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DUAL-CAREER MOTHERS AND MULTIPLE ROLE SATISFACTION: SELF-ESTEEM, MASTERY OF ENVIRONMENT, AND COMMITMENT

The Ohio State University

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DUAL-CAREER MOTHERS AND MULTIPLE ROLE SATISFACTION:
SELF-ESTEEM, MASTERY OF ENVIRONMENT, AND COMMITMENT

Dissertation

Presented in Partial Fulfillment of the Requirements for
the Degree of Doctor of Philosophy in the Graduate
School of The Ohio State University

by

Donna K. Crossman, B.A., M.A.

*****

The Ohio State University
1984

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Approved by

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1984
My work is dedicated to
my parents, husband, and son.
I thank my principal advisor, Alfred Clarke, for his direction, support, and encouragement in the design and completion of this dissertation. I am truly grateful to Kent P. Schwirian whose teaching abilities enabled me to learn some of the erudite skills of statistical reasoning. Also, I appreciate the timely assistance of Joseph E. Scott in finishing this project. In addition, I want to express my appreciation to both Sharon Houseknect and Elizabeth Menaghan for sharing their expertise in family studies and research and their enthusiasm for teaching both in and out of the classroom.

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My thanks also go to Beth Luchinger and Lori Wile of the Metropolitan Women's Center in Columbus, Ohio. The support of these women made it possible for me to conduct this investigation.

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at home. The information they shared may help someone else cope more effectively with simultaneous multiple role obligations.
VITA

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CHAPTER I
INTRODUCTION AND FOCUS OF RESEARCH

This research examines the relationship between dual-career mothers' multiple role satisfaction and the coping strategies used to mediate potential role overload. Women now make up 40 percent of the workforce (Naisbitt, 1982), and more married women than ever before are working outside the home for pay. Among these married working women, an increasing number are choosing to combine the career for which they have been educated or trained in a formal manner and their family lives. How these women manage to balance the complex role demands in their professional, family, and personal lives is the subject of this investigation.

Whenever female multiple role situations have been explored in the past 25 years, the main concern has been with the conflict of employment and motherhood (Siegle and Haas, 1963; Nye and Hoffman, 1963), and the effect of this employment on variables such as family size (Weller, 1968), husband-wife relationships (Blood and Hamblin, 1958), and child development (Hoffman, 1961; Nevill and Damico, 1975, p. 488). The focus of this study will be on the dual-career mother's self-report of role satisfaction as she utilizes coping strategies to reduce the
impact of potential role overload which is a significant stressor in family functioning.

The professional literature suggests that the majority of married women who work outside the home continue to assume primary responsibilities for child-rearing and home-management—even those whose husbands indicate attitudes of willingness to assume some share of the load. There are mixed findings about the division of family work in dual-career couples. In support of an egalitarian pattern (Dizard, 1968; Garland, 1972; Miller, 1972; and Rapoport and Rapoport, 1969, 1971) found that husbands increased their participation and assumed some domestic and child-care responsibilities which usually fall exclusively on wives. Holmstrom (1972) observed extensive interchangeability of tasks. Bailyn (1970) observed that family roles in dual-career couples were very little differentiated by sex. Bahr (1974) concluded that when a woman was employed, her husband's family labor increased while hers decreased. Young and Wilmot (1973) described the family as becoming more symmetrical wherein each partner has significant work and family roles. In support of the traditional and conventional patterns of family division of labor, Pleck (1978) found that family tasks were strongly segregated by sex and that the husband's time in family tasks did not vary in response to changes in employed wives' family work. Weingarten (1978) found that couples negotiated a division of labor allowing women to compensate for the time spent away from home and men to choose non-threatening family work. Perucci, et al., (1978) argued that socialization determines whether husbands do or do not assist in housework. Bryson, et al., (1978) found that wives in dual-career families
have a disproportionate share of child-care. Poloma and Garland (1971) found that, in 38 percent of the 53 couples they studied, husbands did virtually no housework. Safilios-Rothschild (1970) suggested that the wife's income enables the couple to afford hired help so the husband does not have to do housework.

In light of the conflicting evidence cited above, married women who assume home roles (i.e., wife, mother, and homemaker) and non-home roles (e.g., student, employee, volunteer) frequently experience conflict between competing role demands (Bentell and Greenhaus, 1983). Much of the strain experienced by the woman who attempts to work is structured strain caused by a combination of

1. an overdemanding set of role obligations;
2. lack of consensus as to the hierarchy of obligations; and,
3. the clash of obligations from home and occupational statuses (Epstein, 1970).

Dual-career women may experience even more role strain and role conflict than other working women due to the salience of the career commitment and need for orderly home life. Rapoport and Rapoport (1977) coined the term "dual-career" to designate the type of family structure in which both husband and wife pursue careers (i.e., jobs which are highly salient personally, have an intrinsically demanding character, a developmental sequence and evolving expertise, and require a high degree of competence and commitment) (Kilpatrick, 1982). Dual-career couples may be differentiated from dual-worker or dual-earner couples in that they subscribe to and maintain a more egalitarian definition of roles and responsibilities. Nonetheless, the mothers in dual-career
partnerships may also be subject to role overload resulting from the multitude of work and family demands.

Career positions are typically found in the professional, technical, and managerial fields and are pursued for the opportunities they offer in self-expression, autonomy, and social contribution (Parker, et al., 1981). Several factors are influential in producing adverse effects on women's career performances. These factors include:

(1) the woman's own internalized values, which include some traditional stereotyped female role-expectations;
(2) society's values, whether shared or not, exist and therefore present problems with which the individual must deal; and,
(3) institutional policies, which include instances of discrimination, antinepotism policies, and other explicit restrictions that can be detrimental to a woman's career (Heckman, et al., 1977).

In their analysis of stress and the two-career couple, Hall and Hall (1980) focalizes on the characteristics of the lifestyle which include: (1) cohabitation, (2) separate work roles for both partners, and (3) a love relationship that supports and facilitates both. In addition to the "lifestrains" of normal and adult life (defined as the dogged, slow-to-change problems of everyday life; the highly predictable, scheduled regular events that are attached to the life cycle; and the less expected and often--though not always--undesirable eruptive events) (Pearlin, 1980), dual-career couples must cope with their internalized role expectations, societal values, and institutional policies. There are both internal and external challenges to the creation and maintenance of the dual-career lifestyle, and the complications
seem to multiply exponentially when a child is (or children are) in-

Purpse of the Study

The purpose of this study is to use dual-career mothers' self-
reported attitudes and behaviors to examine their perceived role satis-
faction in relation to their perceived role overload as mediated by
their coping strategies. The independent variable is role overload,
assumed to be a major stressor in family life, which is comprised of:

(1) occupational conditions (emotional climate of
the workplace, relative absorptiveness of work,
and work schedules);
(2) family conditions (the number and age(s) of
child(ren) in the home, management of home
tasks, and husband's expectations); and,
(3) personal conditions (marital status and role,
parental status and role, and employee status
and role).

Role satisfaction, the dependent variable in this research, is be-
ing measured in terms of dual-career mothers' perceived self-esteem,
sense of mastery over social and physical environments, and commitment
to multiple roles. Coping strategies are those attitudes and behaviors
utilized to manage the stress generated by multiple role expectations
and demands. This research is designed to reflect role satisfaction as
the outcome of the efficacy of coping strategies used by dual-career
mothers to mediate role overload.

The major hypothesis in this study is:

the more effective her coping strategies in managing
role overload (stress), the greater will be the role
satisfaction (i.e., perceived levels of self-esteem,
mastery, and commitment) of the dual-career mother.
This research utilized a survey questionnaire mailed to 965 current members of the Metropolitan Women's Center in Columbus, Ohio. Of the 318 returned questionnaires, 124 met the initial criteria for this study; that is, the respondents are currently married and living with spouse, are employed professionally full-time, and currently have child(ren) at home. An additional 150 returns were disqualified because the respondent indicated non-married status, absence of child(ren), absence of child(ren) currently at home, not employed, or a combination of these factors. The remaining 44 questionnaires contained incomplete information or were designated by the respondent as not applicable to her current marital and/or working situation.

Significance of the Study

The topic of dual-career mothers' multiple role satisfaction is appropriate for sociological research because it is related to several sociological issues including social psychology, sex and gender roles, and complex organization.

Social psychology encompasses the functioning of individuals within a social context. At the minimum, a dual-career wife is oriented toward her spouse in their dyadic relationship; at the maximum, the dual-career woman interacts with multiple combinations of her professional colleagues and working environment as well as with her personal and familial role sets.

The individual's socialization of sex and gender role identity appears to have a profound and long-term effect on his or her ability to function effectively or adequately in social interaction at both the dyad level and in the largest social context he or she encounters.
Dual-career partnerships may require or demand atypical manifestations of appropriate role enactment. The traditional division of labor, for example, may simply not be appropriate in non-traditional home and work situations. Examining how dual-career couples negotiate and maintain their sex role and gender role identities should provide insights into their social-psychological functioning as members of a married dyad, of a family, and of a career.

Married dyads, families, and careers are examples of organizationally complex social systems. Complex organizations are special-purpose social units whose members, activities, and internal relationships are ordered in the interests of organization efficiency (O'Connell, 1974). As social systems, married dyads, families, and pursuit of careers require securing and processing information and adapting to environmental demands in order to develop and maintain themselves. According to Kantor and Lehr (1975), the component parts of family systems are reciprocally functioning and adapt to environmental demands. Complex organization requires the social system's capacity to adapt to internal and external demands.

The major research questions are:

(1) What are dual-career mothers' reported multiple role satisfactions?
(2) What coping strategies facilitate a dual-career mother's multiple role satisfaction?
(3) What accounts for variation in dual-career mothers' multiple role satisfaction?

The number of dual-career wives with children is increasing. Thus, more women are becoming vulnerable to the problem of role overload as they attempt to manage the responsibilities of career and home lives.
Despite the number of husbands who profess to share equally in household tasks, the majority of dual-career wives still shoulder the bulk of child-care and housework. Examining attitudes and behaviors of these dual-career mothers as they manage stresses in their everyday routines may offer valuable insights for stress management to a more general population of women (and perhaps men).

Defined as a mismatch between the social and physical environment and the individual's adaptive capacities or resources (Menaghan, 1983), stress may be considered ubiquitous to modern American living. Goode has argued that social structures are made up of roles and that disensus and role strain are normal, thus requiring techniques for reducing role strain. Because there are structural role limits, the individual reduces strain by selecting a manageable set of roles and by obtaining as gratifying or value-producing a bargain as he can (Goode, 1960). Unsuccessful attempts to reduce role strain (here considered to be a manifestation of stress) impair appropriate role enactment. Lazarus (1981) agreed with Goode that stress/strain is ubiquitous, an inevitable feature of normal living. How well people respond to and manage such stress/strain in their daily lives is seen in the effectiveness of coping skills and adaptational outcomes.

In their search for external support systems to help maintain internal social order in the family unit, dual-career couples have resorted to such coping behaviors as hiring help for children and domestic work, forming friendships with other dual-career couples to help validate the lifestyle, negotiating work arrangements to reduce stress, and trying to balance the "gains and strains" of a dual-career marriage.
(Skinner, 1982). Dual-career partners draw on the family's internal resources of integration and adaptability and try to produce community and social supports in order to cope with the dual-career lifestyle (McCubbin, 1979). To cope is to manage the stresses and strains encountered by the marital partners and other members of the family unit both from inside and outside the family system.

Girdano and Everly (1979) cited four major psychosocial factors which contribute to the excessive demands of overload; these factors are: (1) time pressures, (2) excessive responsibility or accountability, (3) lack of support, and (4) excessive expectations of self and others. Any or all of these factors may be present in a dual-career partnership in which the wife/mother is trying to maintain simultaneously her career goals, unity within the family, and investment in the marital relationship. Kanter (1977) analyzed several work characteristics which carry over to the structure and organization of family systems. These characteristics include: (1) the relative absorptiveness of occupations, (2) time and timing of work rhythms, (3) rewards and resources, (4) the world view, and (5) the emotional climate of work. These work characteristics interface with the psychosocial stress factors of dual-career family life and must be resolved by the marital partners.
CHAPTER II
REVIEW OF THE LITERATURE

Historical Background

According to Christensen (1964), family studies have evolved through four stages of development. Prior to 1850, thinking about "the family" was comprised of untested assumptions and, therefore, was emotional, superstitious, and highly speculative. This is referred to as the Pre-research stage. During the second half of the nineteenth century, Social Darwinism was used to explain the evolution of marriage and the family in macroscopic, anthropological terms (Christensen, 1964). In the first half of the twentieth century, the stage called Emerging Science represented both a substantive and a methodological shift in the study of the family as a social institution. The emphasis shifted to "value-free" science and the importance of objectivity in research. Recognition and statement of biases became important; more original data were collected, and, statistical analyses were used by the researchers. Since 1950, Systematic Theory Building has represented a stage of development in understanding the family through incorporating research into theory and theory into research. This stage of systematic theory building has provided greater clarity of the research findings and has emphasized causality in the relationships between propositions.
The current state of family studies can be described as a systematic effort to integrate theoretical frameworks and sound research methods and illustrates a continuation of the basic ideas of the Systematic Theory Building stage.

Before 1850, religious beliefs, moral and philosophical expectations, as well as old wives' tales were used to try to explain the cohesiveness and functions of the family and its members. Religious figures as well as prominent thinkers and writers addressed "the family." Plato, Aristotle, and John Locke provided philosophical insights. In the religious realm, Confucius, Christ, and St. Augustine taught and wrote about the family. Literary notables included Shakespeare, Robert and Elizabeth Browning, and Walt Whitman (Christensen, 1964).

Influenced by Darwin's ideas about biological evolution, family writers incorporated this macroscopic explanation of social evolution from 1850 to the end of the nineteenth century. At this stage, assumptions were based more on the author's review of anthropological literature concerning primitive people than on original field studies. Significant works include Westermarck's *History of Human Marriage* in 1891, Engel's *Origin of the Family, Private Property and the State* in 1902, Bebel's *Women in the Past, Present and Future* in 1902, and Howard's *History of Matrimonial Institutions* in 1904 (Christensen, 1964). These writers shared the assumption that the family evolves universally through certain "natural stages" (e.g., from group marriage to polygamy to monogamy).

Concomitant with Social Darwinism, the Social Problems approach emerged as observers noted widespread societal concern with the
Industrial Revolution and its attendant problems of child labor, prostitution, divorce, and emancipated women (Christensen, 1964). There was more agitation for social reform than for social research.

During the first half of the twentieth century, researchers concentrated on the internal relationships between family members, giving rise to a social psychology of "the family." Sociologists such as Cooley, Park, Mead, Thomas, and Burgess, and psychoanalysts such as Freud, Adler, and Jung provided seminal works on family dynamics (Christensen, 1964). Landmark works in sound family methodology include Terman's *Psychological Factors in Marital Happiness* in 1938, and Burgess and Cottrell's *Predicting Success or Failure in Marriage* in 1939.

The stage of Systematic Theory Building emerged in the 1950s. In 1957, Hill, et al., published an article entitled "An Inventory of Research in Marriage and Family Behavior: A Statement of Objectives and Progress." A major effort to organize previous research projects by conceptual frameworks, Hill, et al.'s, article represented a serious attempt to integrate theory and research. In 1959, Goode published a chapter titled "Horizons in Family Theory" pointing out the need to pull together research findings in order to categorize and test/retest their assumptions. Dissatisfied with the previous century of "armchair theorizing," the family researchers emphasized the need for conceptual frameworks and theory built on empirical foundations. In 1966, Nye and Berardo edited a volume, *Emerging Conceptual Frameworks in Family Analysis*, which includes 11 chapters devoted to the salient frameworks. Their text was updated and republished in 1981. In Volume One of *Contemporary Theories*
About the Family, Burr, et al., (1979) included 19 (of 22) chapters of formal propositions (i.e., testable hypotheses).

Current Literature

Throughout the twentieth century, family writers and researchers have attempted to define and redefine the term "the family" in an effort to delineate both its structures and its functions. Burgess' (1926) definition of the family as "a unity of interacting personalities" has remained both popular and useful in family studies literature. Farber (1964) credits Burgess with speeding the shift from the institutional-historical focus which dominated the study of the family in the universities in the first decades of the twentieth century to the emphasis on the family group (Burr, et al., 1979). Following Burgess' ideas, research by Cottrell (1939, 1948) and Wallin (1953), for example, engendered dozens of family interrelationship studies.

The concept of family continues to change with American demographic trends. It is estimated by demographers at the Joint Center for Urban Studies of MIT and Harvard that by 1990, at least 13 separate types of households will eclipse the conventional definition of the family (Naisbitt, 1982). Currently, only a distinct minority (7 percent) of America's population fits the traditional family profile of breadwinner/father, homemaker/mother, and two children in the nuclear family (Naisbitt, 1982).

There are many books and articles addressing the general topics of stress, coping, work and family roles, women and work, and various aspects of dyadic and interpersonal dynamics. Stress and coping account for tremendous quantities of professional literature. Relevant publications on stress, coping, and coping strategies (both societal level and
individual level) which are related to family studies and to dual-career families, in particular, appear in the following pages.

Stress is a double-edged sword. If we experience too much stress, we may use up our coping resources and be debilitated by it. Hypothetically, life without some stress would be less than meaningful. Because modern man is obsessed with the threats and promises of the future, a certain amount of mental stress is an inevitable accompaniment of family and social organization (Mims, 1970). Stress is inherent in social living, and the stress of a full life is both desirable and inescapable if men are to continue as men (Mims, 1970). In America in 1881, a physician named George Beard diagnosed a disorder he called "American nervousness." He wrote that its chief and primary cause is modern civilization, which is distinguished from the ancient by these five characteristics: steam power, the periodical press, the telegraph, the sciences, and the mental activity of women (Tanner, et al., 1976). (Even today, Dr. Beard would find a number of supporters for his argument about the negative cultural impact of the mental activity of women.)

Stress

Stress is a social-psychological phenomenon with both external (structural) and internal (processual) referents. Gross (1970) argued that of all stress-producing stimuli, the sociocultural have the most complex impact. Smelser (1963) conceptualized "structural strain" in terms of inadequacies of the distribution of facilities, in the mobilization of motivation, in norms, and in values. Lazarus (1966) defined "psychological stress" as discomfort occurring in situations in which, in addition to or instead of physiological changes, there are reports of
disturbed affects and/or changes in the adequacy of cognitive functioning. Defining stress as a failure of routine methods for managing threats, Gross (1970) focalized on threats rather than the broader issue of problem-solving. He distributes the mechanisms of managing human stress across a continuum from individual techniques at one extreme to well-elaborated and institutionalized organizational solutions at the other extreme (Gross, 1970). People are expected to cope with life's stressors whether or not they have a repertoire of "routine methods" to do so.

Roles in the family which generate incompatibilities between role demands, the conditions under which they arise, their effect on the socialization process, and other consequences have been scrutinized as a source of stress (Croog, 1970). A basic stressor stems from conflicting demands of the wife-mother and the economic provider roles, especially when the woman is employed outside the home (Croog, 1970). For the husband and child(ren), the greatest consequence of wife-mother employment may be the non-fulfillment of traditional obligations such as companionship and performance of household tasks. The woman who assumes non-home roles must content with and manage her internalizes role expectations as well as those expectations imposed by the larger society.

In his assessment of work, organization, and stress, Gross (1970) delineated three types of work-related stress, two of which are relevant to dual-career mothers. Organization career stress comprises the risk of unemployment, problems with career sequence, and the process of disengagement (at time of retirement). Task stress is endemic to work because tasks are the central problem of working. Task stress directly
affects job satisfaction which, in turn, depends on the employee's opportunities to make decisions about his work and the content of the job itself (Gross, 1970). The dual-career mother must deal with organization career stress especially in terms of career sequence at the same time she is having child(ren). Creating job input raises job satisfaction for employees and reduces task stress.

Mechanic's (1962) definition of stress as the "discomforting responses of persons in particular situations" concerns the social psychology of adaptation. In other words, affective mechanisms of adaptation are required to reduce the discomfort of actors in situations where the "fit" between persons and the social environment is not good. Selye's (1956) biochemical model defines stress as "a state manifested by a specific syndrome which consists of all of the nonspecifically induced changes within a biologic system." He described a three-stage process called the General Adaptation Syndrome, brought about by a stress-producing stimulus comprising a primary "alarm reaction," a stage of resistance, and a stage of exhaustion. The stress stimulus causes the alarm reaction during which general mobilization occurs. Next the stage of resistance is characterized by a set of responses to defend. Finally, exhaustion occurs if the defense response fails to adumbrate the stressor. It is not the purpose of this research design to measure individual women's implementation of Selye's General Adaptation Syndrome. However, it is the author's assumption that dual-career women with child(ren) at home do indeed face Mechanic's (1962) "discomforting responses in particular situations: as they attempt to be organized and efficient in roles as spouse, parent, and employee. This particular category of women has
neither cultural guidelines nor social institution networks to encourage and support its goals. Selye's classic General Adaptation Syndrome is important here because the research design addresses the recognition ("alarm reaction") stage and the stage of resistance in that it attempts to analyze dual-career women's awareness of and coping with the multiple challenges of fulfilling several roles simultaneously.

Frustration, conflict, and anxiety are inescapable facts of life (Harari and Kaplan, 1977). Stress arises from a number of different sources such as one's psychological reaction to the social world, interaction with the physical environment, or self-inflicted physical conditions—or a combination of the three. How well we handle the stress and adapt to its demands is a measure of our coping ability. Such adjustment represents the "goodness of fit" between an individual's characteristics and the properties of his environment (French, et al., 1974).

This "person-environment fit" may be conceived of as discrepancies between the individual's supplies (i.e., achievements and abilities) and social environmental demands (motives and role requirements) (French, et al., 1974). Mechanic's (1970) definition of coping as the enactment of instrumental skills assumes stress to be a discrepancy between a problem or challenge and the individual's capacity to deal with or to accommodate to it. Adaptive behavior, in short, involves the simultaneous management of at least three variables: (1) securing adequate information, (2) maintaining satisfactory internal conditions, and (3) keeping up some degree of autonomy (White, 1974). Mechanic (1974) observed that major stresses on modern man transcend individual solutions and depend on highly organized cooperative efforts. Pearlin and
Schooler (1978) defined coping as any response to external life-strains that serves to prevent, avoid, or control emotional distress. Dual-career women are attempting to create a good "fit" between their many obligations (to spouse, child(ren), and employer) and their own emotional, physical, and intellectual resources. The "goodness of fit" depends on their repertoires of coping strategies.

**Coping**

In classifying appraisal and coping processes, Moos and Billings (1982) described three general categories. The first is appraisal-focused coping which involves attempts to define the meaning of a situation and includes such strategies as logical analysis and cognitive redefinition. Second is problem-focused coping which seeks to modify or eliminate the source of stress, to deal with the tangible consequences of a problem, or actively to change the self and develop a more satisfying situation. The third is emotion-focused coping which includes responses whose primary function is to manage the emotions aroused by stressors and thereby maintain affective equilibrium (Moos and Billings, 1982). These general categories of coping involve different approaches to reducing stress. In addition to logical analysis and cognitive redefinition, appraisal-focused coping includes such strategies as denying fear or anxiety under stress, trying to forget the whole situation, refusing to believe the problem really exists, and engaging in wishful fantasies instead of thinking realistically about the problem. Problem-focused coping may incorporate such responses as seeking more information or advice about a situation, obtaining direction or guidance from an authority, talking over the problem with one's spouse, other relatives,
or friends, asking someone to provide a specific kind of help, making alternative plans, taking specific action to deal directly with the situation, changing one's activities and creating new sources of satisfaction. Emotion-focused coping attends to controlling one's feelings aroused by the problem by means of consciously postponing paying attention to an impulse (suppression), experiencing and working through one's feelings, trying not to be bothered by conflicting feelings, maintaining a sense of pride, waiting for time to solve the problem, expecting the worst, submitting to fate, crying, smoking, overeating, and engaging in impulsive acting out (Moos and Billings, 1982). Specific coping responses are the behaviors, cognitions, and perceptions in which people engage when actually contending with their life-problems (Pearlin and Schooler, 1978). The broad spectrum of human behaviors illuminated by Moos and Billings' categories for coping is part of individual coping repertoires which enable them to function effectively in a stress-filled social world while maintaining a sense of individual well-being.

Resources which enable individuals to cope are a complex set of personality, attitudinal, and cognitive factors that make up the psychological context for coping; these resources are relatively stable dispositional characteristics that affect the coping processes and are themselves affected by the cumulative outcome of that process (Moos and Billings, 1982). Folkman, et al., (1979) extended Moos and Billings' evaluation of coping resources to include both those coming from within the person and/or from the environment. They include five categories of coping resources: health/energy/morale, problem-solving skills, social networks, utilitarian resources (such as money and social agencies), and
both general and specific beliefs (Folkman, et al., 1979). Pearlin and Schooler (1978) defined resources as what is available to people in developing their coping repertoires and dichotomized the origin of resources. Social resources are represented in the interpersonal networks of which people are a part and which serve as potential sources of crucial support (e.g., family, friends, fellow workers, neighbors, and voluntary associations) (Pearlin and Schooler, 1978). Psychological resources are the personality characteristics (such as self-esteem and mastery) which people draw upon to help them withstand threats posed by events and objects in their environment (Pearlin and Schooler, 1978).

Mechanic (1974) suggested there are at least three components of successful adaptation at the personal level. These components are:

1. the person must have the capabilities and skills to deal with the social and environmental demands to which he is exposed;
2. individuals must be motivated to meet the demands that become evident in their environment; and,
3. individuals must have the capabilities to maintain a state of psychological equilibrium so that they can direct their energies and skills to meeting external, in contrast to internal, needs (Mechanic, 1974).

The capabilities for coping, the motivation to meet demands, and maintenance of psychological equilibrium enable an individual to have a well-integrated psyche as well as to be effective in functioning in the society.

At the dyadic and family levels, coping mechanisms (which are learned patterns of behavior) make it possible for couples or families to organize their time, energy, and finances as well as other resources to make their lifestyle feasible (Fogarty, et al., 1971). Coping
behavior can potentially:

(1) decrease the family's vulnerability to stress;
(2) strengthen or maintain those family resources that serve to protect the family from the full impact of problems;
(3) reduce or eliminate the impact of stressor events and their specific hardships; and,
(4) involve the process of actively influencing the environment by doing something to change the social circumstances to make it easier for the family to adjust to the difficult situation (Olson, McCubbin, et al., 1983).

Coping becomes a process of achieving a balance in the family system that facilitates organization and unity and promotes individual growth and development (McCubbin, Joy, et al., 1980).

In their assessment of family coping, Olson, McCubbin, et al., (1983) dichotomized family coping strategies as internal (intrafamily processes) and external (behaviors employed to acquire resources outside the family). Internal strategies include reframing (defining the stressor event as a challenge that can be overcome) and passive appraisal (defining the stressor as something that will take care of itself over time) (Olson, McCubbin, et al., 1983). External family coping strategies include acquiring social support networks (e.g., extended family members, friends, and neighbors), seeking spiritual support, and mobilizing the family to seek out community resources and to accept help from others (Olson, McCubbin, et al., 1983).

In his examination of social support as a moderator of life stress, Cobb (1976) defined "social support" as information leading the subject to believe that he is cared for and loved, esteemed, and a member of a network of communication and mutual obligations. This network of
communication and mutual obligation involves three types of social support. Emotional support is transmitted in intimate situations involving mutual trust, especially in a dyadic relationship. Esteem support is most effectively proclaimed in public because it leads the individual to esteem himself and reaffirms his or her sense of personal worth. Information that one belongs to a network of mutual obligation must be common and shared (Cobb, 1976). Cobb's thesis is that social support facilitates coping with crisis and adaptation to change by moderating the effects of the major transitions in life as well as the effects of the unexpected crises. In his vocabulary, coping means manipulation of the environment in the service of self; and adaptation means change in the self in an attempt to improve person-environment fit.

Families and Stress

Family researchers have long attempted to find the variables which account for families' positive adaptations to stressful situations. The earliest conceptual foundation for research is to examine this variability is Hill's (1949, 1958) ABCX family crisis model.

A (the stressor event)--interacting with B (the family's crisis-meeting resources)--interacting with C (the definition the family makes of the event)--produce X (the crisis) (McCubbin and Patterson, 1983).

Defining crises (in terms of their effects on families) as "those situations which create a sense of sharpened insecurity or which block the usual patterns of action and call for new ones," Hill (1949) included three variables which are at work to determine whether a given event becomes a crisis for any given family. These variables are:
(1) the hardships of the situation or event itself;
(2) the resources of the family, its role structure, flexibility, and previous history with crisis; and,
(3) the definition the family makes of the event; that is, whether family members treat the event as if it were or as if it were not a threat to their status, their goals, and objectives (Hill, 1949).

The component parts to Hill's roller-coaster profile of adjustment to crisis are: crisis → disorganization → recovery → reorganization. Or, in diagram:

![Diagram of Hill's 1949 ABCX Family Crisis Model]

Families vary in their ability to adjust to crisis and go through what Hill perceived as a common denominator of stages diagrammed above. The family's previous success with crises enables it to deal more effectively with new crises. These ABCX factors influence the family's resistance (that is, its ability) to prevent the stressor event or transition from creating a crisis. Crisis is characterized by the family's inability to restore stability and by the continuous pressure to make changes in the family structure and patterns of interaction (McCubbin and Patterson, 1983). If the family is able to use existing resources and define the situation so as to resist systemic change and maintain family stability, stress may never reach crisis proportions.
In 1983, McCubbin and Patterson advanced what they call a Double AMCX Model of family behavior which uses Hill's original ABCX model as its foundation and adds post-crisis variables in an effort to describe:

(a) additional life stressors and strains which shape the course of family adaptation;
(b) the critical psychological, intra-familial, and social resources families acquire and employ over time in managing crisis situations;
(c) the changes in definition and meaning families develop in an effort to make sense out of their predicament;
(d) the coping strategies families employ; and,
(e) the range of outcomes of these family efforts.

Family crises evolve and are resolved over a period of time; families experience a pile-up of stressors and strains; and the demands or changes may emerge from individual family members, the family system, and/or the community of which the family and its members are a part (McCubbin and Patterson, 1983). Five broad types of stressors and strains contributing to a pile-up in the family system in a crisis situation include:

(a) the initial stressor and its hardships;
(b) normative transitions (which occur concomitantly, but independently, of the initial stressor);
(c) prior strains which may be the result of unresolved hardships from earlier stressors or transitions or may be inherent in ongoing roles such as parent, employer, etc.;
(d) consequences of family efforts to cope; and,
(e) intra-family and social ambiguity (McCubbin and Patterson, 1983).

Families seem to have two general types of adaptive resources. Existing resources are already part of the family's coping repertoire and include the ability to nurture and meet expressive needs of family members, home management, togetherness, role flexibility, and shared
values. Expanded family resources are those new resources (individual, family, and community) strengthened or developed in response to the additional demands emerging from crisis situations or resulting from a pile-up; these resources include educational opportunities, opportunities for personal development, reallocation of roles and responsibilities, and social support (McCubbin and Patterson, 1983). Social support has been found to be one of the most important resources for family adaptation.

"Family adaption" is a concept used to describe a continuum of outcomes which reflect family efforts to achieve a balanced "fit" at the member-to-family and family-to-community levels. "Bonadaptation" is at the positive end of the continuum and is characterized by a balance at both levels of functioning which results in:

(a) the maintenance or strengthening of family integrity;
(b) the continued promotion of both member development and family unit development; and,
(c) the maintenance of family independence and its sense of control over environmental influences (McCubbin and Patterson, 1983).

At the negative end of the continuum, "maladaptation" is characterized by a continued imbalance at either level of family functioning or the achievement of a balance at both levels but at a price in terms of:

(a) deterioration of family integrity;
(b) a curtailment or deterioration in the personal health and development of a member or the well-being of the family unit; or,
(c) a loss or decline in family independence and autonomy (McCubbin and Patterson, 1983).

In developing their model of Family Adjustment and Adaptation Response (FARR), McCubbin and Patterson (1982) observed that families
appear to go through three stages of adaptation which they call resistance, restructuring, and consolidation. In their longitudinal study of 216 families which had a husband/father held captive or unaccounted for in the Vietnam War, McCubbin and Patterson noted that, initially, the family resisted making any substantial change in the way the family unit was structured or functioned. When this strategy of resistance did not meet family demands, crisis emerged; and the families had to make changes in the way they were organized and did things. Families successful at shifting gears and making concomitant changes through compromise and renegotiation (i.e., restructuring) developed a new orientation for their lives; they worked to achieve a new level of stable internal functioning at the same time they were called upon to rework their fit with the community (i.e., consolidation) (McCubbin and Patterson, 1982). The outcome of family efforts to accommodate at the two levels of restructuring and accommodation is adaptation. Because they are dynamic in character, families experience crises and adaptation in cycles. Families may return to crisis from: (a) restructuring; (b) consolidation; or (c) maladaptation.

"Strong" families may be characterized as families in which relationships are highly valued and whose members support each other through good times and bad (Tanner, Nelson and Banonis, 1981). Other factors including love, religion, respect, communication, and individuality (Stinnett, et al., 1981) have been rated highly for family strengths. The challenges faced by dual-career families include the establishment and maintenance of family life in which the many important variables
itemized for "strong" families must be nourished and replenished by the career-oriented spouses and their child(ren).

Stress among dual-career couples appears to arise from at least three major demands: overload, conflict, and change. The first and most common source of stress that two-career couples report is overload generated by having to juggle too many roles simultaneously or from having too many demands at once from even a few roles (Hall and Hall, 1980). Another common example of overload comes from simultaneous career demands on professional couples, each member of which may have a stressful job or respond to his or her career in stress-producing ways (Hall and Hall, 1980). The inability to reconcile demands or to meet one's own ideals and goals generates conflict.

Dual-career couples seem to be especially vulnerable to the conflict each partner may experience between/among his or her roles, between the roles of the partners, or in meshing each partner's career mobility (Hall and Hall, 1980). Change can become a source of stress when couples have to manage multiple-role cycling (Rapoport and Rapoport, 1969). Major transitions in careers, family and life-cycle changes, and the partner's relationship with aging parents provide a number of occasions for stress (Hall and Hall, 1980). Factors critical to effective personal management of a dual-career relationship include mutual support, coping, flexibility, and commitment to the relationships (Fogarty, et al., 1971).

By 1978, 51 percent of all married couples were dual-earners (Aldous, 1981). In an effort to analyze women's career potentials, Fogarty, et al., (1971) examined the complex interplay of marital
relationship (in terms of spouse's commitment, spouse's integration, and marital happiness) with individual career motivations (viz., amount of employment, income, and expected work pattern). It seems obvious that the situation involving married partners who are pursuing individual careers is extremely complicated and quite demanding of the participants. This complex matrix of interacting variables can easily give rise to overload dilemmas. Fogarty, et al., (1971) focalized on five overload dilemmas which emerge from the couple's belief in the salience of having children and a family life, the degree to which they aspire to a high standard of domestic living, satisfaction with domestic arrangements, and a capacity to adumbrate sheer physical overload by social psychological overload. These dilemmas are both internal to the couple or family (arising from sheer overload, identity, and role cycling) and external to the couple or family (derived from cultural lag and social network). Successful resolution of these dilemmas appears necessary to enable the dual-career family to maintain itself.

By 1976, the Rapoports determined that dual-worker families had become a modal pattern for at least a portion of most families' life cycle. Dual-career families represent a type of dual-worker structure and continue to increase in proportion. As the proportion continues to grow, there will be a need for societal-level changes in attitudes toward role expectations because the dual-career patterns of behavior will require fundamental social changes to accommodate them. Social disapproval of married women's pursuit of careers is one of the major problems dual-career families encounter (Maples, 1981) despite Nye's finding that career wives are significantly happier in their marriages than either
homemaker wives or working wives (Hoffman and Nye, 1975). Maples (1981) concluded that the success or failure of dual-career marriages depends on the internal security of the individuals and their willingness and ability to accommodate themselves to both careers.

**Role Satisfaction**

In the context of a dual-career marital partnership, there are at least three factors relevant to role satisfaction worth close scrutiny. These factors are self-esteem, sense of mastery over one's social and physical environments, and perceived commitment to the diversified social roles involved in personal, familial, and professional relationships. By selecting the still-atypical status of dual-career marriage and family life, the participants must create and sustain multiple roles without many external structural supports. Because the generation and maintenance of the elements of self-esteem, mastery, and commitment result from the social psychological milieu of family life, the fact that dual-career partners can and do manage their lifestyles successfully is an affirmation of their personal resources and willingness to "make it work."

**Self-Esteem**

Role satisfaction reflects an individual's perception of the positive balance between his or her experience of identity (that is, the self) and meeting others' expectations of patterns of appropriate behavior associated with social positions (that is, roles). The self is a cognitive structure which derives from past experience with other persons (Sarbin and Allen, 1968). A role consists of those behaviors
typically performed by an individual in a particular situation (O'Connor, 1974). The self is coordinate with role and must be taken into account as a factor in determining the quality of role enactment (Sarbin and Allen, 1968). The more congruent self characteristics (such as traits, values, and beliefs) and role requirements are, the more effective, proper, and appropriate will be the role enactment. One's self-conception is the sense of "the real me"...[or]..."I-myself as I really am..." which is a selective working compromise between his or her ideals and the images forced upon him or her by his or her imperfect behavior in actual situations (Turner, 1968). The self-conception is organized by social roles, finds direction or course of action or interaction in the values to which it subscribes, and elevates certain values to the level of goals (or special guiding positions in interaction) (Turner, 1969). Interaction itself, whether identity-directed or task-directed, depends on the self's motivation. In practice, especially in the small-group dynamics of the family, interpersonal relations do not separate neatly into identity—and task-directed forms, the family milieu draws on both modes of expression.

Defined as a system of interdependent relations between a social persona and a social circle, a social role involves obligations and rights which must be carried out by, or guaranteed to, the individual who carries forth the role (Lopata, et al., 1980). Self-maintenance is a basic requirement for an actor to meet and discharge role responsibilities to the social circle (which includes everyone to whom duties are directed or from whom rights are received in order for the role's basic functions to be met) (Lopata, et al., 1980). Satisfaction with
social roles is articulated by the individual's positive attitudes toward self (or self-esteem). Pearlin, et al., (1981) consider the protection and enhancement of the self to be fundamental goals for human beings. Basic human needs such as recognition and affection (Etzioni, 1968) are met when the "fit" between the actor's role enactments and social circles is good.

Mastery

Psychological resources upon which people draw to help them withstand threats posed by events and objects in their environment include self-esteem and mastery (Pearlin and Schooler, 1978). Role satisfaction may reflect positive outcomes of the individual's efforts to sustain self-esteem and to continue mastering his or her social environment. [Add material on "Locus of Control" here.]

Commitment

The emotional investment or commitment an actor makes to his or her repertoire of roles reflects the actor's role satisfaction. Assuming roles to be a more or less elastic cluster of performances over time, the individual assesses the importance of that cluster of performances in terms of commitment. Marks (1977) hypothesized four principal reasons for role commitment as:

1. spontaneous enjoyment of one or more performances;
2. spontaneous loyalty to one or more role partners;
3. anticipation of perceived reward; and,
4. avoidance of perceived punishment.

These principal reasons for role commitment encompass basic human wishes
for pleasure and recognition while avoiding punishment. Social interaction itself may be motivated by enacting these basic needs through behaviors. This repertoire of appropriate behaviors nourishes both the individual member and the family unit.

**Dual-Career Families**

Dual-career couples, with or without child(ren), constitute a family unit which both generates family coping style and has support system functions related to the development of the individual members. Within the family of orientation, a member develops a personal system of ideas, opinions, hunches, assumptions, hypotheses, and convictions about the world around him or her which serves as a constant guide to the individual in a novel situation (Reiss and Oliveri, 1980). What is learned in the family tends to endure. The family's sense of mastery of the discoverable, coherent set of social world principles (called configuration), solidarity in family organization (or coordination), and the role of tradition in the family's attempts to cope with the here and now (that is, closure) form that family's paradigm. The family's paradigm is forged by its reaction to crisis and serves as a stable orientation for future challenges (Reiss and Oliveri, 1980). Both spouses and child(ren) contribute to, and draw from, the family's organic efforts to resolve daily challenges in order to maintain ongoing, primary relationships. Additionally, and as a support system, the family provides a number of functions critically related to the development of its individual members. These support functions of the family are:

1. to collect and disseminate information about the world;
The family unit's effective fulfillment of these support functions and provision of a workable/functional paradigm nurtures the development of its members' self-esteem, mastery, and commitment.

Several researchers have tried to characterize what enables a dual-career marriage and family to succeed in spite of the stresses and strains involved. Dual-career partners have been described as people who desire a more complex marital relationship because they prefer to take interpersonal risks in an effort to counterbalance their careful regard of career (Nadelson and Nadelson, 1980). Success or failure of such marriages may depend on the internal security of the individuals and their willingness and ability to arrange their lives for the benefit of both careers (Maples, 1981). Both the Nadelsons' and Maples' descriptions involve the basic elements of role satisfaction as defined in this paper; namely, both include self-esteem, mastery, and commitment.

Family Stress, Coping, and Adaptation

One important characteristic of dual-career partnerships deserving research attention is agreement on role obligations and benefits or "role consensus." The topic of role consensus in the well-functioning of the family has been discussed and debated for more than 50 years of family studies. Burgess (1926) described the organic quality of the family as a unity of interacting personalities, i.e., the family is a
living, growing entity. Despite greater differences between individual families or between family life in various cultural groups or between past and modern family life, Burgess (1926) characterized the essential universal characteristic of family as the means for socialization. Whether a modern family is highly integrated (in terms of having elaborate ritual, rigorous discipline, sentimental interdependence stimulating cooperative activities or objectives) or loosely integrated (having little or no elaborate ritual, slight control through discipline or sentimental attachment, a small degree of unity by common family aims to which individual purposes are subordinated), the lifelong patterns of personal relationships are established through the socialization experienced in the family of orientation. Both the individual and the family develop a conception of self (Burgess, 1926). Park's definition of a "person" is that of an individual who has status or position in society, the awareness of which occurs in the family environment (Park and Burgess, 1926). While an individual is being socialized to become an integrated personality as well as a functioning member of society, his or her understanding of roles crystalizes. These internalized expectations of patterns of behavior appropriate for specific roles are carried forward by the individual as he or she encounters social situations outside the family and other primary group experience.

Burgess (1947) itemized three crises which threaten to disrupt the family. These internal crises are: (1) change in status; (2) conflict of family members in conception of roles; and (3) loss of family members by departure, desertion, divorce, or death. Due to the impact of social, economic, and historical changes over time, family stability has come to
depend more on interpersonal relations of the members than on its former functions (Burgess, 1947). Burgess' second crisis, the issue of role consensus, is central to Hansen and Hill's description of a well-organized family, that is, a family which could resist the formation of crisis and resist stress. An organized (or integrated) family includes: (a) agreement on role structure; (b) subordination of personal ambitions to family goals; (c) satisfaction with the family meeting physical and emotional needs of its members; and (d) perceived and shared goals toward which the family is moving collectively (Christensen, 1964). The absence of these qualities may allow a family to succumb to stress. Both medical and sociological researchers agree that families in which roles are clearly defined function better than those where there is uncertainty of expectations.

Stressors may be defined as those life events or occurrences of sufficient magnitude to bring about change in the family system (Hill, 1949). Several resources affect a family's ability to adjust to stress. In addition to a family member's personal resources, the family system resources (especially adaptability and cohesiveness), social support, and coping (that is, the management of stress) are crucial to the maintenance of the unit (McCubbin, et al., 1980). Because people actively respond to forces which impinge on them, they need a wide range of coping strategies in order to change situations which give rise to strainful experiences, to control the meaning of strainful experiences after they occur, and to control the stress itself after it emerges (Pearlin and Schooler, 1978). Lazarus (1981) defined the major functions of coping as being two-fold: problem-solving and anxiety-reducing (or
palliative). The coping repertoires of dual-career partners as well as the family's capacity to adapt and integrate and to find support outside the family unit work together to mitigate the stress and strain of everyday living.

Personal and psychological resources are requisite for effective coping efforts. Personal resources refer to the broad range of reserves and aids characteristic of individual family members and have as basic components economic well-being, education, and physical well-being (McCubbin, et al., 1980). Psychological resources include the personality characteristics of self-esteem and mastery. These personal and psychological resources may be transformed into effective coping strategies through the family's adjustment to those life events or occurrences which cause change (or adaptation) in the family system. The processes of learning to cope (or adjust) occur within the matrix of family interaction among members and between those individuals and the social world outside the primary group. Both individual- and group-oriented coping skills are necessary for the well-functioning of a family member as he or she engages in the day-to-day routines of home life and career activities in the case of dual-career couples and families. The complex of role expectations and responsibilities generated by dual-career couples and families require effective coping efforts to reduce accompanying role strains for these families.

Arguing that social structures are made up of roles and that dissensus and role strain are normal, Goode (1960) delineated two major sets of techniques for reducing role strain. These general techniques are:
(1) the individual's manipulation of his or her role structure (by means of compartmentalization, delegation, elimination of role relationships, extension, and obstacles against indefinite extension of role systems); and,

(2) setting or carrying out the terms of role relationships (Goode, 1960).

Goode assumed both that an individual has limited role resources and that the total role structure functions so as to reduce role strain. Because there are structural role limits, the individual reduces strain by selecting a manageable set of roles and by obtaining as gratifying or value-productive a bargain as he or she can. Goode's concept of "role strain" is comparable to Sarbin and Allen's (1968) variable, "cognitive strain," which is generated by an individual who either cannot comply or has difficulty complying with the expectations of a role or a set of roles (Burr, et al., 1979). Unsuccessful attempts to reduce role strain impair appropriate role enactment. Even a moderate increase in role strain leads to an increase in behavior directed toward resolution of the condition (Burr, et al., 1979). Concerning role negotiation, Sarbin and Allen (1968) described two types of consensus as (1) agreement between the role performer and someone last in a complementary role, and (2) consensus between a role performer and the audience the person is thinking about while performing the role (Burr, et al., 1979). An accurate perception of self and other in a role relationship enables the actor to carry out the role expectations appropriately. Because the fit between the actor and his or her role set is not always good, dissensus and role strain are ubiquitously possible. Hence there is a constant need by every role participant for a wide repertoire of effective coping strategies on both the individual and group levels.
Describing the two major functions of coping as problem-solving and regulation of emotional stress (or palliation), Lazarus (1981) characterized four coping modes. These modes are:

1. information seeking (which serves both problem-solving and palliation functions);
2. direct action (which is aimed at the self or the environment);
3. inhibition of action (which avoids maladaptive and inappropriate actions); and,
4. intrapsychic modes (including such defenses as denial, reaction formation, projection, isolation, and intellectualization (Lazarus, 1981).

Lazarus agrees with Goode that stress/strain is ubiquitous, an inevitable feature of normal living. How well people respond to and manage such stress/strain in their daily lives is seen in the effectiveness of coping skills and adaptational outcomes. In more clinical terms, coping involves purpose, choice, and flexible shift, adheres to intersubjective reality and logic, and allows and enhances proportionate affective expression (Haan, 1977).

Categories of coping resources, styles, and efforts have clear parallels at the individual and family levels (Menaghan, 1983). Both the individual and the dyadic pair or family have repertoires of effective coping resources, styles, and efforts which are utilized to reduce role strain and to facilitate social interaction.

Reiss and Oliveri (1980) claim that the origin of coping style is in the family milieu where each individual develops his or her own theory about how the social world works. An individual experiences the magnitude of a stressful event in terms of the interaction of the hardship and cultural definition of the event through the family's
definitional processes which constitute the core of all the coping responses which follow. The personal system of coping emerges within the framework of family experiences.

Poloma (1972) outlined four tension-management techniques used by the 53 dual-career women in her study. These techniques are:

1. Favorable definition of dual-career patterns;
2. Establishment of priorities among/within roles;
3. Compartmentalizing work and family roles; and,
4. Compromising career aspirations to meet other role demands (Skinner, 1982).

Lawe and Lawe (1980) included negotiation and assertion of one's wishes and expectations, effective listening, and taking time out as various strategies for managing conflicts in dual-career role situations. In addition to lowering their career aspirations during the peak years of childbearing, some women have chosen to sequence their personal lives over several marriages (Johnson and Johnson, 1980).

In their search for external support systems to maintain internal order, dual-career couples have resorted to such coping behaviors as hiring help for child-care and domestic work, forming friendships with other dual-career couples to help validate the lifestyle, negotiating work arrangements to reduce stress, and trying to balance the gains and strains of a dual-career marriage (Skinner, 1982). The wherewithal with or by which the dual-career partners pursue these various coping strategies arise from two sources: (1) the family's internal resources of integration and adaptability, and (2) its ability to procure community and social supports (McCubbin, 1979). To cope is to manage the stress and strains encountered by the marital partners and other members
of the family unit both within and without the system. Clarity of community norms and expectations facilitates the fit between families and the community by offering blueprints of behavior under stress (Hanson and Hill, 1964, p. 796). The strength of interpersonal relationships and supports outside the family has a positive impact on family members' ability to manage the stress constructively (McCubbin, 1979).

In their decade review of the literature concerned with family stress and coping, McCubbin, et al., (1980) summarized four factors that affect a family's adjustment to stressors. These factors are:

1. family members' personal resources (the broad range of reserves and aids characteristic of individual family members which are potentially available to any member in time of need);
2. family system resources (especially adaptability and cohesiveness, using the family as a resource exchange network, and problem-solving ability);
3. social support derived from information exchanged at the interpersonal level which provided emotional, esteem, and network support; and,
4. cognitive coping strategies (by which individual family members alter their subjective perceptions of stressful situations) (McCubbin, et al., 1980).

Excluding relatives whose norms do not support dual-career family norms is a specific coping strategy used by some dual-career families (Johnson and Johnson, 1980). By reducing this form of external conflict, the dual-career couple is able to invest those coping energies into maintaining the status quo within the family unit.

Blood and Wolfe (1960) found that couples who shared the most household tasks had the most role disagreements. This issue of married women's (paid) work and domestic roles is still far from being resolved
in dual-career families. Each sphere of activity demands loyalty and energies which seem to threaten the role performance in the other sphere. In an analysis of the accommodation of work to family, Bailyn (1978) discussed differentiated responsibility based on both partners working outside the home and the importance of negotiation of these responsibilities for family requirements. She stressed three important strategies to equalize the load. By maintaining sequential commitments, these strategies involve: (1) limitation of both partners' involvement in work or family responsibilities; (2) shifting the staging of work and family events; and (3) strengthening boundaries between work and family. The success of such a differentiated pattern of accommodation to work and family depends on complementarity (Bailyn, 1978). In contrast to Bailyn's emphasis on separation of work and family activities, Blake (1982) described a blurring between familial and occupational roles because both spouses are working and still face the multiple demands and responsibilities associated with family life. How well the dual-career partners manage to meet their various, demanding work and family responsibilities reflects both their commitment to, and flexibility for, the dual-career lifestyle.

A number of family researchers have studied women and work. Sullerot (1971) specifically addressed the issue of whether a woman ought to work. She wrote that men are perceived as being "forced both morally and financially to work"; whereas women are alleged to have total freedom to choose to work or not to work. Societal expectations of women's roles include their functioning as the cornerstone of the family, guardian of tradition, defender of social stability, and mediator between the
past and the present (Sullerot, 1971). Trying to reconcile whether or not women should work (especially in light of dual-career women's formal training or education for professions and the assumption that such training/education should be utilized in the marketplace) with the social expectations related to traditional women's roles creates a role strain-role conflict morass for dual-career women and creates institutional conflicts for the dual-career family.

Women work outside the home for pay for a number of different reasons. Dual-career wives are committed both to work and to family lives. The complications of the lifestyle emerge from the multitude of simultaneous and sequential role demands they are expected to fulfill. These women must develop, maintain, and replenish their personal, familial, and social resources in order to continue managing what appears to be role overload. Individual and dyadic/familial coping efforts assume a number of different cognitive attitudes and affective behaviors in the dual-career lifestyle. In order to create and sustain a long-term, primary group relationships, these marital partners and family members must draw from and regenerate their wellsprings of self-esteem, mastery, and commitment to the various role demands in their role sets. Marital and familial stability depend on the flexibility and efficaciousness of the family members' well-functioning and coping skills. Despite the plethora of books and articles concerning dual-career couples and families in the professional literature, what does not at this time appear is an analysis of how dual-career women manage the potential role overload of combining professional, family, and personal lives in terms of their perceived multiple role satisfaction. The research design of this paper addresses
several issues of this contemporary condition of a sample of dual-career women with intact families.

Theories Relevant to Hypotheses

Symbolic interactionism and social exchange are two conceptual frameworks which appear to be most relevant in the examination of dual-career mothers' multiple role satisfaction.

Symbolic Interactionism

As a social psychological exposition of man in society, the symbolic interaction framework addresses socialization and personality development. There are four major tenets of symbolic interactionism which are especially appropriate for studying the actor's construction of behavior (Shott, 1979). These tenets are:

1. Study of the actor's definitions and interpretations is essential for an understanding of human conduct (Manis and Meltzer, 1978).
2. Human behavior is emergent, continually constructed during its execution (Blumer, 1969).
3. The actions of individuals are influenced by their internal states and impulses in addition to external events and stimuli, for actors' perceptions and interpretations are shaped by the former as well as the latter (Hewitt, 1976).
4. Social structures and normative regulation are the framework of human action rather than its determinant, shaping human behavior without dictating it (Blumer, 1969).

In other words, symbolic interactionism assumes that we must examine actors' definitions and interpretations of social reality in order to understand people's conduct; that human conduct is constructed and modified as it occurs; that the internal condition (i.e., "states and impulses") of the individual is a significant component of action and adds to its
dynamic character, and that social structural features influence behavior by providing both the setting (or the situation) and the symbols used to interpret family situations. Family interaction, especially in terms of professional married women's definitions and interpretations of multiple roles as wives, mothers, and employees, is an area of study well served by the symbolic interaction assumptions. Schvaneveldt contends that the interactionist approach has served to shift the focus of family study from a broad institutional approach to that of a direct focus on the internal workings of families as individual members who interact (Nye and Berardo, 1981). The voluminous research stemming from this framework proves it to be one of the most widely used approaches in family study. It appears that at least three-fourths of family researchers have used the interactionist approach at some time (Nye and Berardo, 1981).

In examining dual-career mothers' multiple role satisfaction, assessment of their sense of self-esteem, mastery of environment, and commitment to their roles will be through their own reported evaluations. These three dimensions of role satisfaction are constructed and modified by the actors, are influenced by the actors' internal states and impulses as well as by external events and stimuli, and emerge and persist within their everyday social structures which are regulated by personal and societal norms.

In his definition of role as process, Levinson (1959) included three components related to a person occupying a status. These components include: (1) structurally given demands, (2) personal role conception, and (3) role behavior (Levinson, 1959). These three components are comparable to Kahn, et al.'s, (1964) assessment of three events in
role process: (1) role pressures communicated by other people, (2) the person's experience of these pressures, and (3) his or her response. Both Levinson and Kahn appear to emulate Cooley's description of the "looking-glass self" (Cooley, 1922), an intellectual antecedent to symbolic interactionism.

In attempting to evaluate self-conceptions and the expectations of significant others, Kemper (1966) used a wide range of self-components and a number of biographically significant others. The core significance of attributes like intellect, independence, rationality, and creativity is to see oneself as the source of expectations rather than another (Kemper, 1966). It is these internal sources of expectations which build self-conceptions that allow an individual to be self-oriented and self-directed. Because dual-career women currently lack both positive social sanction and external support networks for their atypical statuses, these women may have a greater propensity to define their roles according to their internalized perceptions of social reality.

In his model of college-educated women's coping with role conflict, Hall (1972) focalized on three types of coping behavior related to the three levels of role process listed above. Educated, married women who work outside the home for pay encounter role conflict which may be assuaged by: (1) redefining their structural roles; (2) redefining their personal roles; or (3) by attempting to meet all role expectations. Hall concluded that the simple act of coping with role demands is more strongly related to satisfaction in women than the particular type of coping strategy employed.
The makeup of structural and personal roles (i.e., the actor's definitions and interpretations) is an internalized set of cognitive and behavioral expectations, is affected by coping strategies, and may be reflected in reports of self-esteem, mastery of environment, and commitment to those roles. Subjective meaning is crucial to interaction both for the actor intending the behavior and for the others who must interpret it and act accordingly (Ritzer, 1975).

Indications of symbolic interaction assumptions for family research include differential commitment to family identities and the consequences of such differential commitment, compatibility of extra-familial identities with family identities, the relationship of crises to identity, the study of family relationships in terms of role-linked symbolic behavior, and the potential reward for focalizing on the role-taking process itself (Stryker, 1959). Identity may be defined as a person's perception of himself or herself as he or she relates to his or her environment (Hall, 1972). Dual-career mothers contend simultaneously with differential commitment to family and extra-family identities and the consequences thereof, with the interface between family and non-family roles, and with the attendant relationships of crises to identity as they attempt to manage their multiple role sets. The assumptions of symbolic interactionism should elicit useful insights into the repertoires of coping strategies used by the dual-career mothers in this research sample. One of Blumer's (1969) injunctions is for the researcher to look at real people in "the world out there." Through ethnomethodology and other styles in the holistic tradition, symbolic interactionism retains a freshness in its approach to data gathering and its
interpretation (Huber, 1973). This conceptual framework demands that the investigator see the world from the point of view of the subject of his investigation (Stryker, 1959).

Social Exchange

Social exchange theory has roots in utilitarian economics, behavioral psychology, and social anthropology. The three origins of exchange theory differ in philosophical orientations, major foci, and theoretical assumptions (Rettig, 1980). Assuming that all interactions can be classified as communications, transactions, or some combination of the two, Rettig (1980) defines communications as the intangible, non-material resources with no common unit of measurement (i.e., love, respect, and information) and transactions as the tangible, material, observable resources which can be measured by some common unit (viz., exchanges of money, goods, and paid services). Communications refer to social exchange behavior, and transactions are related to economic exchange behavior. Rettig (1980) argues that any real family interaction involves simultaneous exchanges of both kinds of resources. Other researchers assert that the family is the social institution where the widest range of exchanges takes place (Foa and Foa, 1974). Sociologists and social psychologists tend to insist that all interactions are exchanges of "meanings"—"symbolic behavior" or "symbolic interactions" (Kuhn, 1975). It is assumed that dyadic, familial, and professional dimensions of social interactions at the microsociological level include psychological costs expended for psychological rewards and the effort to maximize rewards while minimizing costs (Simpson, 1972).

In 1959, Thibaut and Kelley formulated their social exchange framework including key concepts, consequences of interaction, and members' evaluation of interpersonal relationships (Shaw, 1976). Their key concepts are comprised of interaction (i.e., behavior emitted in each other's presence), interpersonal relationship (the produce created by mutually emitted behavior), behavior sequence (a number of motor and verbal acts sequentially organized and directed toward an immediate goal), and behavior repertoire (all the possible behavior sequences enacted during interaction with another person) (Thibaut and Kelley, 1959). Consequences or outcomes of interaction are described in terms of rewards (pleasurable, enjoyable, gratifying, or satisfying aspects) and costs (anything which inhibits the performance of a behavior sequence) (Thibaut and Kelley, 1959). Costs and rewards are determined by either the interacting members in a relationship or by factors external to the members. Interaction outcomes are evaluated by comparison with certain internal standards, called the comparison level (CL) and comparison level for alternatives (CL_{alt}) (Shaw, 1976). The CL is the standard against which an individual evaluates the attractiveness of an interpersonal relationship, or how satisfactory it is. The CL develops as a consequence of a person's interpersonal relationships experienced during the lifetime. The CL_{alt} is the standard which the individual uses to decide whether to remain in a relationship or to leave it (Shaw, 1976). The
is the lowest outcome a person will accept in view of his alternative relationships. Thus, the social exchange conceptual framework is an attempt to explain interpersonal behavior in terms of the mutual exchange of psychological rewards and costs while using the comparison level and the comparison level for alternatives as standards for evaluating whether to maintain or to disrupt an interpersonal relationship. Also relevant in accounting for frequency and value of behavior are two of Homans' (1961) five propositions of human exchange. The relevant propositions are:

(1) The more often within a given period of time a man's activity rewards the activity of another, the more often the other will emit the activity; and,

(2) the more valuable to a man a unit of the activity another gives him, the more often he will emit activity rewarded by the activity of the other.

The implications of these propositions are that the frequency of interaction between two persons is contingent upon the frequency with which each one is rewarded by the other and the value placed on the activity received (Sahakian, 1982). Reciprocity (which is basic to the social exchange model) is inherent in these propositions, and it serves both to engage and to sustain ongoing social interaction.

Blau's (1964) application of the social exchange model analyzed interaction by explaining the emergence of different social statuses within a group. These differences arise because members who can contribute the most of whatever others value highly (e.g., advice, ability to perform difficult tasks, or anything else that enables the group or its individual members to attain goals) will do so in exchange for
deference, power, or material rewards (Simpson, 1972). Though Simpson (1972) points out that social exchange models can be profitable with macrostructures where it is useful to look at the exchanges occurring in separate parts of complex social systems as well as summing up exchanges occurring among its parts, Blau (1968) stated that exchange theory is most directly concerned with face-to-face relations. This application makes feasible the interface of social exchange assumptions with dyadic and family research. According to Nye (1978), Burns (1973), Ekeh (1974), and Heath (1976) have suggested that social exchange assumptions can go beyond face-to-face behavior in dyads and small groups. Thus, the assumptions can be adopted for analyzing social interaction in context beyond dyad and family, namely, in the career workplace.

The focus of symbolic interactionism on the actor's emergent definitions and interpretations of social situations within social structures and normative regulations should provide important insights to the attitudes and behaviors of dual-career women with extended role sets. The assumptions of the social exchange conceptual framework, especially as delineated by Rettig (1980), focalize on both tangible and intangible resources which are bargained for or negotiated simultaneously in family interaction. These exchanges or bargains may well delinate a number of coping strategies used by employed, professional women with child(ren) who attempt to manage professional, familial, and personal lives. The two frameworks appear to complement each other by illuminating both the ongoing construction of social reality and the means by which that reality is maintained.
CHAPTER III
METHODOLOGY

Goals of the Research

The major research questions addressed in this study were: What accounts for the reported level of role satisfaction (self-esteem, mastery, and commitment) of currently married, professionally employed dual-career women with child(ren) at home despite the potential for multiple role overload (stress)? What accounts for variation in self-reported role satisfaction of dual-career mothers? Which coping strategies best facilitate dual-career mothers' reported multiple role satisfaction?

Research Design

An explanatory, cross-section survey design was implemented in this study. The survey was intended for a non-purposive sample of currently-married-and-living-with-spouse, employed-full-time professional women with child(ren) currently living at home. The independent variable included occupational, familial, and personal conditions of the respondents. The dependent variable was comprised of sub-scales for self-esteem, mastery of physical and social environments, and commitment to multiple roles. The intervening variable involved actual coping strategies used to mitigate potential role overload (stress).
General Characteristics of the Study Population

The population included 124 women who were currently employed full-time, currently married and living with spouse, and who had a child or children currently living at home. The age range was 44 years, with the minimum age being 21 and the maximum age 60. Ninety-five and two-tenths percent of the sample classified themselves as being white; 2.4 percent as black; and 0.8 percent as Hispanic. The number of years married ranged from one year to 34 years. The range of number of child(ren) at home was from one to five. The age range of child(ren) at home was one year to 27 years. The levels of education completed ranged from less than high school through a Ph.D. program; a category of "Other" for Juris Doctor was included. Years worked ranged from one year to 38 years. Sixteen and one-tenth percent of the sample indicated Jewish as religious affiliation; 18.5 percent responded as Catholic; 52.4 percent as Protestant; 6.5 percent as "Other" (including a Mystic); and 5.6 percent indicated "None" for religious affiliation. Thirty-three and one-tenth percent of the respondents indicated occupations which fit into the Census Bureau's Managerial/Professional category. Sixty-four and five-tenths percent of the women described their professions as Technical/Sales/Administrative Support. Annual household incomes ranged from less than $10,000 to $60,000+. Thirty-seven and nine-tenths percent indicated the maximum income category of $60,000+. "Percent You Contribute" ranged from one to 100 percent. Twenty-nine and eight-tenths percent of the women reported contributing one-half or more of the annual household income. This population was made up of 124 current (as of March, 1984) members of the Metropolitan Women's Center in Columbus,
Data Collection

Following an initial contact by telephone, the researcher submitted a proposal for research involving the members of the Metropolitan Women's Center in Columbus, Ohio. The Executive Director gave her approval for access to the organization's mailing list. On receipt of printed mailing labels, the researcher mailed an explanatory cover letter and the survey to 965 current members of the organization. The research instrument is cross-sectional in nature and is comprised of a questionnaire. The cover page of the questionnaire asked for demographic information (that is, sex, categories for age, race, religion, number and ages of child(ren) currently living at home, education, occupation, annual household income, and percent of annual household income contributed by the respondent.). The survey included 74 Likert-type closed statements and four open-ended questions relating to attitudes and behaviors of dual-career women with child(ren). A postage-free, business reply envelope was enclosed for the convenience of the respondent. A follow-up postcard reminder was mailed to the non-respondents two weeks after the suggested return date in the cover letter. One hundred twenty-four respondents returned questionnaires which met the three basic criteria for this study. The subsequent data were coded according to a standard set of coding instructions. The data were then subjected to the usual parametric descriptive and inferential statistics using the SPSS program available at The Ohio State University Instruction and Research Computer Center. One hundred ninety-four respondents returned completed or partially completed questionnaire but did not meet one or
more of the three basic criteria for this study. The total return rate was 32.95 percent for 965 mailed surveys. The usable return rate was 12.8 percent of the 965 mailed surveys.

**Instrumentation**

The first part of the data collection instrument was a cover letter introducing the researcher to a current member of the Metropolitan Women's Center of Columbus, Ohio, and asking that person to respond if she were: (1) currently married and living with spouse; (2) currently employed full-time in a profession; and (3) had a child or children currently living at home. The letter promised anonymity of the respondent and confidentiality of the responses through using a pre-coded survey.

The survey itself consisted of two parts. First, there were 74 Likert-type statements to which the respondent was asked to indicate whether she strongly disagreed, disagreed, was undecided, agreed, or strongly agreed. These statements follow the method of summated ratings for Likert scale construction (Behling, 1976). The statements are related to aspects of the independent, intervening, and dependent variables. The second part of the survey contains four open-ended questions which were designed to elicit information based on the day-to-day experiences of dual-career mothers as they cope with multiple role demands. These materials are in Appendix A. The advantages of the mailed questionnaire are: (a) it is an inexpensive method of collecting data; (b) little effort is required in the collection of data; and (c) this method of collecting data makes it possible to collect data that would otherwise never be obtained (Behling, 1976).
Validity and Reliability

The entire data collection instrument was reviewed several times by a knowledgeable social science researcher for the purpose of construct validity. Portions of the survey measure well-defined, observable behaviors and thus have "face validity" (Behling, 1980). Three subsets of statements in the survey are from previously validated attitude scales. The reliability analysis for Pearlin and Schooler's (1978) measures for self-esteem reveal an alpha of 0.83; for Pearlin and Schooler's (1978) measures for mastery, the alpha is 0.81; and for Gray's (1983) measures of coping strategies, the alpha is 0.53. These statements are in Appendix B. For the purpose of data analysis, the 74 statements are divided into eight scales (which may be found in Appendix C). The eight scales and their coefficients of reliability are: Scale 1 (Occupational Conditions, made up of 12 items; alpha = 0.70); Scale 2 (Family Conditions, made up of 13 items; alpha = 0.87); Scale 3 (Personal Conditions, made up of eight items; alpha = 0.73); Scale 4 (Self-esteem, made up of 14 items; alpha = 0.84); Scale 5 (Mastery, made up of 11 items; alpha = 0.72); Scale 6 (Commitment, made up of three items, alpha = 0.52); Scale 7 (Individual Coping Strategies, made up of 11 items; alpha = 0.55); and Scale 8 (Group Coping Strategies, made up of two items; alpha = 0.62). The two short scales, 6 and 8, have only moderate reliability. Scale 7, comprised of 11 items, also has a moderate reliability coefficient. These three scales are previously untested, have reliability problems associated with them, and require refinement in order to be more useful. The coefficient of reliability for the entire scale is 0.88.
A pilot test was conducted with 11 well-educated, single/married/divorced, professionally employed women with and without child(ren) in July, 1983. These pretests provided a wealth of information and assistance in preparation of the final survey.

Following is the model used for this investigation:

<table>
<thead>
<tr>
<th>Primary Independent Variables</th>
<th>Intervening Variables</th>
<th>Dependent Variables</th>
</tr>
</thead>
<tbody>
<tr>
<td>Occupational Conditions</td>
<td>Role Overload (stress)</td>
<td>Role Satisfaction</td>
</tr>
<tr>
<td>Family Conditions</td>
<td></td>
<td>1. Self-esteem</td>
</tr>
<tr>
<td>Personal Conditions</td>
<td>Individual Group</td>
<td>2. Mastery</td>
</tr>
<tr>
<td></td>
<td>COPING Strategies</td>
<td>3. Commitment</td>
</tr>
</tbody>
</table>

Figure 2. Research design.

Definition of Relevant Terms and Concepts

Occupational conditions include the emotional climate of the workplace, relative absorptiveness of work causing family members to assume responsibilities; and the time and timing of work rhythms (that is, the schedules by week, month, or year) (Kanter, 1977).

Family conditions include the number and age(s) of child(ren) in the home, the management of home tasks, and husband's expectations.

Personal conditions are the marital status and role, the parental status and role, and the employee status and role of the respondent.

Role overload (stress) is essentially defined as stimulation which exceeds one's capacity to process or comply with demands such as (1) time pressures; (2) excessive responsibility or accountability; (3)
lack of support; and (4) excessive expectations from self and others (Girdano and Everly, 1979). Role overload is a form of psychosocial stress.

**Stress** is the perceived or actual mismatch between environmental demands and the individual's adaptive capacities or resources.

**Coping** refers to the covert and overt behaviors individuals use to prevent, alleviate, or respond to stressful situations (George, 1980).

**Coping strategies** are behaviors utilized in attempting to manage the stress which evolves from professional, family, and personal roles.

**Role satisfaction** is the individual's reported sense of self-esteem, mastery, and commitment.

**Self-esteem** is defined as the individual's positive attitudes toward himself or herself (Pearlin and Schooler, 1978). Such protection and enhancement of the self is a fundamental goal of human beings (Pearlin, et al., 1981).

**Mastery** refers to the individual's perception of controlling his or her life chances (Pearlin and Schooler, 1978). The dual-career mother's sense of being in control of professional, family, and personal events and opportunities will reflect this aspect of role satisfaction.

**Commitment to roles** emerges from the emotional investment an actor makes to his or her repertoire of role obligations and rights. Four principal elements of role commitment are: (1) spontaneous enjoyment of one or more performances; (2) spontaneous loyalty to one or more role partners; (3) anticipation of perceived reward; and (4) avoidance of perceived punishment (Marks, 1977).
Dual-career designates the type of family structure in which both husband and wife pursue careers (i.e., jobs which are highly salient personally, have an intrinsically demanding character, a developmental sequence and evolving expertise, and require a high degree of competence and commitment) (Rapoport and Rapoport (1977) in Kilpatrick, 1982).

Family means a group of two or more persons living together who are related by blood, marriage, or adoption. This includes persons who live with you and to whom you have a long-term commitment (McCubbin and Patterson, 1981, in Stein, 1983). A family is a unity of interacting personalities (Burgess, 1926).

The major hypothesis in this study is:

the more effective her coping strategies in managing role overload (stress), the greater will be the role satisfaction (i.e., self-reported, perceived levels of self-esteem, mastery, and commitment).

Procedures of Data Analysis

The quantifiable data were processed by coding the information according to a set of predefined and consistent coding instructions. The qualitative data were not analyzed in this study due to the lack of time to process the information manually by another set of coding instructions.

The analysis of data included a descriptive profile of the study population, using both statistical and nonstatistical techniques such as measures of central tendency, measures of dispersion, frequency tables and percentages.
CHAPTER IV
PRESENTATION OF THE FINDINGS: DESCRIPTIVE ANALYSES

General Characteristics of the Study Population

The purpose of this chapter is to provide a descriptive profile of the study population in terms of demographic data and characteristics of dual-career families. The 124 women in this sample are currently married and living with spouse, currently employed full-time in a profession, and have one or more children currently living at home. The demographic variables examined are age, race, religion, number of years married, number of children at home, level of education attained, current occupation and the number of years worked, annual household income, and percentage of annual household income contributed by the dual-career woman.

Age

The range of age is 39 years, divided into eight categories, with 21 the minimum and 60 the maximum. The most frequently occurring category, the mode, is the 36-40 category which has 34 respondents (or 27.4 percent of the total). Category 31-35 has 33 respondents (or 26.6 percent) and ranks second. Only one respondent (or 0.8 percent) falls into the minimum category of age 21-25; and three (or 2.4 percent) are in the
maximum category of 55-60. The median for this sample is 38.7 years of age.

Race

The categories for the demographic variable race are "Unknown," "White," "Black," and "Hispanic." There were no responses to the "Other" option on the survey cover sheet. Of the 124 cases in the sample, 118 (or 95.2 percent) indicated that they are white. Three women (or 2.4 percent) indicated that they are black. Only one respondent (0.8 percent) classified herself as Hispanic. The category "White" includes both the median (1.008) and the mode (1.000) for these respondents. Only two women (1.6 percent) neglected to provide information about race.

Religion

The categories for religion are "Jewish," "Catholic," "Protestant," "Other," and "None." Five respondents (4.0 percent) did not provide information about religious affiliation. Twenty women (16.1 percent) are Jewish. Twenty-three (18.5 percent) are Catholic. Sixty-five (52.4 percent) are Protestant. Seven (5.6 percent) are in the category "Other." One of the responses to "Other" was Mystic. The mode is category 3, Protestant. [It was interesting to see responses such as "Christian," "Baptist," and "Pentecostal" written in the "Other" category. These denominations were classified as "Protestant" for the purpose of this study.] The majority of this sample is Protestant, which is not surprising given the Columbua area location of most of the respondents.
Years Married

The self-reported number of years married ranged from one to 34. There were respondents in every category except 33 years of marriage. Nine respondents (7.3 percent) have been married for four years, the mode for this sample. Eight respondents (6.5 percent) appeared in each of two categories, 16 and 18 years of marriage. One respondent (0.8 percent) appeared in each of the categories for 17, 28, 30, 31, and 32 years of marriage. The mean is 14.7 years of marriage. The median is 15.1 years of marriage.

Number of Children at Home

The number of children at home ranged from one to five. Fifty-two respondents (41.9 percent) indicate having one child at home. Fifty-one respondents (41.4 percent) have two children at home. Thirteen (10.5 percent) have three children at home. Four and eight-tenths percent (that is, six respondents) have four children at home. Only two (1.6 percent) have five children currently living at home. The mode for this sample is one child at home. The mean is 1.8 which indicates how close are the categories for one and two children for this sample. The median, 1.69, also reflects how close are the first two categories of families with one child and two children currently living at home. Table 1 shows the distribution of size of family (in terms of number of children at home) in relation to level of mother's education. [This tendency toward small families is typical of women who have high educational attainment and who pursue careers. These well-educated women may derive satisfaction from their careers which displaces the more traditional cultural
TABLE 1
MOTHER'S EDUCATION
BY
NUMBER OF CHILDREN AT HOME

<table>
<thead>
<tr>
<th>Mother's Education</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than high school</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>High school graduate</td>
<td>2</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Some college</td>
<td>9</td>
<td>12</td>
<td>2</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>College graduate</td>
<td>14</td>
<td>7</td>
<td>3</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Some graduate work</td>
<td>12</td>
<td>3</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate degree</td>
<td>3</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M.A./M.S.</td>
<td>6</td>
<td>14</td>
<td>3</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Ph.D.</td>
<td>1</td>
<td>4</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Juris Doctor</td>
<td>5</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(52 (42.3%) | 50 (40.6%) | 13 (10.6%) | 6 (4.9%) | 2 (1.6%) |

N = 123
Education unknown for one case.

Chi square = 30.67 with 36 df; Significance = 0.7198
norms for women's sense of self-worth derived through producing and caring for a child or children.]

Education

There are nine categories for level of education attained ranging from less than high school to completion of Ph.D. The category "Other" was created to include Juris Doctor. Only one respondent (0.8 percent) did not provide information about her education. Only one respondent (0.8 percent) indicated having less than a high school diploma or certificate. Four respondents (3.2 percent) are high school graduates. Twenty-seven (21.8 percent) have some college. Twenty-six (21.0 percent) are college graduates. Nineteen (15.3 percent) have done some graduate work. Six (4.8 percent) indicate having a graduate degree, and 24 (19.4 percent) were more specific in indicating having an M.A. or M.S. Seven of these women (5.6 percent) have Ph.D.'s. Nine of the respondents (7.3 percent) have the Juris Doctor. The mode (3.0) shows that 27 women have had "some college." The median for years of education completed for this sample is 1.24 years of graduate work. The mean (5.08) demonstrates that, on the average, this sample is well-educated with a number of cases clustering around the level of "some graduate work."

Years Worked

The self-reported number of years worked ranges from one to 38. All the categories had responses except 21, 22, 26-34, 36, and 37. Five respondents (4.0 percent) did not indicate how many years they have worked. Three groups of 12 women (9.7 percent) indicated 1, 4, and 15
years of working outside the home for pay; these figures provide a tri-modal distribution. Two groups of eight women (6.5 percent) have worked for 10 and 13 years. Only one woman (0.8 percent) worked for 38 years. Only two women (1.6 percent) worked for 35 years. The median for years worked for this group of women is 9.5 years. The mean for years worked is 9.8, which is to say that, on the average, women in this sample of dual-career partners have worked for 9.8 years with a standard deviation of 7.5 years.

Occupation

The respondents in the study sample divided themselves into two categories of occupations. These are "Managerial/Professional" (which includes executives, engineers, architects, doctors, nurses, teachers, and lawyers) and "Technical/Sales/Administrative Support" (including airline pilots, computer programmers, secretaries, telephone operators, and bank tellers) (U.S. Census Bureau, 1980).

Three respondents (2.4 percent) did not indicate their occupations. Forty-one women (33.1 percent) indicated jobs which fit into the "Managerial/Professional" category. Eighty women (64.5 percent) described their professions as "Technical/Sales/Administrative Support". Table 2 presents the relationship between women's occupation and women's education for this study sample.

Income

The 12 categories for annual household income ranged from less than $10,000 to $60,000+. Four respondents (3.2 percent) did not provide income data. No respondent indicated income of less than $10,000 annually.
### TABLE 2

**WOMEN’S OCCUPATIONS AND WOMEN’S EDUCATION**

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Less Than H.S.</th>
<th>H.S. Grad</th>
<th>Some College</th>
<th>College Grad</th>
<th>Some Grad Work</th>
<th>Grad Degree</th>
<th>M.A./M.S.</th>
<th>Ph.D.</th>
<th>Juris Doctor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Managerial/Professional</td>
<td>6</td>
<td>10</td>
<td>2</td>
<td>2</td>
<td>8</td>
<td>4</td>
<td>4</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5.0%</td>
<td>8.3%</td>
<td>1.7%</td>
<td>1.7%</td>
<td>6.7%</td>
<td>3.3%</td>
<td>6.7%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technical/Sales/Admin. Support</td>
<td>1</td>
<td>4</td>
<td>20</td>
<td>16</td>
<td>16</td>
<td>4</td>
<td>15</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>0.8%</td>
<td>3.3%</td>
<td>16.7%</td>
<td>13.3%</td>
<td>13.3%</td>
<td>3.3%</td>
<td>12.5%</td>
<td>2.5%</td>
<td>0.8%</td>
</tr>
</tbody>
</table>

N = 120; 3 Occupation unknown, 1 Education unknown
Forty-seven women (37.9 percent) report annual household incomes of $60,000+. Fourteen women (11.3 percent) indicate incomes between $45,000-49,999. Thirteen (10.5 percent) have between $40,000-44,999 in annual household income. Only one respondent (0.8 percent) reported annual household income of $10,000-14,999. Two groups of ten women each (8.1 percent) have annual household incomes of $35,000-39,999 and $50,000-54,999. The mode for this sample is category 12, $60,000+.

The median annual household income for this sample is $50,713.14. Table 3 demonstrates the correlation between women's education and annual household income. As these measures of central tendency show, this sample of dual-career women is quite affluent and upper-middle class.

Percent Women Contribute

The categories for "Percent You Contribute" (to annual household income) are based on actual responses. Eight respondents (6.5 percent) did not report their percentages of contribution. The other respondents' answers range from 0 percent (only one woman, 0.8 percent) to 100 percent (reported by two women, 1.6 percent). The most frequently chosen percentage, or the mode, is 50 percent with 19 women (15.3 percent) indicating their substantial contributions to the annual household income. Thirteen women (10.5 percent) contribute 40.0 percent, and two groups of 11 women (8.9 percent each) contribute 30 and 33 percent of annual household income. For this sample, the median is 34.5 percent; that is, 50 percent of the women contribute less than, and 50 percent more than, 34.5 percent of the annual household income. Of this group, 29.8 percent contribute 50 percent or more of the annual household income. Table 4 summarizes the relationships between women's education
<table>
<thead>
<tr>
<th>Woman's Education</th>
<th>10000</th>
<th>15000</th>
<th>20000</th>
<th>25000</th>
<th>30000</th>
<th>35000</th>
<th>40000</th>
<th>45000</th>
<th>50000</th>
<th>55000</th>
<th>60000</th>
<th>over</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than H.S.</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>12</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>H.S. Grad</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>Some College</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>College Grad</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>5</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>Some Grad Work</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grad Degree</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>M.A./M.S.</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>4</td>
<td>2</td>
<td>3</td>
<td>7</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ph.D.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Juris Doctor</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>6</td>
<td>5</td>
<td>4</td>
<td>10</td>
<td>13</td>
<td>14</td>
<td>7</td>
<td>10</td>
<td>47</td>
<td></td>
</tr>
</tbody>
</table>

0.8%  1.7%  5.0%  4.2%  3.4%  8.4%  10.9%  11.8%  5.9%  8.4%  39.5%

N = 119; 4 unknown Income, 1 unknown Education
TABLE 4

WOMAN'S EDUCATION BY % CONTRIBUTED BY WOMAN TO ANNUAL HOUSEHOLD INCOME

<table>
<thead>
<tr>
<th>Woman's Education</th>
<th>0-9</th>
<th>10-19</th>
<th>20-29</th>
<th>30-39</th>
<th>40-49</th>
<th>50-59</th>
<th>60-69</th>
<th>70-79</th>
<th>80-89</th>
<th>90-100</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than H.S.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>H.S. Graduate</td>
<td></td>
<td>1</td>
<td>2</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Some College</td>
<td>4</td>
<td>1</td>
<td>3</td>
<td>5</td>
<td>6</td>
<td>6</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>College Grad</td>
<td>4</td>
<td>1</td>
<td>8</td>
<td>5</td>
<td>3</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Some Grad Work</td>
<td>2</td>
<td>1</td>
<td>6</td>
<td>2</td>
<td>6</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate Degree</td>
<td></td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M.A. or M.S.</td>
<td>2</td>
<td></td>
<td>6</td>
<td>8</td>
<td>2</td>
<td>5</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ph.D.</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Juris Doctor</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>14</th>
<th>5</th>
<th>19</th>
<th>30</th>
<th>18</th>
<th>26</th>
<th>6</th>
<th>0</th>
<th>1</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>11.4%</td>
<td>4.1%</td>
<td>15.4%</td>
<td>24.4%</td>
<td>14.6%</td>
<td>21.2%</td>
<td>4.6%</td>
<td>0.0%</td>
<td>0.8%</td>
<td>3.3%</td>
</tr>
</tbody>
</table>

N = 123;
Education unknown for one case

Chi square = 208.29 with 240 df; Significance = 0.93.
and percent contributed by the woman to annual household income.

In summary, the majority of the respondents to this survey are between ages 31-40 (54.0 percent of the 124 women). Of the 122 women who have information about their race classification, 118 are white, three are black, and one is Hispanic. Sixty-five respondents (52.4 percent) are Protestant; twenty-three (18.5 percent) are Catholic; and twenty (16.1 percent) are Jewish. The other 12 women either did not classify themselves as having religious affiliation (five or 4.0 percent) or classified themselves as "Other" (seven or 5.6 percent). Four years of marriage was the most frequent response by nine women; however, the mean for this sample for years married is 14.7 years. Second marriages indicated voluntarily by a number of the respondents may account for the disparity between the mode and the mean. As expected, the majority of these dual-career women has one or two children at home; 41.9 percent have one child, and 41.4 percent have two children. This finding is consistent with other family research linking the level of women's education attained and occupational ambitions with size of family. The distribution for education attained is highly skewed in this sample. Fifty-three women (42.8 percent) have college experience and/or an undergraduate degree. Sixty-three of the respondents have at least some graduate level work; of these, 29 have graduate degrees; nine women have the Juris Doctor; and seven women have the Ph.D. Overall, 52.4 percent of the women in this sample have experienced education above the undergraduate level (i.e., a four-year college program). Despite this high level of education, almost double the number of women (80 women or 64.5 percent) classified themselves as "Technical/Sales/Administrative Support"
in comparison with the 41 women (33.1 percent) in the "Managerial/Professional" category. It is apparent that women's investment in education does not pay off in the marketplace as does men's similar investment. On the average, these women have worked for 9.8 years which seems low in conjunction with the average age range between 31-40. However, many of these women volunteered the information that they had either delayed beginning their careers or had interrupted them in order to have one or more children. This pattern of delay or interruption of career is found throughout family study literature. So far as annual household income is concerned, 47 women (39.5 percent) report having $60,000+. Twenty-seven women (22.7 percent) have annual household incomes between $40,000-49,999. Seventeen women (14.3 percent) have family incomes between $50,000-59,999. Ninety-one women (76.5 percent) in this sample have family incomes above $35,000. The percent women contribute to annual household income ranges from 0 percent (reported by only one woman or 0.8 percent) to 100 percent contributed by two women (1.6 percent). Neither of the two 100-percent contributors offered an explanation of why theirs was the only source of income. Nineteen women (15.4 percent) report 50 percent contribution to annual household income. Ninety-three women (75.5 percent) contribute between 20 and 59 percent of annual household incomes. Only 11 women (9.0 percent) contribute more than 60 percent; only 19 women (15.5 percent) contribute less than 20 percent of annual household income. All in all, the study sample in this research is comprised of well-educated, economically viable dual-career women who have a child or two children currently living at home.
The purpose of this chapter is to present inferential analyses of the research data. Both regression analysis and path analysis were utilized to examine the effects of the independent and intervening variables on the dependent variables in the research model.

Regression Analysis

Regression procedures enable the determination of statistically significant relations among variables, both individually and in combination. The criterion of significance chosen is the t-test. Also used is the Coefficient of Determination ($R^2$), a value which specifies the strength of any association in terms of the proportion of variable explained in the dependent variable (Nie, et al., 1975). The object of regression analysis is to clarify the linear relationships of variables, following the equation:

$$Y = a + b_1X_1 + b_2X_2 + \ldots + b_pX_p + e,$$

where $Y$ is the dependent variable, Role Satisfaction, comprised of three measures; $X$ represents the independent variable, Role Overload or Stress (also made up of three measures) entered into the model; $a$ represents
the intercept of the dependent variable; \( b \) designates the regression coefficient or slope for each independent variable.

Using summed scores for each variable in the Role Overload (Stress) cluster, in the Coping Strategies clusters for individual and group techniques, and in the Role Satisfaction cluster of statements, regression analysis procedures were implemented for each variable.

The statistically significant relationship between Family Conditions and Mastery \((r = 0.08; r^2 = 0.0064)\) accounts for 0.006 percent of the variance in sense of mastery over social and physical environments (see Table 5). Simple regression procedures reveal the relationship of Occupational Conditions with Commitment to be statistically significant at the 0.05 level on the basis of the \( r \) value \((0.19)(r^2 = 0.04)\) being more than twice the value of its standard error of the small \( b \) (see Table 6). This finding accounts for 4 percent of the variance in commitment and supports the assumption that occupational conditions do have a small influence on women's willingness to assume the multitude of role responsibilities involved with spousal, parental, and career requirements. Simple regression values for the relationship between Individual Coping Strategies and Self-esteem reflect an \( r \) of 0.36 \((r^2 = 0.13)\) which is statistically significant at the 0.05 level (see Table 7). Thirteen percent of the variance in self-esteem is explained by individual coping strategies; this relationship supports the notion that the wife/mother's and family's repertoires of problem-solving and anxiety-reducing efforts do, indeed, enhance her perceptions of self-value/self-worth. Individual Coping Strategies and Mastery are related by an \( r \) of 0.40 \((r^2 = 0.16)\) which is statistically significant at the 0.05 level (see Table 8). Sixteen
### TABLE 5

**SIMPLE REGRESSION VALUES FOR MASTERY ON MEASURES OF ROLE OVERLOAD**

<table>
<thead>
<tr>
<th>Independent Variables</th>
<th>(r)</th>
<th>b</th>
<th>Standard Error of b</th>
</tr>
</thead>
<tbody>
<tr>
<td>Occupational Conditions</td>
<td>0.09</td>
<td>0.07</td>
<td>0.07</td>
</tr>
<tr>
<td>Family Conditions</td>
<td>0.08*</td>
<td>0.04</td>
<td>0.04</td>
</tr>
<tr>
<td>Personal Conditions</td>
<td>0.09</td>
<td>0.12</td>
<td>0.12</td>
</tr>
</tbody>
</table>

N = 124

*Statistically significant at 0.05 level

### TABLE 6

**SIMPLE REGRESSION VALUES FOR COMMITMENT ON MEASURES OF ROLE OVERLOAD**

<table>
<thead>
<tr>
<th>Independent Variables</th>
<th>(r)</th>
<th>b</th>
<th>Standard Error of b</th>
</tr>
</thead>
<tbody>
<tr>
<td>Occupational Conditions</td>
<td>0.19*</td>
<td>0.05</td>
<td>0.02</td>
</tr>
<tr>
<td>Family Conditions</td>
<td>-0.02</td>
<td>0.003</td>
<td>0.01</td>
</tr>
<tr>
<td>Personal Conditions</td>
<td>0.03</td>
<td>0.01</td>
<td>0.04</td>
</tr>
</tbody>
</table>

N = 124

*Statistically significant at 0.05 level
### TABLE 7

**SIMPLE REGRESSION VALUES FOR SELF-ESTEEM ON MEASURES OF COPING STRATEGIES**

<table>
<thead>
<tr>
<th>Independent Variables</th>
<th>(r)</th>
<th>b</th>
<th>Standard Error of b</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual Coping Strategies</td>
<td>0.36*</td>
<td>0.74</td>
<td>0.18</td>
</tr>
<tr>
<td>Group Coping Strategies</td>
<td>0.12</td>
<td>1.22</td>
<td>0.91</td>
</tr>
</tbody>
</table>

N = 124

*Statistically significant at 0.05 level

### TABLE 8

**SIMPLE REGRESSION VALUES FOR MASTERY ON MEASURES OF COPING STRATEGIES**

<table>
<thead>
<tr>
<th>Independent Variables</th>
<th>(r)</th>
<th>b</th>
<th>Standard Error of b</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual Coping Strategies</td>
<td>0.40*</td>
<td>0.43</td>
<td>0.09</td>
</tr>
<tr>
<td>Group Coping Strategies</td>
<td>0.08</td>
<td>0.44</td>
<td>0.43</td>
</tr>
</tbody>
</table>

N = 124

*Statistically significant at 0.05 level
percent of the variance explained by individual and group coping strategies reflects the impact of effective efforts to manage home, children, and career that many of these women perceive in terms of "being in charge" or "being in control" of the events and opportunities in their lives. Finally, the relation between Individual Coping Strategies and Commitment is statistically significant at 0.05 level with an r of 0.2 ($r^2 = .08$) (see Table 9). Eight percent of the variance in commitment is accounted for by the efficacy of coping strategies which enhance the willingness of these women to commit to, and be held accountable for, a number of complicated, simultaneous roles. The simple regression procedures which reflect statistical significance may be summarized as demonstrating very small variance in the relationship between family conditions and mastery (0.06 percent); four percent of the variance in commitment in relation to occupational conditions; thirteen percent of the variance in self-esteem explained by individual coping strategies; and sixteen percent of the variance in mastery accounted for by individual coping strategies.

Multiple regression analysis of measures of Role Overload (Stress) and Coping Strategies demonstrates 17.1 percent of the variance in measures of Self-esteem (see Table 10). Quite obviously, women's individual coping attitudes and behaviors have a positive impact on their feelings of self-worth. Taken together, the influence of the five preceding variables explains 17 percent of the variance in self-esteem. Of these five variables, only one is statistically significant at the 0.05 level; the beta for individual coping strategies in relation to self-esteem is 0.36.
TABLE 9
SIMPLE REGRESSION VALUES FOR COMMITMENT ON MEASURES OF COPING STRATEGIES

<table>
<thead>
<tr>
<th>Independent Variables</th>
<th>(r)</th>
<th>b</th>
<th>Standard Error of b</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual Coping Strategies</td>
<td>0.28*</td>
<td>0.09</td>
<td>0.03</td>
</tr>
<tr>
<td>Group Coping Strategies</td>
<td>0.15</td>
<td>0.24</td>
<td>0.14</td>
</tr>
</tbody>
</table>

N = 124

*Statistically significant at 0.05 level

TABLE 10
MULTIPLE REGRESSION VALUES OF SELF-ESTEEM IN RELATION TO MEASURES OF ROLE OVERLOAD AND COPING STRATEGIES

<table>
<thead>
<tr>
<th>Independent Variables</th>
<th>(r)</th>
<th>b</th>
<th>Standard Error of b</th>
</tr>
</thead>
<tbody>
<tr>
<td>Role Overload -Occupational Conditions</td>
<td>-0.08</td>
<td>-0.12</td>
<td>0.14</td>
</tr>
<tr>
<td>-Family Conditions</td>
<td>0.12</td>
<td>0.10</td>
<td>0.07</td>
</tr>
<tr>
<td>-Personal Conditions</td>
<td>-0.06</td>
<td>-0.15</td>
<td>0.24</td>
</tr>
<tr>
<td>Coping Strategies -Individual</td>
<td>0.36*</td>
<td>0.74</td>
<td>0.18</td>
</tr>
<tr>
<td>-Group</td>
<td>0.12</td>
<td>1.22</td>
<td>0.91</td>
</tr>
</tbody>
</table>

N = 124  \( R^2 = 0.171 \)

*Statistically significant at 0.05 level
Multiple regression analysis of the effects of independent and intervening variables on the dependent variable, Mastery, provides for 20.4 percent of the variance (see Table 11). In combination, the values of the five preceding variables account for 20 percent of the variance in mastery. Of these five variables, family conditions (Beta = 0.08) and individual coping strategies (Beta = 0.39) are statistically significant at the 0.05 level. Husband's support and dual-career women's repertoires of individual coping strategies are relevant in accounting for their feelings of being in charge of or in control of their opportunities and life events in multiple role situations.

The variance in Commitment is 16.1 percent as revealed by multiple regression procedures used on the independent and intervening variables (see Table 12). In the five preceding variables, only two were statistically significant at the 0.05 level in relation to values of commitment. These two are occupational conditions (Beta = 0.19) and individual coping strategies (Beta = 0.28).

Altogether, Individual Coping Strategies have had a significant effect on the outcomes of Role Satisfaction; i.e., on Self-esteem ($R^2 = 0.171$); on Mastery ($R^2 = 0.204$); and on Commitment ($R^2 = 0.161$).

Path Analysis

The special merit of path analysis resides in its capacity to ascertain indirect as well as direct relationships among variables (Land, 1969). Hence, the final stage of inquiry pertains to consideration of both direct and indirect influences of Occupational Conditions (Scale 1), Family Conditions (Scale 2), Personal Conditions (Scale 3), Individual Coping Strategies (Scale 4), and Group Coping Strategies (Scale 5) on the
### TABLE 11
MULTIPLE REGRESSION VALUES OF MASTERY IN RELATION TO MEASURES OF ROLE OVERLOAD AND COPING STRATEGIES

<table>
<thead>
<tr>
<th>Independent Variables</th>
<th>Beta</th>
<th>b</th>
<th>Standard Error of b</th>
</tr>
</thead>
<tbody>
<tr>
<td>Role Overload</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-Occupational Conditions</td>
<td>0.09</td>
<td>0.07</td>
<td>0.07</td>
</tr>
<tr>
<td>-Family Conditions</td>
<td>0.08*</td>
<td>0.04</td>
<td>0.04</td>
</tr>
<tr>
<td>-Personal Conditions</td>
<td>0.09</td>
<td>0.12</td>
<td>0.12</td>
</tr>
<tr>
<td>Coping Strategies</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-Individual</td>
<td>0.39*</td>
<td>0.41</td>
<td>0.09</td>
</tr>
<tr>
<td>-Group</td>
<td>0.06</td>
<td>0.03</td>
<td>0.46</td>
</tr>
</tbody>
</table>

N = 124  \[ R^2 = 0.204 \]

*Statistically significant at 0.05 level

### TABLE 12
MULTIPLE REGRESSION VALUES OF COMMITMENT IN RELATION TO MEASURES OF ROLE OVERLOAD AND COPING STRATEGIES

<table>
<thead>
<tr>
<th>Independent Variables</th>
<th>Beta</th>
<th>b</th>
<th>Standard Error of b</th>
</tr>
</thead>
<tbody>
<tr>
<td>Role Overload</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-Occupational Conditions</td>
<td>0.19*</td>
<td>0.05</td>
<td>0.02</td>
</tr>
<tr>
<td>-Family Conditions</td>
<td>-0.20</td>
<td>-0.003</td>
<td>0.01</td>
</tr>
<tr>
<td>-Personal Conditions</td>
<td>0.03</td>
<td>0.01</td>
<td>0.04</td>
</tr>
<tr>
<td>Coping Strategies</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-Individual</td>
<td>0.28*</td>
<td>0.09</td>
<td>0.03</td>
</tr>
<tr>
<td>-Group</td>
<td>0.15</td>
<td>0.24</td>
<td>0.14</td>
</tr>
</tbody>
</table>

N = 124  \[ R^2 = 0.161 \]

*Statistically significant at 0.05 level
three dependent variables which are Self-esteem (Scale 6), Mastery (Scale 7), and Commitment (Scale 8). In addition, the specific values of effects are determined in standardized units.

Structural equations utilized for a general path analysis model are:

\[ X_3 = E_3 \]
\[ X_2 = P_{23}X_3 + E_2 \]
\[ X_1 = P_{13}X_3 + P_{12}X_2 + E_1 \]
\[ \text{cov}(E_3, E_2) = \text{cov}(E_3, E_1) = \text{cov}(E_2, E_1) = 0 \]

(Nie, et al., 1975). For application to the research model, \( X_3 \) represents the independent variable, Role Overload (Stress) (which is comprised of summated measures of Occupational Conditions, Family Conditions, and Personal Conditions. \( X_2 \) represents the intervening variable (which includes both Individual and Group Coping Strategies). \( X_1 \) is the dependent variable, Role Satisfaction (measured in terms of Self-esteem, Mastery, and Commitment). The \( E_i \) are latent variables.

Path analysis assumes causal closure for a system which is linear, additive, and unidirectional (Nie, et al., 1975). The theoretical variables in the parsimonious and statistically significant representation of the conceptual model presented in Chapter Three (Figure 2) have been ordered in a probable time sequence. Specifically, these are: Personal Conditions (Scale 3), Individual Coping Strategies (Scale 4), Group Coping Strategies (Scale 5), Self-esteem (Scale 6), Mastery (Scale 7), and Commitment (Scale 8). Personal conditions and individual and group coping strategies are antecedent in time to the other variables.
The model does try to clarify the causal origins of the wives' self-esteem, mastery, and commitment to multiple roles as consequences of individual coping strategies. Furthermore, the parsimonious model reflects the causal relationship between personal conditions (viz., husband's support in the dual-career partnership) and group coping strategies (used to reduce the dual-career wives' perception of role overload/stress).

In preparing the correlation matrix for path analysis procedures (see Table 13), the absence of sizeable intercorrelations was observed, thereby indicating a low to moderate probability of multicollinearity. All associations between variables were interpreted as being of low to moderate magnitude.

Following execution of path analysis procedures, the coefficient values for each path, as noted in Figure 3, revealed four statistically significant paths: (1) the path from Personal Conditions to Group Coping Strategies; (2) from Individual Coping Strategies to Self-esteem; (3) from Individual Coping Strategies to Mastery; and (4) from Individual Coping Strategies to Commitment. As interpreted, 29 percent of a standard deviation increase in group coping strategies coincided with one standard deviation increase in personal conditions. As coded, this means that actual assistance in managing housework and child-care increased with the husband's support of the dual-career partnership. The total amount of variance in group coping strategies explained by personal conditions is 10 percent, and the effect for variables outside the model explains 95 percent. As interpreted, 36 percent of a standard deviation increase in self-esteem coincided with one standard deviation increase
TABLE 13
CORRELATION MATRIX
OF SELECTED VARIABLES

<table>
<thead>
<tr>
<th>Variables</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Personal Conditions</td>
<td>1.000</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 Individual Coping</td>
<td>-0.0183</td>
<td>1.000</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strategies</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 Group Coping</td>
<td>0.2962</td>
<td>0.1329</td>
<td>1.000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strategies</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 Mastery</td>
<td>0.1117</td>
<td>0.4147</td>
<td>0.1374</td>
<td>1.000</td>
<td></td>
</tr>
<tr>
<td>5 Commitment</td>
<td>0.0707</td>
<td>0.3283</td>
<td>0.1794</td>
<td>0.3189</td>
<td>1.000</td>
</tr>
</tbody>
</table>

N = 124
Figure 3. Path model of personal conditions and individual and group coping strategies on several measures of dual-career women's role satisfaction (N = 124).
in individual coping strategies. As coded, this means that the dual-career wives' feelings of self-worth were enhanced by their repertoires of stress and coping strategies used to mediate potential multiple role overload or stress. The total amount of variance in self-esteem explained by individual coping strategies is 17 percent; the effect for variables outside the model account for 91 percent. As interpreted, 38 percent of a standard deviation increase in mastery (or locus of control) occurred in conjunction with one standard deviation increase in the dual-career wives' effective individual coping strategies. The dual-career wives' perception of being in charge of social and physical environments is fairly well enhanced by their many individual coping strategies utilized to manage the environments. The total amount of variance in mastery accounted for by individual coping strategies is 20 percent; variables outside the model explain 89 percent. Finally, 28 percent of a standard deviation increase in dual-career wives' commitment to multiple roles occurred in conjunction with one standard deviation increase in their individual coping strategies. This means that commitment to multiple roles is only moderately affected by the dual-career women's individual coping strategies. The total amount of variance in commitment explained by individual coping strategies is 16 percent; 92 percent of the variance comes from the effects of variables outside the model.

Of the remaining paths in the parsimonious model, none of which is statistically significant, the path between **Group Coping Strategies and Commitment** is 15, which means that for each 15 percent of a standard deviation increase in commitment, there is one standard deviation
increase in group coping strategies. In other words, an increase in family assistance or support in managing household tasks and child-care needs slightly increases the dual-career mother's commitment to multiple role demands. Cooperation from family members makes it easier for the dual-career wife/mother to derive satisfaction from her obligations and privileges as spouse, parent, and employee. Group Coping Strategies also influence Self-esteem, the path between them is measured as 12. For every standard deviation increase in group coping strategies, these dual-career women perceive 12 percent of a standard deviation increase in self-esteem. Once again, and as expected, there is a positive relationship between family assistance in managing the family's needs and the dual-career wife's self-reported feelings of value and worth. The path between Group Coping Strategies and Mastery exhibits a weak coefficient of .06. This is to say that there is only 6 percent of a standard deviation increase in sense of mastery of social and physical environments for every standard deviation increase in family-assisted home and child management. As reported above, it is the dual-career woman's repertoire of individual coping strategies which enhances her perception of being in control of events and opportunities in her occupational, family, and personal spheres. The path between Personal Conditions and Individual Coping Strategies is, unexpectedly, both weak and negative, -.04. This may be interpreted as 4 percent of a standard deviation decrease in individual coping strategies for each standard deviation increase in the wife's report of husband's cluster of attitudes toward their partnership. The average age of the women in this study sample, 38.7, may account for the negative path coefficient in that these women
are changing social norms about female role stereotypes in the context of, perhaps, a more traditional marriage. The lack of well established female career and family-oriented role models may account for the confounding of husbands' expectations and wives' multiple role obligations.

Examination of the paths in the parsimonious model does support the expected positive relationships between dual-career women's individual coping strategies and their self-reports of perceived self-esteem, mastery, and commitment, variables which comprise role satisfaction in this study design. In addition, the cluster of husband's attitudes toward spouse, parent, and employee roles contributes positively to the family's repertoire of coping strategies.

Summary

Both regression analysis and path analysis were used to examine the relative contributions of occupational, family, and personal conditions as well as individual and group coping strategies to self-esteem, mastery, and commitment. Conclusions drawn from the statistical analyses are, first, that the cluster of individual coping strategies (which include both attitudes and behaviors) is, far and away, the significant variable having impact on these dual-career women's self-reported perceptions of self-esteem, mastery, and commitment (which together comprise role satisfaction in this research design.

Second, individual coping strategies in conjunction with family conditions have a significant relationship with these dual-career women's perception of mastery or being in control of their role responsibilities and life events. Multiple regression analysis of the independent and intervening variables accounts for 20.4 percent of the variance in sense
of mastery reported for the women in the study sample.

Third, through path analysis procedures, statistically significant relationships among several of the research variables emerge and engender the creation of a parsimonious model of explanation. On the one hand, of the three overload (stress) variables, only personal conditions in relation to group coping strategies were found to be important. On the other hand, however, the path analysis of relationships between individual coping strategies and the three dependent role satisfaction variables (self-esteem, mastery, and commitment) were found to be significant. All three procedures, simple regression, multiple regression, and path analysis, substantiate the important of dual-career women's individual coping strategies in mediating multiple role overload and enabling them to perceive multiple role satisfaction.
CHAPTER VI
SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of this investigation was to examine measures of multiple role satisfaction of a sample of dual-career women with child(ren) at home as outcomes of both individual and group coping strategies utilized to mediate potential role overload (or stress). The study sample was obtained from the 1984 current membership of the Metropolitan Women's Center in Columbus, Ohio. The questionnaire consisted of a cover page requesting demographic data, three pages containing 74 Likert-type statements which have a response scale ranging from 1 to 5 (from Strongly Disagree to Strongly Agree) and a page with four open-ended questions about dual-career women's lifestyles. Mailed cover letters, questionnaires, and business reply envelopes went first class to 965 members of the organization. A follow-up postcard was mailed to non-respondents two weeks after the requested return date for the surveys. Of these returns, 124 surveys were both completed and met the research criteria: the women were (1) currently married and living with spouse, (2) currently employed full-time professionally, and (3) have child(ren) currently living at home.
The research design involved examination of three independent variables (which were considered to be measures of one general variable) in relation to three dependent variables (also considered to be measures of another general variable) through an intervening variable (comprised of two measures). The independent variable, Role Overload (or Stress), included measures of Occupational Conditions, Family Conditions, and Personal Conditions. The dependent variable, Role Satisfaction, was comprised of measures of Self-esteem, Mastery (over social and physical environments), and Commitment (to multiple roles). Measures of Coping Strategies, both Individual and Group, served as the intervening variable in this model. The Likert-type statements in the survey were grouped into eight scales used to test the statistically significant relationships between/among the independent variable, the intervening variable, and the dependent variable. These scales and their alphas may be found in Appendix C. The major hypothesis was:

the more effective her coping strategies in managing role overload (stress), the greater will be the role satisfaction (i.e., perceived levels of self-esteem, mastery, and commitment) of the dual-career mother.

Conclusions

The most significant relationships found in this investigation occur between the intervening variable, Individual Coping Strategies, and the three measures of Role Satisfaction which are Self-esteem, Mastery, and Commitment.

Utilization of such specific coping strategies as reducing standards within certain roles, rotating attention among roles to meet most pressing needs, developing new attitudes to reduce conflict, carefully
organizing activities, eliminating certain activities within roles, hiring outside help for housework and child-care, and making the most of time spent with the family enhances the perceived self-esteem, sense of mastery, and willingness to commit to multiple home and non-home role obligations. In particular, the dual-career women in this study accredited their individual coping strategies with their perceived sense of mastery or locus of control over activities and obligations in their personal, family, and professional role sets. Measures of mastery include feeling comfortable in role as parent, overlapping roles when possible or keeping them separate as necessary, eliminating some roles because of time constraints, feeling in control of what happens to the person, feeling competent in face of challenges, and doing a good job with the family.

The self-esteem measures for this study were consistently linked to the repertoires of individual coping strategies. Self-esteem measures are made up of feelings of self-importance such as believing one's interests are valuable, having a sense of self-worth including one's good qualities, possessing skills and abilities to perform tasks well, holding positive self-attitudes, experiencing self-satisfaction, being a good employee, and feeling content with one's roles.

Commitment to non-home role obligations and privileges is reflected by the employee's report of satisfaction with career promotion rate, enjoyment of the work itself, and not allowing other commitments to interfere with work performance. The third dimension of the commitment measure is especially relevant. Whereas it is not expected or acceptable for men to carry non-work related obligations into the workplace, it is
both expected and accepted that women will do so. Men's role sets are perceived and sequential; women's role sets are simultaneous, and employers expect "interruptions" from non-work obligations for married female employees with child(ren) at home. Despite efforts to the contrary for equally shared family responsibilities in dual-earner families, the bottom line in this culture is that women continue to have primary accountability for child-care and housekeeping.

The relationship between Occupational Conditions and Commitment was found to be significant in this study sample. Working conditions include the emotional environment of the workplace, having the time and training/education to perform work tasks adequately, whether or not bringing home work created conflict with the family, expectations for and ease in keeping up-to-date in professional developments, self-scheduling work hours, and contributing to one's job description. Satisfaction with the social-psychological aspects of career conditions positively affects the employee's commitment to that non-home role.

Family Conditions were found to have a positive effect on the dual-career women's perception of Master. For this study, family conditions were measured as the wife's report of a cluster of her husband's attitudes and behaviors in their dual-career partnership. Family conditions revealed the wife's evaluation of her husband's satisfaction with his wife's commitment to the family, his feelings of being comfortable as a parent, and his involvement in the child(ren)'s schoolwork and extracurricular activities as well as his satisfaction with grades and efforts. The dual-career wife's sense of mastery is increased when she perceives that her spouse is supportive through their complementary role-sharing as parents and employees.
Finally, a significant relationship was demonstrated between the variables, Personal Conditions and Group Coping Strategies. Personal conditions include, once again, the wife's report of a cluster of her husband's attitudes and behaviors. The husband's expectations of, and support for, his wife's multiple role responsibilities as well as his willing participation in the dual-career lifestyle offer a sound basis for maintaining a stable marriage and family life. Group coping strategies center around family members' assistance with day-to-day management of child-care and housework; in addition, family members can help the wife/mother/career woman reduce role conflicts by offering suggestions for solutions instead of complaints about the situation. Having a supportive spouse does increase group coping strategies because the dual-career family's goals have an immediate dyadic support system. The older the child(ren), in the dual-career family, the more likely he/she/-they will be fairly self reliant out of training and necessity. Of course, the younger the child(ren), the less self reliant he/she/they will be until time and teaching nurture his/her/their contributions to the family situation.

In summary, the denouement of this investigation is that these study women's repertoires of individual coping strategies do enhance their perceptions of multiple role satisfaction. Self-esteem, mastery, and commitment contribute to dual-career women's social psychological well-functioning in their complex role sets. These three dimensions of personality positively facilitate both adaptation and flexibility in social interaction. Within the sociocultural framework of sex or gender role stereotyping, dual-career women must draw upon their internal
resources to adapt to their still atypical status while they concomitantly maintain long-term dyadic and family relationships. Their perceptions of self-worth, being in control, and choosing to commit to multiple role obligations and privileges provide wellsprings of internal resources. Spousal support and consensus on role definitions are important also as resources for dual-career women's adaptability and flexibility. Willing cooperation from family members in home management reduces the burden of responsibility on the working mother and improves members' self-reliance.

The dual-career family is a unique social system comprised of two career-oriented adults and their offspring, isolated by both their status as a nuclear family and by the lack of an institutionalized support system. Many of the resources needed to sustain the dual-career family come from its members. The dual-career women in these study families illustrate the importance of having both powerful inner resources and significant spouse and family member resources from which to draw.

Interpretation

The conclusions drawn from the research findings in this investigation are supported in family study literature. In her examination of married professional women's role conflicts and coping strategies, Gray (1983) concludes that coping strategies were found to be significantly related to satisfaction. She observed that effective coping strategies can be learned and implemented within the complex role conflicts experienced by married professional women with children. Pearlin and Schooler (1978) report that mastery and self-esteem are efficacious psychological resources in vitiating stress; that is, freedom from negative attitudes toward self, the possession of a sense that one is in
control of the forces impinging on one, and the presence of favorable attitudes toward one's self function to reduce the stress and strains of everyday living. Marks (1977) hypothesized four elements of commitment to role which include wishes for pleasure and recognition. Though Marks' hypotheses have not been tested empirically elsewhere, they do have an intuitive appeal and provided assumptions used to measure multiple role commitment in this investigation.

Symbolic interactionist assumptions utilized in family studies were supported by the findings in this study. Dimensions such as differential commitment to family identity and the consequences of such differential commitment, compatibility between home and non-home roles, and role-linked symbolic behavior within the family construction of social reality were incorporated into this research design. Following Blumer's (1969) injunction to look at real people in "the world out there," this investigation did attempt to focalize on real women in real and complex role sets and to understand how they perceive and interpret themselves in their role sets.

Findings in this study reflect the types of reciprocity involved in a social exchange model of interaction. The mutual exchanges of tangible and intangible resources which occur between a couple and among family members served to engage and sustain the ongoing family relationships. Following Thibaut and Kelley's (1959) formulation of the social exchange framework, this study examined interactions (behaviors emitted in the other's presence), interpersonal relationships (arising from mutually emitted behavior), behavior sequences (directed toward immediate goals, especially toward problem-solving and anxiety-reduction), and
behavior repertoires.

This investigation of dual-career women's multiple role satisfaction is an initial effort to tie together a number of ideas in family studies literature. As such, it represents a beginner's look at real people in real role sets. The conduct of such inquiry is subsumed by the following ideas:

(1) if theoretical assumptions are incorrect, then the research methods do demonstrate the weaknesses of the assumptions; or,
(2) if theoretical assumptions are correct, then the research "tools" are too unsophisticated to demonstrate those assumptions.

In examination of the research design (presented in Figure 2), regression analysis demonstrates the weakness of several relationships between/among the variables. Based on low regression coefficients and coefficients of determination, the relationships between occupational conditions and the coping strategies variables (both individual and group) are weak enough to eliminate the variable link from the model. The existence of low or weak relationships between family conditions and coping strategies, as well as between personal conditions and coping strategies, would also suggest deleting the variable links in the model. Finally, the purported relationship between group coping strategies and the dependent variables (self-esteem, mastery, and commitment) is not strongly supported by regression analyses and could be removed from the model. However, regression analysis procedures do support the relationships between individual coping strategies and self-esteem, mastery, and commitment. These particular relationships are strong enough to suggest a route for future study with additional measures and with other samples.
The sample of women who participated in this study is highly homogenous so far as socioeconomic attributes are concerned. The homogeneity or lack of variability in the data restricts generalizing the findings to another population. To make this investigation more useful, it would be necessary to search for another group or other groups of women in order to compare or contrast findings about efficacy of individual or group coping strategies in relation to multiple role satisfaction variables. Another sample or other samples may illuminate significant relationships between the independent variables (occupational conditions, family conditions, and personal conditions) and the intervening coping strategies variables. It may be useful to compare and contrast data analyses of dual-career women with other types of working women whose education levels, size of family, annual household income and percentage of contribution to that income vary considerably from the SES profile of the respondents in this study.

Recommendations

This investigation of dual-career women's multiple role satisfaction as an outcome of their coping strategies used to mediate role overload or stress is merely a pilot study for future research. One of the major drawbacks in this area of family research is the absence of involvement of husbands and children who are also active participants in the dual-career family. In future, research designs should include both spouses and children in order to develop a complete picture of the structures and processes which exist in dual-career families. A longitudinal study of three generations of dual-career families might provide some useful insights into what motivates men and women to seek this type of
partnership and lifestyle. Whether or not the male and female child(ren) of these dual-career families subscribe to a similar choice in their adulthood and why or why not would be interesting to study.

There is, of course, a great need for better integration of family theory and family research efforts. Such coordination of effort and information would help reduce the dispersion of small, discrete pieces of theory and research on dual-career families. As more and more women (and their families) achieve the status of dual-career partners, family coping (and hence solidarity) may be assisted by research efforts to analyze what enables this special type of nuclear family to sustain itself in the face of many challenges. The effective coping attitudes and behaviors thus illuminated may be generalizable to other types of families and other long-term relationships as well as to single women and men who are trying to manage the wear and tear of day-to-day living.

The limitations of this research design include the model itself, the usual problems of mailing questionnaires, the sample composition, and non-generalization of the findings. The previously untested model was developed from various research studies in the family literature. The findings failed to support the author's expectations concerning the impact of independent variables making up role overload (or potential stress) on the intervening variables, individual and group coping strategies. The model was well supported in the examination of the relation between individual coping strategies and role satisfaction in terms of self-esteem, mastery, and commitment. It is crucial to include spouses' evaluations of how the dual-career lifestyle is created and sustained if we are to understand the dynamics of the relationships. Neither spouse
can accurately predict or interpret what the other spouse is perceiving in his or her construction of social reality. Hopefully, future research will include both the husband and the child(ren) in the family. The utilization of interview techniques may prove extremely helpful in collecting data about these special families. The members' input and outtake of tangible and intangible resources are the essence of family life, and as such, should be included in a holistic evaluation of the phenomenon. Path analysis and regression analysis procedures were most useful in streamlining the original model into a more usable model. Further refinement of the model could make it even more relevant to family studies.

The usualy problems with mailed questionnaires emerged in the course of this research project. The return rate for usable questionnaires (i.e., completed by women who met all three basic criteria and who completed all the questions and statements) was less than 13 percent of the total number mailed (965). Another problem with mailed questionnaires is the researcher's inability to clarify the intention or meaning of questions or statements for the respondent.

By definition, "dual-career" women are middle- to upper-middle class because of their levels of education and their career-tracks which include occupational status and income. The respondents in this sample are not representative of the general population because of their average high levels of education, upper-level occupational statuses, and their above-average annual family incomes. In addition, the study sample is not representative of the distribution of race or religion in a general population. [However, the respondents' propensity for small families of
one or two children does reflect the general population trend toward smaller families.] For these reasons, the findings of this investigation cannot be generalized to other populations of women or families.
APPENDIX A
COVER LETTER, QUESTIONNAIRE, FOLLOW-UP
Dear MWC Member,

Through the cooperation of the Columbus Metropolitan Women's Center, I am contacting you to participate in my doctoral dissertation research on dual-career women's lifestyles.

I have enclosed a copy of my "Multiple Role Satisfaction Survey" which consists of three parts. First is a page for background information. You will note that this page is coded for your strict confidentiality and anonymity if you choose to participate in this survey. Second is a section containing 74 statements, followed by five choices for your response. Finally, there is a section of the survey for your candid responses to several questions which address my basic research focus: how do married, dual-career women with child(ren) at home cope with their multiple role demands and expectations? The entire questionnaire should take no more than 45 minutes for you to complete.

Please complete the entire survey and return it to me in the enclosed, self-addressed, postage-free envelope by May 5. If you so indicate on the first page of the survey, I will be glad to send you a copy of the final results.

Thank you for your time and interest!

Cordially,

Donna K. Crossman
Doctoral Candidate

dkc
Enclosures
MULTIPLE ROLE SATISFACTION SURVEY

DEMOGRAPHIC INFORMATION

Please complete the following:

Sex of respondent: __

Education Completed:

- less than high school __
- high school graduate __
- attended college __
- college graduate __
- some graduate work __
- graduate degree __
  - M.A./M.S. __
  - Ph.D. __
  - Other: __________

Occupation:

No. years employed ______

Marital Status:

Married:
- No. of years ______
- Child(ren) living at home currently
  - Yes __ No __
- No. of child(ren) ______
- currently living at home: ______
- Age(s) of child(ren) ______
- currently living at home: ______

Ann'1 Household Income % You Contribute

- less than $10,000 ______
- $10,000 - 14,999 ______
- 15,000 - 19,999 ______
- 20,000 - 24,999 ______
- 25,000 - 29,999 ______
- 30,000 - 34,999 ______
- 35,000 - 39,999 ______
- 40,000 - 44,999 ______
- 45,000 - 49,999 ______
- 50,000 - 54,999 ______
- 55,000 - 59,999 ______
- 60,000+ ______

Please check here if you wish to receive a copy of the results of this research: ___.

Race:

- White __
- Black __
- Hispanic __
- Oriental __
- Other: __________

Religion:

- Jewish __
- Catholic __
- Protestant __
- Other: __________
- None __
Please mark the response which most closely indicates your reaction to the statement. The range of responses is: SD (Strongly Disagree) D (Disagree), U (Undecided), A (Agree), and SA (Strongly Agree).

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<tr>
<td>1. The emotional climate of my workplace is pleasant.</td>
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<td>2. I often do not have enough time to complete expected tasks at work.</td>
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<td>3. When I do not have enough time to complete expected tasks at work, I take them home to finish.</td>
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<td>4. Bringing home work to finish creates conflict with my family.</td>
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<td>5. I am often asked to perform work tasks for which my knowledge or training is inadequate.</td>
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<td>6. Often my training or education is not necessary for the tasks I perform at work.</td>
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<td>7. I am able to keep up with the developments occurring in my occupation.</td>
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<td>8. I am expected to keep up to date with the developments occurring in my occupation.</td>
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<td>9. It is difficult for me to keep up to date with the developments occurring in my occupation.</td>
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<td>10. I am free to self-schedule a portion of working hours each week.</td>
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<td>11. I am satisfied with my rate of career promotion.</td>
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<td>12. Overall, I like my work.</td>
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<td>13. I provide input for my work description.</td>
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<td>14. My husband is comfortable with my commitment to my career.</td>
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<td>15. My husband's expectations have significant impact on my career decisions.</td>
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<td>16. My husband is supportive of my career aspirations.</td>
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<td>17. My husband is satisfied with my commitment to our family.</td>
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<td>18. I review my child(ren)'s homework assignments on a regular basis.</td>
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<td>19. I frequently attend my child(ren)'s extracurricular activities.</td>
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<td>20. I feel comfortable in my role as a parent.</td>
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<td>21. My husband feels comfortable in his role as a parent.</td>
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|22. I have a good relationship with my child(ren) (i.e., I am open and honest with them and try to be available when they
23. My husband has a good relationship with the child(ren) (i.e., he makes himself available to talk with them in an open and honest manner).

24. Our child(ren) is (are) more self-reliant as a result of our dual-career lifestyle.

25. I am satisfied with our child(ren)'s achievement in school.

26. I am pleased with our child(ren)'s successes in extracurricular activities.

27. I am supportive of my husband's career.

28. My husband is a willing partner in our dual-career lifestyle.

29. My husband is satisfied with his career progress.

30. I am satisfied with my husband's commitment to our family.

31. My husband goes over the child(ren)'s homework assignments on a regular basis.

32. My husband frequently attends the child(ren)'s extracurricular activities.

33. My husband is satisfied with the child(ren)'s achievements in school.

34. My husband is pleased with our child(ren)'s successes in extracurricular activities.

35. Family members regularly share household tasks with me.

36. I have reduced my standards within certain roles.

37. I rotate my attention among roles depending on which need is most pressing.

38. I have developed new attitudes to reduce conflicts.

39. I tend to schedule and organize activities very carefully.

40. I have eliminated certain activities within roles (e.g., cleaning or cooking).

41. I have hired outside help to assist with chores.

42. I have established rules and priorities for dealing with roles.

43. Family members help me resolve conflicts between roles.

44. I consider my personal interests to be very important.

45. I am working hard to change societal definitions of women's roles.

46. I have no conscious strategies for dealing with role conflicts.
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<tr>
<th>Question</th>
<th>SD</th>
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<td>47. I overlap roles whenever possible.</td>
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<td>48. I attempt to meet all role demands by doing everything expected of me.</td>
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<td>49. I keep my roles totally separate.</td>
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<td>50. I have eliminated whole roles because I could not handle so many demands on my time.</td>
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<td>51. I feel that I am a person of worth, at least on an equal to others.</td>
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<td>52. I feel that I have a number of good qualities.</td>
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<td>53. All in all, I am inclined to feel that I am a failure.</td>
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<td>54. I am able to do things as well as most other people.</td>
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<td>55. I feel that I do not have much to be proud of.</td>
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<td>56. I take a positive attitude toward myself.</td>
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<td>57. On the whole, I am satisfied with myself.</td>
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<td>58. I certainly feel useless at times.</td>
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<td>59. I wish I could have more respect for myself.</td>
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<td>60. At times, I think I am no good at all.</td>
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<td>61. There is really no way I can solve some of the problems I have.</td>
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<td>62. Sometimes I feel as if I am being pushed around in life.</td>
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<td>63. I have little control over things that happen to me.</td>
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<td>64. I can do just about anything I set my mind to.</td>
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<td>65. I often feel helpless in dealing with the problems of life.</td>
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<td>66. What happens to me in the future mostly depends on me.</td>
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<td>67. There is little I can do to change many of the important things in my life.</td>
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<td>68. I am doing a good job with my family.</td>
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<td>69. I make the most of my time spent with my family.</td>
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<td>70. I am doing a good job for my employer.</td>
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<td>71. I enjoy my job.</td>
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<td>72. I do not allow other commitments to interfere with my work performance.</td>
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<td>73. For the most part, I am contented with the roles I have.</td>
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<td>74. The various role demands I experience are what I expected.</td>
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Please respond to the following questions briefly and to the point.

Do the members of your family understand what your job/work is?
To make your complex lifestyle simpler, what one change would you recommend for yourself?

Which of your many roles seems most satisfying to you? Why?

When you feel 'burned-out' by your commitments, what do you do to 'recharge the battery' so you can meet your obligations? (For example, do you try to get away for a few days of rest and recreation?)

**********

I want to thank you for taking your valuable time to complete this questionnaire. Please return it to me in the enclosed, postage-free, self-addressed envelope. If you wish, I will be glad to send you a summary of the results when they are complete if you will check the appropriate place on the cover page of this questionnaire.
Dear MWC Member,

Recently, I mailed to you a survey about dual-career women's lifestyles. If you are a married, employed, professional woman with a child or children at home, and if you have not returned the questionnaire, please take the time to complete and return it to me.

I believe this is an important area of social science research about women. I look forward to examining the data and sharing the findings with you.

Thank you for contributing to this research effort!

Donna K. Crossman
Doctoral Candidate
The Ohio State University
Department of Sociology
APPENDIX B

SUB-SCALES
Measures of Relationships between Coping Strategies and Satisfaction for Married Professional Women

How strongly do you agree or disagree with the following statements? (The scale of responses ranges from Agree to Disagree)

1. Family members share household tasks with me.
2. I have reduced my standards within certain roles.
3. I rotate my attention among roles depending on which need is most pressing.
4. I have developed new attitudes to reduce conflicts.
5. I tend to schedule and organize activities very carefully.
6. I have eliminated certain activities within roles (e.g., cooking).
7. I have hired outside help to assist with chores.
8. I have established rules and priorities for dealing with roles.
9. Family members help me resolve conflicts between roles.
10. I consider my personal interests very important.
11. I am working hard to change societal definitions of women's roles.
12. I have no conscious strategies for dealing with role conflicts.
13. I overlap roles whenever possible.
14. I attempt to meet all role demands by doing everything expected of me.
15. I keep my roles totally separate.
16. I have eliminated whole roles since I could not handle so many demands on my time.

(Gray, 1983, p. 239)
Factor Items Measuring Psychological Coping Resources: II. Mastery

How strongly do you agree or disagree that:

1. I have little control over the things that happen to me.

2. There is really no way I can solve some of the problems I have.

3. There is little I can do to change many of the important things in my life.

4. I often feel helpless in dealing with the problems of life.

5. Sometimes I feel that I am being pushed around in life.

6. What happens to me in the future mostly depends on me.

7. I can do just about anything I really set my mind to do.

(Pearlin and Schooler, 1978, p. 20)
Factor Items Measuring Psychological Coping Resources: III. Self-esteem

How strongly do you agree or disagree that:

1. I feel that I have a number of good qualities.
2. I feel that I'm a person of worth, at least on an equal plane with others.
3. I am able to do things as well as most other people.
4. I take a positive attitude toward myself.
5. On the whole, I am satisfied with myself.
6. All in all, I am inclined to feel that I'm a failure.

(Pearlin and Schooler, 1978, p. 20)
Measures of Occupational Conditions

How strongly do you agree or disagree with the following statements? (The scale of responses ranges from (1) Strongly Disagree to (5) Strongly Agree.)

The emotional climate of my workplace is pleasant.

I often do not have enough time to complete expected tasks.

I am often asked to perform tasks for which my knowledge or training is inadequate.

Often my training or education is not necessary for the tasks I do.

I am able to keep up with the developments occurring in my occupation.

I am expected to keep up-to-date with the developments occurring in my occupation.

It is difficult to keep up-to-date with the developments occurring in my occupation.

When I do not have enough time to complete expected tasks at work, I take them home to finish.

Bringing work home to finish infringes on my time with the family.

I am free to self-schedule a portion of working hours each week.

I am satisfied with my rate of promotion in my career.

Overall, I like my work.

I provide input for my work description.

My husband is comfortable with my commitment to my career.

My husband's expectations have significant impact on decisions I make about my career.

My husband is supportive of my career aspirations.
Measures of Management of Home and Child(ren)

How strongly do you agree or disagree with the following statements. (The scale of responses ranges from (1) Strongly Disagree to (5) Strongly Agree.)

My husband is satisfied with my commitment to the family.

I review my child(ren)'s homework assignments on a regular basis.

I frequently attend my child(ren)'s extracurricular activities.

I feel comfortable in my role as parents.

My husband feels comfortable in his role as parent.

I have a good relationship with my child(ren).

My husband has a good relationship with the child(ren).

Our child(ren) is (are) more self-reliant as a result of our dual-career lifestyle.

I am satisfied with our child(ren)'s level(s) of achievement in school.

I am pleased with our child(ren)'s successes in extracurricular activities.
Measures of Dual-career Wife's Commitment to Multiple Roles

How strongly do you agree or disagree with the following statements? (The scale of responses ranges from (1) Strongly Disagree to (5) Strongly Agree.)

I am doing a good job with my family.
I enjoy my job.
I make the most of my time spent with my family.
I am doing a good job for my employer.
I do not allow other commitments to interfere with my work performance.
For the most part, I am contented with the roles I fulfill.
The various role demands I experience are what I expected.
Measures of Husband's Expectations

How strongly do you agree or disagree with the following statements? (The scale of responses ranges from (1) Strongly Disagree to (5) Strongly Agree.)

I am supportive of my husband's career.

My husband is a willing partner in our dual-career lifestyle.

My husband is satisfied with his career progress.
APPENDIX C

COMPONENTS OF SCALES 1-8
SCALE 1 (Occupational Conditions) (12 items)

The emotional climate of my workplace is pleasant.

I often do not have enough time to complete expected tasks.

When I do not have enough time to complete expected tasks, I take them home to finish.

Bringing work home to finish creates conflict with my family.

I am often asked to perform work tasks for which my knowledge or training is inadequate.

Often my training or education is not necessary for the tasks I perform at work.

I am able to keep up with the developments occurring in my occupation.

I am expected to keep up-to-date with the developments occurring in my occupation.

It is difficult for me to keep up-to-date with the developments occurring in my occupation.

I am free to self-schedule a portion of working hours each week.

Overall, I like my work.

I provide input for my work description.

Alpha = 0.70
SCALE 2 (Family Conditions) (13 items)

My husband is satisfied with my commitment to our family.

I review my child(ren)'s homework assignments on a regular basis.

I frequently attend my child(ren)'s extracurricular activities.

My husband feels comfortable in his role as parent.

I have a good relationship with my child(ren) (i.e., I am honest with them and try to be available when they want to talk things over).

My husband has a good relationship with the child(ren) (i.e., he makes himself available to talk with them in an honest and open manner).

Our child(ren) is (are) more self-reliant as a result of our dual-career lifestyle.

I am satisfied with our child(ren)'s achievement in school.

I am pleased with our child(ren)'s successes in extracurricular activities.

My husband goes over the child(ren)'s homework assignments on a regular basis.

My husband frequently attends the child(ren)'s extracurricular activities.

My husband is satisfied with the child(ren)'s achievements in school.

My husband is pleased with our child(ren)'s successes in extracurricular activities.

Alpha = 0.87
SCALE 3 (Personal Conditions) (8 items)

My husband is comfortable with my commitment to my career.

My husband's expectations have significant impact on decisions I make about my career.

My husband is supportive of my career aspirations.

I am supportive of my husband's career.

My husband is a willing partner in our dual-career lifestyle.

My husband is satisfied with his career progress.

I am satisfied with my husband's commitment to the family.

The various role demands I experience are what I expected.

Alpha = 0.73
SCALE 4 (Self-esteem) (14 items)

I consider my personal interests very important.
I feel that I am a person of worth, at least on an equal basis to others.
I feel that I have a number of good qualities.
All in all, I am inclined to feel that I am a failure.
I am able to do things as well as most other people.
I feel that I do not have much to be proud of.
I take a positive attitude toward myself.
On the whole, I am satisfied with myself.
I certainly feel useless at times.
I wish I could have more respect for myself.
At times, I think I am no good at all.
There is really no way I can solve some of the problems I have.
I am doing a good job for my employer.
For the most part, I am contented with the roles I have.

Alpha = 0.84
SCALE 5 (Mastery (11 items))

I feel comfortable in my role as parent.

I overlap roles whenever possible.

I keep my roles totally separate.

I have eliminated whole roles because I could not handle so many demands on my time.

Sometimes I feel as if I am being pushed around in life.

I have little control over the things that happen to me.

I can do just about anything I set my mind to.

I often feel helpless in dealing with the problems of life.

What happens to me in the future mostly depends on me.

There is little I can do to change many of the important things in my life.

I am doing a good job with my family.

Alpha = 0.72
SCALE 6 (Commitment) (3 items)

I am satisfied with my rate of promotion in my career.

I enjoy my job.

I do not allow other commitments to interfere with my work performance.

Alpha = 0.52
SCALE 7 (Individual Coping Strategies) (11 items)

I have reduced my standards within certain roles.

I rotate my attention among roles depending on which need is most pressing.

I have developed new attitudes to reduce conflicts.

I tend to schedule and organize activities very carefully.

I have eliminated certain activities within roles (e.g., cooking).

I have hired outside help to assist with chores.

I have established rules and priorities for dealing with roles.

I am working hard to change societal definitions of women's roles.

I have no conscious strategies for dealing with role conflicts.

I attempt to meet all role demands by doing everything expected of me.

I make the most of my time spent with my family.

Alpha = 0.55
SCALE 8 (Group Coping Strategies) (2 items)

Family members regularly share household tasks with me.

Family members help me resolve conflicts between roles.

Alpha = 0.62
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