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**THE INTRAPERSONAL ROLE CONFLICTS OF ADULT WOMEN
UNDERGRADUATE STUDENTS**

The Ohio State University

Ph.D. 1983

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THE INTRAPERSONAL ROLE CONFLICTS
OF ADULT WOMEN UNDERGRADUATE STUDENTS

DISSERTATION

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

By

Eda DiFilippo Mikolaj, B.S.N., M.S.

★ ★ ★ ★ ★

The Ohio State University

1983

Reading Committee:

David L. Boggs, Ph.D.

William D. Dowling, Ph.D.

Grayce M. Sills, Ph.D.

Approved By

Advisor
College of Education

To:

My Husband, Peter

My Children, Loretta and Heather

My Father, John

My Mother, Mary

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VITA

May 12, 1935.	Born - Lorain, Ohio
1957.	B.S.N., St. John College Cleveland, Ohio
1957-1958	District Nurse, Cleveland Division of Health Cleveland, Ohio
1958-1959	Staff Nurse, University Hospitals, Columbus, Ohio
1959-1960	Attended Graduate School The Ohio State University Columbus, Ohio
1960-1962	Instructor, Mount Carmel School of Nursing, Columbus, Ohio
1962.	M.S., The Ohio State University Columbus, Ohio
1963.	Medical-Surgical Instructor University of Wisconsin School of Nursing, Madison, Wisconsin
1965.	Staff Nurse, Holy Cross Hospital Salt Lake City, Utah
1965-1967	Instructor, Mount Carmel School of Nursing, Columbus, Ohio
1970-1973	Progressive Experience - Instruc- tor to Chairperson, Nursing Department, Columbus Technical Institute, Columbus, Ohio
1974-1976	Attended Graduate School The Ohio State University Columbus, Ohio

1976-1977.	Evaluator (part-time) Family Nurse Practitioner Program, The Ohio State University School of Nursing Columbus, Ohio Program Coordinator (part-time) Advanced Learning Opportunities in Nursing, University Hospitals Columbus, Ohio
1977-1979.	Graduate Research Associate The National Center for Research in Vocational Education Columbus, Ohio
1979-1981.	Nurse Educator, Nurse Practitioner Program, The Ohio Family Planning Training Center Columbus, Ohio
1982-1983.	Attended Graduate School The Ohio State University Columbus, Ohio
1983-Present	Associate Professor/Director, Nursing Education, Ohio University - Zanesville Zanesville, Ohio

FIELDS OF STUDY

Major Field: Adult Education

Studies in Adult Education. Professors David L. Boggs
and William D. Dowling

Studies in Nursing. Professor Grayce M. Sills

Studies in Public Administration. Professor Sven
Lundstedt

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CHAPTER I

INTRODUCTION

During the last decade, the composition of the student population in higher education changed to include more older students, particularly women. Along with men, great numbers of women are returning to school in an effort to enhance their lives and/or career opportunities. The traditional 18 to 24 year old age student group will decrease during the 1980's but the population aged 25 to 64 is projected to increase (U. S. Department of Education [USDE], 1982, p. 127). The higher education enrollments of students 25 years and older increased from 2.4 million in 1970 to 4.5 million in 1980 (USDE, 1982, p. 117).

The greater enrollment of non-traditional women students (24 years and older) occurred along with an increase of participation by women in the labor force and changing family relationships. As women turn to education for help in personal and job skill development, they participate more fully in the work world and redefine their domestic functions.

Although there are more women enrolling in post-secondary programs, women still receive fewer higher education degrees than men and thus, are underrepresented in

prestigious professional and higher paying jobs. Therefore, it appears that many women are encountering problems that interfere with the achievement of education and career success. On the other hand, there are women who do accomplish a great deal in both the educational and career arenas. It is important to learn more about factors that inhibit or enhance the opportunity for women to receive college degrees, since appropriate educational credentials are essential for women to achieve personal, career and financial parity with men.

There is growing awareness that institutions of higher education should develop programs to more effectively meet the educational needs of the adult learner. This concern was reflected in the 1976 Ohio Board of Regents Third Master Plan statement, "Increasing numbers of adults want higher education to expand their intellectual horizons, upgrade their skills or prepare for entirely new careers. Blacks, women and the poor are turning to higher education as the avenue to greater opportunity and fulfillment . . . Our colleges and universities must respond to this need for Lifelong Learning opportunities, . . ." ("Higher Education in Ohio," 1977, pp. 41, 42). In October, 1978, the Ohio State University Board of Trustees, responding to the increased numbers of students over twenty-five years old, approved the establishment of an Office on Continuing

Education to better meet their needs ("Trustees' Report," 1978).

Although the enrollments projected by the 1976 Plan for the 22-29 age group have been below expectations, enrollment of students over 30 bore out the 1976 projections ("Master Plan," 1982, p. 7). The 1982 Master Plan reaffirms the commitment of the University to older students by stating, "Educating the older adults also requires undergraduate programs that foster personal development and that provide preparation for careers and graduate study. But older students require programs that can accommodate their later entrance into higher education, or their returning to finish degrees after a period away from formal studies, or their desires for in-service education for career change or advancement" (1982, p. 15).

Women, historically responsible for the care of their children and homes, need to fulfill their student obligations along with their domestic and/or employee responsibilities. A better understanding of these varied interacting components in the lives of adult women will provide information that may be useful in the further development of programs and support services for these students.

Background of the Problem

The preceding discussion suggests that women students enrolled in undergraduate programs encounter problems in obtaining their degrees. These problems stem from varied

personal, psychological and social factors, including those associated with gender and age. To examine the problems encountered by non-traditional women undergraduates (adult women 24 years or older), the focus of this study, adult and sex-related factors must be considered.

Mature students are very much part of the college scene today. In today's constantly changing world, according to the Carnegie Commission on Higher Education (CCHE), men and women need lifelong learning opportunities to adapt, renew themselves, and acquire new knowledge ("Toward a Learning Society," 1973). Also, combining student and family responsibilities is becoming much more common. Many of these older students are women who want to learn new skills, develop occupational abilities, and enter professions in an effort to exercise more influence and participate in more activities outside the home (CCHE, "Toward a Learning Society," 1973).

Although fewer women than men attain higher education degrees, there are many who successfully complete educational programs and engage in satisfying careers. Utilizing Howard McClusky's (1963; 1970; 1971; 1973) load-power framework, their success may be due to having sufficient power (resources) to meet the demands of school and other responsibilities. In the load-power framework, this difference between the demands of life and available resources is the margin. According to McClusky, the margin

(surplus of resources) is dependent on the ratio of load (the tasks each individual must accomplish in carrying out the daily requirements of life) to power (the resources available to an individual in meeting the daily requirements of life). Margin can be altered by changing the value of load and/or power. For example, if power remains constant, increasing load will decrease margin while decreasing load will increase this margin.

Statement of the Problem

The purpose of this study is to investigate the conflicts, if any, that undergraduate mature women students perceive in their life situations as they meet their adult responsibilities as parent, mate, home manager and/or worker while pursuing a higher education degree; and the interrelationships between these conflicts and select variables. The variables include age; marital status; race; number and ages of children; general health status; attitudes of family members toward the college enrollment of the adult woman; employment status; enrollment status; academic level; program of study; grade point average; reasons for enrollment; the educational background, income and occupation of the head of household; and the interruptions of educational and/or occupational experiences.

The objectives of this study are:

1. To identify the degree of selected intrapersonal role conflicts experienced by adult women undergraduate

students as they meet their responsibilities as students, parents, mates, home managers and/or workers.

2. To assess the impact of these selected intrapersonal role conflicts on load/power and, subsequently, the margin these women students have to meet the demands of their daily lives.
3. To establish the relationship of the load/power ratio of these women students with selected demographic, academic, and employment variables.

Rationale and Theoretical Framework

Adulthood, with its transition points and crises, is comprised of developmental periods as is childhood and adolescence (Havighurst & Orr, 1956). Adult development reflects the ongoing flow of transactions of the individual with people, groups, and organizations associated with his or her position in the family, work setting, and community (Knox, 1977, p. 81). Social position, a collectively recognized category of persons, can be either ascribed on the basis of factors, such as age, sex, and kinship; or achieved by manifesting talent and effort (Linton, 1936, p. 115). Worker, parent, spouse, and student are examples of ascribed positions commonly held by adults while professional status and artistic acclaim are achieved ones.

Role Behavior. A person holding a position, the role occupant, is required to meet the behavioral and attitudinal norms expected of any individual occupying that

specific position (role expectations). Role, the expected and actual behaviors associated with a position is determined by two factors: (1) prescribed societal norms for the occupant of a particular position; and (2) the situationally appropriate behavior pattern selected by the role occupant (Hardy, 1978).

Conway (1978) described two major perspectives from which roles and role performance have been studied in the behavioral sciences. First, the functionalist approach assumes that roles are fixed social positions with attached expectations and demands. These roles are learned through socialization and reinforced by negative or positive sanctions. Second, the interactionist approach posits that the individual engages in interactions with others; organizes and interprets the cues of others in the environment; and behaves according to cues judged to have personal relevance.

Neither perspective can sufficiently explain the diversity of human behavior. "The content of socialization, i.e., knowledge of the status structure of the society and of the role prescriptions and role behaviors attached to the various statuses, is acquired through two simultaneously occurring processes: interactional processes and learning processes that involve different agents or agencies of socialization (family, peers, school, other institutions)" (Hurley, 1978, p. 36). Socialization is viewed as a reciprocal process in which the socializee and

socializer are mutually influenced (Hurley, 1978). Thus, the role occupant is active rather than passive in defining appropriate role behaviors for a specific position.

Levinson (1959) conceptualized role as a process involving three components: (1) structurally given demands associated with a given position (norms, expectations, taboos, and responsibilities); (2) the personal role conception of the position member (inner definition of what someone in a given position should do and think about it); and (3) role behavior (the actions of the position member). Similarly, Kahn, Wolfe, Quinn, and Snoek (1964) describe several dimensions of role, including: (1) pressures exerted upon an individual by others (role senders) to bring about behavioral conformity to their role expectations; (2) the perception of these pressures by the individual; and (3) role behavior motivated by role pressures as well as a variety of psychological forces. These psychological factors stem from the individual's intrinsic satisfaction with the role.

Developmental tasks. According to Robert J. Havighurst and Betty Orr (1956), adults are expected to fill ten social roles, each with its own socially defined behavior: parent, spouse, child of aging parent, homemaker, worker, user of leisure, church member, club or association member, citizen and friend. These roles, varying with different developmental stages of the life

cycle, can be defined for young adults, middle-aged adults and older adults (Havighurst, 1976, p. 43). As adults progress through these three stages of adulthood, they are expected by their cultural group to master specific essential skills (developmental tasks) and acquire certain approved patterns of behavior (Hurlock, 1980, p. 9). A developmental task is "a task which arises at or about a certain period in the life of the individual; successful achievement of which leads to his happiness and to success with later tasks, while failure leads to unhappiness in the individual, disapproval by the society, and difficulty with later tasks" (Havighurst, 1972, p. 2). A recent study (Merriam and Mullins, 1981) showed that the tasks delineated by Havighurst were considered important by adults of all incomes, age and gender. However, women ranked the tasks as more important than men as did middle income respondents when compared to lower or upper income adults.

Some tasks arise from physical and psychological maturation, such as learning to walk and, during adolescence, behaving acceptably to the opposite sex; others develop from the cultural pressures of society, such as learning to read and participating as a socially responsible citizen; and finally, others emerge from the personal values and aspirations of the individual, such as preparing for an occupation and developing a philosophy of life

(Havighurst, 1976, p. 5). Thus, developmental tasks arise from physical maturation and cultural pressures as well as personal desires, aspirations and values; and in most cases, from combinations of these factors acting together. The developmental tasks of youth tend to primarily be the products of physiological and mental maturation while those of adults are products of social roles (Knowles, 1980, p. 51).

According to Alan Knox (1977, p. 15), adults encounter a shifting pattern of developmental tasks in each social position they occupy as they progress from young adulthood to middle and old age. The attention to performance of each role reflects personal interests and abilities as well as societal expectations and opportunities. Life style is the aggregate pattern of role performance. An individual is generally judged to live successfully if he or she meets both social and personal expectations while mastering the basic living tasks at each stage of life (Havighurst & Orr, 1956).

Role Conflict. The multiple positions occupied by adults each have a set of prescriptions defining the expected behavior of position members (Thomas, 1966, p. 29). Thus, the social positions occupied by mature women students place demands on them. These role demands, pressures aimed at influencing behavior, are exerted by society and its norms along with associates (role set) who

are concerned with the behavior of a given woman. The role set can include mate, children, employer, teachers, co-workers, supervisor, siblings, parents, friends and neighbors.

Based on the perceptions of these expectations by the woman as well as her developmental life stage, personality, aspirations and values, she determines which demands to meet and how to behave in each of her social positions. Following Hall (1972), in this study role will be viewed as an umbrella concept, including social position and its accompanying demands, personal role conception, and behavior.

The problem adult women, particularly workers and/or students, generally face is conflict in meeting the role demands in their multiple and varied positions. The roles of interest in this study are parent, mate, worker, household manager and student. "Role conflict refers to difficulty in conforming to role expectations" (Nevill & Damico, 1974). Various members of the role set may impose pressures on the woman at any given time for different kinds of behavior and create psychological conflict for her (Kahn et al., 1964, p. 16). Stryker and Macke (1978) provide an overview of role conflict in the following: (p. 72)

Role conflict takes five basic forms: structurally competing demands of different roles; structurally competing demands of various parts

in a role-set; conflicting reactions of the same individuals to the same behaviors; differences or lack of clarity in others' expectations; and conflict between role expectations and self-concept. All produce difficulties in role construction and enactment. The solutions include changing one's self-definition, redefining the situation, negotiating a role bargain, as well as taking the structure as it is and ignoring it, leaving relationships, or adopting structural patterns of avoidance.

Kahn et al. (1964) describe several types of role conflict, including inter-role conflict. Inter-role conflict, role demands associated with one social position are in conflict with those stemming from other positions, may be a problem faced by many women. However, Hall (1972) states that the conflicts between roles are often more a matter of role overload and competition for the woman's time, a scarce resource, rather than an issue of intrinsic role incompatibility.

Similarly, Kahn et al. (1964) defines overload as a complex, emergent role conflict, combining aspects of inter-sender conflict (demands from one role sender oppose demands from other senders) and person-role conflict (person's needs and aspirations may lead to behaviors unacceptable to members of his role set). Overload, viewed from this perspective, is conflict in which various role senders hold legitimate expectations that a person performs a wide variety of tasks, all of which are compatible in the abstract. However, it may be impossible

for the woman to complete all the tasks within given time limits. She is likely to experience overload as a conflict of priorities and must decide which pressures to comply with and which to ignore.

Hall (1972) adds another dimension to role conflict experienced by women. Although men occupy multiple positions, their roles, usually salient at different times, do not produce conflict by operating simultaneously. Women, however, often bearing the major responsibility for the children, are more likely to face the demands of their competing role senders simultaneously.

Deutsch (1969) stated that conflicts (incompatible actions) could take two forms: (1) interpersonal conflict which reflects incompatible actions of two or more persons; (2) intrapersonal conflict in which the incompatible actions occur within one person. Nevill and Damico (1975) define these two types of role conflict. Interpersonal conflict arises when, due to a discrepancy between role expectations and role behavior, particular individuals deviate from an expected norm for behavior in a given role. Intrapersonal conflict can occur in several situations, such as when individuals attempt to fulfill more than one role simultaneously and must satisfy multiple sets of expectations. An example is an employed mother who attempts to be provider, nurturer, and companion. Another source of intrapersonal conflict can occur during times of

social change in which role definitions lack specificity and clarity. The changing role of women in American society with its accompanying shifts in family structure, sexual relations and economic dependency can be cited (Nevill & Damico, 1975, pp. 487, 488).

Load-Power Concept. Returning to adult development, Howard McClusky (1963) conceptualized a model for studying the psychological development and adjustment of persons in the adult years. Adulthood is marked by major emotional, social and physical changes. As an individual moves through the stages of adult maturation, psychological integration is preserved as he or she continuously perceives and organizes pertinent environmental stimuli into a meaningful pattern. This tendency of adults toward integration exists alongside a tendency for self-protection and an equally basic tendency to seek goals for self-enhancement.

Two key concepts comprising McClusky's model, the load the individual must carry in living and the power which is available to him/her for carrying the load, are defined as follows: (McClusky, 1963, pp. 15, 16)

Load is divided into groups of interacting elements: external load consisting of tasks involved in the usual requirements of living such as those connected with family, work, civic obligations and the like; and internal load consisting of those life expectancies set by the individual for himself.

Power consists of a combination of such interacting factors as physical, social, mental, and economic abilities together with acquired skills and the like which may contribute to the effective performance of life tasks.

Thus, load is divided into two groups of interacting elements: the external load consisting of tasks involved in the usual requirements of living; and the internal load consisting of personal life expectancies. McClusky (1971, 1973) further defines load as the self and social demands made on a person in order to maintain autonomy; and power as the resources, abilities, positions, and allies which a person can command to cope with load.

McClusky's (1963) third concept, margin, is the reservoir of resources or energy that an individual possesses to meet the daily load requirements, as well as any life emergency. Margin, a function of the relationship of load to power, is surplus power available to a person over and beyond that required to handle load (McClusky, 1970). "In the light of our theory therefore, a necessary condition for learning is access to and/or the activation of a Margin of Power that may be available for application to the processes which the learning situation requires" (McClusky, 1970, p. 83).

In this study, load will be conceptualized as the total number of daily living task requirements that adult women are expected to satisfactorily perform in their varied social positions (external load); and the personal

life expectancies of the individual woman (internal load). Borrowing from some role theory concepts, the external load is the role expectations associated with specific social positions; internal load reflects the individual woman's personal role definition; and lastly, the interaction between these two factors reflects the degree of intrapersonal conflict or absence of conflict. Power, in this study, will be viewed as available resources to meet the daily load demands while margin is the surplus resources an individual possesses.

Definition of Terms

The following definitions are presented to clarify the intended meaning of select terms used in this study:

Adult Women Students - For purposes of this study, the term adult women students is used to describe women students who are 24 years and older; married or single heads of households with one or more dependents; and continuing an interrupted education. This term will be used interchangeably with mature women students, older women students, and reentry women students.

Higher Education - In this study, the term higher education refers to education beyond the secondary level leading to a formal degree.

Intrapersonal Role Conflict - In this study, the term intrapersonal role conflict describes the difficulty an individual may have in conforming to the expected

behavioral norms for a given role. It will specifically refer to the conflict which occurs when an individual attempts to fulfill more than one role simultaneously and experiences difficulty in completing the multiple role tasks within given time limits.

Load - For purposes of this study, load refers to the socially determined daily tasks which must be accomplished as a student, parent, mate, home manager and/or worker; and the personal expectations an individual has regarding acceptable performance in each of these social positions. To perform these tasks, varying amounts of effort are exerted and barriers surmounted by the individual. If the necessary effort is great, the tasks may be considered burdensome.

Margin - The term margin, in this study, refers to the surplus resources the individual has available to meet the daily living requirements as well as the unexpected emergencies of life.

Power - In this study, power refers to the resources (energy, support, ability or strength) available to an individual for accomplishing the daily responsibilities of life. Adequate power can add joy, richness, and pleasure to life.

Social Position - The term social position, in this study, refers to a collectively recognized category of persons, such as mate, parent and worker.

Role - The term role is used in this study to describe the socially prescribed and the individually enacted behavior of persons occupying specific social positions. Role includes several components: social position and its accompanying demands, personal role definition, and behavior.

Limitations

This study is limited to a one semester enrollment of adult women students. Thus, the population may not be representative of the older women students enrolled throughout the academic year.

No access to drop-out students is another limitation since the load/power ratios of students leaving the program may differ considerably from the remaining students. .

This study is limited to the self-perceived load/power ratios of mature women students.

Generalizations beyond this sample to other populations of adult women students should be made cautiously. Although the respondents met specific criteria, the individuals were not randomly selected. Lack of random selection and the sample size, while adequate for the scope of this study, limit extending the findings to other groups of adult women students.

Significance of the Problem

The investigator's interest in this study stems from her studies in adult education and personal experiences as an adult student. Men typically achieve independence and occupational readiness during their adolescence and early twenties while many women go through these developmental stages later in life. To receive the necessary educational preparation for accomplishing these developmental tasks, older women have increasingly enrolled in higher education programs.

The adult woman student encounters demands and experiences which are different than those of traditionally aged students or other females her own age. In order to succeed academically, the older woman student must learn to organize and balance her social and intellectual pursuits with domestic and/or job responsibilities. Meeting several role obligations simultaneously may create conflicts for her.

Some investigations have been made into the needs and problems of mature women enrolled in higher education. However, the family relationships and intrapersonal conflicts of adult women students have not yet been closely examined to determine how much conflict these women experience, and the impact of these conflicts on their lives. The focus of this study will be to investigate

the degree of conflict women perceive in their lives as they meet their daily responsibilities as undergraduate student, parent, mate, home manager and/or worker.

Higher education administrators could use this information to develop academic programs and support services that more adequately meet the needs of older women students.

CHAPTER II

REVIEW OF RELATED LITERATURE

The related literature identified in this study is concerned with women students in higher education, women in the work force, and the marriage and/or family relationships of reentry women students.

Women Students in Higher Education

Until the middle of the nineteenth century, opportunities for women to participate in higher education were almost nonexistent (Carnegie Commission on Higher Education [CCHE] "Opportunities for Women," 1973, p. 15). Throughout the present century, women have been more likely to graduate from high school and less likely to enter college than men in the same age group, but in recent years the differences have been narrowing (CCHE "Opportunities for Women," 1973, p. 35). From 1950 to 1965, first-time college enrollments for females in credit programs more than tripled while high school graduations among females only doubled (Sexton, 1976, p. 12).

First-time and total enrollments of females increased faster than men between 1970 and 1980 (USDE, 1982, p. 131). According to Tittle and Denker (1980), the number of women

under 35 years old enrolled in college increased by 76 percent between 1968 and 1978, while men increased by only 24 percent (p. 7). Women comprised 51.8 percent of college students in 1979, compared to 45.2 percent in 1974 (USDE, 1981, p. 102). According to a Census Bureau release in May, 1981, women attending college now outnumber men. Most of the women were older, employed and attending college part-time ("Student Body Changes," 1981).

Education is a funneling process for society, but to Schlossberg (1974), the following facts seem to indicate that the neck of the funnel is more narrow for women than men: (pp. 257, 258).

1. Females are more likely to graduate from high school than men, but less likely to enroll in college.
2. The degree aspirations of females have risen at a much sharper rate than those of men in recent years, but females still tend to aim lower than men.
3. Female graduate students are more likely than men to be enrolled part-time, study in fields where a master's rather than a doctoral degree is appropriate, and drop out of graduate school.

Harris (1975) corroborates this viewpoint with her simple rule of the higher, the fewer. She states that

although more women than men finish high school, fewer women than men go on to college or receive graduate degrees. "Once they qualify, the higher-the-fewer rule continues to apply: the higher in terms of rank, salary, prestige, or responsibility, the fewer the number of women to be found" (p. 164).

In 1970, females in the United States comprised 50.4 percent of high school graduates, 43.1 percent of persons with bachelor's degrees, 36.5 percent of those with master's and doctor's degrees (combined), 24 percent of faculty members in institutions of higher education, 13.4 percent of those with doctor's degrees, and 8.6 percent of full professors (CCHE, "Toward a Learning Society," 1973, p. 2). Thus, there were fewer women at each successive stage of education.

The increased enrollment of females in higher education has served to narrow the educational gap between the sexes. These increases are reflected in the proportion of degrees awarded to females. In the 1976-77 academic year, women received 46 percent of the bachelor's, 47 percent of the master's, and 24 percent of the doctoral degrees (USDC, 1980, p. 36).

However, despite their educational gains, females have not yet achieved educational parity. Although women have been as likely as men to complete high school,

substantial differences remained in the proportion of men and women who continued on to college. Although the proportion of 18 and 19 year old men and women enrolled in college in 1978 was about equal, only 26 percent of women 20 and 21 years old were in college as compared to 31 percent of their male counterparts (Tittle & Denker, 1980, p. 7). According to the Bureau of Census (1980, pp. 35, 36), about 36 percent of women high school graduates, 25 to 29 years old, had gone on to complete at least one year of college in 1970, compared with about 47 percent of their male counterparts. By 1978, about 49 percent of such women had completed a year or more of college, compared with about 59 percent of similar men.

Only 50 percent of the women who started as freshmen in 1971 were seniors in 1974 as compared to 61 percent of the men (Centra, 1980, p. 31). Women enrolled in the first and second years of four year colleges were as numerous as men in 1978, but the number of women per 100 men in the third and fourth years of college was only 84, up from 62 in 1970. Females received only 10 percent of all doctorates in 1949-1950 and 16 percent in 1972 (USDC, 1976, p. 21). Although the percentage of 25-29 year old females who had completed 4 or more years of college rose from 12.9 percent in 1970 to 20.6 percent in 1978, there still was a higher proportion of males than

females who had completed this much schooling in both time periods (USDC, 1980, p. 38).

The historical participation of black women in higher education varies somewhat from that of white women. The proportion of high school graduates among 18 to 24 year old whites remained fairly stable between 1970 and 1980, but for blacks, it increased from 60 to 70 percent (USCE, 1982, p. 118). The Census Bureau (1980, p. 94) reports that in 1978, 569,000 black women 14 to 34 years old were enrolled in college as compared to 269,000 in 1970. This represented a 112 percent increase and was comparable to their white counterparts.

Although great strides were made by black women, they have not yet achieved educational parity with white women. By 1978, 76 percent of black women 25 to 29 years old were high school graduates as compared to 58 percent in 1970. However, this was still below the 86 percent proportion of white women who had completed high school in 1978 (USDC, 1980, p. 94).

Between 1970 and 1980, the higher education enrollment of older students (25 years and older) rose from 2.4 million to 4.5 million (USDE, 1982, p. 117). The increase in part-time student enrollment during this same ten year period reflects this substantial increase of older students who tend to enroll part-time (USDE, 1982, p. 129). Between 1972 and 1976, a major change

occurred in the age distribution of college students (Tittle & Denker, 1980, p. 7). The number of persons under twenty-five years of age decreased as a percentage of total enrollment in higher education institutions from 72 percent to 67 percent. The age group 25 to 29 increased from 5.8 percent to 7.2 percent of college enrollment while ages 35 and older showed an increase from 8.6 percent to 10.7 percent.

According to Robinson (1980), many of these adult students once started their baccalaureate degrees but left school for some reason, and now wish to complete their degrees. Some adult students were unable to begin college after high school graduation but now find themselves able to go to college. Another group of older students need further education to find jobs, change careers or advance in their careers.

In looking at the difference in male and female enrollment patterns in institutions of higher education in 1979, their attendance appears to be related to age. While there were more women than men among students under 20 years of age, the number of men exceeded the number of women students in the 20 to 29 age group. Women slightly outnumbered men from 30 to 34. However, among college students 35 and over, there were substantially more women students than men (USDE, 1981, p. 102).

Women outnumber men 2 to 1 in the over 34 years old student group ("Student Body Changes," 1981). This is probably an indication that relatively fewer women than men had completed 4 years of college when younger. These women were somewhat more likely than men to be part-time students, possibly combining school with home or job responsibilities (USDOL, 1980, p. 53). Of males enrolled in institutions of higher education during 1977, 63 percent were full-time and 37 percent part-time; for females, 57 percent were full-time and 43 percent were part-time (Tittle & Denker, p. 5).

Centra (1980) speculates that the growth in the enrollment of women in higher education can be attributed to the increasing economic advantages for women with a college education; and to societal changes that make higher education and careers more acceptable for women. Also, higher family incomes and smaller families have made it more possible for women to attend college.

Doty (1966), comparing 40 mature women students to 40 homemakers, concluded that the reentry women held less conventional attitudes about the appropriate roles for women. Their primary reasons for returning to school were: an unfilled desire for knowledge; dissatisfaction with club work and other social or community activities; and financial preparation for retirement. Nearly a third of these women said that they had always planned to

return to college when their children were of school age or when they had the financial resources.

The interviews of 200 returning women students revealed their reasons for returning to school: prepare for employment (36 percent); fulfill a need or desire for education or achievement (29 percent); facilitate personal growth (19 percent); personal stimulation (10 percent); and promote independence (5 percent) (Mendelsohn, 1980, p. 3). Five years earlier, Durchholz and O'Connor (1973) interviewed 245 women at the University of Cincinnati and found similar reasons for their return to school: prepare for employment (35.4 percent); fulfill a need or desire for education or achievement (30.3 percent); facilitate personal growth (25.3 percent); personal stimulation (4.5 percent); and promote independence (4.5 percent).

A study of adult women students was done to explore the impact of life events on their decisions to go to college (Blaukopf, 1981). Survey and interview data revealed that a series of events caused them to reflect on their identity and make some changes in their lives. The major change was their reentry into education. The three major life-change events that raised identity issues for these women and resulted in their return to school were a death in the family, divorce or moving to a new residence. Badenhop and Johansen (1980) corroborate the identity issue when they found that the majority of

reentry and nonreentry women students indicated that developing independence and an identity were important reasons for their enrollment in school along with better employment.

Ekstrom (1972) and Westervelt (1975) categorized the barriers to women participating in postsecondary education as three types: institutional, situational, and dispositional. Institutional factors, arising from the policies and practices of educational institutions, include sex and age quotas, financial aid practices, regulations, curriculum planning deficiencies, inadequate student services, and the attitudes of faculty and staff. Situational or social constraints are barriers arising from the social class and ethnic or racial group to which the returning woman belongs; her family circumstances, including the number and ages of dependents, domestic roles, family attitudes, and place of residence; and community attitudes. Dispositional barriers stem from psychological and social factors prevalent in society which cause some women to have negative attitudes and expectations regarding postsecondary education. These dispositional constraints include the development of a feminine identity as wife and mother and the accompanying delay in other definitions of self; attitudes about traditional female roles; personality; guilt; and motivation.

In summary, adult women face many constraints to their reentry into education. "Institutions still do not provide fully supportive climates that assist the woman who has family responsibilities and who may need financial assistance. Many groups still frown on a woman renewing educational and career interests. Also, women themselves frequently have low aspirations and self-expectations that impose barriers. Feelings of guilt, conflict, and ambivalence about the 'proper' roles for women are also major barriers. Thus, both internal and external pressures combine to form barriers to returning women" (Tittle & Denker, 1980, p. 47).

Also, another major problem for many mature women students, is that although beginning their career preparation later in life than men, they can only devote part-time attention to the task. Robert Havighurst (1972) views the preparation for a career as an adolescent developmental task and states, "The long period of preparation required for many middle-class occupations makes this task take precedence over others for young men and women in their twenties. Thus, this task actually interferes with the successful performance of other developmental tasks, such as those of becoming a responsible citizen and the head of a family" (p. 67).

Most colleges are experiencing an increase in the proportion of women in their student bodies even with the

problems some women encounter in fulfilling their educational aspirations. The reasons for this increase in female enrollment, although varied and complex, include: (1) education is becoming increasingly important to women as more of them enter the labor market; (2) the reservoir of academically qualified women not now going to college is large; and (3) the new attention directed to obtaining equality of opportunity for women is part of the broader egalitarian movement (Cross, 1971, p. 134).

Women in the Work Force

There has also been a dramatic increase in the labor force participation of females. Between 1950 and 1974, the number of female workers nearly doubled while the number of males increased by only one-fourth (USDC, 1976, p. 26). Females comprised 33 percent of the national work force in 1960, 38.1 percent in 1970, and 40.7 percent in 1976 (Rieder, 1977, p. 1). In 1979, 51 percent of women (43 million) over 16 years of age were in the labor force (USDOL, 1981, p. vi). National Longitudinal Survey (NLS) data regarding the labor market experiences of females from 1968-1973 show there have been major changes in the willingness and desire of young women with children to participate in the labor force (Mott, 1978, p. 17). In March, 1981, the Bureau of Labor Statistics reported that 8.2 million (45 percent) children under six

years of age had mothers in the labor force. Also, 31.8 million (54 percent) children below age 18 had mothers in the labor force ("Working Mothers," 1981).

The NLS data regarding the labor market experience of married women revealed that more women worked for greater numbers of weeks from 1971-1976, as compared to the five-year period between 1966-1971 (Shaw, 1978). According to the U.S. Department of Labor (1981), the labor force participation rates of women ages 25 to 34 increased 19 percent between 1970 and 1979, reaching 64 percent. Surprisingly, over 70 percent of these women were married, lived with their husbands and had children under 18 at home (p. 1).

Some factors which may account for the increase of female employment are the availability of jobs in sales, clerical, and service fields; the rising divorce and declining birth rates; the increasing numbers of educated women who pursue careers; increased economic needs due to inflation; less time-consuming domestic work due to technological changes; a longer life span; and raised social consciousness resulting from the women's movement (Rieder, 1977, p. 2; Eliason, 1981, p. 2). The majority of women work because of economic need. Nearly two-thirds of employed women in 1979 were single, widowed, divorced, or separated; or had husbands who earned less than \$10,000 (USDOL, 1980, p. 1).

Traditionally, the job participation of black women has been greater than that of white women. However, the Census Bureau (1980) reports that the labor force participation rate of white women has been approaching that of black women in the 1970's. The participation rate of black women in 1978 was 53 percent, only 4 percentage points above the rate for white women. However, black women, as white women, have a lower labor force participation rate than their male counterparts. In 1978, there were 74 black women per 100 black men in the labor force. Also, the presence of children had less effect on the employment status of black women than white women. Fifty-eight percent of black women, with children under six years and living with husbands, were in the labor force in 1978, while only 40 percent of white women in the same situation were working (p. 94).

Despite the gains in the number of employed females, patterns of occupational segregation are evident. The majority of women made very traditional occupational choices during the 1970's. In 1979, 68 percent of working women were employed in three occupational groups: clerical (35 percent), service (17 percent), and professional and technical (16 percent) (USDOL, 1981, p. 2). In 1978, the majority of black women in white-collar jobs, like corresponding white women, held clerical positions, while

33 percent of employed black women held jobs as service workers (USDC, 1980, p. 95).

Also, within the professional and technical occupations, females are employed in normally lower-paying occupations, whereas men are more evenly distributed among the various occupational choices within this category (USDC, 1976, p. 34). In 1978, about 28.9 percent of the male professional and technical workers were employed in high-paying fields (engineering, law, and medicine) while only about 2.6 percent of female professionals were in these occupations (USDC, 1980, p. 63).

Females are also under-represented in managerial and administrative positions. Although the numbers of female managers and administrators increased about 67 percent from 1972 to 1978, there were still approximately three times as many males as females in managerial positions in 1978 (USDC, 1980, p. 63).

One negative effect of occupational segregation is low wages for females (USDOL, 1981, p. 2). The median income for female college graduates working full-time in 1974 was \$9,771, while their male counterparts' median earnings were \$16,576 (Rieder, 1977, p. 3). "Fully employed women high school graduates (with no college) had less income on the average than fully employed men who had not completed elementary school--\$9,769 and \$10,474, respectively, in 1978. Women with 4 years of college also

had less income than men with only an 8th grade education--\$12,347 and \$12,965, respectively" (USDOL, 1980, p. 2).

Women earned 64 cents for every dollar earned by men in 1955. This figure dropped to 57 cents in 1974 and was still less than 60 cents in 1979 ("Women Still," 1981). The difference in earnings between black and white women who work full-time, year round has narrowed substantially since 1970. The median earnings of black women were \$8,100 in 1977, while white women earned \$8,670 (USDC, 1980, p. 95).

The lower wages of female workers has been the focus of many studies. Analysis of NLS data regarding the labor market experience of 30 to 44 year old women working in skilled occupations indicated that the occupational skill requirement influenced their wages rather than the occupations' sex-label (Jusenius, 1976, p. 111). Utilizing NLS data to investigate the impact of young women's work expectations on their wages, Sandell and Shapiro (1977) found that young women tend to underestimate their future labor force attachment. "This implies that some young women are under-investing in on-the-job training. If women currently working have also underestimated the extent of their actual labor force participation, their incorrect expectations account for part of the present male-female wage gap" (p. 3).

In reviewing the labor force participation rates of females, the Carnegie Commission on Higher Education found indications that the proportion of females in the labor force varies directly with educational attainment in all age groups (CCHE, "Opportunities for Women," p. 21). Shaw (1978) found that 35 to 44 year old married white women with sixteen or more years of education as compared to their less educated counterparts had the greatest increase of labor force participation between 1966 and 1976 in the actual number of weeks worked as well as the greatest proportional increase. Among women with four or more years of college, two out of three were employed in 1976 (USDOL, 1980, p. 1). The lowest participation rates for both women and men in 1978 were for persons who were not high school graduates, while the highest rates were for persons with four or more years of education (USDC, 1980, p. 42).

Marriage and Family Relationships of Reentry Women

Roach (1976) reported that when a mature woman returns to school, changes in her values, perceptions and self-image create tension and change in her family relationships. Many women return to school hoping to gain an identity beyond that of wife and mother while some are concerned with integrity issues of developing a meaningful life

style and occupation (Letchworth, 1970). Regardless of the motivation, when a spouse embarks on a new path of development as a student, alterations made within the functional structure of the family creates problems (Galiano & Gildea, 1982). Personal relationships within the family must shift to accommodate the new student responsibilities of the wife/mother.

Brandenberg (1974) found in her study of 200 reentry women at Queens College that most of these women met some resistance from husbands, families and friends. They also reported varying degrees of personal guilt and resentment from their children after returning to school. Astin (1976) reported that guilt was one of several personal problems with which mature women students must cope. Women, due to an internalized concept of their role as self-sacrificing wife and mother, feel guilty about leaving their homes and families to undertake a personally fulfilling and time-consuming role as a student. "When you have many roles to play already and you add the student role to the others, I should think that you would have guilt feelings. . . .," commented one student while another admitted, "I do have guilt feelings" (Likert, 1967, p. 23).

"Predictably, it seems that as the reentry woman begins to achieve success on the campus, grows in self-confidence and self-esteem, broadens her perceptions and

values, and becomes more accepting of others, those persons closest and most important to her become less accepting of her, and they react negatively or withdraw" (Roach, 1976, p. 87). According to Roach, as an adult woman student begins to grow in autonomy and reject the traditionally defined wife/mother/homemaker role, it creates a conflict between her attitudes and those of her family.

Goode (1960) states that society regards the family role relations to be the most obligatory role responsibility of individuals. The student role requires a great amount of time for study. However, married women in our society, even when engaged in other endeavors, like school, are expected to perform their traditional gender-related tasks, such as housekeeping and cooking. "Reentry women have some profound problems that distinguish them from the typical student. They are torn between traditional and nontraditional roles, between their functions as wife and mother and their sense of self-worth. This conflict frequently produces feelings of guilt and turmoil" (Elia-son, 1981, p. 8). Women generally have not been able to pursue higher education with single-minded purpose. The duality of concern women have with home and career is confirmed when 65 percent of young women entering college say that raising a family is very important to them and almost as many (54 percent) are equally emphatic that

being an authority in their field is important to them (Cross, 1974).

As Hepker and Cloyd (1974) point out in discussing male married students, intersection of the roles of spouse and undergraduate student was discouraged for both men and women in the years before World War II. Since both spouse and student roles are major encompassing roles to which other roles are subordinated, the combination of the two is apt to cause conflict.

Feldman (1974), exploring this potential spouse/student conflict for female graduate students, made some observations which may shed some light on the problems of married undergraduate students. His findings included: for women, marriage has a deleterious effect on the student role; for men, marriage complements the student role; women, whether single or married, are less likely than men to be enrolled as full-time students; men are slightly more likely than women to make their student role the prime role; women graduate students are more family-oriented than men; and finally, some women experience a sequence going from conflict between the spouse and student roles to divorce to increased commitment to the student role.

Regarding this last point, Feldman states, "While marriage reduces conflicts for men, it increases them for women. Our data show that women who attempt to combine

two full-time (and time-consuming) roles encounter problems, some of which may be solved by abandoning one of the two roles. Divorce is not the only way to lessen the conflict. Women may place less emphasis on the student role by becoming part-time students, and, indeed, more women are enrolled on a part-time basis than men" (p. 136). He suggests that less rigidity in adherence to traditional sex roles should limit some of the conflicts between these two roles.

In reporting the reentry experiences of twenty-one adult female college students, Levine (1976) found that these women, having homes and families, experienced problems in getting all their tasks done and in being in more than one place at a time. It becomes more difficult for the mature woman student to adjust her schedule to include domestic duties, husband's interests, children's activities and social activities (Letchworth, 1970) as involvement in school work takes time from her family and friends (Roach, 1976). Attempting to meet these multiple obligations can lead to role conflict.

Goode (1960) adds insight into several dimensions of role conflict as follows: ". . . the individual engages, by virtue of one of his positions, in several role relationships with different individuals. The individual is thus likely to face a wide, distracting, and sometimes conflicting array of role obligations. . . . He cannot

meet all these demands to the satisfaction of all the persons who are part of his total role network. Role strain--difficulty in meeting given role demands--is therefore normal. In general, the individual's total role obligations are over-demanding" (p. 485). Katz (1976), surveying 427 married women students and 154 of their spouses, reported that 70 percent of these married women identified conflicting demands on their time as a source of stress.

Although referring to the conflicts caused by her employment rather than student enrollment, Stevens (1981) describes her family situation as follows: (p. 156)

In lives like ours, so full and so tightly scheduled, there is little margin for crises. A night of no sleep is a serious handicap at the office. And yet parenthood is full of crises--a household with five people in it has at least five times as many crises as a household with one person. Every childhood illness and crisis puts a strain on our resources of time and energy, reminds us how precarious is the balance that allows us to parent and to work and to make out. For us, the allergies and asthma have added a small but noticeable weight to the crisis side of the scale.

Siegler (1976), a doctoral student, states that she needs both her children and work for fulfillment.

"Therefore, I am left with the challenge of maintaining a balance between the two. Balance means weighing conflicting pressures and desires. It isn't merely a matter of demands imposed by others. . . . set against personal

desires. . . . What appears to be demands are in fact several roles I have embraced for myself. I want to be many things--wife, mother and person--but I must face the limitations of time and of my personality. Balance therefore means compromise" (p. 143). "When you are playing multiple roles, sometimes you have to put the emphasis on one thing, sometimes on another. You have to juggle," states another student (Likert, 1967, p. 2).

Based on the questionnaire responses of 150 women who had contacted the University of Michigan Center for Continuing Education, Markus (1977) found that most women returning to school had problems with time management and the juggling of family responsibilities to accommodate the student role demands. Some of her findings were: 64 percent of the women felt spending less time with their children created some problems; 56 percent reported that spending less time with their husband was problematic; and spending less time with friends (44 percent), neglecting housework (53 percent), and putting extra responsibilities on husband and children (42 percent) also caused problems for these women.

However, these women viewed returning to school as another activity that must be integrated into the existing family life style rather than causing radical changes in their family role patterns. Forty-seven percent indicated that going back to school did not affect how household

chores were distributed in the family. Eighty-six percent of the women did all or most of the housework before entering school as compared to 67 percent after returning to school. Ten percent of the husbands did as much as half of the housework before their wives returned to school while 17 percent were reported doing half the housework after reentry to school. Kaplan (1981), based on her doctoral research of 439 graduate and professional women students over 30 years old, found that married women with children (84 percent) and divorced women with children (76 percent) experienced more emotional strain than did single women (42 percent) or married women without children (43 percent). She concluded that the needs and demands of children, being constant, lead to conflicts of responsibilities resulting in emotional strain.

Osborn (1963) surveyed 221 married women, 30 years and older, seeking undergraduate and graduate degrees at George Washington University. One of several conclusions was that the problem most encountered by these women was a lack of time for family, social activities, hobbies, church or volunteer activities, and school work. Also, many of these women indicated that their multiple roles caused physical exhaustion and mental strain.

Osborn and Strauss (1975) reported, based on information derived from more than 5,000 continuing education

women students, that outside commitments, such as home responsibilities and financial pressures, were significant problems for these students. Other problems were lack of time for study or social life, physical problems, child care needs, lack of self-confidence, and the attitudes of significant persons.

Van Meter (1976), analyzing the responses of currently enrolled married adult women students, reported that 89 percent of these women named role conflicts and guilt about their families their greatest problem. Among her other findings were: emotional support perceived by the woman as coming from her husband and children had the greatest influence in helping her avoid role strain; good management skills and an ability to delegate authority can offset some of the pressures; and women with low role strain were more satisfied with child care arrangements than those with high role strain.

In addition to the role conflicts resulting from the number of tasks to be done, older women students must also face and solve problems regarding their relationships with the people who are important to them (Levine, 1976).

Ballmer and Cozby (1981), comparing thirty-nine mature women students and their husbands to thirty-nine homemakers and their husbands, concluded that there were negative and positive aspects of the reentry experience. On the positive side, the women students as compared to

their homemaker counterparts were more concerned with sociopolitical issues and intellectual-cultural pursuits; more active in recreational activities; and less rigid and hierarchically structured. On the negative side, less cohesiveness and more conflict between family members was reported by the reentry group. "It is apparent that women who, prior to their reentry, have been primarily homemakers--fulfilling the stereotypical role of nurturant, supportive, available wife and mother--encounter some unique complications when they enter the academic community. Many of these complications seem to center on the restructuring of family relationships, as this study has suggested" (p. 1025).

The energies siphoned from the home to maintain the academic standards of higher education seem to have positive effects on family relationships in the form of increased admiration between spouses (Ballmer & Lee, 1971; Ballmer & Cozby, 1974). However, negative changes disruptive of marriages and family life also can occur. Ballmer and Lee (1971) found that while the husband admired his student wife more as an individual, he felt she no longer spent enough time with him, his sex life was deteriorating, and she was less dependent on him. A follow-up of this 1971 study supported these findings along with showing that the wife was also experiencing conflict

between her own self-fulfillment and her family duties (Ballmer & Cozby, 1974). Katz (1976) found that husbands showed some ambivalence toward the return of their wives to school. While husbands supported their spouses emotionally and financially, they expressed concern about marital strain imposed by the change in their lives.

The findings of several studies show that although women describe the return to school as a positive, enjoyable and valuable experience, they also express guilt feelings about not doing all that is expected of them with their family and household responsibilities (Markus, 1977; Astin, 1976). Letchworth (1970) at Youngstown State University found that although the primary concern of returning women students was the adjustment of their schedule to meet both academic and household responsibilities, their second concern was the management of guilt feelings. This guilt resulted from neglecting their full responsibility to home, children and husbands; spending family money on education; and competing with their husbands. LeFevre (1972) found that during the initial college semesters returning women graduate students saw themselves as homemakers going to school while those with one to several years of college saw themselves as students with home responsibilities. Also, the students who had been in school for more than a few semesters reported feeling guilty about their family role; perceiving

husbands as ambivalent or even negative toward their academic commitment; and feeling their family was uncooperative.

Hooper (1979), looking at role divisions in the families of 24 adult women students 35 years and older, identified three coping-styles: agreement (tasks divided among family members along traditional sex lines with the family agreeing on the division); disagreement (tasks divided along traditional lines but family members argued about the divisions); and egalitarian (tasks divided on a rotating basis without regard to sex roles). She found the following: (1) within the agreement group, the woman performed her student role in addition to all her family responsibilities and experienced guilt over the virtually nonexistent negative impact of her student role on the family; (2) for women in the egalitarian group, the student role had been accommodated by the family members and the women experienced lower levels of guilt than those in the agreement group; and, lastly (3) the women in the disagreement group used the student role to force changes in family roles and felt guilty about trying to make these changes.

Summary

Historically, the education of females has revolved around the tasks they perform in society. These functions

have been generally limited to domestic ones. The dramatic increase of mature women college enrollment and labor market participation is an indication that the social roles of females are undergoing some change. The Carnegie Council on Policy Studies in Higher Education (1981) predicts that by the year 2000, 52 percent of undergraduate students will be women and 50 percent will be 22 years and older (p. 54).

The interaction between work and education can be viewed from two perspectives (Sexton, 1976). One view is that the more education females receive, the more likely they are to want occupational opportunities. Thus, the amount and quality of their labor force participation increases. On the other hand, the greater participation of females in the labor force, although generated primarily by an expanding industrial market, has increased their educational aspirations.

Working women have noticed the relationship between a good education and a good job. Since the average woman will work more than 34 years of her life, she has a large stake in obtaining a sound education in preparation for her chosen career (Fisher-Thompson, 1981, p. 1). The great pace at which females are presently entering the labor force has created a need to better understand the many issues surrounding women's education.

Also, since the median income of female college graduates was greater than the salaries of their less educated counterparts in both 1970 and 1977 (USDC, 1980, p. 75), it is important for the economic welfare of females that they have equal access to and success in higher educational institutions. To obtain good jobs with substantial pay, college degrees are more important to women compared to men who can also get such jobs without a college education (Carnegie Council on Policy Studies in Higher Education, 1981, p. 42). A better understanding of the problems that females encounter in attaining a higher education should contribute toward their future economic and personal welfare.

In our society, the wife/mother role is considered very important. Therefore, it is essential to determine how these family relationships are affected by the great numbers of women who reenter school. Markus (1977) found that the more support a woman receives from the important people in her life, the more likely she is to return to school, to stay in school once returning, and to enjoy school. Thus, a better understanding of the family relationships of female students might help reduce personal conflicts for the students and enhance their support system.

Family responsibilities affect the careers of both men and women but seem to create special stresses and conflicts

for women students. College education is regarded as a major avenue to career opportunities and a desirable life style in this country. It is important to remove the barriers that women encounter in attaining higher education degrees to prevent considerable loss of female talent to the professions and business.

CHAPTER III

PROCEDURES AND METHODOLOGY

This chapter contains a discussion of the design, procedures, and methodology used in this descriptive study to analyze how much, if any, selected intrapersonal role conflict adult women undergraduate students experience; the impact of these selected intrapersonal role conflicts on their load/power and subsequent margin; and the relationship of their load/power ratio to selected demographic, academic and employment variables. The sample selection, design, data collection instrument, and data analysis procedures, are included.

The problem, stated as questions to be researched, is as follows:

1. How much selected intrapersonal role conflict do adult women undergraduate students experience as they meet their responsibilities as students, parents, mates, home managers, and/or workers?
2. What impact do these selected intrapersonal role conflicts have on load/power and subsequent margin of these women students?
3. What is the relationship between the load/power

ratio of these adult women students and selected demographic, academic and employment variables?

Population and Sample

The target population for this study consisted of adult women students enrolled either full-time or part-time during the Spring semester of the 1982-1983 school year at Ursuline College in Pepper Pike, Ohio. Approximately 766 of the 1300 women attending this four year liberal arts Roman Catholic college are non-traditional students. The sample was drawn from mature women students enrolled in programs leading to three undergraduate degrees: the Bachelor of Arts (B. A.), the Associate of Arts (A. A.), and the Bachelor of Science in Nursing (B. S. N.). The B. A. and A. A. degrees are offered by the liberal-arts divisions of the college: Humanities; Fine Arts; Social Sciences; Natural Sciences; Applied Sciences; and Education. The B. S. N. degree is offered by the Center for Nursing.

A 16.8 percent probability sample was drawn using a single stage cluster sampling technique by administering the questionnaire to adult women students attending eleven classes until 129 students had been surveyed. The classes were selected by the Director of the Office of Continuing Studies at Ursuline College on the basis of a large but representative adult participation within these courses.

A brief explanation of the research project was presented to each class followed by a request for women volunteers who were 24 years and older to complete a questionnaire regarding some concerns adults may have when pursuing college degrees. The participants had to either have a mate (i.e., married or living with a member of the opposite sex), or be a single head of household with one or more dependents (children, parents, relatives, etc.).

Design

This survey research was designed to provide a description of the intrapersonal role conflicts experienced by adult women students enrolled as undergraduates at Ursuline College. The responses of these women to questionnaire items provided their perceptions of the degree to which they were experiencing selected conflicts as they met their student responsibilities along with the demands of being a parent, mate, home manager, and/or worker.

The dependent variables were the intrapersonal conflicts of adult women students derived from the analysis of responses to questions regarding how they viewed their student responsibilities in relation to other demands on their time. The independent attribute variables were: age; marital status; race; number and ages of children; children with special needs; employment status; enrollment status; academic level; program of study;

grade point average; reasons for enrollment; and the educational background, income and occupation of the head of household.

Instrumentation

Adult women students were asked to complete a questionnaire developed to measure their perceptions of the extent, if any, to which they were experiencing intrapersonal role conflicts as they met their student obligations along with the other adult responsibilities. The survey instrument had two sections requiring about thirty minutes to complete. First, there were 67 items on load/power covering varied areas of life which could impact on the student role of the adult women; and second, 24 questions requesting demographic, educational and employment information. The items for the questionnaire were derived from several sources (Nevill & Damico, 1974; Rogers, 1976; Mahone, 1977; Stevenson, 1980; and Stevenson, 1982).

Fifty-nine of the 67 load/power items dealt with life situations that could potentially create intrapersonal role conflicts for adult women as they met their daily responsibilities as students, parents, mates, home managers and/or workers. The eight conflicts covered in the items are those identified by Nevill and Damico (1974): time management; relations with husband; household

management; financial; child care; expectations for self; expectations of others; and guilt. The only departure from these conflicts was that relations with husband was changed to relations with mate and children. The remaining eight load/power items covered two other areas of potential conflict: health status of the respondent or her family, and attitudes that the respondent thought family members had toward her involvement in higher education.

The format used in the load/power section of the survey instrument as well as twenty-six of the sixty-seven items were obtained from Joanne Stevenson's (1982) Margin in Life Scale (MIL Scale). Stevenson categorized the ninety-four items from the MIL Scale into six subscales: body/health, self, family, religiosity/spirituality, extra-familial relations and environment. Twenty-six items that met the needs of this study were selected from the subscales of self, family, body/health and environment, and recategorized according to health status, expectations for self, relations with mate and children, or financial conflict. Additionally, forty-one items were developed to cover intrapersonal role conflicts including health status and family attitudes not reflected in the twenty-six MIL Scale items.

Respondents were asked to rate each of the sixty-seven items as follows: 1) to check on a ten point scale the importance of the item in their life (1=low

importance; 10=high importance); 2) to check on a five point scale the load and power of each item (1=lowest amount; 5=highest amount); and 3) to mark items having no relevance in their lives as not applicable. The respondents were instructed to view importance as the impact each item had on their lives. Also, load referred to the amount of effort, burden or responsibility each item required of them while power was the amount of resources, energy, strength or ability they had to cope with the situation described in each item.

As previously mentioned, each load/power item either dealt with one of the eight intrapersonal conflicts, health status, or family attitudes. The number of questionnaire items per category was: time management (6); relations with mate and children (10); household management (6); financial (3); child care (5); expectations for self (16); expectations of others (6); guilt (7); health status (6); and family attitudes (2). Borrowing from Dorothy Nevill and Sandra Damico (1974) for the eight intrapersonal conflict areas, a statement explaining each of the ten categories along with an example follows:

1. Time management - Women students may find that the demands on their time are difficult to meet.
For example, how does one find time to satisfy

the needs for privacy, studying, household obligations, and social commitments?

2. Relations with mate and children - The academic interests and activities of women students may conflict with the desires of their mates and children. For example, a mate or child may resent the time a woman spends in class or studying.
3. Household management - Since managing a home can be very time consuming, women students may feel burdened by the effort they have to put into it. For example, she may feel frustrated about using energy to manage her household rather than to learn.
4. Financial - Frequently, women students feel that their income does not meet their financial needs. For example, she may not be able to afford child care or housekeeping services which would allow her more time to study.
5. Child care - Women students with children often feel pressured by the time and energy required for child rearing as well as difficulties in providing quality care in their absence. For example, a mother may feel burdened if her child becomes ill during final exam week.

6. **Expectations for self** - Every woman student has personal goals and aspirations which are sometimes difficult to attain. For example, a woman may feel frustrated if she is not fulfilling her own concept of a "good" mother or "successful" student.
7. **Expectations of others** - A woman student may find it impossible to perform all the tasks and behave in ways expected by significant others in her life. For example, she may not be able to accompany her mate to his company dinner if a paper is due the next day.
8. **Guilt** - Feelings of guilt can result if the woman thinks that her student responsibilities make it impossible to meet her commitments as a parent, mate, worker, and/or home manager. For example, she may feel guilty about spending considerable time on her studies.
9. **Health status** - The general physical and psychological state of the woman and her family may affect her ability to function as a student, family member and/or worker. For example, visual difficulties can create problems in reading class assignments.
10. **Family attitudes** - The feelings of the children and mate toward the student responsibilities of the

woman can affect her progress in school. For example, the negative attitude of a child toward his or her mother being a student can create tensions and a poor learning climate at home.

The survey instrument was piloted to test its reliability. Twelve women students in two Adult Education classes at The Ohio State University each responded to the questionnaire on two separate occasions scheduled two weeks apart. A measure of test-retest reliability was obtained using the Wilcoxin matched-pairs signed ranks test for items having six or more observations. In the remaining situations, a test of significance between means for correlated samples was used to measure reliability. Findings showed that, overall, the scale was stable over time at $p < .05$.

The respondents were asked about their opinion of the questionnaire. Based on this information, some minor revisions were made. First, for added ease in completing the form, the instructions were slightly changed for clarification and the items dealing with mate were grouped together followed by those regarding children. Second, three irrelevant items were deleted; and lastly, six items were reworded for clarity.

Face validity was obtained through the comments of six experts who reviewed the questionnaire and the

organization of the items into categories. These experts, six educators knowledgeable of adult women students in higher education, indicated that the instrument did measure their perceptions of the ten life situations being covered by the items.

Analysis of Data

The data obtained from the questionnaire were edited, coded and entered into the computer system at The Ohio State University. The major statistical analyses consisted of 1) calculating descriptive statistics consisting of frequency distributions and means for population parameters, item importance, and load/power margins; and 2) performing analysis of variance and tests of significance including comparisons of individual mean differences for item importance and load/power ratio distributions. The latter statistical procedures were performed to establish an empirical basis for classifying the load/power margins of the respondents; and to study the relationships between the independent variables and levels of intra-personal conflicts as represented by load/power margin distributions. The Statistical Analysis System (SAS), Release 79.5, at The Ohio State University Computer Center was used to compute all the statistics.

CHAPTER IV

ANALYSIS OF DATA

The primary purpose of this study was to investigate the degree of intrapersonal role conflict adult women perceived in their lives as they met their daily responsibilities as undergraduate students, parents, mates, home managers, and/or workers. This chapter contains the results of a survey of reentry women students.

The subjects for this study were drawn from the population of adult women students (24 years and older) attending Ursuline College in Pepper Pike, Ohio. The data were collected in March and April during the Spring semester of the 1982-1983 school year. One hundred twenty-nine mature women students attending eleven different classes completed the questionnaire, Appendix A. The goal of 120 respondents was surpassed by nine but some questionnaires had missing responses.

The findings are reported in four sections: personal information; perceived importance of load/power items; load/power ratio and subsequent margin for each item; and the relationship of the load/power ratios to selected personal variables. The first section contains

demographic data about the respondents. The next section presents how important the respondents perceived the situation described in each item to be in their lives. The load/power ratios and subsequent margins are analyzed in the third section. Finally, the last section presents the relationship of the load/power ratio to selected variables.

Personal Information

The respondents were asked to provide information about themselves in the twenty-four questions comprising the second section of the questionnaire. The following personal information was requested from them: age, marital status; race; number and ages of children; children with special needs; reasons for enrollment status; program of study; academic level; grade point average; employment status; interruptions of educational and/or occupational experiences; and educational background, income and occupation of the head of household.

The ages, marital status and race of the respondents are contained in Table 1. Ages ranged from 24-60 years old. The mean age was 37.5 with a standard deviation of 7.85. Approximately 78 percent of the respondents were in their thirties and forties. Almost three-fourths of them were married and most (89%) were Caucasian.

TABLE 1
FREQUENCY DISTRIBUTION ACCORDING TO AGE, MARITAL
STATUS, AND RACE OF RESPONDENTS

Variable					
N=125					
Age	24-29	30-39	40-49	50-59	60+
	N=19	N=57	N=40	N=8	N=1
	%=15.2	%=45.6	%=32.0	%=6.4	%= .80
N=126					
Marital	Single	Married	Widowed	Separated	Divorced
Status	N=8	N=94	N=1	N=4	N=19
	%=6.3	%=74.6	%= .8	%=3.2	%=15.1
N=125					
Race	Caucasian	Afro-American	Mixed		
	N=111	N=13	N=1		
	%=88.8	%=10.4	%= .80		

When the adult women students were asked how many children they had living at home, only 25 percent of 125 respondents indicated they had no children at home. As seen in Table 2, the majority (37%) of women had two

children at home; 19 percent had one; 13 percent had three; and a small number (6%) had four to six children.

TABLE 2
FREQUENCY DISTRIBUTION OF RESPONDENTS
WITH CHILDREN LIVING AT HOME

Number of Children	Frequency N=125	Percent
0	31	24.8
1	24	19.2
2	46	36.8
3	16	12.8
4	4	3.2
5	3	2.4
6	1	.8

Mean = 1.6

Standard deviation = 1.28

Table 3 contains a summary of the ages of the children who were living at home. Most of the homes had children ranging in age from either 6-25 or 6-12 (37%). Children 13-17 or 13-25 years old comprised 27 percent of the homes. Also, 27 percent of the respondents reported preschool age children living with them but 17 percent of these homes also had children in their preadolescent and

adolescent years. Thus, most of the children these women students had at home were of school age.

TABLE 3
AGES OF CHILDREN LIVING AT HOME

Ages of Children	Frequency N=94	Percent
Preschool Years (0-5)	9	9.6
Grade School-Preadolescent Years (6-12)	17	18.1
Adolescent Years (13-17)	14	14.9
Post-adolescent-Young Adult Years (18-25)	9	9.6
Preschool-Preadolescent Years (0-12)	13	13.8
Preschool-Adolescent Years (0-17)	3	3.2
Grade School-Young Adult Years (6-25)	18	19.1
Adolescent-Young Adult Years (13-25)	11	11.7

Twenty-four respondents had children who were no longer living at home. With the exception of one home, these children ranged from the post-adolescent years to middle adulthood.

Eighteen women indicated they had children with special needs, two having two or three children with problems. The problems they reported included learning

disabilities, mental retardation, epilepsy, hearing loss, and cardiac disease.

In Table 4 one can find the reasons why the respondents returned to college. The most frequent responses given by these reentry students, in rank order, were 1) update past education (24.8%), 2) always wanted a college education (23.2%), 3) obtain job (9.3%), 4) become more independent (9.3%), and 5) recommended by employer (7.8%). Nineteen percent of the respondents indicated other reasons for their return to school. These reasons included combinations of those presented on the questionnaire or different ones, such as self-enrichment, death of a parent, and urging of husband or parent.

TABLE 4
REASONS FOR RETURNING TO COLLEGE

Reasons	Frequency N=129	Percent
Always wanted college education	30	23.2
Update past education	32	24.8
More leisure time	4	3.1
Obtain job	12	9.3
Become more independent	12	9.3
Recommended by employer	10	7.8
Divorce	4	3.1

TABLE 4 (Continued)

Reasons	Frequency N=129	Percent
Death of Mate	1	.8
Other	24	18.6

The Enrollment status, program of study, and academic level of the respondents are presented in Table 5. As indicated in the table, the majority (77%) of the students were enrolled part-time. Their academic levels ranged from the lowest number as Freshmen (18%) to the highest as Seniors (31.5%). Regarding the programs the students were enrolled in, 62.8 percent were studying for the Bachelor of Arts degree, 36.4 percent for the Bachelor of Science degree, and .8 percent for the Associate of Arts degree.

TABLE 5

FREQUENCY DISTRIBUTION OF RESPONDENTS ACCORDING
TO ENROLLMENT STATUS, ACADEMIC
LEVEL, AND PROGRAM OF STUDY

Variable		
	N=129	
Enrollment Status	Full-time N=30 %=23.3	Part-time N=99 %=76.7

TABLE 5 (Continued)

Variable					
N=127					
Academic Level	Freshman N=18 %=14.2	Sophomore N=28 %=22.0	Junior N=36 %=28.3	Senior N=40 %=31.5	Not Certain N=5 %=4.0
Program of Study	Associate of Arts N=1 %= .8		Bachelor of Arts N=81 %=62.8	Bachelor of Science N=47 %=36.4	

Table 6 contains reasons given by the respondents for enrollment in a specific educational program. The greatest number (41%) of women indicated they were preparing themselves for a future job. Thirty-five percent of the respondents reported personal development as their reason for enrolling, 10 percent wanted to maintain their present position, and 3 percent needed to update themselves.

TABLE 6
REASONS FOR PROGRAM ENROLLMENT

Reasons	Frequency N=129	Percent
Personal development	45	34.9
Update myself	4	3.1

TABLE 6 (Continued)

Reasons	Frequency N=129	Percent
Prepare myself for future job	53	41.1
Maintain present position	13	10.1
Combination of reasons	14	10.8

Of the 112 respondents who indicated they had declared a major, 36 percent were working on a Bachelor of Science in Nursing while the remainder were enrolled in one of several Bachelor of Arts programs. The majors selected by these women students can be determined from Table 7.

TABLE 7
FREQUENCY DISTRIBUTION OF RESPONDENTS ACCORDING
TO MAJOR AREA OF STUDY

Major Areas of Study	Frequency N=112	Percent
Nursing	40	35.7
Health Services Management	34	30.3
Business Administration	17	15.2
Psychology	7	6.2
Education	3	2.7
History	3	2.7
English	3	2.7

TABLE 7 (Continued)

Major Areas of Study	Frequency N=112	Percent
Communication Arts:	2	1.8
Public Relations		
Home Economics	2	1.8
Social Studies	1	.9

As indicated in Table 8, grade point averages reported by these women ranged from 2.0 to 4.0. The grades most frequently reported were 1) 3.0-3.24 (30.4%), 2) 3.75-4.0 (24.1%), and 3) 3.5-3.74 (23.2%). The mean grade point was 3.35 with a standard deviation of .444.

TABLE 8
FREQUENCY DISTRIBUTION ACCORDING TO
GRADE POINT AVERAGE

Grade Point Average	Frequency N=112	Percent
2.0-2.99	14	12.5
3.0-3.24	34	30.4
3.25-3.49	11	9.8
3.5-3.74	26	23.2
3.75-4.0	27	24.1

Seventy-four percent of 128 women who responded indicated that they were working. Sixty-three percent were working full-time while 37 percent worked part-time, ranging from 5 to 30 hours each week. The mean part-time hours worked each week was 21.0.

Table 9 contains a summary of the information regarding interrupted educations. For the 66 respondents who experienced interruptions in their education, the length of interruption ranged from 2 to 30 years. The mean was 12.8 years.

TABLE 9
NUMBER OF YEARS EDUCATION INTERRUPTED

Years Education Interrupted	Frequency N=66	Percent
1-4 Years	9	13.6
5-9 Years	13	19.7
10-14 Years	17	25.8
15-19 Years	15	22.7
20-24 Years	5	7.6
25-30 Years	7	10.6

As indicated in Table 10, for the twenty-seven women who experienced interrupted work experience, the

interruptions ranged from 1 to 20 years. The mean years of interruption was 8.04.

TABLE 10
NUMBER OF YEARS WORK INTERRUPTED

Years Work Interrupted	Frequency N=27	Percent
1-4 Years	9	33.3
5-9 Years	7	25.9
10-14 Years	7	25.9
15-20 Years	4	14.9

The respondents were asked four questions pertaining to the head of their household (individual earning the highest annual income). Of 126 respondents, 63 percent identified their mate as the head of household, 29 percent named themselves, and in one situation (.8%), the parent. Nine individuals (7.2%) considered themselves and their mates as co-heads of household.

The most frequently reported occupations of the heads of household were 1) professional and technical (51.2%), 2) managerial (16.8%), and 3) self-employed or proprietor (8.8%). The remaining 23 percent were sales people, clerks, students, skilled workers, craftspeople, unskilled laborers, police, and drivers.

The highest level of education attained by the heads of household, as reported in Table 11, shows that approximately 48 percent had gone to college and an additional 23 percent had graduate or professional school backgrounds. These data indicate that the respondents lived in homes where the primary provider was well educated.

TABLE 11
HIGHEST EDUCATIONAL LEVEL ATTAINED BY
HEAD OF HOUSEHOLD

Highest Level of Education Attained	Frequency N=124	Percent
High School	12	9.7
Short term technical program	6	4.8
Three year nursing program	14	11.3
Associate degree program	5	4.0
College	59	47.6
Graduate school	16	12.9
Professional school	12	9.7

When asked what was the annual income of the head of household, 123 women responded. The annual income levels were 1) over \$30,000 (46.3%), 2) \$16,000-30,000 (43.9%),

3) \$8,000-16,000 (5.7%), and below \$8,000 (4.1%). Judging from this information, these students lived in fairly affluent situations.

Summary. Based on the translation and analysis of these data, the adult women students in this study were typically 38 years old, married and white. Most of them had 1-2 grade school age children living at home. A majority of the respondents returned to college because they wanted a college education or to update their past education. This corroborated the motivation for returning to school reported by older women students at The Ohio State University (Mahone, 1977).

Most of the respondents were enrolled in school part-time and working full-time. The majority were Juniors or Seniors enrolled in one of several Bachelor of Arts programs. The two major reasons given for enrolling in a specific program were to prepare for a future job and personal development. These were similar to the two primary reasons for specific course enrollment reported by adult women students at The Ohio State University (Mahone, 1977). The mean grade point these women students had achieved was 3.35. The mean years of education interruption was 12.8 while work interruption was 8.0.

A majority of these women indicated that their mate as head of their household worked in a professional or technical occupation, had achieved at least a college

education, and earned over \$30,000 annually. Thus, most of these mature women students had well educated mates and lived in affluent homes.

When comparing the available Ursuline College student profile statistics to the sample, it was evident that the respondents were representative of the adult women students enrolled during the Spring semester of the 1982-1983 school year. The average age for both the 766 adult students enrolled during this semester and the 129 respondents was 38 years. The sample was composed of 89 percent White and 11 percent Minorities as compared to the overall population of 88 percent and 12 percent respectively. Also, 76 percent of the adult student population and 77 percent of the sample were enrolled part-time. Finally, 36 percent of the sample were nursing students as compared to 30 percent of the total adult student population.

There were some differences between the sample and the 1300 students comprised of both traditional and adult students. The overall Ursuline College student population was composed of 65 percent single and 35 percent married individuals while 75 percent of the sample was married and 25 percent single. This difference was probably due to the younger average age of the overall population as compared to the sample. Also, to

participate in this study, the respondents had to have a mate or, if single, have one or more dependents. Therefore, it was expected that the majority of the sample would be married. Lastly, only 14 percent of the sample were Freshmen as compared to 23 percent of the population. However, the Senior level, included 31 percent of the sample versus 18 percent of the population. The greater number of Seniors in the sample is probably rooted in the older age levels of the adult women and younger average age (30 years) of the overall student body.

Perceived Importance of Load/Power Items

The respondents were asked to specify, from their perception, the importance or impact of the load/power item situations in their lives on a scale of 1) low to 10) high. These data were collected from responses to items 1 through 67 comprising the first section of the questionnaire.

For each item, the adult students were asked to circle a number from 1 to 10 indicating the degree of importance of that item in their lives. For items they considered highly important, they used numbers 8, 9 or 10; for those items they felt were medium in importance they used 4, 5, 6 or 7; and they used 1, 2 or 3 for items they perceived low in importance.

The 67 items are categorized under ten areas of potential intrapersonal role conflicts: Time Management; Relations with Mate and Children; Household Management; Financial; Child Care; Expectations for Self; Expectations of Others; Guilt; Health Status; and Family Attitudes.

The responses of the adult women students were summarized for each of the 67 items. The means and the rank of the relative importance of each item is reported in Table 12. "My children are . . ." was perceived as the most important item with a mean of 9.81. "Volunteering my time for community projects is . . ." is ranked the least important with a mean of 3.59.

The group means for the ten categories contribute some understanding as to the items these mature women students perceived as having great or little impact on their lives. According to Table 13, the items in the Child Care category (mean 9.30) were perceived by the respondents as having the greatest importance in their lives. Expectations for Self (mean 8.55), Relations with Mate and Children (mean 8.36), and Health Status (mean 8.03) were also considered quite important.

Household Management (mean 6.26) was considered to be the least important concern in the lives of the respondents. Time Management (mean 6.59), Financial

TABLE 12
RANK OF LOAD/POWER IMPORTANCE
FOR
INDIVIDUAL QUESTIONNAIRE ITEMS

Rank by Mean	Load/Power Item	Mean
1	My children are . . .	9.81
2	Meeting the needs of my children is . . .	9.67
3	My concern for my family is . . .	9.55
4	Taking care of a sick child is . . .	9.35
5.5	My attitude toward my family is . . .	9.34
5.5	Guiding my children's school progress is . . .	9.34
7	Being responsible is . . .	9.32
8	Providing adequate care for my children in my absence is . . .	9.30
9	Living with my family is . . .	9.23
10	The way my children and I get along is . . .	9.09
11	Living with my mate is . . .	9.08
12	My family's health status is . . .	9.07

TABLE 12 (Continued)

Rank by Mean	Load/Power Item	Mean
13	Having goals in life is . . .	8.96
14	Consideration of others is . . .	8.91
15	Being married is . . .	8.90
16	Working to my capacity is . . .	8.88
17	Fulfilling my personal goals is . . .	8.82
18	Participating in my children's activities is . . .	8.79
19	Self-confidence is . . .	8.72
20	My independence is . . .	8.67
21	My hearing is . . .	8.63
22	Getting along with people is . . .	8.48
23	My physical health is . . .	8.44
24	My obligation to my job is . . .	8.42
25	Being a student is . . .	8.35
26	Being independent is . . .	8.34
27	Meeting all my responsi- bilities within my time frame is . . .	8.32
28	The support I receive from my mate is . . .	8.16

TABLE 12 (Continued)

Rank by Mean	Load/Power Item	Mean
29	Having time to study is . . .	8.16
30	Using as much time and energy as needed to pursue by education is . . .	8.12
32	My type of employment is . . .	8.11
32	The way my mate handles responsibility is . . .	8.11
32	My student responsibil- ities are . . .	8.11
34.5	Meeting the academic expectations of my teachers is . . .	8.09
34.5	The demands of my children are . . .	8.09
36	My family's way of coping with problems is . . .	8.08
37	The demands of my employer are . . .	7.97
38	My mate's attitude toward my student activities is . . .	7.81
39	Daily living costs are . . .	7.79
40	The importance my mate attaches to my educa- tional pursuits is . . .	7.77
41	Rest is . . .	7.70
42	My eyesight is . . .	7.68

TABLE 12 (Continued)

Rank by Mean	Load/Power Item	Mean
43	Organizing the many activities of my family is . . .	7.47
44.5	Feeling free to pursue personally satisfying activities is . . .	7.44
44.5	Having time for myself is . . .	7.44
46	My children's attitudes toward my student involvement is . . .	7.42
47	Meeting the expectations of others is . . .	7.21
48	Being too busy to spend time with my children is . . .	7.20
49	At times putting student responsibilities ahead of family obligations is . . .	6.78
50	Modifying my housekeeping standards in order to study is . . .	6.77
51.5	Spending family income on my college tuition is . . .	6.68
51.5	The way my family takes responsibility for household tasks is . . .	6.68
53.5	My present income is . . .	6.63
53.5	The demands made on me by my mate are . . .	6.63

TABLE 12 (Continued)

Rank by Mean	Load/Power Item	Mean
55	Illness is . . .	6.57
56	Child care costs are . . .	6.41
57	Preparing family meals is . . .	6.33
58	Playing an important role in society is . . .	6.25
59	The inability to always fulfill the expectations of others is . . .	6.13
60	Keeping my house neat and clean is . . .	6.12
61	Having time to care for my house is . . .	6.00
62	Spending time on my hobbies is . . .	5.65
63	Doing laundry is . . .	5.59
64	Spending considerable time away from my mate is . . .	5.34
65	Meeting traditional family obligations that others expect of women is . . .	5.31
66	Shopping is . . .	5.19
67	Volunteering my time for community projects is . . .	3.59

(mean 7.09), and Guilt (mean 7.05) were perceived to have medium importance.

TABLE 13
RANK OF LOAD/POWER IMPORTANCE BY CATEGORY

Rank by Mean	Load/Power Category	Mean
1	Child Care	9.30
2	Expectations for Self	8.55
3	Relations with Mate and Children	8.36
4	Health Status	8.03
5	Family Attitudes	7.66
6	Expectations of Others	7.16
7	Financial	7.09
8	Guilt	7.05
9	Time Management	6.59
10	Household Management	6.26

A review of item means within the categories, as reported in Table 14, provides some additional information about the importance of specific categories. The top 10 items include situations in the following categories:

1) Relations with Mate and Children, ranks 1, 3, 9 and 10; 2) Child Care, ranks 2, 4, 5.5 and 7; and 3) Expectations for Self, ranks 5.5 and 7. This indicates that

TABLE 14
RANK OF LOAD/POWER IMPORTANCE FOR
ITEMS WITHIN EACH CATEGORY

1. <u>Child Care</u> - Group Mean 9.30		
2	- Meeting the needs of my children is . . .	9.67
4	- Taking care of a sick child is . . .	9.35
5.5	- Guiding my children's school progress is . . .	9.34
8	- Providing adequate care for my children in my absence is . . .	9.30
18	- Participating in my children's activities is . . .	8.79
2. <u>Expectations for Self</u> - Group Mean 8.55		
5.5	- My attitude toward my family is . . .	9.34
7	- Being responsible is . . .	9.32
13	- Having goals in life is . . .	8.96
14	- Consideration of others is . . .	8.91
15	- Being married is . . .	8.90
16	- Working to my capacity is . . .	8.88
17	- Fulfilling my personal goals is . . .	8.82
19	- Self-confidence is . . .	8.72

TABLE 14 (Continued)

20	- My independence is . . .	8.67
22	- Getting along with people is . . .	8.48
24	- My obligation to my job is . . .	8.42
25	- Being a student is . . .	8.35
26	- Being independent is . . .	8.34
32	- My type of employment is . . .	8.11
32	- My student responsibilities are . . .	8.11
58	- Playing an important role in society is . . .	6.25
3. <u>Relations with Mate and Children</u> - Group Mean		8.36
1	- My children are . . .	9.81
3	- My concern for my family is . . .	9.55
9	- Living with my family is . . .	9.23
10	- The way my children and I get along is . . .	9.09
11	- Living with my mate is . . .	9.08
28	- The support I receive from my mate is . . .	8.16
32	- The way my mate handles responsibility is . . .	8.11
36	- My family's way of coping with problems is . . .	8.08
44.5	- Feeling free to pursue personally satisfying activities is . . .	7.44

TABLE 14 (Continued)

64	- Spending considerable time away from my mate is . . .	5.34
4.	<u>Health Status</u> - Group Mean 8.03	
12	- My family's health status is . . .	9.07
21	- My hearing is . . .	8.63
23	- My physical health is . . .	8.44
41	- Rest is . . .	7.70
42	- My eyesight is . . .	7.68
55	- Illness is . . .	6.57
5.	<u>Family Attitudes</u> - Group Mean 7.66	
38	- My mate's attitude toward my student activities is . . .	7.81
46	- My children's attitudes toward my student involvement is . . .	7.42
6.	<u>Expectations of Others</u> - Group Mean 7.16	
34.5	- Meeting the academic expectations of my teachers is . . .	8.09
34.5	- The demands of my children are . . .	8.09
37	- The demands of my employer are . . .	7.97
47	- Meeting the expectations of others is . . .	7.21

TABLE 14 (Continued)

53.5	- The demands made on me by my mate are . . .	6.63
65	- Meeting traditional family obligations that others expect of women is . . .	5.31
7.	<u>Financial</u> - Group Mean 7.09	
39	- Daily living costs are . . .	7.79
53.5	- My present income is . . .	6.63
56	- Child care costs are . . .	6.41
8.	<u>Guilt</u> - Group Mean 7.05	
30	- Using as much time and energy as needed to pursue my education is . . .	8.12
40	- The importance my mate attaches to my educational pursuits is . . .	7.77
48	- Being too busy to spend time with my children is . . .	7.20
49	- At times putting student responsibilities ahead of family obligations is . . .	6.78
50	- Modifying my housekeeping standards in order to study is . . .	6.77
51.5	- Spending family income on my college tuition is . . .	6.68
59	- The inability to always fulfill the expectations of others is . . .	6.13

TABLE 14 (Continued)

9.	<u>Time Management</u> - Group Mean	6.59	
27	- Meeting all my responsibilities within my time frame is . . .	8.32	
29	- Having time to study is . . .	8.16	
44.5	- Having time for myself is . . .	7.44	
61	- Having time to care for my house is . . .	6.00	
62	- Spending time on my hobbies is . . .	5.65	
67	- Volunteering my time for community projects is . . .	3.59	
10.	<u>Household Management</u> - Group Mean	6.26	.
43	- Organizing the many activities of my family is . . .	7.47	
51.5	- The way my family takes responsibility for household tasks is . . .	6.68	
57	- Preparing family meals is . . .	6.33	
60	- Keeping my house neat and clean is . . .	6.12	
63	- Doing laundry is . . .	5.59	
66	- Shopping is . . .	5.19	

Relations with Mate and Children; Child Care; and Expectations for Self were perceived as being highly important by the respondents.

The bottom 10 items included those categorized as 1) Time Management, ranks 67, 62 and 61; 2) Household Management, ranks 66, 63 and 60; 3) Expectations of Others, rank 65; 4) Relations with Mate and Children, rank 64; 5) Guilt, rank 59; and 6) Expectations for Self, rank 58. This indicates that the Time Management and Household Management situations described in these items had only medium importance for these women.

Using the analysis of variance test, significant differences ($p < .01$) were found between items within all categories except Family Attitudes. Again, as indicated in Table 14, item means within the categories provide some insight about the perceptions of these students regarding the importance of specific items.

These reentry students generally considered the Child Care item situations as playing a highly important part in their lives. However, using the Scheffe' test of contrast, the importance reported by the respondents of participating in the activities of their children was significantly lower ($p < .05$) than the importance ratings given to the other four items in the Child Care category.

Playing an important role in society, when using the Scheffe' test, proved to be significantly less important

than other self expectations for these adult women students. Also, interestingly, the contrast between their self expectations as students and workers and those items regarding family and personal goals showed the latter were more important to the respondents. However, full-time students put academic responsibilities ahead of family and job concerns. Since 77 percent of these students were enrolled part-time, this may indicate that most of them viewed their family obligations as more important than being a student.

However, the respondents considered meeting traditional family obligations as the least important Expectations of Others item. This observation is further supported by their rating of organizing family activities as a more important household management function than preparing meals, cleaning, shopping, and doing laundry.

These results may reflect the domestic norms embraced by these women. In order to maintain a balance between home, school and work, they set priorities regarding their many responsibilities. Although family obligations were very important, traditional domestic tasks, such as cleaning and cooking, received little personal attention from them which allowed more time for developing good family relationships, being a student, and working.

The Scheffe' test revealed some other significant findings regarding the importance of items within

categories. Although Relations with Mate and Children items generally were considered highly important by the respondents, those dealing with children as compared to mate were more important. Health status, an important overall concern of these women, was more important when pertaining to family rather than personal health. Also, the respondents reflected contemporary thinking when they rated health as more important than illness. Finally, meeting all responsibilities within a specific time frame and having time to study were more important time management concerns than having time for hobbies and volunteer activities.

Summary. These data show that the respondents considered child care and relations with their mate and children as very important issues in their lives. Furthermore, situations regarding their children were more important than those dealing with their mates.

Also reflecting attention to family, these mature women students reported that their attitude toward family was more important than school or job. However, doing household chores was not very important to them which could allow more time to balance family, work and school responsibilities.

Health status, particularly of family, had high importance for the respondents. Guilt, contrary to the

findings of others, is not perceived as being a highly important concern by these women. Since most of the situations in this category focus on guilt rooted in meeting student responsibilities, these items may have had little relevance to this sample of predominantly part-time students.

Load/Power Ratio and Subsequent

Margin for Each Item

The respondents were asked to rate, from their perceptions, the load and power of each item on a scale of 1) low to 5) high. These data were collected from responses to items 1 through 67 comprising the first section of the questionnaire.

For each item, the women students were asked to circle a number from 1 to 5 indicating the amount of load represented by that item in their lives and a number from 1 to 5 indicating their power to cope with the item situation. Load referred to the amount of effort or burden or responsibility required by the situation described in the item. Power was the amount of resources; energy, strength or ability the respondent felt she had to cope with the load.

As previously mentioned, the 67 items are categorized under ten areas of potential intrapersonal role conflicts: Time Management; Relations with Mate and

Children; Household Management; Financial; Child Care; Expectations for Self; Expectations of Others; Guilt; Health Status; and Family Attitudes.

While the application of the load/power/margin formula conceptualized by McClusky is relatively straightforward, the synthesis of this formula into a comprehensive analysis of the conflicts experienced by mature women students presents some challenges. His construct incorporates a load/power ratio (L/P) with load and power as numerator and denominator respectively. The computation of the ratio from a response to the questionnaire involved dividing the load value by the power value. Thus, if the respondent circled 2 for load and 5 for power, this resulted in an L/P ratio of $2 \div 5 = 0.40$.

Margin is a function of the relationship between load and power. It refers to the surplus resources or energy that an individual has available over and beyond that required to handle his/her load. According to this framework, the performance and health of an individual can be viewed as the L/P ratio subtracted from his/her total capacity which can be established as 1.00 or 100 percent. Margin refers to the remaining resources, energy, or strength when the ratio is subtracted from 100 percent. To compute margin, the following formula is used:

$$\begin{array}{ccccc} 1.00 & & - & & \text{Load} & & = & & \text{Margin} \\ (\text{or } 100\%) & & & & \text{Power} & & & & \end{array}$$

In the above example, margin would be computed:

$$1.00 - 0.40 = 0.60 \text{ (margin)}$$

Using this formula, "a person's performance will in part be a function of the dimensions and value of load, as well as the capacity of the person to carry the load. But, to a significant degree, especially for the health of the individual, it would be a function of the relation between load and capacity" (McClusky, 1963, p. 17). An L/P ratio ranging between .50 to .80 indicates the individual possesses a margin of .50 to .20 respectively which is adequate to meet the daily demands of life as well as the emergencies. However, a ratio close to 1.00 over an extended period of time offers no margin and may be a threat to health. Thus, returning to the above example, the 0.60 margin can be interpreted as an adequate margin to deal with the unpredictable crises of life.

"A margin allows a person to invest in life expansion projects and experiences" (Main, 1979, p. 23). Margin can be increased by reducing the load or increasing the power. When load continually matches or exceeds power, the person becomes highly vulnerable and susceptible to breakdown. Borrowing from Main (1979), the following illustrations might clarify the formula: (p. 23)

1. $\frac{\text{High Load}}{\text{Low Power}} = \text{Negative Margin}$ Potential crisis
Susceptible to break-down
2. $\frac{\text{High Load}}{\text{High Power}}$
or $= \text{Zero Margin}$ Barely maintaining
balance
Breaking even
 $\frac{\text{Low Load}}{\text{Low Power}}$
3. $\frac{\text{Low Load}}{\text{High Power}} = \text{Positive Margin}$ Life space within
which to maneuver
Surplus

Mathematical computations of the above illustrations are as follows:

1. $\frac{4 \text{ (load)}}{2 \text{ (power)}}$ $1.00 - 2.00 = -1.00 \text{ (margin)}$
2. $\frac{5 \text{ (load)}}{5 \text{ (power)}}$ $1.00 - 1.00 = 0 \text{ (margin)}$
3. $\frac{2 \text{ (load)}}{4 \text{ (power)}}$ $1.00 - 0.50 = 0.50 \text{ (margin)}$

Interpreting situations following the first and third illustrations above poses few problems. However, an L/P ratio of unity derived from equal load and power values as in the second illustration presents a more problematic interpretation. If one respondent indicates an L/P ratio of 1.00 by giving a value of 2 for both load and power while another respondent produces the same ratio by circling 5 for both load and power, the resultant zero margin in each situation is created by considerably different amounts

of responsibilities and resources. To illustrate the range of outcomes in calculating the L/P ratios from all possible combinations of questionnaire responses, the L/P ratios and subsequent margin values are given in Table 15.

TABLE 15
LOAD/POWER RATIOS WITH SUBSEQUENT MARGIN
(in Parentheses) FOR ALL COMBINATIONS
OF RESPONDENT SCORES

		LOAD				
		1	2	3	4	5
POWER	1	1.0 (0)	2.0 (-1.0)	3.0 (-2.0)	4.0 (-3.0)	5.0 (-4.0)
	2	0.50 (0.50)	1.0 (0)	1.50 (-0.50)	2.0 (-1.0)	2.50 (-1.50)
	3	0.33 (0.67)	0.67 (0.33)	1.0 (0)	1.33 (-0.33)	1.67 (-0.67)
	4	0.25 (0.75)	0.50 (0.50)	0.75 (0.25)	1.0 (0)	1.25 (-0.25)
	5	0.20 (0.80)	0.40 (0.60)	0.60 (0.40)	0.80 (0.20)	1.0 (0)

It can be observed from Table 15 that 40 percent (10 of 25) of the possible responses produce L/P ratios greater than 1.00 resulting in negative margins. These are examples of the first aforementioned illustration indicating a potential crisis could occur if the daily

circumstances producing the ratio exist over an extended period of time. Another 40 percent of the possible responses produce L/P ratios less than 1.00 resulting in margins from 0.20 to 0.80. These results, best described by the third illustration, indicate surplus margin available to deal with unexpected daily demands. Finally, 20 percent (5 of 25) of the potential responses, having an L/P ratio of 1.00 with zero margin, are described in the second illustration. In these situations, the lack of margin indicates life circumstances where balance between responsibilities and available resources is barely being maintained.

Again, the purpose of this study is to investigate the intrapersonal role conflicts, if any, that undergraduate mature women students perceive in their life situations as they meet their adult responsibilities as parent, mate, home manager and/or worker while pursuing a higher education degree; and the interrelationships between these conflicts and select variables. As mentioned in Chapter 1, the load-power framework developed by Howard McClusky will be used in this study to analyze the intrapersonal role conflicts of undergraduate women students. For purposes of load/power/margin analysis, the load and power responses were classified according to the previously described scheme presented by Main as follows:

Low respondent score of 1, 2, or 3
 High = respondent score of 4 or 5

Thus, Table 15 can be recast and is presented as Table 16.

Classifying the responses of the adult women students according to categories A, B, C or D permitted differentiation of varying degrees of load and power for performing quantitative analysis of the data. If ordered by decreasing levels of margin, the categories would be ranked as B, A, D, and C. While the categories presented in Table 16 follow those presented by Main, it was of interest to evaluate possible differences between categories A and D. Although the L/P ratios in both categories produced a breaking even margin, it was created by considerably different amounts of responsibilities and resources. The importance ratings of items in group A, comprised of low load and low power responses, were compared to those ratings of the high load and high power responses of group D. The results of these comparisons which involved analysis of variance are presented in Table 17.

Of the L/P responses to the 67 items classified as D $\left(\frac{\text{High Load}}{\text{High Power}} \right)$, 74.6 percent were considered significantly more important by the respondents than the items in group A $\left(\frac{\text{Low Load}}{\text{Low Load}} \right)$. Also, an additional 23.9 percent of the responses in group D, although not statistically significantly higher, were arithmetically more important than the responses in group A. These results, as indicated in Table 17, provide substantial empirical support to classify A

TABLE 16
LOAD/POWER/MARGIN CLASSIFICATION FOR
QUESTIONNAIRE RESPONSES OF ADULT WOMEN STUDENTS

		LOAD				
		1	2	3	4	5
POWER	1					
	2	$\frac{\text{Low Load}}{\text{Low Power}} = \text{Margin A}$		$\frac{\text{High Load}}{\text{Low Power}} = \text{Margin C}$		
	3	<u>Maintaining Balance</u> Breaking Even		<u>Potential Crisis</u> Susceptible to Breakdown		
	4	$\frac{\text{Low Load}}{\text{High Power}} = \text{Margin B}$		$\frac{\text{High Load}}{\text{High Power}} = \text{Margin D}$		
	5	<u>Life space within</u> <u>which to maneuver</u> Surplus		<u>Barely Maintaining Balance</u> Breaking Even		

TABLE 17
RESULTS OF ANALYSIS OF VARIANCE TESTING IMPORTANCE
RATING DIFFERENCES OF GROUPS A AND D

Category	No. of Items	No. of Items Where Group D Importance Ratings Sta- tistically Higher than Group A	No. of Items Where Group D Importance Ratings Arith- metically Higher than Group A	No. of Items Where Group A Importance Ratings Arith- metically Higher than Group D
Time Management	6	5	1	--
Relations with Mate and Children	10	6	4	--
Household Management	6	5	1	--
Financial	3	1	2	--
Child Care	5	5	--	--
Expectations for Self.	16	14	2	--
Expectations of Others	6	6	--	--
Guilt	7	6	1	--

TABLE 17 (Continued)

Category	No. of Items	No. of Items Where Group D Importance Ratings Sta- tistically Higher than Group A	No. of Items Where Group D Importance Ratings Arith- metically Higher than Group A	No. of Items Where Group A Importance Ratings Arith- metically Higher than Group D
Health Status	6	2	3	1
Family Attitudes	2	--	2	--
Total	67	50	16	1
Percentage	100	74.6	23.9	1.5

and D responses into two separate groups even though both result in a break even margin.

Load/Power Margin Groups. The L/P responses of these adult women students were grouped for the 67 items within the ten categories and are presented as margins A, B, C, or D in Tables 18-28. For the ten categories, it was of interest to determine the extent to which individual item responses differed. A Chi-square analysis was performed for each category of items and is presented in the following tables. A significant Chi-square value indicates that the distribution of responses is not randomly distributed. Thus, certain frequencies within the table differ from what would be expected merely by chance. The following narrative pertaining to each table includes the item responses contributing to the significant Chi-square value.

In Table 18, one can find the distribution of responses grouped as margins A, B, C or D for the Time Management items. For the six items, a significant Chi-square value was attained. Approximately 84 percent of the responses regarding "having time to study" were classified as C and D margins while 16 percent were A and B. It was observed that 77 percent of the respondents, when asked about "meeting all my responsibilities within my time frame," indicated margins C and D while 21 percent were A. Finally, approximately 60 percent of the responses on

TABLE 18
FREQUENCY DISTRIBUTION (PERCENT) OF
LOAD/POWER RESPONSES FOR TIME MANAGEMENT
ITEMS BY L/P MARGIN GROUPS

L/P Margin Groups	Time Management Items ^a						Total
	5	10	11	37	40	48	
A	26.5	38.9	12.2	51.8	49.6	20.6	33.3
B	13.2	6.6	4.1	8.9	10.1	2.4	7.6
C	38.8	38.0	51.2	33.9	25.2	42.1	38.2
D	21.5	16.5	32.5	5.4	15.1	34.9	20.9
Total	100.0	100.0	100.0	100.0	100.0	100.0	
No. of Respondents	121	121	123	112	119	126	

Chi-square = 106.7, $p < .05$

^a 5 - having time for myself
 10 - having time to care for my house
 11 - having time to study
 37 - volunteering my time for
 community projects

40 - spending time on my
 hobbies
 48 - meeting all my
 responsibilities within
 my time frame

volunteer activities and hobbies were observed as being A and B margins.

Table 19 contains the distribution of the L/P responses to items on Relations with Mate and Children. A significant Chi-square value was attained for the ten items in this category. Eleven percent of the respondents gave an A margin for "living with my mate" while 42 percent indicated a margin of D. The majority of these women students reported an A margin (55.7%) when asked about "spending considerable time away from my mate" as compared to 54.7 percent who indicated a D margin regarding "my children." Also, pertaining to these same two items, 13.4 percent reported D margins regarding the mate question while 9.3 percent gave the item on children an A margin rating.

The L/P responses pertaining to Household Management, also producing a significant Chi-square value, are reported as margins in Table 20. An equal number of respondents (38%) considered "keeping my house neat and clean" as margins A and C. Forty-six percent of these reentry women gave "doing laundry" an A margin rating while 14 percent rated it C. Finally, 38 percent and 34 percent respectively gave an A and C margin when asked about "the way my family takes responsibility for household tasks."

TABLE 19
FREQUENCY DISTRIBUTION (PERCENT) OF
LOAD/POWER RESPONSES FOR RELATIONS WITH MATE AND
CHILDREN ITEMS BY L/P MARGIN GROUPS

L/P Margin Groups	Relations with Mate and Children Items ^a										Total
	23	36	43	47	49	50	54	56	57	64	
A	27.7	22.6	17.4	36.8	11.0	55.7	36.7	29.4	9.3	21.1	27.2
B	13.5	29.6	19.8	10.4	22.0	13.4	13.3	22.8	12.0	28.9	18.4
C	27.7	18.2	22.3	33.6	25.0	17.5	23.5	22.8	24.0	25.0	24.2
D	31.1	29.6	40.5	19.2	42.0	13.4	26.5	25.0	54.7	25.0	30.2
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	
No. of Respondents	119	115	121	125	100	97	98	92	75	76	

Chi-square = 134.5, $p < .05$

^a 23 - my family's way of coping with problems
36 - living with my family
43 - my concern for my family
47 - feeling free to pursue personally satisfying activities
49 - living with my mate | 50 - spending considerable time away from my mate
54 - the way my mate handles responsibility
56 - the support I receive from my mate
57 - my children
64 - the way my children and I get along |
|--|---|

TABLE 20
FREQUENCY DISTRIBUTION (PERCENT) OF
LOAD/POWER RESPONSES FOR HOUSEHOLD MANAGEMENT
ITEMS BY L/P MARGIN GROUPS

L/P Margin Groups	Household Management Items ^a						Total
	18	24	27	30	31	34	
A	37.4	39.5	45.7	34.7	37.5	43.0	39.6
B	9.8	20.2	22.4	15.3	10.0	24.8	17.1
C	38.2	21.0	13.8	22.9	34.2	18.2	24.7
D	14.6	19.3	18.1	27.1	18.3	14.0	18.6
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No. of Respondents	123	119	116	118	120	121	

Chi-square = 45.7, $p < .05$

^a18 - keeping my house neat and clean
24 - preparing family meals
27 - doing laundry
30 - organizing the many activities
of my family

31 - the way my family takes
responsibility for
household tasks
34 - shopping

The distribution of responses to the three Financial items are summarized in Table 21.

TABLE 21
FREQUENCY DISTRIBUTION (PERCENT) OF
LOAD/POWER RESPONSES FOR FINANCIAL
ITEMS BY L/P MARGIN GROUPS

L/P Margin Groups	Financial Items ^a			Total
	3	15	59	
A	34.2	25.8	28.0	29.3
B	10.5	12.5	24.0	15.7
C	35.1	33.3	32.0	33.5
D	20.2	28.4	16.0	21.5
Total	100.0	100.0	100.0	
No. of Respondents	114	120	50	

Chi-square = 9.3, no significant difference

^a 3 - my present income
15 - daily living costs
59 - child care costs

Although a significant Chi-square value was not attained for these items, some observations can be made about the results. Regarding "my present income," an equal number of women (35%) scored the item as A and C margins. Also,

approximately one-third of the respondents considered "daily living costs" and "child care costs" as producing C margins.

Again, although the Child Care item responses did not produce a significant Chi-square value, it is worth noting some of the response patterns as reported in Table 22.

TABLE 22

FREQUENCY DISTRIBUTION (PERCENT) OF
LOAD/POWER RESPONSES FOR CHILD
CARE ITEMS BY L/P MARGIN GROUPS

L/P Margin Groups	Child Care Items ^a					Total
	58	60	65	66	67	
A	18.6	16.4	17.3	20.5	14.7	17.5
B	11.4	9.6	17.3	11.0	13.3	12.5
C	31.4	37.0	28.0	24.7	29.3	30.1
D	38.6	37.0	37.4	43.8	42.7	39.9
Total	100.0	100.0	100.0	100.0	100.0	100.0
No. of Respondents	70	73	75	73	75	

Chi-square = 5.7, no significant
difference

- ^a58 - providing adequate care for my
children in my absence
60 - participating in my children's activities
65 - guiding my children's school progress
66 - taking care of a sick child
67 - meeting the needs of my children

In each of the five items comprising this category, over 65 percent of the responses were in the C or D margin groups as follows: "providing adequate care for my children in my absence" (70%); "participating in my children's activities" (74%); "guiding my children's school progress" (65.4%); "taking care of a sick child" (68.5%); and "meeting the needs of my children" (72%).

The margins of responses to the items dealing with Expectations for Self are contained in Table 23. For the 16 items found in this category, a significant Chi-square value was attained. In 10 items, over 60 percent of the respondents reported C or D margins. The responses were 1) "being a student" (76.2%); 2) "my obligation to my job" (77.2%); 3) "my student responsibilities" (73.1%); 4) "having goals in life" (61.9%); 5) "being independent" (63%); 6) "my type of employment" (75.6%); 7) "being responsible" (68.5%); 8) "working to my capacity" (73.6%); 9) "fulfilling my personal goals" (80%); and 10) "being married" (66%).

There are some other observations one can make in Table 23. In responding to "my attitude toward my family," over 70 percent of these adult women students viewed their situations as either B or D margins. Also, over 65 percent of the women reported "my independence" as margins A or D; only 14 percent viewed "getting along with people" as C margin; and 63 percent gave "playing an important

TABLE 23
FREQUENCY DISTRIBUTION (PERCENT) OF LOAD/POWER RESPONSES FOR
EXPECTATIONS FOR SELF ITEMS BY L/P MARGIN GROUPS

L/P Margin Groups	Expectations for Self Items ^a																Total
	1	6	8	12	16	20	21	28	29	33	35	38	42	44	46	53	
A	14.3	12.9	18.5	20.6	24.4	17.3	18.3	14.0	24.0	14.7	29.1	32.0	20.5	10.4	63.1	19.6	22.1
B	9.5	9.9	8.4	17.5	12.6	7.1	13.5	12.4	24.8	32.5	14.5	26.2	23.9	9.6	9.0	14.4	15.4
C	40.5	36.6	42.0	25.4	31.9	27.6	19.8	28.1	22.4	13.8	17.9	13.9	28.2	40.0	14.8	28.9	27.0
D	37.7	40.6	31.1	36.5	31.1	48.0	48.4	45.5	28.8	39.0	38.5	27.9	27.4	40.0	13.1	37.1	35.5
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	
No. of Respondents	126	101	119	126	119	98	126	121	125	123	117	122	117	125	122	97	

Chi-square = 292.1, $p < .05$

^a 1 - being a student
6 - my obligation to my job
8 - my student responsibilities
12 - having goals in life
16 - being independent
20 - my type of employment

21 - being responsible
28 - working to my capacity
29 - consideration of others
33 - my attitude toward my family
35 - my independence
38 - getting along with people

42 - self-confidence
44 - fulfilling my personal goals
46 - playing an important role in society
53 - being married

role in society" an A margin. Finally, regarding "self-confidence," 56 percent of the responses were C or D ratings.

The responses to the Expectations of Others items are presented in Table 24. A significant Chi-square value was attained for the six items comprising this category. The majority of mature women students (over 70%) gave "meeting the academic expectations of my teachers" and "the demands of my children" C or D margin ratings. Interestingly, many women indicated A margins for "meeting the expectations of others" and "meeting traditional family obligations that others expect of women" (44% and 52% respectively). Approximately one-third of the respondents reported a D margin for "the demands of my employer" and a C margin for "the demands made on me by my mate." Another third indicated an A margin for the latter item.

In Table 25 one can find a summary of the responses to the seven items on Guilt. There was a significant Chi-square value for the seven Guilt items.

It can be noted that over two-thirds of the respondents reported C and D margins for 1) "at times putting student responsibilities ahead of family obligations" (65.5%); 2) "using as much time and energy as needed to pursue my education" (75%); and 3) "being too busy to spend time with my children" (64.7%). About two-thirds

TABLE 24

FREQUENCY DISTRIBUTION (PERCENT) OF
LOAD/POWER RESPONSES FOR EXPECTATIONS
OF OTHERS ITEMS BY L/P MARGIN GROUPS

L/P Margin Groups	Expectations of Others Items ^a						Total
	14	19	25	32	52	62	
A	44.2	18.7	22.9	51.7	35.4	13.2	31.0
B	14.2	8.1	12.5	22.0	11.4	14.5	13.8
C	20.8	36.6	26.0	18.7	34.4	36.8	28.9
D	20.8	36.6	38.6	7.6	18.8	35.5	26.3
Total	100.0	100.0	100.0	100.0	100.0	100.0	
No. of Respondents	120	123	96	118	96	76	

Chi-square = 92.0, $p < .05$

^a14 - meeting the expectations of
others
19 - meeting the academic expecta-
tions of my teachers
25 - the demands of my employer

32 - meeting traditional family obli-
gations that others expect of
women
52 - the demands made on me by my mate
62 - the demands of my children

TABLE 25
FREQUENCY DISTRIBUTION (PERCENT) OF
LOAD/POWER RESPONSES FOR GUILT ITEMS
BY L/P MARGIN GROUPS

L/P Margin Groups	Guilt Items ^a							Total
	9	17	22	39	45	51	61	
A	27.3	26.9	54.2	35.9	16.1	38.5	23.5	31.8
B	18.2	7.6	10.2	15.8	8.9	21.9	11.8	13.5
C	37.3	39.5	22.0	32.5	39.5	21.9	41.2	33.4
D	17.2	26.0	13.6	15.8	35.5	17.7	23.5	21.3
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	
No. of Respondents	110	119	118	120	124	96	68	

Chi-square = 79.0, $p < .05$

- ^a 9 - spending family income on my college tuition
17 - at times putting students responsibilities ahead of family obligations

TABLE 25 (Continued)

- ^a22 - the inability to always fulfill the expectations of others
- 39 - modifying my housekeeping standards in order to study
- 45 - using as much time and energy as needed to pursue my education
- 51 - the importance my mate attaches to my educational pursuits
- 61 - being too busy to spend time with my children

of these women students were essentially evenly divided between Margins A and C when responding to "spending family income on my college tuition" and "modifying my housekeeping standards in order to study." Fifty-four percent of the students reported A margins for the "inability to always fulfill the expectations of others." Finally, 39 percent considered "the importance my mate attaches to my educational pursuits" as producing A margins as compared to 18 percent D margins.

As reported in Table 26, the distribution of responses to six items regarding Health Status had a significant Chi-square value. According to over 60 percent of these mature women students, four of the health status items had margins A and B: 1) "my eyesight" (69.4%); 2) "my physical health" (66.1%); "my family's health status" (62.6%); and 4) "illness" (63.9%). Also, 72.4 percent of the respondents indicated A and B margins for "my hearing" while only 6.9 percent reported a C margin. Lastly, while two-thirds of these students were about evenly divided between A and C margins for "rest," only 11.7 percent rated the item as margin B.

A significant Chi-square was not obtained for the two items on Family Attitudes reported in Table 27. However, it is interesting to note that 46.3 percent of the respondents gave "my mate's attitude toward my student

TABLE 26

FREQUENCY DISTRIBUTION (PERCENT) OF
LOAD/POWER RESPONSES FOR HEALTH STATUS
ITEMS BY L/P MARGIN GROUPS

L/P Margin Groups	Health Status Items ^a						Total
	2	4	7	13	26	41	
A	43.0	29.7	41.4	32.5	41.2	35.8	37.2
B	26.4	36.4	31.0	30.1	22.7	11.7	26.4
C	14.9	14.1	6.9	17.1	13.4	32.5	16.5
D	15.7	19.8	20.7	20.3	22.7	20.0	19.9
Total	100.0	100.0	100.0	100.0	100.0	100.0	
No. of Respondents	121	121	116	123	119	120	

Chi-square = 49.3, $p < .05$

^a 2 - my eyesight
4 - my physical health
7 - my hearing

13 - my family's health status
26 - illness
41 - rest

TABLE 27
 FREQUENCY DISTRIBUTION (PERCENT) OF
 LOAD/POWER RESPONSES FOR FAMILY ATTITUDES
 BY L/P MARGIN GROUPS

L/P Margin Groups	Family Attitudes Items ^a		
	55	63	Total
A	46.3	50.7	48.5
B	16.9	17.4	17.1
C	18.9	13.0	16.0
D	17.9	18.9	18.4
Total	100.0	100.0	
No. of Respondents	95	69	

Chi-square = 1.0, no
significant difference

- ^a55 - my mate's attitude toward my
student activities
 63 - my children's attitudes toward my
student involvement

activities" an A margin as well as 50.7 percent regarding "my children's attitudes toward my student involvement."

The distribution of the responses within the ten item categories by A, B, C or D margin are presented in Table 28. Summarizing all responses to the 67 items, 29.7 percent were considered A margin; 15.8 percent B margin; 27.4 percent C margin; and 27.1 percent D margin.

Returning to the comparison between A and D, both are break even margins. However, A margin is comprised of lower amounts of load and power than D margin; and those items indicated by the respondents as A margin situations were perceived as being considerably less important in their lives than D margin items. Thus, one can speculate that A margin represents situations where balance is being maintained with little effort while D margin represents situations where considerable effort barely maintains a life balance. In the event of an unforeseen life crisis, a D margin could quickly become a C margin where load is greater than power. Thus, interestingly, looking at only B, C and D margin responses 22.5 percent were B; 38.9 percent were C; and 38.6 percent were D indicating 77.5 percent of the respondents had limited margin to meet their adult responsibilities.

TABLE 28
L/P MARGIN RESPONSE DISTRIBUTION (PERCENT)
BY ITEM CATEGORIES

L/P Margin Groups	Time Management	Relations with Mate and Children	Household Management	Financial	Child Care	Expectations for Self	Expectations of Others	Guilt	Health Status	Family Attitudes
A	33.3	27.2	39.6	29.3	17.5	22.1	31.0	31.8	37.2	48.5
B	7.6	18.4	17.1	15.7	12.5	15.4	13.8	13.5	26.4	17.1
C	38.2	24.2	24.7	33.5	30.1	27.0	28.9	33.4	16.5	16.0
D	20.9	30.2	18.6	21.5	39.9	35.0	26.3	21.3	19.9	18.4
No. of Items Within Category	6	10	6	3	5	16	6	7	6	2

Summary. The respondents indicated that Time Management was a greater area of conflict since 38.2 percent reported C margins for these items. The two items creating the most difficulties within this category were "having time to study" and "meeting all my responsibilities within my time frame." These concerns with insufficient time to fulfill all their obligations are problems typically identified by mature women students. Combining the student role requiring a great time commitment with other adult responsibilities has placed many of these women in a situation of potential crisis if the excessive load continues over some period of time.

The area creating the least problem is Family Attitudes with 48.5 percent of the women reporting an A margin. Many of these students saw the attitudes of their mate and children as a positive rather than negative force in their lives.

Since C and D margins indicate the greatest areas of conflict, combining these two groups of responses provides some additional insight. Child Care item responses were most frequently given a C or D rating (70%). Thus, the majority of these reentry women reported child care issues as their most pressing concern. Again, meeting child care needs are often cited by women students as one of their greatest problems.

Expectations for Self C and D margin responses (62%) indicated that this conflict area, after Child Care, was the next most problematic issue for these women. Reviewing the responses to individual items within this category revealed that the greatest load was produced by "working to my capacity" (80%), "my obligations to my job" (77.2%), and "being a student" (76.2%).

By combining responses for the A and B margins it is seen that besides Family Attitudes, Health Status created few problems for these women students. This might be due to the relative youth of the sample (average age--38). Household Management also was reported as an area of life which produced few conflicts for the respondents. These women, as previously reported, considered situations in this category to have only medium importance in their lives.

Analysis of Variance for Load/Power Margin Groups

To determine what factors may have influenced the distribution of the A, B, C or D L/P margin responses for the 67 items within the ten categories, the analysis of variance was performed. In the following presentation the significant analysis of variance results for all categories are presented in Tables 29-38. A discussion of the significant results where meaningful sample sizes

were present and used in comparisons between independent variables follows each table. Also, the tables included the significant results when using Importance as a covariate but it was not discussed since a previous section to this chapter covered this aspect of the study.

Table 29 contains the analysis of variance results where significance at $p < .05$ level was found for the six Time Management items. The majority of part-time students reported C or D margins (65.3%) regarding "having time for myself" while 42.8 percent of the full-time students had this margin. Since many of the part-time enrollees had jobs, it is not surprising that they had problems very similar to those of full-time students in finding time for themselves. Also, the reentry women who were working indicated C and D margins (67.8%) for this time item more often than non-working women (36.7%). The majority of divorced women (57.9%) gave this item a C margin as compared to 36 percent of the married students. This finding may be due to the fact that 36 percent of the divorced respondents had children ranging in ages from 6-17 as compared to only 22 percent of the married women who had children of the same age group.

Full-time students gave C or D margins (70.4%) more often than part-time students (50%) to "having time to care for my house." Also, 48.8 percent of the respondents who enrolled in the program for personal development

TABLE 29
ANALYSES OF VARIANCE RESULTS FOR
TIME MANAGEMENT ITEMS

Independent Variables	Time Management Items ^a					
	5	10	11	37	40	48
Reasons for Enrollment in Program		*				
Enrollment Status	*	*				
Marital Status	*					*
Employment Status	*				*	
Income				*		*

Covariate						
Item Importance	*	*	*	*	*	*

* Significance at $p < .05$

- ^a
- 5 - having time for myself
 - 10 - having time to care for my house
 - 11 - having time to study
 - 37 - volunteering my time for community projects
 - 40 - spending time on my hobbies
 - 48 - meeting all my responsibilities within my time frame

indicated A margins for this same item while only 16.7 percent of those who enrolled to maintain their present position gave this margin. Conversely, 14 percent of the respondents who enrolled for personal development as compared to 25 percent of those who enrolled to maintain their present position reported D margins regarding this item.

These reentry women rated "volunteering my time for community projects" as C and D margins more often if they lived in households with annual salaries of over \$30,000 (50%) than those with \$16-30,000 salaries (25.9%). This finding may reflect the great social pressures felt by higher income women to volunteer some time to community projects.

"Spending time on my hobbies" was given as A margin by 56.7 percent of the employed women and 28.6 percent of the unemployed women as compared to a C rating by 20 percent of those who were working and 39.3 percent of the non-working students. This finding may show that hobbies present few problems for women who work since they are aware of their limited time and spend little effort in developing hobbies.

The significant findings observed from the analysis of variance for the ten Relations with Mate and Children items can be found in Table 30. The majority of these mature women students reported D margins (68.8%) for

TABLE 30

ANALYSES OF VARIANCE RESULTS FOR RELATIONS
WITH MATE AND CHILDREN ITEMS

Independent Variables	Relations with Mate and Children Items ^a									
	23	36	43	47	49	50	54	56	57	64
Reasons for Enrollment in Program						*		*		
Marital Status						*	*	*		
Employment Status									*	
Ages of Children		*								*

Covariate										
Item Importance	*	*	*	*		*			*	

* Significance at $p < .05$

^a23 - my family's way of coping
 36 - living with my family
 43 - my concern for my family
 47 - feeling free to pursue
 personally satisfying
 activities
 49 - living with my mate
 50 - spending considerable time
 away from my mate

54 - the way my mate handles
 responsibility
 56 - the support I receive from
 my mate
 57 - my children
 64 - the way my children and I
 get along

"living with my family" when they had children from 6-12 years of age while those with preschool or adolescent children responded with B margins (66.8% and 50% respectively).

Only 13.6 percent of the 77 married women students who responded to "the way my mate handles responsibility" indicated B margins. Most of the reentry women who had enrolled in the program for personal development gave A or B margins (71.9%) to "the support I receive from my mate" while the majority of those who were updating themselves gave C or D ratings (54.1%) to this item.

Approximately two-thirds of the students who were employed gave D margins to "my children" as compared to one-third of those who were not working. Conversely, 7.4 percent of the working women rated this item as a B margin as compared to 23.8 percent of the non-working women. One-fourth of the women with children from 0-12 years old reported B margins for "the way my children and I get along" as compared to 50 percent of those with adolescent children.

The significant results of the analysis of variance are found in Table 31 for the six items in the Household Management category. Sixty-four percent of the women who were single, separated, widowed or divorced rated "organizing the many activities of my family" as A or B margins while 45 percent of those who were married

TABLE 31
ANALYSES OF VARIANCE RESULTS FOR
HOUSEHOLD MANAGEMENT ITEMS

Independent Variables	Household Management Items ^a					
	18	24	27	30	31	34
Reasons for Enrollment in Program						
Marital Status			*	*		
Income					*	

Covariate						
Item Importance	*	*	*	*		*

* Significance at $p < .05$

^a18 - keeping my house neat
and clean
24 - preparing family meals
27 - doing laundry
30 - organizing the many
activities of my family

31 - the way my family takes
responsibility for
household tasks
34 - shopping

reported this margin. Two-thirds of these reentry women with annual household incomes below \$16,000 reported A or B margins for "the way my family takes responsibility" while 43 percent of the respondents with incomes over \$16,000 had these margins.

The results of the analysis of variance for the Financial category can be observed in Table 32. Forty-five percent of the respondents who gave personal development as a reason for program enrollment indicated A margins for "my present income" while 42 percent of those who enrolled to prepare for a job reported a C margin. Seventy-one percent of the full-time students gave a C margin for this item while only 25.6 percent of the part-time students reported this margin. Finally, the majority of unemployed women students gave this item an A rating (54.2%) as compared to 29.2 percent of the employed students. This probably indicates that the reason why many women were working was to increase their income.

When asked about "daily living costs," approximately 60 percent of the students who enrolled in the program for personal development responded with A or B margins while the same frequency of those who had enrolled to prepare for a job rated this item as C or D margins. It was observed that only 9 percent of the employed students had B margins for this item versus 23 percent of the unemployed women. However, for this same item, 33.7 percent of the employed

TABLE 32
ANALYSES OF VARIANCE RESULTS FOR
FINANCIAL ITEMS

Independent Variables	Financial Items ^a		
	3	15	59
Reasons for Enrollment in Program	*	*	
Enrollment Status	*		
Employment Status	*	*	

Covariate			
Item Importance		*	*

* Significance at $p < .05$

^a 3 - my present income
15 - daily living costs
59 - child care costs

students gave D margin as compared to 13.3 percent of the unemployed students. Again, this finding probably indicates that the employed students felt a need to increase their income to meet their daily expenses while those who were not employed had an income that met these living expenses.

The analysis of variance was performed for the five Child Care items and the significant results are presented in Table 33.

TABLE 33
ANALYSES OF VARIANCE RESULTS FOR
CHILD CARE ITEMS

Independent Variables	Child Care Items ^a				
	58	60	65	66	67
Enrollment Status			*		
Income			*		
Ages of Children	*		*	*	*

Covariate					
Item Importance	*	*	*	*	*

* Significance at $p < .05$

- ^a58 - providing adequate care for my children in my absence
 60 - participating in my children's activities
 65 - guiding my children's school progress
 66 - taking care of a sick child
 67 - meeting the needs of my children

When responding to "providing adequate care for my children in my absence" only 12.5 percent of the respondents with children from 0-12 years old gave a B margin as compared to 28.6 percent of those with adolescents.

More full-time students (61%) reported D margins pertaining to "guiding my children's school progress" than those who were enrolled in school part-time (29.8%). Also, regarding responses to this item, D margins were

reported by 14.3 percent of the women with preschool children while 43.8 percent of those with 6-12 year old children and 40 percent of those with teenage children gave D margins.

"Taking care of a sick child" was considered to have D margin by 62.5 percent of these reentry students who had preschool children; 53.3 percent of those who had grade school/preadolescent children; and only 20 percent of the women with adolescents. Fifty percent of the respondents gave "meeting the needs of my children" a C rating if they had 0-5 year old children and 43.8 percent if they had children 6-12 years old as compared to 10 percent if they had 13-17 year old children. Conversely, 12.5 percent of women with children 0-5 as well as 6-12 years old reported B margins for this item as compared to 30 percent of those with adolescents.

The analysis of variance results for the 16 Expectations for Self items are reported in Table 34. Most of the Afro-American women gave D margins (61.5%) to "having goals in life" as compared to 33.8 percent of the Caucasian respondents. In contrast, 7.7 percent of the Afro-American students reported B margins for this item while 18.5 percent of the Caucasians gave this margin. Thirty-one percent of these married adult students indicated D margins for this item while 56.2 percent of the women who

TABLE 34
ANALYSES OF VARIANCE RESULTS FOR EXPECTATIONS FOR SELF ITEMS

Independent Variables	Expectations for Self Items ^a														
	1	6	8	12	16	20	21	28	29	33	35	38	42	44	53
Reasons for Enrollment in Program					*			*							
Race				*											
Marital Status				*	*									*	*
Income															*
Ages of Children					*	*	*	*		*	*		*	*	
<hr/>															
Covariate															
Item Importance	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

^a Significance at $p < .05$

^a 1 - being a student
6 - my obligation to my job
8 - my student responsibilities
12 - having goals in life
16 - being independent
20 - my type of employment
21 - being responsible

28 - working to my capacity
29 - consideration of others
33 - my attitude toward my family
35 - my independence
38 - getting along with people

42 - self confidence
44 - fulfilling my personal goals
46 - playing an important role in society
53 - being married

were single, widowed, separated or divorced gave this margin.

The reentry students who enrolled in the program for personal development gave B margins (22%) to "being independent" more often than those who enrolled to prepare for a future job (8.2%). However, the latter group of students reported C margins (38.8%) for this item more frequently than those who enrolled for personal development (12.2%). Most of the divorced students gave C margins (52.6%) to this item while 25.9 percent of the married women indicated this margin. Forty percent of the women who had 6-12 year old children reported C margins for this item as compared to 22.2 percent of those with preschool children and 16.7 percent with adolescent children.

Thirty-five percent of the respondents with children up to 12 years old rated "my type of employment" as a C margin as compared to 11 percent of the women with 13-17 year old children. D Margin was reported by 50 percent of the respondents who had teenage children to "being responsible" while 81.3 percent of those with grade school/preadolescent children gave this margin. Seventy-five percent of the students with children ranging from 6-12 years old gave D margin for "working to my capacity" as compared to 53.4 percent of those with adolescent children.

"My attitude toward my family" was rated margin D by 75 percent of the students who had 6-12 year old children as compared to 35.7 percent of those with children 13-17 years old. In contrast, this item was given a B margin by 18.8 percent of the women with children in the younger age group and 35.7 percent of those with adolescents.

Forty-six percent of these adult women students with children under 12 years old indicated a D margin for "my independence" as compared to 23.1 percent of those with teenage children. However, 12.5 percent of the women with the younger children reported B margins for this item as compared to 38.5 percent of those with 13-17 year old children.

"Self-confidence" was given a D margin by 46.7 percent of the students who had grade school/preadolescent children while 21.4 percent of those who had teenage children gave this margin. Conversely, 14.3 percent of the respondents with the teenage children gave this item an A margin while 6.7 percent of those with the younger children reported this margin. Forty-four percent of these reentry women who had 6-12 year old children gave C margins to "fulfilling my personal goals" as compared to 28.6 percent of the students with adolescent children.

Table 35 contains the analysis of variance results for the six Expectations of Others items. More divorced

TABLE 35

ANALYSES OF VARIANCE RESULTS FOR EXPECTATIONS OF OTHERS ITEMS

Independent Variables	Expectations of Others ^a					
	14	19	25	32	52	62
Reasons for Enrollment in Program			*		*	*
Race					*	*
Marital Status	*	*				
Employment Status				*		
Income	*	*				
Employment: Full-time/Part-time	*					
Children with Special Needs			*			

Covariate						
Item Importance	*	*	*	*	*	*

* Significance at $p < .05$

TABLE 35 (Continued)

- ^a14 - meeting the expectations of others
- 19 - meeting the academic expectations of
my teachers
- 25 - the demands of my employer
- 32 - meeting traditional family obligations
that others expect of women
- 52 - the demands made on me by my mate
- 62 - the demands of my children

women (57.9%) considered "meeting the expectations of others" as an A margin than married women (38.4%). Over 35 percent of the students with household incomes of over \$16,000 reported A margins for this item while 80 percent of those with lower incomes gave this margin. Approximately one-third of the respondents who worked full-time reported A margins for this item as compared to two-thirds of those who worked part-time.

Sixty-three percent of the single students gave "meeting the academic expectations of my teachers" an A margin while 17 percent of the married ones gave this margin. In contrast, 37.5 percent of the married students gave C margins to this item as compared to 12.5 percent of single students. The majority of these adult women students reported A or B margins (51.4%) when responding to "the demands of my employer" if they had enrolled in the program to prepare for a future job while most of those who enrolled to maintain their present position indicated C or D margins (75%).

Sixty-six percent of the unemployed students rated "meeting traditional family obligations that others expect of women" as A margins while 48 percent of their employed counterparts reported this margin. More of the women (42.9%) who enrolled in the program for personal development gave "the demands made on me by my mate" an A margin as compared to 29.8 percent of those

who enrolled to prepare for a future job. Conversely, 11.4 percent of the women who enrolled for personal development and 27 percent of those who were preparing for a job reported D margins. Also, 87.5 percent of the Afro-American students indicated A margins for this item as compared to 31 percent of the Caucasian respondents.

Over fifty-percent of the women who enrolled in the program for personal development rated "the demands of my children" as D margin as compared to 27.3 percent of the enrollees who were preparing for a future job. In contrast, 3.7 percent of the students who enrolled for personal development indicated A margin for this item while 18.2 percent of those who were preparing for a job reported this margin. For this same item, 38.2 percent of the Caucasian students gave a C margin while only 14.3 percent of the Afro-American women gave this margin.

The findings observed from the analysis of variance on the seven Guilt items are found in Table 36. When rating "modifying my housekeeping standards in order to study," 24.4 percent of these mature women students gave the item a C margin if they had returned to school for personal development while 32 percent gave this margin if they were preparing for a job. Fourteen percent of the part-time students gave D margins to this item as compared to 23.1 percent of the full-time students. Conversely, the majority of part-time students reported

TABLE 36
ANALYSES OF VARIANCE RESULTS FOR GUILT ITEMS

Independent Variables	Guilt Items ^a						
	9	17	22	39	45	51	61
Reasons for Enrollment in Program				*			
Enrollment Status				*			
Marital Status					*		

Covariate							
Item Importance	*	*	*	*	*		*

* Significance at $p < .05$

^a 9 - spending family income
on my college tuition
17 - at times putting student
responsibilities ahead of
family obligations
22 - the inability to always
fulfill the expectations
of others
39 - modifying my housekeeping
standards in order to study

45 - using as much time and
energy as needed to pursue
my education
51 - the importance my mate
attaches to my educational
pursuits
61 - being too busy to spend
time with my children

A margins (42.6%) for this item while 11.5 percent of the full-time students gave this margin.

The results of the analysis of variance for the six Health Status items are reported in Table 37. The majority of married women gave A or B margins (72.4%) to "my physical health" while the students who were divorced tended to give C or D margins (73.7%). Forty-four percent of the Afro-American women reported D margins for "my hearing" as compared to 19 percent of the Caucasian students. However, 32.7 percent of the Caucasian women rated this item as a B margin while 11.1 percent of the Afro-Americans gave this margin. "Illness" was given a D margin by 45.8 percent of the respondents with children 12 years old or younger as compared to 15.4 percent of the women with adolescent children. Also responding to this item, 82.2 percent of the full-time workers gave A or B margins while 54.8 percent of their part-time counterparts reported C or D margins for this item. This may indicate that women who had problems revolving around personal or family illness tended to work part-time rather than full-time.

Table 38 contains the analysis of variance results for the two Family Attitudes items. All the separated respondents gave a D margin to "my mate's attitude toward my student activities" while the majority

TABLE 37

ANALYSES OF VARIANCE RESULTS FOR HEALTH STATUS ITEMS

Independent Variables	Health Status Items ^a					
	2	4	7	13	26	41
Enrollment Status	*					
Race			*			
Marital Status		*				
Ages of Children					*	
Employment: Full-time/Part-time					*	

Covariate						
Item Importance					*	

* Significance at $p < .05$

^a 2 - my eyesight
 4 - my physical health
 7 - my hearing
 13 - my family's health status
 26 - illness
 41 - rest

TABLE 38
ANALYSES OF VARIANCE RESULTS FOR
FAMILY ATTITUDES ITEMS

Independent Variables	Family Attitudes ^a	
	55	65
Marital Status	*	

Covariate		
Item Importance		

* Significance at $p < .05$

^a55 - my mate's attitude toward
my student activities

63 - my children's attitudes toward
my student involvement

(46.5%) of the married women reported an A margin for this item.

Summary. The independent variables that were found to most frequently have a significant influence on the distribution of L/P margin responses were reasons for enrollment in the program, marital status, and ages of children. The results of contrasts used to identify statistically significant different independent variables indicated that for marital status, the most frequently observed independent variable, married women often had different frequencies of responses than those who were single, widowed, divorced or separated. Significant marital status differences

were observed within eight of the ten conflict areas.

The next most frequently identified independent variable, ages of children, was found to significantly influence the L/P margin response distributions in four of the ten conflict categories. Expectations for Self, and, not surprisingly, Child Care were the categories predominantly affected by this variable. The major differences were identified between women who had children from 0-12 or 6-12 years old and those who had 13-17 year old children. Finally, the differences observed in the margins reported by the respondents affected by their reasons for enrolling in the program was primarily between the students who enrolled for personal development and those preparing for a future job.

The independent variables that were found to influence the L/P margin responses to a lesser extent were income and employment status. Income differences were primarily identified between students who had annual household incomes over \$16,000 and those whose incomes ranged from \$8,000-16,000 per year.

The apparent minimal impact of employment status on the responses is probably due to the high proportion (74%) of the students in this study who were working. The remaining independent variables found to significantly influence the L/P margin distributions in less than eight

percent of the responses were enrollment status; race; employment--full-time/part-time; and children with special needs.

The significant independent variables were found with adjustment of the data through the inclusion of the covariate, item importance. Importance was found to be a significant covariate for over three-fourths of the 67 items. Thus, it is seen that a great majority of the L/P margin responses were influenced by the perceived importance of the items by the students. These findings further support the inclusion of importance in the questionnaire.

Findings

The major findings of this study follow:

1. Four of the ten conflict areas had importance responses indicating the item situations were perceived as being highly important by these women students while the remaining six were perceived to have medium importance. The highly important conflict categories were Child Care, Expectations for Self, Relations with Mate and Children, and Health Status.
2. Empirical evidence supported grouping the L/P responses of these women students into four distinct margins (A, B, C or D) that differentiated varying degrees of load and power.
3. The L/P responses to the 67 items showed that 29.7 percent were considered A margins (maintaining a balance between responsibilities and resources with minimal effort); 15.8 percent were B margins (having life space within which to maneuver); 27.4 percent were C margins (potential crises); and 27.1 percent were D

margins (barely maintaining balance between responsibilities and resources with considerable effort).

4. The L/P margins indicating the greatest areas of conflict for these adult women students were in Child Care where 70 percent of the responses were given C or D margins and Expectations for Self with 62 percent of the responses in these respective margins of potential crisis or barely maintaining balance between responsibilities and resources.
5. The conflict area where there was the greatest (26.4 percent of responses) surplus of power (margin B) was Health Status while the Time Management responses (7.6 percent) indicated the least amount of life space within which to maneuver.
6. The independent variables found to most frequently have a significant influence on the distribution of L/P margin responses were reasons for enrollment in the program, marital status, and ages of children.
7. Importance was found to be a significant covariate in over 75 percent of the 67 items.

CHAPTER V
SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The purpose of this study was to investigate the intrapersonal role conflicts, if any, that undergraduate adult women students perceived in their life situations as they met their adult responsibilities as parent, mate, home manager and/or worker while pursuing a higher education degree; and the interrelationships between these conflicts and select variables. The objectives of this study were:

1. To identify the degree of selected intrapersonal role conflicts experienced by adult women undergraduate students as they meet their responsibilities as students, parents, mates, home managers and/or workers.
2. To assess the impact of these selected intrapersonal role conflicts on load/power and, subsequently, the margin these women students have to meet the demands of their daily lives.
3. To establish the relationships of the load/power ratio of these women students with

selected demographic, academic, and employment variables.

The model conceptualized by Howard McClusky (1963) to investigate the psychological development and adjustment of persons in the adult years was used in this study. Three key concepts comprising this model are the load the individual must carry in living; the power which is available to him/her for carrying the load; and the margin of power for meeting the unexpected emergencies of life.

A review of the literature revealed minimal study has been done to date on the family relationships and intra-personal role conflicts of adult women undergraduate students to determine the extent, if any, of conflict they experience and the impact of these conflicts on their lives. It was determined that this study was timely and the findings would provide higher education administrators with useful information for developing new programs and services or evaluating present ones to more adequately meet the needs of older women students.

Population and Sample. Adult women students (24 years and older) enrolled either full-time or part-time during the Spring semester of the 1982-1983 school year at Ursuline College in Pepper Pike, Ohio were selected to participate in this study. The research questionnaire was administered during eleven different class sessions

to 129 adult women students who voluntarily agreed to complete the survey instrument. However, the majority of women who met the sample criteria for this study complied with the request for volunteers to answer the items on the questionnaire.

Design. This survey research was designed to provide a description of the intrapersonal role conflicts adult women students perceived they were experiencing while pursuing an undergraduate degree. The dependent variables were the conflicts derived from the responses of these students to load/power items pertaining to their responsibilities as parents, mates, home managers, and/or workers. The independent attribute variables were: age, marital status; race; number and ages of children; children with special needs; employment status; enrollment status; academic level; program of study; grade point average; reasons for enrollment; and the educational background, income and occupation of the head of household.

Procedure. These women students were asked to complete a questionnaire developed to measure their perception of the extent, if any, to which they were experiencing intrapersonal role conflicts as they met their student obligations along with other adult responsibilities. The survey instrument had two sections requiring about thirty minutes to complete. The first section was comprised of 67 load/power items covering ten areas of

potential conflict. These conflict categories are: time management; relations with mate and children; household management; financial; child care; expectations for self; expectations of others; guilt; health status; and family attitudes. The second section of the questionnaire consisted of 24 questions pertaining to demographic, educational and employment information.

Analysis. The data obtained from the completed questionnaire were edited, coded and entered into the computer system at The Ohio State University. The statistical analyses consisted of 1) calculating descriptive statistics consisting of frequency distributions and means for population parameters, item importance, and load/power margins; and 2) performing analysis of variance and tests of significance including comparisons of individual mean differences for item importance and load/power ratio distributions. The latter statistical procedures were performed to establish an empirical basis for classifying the load/power margins of the respondents; and to study the relationships between the independent variables and levels of intrapersonal conflicts as represented by load/power margin distributions. The Statistical Analysis System (SAS), Release 79.5, at The Ohio State University Computer Center was used to compute all the statistics.

Discussion of Findings

To differentiate varying degrees of load and power, the L/P responses of these adult women students were grouped into four distinct margins: A, B, C or D. The rationale for using these margins, covered in Chapter IV, was supported by empirical evidence in this study. This unexpected but exciting finding was discovered while developing a method to quantitatively analyze and interpret the responses to the 67 load/power items.

By classifying the L/P margins in this manner, areas of conflict were identified in the lives of these women that were corroborated by studies reported in the literature. Over 50 percent of the responses to the load/power items indicated potential crisis (margin C) or barely maintaining a balance between responsibilities and available resources (margin D). Thus, this study revealed several problem areas influencing the lives of these women which were similar to those identified by others in the literature. These problems pertained to time management, feelings of guilt, child care, self expectations, family relations, meeting the expectations of others, and financial needs. This serendipitous finding adds further support to the margin classification system and may prove to be a unique analytical method to further test the theoretical framework developed by McClusky and conduct

additional research on the personal conflicts of mature women students.

Child Care was considered to be the most important area of concern for these adult women students. Seventy percent of the respondents gave C or D margins for items pertaining to Child Care indicating that most of them were in situations of potential crisis or barely maintaining balance between their responsibilities and resources even with considerable effort.

Only 20 percent of the respondents with children reported that their children were no longer living with them. Thus, most of these women students had children in their homes with the majority being of school age. They were primarily concerned with meeting the needs of their children, taking care of a sick child, providing adequate care for the children in their absence, and guiding the school progress of their children. There are several reasons why these child care issues may create problems for women students. First, meeting the varied needs of children takes much time and energy which competes with the time and energy needed to complete student responsibilities. Since one has only limited amounts of both resources, balancing the student and parent role obligations can take a great deal of effort. Second, the role demands of the student status and those of mothering frequently occur simultaneously. Women students often must

make hard decisions, such as choosing between studying and participating in a function at the school where their children attend or going to class and staying home with a sick child. Third, there is a lack of good child care facilities which provide before- and after-school care, all-day care, drop-in care, and emergency sick care.

The conflicts created by the difficulties women students encounter in providing adequate care and supervision of their children while they attend class or study have been well documented in the literature (Levine, 1976; Letchworth, 1970; Markus, 1977; Kaplan, 1981). Creange (1980) summarizes the situation as follows: (p. 1)

The growing number of women enrolled in colleges and universities in recent years has brought an increased demand for child care on campus. Women who had previously interrupted their postsecondary education and have since returned to school to start or finish a degree are largely responsible for the fact that more women are students today than ever before. These re-entry women are more likely to have children than the student between the ages of 18-22. Thus they are more apt to need child care on campus, first in order to return to school and secondly, to remain in school.

Fisher-Thompson (1980) claims that one of the most glaring obstacles to reentry women is the lack of child care on most campuses. She comments that the need for such facilities is magnified when schools providing child care report hundreds of names on waiting lists for these services. Ruth McClain (1980) found that child care was

reported as the second most important need of adult women students in the literature she reviewed. The only other more important need was for career counseling services.

Seaton (1982) found that Ursuline College has maintained its mission toward the higher education of women while adapting to the dramatic changes in sex roles occurring since 1960. However, it appears that all higher education institutions need to address the child care problems faced by women students. Women colleges have an opportunity to become leaders in this area by developing plans and model programs for meeting the child care needs of their students which could then be adopted by other educational institutions. The frequency with which this conflict was identified indicates that this institution needs to make further adaptations in program offerings and services to meet this pressing need of their reentry women students.

All types of care are difficult to arrange, especially before- and after-school care (Fisher-Thompson, 1980, p. 5). Since most of the respondents had school age children, their conflicts were concerned with the before- and after-school care of their children as well as periodic all-day care. Since women have traditionally borne most of the child rearing responsibilities, the problems associated with arranging child care has basically become

a women's issue, although some male parents may also have to deal with these problems.

To provide equal opportunities for women, higher education institutions should provide child care services as a necessary adjunct to their education. As Fisher-Thompson (1980) points out, since access to all levels of the work world are dependent on the educational background of women, it is critical that lack of child care not be an obstacle to their education.

For most of the Expectations for Self items, the majority of these women students reported either potential crisis (margin C) or barely maintaining a balance between responsibilities and resources (margin D). The areas creating the most conflict were fulfilling personal goals, meeting job obligations and being a student. This finding seems to reflect the strain that many women in our society encounter while striving toward unquestionably worthwhile personal, career and educational goals. It seems that men are encouraged to work toward achieving these same goals with single-minded purpose while women are expected to balance their need for personal achievement with their responsibilities to meet the needs of others.

Some conflict could be reduced by individual women being more realistic about their personal situations and adjusting their self expectations accordingly. Epstein (1970) provides some insight into the conflicts of women

working outside their home. She states, "much of the strain experienced by the woman who attempts to work is structured strain, caused by a combination of an over-demanding set of role obligations, lack of consensus as to the hierarchy of obligations, and the clash of obligations from home and occupational statuses"

(p. 134). Epstein described several mechanisms that women can use to meet the demands of their multiple roles. These mechanisms include the elimination of social relationships, reduction of the number of contacts involved in the role relationship, reduction in the number of social statuses she occupies, intermittent activation of statuses, compartmentalization by scheduling, and delegation of tasks.

However, these approaches to resolving the role conflicts of women students may provide a coping mechanism for individual women but fail to create long-range solutions to the daily problems faced by women who desire personal fulfillment outside their home as well as within their family structure. The long-range resolution of the Expectations for Self conflicts experienced by women students involves taking a non-traditional approach to balancing their adult responsibilities and personal goals with their available resources and energy. Rice (1979) differentiated between dual role and shared role models of family life. The first model implies a role increment

for one spouse, e.g., woman returns to school but continues homemaker role. In the latter model, there is reciprocal and flexible role transformation for both spouses.

The more traditional approach to the division of tasks within the home accepts the cultural concept that childrearing and household management are essentially the tasks of women. Women who are trying to pursue educational goals as well as fulfill the social image of a "good" wife and mother find they lack adequate strength and energy to meet all of these role demands. Many women cite the juggling of multiple roles as the single most difficult aspect of returning to school (Weinstein, et al., 1980).

Since the majority of these reentry women students were working, most of them had some degree of self-identity apart from their family role. Role redefinition toward a more egalitarian division of home responsibilities could be the next developmental stage (Havighurst, 1976) for them in their quest for self-fulfillment and career success.

Although the conflicts experienced by reentry women require broad social changes as ultimate solutions, institutions of higher education can do much to assist adult women students in making their transition from a life focused primarily on their homes and families to

one that incorporates a career along with their family relationships.

Rice (1975) states, "Higher education has not yet faced the problems confronting today's young man or woman who wishes to implement a shared-role model. Such people are expected to find their own day care, to attend full-time if admitted to higher education, and once graduated, to find full-time career commitments. A dedicated scholar or professional is still defined as the person who puts education or work before everything else. Such a prescription has basically perpetuated a group of full-time achievers and a support system of women who provide basic domestic, emotional, and physical needs, freeing men to work" (p. 249). She suggests life-span education that allows both men and women the option of discontinuous or continuous work and education. Life-span continuity might make it possible to opt to support as well as to achieve throughout one's life.

Thom, et al. (1975) describe a Women's Resource Center established at the University of British Columbia as a model for counseling women. Since 1975, the Center has provided short courses which teach women students attitudes, skills and behaviors necessary in their new life style. The classes usually evolve into group counseling experiences where women see their growth and development as an educational enterprise. Other

educational institutions could develop similar programs specifically tailored to meet the needs of their own student body.

It is interesting to note that two of the three independent variables which most frequently influenced the L/P margin responses were concerned with the family situations of the women students, i.e., marital status and ages of children. Again, this seems to strongly indicate that the conflicts experienced by women students stem from the socially defined domestic role expectations assigned to women in our culture. Thus, until there is a more egalitarian approach to the division of family related tasks, higher education institutions in their efforts to provide equal educational opportunities for all members of our society must assume responsibility for developing programs and services to assist women in meeting both their home and student obligations while pursuing a degree.

The reasons for enrollment in the program, particularly to prepare for a future job, was the third independent variable which frequently influenced the L/P margin responses. This finding gives a sense of urgency to developing support systems for women students in institutions of higher education since the direct relationship between educational credentials and economic welfare has been well established.

Conclusions

On the basis of the responses to the questionnaire developed for use in this study on the intrapersonal role conflicts of undergraduate adult women students and within the limitations of the study, the following conclusions are presented:

1. The load/power model conceptualized by Howard McClusky proved to be a suitable framework for studying the intrapersonal role conflicts of adult women students. Utilizing the load/power ratios and subsequent margins to indicate the extent of conflict these students were experiencing produced results that corroborated the findings of others. Additionally, inclusion of Importance in the questionnaire markedly contributed to the interpretation of the responses. Use of this study instrument could readily be incorporated in a counseling situation for helping the student identify areas of personal conflict.
2. A socialization process that prepares young adults for less rigid gender roles will provide long-range solutions for alleviating conflicts experienced by women as they pursue careers outside the home.

3. During this present period of social transition as women are redefining their roles, institutions of higher education should provide broad supportive programs and services to assist them in successfully fulfilling their academic goals. Examples of these supportive programs and services include campus orientation programs, flexible and inexpensive child care services, basic skills and refresher courses, financial aid, and comprehensive counseling services incorporating peer counselors.

Recommendations for Further Study

Based on the findings and conclusions of this study, the following recommendations are offered:

1. This study should be replicated with a sample comprised of a greater distribution of full-time adult women students and the results compared with the findings of this study. Also, replication of the study using less affluent students and women in co-educational settings and/or non-traditional programs is suggested.
2. A longitudinal study should be conducted to determine the extent to which intrapersonal role conflicts experienced by adult women students vary over time.

3. A study should be done to compare the role conflicts experienced by adult women students to those of their male counterparts.
4. This study should be conducted by a team of researchers comprised of both men and women to minimize the effect of gender bias.
5. The questionnaire developed for use in this study should be further tested for its applicability in studying role conflicts.

APPENDIX A
LOAD/POWER QUESTIONNAIRE

The scale on the following pages was developed for use in studying the concerns of students engaged in higher educational programs.* The purpose of the scale is to find out how you view your present student responsibilities in relation to other demands on your time. The scale presents experiences that may have relevance in your life and asks you to rate each of them three ways.

Across from each of the 67 items are four columns headed by the words: IMPORTANCE OF ITEM -- LOAD -- POWER -- ITEM NOT APPLICABLE. In the IMPORTANCE OF ITEM column you will find a row of numbers from 1 to 10. The object is for you to circle any number from 1 to 10 to indicate the relative IMPORTANCE of that item in your life. 10 indicates the highest importance while 1 indicates the lowest importance of the item in your life. For the items you consider highly important use the numbers 8, 9 or 10; for those items you feel are about medium in importance use the numbers 4, 5, 6 or 7; and, finally, use the numbers 1, 2 or 3 for those items you consider low in importance.

The next two columns ask you to rate the LOAD of each item on a scale from 1 to 5 and the POWER of each item on a scale from 1 to 5. The definitions of these terms are:

LOAD refers to the amount of effort or burden or responsibility each item requires of you.

POWER refers to the amount of resources, energy, strength or ability you have to cope with the situation described in each item.

It is necessary to circle both a LOAD and a POWER for each item to signify the balance which exists in adult life between responsibilities and resources to cope with life situations. For both LOAD and POWER, 5 indicates the highest amount while 1 indicates the lowest amount.

If an item has no relevance in your life--for example, if we ask you about a job and you are not employed, then place a (✓) in the column labeled ITEM NOT APPLICABLE.

PLEASE NOTE: When FAMILY is used in these items, you should attach your own definition of family to this term, e.g., parents, people you live with, siblings, mate, grown or dependent children, etc.

The following example shows you how someone might respond to one item:

Generally speaking . . .

	<u>IMPORTANCE OF ITEM</u>										<u>LOAD</u>					<u>POWER</u>					<u>ITEM NOT APPLICABLE</u>
	<u>Low</u>			<u>Medium</u>				<u>High</u>													
	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	1	2	3	4	5	
My student responsibilities are:								8						5		1					

In this example, you notice that student responsibilities had relatively-high importance; it had high load (perhaps the person was burdened by some course requirements); and it had low power (the person apparently did not have the energy to adequately meet her student responsibilities).

Please read the items carefully and use your best judgment in making each response. There are no right or wrong answers.

*The format of this scale as well as some of the items were obtained from the Margin in Life Scale (Joanne S. Stevenson, 1981).

GENERALLY SPEAKING . . .	IMPORTANCE OF ITEM (Circle one number) <u>Low</u> <u>Medium</u> <u>High</u> 1 2 3 4 5 6 7 8 9 10	LOAD* (Circle one) 1 2 3 4 5	POWER** (Circle one) 1 2 3 4 5	ITEM NOT APPLI- CABLE
1. Being a student is.....	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5	1 2 3 4 5	_____
2. My eyesight is.....	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5	1 2 3 4 5	_____
3. My present income is....	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5	1 2 3 4 5	_____
4. My physical health is...	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5	1 2 3 4 5	_____
5. Having time for myself is.....	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5	1 2 3 4 5	_____
6. My obligation to my job is.....	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5	1 2 3 4 5	_____
7. My hearing is.....	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5	1 2 3 4 5	_____
8. My student responsi- bilities are.....	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5	1 2 3 4 5	_____
9. Spending family income on my college tuition is.....	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5	1 2 3 4 5	_____
10. Having time to care for my house is.....	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5	1 2 3 4 5	_____
11. Having time to study is.....	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5	1 2 3 4 5	_____

* Load - amount of effort or burden or responsibility item requires of you.

** Power - amount of resources, energy, strength or ability you have to cope with the situation described in item.

GENERALLY SPEAKING . . .	IMPORTANCE OF ITEM										LOAD*					POWER**					ITEM NOT APPLI- CABLE
	(Circle one number)										(Circle one)					(Circle one)					
	<u>Low</u>			<u>Medium</u>				<u>High</u>													
12. Having goals in life is.....	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	1	2	3	4	5	_____
13. My family's health status is.....	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	1	2	3	4	5	_____
14. Meeting the expecta- tions of others is.....	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	1	2	3	4	5	_____
15. Daily living costs are...	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	1	2	3	4	5	_____
16. Being independent is.....	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	1	2	3	4	5	_____
17. At times putting student responsibilities ahead of family obligations is....	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	1	2	3	4	5	_____
18. Keeping my house neat and clean is.....	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	1	2	3	4	5	_____
19. Meeting the academic expectations of my teachers is.....	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	1	2	3	4	5	_____
20. My type of employment is.....	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	1	2	3	4	5	_____

* Load - amount of effort or burden or responsibility item requires of you.

** Power - amount of resources, energy, strength or ability you have to cope with the situation described in item.

GENERALLY SPEAKING . . .	<u>IMPORTANCE OF ITEM</u>										<u>LOAD*</u>					<u>POWER**</u>					<u>ITEM NOT APPLI- CABLE</u>
	(Circle one number)										(Circle one)					(Circle one)					
	<u>Low</u>			<u>Medium</u>				<u>High</u>													
21. Being responsible is.....	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	1	2	3	4	5	_____
22. The inability to always fulfill the expectations of others is.....	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	1	2	3	4	5	_____
23. My family's way of coping with problems is.....	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	1	2	3	4	5	_____
24. Preparing family meals is.....	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	1	2	3	4	5	_____
25. The demands of my employer are.....	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	1	2	3	4	5	_____
26. Illness is.....	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	1	2	3	4	5	_____
27. Doing laundry is.....	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	1	2	3	4	5	_____
28. Working to my capacity is.....	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	1	2	3	4	5	_____
29. Consideration of others is.....	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	1	2	3	4	5	_____
30. Organizing the many activities of my family is.....	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	1	2	3	4	5	_____

* Load - amount of effort or burden or responsibility item requires of you.

** Power - amount of resources, energy, strength or ability you have to cope with the situation described in item.

GENERALLY SPEAKING . . .	<u>IMPORTANCE OF ITEM</u>										<u>LOAD*</u>					<u>POWER**</u>					ITEM NOT APPLI- CABLE
	(Circle one number)										(Circle one)					(Circle one)					
	<u>Low</u>			<u>Medium</u>				<u>High</u>													
	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	1	2	3	4	5	
31. The way my family takes responsibility for household tasks is.....																					_____
32. Meeting traditional family obligations that others expect of women is.....																					_____
33. My attitude toward my family is.....																					_____
34. Shopping is.....																					_____
35. My independence is.....																					_____
36. Living with my family is.....																					_____
37. Volunteering my time for community projects is.....																					_____
38. Getting along with people is.....																					_____
39. Modifying my house-keeping standards in order to study is.....																					_____

* Load - amount of effort or burden or responsibility item requires of you.

** Power - amount of resources, energy, strength or ability you have to cope with the situation described in item.

GENERALLY SPEAKING . . .	IMPORTANCE OF ITEM										LOAD*					POWER**					ITEM NOT APPLI- CABLE
	(Circle one number)										(Circle one)					(Circle one)					
	Low			Medium				High													
40. Spending time on my hobbies is.....	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	1	2	3	4	5	_____
41. Rest is.....	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	1	2	3	4	5	_____
42. Self-confidence is.....	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	1	2	3	4	5	_____
43. My concern for my family is.....	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	1	2	3	4	5	_____
44. Fulfilling my personal goals is.....	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	1	2	3	4	5	_____
45. Using as much time and energy as needed to pursue my education is.....	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	1	2	3	4	5	_____
46. Playing an important role in society is.....	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	1	2	3	4	5	_____
47. Feeling free to pursue personally satisfying activities is.....	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	1	2	3	4	5	_____
48. Meeting all my responsibilities within my time frame is.....	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	1	2	3	4	5	_____

* Load - amount of effort or burden or responsibility item requires of you.

** Power - amount of resources, energy, strength or ability you have to cope with the situation described in item.

Please answer the next 8 items if you have a mate (i.e., are married or live with a member of the opposite sex). If you do not have a mate but have children sixteen years old or younger, proceed to item #57. If you do not have a mate or children sixteen years old or younger, proceed to page 9 of this questionnaire.

GENERALLY SPEAKING	<u>IMPORTANCE OF ITEM</u>										<u>LOAD*</u>					<u>POWER**</u>					ITEM NOT APPLI- CABLE
	(Circle one number)										(Circle one)					(Circle one)					
	<u>Low</u>			<u>Medium</u>				<u>High</u>													
49. Living with my mate is.....	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	1	2	3	4	5	_____
50. Spending considerable time away from my mate is.....	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	1	2	3	4	5	_____
51. The importance my mate attaches to my educa- tional pursuits is.....	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	1	2	3	4	5	_____
52. The demands made on me by my mate are.....	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	1	2	3	4	5	_____
53. Being married is.....	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	1	2	3	4	5	_____
54. The way my mate handles responsibility is.....	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	1	2	3	4	5	_____
55. My mate's attitude toward my student activities is.....	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	1	2	3	4	5	_____

* Load - amount of energy or burden or responsibility item requires of you.

** Power - amount of resources, energy, strength or ability you have to cope with the situation described in item.

GENERALLY SPEAKING . . .	<u>IMPORTANCE OF ITEM</u>										<u>LOAD*</u>					<u>POWER**</u>					ITEM NOT APPLI- CABLE
	(Circle one number)										(Circle one)					(Circle one)					<u>APPLI- CABLE</u>
	<u>Low</u>			<u>Medium</u>				<u>High</u>													
	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	1	2	3	4	5	_____
56. The support I receive from my mate is.....																					

Please answer the remaining items if you have children sixteen years old or younger. If you do not have children this age, please proceed to page 9 of this questionnaire.

GENERALLY SPEAKING . . .	<u>IMPORTANCE OF ITEM</u>										<u>LOAD*</u>					<u>POWER**</u>					<u>ITEM NOT APPLI- CABLE</u>
	(Circle one number)										(Circle one)					(Circle one)					
	<u>Low</u>			<u>Medium</u>				<u>High</u>													
57. My children are.....	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	1	2	3	4	5	_____
58. Providing adequate care for my children in my absence is.....	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	1	2	3	4	5	_____
59. Child care costs are....	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	1	2	3	4	5	_____
60. Participating in my children's activities is.....	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	1	2	3	4	5	_____
61. Being too busy to spend time with my children is.....	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	1	2	3	4	5	_____

* Load - amount of energy or burden or responsibility item requires of you.

** Power - amount of resources, energy, strength or ability you have to cope with the situation described in item.

GENERALLY SPEAKING . . .	<u>IMPORTANCE OF ITEM</u>										<u>LOAD*</u>					<u>POWER**</u>					<u>ITEM NOT APPLI- CABLE</u>
	(Circle one number)										(Circle one)					(Circle one)					
	<u>Low</u>			<u>Medium</u>				<u>High</u>													
62. The demands of my children are.....	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	1	2	3	4	5	_____
63. My children's attitudes toward my student involvement is.....	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	1	2	3	4	5	_____
64. The way my children and I get along is.....	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	1	2	3	4	5	_____
65. Guiding my children's school progress is.....	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	1	2	3	4	5	_____
66. Taking care of a sick child is.....	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	1	2	3	4	5	_____
67. Meeting the needs of my children is.....	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	1	2	3	4	5	_____

* Load - amount of energy or burden or responsibility item requires of you.

** Power - amount of resources, energy, strength or ability you have to cope with the situation described in item.

PLEASE GO TO NEXT PAGE

Directions: Please respond to each of the following questions by placing a check mark (✓) by the most important item or filling in the appropriate response.

1. I am enrolled in this educational program: (check one)

- ☐ a. for personal development
- ☐ b. to update myself
- ☐ c. to prepare myself for a future job
- ☐ d. to maintain present position

2. I am currently enrolled: (check one)

- ☐ a. full-time
- ☐ b. part-time

3. I am presently enrolled: (check one)

- ☐ a. for an Associate of Arts degree
- ☐ b. for a Bachelor of Arts degree
- ☐ c. for a Bachelor of Science degree
- ☐ d. other (please specify) _____

4. If you have declared a major, please specify _____

5. I am presently: (check one)

- ☐ a. a Freshman
- ☐ b. a Sophomore
- ☐ c. a Junior
- ☐ d. a Senior
- ☐ e. other (please specify) _____

6. My decision to enter or return to school is attributed to the following: (check one)

- ☐ a. always wanted a college education
- ☐ b. update past education
- ☐ c. more leisure time makes education possible
- ☐ d. obtain job
- ☐ e. to become more independent
- ☐ f. strongly recommended by employer
- ☐ g. unemployment
- ☐ h. marriage
- ☐ i. divorce
- ☐ j. death of mate
- ☐ k. other (please specify) _____

7. My age is _____.

8. My race is: (check one)

- ☐ a. Caucasian
- ☐ b. Afro-American
- ☐ c. Oriental
- ☐ d. American Indian
- ☐ e. Other (please specify) _____

9. My present marital status is: (check one)

- ☐ a. single
- ☐ b. married
- ☐ c. widowed
- ☐ d. separated
- ☐ e. divorced
- ☐ f. other (please specify) _____

10. I have _____ children living with me. Their ages are _____.

11. I have _____ children who are grown and have left home. Their ages are _____.

12. I have children with special needs.

- ☐ a. Yes
- ☐ b. No

If yes, please specify _____.

13. I am presently working: (check one)

- ☐ a. Yes
- ☐ b. No

14. If the answer to item #13 is yes, I am working: (check one)

- ☐ a. full-time
- ☐ b. part-time

15. If you are working part-time, how many hours per week do you work? _____

16. In my opinion, my college education has been interrupted? (check one)

- ☐ a. Yes
- ☐ b. No

If no, proceed to item #18.

17. My education has been interrupted for _____ years.

18. In my opinion, my work experience has been interrupted?
(check one)

☐ a. Yes
☐ b. No

If no, proceed to item #20.

19. My work experience has been interrupted for _____ years.

20. Please indicate your grade point average for the work
you have completed to date in this program. _____

21. Who is head of your household?* (check one)

☐ a. yourself
☐ b. mate
☐ c. parent
☐ d. other (please specify) _____.

22. Please specify the occupation of the head of your
household _____.

23. Please specify the highest level of education attained
by the head of your household _____.

24. What is the annual income for the head of your
household? (check one)

☐ a. less than \$8,000
☐ b. \$8,000 to \$16,000
☐ c. \$16,000 to \$30,000
☐ d. over \$30,000

THANK YOU!

*Head of your household - refers to the individual in the
household who earns the highest annual income.

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