

Fighting the Pressures of Gender Inequality

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ABSTRACT

Gender inequality of gender roles places more pressure on married women than married men. Therefore, when married women enter college, they perform lower academically than married men due to the societal pressures of these roles. Surveys have been given to a convenient sample of 2,000 students on a rural Midwestern university campus. The theory this study is based off of is the intersectionality theory by Collins and Bilge. This study will help the leaders of higher education understand the pressures of these women and try to figure out how to provide the proper assistance for them. This can hopefully spread to other college campuses so they can also make the appropriate accommodations to helpful learning resources to these busy students. But, results were inconclusive due to limitation of one location and not very many married students. There also was no correlation between academic success and marital status.

INTRODUCTION

Statement of the Problem

Many college students returning to school find themselves swamped with multiple responsibilities. They may have taken time off to settle down and decided that they really needed to further their education to obtain a better job. When looking at McKendree campus, it seems that most of the married college students enrolled are women. They not only have to worry about their academic success, but also conforming to the traditional gender roles. They are required to do housework, shopping, and caregiving because of the image placed in the media. Some married men are returning to college as well. The men are seen as more dominant and can handle anything.

Some of these married couples may also be in the military. That can take a toll on the family structure because they tend to move around a lot. The military helps pay for their education, but they may be moved to different schools as well. They really have to schedule time for their studies. Women also tend to have a harder time with this because they do not see their kids a lot. Men do miss their kids as well, but try not to express it too much. As we can see, gender expectations seem to be a huge factor. Gender is the expression of a person. This is displayed primarily through the roles they play. The roles typical of women are primarily housework and caregiving. Men are the financial providers and protectors. Would married women have less academic success in college than married men? Due to stress of gender inequality of gender roles in the home, married women will have less academic success than married men.

Significance of the Problem

Understanding all of the roles married college students perform can help the University accommodate to their needs. These married students have so many things to do and are constantly on their minds. To them, family comes before school. Some of the partners are supportive while some just do not understand the need for them to go to college when they are needed at home. If children are in the picture, they tend to want constant attention. Babysitters and daycares are not cheap. These students really have to budget their time as well as their money.

Understanding roles in marriages is very important for the university to understand when handing out assignments and homework. The wives are supposed to practically be a maid in their own home. They are to be nurturing all of the time and be able to do all of the chores at once. The husbands, on the other hand, are seen as able to do everything by working and being dominant in the home as well. They are the handymen. With this in mind, the women should be given a little more slack and offer help at more opportune times for them to give these women a leg up. They have a lot more on their plates. Men can handle the homework. They do have some responsibilities to their job and home. But they have more time to work on homework and like the challenge. Plus, they can find a private place in the home to work while the mom is constantly called on by the children. Hardly anyone asks the husband/dad to do anything.

Along with understanding the roles placed on the different genders by society's views, there are academic records the school can watch. Just by looking at academic records, it shows their marital status if there is an indicated name change and the GPA is easily reviewed. After looking at these records, the instructors can try to figure out a time where they can work with these students and provide options to make up any assignments that the students cannot attend on

that day. Maybe there should be conferences for these students at the beginning, middle, and end of each semester to check their progress. After all, schools would love to see as many students succeed as possible. Men tend to do well in school without working hard whereas women do. In college, males dominated the college classrooms until women were able to attain a higher education by enrolling in college. Now that women have entered college, they tend to be ignored or disregarded in the classroom because it is considered a man's world.

LITERATURE REVIEW

This study focuses largely on the problem of gender inequality. Gender inequality exists because of the gender roles that created by society a long time ago. In other words, people make up society. These norms described masculine and feminine roles. The traditional roles presented women as caring, homemakers. Society considered men as strong, emotionless, financial providers. Well, now these roles are changing. Men and women currently tend to share the same roles. *Psychology of Women Quarterly* (2014) research has shown that women and men are equal financial providers (p.1). Women had bills and budgets to worry about just as much as men did when they are in relationships. Both of them need to do something about it. If finances are low and bills pile up, it affects both of them.

Women experience the most gender inequality in the home. Research suggests that women spend more time in household activities than men. Fetter and Rudman (2014) in their study call the work they do at home after working a long day in public the “second shift” (p. 220). Men work, come home, and usually go to a place where they can be in their own little world. Women work, come home, and are immediately asked “what is for dinner?” Women are not only responsible for meal preparation, but also responsible for the laundry, cleaning, putting the kids to bed, etc. This was actually proven through the interviews of married and unmarried working women devoted the most time to just the housework or housework and family than men (Hochschild 2003: p. 4). The list is never-ending. Women do not get any time to themselves. A woman used this metaphor to explain that she really did not want her homemaking to feel like a shift. But she said, “You’re on duty at work. You come home, and you’re on duty. Then you go back to work and you’re on duty” (Hochschild 2003: p. 6). Women can never truly catch a break in this world. Many women go into their marriage thinking it will be an egalitarian relationship or equal partnership.

The book *The Second Shift* gives a great example of a couple trying to make it look like the work at home is divided evenly between spouses when it really is not. This couple named Nancy and Evan Holt has created a method where she takes the upstairs while he takes the downstairs. She was so tired of asking him to share the work that he is only in charge of cleaning the garage and doing his hobbies. She still has to take care of practically the whole house (Hochschild 2003: p. 45-46). She just did not want to keep asking him anymore for an equal distribution of domestic work. Nancy rationalized that “women always adjust more, don’t they?” (Hochschild 2003: p. 46). Women are just assumed to take care of all of the domestic work with a smile on their face, even though they may feel very exhausted. They believe that the men will split the jobs equally with them so they have less stress. But little do most of the women know that the relationships do not always turn out that way.

These ideas of gender inequality create a separation of gender roles that make it harder for couples to communicate with each other. It is especially hard for the gender binary heterosexual couples. Men work the public sphere and women are in the private sphere (Valentova 2016:153-154). This goes along with the traditional views. Men work in public and are dominant while the women are at home and submissive. It also explains that social cohesion between men and women is in trouble because of this idea that men and women have their own separate spheres and cannot coexist. Social cohesion is where our activities tend to affect our feeling of connection in our social interactions and overall behavior (Valentova 2016:155). A person’s action affects relationships or daily interactions. People either click or are on totally different social fields.

Gender inequality not only existed in the homes, but also in the classrooms. Teachers and professors worry about men receiving education more than the women. Women needed to be

silent, submissive, and focus on how to find a man to marry. In a study by Grodsky, King, and Muller (2012), it has concluded that the STEM field study underrepresented the amount of women in that major (p. 1066). The article said that more women were present in the field and maybe even equal to the amount of men. The researchers analyzed a smaller sample and it was mainly men utilized from the information of three “longitudinal studies” (Grodsky, King, and Muller 2012). Longitudinal studies are studies conducted over long periods of time, like years. Researchers studied these people from high school until two years after high school completion. Women are now being included in more activities with men.

Gender inequality was so prevalent a long time ago that the schools were separated by biological sex because they believed so strongly that boys learned differently than girls. Later on, colleges went from single-sex in the 1960s to co-educational in the 1980s (Perry, Schimmoeller, Schwartz, and Tatum 2013: p. 745-746). There were more women’s colleges. When the transition started to happen, teachers did not know how to interact with students of both sexes. Female teachers gave more praises and were highly favored by girls because they were more nurturing and understanding. Male professors were stricter and favored more by boys because male teachers taught boys to be tough. The female professors taught more of the Humanities. The male professors taught the natural sciences (Perry, Schimmoeller, Schwartz, and Tatum 2013:759-760). It is typical and expected that a woman teacher presents herself as kinder and warmer to students than a male teacher.

Many of the students who make the decision to return to college are married and may have kids. They are considered nontraditional students. Traditional-aged college students were defined as ages 18-23 and nontraditional were 24 and up (Breen, Howell, Johnson, and Taasobshirazi 2016:3-5). There are many reasons for these people wanting to return to school

at a later date. They may have gone to the military in order to help pay for college. The military provides a person with many financial aides like the G.I. Bill and the 9/11 veteran discount (Minnesota 2014:2). Any college student, whether young or old, looks for a way to save money when attending college. If they are still in the military and have a family, it causes an emotional strain within the family. This happens because the parents cannot be home a lot and have to be on call for duty (Minullina and Murtazina 2016:1175). This is just another thing to cause more stress and worry. Family is a main priority no matter what the circumstances.

As explained in the beginning, women have more jobs to do in totality. They have to work, clean house, cook, and take care of the children if they have any when they are married. The men are the providers and breadwinners. Those women who want to return college will have other things on their mind than just homework. Yet nontraditional students present achieving more mastery goals than traditional college students do. The nontraditional students are determined to learn and accomplish more, but they have more barriers to go through. Chores need to be done and the children need to be in bed in order for the women to do their homework. The men can still get their homework done because they work and then come home to work by themselves. With their busy schedule, the women barely have any time to seek assistance. The men do not need help the majority of the time. And if they do, they have time to go get some help.

A study performed by Volokohv (2014) developed a hypothesis that nontraditional students had higher GPAs than traditional-aged students did. The result was that age did not correlate with GPA scores, but they had better study skills (p. 2045). This seems to agree with the hypothesis of this paper little bit because it concluded that all nontraditional students perform lower academically. The original hypothesis of this paper could be half right because married

women are a part of the nontraditional students. The article also said that nontraditional students have more “intrinsic motivation” instead of a focus on a grade (Vолоkohv 2014:2040). Intrinsic motivation is what a person’s goal is in their mind and heart. These goals exist more in people’s minds and hearts. They are not visible to everyone. This kind of motivation can get a person farther in life. They can also be more positive towards their work. The way they act towards their work affects the way they perform. The nontraditional students even come to class with more experiential examples. But, it still does not correlate with GPA or other academic scores.

Myers and Warren (2017) also did a study on this between all of the personality traits and GPA. Traditional students procrastinated more. GPA negatively correlated with grit, confidence in self-efficacy, and cognition (p. 385). Nontraditional students have more trouble due to higher levels of stress in their lives. Traditional students have more leeway to procrastinate. Sometimes nontraditional students have no choice due to family emergencies. The study even says that, “Nontraditional students have reported significant feelings of isolation, administrative inflexibility to nontraditional student circumstances, and an absence of relevant student organizations as barriers to achievement” (Myers and Warren 2017:386). This can hinder their academic success. Knowing that there is help available is a great support to have. These support services should be easily accessible to everyone. Nontraditional students could hardly have time to go to a support service, especially married women.

Most of this research explains how nontraditional students tend to be at a disadvantage when it comes to GPA scores. They may have more life experience and better study skills, but many things could happen to them at home that needs their undivided attention. The hypothesis in the introduction may be right. Anything can happen at this point. With the roles and difficulties explained for women and gender and equality in the beginning of this paper, the

evidence seems to support how married women can have more trouble in academic achievement than married men. They were first separate schools from men and are still ignored or treated very delicately than men. Women also learn in their environments to be submissive and quiet. Do these factors affect the GPA of married women returning to college? No one knows until the experiment is conducted and the results are produced.

THEORETICAL PERSPECTIVE

The study of gender role inequality that could affect the college academic performance of married women associates with the theory of intersectionality. The work of Patricia Hill Collins and Silma Bilge is applied to the theory that is being studied. Intersectionality is how we understand the complexity in people and human experiences (Patricia Hill Collins and Sirma Bilge 2016: p. 2). It basically is how we attempt to understand very challenging experiences by certain groups of people. Some suggested topics to tie into this theory are gender, race, cultural studies, American studies, and media studies (Collins and Bilge 2016: p. 1). Gender inequality has a relationship to major problems in society.

Gender inequality is at the heart of this theory based on the topics that are included. The study is gender role inequality and how it affects the performance of married women in colleges compared to married men. Differences tend to exist between men and women according to society. Men are supposed to be masculine and do more mechanical and heavy labor jobs to support their families. Women are supposed to do secretarial or household jobs. I will explain this more in depth with the challenges married women face going in to college. Women were and are continually seen as the nurturing gender for many years. Even when they are at work now, women tend to still be harassed for having a certain job with or higher than the men.

If they have a higher position than men, then they are really bashed for being higher up than the men are because this is considered a man's world. Women tend to get the short end of the stick every time. Along with being in the workforce, many women are still expected to come home and work. There is that "second shift" for these women that I have explained earlier. The men do their job at home by fixing any pipes or any other type of hands on labor to keep the home together. Women tend to take care of the screaming children, meals, dishes, laundry and any other household chore there is. With furthering their education in the mix, this can be very

challenging. Yes, they have the experiential knowledge coming into education, but it requires a bit more thinking and a lot more work to add. All of this explains the complexity of human interaction between genders, which ensures that the theory of intersectionality truly applied to this study.

H₁: Married women tend to perform lower academically when returning to college.

H₂: Married men and married women perform at about the same level when returning to college.

METHODOLOGY

Subjects of Study

The research results presented are to help campuses college campuses understand what challenges nontraditional married students face, particularly females. We are looking at the duties of the home and school environments. Each one demands different behaviors and different ascribed or earned gender roles are assigned like mother, daughter, caregiver, etc. Stress levels increase and may even make it impossible to function academically when adding the role of student. Campuses need to be more understanding of this and provide the appropriate aid necessary to those students who have major responsibilities at home (i.e. married women). The description of the research methods used in this project is as follows.

The unit of analysis is the individual. The population is college students. The study is cross-sectional. Only a convenience sample is used in this research. The sample is of 1,351 individuals. A self-administered questionnaire composed of approximately forty close-ended items is administered to gather data. The sample is collected on the campus of a small, Midwestern liberal-arts university. The number of surveys administered is fifteen.

Measurements

The type of data that is collected is quantitative. The dependent variable in this research will be academic success or GPA. This is asked the question “What is your cumulative GPA?” The participants are rated on a standard 4.0 grading scale. “3.5-4.0 (A), 3.0-3.49 (B), 2.5-2.99 (C), 2.0-2.49 (D), Less than 2.0 (F), and I don’t have a McKendree GPA yet.”

The independent variables are gender, marital status, and if they have children under 18. One question asked based on this is on marital status. The question is “What is your current marital status?” The choices are “Single, never married, married, divorced, separated, and widowed”. This has been recoded and will say ask if a person is single widowed, divorced,

separated =0, or married=1. A question associated with gender is “What is your gender?” The responses are Man, Woman, transgender, or gender non-binary. I recoded for 0=man or 1=woman. The question for children under 18 is “Do you have children under the age of 18?” The response is 1=yes or 0=no. The control variables are the race questions, family satisfaction index, cultural activities index, family involvement index, economic hardships index, number of jobs held, and total hours worked. The questions for race are, “Are you Native American? Are you Asian or Pacific Islander? Are you black or African American? Are you Hispanic? Are you white?” The responses to these questions are 0=no or 1=yes.

The question for the family satisfaction index is if the person is satisfied with their families. “I am satisfied with the relationship I have with my family. Do you strongly disagree, disagree, neutral, agree, or strongly agree? My family supports me emotionally. Do you strongly disagree, disagree, are neutral, agree, or strongly agree? My family helps me with transportation, running errands, money, food, housing, or childcare. Do you strongly disagree, disagree, are neutral, agree, or strongly agree. I have a lot in common with my family. Do you strongly disagree, disagree, neutral, agree, or strongly agree. I see my family members often. Do you strongly disagree, disagree, are neutral, agree, or strongly agree?”

The question for the cultural activities index is if the person is involved in any cultural activity growing up. “I enjoy listening to classical music. I enjoy reading literature. I frequently visit museums, theaters, or concerts. I frequently buy/borrow books”. The person responds “1=Strongly disagree, 2=Disagree, 3=Neutral, 4=Agree, and 5=Strongly Agree”. The question for the family involvement index is if they are involved in a person’s life. “When I was a child, my parents encouraged me to read. When I was a child, I had a lot of books at home. I used to take art or music classes/lessons outside of school. My parents used to help me with my

homework regularly. My parents usually get involved in my daily activities. My parents keep track of my academic progress. I attended high-quality schools while growing up.” The responses are “1=Strongly disagree, 2-disagree, 3=neutral, 4=agree, or 5=strongly agree.”

The statements to answer about economic hardships are “You didn't have enough money to pay college tuition. You missed bill due dates. You didn't have enough money to pay rent/mortgage. You were threatened with eviction by a landlord/foreclosure by the bank. You reduced the size of a meal because there wasn't enough money for food. You skipped a meal because you didn't have enough money for food. The food that you bought just didn't last, and you didn't have money to get more. You're unable to eat a balanced or nutritious meal because of lack of money. You were hungry but just didn't eat because you could not afford enough food. You didn't eat for an entire day because you didn't have money to buy food”. The person “1=Strongly disagrees, 2=Disagrees, 3=Neutral, 4=Agrees, or 5=Strongly Agrees”. The person is asked the number of jobs they work. They respond with “0=0, 1=1, 2=2, 3=3 or more”. And the last of my independent variables asked is how many hours a person works. They respond with “1=0, 2=1-9, 3=10-19, 4=20-34, 5=35-40, 6=41 or more”. The questions for the final independent variable of family involvement are

Age is the next variable. Age is asked by “What is your current age?” The number of years is written on a blank line. This will help determine if you are considered a traditional or nontraditional college student. “I feel that I've been treated unfairly because of my race or ethnicity. A person strongly disagrees, disagrees, is neutral, agrees, or strongly agrees.” This will tell us a little about your culture and environment. Third is religion. The question is “What is your religious preference, if any? The choices are Protestant (Baptist, Methodist, etc.), Catholic,

Jewish, Muslim, None, and Other.” This will explain a person’s belief system and why they behave a certain way.

Fourth is family structure. The questions and choices are “To the best of your knowledge, what is your family’s total annual income? Is it 1=less than \$20,000, 2=\$20,000-\$49,999, 3=\$50,000-\$74,999, 4=\$75,000-\$99,999, or 5=\$100,000 or more? Less than \$20,000 is considered below the poverty level. My on and off campus involvements prevent me from spending enough time with my friends and family. Do you 1=strongly disagree, 2=disagree, 3=neutral, 4=agree, or 5=strongly agree?”

What type of household did you grow up in for most of your childhood? Do you come from a two-parent family, extended family (grandparents, etc.), single-parent family, or other? Have any of your family members or close friends been convicted of a crime? 1=Yes or 0=no?” The family structure helps to explain where and how you were raised to help us understand how a person may think and act today based on family interactions. These are all of the questions in the survey we have created that will greatly help with this gender inequality research that I will present to McKendree University.

Fifth is the quality of life. This is measured by answering the statements “I am happy with my life. I am satisfied with how my life is going. I am optimistic about my future. I have a good self-image.” The responses are “1=Strongly disagree, 2=disagree, 3=neutral, 4=agree, or 5=strongly agree.” Please refer to table one at the end of this paper for all of the above information.

Type of analysis conducted

Univariate, bivariate, and multivariate procedures were ran with the Statistical Package for the Social Sciences (SPSS). I ran the appropriate tests to define the mean, median, mode,

interquartile range, standard deviation, and range as needed for each variable. I also ran Pearson's correlation coefficient tests for each variable that also gave the level of significance to see if there is a relationship. The coefficient measures the strength.

Analysis

Univariate

The average (mean) for the GPA (dependent variable) is 2 and the range of its quartiles is also 2. I just had to calculate the most number of times a number occurred (mode) for marital status, gender, and if they have children under 18. For marital status, it is 0 or not married. Gender's mode is 1 or female. Finally, if they have children under 18 is mostly 0 or no.

Now, let us look at the control variables. The mode for Native American, Asian/Pacific Islander, Black/African American, and Hispanic is 0=no. But white is 1=yes. Family involvement has a median of 26 and an interquartile range of 7. Family satisfaction has a median of 21 and an interquartile range of 6. The median for economic hardships is 7 and the interquartile range is 5. Cultural activities people have grown up doing has a median or middle number of 11 activities and an interquartile range of 6 activities. The median for the number of jobs held is 1 as well as the interquartile range. The median for the total number of hours worked is 2=1-9 hours as well as the interquartile range. For reference, please look at table 2 at the end of this paper.

Bivariate

The relationship between GPA and gender is .179 and considered positive with the absence of a minus sign. The significance level is at .01. This indicates a moderate relationship. Therefore, the higher the GPA, the more they are likely to be women.

The relationship between GPA and having children under 18 is $-.068$. This is definitely a negative relationship. The significance level is $.001$. The indication of this relationship is weak. The higher the GPA, then the less likely it is that they have children.

The relationship between GPA and the control variable of being of the African American race is $-.229$. It is clearly a negative relationship. The significance level is $.01$. This is a moderate relationship. People of the African American race present lower GPA scores.

The relationship between GPA and control variable of being white is $.266$. This is a positive relationship. The significance level is $.01$. Hence, its strength is moderate. People of the white race display higher GPA scores.

The relationship between the control variable of cultural activities index and GPA is $.090$. The correlation is positive. The significance level is $.01$. The strength is moderate. The more involved a person is in cultural activities, the higher the GPA.

GPA and the control variable family involvement index have a relationship of $.179$. The significance level is $.01$. Its strength is moderate. The correlation is positive. The more family involvement there is, the higher the GPA.

The control variable of family satisfaction index and GPA has a relationship of $.108$. The significance level is $.01$. The strength is moderate. It is also positive. The more family satisfaction there is, then the higher the GPA.

GPA and the control variable of economic hardships have a relationship of $-.215$. This represents a negative relationship. The significance level is $.01$. The relationship is moderate in strength. The more economic hardships faced, then the more GPA decreases.

The Pearson's r correlation coefficient between GPA and marital status is $-.032$. The Pearson's r correlation coefficient between being Native American and GPA score is $.011$. The

Pearson's r correlation coefficient between being Asian/Pacific Islander and GPA is .050. The Pearson's r correlation coefficient between being Hispanic and GPA is -.040. The Pearson's r correlation coefficient between the number of jobs held and GPA is .007. The Pearson's r correlation coefficient between the number of hours worked and GPA is -.038. All of these other control variables are of no significance. Please refer to table 3 at the end of this paper for the above data.

Multiple Regression

The only variables to show any significance in relationship with GPA are gender at .01, having children under 18 at .05, being of the white race at .01, cultural activities index .01, family involvement index at .01, family satisfaction index, and economic hardships at .01. Most of these variables are at moderate significance levels while having children under 18 and GPA has the lowest significance level. This represents the weakest significance and just barely worth noting of having a relationship with GPA. Please refer to table 4 at the end of the document.

CONCLUSION

Major Findings

I did not have the best results because there was not as many married students on campus. When I did have some married students answer my survey, there were no differences between GPAs of each sex.

Implications

As a result, there were no conclusive results of a relationship between married men and women and academic success. Therefore, the previous hypothesis is incorrect. They could each focus on their work and find a time to complete their homework. I was just really interested in if gender role inequality in the home reflected negatively on married women's GPAs. I found out from the few that I surveyed that they could balance their schooling and home life. I have also learned in many of my classes that there are either more men staying home while the women work, or they are sharing the work at home more equally. It seems that the school is doing a great job reaching out to all students and providing the appropriate resources needed to succeed.

Limitations

The surveys were limited to students on McKendree University campus. Fewer surveys were administered per student. I had a few who were engaged and wrote in that option on the survey. But, I counted them as single so that the results would not be skewed. There were a lot less married students on campus than I thought. Data was even included from 2013-2018. It was a convenience sample.

Suggestions for Further Research

If I could use other campuses to test this hypothesis, then I could possibly have a better result with maybe more of a relationship between marital status and the academic success variables. There was a relationship between gender and GPA. I could have looked at that alone. Also, society is moving away from these traditional gender roles and becoming more gender inclusive with the LGBTQ+ community. I only focused on the binary, man and woman. There may be a difference in the roles of each partner in these LGBTQ+ relationships. In the binary relationships, couples maybe are sharing the work at home a little more. I know there is also a shift with women going to work while the men stay at home. In the non-binary relationships, these partners may be more gender-fluid by showing about the same amount of masculinity and femininity. Also, I could just administer the same experiment across Illinois campuses and possibly obtain more information from married women.

Regardless, I very much enjoyed administering this research. It was just an idea that I wanted to test on campus. There are many married people returning to college to receive their degree, especially women. These married women have to assume the role of student and be wife and mother, if they have children. It seems that married men and married women have the same educational opportunity with the same amount of access to helpful resources to succeed at McKendree University. That may not be the case for other campuses. I became interested in this topic because many married students were enrolled in my community college. Those in the past generations are finding that they need a higher education to attain a higher position to support themselves and their families. This pattern is happening. Campuses need to be ready for these students to provide resources that would fit their schedules.

Table 1: Description of Variables Used in the Analysis

Variables	Description	Level of Measurement
Dependent Variable		
Academic Success (rGPA)	(1=lower than 2.0, 2=2.0-2.49, 3=2.5-2.99, 4=3.0-3.49, 5=3.5-4.0)	Ordinal
Independent Variables		
Gender (rgender)	Respondents gender (0=male, 1=female)	Nominal
Marital Status (rmaritals)	Responds (0=No, 1=Yes)	Nominal
Children under 18 (rchildren)	Responds (0=No, 1=Yes)	Nominal
Control Variables		
Native American (rnativeam)	Responds (0=No, 1=Yes)	Nominal
Asian/Pacific Islander (rasianpi)	Responds (0=No, 1=Yes)	Nominal
Black or African American (rblackaa)	Responds (0=No, 1=Yes)	Nominal
Hispanic (rhispanic)	Responds (0=No, 1=Yes)	Nominal
White (rwhite)	Responds (0=No, 1=Yes)	Nominal
Family Involvement Index (familyinvolvementindex)	Responds (1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree)	Ordinal
Family Satisfaction Index (famsatindex)	Responds (1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree)	Ordinal
Economic Hardship Index (economichardshipindex)	Responds (1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree)	Ordinal
Cultural Activities Index (culturalindex)	Responds (1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree)	Ordinal
Number of Jobs Held (jobsheld)	Responds (0=0, 1=1, 2=2, 3=3 or more)	Ordinal
Total Hours Worked (hoursworked)	Responds (1=0, 2=1-9, 3=10-19, 4=20-34, 5=35-40, 6=41 or more)	Ordinal

Table 2: Univariate Statistics

Variables	Mean	Median	Mode	S.D.	Interquartile Range	Range
Dependent variable: rGPA	n.a.	2.0000	n.a.	n.a.	2.0000	n.a.
Independent						
marital status (rmaritals)	n.a.	n.a.	0	n.a.	n.a.	n.a.
Gender (rgender)	n.a.	n.a.	1	n.a.	n.a.	n.a.
children under 18 (rchildren)	n.a.	n.a.	0	n.a.	n.a.	n.a.
Control						
Native American (rnativeam)	n.a.	n.a.	0	n.a.	n.a.	n.a.
Asian or Pacific Islander (rasianpi)	n.a.	n.a.	0	n.a.	n.a.	n.a.
Black or African American (rblackaa)	n.a.	n.a.	0	n.a.	n.a.	n.a.
Hispanic (rhispanic)	n.a.	n.a.	0	n.a.	n.a.	n.a.
White (rwhite)	n.a.	n.a.	1	n.a.	n.a.	n.a.
Family Involvement Index	n.a.	26.00	n.a.	n.a.	7.00	n.a.
Family Satisfaction Index	N.a.	21.00	n.a.	n.a.	6.00	n.a.
Economic Hardship Index	n.a.	7.00	n.a.	n.a.	5.00	n.a.
Cultural Activities Index	n.a.	11.00	n.a.	n.a.	6.00	n.a.
Number of Jobs Held	n.a.	1.00	n.a.	n.a.	1.00	n.a.
Total Hours Worked	n.a.	2.00	n.a.	n.a.	2.00	n.a.

N= 1351

n.a.=not appropriate to report

Table 3: Pearson's Correlation Analysis

	Academic Success (rGPA)
Gender (rgender)	.179**
Marital status (rmaritals)	-.032
Children under 18 (rchildren)	-.068*
Native American (rnativeam)	.011
Asian/Pacific Islander (rasianpi)	.050
Black or African American (rblackaa)	-.229**
Hispanic (rhispanic)	-.040
White (rwhite)	.266**
Number of Jobs Held (jobsheld)	.007
Number of Hours Worked (hoursworked)	-.038
Cultural Activities Index (culturalindex)	.090**
Family Involvement Index (familyinvolvementindex)	.179**
Family Satisfaction Index (famsatindex)	.108**
Economic Hardships Index (economichardshipindex)	-.215**

*Significant at the .05 level

**Significant at the .01 level

***Significant at the .001 level N=1351

Table 4: Multiple Regression Analysis

	Academic Success (rGPA)	
	b	β
Gender (rgender)	.179**	.160**
Marital Status (rmaritals)	-.032	-.033
Children under 18 (rchildren)	-.068*	-.068*
Native American (rnativeam)	.011	.019
Asian/Pacific Islander (rasianpi)	.050	.054
Black or African American (rblackaa)	-.229	-.050
Hispanic (rhispanic)	-.040	.056
White (rwhite)	.266**	.234**
Number of Jobs held (jobsheld)	.007	.007
Number of Hours worked (hoursworked)	-.038	-.028
Cultural Activities Index (culturalindex)	.090**	.037**
Family Involvement Index (familyinvolvementindex)	.179**	.060**
Family Satisfaction Index (famsatindex)	.108**	.029**
Economic Hardships (economichardshipindex)	-.215**	-.145**

*Significant at the .05 level

**Significant at the .01 level

***Significant at the .001 level

N= 1351

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