

**RELATIONSHIP AMONG PERSONAL RESOURCES, GENDER
ATTITUDES AND PERSONAL STRAINS AMONG MARRIED STUDENTS**



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MS THESIS

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International Islamic University Islamabad**

2015

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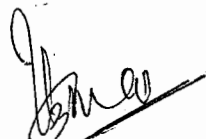
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CERTIFICATE

It is certified that MS thesis titled **“Relationship among Personal Resources, Gender Attitudes and Personal Strains among Married Students”** submitted by **Tabinda Jabeen**, Roll No. **92-FSS/MSPSY/F12**, as partial fulfillment of the requirements for the degree of MS in Clinical Psychology has been approved for submission to Department of Psychology, Faculty of Social Sciences, International Islamic University, Islamabad.



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By

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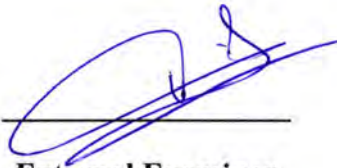
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ABSTRACT

Due to prodigious competition for better professional career and excellence, there is noticeable upsurge in enrollment at higher education level irrespective of the gender and marital status. The present study was focused on exploring the personal resources, gender role attitudes and strains of married students enrolled at higher education level. The sample (N=147) consisted of 64 males and 83 females enrolled at MS, M. Phil or Ph.D level as regular students in different programs at different universities of Rawalpindi and Islamabad. All the respondents were married with at least 1 year marital duration. Personal resources questionnaire (Osipow, 1998), personal strain questionnaire (Osipow, 1998) and gender role attitudes, beliefs and principles scale (Baron & Prasad, 1996), were used as instruments to measure the variables. The statistical analysis of collected data showed a significant relationship between overall perceived personal strains and personal resources. However a non-significant relationship was found between gender role attitudes and strain. No difference in personal strains across gender was found while significant difference existed in personal resources and gender role attitudes of males and females. Additionally it was also concluded that there is no difference with reference to employment status and family system regarding personal resources, gender role attitudes and personal strains. However difference in personal strains and gender role attitudes of parents and non-parents has also been identified. Limitations of the study and suggestions for future research have been discussed in the end.

INTRODUCTION

CHAPTER I**INTRODUCTION**

As per increasing trend for professional excellence and financial stability people are pursuing for higher education. This trend is not limited to the young or unmarried people but also the married persons seem occupied with this concern about getting higher education to pursue inspiring career. This is a requirement for attaining sound financial status as well. Such competitive environment has intensified the strains of the individuals. In order to provide and maintain better performance in different roles, the individuals urge certain coping mechanisms against these strains. These mechanisms serve as personal resources so that more the resources available and utilized effectively, lesser would be strain. Hence level of strain may vary with reference to available and used resources. Moreover the attitudes people exhibit about the roles they perform in society are also related to strain. There are well defined roles of males and females. Men are supposed to be the breadwinners and women's prescribed gender role is to perform the domestic duties. These responsibilities expand especially when after marriage the additional ones are there to offer further challenge. Consequently in the present competitive environment when married individuals start getting higher education they have to work hard to do their best academically to fulfil the demands and requirements of higher education as well as have to perform their prescribed gender roles. Both males and females are not exempted of the devised gender roles no matter what additional roles they have to perform. Due to the burden of these multiple roles and responsibilities on married students their level of strain is amplified.

Strain

The terms of stress and strain are used commonly. Although these two terms are interrelated but there is difference between them. Stress is feeling of pressure. It can be external from the environment due to different environmental factors or it can be internal because of the perceptions of the individual to have anxiety or other negative emotions about a situation. Stress can be positive if it is in small amount that may act as motive and improve the performance. However strain is the negative consequence of the stress that is manifested in physiological, psychological and behavioural deviation from the normal functioning. (Winnubst, 1993).

Historical Background

The background of the present concept of stress, strain, and coping lies in the work of Hippocrates, who is well known as the "father of medicine" (Selye, 1993). However at present Cannon and Selye are given the credit for their novel and revolutionary work that provided the basis for most of the major theories. Selye (1976) described stress as a general reaction of the body to any demand. Being an endocrinologist he explored that most of the biological responses could be predicted by inducing a toxin into a specific bodily system. Based on these discoveries Selye (1976) developed the theory of the General Adaptation Syndrome (GAS). In this model he elaborated three different stages as alarm, resistance and exhaustion. In the first stage an organism gives a shock reaction to a new stimulus to which it has not adapted then further responds in the form of initial alarm reaction. At the second stage the organism adapts to the stimulus so symptoms of the reaction improve or vanish. If the stimulus is prolonged or severe enough then symptoms reappear and the organism is exhausted at the third stage of exhaustion. It was a significant contribution by Selye that he made a distinction how various types of stress have different effects. He described eustress as

harmless stress and distress as harmful stress. According to Trivette (1993) this model has theoretical similarity with the notion that if stress is not adjusted by coping it leads to strain where stress is being described as alarm reaction in Selye's model, coping is described as resistance and strain is state of exhaustion as per elaborated by General Adaptation Syndrome model.

Theoretical Perspective

Stress is a very diverse concept so different definitions and various theories are proposed to explain it. These theories were being categorised in three major and different categories by Ghadially and Kumar (as cited in Layne, 2001). These categories described stress due to some stimulus, stress as a response and interactional stress.

Stimulus-based stress. According to this approach environmental factors have effect on the individuals. When these external factors have destructive and harmful impact on the individuals it is called stimulus based stress. These external factors definitely produce a reaction i.e. strain. This strain causing stimulus or stress is categorised based on the intensity, frequency and duration into four categories i.e. time-limited or acute stressors, intermittent stressors, stressor sequences and chronic stressors (Derogatis & Coons, 1993).

Response-based stress. According to this approach stress is considered a response either psychological or physiological to certain stressors (Richard & Krieshok, 1989). This theoretical model was the basis for Selye and other researchers who worked on stress. Even though these researchers considered stress as a response however it seems that Selye's approach regarding stress was more inclined towards interactional approach. As he proclaimed that the exhaustion experience of his model was to be called strain and its cause

to be called the stress (Selye, 1976).

Interactional. According to Greenberg (1999) this theory is also referred as the stimulus-response interaction, as it integrates the former two approaches together. This model elaborates how certain specific environmental factors or stressors interact with personal factors and lead to negative outcomes. This negative effect of stressful situations is called strain. In other words strain is an individual's response to stress. It can be in form of physical symptoms or psychological reaction (Jones & Kinman, 2001). Many researchers support this model (Fogarty et al., 1999; Osipow & Spokane, 1987). Based on this approach Osipow and Spokane (1987) devised occupational stress model and inventory. According to Osipow (1998) the basis for this model and inventory was that an individual has to perform various roles in the work environment that becomes the source of stress. In order to cope with this stress the person utilizes certain methods. Here the interaction of certain personal characteristics, the level of stress and the degree of effectiveness of used coping methods, determines the outcome i.e. strain level. Here the key emphasis is on how the person perceives the stress and feel the strain. Alternately it can be that subjective level of stress is more relevant. Moreover if different individuals face same amount of stress, their level of strain is different as certain personal variables and the degree of availability of coping resources moderates the level of strain.

Forms of Strain

According to Osipow & Davis (1988) the negative consequence of stress is called the personal strain that is exhibited in psychological, interpersonal, vocational and physical outcomes. When a stressful situation is anticipated as an adverse or harmful emotional experience, an instant response is produced. This stress response may be associated with

modifications in cognitive processes as well as in behavioural or physiological performance. At behavioural level it is related to certain modifications in behaviours which are related to upkeep the body in healthy condition. These changes might include the restraint from the behaviours that improve one's health like using relaxation techniques or engaging in recreational activities. Modifications in behaviours might also include getting involved in activities that cause harm to health like drug abuse, alcoholism etc. Such reaction to stress involves emotional, intellectual and behavioural features. For example if an individual is under stress due to work overload he/she feels anxious i.e. affective aspect, he/she starts thinking that use of some drug or other substance may relieve from stress i.e. cognition thus he/she starts using that drug or substance i.e. behavioural outcome. Other changes are related to physiological responses to stress due to which there is negative impact on normal bodily functions.

Psychological strain. The sequence of psychological reaction to stress is that at first it is the state of distress and disbelief subsequently giving rise to defensive reactions e.g. denial or blame and eventually accepting it. Strain reactions vary in intensity; time span i.e. may be short-term or persistent; severity as may be minor or serious which depends on the time period of the reasons and also the ability of the individual to cope with them.

The measurable symptoms of psychological strain may be classified as

- subjective symptoms e.g. depression, anxiety, irritation, decreased self-esteem, uneasiness, anger or loss of temper.
- cognitive signs such as hypersensitivity, short attention span, inability to make decisions, poor concentration, and mental blocks.
- worrying about work, own competence level and relations with others.
- behavioural symptoms including impulsive behaviour, emotional outbursts, excessive

eating, excessive smoking, drug abuse or alcoholism. Such behaviour also has harmful physical and biological effects (Winnubst et al. 1996).

Physical strain. Physical strain symptoms have been studied in number of ways. Some include subjective or self-report measures others are objective physiological measures, which are considered more valid than the subjective one. Physiological responses of the body are objective indicators of strain. These may include palpitations, pounding heart, biochemical changes, problems in digestion, lack of sleep and appetite, body aches and pains, muscular tension, increased blood pressure etc. According to Jones and Bright (2001) three processes are involved in this physiological response. First of all a hyper-reactive response is experienced e.g. stress causes increase in blood pressure and sustained increase in that may lead to hypertension. Secondly over reactivity may aggravate the prevailing disease. Thirdly stress can negatively affect the immune system that may result in less resistance to infections. Such negative effects obstruct normal defence system of the body that results in disease.

The problem of today's modern life is that everybody is confronted with stressful situations. Therefore there is continuous activation of reaction to stress that heightens the physiological responses. Such heightened biological reactions are manifested in bodily symptoms that further lead to diseases. So it is necessary to manage these indications properly before they may lead to more intense reactions in the form of strain (Clow, 2001).

Vocational strain. Vocational strain is result of work-related stressors as when the person has excessive work load, is unable to perform fully or is not comfortable in that work environment. Certain signs of vocational strain are exhibited in the form of behavioural response e.g. one feels bored, shows decreased interest in work, lacks concentration and is more susceptible to accidents at workplace. Such behaviours directly affect the organization's

performance and productivity as a whole (Sutherland, Fogarty & Pithers, 1995).

Interpersonal strain. It is the basic instinct of human beings to be in contact with other people. This need for interpersonal contact can be gratified at work, home and other social settings. At work, interaction can be in the form of official gatherings or casual discussions, contact with colleagues, at home relationship with siblings and parents or socially interaction with peers and general public. The nature of interaction of people as one to one or in group, determines their behaviour with each other. How strong a relationship is determined by either it is beneficial or irritating for the individuals. Stress is increased by extensive loneliness as well as excessively close social interaction. The level of stress experienced varies from individual to individual. It depends upon how an individual perceives the situation and the level of comfort in interaction with others. According to Gherman if the person perceives overburdened in meeting the demands of the relationships or is uncomfortable it may lead to negative emotional outcomes, dispute and agitation. Such reactions must be dealt with in order to avoid further psychological and behavioural problems (as cited in Cope, 2003).

In addition to their own detrimental quality, other negative outcomes of strain have effect on the functioning and well-being. It varies from individual to individual what sort of, how many and to what extent strains an individual develops (Winnubst et al. 1996).

Strain on Students

It is a fact that role of being a student is stressful (Munson, 1984). Because students have to face continuous stressors of being evaluated, to strive for excellence, face time constraints, pressure of assignments etc. (Ross, Niebling, & Heckert, 1999). Specially at higher education level there is heavy burden on the students regarding submission of

assignments and projects in time, conducting presentations and seminars, completion of course work, getting through the terminal exams, perform research and many other burdens. However there are some other factors that may increase students' susceptibility to strain. This is the case when a married person enrolls as a student. Such students who restart their education after a gap of many years they have to put effort to get used to that routine and face strain (Kirk & Dorfman, 1983). Additionally these students have to fulfil more roles and varied responsibilities as compared to the traditional students (Fairchild, 2003; Kim, 2002). The role of student is being added to various other roles. Each role has its own requirements which become difficult to fulfil completely. Combination of work, family responsibilities and academic obligations becomes very complex that may lead to certain health issues for the individual (Adebayo, 2006). As there are conflicting demands of different roles it results in increase in strain (Rowlands, 2010). Additionally if these students are working as well then they experience more role-conflict and financial problems too when they stop work to attend full-time school (Hammes & Haller, 1983; Lusk & Miller, 1985).

Certain previous researches suggest that strain is major outcome of multiple task performance. Generally it is expected that an individual has to perform his/her devised gender roles in addition to what other roles in the society he/she is performing. So if a man has to earn for the family and side by side has to excel in academic field his strain is increased. Similarly if a woman is employed or studying, she has to fulfil multiple roles that may cause strain in her family and job roles as either there would be difficulty in enacting family roles or high demands of the job would be causing strain. As in a research on employed black women the amount of work in hours done in a week was related with the ease or difficulty completing household chores (Katz & Piotrkowski, 1983). Similarly in South Africa women managers, from diverse racial backgrounds both in public and private organisations, themselves experienced several sources of stress, as work stressors, family stressors,

personality and individual stressors as well as extra-organisational sources of stress. They manifested stress symptoms at a behavioural, psychological and physiological level. The study found that stress impacts on all levels of the woman manager's life (Narayan, 2005). The strain due to the multiple roles is not only for working people but also for students. Part-time students have to perform different roles thus because of these responsibilities they also get isolated socially hence they go through stress. Moreover their performance is poor as compared to their full-time counterparts (Lusk & Miller, 1985).

In order to explain this concept of multiple roles, role conflict and strain, two major theoretical explanation are proposed by researchers i.e. scarcity model and role expansion model. According to the "scarcity model" the individuals have finite energy to devote to role performance and that multiple roles mean less energy for each role. Additionally, performance demands of different roles inevitably conflict (Barnett & Baruch, 1985). The validity of these assertions was tested by comparing a group of women who had returned to school at midlife, with the housewives. Although the students experienced significantly greater positive outcomes or gratifications from their multiple roles than the housewives experienced from their relatively unitary roles. However, the students also reported significantly more negative consequences or strain than did the housewives (Gerson, 1985). In contrast to these observations role expansion model assumes that multiple roles are beneficial for enhancing the self-esteem. The underlying idea is that sense of achievement in any of the role reduces the stress. Rather such additional roles serve as source or additional opportunity for achievement (Eagan, 2004).

Despite these assumptions, multiple roles have been found less favourable for females than males (Eagan, 2004). In the previous few decades number of women pursuing for higher education has increased. Such induction at higher education level has also increased the burden of responsibilities on women as they have to perform multiple tasks. A research

investigating the relationship between participation of females in higher education and their multiple roles showed that in United States greater number of females' participation in higher education was related to increased divorce rate (Tian, 1996). The reason may be the strain in relationships due to non-fulfilment of true family roles expected to be performed by women regarding child care and other domestic responsibilities.

Strain due to multiple roles is higher among married individuals as compared to unmarried one. A research investigated the sources of pressure and strain on English women lawyers with family and domestic responsibilities. Married respondents without exception experienced "overload dilemmas" but saw their difficulties as ones to be overcome by personal sacrifice rather than by structural adjustments which would make their lives easier, i.e. better provision of child care facilities etc. (Spencer & Podmore, 1984). Similarly in another research unmarried respondents did not report higher levels of strain than married ones (Katz & Piotrkowski, 1983).

Married students at higher education level have to face the demands and burdens of their academic requirements along with the load and demands of their role as spouse, as mother or father and sometimes also as worker. So strain for them is increased due to these multiple roles. Studies suggest that among students, marital, parental, and employment status and number of roles occupied are directly associated with general stress, stress as student and well-being (Fortune, 1987).

Many previous researches revealed that married students experience problems with role overload, time management, isolation from fellow students and faculty; and decreased marital communication, sexual gratification, and leisure time (Brennan & Black, 1984; Coombs & Fawzy, 1982; Gilbert, 1982). Students with children, especially women, have additional problems, with time management, difficulty finding child care, guilt over "abandoning" children, and conflict about societal expectations of the good spouse/ mother

(Sales, Shore & Bolitho, 1980; VanMeter & Agronow, 1982).

Students' responses to stress can be categorised into different categories i.e. emotional, behavioural, physiological and cognitive. The emotional reaction is manifested in the form of fear, anxiety, worry or depression. The cognitive response is their evaluation about the demanding situations and devising strategies for that. Indulging in harmful activities as smoking or abusing others or irritability are behavioural depictions. The physiological responses may include body aches and pains, sweating, trembling, or stuttering etc. (Misra, McKean, West, & Russo, 2000).

Personal Resources

It is argued that when individuals perceive that they do not have the resources to cope with a perceived situation from the past, present or future it results in stress (Lazarus & Folkman, 1984). So stress is the consequence of unsuccessful problem solving (Cox, 1985). In order to combat strain either it is due to work overload, multiple-roles or some other reason one needs some personal, psychological and physical resources. Coping means the way a person strives for minimizing the encountered stressors, changing perception about the negative effects of those stressors, or reduce the degree of resultant strain (O'Driscoll & Cooper, 1996). Certain cognitive and behavioural strategies are involved in coping that either results in adjustment of the situation or adjustment to the situation.

Different theories have been proposed to elaborate the term coping. Osipow and Spokane's (1984) research and resultant model suggested an interactional approach. It postulates that coping resources balance the stress and strain relationship. It means that given equal amount of stress for different individuals the differences in available coping resources will moderate strain accordingly. Thus this interactive orientation postulates that coping mechanisms act as important factor in the impact of stress on strain. Only the magnitude of

available coping resources may predict the resultant strain (Osipow & Davis, 1988; Osipow, 1998). On the basis of this theoretical model Occupational Stress Inventory was developed and later on revised. One of the scale of occupational stress inventory is Personal Resources Questionnaire that includes four subscales encompassing four different forms of coping resources. These include self-care, social support, cognitive coping and recreation. Researches have found all of these coping resources as helpful in alleviating strains (Cooper & Bright, 2001).

Forms of Personal Resources

There is no agreed classification of coping resources. Some researchers emphasized the basic classification of coping as proposed by Lazarus i.e. emotion-focused and problem-focused coping. Others included further classification i.e. appraisal-focused, approach and avoidance, mature-neurotic and perception-focused coping. Hobfoll (as cited in Cope, 2003) proposed two types of coping resources as internal coping and external coping. Internal coping includes resources at individual level e.g. personal style, personality, individual perception of the environment etc. External resources are from the surrounding environment e.g. available material resources, social support and other important features of the physical surroundings. Various researches have found that coping strategies and resources can help in minimizing the negative impact of stress (Endler et al. 1990; Wohlgemuth et al. 1991; Allen et al. 1991). Such personal resources not only minimize the strain but also contribute in the achievement and success of the individual. Personal resources questionnaire revised by Osipow (1998) to measure certain personal resources included four domains of coping resources i.e. social support, recreation, self-care and cognitive coping.

Social support. It is the basic need of human beings to interact with other

individuals in their surrounding social groups. Such relationships of individuals with family, friends and other social groups is called social interaction. Hence every individual needs to have some people around him or her to share his or her problems. The extent of help and support that an individual feels from people in family, friends and other social groups is called social support (Osipow, 1998).

There are different forms of social support. Instrumental support involves getting help from other people for doing certain tasks while seeking information in order to utilize that for coping is also a form of social support. Similarly receiving love, care, positive appraisal and approval about oneself boosts self-esteem and lowers strain (Winnubst et al 1996). Nature of relationships an individual has with surrounding people determines stress or strain. For example at work setting, help and assistance of co-workers is important. As suggested by Home & Hinds (2000) colleagues can support by helping in understanding the requirements of work environment and aid the students in fulfilling the academic demands. That is why colleagues are considered an important factor for causing stress and dissatisfaction from work if they are not supportive and helpful. As results of a research revealed that social support was positively related with job satisfaction. Moreover negative relationship was found between social support and job burnout (Elman & Dowd, 1997). Researchers also found that more the personality of the individual and occupation are in harmony with each other higher the score on Social Support and vice versa (Pithers & Soden, 1999).

There is difference between males and females with respect to need for social support. Different researches have depicted that males usually score lower than females with reference to social support (Pithers & Fogarty, 1995; Pithers & Soden, 1999). This was supported in a previous research investigating the simultaneous effects of gender and marital status on patterns of perceived social support. The study revealed that gender was significantly related to the perception of instrumental support i.e. women manifested a tendency to consider both

spouse/partner and relatives as sources of instrumental support more than men. (Webster, Benson & Spray, 1994). Hence there is a general suggestion that women need more social support as compared to men. The reason may be that when women are working or studying they are not exempted from their domestic duties. In such cases they need more help in domestic tasks (Cooper & Bright, 2001). According to Rowlands (2010) family support is most important for non-traditional students. Such students restart their education after a gap. Moreover they have additional burden of domestic responsibilities. Family support may lessen the load of their domestic responsibilities that may result in better performance academically. The same was revealed in previous research findings that the support provided by the family was the major predictor for the level and consistency of academic grades in consecutive semesters. Moreover for female students particularly this social support was more important than the economic help by the family. Hence social support was proved to be more important for females to get better grades than for males (Cheng, Lske & Verhofstadt, 2012).

Moreover it has been found that attachment with the family is good predictor of well-being in female students (Quimby & O'Brien, 2006). Social support acts as a safeguard or shield against strain. One of the research by Hemmelgarn and Laing showed that women who had more social support experienced less strain as compared to women having less support (as cited in Osipow, 1998). Similarly a research investigating the relationship between the contents of emotional social support and job burnout among high-school teachers revealed that as positive emotional social support increased, emotional exhaustion and cynicism decreased, and professional efficacy increased. As negative emotional social support increased, emotional exhaustion and cynicism also increased (Kahn, Schneider, Jenkins-Henkelman, & Moyle, 2006).

From review of all the researches quoted above it can be concluded that social

support is needed in a variety of contexts i.e. in every situation where the individual is under stress or strain. It may be the job overload or stress due to multi-dimensional responsibilities. Moreover social support may be enhanced through team work that helps in interpersonal relationships (Melamed, Kushnir, & Meir, 1991).

Recreation. When a person is under stress and experiencing strain it becomes very important to get some time to relax and enjoy to get gratification from leisure activities in order to reduce strain. These amusing activities divert the attention from tense situations and also provide pleasure. Sufficient utilization of spare time in refreshing activities is significant coping strategy.

Certain researches have been done that found the significance of recreation in reducing strain. In one of the research it was found that more time was spent on recreation activities by professionals who joined courses on coping strategies as compared to their counterparts who did not join such courses (Sowa, May, & Niles, 1994). On the other hand scores on recreation were less for the individuals who received treatment to reduce stress, as it acted a coping resource in place of recreation (Ryan, 1996). Many other researches have explored the relationship of different demographic variables with recreation. For example in one research old age individuals' scores on recreation were found to be higher as compared to middle age individuals. Moreover respondents without children had more scores on recreation as compared to respondents with children. However there was no difference between males and females as both scored average on recreation scale (Trivette, 1993).

Self-care. It has been proved through research that stress may lead to certain problems related to health. Either it may be that due to strain the individual is not much interested to get involved in health maintaining activities or gets involved in activities that are

dangerous for health (Winnubst et al. 1996). Hence engaging in personal activities that relieve from stress is another coping strategy. Such self-care activities used to cope with strain differentiate individuals who utilize these strategies to alleviate strain. These self-care activities include allocating time regularly for exercise, practising relaxation techniques, sufficient sleep, maintaining a healthy diet, preventing oneself from injurious substances, and getting well aware about individual's personal health and well-being (Cooper & Bright, 2001). Farber and Heifetz (1982) have emphasized that mental health practitioners specially need such self-care activities to relieve them from stresses of therapeutic work and to minimize its dominating effects on them personally. However counsellors participating in stress management scored higher on self-care (Sowa et al., 1994) whereas professionals having more frequent meetings with clients had less score on self-care than those who had meetings with clients once or twice a week (Ryan, 1996).

Moreover, other studies have also been conducted on other populations as well and it has been proved that individuals with children had lower scores for Self-care than respondents with no children. Similarly young respondents had less time for self-care than old and middle age respondents (Trivette, 1993).

Rational or cognitive coping. Rational or cognitive coping involves successful utilization of cognitive skills and systematic approach to problem solving by thinking and recognizing key factors of different problems. Important elements of this type of coping are setting up priorities, management of time, organization of work schedule when required and techniques to avoid being distracted. Moreover an individual's ability to realize the distinction between home and work enables him/her to cope with stressful situations in a better way (Cooper & Bright, 2001). So individuals who involve in planned and rational problem-solving are less prone to respond with hostility than individuals who utilize

confronting coping (Lazarus & Folkman, 1984).

Gender Role Attitudes

A society regulates its members to conform closely to norms in such a way that behaviours that benefit others are rewarded, while detrimental behaviours are punished (Wu & Baer, 1996). Following the same pattern the gender role attitudes are learned right from the beginning through the family, schools, and the media. Children learn these attitudes when they see these roles enacted in their family or surrounding environment. As a consequence these attitudes are shaped and reinforced in early years of life hence they learn how to behave and think as male or female (Mahalik & Courmoyer, 2000). As in a research a traditional gender role model focussing on breadwinning role of father acted as an important factor for socialization of gender roles for the children between ages 6 to 12 years. These children reported that expected role of father is to earn, repair things at home and do all outside home tasks including participation in social activities while mothers' expected role is at home related to caring for the family members, cooking, cleaning and fetching grocery etc (Utomo, Utomo, Reimondos, & McDonald, 2012).

Traditional gender role attitudes depict that spouses have differences in power based on their prescribed roles i.e. husband is the sole wage earner for the family and wife is to do domestic tasks and nurture the children and family. On the other hand egalitarian or liberal gender role attitudes illustrate more equally distributed roles among spouses regarding earning for the family and caring for the children (Rogers & Amato, 2000). The egalitarians i.e. the individuals with egalitarian sex-role attitudes, are of the view that no significant differences exist between males and females whereas traditionals i.e. individuals with traditional gender role attitude, believe that males and females are different from one another with respect to their needs, responsibilities and roles.

In a patriarchal society like Pakistan with strong eastern culture the breadwinner role of the male and fulfilling the domestic responsibilities role of the female is clearly much specified. And both have to fulfil these roles according to the demands and expectations of the society. However due to development and increased education some change in these attitudes might be expected. As in a research conducted on higher education students regarding the gender role attitudes it was found that students in masculine majors both males and females identified themselves with more traditional attitudes and at feminine majors all students were more modern (Fényes, 2013). Such difference in gender role attitude can be expected in our society as well due to increased education and changing attitudes about women's participation in workforce and also in higher education.

In the past few decades a considerable change has occurred in male and female roles because of feminist movement and women's increased participation in the labour force. Mostly families are turning towards egalitarian attitude about gender division of labour. Trend about considering women home bound and men as the sole provider has changed gradually. Such egalitarian attitude leads to more balanced roles of males and females as men in egalitarian families are more involved in domestic matters as compared to males of the traditional families and women participate more at workplace.

Although due to changing trend towards more egalitarian attitude, males are more involved in household activities than before (Trevino & Gowan, 1998). They still identify primarily with the breadwinner role. Similarly even women participation at workplace has increased but they still take on the major responsibilities of household and child care (Alvarez and Miles, 2003; Hersch and Stratton, 2002). In this context the most important question arises that is more relevant for employed women than for employed men i.e. how employed women manage to attend to home duties and responsibilities before and after a day's work outside the home? A study showed that women in egalitarian marriages are expected more

strongly than their husbands to combine two major roles: doing their jobs in the workplace and keeping the home in order. Therefore, egalitarian women spend more time than egalitarian men on household duties and child care. (Vanyperen & Buunk, 1991). Indeed, many studies show that husbands still identify primarily with the breadwinner role, and are hardly prepared to take responsibility for housekeeping tasks and child care whereas as compared to husbands, wives spend more time on household activities (Kranz-Kent, 2009) irrespective of the fact that both partners are employed (Killewald & Gough, 2010).

Gender Role Attitudes and Strain

Factors causing stress are many and they persist universally. The reported causes of stress may vary across culture, gender, sector, profession, managerial level and other demographic variables. In the same way strain reactions may differ across culture and other demographic variables. The people from such culture which endorses openness, gives social security and from more fast paced and strong economy are likely to have different stress perceptions than those who are from conservative cultures. Previous cross national studies show the difference in the sources of stress, strain reactions and coping strategies (Liu, Paul, Spector, & Shi, 2007).

Gender role attitudes may lead to strain. Research has shown that the way an individual perceives about the roles to be performed it predicts the strain (Feldman and Martinez-Ponz, 1995). It has been found that generally women perceive domestic responsibilities as their primary role so when they become students their difficulties and strains are increased. Moreover due to increased demands of these roles such women students face more strain (Darab, 2004). So females are still more likely to experience greater stress than males over their dual roles as parents and employees (Covin & Brush, 1991). Therefore women may experience more role conflicts as compared to men. The reason is that home and

workplace have different requirements and demands and both are often not compatible. This conflict between academic requirements and family responsibilities is the major cause of strain (Giancola, Grawitch, & Borchert, 2009).

Additionally another important factor related to strain is the attitude of the family towards these gender-roles. Various studies propose that quality of role experience and how families handle gender-roles are more important than number of roles (Barnett and Baruch, 1985; VanMeter & Agronow, 1982). In one of the study analysing the women's work history patterns the findings suggested that the attitude of the husband was more important than the presence of the children, in influencing the decision of women to work. This indicates that a husband's attitude toward traditional gender roles will dominate women's employment decisions. It is because of this impact of the attitude towards gender roles that most working women have to balance family and work demands. As a result women have to discontinue work and it is well documented in the literature e.g. 68% of working women have withdrawn from the labor market at least once in their life as reported in "Taiwan Women and Family Survey". (Chaung & Lee, 2003). Additionally attitude of husband contributes in determining the level of strain in women. As research by Van Meter and Agronow (1982) suggested that emotional support of husband and his agreement about the selection of role by females was important in reducing strain in females.

As egalitarian males and females have shared roles and responsibilities so it can be anticipated that they face certain problems and difficulties. According to Sekaran (as cited in Vanyperen & Bunnk, 1991) they are faced with five major dilemmas: 1) the role overload dilemma that is because of partners being involved in different roles such as spouses, parents, jobholders, friends, relatives etc.; 2) the identity dilemma that is result of confusion between culturally learned roles and acquired roles; 3) the role-cycling dilemma faced by the couples who are career oriented and have different priorities at different stages of life; 4) the social

network dilemmas that is result of the limited free time for interacting with others socially; and 5) the normative dilemmas faced as a result of environmental restrictions.

On the other hand if men of the family possess more traditional gender role attitude this may cause more stress on women if they pursue a career or get into education. In that case they have to perform multiple roles with less support from the husband and may experience strain. It is supported by the research findings that performing multiple roles lead to role conflict that is dominant contributor in causing strain. Moreover if the husbands had more modern and liberal gender role attitudes their wives experiences less strain (Rowlands, 2010). It is also suggested that males at dominating roles and females performing powerless roles may lead to stress. It is manifested by the community survey of psychiatric epidemiology in New Haven examining the relationship of sex-role expectations and power to rates of psychological distress. The results suggested that people who occupied powerful roles had low level of distress, irrespective of whether they followed the role expectations or deviated from that. However, the occupant of powerless role faced distress when deviated from sex-appropriate behavior. These findings suggested that sex differences in distress may be due to differences in power and role expectations (Horwitz, 1982).

So when an individual is getting higher education along with fulfilling other multiple responsibilities it is very important that how the person him/herself and also the family displays the gender role attitudes. Whether these attitudes are contributing in a positive way in relieving him/her from stress or adding further to increase pressures and strains.

Rationale of the Study

In Pakistani society the expected gender role of a male is to earn for the family, to look after all the financial matters and to carry out all the responsibilities outside home. The expected gender role of a female is to do all the domestic chores and perform all the tasks

inside home including to look after the children as well as the elderly people at home as they are solely dependent on the active female member of the family. These perceived gender roles and responsibilities might act as hindrance once further education is pursued. While academic stress is quite commonly experienced across all levels, although higher levels are more challenging. From the literature review it has become obvious that levels of stress are on the increase amongst the higher education student population. However previous researches have focused on specific educational/ academic domains as nursing (Prymachuk & Richards, 2007; Lo 2002), management (Jogaratnam & Buchanan, 2004), law and social work (Dzieglewski, Turnage, & Roest-Martl, 2004) and psychology (Michie, Glachan, & Bray, 2001; McCarthy, Moller, & Fouladi, 2001; Hughes, 2005). Hence generalization upon explored/ identified facts remain limited. Therefore the present research is focussed on exploring the strains of married students getting higher education irrespective of their subject fields. In our society possessing the Eastern culture when one gets married, either the male or the female, his/her responsibilities are multiplied in terms of more family commitments. More responsibilities are expected to be fulfilled by a married individual as compared to the unmarried one. Thus, when a married male or female opts for higher education the load of responsibilities is further added. Being a male he is the breadwinner so he has to do job moreover he has to look after all the public dealing matters as well and additionally he has to focus on the studies. Similarly being a female she has to look after the children, she has to take care of each member of the family regarding food, clothing, washing, cleaning, taking care of any sick member of the family as well as the elderly people in the family if any. Along with all these domestic and social responsibilities these married students have to compete academically as well. Such burden and stress of multiple tasking leads to strain that is manifested at behavioural, psychological and physiological level. While this strain might hamper the performance of the individual, therefore everyone needs some resources to

combat with such strain. Hence in present research it is aimed to study the strains married students face when they are performing their specified gender roles along with fulfilling the academic requirements and what personal resources these married students possess which they utilize to deal with that strain; either in the form of recreation, self-care, social support or cognitive coping. Therefore the present research will provide a framework for providing professional help to married students in order to manage their strain.

Moreover review of literature has shown that perception of role responsibility determines the strain. These perceptions or gender role attitudes are learned through the process of socialization. Either the individuals possess traditional attitudes or egalitarian attitudes, determines how he/she perceives and performs his/her roles. More traditional attitudes depict more discrete demarcation of male and female responsibilities without sharing each other's burden. Whereas more liberal/egalitarian attitudes represent much flexibility in performing and sharing different role responsibilities. So in this study it will also be evaluated what gender role beliefs these married students have and how these beliefs contribute in minimizing or intensifying the strain of the students who have to perform these roles in addition to get the education and face the stress and strain of academic nature as well. Thus this study might provide guidance about adopting flexible gender role attitudes to enable married students to cope with strains.

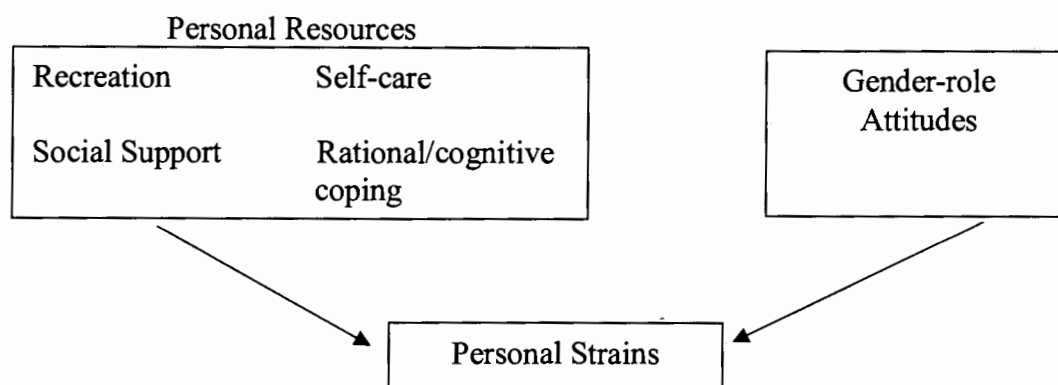


Fig. 1. Conceptual Model

METHOD

CHAPTER II

METHOD

Pilot Study

Three instruments were used in present research i.e. Gender Role Attitudes Scale (Baron & Prasad, 1996), Personal Resources Questionnaire and Personal Strain Questionnaire (Osipow, 1998). A pretesting was carried out to check whether items were appropriate. Two items of Personal Strain Questionnaire and Personal Resources Questionnaire were changed according to Pakistani culture. Item no. 33 of Personal Strain Questionnaire i.e. "I find myself drinking a lot, lately", (Appendix D) and item no. 13 of Personal Resources Questionnaire i.e. "I avoid excessive use of alcohol", (Appendix E) were replaced with culturally suitable terms. As use of alcohol is not appropriate and common in Pakistani culture and people usually take tea/coffee to relieve fatigue. So the word "tea/coffee" was substituted for alcohol. Then these scales were administered on a sample of 30 respondents. Each of the respondent was particularly asked about that substitution of the words. All of the respondents reported and agreed that the word tea/coffee is suitable in place of alcohol according to Pakistani culture. After getting the responses the reliability of the scales was calculated. For Personal Strain Questionnaire it was .90 and for its subscale i.e. physical strain, in which that particular item is changed, reliability was .79. Similarly for Personal Resources Questionnaire reliability was .88 and the subscale (self-care) of Personal Resources Questionnaire that included that particular altered item had reliability .77. This showed that after carrying out required alteration both of the scales and their subscales were sufficiently reliable to be used for present research.

Main study

Objectives

- To identify the nature of personal resources, gender role attitudes and personal strains of married students getting higher education.
- To study the relationship of personal resources and gender role attitudes with personal strains of married students getting higher education.
- To investigate the gender difference with respect to personal resources, gender-role attitudes and personal strain.
- To study the relationship between study variables (personal resources, gender role attitudes and personal strain) and demographic correlates (employment status, family system and parental status).

Hypotheses

- There is a negative relationship between personal resources (recreation, self-care, social support, cognitive coping) and personal strains of married students getting higher education.
- There is a negative relationship between gender role attitudes and personal strains of married students getting higher education.
- There is difference between married male and female students with respect to personal resources, gender role attitudes and personal strains.
- There is difference among different demographic variables (employment status, family system, parental status) with respect to personal resources, gender role attitudes and personal strains.

Operational Definitions of the Variables

Personal resources. For present research personal resources were defined as the extent to which the individual makes use of and derives pleasure and relaxation from regular recreational activities, engages in personal activities to reduce stress, feels support from those around oneself and uses cognitive skills to alleviate stress (Osipow, 1998).

Gender role attitudes. In present study gender role attitude was defined as attitude of an individual about differences in the suitability of males and females for various roles and about gender equality and inequality (Baron & Prasad, 1996).

Personal strains. For the present research personal strain was defined as the extent to which the individual is experiencing problems in work quality or output, has complains about physical illness or poor self-care habits, the extent of disruption in interpersonal relationships and psychological and emotional problems being experienced by the individual (Osipow, 1998).

Sample

The sample was selected by purposive sampling technique. It included 147 married students enrolled at higher education level i.e. MS/ M.phil. and Ph. D. In the selected sample of married students 64 were males and 83 females.

Inclusion criteria. The selected sample included married male and female students who were married for at least 12 months. Individuals with children or without children both were included. The minimum age limit was 22 years. All the selected students were already

enrolled as regular students of MS/M. Phil or Ph. D. program in institutions of Rawalpindi/ Islamabad.

Exclusion criteria. The students married for less than 12 months, private students as enrolled in distant learning education system and those who recently finished their studies were not included in the sample.

Instruments

Demographic data sheet. Demographic sheet included the information regarding age, gender, level and program of study, semester, duration of previous completed degree, occupation of the respondent if any, duration of employment, duration of marriage, type of family system, education and occupation of spouse and number of children.

Personal strain questionnaire (Osipow, 1998). Personal strain questionnaire (Osipow, 1998) was used to measure personal strains. It is an effective measure based on the theoretical model that integrates the stress, the resultant psychological strains and coping resources. This model describes that stress and strain are moderated by the coping behaviours. Personal Strain Questionnaire (PSQ) measures four dimensions of strain i.e. psychological strains, interpersonal strains, vocational strain and physical strains. Total number of items covering all four dimensions in personal strain questionnaire is 40 as there are ten items in each of the four subscales. The alpha reliability of the scale is .90. Responses are recorded using a 5-point scale with 1 for rarely true, 2 for occasionally true, 3 for often true, 4 for usually true and 5 for true most of the time, with which an item applies to the respondent. A high score depicts greater levels of strain. The four subscales are as following:

Psychological strain (PSY). Psychological strain refers to the person's ability to adjust psychologically and emotionally. This scale measures the extent of psychological and emotional problems an individual experiences.

Interpersonal strain (IS). Interpersonal or behavioural strain is the disruption in interpersonal relationships which the individual experiences. This scale measures the extent of disruption in interpersonal relationships. These behaviours may include withdrawal, isolation, anger and irritability towards others.

Vocational strain (VS). Vocational strain includes the work attitude and the degree to which an individual has difficulty doing quality work. This scale measures the individual's attitude towards work and the extent to which the individual is having problem in work quality and output.

Physical strain (PHS). Physical strain scale measures complaints about physical illness or poor self-care habits, which the individual may exhibit. Physical strains may include the manifestation of mental or emotional conflict or other health implications including sleep and eating disorders, cardiovascular diseases and substance abuse etc.

Personal resources questionnaire (Osipow, 1998). Based on the same model that integrates stress, strain and coping the Personal Resource Questionnaire was developed (Osipow & Spokane, 1987) and revised by Osipow (1998). According to this model stress and strain experienced by an individual is moderated by the available coping resources. Four sets of moderating, or coping behaviours were defined in the Personal Resources

Questionnaire. The personal resources questionnaire (PRQ) is composed of 40 items in four subscales consisting of ten questions in each of the four domains i.e. recreation, self-care, social support and rational/cognitive coping. It measures the coping mechanisms utilised by the subject. Alpha reliability of the scale is .93. It is composed of five-point Likert scale items where 1 is for rarely true, 2 for occasionally true, 3 for often true, 4 for usually true and 5 for true most of the time. The greater score depicts greater resources available to the respondent.

Following are the subscales:

Recreation (RE). Recreational activities are source of satisfaction that provide a distraction from stressful events. This scale measures the extent to which an individual derives pleasure from regular recreational activities and get relaxation by doing the things they enjoy in their spare time.

Self-care (SC). This scale measures the extent of individual's involvement in healthy activities that reduce or relieve from stress. These activities may include regular sleep, healthy diet, regular exercise, avoidance from harmful substances like drugs, tobacco, coffee etc.

Social support (SS). The social support scale refers to the relationships with family and friends and other social groups. It measures the extent to which the individual feels support and help from others around him/her. This support may include help in doing home-based chores or other important tasks or feeling close to someone with whom one can share his/her problems and issues etc.

Rational-cognitive coping (RC). This scale measures the extent to which the individual possesses and uses the cognitive skills to combat stress. These cognitive skills may include the ability to reduce stress through the effective management of time and effort, a systematic approach to problem solving, setting priorities and to reorganise ones work schedule where required etc.

Gender role attitude, beliefs and principles scale (Baron & Prasad, 1996).

Gender Role Attitude, Beliefs and Principles scale was used to measure gender role attitudes. For development of this scale validation data was provided based on student subjects from several cultural backgrounds. The scale is divided in three sections or sub scales i.e. policy items, belief items and moral items. The items are grouped together so that each scale can be used on its own as each sub scale is sufficiently reliable as having reliability of policy scale .96, belief scale .90 and moral scale .73. For the present research belief scale containing 22 items was used. Responses are rated on a scale of 1 to 5, where 1 refers to “strongly agree”, 2 for “moderately agree”, 3 for “neutral”, 4 for “moderately disagree”, and 5 for “strongly disagree”. High scores indicated more liberal beliefs.

Procedure

The data was gathered by approaching the individuals i.e. married students currently enrolled and studying at different higher education institutes of Rawalpindi and Islamabad. The sample was selected through purposive sampling. Only those respondents were selected who fulfilled the inclusion criteria. The respondents were briefed about the purpose of the research and consent for willingness to participate was taken in advance. They were assured about the confidentiality of the information they provided. After getting the demographic information, three scales i.e. gender-role attitude, beliefs and principles scale (Baron &

Prasad, 1996), personal resources questionnaire (Osipow, 1998) and personal strain questionnaire (Osipow, 1998) were administered one by one. The respondents were briefed how to record their responses on each of the scale. After collecting the required data it was statistically analysed.

Statistical Analysis

Correlation was calculated to see the relationship between Personal Resources Questionnaire and its subscales as well as between Personal Strain Questionnaire and Gender Role Attitudes Scale. T-test was calculated to see the differences regarding employment status, parental status and family system with reference to Personal resources, gender role attitudes and personal strains.

RESULTS

RESULTS

Table 1

Alpha Reliability of Personal Strain Questionnaire, Personal Resources Questionnaire and Gender Role Attitude Scale (N=147)

<i>Scales</i>	<i>No. of Items</i>	<i>Alpha Reliability</i>
Personal Resources Questionnaire	40	.91
Gender Role Attitude Scale	22	.92
Personal Strain Questionnaire	40	.91

Table 1 illustrates the alpha reliability of the scales used in the study. Alpha coefficient of .91 for Personal Resources Questionnaire (PRQ), .92 for Gender role Attitude Scale and .91 for Personal Strains Questionnaire (PSQ) shows that all the scales are highly reliable.

Table 2*Demographic description of the sample (N=147)*

Demographic variables	<i>F</i>	%
Gender		
Males	64	43.5
Females	83	56.5
Employment Status		
Unemployed	41	28.0
Employed	106	72.0
Family System		
Nuclear	56	38.0
Joint	91	62.0
Parental Status		
Non Parents	36	24.5
Parents	111	75.5

Table 2 represents the demographic distribution of the sample. The sample comprised of 43.5% males and 56.5% females. In this sample of married students 28% are unemployed while 72% are employed. As the table shows 38% of the respondents belong to nuclear family system whereas 62% belong to joint family system. Almost 25% of married students do not have children while 76% have children.

Table 3

Correlation matrix of Personal Resources Questionnaire, its subscales Recreation, Self-Care, Social Support, Rational/Cognitive Coping and Personal Strain Questionnaire (N=147)

Scales	1	2	3	4	5	6
PRQ	-	.65**	.76**	.75**	.84**	-.48**
RE	-	-	.59**	.17*	.41**	-.12
SC	-	-	-	.33**	.48**	-.31**
SS	-	-	-	-	.59**	-.46**
RC	-	-	-	-	-	-.47**
PSQ	-	-	-	-	-	-

*Note: PRQ= Personal Resources Questionnaire, RE = Recreation, SC= Self-care, SS= Social Support, RC= Rational/Cognitive Coping, PSQ= Personal Strain Questionnaire **p<0.01*

Table 3 describes the relationship between Personal Resources Questionnaire, its subscales i.e. Recreation, Self-care, Social support, Rational coping and Personal Strain Questionnaire. It is evident from the table that there is significant negative correlation between Personal Strain Questionnaire and subscales of Personal Resources Questionnaire except for subscale i.e. Recreation. Moreover there is statistically significant negative correlation between Personal Resources Questionnaire and Personal Strain Questionnaire. Hence the first hypothesis is partially supported as personal resources, social support, self-

care, rational coping and personal strain are negatively correlated significantly while there is non-significant correlation between subscale of recreation and personal strain.

Table 4

Correlation matrix of Personal Resources Questionnaire, Gender Role Attitude Scale and Personal Strain Questionnaire (N=147)

Scales	1	2	3
PRQ	-	.00	-.48**
GRAS	-	-	-.15
PSQ	-	-	-

*Note. PRQ= Personal Resources Questionnaire, GRAS= Gender Role Attitude Scale PSQ=Personal Strain Questionnaire **p<0.01*

Table 4 depicts the correlation between Personal Resources Questionnaire, Gender Role Attitude Scale and Personal Strain Questionnaire. It is obvious from the results that significant relationship exists between Personal Resources Questionnaire and Personal Strain Questionnaire. However there is non-significant correlation between Gender Role Attitude Scale and Personal Strain Questionnaire. Thus the second hypothesis stating that there is positive relationship between gender role attitudes and personal strains, is not supported by the results of the present study.

Table 5

Multiple Regression to study the impact of Personal Resources and Gender Role Attitudes on Personal Strains (N=147)

Variables	Personal Strains	
	B	Model 1 95 % CI
Constant	152.69***	[134.10, 171.29]
Personal Resources	.46***	[0.59 , 0.32]
Gender Role Attitudes	.19*	[0.37 , 0.00]
R ²	0.25	
F	24.28***	

*Note. B= Unstandardized Coefficient, CI = confidence interval, *p<.05, ***p<.001*

Table 5 shows regression analysis to study the predictive value of personal resources and gender role attitudes on personal strains of married students. The table illustrates that personal resources ($\beta = .47$, $t=6.64$, $p< .01$) and gender role attitudes ($\beta = .14$, $t=2.06$, $p< .05$) are significant predictors of personal strains. The value of R^2 shows that 25% of variance is accounted for personal strains by both personal resources and gender role attitudes. The above stated prediction is significant at F (24.28) and $p< .001$.

Table 6

Means, standard deviation and t-values of Personal Resources Questionnaire, Gender Role Attitudes Scale and Personal Strain Questionnaire by Gender (N=147)

Scales	Gender				<i>t</i>	<i>p</i>	95% CI		Cohen's <i>d</i>
	Males		Females				LL	UL	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>					
	<i>n</i> = 64		<i>n</i> = 83	(145)					
PRQ	117.59	22.51	107.64	18.94	2.90	.00	3.19	16.71	.48
GRAS	51.31	13.15	59.08	17.03	3.02	.00	-12.85	-2.68	.51
PSQ	90.77	22.84	90.14	18.32	.18	.85	-6.08	7.33	.03

Note. PRQ= Personal Resources Questionnaire, GRAS= Gender Role Attitude Scale PSQ=Personal Strain Questionnaire

Table 6 represents the results of t-test for comparing gender based mean differences on Personal Resources Questionnaire, Personal Strain Questionnaire and Gender Role Attitudes Scale. It is evident that there is a significant difference ($p < .01$) between male and female married students on personal resources ($t = 2.90$, $p = .00$) and gender role attitudes ($t = 3.02$, $p = .00$). However there is no significant difference between male and female married students on personal strains ($t = .18$, $p = .85$). Thus these results partially support the third hypothesis i.e there is difference between married male and female students with respect to personal resources, gender role attitudes and personal strains.

Table 7

Means, standard deviation and t-values of Personal Resources Questionnaire, Gender Role Attitudes Scale and Personal Strain Questionnaire by Employment Status (N=147)

Scales	Unemployed <i>n</i> =41		Employed <i>n</i> = 106		<i>t</i> (145)	<i>p</i>	<u>95% CI</u>		Cohen's <i>d</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>			<i>LL</i>	<i>UL</i>	
	PRQ	110.56	22.03	112.52			20.79	.50	
GRAS	59.39	16.39	54.27	15.53	1.76	.08	-.61	10.85	.32
PSQ	89.63	21.74	90.72	19.87	.28	.77	-8.50	6.33	.05

Note. PRQ= Personal Resources Questionnaire, GRAS= Gender Role Attitude Scale PSQ=Personal Strain Questionnaire

Table 7 describes the results of t-test to compare mean differences on Personal Resources Questionnaire, Personal Strain Questionnaire and Gender Role Attitudes Scale with respect to employment status. It is evident that there is no significant difference between unemployed and employed married students with respect to personal resources ($t=.50$, $p=.61$), gender role attitudes ($t=1.76$, $p=.08$) and personal strain ($t=.28$, $p=.77$).

Table 8

Means, standard deviation and t-values of Personal Resources Questionnaire, Gender Role Attitudes Scale and Personal Strain Questionnaire by Family System (N=147)

Scales	Family System				<i>t</i>	<i>p</i>	95% CI		Cohen's <i>d</i>
	Nuclear <i>n</i> = 56		Joint <i>n</i> = 91				<i>LL</i>	<i>UL</i>	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>					
PRQ	112.84	17.21	111.44	23.23	.39	.69	-5.70	8.50	.06
GRAS	55.20	15.54	56.01	16.17	.30	.76	-6.16	4.53	.05
PSQ	94.57	18.80	87.86	20.92	1.96	.05	-.04	13.47	.33

*Note. PRQ= Personal Resources Questionnaire, GRAS= Gender Role Attitude Scale
PSQ=Personal Strain Questionnaire*

Table 8 shows the results of t-test for comparing the mean differences pertaining to family system on Personal Resources Questionnaire, Personal Strain Questionnaire and Gender Role Attitudes Scale. It is obvious from the results that there are no significant differences among married students with reference to family system on personal resources ($t=.39$, $p=.69$), gender role attitudes ($t=.30$, $p=.76$) and personal strain ($t=1.96$, $p=.05$).

Table 9

Means, standard deviation and t-values of Personal Resources, Gender Role Attitudes and Personal Strains by parental status (N=147)

Scales	Non parents <i>n</i> =36		Parents <i>n</i> = 111		<i>t</i> (145)	<i>p</i>	<u>95% CI</u>		Cohen's <i>d</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>			<i>LL</i>	<i>UL</i>	
	PRQ	114.56	22.42	111.14			20.67	.84	
GRAS	50.97	9.22	57.23	17.27	2.07	.03	-12.21	.30	.45
PSQ	83.75	18.22	92.58	20.59	2.29	.02	-16.42	1.22	.45

Note. PRQ= Personal Resources Questionnaire, GRAS= Gender Role Attitude Scale PSQ=Personal Strain Questionnaire

Table 9 represents the t-test to compare the mean differences on Personal Resources Questionnaire, Personal Strain Questionnaire and Gender Role Attitudes Scale regarding parental status of married students. It is apparent from the results depicted in the table that there is no significant difference on personal resources ($t=.84$, $p=.40$) between married students whether they are parents or nonparents. However significant difference exists in gender role attitudes ($t=2.07$, $p=.03$) and personal strains ($t=2.29$, $p=.02$) between parents and nonparents.

DISCUSSION

CHAPTER IV**DISCUSSION**

In the present research the relationship of personal resources, gender role attitudes and personal strains of married male and female students was investigated. In this modern era of competition for excellence in various fields of life, stressors and hence the strains have increased. However usually depends upon the availability and mode of utilization of different coping resources how the individuals deal with these strains. More the resources are available better the person is able to handle with the stressors and strain. At personal level one may use the resources like recreation, self-care, social support and cognitive coping to reduce the strain. This study particularly focussed on personal resources and strain of married students. As per review of literature it became evident that strain on students due to academic demands and requirements is usually prevalent. This magnitude of strain is increased when the students have to carry out other duties and fulfil demands of expected roles along with their academic performance. Thus married students fulfilling the roles as functional members of the family as well as competing for academic achievement bear more strain due to multiple roles. Moreover gender role attitudes play role in strain. As if the gender role attitudes are more traditional then males and females have to fulfil their responsibilities that are being devised by the society i.e. males would perform their breadwinner role whereas females have to fulfil all domestic responsibilities without sharing them with each other. While if the individual has more egalitarian beliefs about these roles then roles and responsibilities are shared, role overload is decreased so the strain is also reduced. Hence present study intended to investigate the relationship of personal resources and gender role attitudes with personal strains of married students pursuing higher studies.

Before finding out the relationship of different variables the reliability of used scales was calculated. The results showed that all of the three scales used in present research are highly reliable as for Personal Strain Questionnaire $\alpha = .91$, for Personal Resources Questionnaire $\alpha = .91$ and for Gender Role Attitudes Scale $\alpha = .92$.

The first hypothesis stating that there is negative relationship between personal resources (recreation, self-care, social support, cognitive coping) and personal strain among married students getting higher education, is partially supported. Data indicated significant negative relationship between overall perceived personal resources and personal strains. Moreover three subscales of personal resources i.e. self-care, social support and cognitive coping are also negatively related with personal strain while only one subscale i.e. recreation was not significantly related with personal strain. This result of significant negative relationship between personal resources and personal strain same as the findings of a research exploring the impact of psychological resources on strain. Its results revealed that psychological resources worked as defence against strain caused by multiple commitments (Ralston et al, 2010). In another study personal resources and personal strains were negatively correlated which illustrated that high levels of coping were correlated with low levels of strain (Jackson, 2004). Additionally enhancing coping resources were the important measures for the remission of strain (Xiao, Wang, Wang & Lan 2005). It is manifested in the present study as well that more the personal resources available the less the strain among married students. It means that almost all the coping resources measured in the present research contribute in coping with the strains these students go through. These include self-care, social support and cognitive coping.

In present research the finding of significant negative relationship between self-care and strain is supported by the previous research (Osipow & Davis, 1998) where high scores on self-care reduced certain stress factors thus strain scores were lowered. The findings are

also supported by another research that giving time to one self, proper arrangement of time and sufficient sleeping are important strategies to reduce strain (Xiao et al. 2005). Through these self-care strategies an individual involves in activities to care about one self that alleviate strain.

Moreover result of significant negative relationship between social support and personal strains explored in the present research is same as Amatea and Fong (1991) posited that more the individual has the personal control and social support available lower is the strain. Other researches have also explored a negative relationship between social support and strain (Colvin, Cullen, & Vander Ven, 2002). And concluded that help and assistance provided by the people around moderates the effects of strain (Robotham, 2008). Through this social support an individual relates to members of the family, friends and other people in surrounding environment and workplace. Acknowledgment and help by the co-workers and seniors act as a significant social support factor (Kalimo, Pahkin, & Mutanen 2002). More the person has people around to be available to talk to them about ones problems, the more it is cathartic for the individual that reduces strain. Support from the families is proved to be the best support for nontraditional students (Kirby, Biever, Martinez, & Gomez, 2003). Especially if the individual has some intimate relationship. In case of married individuals they have close relationship with spouse so they can share their problems with them hence their strain is less. As it has been explored in previous studies that married persons in general are more satisfied and experience less stress than single or divorced individuals (Cargan & Melko, 1982). All these researches are in support of the findings of present sample of married students as there is negative relationship between social support and strain. This social support may also be in the form of help in domestic tasks and other important responsibilities at work. In this way the burden of varied responsibilities on the person is shared that lowers the workload hence it helps in reducing strain. In present sample the negative relationship

between social support and strain depicts that the married students have social support available in the form of discussing their problems related to work or studies or sharing the responsibilities and important tasks with significant others around them. Thus enabling them to cope with strain.

In addition to self-care and social support, another significant negative relationship between rational/cognitive coping and personal strains have been explored in present study. This result is similar to the previous research findings (Clark, Michel, Early & Baltes, 2014). By using this rational coping the individual is able to set priorities, to concentrate on work, can identify the important elements of encountered problems and uses systematic approach to solve the problems. The negative relationship of cognitive coping and strain in present sample of married students manifests that they use this resource also to combat the strains that they bear due to their role overload and multiple responsibilities. Utilizing these personal resources enables them to alleviate strain thus enhance their performance in enacting different roles at home, work and academic setting.

Although self-care, social support and cognitive coping are significantly related to personal strains, however the results of present research prove a non-significant relationship between recreation and personal strains. The reason for this may be that in the present sample all the respondents are married and mostly have children so being parents their priorities are changed. It is also proved by the earlier research that parents scored lower on recreation than nonparents (Trivette, 1993). Most of the time of the parents is spent fulfilling the requirements of family and children and very less time is left for personal recreational activities. As all the respondents are married as well as students, so their workload is much more as compared to the unmarried students or their married counterparts who are not students. Therefore these respondents showed less involvement in recreational activities and

therefore non-significant relationship between recreation and strain is shown in results of data of present research.

Another finding of the present research illustrated a non-significant relationship between gender role attitudes and personal strains. Therefore second hypothesis postulating the significant negative relationship between gender role attitudes and personal strain is not supported. In previous researches relationship between type of attitudes and role strain is explored as if the person has more egalitarian attitudes he/she performs acquired modern roles in addition to the already prescribed traditional roles thus have to bear the role overload that leads to strain (Vanyperen & Bunnk, 1991). However the results of present study are different than such previous findings. Two explanations may be given in this regard i.e. Marks theory and expansion model. It was postulated by Marks (1977) that role strain is affected by the commitment to role hence more commitment to performed roles is associated with less strain and less commitment to a role leads to more strain. As in one of the research by Hemmelgard and Laing (as cited in Osipow, 1998) the results showed that women who scored higher on maternal identity scored lower on role strain. Thus if the individual is committed to certain roles being performed, he/she devotes more time and energy for that and gets satisfaction through this. This satisfaction increases the energy and resources thus reduce strain. Another explanation is expansion model that states that if the person gets achievement in certain roles it reduces strain and role conflict. Different studies support this model e.g. holding more roles is associated with less psychological distress (Thoits, 1983). Other comparative studies with students illustrated either less stress for married students (performing more roles than unmarried ones) or no difference between married and unmarried students (Munson, 1984). Moreover performance of employed students is same or better than unemployed students (Ma, 1984). Briefly it can be deduced that different roles compensate for role overload as if the person gets achievement and satisfaction in certain

roles it reduces the stress and strain. More the roles being performed is related with less strain (Amatea & Fong, 1991). Thus the result of the present study i.e. a non-significant relationship between gender role attitudes and strain depicts that although the respondents are performing multiple roles as parents, spouse, student and most of them are also employed, but they are committed to their varied roles. Their feeling of achievement gives them satisfaction. Hence their gender role attitude is not related to strain significantly.

In order to explore the contribution of personal resources and gender role attitudes in predicting personal strains, regression analysis was worked out. The results revealed that personal resources significantly predicted the personal strain. This finding of the present research is similar to the results of earlier researches that explored the predictive value of personal resources for strain. A research studying the personal resources as predictor of strain illustrated that personal resources were significant predictors for strain (Amatea & Fong, 1991). Another research conducted by Decker and Borgen (1993) revealed that personal resource and stress predicted 57% of variance while Fogerty et al. (1999) explored 55% of variance of personal resources in predicting strain. Thus strength of personal resources predicted the level of strain hence personal resources have been proved to contribute considerably in reducing strain (Kalimo, Pahkin, & Mutanen, 2002). This similarity of findings of present study with earlier researches illustrates that availability and utilization of personal resources for the present sample of married students predicts the intensity of strain i.e. more the available resources and effectively they utilize these resources, lesser the personal strain is expected.

The third hypothesis testifying gender differences with respect to personal resources, gender role attitudes and personal strains is partially supported by the results of present research. There is significant difference between male and female married students with reference to personal resources and gender role attitudes. By comparing the mean score of

males and females on personal resources it is obvious that males score higher on personal resources than females. On the other hand females have higher mean score on Gender Role Attitudes Scale (GRAS), than males. As higher scores on the scale depict more liberal beliefs, so female respondents are more liberal in these beliefs while males have more traditional attitudes. This finding is same as the results of previous researches. As in a research by Gonzalez (1982) regarding the attitudes towards gender roles, males showed more traditional attitudes. Similarly the results of another study, examining family and work predictors of psychological well-being, suggested that males had more inclination towards familialism than females (Amaro, Russo & Johnson, 1987). Additionally same were the results of research by Cobin and Brush (1991) showing that males were more likely than females to hold traditional attitudes toward gender and parental roles. A more closely related research on graduate and undergraduate students regarding family and career roles revealed that males held more traditional views about gender roles relative to both career and family than females (Gowan and Treviño, 1998). The similarity of the results of previous researches with the results of the present study show that although in the present modern era the attitude of males have inclined towards egalitarian approach however, as compared to females they still hold more traditional views specifically related to work and family roles. Therefore, although modern males help females in their household responsibilities but still overall working married females spend more time in household activities than their husbands moreover women spend more time in child care and household activities than men (Zimmerman, 2011). These findings suggest that even after sharing by males in household activities and by females in earning, the burden of responsibilities is still more on women than men. Same is in Pakistani cultural context that males have to do work outside home and their working hours are specified. On the other hand females have to do home tasks the whole day without any vacation or break. They perform these duties even when they are employed at high status or managerial posts (Apostal &

Helland, 1993; Demo & Acock, 1993; Jamieson, 1998). In present sample females are studying at MS or Ph.D level. Alongside the academic stressors, being married they have to perform domestic duties and look after the children as well. Thus they do not get much time available for their own self-care or recreational activities that may contribute considerably as personal resources. Consequently females' mean score of resources is less than males.

Additionally results also revealed a non-significant difference between married male and female students with respect to personal strains. This finding is similar to the results of various previous researches (Afza, Mujtaba & Habib, 2011; Thompson, Kirk-Brown, & Brown, 2001; Watson, 2002). In the context of the present sample it may be explained in terms that both male and female respondents are at the same level of education and both are married. Hence their stresses and strains are similar in terms of their duties, responsibilities and academic pressures. Thus there is no gender difference regarding personal strain in the present sample.

Certain demographic variables are also analysed with reference to study variables i.e. personal resources, gender role attitudes and personal strains. The results illustrated a non-significant difference between employed and unemployed married students regarding personal resources, gender role attitudes and personal strains. It depicts that both employed and unemployed married students utilize similar personal resources, have almost same gender role attitudes, and encounter personal strains almost equally. The reason may be that although their employment status have been asked however there is possibility that employed students have taken study leave due to which they do not have to bear the responsibility of job hence their strains are of same level as of unemployed students. There is also no difference in personal resources, gender role attitude and personal strains of married students belonging to joint and nuclear family system. One of the explanations for these findings may be that both type of family system have pros and cons. If in joint family system there is responsibility of

Hyde, 2010). The findings of the present research are similar to the results of these previously conducted researches. Hence it is illustrated that married students who are parents have more egalitarian beliefs as well as they bear more strains as compared to non-parents.

Conclusion

Present research concluded that married students enrolled at higher education level utilize certain personal resources as coping strategies to alleviate strain that is caused by various stressors in the form of academic requirements, domestic responsibilities and employment demands. Although no difference exists in personal strains of males and females yet male married students are found to utilize more personal resources as compared to females to alleviate strain. Additionally males are more inclined to traditional gender role attitudes while females have more egalitarian attitudes. However these gender role attitudes are not related to personal strains. Moreover married students being parents bear more strains than married students who do not have children.

Limitations

Like every research, present research also has some limitations that are as follows:

- Although the relationship of personal strain with personal resources and gender role attitudes is explored precisely, however types of strains faced by married students can be identified for an extensive analysis.
- Relationship of all subtypes of personal resources is identified while there could be some more in depth analysis addressing the frequency/intensity of each type of resource being utilized by married students.
- Gender differences regarding overall strains, resources and gender role attitudes have been investigated whereas types of resources being utilized by male and female married

students can be explored.

Recommendations

Keeping in view the limitations of the present research following are some recommendations for future research:

- In future research gender role attitudes of spouses of married students and relationship of their attitudes with strains of married students may be explored.
- Moderating effect of certain variable e.g. commitment to various roles, may be explored in personal resources and personal strain relationship.
- Keeping in view the limitations of the present study types of strains and gender differences with respect to types of personal resources may be investigated in further detail.

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ANNEXURE-A

Annexure - A

The following questionnaires are part of MS (Psychology) research being carried out at Department of Psychology International Islamic University, Islamabad. These questionnaires are required to be filled by MS and Ph. D scholars. The purpose is to study the attitudes and strains of students getting higher education. You are requested to provide your responses on all the items. It is assured that the information you provide would be kept confidential and would be used only for research purpose.

Your cooperation is acknowledged in this regard.

ANNEXURE -B

1

1

1

Demographic Data Sheet

1. Gender: Male/ Female

2. Age: _____

3. Educational Level (Current): (i). MS (ii). Ph.D

4. Program/Subject: _____

5. Semester: _____

6. Year of Completion of terminal/ previous degree: _____ (mention year)

7. Occupation (if Currently Employed): _____

8. Duration of Employment: _____

9. Total Family income (monthly): _____

10. Duration of Marriage: _____ Years

11. Family Type: Nuclear / Joint

12. Nature of Marital Relationship: (choose any one option)

(i). Intact (living with spouse)

(ii). Spouse Deceased/ Divorced/ Separated

12 (i). If marital relationship intact then (choose one option)

(a). Spouse residing with you

(b). living in other city

(c). living abroad

12 (i) b. If your spouse living in other city then after how long does your spouse visit home?

(mention duration) _____

12 (i) c. If your spouse living abroad then after how long does your spouse visit home?

(mention duration) _____

12 (ii). If Divorced/ Separated/ Spouse deceased Then mention,

Duration of Divorce/ Separation/ Death of Spouse: _____

13. Education of Spouse: _____

14. Occupation of Spouse: _____

15. Number of Children: _____

16. Children living with you: Yes/ No

17. Ages and Gender of Children (from eldest to youngest): (i). _____

(ii). _____ (iii). _____ (iv). _____

(v). _____

ANNEXURE-C

TEST APPLICATION FORM

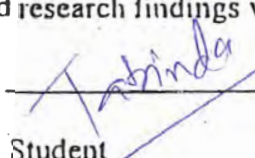
Name of Applicant Tabinda Jabeen
 Name of Supervisor/Professor Dr. Uzma Masroor
 Institution / Department Department of Psychology Islamic International University Islamabad.
 Test Required: (title, year, author, edition, and publisher):
Occupational Stress Inventory Form (PRO & PSO)
 Purpose: Research / Teaching / Clinical Assessment / Any other _____
 Topic of research / teaching Personal Resources, Gender Role Attitudes and Personal Strain among married students.
 M.Sc./M.Phil./Ph.D./M.S./Diploma/Any other: _____

Undertaking

This is hereby specified that the above mentioned information is correct. I applied for the above mentioned scale after appropriate research and consultation with my supervisor. I am convinced that this Test/Videos/Resource Material is especially relevant to my work. I also understand that I have to follow the copy rights requirements of the test developers and will not violate the ethics of research at any moment. This work is the intellectual property of the author / publisher. No part of this test may be reproduced or photocopied or disseminate or to republish without written permission from the author / publisher. I am also under obligation to share my data and research findings with the T.R.C of NIP.



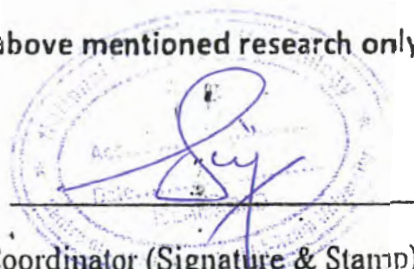
 Supervisor/Professor



 Student

 Practitioner

Permission granted for the above mentioned research only



 Coordinator (Signature & Stamp)

Test Resource Centre

National Institute of Psychology, Quaid-i-Azam University

ANNEXURE-D

Instructions

Read each statement carefully. For each statement mark the option with the number which fits you best.

1. Rarely or never
2. Occasionally true
3. Often true
4. Usually true
5. True most of the time

Note: Mark only one option for each statement. Be sure to rate all of the statements for each section you are asked to complete. **DO NOT ERASE!** If you need to change an answer, make an "X" through the incorrect response and then mark the correction option.

PERSONAL STRAIN QUESTIONNAIRE

S.No.		Never	Occasionally	Often	Usually	Mostly
1.	I don't seem to be able to get much done at work.					
2.	I dread going to work, lately.					
3.	I am bored with my work.					
4.	I find myself getting behind in my work, lately.					
5.	I have accidents on the job of late.					
6.	The quality of my work is good.					
7.	Recently, I have been absent from work.					
8.	I find my work interesting and/or exciting.					
9.	I can concentrate on the things I need to at work.					
10.	I make errors or mistakes in my work.					
11.	Lately, I am easily irritated.					
12.	Lately, I have been depressed.					
13.	Lately, I have been feeling anxious.					
14.	I have been happy, lately.					
15.	So many thoughts run through my head at night that I have trouble falling asleep.					
16.	Lately, I respond badly in situations that normally wouldn't bother me.					
17.	I find myself complaining about little things.					
18.	Lately, I have been worrying.					
19.	I have a good sense of humour.					
20.	Things are going about as they should.					
21.	I wish I had more time to spend with close friends.					
22.	I quarrel with my spouse.					
23.	I quarrel with friends.					
24.	My spouse and I are happy together.					

25.	Lately, I do things by myself instead of with other people.					
26.	I quarrel with the members of the family.					
27.	Lately, my relationships with people are good.					
28.	I find that I need time to myself to work out my problems.					
29.	I wish I had more time to spend by myself.					
30.	I have been withdrawing from people lately.					
31.	I have unplanned weight gains.					
32.	My eating habits are erratic.					
33.	I find myself drinking(tea/coffee) a lot lately.					
34.	Lately, I have been tired.					
35.	I have been feeling tense.					
36.	I have trouble falling and staying asleep.					
37.	I have aches and pains I cannot explain.					
38.	I eat the wrong foods.					
39.	I feel apathetic.					
40.	I feel lethargic.					

ANNEXURE-E

PERSONAL RESOURCE QUESTIONNAIRE

S.No.		Never	Occasionally	Often	Usually	Mostly
1.	When I need a vacation I take one.					
2.	I am able to do what I want to do in my free time.					
3.	On weekends I spend time doing the things I enjoy most.					
4.	Lately, my main recreational activity is watching television.					
5.	A lot of my free time is spent attending performances (e.g. sporting events, theatre, movies, concerts, etc.).					
6.	I spend a lot my free time in participant activities (e.g. sports, music, painting, woodworking, sewing, etc.).					
7.	I spend a lot of my free time in community activities (e.g. scouts, religious, school, local, government, etc.).					
8.	I find engaging in recreational activities relaxing.					
9.	I spend enough time in recreational activities to satisfy my needs.					
10.	I spend a lot of my free time on hobbies (e.g. collections of various kinds, etc.).					
11.	I am careful about my diet (e.g. eating regularly, moderately, and with good nutrition in mind).					
12.	I get regular physical check-ups.					
13.	I avoid excessive use of alcohol/tea/coffee.					
14.	I exercise regularly (at least 20 minutes most days).					
15.	I practice "relaxation techniques".					
16.	I get the sleep I need.					
17.	I avoid eating or drinking things I know are unhealthy (e.g., coffee, tea, cigarettes).					

18.	I engage in meditation.					
19.	I practice deep breathing exercises a few minutes several times each day.					
20.	I set aside time to do the things I really enjoy.					
21.	There is at least one person important to me who values me.					
22.	I have help with tasks around the house.					
23.	I have help with the important things that have to be done.					
24.	There is at least one sympathetic person with whom I can discuss my concerns.					
25.	There is at least one sympathetic person with whom I can discuss my work problems.					
26.	I feel I have at least one good friend I can count on.					
27.	I feel loved.					
28.	There is a person with whom I feel really close.					
29.	I have a circle of friends who value me.					
30.	I gain personal benefit from participation in formal social groups (e.g., religious, political, professional organizations, etc.).					
31.	I am able to put my job out of my mind when I go home.					
32.	I feel that there are other jobs I could do besides my current one.					
33.	I periodically re-examine or reorganize my work style and schedule.					
34.	I can establish priorities for the use of my time.					

35.	Once they are set, I am able to stick to my priorities.					
36.	I have techniques to help avoid being distracted.					
37.	I can identify important elements of problems I encounter.					
38.	When faced with a problem I use a systematic approach.					
39.	When faced with the need to make a decision I try to think through the consequences of choices I might make.					
40.	I try to keep aware of important ways I behave and things I do.					

ANNEXURE-F

Read each statement carefully and provide your response choosing any one of the five options that best describes your point of view about each statement. There are no right or wrong answers.

		Strongly Agree	Moderately Agree	Neutral	Moderately Disagree	Strongly Disagree
1.	If one parent is to care for a child, the child develops better if it is the mother rather than the father.					
2	Boys are naturally better at math and science than girls.					
3	Girls are naturally better at English, social studies, and languages than boys.					
4	Boys are naturally better at most sports.					
5	Boys need sports activities for their psychological development more than girls do.					
6	Boys are naturally better at learning to use computers.					
7	Human beings evolved for women to do the work at home and men to do the work outside of the home.					
8	Men are more capable than women of killing the enemy in war.					
9	Women have more medical problems than men.					
10	Men are better at making decisions about money.					
11	Women are better at making decisions about child care.					
12	Human beings evolved so that men have authority in the family.					
13	It is more difficult for a woman than for a man to stand up on a train or bus.					

		Strongly Agree	Moderately Agree	Neutral	Moderately Disagree	Strongly Disagree
14	Men and women are naturally interested in different topics for conversation.					
15	Men are naturally more concerned than women with matters of the spirit.					
16	Men are naturally better religious leaders than women.					
17	Men are more rational than women.					
18	Human beings evolved so that the man pursues the woman in courtship, not the other way around.					
19	Human beings evolved so that men need more sex partners than women.					
20	Women are better suited than men to child care.					
21	Men are better suited than women to work outside of the house.					
22	Men are better suited for higher education than women.					