

THE MULTIPLE ROLES OF WOMEN PURSUING DOCTORAL STUDIES

by

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Educational Leadership and Policy Studies

(ABSTRACT)

Increases in the employment of women in administrative and managerial careers have drawn attention to a need for research that examines the interdependency of work and family roles, a need that is particularly crucial in the area of academic administration. This was a qualitative study of the strategies and support systems women educational administrators use to deal with the multiple roles they perform in life and work while pursuing doctoral studies.

Forty-four women educational administrators enrolled in Virginia Tech's fall 1996 dissertation seminar were selected to participate in a telephone interview. Each participant's responses were recorded and transcribed. Data were sorted using a variable-oriented format. Matrices were used to categorize and analyze the data, note emerging patterns of strategies and support systems, and compare and contrast roles across personal and situational variables.

The women in this study cited time as the common factor in most role conflicts occurring during their years of doctoral study. Strategies that centered around time management (prioritize, delegate, compartmentalize,) were used to deal with their multiple roles. Feelings of guilt, stress, exhaustion, and isolation were common. They depended on positive and affective support systems that included family, friends, co-workers, and cohort members to deal with responsibilities of home, work, and doctoral study. A strong sense of commitment, determination, and spiritual faith was credited most often as the one thing that kept them going as they responded to the problems, issues, concerns, and challenges of performing multiple roles in life and work.

DEDICATION

This study is dedicated to my eighteen year old son, Chauncey, and my six year old daughter, Meaghan. I thank Chauncey for seeing me through two degrees, sharing household responsibilities, and technical assistance with the dissertation. To Meaghan, who learned to dial Pizza Hut at age two, I dedicate this study to her many hours of mommy deprivation. This study is further dedicated to my husband Tom, who redefined role responsibilities, made numerous trips to Blacksburg, and encouraged my pursuit of big dreams. I would be remiss if I did not include my sister Yvette Crawford, for her many hours of transcribing telephone interviews, her spiritual encouragement, and being my best friend.

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CHAPTER I

INTRODUCTION

"Society has a collective value system that still supports traditional roles for men and women. This value system views women who achieve in nontraditional ways as exceptions to the rule. Many women feel like superwomen because they are expected to" (Mitchell, 1993, p. 118). Women who complain about the difficulty of handling several roles get the response "You chose it" by both males and females. According to Mitchell (1993), this response implies that women had the choice of one role or the other, and that they should pay the price if they choose both. "Men are rarely, if ever, required to make a choice between career and home. Even more rarely are questions asked about how society could be changed to accommodate structures and systems that support multiple roles for men and for women" (Mitchell, 1993, p. 118).

"There can be no question that attitudes about appropriate roles for men and women are slowly changing. The traditional roles for women have been expanded beyond daughter, girlfriend, wife, and mother. Now appropriate roles for women also include paid employment outside the home" (Haslett, Florence, & Carter, 1993, p.3). As more

woman obtain and succeed in professional and managerial positions, they will disconfirm old stereotypes and traditional roles. The visible presence of many female authority role models in our society can change perceived personality traits, increase women's career ambitions, self-confidence, independence of judgment, and leadership initiatives (Haslett et al.).

"Current economic trends indicate that women's labor force participation will continue to increase, as will demands for their work both in the paid labor force and in the family resulting in increased stress and social speedup for women workers" (Andersen, 1993, p. 139). Given the diversity in women's lives, families, and jobs, a smorgasbord of strategies and support systems will be necessary for women to deal with their multiple roles productively.

Context for the Study

Career-oriented women with families take much of the responsibility for parenting, maintaining the marital relationship, and managing the home. "Women who work outside of the home continue to retain at least 75% of the household responsibilities" (Villadsen & Tack, 1981, p. 170). While there is an interrelationship between family

and work, there are also conflicts and competing demands, many of which fall on women who bear the brunt of the different demands and needs of the workplace and the home (Andersen, 1993). Women with families are continuously busy trying to respond to multiple roles and responsibilities, which can cause a time and energy imbalance. "Since women are increasing their relative commitment to work outside the home, thereby changing their balance of commitments, the issue of the effects of multiple roles is salient" (Voydanoff, 1987, p. 80).

Women who are managing careers, homes, children, husbands, and doctoral studies may find the expenditure of time and effort to be overwhelming. According to Villadsen and Tack (1981), if women are to reach their potential in the managerial setting, they must recognize that home and career conflicts exist and develop strategies for coping with them. In 1993 Kofodimos found women also experienced extra pressure from superiors who expected their personal lives to take precedence over work. "If these women try to maintain both career and personal life as priorities, they must constantly juggle and trade conflicting priority activities" (Kofodimos, 1993, p. 26).

Spreadbury (1983) reported that in American society, women were traditionally expected to place their families ahead of everything else, including themselves, their educational needs, and their careers. She also reported that this traditional expectation was changing. Emerging 21st century women challenge tradition by attempting to have it all--family, career, personal life, and higher education. Just like the acrobat who walks the tightrope; it's a balancing act. The highly educated woman administrator is facing the dilemma of trying to balance her career, a personal life, family responsibilities, and scholarly attainment. Additionally, they must devise strategies by which conflicts between the various roles can be resolved (Spreadbury, 1983).

"Integrating family and work is a balancing act for all employed women, but sociologists have found that the ability to do so varies by class and marital status" (Andersen, 1993, p. 155). Andersen (1993) claims working class women are more likely to emphasize economic reasons for working and give their families priority over their work. Professional/managerial women see work as more central to their lives and will either give work a higher priority than their family or rank the two equally. Women having the

greatest difficulty integrating work and family are single mothers and mothers with children who have special needs.

Research Questions

Main Question

Given the multiple roles women have, how do women educational administrators deal with these roles in life and work?

Sub Questions

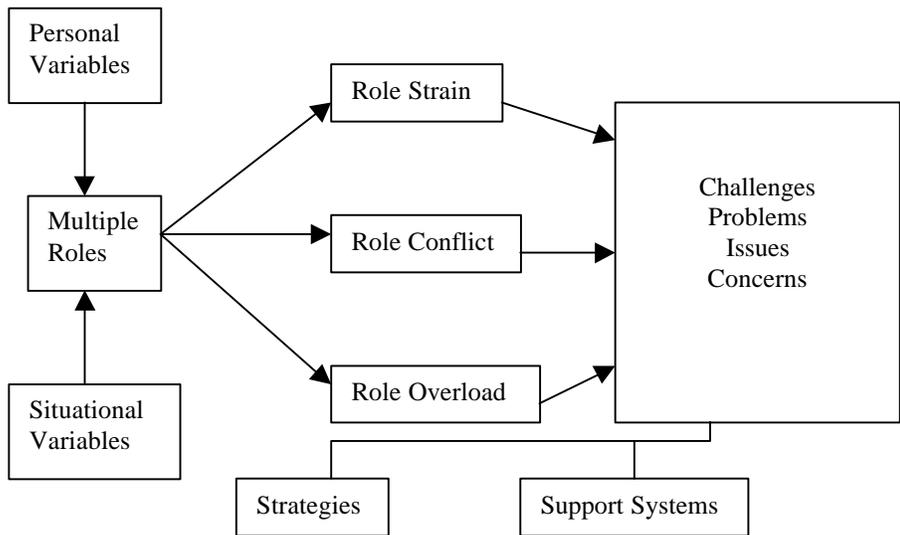
1. What conflicts among roles do women educational administrators in a doctoral program experience?
2. What problems, issues, concerns, and challenges result from these conflicts?
3. How do women educational administrators respond to these problems, issues, concerns, and challenges?
4. How do such personal and situational variables as age, race, work, marital status, and family conditions influence role conflicts and women's responses to the problems, issues, concerns, and challenges resulting from role conflicts?

Overview of Conceptual Framework

The conceptual framework in Figure 1 illustrates two groups of variables, personal and situational, which influence the multiple roles women educational

administrators experience in life and work. The performance of multiple roles can produce role stressors (factors which can interfere with the performance of one's roles). In Figure 1 the role stressors are role conflict, role strain, and role overload. Role stressors impact the kinds of challenges, problems, issues, or concerns women confront as they deal with their multiple roles. Women educational administrators respond to the challenges, problems, issues, or concerns they confront by using strategies and support systems that work best to effect temporary or long-term resolution.

The steady increase in the number of women in professional and managerial occupations, the pursuit of higher education by women, and a tendency for professional women to develop and maintain a marriage and family life have contributed to the performance of multiple roles. Trying to satisfy job demands, time schedules, family obligations, or social obligations associated with the performance of multiple roles can be stressful, time consuming, and sometimes impossible. Women use time management strategies and organizational strategies to



Conceptual Framework

Figure 1. Model of women's interrole conflicts. Personal and situational variables influence the multiple roles women experience in life and work. In performing their multiple roles women may experience role strain, role conflict, or role overload. These role stressors present challenges, problems, issues, and concerns for women. Support systems and management strategies are used to address the challenges, problems, issues, and concerns.

juggle their multiples roles. They tap into a support system of human resources for encouragement and assistance with their multiple roles.

Variables and Definitions

For the purpose of this study Table 1 lists the variables and the corresponding constitutive and operational definitions. How each variable is used in this study can be found in the second column and how each variable is measured in this study can be found in the third column.

Significance

Increases in the employment of women, especially married women, in administrative and managerial careers have drawn attention to a need for research that examines the interdependency of work and family roles. The need is particularly crucial in the area of academic administration (Bird, 1984). It is expected that the data will reveal the strategies and support systems women educational administrators use as they respond to the problems, issues, concerns, and challenges of performing multiple roles in life and work. Women educational administrators enrolled in doctoral programs similar to Virginia Tech's off-campus program or women looking to pursue doctoral study, could benefit from this study. Women could learn about strategies

Table 1

Constitutive and Operational Definitions of Variables

Variable	Constitutive definition	Operational definition
Roles	Functions that women administrators perform in their home, work, doctoral program, and personal life.	Interview question 1 (Appendix H)
Role conflict	When the performance of one role interferes with the performance of another role.	Interview questions 2, 3, 4, 9, 10 (Appendix H)
Role strain	When the increased commitment to one role (by choice) limits the performance of another role.	Emerging from interview question 4, 8, 9 (Appendix H)
Role overload	When the total demands on time and energy associated with the prescribed activities of multiple roles are too great to perform the roles adequately, thereby causing stress.	Emerging from interview question 4, 8, 9 (Appendix H)
Challenges, problems, issues, concerns	The results of constraints placed on role performance caused by role conflict, role strain, and role overload.	Emerging from question 4 (Appendix H)

(table continues)

Table 1

Constitutive and Operational Definitions of Variables (continued)

Variable	Constitutive definition	Operational definition
Age	How old the participant is in years.	At last birthday.
Race	Ethnic origin.	Black, White, Other
Family structure	The age and number of dependent children in a household.	Total number of children
		Number of children in the home
		Youngest child under 6 in the home
		Youngest child 6 to 12 in the home
		Youngest child 13 to 18 in the home
		Youngest child over 18 in the home
		Number of children in college

(table continues)

Table 1

Constitutive and Operational Definitions of Variables (continued)

Variable	Constitutive definition	Operational definition
Marital status	One's state of matrimony.	Married, Single, Separated, Divorced, Widowed
Work	Job responsibilities associated with a position or title.	Principal, Director, Assistant Principal, Coordinator, Assistant Superintendent Years as an administrator
Strategies	Ways in which women deal with the problems, issues, concerns, and challenges resulting from role conflicts.	Questions 5, 6, 11, 13, 18
Support systems	Resources available to assist women with the performance of their multiple roles.	Questions 14, 15, 16, and 17

or support systems they can use and develop as they deal with the problems, issues, concerns, and challenges of their multiple roles. "As other women become aware of their friends' and neighbors' success at school, it can be expected that even more women will follow in their steps" (Spreadbury, 1983, p. 29).

Members of educational leadership departments can review the results of this study for implications for program improvements or ways to better meet the needs of women doctoral students. If university deans and administrators are familiar with the changing roles of women, and specifically with the family's adjustment to the mother's assumption of a student-wife-mother role, they can make changes within the educational system to help both the institution and the reentry students (Spreadbury, 1983).

Overview of the Dissertation

As women increase their commitment to activities outside the home they must develop strategies and support systems to deal with their traditional and nontraditional roles. Women managing homes, careers, educational pursuits, and families can be overwhelmed by competing role demands and conflicts. Attitudes about appropriate roles for men

and women have to change and roles in the home will have to be redefined.

As described in Chapter I, the conflicts among roles of women administrators who pursue doctoral study and the strategies and support systems used to deal with these conflicts were the focus of this study. In Chapter II a review of the literature on women's roles, role conflicts, and strategies and support systems is presented. Chapter III contains the methodology for the study. Chapter IV has the findings of the study. Chapter V has four parts--the summary, conclusions, discussion, and implications for practice and future research.

CHAPTER II

LITERATURE REVIEW

In chapter two an overview of women's roles traditionally and from a feminist perspective is given. There's a brief discussion of how women's roles have changed in the last four decades and some of the catalysts for those changes. When the multiple roles women perform in life and work conflict, problems, issues, concerns, and challenges arise. Strategies women use to deal with their multiple roles and role conflicts are introduced and provide the basis for this study.

Women's Roles: Traditional and Feminist Perspectives

"Feminists believe women should be able to participate fully in all aspects of society and that the fact of motherhood should not be a constraint on women's activities beyond the home" (Dornbusch & Strober, 1988, p.114). Feminists advocate the integration of women into the public sphere as well as the transformation of that public sphere so that neither women nor men must sacrifice family involvement for participation in society.

The validity of the assumption that children need full-time mothering has been challenged by feminists as having been used to justify a system that suppressed women's

individuality within the constraints of one role. Such a system was not based on the real needs of children but on the power of men as a group to define women in narrow terms (Dornbusch & Strober, 1988).

Several transformations in women's roles during the 1950s and 1960s influenced the development of the contemporary women's movement or contemporary feminism. "These included changes in women's labor-force participation, a change in women's fertility patterns, increases in women's educational level, and ideological patterns that glamorize women's domestic life" (Andersen, 1993, p. 282). White women in the 1950s were idealized as happy housewives whose main purpose was to care for their husbands and children. Widespread use of contraception gave women control over their fertility so they were having fewer children. "At the same time, white middle-class women were better educated and, although their education was intended to make them better wives and mothers, they were acquiring many of the same skills as men" (Andersen, p. 282).

Technological changes in labor-saving devices simplified physical household tasks for women in the home. The time that was saved by labor-saving appliances was more than replaced by increased demands for shopping,

transporting children, and nurturing family members. "The dominant ideology of housework and motherhood told middle-class women that their work in the home would bring them fulfillment and gratification, but, in fact, many found the experience to be depressing, isolating, and boring" (Andersen, 1993, p. 282). Throughout the 1950s women were appearing in the labor-force in greater numbers with women from middle-income families entering at a faster rate than any other group. Women's work experience broadened their horizons and made them conscious of discrimination in the workplace. Married women's work was defined in terms of assisting their families. "Thus the decade of the 1950s and the early 1960s created a self-conscious cohort of women who lived in the contradictions of a society that idealized their role and promised them opportunity and gratification while it devalued their labor and denied them self-expression" (Andersen, p. 283).

Professional women working with established organizations began pressuring politicians to acknowledge the problems facing American women. In 1961, President Kennedy appointed a Presidential Commission on the Status of Women. It was chaired by Eleanor Roosevelt. A number of recommendations involving employment and labor

discrimination were made in the commission's report. These recommendations were the basis for the Equal Pay Act of 1963 that required men and women receive equal pay for equal work performed under equal conditions. The commission's work gave recognition to the contribution that women made in the home, but ignored the effects of home life on women. The commission maintained that the role of the woman in the family was invaluable and the family was the foundation of American history.

The concept of sisterhood has not been the basis for Black women's political identity, as it has been for white women. The political identity for Black women has more likely been formed around the issue of race, and, as a result, feminist issues are seen in a different context by Black woman than by white women (Andersen, 1993). The feminism of Black women is situated in their antiracist activities during the civil rights movement.

"In feminist discourse, Black women have been quite exact in expressing their differences from white feminists" (Joyce, 1991, p. 160). Increased educational levels and the transformation of the employment status of Black women throughout the 1960s and 1970s have created the sociological conditions through which their feminist consciousness

evolved and is often situated in the context of their community work (Andersen, 1993). "Much of the Black feminist platform has been oral and has been produced by Black women in their roles as mothers, teachers, musicians, and preachers" (Collins, 1991, p. 42). According to Carey (1990), "The Black woman's attitude, which now has almost become the norm in American society, that work and family are compatible and often complementary, would seem to be a factor in her success, since she has functioned in both spheres simultaneously" (p.16). Black women identify themselves as working personally, professionally, and politically to empower the Black community.

Strategies for Dealing With Multiple
Roles Associated With Work and Family

According to the Working Women Count (Women's Bureau, U.S. Department of Labor report, 1994), the number one issue women wanted to bring to the President's attention was the difficulty of balancing work and family obligations. Respondents reported that balancing work and family was not simply a juggling act, but more like a perilous high wire act. "They are constantly walking a tightrope between home and work with little or no safety net below them" (Women's Bureau, U.S. Department of Labor, 1994, p. 32). Working

women reported that the daily challenge of being a wage earner and family caretaker left them feeling stressed, tired, unsupported, unacknowledged, and with insufficient time for their families.

The workplace has been less adaptable than the home in dealing with the changing roles of women. Many employers ignore the fact that female staff members have personal lives with demands that can affect their job performance. They do not appear to recognize multiple role pressures, thus women have little support in resolving such stresses or strains. The demands of the job and the role of being an effective administrator can be overwhelming and time consuming thereby leaving only a limited amount of time for social and personal activities. "Time devoted to employment roles in excess of the normal work day influences the time available to carry out family roles" (Bird, 1984, p.26).

Women often feel they must compensate for time lost with family or at work due to time spent on other competing demands and find themselves constantly playing catch-up.

Many women find themselves spending inconsistent and sometimes inappropriate amounts of time and energy on family, and then on job, in an effort to compensate for time and energy lost in the recent past. But the

expense of time and energy in one area seems always to carry with it the consequence of getting behind in the other. The resulting extra stress and realignment of priorities produce a new wave of guilt and frustration. (Amatea & Cross, 1981, p. 7)

The female administrator who has responsibilities outside of her career must be able to correlate the different roles in which she participates into a harmonious situation, both in the workplace and in the home. According to Mitchell (1993), the success of women administrators in areas of their lives depends on careful analysis and planning.

When efforts to fulfill work-role demands interfere with an individual's ability to fulfill family demands and vice versus, work-family conflict occurs. Carey (1990) explains that role conflict or strain is an expected outcome when one attempts to combine both career and family roles. "The female administrator who has responsibilities outside of her career must balance her work, home, and personal needs" (Mitchell, 1993, p. 86). Not all female administrators handle the demands of multiple life roles with equal ease. Crosby (1987) found one factor that seemed to contribute to the successful combination of multiple life roles is emotional support of significant others. "If a

woman is to experience success at work and at home, it appears crucial that those on whom she relies for support encourage her strivings and applaud her accomplishment" (Crosby, 1987, p. 24).

"The structure of the family also affects the extent to which workers find it difficult to meet the demands of work" (Voydanoff, 1987, p. 13). Not every family has the traditional make-up: mother, father, and children. "Single parents must shoulder a double emotional and financial load; this is difficult, but clearly not impossible. When the reward is high, people find a way" (Hawley, 1993, p. 150).

Societal conditions, not just cultural preferences, shape family structure. "Traditionally, the Black woman saw little contradiction between working outside the home and, at the same time, carrying out her responsibilities as wife and mother. This is what her social and economic position dictated" (Carey, 1990, p.16). A large and increasing proportion of Black families and households are headed by women. Black wives, when two spouses are present, are more likely to work than white wives and contribute a larger share of the total family income (Andersen, 1993). Her contribution to the family income is essential to the survival of the Black family's standard of living. This

tends to create more egalitarianism within Black families and promotes greater participation of Black husbands in child care and household management.

Women develop a number of strategies for coping with the demands of work and family. Some women respond by seeking outside help from other female relatives or friends or hire domestic help. Others respond by redefining what is necessary in the home or redefining their roles--marrying men who will share work at home or trying to change the husband's understanding of his role at home. There are those women who attempt to be supermoms, thereby avoiding conflict with their husbands, and those women who force men's greater involvement in work at home by appearing helpless with particular tasks. Villadsen & Tack (1981) suggest the attitudes of the husbands in such marriages become paramount as the wives cannot maintain all the responsibilities without the husbands' full cooperation and help.

"Balancing work and family commitments is increasingly difficult and calls for redefinition of traditional gender roles, as well as increased societal support systems for personal and family needs" (Andersen, 1993, p.179). For example, changes in family organization have created

increased societal needs for child care. According to Andersen (1993), the belief that only mothers can best care for children has, in part, contributed to the resistance to organized child care. New policies are needed to provide supports for the diverse needs of families and the demands placed on family life by changing systems of work.

President Clinton's proposed four-point child care plan, budgeted for the 1999 fiscal year, will (1) double the number of children receiving child care services, (2) increase tax credits for working parents and businesses that offer child care services for employees, (3) expand before- and after-school programs for school-age children, and (4) improve child care safety, quality, and early learning for children ages zero to five (Office of the Press Secretary, 1998, January 7). This historic 20 billion dollar initiative funded over a five-year period will provide affordable and reliable child care for working families. In his child care announcement from the East Room of the White House on January 7, 1998, Mr. Clinton remarked,

We know that the government cannot raise or love a child, but that is not what we're suppose to do. What the government is supposed to do is to help to create the conditions and give people the tools that will

enable them to raise and love their children while successfully participating in the American workplace.

(Clinton, 1998, p. 2.)

Strategies for Dealing With Multiple
Roles and Doctoral Study

"A woman's decision to continue her education is rarely guided by a single motivation, but is likely to emerge from personal enrichment needs, degree needs, job-related needs, and, for some cases, family needs" (Hendel, 1983, p. 41). According to Dublon (1983), the woman doctoral student in administration has expressed, by virtue of her interest in obtaining the doctorate, a desire to incorporate the role of professional in her future plans. "Investing in education means, for most women, expanding career aspirations, and these aspirations compound the problem of combining work and family roles" (Moen, 1992, p. 28).

"For many female graduate students, lack of resources and the heavy demands of multiple roles ensure that the superwoman ideal is impossible to attain. Breakdowns in a woman's ability to meet the expectations of multiple roles may lead to increased symptoms of stress" (Mallinckrodt & Leong, 1992, p. 716). Some of the issues that have been cited in the literature as problems or concerns of returning

women students are time management, role conflicts, study skills, self-confidence, class schedules which require a minimum time on campus, and new stresses in relationships with family and friends. As Hawley (1993) puts it, survival in doctoral study calls for independent thinking and the capacity to be assertive.

"There's no doubt that the time you invest in family life takes away from working on your dissertation, despite the fact that these people are your highest priority" (Hawley, 1993, p. 149). Families help to keep you grounded in the academic world of doctoral study. Families provide a reality check and can be the object of a much needed study break. "Reading a bedtime story, shooting baskets in the driveway, or enjoying a quiet dinner for two at a favorite restaurant is marvelous diversion" (Hawley, 1993, p. 149). In her studies of women doctoral students in universities across the country, Hawley (1993) found that women needed emotional support from their husbands.

Women need support from the administrators and faculty of colleges and research universities if they are going to be successful in completing degree requirements. "For significant numbers of women, however, the return to school meets total lack of support from spouse and/or children.

The availability of counseling and advising services continues to be an important service for adults returning to school" (Hendel, 1983, p. 41).

In their study of the sources and types of social support that are most beneficial for helping graduate students deal with stress, Mallinckrodt & Leong (1992) reported that some aspects of their findings may reflect increased role strain for women. "Considering the difficulty balancing the demands of multiple roles, it is not surprising that women in our study might value curriculum flexibility and find this aspect of their academic programs more deficient than men" (p. 720).

Women who attend women's colleges seem to experience greater intellectual achievement.

The hazards to women of social constructionist pedagogy unmodified by feminism are attested to by the different educational experiences of women in coeducational and single-sex institutions. My Mount Holyoke classmate Lee Tidball has shown that women's colleges have provided two times as many "achieving" women (she defines their achievement by their being listed in the Who's Who in American Women) as coeducational institutions; up to four times as many doctorates,

particularly in science; and two times as many entrants into medical schools.... Her research indicates that communities of women, in and of themselves, foster women's intellectual development and empower them in subjects not traditionally studied by women, such as science and (in former years) medicine.... Women's colleges thus are more likely than coeducational institutions to provide "benign authorities" who enable women to acquire a sense of themselves as knowing agents. (Hartman & Messer-Davidow, 1991, p. 25-26)

Administrators and faculty at coeducational universities may want to take a look at what is going on at women's colleges that fosters women's intellectual development and achievement that may not be happening at their institutions.

Strategies for Dealing With Multiple Roles:

Situational and Personal Variables

In their study of the underlying characteristics and needs of returning students, (Adelstein, Sedlacek, and Martinez (1983) reported: (1) women with older children in the household were concerned with the effects of their student role on their school-age children and experienced role conflict, guilt, and difficulties in finding study

time; (2) women with young children in the household were concerned with child care and experienced guilt at not spending more time with their children; and (3) women with grown-up children were concerned with doubts about their abilities, but experienced fewer financial concerns than other women. "Through a redefinition of expectations, conflicts would not have to expend energy in performing under the strain of too many competing roles" (Dublon, 1983, p. 48). Crosby (1991) argues that women today are experiencing role expansion, not role redefinition. New responsibilities are being added to old ones, at home and at work. None are being dropped.

In their study of executive women in higher education, Villadsen & Tack (1981) reported that because of the multiple demands made on their time, executive women had developed strategies for making the management of their homes, careers, and personal lives appear simple. "Strategy involves more than one person. Strategy is a system that takes into account strengths, weaknesses, and contingencies. Strategy involves looking at a problem or solution from several angles, not just yours" (Stautberg & Worthing, 1992, p. 6). The following is a list of the strategies, found repeatedly throughout the literature, executive women and

other women have used to deal with their multiple roles productively:

1. Prioritize
2. Sacrifice (short-term remedies, long-term costs)
3. Delege
4. Compartmentalize
5. Exercise
6. Surrender
7. Strategize
8. Restructure
9. Manage time

Women who compartmentalize to deal with their multiple roles try to keep their professional work from infringing upon their home life. Prioritizing keeps first things first. Delegating involves the redistribution of household chores and responsibilities to others. Some women make creative use of family time and work time by combining professional meetings away from the job site with family vacations. Housekeeping standards may be lowered, time for self for personal enjoyment may be set aside, and some women just say no. These are just some the strategies women use to reduce the stress and strain of role overload or role

conflict and to maximize their potential for success in other areas of their lives.

CHAPTER III

METHODOLOGY

This is a study of women educational administrators who pursue doctoral studies. A description of the doctoral program at Virginia Tech and the population of women studied is included in this chapter. Qualitative methods were used to gather and analyze information about how these women dealt with the multiple roles they experienced in life and work during their pursuit of the doctorate. Development of the interview protocol and the assessment of its content validity are outlined.

Program Description

The description of Virginia Tech's off-campus doctoral program in educational leadership was obtained from a personal interview with Dr. Robert R. Richards, director of Virginia Tech's off-campus doctoral programs in Tidewater and northern Virginia. The program leads to a Doctor of Education in Educational Administration and was designed for building and central office administrators who normally continue their job responsibilities while pursuing doctoral work. Classes are held in the evenings and at other times convenient to the students.

Program requirements include a minimum of 90 semester credit hours beyond the bachelor's degree and a residency on Tech's campus in Blacksburg, Virginia. The program is basically a four-year program and has been designed so the coursework and residency requirements can be completed in three years with an additional year for completion of the dissertation. Students, ideally, take four classes a year in a scheduled sequence with one course being taken in the fall, one in the spring, and two in the summer (Appendix A). Students receive a Certificate of Advanced Graduate Study in Educational Administration when all coursework is completed and a preliminary exam (a comprehensive and oral exam) are passed.

Residency consists of a structured five-week summer session on campus at the end of the third year (after coursework is completed) and full-time enrollment (12 semester credits) during the following two semesters. During full-time enrollment candidates work to complete the dissertation under the supervision of a dissertation committee. One member of the committee serves as the chair for the dissertation and takes primary responsibility for supervision of the student's work. Dissertation seminars

and tutorial assistance are provided until the students complete their work.

If additional time, beyond the fourth year, is required for completion of the dissertation, students continue to sign-up for a dissertation seminar (3 credit hours) each fall and spring semester until the dissertation is completed. Progress must be made on the dissertation each semester of the professional seminar or an incomplete grade is given. Students who need to take time off from the program must request a leave of absence or reapply for admission if they stop registering for the seminars. This policy has increased the dissertation completion rate of doctoral students and minimized time and financial loss.

Population Description

The population consisted of 44 women educational administrators enrolled in the fall 1996 dissertation seminar in the Virginia Tech off-campus doctoral program in educational leadership. All members had completed coursework requirements for the doctorate and had received a Certificate of Advanced Graduate Study in Educational Administration from Virginia Tech. This population represented three geographical cohorts--15 women from Tidewater Virginia; 11 women from Piedmont Virginia,

including members from North Carolina; and 18 women from northern Virginia, including members from the Washington, DC, area. It was a diverse population in race, age, administrative positions, marital status, and family conditions (see Tables 2, 3, 4, & 5).

Thirty-seven participants were interviewed representing an 84% return of the targeted population of 44 women educational administrators pursuing doctoral studies in the Virginia Tech off-campus program. There was almost an equal representation of white and black participants. The age range for the 37 women administrators who chose to participate was 34 to 57 years at the last birthday. The mean age for the participants was 47 years. Most of the participants were principals with a smattering of assistant principals and central office administrators. Eighty-seven percent of the participants were married and 78% had children. Fourteen participants had completed program

participate was 34 to 57 years at the last birthday. The mean age for the participants was 47 years. Most of the participants were principals with a smattering of assistant principals and central office administrators. Eighty-seven percent of the participants were married and 78% had children. Fourteen participants had completed program

Table 2

Characteristics of the Women Participating in the Study,

N=37

Characteristics	Participants	
	<u>n</u>	<u>%</u>
Race		
White	20	54
Black	17	46
Age		
30-39	3	8
40-49	25	68
50-59	9	24
Administrative Position		
Assistant superintendent	2	5
Director	3	8
Principal	18	47
Assistant principal	5	14
Supervisor	2	6
Coordinator	4	11
Specialist	2	6

(table continues)

Table 2 (continued)

Characteristics of the Women Participating in the Study,N=37

Characteristics	Participants	
	<u>n</u>	<u>%</u>
Administrative Position		
Administrative assistant	1	3
Marital Status		
Married	32	87
Divorced	2	5
Widowed	1	3
Separated	2	5
Family Structure		
No children	8	22
Children	29	78
No children in the home	12	42
Youngest child under 6 in the home	3	10
Youngest child 6 to 12 in the home	1	3
Youngest child 13 to 18 in the home	7	24
Youngest child over 18 in the home	6	21
Children in college	13	45

Table 3

Frequency Distribution of Participants by Marital Status,
Race, and Age, N=37

	Marital Status				
	Married	Divorced	Separated	Widowed	Total
	<u>n</u>	<u>n</u>	<u>n</u>	<u>n</u>	<u>n</u>
Race					
Black	14	2	1	0	17
White	18	0	1	1	20
Age					
30-39	3	0	0	0	3
40-49	21	1	2	1	25
50-59	8	1	0	0	9

Table 4

Frequency Distribution of Participants by Family Conditions,
Race, and Age, N=37

Family Conditions						
Youngest child under 6 in the home	Youngest child 6 to 12 in the home	Youngest child 13 to 18 in the home	Youngest child over 18 in the home (college/adult)	Children outside the home	Total	
<u>n</u>	<u>n</u>	<u>n</u>	<u>n</u>	<u>n</u>	<u>n</u>	
Race						
Black	2	1	3	3	6	15
White	1	0	4	3	6	14
Age						
30-39	3	0	0	0	0	3
40-49	0	0	7	3	7	17
50-59	0	1	0	3	5	9

Note. Eight participants had no children.

Table 5

Frequency Distribution of Participants by Race and Age, N=37

	Race	
	Black	White
	<u>n</u>	<u>n</u>
Age		
30-39	2	1
40-49	11	14
50-59	4	5
Total	17	20

requirements for the doctorate at the time of the interviews. Three participants experienced a change in marital status during their years of doctoral study. One participant was divorced and remarried, one participant got married, and one was separated. Participants with children had a range of 1 to 4 children. Three participants became pregnant and gave birth to four children during their years of doctoral study (one participant had two children, not twins). Over half of the participants (54%) were empty nesters, either without children or they had adult children no longer in the home. A summary of participant demographics is in Table 6.

Development of Interview Protocol

Questions for the interview protocol were developed using three domains outlined in the conceptual framework and the research questions. The three domains were the (1) participant was 34 to 57 years at the last birthday. The mean age for the participants was 47 years. Most of the participants were principals with a smattering of assistant principals and central office administrators. Eighty-seven percent of the participants were married and 78% had children. Fourteen participants had completed program multiple roles and role conflicts; (2) problems, issues, concerns, and challenges; and (3) responses to the role conflicts (strategies and support systems).

Table 6

Summary of Participant Demographics, N=37

Code	Race	Age	Position	Regional cohort	Children	Youngest child in home	Children in college
1	White	43	Administrative assistant	Tidewater	0	0	0
3	Black	43	Special education supervisor	Tidewater	2	13-18	0
4	Black	44	Assistant principal	Tidewater	1	over 18	1
5	White	38	Assessment specialist	Tidewater	1	under 6	0
6	Black	54	Principal	Northern Virginia	2	over 18	1
7	White	48*	Principal	Northern Virginia	2	0	1

(table continues)

Table 6 (continued)

Summary of Participant Demographics, N=37

Code	Race	Age	Position	Regional cohort	Children	Youngest child in home	Children in college
8	White	52	Assistant principal	Northern Virginia	2	over 18	1
9	Black	51	Principal	Tidewater	2	6-12	0
10	White	53	Assistant superintendent	Tidewater	2	0	1
11	White	49	Eligibility specialist	Northern Virginia	2	13-18	1
12	Black	50	Principal	Northern Virginia	1	0	0
13	Black	40's	Principal	Northern Virginia	1	0	0
14	White	49*	Assistant principal	Northern Virginia	0	0	0

(table continues)

Table 6 (continued)

Summary of Participant Demographics, N=37

Code	Race	Age	Position	Regional cohort	Children	Youngest child in home	Children in college
15	Black	48*	Assistant principal	Piedmont	4	13-18	2
16	White	43*	Principal	Piedmont	0	0	0
17	White	44	Director of education	Piedmont	2	13-18	0
18	White	49	Director of (two) day schools	Piedmont	1	0	0
19	Black	49	Principal	Tidewater	2	0	0
20	White	43*	Principal	Tidewater	0	0	0
21	Black	47	Assistant superintendent	Tidewater	2	13-18	0
22	White	57	Principal	Northern	2	0	0

(table continues)

Table 6 (continued)

Summary of Participant Demographics, N=37

Code	Race	Age	Position	Regional cohort	Children	Youngest child in home	Children in college
23	Black	51*	Principal	Tidewater	1	over 18	1
24	Black	48	Principal	Tidewater	0	0	0
25	White	43*	Professional development coordinator	Piedmont	1	over 18	1
26	White	49*	Principal	Piedmont	2	13-18	1
28	White	51	Principal	Tidewater	1	0	0
29	White	40's	Principal	Northern Virginia	0	0	0
31	White	57	Head of middle school	Northern Virginia	2	0	0

(table continues)

Table 6 (continued)

Summary of Participant Demographics, N=37

Code	Race	Age	Position	Regional cohort	Children	Youngest child in home	Children in college
32	White	42*	Executive director	Northern Virginia	2	13-18	0
33	Black	48	Assistant principal	Tidewater	2	0	0
36	Black	47*	Coordinator of personnel	Piedmont	3	0	2
38	White	46	Principal	Tidewater	2	over 18	2
40	Black	34*	Principal	Piedmont	3	under 6	0
41	White	49	Supervisor	Tidewater	0	0	0

(table continues)

Table 6 (continued)

Summary of Participant Demographics, N=37

Code	Race	Age	Position	Regional cohort	Children	Youngest child in home	Children in college
42	Black	45*	Title I coordinator	Northern Virginia	2	0	0
43	Black	38*	Principal	Piedmont	3	under 6	1
44	Black	48	Title I coordinator	Piedmont	0	0	0

Dillman's (1978) total design method was used to format the questions and interview protocol. Open-ended questions were used because they were most appropriate for gathering information for the study and did not limit the participant's response. Questions were developed to solicit information in a telephone interview that would coordinate with the conceptual framework and address each research question (see Table 7). According to Dillman (1978), "Complete dependence on oral communication requires that careful attention be paid to the communicability of questions and the overall questionnaire format to ensure respondent concentration" (p. 203).

Once the interview questions were developed, a pilot interview was conducted with two groups of professional women. Five professional women in education and 20 professional women in business were asked to respond to the interview questions verbally in an informal setting (in the researcher's home and in a classroom as part of a women's studies class, respectively). Responses were monitored to see if the interview questions generated information that would help answer the research questions.

Table 7

Research Questions and Corresponding Interview Questions

Research questions	Interview questions
1. What conflicts among roles do women educational administrators in a doctoral program experience?	1. Given your role as a doctoral student, what other roles did you have at this time?
2. What problems, issues, concerns, and challenges result from these conflicts?	2. Think about the roles you just mentioned, which two conflicted most often? 3. Tell me about this conflict. 12. Tell me about other role conflicts that occurred. 4. What was the effect of this conflict on you? 5. How did the conflict affect the performance of your other roles? 13. Repeat questions 3-11 as needed.

(table continues)

Table 7 (continued)

Research Questions and Corresponding Interview Questions

Research questions	Interview questions
3 How do women educational administrators to these problems, issues, concerns, and challenges?	6. How did you deal with the respond conflict between _____ and _____? 7. How well did that work? 8. What else, if anything, did you try? 9. How well did that work? 16. During your doctoral studies, what was the one thing that kept you going?

(table continues)

Table 7 (continued)

Research Questions and Corresponding Interview Questions

Research questions	Interview questions
4. How do such personal and situational variables as age, race, work, marital status, and family conditions influence role conflicts and women's responses to the problems, issues, concerns, and challenges resulting from role conflicts?	10. What kind of support did you receive from your (a) spouse, (b) family, (c) immediate supervisor, (d) professor when you were dealing with this role conflict?
	11. What kind of support would have been helpful from your (a) spouse, (b) family, (c) immediate supervisor, (d) professor when you were dealing with this role conflict?
	14. What other kinds of support were helpful to you as you performed these multiple and sometimes conflicting roles?

(table continues)

Table 7 (continued)

Research Questions and Corresponding Interview Questions

Research questions	Interview questions
	15. What other kinds of support Table might have been helpful to you as you performed these multiple roles?
	17. Is there anything else you would like to add?
	Emerging from interview questions 1-9, and 16.

The researcher was able to check the interview questions for sequence, fluency, and clarity. Interview questions requiring clarification or rewording were modified. Question 4 was modified to include an alternate form of the question which was easier to understand. Questions 15, 19, and 20 were modified so participants would respond to the questions specifically as they related to the participant's spouse, family, immediate supervisor, and professor. The modifications were included in the documents used for content validity (see Appendices B and C).

Content Validity

Seventeen educational administrators enrolled in the fall 1997 dissertation seminar in Tidewater Virginia were asked to assist with establishing content validity of the interview instrument. They were asked to determine (1) whether the interview items solicit information that would help answer the research questions, (2) whether the items were clearly stated, and (3) whether there were any additional items that should be included. A copy of the instrument used for this purpose is in Appendix B. This group also made suggestions for sequencing and wording of the interview questions (see Appendix C). Their suggestions for improving the interview questions are in Appendix D.

The suggestions and responses were used to improve the quality of the interview instrument. A copy of the final interview protocol is in Appendix E.

Data Gathering

A packet was sent to each of the 44 members of the population inviting their participation in the study. The packet included a cover letter from the researcher about the study (Appendix F), an informed consent form (Appendix G), a participant information form (Appendix H), a copy of the interview protocol, and a self-addressed stamped envelope. Those who chose to participate in the study were asked to return the informed consent form and participant information sheet to the researcher in the self-addressed, stamped envelope. The participant indicated on the participant information form a preferable time, day, and place (home or work) for the telephone interview.

To ensure anonymity the packet was mailed to the population from the office of the Department of Educational Leadership and Policy Studies at Virginia Tech. The researcher had access only to the demographic information of those members of the population who chose to participate. A follow-up packet was mailed from the office of the Department of Educational Leadership and Policy Studies at

Virginia Tech to members of the population who did not respond. The same documents from the original packet were sent with the exception of a different cover letter (Appendix I).

Telephone Interview

Each participant was interviewed by telephone. The interviews were recorded using an answering machine. This method of recording maximized the audibility of both the researcher and participant on tape. The mean time for the interviews was 23 minutes with a range of 6 to 40 minutes.

Data Analysis

Each telephone interview was transcribed. Data were sorted by interview question. Matrices were used to categorize and analyze the data, note emerging patterns (strategies and support systems), and compare and contrast roles across personal and situational variables.

The telephone interviews generated an enormous amount of data, not all of the data were relevant. The researcher chose to use as much of the data as possible, but limited its inclusion to information that directly addressed the research questions. Raw data included quotes from the participants' responses.

Interrater Reliability and Coding

The accuracy of the researcher's coding of data was checked. Three people, two educators and the researcher's secretary, volunteered to assist with the coding of roles. Each volunteer was given a set of participant responses to item three in the interview protocol (Tell me about this conflict). The three volunteers were instructed to read each participant's response and decide which roles were in conflict, for example, the mother-administrator roles or the wife-student-administrator roles. The researcher was able to look at the coding of three other people and compare their coding responses to the researcher's (see Table 8). There was 100% agreement of the coding between the volunteer coders and the researcher. This indicates that the researcher was coding data appropriately.

Table 8

Results of Interrater Coding of Sample Transcripts: Types of Role Conflicts Experienced by Participants, N=37

Number and types of role conflicts identified	Coders			
	1	2	3	4
	n	n	n	<u>n</u> Researcher
Mother-Administrator	2	2	2	2
Mother-Student	5	5	5	5
Student-Administrator	9	9	9	9
Caregiver-Student	2	2	2	2
Accountant-Administrator	1	1	1	1
Patient-Administrator	1	1	1	1
Wife-Student	3	3	3	3
Aunt-Student ^a				1
Wife-Administrator-				
Daughter-Wife-Principal	1	1	1	1
Association President	1	1	1	1
Wife-Student-Mother	3	3	3	3

(table continues)

Table 8 (continued)

Results of Interrater Coding of Sample Transcripts: Types of Role Conflicts Experienced by Participants, N=37

Number and types of role conflicts identified	Coders			
	1	2	3	4
				Researcher
	<u>n</u>	<u>n</u>	<u>n</u>	<u>n</u>
Wife-Mother- Administrator	1	1	1	1
Wife-Student- Administrator	1	1	1	1
Wife-Student-Daughter	1	1	1	1
Wife-Mother- Administrator-Student	2	2	2	2
Grandmother-Sister- Student-Caregiver	1	1	1	1
Administrator-Student- Sister-Aunt-Daughter	1	1	1	1

Note. One participant reported no role conflicts during her years of doctoral study. ^aParticipant had not been interviewed at the time of the interrater coding.

CHAPTER IV

FINDINGS OF THE STUDY

The multiple life roles and role conflicts experienced by the participants in this study are presented in this chapter. The effects of the role conflicts on the participants and the performance of their other roles are included. The strategies and support systems these women administrators used to deal with their multiple roles and role conflicts and what kept them motivated during their years of doctoral study are also presented.

Tables have been used to organize raw data on the participants' roles, role conflicts, and responses to the role conflicts. Some tables were very lengthy and the reader may have to rely on the descriptions of the findings in this chapter for an overview of the results and refer to the tables in the appendices (Appendices J-R) for specific information or details.

Work and Life Roles of Participants

Given their role as doctoral student, participants were asked to name the other roles they experienced in life and work. In addition to their roles as mother, wife, administrator, and doctoral student, participants named 33 other roles (Table 9). Women administrators in their

Table 9

Roles by Age and Participant, N=37

Age	Roles			
	Mother	Wife	Administrator	
30-39	5, 40, 43 ^a ,	5, 40, 43,		All
40-49	3, 4, 7, 11, 13, 15, 17, 18 19, 21, 25, 26, 32, 33, 36, 38, 42	1, 7, 11, 13, 14, 15, 16, 17, 18, 19, 20, 21, 24, 25, 26, 29, 32, 33, 36, 38, 41, 42, 44		All
50-59	6, 8, 9, 10, 12, 22, 23, 28, 31	6, 8, 9, 10, 22, 23, 28, 31		
	Student	Caregiver	Aunt	Friend
30-39	All	5		5
40-49	All	44, 41, 4, 18	16	24
50-59	All	31	28	

(table continues)

Table 9 (continued)

Roles by Age and Participant, N=37

Age	Roles			
	Sister	Niece	Daughter	Grandmother
30-39				
40-49	19	41	1, 4, 19, 24, 29	19
50-59	28		28	31
Age	Patient	Minister	Church trustee	Business hostess
30-39				
40-49	42			13
50-59		23	10	
Age	Consultant	Dock captain	Wedding coordinator	Head of household
30-39				
40-49				3
50-59	31	8	8	

(table continues)

Table 9 (continued)

Roles by Age and Participant, N=37

Age	Roles		
	President of firm	City council commissioner	Social services volunteer
30-39			
40-49		1	21, 17
50-59	31		
Age	Civic organization member	Director NEA	National Science Foundation reviewer
30-39	40		
40-49	16	32	15
50-59			
Age	Prevention coordinator	National Biology Teachers Association member	Adjunct professor
30-39			
40-49	15	15	15
50-59			

(table continues)

Table 9 (continued)
Roles by Age and Participant, N=37

Age	Roles		
	Eisenhower Fund Advisory Member	Community Volunteer	Political Volunteer
30-39			
40-49	15	17	17
50-59			
	Housekeeper	Tennis player	President of local principal's association
30-39			
40-49	24	24	24
50-59			
	Chauffeur for children	Church organist	Booster club officer and parent advisory committee
30-39			
40-49	38	38	38
50-59			

^aNumbers in the table are the identification numbers of participants.

thirties and forties were more likely to experience additional roles that responded to the needs of others, such as family member, caregiver, or community activist. Participants in these age groups took care of ailing parents, took parents to receive medical treatment, ran errands for family members, or served on PTA committees at their children's schools. Women administrators in their fifties were more likely to experience additional roles that were of a personal nature and reflected their leadership abilities, such as dock captain, minister, consultant, and president of a firm.

Role Conflicts

Participants were asked to identify two roles that conflicted most often. Despite the bias of the question which limited the participants to a two-dimensional response, the data revealed three and four-dimensional role conflicts.

The mother, wife, administrator, and student roles conflicted most often (see Table 10). When role conflicts occurred, the performance of one role prevented or interfered with the performance of one or more of the other roles the participants experienced in life and work. The administrator and student roles interfered most often with

Table 10

Most Often Conflicting Roles, N=37

Roles	Conflicting Roles				
	Mother	Wife	Administrator	Accountant	
Administrator	3 ^a , 21, 25, 40	22, 28, 40, 23, 25, 44			18
Student	6, 17, 9, 25	6, 20, 24, 9, 26, 38, 25	1, 4, 6, 8, 10, 11, 12, 13, 14, 28, 33		
Daughter		5	28		
	Student	Sister	Aunt	Patient	President of principal association
Mother	43, 7, 31, 32				
Administrator		28	28	42	
Student			16		
Grandma	19	19			
Caregiver	36, 41				
Daughter					29

^aNumbers in the table are the identification numbers of participants.
Note. Some participants had more than one most often conflicting role.
 Participant 15 reported no role conflicts at this time.

the performance of other roles. "It seemed that the professional roles included the doctoral work. They kind of took precedence, because they were so pressing and they were a more demanding and the personal roles were subordinate"(Participant 25). The roles of wife and mother were the roles most often compromised. "I was very determined not to do any of my doctoral work on my job. So, I did all of my work on weekends and at home. Obviously, that took time away from my family." One participant (Participant 15) reported no role conflicts during her years of doctoral study.

The demands of the administrator and student roles were time consuming and required a lot of the participants' family or personal time (Appendix J). Job-related demands included evening meetings, extra-curricular duties, and special projects. Demands of the doctoral program included evening and weekend classes, summer residency, course requirements, and study time for the dissertation. Family and personal time for household chores, parental involvement, and social events had to be shared and juggled to satisfy conflicting priorities (Appendix K).

Time: A Key to Role Conflicts

When asked to tell the researcher about their role

conflicts, 70% of the participants (26) used the word "time" at least once in their response. Participants talked about time away from home, quality time available for family, time needed to do a good job, time as a commodity, and time consumption. Time seemed to be the source of most role conflicts: the lack of it, the restraints on it, the demand for it, and the management of it (Appendix J).

Lack of Time

Role overload contributed to the lack of time some participants in this study were experiencing. Trying to adequately perform the activities associated with multiple roles was time consuming and stressful. Participant 10 said she couldn't stand not being able to continue to do her job with the same quality and quantity she used to, even when she was putting in 50-60 hours per week.

Constraints on Time

Having to be in two places at one time contributed to the role strain experienced by some participants. Participants felt torn between the extracurricular job-related activity that was scheduled at the same time as class and the PTA open house that was held at the participant's school on the same night as their child's school function. Participant 32 said it well, "If I had to

be in class and my son had homework to do, I wouldn't be here to help with the homework. If they had functions at his school and I had class, then I couldn't go...."

Demand for Time

The administrator and student roles consumed the most time and were the center of most role conflicts. According to Participant 14, "The student role required a huge time commitment, and the job that I had also required a time commitment." The demands came from putting in whatever time was needed to maintain job standards and academic standards. Participant 13 described her role conflict as trying to meet the demands of the principalship and trying to stay focused on doctoral studies.

Management of Time

Participant 8 was a central office administrator. She had to bring work home and spend a lot of time outside of her office hours to get her job done. "It was very difficult organizing my time with that particular position." Managing time was a concern shared by many participants. At different points in the interviews participants seemed to be in a struggle with time, and at other points in the interviews time seemed to be managing the participants.

They used words like my time, took time, finding time, giving up time, spending time, having time, and a tough time.

Responses to Role Conflicts: Strategies
and Support Systems

If time is the root of most role conflicts experienced by women administrators pursuing doctoral studies, then it is not surprising that the responses to most role conflicts lie in time management. Participant 3 said being a proactive time manager was the best way for her to manage. She used a daily planner to construct the personal and professional aspects of her day. Whether participants were proactive or reactive time managers, the key was to take charge of the time and minimize the struggle with time. Participants responded to role conflicts, role strain, and role overload by buying time, allotting time, planning time, saving time, and using time.

Buying Time

One of the responses to the role strain or role overload that participants experienced was hiring outside help to do some of the household chores they normally did. Participant 40 hired her mother-in-law to take care of her entire family on weekends and during the summer residency to

make time for doctoral study. Participants hired the services of typists, professional editors, and babysitters as ways to make time for the performance of other roles.

Allotting Time

Blocks of time were carved out, compartmentalized, for specific tasks participants had to complete for either work or doctoral study. Some participants wanted to keep their roles and the activities associated with those roles separate. Participant 26 said, "I made a little conscious effort to try to not let the two mix (home and doctoral study). I set aside one weekend a month, and I spent the entire weekend on that (doctoral study)." Participant 14 said keeping her roles separate seemed to take off a lot of stress caused by her conflicting roles in terms of not letting things get mixed up.

Planning Time

Participants who were more organized and disciplined set goals and used planners to schedule their time. They stuck to their goals and planners and were able to complete tasks in a timely fashion. Other participants planned their time by prioritizing which role(s) took precedence. When there was a demand for their time by two conflicting roles these participants did not struggle with the decision of

which to choose, and this minimized the stress associated with the conflict. Participant 7 was one of these people. "The parent role always came first. I cut classes to go to lacrosse games." Participant 25 prioritized too, but her priorities were different. "The personal role just took a subordinate [position]. I had to prioritize the things that I did, and I had to take a hard look at everything."

Saving Time

Women administrators saved time by working efficiently at work, at home, and in their doctoral studies. Work responsibilities were delegated to coworkers, home responsibilities were delegated to family members, and doctoral requirements were shared with cohort members. Meals were made in bulk on the weekends for the following week or prepared periodically by family members outside the home or ordered out. Some participants restructured how things were done in their homes by redefining in-house roles, and some participants even restructured their homes; both were efficient ways to save time. Participant 42 battled cancer during part of her years of doctoral studies, and her husband took care of the things she would normally do. Participant 43 rearranged her family room to include a work space where she could work on her dissertation and

spend time with her family at the same time. She found that arrangement very comforting.

Using time

Using time refers to the use of unencumbered time in the wee hours of the morning or late night hours that some participants have learned to tap into. This time was used to think, meditate, study, do household chores, or do something personal. Participants often used time when they were away from home on business trips and time traveling between role sites (home and work) to do stress-relieving things. Stopping off to exercise before going home, relaxing in a hotel because household chores couldn't be done there, going shopping, or having lunch with a friend were some of the things women administrators did when they had guilt-free time. These were "stolen moments."

The strategies participants used to resolve the role conflicts they experienced in life and work can be found in Appendix K. The following is a list of a variety of strategies and resources participants used to deal with their multiple roles and role conflicts and the frequency with which they cited them:

Manage time	14
Use support systems	8

Delegate	7
Prioritize	6
Sacrifice	5
Use medical resources	5
Pray (God)	4
Restructure	4
Get away	4
Listen to positive tapes	4
Eat a lot	3
Take time out	2
Use daily planner	2
Hire outside help	2
Say no	2
Set goals	2
Exercise	2
Compartmentalize	2
Read positive books	2
Meditate	2
Put forth less effort	2
Communicate	1
Use humor	1

Effects of Role Conflicts on
Performance of Other Roles

Thirty-two percent (12) of the women educational administrators in this study said the role conflicts they experienced in life and work did not affect the performance of their other roles. The nature of most of the role conflicts (10 of them) centered around the participants' personal roles (wife, aunt, mother, daughter) and their role as student. To satisfy the demands of the student role (attend classes or complete assignments), participants might have to miss family events or social functions. Two conflicts involved the administrator, wife, and mother roles where the performance of the administrator role compromised the performance of the wife or mother role. These participants gave some insight as to how they were able to minimize the conflicts and prevent them from spilling over and affecting the performance of their other roles (Appendix L).

Sixty-eight percent (25) of the women in this study did experience role-conflicts that affected the performance of their other roles. The performance of the personal roles were affected the most by the role conflicts. The roles as wife, mother, and family member became subordinate to the

conflicting roles. Social commitments and roles in the church, community, organizations, and clubs were sacrificed to reduce role overload. Some participants felt they weren't as effective in the performance of their other roles due to role strain, stress, and fatigue; some settled for mediocrity. Participant 7 said, "I always felt that I did okay at everything, but I didn't do real well with anything."

Support Received by Participants

In Appendix M each participant's response is given for the support they received from spouse, family, immediate supervisor, and professor (which includes the participant's committee chair or other Virginia Tech personnel). The table is long and is presented in two parts. The support each participant received from spouse and family is presented first, and the support each participant received from immediate supervisor and professor is presented second. The reader will have to watch for the change in heading and participant numbering.

Support Received From Spouse

Seventy-nine percent of the 34 participants with husbands (27) found them to be very supportive during their years of doctoral study. Words of encouragement, help

with the children and household chores, help with preparing meals, help with doctoral studies, and help with creating study spaces in the home were some of the gestures of support from husbands that these participants cited.

Participant 22 said her husband would even drive her to class on evenings she was too tired to drive, wait for her, and then drive back. It was a two-hour drive one way.

The remaining married participants either received minimal support or the kind of support Participant 24 received: "I've gotten lots of words of encouragement, but not a lot of deeds." These husbands had traditional values and expectations about women's roles, especially in the home. The data suggest husbands respected their wives' student and administrator roles, but they were not going to prepare food or do household chores. "He thought it was great I was doing this, but the expectations were still there. Everything else had to be done too" (Participant 17). There were no reports by participants that their husbands were jealous or tried to discourage or hinder the performance of their multiple roles during their years of doctoral study.

Support Received From Family

Support from family members came from those in the home as well as those outside the home. Family members rendered support voluntarily or participants asked for it. The women educational administrators in this study received verbal support, financial support, and child care support from their family members. Family members understood the participants' time constraints. They prepared meals and assisted with the dissertation. All but five participants found their family members to be very supportive of them during their years of doctoral studies. Participant 17 said, "I have an identical twin who can't understand why I'm still in school."

Support Received From Immediate Supervisor

Twenty-seven participants found their immediate supervisors to be supportive of them during their years of doctoral study. Gestures of support included verbal encouragement, time off to work on the dissertation, early release time to get to classes on time, convenient or flexible scheduling of extra-curricular duties, and help with research or typing. Participants expressed appreciation for this kind of support from their immediate supervisors.

Nine participants reported very little to no support from their immediate supervisors, and one participant had no response. Participant 17 received almost zero support from her immediate supervisor and Participant 25 received zero minus support. Those participants who did not find their immediate supervisors supportive reported incidents of jealousy from superiors, sabotage, and lack of cooperation. Participants reported that some supervisors were threatened by subordinates with more education or subordinates who may want to vie for their positions. "My supervisor went to the Tech program and didn't finish. I sensed some jealousy there. I have even gotten the speech about priorities" (Participant 4). Immediate supervisors were reported deliberately increasing participants' workloads, duty assignments, and administrative responsibilities as roadblocks to their success, especially during their years of doctoral study. Lack of cooperation with time off, early release, or trading extra-curricular duties with colleagues were also cited.

Support Received From Professor

Twenty-eight participants used words like accommodating, understanding, sympathetic, phenomenal, and encouraging when describing the kinds of support they

received from professors and advisors in the Virginia Tech doctoral program. "They all understood our different limitations and priorities that we had" (Participant 38). Participants were particularly impressed with professors who would call to check on them or email them when they hadn't heard from them in awhile. One participant referred to her advisor as God on earth. "He promotes his students, he mentored his students, and continued mentoring them after they finished" (Participant 10).

Five participants were a little indifferent when responding to the support they received from their professors. One participant's response had to do with scheduling of class at an inopportune time. The other four participants either did not share their need for support from their professors or did not expect support from the professors in the program. Participant 29 sums it up for these participants, "I think it's a journey that one takes alone."

Support Desired by Participants

In addition to the support participants received from their spouses, families, immediate supervisors, and professors, participants wanted other kinds or additional support from their supporters. Participants' responses to

the kinds of support that would have been helpful from spouse, family, immediate supervisor, and professor during their years of doctoral study are presented in Appendix N. Participants' responses for spouse and family appear first in the table and responses for immediate supervisor and professor appear second. The reader must pay close attention to the change in column heading and participant numbering when referencing the table.

Support Desired From Spouse

Seventeen of the 34 participants with husbands said they could not have asked for anything more from their very supportive spouses. Participant 40 explains, "When I went into the program we decided this was going to be a joint venture. He followed through." The other 17 participants were decisive about what other kinds of support they wanted from their husbands. The rank order was help with household chores (8), assistance with the dissertation (6), sympathy (1), understanding (1), and tough love (1). Eight participants wanted their husbands to hire outside help or give direct assistance with cleaning the house, doing laundry, or preparing meals. Six participants expressed a desire for their husbands to help them research, edit, and discuss the dissertation. They also desired technical

support on the computer. Two participants wanted their spouses to really understand how hard it was. One participant found her husband understanding and supportive, but needed him to push her more and be hard on her about completing the dissertation.

Support Desired From Family

Twenty-two participants said they could not have asked for anything more from their family members. Participants desiring additional support cited helping with household responsibilities, taking care of ailing parents, and help with completing the dissertation. Understanding from family members about what they were going through during the dissertation stage, no pressures for social commitments, and time away (from family) to complete the dissertation would have been helpful also.

Support Desired From Immediate Supervisor

Sixteen participants said they could not have asked for any more support than they were given by their immediate supervisors. A host of support items that would have been helpful from immediate supervisors was given by 21 participants. These were cooperation with scheduling time off to work on doctoral studies, financial support for tuition from the school system and compensation in terms of

a salary supplement for an advanced degree, and understanding and acknowledgment of how hard participants were working to perform their administrative and student roles. Help with the dissertation from supervisors who had been through the process and flexibility with evening duty assignments that interfered with attending classes would have been beneficial.

Support Desired From Professors

Guidance was the number one thing 15 participants wanted from professors in the Virginia Tech doctoral program. They would have liked more direction and information from professors about how to proceed with the dissertation and process paperwork for graduation. Participants wanted professors to help them stay focused. Participant 33 said, "I would have liked someone like Dr. _____ earlier on. I needed that guidance. He made a big difference in my understanding of what I was doing." Participant 1 had a similar sentiment, "I needed a professor, an advisor, that could sit down with me and do more nurturing and guiding instead of flow-charting. I needed a lot more of the affective support, because, cognitively, I was ready to go."

Nine participants did not express the desire for any

other kind of support from professors, while four other participants could have used more time to work with individual professors on their study. "I would have loved to have come back the following semester. I wish there was another time we could come back for two weeks just to get back on track and just to work" (Participant 23). A smattering of participants wanted professors to be more understanding and considerate about the long distances some participants traveled, untimely life events that happen, and the role conflicts they had that may have interfered with getting to class on time or getting an assignment in on time.

Other Kinds of Support That Have Been
and Might Have Been Helpful

Participants' responses to the questions about (1) other kinds of support that have been helpful and (2) support that might have been helpful were grouped by regional cohort (Appendix O). Twelve of the 37 participants were from northern Virginia, 15 were from Tidewater, and 10 were from the Piedmont area.

Northern Virginia

Participants in this cohort found the verbal support and encouragement of colleagues, friends, and family to be

helpful. Help with the dissertation from professors, cohort members, and alumni of the doctoral program was well received. Participant 14 said, "I think that one thing that really helps you to keep into perspective is knowing other people that have gone through the process and having them talk to you about it." Tenacity and inner personal strength were repeatedly reported by these participants as being helpful because, "I just think it's great to have someone to rely on, but I think it comes right down to the individual themselves, their tenacity; fortitude" (Participant 8).

What might have been helpful for some participants in northern Virginia was time: a sabbatical or time off to complete the dissertation and time on campus beyond the summer residency. Help with the dissertation in a timely fashion, hiring an editor in the early stages of writing the dissertation, clear program information, and guidance from Virginia Tech professors were other kinds of support that might have been helpful. Time and help with the dissertation weren't the only kinds of support participants in this cohort might have found helpful. Participant 31 said "a wife" to share duties with might have been helpful, and Participant 32 said, "Spending a year in statistics I think is ridiculous and a waste a time."

Tidewater

Participants in the Tidewater cohort found the support of understanding friends, family, and Virginia Tech faculty members helpful. These were followed by the encouragement and camaraderie of colleagues and classmates. Participant 3 said this about her family: "I can say my family and their lovingness and ability to understand, their patience [with me], and allowing my dream to be our dream for the last four years [was inspirational]." The Tidewater cohort shared with the northern Virginia cohort the mindset that the support that comes from one's own inner strength and fortitude was helpful. Participant 10 was one of those participants who relied on the support of self: "First of all there are times in this program that are lonely, because you sort of have to let the whole world go by as you maintain this program. Your inner fortitude and inner strength helps you through." Participant 23, also a reverend, spoke of spiritual support: "I think the best support I have had has been my spiritual connection. That has been something that I have called upon in everything that I have done, and I think I have grown closer to God and my beliefs about God and what He can do, more so probably than anything else."

Three other kinds of support that might have been helpful to participants in the Tidewater cohort were time off to pursue doctoral study, guidance and mentoring through the dissertation process, and the kind of cohort support participants had when they were taking classes. A sabbatical or a stretch of time off from work might have been helpful to Participant 4. Participant 28 indicated that it would have been helpful to her if the doctoral program required the formulation of the dissertation committee before going to campus. She felt doctoral students should have a mini prospectus before leaving campus so that they would know what they were going to do. She also thought that a mentoring program would be helpful. Participant 9 thought if the cohort members could have met on a regular basis just to encourage each other, everyone probably would have finished.

Piedmont

No different than the other two cohorts, participants in the Piedmont cohort have found encouragement and support from friends, colleagues, staff members, cohort members, and Tech faculty helpful. Time off to attend the 1996 summer Orientation to Residency was helpful, even if it was without professional leave for most participants. The spiritual

element, God's support and guidance, was also cited as helpful. Participant 43 prayed a lot.

School systems in the Piedmont area were generally not financially or professionally supportive of their women educational administrators. Some Piedmont participants did not receive professional or compensatory leave for any of the days they needed to be away from work for the doctoral program. Time off without having to use annual leave would have been helpful. These participants thought that some tuition assistance or monetary incentive for obtaining an advanced degree would have been helpful.

Effects of Role Conflicts on Participants

The effects of role conflicts on women educational administrators in this study can be found in Appendix P. The table in Appendix P has been organized so the reader can relate participant responses to age range and race.

Ages 30-39

There were three women ages 30-39 in the study group, one white and two blacks. Feelings of guilt, stress, tiredness, self-neglect, and being torn between conflicting priorities transcended the race line. The effects of their role conflicts were characteristic of young women with little ones under age six in the home. "Basically, I was

tired a lot. Sometimes I was irritable, because I felt I was being pulled" (Participant 5).

Ages 40-49

This age group represented the largest number of participants (25), 14 whites and 11 blacks. Stress and exhaustion were common to participants in both races. The role conflicts of whites in this age group affected their performance in their administrative jobs. Sleep deprivation and the elimination of social and personal activities were other effects. Participant 1 put doctoral study on the back burner, and Participant 38 missed meals with her family. Eating meals together was a very important tradition in her family.

The role conflicts of black participants in this age group resulted in guilt, medical conditions, self-neglect, and the delay of dissertation completion. "Sometimes I felt guilty, because I had to spend more time at work than I could with my family" (Participant 21). One participant's blood pressure was sky high and another participant gained 15 pounds. Participant 15 never really had time for herself and joined a gym to spend three hours a week on herself. Frustrated and strained by their role conflicts,

Participants 33 and 36 have not finished the dissertation in the time frame they had set.

Age 50-59

Nine participants were in this age group, 5 whites and 4 blacks. Stress and exhaustion were the main effects of the role conflicts experienced by these participants. All experienced ripple effects. The effect of Participant 10's role conflict(s) was stress, and the effect of the stress was hives: "I went to the doctor, and he said if you would slow down, it would all go away." Participant 8 had also broken out in hives as a result of the stress. Participant 31 had a positive outcome to the negative effect of her role conflict(s): "I think I felt conflicted at times, definitely physically tired at times, on a negative side; and on a positive side, probably, pushed my efficiency. I became quite good at making trips, writing, doing research, being where I had to be."

Summary of Effects Across Racial and Age Groups

The effects of the role conflicts on participants fell into two categories: (1) feelings and (2) other outcomes. The following is a list of the effects (by category) of role

conflicts on participants from both races and all age groups and the frequency with which they cited the effects in their responses:

Feelings

Compromised	8
Stressed	7
Tired/exhausted/drained	6
Torn/pulled in different directions	5
Guilty	3
Depressed/sad	2
Angered/resentful	2
Combative/anxious	2
Worried/low self-esteem	2
Impatient/upset	2
Short-tempered	1

Other Outcomes

Medical problems	5
Weight gain	3
Self-neglect	2

One Thing That Kept Participants Going

Participant data on what kept them going during their years of doctoral study are in Appendix Q.

Ages 30-39

The need to finish the dissertation and achieve her goal kept Participant 5 going. The cohort members and her husband's commitment kept Participant 40 going, and Participant 43 prayed a lot.

Ages 40-49

White women administrators in this age group credited self or inner strength as the motivation that kept them going. "I think an internal sense of accomplishment; I started it and I wasn't going to drop it" (Participant 11). Participant 18 just had a desire to complete what she started, and Participant 25 was operating on sheer ego. Competition was a motivator for Participant 26, "I wouldn't let the others in my group get ahead of me."

Black women administrators in this age group had a strong spiritual belief in God and were more likely to credit another person as the motivational element that kept them going. Participant 21 said, "I do alot of praying, and I get my strength mentally and physically from God." The one thing that kept Participant 42 going, a cancer survivor, was faith, prayer, and God. Participant 13 was motivated by a personal fulfillment and the encouragement of family

members. "I think having other friends finish and my reputation is at stake" (Participant 24).

Ages 50-59

White women administrators in this age group were motivated by the intellectual challenge, prestige, and knowledge they would acquire from the program or by earning a doctoral degree. These participants were at a different level of self-motivation. Participant 8 was the first woman dock captain in her boat club and attributed having received this position to pursuing the doctoral degree, because everyone knew she was working on the doctoral degree and this level of academic attainment was well respected by members of the boat club. She commented, "Once other people within the professional community knew you were doing this, I think it kind of put a gun to you; that you needed to follow through on this, because you'd look like a jerk if you didn't, or a failure."

Black women in the study who were in their 50's cited their faith and belief in God, the faith that their family had in them, and their desire to complete and obtain the doctorate as the things that kept them going. They were motivated by spiritual or external forces more so than personal or internal forces. "It was just the fact that He

supported me through this endeavor and that's what kept me going" (Participant 12).

Summary of Motivators For All Racial and Age Groups

Direct participant responses to "the one thing that kept participants going during their years of doctoral study" can be found in Appendix Q. The responses are organized by age and race. The following is a list of motivational catalysts that kept the women educational administrators in this study going during their years of doctoral study. The catalysts could be described as internal motivators [coming from within] or external motivators [coming from an outside source]. The list also includes the frequency of each item.

Internal Motivators

Determination	11
Ego/competitiveness	5
Personal reasons	5
Prayer	4
Commitments/encouragement	4
Goal achievement	1
The need to finish	1
Sense of accomplishment	1
Stubbornness	1

Make a difference	1
External Motivators	
Cohort members	3
Family members	1
Life after dissertation	1
Instructional challenge	1

Additional Comments

The additional comments that participants wanted to share with readers of the study and other women who want to pursue doctoral studies can be found in Appendix R. The responses are organized by age and race.

White Women Educational Administrators

The additional comments white women administrators in the study shared appealed more to the personal character of the individual looking to pursue doctoral study. Inner strength, taking risks, commitment, focus, balance, and good time management were some of the words these women used. If future doctoral students could develop the characteristics and practice the behaviors mentioned, and be encouraged to be risk takers, then they would have the ingredients to do what Participant 26 encourages: "You can do it; just start it and keep going and before you know it, it'll be through. It's very fulfilling when you're finished with it. You feel

a great sense of accomplishment." Participant 20 knows that feeling. She completed her dissertation in two semesters and had this to say, "Just that you have to make a commitment up front that you're going to give it the time it needs."

Other comments centered around going through the program in a cohort. The support of cohort members and the similar experiences they share in the doctoral program make them a unique entity that people outside the cohort cannot relate to. "I think that when you feel like you're alone, you need to find somebody there to talk to. It was wonderful having a cohort group to go through with. That was a support in itself; that was really important" (Participant 38). A combination of being focused and pursuing doctoral study in a cohort is the only way to do it according to Participant 7.

Black Women Educational Administrators

Consistently, across all age groups, black women administrators wanted to share three basic comments with readers of the study:

(1) have your support systems in place, (2) trust in God to get you through, and (3) stay focused. A support system of family, friends, mentors, and colleagues is important to

have in place to help with role responsibilities, to talk to, and to provide the encouragement most women need. Participant 19 said, "They do need a very strong support system; whether it's family, friends or whatever, and a networking system, just to network with other people in the program, especially women. They need the support system; somebody who has been through the program would be helpful, like a mentor."

More than half of the black participants in the study adhered to the support of a strong spiritual faith in God. Participant 43 commented, "We have to pray and trust in God, and He will give us the strength to get through not only the doctoral [program], but anything we face in life." "I would tell the doctoral students that no matter what they go through, just put their hands in God's hands and he will lead them through" (Participant 42).

Participant 13 advocated staying focused. "I think it is a goal that is obtainable if you can get focused and get the support from your friends and family." Part of staying focused comes from an inner strength that Participant 36 thinks is important. "It's good to have support, but you need inner strength; that inner belief in yourself that you can do it, and if you have that the sky is the limit."

Participant 4 said you have to hunger for it.

Regardless of their age or race these women administrators have achieved high levels of professional and academic success. Whether it was through prayer, inner strength, encouragement, or commitment, they relied on positive sources of motivation to keep them going, to stay focused, and to achieve their goals.

CHAPTER V

SUMMARY, CONCLUSIONS, DISCUSSION, AND IMPLICATIONS

A summary of the study is included in this chapter. Conclusions about the multiple roles women educational administrators experience in life and work, the role conflicts, and how women educational administrators respond to and deal with their multiple roles and role conflicts are presented. Conclusions about how personal and situational variables influence role conflicts and women's responses to the role conflicts are also given. The benefits and pitfalls of pursuing doctoral study are discussed. Implications of the study are offered for the kinds of support systems women need to have in place, for improvement of doctoral programs at Virginia Tech and other universities, and for policies in the workplace that might facilitate the attainment of advanced degrees for women administrators. Suggestions for future studies related to the topic are also included in this chapter.

Summary

A qualitative study of women educational administrators who pursued doctoral studies at Virginia Tech was conducted. The purpose of the study was to identify the strategies and support systems these women used to deal with and respond to

the multiple roles they experienced in life and work. Some of the problems, issues, concerns, and challenges of performing multiple roles were shared by participants.

Thirty-seven women educational administrators enrolled in Virginia Tech's fall 1996 off-campus dissertation seminar participated in the study and were interviewed by telephone. Participants were asked open-ended questions about the multiple roles they performed, their role conflicts, and the effects of their conflicts on them and the performance of their other roles. The strategies, support systems, and motivators for dealing with their multiple roles were shared. Final comments were shared by the participants to encourage other women who may want to pursue doctoral studies or continue their education.

Multiple Roles

Women educational administrators in this study had the traditional roles of wife, mother, family member, and friend. They also had nontraditional roles such as minister, dock captain, leader of civic and professional organizations, and doctoral student. In these roles participants were caregivers and nurturers, consultants and decision makers, scholars, and socialites. When the performance of one role interfered with the performance of

another role, participants experienced role conflict; and when they could not perform all roles adequately, participants experienced role overload. The time and energy required or invested in one role over another caused role strain, and for the participants this caused stress, exhaustion, and guilt.

The administrator, personal, and student roles conflicted most often. Time was an ever-pressing issue for participants; there was a need for more hours in the day to do household chores, time off to study and write the dissertation, down time to fulfill social commitments, extended time to satisfy job requirements, and free time to be accessible to family members. When the administrator role and the student role were in conflict, time was needed off from work to complete program requirements, or doctoral study was put on the back burner when job demands were too great to do both.

Strategies and Support Systems

The 14 women (of 37) who had received their doctorates at the time of the interviews may make it appear that it was easy to deal with the demands and conflicts of multiple roles and successfully pursue doctoral study. The fact is the women administrators in the study, all having reached a

high level of academic achievement, used a variety of time-management strategies and relied on the support of family, friends, colleagues, and professors to deal with their multiple roles. This was true for participants from all three geographical cohorts--Piedmont, Tidewater, and northern Virginia. Participants were motivated by their commitment to stay focused, inner personal strength to not give up, or their personal relationship with God to get them through. White women were more likely to rely on inner personal strength and black women were more likely to rely on spiritual guidance to get them through the doctoral program.

Comments by Participants

Women educational administrators responded well to the verbal encouragement, help with household chores, and help with the dissertation they received from supporters. By choosing to pursue doctoral study and add the role of student to their multiple roles, some of the participants felt dealing with their role conflicts was a road they had to travel alone. The majority of the participants, however, encouraged others to ask for help, stay focused, manage time well, and to call upon spiritual guidance and inner strength to keep them going.

Conclusions

It can be concluded from this study that women educational administrators experienced role conflicts most frequently among their wife, mother, administrator, and student roles during their years of doctoral study. Conflicts would arise when the performance of one role interfered with the performance of another role(s). For example, if a family function had to be attended and there was a class scheduled or an extra-curricular activity at work that had to be covered, then the family role was in conflict with the student role or the administrator role. A choice had to be made and one role had to take precedence over the other.

The problems, issues, concerns, and challenges resulting from the role conflicts experienced by women educational administrators were: (1) a need for more time to adequately perform their multiples roles, (2) a need for dissertation guidance from professors and help with getting the dissertation done, and (3) a need for help with household chores and responsibilities. Stautberg & Worthing (1992) supported the idea that women need more help from men with household responsibilities and child care.

The issue of not having enough time was the key factor

contributing to role conflicts. Participants in the study were concerned about spending enough time with their families, doing a good job at work, getting through the dissertation process, and maintaining the home. Two challenges to these women were (1) minimizing the role conflicts and (2) finding ways to bring balance and harmony to their different roles at home, work, and school. This conclusion supports Spreadbury's (1983) findings in her study of adult women returning to school:

The women in this study reported that their husbands and children generally supported and encouraged their learning endeavors; that when they needed more time to study and had less time to cook and clean, their families adjusted by doing more work around the house and requiring less of their time; that although they think husbands, children, and marriages may have suffered some because of their return to school, few said they thought the negative effects were significant. (p.29)

The women educational administrators in this study responded to the problems, issues, concerns, and challenges resulting from their role conflicts by using time-management strategies and relying on a support system of God, spouse,

family, friends, colleagues, cohort members, and professors. They prioritized the roles and role functions they had to perform--the functions associated with the wife, mother, student, and administrator roles and sacrificed the performance of other roles that were not as important, such as civic league member or church organist. Daily planners were used to work more efficiently, stay organized, and stay focused. Chunks of time were used for doctoral study and for writing the dissertation and performing job-related functions.

Household chores and responsibilities, such as parenting, cleaning the house, doing laundry, and preparing meals, were delegated to family members or outside help was hired to perform those responsibilities. "There is virtually no service that isn't for sale in today's society." (Stautberg & Worthing, 1992, p. 40).

The women in the study needed the guidance of university faculty to be successful in completing doctoral program requirements and the dissertation.

Role conflicts were influenced by age and family conditions. Participants younger than the mean age of 47 were more likely to have children in the home and more roles and role conflicts. These participants relied on the

support of their spouses and support systems. Participants above the mean age were more likely to be empty nesters and have fewer roles and role conflicts. These women did not rely as much on spouses and support systems.

Work did influence role conflicts, however, with the small representation of women with administrative positions other than principal, it could not be determined if one administrative position influenced role conflict more than another.

Race, marital status, and family conditions influenced how the women educational administrators in the study responded to role conflicts. Black women in the study responded to role conflicts spiritually and by relying on their support systems. White women in the study relied more on inner personal strength and encouragement from others. Married participants with supportive husbands relied on their husbands to assume some of the household chores and responsibilities and to help with the dissertation. Family conditions and responsibilities influenced how participants responded to role conflicts. Participants with dependent family members had more restraints on their time and had to use a variety of strategies to address conflicting priorities. Participants without dependent family members

experienced fewer demands on time and more flexibility in addressing their conflicting priorities.

Discussion

Benefits

The benefits of pursuing doctoral study are numerous. In addition to the more obvious benefits--the status of the doctorate degree, monetary incentives, advancement, the sense of accomplishment, and getting your life back--there are some more subtle benefits. Spouses assume more of the household and child care responsibilities. Children become more independent. Women get to demonstrate the importance of a good education and are role models for their children and others.

One participant said her husband learned to cook during her years of doctoral study and continued to do so even after she had completed the program. She said he found out he actually enjoyed cooking. Spouses who took on more household and child care responsibilities got to spend more time with the children, and the children helped with household chores. The children also spent more time with family members. "Learning to get about in the world not only can make a child more tolerant; it can increase his or her self-confidence" (Crosby, 1991, p. 142).

Some participants who had children in college said they were encouraging; they were these participants' best cheerleaders. The college-aged children were able to help with research, technology, editing, and feedback. The children were very proud of their mothers who were continuing their education at the same time they were going to college.

Pitfalls

Whining. Are women whining when they openly share the challenges, problems, concerns, or issues associated with dealing with multiple roles while pursuing doctoral studies? One pitfall may be a stereotypical perception that women are emotional or lack the stamina to handle the academic rigor of a doctoral program. "Social consensus can be more powerful than the objective evidence of physical reality" (Haslett, Florence, & Carter, 1993).

It can be concluded from the experiences of the women doctoral students in this study that women need and thrive on the help and encouragement from others. Dealing with their multiple roles was often exhausting, stressful, and time consuming. The success these women experienced in the doctoral program was in part due to the kind of support they received from significant others--family, friends,

colleagues, and professors. Some of the support was given out of consideration and some of it was solicited out of frustration. Regardless, the program requirements for the women doctoral students were no less than the program requirements for their male cohorts. Epstein (1987) seems to think some people feel threatened by the vitality and productivity of women with accomplishments in different life roles; an objection to women experiencing multiple successes. "What appears to threaten not the idea of women suffering from the overload of work that results from combining disparate tasks, but the vision of women combining their roles as wives and mothers with high-prestige occupational roles" (Epstein, 1987, p. 23).

The dissertation is a semi-independent project. It is supposed to demonstrate one's ability to handle academic work. It requires one to capitalize on their strengths, compensate for their weaknesses, rely more on their creativity than their brains, and develop an ability to find the right people to help them along (Hawley, 1993). The women doctoral students in this study did that. According to Hawley (1993), the best students are urged, pushed, prodded, and held to far more exacting standards than their less competent counterparts. Isn't it the squeaky wheel

that gets the oil?

Jealousy, sabotage, and isolation. Some of the women administrators experienced jealousy from co-workers. One participant's immediate supervisor had come through a doctoral program, but had not completed the doctorate. She felt he was jealous of her accomplishments and deliberately set out to sabotage her progress. She experienced extra duty assignments and inflexibility with trading duty assignments with other coworkers to accommodate her evening class schedules.

Another participant received negative comments and looks of disapproval from coworkers when she discussed her pursuit of doctoral study at work. She decided it was best not to discuss the doctoral program at work and, basically, she pursued the degree alone without the support or encouragement of her coworkers.

A third participant went through the doctoral program with her immediate supervisor and received her doctorate before him. She sensed some resentment or jealousy from him and it put a strain on their working relationship until he had obtained his doctorate. This participant thought she and her immediate supervisor should have seized the opportunity to work together and to support each another.

Implications

Dealing with the multiple roles that women educational administrators experience in life and work and the effects of the problems, issues, concerns, and challenges resulting from role conflicts should not be a road traveled alone. If school board members, university faculty, and family members are interested in supporting women who pursue doctoral studies, there is some assistance that would be helpful: The following implications are based on the findings and conclusions of the study:

1. School board members might establish written policies that would take into consideration professional leave for personnel to develop and acquire the technical skills that will help the school system fulfill its mission. Personnel might be given a specified number of professional or staff development days, like personal days, that could be used for continuing education.

2. Salary supplements or monetary incentives could be given to personnel who successfully pursue and obtain any kind of training or development. School systems might consider policies that would ensure tuition assistance or reimbursement for coursework taken and passed.

3. There are several things that the university could

do to facilitate the work of doctoral students. University off-campus doctoral programs should be consistent in the delivery of information about program requirements across the regional cohorts. Faculty guidance, support, and accessibility could be provided throughout the dissertation process, just as it is during the coursework. Efforts could be made to make the time required on campus as productive as possible for the students. Students coming to campus could have a confirmed research topic, information about available research resources, an idea about how to use the resources and access information, and at least four committee members.

4. Doctoral students who have not completed the dissertation within the first year could be invited to return to campus for a period of time. This would serve as a follow-up residency. They could meet with professors, conduct additional research, and work (unencumbered) on the dissertation. Mentors could be assigned to doctoral students who are at the dissertation stage of their doctoral program.

5. There are several things that family members could do to support the academic and professional endeavors of the family matriarch. Family members might take on more of the household responsibilities. Husbands might hire outside

help. They could try to be more understanding about the time that is needed for their wives-mothers-administrators-students to perform their multiple roles. A woman's pursuit of doctoral studies should be a joint venture.

Recommendations for Further Study

More research is needed in the field of women's roles and role conflicts. It is an important topic since women play a major role in the home, and with the new welfare reform more women will be joining the workforce. Along with the increase in women joining the workforce comes the need for more research on organizational support for women continuing their education. President Clinton has certainly taken major steps towards governmental support with his proposed child care plan and his tax credit incentives for businesses to provide child care for employees (Clinton 1998).

Many women administrators credited supportive husbands, in part, for their ability to successfully perform the multiple roles of student, wife, mother, and administrator. More research is needed on the man behind the woman. How are roles being redefined in the home? How are family members responding to the changing and nontraditional roles of women?

A study of the male educational administrators enrolled in a doctoral program is recommended using the same interview protocol. A parallel study of the men's roles, role conflicts, responses to their role conflicts, their support systems, and their completion rate could be done. The findings could be compared and contrasted with the findings in this study.

A comparative study of dissertation completers and noncompleters might be useful. Researchers could take a look at the factors that precipitate successful completion of the dissertation and the personal characteristics of those students who have been successful in obtaining the doctorate. These data could be compared to factors that stifle successful completion of the dissertation and the personal characteristics of those students who have not been successful in obtaining the doctorate.

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APPENDICES

Appendix A

Virginia Tech Off-campus Doctoral Program
Planning Outline

Semester: Summer Year 1

EDAE 6914 (2 credit hours)
Problems: Planning Educational
Facilities
Cognate (3 credit hours)

Semester: Summer Year 2

EDAE 6914 (2 credit hours)
Problems: Administration and
Supervision of Special Education

EDAE 6914 (2 credit hours)
Problems: Administration of
Instructional Programs
Cognate (3 credit hours)

Semester: Fall Year 1

EDAE 5604 (3 credit hours)
Seminar: Advanced Topics
Personnel Development

Semester: Fall Year 2

EDAE 6914 (3 credit hours)
Problems: Advanced Topics in
School Law

Semester: Spring Year 1

EDAE 6914 (3 credit hours)
Problems: Advanced Topics in
School Finance

Semester: Spring Year 2

EDAD 6004 (3 credit hours)
Theories of Educational
Administration

(table continues)

Virginia Tech Off-campus Doctoral Program
Planning Outline (continued)

Semester: Summer Year 3

EDCI 6014 (3 credit hours)
Shaping of the American School

EDAE 5604 (1 credit hour)
Seminar: Dissertation Topic
Development
Cognate (3 credit hours)

Semester: Summer Year 4

On Campus
EDAE 6924 (3 credit hours)
Professional Seminar

Semester: Fall Year 3

EDRE 6794 (4 credit hours)
Research I

EDRE 6794 (1 credit hour)
Basic Statistics

Semester: Fall Year 4

EDAE 7994 (12 credit hours)
Research and Dissertation

EDAE 6924 (3 credit hours)
Professional Seminar

Semester: Spring Year 3

EDRE 6794 (4 credit hours)
Research II

EDRE 6794 (1 credit hour)
Prospectus Development

Semester: Spring Year 4

EDAE 7994 (12 credit hours)
Research and Dissertation

EDAE 6924 (3 credit hours)
Professional Seminar

Appendix B

Content Validity: Relevance and Clarity Form

The Multiple Roles of Women Pursuing Doctoral Studies

The purpose of this study is to investigate how women educational administrators deal with the multiple roles they experience in life and work while pursuing doctoral studies at Virginia Tech. Participants in the study will be asked to respond to the questions in Column 2 in a telephone interview.

I am checking the content validity of the interview questionnaire and would like your help in determining (1) whether the interview items solicit information that will help answer the research questions, (2) whether the items are clearly stated, and (3) whether there are any additional items that should be asked.

Directions: Please read the interview questions in Column 2. In Column 3 circle "yes" if the interview question solicits information that will help answer the research question; circle "no" if it will not. In Column 4 circle "yes" if the interview question is clearly worded; circle "no" if it is not. Space is available for any changes you may recommend.

Column 1	Column 2	Column 3	Column 4
Research questions	Interview questions	Relevance	Clarity
1. What conflicts among roles do women educational administrators in a doctoral program experience?	1. What are the major roles you play in life?	Yes No	Yes No
	2. Given the major roles you just mentioned, which two conflict most often?	Yes No	Yes No
	3. Tell me about this conflict.	Yes No	Yes No
	9. Are there other roles that conflict? If yes, what are they?	Yes No	Yes No
	10. Tell me about these role conflicts.	Yes No	Yes No
Recommended changes: _____			

(form continues)

Content Validity: Relevance and Clarity Form (continued)

Column 1	Column 2	Column 3	Column 4
Research questions	Interview questions	Relevance	Clarity
2. What problems, issues concerns, and challenges result from these conflicts?	4. What is the nature of this conflict? (problems, challenges, concerns, issues) or How would you describe this conflict?	Yes No	Yes No
	19. Do you find your a) spouse, b) family, c) boss, d) professor understanding about your multiple roles?	Yes No	Yes No
	20. How is/isn't your a) spouse, b) family, c) boss, d) professor understanding?	Yes No	Yes No

Recommended changes: _____

(form continues)

Content Validity: Relevance and Clarity (continued)

Column 1	Column 2	Column 3	Column 4
Research questions	Interview questions	Relevance	Clarity
3. How do women educational administrators respond to these problems, issues, concerns, and challenges?	6. How do you deal with the conflict between ___ and ___?	Yes No	Yes No
	12. How do you deal with role conflicts?	Yes No	Yes No
	8, 14. What ways did you try that didn't work?	Yes No	Yes No
	15. What kind of support do you receive from your a) spouse, b) family, c) boss, d) professor as you deal with your conflicting roles?	Yes No	Yes No
	18. What other support has been helpful?	Yes No	Yes No

Recommended changes: _____

(form continues)

Content Validity: Relevance and Clarity Form (continued)

Column 1	Column 2	Column 3	Column 4
Research questions	Interview questions	Relevance	Clarity
4. How do such personal variables as age, race, and family conditions influence role conflicts and women's responses to the problems, issues, concerns, and challenges resulting from role conflicts?	5. How does it (the role conflict) make you feel?	Yes No	Yes No
	7, 13. What ways work well?	Yes No	Yes No
	11. How do you feel when these conflicts occur?	Yes No	Yes No
	16. How would you like to be supported when you are dealing with your conflicting roles?	Yes No	Yes No
	17. What other support might be helpful?	Yes No	Yes No
	21. What is the source of your stamina, motivation, or drive for dealing with your multiple roles?	Yes No	Yes No

Recommended changes: _____

Appendix C

Content Validity: Sequencing and Wording of Questions

The Multiple Roles of Women Pursuing Doctoral Studies

The purpose of this study is to investigate how women educational administrators deal with the multiple roles they experience in life and work while pursuing doctoral studies at Virginia Tech. Participants in the study will be asked to respond to questions 1-21 in a telephone interview.

The following is my protocol as I intend to use it. Please read the questions and make suggestions for sequencing and wording of the items.

Interview Questions

Please respond to the following questions in retrospect to the years of doctoral studies prior to enrolling in the fall 1996 dissertation seminar.

1. What were the roles you played in life?
2. Given the roles you just mentioned, which two conflicted most often?
3. Tell me about the conflict.
4. What was the nature of this conflict? (problems, challenges, concerns, issues)
or How would you describe this conflict?
5. How did the role conflict make you feel?
6. How did you deal with the conflict between ___and ___?
7. What ways worked well?
8. What ways did you try that didn't work well?

9. Were there other roles that conflicted? If yes, what were they?
10. Tell me about these role conflicts.
11. How did you feel when these conflicts occurred?
12. How did you deal with role conflicts when they occurred?
13. What ways worked well?
14. What ways did you try that did not work well?
15. What kind of support did you receive from your a) spouse, b) family, c) boss, d) professor as you dealt with your multiple roles?
16. How would you have liked to be supported when you were dealing with your conflicting roles?
17. What other support might have been helpful?
18. What other support has been helpful?
19. Did you find your a) spouse, b) family, c) boss, d) professor understanding about your multiple roles.
20. How was/wasn't your a) spouse, b) family, c) boss, d) professor understanding?
21. What is the source of your stamina, motivation, or drive for dealing with your multiple roles?
Suggestions.

Appendix D

Content Validity: Suggestions for Improving Interview
Questionnaire

Participant	Suggestions
Participant 1	None
Participant 2	Q-5 unclear, not relevant to research Q-4. How are Q-1 and Q-3 different?
Participant 3	Reword Q-1, Q-7, Q-8, Q-13, Q-14, Q-17, Q-19, Q-20, Q-21, and research Q-1. Q-3 and Q-4 are the same.
Participant 4	Delete Q-5 (overlaps with Q-11). Align wording of Q-16 with Q-15.
Participant 5	How will results be recorded?
Participant 6	Is 45 minutes too much time for interview? Add an item to include the spiritual piece. Reword Q-17 (use past tense).
Participant 7	Clearly define the terms "major", "roles", and conflicts.

Participant 8 For Q-4 use the question, "How would you describe this conflict? Sequence Q-18 before Q-17. Q-6, Q-8, Q-14, and Q-19 are not clear. Q-3, Q-4, Q-9, Q-10, and Q-20 are not clear or relevant to research Q-1 and Q-2.

Participant 9 What statistical procedure will be used? Feelings may be hard to score. Delete Q-11. Reword Q-7 and Q-13 using the word "methods" instead of "ways".

Participant 10 Q-3, Q-8, Q-10, Q-12, and Q-14 are not clear. Q-4 is answered in Q-3 and Q-10.

Participant 11 None.

Participant 12 Reword Q-17 to reflect past tense. Reword Q-21 to read "What's the one thing that keeps you going". Are Q-15 and Q-19 the same question -- supportive and understanding.

Participant 13

Change word "boss" in Q-15c, Q-19c, and Q-20c to "job". Reword Q-17 to reflect past tense and sequence Q-18 before Q-17. Reword Q-21. Q-2, Q-3, Q-9, and Q-10 are not clear. Q-5, Q-7, Q-11. Q-13, Q-16, and Q-17 are not relevant to research Q-4. Change research Q-4 to included demographic data.

Participant 14

Reword all questions to reflect the past tense. Reword Q-21. Avoid questions that ask for "yes" and "no" responses. Q-8 and Q-14 refer to strategies (may want to categorize with research Q-3)? Focus interview questions for research Q-4 on questions about race, age, and family conditions. Fit Q-5, Q-7, Q-13, Q-16, Q-17, and Q-21 into other research questions. Q-12 has an unclear referent (these).

Participant 15

Ask about length of time in program to see relationship between conflict/role. Delete first part of Q-4. Q-19 needs to break out for each person. Would not ask Q-20. Would separate research Q-4 into distinct categories. Q-5 and Q-11 are the same. Q-1, Q-7, Q-13, and Q-20 are unclear.

Participant 16

Q-7, Q-8, Q-13, and Q-14 are not clear or relevant to research questions. Reword Q-15 changing the word "deal" to cope". Sequence Q-16 and Q-18 before Q-15 and Q-17. Explore the educational level of spouse with respect to support in Q-15. Additional role for Q-15-- commitment to those I serve. Add question, "How long has this conflict in roles existed for you?"

Participant 17

Sequence Q-18 before Q-17 and reword Q-18 to reflect past tense.

Consider: educational level of spouse, devastating events--death, birth of child, family crises, etc. (I) Like Q-11. Are you going to pilot this with a few people to gage timing?

Appendix E

Interview Protocol

The purpose of this study is to share the strategies and support systems that women educational administrators use as they perform the multiple roles they experience in life and work. For this interview the term "roles" refers to the functions you perform at home and work, in the doctoral program, and in your personal life. The term "role conflict" refers to the stress caused when the performance of one role interferes with the performance of another role.

Please respond to the following questions for the years of your doctoral studies.

1. Given your role as a doctoral student, what other roles did you have during this time?
2. Think about the roles you just mentioned, which two conflicted most often?
3. Tell me about this conflict.
4. What was the effect of this conflict on you?
5. How did this conflict affect the performance of your other roles?
6. How did you deal with the conflict between ___ and ___ ?
7. How well did that work?
8. What else, if anything, did you try?
9. How well did that work?
10. What kind of support did you receive from your
(a) spouse, (b) family, (c) immediate supervisor,
(b) Professor as you dealt with this role conflict?

11. What kind of support would have been helpful from your
(a) spouse, (b) family, (c) immediate supervisor,
(d) professor when you were dealing with this role
conflict?
12. Tell me about other role conflicts that occurred.
13. Repeat questions 3-11 as needed.
14. What other kinds of support were helpful to you as
you performed these multiple and sometimes conflicting
roles?
15. What other kinds of support might have been helpful to
you as you performed these multiple roles?
16. During your doctoral studies, what was the one thing
that kept you going?
17. Is there anything else you would like to add?

Appendix F

Cover Letter

Dear Colleague,

My name is Laurell Malone and I am an assistant principal at Bayside Middle School in Virginia Beach. My doctoral dissertation is a study of the multiple roles of women who pursue the doctorate. I am interested in the strategies and support systems women in educational administration use to deal with their multiple and often conflicting roles.

You have been selected as one of forty-five women enrolled in Virginia Tech's fall 1996 off-campus dissertation seminar to participate in my study. If you choose to participate, you will be asked to respond to open-ended questions in a telephone interview for about thirty minutes. Your responses to all questions will remain confidential.

If you are willing to participate, please complete the enclosed information sheet and the informed consent document and return them to me by December 20, 1997. An addressed, stamped envelope is enclosed for your convenience. A copy of the informed consent document is enclosed and may be retained for your records. Your support, participation, and valuable time will be greatly appreciated.

Gratefully,

Laurell Malone
Doctoral Candidate

David Parks
Professor

Appendix G

Informed Consent Form

VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY

Informed Consent for Participants of Investigative Projects

Title of Project: The Multiple Roles of Women Pursuing
Doctoral Studies

Investigators: Laurell Malone and David Parks

I. The Purpose of this Study

The purpose of this study is to share the strategies and support systems women educational administrators use as they perform the multiple roles they experience in life and work. Forty-five women educational administrators enrolled in Virginia Tech's fall 1996 off-campus dissertation seminar will be invited to participate.

II. Procedures

You will be asked to participate in a telephone interview with Laurell Malone. The interview will take approximately 30 minutes. There is no preparation for this interview. You will be asked the enclosed open-ended questions about the multiple roles you experienced in life and work during your doctoral studies. The interview will be recorded and transcribed for data analysis.

III. Risks

There are no foreseeable physical or emotional risks to you.

IV. Benefits of this Project

By participating in this study, you will be contributing to a knowledge base that can help improve off-campus doctoral programs for women and facilitate women's academic pursuits. It is expected that the data from the study will reveal strategies and support systems that other

women doctoral candidates and women in general can use or develop as they deal with their multiple roles.

V. Extent of Anonymity and Confidentiality

Your identity will be known only by the researcher. Each transcribed interview will be coded numerically for the researcher's use. No personal names will be used. People mentioned in the interview will be referred to by their relationship to the participant (i.e., the participant's spouse, child, boss, etc.).

A reference list of the coded names and the interview tapes will be secured in a locked box in the researcher's home away from the research materials.

VI. Compensation

You will not receive compensation for your participation in the study.

VII. Freedom to Withdraw

You may withdraw from this study at any time, and you are free not to respond to any questions asked during the interview.

VIII. Approval of Research

This research project has been approved, as required, by the Institutional Review Board for Research Involving Human Subjects and the Department of Educational Leadership and Policy Studies at Virginia Polytechnic Institute and State University.

IX. Subject's Responsibilities

I voluntarily agree to participate in this study. My responsibility is to respond to open-ended questions in a telephone interview.

X. Subject's Permission

I have read and understand the Informed Consent and the conditions of this project. I have had all my questions answered. I hereby acknowledge the above and give my voluntary consent for participation in this project.

If I participate, I may withdraw at any time without penalty. I agree to abide by the rules of this project.

Signature Date

Should I have any questions about this research or its conduct, I may contact:

_____ Laurell Malone Investigator(s)	_____ (757) 471-5281 Phone
_____ Dr. David Parks Faculty Advisor	_____ (540) 231-9709 Phone
_____ H. T. Hurd Chair, IRB Research Division	_____ (540) 231-5281 Phone

Appendix H

Participant Information Form

Please complete and return this form to Laurell Malone, 4164 Starwood Arch, Virginia Beach, VA 23456. The number will be used to protect your identity.

PARTICIPANT INFORMATION

Name: _____

Address: _____

Home phone number: _____ Email _____

Employer: _____

Position: _____

Work phone number: _____ Fax number: _____

DEMOGRAPHIC INFORMATION

AGE AT LAST BIRTHDAY: _____

RACE: ___ BLACK ___ WHITE ___ OTHER

MARITAL STATUS: _____ SINGLE _____ MARRIED

_____ SEPARATED _____ DIVORCED _____
WIDOWED

TOTAL NUMBER OF CHILDREN: _____ NUMBER OF CHILDREN AT HOME: _____

FAMILY STRUCTURE: ___ YOUNGEST CHILD UNDER 6 IN THE HOME.
___ YOUNGEST CHILD 6 TO 12 IN THE HOME.
___ YOUNGEST CHILD 13 TO 18 IN THE HOME.
___ YOUNGEST CHILD OVER 18 IN THE HOME.

NUMBER OF CHILDREN IN COLLEGE: _____

Please give the most convenient time and place for the telephone interview.

Day of the week: _____ Time: _____

_____ Home

_____ Work

Appendix I

Follow-up Cover Letter

January 1998

Dear Colleague,

My name is Laurell Malone, and I am an assistant principal at Bayside Middle School in Virginia Beach. My doctoral dissertation is a study of the multiple roles of women who pursue the doctorate. I am interested in the strategies and support systems women in educational administration use to deal with these multiple and often conflicting roles.

In December 1997, a participation packet was sent to you. I did not hear from you and would like to invite your participation again. Twenty-six of the 45 women educational administrators enrolled in our fall 1996 off-campus dissertation cohort have agreed to participate so far. The telephone interviews have gone well, and the average interview has taken about 20-25 minutes. Responses to all questions will be confidential.

I am striving for a 100% response. Please complete the enclosed information sheet and the informed consent document and return them to me by January 30, 1998. An addressed, stamped envelope is enclosed for your convenience. A copy of the informed consent document is enclosed and may be retained for your records. Your support, participation, and valuable time will be greatly appreciated.

Gratefully,

Laurell Malone
Doctoral Candidate

David Parks
Professor

Appendix J
Descriptions of Role Conflicts by Participant

Conflicting Roles

Roles	Administrator	Student
Mother	<p>3-"The conflict arises with being a woman.... I am first and foremost very nurturing and caring about children, and when I see a child suffering or their needs going unmet, my first instinct is to get in there and at some level begin to make a difference."</p> <p>21-"I'm away from home at night for 3 to 5 days and then at other times I have at least two meetings per week at night and then sometimes I have to bring work home, so that was a conflict there with trying to take care of home and work."</p>	<p>43-"There were times when I sat down to work and I felt guilty, because I was not spending quality time with my baby who was learning to walk and learning to talk and feed himself...."</p> <p>7-"It just had to do with time management and not being at home, because I was somewhere else, either sitting in class, or working with teams for projects, or locked away in a bedroom writing a dissertation."</p> <p>32-"If I had to be in class and my son had homework to do, I wouldn't be here to help with the homework. If they had functions at his school and I had class, then I couldn't go..."</p> <p>31-"I think the biggest conflict was the amount of time being away, going to classes, and clearly, the five weeks on my residency."</p> <p>17-"The conflict was more with time. I've had little time with my teenagers. I've missed being involved in their extra-curricular activities."</p>

(table continues)

Descriptions of Role Conflicts by Participant (continued)

Conflicting Roles

Roles	Student/Administrator	Student
Wife	<p>22-"...The time required that I felt that I needed to give to school, to do the job that I wished to do, and in conflict with wanting to spend time with my husband as well, but of course my job demanded time, so that became like a third priority. I was not able to. We were not able to do a lot of things, because my work took so much time and school took whatever time I had left. I guess the biggest conflict out of all this is managing time. There were times when I certainly didn't like having to give up things."</p>	<p>23-"...Most of what I did was focus directly on my studies and on my paper, which I knew did not allow me as much time or did not allow him as much time with me or me with him. I know that I could not go places that I would have normally have gone with him or he with me, not even to churches."</p> <p>20-"I guess it was just being a newlywed and wanting to spend more time with your husband than you do in the class, and spending time in class.</p> <p>24- "I seem to put all of my doctoral work during my wife time. I guess it's just that the time I would spend being a wife is the time that I also put in being a doctoral student."</p>
Family Member	<p>went to OTR and finished it April 23,</p>	<p>16-"I wrote my dissertation and started when we so I left them (family) one year.</p>

(table continues)

Descriptions of Role Conflicts by Participant (continued)

Conflicting Roles		
Roles	Administrator	Administrator/Student
Wife/Mother	40-" Being a principal is a well-defined job, but sometimes you have to go out at night and do weekend kinds of activities; being involved in the community and that's not in the job description. Sometimes you have to ask yourself, do I really need to be here? This is not what I planned to do, but really, to be effective, you have to do it."	25-"It was having the time to be available, do things, think about things, and have the energy. It seemed that the professional roles included the doctoral work. They kind of took precedence, because they were so pressing and they were a lot more demanding and the personal roles were subordinate." 6-"Long hours at work which rendered my being tired when I would come home and have to do all of the other things."
Accountant	18-"Well, really and truly the only conflict it causes is the time to do it. I didn't have any problem getting off work to do the summer program. They allowed me to do that and I was glad. I had really good staff to continue to run the school while I was gone so that made a big difference. The only conflict is time. I have this personal conflict in mind, is it worth it to do the research part, because that is really the hard part. It's the one thing that takes the most time."	

(table continues)

Descriptions of Role Conflicts by Participant (continued)

Roles	Conflicting Roles	
	Student/Mother	Administrator
Wife	<p>38-"Well, I felt like I had to give up every bit of time I had at home as a wife and mother and yet I also felt like what little time I had at home I needed to be using that to do school work or study, or make myself more aware of things that would help me in the program."</p> <p>26-"I had to spend a lot of time on the weekend and in the evening when I could have spent it with my family. I had a lot of personal conflict with that, because I value my time at home. I was very determined not to do any of my doctoral work on my job. So, I did all of my work on weekends and at home. Obviously, that took away time from my family."</p> <p>9-"When I was doing my internship, I really had to go on campus in '96. I had two children. I had to find places for them to be while I was away. I had to worry about them, because I left them home. That was a conflict and then a wife; doing the wifely types of things you're suppose to do also created a conflict."</p>	<p>44-"It just didn't seem like sometimes there was enough time to go around and the responsibilities increased in both places, and sometimes it was just kind of hard to balance the two or even manage following through with what you may have needed to do."</p>

(table continues)

Descriptions of Role Conflicts by Participant (continued)

Conflicting Roles

Roles	Wife/Daughter	Administrator
Student	5-"...I'm the only child so my parents are older. They depended on me. Trying to take classes, you know, trying to balance everything and being a wife, spending time with my husband, just keeping the house clean...."	13-"The conflict would arise because of the demands of a principal, lots of demands on my thinking, you know, using my mind and the conflicts of trying to stay focused on school, on my doctoral studies, and do my work as principal." 14-"Well, the student role required a huge time commitment and the job that I had also required time commitment. I had lots of responsibilities in terms of, you know, after school responsibilities, because of the kind of assistant principal I was. I had to work with the community and advisory council. I just had a lot of events to cover." 8-"I have been at the central office, and I've found there was a lot of conflicting. I had a lot of, um, hours I had to spend in the office beyond a normal day, and a lot of times, I had much work that had to be brought home. So it was very difficult organizing my time with that particular position." 10-"Trying to fit in what I needed to do to finish the degree and to maintain my load at work. I couldn't stand not continuing to do the job that I did in quality and quantity."

(table continues)

Descriptions of Role Conflicts by Participant (continued)

Conflicting Roles

Roles	Patient	Student
Administrator	42-"First, just moving to a new place and getting a new job and learning you have breast cancer all at the same time; you wonder how your new supervisor is going to react to the knowledge that she just hired you and now you have breast cancer."	12-"I was the only person from Washington, D.C. My schedule was different in terms of the time schedule. It was slightly different from some of the other people in my cohort. But, we had a lot of unexpected meetings and my school district was going through a lot of changes. So very often there were demands for me to be at work and also a demand for me to be in class at the same time." 33-"I've worked there for eleven years and have been in this program almost as long, and I think the reason I didn't go ahead and finish it was because I enjoy teaching on the college level, but I had to do a lot of preparation for classes and I've had large classes.... And then as an assistant principal, of course, I've had to do that job. That's my main job." 1-"I was asked to chair a task force committee and the requirements of that position totally took the time it would have taken to work on my doctoral studies. So it became necessary to put one of them away and since the superintendent had asked me to do the committee for him, I did not feel I could refuse."

(table continues)

Descriptions of Role Conflicts by Participant (continued)

Roles	Conflicting Roles	
	Student/Sister/Aunt/Daughter	Student
Administrator	28-"Work conflicted with everything. My job was very time consuming. I became principal and always had new assistant principals to train."	4-"The job demanded so much time, especially doing extra curricular activities. Having to schedule activities around the class and then on weekends, just wanting to recoup." 11-"Really trying to get it all done. As the years have gone on I've found that I'm really having a tough time getting my job done even working 10 hours a day. It was just really trying to figure out how to sort out the time so that I could devote enough time to the doctoral program and keep my job."
Caregiver		36-"Well, it's just that I felt that I should, I knew that I should be working on my studies, but I also had to give care to my parent and I felt guilty when one role conflicted with the other." 41-"Well, I needed concentrated time to work on my studies. Sometimes I was in my parents' home. Sometimes I could meet with the group and sometimes I could not. It depended on the situation with my aunt and my mother."

(table continues)

Descriptions of Role Conflicts by Participant (continued)

Roles	Conflicting Roles	
	Sister/Student	Student
Grandmother	19-"Okay, now as a grandmother, during my years, especially when I was taking classes, I had my granddaughter. I had to send her to school and make arrangements for babysitting and all of that while I went to class and just the usual stress of having young children in the house, especially when you haven't had young children in the house for awhile. As a sister, my brother who is just a year older than I came down with lung cancer and he didn't have his own family. I was his family and we had to take care of him. He passed away when I was in statistics."	
	President of Principal Association	
Daughter	29-"You need to be in more than one place at the same time and the pull with the different roles made it very difficult. I always wondered if I was doing any job well during that time."	

Note. One participant (Number 15) reported no conflicts during her years of doctoral study. The table can be read by matching the conflicting role(s) in the columns with the roles in the rows.

Appendix K

Strategies for Dealing With Role Conflicts by Participant

Conflicting Roles		
Roles	Administrator	Student
Mother	<p>3-"Time management, being a pro-active time manager. The best way for me to manage it is to sit down and take your day and construct. I also have a daily planner which helps a lot. I logged everything in the work and personal so I can manage. Sometimes used late nights, sometimes early mornings, to get things done. Just whenever I saw I had a pocket of time I used it."</p> <p>21-"Well, I had to work out strategies so that home would be covered as well as work. For instance, if I knew I was going to be away at a meeting for a couple of days, I would try to get all of the washing done or cook up a couple of meals or get something I knew my husband or son could fix while I was gone. I would call other family members to be on alert in case there was illness in the family and I couldn't get back."</p>	<p>43-"I prayed a lot throughout the entire process, and then my in-laws were very helpful as well. My sister-in-law would come and pick up the baby and take him with her.... She just took him off of my hands for several hours, keeping him entertained and allow me an opportunity to do some concentrated work for hours at a time. I converted my family room space into my work space instead of working in a separate room. That way I was still in the room with everybody; that was comforting."</p> <p>7-"The parent role always came first. Always. I cut classes to go to lacrosse games. You know a lot of it fell on my husband in terms of his needing to be home and making sure some sort of food was available to be eaten by my son. So he had to take on additional responsibilities."</p>

(table continues)

Strategies for Dealing With Conflicts by Participant
(continued)

Roles	Conflicting Roles	
	Administrator	Student
Mother		<p>32-"...I dealt with it well, because I have a very, very large support system here in northern Virginia through family. So, if I couldn't attend something, I had the grandparents or give other people in the children's lives the opportunity."</p> <p>31-"Lots of cohort support. I was part of cohort 1 in northern Virginia, so most of the people in this cohort was dealing with the same issues and also support from friends and family."</p> <p>17-"I would verbalize my feelings. I would communicate my needs to them. I would get three or four hours of sleep a night, just so I could do housework. Within my family, my husband did other things. He would take over when I had work to do. He was physically there."</p>
Family Member		<p>16-"I spent more vacation time."</p>

(table continues)

Strategies for Dealing With Conflicts by Participant
(continued)

Conflicting Roles		
Roles	Student/Administrator	Student
Wife	<p>22-"Well, one thing that I think was a great advantage for those of us here in northern Virginia: we're in a cohort, and everybody was going through the same thing; so, just being able to say no, I can't do it or, how are you doing this? There was another way to handle the stress in some things had to be done and different people within the cohort would pitch in and help...."</p>	<p>23-"I actually had certain things decided at certain times of the year where I would be... I knew where I wanted to be by a certain time and I just sort of tried to stick with that."</p> <p>20-"You just do it. You make time to do whatever you need to do. I set a goal to finish the program, so I did, and my husband understood."</p>
	Mother/Administrator	Student
Wife	<p>40-"I think I did a lot of communicating with my husband and asking for his support and tried to show him that it was a temporary thing in the sense that when it was over I would have more time as a parent. I read <u>The Seven Habits of Highly Effective</u> the library a lot. I <u>People</u>, but I wondered how people did it and I did some research. I ordered a Franklin planner and took a planning course. I hired my mother-in-law to come</p>	<p>24-"At first, I would communicate with my friends and try to keep them abreast of what I'm doing and when I'm going to finish. In about the third year my husband put a phone in my car, because I was out late at the library a lot. I even went to the doctor for what I thought was depression, because I couldn't motivate myself to keep going forward. I was given medicine for</p>

(table continues)

Strategies for Dealing With Conflicts by Participant
(continued)

Conflicting Roles		
Roles	Student/Administrator	Student
Wife	up on weekends and one weekend a month paid her to stay with the family to cook and take care of them, and in the summer she stayed the whole time."	it, but I didn't want to take it. What I did was, went and participated in yoga class. I think breathing and getting back into physical activities was what I needed."

(table continues)

Strategies for Dealing With Conflicts by Participant
(continued)

Roles	Conflicting Roles	
	Mother/Student	Mother/Administrator/Student
Wife	9-"I called in my family support. One son was with my mother-in-law, the other, I sent him to private school in the summer. Praying a lot."	25-"The personal role just took a subordinate (role). I had to prioritize the things that I did and I had to take a hard look at everything."
	15-"My family understood. What I didn't do was any of the dissertation work on the job site."	6-"Humor. Lots of humor, and then I tried to pre-plan and then ask for help."
		Administrator
Accountant		18-"I have a little cabin that is near my stables where I can go to and just stay there. It has no telephone, that kind of thing. It's real relaxing talking to the horses, cleaning them down, playing with them, seeing what I can teach them new to do. Cleaning the stables, in fact, I do enjoy. Just time away and there is plenty of green pasture. Another thing I do is play the piano. When I feel stressed, it releases lots of stress."
Patient		42-"...I went to my immediate supervisor to tell him what had occurred in my life and what I had to do. The first priority was to take care of the breast cancer. The one thing I have always tried is God."

(table continues)

Strategies for Dealing With Conflicts by Participant
(continued)

Roles	Conflicting Roles	
	Mother/Student	Administrator
Wife	<p>26-"I made a little conscious effort to try and to not let the two mix. I would get up very early on the weekends when the others were asleep. I tried to do a lot of things when no one else was around. I set aside one weekend a month and I spent the entire weekend on that. Then a couple of weekends I would just not do anything and that helped me."</p> <p>38-"I came to the realization that I didn't have to have the cleanest house on the block, that a little bit of clutter wouldn't hurt. I actually got some household help that I didn't get before when things got to be overwhelming. Occasionally I would stay over in a motel and it was like I had just a little while by myself. I got in the habit of getting up an hour earlier in the mornings. I used it for time to think and meditation. I recharged my battery so I could keep going."</p>	<p>44-"Well, I tried to prioritize what I needed to get done and I asked my husband for his support and help at home and at work; responsibilities that I could delegate to somebody else that I was used to having my finger right on, in particular, was everything for the most part. I decided if I could live with it, then somebody else could do some of it."</p>

(table continues)

Strategies for Dealing With Conflicts by Participant
(continued)

Conflicting Roles		
Roles	Wife/Daughter	Administrator
Student	5-"Basically, when I was taking classes I worked on everything after hours, like late at night. One thing I did that really helped me, we formed study groups with the different classes.... I relied on the support of friends, know, encouraging me. The study groups I think were most important."	<p>13-"Well, talking to my husband about it... just verbalizing my feelings. ... doing something that would get my mind off things, you know, going on and doing a trip with my husband, you know, just letting other things go."</p> <p>14-"I tried to keep them separate... and compartmentalized and that deemed to take a lot of stress off in terms of not getting things mixed up."</p> <p>8-"We have a boat. I really felt like it was the most stable place. I didn't let out the telephone number. I was able to collect myself. The last time I was able reflect and get a lot of stuff done..., because I didn't have as many interruptions."</p> <p>12-"Seek more spiritual guidance and I started doing things like meditating more, listening to positive tapes. I also made a point of talking only to people who I felt were positive, who were really supportive...." Taking it from a spiritual perspective works.... I even went on retreat to a convent."</p>

(table continues)

Strategies for Dealing With Conflicts by Participant
(continued)

Conflicting Roles		
Roles	Daughter/Student/Sister/Aunt	Student
Administrator	28-"With the exception of my family, I just did the work necessary to stay employed. I always asked to have wonderful, seasoned professionals."	<p>10-"I made up my mind that I was going to allow my being a student to affect my work as little as possible. I scheduled my time. I got up every morning at 4:00. I worked from 4:00 to 6:00 or 7:00 every morning."</p> <p>4-"I ate a lot! I've probably gained and lost 30 pounds in the past three years. I did exercise. It helped with the stress."</p> <p>11-"I just stuck it out. The weekends were constant with trying to catch up and during the week I was working, and working at night. Just getting away from it and saying alright, today I'm not going to do it. In some classes I cut corners where I could. There were some times when I didn't put forth my best effort."</p> <p>33-"I had to cut back on my load at Norfolk State. Now I'm only teaching one class a semester. I have had to prioritize. I also received some extra help from Dr. ___ on the side. I just started putting my studies first."</p>

(table continues)

Strategies for Dealing With Conflicts by Participant
(continued)

Roles	Conflicting Roles	
	Sister/Student/Grandmother	Student
Caregiver	19-"Well, eventually I was able to talk to my other sister. She went to live with him and that helped tremendously. I had a niece in high school, so she was my sitter for my grandchild. Eventually, my grandchild went to live with her mother. Then I was able to go to residency and do the first year of my paper without having that extra person here to care for."	36-"Well, I just went with what I felt was right which was to take the best care I could of my parents and do what I could on my study. I tried to get my husband and son to assume some of the responsibilities here at home. I tried to get my mother to assume her own responsibility. I stopped doing things for her she could do for herself." 41-"I just don't know how I got through that. When I look back I really don't know how I did it."
Administrator		1-"I tried real hard to do some time management. I definitely gave up trying to perform a lot of responsibilities at home."

(table continues)

Strategies for Dealing With Conflicts by Participant
(continued)

Conflicting Roles	
Roles	Principal Association President/Wife
Daughter	29-"I had many evenings out. My father died very suddenly. My parents live nearby and I am the only child nearby. So, I felt I needed to be with my mother. I had the night meetings and needing to represent the principals also, at the same time. I was leaving one to go to the other and probably the one that suffered the most, who was the most supportive of all, was my husband."

Note. One participant (Number 15) reported no conflicts during her years of doctoral study. The table can be read by matching the conflicting role(s) in the columns with the role(s) in the rows.

Appendix L

Effects of Role Conflicts on Performance of Other Roles by Participant

Roles	Conflicting Roles	
	Administrator	Student
Mother	<p>3-"I don't really think it did, because one of the things about dealing with these multiple roles is that you deal with them at that moment and then you get yourself together and go on."</p> <p>21-"I think it affected family more than work, because when you are at work, and away from home, you can kind of block out But when you are at home, you also have work on your mind."</p>	<p>43-"I really don't know the full effect in terms of my children, because they're still healthy and happy. It really did not affect my role as wife, because my husband was real supportive and helped with a lot of things around the house. There may have been a time or two when I had school work that I needed to do at home that I didn't."</p> <p>7-"... I always felt that I did okay at everything, but I didn't do real well at anything."</p> <p>32-"I don't think that it affected it."</p> <p>31-"I don't think it really had an affect on them, in all honesty."</p> <p>17-"I don't think it affected my administrative job, because I tend to handle stress real well. So on the outside I don't think people really knew I was stressed. I don't do as well with my family. I don't handle stress as well."</p>

(table continues)

Effects of Role Conflicts on Performance of Other Roles by Participant (continued)

Roles	Conflicting Roles	
	Student/Administrator	Student
Wife	22-"I haven't really let it have a big impact and I've given up other things that I enjoy doing that I don't do."	23-"I think as far as the administrative role or being a principal of a school is that I had to deal with the fact that there were people above me, supervisors, directors and so forth, who were concerned with the fact that I was working on my doctorate, wondering how that interfered with them and I found I had to... sort of work undercover."
		20-"It didn't." 24-"I spent less time with my friends and family. The main effect is that I am physically drained now."
	Patient	Student
Administrator	42-"In terms of being a doctoral student and writing the dissertation, that was put off for three or four months, because I knew at this point the breast cancer and other duties in my life had taken precedence over the dissertation at this time. The real conflict was knowing there were things I could and could not do, and having to prioritize."	4-"My son didn't need a lot of my time. My parents are a priority. Everything goes when I have to deal with them." 11-"As a wife I think that my husband, maybe at times, resented the time that I wasn't home, but he never complained."

(table continues)

Effects of Role Conflicts on Performance of Other Roles by Participant (continued)

Roles	Conflicting Roles	
	Student/Administrator	Student
Wife/Mother	40-"I wouldn't say it made me less effective as a wife or a mother. I don't think it affected my role as student, in fact it enhanced it quite a bit and it enhanced my role as a principal, because it really helped me in my rapport with parents and my job. If anything, it probably made me less effective as a mother."	25-"I had to prioritize everything I did. Consciously, I just couldn't do things I needed to do anymore and I had to determine what was important. Again, the personal role was subordinate." 6-"Actually, I dropped some of them. I was heavily involved in some outside things. My sorority; I ended up dropping out for the year and just paying dues. I'm sorry to say I'm not as active in my church. I just had to let some things go and obviously it couldn't be my professional career, and it certainly couldn't be my husband. I guess also, the power of prayer."
Student	15-"If anything was put on the back burner it was family, and sometimes family obligations. My family understood when I had to miss game, etc."	

(table continues)

Effects of Role Conflicts on Performance of Other Roles by Participant (continued)

Roles	Conflicting Roles	
	Wife/Mother	Family Member
Student	<p>38-"Well, I felt overwhelmed, but I don't know of any significant impact that it had."</p> <p>26-"Well, nobody really complained that much, but I was probably more irritable than I had been. Just a matter of not having much time to do some things that I needed to do; housework, some of that had to go. I had to get out of some clubs and organizations that I was involved in. I just couldn't handle it. In my church, a few things I just had to end. As those jobs ended I just wouldn't take on anything else...."</p> <p>9-"Well, sometimes you feel like, I know I really need to do this for my doctoral studies, but my job requires me to do this, especially because I got a promotion. I needed to decide if I wanted to have two first years as an administrator or to concentrate on my new position."</p>	<p>16-"Actually, I had people to tell me they, you know, they did not know I was doing it. I mean I didn't miss a lick. Probably, the one thing that I can say, I took more vacation from school, so I could go to Tech and write and, you know, spend weekends."</p>

(table continues)

Effects of Role Conflicts on Performance of Other Roles by

Participant (continued)

Roles	Conflicting Roles	
	Wife	Student
Administrator	<p>44-"Well, my husband is real patient and he doesn't fuss about what he eats. So, a lot of food was bought out and brought home. We ate pizza a lot during that time and they deliver. It used to be that if something was out of place at home, I'd immediately put it back where it belonged, and then I got to the point where I realized that I could not do it all and I did the best that I could."</p>	<p>14-"My mother lives with us.... There were times when she had a doctor's appointment or, at one point she broke her hip. It was difficult to manage all of the different things that were going on."</p> <p>8-"I think it affected me not so much on the job as it did personally and internally. Some of my particular bosses and some of my very close friends said that they feel that I performed better under stress."</p> <p>12-"I resigned my position as an officer of the church."</p> <p>33-"Well, it did not give me a lot of time to work on my studies. I should have had my studies first, then my job second, but I guess I did not plan it properly."</p> <p>10-"I would like to say as a mother it did not affect my role that much. As a homemaker, I hired help to come in and help me. As a wife, my husband was neglected; there is no doubt about that."</p>

(table continues)

Effects of Role Conflicts on Performance of Other Roles by Participant (continued)

Conflicting Roles		
Roles	Wife	Student
Administrator		1-"I'm sure it compromised my effectiveness in some ways. It placed me in an adversarial relationship with one of my supervisors, because of the time I was trying to give to all of these things and maybe not meeting his expectations."
	Sister/Student/Grandmother	Student
Caregiver	19-"Well, as a wife I was away from home, but my husband was very understanding and very supportive during this time. It took me away from the job some, because there were times when I had to leave to go to take him (brother) for his therapy."	36-"Well, I guess it probably carried over to my employment situation, because I was often very tired from having to give care, traveling back and forth to the hospital; just being tired and worn out, and I felt a lot of stress." 41-"Well, since I think I'm superwoman anyway, you know, you just adjust. I was fatigued all of the time and being a diabetic myself and having health problems myself, it was very difficult."

(table continues)

Effects of Role Conflicts on Performance of Other Roles by Participant (continued)

Conflicting Roles		
Roles	Administrator/Sister/Aunt/Student	Principal Association President
Daughter	28-"It limited my interaction with my friends, because I had to make sacrifices with them instead of my family. It also took time away from being able to work on my dissertation."	29-"I don't really think that it did, because I was able to compartmentalize. I think I have probably done that pretty well. I'm not really sure, but I think I was able to keep each of the roles pretty separate and able to carry on the tasks. I'm not sure there was any conflict."
	Wife/Daughter	Administrator
Student	5-"I can't say it affected my job. I've always been a person that you should not let your personal life affect your job and I feel strongly about that. When you come to work you should leave your personal things at home."	13-"I really do feel that I could be more effective as a building administrator if I didn't have the demands of the other roles. I think trying to divide my time between the two and do a good job at both has put a lot of demand on me."
	Administrator	
Accountant	18-"I don't think it did, because if I needed to do anything I would put the extra time in it; if it was 2:00 in the morning."	

Note. The table can be read by matching the conflicting role(s) in the columns with the role(s) in the rows.

Appendix M

Support Received From Supporters by Participant

Participant	Supporters	
	Spouse	Family
1	"A lot of support when I was actively working on my study. A lot of concern and disappointment when I prioritized and put other things ahead of it."	"I don't have children, I just have a father and he was not supportive of the time I put into my career in general. He really wants more time from me and doesn't understand, especially a female in an administrator role, and why I chose to do this."
3	Divorced	"I have a very supportive family on my side. They see that this is something that I really want to do and there's not much that they won't do to help me make it work."
4	"Even though we are separated, my spouse did help out with my son, and he still does. He puts me in touch with people I need to talk to."	"My parents are very supportive verbally, but do still ask me to do things for them and get upset if I tell them I don't have time. That went on until I blew up and told them I couldn't do both."
5	"He's the one that's really kind of pushed me through."	"My parents have always encouraged me to do whatever.... Whatever I do they think it's wonderful."

(table continues)

Support Received From Supporters by Participant (continued)

Participant	Supporters	
	Spouse	Family
6	"A lot. We've been married for 31 years, so I think it made us stronger. My husband felt a little sorry for me and would help more."	"My daughter was an adult. She is in graduate school, so she does little things whenever I ask her to, and she helps out with the house as well."
7	"Tremendous support; I could not have done it without him."	"My children were very supportive. I have sisters who are local... and they were very supportive, but I don't think anybody, anybody out of any of those folks, really understands what it is you're going through."
8	"He's a very quiet person, and I think just having that strong, quiet, confident support that I can do it, and that it will get done; being very understanding when I have to stay late at work or with classes or seminar groups..., going to Blacksburg; always encouraging, never giving me any kind of flack about finances, or the time."	"My daughter is living at home. She's very understanding and she and my son... are real cheerleaders and have always been real fascinated and proud of what mom is doing. I think it's a lot of getting their own meals, doing their own laundry, knowing I will carve in time to do things that are important to them."
9	"All he kept saying is, 'You need to go for it. It'll be all right. They'll adjust.'"	"My sister, my mother and father; they all supported me. They made sure the children were all right while I was away, and then I usually came home every weekend. So, it worked out real well."

(table continues)

Support Received From Supporters by Participant (continued)

Participant	Supporters	
	Spouse	Family
10	"He was a saint. Whatever I needed to do, he said do it."	"My family, pretty much was the same way. They encouraged me to take time for myself."
11	"I think an incredible amount. He didn't really complain. He always encouraged me. If anything, he was more vocal, how come your job has gotten overpowering or all consuming?"	"I think my family has been really good kids. They never complained. They pitched in when they needed to."
12	Divorced	"My sister was here and she was very supportive to me, listening to me talk about the program, offering suggestions. I could run my ideas by her. If I needed someone to help me with typing or something, she was there for me."
13	"He set up my office so that I have technology readily available to me like a fax, a new computer, scan on my telephone in my office. He's remained supportive in terms of helping me to carve out bits of time so that I had time, ...discussed things with me on occasions when I needed somebody to give me some feedback on things. He's helped me come up with outside resources that he knew through his work."	"Tremendous support from my other family members; people just calling me long distance to encourage me and telling me they are going to be coming out to my graduation."

(table continues)

Support Received From Supporters by Participant (continued)

Participant	Supporters	
	Spouse	Family
14	"Oh, I think I got really good support. He took over a lot of household chores. He helped out with taking my mother to the doctor. He was very good about saying you can do this, or what can I do to help you?"	"I think what they did do is kind of make things peaceful for me here."
15	"A tremendous amount of support; he's the one who prompted me to finish."	"They were very understanding; didn't hassle me when I couldn't take part in family activities."
16	"Not a lot."	"Unconditional. I mean like understanding and you know, went out of their way to do things for me to make sure that I, you know, didn't feel guilty."
17	"Minimal. He thought it was great I was doing this, but the expectations were still there. Everything else had to be done too."	"None. I have an identical twin who can't understand why I'm still in school."
18	"Absolutely none. He thinks that going to school is part of my job."	"Well, my dad thinks that I am just one of these perfect people that can do everything or anything that I want to do. Other than that they just gave me a lot of verbal praise."

(table continues)

Support Received From Supporters by Participant (continued)

Supporters

Participant	Spouse	Family
19	"He is not the type that has the time to do household chores, but he does not require anything of me. He takes care of himself, a little bit. He doesn't help me as far as doing things in the house."	"My mother was a tremendous help, because what she did was to keep my sister's children while my sister went to be with my brother. So with my mother helping my sister, my sister could be with my brother and that helped me a lot. My mother also helped keep my granddaughter after school sometimes. So it was very strong family support."
20	"Excellent. He supported me in everything I did. He supported me verbally and emotionally as well."	"The same thing."
21	"My spouse was very understanding and he can cook too. Sometimes he would say let it go for awhile; you don't have to have a perfectly clean house."	"My family has always been very supportive. When my son was younger they would let him stay at their house or they would check on him."
22	"Incredible! He was here all the time. He's my biggest cheerleader and my best friend. And he always encouraged me to do this. ...He enrolled in the program, so we're both students together, so there hasn't been any conflict, I mean we both totally understand."	"Tremendous. I mean they have lived the program with me, and have been supportive, and sent me flowers when I finished classes and stuff like that."

(table continues)

Support Received From Supporters by Participant (continued)

Supporters

Participant	Spouse	Family
23	"Sometimes it was financial support. Sometimes if I was just so tired that I could not drive to class he would drive me to class. My husband learned how to cook. He has learned to cook and clean the kitchen. If sometimes he just gets to the house first he'll just cook. I would say that's really probably one of the most interesting things that have come out, because before then he did not know how to cook."	"My family is great. They always wanted to know how I was doing and they were always concerned with, are you tired, do you want to come up here and take a break for a few days? My sister took me (she had to go to a conference in New Orleans) so that I could sit and work. I have a sister who knows everything about computers..., so she helped like that."
24	"I've gotten lots of words of encouragement, but not a lot of deeds. He would say sometimes, I don't care what we eat, but I'd still have to get the food. He does help if I need any, it's just that I have to suggest it."	"I'm an only child and my mom fixes dinner for me once a week. It's wonderful. She heard me talking one time and she said you know that's the least I could do and so I go and see her on Wednesday nights and then she'll give me leftovers to last me until Sunday, which has been a great help."
25	"Other than he was real quiet and always there."	"It just depended on when things got hairy and very demanding, and when things needed to be coordinated; can you do this, well then I'll do this while you do this, that kind of thing."

(table continues)

Support Received From Supporters by Participant (continued)

Supporters		
Participant	Spouse	Family
26	"Very good support. A great deal of support with housework. On week-ends I worked on my dis-ertation, he totally took over everything else."	"My daughter, she hung in there with me. She would help a little bit in the house, although it' not a whole lot, she would help out when she needed to."
28	"He was constantly there, prepared my meals, reminded me how much he loved me."	"I stayed with my mother and my sister when I went on campus. That helped a great deal financially. They were very supportive and encouraging."
29	"I think he has always been my greatest supporter and my greatest cheer-leader. So when he knew that was what I was going through, he did whatever he needed to do and reassured me that I could do this."	"A lot. I think there was always an expectation that I would get this done and the end is in sight. I think there was a real understanding of what I was doing."
31	"Lots of support."	"I didn't have any children living at home, so mostly the support I received from them was in terms of: hang in there mom, you're doing a good job, this is important."
32	"A great deal of support. He was always there and we made this commitment going into the program. He would help out with the kids when- ever I had class."	"Well, from my daughter, she was a great help. When I had to go to Blacksburg, or nights when I had class, she would look out for her brothers who are younger than her."

(table continues)

Support Received From Supporters by Participant (continued)

Participant	Supporters	
	Spouse	Family
33	"He's very disappointed with me not finishing up at this point, but he has always been supportive as far as not nagging me as to when I'm going to finish."	"My children are very supportive as well and always push me to go ahead and finish. My daughter brought me a dissertation from her professor from when she was in college so I could have something to go by. My baby sent me a lot of work last year. She was working in a library of self-defense and sent me a lot of updated literature."
36	"He was supportive in general. Sometimes I think he felt neglected. The house wasn't as clean as I like it, but we managed to survive... it was just a very trying time."	"None of them really were that supportive. Two are away from home and married... and then my little one just more or less stayed out of my way. I guess my real support came from my husband."
38	"He was very supportive as far as not letting me give up."	"My children didn't always understand when I would say I just can not do any more."
40	"He was tremendously helpful. During dissertation, most of the weekends he would assume the responsibilities, and every Wednesday night I would escape to my office in the house and pretend I was away, doing my work. He would do the ball games and practices and the PTA. So he did a lot of the things as well help with homework. He devoted himself to these things after work, because a lot of times I was not there."	"None from my family, but my husband's family, it's just a different type of relationship. When we had OTR for five weeks..., it helped tremendously for her (mother-in-law) to be here and help cook, clean, and wash. It made things easier and made it possible for me to be away."

(table continues)

Support Received From Supporters by Participant (continued)

Participant	Supporters	
	Spouse	Family
41	Widowed	"Well, it's just my brother and I, and my mother left. The answer is none."
42	"He was there to take care of things. Everything that I have gone through, the move, the new job, cancer, he has been 100% supportive. I can only thank God for sending him to me. In the end, after everything was cleared up, he told me by December 1, I should be finished at Tech, and I am."	"Each time I had surgery my mother-in-law was the caretaker. Family was very supportive."
43	"There were times I didn't cook. He either cooked or got something and brought it in. He was good with giving the baby his bath, changing him and feeding him, getting him down for his nap. So he took over childcare responsibilities and he did take over some cooking responsibilities. He got the boys to do some of things that needed to be done."	"When I had to go for the summer OTR, my mother-in-law basically took care of my baby. My sister-in-law would come down and she would take him out for the day and that gave me a chance. My father-in-law kept his hair cut. They just took real good care of him. I didn't have to worry about him."
44	"A lot of push to continue, because there were times when I would say I've had enough, I can't do this, it's too much, and he would remind me how far I've come and at some point the light got a little brighter. I asked him to pick up a few more responsibilities here; some of that worked, some of it didn't."	"Just the support of that I could do it if it was really something that I wanted to do, stay committed to it."

(table continues)

Support Received From Supporters by Participant (continued)

Participant	Supporters	
	Immediate Supervisor	Professor
1	"Unfortunately, the original topic was controversial. He was very much opposed to it. There was a negative feeling, tone in the job, because he didn't like my topic."	"That's been the weakest link. I did not find my advisor to be supportive at all and when I sought to change the dynamics of my committee in the last year, to get the support or the nurturing I felt that I needed, I've been sabotaged."
3	"She's been great. She has not been too intrusive.... She's appreciated my need for privacy. She will say, 'Where are you? Is there anything I can do? I know what you're going through!'"	"I've never approached anyone at the Tech program who I have explained the conflict to who was not more than willing to help."
4	"None. My supervisor went to the Tech program and didn't finish. I sensed some jealousy there. I have even gotten the speech about priorities."	"If it were not for Dr. ____, I probably would have quit. He was constantly on me to get it done. He would call, drop me a note, and that kept me going."
5	"When I needed release time I would get it from my supervisor."	"At times I had to re-schedule exams. One of my professors was very accommodating. Another one of my professors, if I sort of dropped out and he didn't see me for a year or so, he would call me.... He has always been very encouraging. So I got a lot of encouragement from professors."

(table continues)

Support Received From Supporters by Participant (continued)

Participant	Supporters	
	Immediate Supervisor	Professor
6	"They were very helpful in letting me take time off when I needed it to study for tests and sometimes do research that I may have needed to do."	"None."
7	"None. Very little."	"I don't think any."
8	"She's been real good about me taking off the time, real supportive, very encouraging."	"I find that my advisor is phenomenal. She provides alot of support, very encouraging. She's there to talk to. I have access to her at home also; real responsive to phone calls and email."
9	"My superintendent kept saying, don't drop out, keep going. She's very encouraging that way. However, I couldn't get time off, so it was a conflict eventhough she was encouraging."	"The seminar course was offered and I would go whenever I could, but the conflict there was the seminar was offered on the same nights I had PTA."
10	"He allowed me to be in the program. I think that we perhaps became too competitive, because we were in the same program. I'm the head of the whole administrative team.... They were willing to do anything they could to pick up the load, because they wanted me to get this degree."	"My advisor was absolutely God on this earth. I tell you I could never, the good Lord was looking out for me when he became my advisor. He promotes his students, he mentored his students, and continued mentoring them after they finished."
11	"None. Well, she gave me verbal support. She would not have been in any kind of position to lighten my load."	"I think their expectations, were reasonable. I wouldn't have wanted them to water it down in any way. I just think they're understanding."

(table continues)

Support Received From Supporters by Participant (continued)

Supporters		
Participant	Immediate Supervisor	Professor
12	"I guess the level they gave me was okay."	"If you went to them and talked to them they would listen, but I needed someone to really have taken a mentoring position with me...."
13	"She has given me some leave. She probably hasn't asked me to sit on outside committees and things as much knowing that I was working on my doctoral degree."	"I found them to be very understanding. I have found them to be extremely supportive in whatever I've asked them to do."
14	"I can't point to anything concrete. There were a couple of times in the summer when I took personal days off to do interviews.... I really didn't ask for a lot of support."	"I think from the chair I got a lot of support in terms of, you can do this."
15	"Each one of my supervisors was very understanding. During the summer, down time at school; they understood if I needed to take a day trip to do an interview. One was envious and liked to make sure I was busy doing something."	"A world of support. I couldn't have asked for more support from my professors, my chair, my committee members. They would call and check on me."
16	"I think he was really nice about it. I mean he gave me time off. My colleagues, I think they were real good about helping me, you know, well I'll take care of this for you and the little things."	"Actually, just one of my committee members, he was just wonderful. I really didn't have much contact with anybody else."

(table continues)

Support Received From Supporters by Participant (continued)

Supporters		
Participant	Immediate Supervisor	Professor
17	"Almost zero. He would insist that I work extra-curricular activities instead of going to a class I had signed up to take."	"There were some professors I thought were excellent. I could see people modeling what they were preaching. Then there were those individuals who said, this is the way it's going to be and that's it."
18	"They were like if you got a doctorate degree that would be really good for the school."	"Not a whole lot; he's a very quiet person."
19	"My superintendent was very understanding of the situation dealing with my brother and occasionally that I had to be away; take him to the doctor. In fact, he's been the one who encouraged my participation in the program. If I need time off, he lets me have it."	"I let him know that I wouldn't be there for the remainder of the class. I just wanted to be there for the exam, because we had to do funeral arrangements. He was sympathetic about that and questioned me about the exam. I felt that they were my personal problems and I didn't really confide a lot of things."
20	"Wonderful. She was very encouraging. She was going through a program herself. It was excellent."	"I got support when I asked for it and I needed it."
21	No response.	"The professors were very understanding. I could call them on the telephone, in their office and they would give you support, and Marty was wonderful and Paulette on campus. I couldn't have made it without them."

(table continues)

Support Received From Supporters by Participant (continued)

Participant	Supporters	
	Immediate Supervisor	Professor
22	"Any time I needed, I could take off. Both my administrators have their doctorates, so they were very understanding."	"She's very understanding, has a very professional way of encouraging you to keep going, yet not putting on the pressure. When my son was sick she told me it was time to be a mother, and I'm very indebted to her for those difficult times."
23	"I would say I got a bit of verbal support from him."	"If it weren't for the people in the program, I probably wouldn't have gotten done. My professor always had the time. They were just nice. It's nice to work with people who show you that they like you and that they are there to help you."
24	"They gave me lots of words of encouragement. They encouraged me to take time, take vacation."	"They have been very, very supportive and encouraging. They give you the information you want. They don't play games with you."
25	"Zero minus."	"The advisor, very, very accommodating; would see me any time. He was willing to meet me when I needed (to meet) and I have received a lot of support and guidance and help."
26	"A lot of support from my superintendent. He gave us time off to be on campus for the summer without having to use our leave time and my entire thing was paid for by the school system."	"I think they were pretty good. I think they had a pretty good understanding that we were all working full-time."

(table continues)

Support Received From Supporters by Participant (continued)

Participant	Supporters	
	Immediate Supervisor	Professor
28	"All my supervisors were supportive. They encouraged me to get into the program. They were understanding when I had classes to take. They worked out flex time for me."	"They have been very supportive, calling me to see where I'm at, but it's taken so long, that I think if I put up something, they will be right there for me again."
29	"It's such a huge system I come from. She was well aware of what I was doing and she always talks about how family comes first and that kind of stuff, but it's such a big system that I don't really think.... You become just a little person in this big system. So, I don't know that I feel like I didn't get any support, but I think I was just one of many, many people in the system."	"None."
31	"I would say basically, psychological support; take whatever time you need to complete the doctoral program."	"I think as much support as I asked for."
32	"I do have a board of directors and they were really supportive. I kept the doctoral program as distant from my jobs is possible."	"I think overall, all the professors were outstanding and I think very understanding, nurturing; I just don't have any complaints."
33	"He's been supportive, but I haven't gotten a lot of support from there. He's been supportive, but not a lot of help."	"My main advisor did support me. If they had not stuck with me, I wouldn't be as far as I am. He made arrangements for me to meet with Dr. ___ and that was very beneficial."

(table continues)

Support Received From Supporters by Participant (continued)

Participant	Supporters	
	Immediate Supervisor	Professor
36	"He's allowed me to use professional leave for time that I needed and I didn't have vacation time. He allowed me to skip quite a few school board meetings so I could work on my paper. He was very understanding of what I was going through with the sickness of my parent and trying to finish my dissertation."	"I just knew it was nothing they could do, because I'd gotten to the point that it was up to me and it had gotten to the point the more I delayed the more it would cost me."
38	"Wonderful. Whenever I had to go to Virginia Beach or I needed to take a day, it was, go ahead. That has been the attitude right on through."	"They were friendly, understanding. I found them all to be supportive. They all understood we had jobs to do. They all understood our different limitations and priorities that we had."
40	"I have to say very little, because in our school division we don't get financial support. We don't get professional leave; little help in that regard. When I did my dissertation, I received a tremendous amount of support in getting information I needed. They were very willing to share financial reports, just everything I needed to do that dissertation, they were willing to provide."	"In the role conflicts, very little, because there was very little they could do. The fact that they were willing to come to us was a tremendous help. My professors willingly did a lot of email back and forth to help and understood I was pregnant and did everything to be accommodating to me."
41	"I'd just go to him and say, I need to take to take a day off and that was it. He'd say, just fill out the papers for a vacation day."	"I didn't share it, my conflicts."

(table continues)

Support Received From Supporters by Participant (continued)

Supporters

Participant	Immediate Supervisor	Professor
42	"Just the fact that I didn't have to worry about a job; that whatever time I needed I could make up for it in the summer. I got cards and phone calls from him. He told me not to worry about work at all because we could talk about it later. He had a very positive attitude."	"I kept her abreast of everything (the move and breast cancer). Dr. ____ was the kind of dissertation chair who would listen, been 100% supportive, knew when it was time to tell me to take a break, but always with the assurance that you were going to finish."
43	"Our superintendent allowed us to take the five weeks that we needed to go to Tech without any consequences. Our school system even paid for our program."	"Mainly, my committee chairman was excellent. He was very encouraging. I think he gave me the guidance that I needed to understand that it wasn't a need to finish in May."
44	"Very supportive. She always asked where I was and what I was doing; was there anything that she could help with? She pulled things off the internet for me. She got books from her office that she said I could borrow and just every now and then she'd touch basis to try to give me that little push to keep me going."	"Well, the professor support I think, pretty much, all of us got and then, too, the humanistic side, in terms of I need help; what do I do now and offering suggestions and even with making contacts; in terms of if I needed a list of something or books they had that I could use, or making references to something else; I might need to contact another person or something."

Appendix N

Support That Might Have Been Helpful From Supporters by
Participant

Participant	Supporters	
	Spouse	Family
1 ^a	"I can't say there would have been a great deal more."	"I have such a limited family. I can't say that there would have been much any of them could have done."
3	Divorced	"Well, short of a house in the mountains, a man and a nice quiet weekend guaranteeing that the man would just pack up and go on back to his business on Sunday night (there wasn't anything else they could do)."
4	"If he had done my dissertation for me."	"I've often asked my brothers to have my parents moved to Florida. One of them is financially well off, so he helps there."
5	"I can't think of anything else."	"Well, I have a very small family. They've always encouraged me."
6	"To have helped with research."	"Nothing else."
7	"I don't think he could have done anything more."	"Perhaps them taking on ownership. A little bit more knowing what needed to be done without having to be told it needed to be done."

(table continues)

Support That Might Have Been Helpful From Supporters by
Participant (continued)

Participant	Supporters	
	Spouse	Family
8	"Well, no, not really. He's been there emotionally and monetarily."	"I wish I could have had a leave of absence and go away. It would be the gift of time and I think my family would be supportive of that."
9	"Probably, to have let me stayed off from work for a whole year while I finished my doctorate and did everything."	"I don't think I could have asked for anything more."
10	"You know, I can't really (Inclusive) think of anything more they could have done."	
11	"I don't really think I could have asked for anymore from them, really."	(Inclusive)
12	"I guess I wanted some support that I thought maybe my other friends were getting. Their husbands went and did research for them or got some information."	"Basically, true understanding, more from my daughter than anything else, because she didn't seem to understand why I felt the need to do this and she's an adult."
13	"I've wished that he would have discussed it more with me. Sometimes you just feel like you need somebody to just bounce some things off of."	"They're very busy themselves."
14	"It might have been helpful if he could have helped me with some of the editing or read this and see what you think, but it's totally out of his realm."	"Probably, no social commitments."

(table continues)

Support That Might Have Been Helpful From Supporters by
Participant (continued)

Participant	Supporters	
	Spouse	Family
15	"I don't think I could have asked for more than they gave me."	(Response is inclusive.)
16	"That's really not applicable. I think if I had needed something (he would have helped); we were sort of on our way (breaking up) before that ever started, so I can't say it had anything to do with the doctoral program."	"I got all I needed."
17	"Probably more technical support on the internet."	"I would have given them a five on a scale from one to ten."
18	"Oh, well he could take over his accounting and payroll, and clean the house, and cook meals. That would've helped. I didn't ask, because I knew he wouldn't do it."	"Well, not really, other than be there and tell you that's good. You could just see it, my dad, when he would talk about it."
19	"He could have cleaned the house, maybe cooked a meal or two for me. He could have gone to the library for me."	"I don't know. I think they gave 100%."
20	"I couldn't have asked for anything else."	"I couldn't have asked for anything else."
21	"A housekeeper. That would have been very helpful."	"I think they've pretty much done what they could to be supportive."
22	"No, he went way beyond."	"You can't say no to your kids, but it would have been nice."

(table continues)

Support That Might Have Been Helpful From Supporters by
Participant (continued)

Participant	Supporters	
	Spouse	Family
23	"I guess just to have been a little more understanding about what I was doing and how difficult it was. I think I would have wanted more sympathy at times."	"Just knowing that they cared I think was much more than they could ever give me."
24	"What I wanted him to do was say, "I'll go get the pizza" or "I'll go do that". He does help if I need any, it's just that I have to suggest it and I think I want somebody that reminds me of what needs to be done."	"I would have liked to have someone in my family who has been through this process who I could just interact with, who could edit my paper, who could just talk about it. They have no idea what I'm doing and I'm just by myself."
25	"Full time housekeeping, Including meals and laundry."	"Full time housekeeping and a cook. Someone to do laundry, wash, and iron."
26	"I don't think I could have asked for anything more."	"If my daughter had done housework, it would have been real nice."
28	"Maybe some hard tough love."	"I can't imagine anything else they could have done."
29	"I don't think there is any more he could give me."	"I don't think I could get any more from them either."
31	"I think he understood more when I was under pressure."	"I think it was fine since I didn't have children at home."
32	"I can't think of anything he could have done differently."	"I can't think of anything. They were just wonderful."

(table continues)

Support That Might Have Been Helpful From Supporters by
Participant (continued)

Participant	Supporters	
	Spouse	Family
33	"Well, I don't think he could have been anymore helpful."	"If somebody else had cooked and cleaned, some of those wifely things for me."
36	"I think if he had hired someone to do the things that I had been doing that would have been very helpful."	"It would have been helpful if I would have had some readers... help me sort through all of these note cards and all that I had; just some hands on kinds of things. It's hard for me to read and type."
38	"I think that if my spouse had perhaps a better understanding of the importance of getting an education, he might could have been more supportive. Also, if he would have taken some responsibility in the house. He never did anything in the house, cook, clean, pick up behind himself, and that created a lot of stress."	"Not always being told, this is a family thing, especially when I had different priorities. There were times when there were attempts to put a guilt trip on me and I just finally refused to let it happen. Out of the stresses there was growth." He was very much in the tradition that the house was the woman's responsibility."
40	"Nothing else. When I went into the program we decided this was going to be a joint venture. He followed through."	"Nothing else."
41	Widowed	"Well, if my brother could have done a little more. I mean my mother didn't mean to schedule three surgeries."

(table continues)

Support That Might Have Been Helpful From Supporters by
Participant (continued)

Participant	Supporters	
	Spouse	Family
42	"No, I could not have asked for anything else."	"I can't think of anything. Their prayers were there. What else can you have?"
43	"I think he did all that he could possibly do. I don't think it was anything that he really could have done to make it any better for me, really."	"One thing, having somebody do the grocery shopping. That was a pain trying to plan quick easy meals and then cook the meals and package them, then put the menu on the the refrigerator. So, if I had someone to do the grocery shopping, plan the menus, and cook, that would have been wonderful."
44	"Well, some of my household stuff; he did start going to the grocery store. He wouldn't do that before and in terms of getting clothes together to be washed, before that was my job and he would start helping me with that stuff."	"Well, I don't think my family could have been any more supportive. You know, financially, if I needed something, they helped; the same thing with my husband. I hated writing those checks to Tech."

(table continues)

Support That Might Have Been Helpful From Supporters by
Participant (continued)

Participant	Supporters	
	Immediate Supervisor	Professor
1	"Probably just neutrality on his part and understanding what I was trying to do... instead of being critical."	"I needed a professor, an advisor that could sit down with me and do more nurturing and guiding, instead of flow-charting. I needed a lot more of the affective support, because cognitively, I was ready to go."
3	"I think having her doing some of the editing and reviewing. Maybe giving some input on things like the design questions and qualitative studies."	"Maybe more guidance during the research phase."
4	"Just reassigning some of the duties would have been helpful."	"If you could have some focus on what you are going to do and that could be worked into the course, that would have been real helpful."
5	"Sometimes I had to take off early or whatever. I didn't get much support there, but eventually it got better."	"As far as any more support, I don't know that they were able to do that. They came in from Blacksburg. They don't get to know you that well."

(table continues)

Support That Might Have Been Helpful From Supporters by
Participant (continued)

Supporters		
Participant	Immediate Supervisor	Professor
6	"I can't think of anything that could have been more helpful."	"I think more time to work with the research person. My research advisor has not been very helpful at all. The paper work was gruesome; very little help there in giving us some direction as to what we needed to do. I don't think we realized it until we went to residency and found out what other cohort groups had that we didn't have."
7	"I think just acknowledgement; you're working hard, just keep at it."	"I often thought the men in the program had less to deal with in terms of home responsibilities and even in some cases work (job) responsibilities. But, there was no acknowledgement of that...."
8	"More time off."	"I wasted a year learning about crap that I don't need, because I had to take some kind of stupid exam that they said was required. Now, I understand they don't have to take it."
9	"To actually have given me time off."	"I think that Dr. ___'s seminar date conflicted and then the schedule, everybody signing up. Some people signed up before you got to class and there just left no time that I could fit in to meet with him."

(table continues)

Support That Might Have Been Helpful From Supporters by
Participant (continued)

Participant	Supporters	
	Immediate Supervisor	Professor
10	"We should have been a support for each other. I felt like, even after I finished that I couldn't provide him the support that I should have, because it still upset him that I was finished."	"I can't imagine my advisor doing anymore than he did."
11	"I don't know if she could have done more, I don't."	"I think their expectations were reasonable. I wouldn't have wanted them to water it down in anyway."
12	"The way my job could have helped me would have been to have an assistant principal, but I didn't have enough children for that."	"I just think you should have a more supportive relationship."
13	"I don't feel that the school district really supports you getting a higher degree. There is no enumeration in terms of getting any extra money for it. So, I think they should be more supportive in terms of leave and that kind of thing."	"I can't really think of anything I would have liked for them to do in terms of my roles. I would like for them to be a little more proactive in terms of helping you to stay on your schedule; rather than always waiting to contact them. That would have been very helpful to me. I have not gotten that at all."

(table continues)

Support That Might Have Been Helpful From Supporters by
Participant (continued)

Participant	Supporters	
	Immediate Supervisor	Professor
14	"Not having so many night functions to go to. Being a little more sensitive to the time constraints I was in, because of the classes I was taking, the writing I was doing at home, and there was really no consideration of that."	"I really can't pin point any one thing. I didn't find it was difficult to get in touch with my chair. She was pretty accessible."
15	"They were all supportive except for one."	"I just wish there were more people asking if there was going to be another cohort in Danville or North Carolina."
16	"None."	"I think he did everything he could do. I could not have asked for him to do any more."
17	No response.	"Just having them view us as team members, rather than preaching to us. Consider what we had to say; letting us be part of the growth."

(table continues)

Support That Might Have Been Helpful From Supporters by
Participant (continued)

Supporters		
Participant	Immediate Supervisor	Professor
18	"No, not really."	"I think, probably, the only thing I can think of that bothered me somewhat, was having some kind of format of the whole program. It seemed like I never knew what I was suppose to be doing; what forms I was suppose to have filled out, what classes were going to be next. I didn't know anything about the procedures for your cognates; none of that, or even some idea of how to begin, or little steps on how to begin your research initially so that people would have some idea, because I didn't."
19	"I don't think there was anything else he could do for me."	"I think the only thing that they could have done with the type of problems I was having was say, 'Make a choice. Are you staying in this program, or take a leave of absence for awhile'."
20	"It was fine. I can't complain about it at all."	"Probably, in the beginning, a better understanding of what you had to do in terms of paperwork involved. I mean the paperwork in getting things set up to defend and that sort of thing. I was least informed about that. You had to call and ask questions."

(table continues)

Support That Might Have Been Helpful From Supporters by
Participant (continued)

Participant	Supporters	
	Immediate Supervisor	Professor
21	No response.	"Well, at Tech, with them having the classes back to back, I know it was for their own convenience and to save money, but for students who had to travel a distance, that wasn't very helpful."
22	"I could not have had more support. I don't think there would be."	"We were trying to juggle things and didn't have dates and times. It would have been helpful, up front, if some steps had been taken."
23	"I think that I would have liked to have talked to him about the struggle through it all, because he had done it. But, I didn't have anybody to do that, and it would have been nice and that's what I really would have liked."	"I would have loved to have come back (to campus) the following semester. I wish there was another time we could come back for two weeks just to get back on track and just to work. If they had a program whereby we come back on campus for another three weeks. I think that would have been great."
24	"I don't think they could have done anymore than what they have done. Ideally, I would have probably wanted three months off."	"We should have our topics when we start our real serious classes, research and law, anything that has to do with the dissertation itself; and that professor should have that part done when you finish that class."

(table continues)

Support That Might Have Been Helpful From Supporters by
Participant (continued)

Supporters		
Participant	Immediate Supervisor	Professor
25	"Some kind of financial support to take the classes. Some kind of relief time when meetings were necessary, when deadlines were due and things got pushed up to the last minute."	"What I would have liked is more information about what would be happening each semester. It was really hard to plan."
26	"There is nothing else they could have done for me."	"Well, we had individual professors that were not as understanding as the majority of them were. Maybe, just a knowledge that we were working all day and coming to class one night."
28	"I don't think there would have been anything different."	"If we could have scheduled a meeting, sat down and prioritized; that would have been an affirmation."
29	"Again, I think it's a journey that one takes alone."	"I think when one is in the heat of it, one thinks that they are so cold and they have no understanding, but in retrospect as the end is nearing, I don't think that this was any different than any other doctoral program, and I think, once again, it's something that one chooses to do and you either have it within you to go forward or you don't. You can't expect anything more than what people give you."

(table continues)

Support That Might Have Been Helpful From Supporters by
Participant (continued)

Supporters		
Participant	Immediate Supervisor	Professor
31	"I don't think I needed anything else."	"No summer residency would have been terrific and that would have helped everybody. Five weeks, I don't know about anyone else, but I thought they were killers."
32	"Maybe, just monetarily, like paying for the program."	"I can't think of anything."
33	"Well, he could have given me a little bit of input on how to do some of this, how to begin. He had his doctorate and that would have been helpful."	"I would have liked someone like Dr. _____ earlier on. I needed that guidance. He made a big difference in my understanding of what I was doing."
36	"Provide somebody to type for me. I mean that's not even practical. The time is what I needed and he provided that for me."	"I don't know what they could do. There's nothing they could have done for me. I don't know how they could help with the conflicts that a person faces during this stage."
38	"I don't know of anything I could have asked for. They were wonderful."	"A professor needs to understand that if you're traveling a long distance that you sometimes get caught in traffic. I had been reminded several times about that. One time I had to take my son to the doctor; so, maybe a little more understanding in that Area."

(table continues)

Support That Might Have Been Helpful From Supporters by
Participant (continued)

Participant	Supporters	
	Immediate Supervisor	Professor
40	"What would have been helpful would to have had some professional leave time when you had to go to campus. Some financial support in paying for the classes, a few hundred dollars a semester would have helped."	"I actually don't think they could have helped anymore. There is not enough support for the technological aspect of submitting your paper."
41	"I really don't know what else he could have done."	"I guess if you had a situation when something is due and you've been up all night with something else that maybe some concessions could have been made."
42	"I really can't think of anything else he could have done."	"None. She was always there and I would recommend her as a dissertation chair for anyone."
43	"Maybe more understanding in terms of deadlines for reports, things of that nature."	"Really, the only thing I think could have been better was if the graduate school would have everything in order and ready for us without having to go back and forth."

(table continues)

Support That Might Have Been Helpful From Supporters by
Participant (continued)

Supporters		
Participant	Immediate Supervisor	Professor
44	"Well, I think that she did all that she could do given her position and mine. She'd always say she'd help, even a couple of principals. One of them volunteered to do my typing and said she would help with my research, you know, anything I wanted her to do. I think I've been blessed in that respect."	"Well, you know I think that the professors at Tech are great at giving guidance, but they want you to know they've got high expectations. So, sometimes I think that our jobs and our families and whatever else that we have kind of comes second to what their expectations are and that was kind of tough sometimes. I did have illnesses in my family at that time."

^aNumbers in the table are the identification numbers of the participants.

Appendix O

Other Kinds of Support That Have Been and Might Have Been
Helpful by Participant and Regional Cohort

Kinds of Support		
Cohort	Have Been Helpful	Might Have Been Helpful
Northern Virginia		
6 ^a	"I really can't think of anything."	"Probably, getting an editor early on to just work with my paper rather than trying to do it all alone. I think that was a big mistake and slowed down the process considerably."
7	"Well I haven't walked in a grocery store in 10 years. There were lots of things that I just did not do, because there was somebody else to do them. People really have to take on new roles."	"Personally, better skills and technology. The information that came out of the program was never clear. Help me understand the library system (Tech's). We needed more than a 30 minutes introduction. At times there was no flexibility on the part of Tech. This is what you have to do now do it."
8	"I just think it's great to have someone you can rely on, but I think it comes right down to the individual themselves; their tenacity, fortitude."	"It's just the big time factor. If I just had the time to do a lot of this."
11	"Well, people at work, my colleagues, have kept up the continual questions, how are you doing, you'll get through this. All those kinds of comments really did keep me going."	"I don't know if anybody could have done anymore than they did and that might have been due to my own sense of self-reliance."

(table continues)

Other Kinds of Support That Have Been and Might Have Been
Helpful by Participant and Regional Cohort (continued)

Kinds of Support		
Cohort	Have Been Helpful	Might Have Been Helpful
Northern Virginia		
12	"To be able to talk either via telephone or email to cohort members and know that you're not alone. I think the whole idea of the cohort was a great idea."	"It would have been better if I could have had some support on the job;. someone to run the school while I take off for a few months."
13	"Having people knowing that you are working on your degree helps them to look for ways to support you. My assistant knows that I'm working on it and other people in my environment. They send me an article or something if they see it's related to my topic."	"Being able to have more time, would have been helpful to me. I'm a collaborative worker and if I had someone else to talk to in terms of what it is I'm doing; like when we had study groups, that sort of thing would have been more helpful."
14	"I think that one thing that really helps you to keep into perspective is knowing other people that have gone through the process, and having them talk to you about it."	"I would have liked to have had the time that we had in Blacksburg. I would have liked to have had the time after I had done prospectus, rather than before the prospectus. I almost think you need to go to prospectus before you go to Blacksburg."
22	"The cohort was extremely supportive and then I'm doing my dissertation with the National School Board Association and the staff there has been very supportive. I guess the other thing that has been a blessing since I've been in this program is email."	"We didn't know sometimes the day class was going to be which made planning hectic. The new cohort that is starting in January, that's all been done and that will be very helpful to them."

(table continues)

Other Kinds of Support That Have Been and Might Have Been
Helpful by Participant and Regional Cohort (continued)

Kinds of Support		
Cohort	Have Been Helpful	Might Have Been Helpful
Northern Virginia		
29	"Again, I think it's a journey that one takes alone."	"I think what happens to some people is a real major life crisis happens in your life. One of the things I will always be angry at Virginia Tech for, and it has nothing to do with them, is that they aren't permit me to grieve. My father died a week before I went to Blacksburg for the summer. It was, you go this summer or lose a year. Their response to me was fine, you don't have to come. We understand, but you will lose a year, so you do as you please."
31	"I did try to find time for myself periodically. I would go on walks, or do sports, or just walk to a grocery store. I tried to give myself little rewards for survival, so to speak."	"Probably, have a wife; another person to share the duties, but on the other hand, I took a lot of those things on myself. So, I couldn't really fault anyone else."
32	"Well, I received a lot of support from other family members, such as parents, siblings and then encouragement from people at work. My coworkers helped out a great deal. If I had to travel somewhere and couldn't go because of a conflict with class, somebody would go in my place."	"There were some things in the program that I would have liked to have change, but it's more of curriculum content. To be specific, spending a year in statistics I think is ridiculous and a waste of time. I think it was the biggest negative part of the program."

(table continues)

Other Kinds of Support That Have Been and Might Have Been
Helpful by Participant and Regional Cohort (continued)

Kinds of Support		
Cohort	Have Been Helpful	Might Have Been Helpful
Northern Virginia		
42	"I was fortunate to find someone on this end to be on the committee. A professor here at ISU agreed to serve on the committee. She would also be one of the key players here during the dissertation process, to have someone to talk to."	"A clearer understanding of the requirements of chapter three; it's tough to do and I didn't feel like I was prepared. I think that part of our responsibility is letting them know that we are stuck and that when we do they will help us through it."
Tidewater		
1	"Female friends. Understanding friends, and not necessarily people in the program. I did not make deep friendships in my cohort group. We really didn't have a true cohort group."	"Maybe, more support from my cohort group."
3	"I can say my family and their lovingness and ability to understand, their patience and allowing my dream to be our dream for the last four years."	"The research staff could have more on qualitative study. We could have used a good qualitative study person."
4	"From my classmates; we still talk. Some of my teachers at my school have been very supportive, constantly on me to do what I need to do. The secretaries covered for me if I had to leave the building."	"If I could take a sabbatical. If I could just take a stretch of time off from work, that would be helpful."

(table continues)

Other Kinds of Support That Have Been and Might Have Been
Helpful by Participant and Regional Cohort (continued)

Kinds of Support		
Cohort	Have Been Helpful	Might Have Been Helpful
Tidewater		
5	"A good marriage. My parents, they don't bug me to come over and do things for them. I'm getting a lot of support from my coworkers and friends."	"The on campus preparation was not helpful at all. I feel like if they could follow-up more. I felt like they just left me alone. The one thing I wanted to praise is the seminar; what they've done in the past two years with Dr. ____."
9	"Talking to peers, other people in the program; knowing that other people are pressing on and reaching their goals and that motivates me to get back on track and do things."	"I think if the doctoral students had met together on a regular basis, like when we had the study group; but once we came back from campus everybody kind of went their own way. I think if we could have met on a regular basis, just to encourage each other, we all probably would have finished."
10	"First of all there are times in this program that are lonely, because you sort of have to let the whole world go by as you maintain this program. Your inner fortitude and inner strength helps you through."	"I wish I would have had more time."

(table continues)

Other Kinds of Support That Have Been and Might Have Been
Helpful by Participant and Regional Cohort (continued)

Kinds of Support		
Cohort	Have Been Helpful	Might Have Been Helpful
Tidewater		
19	"Staff members here at school; not that they could do so much, but their caring and asking how things are going, and they do that now with writing the dissertation. That is so encouraging and I just need to hear it. Even my PTA members come by and encourage me."	"Nothing."
20	"Support from your colleagues in the program that are in the same position as you, whether it be in the working position or outside of school, and I think having that support group was probably the biggest help for me."	"Nothing that I can think of."
21	"The individuals who work in my office have been very supportive, like if I needed things typed, they would do that for me. They would mail things, gave me encouragement to hang in there; little things like that."	"I can't think of anything that could have been done. You can always use more hours in a day. That would have been more helpful."
23	"I think the best support I have had has been my spiritual connection. That has been something that I have called upon in everything thing that I have done and I think I have grown closer to God and my beliefs about God and what He can do more so probably than anything else."	"I would say that what most people need, someone to just talk to; just to there to tell you that you can do it."

(table continues)

Other Kinds of Support That Have Been and Might Have Been
Helpful by Participant and Regional Cohort (continued)

Kinds of Support		
Cohort	Have Been Helpful	Might Have Been Helpful
Tidewater		
24	"Having a competent staff in my school. Having a kind of family atmosphere there, and we're all supporting each other who are all trying different things."	"I needed a housekeeper; some time off from work."
28	"The support in our classes has been fantastic. The network of Tech graduates has been very helpful. Colleagues at work have been very supportive."	"If the committee had been formulated; (so) you can't leave campus without your committee, or a mini prospectus or something, so that you know what you are going to do. If we set up a local mentoring program; maybe they could give the mentor recertification points."
33	"I've also had a lot of support from other educators outside of Tech. My teachers at school have been very supportive in assisting me with my content validity and I found that educators who did my survey were helpful, very willing. Those things mean a lot."	"If I had had someone down here to assist me; Tech was so far away. If I had had more of my chair; people down here that I could go to, that would have been helpful."
38	"It was wonderful having a cohort group to go through with. That was a support in itself; that was really important."	"I would have liked to have had a full-time housekeeper just so that everything would have been kept in order and on track."

(table continues)

Other Kinds of Support That Have Been and Might Have Been
Helpful by Participant and Regional Cohort (continued)

Kinds of Support		
Cohort	Have Been Helpful	Might Have Been Helpful
Tidewater		
41	"I think I had three or four friends that would at least listen to me when I was in tears. Some of my friends helped with my aunt. I got a lot of encouragement from one of my office mates."	"I think probably, a little more understanding. It's interesting when you're working on another degree and your friends want to go out to dinner and you can no longer go play with the group."
Piedmont		
15	"I've had so much encouragement from people I know on a personal as well as on a professional level. My faculty, directors, associate superintendents, and assistant superintendents have all been very supportive."	"When you are pursuing something like, this, every system should give that individual a week or two, here and there. Build it in their contract. We should get time to work on our enrichment, because as administrators, we get less staff development than any other group."
16	"My friends were very, very helpful. I mean always there to listen, and I mean they were just so good to me. I have a real large group of friends. The good Lord is the main thing that helped me through."	"More time off; I think if I had been a graduate assistant, I did not know about it at that time."
17	"Just a small group of friends who give me positive feedback."	"Reflective empathy."

(table continues)

Other Kinds of Support That Have Been and Might Have Been
Helpful by Participant and Regional Cohort (continued)

Cohort	Kinds of Support	
	Have Been Helpful	Might Have Been Helpful
Piedmont		
18	"Well, I think the employment allowing me to take the five weeks off to start with."	"If I were rich or wealthy, where I could take the whole time off and go do it, without having to watch your pocketbook and your bank account."
25	"I didn't have people to step in and do my work for me. At the end it was very, very rough."	"Probably, more financial help from the division, more release time, professional leave when it was needed. was needed. That would have taken off some of the stress and strain of it. Full-time housekeeper or even a real competent part-time."
26	"One very helpful thing was going through this as a group. Helping each other has been really good. Personal friends, my girlfriends that I could talk to; I have one very good friend, someone to complain to, fuss about, and that was real helpful."	"I wish I would have hired a housekeeper. I would like to have hired somebody to do the things that I couldn't, because I didn't want it to be a hardship on my family, and I really tried hard for it not to be."
36	"It wasn't; I'm a very religious person, so I guess part of my strength came from the belief that I had help that wasn't human help. I had spiritual help to guide me through and give me strength through this."	"Well, I really can't think of anything. I guess probably, it depends on the kind of help you get when you're working on your dissertation. Maybe if I could have more concrete direction, but I don't know if that's the responsibility of any committee member."

(table continues)

Other Kinds of Support That Have Been and Might Have Been
Helpful by Participant and Regional Cohort (continued)

Kinds of Support		
Cohort	Have Been Helpful	Might Have Been Helpful
Piedmont		
40	"I've had a very supportive staff at my school. My secretary went through my disk on her own time, and made sure my spacing was correct in the dissertation. My staff knew it was a stressful time throughout the classes, and if I had a major exam, they were very understanding and very supportive. I think that it's almost a must to have a staff that is supportive, because if I could not make a meeting, they would take care of it for me."	"Support doesn't just fall into place. You have to encourage people to support you and communicate your needs. It would have been nice to have somebody do an OTR program where you have people talk to us; for someone to say these are the things you might want to consider in entering the doctoral program. Don't tell us why we won't finish. Tell us how we can finish; what kinds of things to look out for. I know some people who didn't finish the program because their families didn't understand how taxing it would be and then they got to a point where they said they were just not going to do anymore. If they had understood what they needed to do in the beginning, they would have been better off."
43	"My faculty was extremely helpful. People volunteered their personal time, and had they not performed or participated I would not have had a study. My secretaries, who were constantly there for me in terms of you can do it; trying to get everything printed out for me and proofread."	"I can't think of anything. I prayed a lot."

(table continues)

Other Kinds of Support That Have Been and Might Have Been
Helpful by Participant and Regional Cohort (continued)

Kinds of Support		
Cohort	Have Been Helpful	Might Have Been Helpful
Piedmont		
44	"Support from my friends, persons not in the program who were just conscientious about my being in the program and nudging me along or offer assistance and to help. Also, I think the cohort group was extremely supportive, because we all kind of looked out for each other and we had our study groups and worked together on a lot of things, which helped tremendously."	"Well, you know, other than having a clone, I'm not sure if there was any other kind, because I feel like I got all of the T.L.C., so to speak, that I needed and there wasn't ever anybody who said don't, or you need to stop, or you know you got this and this and this to do also. I don't know, maybe I'm being naive, but I feel like I was fortunate in that respect."

^aNumbers in the table are the identification numbers of participants.

Appendix P

The Effects of Role Conflicts on Participants by Age and Race

Age	Race	
	White	Black
30-39	5 ^a - "Basically, I was tired a lot. Sometimes I was irritable, because I felt I was being pulled."	40- "It was stressful. It required me to make some decisions and choices that I often didn't want to make. Oftentimes I did not want to leave my family for a night-time activity or meeting, but I was forced to, because I had accepted that role. The stress was on me more than anything, but I think it was more of a guilt trip on my part. 43- "The feeling of guilt; trying to be superwoman; do all things for all people at all times and neglecting myself. I didn't do my nails. I didn't do my feet. I didn't do things for me, trying to finish that and do the other things for others."
40-49	1- "It (the conflict) put me further away from finishing my studies." 7- "The stress. In all the stress you always feel pulled. I was driven, truly driven to get through the doctoral program and be done with it."	3- "It was absolutely draining. I was depressed, sad, angered." 4- "My blood pressure is sky high." 13- "It was very stressful trying to chose between the two. You know, do I do work on my newsletter for my job or do I spend some time trying to do the literature review?"

(table continues)

The Effects of Role Conflicts on Participants by Age and Race (continued)

Age	Race	
	White	Black
40-49	11-"As the years have gone on I've found that I'm really having a tough time getting my job done even working 10 hours a day. Sometimes I could find myself getting resentful of work."	15-"You never really had time for self. So, I joined a gym and resolved to spend three hours a week on myself."
	14-"I didn't get very much sleep."	16-"Well, I think I missed out on some of the (events). I had great-nieces that were born, and you just don't get to spend as much time with them."
	17-"I felt like I was in combat. For one three hour course it took me three hours in travel time."	19-"The physical and mental stress was time consuming. It took a lot of my time; time that I was not able to devote to class preparation and assignments."
	20-"It really wasn't that major of a deal, other than it makes you a little anxious at times and not as excited about the program, but you get over it, because you want to finish."	21-"Sometimes I felt guilty, because I had to spend more time at work than I could with my family."
	25-"I started weeding out the things that I didn't really have to do and people that I really didn't have to deal with. I cut them off. I had to cut down on personal and social contacts. I had severely limited my involvement and participation in church activities."	24-"I've gained 15 pounds and I know it's because I stopped playing tennis and I stopped some of the things I usually do. I do feel guilty when I'm not fulfilling what I think are my wifely duties, even though my husband continually tells me it's okay. I feel better when I do what I think are my responsibilities."

(table continues)

The Effects of Role Conflicts on Participants by Age and Race (continued)

Age	Race	
	White	Black
40-49	<p>26-"I had to give up any other personal life, really. It was pretty stressful on the weekends. I don't think I really knew how stressful it was until it was all over."</p> <p>32-"It was just something that I accepted. I just knew that this was going to be the case while I was in school."</p> <p>38-"Occasionally, it was stressful. I missed meal times with my family and for me that was stressful, because I had grown up with the idea that family should sit down and have meals together. It was stressful to me to see my house not kept in the same condition that I had previously done when I wasn't a student. It was just stressful to me seeing the changes, dealing with the changes."</p>	<p>33-"It caused me not to finish my dissertation in a timely manner. I have always believed you don't start a task without finishing it, so my studies have been a monkey on my back, because that is the one thing I have always wanted to do and I haven't completed it."</p> <p>36-"I feel that it caused some delay in gathering my materials and actually finishing the document."</p> <p>42-"It probably compounded the stress. I was already feeling sad about leaving so many people, moving to a new location. Just wondering, am I going to live? I guess I worried about how my supervisor was going to react."</p>

(table continues)

The Effects of Role Conflicts on Participants by Age and Race (continued)

Age	Race	
	White	Black
40-49	<p>41-"Just total exhaustion. Sometimes I would have to get up every 15 minutes to check on my mother and this went on for a month and a half. Then I would get up and have to go to work the next morning. It was hard trying to get someone to cover her while I went to class."</p> <p>18-"It aggravates me. It gnaws at me."</p> <p>29-"Probably, it dragged the process out a little longer and made it, kind of (hard). I guess I was always in the of feeling that I wasn't doing anything well."</p>	<p>44-"Well, it was stressful at times and frustrating at times. Sometimes I was totally exhausted trying to get my requirements for school work, and so forth, done for the doctoral program and still knowing I had responsibilities at home that needed to be met and sometimes I'd go to class and my husband would look at me and say, 'I'm hungry' or 'I don't have any clean clothes to wear to work tomorrow'. This was after I had worked all day and gone to class for three hours back to back. It leaves you kind of numb sometimes. You don't feel like you have anything else to give. You feel like you have just given it all and done all you could do that particular day."</p>
50-59	<p>8-"I found the effect to be extremely stressful. At one point in time I knew I needed medical attention, because I had broken out in hives. I think it really affected me physically."</p> <p>I</p> <p>10-"Hives. I went to the doctor and he said if you would slow down, it would all go away. Stress, when you eat and don't exercise. I neglected myself."</p>	<p>9-"Just feel like you were pulled in a hundred directions; a strain."</p> <p>12-"It was very, very stressful. At first it was a good effect. I was very focused and on task and able to get everything done that needed to be done. It helped me with my job. I was learning new things in class and I was able to apply those things."</p>

(table continues)

The Effects of Role Conflicts on Participants by Age and Race (continued)

Age	Race	
	White	Black
50-59	<p>22-"At times it was stressful. At times it was like, what did I do, am I being selfish by doing this? But, it's had a very positive outcome and it's worked out fine. Overall, it was just fitting everything in and giving it the dues I felt it needed."</p> <p>28-"My goal was to finish my dissertation early and I chose not to do that. It made me feel less about myself as a person. I ate food and gained weight."</p> <p>31-"I think I felt conflicted at times, definitely physically tired at times on a negative side, and a positive side, probably, pushed my efficiency. I became quite good at making trips, writing, doing research, being where I had to be."</p>	<p>12-"As time went on it just seemed the demands on the job were even greater and it became difficult to meet my on the job requirements. I found myself becoming kind of short tempered and impatient and upset, because I felt like everything was getting in the way. I was feeling sorry for myself. (I) felt like everything was getting in my way of what I really wanted to do which was to do this program and finish."</p> <p>23-"I knew what I had to do and I am the type of person once I get focused upon doing something it's almost like nothing will get in my way of doing it and I was just pretty determined that this is what I had to do and whatever had gotten broken in the relationship I was going to fix, but I wasn't going to fix it until later and that sounds terrible."</p> <p>6-"Just really exhaustion."</p>

^aNumbers in the table are the identification numbers of the participants.

Appendix Q

The One Thing That Kept Participants Going by Age and Race

Age	Race	
	White	Black
30-39	5a-"The need to finish and achieve the goal of getting the doctorate."	40-"The people in my class, my cohorts, and I think my commitment from my husband." 43-"I prayed a lot, but the one thing that kept me going was my family members who wanted it as much as I did. So, I think it was everybody had sacrificed so much that it was no way I could just drop it."
40-49	1-"My commitment to my goal and the idea that I would disappoint my husband if I didn't finish." 7-" I wanted to finish. I was determined to finish. The support from the cohort was very, very critical and we were very supportive of one another." 11-"I think an internal sense of accomplishment; I started it and I wasn't going to drop it. I think it was me. I couldn't walk away from it." 16-"Friends, absolutely; just encouragement."	3-"My mom's death. It is a personal thing. Determination. I really believe in my study. I believe in my model, having built from the ground up. That's what keeps me going. I say a prayer everyday and say, 'Mom this is for you'." 4-"My stubbornness. I don't like to start things that I don't finish. I think the vision that there is possibly life after this helps."

(table continues)

The One Thing That Kept Participants Going by Age and Race

(continued)

Age	Race	
	White	Black
40-49	<p>14-"The one thing that kept me going was knowing that it would come to an end. I wouldn't have to like, manage being a student, having a job that had a lot of demands (forever). I knew it wasn't going to last forever."</p> <p>17-"I've never been a quitter. I feel like I have to have closure."</p> <p>18-"Just my personal desire to complete what I start."</p> <p>20-"I wanted to finish."</p> <p>25-"Ego. I'll admit it; just plain ego and the fact that I had spent so much money, that I couldn't back out without finishing."</p> <p>26-"Probably, I wouldn't let the others in my group get ahead of me. I've come this far, I'm not going to stop now; just keep on going."</p> <p>29-"Oh, I guess, I hate to say this, I guess me."</p> <p>32-"The cohorts."</p>	<p>13-"The one thing that kept me going was the inner drive to get my degree. It's really a personal fulfillment that I'm doing it for and that has kept me going. It's very important to my family members that I get it and so they have been very encouraging. So, it's a combination of my own inner-drive and then the encouragement from friends and family to do it."</p> <p>15-"I don't believe in defeat. I don't believe that there is something out there that I cannot manage. I'm not a quitter. With my background in science I go to a lot of places where I'm the only female and the only minority."</p> <p>19-"Words of encouragement, family, staff, and friends."</p>

(table continues)

The One Thing That Kept Participants Going by Age and Race

(continued)

Age	Race	
	White	Black
40-49	38-"It was that sense that I was going to do it for myself. My parents are not well-educated. My father never finished elementary school. It meant so much to him for me to get an education, and I have always loved being a student, but just seeing the pride he had in knowing that I was doing this I think I've done it as much for him as for me."	21-"I do a lot of praying and I get my strength mentally and physically from God. Sometimes I want to say hang it up, but I say I have come this far and it was only through the grace of God that I have come this far, so I believe that he will carry me on to finish this dissertation."
	41-"I'm a survivor. I have a history of very poor health and I figure if I could survive the health problems, then I could survive a degree, and I just have good coping skills. It's a personal goal, not a professional goal; a personal desire to obtain a doctoral degree and that was the motivation."	24-"I think having other friends finish and my reputation is at stake."
		33-"Once I start something I want to finish it. I also enjoyed the topic that I have and I wanted to make a difference in special education with that topic somehow. I want to have a useful input in the topic."
		36-"When I started the program I was determined that I would finish. I had to work very hard to get it."
	42-"Faith, prayer, and God. And of course, all the people that I have already mentioned, but above all, God."	

(table continues)

The One Thing That Kept Participants Going by Age and Race
(continued)

Age	Race	
	White	Black
40-49		44-"My good friend who is also in the program. She was probably the one person that was most instrumental to keep me going."
50-59	8-"Once other people within the professional community knew you were doing this, I think it kind of put a gun to you; that you needed to follow through on this, because you'd look like a jerk if you didn't, or a failure." 10-"I couldn't give up. I could not be a quitter."	12-"My belief in God and that I was doing the right thing. He was going to see me through this process, and that eventhough God told me that I didn't have to do this, that I could still do my spiritual work, it was just the fact hat He still supported me through this endeavor and that's what kept me going." 6-"The faith that my family had in me and even my parents, especially. They were all rooting for me; the support they gave me." 9-"The fact that I did indeed want to pursue the doctoral program and complete it."

(table continues)

The One Thing That Kept Participants Going by Age and Race

(continued)

Age	Race	
	White	Black
50-59	22-"This has been a goal of mine for a long time. Once I start something, I would die before I quit."	23-"I think spiritually, my belief that I can do it. I have always had the determination inwardly, that says I will do it. It's never bothered me so much as what people may have thought I could not do, but I always knew what I was going to do."
	31-"I was interested in the program, the intellectual challenge."	
	28- "The amount of knowledge acquired, the wonderful people in the program, the fantastic professors."	

aNumbers in the table are the identification numbers of the participants.

Appendix R

Additional Comments by Age and Race

Age	Race	
	White	Black
30-39	<p>5^a- "If you do have conflicts in your personal life you may be the kind of person to procrastinate, like I tend to be, and I think, the seminar has helped me to keep the pace. He told us to work on it every day at least an hour and that has helped me a lot; time management, trying to balance your life."</p>	<p>40- "The people you are in the class with and if you work together, and if you have some of same problems, you can discuss them and go over them. We had study groups; that helped a lot."</p> <p>43- "Well, as women we do have many, many roles that we are expected to do, mother, daughter-in-law, sister-in-law, daughter, sister, aunt. There are a lot of things that we are expected to do just being women, and the one thing we have to keep is focused on that regardless of what happens, how tough it gets, we can make it. We can do it. We have to pray and trust in God and He will give us the strength to get through not only the doctorate, but anything we face in life. We need to keep focused on what is important. It's a worthwhile experience."</p>

(table continues)

Additional Comments by Age and Race (continued)

Age	Race	
	White	Black
40-49	1-"My expectations were colored. An advisor who would not sit down at the table with you and help you along is not worth having. For me, it would have been a better matching of advisors who are less torn with trying to travel and run programs in three parts of the state, and someone who was really ready to sit down and become relational with you."	3-"Nothing comes to mind that is burning."
	7-"I think I was more driven than most people. I think the only way to do it is in a cohort and to really be focused."	4-"You have to hunger for this. To say I did it without any help from my principal is very motivating."
	11-"I think you just have to have some inner strength. It has to come from within and that's the most important thing."	13-"I think it is a goal that is obtainable if you can get focused and get the support from your friends and family."
	14-"This has do with the Blacksburg experience we had. I think it really has a place, I'm not sure the way it's being done now is the way it should continue. It was a tremendous financial burden on people to go there without having a real purpose. If you can go and it can be a	15-"I think I found a little heaven when I enrolled in the program at Tech. At no time, from beginning to end, did I ever feel unwanted, put down, picked on or treated any different and that is a lot in this day and society. None of the professors, people from the bookstore to the cafeteria, treated me any other than a real hokie." 19-"They do need a very strong support system; whether it's family, friends or whatever and a networking system, just to network with other people in the program, especially

(table continues)

Additional Comments by Age and Race (continued)

Age	Race	
	White	Black
40-49	<p>14-really productive time for you, then I can see the value of it. I think for me it came much too soon and it should have come when I was much deeper into the research."</p> <p>16-"You need to believe when they tell you, you will not have a life, you need to believe it."</p> <p>17-"I would encourage future doctoral students to be risk takers."</p> <p>18-"I have always enjoyed learning and I think if anybody does and they feel like they would never be able to graduate from college, just keep on going, just keep on going. If it's a little bit at a time, you'll get there.</p> <p>20-"Just that you have to make a commitment up front that you're going to give it the time it needs. But, you also have another life, so I don't think that you can cut everything away or you don't finish the program. People have to have a healthy balance when they do this</p>	<p>women. We do have a variety of roles that we play. Some of these roles conflict. We need coping skills. They need the support system; somebody who has been through the program would be helpful, like a mentor."</p> <p>21-"I know at one time there was talk about having mentors for students who are working toward a doctorate. I think that is a good idea, especially since we are so far from Tech. If something could be organized for those who</p>

(table continues)

Additional Comments by Age and Race (continued)

Age	<u>Race</u>	
	White	Black
40-49	20-and spend as much time as you can on your dissertation, but also spend the time that is important to you, your family and friends, or whatever."	21-have finished their dissertation could help put together a support system for those who are trying to get to that point. I think that would be very helpful."
	25-"Support in the division helps to facilitate the process. You can't handle it if you don't have support either at home or in the school division. You're fighting an uphill battle and it's really hard. The fact that our program was so convenient for us; all we had to do was drive to one of our schools and take our classes. It was hard to turn down."	24-"I've somewhat put my faith on hold and I know that I should not have; that God has a plan for me and evidently, part of His plan was to teach me patience, because this is the first time in my life that something I planned to do took longer than I planned it to take. I didn't ever lose God, but I stopped going to church. I was not the diligent Christian that I should have been. Keep going to the doctor on a regular basis, because you do lose it physically if you don't take care of yourself."
	26-"You can do it; just start it, and keep going and before you know it it'll be through. It's very fulfilling when you're finished with it. You feel a great sense of accomplishment."	
	29-"Probably, if I ever had this to do over again, I wouldn't do it."	

(table continues)

Additional Comments by Age and Race (continued)

Age	Race	
	White	Black
40-49	32-"I feel that the important part was support. I felt the cohort really helped in that, for if it had not been for the cohort, I may not have finished."	33-"I'm very grateful to my committee people for allowing me the opportunity to continue to work after so many years. I appreciate their support and positive attitude. And my family has been supportive, and you need that. I've been blessed."
	38-"I think that when you feel like you're alone, you need to find somebody there to talk to. It was wonderful having a cohort group to go through with. That was a support in itself; that was really important."	36-"It's good to have support, but you need inner strength; that inner belief in yourself that you can do it, and if you have that, then the sky is the limit, but if you don't have it and you're dependent on others to do for you, I don't know what the results would be. You need to learn to be self-reliant. That's what I think any doctoral student needs to do, be self-reliant."
	41-"You would have to be a good manager of time and you have to factor in emergency situations. I don't know how you do that, but you have to be a mastermind at scheduling and handling the conflicts that come along, and they will come along. I think depression and anxiety is prevalent and you need to factor that also. I think you need to take a little piece at a time, because if you look at the whole thing it's overwhelming. You need to get into a study group that is as	42-"I would tell the doctoral students that no matter what they go through, just put their hands in God's hands and he will lead them through."

(table continues)

Additional Comments by Age and Race (continued)

Age	Race	
	White	Black
40-49	41-serious as you are about the quality of time you spend together. Plan your time with your study group so that when you walk away you don't feel as though your time was wasted."	44-"None, other than they need to stay focused and committed, because it's a big undertaking."
50-59	<p>8-"I think it's never too late, no matter what age you are. I find that women, starting in their 50's are really coming within themselves; of being able to achieve. I think our world is different now and the roles, that of men and women, are different now. They are not as stereotypical as they used to be."</p> <p>10-"In so many programs you don't get the major professors, but in this program you do."</p> <p>22-"I went in thinking I knew what I was doing, never really realizing the kind of time it took, and I think that was probably the biggest thing for me. I think anyone who's doing this needs to think about that. There is an incredible time factor; it's quite a juggle."</p>	<p>6-(No additional comment)</p> <p>12-"As women we need to go back once we finish this process, help at least one other person through the process. All the things we said we wish we had we should do for someone else. I definitely think we need a support system in place to accomplish this. You've got to prioritize, focus, and order your life."</p> <p>23-"It's a lot of hard work, but I think if it's what you really want to do you will really work at it until it gets done."</p> <p>9-"An ongoing study group for encouragement, support, where you could cry together</p>

(table continues)

Additional Comments by Age and Race (continued)

Age	Race	
	White	Black
50-59	28-"Just by talking to you about these questions, I feel better. It helped me focus on what else I need to do to get through the program. Because I explained these conflicts to you, I should be better able to manage my time." 31-"I think the cohort design was extremely useful; really helpful for us."	or whatever. You need that support group, beyond the professors."

aNumbers in the table are the identification numbers of the participants.

VITA

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