufficient number for statistical analysis. Thirty-one female and ten male graduate students and their partners participated in the study.

Graduate students responded to 131 questionnaire items. One hundred and eleven items required choosing a numerical response on a five-point scale; twenty items concerned background information and required short answers or circling one of several indicated answers. Graduate students received one more twenty-item questionnaire section than their partners.

Partners responded to 111 items. Ninety-one items required choosing a numerical response on a five-point scale; twenty items concerned background information. Partners' questionnaire items and graduate student items were similar and were statistically analyzed and compared.

The five-point scales which were used for responses indicated greater or lesser degrees of the following: perceived support, perceived barriers, career commitment, and relationship satisfaction. Responses related to support were categorized according to various sources (partner, professors, friends and parents) and types (financial, emotional, household, academic and childcare).

All responses were computerized and encoded in the University of Massachusetts computer system. The numerical responses were analyzed and relevant statistics were generated. Mean scores serve as indices which indicate greater or lesser degrees. For example, items related to support required responses ranging from very much support (5) to very little support (1). When support-related items were combined and analyzed, a mean was generated. Larger means indicate greater degrees of perceived support, and smaller means indicate lesser degrees of perceived support.

Some questionnaire items allowed for a "does not apply (0)" response. Also, in some cases, subjects simply did not respond to certain items. In both of these situations, the unanswered items were deleted automatically by the computer program. Statistical

adjustments were also automatically made so that the calculations and analyses were not contaminated by the deletions.

Seven tables related to the seven hypotheses and associated questionnaire data were developed. The tables indicate variables, numbers of subjects, means and standard deviations. These statistics were analyzed and variance estimates were generated. Tables also include t-values, degrees of freedom, 2-tail probability, and an indication of significance at the .05 level of confidence.

Mean scores indicate greater or lesser degrees of perceived support, perceived barriers, career commitment, or relationship satisfaction. Larger mean scores indicate greater degrees. The means were compared and analyzed. The 2-tail probability indicates the statistical difference between the means. Larger 2-tail probability values indicate less difference between the mean scores. Smaller 2-tail probability values indicate greater difference between the mean scores. When the 2-tail probability value is .05 or less, a statistically significant difference is indicated.

Some demographic information regarding the sample

population is presented in this section. Much of the demographic data does not relate directly to the hypotheses. Meaningful information is presented, but tables of demographic data were not developed.

Questionnaire Distribution

Two hundred and fifty questionnaire packets containing two questionnaires each (one for a graduate student and the other for his or her opposite sex partner) or a total of five hundred questionnaires were distributed. Most of the questionnaire packets (220) were distributed before or after class meetings of various graduate courses in the School of Education at the University of Massachusetts in Amherst, Massachusetts (UMass). A few questionnaire packets (30) were also distributed to graduate students after Social Work graduate courses at the University of Connecticut at Storrs, Connecticut (UConn).

Questionnaires were returned via campus mail at UMass, or they were returned via the graduate students who helped with distribution. Most of the returned questionnaires were from UMass graduate students and their partners. Forty-one graduate students and thirty-nine partners completed questionnaires for a total sample

population of eighty. Although more returns were expected, the sample population was large enough for meaningful statistical analysis.

Sample Descriptions

The sample population was comprised of forty-one graduate students and thirty-nine of their respective partners, for a total of eighty respondents. Two of the partners chose not to fill out their questionnaires. Thirty-one of the graduate students in the sample population were female and ten were male. There were ten female and twenty-nine male partner respondents.

Thirty-five of the graduate students were from the School of Education at UMass; their major fields of study include School Psychology, Family Therapy, Education and Counseling Psychology. Five graduate student respondents were enrolled in the Master of Social Work Program at UConn. There was one respondent from the Philosophy Department at UMass. Twenty-one of the graduate students were in doctoral programs, five were in C.A.G.S. programs, and fifteen were in Master's programs--thirty full-time and the rest part-time. Some of the partners were also attending colleges or universities; six were attending full-time and three part-time.

The graduate students ranged in age from twenty-four to forty-eight years old. Five were thirty-seven years old, but the distribution within these categories was relatively even. The age of partners ranged from twenty-four to fifty-three, and the distribution was, again, relatively even.

Thirty-five of the graduate students were married, two were never married, and four were divorced. Not only were most of the respondents married (similar numbers were reflected in partner responses), most of the couples (thirty-eight) reported that they lived with each other full-time. One couple lived together only part-time, and two couples apparently live apart but do not consider themselves separated. Only five of the couples had other adults living with them; but twenty couples had children living with them.

Thirty students and thirty-one partners identified themselves as white; five students and two partners identified themselves as Hispanic; and two students and two partners identified themselves as Asian. The remainder of the respondents did not report their ethnic group. Fifteen students and twelve partners reported themselves as having no religious preference. There were

nine students and eleven partners who were Protestants, four students and partners that were Jewish, and ten students and seven partners that reported themselves as Catholic.

Twenty-nine students and twenty-five partners reported their usual stand on political issues as liberal. Eight graduate students and six partners reported themselves as middle-of-the-road, and six partners and two students indicated that they were conservative.

Thirty-one of the partners indicated that they worked full-time, and only eight part-time. Sixteen of the graduate students worked full-time, and twenty-one part-time, and three not at all. Partners, in this sample, were not only employed full-time more often, they also earned more money. Twenty graduate students reported individual yearly incomes for last year above \$15,000. Thirty-three (of thirty-nine that completed this part of their questionnaires) of the partners reported individual yearly incomes above \$15,000; but, whereas only three of the graduate students reported earning above \$35,000, thirteen of the partners reported individual incomes of above \$35,000.

Hypothesis 1.

Male graduate students will, overall, report greater degrees of financial, emotional, academic and household support than female graduate students will report.

This hypothesis was not supported by the results of this research project. The responses of male and female graduate students indicated no significant differences in perceived support.

All graduate student participants responded to forty questionnaire items regarding support. Subjects indicated the degrees of support they perceived for each item by circling one number on a five-point scale. Responses ranged from strongly agree (5) to strongly disagree (1), or very much support (5) to very little support (1).

Data was computerized and analyzed. Means were generated from the numerical responses. The means serve as indices which indicate degrees of overall perceived support. A summary table (Table 1) includes these means as well as related variance estimates, and other statistical information. A statistical comparison of the overall means indicates no significant difference, at the .05 level.

Table 2

Graduate Students: Issues and Sources of Support

Variable	N	Mean	Standard Deviation
Graduate Students			
Female	31	60.77	9.64
Male	10	63.00	9.27

Separate Variance Estimate

T-value	Degrees of Freedom	2-Tail Probability	Significance at .05 Level
-.65	15.79	.523	NS

Hypothesis 2.

Female and male graduate students will differ significantly with regard to the areas in which they report the greatest and the least degrees of support from their partners.

This hypothesis was not supported by the results from this research project (see Table 2). Female and male graduate students perceived similar degrees of support from their partners in virtually every area. Forty of the forty-one graduate students agreed or strongly agreed with the statement "A10. My partner has encouraged me in my graduate work." No one found his or her partner to be an obstacle in the pursuit of a graduate degree.

A summary table (Table 2) lists five types and four sources of support. Analysis of questionnaire responses indicate that both male and female graduate students perceived similar degrees of the designated types of support (financial, emotional, household, academic, childcare). Both male and female graduate students also reported perceiving similar degrees of support from the designated sources (partner, professors, friends, parents).

Table 3
Sources and Types of Support Available to Graduate Students

TYPE	VARIABLE	N	MEAN	SD	SE	T-VALUE	DEGREES OF FREEDOM	2-TAIL PROB.	SIGNIFICANCE AT .05 LEVEL
Grad. Students									
Financial	Female	31	29.97	12.7	2.2	.27	12.90	.795	NS
	Male	10	28.50	15.9	5.1				
Emotional	Female	31	35.48	6.7	1.2	.24	15.75	.815	NS
	Male	10	34.92	6.5	2.1				
Household	Female	31	34.30	12.6	2.3	.42	14.15	.684	NS
	Male	10	32.25	13.9	4.4				
Academic	Female	31	32.31	9.3	1.7	.45	21.01	.654	NS
	Male	10	31.08	6.7	2.1				
Childcare Source	Female	31	14.46	18.7	3.4	-.25	15.38	.804	NS
	Male	10	16.16	18.5	5.9				
Partner	Female	31	41.32	6.1	1.1	-.52	13.77	.614	NS
	Male	10	42.58	6.9	2.2				
Professors	Female	31	28.59	10.7	1.9	-.91	17.18	.375	NS
	Male	10	31.93	9.4	2.9				
Friends	Female	31	31.27	10.8	1.9	1.44	13.98	.171	NS
	Male	10	25.05	12.2	3.8				
Parents	Female	31	20.22	12.6	2.3	-.18	14.60	.856	NS
	Male	10	21.10	13.4	4.2				

Hypothesis 3.

Female graduate students will report significantly greater external and internal barriers in their pursuits of graduate degrees than male graduate students will report.

Females reported slightly greater degrees of experienced barriers in their pursuits of graduate degrees; but the difference between female and male graduate students was not statistically significant. Hypothesis 3 was not supported by the data obtained.

Responses indicate that male and female graduate students experience similar degrees of barriers in their pursuits of graduate degrees. It is perhaps more accurate to say that neither males nor females, in the sample which was involved in this project, experienced strong barriers in any area. The graduate students who completed questionnaires apparently tended to feel well-supported both in their graduate programs and in their partner relationships. Although they reported moderate barriers in some areas, both males and females seem to have had enough support available to successfully deal with the barriers they encountered.

Table 3, which follows, is based on data generated from questionnaire responses regarding degrees to which barriers are experienced by graduate students. The mean

degrees of barriers experienced by both male and female graduate students were quite similar; the difference is not significant.

Table 4

Barriers Faced by the Graduate Student

Variable	N	Mean	Standard Deviation
Graduate Students			
Female	31	39.61	8.99
Male	10	38.30	9.52

Separate Variance Estimate

T-value	Degrees of Freedom	2-Tail Probability	Significance at .05 Level
.38	14.56	.706	NS

Hypothesis 4.

Reports of graduate students and their partners will reflect a similar awareness of the barriers which are faced by the graduate student member of the relationship: i.e., reports of male and female partners will yield barrier scores which are not significantly different from the barrier scores of their partners.

This hypothesis was not supported by the data analysis. To the contrary, the research results indicate a statistically significant difference between the barrier scores reported by graduate students and those reported by their partners. In other words, partners tended to minimize the problems which their respective graduate student partners may face.

Responses indicate that graduate students did not tend to report very strong degrees of internal or external barriers or problems in their pursuits of graduate degrees. However, students did report moderate degrees of barriers while their partners apparently thought that their graduate student partners experienced very little difficulty at all in pursuing the graduate degree.

A summary table (Table 4) indicates statistics which were calculated by analyzing responses to questions about barriers. Graduate students rated degrees (very much to very little on a five-point scale) to which twenty-four possible barriers presented problems in pursuit of their

graduate degrees. The partners of graduate students rated degrees to which the same twenty-four possible barriers presented problems for the graduate student. Graduate students reported moderate degrees of barrier problems, in general; their partners perceived very low degrees of barrier problems for the graduate students. The difference between the responses of graduate students and their partners was significant.

Table 5

Graduate Students and Partners: Barriers Faced by the
Graduate Student

Variable	N	Mean	Standard Deviation
Graduate Students	41	39.29	9.02
Partners	41	33.58	11.24

Separate Variance Estimate

T-value	Degrees of Freedom	2-Tail Probability	Significance at .05 Level
2.73	40	.009	Yes

Hypothesis 5.

Partners of graduate students will report themselves providing significantly greater degrees of support than their graduate student partners will report receiving.

This hypothesis was not supported by the data.

Graduate students reported degrees of support provided by their partners. The partners reported degrees of support which they perceived themselves providing (to the graduate student). Responses of graduate students and partners were statistically compared and the difference was not significant.

A summary table (Table 5) indicates five types of support and four sources of support available to graduate students. Partners' perceptions of support available to the graduate student were statistically analyzed and compared with the graduate students' own perceptions of support which was available to them.

Hypothesis 5 was not supported; partners did not report themselves providing significantly greater degrees of support than their graduate student partners reported receiving. Significance did not read at the .05 level.

Table 6

Graduate Students and Partners: Sources and Types of Support Available to

Graduate Students

TYPE	VARIABLE	N	MEAN	SD	SE	T- VALUE	DEGREES OF FREEDOM	2- TAIL PROB.	SIGNIFI- CANCE AT .05 LEVEL
Financial	Students	41	29.61	13.4	2.1	-507	40	.621	NS
	Partners	41	30.98	13.9	2.1				
Emotional	Students	41	35.35	6.6	1	1.33	40	.192	NS
	Partners	41	32.95	10.07	1.6				
Household	Students	41	33.80	12.79	1.9	1.30	40	.201	NS
	Partners	41	30.65	12.01	1.9				
Academic	Students	41	32.01	8.66	1.4	1.56	40	.128	NS
	Partners	41	28.78	10.27	1.6				
Childcare	Students	41	14.88	18.43	2.9	-.22	40	.824	NS
	Partners	41	15.26	19.65	3.1				
SOURCE									
Partner	Students	41	41.63	6.24	.96	1.81	40	.070	NS
	Partners	41	38.78	10.84	1.7				
Professors	Students	41	29.48	10.4	1.6	1.68	40	.101	NS
	Partners	41	26.25	11.6	1.8				
Friends	Students	41	29.76	11.4	1.8	2.52	40	.016	Yes
	Partners	41	23.53	10.3	1.6				
Parents	Students	41	20.43	12.6	1.9	.44	40	.666	NS
	Partners	41	19.48	13.6	2.1				

Hypothesis 6.

Female graduate students will report greater degrees of satisfaction with their partner relationships than any other group.

This hypothesis was not supported by the research results. Responses of female graduate students were not significantly different from any other group.

All subjects responded to questionnaire items regarding satisfaction with their couple relationship. Fifteen types of couple interaction were rated by subjects on a five-point scale. Responses ranged from very satisfied (5) to very dissatisfied (1). A summary table (Table 6) indicates statistics performed to test hypotheses.

For purposes of statistical analysis, subjects were studied in six different groups: female graduate students, male graduate students, female partners, male partners, all graduate students, all partners. Responses were not significantly different for any group.

Table 7

Satisfaction with Couple Relationship

Variable	N	Mean	Standard Deviation
Graduate Students	31	61.32	11.05
Female	10	64.10	11.42
Male			
Separate Variance Estimate			
T-value	Degrees of Freedom	2-Tail Probability	Significance at .05 Level
-.67	14.85	.510	NS

Variable	N	Mean	Standard Deviation
Female Partners	10	64.10	11.42
Male Partners	29	61.83	9.06
Separate Variance Estimate			
T-value	Degrees of Freedom	2-Tail Probability	Significance at .05 Level
.57	13.13	.578	NS

Variable	N	Mean	Standard Deviation
Graduate Students	41	62.00	11.06
Partners	41	58.48	17.22
Separate Variance Estimate			
T-value	Degrees of Freedom	2-Tail Probability	Significance at .05 Level
1.43	40	.160	NS

Hypothesis 7.

Female graduate students and male graduate students will report similar degrees of career commitment.

This hypothesis was supported by the research results. Male and female graduate students reported similar degrees of career commitment. Responses of all groups were statistically similar.

All subjects responded to questionnaire items regarding career commitment. Fifteen items regarding career commitment were rated by subjects on a five-point scale. Responses ranged from strongly agree (5) to strongly disagree (1). A summary table (Table 7) indicates statistics associated with questionnaire responses.

All partners and graduate students responded to items regarding degree of career commitment. Subjects were statistically analyzed in six different groups: female graduate students, male graduate student, female partners, male partners, all graduate students, and all partners. No group obtained significantly different responses from any other group.

Table 8

Career Commitment

Variable	N	Mean	Standard Deviation
Graduate Students			
Female	31	30.61	4.04
Male	10	31.20	3.49
Separate Variance Estimate			
T-value	Degrees of Freedom	2-Tail Probability	Significance at .05 Level
-.44	17.48	.662	NS
<hr/>			
Variable	N	Mean	Standard Deviation
Female Partners	10	31.20	3.49
Male Partners	29	30.79	3.97
Separate Variance Estimate			
T-value	Degrees of Freedom	2-Tail Probability	Significance at .05 Level
.31	17.72	.763	NS
<hr/>			
Variable	N	Mean	Standard Deviation
Graduate Students	41	30.76	3.88
Partners	41	29.07	7.74
Separate Variance Estimate			
T-value	Degrees of Freedom	2-Tail Probability	Significance at .05 Level
1.42	40	.163	NS

Chapter V

Discussion and Recommendations

The majority of students (thirty-nine out of forty-one) either agreed or strongly agreed that they felt generally supported in their graduate programs. Most students also indicated that they perceived professors in their graduate programs as biased in favor of neither males nor females. There was not a strong indication in either direction regarding statement A15: "I really need more academic guidance from professors." Twenty students disagreed or strongly disagreed; fourteen agreed or strongly agreed; and seven were neutral or undecided.

As to support from parents, no students agreed or strongly agreed with statement A14: "My mother has made it difficult for me to pursue a graduate degree." However, two students strongly agreed with statement A5, "My father was against my pursuit of a graduate degree." This is certainly not statistically significant. For the most part, graduate students perceived their parents as quite supportive.

Although a review of past and current literature indicates that males continue to receive greater degrees

of support for their pursuits of graduate degrees and successful careers, this position was not supported by the data in this research project. Males and females perceived similar degrees of support, in general, though males perceived slightly greater degrees of support overall.

Several factors may be important to consider when interpreting these results. First, the sample size of ten male and thirty-one female graduate students, although adequate for statistical analysis, is quite small. Basing strong conclusions on such a small sample is risky at best.

Another factor relates to the field of study in which the graduate students are pursuing degrees. Virtually all the graduate students were involved in Education, Counseling, School Psychology or Social Work. These fields have been and continue to be more open to females. Within these fields it is, perhaps, not surprising that males and females perceive similar degrees of support.

Other aspects of the data analysis indicate that none of the graduate students in this sample value their careers above their love relationships. In other words,

the graduate students being studied have not entered the most highly-demanding and competitive fields of study, fields which may require putting career above all else in order to succeed. The sample population appears to be a group of career- and success-oriented people who have pursued careers while they have established and/or maintained relationships which they consider more important than their careers. This factor is, perhaps, also important in considerations of future research.

Whatever the reasons, it is clear that the graduate students who participated in this study felt strongly supported by their partners. It is quite possible that couples who did not want to think about, examine, or be questioned (even anonymously) about their relationships simply did not participate in the study. In this way an inadvertant process may have occurred, whereby only people with strong, positive, supportive relationships were studied. One graduate student commented, at the end of the questionnaire, that he or she and his or her partner were currently experiencing marital difficulties; except for that case, the couple relationships seemed quite positive.

A traditional situation for achievement- and career-oriented males has often involved a female partner at home, doing the homemaking, raising the family, and providing support for the male to pursue his studies and/or career. A review of the pertinent literature indicated that more than twenty years ago successful achievement- and career-oriented females were relatively rare. Individual case studies indicated that highly successful females generally had unique backgrounds in a large variety of ways. The social, political, economic and cultural changes which occurred after 1960 included changes for achievement- and career-oriented females. The numbers of women entering the workforce began (and continues) to dramatically increase. The conditions and opportunities related to pursuing successful careers changed for both males and females, but most substantially for females. In many cases, women had to find work outside of the home for a variety of reasons, never mind what their backgrounds were. Once women entered the workforce, they were reluctant to leave.

The conditions related to and necessary for success have been investigated from a variety of perspectives. But findings which could be applied to the conditions of

achievement- and career-oriented women in 1955 no longer applied in, for example, 1965. Although this was certainly also true for men, it did not seem to be as true. In other words, conditions for women were changing rather rapidly; conclusions from well-conducted studies often lost validity in less than five years. For example, Matina Horner's work on achievement and career-oriented women indicated what she termed a "double-bind" and a "fear of success" for many of the women she studied. Her research was very well received and it made good sense to large numbers of people. However, within a few years, other researchers discovered that Horner's findings no longer applied in the same ways.

It seems quite probable that Horner's well-documented findings were valid, not only for the population which she studied, but for many others like them. Furthermore, Horner's findings had great heuristic value and stimulated further research. However, within a relatively short time, it seems that the population of achievement- and career-oriented females, and the conditions related to their success, had significantly changed. Researchers no longer discovered such clear indications about success.

During the women's movement, many women seemed to gain strength from the support of other women. While men traditionally associated with each other outside of the home, at work and in many other areas, women often remained somewhat isolated in the home, with the housework and the children. As women moved out of their homebound status, it seemed that their relationships, especially with other similar women, became very important. It may be that a comparable kind of support for men is more traditional, implicit, expected and institutionalized. If this support for men is a more generalized part of the environment, it may not be noticed; whereas women may have to be more consciously aware of and seek general emotional support from their friends and colleagues.

Relationships with peers are certainly important for achievement- and career-oriented men and women. And a review of the literature indicates that early relationships with parents are usually very significant when analyzing achievement and career motivation. With increasingly impressive numbers of women in the workforce, and with both parents in many households working, the roles and influences of mothers and fathers has changed.

Relatively recently, an image of fathers has developed which is reflected in a recent USA Today cover story: "Dad's Moving Into A Co-Star Role With Mom." In this article, Cook and Elias sensationally report that "Dad is swiftly becoming a co-star as research shows that involved fathers play a positive, unique role in their children's lives. The 80's are becoming Dad's decade." The authors go on to proclaim, "Dads today take cue from Bill Cosby" as they foster the notion that the days of the "typical family where the mother attended to the care of the children and the father just went to work" are gone. The authors state some rather impressive statistics related to the entrance of women into the work force:

Now, half of the nation's children under 6 in two-parent homes have working mothers--up from 28 percent in 1970. Many men are moving into the parenting arena early--out of necessity.

But the context of these statistics, as is always true, is very important. To begin with, the USA Today writers are writing about dual-career couples and two-parent households. However much Dads may take their cues from Bill Cosby, over fifty percent of the children that attend the same schools as Bill Cosby's actual

children attended come from single-parent households. These percentages are not limited to Amherst, Massachusetts; and no guesswork is necessary in determining that the father-headed, single-parent household is the rare exception. The sensational image of the dad moving into a closer "co-star role with mom" may be based on a very limited population and drawing far-reaching conclusions may be premature at best. However, the impact of this image and the actual changing roles of parents may be determining many characteristics related to achievement and career orientation in children and young adults.

When interpreting the results of this research project, it is important to clarify the characteristics of the population we have studied. Graduate students were identified as successful, achievement- and career-oriented individuals. Particular attention was focused on their opposite sex partner relationships. Participation in the study was completely voluntary, and it seems likely that people who did not mind being questioned about their partner relationships were more inclined to participate. At any rate, respondents tended to express positive attitudes about their relationships. The couples, for

the most part, were dual-career couples who had been married for several years, and their relationships seem quite stable.

With this population there were very little differences between male and female graduate students regarding perceived overall support. Males reported receiving insignificantly (statistically) greater degrees of support overall; but females received insignificantly (statistically) more support than males from friends and colleagues. Both males and females felt relatively well-supported within their graduate degree programs.

Females reported insignificantly greater degrees of internal and external barriers than males in their pursuits of graduate degrees. This finding seems to contradict much past research. However, the graduate students studied were, for the most part, from fields of human services: fields which are open to both men and women, and fields which tend to avoid overt discrimination of all kinds. At any rate, women report insignificantly greater institutionalized external barriers; and there is little indication of a fear, or a double-bind, regarding achievement and success.

Partners of graduate students indicated significant disagreement with their partners on the issue of barriers. Graduate students in general perceived greater degrees of barriers in their pursuits of graduate degrees than partners perceived. Partners did not seem to think that graduate students had many troubles in pursuing their graduate degrees.

An unexpected finding indicated that graduate students perceived themselves as receiving greater support from their partners than the partners reported giving. The difference was indicated as .07, which is not statistically significant at the .05 level of confidence. In general, graduate students highly valued the support they received from their partners.

Not only did graduate students feel well-supported by their partners, the graduate students also reported greater degrees of satisfaction with their partner relationships than the partners reported, but the difference was not statistically significant. One might conjecture that partners get fed up with having to be so supportive; but they might hold out until the graduate degree is finally finished. Some partners did write comments which are consistent with the last statement.

Both male and female graduate students, and their male and female partners, reported similar degrees of career commitment. Virtually all of the respondents were relatively strongly committed to their careers; but they clearly indicated that their love relationships were valued above their careers.

Although interpretations of the research results must remain directly related to the population studied, it is possible to draw some tentative general conclusions. Much past and current research clearly indicates that achievement- and career-oriented males, in general, have more opportunities and support and less difficulties and barriers than females in their pursuits. However, our research indicated very few perceived differences between male and female graduate students regarding support, opportunities, and difficulties when the graduate students were involved in relatively strong and stable partner relationships, and when they were involved in graduate programs in human services fields.

Perhaps the strength and satisfaction derived from their partner relationships enabled the graduate students to build up a kind of psychological immunity to the difficulties they had to face. Perhaps both male and

female achievement- and career-oriented individuals can actually develop strong, satisfying, loving relationships with their partners, and, males and females alike, pursue careers in ways that are relatively comparable, equitable, important, and satisfying.

Recommendations for Future Research

Future research should be conducted with a much larger sample population than was obtained for this project. The actual questionnaires may be appropriate to reuse in a larger study. Results would be more reliable, and probably somewhat more varied and informative with a much larger sample population.

Research should also be conducted with larger sample populations, and in several different kinds of graduate programs. The fields of human services have been more open to women, for study and employment, than other fields. Graduate students within fields less open to women should be studied and compared with graduate students in fields more open to women.

Research should also be conducted to more thoroughly investigate the impact of supportive partners on career-oriented graduate students. The sample population in this project was generally satisfied with

their couple relationships. Longitudinal and follow-up studies could address future intra-couple patterns and degrees of support. Partners of graduate students might not remain supportive if, for example, the graduate student cannot find suitable employment, or if the graduate's career becomes more time-consuming than graduate work.

A number of factors will undoubtedly have an impact on a couple relationship as either or both members change and grow. But what factors allow couple relationships to last and develop with changes? Do partners take turns in their respective pursuits and career developments? Does one partner stay in a stable, consistent position while the other does most of the changing? It is recommended that these and related issues be investigated through large research projects.

Past research has strongly indicated that, in general, women continue to have more difficulties than men in pursuing successful careers. The data from this project was not consistent with general conclusions based on other past and current research. University of Massachusetts female and male graduate students, primarily from the School of Education, reported similar degrees of

support and difficulties in their pursuits of graduate degrees. Both male and female graduate students expressed similar degrees of satisfaction with their partners. Male and female graduate students also perceived relatively strong degrees of support from their partners.

Future research should also focus on socio-economic status and ethnic groups as variables. Supports available to males and females in various ethnic groups and income brackets may vary widely. Variability will probably also be reflected in degrees and types of support available to graduate students.

Longitudinal studies which focus on the changes in opportunities and barriers to career-oriented people are also recommended. These studies could help to clarify fields in which inroads have been made for a wider range of people. Furthermore, longitudinal studies could clarify strong long-standing difficulties for various career-oriented people.

Recommendations for Practice

The degrees of various supports which are available to a career-oriented person, especially from her partner, may make a significant difference in her career

development and achievements. Thorough investigations of characteristics of supportive partners could possibly enable career-oriented people to develop useful ideas of what they might look for in a mate. Clarification of specific characteristics of productive couple relationships could also serve to guide couples in conscious development of their relationships. It is recommended that future research focus on productive couple relationships and on supportive partners.

A larger sample population and further research would be necessary before any conclusive findings could be obtained. Findings could then be used for practitioners. Practical implications based on this research project indicate that, at least for the sample studied, there are many similarities between male and female graduate students. Advice from career counselors should, perhaps, be similar for both males and females. However, because of the selection of this sample, one has to be cautious about this recommendation. Research with a more representative sample could help to generate a more valid body of knowledge related to career opportunities, sources of support, and practical implications which one could use to guide counseling practice.

Footnotes

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Appendix A
Graduate Student Letter

March 25, 1987

Dear Graduate Student,

Although roles are changing in our society, there is little information available about changes in the kinds of supports that are necessary and available for graduate students and their partners. I am conducting a research project which focuses on graduate students, their partners, and various issues related to support. Your participation in this project will help to clarify important aspects of support and other issues.

Enclosed are two questionnaires, one for you and one for your partner. The term "partner" is used, in this study, to mean an opposite sex spouse or lover with whom one lives and/or spends a large amount of time (even if only while asleep). Certainly, no value judgment of same sex or non-traditional relationship is implied. The focus of this study is simply on graduate students and their opposite sex partners. If you have a partner, please take this packet home and share the enclosed materials. If you do not currently have a partner, please return this packet or give it to another graduate student.

The enclosed questionnaires are designated "Graduate Student Form" or "Partner Form" on the upper right corners of the front pages. If both you and your partner are graduate students it does not matter which form you choose, as long as you complete one form each. It will probably take you and your partner from 9 to 15 minutes each to complete the questionnaires. While you complete them you might like to take a break with some tea; two tea bags are enclosed as a token of appreciation for your help in this project.

You and your partner would greatly facilitate the data analysis if you would complete the questionnaires and return them in the attached envelope, via inter-campus mail, within about one week. Your responses will be confidential and anonymous.

A summary of the results will be available in the Fall, 1987, and will be available to you at your request. Please contact me at the address below should you be interested, and I will mail you a summary of the findings.

Thank you, in advance, for your participation in this study.

Sincerely,

Anthony Rossi

Counseling Psychology
354 Hills South
University of Massachusetts
Amherst, Mass. 01003
March 25, 1987

Appendix B
Partner Letter

March 25, 1987

Dear "Partner",

Although roles are changing in our society, there is little information available about changes in the kinds of supports that are necessary and available for graduate students and their partners. I am conducting a research project which focuses on graduate students, their partners, and various issues related to support. Your participation in this project will help to clarify important aspects of support and other issues.

Enclosed are two questionnaires, one for you and one for your partner. The term "partner" is used, in this study, to mean an opposite sex spouse or lover with whom one lives and/or spends a large amount of time (even if only while asleep). Certainly, no value judgment of same sex or non-traditional relationship is implied. The focus of this study is simply on graduate students and their opposite sex partners. If you have a partner, please take this packet home and share the enclosed materials. If you do not currently have a partner, please return this packet or give it to another graduate student.

The enclosed questionnaires are designated "Graduate Student Form" or "Partner Form" on the upper right corners of the front pages. If both you and your partner are graduate students it does not matter which form you choose, as long as you complete one form each. It will probably take you and your partner from 9 to 15 minutes each to complete the questionnaires. While you complete them you might like to take a break with some tea; two tea bags are enclosed as a token of appreciation for your help in this project.

You and your partner would greatly facilitate the data analysis if you would complete the questionnaires and return them in the attached envelope, via inter-campus mail, within about one week. Your responses will be confidential and anonymous.

A summary of the results will be available in the Fall, 1987, and will be available to you at your request. Please contact me at the address below should you be interested, and I will mail you a summary of the findings.

Thank you, in advance, for your participation in this study.

Sincerely,

Anthony Rossi

Counseling Psychology
354 Hills South
University of Massachusetts
Amherst, Mass. 01003

Appendix C

Graduate Students, Relationships and Support:

A Questionnaire, Graduate Student Form

Graduate Students, Relationships and Support: Graduate Student Form.

The purpose of this questionnaire is to gather information about support and other issues. Questions and statements are presented in several different sections. Please respond to all items according to your first impressions. The questionnaire will probably take you from 9 to 15 minutes to complete, if you proceed quickly. Your responses are anonymous; please do not write your name on this form. Your comments are welcome, and there is room for them at the end of the form.

The word "partner" is used in several items. For the purposes of this study, the word "partner" is used to mean an opposite sex spouse or lover with whom one lives and/or spends a large amount of time (even if only while asleep).

Once again, thank you for your cooperation.

A. The following questions focus on possible sources and issues related to support. Please read each statement and circle the appropriate response number to the right of each statement.

	Strongly Agree	Agree	Neutral/ Undecided	Disagree	Strongly Disagree	Doesn't Apply
A1. I have felt supported, in general, in my graduate program.	5	4	3	2	1	0
A2. I really need more help with household chores.	5	4	3	2	1	0

	Strongly Agree	Agree	Neutral/ Undecided	Disagree	Strongly Disagree	Doesn't Apply
A3. In my grad. program the professors are biased in favor of male students.	5	4	3	2	1	0
A4. I have encountered very few barriers while seeking a graduate degree.	5	4	3	2	1	0
A5. My father was against my pursuit of a grad. degree.	5	4	3	2	1	0
A6. In general, I need more support.	5	4	3	2	1	0
A7. The professors are biased in favor of female students in my graduate program.	5	4	3	2	1	0
A8. I have to rely on myself for almost everything.	5	4	3	2	1	0
A9. I have had to overcome many barriers in my pursuit of a graduate degree.	5	4	3	2	1	0

	Strongly Agree	Agree	Neutral/ Undecided	Disagree	Strongly Disagree	Doesn't Apply
A 10. My partner has encouraged me in my graduate work.	5	4	3	2	1	0
A 11. Some professor(s) has (have) hindered me in my graduate work.	5	4	3	2	1	0
A 12. Some friends have been very supportive of my grad. work.	5	4	3	2	1	0
A 13. My partner has been an obstacle in my pursuit of a grad. degree.	5	4	3	2	1	0
A 14. My mother has made it difficult for me to pursue a grad. degree.	5	4	3	2	1	0
A 15. I really need more academic guidance from professors.	5	4	3	2	1	0
A 16. If I don't get more financial support I may not finish my degree program.	5	4	3	2	1	0

	Strongly Agree	Agree	Neutral/ Undecided	Disagree	Strongly Disagree	Doesn't Apply
A 17. My partner takes my ideas seriously.	5	4	3	2	1	0
A 18. Professors do not offer me enough emotional support.	5	4	3	2	1	0
A 19. Some friends have tried to discourage me from getting a graduate degree.	5	4	3	2	1	0
A 20. I get the kinds of support that I want from my partner.	5	4	3	2	1	0

D. These questions address aspects of your general sense of support and commitment to your relationship. After reading each statement, please circle the number that applies.

	Always	Almost Always	Neutral	Almost Never	Never
D1. I feel supported by my partner.	5	4	3	2	1
D2. My partner brings out the best in me.	5	4	3	2	1
D3. I am proud to tell others about my partner.	5	4	3	2	1
					136

	Almost Always	4	3	2	Almost Never
D4. My partner feels supported by me.	5	4	3	2	1
D5. My partner is proud to tell others about me.	5	4	3	2	1
D6. The time I spend with my partner is happy for me.	5	4	3	2	1
D7. The time we spend together is happy for my partner.	5	4	3	2	1
D8. I am committed to remaining in the relationship.	5	4	3	2	1

C. The following questions concern your impressions of the ways that you and your partner communicate and resolve conflicts. Please circle the number that best indicates your answer.

	Almost Always	4	3	2	Almost Never
C1. I listen attentively when my partner speaks.	5	4	3	2	1
C2. My partner listens attentively when I speak.	5	4	3	2	1
C3. I feel that my partner understands what I say.	5	4	3	2	1

Almost Always

Almost Never

C4.	I am comfortable about asking my partner to do things for me.	5	4	3	2	1
C5.	My partner often asks me to do various things.	5	4	3	2	1
C6.	I feel that my partner tells me too many negative things about myself.	5	4	3	2	1
C7.	I feel that I tell my partner too many negative things about herself/himself.	5	4	3	2	1
C8.	I am comfortable expressing disagreement with things my partner says or does.	5	4	3	2	1
C9.	I respond constructively when my partner disagrees with things I say or do.	5	4	3	2	1
C10.	I enjoy just sitting and talking with my partner.	5	4	3	2	1
C11.	When small differences arise, we negotiate rather than fight.	5	4	3	2	1
C12.	I am ready to "make up" soon after a conflict.	5	4	3	2	1

	Almost Always	4	3	2	Almost Never	
C	My partner is ready to					
13.	"make up" soon after a conflict.	5	4	3	2	1
C	I am afraid of conflict					
14.	with my partner.	5	4	3	2	1
C	I feel that my partner and I					
15.	fight too much.	5	4	3	2	1

H. How much do you think the following present problems or barriers to you in your pursuit of a graduate degree? Please circle the number that best indicates your response.

	Very Much	5	4	3	2	1	Very Little
H1.	Health problems	5	4	3	2	1	
H2.	Lack of writing skills	5	4	3	2	1	
H3.	Lack of parent support	5	4	3	2	1	
H4.	Lack of college experience	5	4	3	2	1	
H5.	Lack of childcare help	5	4	3	2	1	
H6.	Sexual discrimination	5	4	3	2	1	
H7.	Employment demands	5	4	3	2	1	

	Very Much	5	4	3	2	1	Very Little
H8. Lack of motivation	5	4	3	2	1		
H9. Racial discrimination	5	4	3	2	1		
H10 Poor education	5	4	3	2	1		
H11 Lack of financial support	5	4	3	2	1		
H12 Lack of childcare help	5	4	3	2	1		
H13 Sexual discrimination	5	4	3	2	1		
H14 Lack of organizational skills	5	4	3	2	1		
H15 Lack of typing skills	5	4	3	2	1		
H16 Use of alcohol and/or drugs	5	4	3	2	1		
H17 Transportation problems	5	4	3	2	1		
H18 Discouraging professors	5	4	3	2	1		
H19 Difficulty speaking in class	5	4	3	2	1		
H20 Feelings of inadequacy	5	4	3	2	1		
H21 Discouraging grades	5	4	3	2	1		
H22 Lack of perserverance	5	4	3	2	1		
H23 Anxiety	5	4	3	2	1		
H24 Reluctance to leave home	5	4	3	2	1		

I. Please indicate about how much support you think is provided to your partner by the person(s) in each area of support. Indicate how much support is provided by circling one of the following in each box below.

	1	2	3	4	5
	Very Little Support				Very Much Support
n = not applicable					
Types of Support	Person(s) Providing Support	Partner	Professor(s)	Friend(s) Colleague(s)	Parent(s)
Financial Support (loans, gifts, etc.)	5 4 3 2 1 N	5 4 3 2 1 N	5 4 3 2 1 N	5 4 3 2 1 N	5 4 3 2 1 N
Friendship/Emotional Support (e.g., companionship in recreation, sports, help in a crisis, etc.)	5 4 3 2 1 N	5 4 3 2 1 N	5 4 3 2 1 N	5 4 3 2 1 N	5 4 3 2 1 N

1
Very
Little
Support

2

3

4

5
Very
Much
Support

n = not applicable

Types of Support	Person(s) Providing Support	Partner	Professor(s)	Friend(s) Colleague(s)	Parent(s)
Household Support (e.g., cooking, shopping, cleaning, car maintenance, small repairs, lawn care, etc.)	5 4 3 2 1 N	5 4 3 2 1 N	5 4 3 2 1 N	5 4 3 2 1 N	5 4 3 2 1 N
Academic Support (e.g., advising, discussing, help finding books and articles, etc.)	5 4 3 2 1 N	5 4 3 2 1 N	5 4 3 2 1 N	5 4 3 2 1 N	5 4 3 2 1 N

1 Very Little Support 2 3 4 5
 Very Much Support

n = not applicable

Types of Support	Person(s) Providing Support	Partner	Professor(s)	Friend(s) Colleague(s)	Parent(s)
Childcare	5	5	5	5	5
(skip this part if it does not apply)	4	4	4	4	4
	3	3	3	3	3
	2	2	2	2	2
	1 N	1 N	1 N	1 N	1 N

E. The following list suggests types of interaction that may occur in many relationships. Please circle the number that best represents your satisfaction with the way you and your partner usually interact in each area.

	Very Satisfied	Very Dissatisfied	Does Not Apply
E1. Our daily social interaction with each other.	5	2	1
E2. Our affectionate interaction.	4	3	2

	Very Satisfied	4	3	2	Very Dissatisfied	Does Not Apply
E3. Our sexual interaction.	5	4	3	2	1	0
E4. Our trust in each other.	5	4	3	2	1	0
E5. Our communication.	5	4	3	2	1	0
E6. The way we divide chores.	5	4	3	2	1	0
E7. The way we make decisions.	5	4	3	2	1	0
E8. The way we manage conflict.	5	4	3	2	1	0
E9. Our management of children (if any).	5	4	3	2	1	0
E 10. Amount of free time apart.	5	4	3	2	1	0
E 11. Amount of free time together	5	4	3	2	1	0
E 12. The way we support each other in crisis.	5	4	3	2	1	0
E 13. The way we support each other on a daily basis.	5	4	3	2	1	0
						144

	Very Satisfied	4	3	2	Very Dissatisfied	Does Not Apply
E 14. Our handling of finances.	5	4	3	2	1	0
E 15. Our relationship, in general.	5	4	3	2	1	0

G. The following statements relate to your career plans. Please circle the appropriate number.

	Strongly Agree	Agree	Neutral/ Undecided	Disagree	Strongly Disagree	Doesn't Apply
G1. I plan to have a career for most or all of my working life.	5	4	3	2	1	0
G2. I already have or plan to interrupt my career to raise a family.	5	4	3	2	1	0
G3. I devote much time and energy to my professional development	5	4	3	2	1	0
G4. Having a successful career is very important to me.	5	4	3	2	1	0

	Strongly Agree	Agree	Neutral/ Undecided	Disagree	Strongly Disagree	Doesn't Apply
G5. My partner's career is or will be more important than mine.	5	4	3	2	1	0
G6. I am sure that I have or will have a successful career.	5	4	3	2	1	0
G7. My love relationships are more important to me than my career.	5	4	3	2	1	0
G8. Having a successful career is my top priority.	5	4	3	2	1	0
G8. My career is or will be more important than my partner's career.	5	4	3	2	1	0

BACKGROUND INFORMATION.

J. I would like to know a little about you so that I can compare how different types of people feel about the issues being examined. Please circle the response numbers or fill in the blanks according to your answers.

J1. Your sex?

1. Female
2. Male.

J2. Your age?

1. _____ years

J3. Your present marital status?

1. Never married.
2. Married.
3. Divorced.
4. Separated.
5. Widowed.

J4. Do you presently live with your mate?

1. Yes, full-time.
2. Yes, part-time.
3. No.

J5. Are any other adults living with you?

1. Yes.
2. No (if NO, skip the next question).

J6. If YES to J5, circle the appropriate number(s):

1. Friend and/or roommate.
2. Mother and/or father.
3. Sister and/or brother.
4. Other relative.
5. Boarder and/or hired help.
6. Other (please specify) _____

J7. How many children do you have?

_____ (number)

J8. How many children currently live with you?

_____ (number)

J9. In which ethnic group do you identify yourself (e.g., Afro-American, Irish-American, Italian-American, Native American, etc.)?

J 10. What is your religious preference?

1. None.
2. Protestant.
3. Jewish.
4. Catholic.
5. Other (specify) _____

J 11. Which of the following best describes your usual stand on political issues?

1. Conservative.
2. Middle-of-the-Road.
3. Liberal.

J How many siblings do you have?
12. (specify number) _____

J How many of your siblings are younger than you?
13. (specify number) _____

J Are you currently employed?

14.

1. Yes, full-time.
2. Yes, part-time.
3. No.

J What was your approximate total personal income, before taxes, for last
15. year?

1. Less than \$5,000.
2. \$5,000 to \$9,999.
3. \$10,000 to \$14,999.
4. \$15,000 to \$24,999.
5. \$25,000 to \$34,999.
6. \$35,000 or more.

J Are you currently attending a college or university?

16.

1. Yes, full-time.
2. Yes, part-time.
3. NO (if NO, skip the next three questions).

J What is your major?

17.

(specify) _____

J What degrees are you currently seeking?

18.

(specify) _____

J 19. For how many years have you been seeking this degree?
_____ years

J 20. How long have you and your partner been together?
_____ years, _____ months

COMMENTS

Thank you. Your contribution is very much appreciated.

Please return this questionnaire to:

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Amherst, Mass.

Appendix D

Graduate Students, Relationships and Support:
A Questionnaire, Partner Form

Graduate Students, Relationships and Support: Partner Form.

The purpose of this questionnaire is to gather information about support and other issues. Questions and statements are presented in several different sections. Please respond to all items according to your first impressions. The questionnaire will probably take you from 9 to 15 minutes to complete, if you proceed quickly. Your responses are anonymous; please do not write your name on this form. Your comments are welcome, and there is room for them at the end of the form.

The word "partner" is used in several items. For the purposes of this study, the word "partner" is used to mean an opposite sex spouse or lover with whom one lives and/or spends a large amount of time (even if only while asleep).

Once again, thank you for your cooperation.

D. These questions address aspects of your general sense of support and commitment to your relationship. After reading each statement, please circle the number that applies.

	Almost Always			Almost Never	
D1. I feel supported by my partner.	5	4	3	2	1
D2. My partner brings out the best in me.	5	4	3	2	1
D3. I am proud to tell others about my partner.	5	4	3	2	1

	Almost Always	4	3	2	Almost Never
D4. My partner feels supported by me.	5	4	3	2	1
D5. My partner is proud to tell others about me.	5	4	3	2	1
D6. The time I spend with my partner is happy for me.	5	4	3	2	1
D7. The time we spend together is happy for my partner.	5	4	3	2	1
D8. I am committed to remaining in the relationship.	5	4	3	2	1

C. The following questions concern your impressions of the ways that you and your partner communicate and resolve conflicts. Please circle the number that best indicates your answer.

	Almost Always	4	3	2	Almost Never
C1. I listen attentively when my partner speaks.	5	4	3	2	1
C2. My partner listens attentively when I speak.	5	4	3	2	1
C3. I feel that my partner understands what I say.	5	4	3	2	1

	Almost Always	4	3	2	Almost Never
--	------------------	---	---	---	-----------------

C4. I am comfortable about asking my partner to do things for me.	5	4	3	2	1
---	---	---	---	---	---

C5. My partner often asks me to do various things.	5	4	3	2	1
--	---	---	---	---	---

C6. I feel that my partner tells me too many negative things about myself.	5	4	3	2	1
--	---	---	---	---	---

C7. I feel that I tell my partner too many negative things about herself/himself.	5	4	3	2	1
---	---	---	---	---	---

C8. I am comfortable expressing disagreement with things my partner says or does.	5	4	3	2	1
---	---	---	---	---	---

C9. I respond constructively when my partner disagrees with things I say or do.	5	4	3	2	1
---	---	---	---	---	---

C 10. I enjoy just sitting and talking with my partner.	5	4	3	2	1
---	---	---	---	---	---

C 11. When small differences arise, we negotiate rather than fight.	5	4	3	2	1
---	---	---	---	---	---

C 12. I am ready to "make up" soon after a conflict.	5	4	3	2	1
--	---	---	---	---	---

	Almost Always	4	3	2	Almost Never
C	My partner is ready to				
13.	"make up" soon after a conflict.	5	4	3	2
C	I am afraid of conflict				
14.	with my partner.	5	4	3	2
C	I feel that my partner and I				
15.	fight too much.	5	4	3	2

H. How much do you think the following present problems or barriers to you in your pursuit of a graduate degree? Please circle the number that best indicates your response.

	Very Much	4	3	2	Very Little
H1.	Health problems	5	4	3	2
H2.	Lack of writing skills	5	4	3	2
H3.	Lack of parent support	5	4	3	2
H4.	Lack of college experience	5	4	3	2
H5.	Lack of childcare help	5	4	3	2
H6.	Sexual discrimination	5	4	3	2
H7.	Employment demands	5	4	3	2

	Almost Always	4	3	2	Almost Never
H8. Lack of motivation	5	4	3	2	1
H9. Racial discrimination	5	4	3	2	1
H10 Poor education	5	4	3	2	1
H11 Lack of financial support	5	4	3	2	1
H12 Lack of childcare help	5	4	3	2	1
H13 Sexual discrimination	5	4	3	2	1
H14 Lack of organizational skills	5	4	3	2	1
Very Much					
H15 Lack of typing skills	5	4	3	2	1
H16 Use of alcohol and/or drugs	5	4	3	2	1
H17 Transportation problems	5	4	3	2	1
H18 Discouraging professors	5	4	3	2	1
H19 Difficulty speaking in class	5	4	3	2	1
H20 Feelings of inadequacy	5	4	3	2	1
H21 Discouraging grades	5	4	3	2	1
H22 Lack of perseverance	5	4	3	2	1

	Very Much	4	3	2	Very Little
H23 Anxiety	5	4	3	2	1
H24 Reluctance to leave home	5	4	3	2	1

Please indicate about how much support you think is provided to your partner by the person(s) in each area of support. Indicate how much support is provided by circling one of the following in each box below.

1	2	3	4	5
Very Little Support				Very Much Support

n = not applicable

Types of Support	Person(s) Providing Support	You	Professor(s)	Friend(s) Colleague(s)	Parent(s)
Financial Support (loans, gifts, etc.)	5	5	5	5	5
	4	4	4	4	4
	3	3	3	3	3
	2	2	2	2	2
	1 N	1 N	1 N	1 N	1 N

1
Very
Little
Support

2

3

4

5
Very
Much
Support

n = not applicable

Types of Support	Person(s) Providing Support	You	Professor(s)	Friend(s) Colleague(s)	Parent(s)
Friendship/Emotional Support (e.g., companionship in recreation, sports, help in a crisis, etc.)	5	5	5	5	5
	4	4	4	4	4
	3	3	3	3	3
	2	2	2	2	2
	1 N	1 N	1 N	1 N	1 N
Household Support (e.g., cooking, shopping, cleaning, car maintenance, small repairs, lawn care, etc.)	5	5	5	5	5
	4	4	4	4	4
	3	3	3	3	3
	2	2	2	2	2
	1 N	1 N	1 N	1 N	1 N

] 1
 Very
 Little
 Support

n = not applicable

5
Very
Much
Support

4

3

2

Types of Support	Person(s) Providing Support	You	Professor(s)	Friend(s) Colleague(s)	Parent(s)
Academic Support (e.g., advising, discussing, help finding books and articles, etc.)	5 4 3 2 1 N	5 4 3 2 1 N	5 4 3 2 1 N	5 4 3 2 1 N	5 4 3 2 1 N
Childcare (skip this part if it does not apply)	5 4 3 2 1 N	5 4 3 2 1 N	5 4 3 2 1 N	5 4 3 2 1 N	5 4 3 2 1 N

E. The following list suggests types of interaction that may occur in many relationships. Please circle the number that best represents your satisfaction with the way you and your partner usually interact in each area.

	Very Satisfied	4	3	2	Very Dissatisfied	Not Apply
E1. Our daily social interaction with each other.	5	4	3	2	1	0
E2. Our affectionate interaction.	5	4	3	2	1	0
E3. Our sexual interaction.	5	4	3	2	1	0
E4. Our trust in each other.	5	4	3	2	1	0
E5. Our communication.	5	4	3	2	1	0
E6. The way we divide chores.	5	4	3	2	1	0
E7. The way we make decisions.	5	4	3	2	1	0
E8. The way we manage conflict.	5	4	3	2	1	0
E9. Our management of children (if any).	5	4	3	2	1	0
E10. Amount of free time apart.	5	4	3	2	1	0

Does
Not
Apply

Very
Dissatisfied

Very
Satisfied

E Amount of free
11. time together 5 4 3 2 1 0

E The way we support
12. each other in crisis. 5 4 3 2 1 0

E The way we support
13. each other on a
daily basis. 5 4 3 2 1 0

E Our handling of
14. finances. 5 4 3 2 1 0

E Our relationship,
15. in general. 5 4 3 2 1 0

G. The following statements relate to your career plans. Please circle the
appropriate number.

Strongly Agree Neutral/ Undecided Disagree Strongly Disagree Doesn't Apply

G1. I plan to have a ca-
reer for most or all
of my working life. 5 4 3 2 1 0

G1. I plan to have a ca-
reer for most or all
of my working life. 5 4 3 2 1 0

	Strongly Agree	Agree	Neutral/ Undecided	Disagree	Strongly Disagree	Doesn't Apply
G2. I already have or plan to interrupt my career to raise a family.	5	4	3	2	1	0
G3. I devote much time and energy to my professional development.	5	4	3	2	1	0
G4. Having a successful career is very important to me.	5	4	3	2	1	0
G5. My partner's career is or will be more important than mine.	5	4	3	2	1	0
G6. I am sure that I have or will have a successful career.	5	4	3	2	1	0
G7. My love relationships are more important to me than my career.	5	4	3	2	1	0
G8. Having a successful career is my top priority.	5	4	3	2	1	0

	Strongly Agree	Agree	Neutral/ Undecided	Disagree	Strongly Disagree	Doesn't Apply
--	-------------------	-------	-----------------------	----------	----------------------	------------------

G8. My career is or will be more important than my partner's career.

5

4

3

2

1

0

BACKGROUND INFORMATION.

J. I would like to know a little about you so that I can compare how different types of people feel about the issues being examined. Please circle the response numbers or fill in the blanks according to your answers.

J1. Your sex?

1. Female
2. Male.

J2. Your age?

1. _____ years

J3. Your present marital status?

1. Never married.
2. Married.
3. Divorced.
4. Separated.
5. Widowed.

BACKGROUND INFORMATION

J4. Do you presently live with your mate?

- 1. Yes, full-time.
- 2. Yes, part-time.
- 3. No.

J5. Are any other adults living with you?

- 1. Yes.
- 2. No (if NO, skip the next question).

J6. IF YES to J5, circle the appropriate number(s):

- 1. Friend and/or roommate.
- 2. Mother and/or father.
- 3. Sister and/or brother.
- 4. Other relative.
- 5. Boarder and/or hired help.
- 6. Other (please specify) _____

J7. How many children do you have?

_____ (number)

J8. How many children currently live with you?

_____ (number)

BACKGROUND INFORMATION.

J9. In which ethnic group do you identify yourself (e.g., Afro-American, Irish-American, Italian-American, Native American, etc.)?

J 10. What is your religious preference?

- 1. None.
- 2. Protestant.
- 3. Jewish.
- 4. Catholic.
- 5. Other (specify)

J 11. Which of the following best describes your usual stand on political issues?

- 1. Conservative.
- 2. Middle-of-the-Road.
- 3. Liberal.

J 12. How many siblings do you have?

(specify number)

J 13. How many of your siblings are younger than you? (specify number)

J 14. Are you currently employed?

- 1. Yes, full-time.
- 2. Yes, part-time.
- 3. No.

BACKGROUND INFORMATION.

J 15. What was your approximate total personal income, before taxes, for last year?

1. Less than \$5,000.
2. \$5,000 to \$9,999.
3. \$10,000 to \$14,999.
4. \$15,000 to \$24,999.
5. \$25,000 to \$34,999.
6. \$35,000 or more.

16. Are you currently attending a college or university?

1. Yes, full-time.
2. Yes, part-time.
3. No (if NO, skip the next three questions).

J 17. What is your major?

(specify) _____

J 18. What degrees are you currently seeking?

(specify) _____

COMMENTS

Thank you. Your contribution is very much appreciated.

Please return this questionnaire to:

Anthony Rossi
School of Education
354 Hills South
Amherst, Mass.

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