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**An examination of dual-career marriage, family, and career
stress expectations of undergraduate students at Michigan State
University**

Gunnings, Sonya Renita, Ph.D.

Michigan State University, 1989

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AN EXAMINATION OF DUAL-CAREER MARRIAGE, FAMILY, AND
CAREER STRESS EXPECTATIONS OF UNDERGRADUATE
STUDENTS AT MICHIGAN STATE UNIVERSITY

By

Sonya Renita Gunnings

A DISSERTATION

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and Special Education

1989

ABSTRACT

AN EXAMINATION OF DUAL-CAREER MARRIAGE, FAMILY, AND CAREER STRESS EXPECTATIONS OF UNDERGRADUATE STUDENTS AT MICHIGAN STATE UNIVERSITY

By

Sonya Renita Gunnings

The major purpose of this study was to assess the relationship between dual-career marriage stress expectations and the sex, race, family background, class standing, and major area of study of undergraduate students at Michigan State University. Specifically, this study was aimed at determining the relationship between these variables and (a) Overload stress expectations, (b) Personal Norms stress expectations, (c) Social Network stress expectations, (d) Role-Cycling stress expectations, (e) Identity stress expectations, and (f) expressed importance of selected occupational characteristics by undergraduate students.

The population for this study consisted of 147 undergraduate students at Michigan State University, a predominantly white, midwestern university. The instrument used in this study was a questionnaire, which was constructed by Senger-Dickinson and Stewart in 1988. Some portions of the questionnaire were developed by this investigator for specific use in this study. The instrument was

administered in the classroom setting at Michigan State University, as well as administered to students attending a career-day job fair.

The analysis of data included the use of t-tests and one-way analysis of variance (ANOVA) to determine the existence of the relationships specified in the six hypotheses. The .05 level of significance was used to analyze the results of the ANOVA and t-test procedures. Additional descriptive data were used to address other findings on the sample.

The results of this study suggest that:

1. There was a relationship between sex and the Social Network and Personal Norms stress dilemmas.

2. There were no relationships between sex, race, family background, class standing, and major area of study and the Role-Cycling, Identity, or Overload stress dilemmas.

3. There was a relationship between sex and race and expressed importance of selected occupational characteristics.

This study supports the assumption that the college undergraduate population, as a whole, has low stress expectations for known stressors in the dual-career structure and is, therefore, ill-prepared for this lifestyle. This study also supports the need to develop and implement preventive educational workshops focusing on the dual-career lifestyle.

To my parents, Drs. Thomas and Barbara Gunnings,
whose undying love and belief in my abilities
provided the strength to pursue when
others would retreat.

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CHAPTER I

INTRODUCTION AND STATEMENT OF THE PROBLEM

The dual-career marriage has prevailed as a predominant structure in today's society. The reasons for the existence of dual-career families are varied. In many instances, such a family structure is in response to economic demands. Couples are finding that the dual income is essential to the stability of their family. Social change, however, cannot be ignored as a motivating force to the increase in dual-career marriages. A culmination of social movements has resulted in increased opportunities for women in the work force. Therefore, many women simply choose to pursue these opportunities and commit themselves to career development.

When looking at the facts, it is found that 52% of all married couples were dual-career families in 1980; and further evidence shows that 69.9% of all married women with children ages 6 to 17 were income earners in 1985 (U.S. Bureau of Labor Statistics, 1986). In addition, it is predicted that families in which the male spouse is sole earner and the female spouse is sole homemaker will typify only 7% of all American families by the end of the 1980s (Sekaran, 1986). This evidence shows that the dual-career family has now become the "traditional" family of today.

With the rise in these figures has also come an increased awareness of the mutual psychological preparation necessary for success in this structure. The inherent conflicts that dual-career couples must face are complex in nature. Efforts to balance career and family prove to be quite challenging. An ideal situation results in satisfactory personal, career, and family functioning for each partner. Reaching this ideal, however, is fraught with obstacles. Couples must address concerns such as: Will we have children? If so, when? What roles will we need to assume to balance family and occupational demands? How will we deal with the possible need to be mobile in response to occupational placement? How will we manage time to meet all needs? These concerns represent a small sample of the decision-making issues dual-career couples must incur.

Before entering into in-depth discussion of the dual-career family, it is important to clarify the distinction between, and characteristics of, other family lifestyles. The three family lifestyles most frequently discussed in the literature are (a) traditional nuclear family, (b) dual-earner family, and (c) dual-career family.

The traditional nuclear family is typified as a system in which the roles involving family work and paid work are clearly divided (Pleck, 1979). Papanek (1973) indicated that generally, in the traditional family, both husband and wife are dedicated to the advancement of the husband's career. In this regard, husbands are primarily concerned with occupational roles, while wives are

primarily concerned with family roles. The wife's involvement with careers is limited to a supporting role for her husband's occupational progress (Gilbert & Rachlin, 1987).

In the dual-earner family, both spouses have active roles in the work force. However, one, or both, of the spouse's occupations may be viewed as a job rather than a career. Their jobs are usually assumed for economic reasons. Rapoport and Rapoport (1971) further distinguished between jobs and careers by stating that jobs (a) are more subject to interruption and (b) are more likely to lack clear developmental stages and culmination of experiences. Gilbert and Rachlin (1987) further stated that a career typically requires more training and involves more commitment than a job. The dual-earner family is distinct from the traditional family in that both spouses are active in the work force. However, it is also distinct from the dual-career family in that only one spouse, typically the male, is pursuing a career. Although role division is less present in this system, one spouse's work involvement is viewed as clearly secondary to the other.

In the dual-career family, each spouse is committed to both careers and family life. As Gilbert and Rachlin (1987) stated, "The implicit assumption underlying the dual-career family structure is that neither spouse will necessarily subordinate career expectations to family expectations" (p. 9). This premise points out the unique challenge inherent in the dual-career lifestyle. The

coordination of work and family becomes much more complex than that required in the other family systems.

Gilbert (1987) stated that both men and women lack the psychological preparation and attitudinal changes required for the lifestyle of a dual-career marriage. It is stressed that there is an absence of societal support for the dual-career lifestyle. Therefore, the burden of success falls upon the partners in the relationship. This position, taken by Gilbert (1987), served as the basis for this study. It is this investigator's opinion that the college undergraduate population may be targeted as one that is more than likely to engage in a dual-career relationship. Furthermore, these students do not possess the necessary skills for successful maintenance of such a structure. Such success requires insight, understanding of expectations and predispositions, and implementation of effective coping skills.

The dual-career family contrasts a long-standing status that had men dominating as the income earners in the world of work. The question has even been raised as to whether the dual-career structure can continually exist in present society. Nonetheless, reality demonstrates that the dual-career couple prevails as the common lifestyle of today.

Accurate discussion of the dual-career couple must include attention to the positive aspects. There is, indeed, much satisfaction and reward inherent in this structure. Much research support has identified the professional and psychological gains for both the men and women in the dual-career relationship. Sekaran

(1983), Blumstein and Schwartz (1983), and Hardesty and Betz (1980) highlighted the obvious advantages for women as including increased career development, increased self-evaluation, and financial independence. Also revealed has been the intellectual companionship and satisfaction these women demonstrate. It must be noted that the men in the dual-career relationship also benefit from these factors. Increased satisfaction with self by one's spouse may likely show as increased satisfaction in the relationship. Safilios-Rothschild (1976) reported that women who demonstrated strong work commitment reported a greater marital satisfaction than women who did not work outside the home. In addition, the financial contribution made by the female spouse relieves the male from bearing total economic support for the family. Gilbert and Rachlin (1987) stressed that the dual-career structure also allows the man to fulfill "inherent needs to nurture and bond" (p. 27). The male no longer has the sole responsibility of financial supporter but begins to accept responsibility for caretaking.

In essence, the dual-career relationship provides satisfaction and fulfillment worthy of its effort. This effort, however, involves the couple facing and dealing with stress and inevitable conflict. It is this conflict that has gained the attention of psychologists and mental health providers.

Among the issues of concern to dual-career couples is the question of whether and when to parent. The decision to have children includes each partner's evaluation of his/her ability and

willingness to make the required emotional and physical commitment. One cannot deny that the inclusion of children greatly alters the dual-career system. Attention must be given, not only to the time and needs requirements of a child, but who will be responsible for meeting these needs. If the couple makes the decision to have children, they must further agree on the best time for incurring this responsibility. This decision is greatly influenced by occupational demands, financial stability, and physiological factors. Waiting for these influencers simply to gel may never result in parenthood. Couples must engage in preparation and manipulation to ensure ideal circumstances. The same efforts are necessary by the couple as they address issues of child care. Unless one partner is fortunate in having child-care services available through his/her occupational setting, the issue of child care frequently arises as a stressful obstacle in the dual-career structure.

Attempts to balance family and occupational roles are of continuing concern for the dual-career couple. Occupational and family responsibilities are alone determined as significant sources of stress. When paired, these demands can prove overwhelming. Once children are brought into the family system, the demands in this area are greater and more stressful. Commitments to family no longer have the same flexibility and freedom for change. It becomes crucial for the couple to implement effective coping skills aimed at addressing this conflict.

The possible need to be mobile in response to occupational placement also arises as an ongoing concern for the dual-career family. Partners in the dual-career system are equally dedicated and committed to career growth. In addition, both partners have expectations involving the support of their spouse. When the opportunity for career growth involves relocation for one partner, conflict likely results.

The ability to handle this multitude of concerns may be eased by observing role models who have met and conquered this challenge. This gives one the benefit of learning effective coping skills through observation and/or participation within his/her own family background. Without such opportunity, it is likely that persons entering a dual-career marriage will have less insight into the realities of this structure.

Increased insight is the most obvious means for effective preparation in dealing with conflict and stress inherent in the dual-career marital structure. These circumstances demonstrate the complex challenge facing college students aspiring toward career placement and advancement, who are likely to select a dual-career lifestyle. It is this that served as the motivation for this study. An examination of undergraduate students' opinions and expectations regarding known stress issues in dual-career marriages was the emphasis.

Purpose of the Study

The purpose of this study was to determine the differences in stress and occupational expectations regarding dual-career marriage existing among undergraduate students at Michigan State University. Specific questions that were explored were:

1. Are there relationships between dual-career marriage Overload stress dilemma expectations of undergraduate students and the variables of sex, race, family background, class standing, and major area of study?

2. Are there relationships between dual-career marriage Social Network stress dilemma expectations of undergraduate students and the variables of sex, race, family background, class standing, and major area of study?

3. Are there relationships between dual-career marriage Identity stress dilemma expectations of undergraduate students and the variables of sex, race, family background, class standing, and major area of study?

4. Are there relationships between dual-career marriage Role-Cycling stress dilemma expectations of undergraduate students and the variables of sex, race, family background, class standing, and major area of study?

5. Are there relationships between dual-career marriage Personal Norms stress dilemma expectations of undergraduate students and the variables of sex, race, family background, class standing, and major area of study?

6. Are there relationships between undergraduate students' expressed importance toward selected occupational characteristics and the variables of sex, race, family background, class standing, and major area of study?

The basis for these questions is rooted in research by Rapoport and Rapoport (1964, 1969, 1971), in which these specific stress dilemmas in dual-career marriages were identified and discussed. It was the premise of this investigator that, regardless of the effect of these variables on stress expectations, the college undergraduate population as a whole has low stress expectations for these known dual-career marriage dilemmas. An elaboration of these stress dilemmas is provided in the literature review.

Significance of the Study

Several psychologists and sociologists have viewed the institution of marriage as one facing pending doom. The rise in divorce and marital separation has contributed to this opinion. The dissolving of marriage is no longer considered taboo in American society. Rather, such a decision may be viewed as necessary in maintaining psychological and emotional well-being. Irreconcilable differences continue to prevail as a leading justification for divorce, and it has been evidenced that the divorce rate among couples in which the wife is a professional is higher than in the general population (Berman, Sacks, & Lief, 1975).

Those in the mental health arena must look beyond the statistics, which are merely symptoms of the underlying problem. A

couple's inability to resolve marital conflict can indicate the manifestation of numerous issues. This includes poor communication, ineffective coping skills, lack of preparation for marriage, unchallenged predispositions, and unrealistic expectations. The result of such problems is marital discord that may seem unbearable for both partners.

These issues stress the crucial attention needed for preventive intervention and preparation focusing on the challenge of dual-career marriage. Amatea and Cross (1983) presented the position that most literature regarding dual-career marriage has focused on the prevalent stressors and conflict. More attention needs to be directed toward preventive strategies that dual-career couples, and counselors, can implement to address these known stressors. Concerns such as identification of skills necessary for coping with this lifestyle, as well as attention to how these skills can best be mastered, now become a major goal.

One major effort toward this goal is to identify those individuals who are likely to become involved in a dual-career relationship. For this reason, the college undergraduate student population was singled out in this study. It is the writer's belief that these students will typically seek career-oriented employment requiring commitment and training, as well as demonstrate an anticipation for upward mobility. By their presence in higher education, these students, both male and female, have already made a statement about their desire for white-collar roles in the work force. This premise, coupled with the current knowledge regarding

dual-career marriage, makes it increasingly important that higher educational institutions address this issue and begin to focus on preparation of their student body for this lifestyle.

It is equally important for counselors and those in higher education to know their student body. Having increased knowledge about any similarities or differences among individuals in the undergraduate student population will assist in better understanding of, and services for, these students. It is the responsibility of higher educational institutions to provide the most stimulating and productive environment in order to foster student development. Correct usage of the results generated from this study will help accomplish this goal.

The Population and Subjects

The population for this study consisted of approximately 150 male and female undergraduate students. The students selected for this study were those who were currently enrolled at Michigan State University, a 4-year, predominantly white institution. The total population of undergraduate students at this university was approximately 41,000. Because of the large size of the target population, the writer contacted a specified representative sample.

Procedure

The procedure for gathering data was to administer a questionnaire in the classroom setting. The investigator attended various undergraduate classes in which diversity in student

enrollment had been noted. This methodology also ensured a high return rate. The questionnaire requested data about students' (a) demographics, (b) expectations regarding specific stress dilemmas, and (c) expectations regarding the occupational setting.

The questionnaire included Likert-type items and fixed-alternative items and took approximately 7 to 10 minutes to complete. The questionnaire was developed by Senger-Dickinson and Stewart (1988). Slight modifications were made for use specifically in this study. The questionnaire was pretested and refined before it was administered to the participants.

Delimitations of the Study

This research was concerned specifically with undergraduate students at Michigan State University. Particular concern was placed on the influence of race, sex, family background, class standing, and major area of study on stress and occupational expectations in a dual-career marriage. With this focus, probable effects of these variables in similar populations can be greatly generalized. As a result, the findings generated from the studied population can be very useful in assessing the attitudes and expectations of undergraduate students in similar colleges and universities. The findings will assist administrators and counselors at many institutions in which there is a special concern for the career-life preparation of undergraduate students. The information summarized about their attitudes can be used by all who play a role in the college student's personal development.

Testable Hypotheses

The following hypotheses were tested in this study:

Hypothesis 1: There are relationships between dual-career marriage Overload stress dilemma expectations of undergraduate students and each variable: sex, race, family background, class standing, and major area of study.

Hypothesis 2: There are relationships between dual-career marriage Social Network stress dilemma expectations of undergraduate students and each variable: sex, race, family background, class standing, and major area of study.

Hypothesis 3: There are relationships between dual-career marriage Identity stress dilemma expectations of undergraduate students and each variable: sex, race, family background, class standing, and major area of study.

Hypothesis 4: There are relationships between dual-career marriage Role-Cycling stress dilemma expectations of undergraduate students and each variable: sex, race, family background, class standing, and major area of study.

Hypothesis 5: There are relationships between dual-career marriage Personal Norms stress dilemma expectations of undergraduate students and each variable: sex, race, family background, class standing, and major area of study.

Hypothesis 6: There are relationships between undergraduate students' expressed importance of selected occupational characteristics and each variable: sex, race, family background, class standing, and major area of study.

The source of data used for testing these hypotheses was Michigan State University undergraduate students' responses to a questionnaire. This questionnaire was designed to obtain demographic data, as well as specific stress dilemma and occupational setting expectations in a dual-career marriage.

Given that the intent of this study was to determine whether statistically significant differences existed between group members on identified dependent variables, analysis of variance (ANOVA) was

used as a statistical tool when more than two group means were being compared. The decision to use a one-way ANOVA, rather than multiple t-tests for several group comparisons, was an attempt to reduce the chance of making Type I errors and to reduce statistical labor. Post hoc procedures (Tukey) were completed to identify the specific groups for which significant differences on dependent variables prevailed. I-tests were employed when only two groups were to be compared. The .05 critical level was used in testing for significance. In addition, summary statistics were used to further examine characteristics of the study sample.

Definition of Terms

In this study, the following terms are used and are now defined for clarity.

Career. Work that involves personal commitment, a certain amount of training, and a future with the anticipation of upward mobility.

Dual-career marriage. Purposeful work of two adults over the life span affected by the interaction of vocational, marital, familial, and gender roles and directed at personal achievement, economic maintenance, and the growth of the individual, marriage, family, and society (O'Neil, Fishman, & Kinsella-Shaw, 1987).

Dual-earner family. A situation in which both spouses are employed in the work force, but one spouse's occupation is secondary in importance to the other's.

Expectations. The mental attitude of anticipating the actuality of a situation or occurrence.

Selected occupational characteristics. Those features of one's work that provide flexibility and allowance in maintaining family responsibilities and involvement (child-care assistance, released time, spousal assistance for relocation, and so on).

Stress. A response state or condition of a person subjected to mental and/or physical influences or pressures.

Traditional family. A situation in which the male spouse is employed in the work force and the female spouse stays in the home and assumes domestic responsibility.

Overview

The purpose and need for this study were presented in Chapter I. Research hypotheses and procedure were also provided. Chapter II presents a review of relevant literature. The population, study participants, instrumentation, and data-gathering procedures, as well as the design and data-analysis procedures, are discussed in Chapter III. Chapter IV contains an analysis of the results. Chapter V serves as a conclusion to the study through discussion of results and the providing of recommendations. Implications for future research and direction are addressed.

CHAPTER II

REVIEW OF THE LITERATURE

Relevant literature is reviewed in this chapter. The literature is organized around four specific topics. An initial attempt is made to address the work of Rapoport and Rapoport (1969), who have been credited with pioneering discussion on stress dilemmas in the dual-career family. This is followed by discussion of coping with and adjusting to dual-career conflict and stress; equity issues with a focus on women in dual-career marriage; occupational setting issues; and finally, research particularly dealing with the college student population and dual-career lifestyle is presented.

Rapoport and Rapoport--Dilemmas in Dual-Career Marriage

Rapoport and Rapoport (1969) shared their early insight that the dual-career family would become a prevailing trend in society. They stated, "Assuming that post-industrial society emerges structurally as a presence based on advance technology, it is likely to be followed by a variety of consequent structural and value shifts" (p. 3). They went further by stating that in this postindustrial setting, husband and wife will experience an emphasis on sharing and collaborating in decision making and general family life issues. As a result, each family member will be able also to

share in the rewards that come from external family activities. In their writing, they have stressed that the acceptance of changing male and female roles is both necessary and problematic.

Rapoport and Rapoport provided what has been accepted as the theoretical base for stress factors affecting the dual-career family. Through close family studies, five major dimensions of stress were identified. These areas of dilemmas were identified and defined through intense interviewing of 16 dual-career families. Three of the 16 were distinct in the fact that the wife had elected to discontinue her career role and involvement. The couples selected for the study were intended also to represent a wide range of careers. The five major dimensions of stress identified include Overload Dilemma, Personal Norm Dilemma, Identity Dilemma, Social Network Dilemma, and Role-Cycling Dilemma.

Overload Dilemma

Overload Dilemma specifically addresses the fact that when both husband and wife are career oriented, they inevitably share in domestic tasks as well. This not only includes the completion of household chores, but child-rearing activities in addition. As a result, these demands are seen as overwhelming and typify what has been termed the "Overload Dilemma." Rapoport and Rapoport (1969) found that the Overload Dilemma is a function of four factors:

1. The degree to which having children and a family life (as distinct from simply being married) is salient.

2. The degree to which the couple aspire to a high standard of domestic living.

3. The degree to which satisfactory arrangements for reapportionment of tasks are possible.

4. The degree to which the sheer physical overload of tasks and their apportionment is adumbrated by a social-psychological overload.

In their study, Rapoport and Rapoport found that all couples, with the exception of one, presented general family life and child rearing as highly salient. More specifically, the couples felt stress and concern in regard to the emotional effect their dual-career status would have on their children and quality of life. These couples expressed a hesitancy to use outside resources to assist in this dilemma. Rapoport and Rapoport concluded that the Overload Dilemma in this respect is "not a simple arithmetic one of increased number of tasks . . . but one far more difficult to assess, which is related to the duality of emotional commitment and concern" (p. 9).

The second factor affecting the Overload Dilemma pertains to the dual-career couple's aspirations for a high standard of living. Couples in the study indicated that aspiring to a high standard of living increased the complexity of maintaining a satisfactory domestic life. It was stressed that attempting to reduce these aspirations, as a means of resolution, was viewed as being in direct opposition to the ideal of "career success." Rapoport and Rapoport stated that this situation is a circular process in that aspiring to

higher living standards is tied into the need to direct increased energies into career development.

The third prevailing factor is related to the couple's ability to delegate family and domestic tasks to others. In some family systems, "others" may include children who are of age to assume responsibility. Assistance from helpers outside the family also was delegated to assume this responsibility. The amount of stress experienced by the couple in this instance, however, is a combination of (a) the ability to acquire these resources and (b) the acceptability of the quality and quantity of available resources.

Last, the Overload Dilemma is a factor of what Rapoport and Rapoport described as the physical exertion experienced by the constant confronting of varied conflict. This conflict is broken down into four of the general components of stress mentioned earlier: normative conflict, sex-role identity maintenance, network management, and role cycling. It was pointed out that the amount of stress experienced by the couples varies, as does the extent to which these areas of conflict affect the family system, and the degree to which the couple effectively cope with the conflict.

Personal Norms Dilemma

The second major dimension of stress identified by Rapoport and Rapoport is that of a Personal Norms Dilemma. Personal Norms Dilemma is described as the conflict between what one wants to do and what one feels society thinks he/she should do. The women in

the study presented this dilemma overwhelmingly. The conflict of childbirth and career development was the prevailing issue. Rapoport and Rapoport emphasized that discontinuing their careers and assuming "traditional domestic roles" are viewed as the proper thing to do in American society. However, the couples in the study opted to diverge from their traditional roles as a resolution to this dilemma. Sekaran (1986) pointed out that society is generally not supportive of nontraditional families. As a result, additional pressures are placed on dual-career members who opt to assume a lifestyle that is not commensurate with traditional values. Both men and women must deal with issues that involve defining what is important to them versus society. In addition, concerns regarding child-rearing practices also arise.

Rapoport and Rapoport identified three instances, however, in which the Personal Norms versus Social Norms Dilemma is reactivated:

1. At critical transition points in the family life cycle (particularly birth of the first child).
2. At critical transition points in the career life cycle of either partner (role enlargement or contraction).
3. At critical events in the life space of the children (illness, school problems, and so on).

Identity Dilemma

The third major dimension of stress discussed by Rapoport and Rapoport is entitled Dilemma of Identity. When addressing the Dilemma of Identity, focus is placed on the basic characteristics of

the self. More specifically, the polarity between being "good" or "bad" is dealt with. In comparison to the Normative Dilemma, Rapoport and Rapoport indicated that the Identity Dilemma "is at a deeper level and more internally generated than the conflicts arising over specific behavioral patterns. . . . This set of dilemmas stems from the socio-cultural definitions of work and family as intrinsically masculine and feminine" (p. 15). The gender roles that spouses assume are internalized by them early in development. These gender roles prevail as conflicting with the nontraditional roles they are likely to assume in the dual-career system.

It was found that women in the study used their careers to fulfill their individual identities. Specifically, the women in the study indicated that their careers provided financial security, the ability to be creative, and the feeling of effectiveness as an individual. It is interesting, however, that the authors stressed that "while autonomy is a prominent part--financial, psychological and otherwise--it is coupled with, rather than exclusive from, the wish to be interdependent with their husbands" (p. 16).

Social Network Dilemma

The Social Network Dilemma was presented by Rapoport and Rapoport as the fourth dimension of stress in the dual-career marriage. In this instance, the issue of balancing social obligations, desires, and responsibilities is the primary focus.

The balancing of these varied social networks is also complicated by the presence of the Overload Dilemma.

Social obligations involve those commitments to relatives or in-laws that become part and parcel of marriage. This is not to suggest that these obligations may not also be desirable; however, the satisfactory maintenance of such networks becomes eminent in the dual-career marriage. Social desires portray the types of friendships one establishes out of personal desire and fulfillment. The nature of the dual-career marriage generally makes these friendships more selective than naturally occurring. It was also observed in Rapoport and Rapoport's study that the couples tended to form these friendships on a couple basis. This qualitative difference deviates from the traditional pattern of friendship establishment in which male and female cohorts are more distinctly divided.

The crucial concern with the Social Network Dilemma becomes the shortage of time to be with friends, family, and spouse. Limitations on time to enjoy and pursue personal interests also present significant stress for dual-career members.

Role-Cycling Dilemma

Finally, the Role-Cycling Dilemma was discussed by Rapoport and Rapoport as the fifth stress dimension. The dual-career couple is in the midst of three role systems: (a & b) the work system of each spouse and (c) the family system in which both are involved. The diversity demands from each role system, and the couple's individual

ability to resolve, determine the degree of stress experienced. Rapoport and Rapoport (1963, 1964, 1966) posed in earlier writings that there exist various phases of the life cycle that specifically address the family role system:

Anticipatory--Efforts are toward preparation for assuming a role in the dual-career system.

Establishment--Efforts are toward maintaining stability in one's role. This phase is generally noted by heightened interest and involvement.

Plateau--This is referred to as a steady-state in which full efforts are maximized to role fulfillment.

Disengagement--The point at which a role is no longer present due to either voluntary decisions or forced circumstances.

The couples in Rapoport and Rapoport's (1969) study were predominantly in the plateau phase. This was evidenced by the fact that the couples were married, with children in the home, and were maximally engaging in all family roles. They also found that conflict relating to role systems fell within two distinct categories: (a) conflict between the occupational roles of husband and wife and their family roles (Career-Family Cycling Dilemma) or (b) conflict between the occupational roles of the husband and the occupational roles of the wife (Dual-Career Cycling Dilemma).

Coping With and Adjusting to Stress and Conflict

Bebbington (1973) posited that tension and stress in the dual-career lifestyle do not necessarily imply something undesirable. In

his study of 14 dual-career couples, it was the consensus that the traditional family lifestyle would indeed be more stressful and ultimately undesirable. The couples' perceptions of the conventional family were quite negative. The decision to engage in the dual-career system was both purposeful and desirable. Bebbington concluded that,

While the sources of strain inherent in the dual-career family seem to generate a high degree of stress relative to the traditional pattern, the dual-career couples, particularly the wives, do not seem to feel that the traditional family structure would necessarily offer freedom from stress. (p. 535)

Bebbington proceeded to make a distinction between two kinds of stress likely to occur in any given lifestyle:

1. That deriving from an unsatisfactory resolution of conflict as between ideals and behavior; and
2. That deriving from intrinsic properties of the lifestyle, though ideals and behavior may be consistent. (p. 535)

The latter is quite indicative of the stress occurring in the dual-career marriage. In this regard, stress typically experienced in the dual-career marriage is inherent in the nature of the system, as opposed to what Bebbington termed a "mere side-effect."

Gilbert and Rachlin (1987) identified significant sources of stress in the dual-career marriage as (a) whether and when to parent, (b) child care, (c) combining occupational and family roles, and (d) occupational mobility and job placement. The issue of children drastically affects the dual-career structure. This effect is much more profound when the couple has neglected to discuss such issues before childbearing or, better yet, before marriage.

The combining of occupational and family roles is a frequently stated challenge and source of stress for the dual-career couple. Gilbert and Rachlin stated that this is an ongoing challenge that involves examination of attitudes and priorities. Pleck (1983) expressed the position that certain conflicts are inherent in the dual-career system and must be dealt with by both society in general and the couple specifically. Factors related to these conflicts were listed as (a) the gender socialization of each spouse, (b) the importance each spouse attributes to occupational and family roles, (c) the integration of these roles that has been achieved by each spouse individually and by the couple, (d) the congruence between the spouses on the importance attributed to family and work roles and their mutual satisfaction on the role allocation achieved in practice, (e) spouses' stages in the career and life cycles, and (f) societal supports for parenting.

Nadelson and Nadelson (1980) put forth the position that dual-career marriages require an adaptation that is not commensurate with more conventional marriages. Decision making and apportioning of responsibilities become more complex in this system. These authors further stressed that the conflict and discord experienced by dual-career couples is a product of both intrapsychic and sociocultural influences. "Issues of competition, jealousy, and unrealized expectations or failure to resolve dependency problems from the past play a part in addition to administrative and reality-oriented concerns" (p. 97).

Competition was more thoroughly discussed by Nadelson and Nadelson as a major conflict in the dual-career marriage. In instances in which both partners are employed in the same field or setting, the issue of competition is more critical. Competition results in conflict "if the character styles and dispositions of the partner make compromise difficult" (p. 100). Inherent in this statement is the assumption that compromise is the only means of resolution for this conflict.

Nadelson and Nadelson also spoke to the conflict of work needs versus personal needs. The concerns addressed in this regard parallel those presented by Rapoport and Rapoport (1969) as the Overload Dilemma. However, Nadelson and Nadelson highlighted the psychological issues dual-career couples frequently present. For these couples, work becomes an acceptable escape mechanism. Submerging one's self into one's work proves to be a common way of dealing with family problems, anxiety, and depression. Career focus and achievement become a sole priority, thereby letting marital and family discord mount. The authors concluded by acknowledging the importance of the couple's recognizing and processing the conflict in their relationship.

Seiden (1980) put forth the assumption that time management is a key area of conflict for all married couples and even more so for the dual-career couple. The author asserted that lack of control over work schedules for both partners is problematic, as is the fact that pursuing "careers" versus "jobs" suggests increased time demands. Seiden further stated that for couples pursuing careers,

issues regarding self and personal life are tied in more closely. Each spouse finds it difficult to negotiate the mutual benefits of time invested in work and the time invested in personal life. Competition between partners in how best to negotiate these factors surfaces as a source of conflict. Seiden concluded that time management becomes a crucial skill that dual-career couples must master. She then presented strategies for intervention aimed at teaching time management to dual-career couples. These strategies involve identification and examination of values, priorities, and reality constraints.

Lawe and Lawe (1980) addressed conflict in dual-career relationships from an interindividual and intraindividual perspective. According to these authors, conflict may result from differences in philosophy and perceptions, lack of emotional needs, satisfaction, and unresolved content centering on personal space and time. They further stated that the intensity of conflict is a factor of individual psychological predispositions. Lawe and Lawe presented case studies and techniques for conflict resolution. In their writing, conflict resolution involves three basic steps: communication, negotiation, and agreement. Although simple in procedure, the process of conflict resolution may prove quite complex and time consuming.

Equity Issues

Much attention has been given to the female partner in the dual-career marriage. It is the opinion stated by many researchers

(Bebbington, 1973; Gilbert & Rachlin, 1987; Gray, 1983; Johnson & Johnson, 1980) that it is the woman who bears much of the burden in dual-career marriages in the form of role conflict and development of coping strategies. Intervention with dual-career couples has revealed that it is most likely the woman who must make personal sacrifices to maintain marital harmony. These options typically involve reduced involvement in professional/career activities.

Schroeder (1985) presented the opinion that the present workforce structure in America makes it easier for women to negotiate work and family responsibilities than it is for men. The difficulty with this premise, however, is that the very nature of the dual-career marriage implies the sharing of these responsibilities. As a result, the general trend has been to delay having children until partners are established in their careers (Daniels & Weingarten, 1982).

Block (1984) claimed that the childhood and social development of women generally fosters characteristics of nurturance, dependence, and commitment. This is in direct opposition to the fostering of independence, self-directedness, and freedom of spirit in men. Gilbert and Rachlin (1987) commented that these characteristics fostered in men are more commensurate with the factors found to contribute to career success. As a result, conflict for women results as there is a grave discrepancy between early social development and present desires.

According to Johnson and Johnson (1980), the role strain experienced by women in the dual-career marriage is significantly higher than that experienced by their male counterparts. The authors stated that "the delegation of some roles (as a technique to reduce role strain) is more difficult for career mothers due to both psychological and social pressures which are gender specific" (p. 144). Johnson and Johnson went on to state that the young career woman has several options, all resulting in personal sacrifice. They indicated that at a "minimal level of complexity," a woman may elect to put all efforts toward career achievement and pass on marriage and motherhood. At the "intermediate level of complexity," a woman may decide to accept the responsibility of marriage and career but forego the decision to have children. A second option would be to cycle their roles. Johnson and Johnson described this as the case when a woman pursues her career aspirations, marries, and then interrupts her career to bear children. The maximum level of complexity is obtained by attempting to handle career, marriage, and motherhood simultaneously. The authors emphasized, however, that research has shown that maintaining active involvement in all roles simultaneously is short-lived. The overload dilemma discussed by Rapoport and Rapoport (1969) prevails, making such circumstances overwhelming. Johnson and Johnson concluded by providing adaptive strategies women may use which involve both environmental and psychological modification.

Lopata, Barnewolt, and Norr (1980) completed a study surveying 996 working women in the Chicago area, 74% of whom were currently

married. Their intention was to examine the interaction among three distinct roles assumed by these women--homemaker, wife, and employee. The study went further by also evaluating the perceptions of the women toward the reciprocal roles assumed by their husbands. Figure 2.1 shows these role compositions as presented by Lopata et al. The authors were particularly concerned with the degree of helping behavior demonstrated by these women to their spouses. The results of their study revealed that, in the role of wife, the predominant number of women surveyed indicated giving more help to their husbands with their jobs than receiving help from husbands with theirs. The completion of secretarial tasks and entertainment planning were cited as most frequent. When focusing on the relationship between the roles of wife and homemaker, it was found that the women not only gave more assistance toward their husbands for their jobs but also upheld the majority of responsibility for household maintenance. It was also found that the higher the level of education and occupational status of the husband, the more the wives perceived their husbands as feeling positive toward the wives' working as professionals. These same factors did not prevail as influencing the perceptions by wives of support received for household responsibilities.

The obvious missing piece to this research study was the inclusion of perceptions by male counterparts. The authors asserted, however, that their intention was to focus on the reality-based perceptions of American urban women.

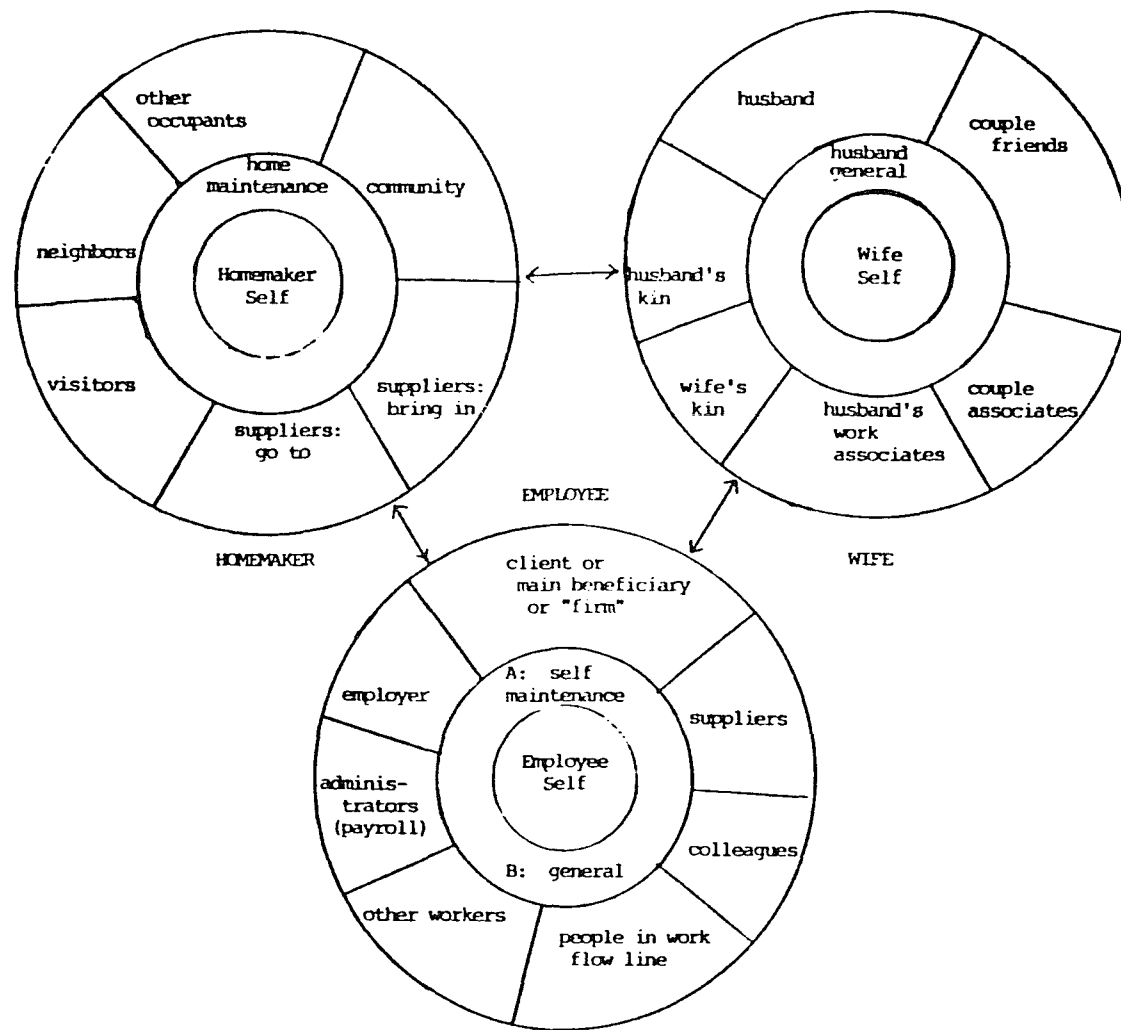


Figure 2.1: Three of the major social roles of an American urban married, employed woman.

Hopkins and White (1978) presented a figure conceptualization of the factors influencing women in dual-career marriages. Figure 2.2 depicts the role conflict and strain likely to be experienced by these women. The authors stressed, however, that societal norms cannot be ignored as a major influencer of role expectations.

In discussing women in career roles, it would be in error to overlook current sexual discrimination and prejudice. Scott (1982) stated that the structure of the labor force depicts clear discrimination based on sex. Women continue to experience obstacles as they attempt to enter male-dominated occupations. In addition, if a woman breaks the barrier to corporate status, she is likely to receive fewer promotions, lower pay, and find herself underrepresented in most professional arenas (Serrin, 1984). As Gilbert and Rachlin (1987) concluded, "Women's acceptance and promotion in careers, unlike that of men, continues to be based more on factors related to their gender than to their ability" (p. 14).

Occupational Setting Issues

The number of dual-career couples in the work force has increased significantly over the past years, growing from approximately 900,000 in 1960 to 3.3 million today (Sekaran, 1986). The Conference Board (1985) indicated that with the number of young women currently engaged in professional training, the number of dual-career families can only be expected to escalate in the future. With this rapid rise in dual-career lifestyles, however, has come a slower response by occupational organizations. As

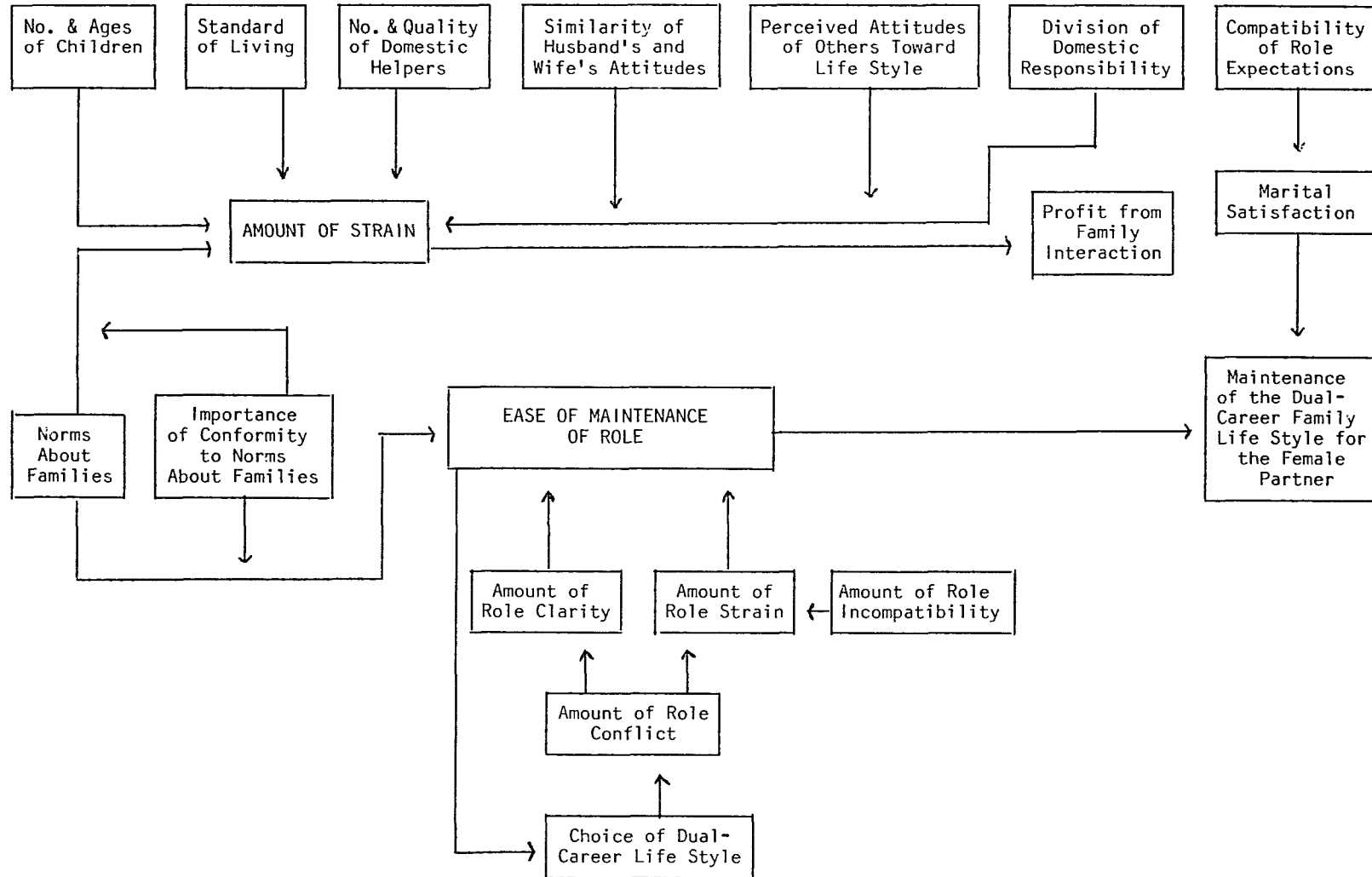


Figure 2.2: A model for viewing maintenance of dual-career life style for females (From Hopkins & White, 1978, p. 256).

Sekaran indicated, most organizations are not even aware of the number of their staff members who come from dual-career structures. As a result, they are inadequately prepared to cope with the unique problems of such employees.

Occupational demands may be viewed as a major stressor despite one's selected lifestyle. For the dual-career family, however, the work setting is a major external system influencing the stability of the family structure. Skinner (1980) reported that "dual-career couples are increasingly interested in negotiating work arrangements which will reduce or remove some of the lifestyle's stress" (p. 479). Sekaran (1986), in discussing recent literature, cited the following critical issues related to dual-career families in the work place: their need for flexible work patterns (Catalyst, 1981, 1984), their need for revised employee benefit schemes (Conference Board, 1985), freedom from anxieties about child care (Immerwahr, 1984), the need to expend energies in collaborative ways that further each other's progress rather than harbor feelings of resentment and competitiveness toward each other (Sekaran, 1985b), and their need to maximize the overall quality of their chosen lifestyle (Sekaran, 1983, 1985a).

Walker, Rozee-Koker, and Wallston (1987) expressed that existing policies in the work place do not lend themselves to the necessary flexibility required to handle demands of a family or personal nature. In the Wall Street Journal, Lehrman (1985) reported that despite the increased demand for child-care support in

the work place, only 1,800 American employers, of a total 6 million, provide some kind of child-care assistance.

Such circumstances highlight the complexity and narrowing of solutions available in handling family-life demands. Numerous conflicts and problems arise for dual-career members as a result of poor organizational work policies. This includes a significant amount of lost time at work due to child-care responsibilities, high turnover as a result of dealing with work and family overload issues, and feelings of alienation from the work environment.

This clearly indicates the importance of both dual-career couples and occupational organizations being cognizant of how current policies affect employee adaptation. Halleck (1971) went further by emphasizing that individuals who are unaware of the effect of external influences typically view their unhappiness as unreasonable and will tend to blame either themselves or family members. In this regard, it becomes increasingly important that dual-career couples be apprised of these influencers so that they can engage in effective manipulation and problem resolution.

College Undergraduates

Few research efforts have been made particularly to address the college undergraduate student and attitudes about dual-career marriage. Lozoff (1972) discussed findings revealing that 81% of college women in the study indicated that a career was important as well as being a mother or spouse. It is also important to note that Lozoff found that 91% of the male college students in the study

reported an interest in pursuing a wife with a career outside of the home. Other findings from Lozoff suggested that 60% of the male students also thought that child rearing should be an equally shared responsibility and 40% maintained this position in regard to household responsibility.

Katz (1978) followed up in his study by reporting that 75% of the college males expected to share equally in raising children. It was interesting, however, to see a discrepancy in Lozoff's (1972) study between male and female college students regarding family financing. Seventy percent of the females and only 40% of the males thought that both marriage partners should contribute equally to family financing. Lozoff stated that this difference may be indicative of a realization that men have more earning power, or it may be indicative of the fact that the males in the study wanted to maintain the traditional role as primary earner for the family.

Amatea and Cross (1983) and Kahnweiler and Kahnweiler (1980) asserted the need for counseling intervention with the college undergraduate population. According to Amatea and Cross, young college couples are likely overwhelmed by the vast number of stress and conflict issues confronting them. In response, they proposed a short-term workshop focusing on development of effective coping skills and strategies. Kahnweiler and Kahnweiler supported this assumption and further specified that the most prevailing issues involve role conflict and change, job immobility, and institutional barriers (inadequate child-care resources). They, too, presented a

workshop for college undergraduate students aimed at viewing the dual-career marriage as a life-planning phase.

In the Amatea and Cross study, college couples at a large southern university took part in a weekend dual-career marriage workshop. Each workshop included a five-phase process addressing the following:

Phase One: Examining the Dual-Career Lifestyle

Phase Two: Assessing Role Conflict Coping Styles

Phase Three: Clarifying and Prioritizing Personal Expectations

Phase Four: Joint Decision Making

Phase Five: Building a Collaborative Relationship

Feedback from workshop participants indicated a favorable outcome. Cited as particularly valuable were the problem-solving, skill-development components and the modeling by workshop leaders. Participants did indicate, however, that the short-term structure of the workshop seemed compressed; they thought that a more elongated version would prove more effective.

Kahnweiler and Kahnweiler (1980) implemented their dual-career family workshop in a career-planning class on the campus of Florida State University. This workshop used didactic material, workshop leaders' shared experiences, and group discussion as a therapeutic approach. The researchers reported that students expressed the following as most critical to address regarding dual-career marriage: (a) division of labor regarding homemaking responsibilities, (b) issues of competition and methods of dealing with them, (c) how to manage time effectively, (d) future vocational plans, (e)

perceived emotional support from the spouse, and (f) balancing of commitments to one's own and spouse's career development. Verbal self-reports on workshop outcomes were quite positive. Participants indicated that their insight had increased as a result of this experience.

Summary

The findings and positions presented in this literature review spurred the notion to further investigate dual-career marriage preparation of college undergraduates. Rapoport and Rapoport (1963, 1964, 1966) provided the most widely accepted discussion pertaining to conflict dilemmas inherent in the dual-career structure. Efforts must now be placed on assessing the readiness of college youths to face these dilemmas, focusing on prevailing issues of discrepancy among this population, and developing intervention strategies aimed at amelioration.

CHAPTER III

STUDY DESIGN AND PROCEDURES

Overview

The major objective of this study was to investigate the similarities and differences among the expectations of undergraduate students at Michigan State University regarding selected stress and occupational setting issues in dual-career marriages. This chapter provides a discussion of the (a) population and setting, (b) subjects, (c) instrument, (d) procedure, (e) testable hypotheses, and (f) treatment of data used in this study.

Population and Setting

The population from which participants in this study were drawn consisted of 31,659 undergraduate students enrolled at Michigan State University during Spring 1989. The breakdown for these students by sex, race, class standing, and major college is presented in Table 3.1.

Michigan State University is a midwestern Big Ten university with an approximately 90% Caucasian student body (Office of Admissions & Scholarships, 1988). The majority of students at Michigan State University come from Michigan high schools and colleges, making the total population composition primarily in-state students. Founded in 1855 as a public institution, Michigan State

Table 3.1.--Breakdown of Michigan State University undergraduate student population by class standing, sex, major college (Spring 1989) and race (Fall 1988).

	Number	Percent
<u>Class Standing</u>		
Freshman	6,872	21.7
Sophomore	7,259	22.9
Junior	8,085	25.5
Senior	9,105	28.8
Special program	338	
	<hr/> 31,659	
<u>Sex</u>		
Male	15,062	47.6
Female	16,597	52.4
	<hr/> 31,659	
<u>Major College</u>		
Agriculture & Natural Resources	2,313	7.3
Arts & Letters	2,525	8.0
Business	6,687	21.1
Communication Arts	3,818	12.1
Education	1,309	4.1
Engineering	3,063	9.7
Human Ecology	1,351	4.3
James Madison	918	2.9
Natural Science	2,896	9.1
Nursing	350	1.1
Social Science	4,174	13.2
Veterinary Medicine	239	.8
Undergraduate University Division/No Pref.	1,943	6.1
Unclassified	73	.2
	<hr/> 31,659	

Table 3.1.--Continued.

	Number	Percent
<u>Race</u>		
American Indian/Alaskan Native	122	.4
African-American	2,409	7.0
Hispanic		
Chicano	185	.5
Other	274	.8
Asian/Pacific Islander	627	1.8
Caucasian	30,440	87.8
Other--no specification	57	.2
Nonresident alien	491	1.4

Sources: Class standing, sex, and major college--Michigan State University, Registrar's Office, Data Reporting Division; race--Michigan State University, Office of Planning and Budget.

University is the only land-grant institution in Michigan. The university promotes 13 colleges offering approximately 125 undergraduate degree-granting programs. These programs are offered in a wide range of fields, including the science, liberal arts, and major professional areas.

Subjects

Of the 31,659 undergraduate students at Michigan State University, 147 were obtained for this study, all of whom were used in the analysis. Given that the entire population of undergraduate students was not surveyed, the 147 respondents comprised a convenience sample of the population.

Background information was obtained by asking participants to respond to questionnaire items relative to their sex, race, major,

class standing, marital status, age, and parental/family background. This information is summarized in Table 3.2.

Instrument

The instrument (Appendix A) used in this study was a questionnaire specifically developed to gather information about the demographics of the study participants, as well as their family, career, and stress expectations for dual-career marriage. The demographic portion of the questionnaire was constructed by the investigator for specific use in this study. This demographic information was needed to assess the relationship between specific background variables and stress and occupational setting expectations of participants. The demographic portion of the questionnaire consisted of only fixed-alternative items.

The instrument also contained items addressing future life planning of study participants. These items were included to determine the context in which responses were given. In this regard, fixed-alternative items were presented to indicate whether or not participants even anticipated engaging in a career versus a job, marriage versus singlehood, or child rearing in their future.

The portion of the questionnaire pertaining to specific stress and occupational setting expectations contained both fixed-alternative and Likert-scale items. The fixed-alternative items consisted of a few statements designed to examine specific attitudes regarding occupations and family life. The Likert-scale items consisted of several statements designed to explore the degree of

Table 3.2.--Biographical data on study participants.

	Number	Percent
<u>Sex</u>		
Male	65	44.2
Female	82	55.8
<u>Age</u>		
19 years or younger	71	48.3
20-21	53	36.1
22-25	18	12.2
26-29	1	.7
30 years or older	4	2.7
<u>Class Standing</u>		
Freshman	51	34.7
Sophomore	47	32.0
Junior	31	21.1
Senior	18	12.2
<u>Major Area of Study</u>		
Social sciences	24	16.3
Sciences	62	42.2
Pre-professional	35	23.8
Liberal arts	8	5.4
Education	18	12.2
<u>Marital Status</u>		
Single	144	98.0
Married	3	2.0
<u>Ethnic Background</u>		
Black	29	19.7
Caucasian	113	76.9
Latino	1	.7
Native American	4	2.7
<u>Parent Marital Type (Family Background)</u>		
Traditional	46	31.3
Dual-earner (mother's occupation secondary)	51	34.7
Dual-earner (father's occupation secondary)	3	2.0
Dual-career	22	15.0
Single parent	25	17.0

agreement, importance, and stress expectation expressed toward selected issues related to dual-career marriage.

Respondents were asked to indicate one of the following responses expressing degree of agreement: Strongly Disagree, Disagree, Agree, and Strongly Agree. Options expressing degree of importance included Not Important, Somewhat Important, and Very Important. Finally, respondents selected from these responses regarding stress expectations: Not Stressful, Somewhat Stressful, and Very Stressful.

The content of the questionnaire was abstracted from Senger-Dickinson and Stewart (1988). These authors developed the questionnaire initially in research efforts to explore differences in attitudes and expectations between Asian/Pacific Islander students at the University of Hawaii and mainland students at universities in the continental United States. At the time of this writing, research findings had not yet been published.

Specific items were developed by the authors that were directly related to Rapoport and Rapoport's (1964, 1969) and Sekaran's (1986) writings. Sets of items were designed to measure student expectations specifically regarding Rapoport and Rapoport's Overload, Social Network, Identity, Personal Norms, and Role-Cycling Stress Dilemmas. Other sets of items pertained to the degree of importance expressed by students regarding the occupational setting. Additional items were developed to investigate student opinions regarding coping and adjustment issues in dual-career marriage.

To ensure validation of test items, a pilot study was conducted using 40 Michigan State University undergraduate students enrolled in a course entitled "Human Perspectives on Urbanization." This course is offered toward fulfillment of Michigan State University's general education requirement in the social and behavioral sciences. Respondents were asked to complete and evaluate the items on the questionnaire for conciseness and clarity. The final instrument was developed and used with study participants after editing was completed, based on information received from pilot-study participants.

Procedure

The procedure for data collection involved the examiner attending selected undergraduate courses at Michigan State University and requesting respondents to complete the research questionnaire. The following courses were identified by the researcher based on major emphasis, class standing of students enrolled in class, and diversity in racial composition of course attendees:

"Engineers and the Engineering Profession"--College of Engineering

"Individual and the School"--College of Education

"Minorities in American Cities"--College of Social Science

Students attending a university-sponsored job fair for business majors were also included in the study sample.

Professors of these courses were contacted by the investigator via phone and letter transmittal (Appendix B). Information

regarding the purpose of the study and class-time requirement was provided. All class professors were in support of the investigator's efforts. A date for the investigator's attendance at the class was mutually agreed upon.

During the class time, the investigator made the following statement to the students:

My name is Sonya Gunnings, and I am a doctoral candidate in Counseling Psychology here at M.S.U. Your professor has been kind enough to allow me to request about 10 minutes of your class time to complete a questionnaire. This questionnaire will ask your opinions about jobs, careers, and a dual-career marriage lifestyle. The questionnaire is very self-explanatory. I ask that you please place your responses on the answer sheet provided so that questionnaires may be used again in the future. Thank you for your time.

A total of 159 questionnaires/answer sheets were distributed with this procedure. A total of 153 were returned, constituting a 96% return rate. Six of those returned questionnaires were not usable due to incompleteness or omission of critical items (Items 1-6 and 15-62). The usable return rate was 147 of 159 or 92.5%.

Hypotheses

The data obtained from the answer sheets were used to test the six hypotheses stated in Chapter I. The hypotheses were stated in the null form, and tested at the .05 level of significance. The testable hypotheses are listed below:

Null Hypothesis 1: There are no relationships between dual-career marriage Overload stress dilemma expectations of undergraduate students and each variable: sex, race, family background, class standing, and major area of study.

Alternative Hypothesis 1: There are relationships between dual-career marriage Overload stress dilemma expectations of undergraduate students and each variable: sex, race, family background, class standing, and major area of study.

Null Hypothesis 2: There are no relationships between dual-career marriage Social Network stress dilemma expectations of undergraduate students and each variable: sex, race, family background, class standing, and major area of study.

Alternate Hypothesis 2: There are relationships between dual-career marriage Social Network stress dilemma expectations of undergraduate students and each variable: sex, race, family background, class standing, and major area of study.

Null Hypothesis 3: There are no relationships between dual-career marriage Identity stress dilemma expectations of undergraduate students and each variable: sex, race, family background, class standing, and major area of study.

Alternate Hypothesis 3: There are relationships between dual-career marriage Identity stress dilemma expectations of undergraduate students and each variable: sex, race, family background, class standing, and major area of study.

Null Hypothesis 4: There are no relationships between dual-career marriage Role-Cycling stress dilemma expectations of undergraduate students and each variable: sex, race, family background, class standing, and major area of study.

Alternate Hypothesis 4: There are relationships between dual-career marriage Role-Cycling stress dilemma expectations of undergraduate students and each variable: sex, race, family background, class standing, and major area of study.

Null Hypothesis 5: There are no relationships between dual-career marriage Personal Norms stress dilemma expectations of undergraduate students and each variable: sex, race, family background, class standing, and major area of study.

Alternate Hypothesis 5: There are relationships between dual-career marriage Personal Norms stress dilemma expectations of undergraduate students and each variable: sex, race, family background, class standing, and major area of study.

Null Hypothesis 6: There are no relationships between undergraduate students' expressed importance of selected occupational characteristics and each variable: sex, race, family background, class standing, and major area of study.

Alternate Hypothesis 6: There are relationships between undergraduate students' expressed importance of selected occupational characteristics and each variable: sex, race, family background, class standing, and major area of study.

Treatment of Data

The data from the questionnaire were analyzed by use of Michigan State University's computer laboratory facilities. The Statistical Package for the Social Sciences (SPSS) computer programs for frequencies, t-tests, and ANOVA were used to analyze the six hypotheses.

The variables identified in the hypotheses were race, sex, family background, class standing, major area of study, Overload stress, Personal Norms stress, Identity stress, Social Network stress, Role-Cycling stress, and occupational setting characteristics. The variables were operationally treated in the following manner:

Race--The race variable was categorized as (a) nonwhite and (b) white.

Sex--The sex variable was categorized as (a) male and (b) female.

Family background--The categories for this variable represented the family types closest to those chosen by the parents of study participants and were coded as follows: (a) traditional, (b) dual-earner (mother's occupation secondary), (c) dual-earner (father's occupation secondary), (d) dual-career, and (e) single parent.

Class standing--The categories for this variable were (a) freshman, (b) sophomore, (c) junior, and (d) senior.

Major area of study--This variable was categorized based on the study participant's currently declared major area as follows: (a) social sciences, (b) sciences, (c) pre-professional (business, pre-law), (d) liberal arts, and (e) education.

Overload stress dilemma--To determine the level of overload stress expectations, the mean values for Items 43 through 47 were obtained. These items were recoded so that low numbers represented low stress expectations and high numbers represented high stress expectations, with scores ranging from 1 to 3.

Personal Norms stress dilemma--To determine the level of Personal Norms stress expectations, the mean values for Items 58 through 62 were obtained. These items were recoded so that low numbers represented low stress expectations and high numbers represented high stress expectations, with scores ranging from 1 to 3.

Identity stress dilemma--To determine the level of Identity stress expectations, the mean values for Items 48 through 52 were obtained. These items were recoded so that low numbers represented low stress expectations and high numbers represented high stress expectations, with scores ranging from 1 to 3.

Social Network dilemma--To determine the level of Social Network stress expectations, the mean values for Items 38 through 42 were obtained. These items were recoded so that low numbers represented low stress expectations and high numbers represented high stress expectations, with scores ranging from 1 to 3.

Role-Cycling stress dilemma--To determine the level of Role-Cycling stress expectations, the mean values for Items 53 through 57 were obtained. These items were recoded so that low numbers represented low stress expectations and high numbers represented high stress expectations, with scores ranging from 1 to 3.

Occupational setting characteristics--To determine the level of expressed importance of occupational setting characteristics, the mean values for Items 22 through 37 were obtained. These items were recoded so that low numbers represented low importance and high numbers represented high importance, with scores ranging from 1 to 3.

Summary tables were used to display data obtained from the analysis. In addition, descriptive statistics were used to summarize other respondent characteristics.

Summary

This chapter provided a discussion of the population and setting, characteristics of the subjects, the construction of the instrument, the data-collection procedure, a statement of the testable hypotheses, and the treatment of the data.

CHAPTER IV

ANALYSIS OF DATA

Introduction

In this chapter, the data obtained from the questionnaire are analyzed to test the six hypotheses presented in Chapter III. The study participants were 147 undergraduate students at Michigan State University. This chapter is divided into two parts. The first part addresses the testing of the hypotheses. The second part includes additional descriptive information. Various opinions relating to the dual-career structure and other respondent characteristics are addressed. A summary section concludes the chapter.

Testing of the Hypotheses

Null Hypothesis 1: There are no relationships between dual-career marriage Overload stress dilemma expectations of undergraduate students and each variable: sex, race, family background, class standing, and major area of study.

Alternative Hypothesis 1: There are relationships between dual-career marriage Overload stress dilemma expectations of undergraduate students and each variable: sex, race, family background, class standing, and major area of study.

The results of the t-tests and analyses of variance are shown in Tables 4.1 through 4.5. These results indicated that there was no significant relationship between Overload stress expectations of undergraduate students and each variable: sex, race, family background, class standing, and major area of study.

Table 4.1 displays the results of the t -test comparing group means of males and females for the Overload stress dilemma. A t -value of -0.47, with 142 degrees of freedom, was not found to be significant at the .05 level of confidence. The difference in the means (males = 1.88, females = 1.91) was not significant. Therefore, the null hypothesis was not rejected in favor of the alternative hypothesis, indicating that there was no significant relationship between Overload stress expectations and sex.

Table 4.1.--Results of t -test investigating differences between male and female group scores for dual-career marriage Overload stress dilemma expectations.

Group	Mean	<u>SD</u>	<u>t</u>	<u>df</u>	<u>p</u>
Male	1.8770	.376	-.47	142	.641
Female	1.9091	.431			

Table 4.2 shows the results of the t -test comparing group means of white and nonwhite students. A t -value of -0.23, with 142 degrees of freedom, was not found to be significant at the .05 level of confidence. The difference in the means (white = 1.90, nonwhite = 1.88) was not significant. The null hypothesis was accepted, suggesting that race and Overload stress expectations were not significantly related.

Table 4.2.--Results of t-test investigating differences between nonwhite and white group scores for dual-career marriage Overload stress dilemma expectations.

Group	Mean	<u>SD</u>	<u>t</u>	<u>df</u>	<u>p</u>
Nonwhite	1.8809	.473	-.23	142	.818
White	1.8894	.386			

Table 4.3 presents the analysis of variance showing that there was no significant relationship between family background type (dual-earner, dual-career, traditional, single parent) and level of expectations for the Overload stress dilemma. An F-probability of .7494 with 4 degrees of freedom was not significant at the .05 level of confidence. The difference in means was not significant, again resulting in an acceptance of the null hypothesis.

Table 4.3.--Analysis of variance for dual-career marriage Overload stress dilemma expectations and family background.

Source	<u>df</u>	Sum of Squares	Mean Squares	<u>F</u> -Ratio	<u>F</u> -Prob.
Between groups	4	.3255	.0814	.4813	.7494
Within groups	138	23.3321	.1691		
Total	142	23.6576			

The analysis of variance depicting class standing and Overload stress expectations (Table 4.4) showed there was no significant difference between groups (freshman, sophomore, junior, senior) on level of expectations. An F -probability of .6861 with 3 degrees of freedom was not significant at the .05 level of confidence. The null hypothesis was accepted in favor of the alternative hypothesis because it was found that the difference in the means was not significant.

Table 4.4.--Analysis of variance for dual-career marriage Overload stress dilemma expectations and class standing.

Source	<u>df</u>	Sum of Squares	Mean Squares	F -Ratio	F -Prob.
Between groups	3	.2510	.0837	.4953	.6861
Within groups	138	23.3105	.1689		
Total	141	23.5615			

Major area of study was the final variable examined. Table 4.5 reveals that there was no significant difference between group means (social studies, sciences, pre-professional, education, liberal arts) and the level of Overload dilemma expectations. An F -probability of .4869, with 4 degrees of freedom, was not significant at the .05 level of confidence. The null hypothesis was not rejected in favor of the alternative hypothesis.

Table 4.5.--Analysis of variance for dual-career marriage Overload stress dilemma expectations and major area of study.

Source	<u>df</u>	Sum of Squares	Mean Squares	<u>F</u> -Ratio	<u>F</u> -Prob.
Between groups	4	.5795	.1449	.8648	.4869
Within groups	137	22.9517	.1675		
Total	141	23.5312			

Null Hypothesis 2: There are no relationships between dual-career marriage Social Network stress dilemma expectations of undergraduate students and each variable: sex, race, family background, class standing, and major area of study.

Alternate Hypothesis 2: There are relationships between dual-career marriage Social Network stress dilemma expectations of undergraduate students and each variable: sex, race, family background, class standing, and major area of study.

The results of the t-tests and analyses of variance to test these hypotheses are shown in Tables 4.6 through 4.10. These results indicate that the variable sex demonstrated the only significant relationship to Social Network stress dilemma expectations of undergraduate students.

The t-test comparing group means of males and females for Social Network stress dilemma expectations (Table 4.6) showed that there was a relationship between amount of stress expectation and gender. A t-value of 2.41, with 139.42 degrees of freedom, was found to be significant at the .05 level of confidence. The difference between the means (males = 2.36, females = 2.19) was significant; therefore, the null hypothesis was rejected in favor of

the alternative hypothesis. The males in the study demonstrated a higher level of Social Network stress expectations than did females.

Table 4.6.--Results of t-test investigating differences between male and female group scores for dual-career marriage Social Network stress dilemma expectations.

Group	Mean	<u>SD</u>	<u>t</u>	<u>df</u>	<u>p</u>
Male	2.3582	.333	2.41	139.42	.017*
Female	2.1920	.493			

*Significant at the .05 level.

Table 4.7 shows the results of the t-test comparing group means of white and nonwhite students for Social Network stress expectations. A t-value of -0.15, with 142 degrees of freedom, was not found to be significant at the .05 level of confidence. The difference in the means (white = -2.27, nonwhite = -2.25) was not significant. Therefore, it can be inferred that Social Network stress expectation was not significantly related to race.

Table 4.7.--Results of t-test investigating differences between nonwhite and white group scores for dual-career marriage Social Network stress dilemma expectations.

Group	Mean	<u>SD</u>	<u>t</u>	<u>df</u>	<u>p</u>
Nonwhite	2.2549	.462	-.15	142	.882
White	2.2677	.431			

The analysis of variance showing that there was no significant difference between group means based on family background is seen in Table 4.8. An F -probability of .3020, with 4 degrees of freedom, was not significant at the .05 level of confidence. Given that the difference in group means was not significant, the null hypothesis was accepted.

Table 4.8.--Analysis of variance for dual-career marriage Social Network stress dilemma expectations and family background.

Source	<u>df</u>	Sum of Squares	Mean Squares	F -Ratio	F -Prob.
Between groups	4	.9377	.2344	1.2276	.3020
Within groups	138	26.3514	.1910		
Total	142	27.2891			

Table 4.9 indicates the results of the analysis of variance looking at group means based on class standing and Social Network stress expectations. With an F -probability of .4329, with 3 degrees of freedom, it was found at the .05 level of confidence that there was no significant relationship between the level of stress expectations and class standing.

Table 4.9.--Analysis of variance for dual-career marriage Social
Network stress dilemma expectations and class standing.

Source	<u>df</u>	Sum of Squares	Mean Squares	<u>F</u> -Ratio	<u>F</u> -Prob.
Between groups	3	.5323	.1774	.9203	.4329
Within groups	138	26.6051	.1928		
Total	141	27.1374			

Major area of study and level of stress expectations presented no significant relationship, as depicted by Table 4.10. An F-probability of .7881, with 4 degrees of freedom, was found not to be significant at the .05 level of confidence. This finding suggests that there was no significant difference in group means, resulting in acceptance of the null hypothesis.

Table 4.10.--Analysis of variance for dual-career marriage Social
Network stress dilemma expectations and major area
of study.

Source	<u>df</u>	Sum of Squares	Mean Squares	<u>F</u> -Ratio	<u>F</u> -Prob.
Between groups	4	.3360	.0840	.4281	.7881
Within groups	137	26.8830	.1962		
Total	141	27.2190			

Null Hypothesis 3: There are no relationships between dual-career marriage Identity stress dilemma expectations of undergraduate students and each variable: sex, race, family background, class standing, and major area of study.

Alternate Hypothesis 3: There are relationships between dual-career marriage Identity stress dilemma expectations of undergraduate students and each variable: sex, race, family background, class standing, and major area of study.

Null Hypothesis 4: There are no relationships between dual-career marriage Role-Cycling stress dilemma expectations of undergraduate students and each variable: sex, race, family background, class standing, and major area of study.

Alternate Hypothesis 4: There are relationships between dual-career marriage Role-Cycling stress dilemma expectations of undergraduate students and each variable: sex, race, family background, class standing, and major area of study.

Tables 4.11 through 4.20 provide a tabular representation of the t-tests and analysis of variance results testing the hypotheses that Identity and Role-Cycling stress expectations are related to each categorical variable: sex, race, family background, class standing, and major area of study. The analyses presented suggest that no significant relationships existed between level of expectations for Identity or Role-Cycling stress and the race, sex, family background, class standing, and major area of study for undergraduate students.

In reference to Identity stress expectations, the group means obtained by males (1.86) and females (1.89) presented no significant difference at the .05 level of confidence (Table 4.11). The null hypothesis was accepted in favor of the alternative hypothesis. The t-test comparing group means of white (1.85) and nonwhite (1.94) undergraduate students also presented no significant difference at

the .05 level of confidence (Table 4.12). Such findings resulted in a rejection of the alternative hypothesis and acceptance of the null hypothesis, suggesting no significant relationship between race or gender and Identity stress expectations can be inferred.

Table 4.11.--Results of t-test investigating differences between male and female group scores for dual-career marriage Identity stress dilemma expectations.

Group	Mean	<u>SD</u>	<u>t</u>	<u>df</u>	<u>p</u>
Male	1.8556	.468	-.36	140	.722
Female	1.8865	.547			

Table 4.12.--Results of t-test investigating differences between nonwhite and white group scores for dual-career marriage Identity stress dilemma expectations.

Group	Mean	<u>SD</u>	<u>t</u>	<u>df</u>	<u>p</u>
Nonwhite	1.9397	.529	.87	140	.384
White	1.8517	.507			

The analyses of variance examining the relationships between each variable of family background, class standing, and major area of study with Identity stress dilemma expectations are seen in Tables 4.13, 4.14, and 4.15, respectively. The family background of study participants was not significantly related to level of Identity expectations. An F-probability of .290, with 4 degrees of

freedom, was not significant at the .05 level of confidence (Table 4.13). This same finding was true when looking at class standing. With an F -probability of .2449, with 3 degrees of freedom, no significant difference between group means was noted at the .05 level of confidence (Table 4.14). The major area of study pursued by students revealed an F -probability of .9616, with 4 degrees of freedom (Table 4.15). This was, again, not significant at the .05 level of confidence. This suggests that no significant relationship prevailed between major area of study and Identity stress dilemma expectations.

Table 4.13.--Analysis of variance for dual-career marriage Identity stress dilemma expectations and family background.

Source	<u>df</u>	Sum of Squares	Mean Squares	F -Ratio	F -Prob.
Between groups	4	1.5640	.3910	1.5159	.2010
Within groups	136	35.0786	.2579		
Total	140	36.6425			

Table 4.14.--Analysis of variance for dual-career marriage Identity stress dilemma expectations and class standing.

Source	<u>df</u>	Sum of Squares	Mean Squares	<u>F</u> -Ratio	<u>F</u> -Prob.
Between groups	3	1.0778	.3593	1.4022	.2449
Within groups	136	34.8465	.2562		
Total	139	35.9243			

Table 4.15.--Analysis of variance for dual-career marriage Identity stress dilemma expectations and major area of study.

Source	<u>df</u>	Sum of Squares	Mean Squares	<u>F</u> -Ratio	<u>F</u> -Prob.
Between groups	4	.1646	.0411	.1526	.9616
Within groups	135	36.4051	.2697		
Total	139	36.5697			

These findings resulted in a rejection of the alternative hypothesis in favor of the null hypothesis, indicating that there were no significant relationships between dual-career marriage Identity stress dilemma expectations and each variable: family background, class standing, and major area of study.

The t-tests and analyses of variance to explore relationships between Role-Cycling stress dilemma expectations and each variable (sex, race, family background, class standing, and major area of study) are presented in Tables 4.16 through 4.20. The results of

these data analyses indicated that there were no significant relationships between Role-Cycling stress dilemma expectations and each categorical variable.

Table 4.16 displays the results of the t-tests comparing group means of males (1.95) and females (1.98) for the Role-Cycling stress dilemma expectations. A t-value of 0.49, with 142 degrees of freedom, was found not to be significant at the .05 level of confidence.

Table 4.16.--Results of t-test investigating differences between male and female group scores for dual-career marriage Role-Cycling stress dilemma expectations.

Group	Mean	<u>SD</u>	<u>t</u>	<u>df</u>	<u>p</u>
Male	1.9476	.351	-.49	142	.624
Female	1.9780	.381			

Table 4.17 presents the t-test results comparing group means of white and nonwhite students. The t-value of -0.69, with 142 degrees of freedom, was found not to be significant at the .05 level of confidence. The difference in means (white = 1.98, nonwhite = 1.93) was not significant, suggesting that race and Role-Cycling stress expectations were not significantly related.

Table 4.17.--Results of t-test investigating differences between nonwhite and white group scores for dual-career marriage Role-Cycling stress dilemma expectations.

Group	Mean	<u>SD</u>	<u>t</u>	<u>df</u>	<u>p</u>
Nonwhite	1.9265	.353	-.69	142	.489
White	1.9765	.372			

The analyses of variance showing that there were no significant relationships between family background, class standing, or major area of study and level of expectations for the Role-Cycling stress dilemma are shown in Tables 4.18, 4.19, and 4.20. F-probabilities of 5.915 (family background), .2679 (class standing), and .0776 (major area of study) were not significant at the .05 level of confidence. The difference in means for each variable was not significant. The findings presented resulted in a rejection of the alternative hypotheses in favor of the null hypotheses.

Table 4.18.--Analysis of variance for dual-career marriage Role-Cycling stress dilemma expectations and family background.

Source	<u>df</u>	Sum of Squares	Mean Squares	<u>F</u> -Ratio	<u>F</u> -Prob.
Between groups	4	.3813	.0953	.7025	.5915
Within groups	138	18.7270	.1357		
Total	142	19.1084			

Table 4.19.--Analysis of variance for dual-career marriage Role-Cycling stress dilemma expectations and class standing.

Source	df	Sum of Squares	Mean Squares	F-Ratio	F-Prob.
Between groups	3	.5339	.1780	1.3279	.2679
Within groups	138	18.4936	.1340		
Total	141	19.0275			

Table 4.20.--Analysis of variance for dual-career marriage Role-Cycling stress dilemma expectations and major area of study.

Source	df	Sum of Squares	Mean Squares	F-Ratio	F-Prob.
Between groups	4	1.1247	.2812	2.1525	.0776
Within groups	137	17.8960	.1306		
Total	141	19.0207			

Null Hypothesis 5: There are no relationships between dual-career marriage Personal Norms stress dilemma expectations of undergraduate students and each variable: sex, race, family background, class standing, and major area of study.

Alternate Hypothesis 5: There are relationships between dual-career marriage Personal Norms stress dilemma expectations of undergraduate students and each variable: sex, race, family background, class standing, and major area of study.

The t-tests comparing group means of males and females for Personal Norms stress dilemma expectations are displayed in Table 4.21. The results of this analysis indicated that there was a

significant difference between obtained means for males (1.84) and females (1.67). A t -value of 2.42, with 141 degrees of freedom, was found to be significant at the .05 level of confidence. The males in the study expressed a higher level of Personal Norms stress dilemma expectations in a dual-career marriage than did females. Given this finding, the null hypothesis was rejected in favor of the alternative hypothesis.

Table 4.21.--Results of t -test investigating differences between male and female group scores for dual-career marriage Personal Norms stress dilemma expectations.

Group	Mean	<u>SD</u>	<u>t</u>	<u>df</u>	<u>p</u>
Male	1.8444	.442	2.42	141	.017*
Female	1.6715	.409			

*Significant at the .05 level.

Further analysis investigating the relationship between race and Personal Norms stress dilemma expectations showed that there was no relationship between stress expectations and race (Table 4.22). The group means for white (1.76) and nonwhite (1.71) students were not significantly different. A t -value of 0.59, with 141 degrees of freedom, was not significant at the .05 level of confidence. The null hypothesis was accepted.

Table 4.22.--Results of t-test investigating differences between nonwhite and white group scores for dual-career marriage Personal Norms stress dilemma expectations.

Group	Mean	<u>SD</u>	<u>t</u>	<u>df</u>	<u>p</u>
Nonwhite	1.7098	.454	-.59	141	.559
White	1.7595	.425			

The analyses of variance showing that there were no relationships between each variable (family background, class standing, or major area of study) and level of expectations for the Personal Norms stress dilemma are presented in Tables 4.23, 4.24, and 4.25. F-probabilities of .7746 (family background), .0971 (class standing), and .0910 (major area of study) were not significant at the .05 level of confidence. The difference between group means for each variable was not significant, resulting in the acceptance of the null hypothesis.

Table 4.23.--Analysis of variance for dual-career marriage Personal Norms stress dilemma expectations and family background.

Source	<u>df</u>	Sum of Squares	Mean Squares	<u>F</u> -Ratio	<u>F</u> -Prob.
Between groups	4	.3374	.0843	.4468	.7746
Within groups	137	25.8663	.1888		
Total	141	26.2037			

Table 4.24.--Analysis of variance for dual-career marriage Personal Norms stress dilemma expectations and class standing.

Source	<u>df</u>	Sum of Squares	Mean Squares	<u>F</u> -Ratio	<u>F</u> -Prob.
Between groups	3	1.1725	.3908	2.1474	.0971
Within groups	138	25.1156	.1820		
Total	141	26.2881			

Table 4.25.--Analysis of variance for dual-career marriage Personal Norms stress dilemma expectations and major area of study.

Source	<u>df</u>	Sum of Squares	Mean Squares	<u>F</u> -Ratio	<u>F</u> -Prob.
Between groups	4	1.4879	.3720	2.0485	.0910
Within groups	136	24.6948	.1816		
Total	140	26.1827			

Null Hypothesis 6: There are no relationships between undergraduate students' expressed importance of selected occupational characteristics and each variable: sex, race, family background, class standing, and major area of study.

Alternate Hypothesis 6: There are relationships between undergraduate students' expressed importance of selected occupational characteristics and each variable: sex, race, family background, class standing, and major area of study.

In testing this hypothesis, gender again prevailed as showing a significant relationship to level of expressed importance of

selected occupational characteristics. The males in the study obtained a group mean of 2.29, whereas the female group mean was 2.43. The difference between these means was significant at the .05 level of confidence, with a t -value of -2.76 and 117.56 degrees of freedom (Table 4.26). The null hypothesis was rejected. The females thought that identified occupational characteristics were significantly more important than did their male counterparts.

Table 4.26.--Results of t -test investigating differences between male and female group scores for expressed importance of selected occupational characteristics.

Group	Mean	<u>SD</u>	<u>t</u>	<u>df</u>	<u>p</u>
Male	2.2874	.342	-2.76	117.56	.007*
Female	2.4314	.270			

*Significant at the .05 level.

Table 4.27 shows the results of the t -tests suggesting that there was a relationship between level of expressed importance of selected occupational characteristics and race. Nonwhite students presented a group mean of 2.53, whereas nonwhite students presented a group mean of 2.32. The difference between these means was determined to be significant at the .05 level of confidence, with a t -value of 3.60 and 144 degrees of freedom. Given this finding, the null hypothesis was rejected in favor of the alternative hypothesis. Nonwhite students expressed that selected occupational

characteristics were significantly more important than did white students.

Table 4.27.--Results of t-test investigating differences between nonwhite and white group scores for expressed importance of selected occupational characteristics.

Group	Mean	<u>SD</u>	<u>t</u>	<u>df</u>	<u>p</u>
Nonwhite	2.5303	.288	3.60	144	.000*
White	2.3191	.302			

*Significant at the .05 level.

The analyses of variance showing that no significant relationships existed between each variable (family background, class standing, or major area of study) and expressed importance of occupational characteristics are shown in Tables 4.28, 4.29, and 4.30. The results of these analyses showed F-probabilities of .1593 (family background), .8976 (class standing), and .3735 (major area of study). These values were not significant at the .05 level of confidence. Therefore, the null hypothesis was accepted.

Table 4.28.--Analysis of variance for expressed importance of occupational characteristics and family background.

Source	<u>df</u>	Sum of Squares	Mean Squares	<u>F</u> -Ratio	<u>F</u> -Prob.
Between groups	4	.6407	.1602	1.6744	.1593
Within groups	140	13.3927	.0957		
Total	144	14.0334			

Table 4.29.--Analysis of variance for expressed importance of occupational characteristics and class standing.

Source	<u>df</u>	Sum of Squares	Mean Squares	<u>F</u> -Ratio	<u>F</u> -Prob.
Between groups	3	.0591	.0197	.1980	.8976
Within groups	140	13.9373	.0996		
Total	143	13.9964			

Table 4.30.--Analysis of variance for expressed importance of occupational characteristics and major area of study.

Source	<u>df</u>	Sum of Squares	Mean Squares	<u>F</u> -Ratio	<u>F</u> -Prob.
Between groups	4	.4174	.1044	1.0706	.3735
Within groups	139	13.5492	.0975		
Total	143	13.9666			

Summary of Findings

The following factors were determined in the analyses of data testing the hypotheses as presented:

1. There was a relationship between sex and undergraduate students' level of expectations for dual-career marriage Social Network stress dilemma.

2. There was a relationship between sex and undergraduate students' level of expectations for dual-career marriage Personal Norms stress dilemma.

3. There was a relationship between sex and undergraduate students' level of expressed importance of selected occupational characteristics.

4. There was a relationship between race and undergraduate students' level of expressed importance of selected occupational characteristics.

5. There were no significant relationships between each variable (race, family background, class standing, or major area of study) and undergraduate students' expectations for dual-career marriage Overload, Identity, Social Network, Personal Norms, and Role-Cycling stress dilemmas.

6. There were no significant relationships between each variable (family background, class standing, or major area of study) and undergraduate students' expressed importance of selected occupational characteristics.

Additional Descriptive Information

The intention of this section is to provide additional descriptive information about the sample participants. Such information aids in understanding the expectations and opinions of undergraduate students.

Ninety-two and one-half percent of the respondents indicated that their future occupation would be a career. A career was stated as involving commitment, training, and the possibility for upward mobility, as opposed to a job, which is for the sole purpose of earning money and involves no commitment or future expectations. Ninety-three and one-half percent further indicated that they planned to marry at some time in the future, and 74.9% planned on having two or three children.

In regard to lifestyle preference, 66.7% would like to have a dual-career lifestyle, whereas 23.1% expected to assume a dual-earner lifestyle in which one spouse's occupation was secondary to the other. When asked if they thought a dual-career lifestyle would be stressful, 38.1% did not believe such a lifestyle would be stressful, 45.6% thought it would be stressful, and 15% were unsure.

Group mean scores for males and females on the identified dual-career marriage stress dilemmas of Overload, Social Network, Personal Norms, Identity, and Role-Cycling were presented in previous tables of this chapter and are as follows: Overload dilemma (males = 1.88, females = 1.91), Social Network dilemma (males = 2.36, females = 2.19), Identity dilemma (males = 1.86, females = 1.89), Role-Cycling dilemma (males = 1.95, females =

1.98), and Personal Norms dilemma (males = 1.84, females = 1.67). Mean scores were based on a 3-point scale with (1) indicating that the area was not expected to be stressful, (2) indicating an expectation that it would be somewhat stressful, and (3) indicating an expectation that it would be very stressful.

A review of these mean scores reveals that the Social Network dilemma was expected to be most stressful, with mean scores of 2.36 (males) and 2.19 (females). All other stress dilemma areas presented no group mean value over 2, suggesting that the population as a whole had expectations of low stress for these known conflict issues.

CHAPTER V

SUMMARY, CONCLUSIONS, RECOMMENDATIONS, AND IMPLICATIONS

A summary of the purposes of this study is reviewed in this chapter, along with a review of the sample population, instrument, and techniques of data analysis. A discussion of the conclusions and implications for future research and application is also provided.

Summary

The major purpose of the study was to assess the expectations of undergraduate students for known stress issues in a dual-career marriage. Efforts were particularly made to determine if sex, race, family background, class standing, or major area of study of the students were related to their expectations. Specifically, as stated in previous chapters, the purpose of this study was to determine:

1. Are there relationships between dual-career marriage Overload stress dilemma expectations of undergraduate students and the variables of sex, race, family background, class standing, and major area of study?
2. Are there relationships between dual-career marriage Social Network stress dilemma expectations of undergraduate students and

the variables of sex, race, family background, class standing, and major area of study?

3. Are there relationships between dual-career marriage Identity stress dilemma expectations of undergraduate students and the variables of sex, race, family background, class standing, and major area of study?

4. Are there relationships between dual-career marriage Role-Cycling stress dilemma expectations of undergraduate students and the variables of sex, race, family background, class standing, and major area of study?

5. Are there relationships between dual-career marriage Personal Norms stress dilemma expectations of undergraduate students and the variables of sex, race, family background, class standing, and major area of study?

6. Are there relationships between undergraduate students' expressed importance toward selected occupational characteristics and the variables of sex, race, family background, class standing, and major area of study?

The review of the literature provided an in-depth discussion of these stressors as presented by Rapoport and Rapoport (1969). Their findings supported the notion that these stressors are indeed prominent conflict areas in dual-career marriages. The results of the present study, however, clearly indicated that the college undergraduate student population lacked the psychological preparation necessary for a dual-career lifestyle. These findings support Gilbert's (1987) assumption that both men and women are

ill-prepared for the changes required for this lifestyle. Bebbington (1973) emphasized that the ability to successfully maintain the dual-career lifestyle is dependent on one's willingness to accept the varied stresses and stressors that are inherent in this lifestyle.

The initiative of research focusing on dual-career families was an attempt to address the issues related to increased numbers of women in the work force. In early studies (Dahlstrom & Liljestrom, 1967; Fogarty, Rapoport, & Rapoport, 1968; Myrdal & Klein, 1956), attention was directed to the changing roles of women. Rapoport and Rapoport (1969) are credited with being pioneers in focusing not only on women but on the influence of this trend on family systems. Researchers have both accepted and relied on Rapoport and Rapoport's (1969) identified internal stressors as critical in understanding the dual-career marriage system. The Overload, Identity, Role-Cycling, Personal Norms, and Social Network dilemmas thoroughly encompass the stressful features in this system.

The population for this study consisted of 147 college undergraduate students at Michigan State University, a midwestern Big-Ten institution. Sixty-five males and 82 females were pooled for the study.

The instrument used in the study was a questionnaire developed by Senger-Dickinson and Stewart (1988). Some modifications were made by this investigator for specific use in this study. The

instrument contained items from the areas of biographics, dual-career marriage stress, and occupational characteristics. The instrument contained fix-alternative items and Likert-scale items.

The analysis of data included the use of t -tests and ANOVA to determine the relationships presented in the six hypotheses. F -probabilities and t -values were tested for significance at the .05 level of confidence. Additional analysis used descriptive statistics.

Conclusions and Discussion

The analyses of the hypotheses resulted in the following conclusions and discussion:

1. Findings resulting from the testing of Null Hypothesis 1 indicated that there were no relationships between dual-career marriage Overload stress dilemma expectations of undergraduate students and each variable: sex, race, family background, class standing, and major area of study.

A further look at group mean scores for Overload stress expectations indicated that the college undergraduate students in this sample had low stress expectations for the Overload dilemma. The difficulty of work and family role balancing is a common source of strain in dual-career marriages (Epstein, 1971; Garland, 1972; St. John-Parsons, 1978). The fact that these students had low stress expectations for this dilemma clearly presents a situation in which being ill-prepared can greatly affect future lifestyle adjustment.

2. Findings resulting from the testing of Null Hypothesis 2 indicated that there were relationships between dual-career marriage Social Network stress dilemma expectations of undergraduate students and the variable of sex. However, there were no significant relationships between Social Network stress dilemma expectations and race, family background, class standing, or major area of study. The males in the study expressed significantly higher stress expectations for the Social Network dilemma than did females.

This conclusion is supported in the literature, suggesting that men are more concerned with the maintenance of social systems than females. St. Johns-Parsons (1978) reported that relationships with relatives tend to deteriorate for dual-career couples, who have difficulty meeting some of these expected social interactions. The study went on to confirm that men express a feeling of greater loss in regard to their family ties being lessened.

3. Findings resulting from the testing of Null Hypothesis 3 indicated that there were no relationships between dual-career marriage Identity dilemma expectations of undergraduate students and the variables of sex, race, family background, class standing, or major area of study.

Here, again, an examination of the group mean scores shows low-level stress expectations for the Identity dilemma. The literature addressing the Identity dilemma has demonstrated the critical issues surrounding gender-role socialization and role assumption in the dual-career structure. Bernard (1974) reported that, in looking at professional women, it is the woman who must engage in more

"psychological work" when dealing with identity integration. The nature of the American culture posits that masculinity is obtained by success in the work role, whereas femininity is obtained by success in the domestic role (Heckman, Bryson, & Bryson, 1977; Holstrom, 1973). Given this premise, it is the woman who most likely assumes the responsibility and challenge of success in both environments. The women in this study, however, did not express more concern in this regard than their male counterparts.

4. Findings resulting from the testing of Null Hypothesis 4 indicated that there were no relationships between dual-career marriage Role-Cycling stress dilemma expectations of undergraduate students and the variables of sex, race, family background, class standing, and major area of study. Discussion of the Role-Cycling dilemma in the literature has suggested that role cycling has a developmental pattern that involves the merging of career cycles and family cycles. As a result, different critical points of transition prevail at different stages of the developmental pattern (Bebbington, 1973). The anticipatory stage of this cycle is the initial stage and encompasses initial efforts toward preparation for assuming a role in the dual-career system.

This investigator believes that college undergraduate students are typically at this anticipatory stage or even at an unidentified preceding stage. In addition, they lack the insight into the progressive stages of role cycling. Such an assumption is one

explanation for the finding in this study that college undergraduate students had low stress expectations for the Role-Cycling dilemma.

5. Findings resulting from the testing of Null Hypothesis 5 indicated that there was a relationship between dual-career marriage Personal Norms stress dilemma expectations of undergraduate students and sex. However, there was no significant relationship between Personal Norms stress dilemma expectations and race, family background, class standing, or major area of study. The males in this study expressed a significantly higher level of Personal Norms stress dilemma expectations than did females. However, it should be noted that group scores for both males and females were low.

This finding is contrary to those reported in the review of literature. In Rapoport and Rapoport's (1969) study, women presented the Personal Norms dilemma overwhelmingly as a major area of stress. The explanation for this conflicting finding can be formed only as a hypothesis at this stage. Given the low-level stress expectations by both males and females in this study, it is evident that anticipation of the stressors presented by societal norms is quite low for college students. Again, a lack of awareness on their part will likely result in increased turmoil as they begin to negotiate between priorities for self and priorities stated by the American culture. Following this assumption, one may speculate that college-age men are at a stage of personal development when conflict regarding what one wants to do, versus what one believes society thinks he/she should do, is more prominent for males than females.

6. Findings resulting from the testing of Null Hypothesis 6 indicated that there was a relationship between expressed importance by undergraduate students toward selected occupational characteristics and race and gender. There was no significant relationship, however, between expressed importance of occupational characteristics and family background, class standing, or major area of study. The females in the study thought that identified occupational characteristics were significantly more important than did the males in the study.

This finding is commensurate with assumptions of the investigator. The occupational characteristics selected deal primarily with the flexibility of the occupation in allowing one to address child-care and family-life responsibilities. Given the premise that women have typically assumed this role, it is quite logical that the females in the study would express significantly more concern in this regard than the males. Johnson and Johnson (1977) studied 28 dual-career families and found that "wives retained the major responsibility in most areas of child-rearing" (p. 393). This results in the wives' having to make significantly more occupational adjustments, in attempting to fulfill this responsibility, than their husbands. It is interesting, however, that the males in this study did place a moderately high level of importance on these same issues. This suggests a cognitive willingness to assume some child and family responsibilities, as

well as a desire to have their occupations recognize this willingness.

Nonwhite students, as a group, placed significantly more importance on the selected occupational characteristics than did their white counterparts. This finding is among the most interesting to the investigator and is not directly addressed in current literature. One assumption is that minority students expect to have their occupations play a more fulfilling role in their personal/family lives. This includes the desire to have one's occupation assist in modifying family and child-rearing responsibilities. The nature of this study limits the conclusions that can be drawn regarding racial influence and dual-career marriage and occupational stress expectations. Efforts to address this limitation should focus on individual minority groups. This finding, however, clearly makes evident the need to further explore minority persons in the context of the dual-career structure.

Recommendations and Implications

The findings generated from this study have implications for counselors and administrators working with college undergraduates. One primary implication of this study is the need to increase the awareness of undergraduate college students for the known stressors in the dual-career lifestyle. As stressed throughout this writing, it is imperative that college students prepare themselves psychologically for the unique challenge facing them if they enter a

dual-career marriage. Their eventual success and emotional well-being are dependent on this preparation and awareness.

It was not the intention of this investigator to suggest that there are foolproof techniques in dealing with the Overload, Identity, Social Network, Role-Cycling, Personal Norms, and occupational setting stressors present in the dual-career system. It is suggested, however, that recognizing the multitude of problems commonly faced by dual-career couples (stress management, value clarification, and balancing of career and family roles) is likely to increase their ability to deal effectively with these issues.

For counselors and administrators, this study offers the chance to understand more clearly and thoroughly the opinions, expectations, and mind-set of their student body. By increasing their own awareness in this regard, they can more readily assist their students in preparing for successful maintenance of a dual-career marriage.

As the review of literature suggested, the dual-career marital structure is increasingly becoming the "traditional" lifestyle in American society. It was further indicated that such a lifestyle is truly more desirable for career-oriented persons than the traditional structure, in which father is primary income earner and mother assumes sole domestic responsibilities. Given this knowledge, efforts must be made to present this reality, not only at the level of higher education but also in K-12 programs. Students at all levels need to be cognizant of the diverse family structures

in their society and begin to develop a greater understanding and acceptance of this diversity.

Recommendations for future implementation by counselors and administrators in higher education include the development of preventive educational workshops aimed at assisting the undergraduate student at the anticipatory stage of development. It is clear that participation in such workshops will not only increase one's ability to solve problems and make decisions, but it will also assist in maximizing the benefits that can be obtained from such a structure.

Specific implications for future research are:

1. This study should be replicated with a national population of college undergraduate students to determine if the findings of this study are generalizable to the national population.

2. Studies should be designed focusing specifically on individual minority groups and nonminority undergraduate students to determine the effect of race on career and family-life expectations. Such studies will aid in making more definitive distinctions between minority and nonminority college students.

3. Efforts need to be made to develop a more discriminating scale for measuring dual-career marriage stress expectations. Such an instrument will provide greater use in regard to practical importance and intervention.

4. Occupational organization policies should be thoroughly examined to determine the effect on quality of life for dual-career couples. The findings of this examination should be relayed to

college undergraduates to increase their awareness of the external influencers on their quality of life.

5. Given that a class roster can be obtained, with the names of students enrolled in the courses used in this study, a longitudinal study could be conducted by contacting students at a later date to determine if life events have altered their opinions or expectations.

6. In attempts to use the results generated from this study, workshops focusing on gender issues in the dual-career marriage need to be developed. This should necessarily include an emphasis on the identified stress dilemmas and their varied effects on both males and females.

7. More efforts need to be placed on the development of preventive educational workshops aimed at preparing college undergraduates for a dual-career lifestyle. The contributions of social scientists and educators should be pooled to attain this goal.

APPENDICES

APPENDIX A

STUDENT OPINION QUESTIONNAIRE

STUDENT OPINION QUESTIONNAIRE
(Adapted from Senger-Dickinson and Stewart, 1988)

INSTRUCTIONS: PLEASE READ CAREFULLY BEFORE FILLING OUT THIS QUESTIONNAIRE.

This questionnaire is concerned with your opinions regarding JOBS and CAREERS. A CAREER should be understood as work which involves personal commitment, a certain amount of training, a future with the anticipation of upward mobility. A JOB, on the other hand, is chosen primarily for the money that one can earn and does not involve personal commitment or future expectations. The term OCCUPATION refers to employment, whether such employment is a job or a career.

Questionnaires completed by you, and other students, will be used in a study of undergraduate students' attitudes regarding dual-career marriage. Your responses will be both confidential and anonymous, and will be viewed only by a research committee. If you wish to have a summary of the results sent to you, we will be happy to do so. Your name and address, of course, will be needed. Space is provided at the end of the questionnaire if you wish to make this request. Your completion of this questionnaire indicates your voluntary agreement to participate in this study.

PLEASE PLACE YOUR ANSWERS ON THE ANSWER SHEET PROVIDED, USING A #2 PENCIL.

1. What sex are you?

- (1) Male
- (2) Female

2. How old are you?

- (1) 19 years of age or younger
- (2) Between 20 and 21 years of age
- (3) Between 22 and 25 years of age
- (4) Between 26 and 29 years of age
- (5) Thirty years of age or over

3. What is your current class standing?

- (1) Freshman
- (2) Sophomore
- (3) Junior
- (4) Senior
- (5) Graduate

4. In what area is your currently declared major?
 - (1) Social Sciences
 - (2) Sciences
 - (3) Pre-Professional (Business, Pre-Law)
 - (4) Liberal Arts
 - (5) Education
5. What is your current marital status?
 - (1) Single
 - (2) Married
 - (3) Separated
 - (4) Divorced
 - (5) Widowed
6. What is your ethnic background?
 - (1) Asian
 - (b) Black
 - (3) Caucasian
 - (4) Latino
 - (5) Native American
7. As you look forward to your future occupation, what will it be?
(See instructions on page 1.)
 - (1) My future occupation will be a career.
 - (2) My future occupation will be a job.
8. Which of the following BEST DESCRIBES your marital plans?
 - (1) I plan to be married at some future time.
 - (2) I plan to remain single.
 - (3) I am currently married.
9. Which of the following BEST DESCRIBES the timing of your marriage plans?
 - (1) I plan to be married during college.
 - (2) I plan to be married as soon as possible after graduation.
 - (3) I plan to delay marriage until I have my occupation well under way.
 - (4) I plan to remain single.
 - (5) I am currently married.
10. How many children do you plan on having?
 - (1) I do not plan to have children.
 - (2) One child.
 - (3) Two or three children.
 - (4) Four or more children.

11. When do you plan to have children?
- (1) I plan to have children during college.
 - (2) I plan to have children as soon as possible after graduation.
 - (3) I plan to delay having children until my occupation is well under way.
 - (4) I do not plan to have any children.
 - (5) I already have children.
12. Which of the following BEST FITS your idea of the kind of marriage you would like to have?
- (1) TRADITIONAL Family, where father works and mother stays at home and cares for children.
 - (2) DUAL EARNER Family, where both spouses work but mother's occupation is secondary in importance to father's occupation.
 - (3) DUAL EARNER Family, where both spouses work but father's occupation is secondary in importance to mother's occupation.
 - (4) DUAL CAREER Family, where both spouses are equally committed in their chosen career or profession.
 - (5) SINGLE PARENT Family--either divorced or never married, with one or more children.
13. Referring back to the answers in Question 12, which family type is closest to that chosen by your own parents?
- (1) Traditional Family.
 - (2) Dual Earner Family, father's occupation primary.
 - (3) Dual Earner Family, mother's occupation primary.
 - (4) Dual Career Family.
 - (5) Single Parent Family.

The remainder of this questionnaire is concerned with your attitudes regarding your occupation and your family. There are no right or wrong answers. What we are interested in is how you believe and feel about things.

14. Which of the following is most important in determining which spouse should take the major responsibility for home and family life?
- (1) Women should be more responsible for the family than men.
 - (2) The partner who makes the least money should have the greatest responsibility for the family.
 - (3) The partner who has the greatest career potential should take the least responsibility for the family.
 - (4) The partner who has the most corporate responsibility should have the least family responsibility.
 - (5) The partner who has the greatest personal desire to be responsible for the family should be the one to assume the most responsibility.

PLEASE ANSWER QUESTIONS 15-37 ON YOUR ANSWER SHEET USING THE ANSWERS TO THE RIGHT.

How important are the following characteristics in choosing a marriage partner?

	Not Important	Somewhat Important	Very Important
15. A spouse who highly values my occupation.	1	2	3
16. A spouse who highly values his/her occupation.	1	2	3
17. A spouse who is willing to make sacrifices for my occupation.	1	2	3
18. A spouse who expects me to value his/her occupation.	1	2	3
19. A spouse who expects our marriage to stay the same over time.	1	2	3
20. A spouse who expects to give up an equal amount to make our marriage work.	1	2	3
21. A spouse who expects to compete with both sexes on an equal basis.	1	2	3

How important are the following characteristics in your selection of an employer?

	Not Important	Somewhat Important	Very Important
22. Occupational opportunities for my spouse.	1	2	3
23. Availability of child-care facilities provided by the company.	1	2	3
24. Flexible working hours.	1	2	3
25. Time off for emergencies.	1	2	3
26. Parental leave for family reasons.	1	2	3
27. How much money you will make.	1	2	3
28. Career advancement.	1	2	3

	Not Important	Somewhat Important	Very Important
29. What kind of benefits you will get (insurance, retirement, profit sharing).	1	2	3
30. Corporate policies that support family life.	1	2	3
31. Amount of vacation time.	1	2	3
32. Amount of personal leave time.	1	2	3
33. Corporation-sponsored/affiliated day-care centers.	1	2	3
34. Cash subsidies to defray day-care costs.	1	2	3
35. Corporate policies that facilitate fairness and equity for each sex.	1	2	3
36. Corporate assistance in helping my spouse to find a job when the company asks me to move.	1	2	3
37. Amount of travel time required.	1	2	3

PLEASE ANSWER QUESTIONS 38-62 ON YOUR ANSWER SHEET USING THE ANSWERS TO THE RIGHT.

Taking into consideration your family and/or spouse, how stressful do you anticipate the following circumstances to be?

	Not Stressful	Somewhat Stressful	Very Stressful
38. Shortage of time to be with friends.	1	2	3
39. Shortage of time to be with spouse.	1	2	3
40. Shortage of time to spend with family.	1	2	3
41. Shortage of time to pursue my own personal interests.	1	2	3
42. Shortage of time and money to enjoy travel and other recreational activities.	1	2	3
43. Hiring people who will help with housework.	1	2	3

	Not Stressful	Somewhat Stressful	Very Stressful
44. Experiencing a conflict between home and work.	1	2	3
45. Constantly shifting my involvement at home and at work.	1	2	3
46. Not being able to devote as much time and energy to my occupation as I would want to.	1	2	3
47. Not having help from extended family in caring for my children.	1	2	3
48. Having to live in the shadow of my spouse and his/her occupation.	1	2	3
49. Not being able to act like myself.	1	2	3
50. Protecting my own independence while maintaining a close marriage relationship.	1	2	3
51. Competing with my spouse for occupational success.			
52. Having to put my spouse's occupation ahead of mine.	1	2	3
53. Being a parent, spouse, and worker all at the same time.	1	2	3
54. Having to curtail career involvements in favor of family demands.	1	2	3
55. Risking disapproval of my colleagues when I assume family responsibilities.	1	2	3
56. Having to move because of career changes, and the move's effect on my children and spouse.	1	2	3
57. Coordinating the occupational progress of my spouse and me.	1	2	3
58. Defining what is important to me (setting priorities).	1	2	3
59. Not raising children according to traditional practices.	1	2	3

	Not Stressful	Somewhat Stressful	Very Stressful
60. Having to discontinue career involvement to assume child-rearing responsibilities.	1	2	3
61. Taking time to care for the children when they are sick.	1	2	3
62. Supporting my children and spouse in their extra-curricular and leisure activities.	1	2	3

PLEASE ANSWER QUESTIONS 63-74 ON YOUR ANSWER SHEET BY FILLING IN THE NUMBERED SPACE THAT CORRESPONDS WITH WHAT YOU BELIEVE, USING THE ANSWERS TO THE RIGHT.

	Strongly Disagree	Disagree	Agree	Strongly Agree
63. While I realize that my family has its needs, they must realize that, in the long run, my occupational needs are more important.	1	2	3	4
64. I do not intend to be financially dependent upon my spouse.	1	2	3	4
65. When I was growing up, stress in my family was caused by occupational demands or conflicts.	1	2	3	4
66. I see myself as someone who has difficulty adjusting to change.	1	2	3	4
67. I am willing to give up almost everything for financial and/or occupational advancement.	1	2	3	4
68. I do not intend to be emotionally dependent upon my spouse.	1	2	3	4
69. Family and work issues should be kept separate from each other.	1	2	3	4
70. In my opinion, a dual-career lifestyle will be stressful.	1	2	3	4

	Strongly Disagree	Disagree	Agree	Strongly Agree
71. I expect to take responsibilities for household/ family tasks that are not usually expected of a person of my sex.	1	2	3	4
72. In order to achieve a successful career, I have to limit the number of children I have.	1	2	3	4
73. I am willing to relocate for the career advancement of my spouse.	1	2	3	4
74. People who do not fulfill the traditional male or female role in terms of family responsi- bilities often have problems with their identity.	1	2	3	4

Are there other stressors you feel are important that are not covered?

Thank you for your cooperation on this project!!!!

Please write name and address in the space below if you wish to have a summary of the study results:

APPENDIX B

LETTER SUBMITTED TO UNIVERSITY PROFESSORS BY INVESTIGATOR

5033 Park Lake Road
East Lansing, MI 48823

Dear Michigan State University Professor:

I am a graduate student of Counseling Psychology here at M.S.U. and am currently writing a doctoral dissertation. The title of my dissertation is "An Examination of Dual-Career Marriage, Family, and Career Stress Expectations of Undergraduate Students at Michigan State University."

In my efforts to conduct my research for this dissertation, I have identified courses offered at M.S.U. based on either (1) major college offering course, (2) class standing of students typically enrolled in course, or (3) courses identified as typically taken by a significant number of minority students. For one or more of these reasons, your course has been selected for inclusion in this study.

You are, therefore, kindly requested to help me in this study by allowing me to administer a questionnaire to your students. This questionnaire is concerned with undergraduate students' opinions regarding jobs, careers, and attitudes regarding dual-career marriage. The questionnaire takes approximately 7-10 minutes to complete. Including time required for administration and returning of answer sheets, I am requesting approximately 15 to 20 minutes of your class time.

I realize that this request is an imposition on your class time; however, my graduate committee, including Dr. Cyrus Stewart, the director of my study, and I feel that this study has significance and importance in our continuous efforts to improve the quality of life for undergraduate students. Assessing the preparation of these students to effectively engage in a dual-career lifestyle will also be of professional interest to higher education counselors and administrators.

I will be happy to share the results with you and your students upon request. Results will be analyzed in aggregate form, and under no circumstances will the responses be reported on an individual basis.

I will be following up with you by phone shortly to receive your response to this request. If you are willing to assist me in my endeavor, I will arrange a time when I can attend your course at your convenience.

Thank you in advance for your anticipated cooperation.

Sincerely,

Sonya R. Gunnings
Doctoral Student

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