Role Conflict Among Married Law Students at an Urban University

Deanna Boyd McQuillan
Indiana University Purdue University at Indianapolis
June 2005

Includes: Appendix A – Interview Guide
Appendix B- Time Table for Completion of Thesis
Appendix C- Study Flier
SPECIFIC AIMS

Traditionally the college years are thought of as a time of self-discovery, exploration, and independence, but what happens to those values when the college student is married? People typically do not define marriage in individual terms but rather consider it a partnership in which each member sacrifices some of his or her autonomy. Several conflicts arise when individuals try to negotiate the role of college student with their role inside of marriage and the family. Within marriage, these strains can include, but are not limited to, quarrels between spouses, feelings of exhaustion, and resentment over inequitable divisions of household labor (McRoy and Fisher 1982; Pittman, Kerpelmen, and Solheim 2001). Researchers studying the academic side of the conflict between school and marriage have examined how outside influences such as family and work impact academic achievement and retention rates among adult students (Benshoff 1991; Noel, Levitz, and Saluri 1985).

Research in this area emerged over 40 years ago and coincided with a rise in the number of adult women attending institutes of higher education (Feldman 1973; Cohen, King, and Nelson 1963). Since that time the educational landscape has changed, so that men and women are now found in almost equal numbers in academia, including many highly competitive graduate fields (National Center for Educational Statistics 2001). The expectations associated with the marital role have also changed (Botkin, Weeks, and Morris 2000). However, previous research has tended to focus more on the academic experiences of women as opposed to the marital experiences of both male and female students. This research also tends to be more quantitative in nature than qualitative. Another significant limitation of existing research is the lack of attention to the perspectives of married students and how these men and women understand the meanings of their dual roles as students and spouses.
The major objective of this project is to use in-depth interviews to understand the perspectives of married male and female students and the way in which they manage marriage/school conflicts. The primary research question is: Does an actor’s understanding of his or her marital and scholastic roles contribute to role conflict, and does this process differ by gender? To address this question, this thesis project has three specific aims:

- To understand how married students in law school define their school and marriage roles.
- To learn what conflicts arise out of the different demands of the two roles and the social processes involved in managing them.
- To discover if and what discrepancies exist between the way women understand and manage marriage-school conflict vs. how their male counterparts understand and manage marriage-school conflict.

BACKGROUND AND SIGNIFICANCE

In the past 40 years researchers studying role conflict have taken an increased interest in those occupying seemingly incompatible role positions, particularly women juggling the demands of both family and career (Blair-Loy 2003; Cinamon 2002; Feldman 1973). This increased attention highlights the importance of understanding how role conflict might play a part in contributing to gender inequalities in modern American society (Gornick and Meyers 2003). The following literature review addresses the broad theoretical concepts behind role conflict, the discrepancies between men and women’s experience in the arena of family/work conflict, and the strains experienced by non-traditional students in an academic setting.

Theoretical researchers are interested in the various positions occupied by individuals in society such as teacher, mother, employer, or best-friend. Sociologists have termed these various positions social statuses which involve “designated rights and obligations” (Merton 1968: 41). Each status has with it an associated role or array of roles which refers to “the behavior of status-occupants that is oriented toward the patterned expectations of others” (Merton 1968:41).
Classically trained theorists such as Merton have hypothesized that many complex social negotiations are required by members of a society in order to meet the demands of not only competing roles (role conflict) but also by the competing demands that occur within the confines of the same role (role strain). Researchers have tried to gauge the apparent successes and failures of these complex negotiations by devising ways to empirically measure role conflict and role strain.

Much research has often been done in areas with disempowered people, such as women and minorities. One of these research areas is the study of the competing demands of work and family as faced by modern working women (Blair-Loy 2003). Researchers studying work/family conflict, defined as conflict that occurs when the demands of one domain are not compatible with the demands of the other domain (Cinamon 2002), have found significant gender differences between men and women in empirically measured role conflict scales. This research is critically important to help understand and potentially reduce gender inequalities in contemporary American society. However, an area that is significantly less explored is that of family/school conflict. Family/school conflict refers to the demands faced by students in higher education who are married and who may or may not have children (Hammer, Grigsby, Woods 1998). Research related to this arena has been done in the area of non-traditional student success, and gender role conflict.

Educational researchers are particularly interested in determining factors related to promoting success among non-traditional students. Non-traditional students are defined as students, typically over age 25, who have outside responsibilities who return to school either full or part time (Benshoff 1992). These students usually have work obligations in employment outside of school, can be married, divorced, or single, and with or without children. The
research on these students is very important because it highlights the plight of students with external obligations such as career and family that suggest a particular kind of role conflict.

These non-traditional students face certain special considerations because they have more non-school commitments. Principally among them are the facts that they have other outside financial considerations such as mortgages or childcare (Benshoff 1991) and their ability to pay for higher education may be impeded by such obligations. They are also impeded by the fact that financial aid for students only attending part-time is not readily available at all universities (Benshoff 1991).

Another such constraint faced typically by the married college student is the issue of commuting. Often these students do not live on campus and most commute. This means that they have less access to campus networking resources than the residential students (Noel et al. 1985). One study conducted in the 1970s found this lack of networking ability a particular problem for married graduate student women. These women were less able to engage in the after class socializing and networking that allowed their male counterparts to make the connections that would serve to further their careers (Feldman 1973).

Another issue for non-traditional students is the fact that often these students are parents (Benshoff 1991). In order to attend courses, they must first secure reliable child care, which is an additional expense. The issue of childcare is also a particular stumbling block for women trying to re-enter the educational realm (Van Meter and Agronow 1982), which is why women in graduate school are often older and less likely to be enrolled full time than their non-married counterparts.

This issue of female constraints over familial obligations has received the most attention in the literature. A literature review by Benshoff (1993) found that women expressed guilt over
their role as a student, over not being available for their children, over the quality and expense of childcare, and over compromising their responsibilities in the family as well as in the career world. Another problem that female students face is that often husbands do not pick up the slack left when the wives have to attend to other responsibilities. One study by Hooper (1979) found that although men approved of the student role of their wives, the majority did not provide the needed help at home. The men’s anxiety also increased the longer the wife was in school and this led to a decrease in support (Hooper 1979). Another more recent study of childless student couples found that when men imported outside stress their wives would pick up the slack, however the converse was not true when the female student imported more stress from outside obligations (Pittman et al. 2001).

Other studies have found that orientations towards roles are important in understanding which women might be more susceptible to role conflict. The findings are mixed. In his review Benshoff (1993) cites one study that found that women’s guilt over the school role is higher for women who have more traditional orientations towards marriage. However, another study found that a woman in a marriage based on more traditional marriage expectations will experience less strain if she and her husband are both in agreement that her family role is the primary role (Van Meter and Agronow 1982). Therefore, role prioritization was important in managing stress.

Other research suggests that conflict management might always be a problem for married female students because the institution of marriage is inherently constraining for women. In his study Feldman (1973) tried to control for factors that he believed would contribute to role strain such as work and children by comparing married students and their divorced counterparts. He found that although they had similar non-academic obligations divorced women were still more
academically successful as graduate students. Although this study is dated, it is interesting because it raises the question that perhaps there might be something endemic to the institution of marriage that might make it an academic liability for those women within it. However, married men performed better academically than their divorced counterparts suggesting that marriage benefits men academically (Feldman 1973).

More contemporary research has found some instances of role conflict in males, although the field of family/school conflict remains practically unstudied for them. Research has been done from a more psychological perspective on the idea of gender role conflict in males. One study found that men who experience a high degree of gender role conflict are more likely to display hostility (Breiding 2004). This hostility resulted in a correlation with gender role conflict and negative marital adjustment for wives. This finding suggests that men are not immune from the strains of conflicting roles, a fact which must be taken in consideration in studying family/school conflict across genders.

New research into role conflict challenges some traditional assumptions. One study of female athletes found a surprising result when comparing role conflict between female athletes and female non-athletes in middle school and college. Researchers thought that females who pursued the role of athlete, which has traditionally been a highly masculine endeavor, would experience more role conflict over the inability to conform to feminine norms (Miller and Heinrich 2001). However, the study found that female non-athletes experienced more role conflict than their athletic counterparts. This raised the question of which factors might serve to reduce or eliminate role conflict, such as increased self-esteem and confidence (Miller and Heinrich 2001). Other researchers in the area of non-traditional female students hypothesized that perhaps the anxiety and depression that have been argued as measures of role conflict are
perhaps mitigated by other factors (Carney-Crompton and Tan 2002). Carney-Crompton and Tan (2002) suggested that other factors such as confidence and support may act as an explanation for why some research finds multiple roles empowering while others find it inhibiting. However these support and self esteem measures are highly under researched for both male and female students in terms of predicting role conflict.

The above review of the existing literature revealed several limitations. First, relatively little is known regarding various social and psychological factors that may impact how men and women experience the dual spousal/student role such as degree of support and self confidence. Second, male students are significantly under researched to assess their levels of conflict. Third, although one might predict significant role conflict in professional fields at the graduate level, graduate students and couples in highly demanding fields such as law and medicine have not been analyzed extensively. Fourth, existing research also fails to distinguish between newly married individuals who married while still in school as compared with their older returning counterparts who may be incorporating the student role into the pre-established marital role. Finally, most of this research is quantitative and does not address the meanings and understandings of the individual actors involved in reconciling any discrepancies between the demands of family and school.

**SIGNIFICANCE OF MY STUDY:**

This study aims to fill some of these gaps in the literature on marital/school conflict. I propose to use a grounded theory approach (Glaser and Strauss 1967) to uncover the meanings and social processes involved in understanding family/school conflict. This study is significant for several reasons. First, it will increase understanding of what it means to be a married student from the perspective of the students themselves. Second, it also hopes to uncover both mental
and physical coping strategies that will provide a better explanation of the true nature of the family/school conflict. By analyzing the responses generated by in-depth interviews, I will be able to place how people actively construct the meanings of their day to day lives into a larger social context which may suggest a differential treatment of male and females in society. Third, since early research shows that there are disparities in the way that the marital role impacts women as opposed to men, I hope to uncover how these men and women understand such discrepancies as they apply to student’s daily lives. This thesis research provides an opportunity for the students to articulate their experiences, so their perspectives can be better understood. It is this basic social scientific understanding that can be instrumental in the construction of policies that effect married students.

**RESEARCH DESIGN AND METHODS**

The method I will use for this qualitative study is a series of semi-structured in-depth interviews with married male and female students in law school at an urban university. Following the interpretivist tradition, a qualitative interview study is the most appropriate for this research since its purpose is to uncover the meanings and social realities that college students construct around their dual role position. According to the social constructionist approach, reality is created by social actors (Blumer 1969)**( I will develop a little more from Blumer later, I couldn’t get his book at the library)** and therefore it is logical that the best way for the researcher to uncover this reality is to discuss the meanings of marriage and school from the perspective of the actors themselves. This approach has been employed successfully by those studying families and work to capture the feelings and perspectives of those involved in managing multiple roles (Johnson 2002; Townsend 2002).
Researcher Role:

As a young married graduate student, juggling the demands of school and family, I was motivated to study others in my position. I am a 23 year old sociology graduate student who has been married for over 1 year. My husband is in his first year of law school and together we are learning to manage the conflicting demands of school and marriage. This means that I occupy a complete membership role relative to the group I am studying (Adler and Adler 1987). This complete membership role has several advantages. Since I share the same status as those I am studying I will be able to closely “approximate the emotional stance” (Adler and Adler 1987:67) of other married graduate students. This research setting is an opportunistic one on my part because I was already a member of this community before I decided to study it (Riemer 1977). Therefore, I have the additional advantage of having already gained entrée into the academic community (Adler and Adler 1987). My active presence on campus will make it easier for me to recruit and facilitate contact with potential participants of my study. My opportunistic research position also means that I already share many of the worldviews and common understandings of the participants in my study (Adler and Adler 1987). My academic standing means that I am already familiar with many of the terms used by college students in general and graduate students specifically. My commonalities with those I am investigating will allow me to empathize, which may facilitate a more open and honest discourse with my subjects.

My insider role may also have some limitations. It may be more difficult for me gain the distance necessary to understand all of the elements involved in family/student role conflict (Adler and Adler 1987). However, I believe that through the pre-testing of the questions, preliminary investigation, and open nature of the interviews I will be able to generate an
appropriate research perspective for studying my subjects. I will also engage in a process of self-reflection to address any biases or limitations of my perspective. I will keep a journal in which I will document my thoughts, feelings, and observations related to the research process. Other complete membership researchers have also complained of stress, role conflict, and role detachment created by forging a researcher role on top of a pre-existing membership role (Adler and Adler 1987). I believe that I will be less susceptible to researcher strain because of the nature of my study and of the group under investigation. I believe that my researcher role will not conflict with my status as a married graduate student nor will it impede my interactions with my fellow students in the field.

Sample:

My research sample will be composed of 40 married college students from an urban commuter campus in the Midwest. The location of an urban university is not only a sample of convenience, but important because of higher enrollment of non-traditional students at urban universities like the one I will study. I will focus on married students in law school. This choice stems from a particular interest in this highly competitive graduate field, in which male and female students are in near equal numbers. This is due in part because graduate and law students tend to be older and therefore more likely married. This choice also stems from an interest to study those individuals in high pressure fields such as law who may experience great amounts of stress associated with their student role. I will recruit both full and part time students from law school.

This study uses purposeful sampling for maximum variation by gender and parenthood status (Seidman 1991). As my main point of comparison is gender differences, this study will include 20 men and 20 women who are currently enrolled as either full or part time law students.
The literature also suggests that dual role experiences may vary by parenthood status (Benshoff 1991). Therefore half of the men and half of the women will have children and the other half will not. All study participants will be adults (age 18 and older) who can give informed consent (see table 1 for sample description).

**Table One: Sample Description**

<table>
<thead>
<tr>
<th>WITH CHILDREN</th>
<th>WITHOUT CHILDREN</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>WOMEN</strong></td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td><strong>MEN</strong></td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>20</strong></td>
<td><strong>20</strong></td>
</tr>
</tbody>
</table>

I believe completion of one semester and current enrollment is enough to indicate the relationship between the demands of school work and marriage. I also exclude single parents, homosexual couples, and cohabitating couples because the norms, conventions and social expectations are less defined and different from those scripted for marital couples. This particular sample will give me a better idea of some of the different variations in the particular lives of married law students while still keeping the study manageable.

My sample will not represent any well defined group as its purpose is not to generate hypothesis driven findings that will be generalizable to a larger population. Rather this sample was purposively selected to provide a small number of individual cases from which to gather and analyze meaningful data to construct theories about the meanings attributed to marriage and school and the social processes involved in reconciling the demands of the two (Charmaz 1983).
I will recruit my sample by asking law professors at the university to distribute flyers to their classes. I will also post a recruitment email on the law student list serv inviting married law students to participate in this research study.

I will also use a snowball sampling strategy or chain referral strategy to ask respondents and friends if they know of others who meet the criteria who might also be interested in participating in my study (Biernacki and Waldorf 1981). I will attempt to pace the development of the chain referral so that I will be able to conduct the interviews and engage in the process of data collection and analysis relatively simultaneously, as is advocated by grounded theorists (Biernacki and Waldorf 1981). This way I will not feel rushed to complete all of the interviews before getting the opportunity to analyze several and determine the direction necessary to take in subsequent interviews (Charmaz 1983). This snowball sampling strategy has proven an effective tool not only for recruiting sensitive populations (Biernacki and Waldorf 1981) but also for recruiting more isolated individuals who may not be part of any formal organization or network (Blair-Loy 2003). This would be more appropriate in my study because there is no formal organization that caters solely to married law students. Snowball sampling was the most effective method used during my course related pilot study and will be relied upon more or less heavily depending upon the response level from the flyers.

**Research Instruments:**

The main research instrument I will use is the semi-structured interview with primarily open ended questions (Seidman 1991). These interviews will be one-on-one and conducted in person by me. The interviews will last approximately 45-60 minutes. I will audio tape these interviews as well as take notes during the interview. I will also take notes immediately after the interview on certain non verbal aspects of the interview that I may not have written down during
the actual interview. I will also keep a log of my own thoughts and feelings during the interview and research process.

Semi-structured interviews are the best structure for capturing information about dual role conflict among married law students because it gives my respondents an opportunity to voice their experiences from their own perspectives. After I hear from the respondent either as a response to a flyer or from another contact, I will ask them four eligibility questions regarding their school enrollment status, marital status, gender, and whether or not they have children. This will not only enable me to see whether or not this is an eligible candidate but will facilitate the interview process by giving the respondent some idea of the nature of the interview which will allow more time to be devoted to more qualitatively oriented questions during the interview itself. I will conduct the interview at a private location on campus such as the Sussman Library in Cavanaugh Hall or at another on-campus location that is convenient for my participant. The interviews will be scheduled to coincide with times during which the participant is already on campus, such as after class.

I will begin the interview by acquainting my subject with the purpose of the research. I will then inform them of their rights as a participant as well as potential study risks and benefits and ask them to sign the informed consent form. I will then begin the interview with several addition demographic questions. This should allow some of the initial interview anxiety to abate as the subject adjusts to the interview process. I will then move into the more personal open-ended portion of the interview in which we will discuss marriage and school issues. I will compose an interview guide with a list of certain broad issues that are important to cover when analyzing marriage and school (see Appendix A for a tentative interview guide). These larger topics include ideals about marriage and school, division of labor in the household, amount of
time spent on school work, conflict management, emotional management between spouses, and level of support from the school and outside institutions. The questions will be open ended which should allow the conversation to evolve and perhaps uncover other issues and topics that are particularly salient. However, I will also come prepared with more specific questions should the conversation stagnate and need to move into a direction more closely related to my research question. All of the information gathered from these interviews is essential in understanding what meanings married college students assign to their roles. These interviews will then be qualitatively analyzed to search for themes and patterns in the responses.

Data Analysis:

The data analysis portion of my research will follow the principles dictated by grounded theory (Glaser and Strauss 1967; Charmaz 1983). The data analysis will occur simultaneously along with the data collection process. After the completion of two interviews the data will be transcribed and coded to determine areas of interest, which may inform the direction and relevant questions for future interviews. This process will continue until all interviews are completed. This will allow the data to provide input into the direction of future data collection. The rich descriptions provided by the interviews will be analyzed and codes will be created that are generated from the data. This will occur first through a line by line coding procedure which will be facilitated by the computer software program QSR*NUDIST. This program is available to me through the sociology department at the university I attend. In this line by line coding process each sentence is given an active descriptive terminology to describe the activities occurring in the data. The next stage is a more focused coding in which the themes that appeared more frequently in the line by line coding are separated into categories. The next phase is a
process of memo-writing by which I will attempt to draw connections within and between categories. These memos will lead to a full written analysis of the data.

Validity and Verification:

To increase the quality of the data generated from my interviews I will pre-test my interview guide on a few of my acquaintances who are married and are in either graduate or undergraduate programs at various universities. I will use peer debriefing and external critique to increase the credibility of my findings (Altheid and Johnson 1994). I will have both peers and friends evaluate my questions. I will also have my sponsor from my University and my peers evaluate my data analysis to critique my interpretations. If discrepancies arise in the interpretations of the data I will return to the original data set and double check the data and the coding. I would then analyze the reasons for my interpreting the data the way in which I have and assess any biases on either my part or on the part of the reviewer. In the event of unresolved discrepancies, I will have another reviewer independently code the data.

Potential Difficulties:

One limitation in trying to gather a sample of married law students is finding participants who are willing to participate and have enough free time to do so. Married law students are already very extended juggling dual roles that they might find it difficult to justify taking the time away from their studies or families to participate in an interview. To offset this limitation, I will stress the importance of my study and encourage professors and members of my chain referral network to do the same. I also hope that the professors and organizations, who distribute flyers, will convey the importance of study participation to contribute to the bulk of knowledge and that this information may benefit the school and programs to help address the needs of married students like themselves. I will also need to make sure that I do not attempt to schedule
my interviews at critically busy times such as the weeks surrounding finals. In order to minimize the inconvenience to the participant and increase the likelihood of respondent participation I will plan to schedule my interviews in accordance with the respondent’s class schedule. I will aim to meet them at a convenient break between classes or at some other time in which they are already on campus and easily accessible. I have also managed to generate some interest in my study in various graduate classes that I have taken. This anxiousness on the part of some of those that approached me to discuss the nature of the interactions between their married and school life makes me confident that I will be able to recruit enough individuals to reach my sample size.

In some pilot interviews that I conducted for a course, I experienced some difficulty in gaining elaborate responses from my interview subjects. In an attempt to remedy this problem I plan to pre-test my questionnaire to help create the most response eliciting questions. I will also read guidebooks on effective interviewing techniques (McCracken 1988; Seidman 1991) and will practice my communication skills on friends and family over the course of the summer.

Another potential difficulty that I may face is that my knowledge of child-rearing issues is somewhat limited. I do not have children nor does anyone in my immediate network of people with whom I am close. However, I have made several acquaintances who have small children and I can ask them to give me insight on the child-rearing process and on how it might impact school. I will also read articles on the subject to become more familiar and to ensure that I ask more informed appropriate questions. Despite these limitations, I believe that I am in an ideal position to overcome them and will be able to conduct a thorough study into the complex issue of marriage and school strain.
CONCLUSION

Preliminary findings from earlier course work exploring these issues do seem to suggest that school/family conflict is a salient issue in the minds of married college students. Several themes emerged from the preliminary data which suggest a higher level of role strain on the part of women than of their male counterparts. Research suggested that role conflict can be mediated by variables such as support and self esteem. Role conflict is also an issue for men, although this area is under researched. However current research is limited in its exploration of how married men and women construct their identities within these multiple roles. The literature also suggests that the experiences of graduate students in competitive fields such as law are particularly interesting for research into the area of role conflict. This study will target law school students to see how married students understand and manage their multiple roles. Analysis of marriage/school conflict not only can add to our understanding of marital construction and role conflict in general, it may also provide insight into how conflict resolution patterns are established early in marriages and how this may evolve into work family resolutions in the future.
LITERATURE CITATIONS


Miller, Jessica L. and Myra Heinrich. 2001. “Gender Role Conflict in Middle School and College Female Athletes and Non-Athletes.” *Physical Educator* 58(3):124-134.


APPENDIX A
INTERVIEW GUIDE

Interview Guide (Email Questionnaire plus in-person Interview guide)

INTERVIEW GUIDE

(This Interview guide will be used to provide broad areas of conversation, further probes will be included depending upon respondent’s answers which will in part determine the direction of conversation. These broad questions may also be slightly modified based on pre-testing of the questions through practice interviews.)

In-Person Interview Guide: (This is the guide for the face to face interview)

1. Begin with brief introduction of the topic
2. Briefly casually discuss their school situation, such as area of interest in law school, what courses are they taking, etc.
3. Introduce myself and the purpose of my study. Explain my role as a researcher (shared status as a married graduate student), how I plan to use their information, thank them for their participation.
4. Inform participant of risks and benefits of the study and their rights as a participant.
5. Explain informed consent form and obtain informed consent.
6. Ask Demographic questions
   a. What ethnicity would you describe yourself as?
   b. Are you currently employed outside of school? If so what is your occupation? How many hours a week do you spend in paid employment?
   c. Is your spouse in school? If so what are they studying, school status, etc?
   d. Is your spouse employed? What is his/her occupation? How many hours a week do they work?
   e. Is this your first marriage?
   f. What was the highest level of education your parents received? What were their occupations?
   g. If you have children, how many do you have? What are their ages?

7. Move to open ended main questions (to be followed by probes and follow up questions depending upon responses)

Questions about Student Role:

1. What is important to you about obtaining a law degree?
2. Could you describe what a typical week is like for you during the semester?
3. Overall, what has been your experience with school as a law student?

Questions about the Spousal Role:

4. Could you describe your relationship with your spouse?
5. What is important to you about being married?
6. What kinds of expectations does your spouse have of you? You of your spouse? Are these expectations met for you/your spouse? If no/yes, how so, explain.

Questions about the Dual Roles:

7. How do you go about doing your school work and meeting the expectations that your spouse has of you?
8. How is your relationship with your spouse the same or different from when you were not a student (or how have your attitudes towards school changed since you married—if they were a student who married while still in school)
9. What has been the worst/best experience related to your dual role of husband/wife and student? What made these experiences fall into one category or the other?
10. Is there anything else that you think is important for me to know about your experience as a law student who is also married?

Thank you for your time.
APPENDIX B

Time Table for Completion of Thesis

<table>
<thead>
<tr>
<th>DATE</th>
<th>TASK DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 4th 2005</td>
<td>Submission to the IRB for Approval</td>
</tr>
<tr>
<td>June 20-December 31 2005</td>
<td>Data Collection and Analysis</td>
</tr>
<tr>
<td>January 1st 2006</td>
<td>Plan to Complete Data Collection and Analysis</td>
</tr>
<tr>
<td>March 31 2006</td>
<td>Write Thesis</td>
</tr>
<tr>
<td>April 15 2006</td>
<td>Thesis Defense</td>
</tr>
</tbody>
</table>
Are you a law student who is married?

How does your life as a law student impact your marriage?

How does married life influence your law school experience?

Share your thoughts and experiences!

I am a graduate student conducting research for a master’s thesis. I am interested in studying what marriage means to law students, and how they handle the demands of marriage and law school.

Participating is easy!

➢ Both men and women are eligible to participate.
➢ 1 Tape recorded confidential interview lasting 45min-1hour.
➢ Your identity will be kept confidential.

For more information, or to sign up, please email: Deanna at dmcquill@iupui.edu