FACTORS INFLUENCING INTERROLE CONFLICT AMONG GRADUATE STUDENT-PARENTS

by

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ABSTRACT

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Graduate student-parents face numerous challenges, such as balancing their parent, student, and worker roles, and often having to "prove" themselves as serious students and parents. Although these challenges are potentially life-changing and can lead to high graduate student attrition rates, research on the social, academic, and work-related experiences of graduate student-parents is scarce. Through this dissertation, I aimed to shed light on an often overlooked population.

This dissertation is presented in the form of two distinct articles conceptually related in nature. The first article integrates literature from various fields relevant to graduate student-parents. Through a critique of the existing literature, I noted three significant issues: (a) a lack of focus on the experiences of graduate student fathers, (b) a lack of focus on intersectionality, and (c) a virtual nonexistence of how psychologists can bridge the gap between research findings and policy change. The article ends with suggestions for practitioners in university counseling center settings.

The purpose of the second article is to examine whether advisor support buffers the relations between parent-based discrimination and emotional, work-, and family-related outcomes. I hypothesized that the indirect effect between perceived discrimination and SFC/WFC via burnout will be significant and positive at low levels of academic advisor support. I also hypothesized that the simple indirect effect of perceived discrimination on

SFC/WFC will be moderated by gender such that the indirect pathway will be stronger and more positive for women than for men. Data were collected on a sample of 261 graduate student-parents using an online survey. Results indicated that burnout mediated the relationship between perceived discrimination and school- and work-family conflict. Neither advisor support or gender moderated the mediated relationship between perceived discrimination and school-and work-family conflict. Practical and clinical implications are discussed, in addition to suggestions for future research.

INTRODUCTION

Graduate student-parents are unique in that they have to balance their parent and worker roles, while at the same time manage their student role as well. Many graduate student-parents have to make difficult decisions, such as whether to miss their child's school recital to attend an academic conference, or how to get work done while still being present for their children. Not only can balancing these numerous roles be challenging, graduate student-parents can also be the targets of bias and discrimination, often having to work harder than non-parents to prove their dedication as students. The discrimination they encounter can ultimately lead to feelings of emotional exhaustion, exacerbating their school- and work-family conflict.

This dissertation is presented in the form of two distinct articles that are conceptually related. The first article consists of a critical review of the existing graduate student-parent related literature. Research on graduate student-parents is scarce, as most research concerning balancing work and family roles focuses on working adults who are not students (Lambert & Hogan, 2010; Zhang, Griffeth, & Fried, 2011). Of the research that does exist concerning graduate student-parents, the majority of it consists of qualitative studies primarily focusing on student mothers. For instance, numerous studies have explored how graduate student mothers cope with their stressors and find ways to balance their multiple roles (Ellis, 2014). Current literature has also focused on the needs of graduate student-parents, such as financial aid and affordable childcare (Lynch, 2008). What is missing from the current graduate student-parent literature is attention to the following: a) graduate student fathers, b) the intersectionality of graduate student-parents' multiple identities, and c) ways counseling psychologists can bridge the gap between

research-based suggestions and policy change. Thus, I will provide suggestions on how graduate student-parent research can become more social justice-informed and ways counseling psychologists can aid in that process and in improving the lived experiences of graduate student-parents.

The second article consists of an original empirical study. As stated, graduate student-parents, particularly graduate student mothers, may be the targets of bias and discrimination based on their parental status. Previous research has shown that being the target of discrimination can then lead to increased feelings of burnout (Stroebe & Missler, 2015). In turn, increased feelings of burnout can deplete one's resources, making it even more difficult to balance multiple roles (Stroebe & Missler, 2015). Given the negative consequences of the discrimination→burnout→interrole conflict pathway, scholars have focused on if, or how, social support can buffer its negative impacts. For instance, supervisor support in the workplace has been found to buffer the relationship between WFC and other variables (Pluut et al., 2018). Since supervisor support in the workplace is similar to academic advisor support in one's academic department, it makes sense to explore whether academic advisor support moderates the relationship between perceived discrimination and WFC/SFC via burnout in the graduate student-parent population. Thus, through an online survey distributed to graduate student-parents, I will test whether burnout mediates the relationship between perceived discrimination and WFC/SFC. I will also test whether academic advisor support moderates the indirect relationship. Furthermore, I will test whether gender moderates the indirect relationship as well. Practical and clinical implications will be discussed, and suggestions for future research will be provided.

GRADUATE STUDENT-PARENTS: WHERE'S THE SOCIAL JUSTICE?

Graduate students today are less traditional than in the past (Brus, 2006). For instance, the average age upon completion of a doctoral degree is 33 years of age (Mason, 2004), more women than men received doctoral degrees in 2001-2002 for the first time (Gardner, 2009), and graduate students are no longer primarily white and male (Brus, 2006). In addition, 35.5% of master's students and 28.4% of doctoral students have children or dependents (National Center for Education Statistics, 2010). Literature examining the experiences of graduate student-parents is slowly burgeoning and focuses on topics such as the interrole conflict experienced by graduate student-parents, the specific needs of graduate student-parents, how they cope with the task of balancing school and family responsibilities, and what advisors and institutions can do to reduce the high attrition rate of this population. Graduate student-parent research has stemmed from fields such as educational policy, occupational health psychology, sociology and social work, human resources, education, student affairs, and family therapy. However, few graduate student-parent researchers have examined this population's experiences from a social justice standpoint. While one may argue that research on graduate student-parents is socially just, given that it focuses on an underrepresented group and provides suggestions for institutional change, there are two significant issues with the current state of the literature that prevent it from being social justice-informed: (a) a lack of focus on intersectionality and (b) the virtual nonexistence of information regarding how psychologists can bridge the gap between research findings and policy change.

Scholars have called for future research focusing on the intersectionality of graduate student-parents, particularly mothers, and how factors such as racism and classism impact a graduate student-parent's academic and parental experiences (Anaya, 2011; Mutti-Driscoll, 2013). Only when graduate student-parent research is approached through a social justice lens will the nuanced experiences of graduate student-parents be fully understood and therefore better attended to. Furthermore, as opposed to focusing solely on institutions and the graduate student-parents themselves for how their experiences can improve, as most scholars to date have done, researchers should begin to highlight how counseling psychologists, with their focus on social justice, advocacy, and multiculturalism (Delgado-Romero, Lau, & Shullman, 2012), can advocate for graduate student-parents, a population Mason (2006) deemed "the underserved minority." The purpose of the present review is to provide an overview and critique of existing graduate student-parent research through a counseling psychology lens. Counseling psychology themes and values will be incorporated throughout the review, highlighting the ability of counseling psychologists to contribute to the research and treatment related to graduate student-parents' experiences. This article ends with suggestions for practitioners in university counseling center settings.

What is Social Justice and Socially Just Research?

Social justice is difficult to define, as there is no consensus on one overarching definition. Some scholars have explained social justice by breaking it down into two categories: distributive justice and procedural justice (Graybill, Baker, Cloth, Fisher, & Nastaski, 2017), where distributive justice focuses on how resources are allocated and procedural justice focuses on how decisions are made, who makes the decisions, and how

individuals treat one another (Shriberg & Baker, 2018). In a broader sense, social justice not only entails focusing on the needs of the marginalized individual or group but seeking to change oppressive systems (Lee & Kelley-Petersen, 2018; Thrift & Sugarman, 2018; Vera & Speight, 2003). Social justice research, therefore, has been defined as an approach to research where investigators:

> Examine circumstances and systems of exploitation, inequality, and oppression and how they adversely impact individuals and groups who are marginalized and disempowered and actively use the outcomes of research to change the material conditions and positively impact the psychological well-being of marginalized and disempowered individuals, with the ultimate goal being to transform society into a more just place for everyone (Cokley, & Awad, 2013, p. 28).

Numerous researchers have described ways to perform socially just qualitative (Lyons et al., 2013), quantitative (Cokley & Awad, 2013), and mixed-methods (Fassinger & Morrow, 2013) research. The intention behind the method of choice to support social justice aims has been deemed important, as opposed to the method itself (Fassinger & Morrow, 2013). Although the social justice perspective is valued by fields such as social work, education, and nursing (Asakura & Maurer, 2018; Lawyer, 2018; Rogers & Kelly, 2011), such a perspective is central to counseling and psychology, so much so that there have been calls to expand psychologists' roles beyond the counseling role to engaging in advocacy, prevention, and outreach roles (Vera & Speight, 2003). Similarly, rather than serving as "architects of adjustment," psychologists strive to challenge the status quo by focusing solely on helping individuals adjust to inequality (Walsh-Bowers, 2007).

Intersectionality and Social Justice

Intersectionality is rooted in black feminism, which highlights the experiences Black women face based on their racial and gender identities (Cole, 2009). The term *intersectionality* was coined by Black activist and legal scholar Kimerlé Williams Crenshaw (1989) to describe the detriments of treating Black women's experiences of racism and sexism as separate in U.S. law. More broadly, intersectionality:

> Highlights the importance of attending to multiple, intersecting identities and ascribed social positions (e.g., race, gender, sexual identity, class) along with associated power dynamics, as people are at the same time members of many different social groups and have unique experiences with privilege and disadvantage because of those intersections (Rosenthal, 2016, p. 475).

Intersectionality has received increasing attention in research, particularly in psychology (Lewis, Williams, Peppers, & Gadson, 2017; Moradi & Grzanka, 2017; Rosenthal, 2016). However, intersectionality has been virtually absent from the graduate student-parent literature. This lack of focus on intersectionality is troubling, particularly given the daily interplay graduate student-parents experience between their academic environment's cultural norms, their multiple intersecting identities, and their socioeconomic status and income. Below is a critique of the existing graduate student-parent literature, which highlights its lack of social justice and intersectionality and why a focus on social justice and intersectionality is important.

The Culture of Academia and Parenthood

Graduate students are often under the expectation that they will commit themselves completely to their school responsibilities and make themselves available to

their professors or advisors at any time, an expectation Brus (2006) termed *institutional ownership*. Kennelly and Spalter-Roth (2006) noted how academia and parenthood are both "greedy" in that they each demand undivided loyalty and attention. Thus, not only do graduate student-parents have to adjust to their institution's and department's cultural norms, they must also adjust to cultural norms regarding parenthood. Ample existing literature has focused on what it means to be a "good" parent, particularly for mothers. For instance, the good mother stereotype consists of a mother who stays at home to tend to the children and housekeeping responsibilities (Mottarella, Fritzsche, Whitten, & Bedsole, 2009), or of a mother whom most consider a supermom (Hays, 1996) who is able to successfully balance work and motherhood. Although the literature has focused on defining the ideal student or ideal parent, little research has examined *who* is defining the norms. Anaya (2011), one of the few researchers who has examined motherhood and higher education through an intersectional lens, noted that the definition of the ideal student and parent stems from the dominant White cultural and White feminist perspectives, respectively. The ideal mother, in particular, therefore eliminates race and cultural considerations (Anaya, 2011). For instance, Black mothers have balanced motherhood and various other roles for decades and, therefore, do not associate guilt with being a working mother as many White mothers do, as that is what they have been accustomed to doing (Philyaw, 2008). Why, then, are so few researchers continuing to inquire about White student-parents' experiences in academia and how they cope with the ideal student and parent stereotypes? In her dissertation, Sears (2001) forged a new path by qualitatively examining whether or to what extent women in her study accepted or rejected the good mother and good student stereotypes. Although the participants were

predominately White and married, cultural differences were taken into consideration, highlighting that images of good mothering varied among participants and did not always align with the North American ideology of good mothering (Sears, 2001). Additionally, given that academia continues to be a White, male-dominated institution, ethnically diverse graduate students' values may conflict with the values of academia, ultimately causing them to not "fit the mold" of academia (Gardner, 2008).

In addition to a lack of research that focuses on the experiences of graduate student-parents of color, there is a dearth of research exploring how age and partnership impacts a student-parent's experience. Social support, particularly support from a partner or spouse, has been cited as crucial for graduate student-parents to balance their multiple roles and complete graduate school successfully (Bosch, 2013; Martinez, Ordu, Della Sala, & McFarlane, 2013). The majority of participants in student-parent research are married or partnered, and a portion of the scholars who share their experiences as student-parents and provide "tips" to succeed are White, heterosexual women (Grenier & Burke, 2008; Murphy & Cloutier-Fisher, 2002). Similarly, the experiences of gay or lesbian graduate student-parents is virtually nonexistent in the literature, in addition to how one's socioeconomic status and income plays a role in the graduate student-parent experience. More research is needed that incorporates the multiple identities graduate student-parents hold and how such identities interact with their institution's and department's academic culture. Until then, graduate student-parent research cannot be considered social justice-informed, as it continues to focus primarily on the experiences of White mothers under norms and ideals created by the White, dominant culture.

Interrole Conflict

Research on interrole conflict has become increasingly important since dual-earner families became prevalent in the 1960's. Interrole conflict is experienced "when pressures arising in one role are incompatible with pressures arising in another role" (Greenhaus & Beutell, 1985, p.77). A vast majority of interrole conflict literature focuses on the conflict between work and family, primarily for working adults (Lambert & Hogan, 2010; Zhang, Griffeth, & Fried, 2011). More recently, however, research has begun to focus on graduate student-parents who are experiencing interrole conflict, particularly conflict between work, school, and parenthood. Graduate students with dependents face numerous work-family-school challenges, such as trying to balance their assistantship or job with staying home with a sick child, taking children to and from school, and other family responsibilities. Murphy and Cloutier-Fisher (2002) documented their personal experiences of being graduate student-parents. Managing their multiple roles included taking their children to school during school holidays, working late into the night, receiving support from their advisor and department, and utilizing childcare (Murphy & Cloutier-Fisher, 2002). While graduate student-parents may be experiencing interrole conflict, few scholars have examined how one's various identities and environment can impact such conflict. For instance, do single graduate student mothers experience more interrole conflict than married graduate student mothers? Do international student-parents experience interrole conflict differently than domestic student-parents? An abundance of literature has identified how much interrole conflict White, married individuals experience (Ellis, 2014; Engelhard, 2012)and how they cope with it (Martinez et al., 2013; Sallee, 2015) but little focus has been paid to student-

parents of color, single student-parents, or gay or lesbian student-parents and how such identities interact with the academic department in which the student is housed.

How to Balance Numerous Roles

Once it was determined that graduate student-parents were experiencing interrole conflict, scholars explored ways in which such conflict could be managed. For instance, in order to meet their work, school, and parental demands, graduate student mothers in particular have lowered their expectations of themselves and have worked while their children were sleeping or were at school (Ellis, 2014). Social support has been found to buffer the negative impacts of interrole conflict experienced by graduate student-parents (Engelhard, 2012). In order to balance their multiple roles as graduate students, parents, partners, and employees, some graduate students adopt strict schedules and are conscientious of time management. For instance, they do their homework assignments at night and prioritize their parental role by designating hours in the day for their family or refraining from doing schoolwork during designated days of the weekend (Sallee, 2015). Based on their own experiences, Masi de Casanova and Brown (2013) provided suggestions regarding how to negotiate motherhood while in graduate school, which included refraining from making excuses as to why one cannot meet their role demands, not being afraid to ask for help from peers, partners, family members, or psychologists, cultivating a support network, making a schedule and planning ahead, becoming involved in program activities, and thinking of creative ways to combine research and parenting. Similarly, Grenier and Burke (2008) shared their experiences of being mothers while in graduate school and noted the importance of support from faculty, fellow students, and spouses in their ability to manage the stress that accompanies being a student-parent.

Three common coping strategies utilized by graduate student-parents are those of prioritization, compartmentalization, and the reduction of standards (Dyk, 1987). Graduate student-parents prioritize academic work and parental responsibilities that have to be done and cannot be shared with anyone else (prioritization), choose to attend to one role at a time (compartmentalization), and do what they can in the academic role to get by, such as not reading all of the assigned pages (reduction of standards). It is important to note, however, that a graduate student-parent's ability to utilize the aforementioned coping strategies depends on the resources available to them (Dyk, 1987).

Needs of Graduate Student-Parents

The majority of the graduate student-parent literature focuses on the resources graduate student-parents believe are the most helpful in balancing their multiple roles and completing their degrees. For instance, supportive faculty has been found to be a highly valued resource for graduate student-parents (Lynch, 2008). More class offerings during the day have also been a frequent request of graduate student-parents. For example, Ellis (2014) noted that evening classes are based on "an antiquated model of the full-time nine-to-five male worker who attends graduate school in the evening" (p. 14), the part of the day in which parents believe they should be tending to family responsibilities such as helping with homework, fixing dinner, and putting their children to bed. Graduate student-parents have also highlighted the importance of financial support and affordable childcare through their home institutions (Lynch, 2008). In her case study of graduate student mothers, Lynch (2008) noted that the most common complaint graduate student mothers had about their academic institutions related to limited financial aid that seemed better designed for individuals without children. In addition, graduate student mothers

discussed the difficulty of finding affordable and reliable childcare, as the childcare offered at their universities were too expensive or had traditional 9am-5pm hours that did not correspond well with the sporadic graduate student hours (Lynch, 2008). While it is admirable that the needs of graduate student-parents have been thoroughly explored in the literature, given that their needs are often ignored by university administrators, each graduate student-parent's needs will be unique based on the individual. For instance, the needs of a single graduate student-parent may look quite different than the needs of a married or partnered graduate student-parent. For graduate student-parent research to truly be social justice-informed, more research is needed that examines the role of intersectionality in the needs of graduate student-parents.

The Impact of Being a Graduate Student-Parent

Balancing the student, worker, and parent role can have negative impacts on the educational experiences of graduate students with dependents. The primary educational issue related to graduate students is attrition, as 40-50% of doctoral students do not complete their graduate degrees (Litalien & Guay, 2015). In fact, Smallwood (2004) has called doctoral student attrition "the central issue in doctoral education in the United States today" (p. A10). Attrition can have detrimental costs to the student and the institution (Brunsden, Davies, Shelvin, & Bracken, 2000). For instance, leaving school early can lower students' self-esteem and self-confidence (Stillman, 2009) and negatively affect their income due to lost time in the workforce (Johnson, 2012). On an institutional level, attrition leads to a loss of tuition income, as well as a failure of the institution to meet their education mission (Bean, 1990). Schnedier and Yin (2011) found that college dropouts from a single cohort caused the state and federal government to lose $730

million in potential tax revenue. Similarly, a study conducted by the University of Notre Dame found that it would save $1 million a year in stipends if doctoral student attrition went down by 10% (Smallwood, 2004).

There are numerous factors that contribute to graduate student attrition. Gardner (2008) posited that it is unsuccessful socialization in graduate school that may contribute to attrition of doctoral students. Specifically, she found that women, students of color, older students, students with children, and part-time student participants in the fields of history or chemistry had difficult, unique experiences of graduate school, which resulted in some participants leaving their program (Gardner, 2008). Gardner's (2008) work focusing on the socialization experiences of underrepresented graduate students is an example of a social justice-informed study that graduate student research needs more of. This is of particular importance, as the "mold" of academia (e.g., White, male) has not significantly changed since Gardner's (2008) publication. For instance, White men still account for 55% of full-time professors (National Center for Education Statistics, 2016). Therefore, are underrepresented graduate students continuing to have socialization difficulties? Are some individuals beginning to successfully socialize more than others? Gardner's (2008) crucial work must be expanded upon to answer these questions. Furthermore, given that Gardner (2008) focused only on chemistry and history disciplines, more research is needed examining the socialization experiences of graduate students and graduate student-parents across various disciplines.

Organizational factors such as ineffective or noncaring advisors/mentors, program structure or lack thereof, lack of program flexibility, and lack of community within the program itself can also contribute to doctoral student attrition (Smith, Maroney, Nelson,

Abel, & Abel, 2006). Women with children are especially susceptible to attrition, as they leave academia at higher rates than any other student group (e.g., single men and women, men with children) (Mason, Wolfinger, & Goulden, 2013). Graduate student mothers have lower rates of candidacy and graduation, even though they are the fastest growing group enrolling in doctoral programs (Grenier & Burke, 2008). Women who become mothers during graduate school have significantly lower odds of receiving tenure-track positions immediately following graduate school (Kennelly & Spather-Roth, 2006). Furthermore, graduate student mothers may be unable to attend departmental social or other extra-curricular activities due to their multiple roles and demands, which may impact their connection with their academic department or collegiality with peers (Murphy & Cloutier-Fisher, 2002).

Charter, Hatch, and Alger (1991) noted the importance having role models in academia, not only female faculty and professors, but faculty and professors who are mothers as well. However, only 32% of women are tenure track professors; 27% of that being White women (National Center for Education Statistics, 2017). Female doctoral students do not appear to be seeing enough role models who successfully combine work and family, which impacts whether they deem tenure-track faculty positions at research-intensive universities to be family friendly (Mason, Goulden, & Frasch, 2011). Mason et al. (2011) described the prevalence of women "leaking" through the science pipeline, with many of them leaving academia before obtaining tenure. They found that marriage and childbirth was the major cause of women leaving the sciences, noting that married women with children are 35% less likely to enter into tenure-track positions after obtaining a doctoral degree than married men with children (Mason et al., 2011). When

investigating the factors that facilitate or impede female doctoral students' degree progress, Maher, Ford, and Thompson (2004) found that "late finishers," or women who took 6.75 year or more to complete their doctoral degree encountered numerous impediments, such as child-care responsibilities, marital problems or other family-related obstacles, or the birth of one or more children. However, these "late finishers" identified having a helpful, positive relationship with their academic advisor as a facilitative factor that aided in their doctoral degree progress (Maher et al., 2004).

In addition to being at risk for not completing their graduate degree, there is some evidence to suggest that graduate student-parents are often targets of bias. For example, participants in one study were asked to review a vignette and rated two women – one who decided to continue her education shortly after giving birth and who chose to discontinue her education after giving birth. Results showed that participants rated the woman who chose to continue her education as significantly less feminine, more dominant, more cold-hearted, and less warm than the woman who discontinued her education after giving birth (Mottarella et al., 2009). Graduate student mothers in particular may experience discrimination by being given less financial aid than other students because it is assumed it is not needed if they are married and by not being viewed as serious students (Charter et al., 1991). Research has shown that faculty parents may be hesitant to use an institution's family-friendly policies for fear of being looked down upon or less committed to their work than faculty without children, and it appears that doctoral student-parents may have similar fears (Serrano, 2008). Similarly, women in academia tend to be viewed as less reliable and dedicated students due to their family responsibilities that may take time away from academic activities (Etzkowitz, Kemelgor,

& Uzzi, 2000). Parenthood can also impact graduate students in that it affects decisions such as whether they attend academic conferences (Wilson, 2002) or whether to pursue a tenure-track career (Romano, 2001). Furthermore, graduate student mothers have shared that their jobs as graduate students are rarely viewed as "real" work (Ellis, 2014). Graduate student mothers "occupy a place of marginalization and discrimination within the academy where they are subjected to policies that have disproportionately negative impacts on their lives and families" (Ellis, 2014, p. 10).

Although the existing studies suggesting that graduate student-parents may be the targets of bias are useful, few directly explore the parents' perspectives. As described above, little research has examined whether graduate student-parents are targets of discrimination, and those that do provide hypothetical scenarios to individuals to compare how they judge working vs. non-working parents (Mottarella et al., 2009) or rely on parental-based discrimination research focusing on the working adult population (Dickson, 2008; Trzebiatowski & Triana, 2017) for comparison. Learning the perspectives of the graduate student-parents themselves would provide a stronger, deeper understanding of whether they are experiencing discrimination. Moreover, graduate student fathers are often left out of the discrimination-based research. More research is needed exploring graduate student fathers' experiences with parental-based discrimination.

Graduate student-parents may also be experiencing burnout, particularly because family-school conflict and school-work conflict have been found to be significantly correlated with burnout in working, married, adult students (Kremer, 2015). Situations that can lead to burnout are work overload, a sense of a lack of control at work,

employees believing they are lacking the rewards or recognition associated with their performance, a lack of support or trust with employees, an absence of fairness in the workplace, and conflicts between an employee's personal values and their organization's values (Maslach, 2006). These situations may also parallel the experiences of graduate students, given that academic work at this level can often be experienced as a full-time job. Indeed, doctoral students spend an average of 75 hours per week on school work, employment, housework, and caregiving (Mason, Goulden, & Frasch, 2009) and often experience demands that surpass their capacity to fulfill such demands. In terms of a lack of control, graduate students are told which classes they are required to take, may not have a choice in regards to what assistantships they receive, and are required to attend classes at set times. While one may argue that graduate students have greater control over their lives and education compared to undergraduate students, graduate students are still working in compliance with their academic advisors and often need to meet their academic advisor's requests (Brus, 2006). Given that graduate students are expected to achieve both academically and professionally, their work may not receive as much recognition as students would desire. For instance, research indicates that both undergraduate and graduate students experience effort-reward imbalances, which are positively related to burnout and withdrawal intentions (Williams, Dziurawiec, & Heritage, 2018).

Gender can play a role in one's experience as a graduate student-parent. For example, some women pursuing a PhD time their doctoral pursuits around domestic demands, such as the age of their children (Brown & Watson, 2010). Additionally, graduate student mothers have noted that balancing home and academic life is a source of

great stress and that they are often torn between their role mother and student (Brown & Watson, 2010).

The Role of Institutions and Advisors

Given the strain related to balancing work, school, and family for graduate students, methods for relieving such strain should be taken into consideration. One factor that can help is support from one's academic advisor. An academic advisor is the person whom a student believes to have provided the majority of guidance to the student's research and the person with whom they have the most contact (Curtin, Stewart, & Ostrove, 2013). The importance of the advisor-student relationship cannot be overstated, as advisors contribute to the quality of students' graduate experiences and to their socialization (Barnes & Austin, 2009; Zhao, Golde, & McCormick, 2007). For instance, difficult relationships with academic advisors can negatively impact graduate students' socialization processes (Lovitts, 2001). Furthermore, an unproductive advisory working alliance may hamper graduate students' progress in their programs (Schlosser & Gelso, 2001).

In addition to social support reducing work-family conflict, social support has been shown to reduce burnout as well. For instance, academic advisor support has been found to be a direct and significant predictor of burnout for counseling psychology doctoral students (Clark, Murdock, & Koetting, 2009). Relatedly, supervisor support has been found to have a buffering effect on work interference with family and family interference with work for full-time employees in South Korea, which was related to lower emotional exhaustion (Lee, Kim, Park, & Yun, 2013). Additionally, work-family

conflict has been shown to act as a mediator between supervisor support and burnout for women (Blanch & Aluja, 2012).

Academic advisors can help graduate student-parents succeed by understanding how family responsibilities can impact schooling and therefore provide support and encouragement (Lovik, 2004). In one qualitative study, Wu (2013) found that doctoral student mothers believed the relationship with their faculty advisor/mentor, and the accompanying emotional support and academic guidance, was critical in completing their doctorate. Additionally, graduate student mothers have identified support from professors and academic departments to be helpful in meeting their various role demands (DuBransky, 2014). Personal factors that have contributed to doctoral student attrition are relationships (or lack thereof) with significant others, family responsibilities, support systems, employment responsibilities/financial strain, and time constraints and overload (Smith et al., 2006). The factors of family responsibilities, employment responsibilities/role strain, and time constraints and overload are all facets of interrole conflict experienced by graduate student-parents. Therefore, finding ways to limit the interrole conflict experienced by graduate student-parents (e.g., developing family friendly university policies, training academic advisors to increase their support and flexibility) may decrease doctoral student attrition. For instance, academic advisors are encouraged to engage in culturally conscious advising relationships, which includes being aware of how their advisee's various identities (e.g., sexual orientation, social class, religion) affect the advising process (Schlosser, Lyons, Talleyrand, Kim, & Johnson, 2011). Given that parenthood can be a salient part of graduate student-parents'

identity, acknowledging such an identity may increase the advisor-advisee rapport, which may decrease doctoral student attrition.

In terms of what institutions can do for graduate student-parents, Brandes (2006) highlighted the importance of graduate student centers, which consist of graduate student space which may include a children's area for student-parents. Furthermore, graduate student spaces aid in building a sense of community among graduate students from different departments, as they allow for marginalized students, such as graduate student-parents, to meet and socialize, and therefore feel less isolated. It appears as though institutions have work to do when it comes to being viewed as family-friendly. For instance, the structure and culture of academia are changing at a slower pace than the ever-rapid increase in the number of dual-earner households and female doctoral students (Mason, Goulden, & Frasch, 2009). Due to this discrepancy, doctoral students who plan to have careers in academia have been shown to be somewhat or very concerned about the family-friendliness of their anticipated career choices, with more women than men expressing such concerns (Mason et al., 2009). These concerns are so serious that many doctoral students are shifting their career goals, which is particularly problematic for women in STEM. For instance, women only receive roughly one-third of U.S. doctorates in the fields of physical science, technology, engineering, and math (Mason et al., 2009). Changing one's career goals away from a career in academia exacerbates the already low number of women in STEM and the academic pipeline (Mason et al., 2009).

Gap between Research Findings and Policy Change

The ways in which institutions and advisors can create family-friendly environments and help student-parents succeed academically, as described above, are

promising and provide hope for positive change for the experiences of graduate student-parents. However, who is ensuring the institutions and advisors are making these changes? The majority of scholars provide suggestions for institutions and/or advisors in order to create family-friendly campus environments, yet, it is unclear how, or if, institutions are hearing the call. Not all universities provide graduate student spaces and few institutions are considered family-friendly, thus the gap between research and policy implementation needs to be filled. Given that counseling psychology has its roots in higher education (Gelso & Fretz, 2001), counseling psychologists may be particularly adept to bridge that gap and address the experiences of student-parents not only in research, but in practice. Approximately 48.5% of counseling psychologists work in a university or college setting (APA, 2014). Counseling psychologists provide counseling and psychotherapy, in addition to engaging in advocacy, prevention, and outreach (Vera & Speight, 2003). Counseling psychologists have a strong focus on and commitment to social justice (Delgado-Romero et al., 2012), making them particularly adept at advocating for student-parents and helping to inform policy. Graduate student-parents who are having difficulty balancing their multiple roles can be viewed as clients who are having "problems in living" (Gelso & Fretz, 2001). Counseling psychologists tend to focus on intact as opposed to highly disturbed personalities and while they do work with more disturbed clients, relative to other specialties (e.g., clinical psychology), they more often work with clients who are closer to the "normal" range of functioning (Gelso & Fretz, 2001). Counseling psychologists are trained to work with individuals with more "normal" problems in living by providing brief interventions and focusing on client's assets and strengths (Gelso & Fretz, 2001). Thus, counseling psychologists are adept at

working with students who are balancing multiple roles and who may be experiencing burnout, stress, or discrimination. Not only should counseling psychologists begin to join other fields in researching issues related to being a graduate student-parent, they should begin to advocate for policy change in hopes of improving the graduate experience for all graduate student-parents.

Recommendations for Practitioners

As discussed previously, strategies for improving the graduate student-parent experience have been provided for institutions, advisors, and the student-parents themselves. Counseling psychologists can expand their therapeutic roles by engaging in the role of adviser, consultant, advocate, change agent, and facilitator of indigenous support systems in order to empower clients and advocate (Atkinson, Thompson, & Grant, 1993). For example, counseling psychologists can refer graduate student-parents to support networks (facilitator of indigenous support systems), work on committees to improve family friendly university policies (change agent), and provide psychoeducation to clients on how some of the negative consequences they are experiencing may be due to discrimination (adviser). Counseling psychologists are in need of specific recommendations on how to aid graduate student-parents. Thus, based on the current review of the literature, I propose that practitioners strive to implement the following policies: (a) provide outreach and prevention programming geared toward graduate student-parents, (b) provide support and psychoeducational groups for graduate student-parents, (c) serve on committees geared toward student life and well-being, (d) provide educational workshops for faculty, advisors, and administrators on the unique experiences graduate student-parents encounter and resources to help them cope, and (e)

conduct social justice informed research on graduate student-parents. These suggestions are discussed in more detail in the following sections. Tips for working with graduate student-parents in individual therapy are also provided.

Provide Outreach and Prevention Programming

There are three roles that counseling psychologists combine simultaneously: the remedial role, the preventive role, and the educative-developmental role (Gelso & Fretz, 2001). The consistent attention to all three roles, regardless of the presenting issue, severity, or setting is what makes counseling psychologist unique. First, counseling psychologists can engage in the preventive role, in which they aim to forestall the development of problems or events (Gelso & Fretz, 2001). An example of a counseling psychologist working in the preventive role would be participating in outreach for college students. Therefore, counseling psychologists working on college campuses can provide outreach programs covering how to balance work, school, and parenting roles in order to prevent work-life conflict from occurring. Providing outreach programing on how to cope with stress may also prove useful, as it may prevent the occurrence of burnout in graduate student-parents. Psychologists working in university counseling center settings have expanded their direct therapeutic services to providing outreach and prevention programming, activities now central to their work (Golightly et al., 2017). Although a single definition of outreach does not exist, Golightly et al. (2017) noted that outreach should have a social justice emphasis, include large-scale events that reach a large number of students, include a building of campus partnerships that support student groups focused on mental health and wellness, include formal liaison relationships, establish counseling center satellite offices, engage in postvention and community

response after a crisis, provide topic-specific programs such as Question, Persuade, Refer (QPR), and stay engaged with students through social media. University Counseling Center (UCC) counseling psychologists who wish to provide outreach programming geared toward graduate student-parents can provide tabling that includes information on the challenges graduate student-parents may encounter, ways to cope with the stress associated with balancing multiple roles, the importance of support, and resources student-parents can use. Counseling psychologists can also form relationships with other departments and groups on campus. For instance, UCCs can partner with offices of Student Affairs, the Graduate School, or any informal student-parent support networks on campus, which will increase campus cohesion and promote their services. This building of campus community is crucial, given that graduate student-parents may feel excluded from their department due to their busy schedules and inability to attend departmental or campus-wide social events. Satellite offices may also be useful for graduate student-parents, particularly because the needs of student-parents of color, single student-parents, and gay or lesbian student-parents has been seemingly ignored in the literature. If UCC counseling psychologists can set up satellite offices in multicultural centers and graduate student spaces, perhaps the voices of minority graduate student-parents may finally be heard. Outreach programming will not only provide resources and information for graduate student-parents, but also build a sense of community on campus, reduce stigma associated with being a student-parent, and aid in prevention. Activities such as outreach and environmental modification underscore counseling psychology's attention to person-environment relations (Gelso & Fretz, 2001). Counseling psychologists on college campuses can provide outreach on how to manage work, family, and school demands to

reduce the negative consequences of interrole conflict. In addition, counseling psychologists can work toward modifying campus climate as it pertains to acceptance and support of student-parents.

Provide Groups for Graduate Student-Parents

Group counseling is a common practice at many UCCs. The types of groups offered vary from institution to institution, with the most common groups being interpersonal process groups, support groups, and groups focused on a specific topic, such as anxiety, grief, or academic stress. Groups are valued at UCCs for their ability to help students with interpersonal problems, provide students with longer-term counseling if the center has session limits, and provide students with support and validation from others. Given that graduate student-parents may feel isolated from their non-parent peers, support groups are a viable option. Not only would groups allow graduate student-parents to feel understood and supported by individuals in similar situations, they would provide a space for graduate student-parents to learn from each other. Numerous scholars have written articles sharing their personal experiences as parents in graduate school and strategies that helped them succeed (Grenier & Burke, 2008; Masi de Casanova & Brown, 2013; Murphy & Cloutier-Fisher, 2002). While these articles may be helpful to some student-parents, others may not be aware that such articles exist. Furthermore, by providing groups, graduate student-parents can interact with and get feedback from individuals who are going through similar circumstances at the same time, as opposed to reading about the experiences of parents who were students at a different university at a different time.

Psychoeducational groups may also prove beneficial to graduate student-parents. A potential topic could include stress management, given the high amounts of stress and interrole conflict reported by graduate student-parents (Rahman, 2015). Assertive communication may also be a useful group topic, as graduate student-parents commonly have to have discussions with faculty and advisors about deadline extensions, missing classes, an inability to attend conferences, or other issues related to their multiple roles. Guilt associated with being a working student-parent has also been commonly reported by graduate student-parents, especially mothers (Brown & Watson, 2010). Thus, having an opportunity to process feelings of guilt in these groups would also be beneficial. Counseling psychologists can also benefit from graduate student-parent groups, as they can learn first-hand the needs of the students and how they believe their institutions may be lacking in family-friendliness and support. Counseling psychologists can then use the information provided in group to inform their interactions with university administrators, keeping sure to maintain confidentiality, of course.

Serve on University Committees

UCC counseling psychologists should not exist in a vacuum. Thus, serving on one or more university committees can be a productive way for psychologists to advocate for their clients while at the same time become integrated into their institution. Committees have been viewed as "the life blood of a university" (Simplicio, 2011, p. 332,). Committees can exist at the university level (e.g., strategic planning committee, budget committee), the departmental level (e.g., faculty hiring committees, handbook committees), and the student level (e.g., administration and enrollment committee, student progress committee) (Simplicio, 2011). UCC counseling psychologists can strive

to serve on multiple committees, such as the student life committee and policy committees, in order to advocate for graduate student-parents and provide ideas for family-friendly policies. Serving on various committee is important, as it allows the member to plant the seeds for an idea multiple times in multiple locations, which will ultimately allow the member to share that the particular topic has been discussed in previous meetings and at other committee meetings as well (Simplicio, 2011). UCC counseling psychologists can also encourage graduate student-parents to serve on student level committees in order to have their voices and needs heard. As stated previously, a unique theme of counseling psychology is the importance of social justice, diversity, and multiculturalism (Delgado-Romero et al., 2012). The number of women leaving STEM careers prematurely, the overall lack of female representation in STEM majors and careers, as well as the lack of women of color faculty can be addressed by counseling psychologists through a social advocacy lens. Counseling psychologists can work as advocates and change agents to inform policies that better accommodate women in STEM fields and women of color in academia. In addition, counseling psychologists can advocate for increased family-friendly policies in universities and workplaces in order to decrease the likelihood of women "opting out" in order to take care of their children. Working toward more accommodating working environments in academia specifically may possibly bridge the gap between the amount of male and female tenured-track faculty and increase the number of non-White faculty. On a graduate student level, female graduate students have reported more negative life events, higher levels of depression and anxiety, and less social support in their graduate programs compared with male graduate students (Mallinckrodt & Leong, 1992). A focus on improving the

academic and work-related experiences for women, a marginalized population, aligns with the call for counseling psychologists to go beyond their roles to ensure social justice by working as advocates against oppression (Meara & Myers, 1999).

Provide Educational Workshops

Still engaging in the preventive role, counseling psychologists can provide workshops for university faculty on the unique experiences nontraditional students encounter, and ways to support nontraditional students. It is possible that many university faculty and advisors are unaware of the unique challenges graduate student-parents can experience. Few official policies exist for parental supports for graduate students, as most situations related to graduate students with dependents are handled individually, and graduate directors are often unaware of what services at the university are available for graduate student-parents (Springer, Parker, & Leviten-Reid, 2009). Findings from both Gardner (2008) and Smith et al. (2006) underscore the importance of climate factors, particularly micro-climate factors such as the academic advising relationship. Given that graduate students tend to be cautious about sharing personal information with their academic advisors (Schlosser, Knox, Moskovitz, & Hill, 2003), advisors may need to encourage advisees, or display behavior that indicates they are open to hearing about some of their advisee's personal information, especially when it comes to balancing their student and parent roles. Gaining a stronger understanding of how supportive academic advisors are towards graduate student- parents may highlight the need for family supportive training for academic advisors, which may decrease doctoral student attrition. UCC counseling psychologists can help fill this gap in knowledge and understanding by providing educational workshops for faculty, advisors, and even administrators that

covers topics such as graduate student-parent mental health, what kind of challenges graduate student-parents face, how to talk to a student who is having difficulty balancing their multiple roles, what services are available for graduate student-parents, and how they can become family-supportive mentors. These workshops will not only allow faculty, advisors, and administrators to become more familiar with the experiences of graduate student-parents, they will contribute to building a more welcoming, understanding campus community.

Conduct Social Justice Informed Research

As stated previously, the current literature on graduate student-parents is heavily unidimensional, focusing primarily on the White graduate student-parent experience and virtually ignoring how intersectionality impacts graduate student-parents' lived experiences. Not only should scholars from various fields begin to conduct social justice-informed research related to graduate student-parents, psychologists in general and counseling psychologists in particular should heed this call. Focusing on the experiences of graduate student-parents from an intersectional lens will allow researchers to gain a richer understanding of graduate student-parents' person-environment interactions and will also inform counseling psychologists' clinical work. Furthermore, psychologists can bring their research findings to committee meetings to bolster their suggestions for improving or implementing family-friendly policies. A unifying theme of counseling psychology is its focus on person-environment interactions, which views clients holistically by examining how their environments (e.g., family, work, school) interact with their personalities and behaviors (Gelso & Fretz, 2001). Interrole conflict emphasizes the critical impact situations and environments can have on an individual's

life. As the current, albeit limited, research shows, graduate student-parents are often negatively impacted by their school environment, particularly if their university does not have family friendly policies. Rather than focusing solely on graduate student-parents themselves, counseling psychologists can work with these students in better understanding how their environment is contributing to their experiences, in addition to how they are contributing and interacting with their environment.

Tips for Individual Therapy

Engaging in these activities strongly correlates with counseling psychology's emphasis on educational and career development (Gelso & Fretz, 2001). Counseling psychologists have a strong presence on college campuses and have historically contributed to the study of academic performance and problems (Gelso & Fretz, 2001). Student mothers who are questioning their ability to continue studying in a STEM major or ultimately seeking a faculty position would benefit from collaborating with counseling psychologists who are adept at enhancing career development and treating vocational problems. Counseling psychologists can also prove helpful for graduate student-parents in general whose work may be negatively impacted by school and/or family roles, as career counseling and development is considered the heart of counseling psychology for some counseling psychologists (Gelso & Fretz, 2001). Similarly, counseling psychologists can provide educational development services for graduate student-parents whose academics are negatively impacted by interrole conflict.

Working in the remedial role entails working with clients in fixing or solving clients' problems or conflicts (Gelso & Fretz, 2001). If graduate students are experiencing discrimination based on their parental status, counseling psychologists can

explore such experiences with the client and discuss ways in which the client can cope, which may ultimately reduce the anxiety and depressive symptoms associated with discrimination. Similarly, counseling psychologists can work collaboratively with graduate student-parent clients to develop ways in which student-parents can employ work-life conflict coping strategies and therefore reduce the negative consequences associated with interrole conflict. Providing interpersonal feedback and methods of successful communication may empower graduate student-parents who are having conflict with their academic advisors to work toward solving such conflict.

Last, counseling psychologists can work in the educative-developmental role, which involves working with clients toward enhancement by emphasizing and utilizing an individual's strengths, qualities, and abilities (Gelso & Fretz, 2001). Counseling psychologists can work with graduate student-parents to identify their strengths and abilities, which can empower them to succeed in their various life roles even if conflict arises. Furthermore, given that undergraduate students have indicated experiencing effort-reward imbalances while in school (Williams, Dziurawiec, & Heritage, 2018), they may feel as though their hard work is not being noticed, which highlights the importance of focusing on students' positive qualities.

Conclusion

In sum, current literature indicates that being a graduate student-parent can have deleterious emotional and occupational consequences and has contributed to student attrition and the proverbial "brain drain" at universities through the loss of intellectual talent. However, most of what we know about graduate student-parents pertains to White, married students. The current graduate student-parent literature is lacking a social justice

and intersectional grounding. Furthermore, there is a gap between suggestions for institutions and actual policy change – a gap that counseling psychologists working in university counseling centers can fill. Counseling psychology's commitment to social justice, prevention, individual strengths, and person-environment interactions makes counseling psychologists adept at ameliorating the negative outcomes of being a graduate student-parent. By following the suggestions provided above, counseling psychologists can help graduate students feel confident in their abilities to balance work, school, and family, ultimately decreasing attrition rates. Additionally, counseling psychologists can advocate for policy change, with the ultimate goal of increasing an institution's family-friendliness and spreading awareness in regards to the graduate student-parent experience.

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THE MODERATING INFLUENCE OF ADVISOR SUPPORT ON THE RELATIONSHIP BETWEEN PERCEIVED DISCRIMINATION AND SCHOOL/WORK-FAMILY CONFLICT AMONG GRADUATE STUDENT-PARENTS

Applications in U.S. graduate programs continue to grow, with a record high total of 506,927 graduate students enrolling for the first time in Fall 2015 (Okahana, Feaster, & Allum, 2016). However, 40-50% of doctoral students do not complete their graduate degrees (Litalien & Guay, 2015). This attrition has been associated with family responsibilities, time constraints, ineffective or uncaring advisors, and employment responsibilities/financial strain (Smith, Maroney, Nelson, Abel, & Abel, 2006). Given that the most recent data from 2008 indicate that 35.5% of master's degree students and 28.4% of doctoral degree students have children (National Center for Education Statistics, 2010), attrition due to family responsibilities and time constraints is a logical outcome.

Graduate students who are parents are unique in that there are circumstances specific to them, such as relationships with advisors, financial insecurity, and career uncertainty (Kremer, 2015; Springer, Parker, & Leviten-Reid, 2009), that can strain their ability to successfully complete their studies. They also are often under the expectation that they will commit themselves completely to their school responsibilities and make themselves available to their professors or advisors at any time – an expectation Brus (2006) termed *institutional ownership*. In addition to being at risk for not completing their graduate degree, there is some evidence to suggest that graduate student-parents are often targets of bias (Etzkowitz, Kemelgor, & Uzzi, 2000; Mottarella, Fritzsche, & Bedsole, 2009). Furthermore, graduate student-parents have also been shown to

experience symptoms of burnout, which is unsurprising given that graduate student-parents manage numerous roles, such as student, employee, advisee, and parent, which can also result in interrole conflict. As an employee, a graduate student-parent may work as a research assistant (RA), teaching assistant (TA), or a general graduate assistant (GA) in their academic department, although some graduate student-parents may have jobs outside of their institution. In order to balance their multiple roles as graduate students, parents, partners, and employees, some graduate student-parents adopt strict schedules and are conscientious of time management. For instance, they do their homework assignments at night and prioritize their parental role by designating hours in the day for their family or refraining from doing schoolwork during designated days of the weekend (Sallee, 2015). Murphy and Cloutier-Fisher (2002) documented their personal experiences of being graduate student-parents. Managing their multiple roles included taking their children to school during school holidays, working late into the night, seeking support from their advisor and department, and utilizing childcare (Murphy & Cloutier-Fisher, 2002). Social support (e.g., spouse, partner, friends, parents) has also been found to buffer the negative outcomes associated with balancing numerous roles (Grenier & Burke, 2008). Specifically, academic advisor support has been shown to have a large impact on graduate student-parents' experiences (Wu, 2013).

As described above, graduate student-parents encounter various stressors and unique experiences, such as being the targets of prejudice and discrimination based on their parental status, experiencing burnout, and managing various roles. Encapsulating the graduate student-parent experience is the importance of social support, particularly support from one's academic advisor. The experiences of graduate student-parents have

been scarce in the literature. However, existing literature focusing on the experiences of working parents have found relationships between the discrimination they encounter, burnout, interrole conflict, and supervisor support. Given that graduate student-parents and working parents share numerous similarities, such as managing multiple roles (e.g., parent, worker, spouse), I plan to apply research findings based on the working adult population to graduate student-parents. Building on previous findings, I also plan to apply role theory, resource drain theory, and social role theory to guide my hypotheses. Thus, the purpose of my study is to examine the potentially moderating influence of academic advisor support on the relationship between perceived discrimination and both school-family conflict (SFC) and work-family conflict (WFC) via burnout among graduate student-parents. Given the importance of advisor support for graduate students' academic success, it is important to examine whether such support can serve as a potential protective factor against the negative outcomes of parent-based discrimination (e.g., burnout, SFC, WFC). This study is unique in that it adds to the limited research on graduate student-parents and examines the experiences of student fathers in addition to student mothers, a population often overlooked in current studies (DuBransky, 2014; Ellis, 2014). Furthermore, it expands the interrole conflict literature by examining school-family conflict in addition to the commonly studied work-family conflict.

Interrole Conflict

Graduate student-parents who are balancing multiple roles may experience interrole conflict, which occurs when pressures in one role are incompatible with pressures in another role (Greenhaus & Beutell, 1985). Interrole conflict can include various domains, such as work-family/family-work conflict, school-family/family-school

conflict, and school-work/work-school conflict. Graduate student-parents not only encounter similar stressors to working adults who are parents, they have the additional strain of school as well (e.g., exams, writing papers, assisting with research), which can result in *school-family conflict* (SFC; Kremer, 2015). School family conflict is similar in many ways to *work family conflict* (WFC) which has been associated with poor psychological health, lower life and family satisfaction (Ford, Heinen, & Langkamer, 2007), burnout (Blanch & Aluja, 2012; Stroebe & Missler, 2015), and workplace discrimination (Holinka, 2017; Wade-Golden, 2006).

Interrole conflict, particularly work-family conflict, has been studied extensively over the past two decades (Frone, 2003; Greenhaus & Beutell, 1985). Individuals who experience WFC have work demands that interfere with their family, such as missing family events due to extended work hours (Frone, 2003; Greenhaus & Beutell, 1985; Kelly, Moen, & Tranby, 2011). WFC encountered by graduate student-parents is of particular importance due to the unique experiences and various tasks they face. For instance, graduate students spend approximately 75 hours per week on doctoral work, employment, housework, and caregiving (Mason, Goulden, & Frasch, 2009). Graduate student mothers, in particular, log an average of 100 plus hours per week in these activities, while graduate student fathers log an average of 90 hours per week (Mason et al., 2009). Not only can these long hours lead to WFC, but the additional role of being a student can lead to school being a source of stress, resulting in school-family conflict (SFC; Kremer, 2015).

Existing literature has examined the antecedents of WFC in working adults, which can be categorized into three domains: work, non-work, and individual differences

(Michel, Kotrba, Mitchelson, Clark, & Baltes, 2011). Examples of work domain variables include job stressors, time demands, and family friendly organizations (Michel et al., 2011). Non-work variables that may lead to WFC include family stressors, family involvement, and the number of children at home, while individual differences include an internal locus of control and negative affect (Michel et al., 2011). Two theoretical frameworks that predict how these antecedents are related to WFC are role theory and resource drain theory. According to role theory, individuals have numerous roles (e.g., parent, spouse, employee) and each role demands certain responsibilities, expectations, and pressures (Kahn, Wolfe, Quinn, Snoek, & Rosenthal, 1964). In order to meet the demands associated with each role, individuals utilize resources such as time and energy, which makes fulfilling each role difficult (Kahn et al., 1964). According to resource drain theory, the resources used to meet the demands of one's various roles are limited, such that using resources to fulfill one role will make it more difficult to fulfill another role (Eckenrode & Gore, 1990). While previous findings have shed light on the antecedents of WFC, no known studies have explored the antecedents of WFC for graduate student-parents. Additionally, there is a gap in the literature focusing on the antecedents of SFC. Based on the above theories and previous research, I chose to examine parental discrimination and burnout as antecedents of WFC and SFC for graduate student-parents.

Parental Discrimination

As mentioned, work characteristics such as whether an organization is family friendly is an antecedent of WFC, which I will conceptualize in this study as discrimination based on parental status. Being the target of discrimination can deplete one's cognitive and protective resources (Stroebe & Missler, 2015), which can result in WFC based on

resource drain theory. Thus, the more family friendly a graduate student-parent's academic department is (e.g., less parental discrimination), the better able student-parents are to utilize resources to balance their numerous roles. Although limited research has focused on discrimination toward graduate student-parents based on their parental status, findings have indicated that graduate student-parents may be the targets of bias, prejudice, and discrimination. For instance, graduate student mothers may not be viewed as serious students (Charter, Hatch, & Alger, 1991), and the work they do as graduate students is rarely viewed as "real" work (Ellis, 2014). Additionally, women who choose to continue their education after giving birth are viewed as less feminine, more dominant, more cold-hearted, and less warm than women who discontinue their education after giving birth (Mottarella et al., 2009). Furthermore, mothers in academia are often viewed as unreliable and less dedicated students than their childless peers due to the belief that family responsibilities may take their time away from academic activities (Etzkowitz et al., 2000). Research has also shown that doctoral student-parents have similar fears as faculty parents when it comes to being hesitant to use an institution's family-friendly policies for fear of being looked down up or less committed to their work than individuals without children (Serrano, 2008). The research proposed here could address the gap in the literature examining whether graduate student-parents are targets of discrimination based on their parental statuses.

Given the limited research that has focused on discrimination toward graduate student-parents, it may be useful to consult the literature that has focused on working parents, particularly given the commonalities between graduate student-parents and working, non-student parents. Existing literature indicates that working parents are

judged as less agentic and less committed to employment than non-parents (Fuegen et al., 2004). Working parents can also feel discriminated against when they are not considered for a job promotion because it is thought that their family may interfere with their work (Williams & Segal, 2003). Due to the similar demands experienced by graduate student-parents and working adults, it is reasonable to inquire as to whether graduate student-parents are experiencing discrimination as well, especially because existing literature indicates a relationship exists between WFC and discrimination. For example, gender discrimination (Holinka, 2017) and racial and sexual discrimination (Wade-Golden, 2006) have been found to be positively related to WFC (i.e., the more discrimination one experiences, the more WFC on experiences).

The prejudice, bias, and discrimination experienced by graduate student-parents may be explained by role congruity theory (Eagly & Diekman, 2005). Role congruity theory posits that a group will be positively evaluated when its characteristics are perceived to align with the requirements of the group's typical social roles (Eagly & Diekman, 2005). Graduate student fathers, therefore, may be evaluated negatively due to the incongruency between their role as a student and their role as a father. Additionally, graduate student mothers may be evaluated negatively for the same reason, and perhaps even more so than fathers, due to the traditional gender role of women being homemakers and caretakers. Eagly and Karau (2002) expanded on this point, noting that "when a stereotypical group member and an incongruent social role becomes joined in the mind of the perceiver, this inconsistency lowers the evaluation of the group member as an actual or potential occupant of the role" (p. 574).

Burnout

Burnout is a syndrome characterized by emotional exhaustion, depersonalization, and a diminished sense of personal accomplishment (Maslach, 1993). I chose to examine burnout, particularly emotional exhaustion, as an antecedent to WFC and SFC due to previous findings indicating that workplace discrimination may increase burnout levels, which could ultimately disrupt one's work-family balance (Stroebe & Missler, 2015). Burnout that accompanies discrimination can also deplete or lower one's resources, which, according to resource drain theory, can make it difficult to balance multiple roles. Furthermore, findings have indicated positive relationships between burnout and role conflict (Papastylianou, Kaila, & Polychronopoulos, 2009) and between vocational strain and role ambiguity (Lease, 1999). For this study, I focused solely on the emotional exhaustion facet of burnout because it is often considered by scholars to be the core dimension of burnout (Reichl, Leiter, & Spinath, 2014; Wright & Cropanzano, 1998). Emotional exhaustion consists of "being overextended and depleted of one's emotional and physical resources" (Maslach, Schaufeli, & Leiter, 2001, p. 399). Emotional exhaustion has been shown to mediate the relationship between workload and WFC, in addition to significantly predicting WFC (Pluut, Ilies, Curşeu, & Liu, 2018). While limited research has examined whether graduate student-parents are experiencing burnout, the small portion of research that *has* been conducted has shown that they are indeed experiencing burnout, as roughly one-third of postsecondary students are affected by burnout (Willcock, Daly, Tennant, & Allard, 2004). Additionally, family-school conflict and school-work conflict have been found to be significantly correlated with burnout in working, married, adult students (Kremer, 2015).

The situations that can lead to burnout, such as work overload, lacking control at work, believing that rewards and recognition for one's performance is lacking, a lack of support or trust with employees, an absence of fairness in the workplace, and conflicts between an employee's personal values and their organization's values (Maslach, 2006) mirror the experiences of graduate student-parents. As previously stated, graduate student-parents may experience work overload due their various responsibilities such as schoolwork, research, childcare, housework, etc. Graduate students may also have a sense of lack of control, since they are often told which classes to take, must attend classes at already determined times, and must meet their academic advisor's requests (Brus, 2006). Graduate students may also feel as if their work is not being recognized as much as it should, as research has indicated they experience effort-reward imbalances; another situation that can lead to burnout (Williams, Dziurawiec, & Heritage, 2018). Being treated negatively due to being a graduate student-parent from academic advisors, peers, or faculty may contribute to graduate student-parents' feelings of unfairness within the department, which may contribute to burnout. Lastly, given that academia continues to be a white, male-dominated organization, nontraditional graduate students' values may conflict with the values of academia, ultimately making them not "fit the mold" of academia (Gardner, 2008).

In contrast to the scarce burnout-related research in the graduate student-parent population, ample literature has shown that burnout is related to WFC in working adults with careers as correctional staff and psychologists (Lambert & Hogan, 2010; Rupert, Stevanovic, & Hunley, 2009). Furthermore, research has shown that being overwhelmed by family issues, financial difficulties, and other issues that spill over into students'

academic domain are precipitating factors in undergraduate student burnout (Cushman & West, 2006).

Academic Advisor Support

The role social support plays in relation to WFC has been the subject of much debate (Pluut et al., 2018). For instance, social support can either directly reduce WFC (a main- effect), or it can act as a buffer, moderating the relationship between WFC and other variables (Pluut et al., 2018). I chose to use support as a moderating variable based on previous findings supporting the moderating role of social support in relation to WFC (Lease, 1999; Pluut et al., 2018). Given that academic advisors can be a source of social support, it is reasonable to examine whether graduate students' academic advisor support buffers the relationship between students' burnout and interrole conflict. Curtin, Stewart, and Ostrove (2013) operationalized the academic advisor as the person who a particular student believes to have provided the majority of guidance to the student's research and the person with whom they have the most contact. The advisor-student relationship is one of the most important aspects of doctoral education, as advisors contribute to the quality of students' graduate experiences and to their socialization (Barnes & Austin, 2009; Zhao, Golde, & McCormick, 2007). Graduate students who are satisfied with their advising relationships are encouraged by their advisors to participate in professional conferences, are comfortable disclosing professional information with their advisor, and generally have frequent meetings with their advisors (Schlosser, Knox, Moskovitz, & Hill, 2003). The working alliance in the advising relationship is also crucial, as it reflects how well the advisor and advisee get along interpersonally, how well the advisor facilitates the advisee's professional development, and how much the advisee wants to be

like his or her advisor (Schlosser & Gelso, 2001). Knowing more about the advisor-student relationships of graduate student-parents in particular would be helpful in understanding the potential relationship between academic advisor support and graduate student-parents' WFC/SFC. Given that working parents, particularly working mothers, have been found to be judged more harshly than non-working parents (Fuegen, Biernat, Haines, & Deaux, 2004), and therefore graduate student-parents may experience similar discrimination, the need for satisfying, supportive academic advisors is crucial.

The Present Study

Given that a relationship between discrimination, burnout, and WFC has been established in the working adult literature, this study aims to examine the relationship between these variables in the graduate student-parent population. Little research on the experiences of graduate student-parents exists, but of the research that has been conducted in this area, much of it relies on qualitative research designs in which only the experiences of graduate student mothers are explored (e.g., how they negotiate their conflicting roles, which policies have impacted them the most, who supports them, what services they need). Examining the experiences of graduate student fathers, as this study will do, addresses DuBranksy's (2014) and Ellis's (2014) calls. There is also a gap in the literature examining the a) school-family conflict experiences of graduate student-parents, b) the antecedents of WFC and SFC for graduate student-parents and c) whether graduate student-parents are perceiving any discrimination based on their family responsibilities. Determining whether graduate student-parents are experiencing discrimination based on their parental status will provide a deeper understanding of their WFC/SFC and burnout experiences.

Although studies have shown relationships between one or more of the variables discussed above, no known study has examined the relationship between perceived discrimination, burnout, academic advisor support, and WFC/SFC in one model. Studying these relationships is important for various reasons. For instance, understanding how stigmatizing and supportive experiences at school and work can trigger and prevent emotional distress can help in understanding how these effects can spillover into one's home and family life. Additionally, it is important to learn the antecedents of WFC and SFC for graduate student-parents. Doing so could help facilitate the development of preventive measures targeting both micro- (e.g., faculty-student mentoring relationship) and macro-levels (e.g., support groups) of graduate student support, which may increase the retention rates of graduate student-parents. As a majority of the existing research has examined the antecedents of WFC, exploring whether parental discrimination and burnout are also antecedents of SFC is imperative. If there are different antecedents among WFC and SFC, future research could explore the causes of SFC in more depth.

This study aims to determine whether academic advisor support moderates the indirect relationship between perceived discrimination toward graduate student-parents and graduate student-parents' SFC/WFC. Perceived discrimination may take an emotional toll on students that is characterized by increased feelings of emotional exhaustion and pessimism (i.e., burnout), which can in turn have a spillover effect on one's school- and work-family balance. This process may, however, be interrupted by a supportive academic advisor to the extent that the advisor provides students with the psychosocial resources needed to prevent burnout. High levels of support would essentially "disconnect" the relationship between burnout and WFC/SFC, thus preventing

burnout from spilling over into the graduate student's family life. This rationale leads to my first two hypotheses:

Hypothesis 1: The indirect effect between perceived discrimination and SFC via burnout will be significant and positive at low levels of academic advisor support.

a. Perceived discrimination will be a positive predictor of burnout.

b. Burnout will be a positive predictor of SFC.

Hypothesis 2: The indirect effect between perceived discrimination and WFC via burnout will be significant and positive at low levels of academic advisor support.

a. Burnout will be a positive predictor of WFC.

A second aim of the study is to determine whether graduate student-parents experience discrimination and resulting work- and school-family conflicts differently based on their gender. If graduate student-parents are perceiving discrimination, future research could examine whether that impacts their well-being, their motivation to finish graduate school, and their plans to remain in academia as faculty if that was their initial goal. The particular examination of gender differences is rooted in Eagly and Diekman's (2005) role congruity theory. Role congruity theory considers the congruity between gender roles and other important life roles (e.g., work). It posits that a group will be negatively evaluated when its characteristics are perceived to be out of alignment with the requirements of the group's typical social roles (Eagly & Diekman, 2005). Traditionally, the gender role of being female has been associated with the social role of

being a homemaker, whereas the gender role of being male has been associated with paid work and positions of power and authority (Eagly & Steffen, 1984). Since both female and male graduate student-parents do not align with their traditional social roles, it is hypothesized that they will experience perceived discrimination based on their parental status (a negative perception of the incongruency between their gender roles and social roles). Graduate student mothers in particular may experience discrimination based on their parental status and interrole conflict via burnout more strongly than graduate student fathers, as they do not fit the stereotypical homemaker role. Therefore:

Hypothesis 3: The simple indirect effect of perceived discrimination on SFC will be moderated by gender such that the indirect pathway will be stronger and more positive for women than for men.

Hypothesis 4: The simple indirect effect of perceived discrimination on WFC will be moderated by gender such that the indirect pathway will be stronger and more positive women than for men.

This study will lead to a better understanding of the experiences of parents while in graduate school. It adds to existing literature by focusing on graduate students who are parents facing unique challenges (e.g., financial insecurity, career uncertainty, and relationships with advisors). Furthermore, this study extends the WFC literature by focusing on school demands as well, ultimately deepening the knowledge base in regards to school-work-family conflict. Findings from this study may reveal that graduate study parents are perceiving discrimination in their graduate academic program and experiencing burnout and school-work-family conflict, which are each related to negative health and psychological outcomes. To my knowledge, the current study will be the first

study examining the interrole conflict experiences of graduate student-parents in the counseling psychology literature, which addresses Kossek, Baltes, and Matthew's (2011) call for work-family scholars to be more cross disciplinary. Given that counseling psychology has its roots in higher education, highlighting the experiences of graduate student-parents and how counseling psychologists can address their needs is warranted.

Method

Research Design

To test the hypotheses, a moderated mediation model was estimated to specifically examine the function of academic advisor support as a possible moderator in the relationship between (1) burnout and WFC and (2) burnout and SFC. Burnout represents the mediator in the moderated mediation model. A conceptual diagram of the moderated mediation model is presented in **Error! Reference source not found.**. I ran the preliminary analyses in three steps using M*plus* 7.3 statistical software (Muthén & Muthén, 1998-2016). The first step consisted of estimating the measurement model, which determined how well the indicators loaded onto their factors. The measurement model consisted of 5 factors, with seven indicators representing the academic advisor support variable, five indicators representing the burnout variable, seven indicators representing the discrimination variable, six indicators representing the SFC variable, and five indicators reflecting the WFC variable. To determine how well my model fit the data, I followed Weston and Gore's (2006) recommendations to use the following fit indices that have been shown to be the most accurate: chi-square test of model fit, the comparative fit index (CFI), the root mean square error of approximation (RMSEA), and the standardized root mean square residual (SRMR). I also used the Akaike Information

Criteria (AIC) value, the Bayesian Information Criteria (BIC) value, and the sample-size adjusted BIC. For the chi-square test, values closer to zero indicate a better model fit to the data (Gatignon, 2010). A cutoff value close to .95 for CFI, .06 for RMSEA, and .08 for SRMR indicate a relatively good fit (Hu & Bentler, 1999).

Following estimation of the measurement model I tested the simple mediation model, in which perceived discrimination was estimated as a predictor of burnout, and burnout was estimated as a predictor of both WFC and SFC. In turn, I estimated burnout as a mediator of the relationship between perceived discrimination and WFC/SFC. The third step consisted of testing the moderated mediation model in which academic advisor support was predicted to moderate the indirect relationship between perceived discrimination and SFC/WFC. To estimate the moderated mediation model with academic advisor support as a moderator, I estimated burnout and advisor support as predictors of SFC and WFC. I then computed the product of the latent burnout x academic advisor support variables using numerical integration and estimated this interaction term as a predictor of SFC and WFC as well.

I also estimated the moderated mediation model examining the mediated effect of perceived discrimination on SFC and WFC via burnout with gender as a moderator. To evaluate this model I estimated perceived discrimination and the perceived discrimination x gender interaction term as predictors of burnout. Numerical integration was again used to compute this interaction term. Burnout, in turn, was estimated as a predictor of SFC and WFC. The terms representing the mediated relationships were computed using the product of coefficients approach (MacKinnon, Lockwood, Hoffman, West, & Sheets, 2002). Because standard fit indices are not produced with numerical integration, the

Akaike Information Criteria (AIC), the Bayesian Information Criteria (BIC), and the sample-size adjusted BIC values were used to evaluate the fit of the moderated mediation models. This study is delimited by the fact that data were only collected from a group of graduate student-parents at one university

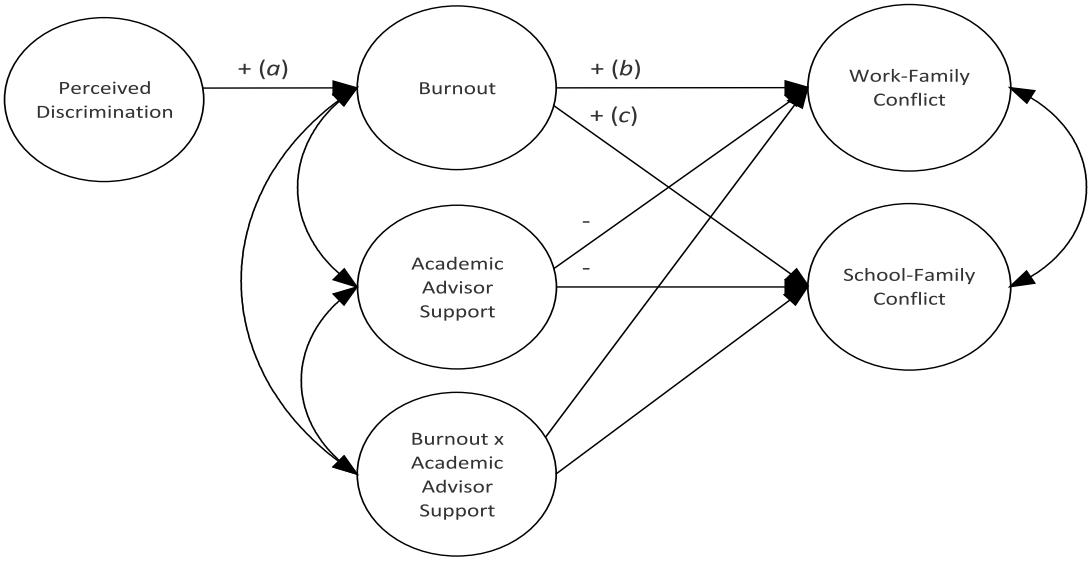

Figure 1: Conceptual model of the current study. Expected valences of the main effect relationships are denoted by +/- signs. Letters in parentheses represent path labels.

Power Analysis

To estimate the sample size needed to detect a significant moderated mediation effect, pilot data on a sample of graduate students (N = 191) from a large Midwestern University was collected during the Fall 2017 semester. I performed a Monte Carlo power analysis of the data using M*plus* 7.3 statistical software (Muthén & Muthén, 1998-2016). Average parameter estimates for the hypothesized model were based on 500 replications of the data. Results suggested a sample size of 260 would produce a model with 56.8% power to detect a significant interaction term (b =.12) in predicting work-family conflict. Thus, I strived to recruit at least 260 graduate students for the study.

Participants

The sample of participants consisted of 261 (122 males, 139 females) graduate students (masters, doctoral, or professional studies) at a large public Midwestern university who identified as current parents/guardians and held an assistantship within the university, a job outside of the university, or both. Graduate student-parents whose children are adults were also included in the study. Ages ranged from 22 to 63 (M = 35.63, SD = 8.00). The majority of participants were White (77.8%), with the remainder identifying as Asian/Indian/Asian American (6.5%), Hispanic/Latino (4.6%), Black/African American (4.6%), Multiracial (4.2%), Arabic/Arab American (1.1%), Native American (0.8%), and Other (0.4%). Participants were predominately domestic students (86.2%) and 13.8% were international students. The majority of participants were married (81.6%), followed by divorced (5.7%), dating/in a relationship (5.4%), engaged (2.7%), single (2.7%), separated (1.5%), and widowed (.4%). In terms of academic standing, most participants reported being in their first year of graduate school (34.9%), followed by second year (22.2%), third year (11.9%), fourth year (11.1%), fifth year (7.7%), sixth year (6.5%), and other (5.7%). The majority of participants were seeking a master's degree (51.7%), followed by a doctorate degree (45.6%), a professional degree (1.5%) and other (1.1%). The fields of study the participants were in varied widely and included engineering (22.61%), education (19.16%), science (15.71%), liberal arts (16.09%), business/management (7.28%), technology (6.90%), health and human sciences (6.13%), agriculture (5.36%), and pharmacy (.76%). For work, participants had a job outside of the university (48.7%), an assistantship through the

university (32.2%), a job through the university (7.3%), other (6.1%), or both an assistantship through the university and a job outside of the university (5.7%).

In terms of children/dependents, 41.8% of participants reported having one child/dependent, 38.9% reported have two children/dependents, 13.9% reported having three children/dependents, 3.7% reported having four children/dependents, .4% reported having five children/dependents, and .8% reported having six children/dependents. Ages of the children/dependents ranged from 0 to 27 (M = 5.77, SD = 6.01). A majority of the participants reported that their children/dependents currently live with them (93.9%). Roughly half of participants (54.5%) considered themselves the primary caregiver for their children/dependents, followed by partners/spouses/significant others (39.3%), other (5.3%) and other family members (.8%).

Measures

Demographic Information

Demographic information gathered information about the participants' age, gender, which graduate degrees they are seeking, their year in graduate school, their major or field of study, whether they have completed all of their graduate coursework, how many children they have, and whether any of their children currently live with them. See Appendix C for the full list of questions.

Academic Advisor Support

I used the 14-item Family Supportive Supervisor Behaviors (FSSB) scale (Hammer, Kossek, Yragui, Bodner, & Hanson, 2009) to measure academic advisor support. The scale consists of four subscales: a 4-item emotional support subscale, a 3-

item instrumental support subscale, a 3-item role model subscale, and a 4-item creative work-family management subscale. Since this study is particularly focused on supportive behavior of academic advisors, only the emotional support and instrumental support subscales were used. Participants responded to items on a five-point Likert scale ranging from 1 (*strongly disagree*) to 5 (*strongly agree*). An example item states, "I can rely on my supervisor to make sure my work responsibilities are handled when I have unanticipated work demands." For this study, the term "supervisor" was replaced with the term "academic advisor." See Appendix D for the full scale. The scores for each item under each separate subscale were summed to create a total scale score, with higher scores indicating higher levels of academic advisor support. For this study, scores from the emotional support subscale and the instrumental support subscale were combined to indicate academic advisor support. The FSSB total score (e.g., all four subscales combined) has a reliability estimate of .94 and strong convergent validity when correlated with scores on two separate measures of supervisor support; Yoon and Lim's (1999) measure of general supervisor support and the Shinn, Wong, Simko, and Ortiz-Torres (1989) measure of supervisor support behaviors (r = .74 and r = .68, respectively) (Hammer et al., 2009). The emotional support subscale and the instrumental support subscale have reliability estimates of .90 and .73 (Hammer et al., 2009).

Burnout

Burnout was measured using the 16-item Maslach Burnout Inventory-Student Survey (MBI-SS) developed by Schaufeli et al. (2002). This survey was developed from the Maslach Burnout Inventory (Maslach & Jackson, 1981), which was used with individuals who work professionally. The MBI-SS consists of three subscales: exhaustion

(5 items), cynicism (4 items), and efficacy (6 items). All items are scored on a seven-point Likert-type scale ranging from 0 (*never*) to 6 (*always*). High scores on the exhaustion and cynicism subscales and low sores on the efficacy subscale indicate burnout. For this study, only the exhaustion subscale was used. An example item is, "I feel emotionally drained from my studies." See Appendix E for the full scale. The MBI-SS shows acceptable reliability, with a Cronbach's α of .74, .79, and .80 for Spanish, Portuguese, and Dutch samples, respectively (Schaufeli et al., 2002).

Perceived Discrimination Based on Parental Status.

Perceived discrimination based on parental status was measured using an adapted version of the Workplace Prejudice/Discrimination Inventory (WPDI) (James et al., 1994). The original 16 questions assessed racial prejudice and discrimination in the workplace, as participants were asked to read statements such as "I have sometimes been unfairly singled out because of my racial/ethnic group" and "Where I work all people are treated the same, regardless of their racial/ethnic group". Respondents answered on a five-point Likert-type scale ranging from 1 (*completely disagree)* to 7 (*completely agree).* The discrimination items were then summed, with higher scores indicating greater perceived discrimination among graduate student-parents. For this study, the term "racial/ethnic group" was replaced with "parental status" and the term "work" was replaced with "academic department." For example, the item, "At work I am treated poorly because of my racial/ethnic group" was changed to "In my academic department I am treated poorly because of my parental status." Seven out of the 16 items were used for this study; nine of the original items were not used because they were not applicable to

this particular study. The WPDI has a Cronbach's α of 0.90. See Appendix F for the full scale.

School-Family Conflict

School-family conflict was measured using a scale used by van Rhijn and Lero (2009), which was adapted from the Work-Family Conflict Scale developed by Carlson, Kacmar, and Williams (2000). The scale consists of 18 items that are scored on a five-point Likert scale ranging from 1 (*strongly disagree*) to 5 (*strongly agree*). A sample item includes, "I have to miss family activities due to the amount of time I must spend on school responsibilities". Two subscales consisting of three items each were used in this study: time-based school interference with family and strain-based school interference with family. See Appendix G for the full scale. Scores for each item were summed together to create a total score, with higher scores indicating greater school-family conflict. This school-family conflict scale has a Cronbach's α of 0.85.

Work-Family Conflict

I used the five-item work-family conflict scale developed by Netemeyer, Boles, and McMurrian (1996) to measure graduate student-parents' work-family conflict. Sample items include, "The demands of my work interfere with my home and family life" and "Things I want to do at home do not get done because of the demands my job puts on me." Since graduate students are the intended sample for this study, "work" was changed to "assistantship or job outside of the university" in each statement. See Appendix H for the full scale. Reponses were scored in a five-point Likert scale ranging from 1 (*strongly disagree)* to 5 (*strongly agree)*. Higher scores indicate higher levels of

work-family conflict. The work-family conflict scale has a Cronbach's α of .86, indicating strong reliability (Netemeyer et al., 1996).

Procedure

All data were collected using an internet-based survey. After obtaining Institutional Review Board (IRB) approval, an email recruiting participants was sent to all current graduate students through the university's registrar office. Participants who chose to partake in the study completed a demographic questionnaire and responded to items from five measures listed above. Upon completing the survey, students were directed to a debriefing statement explaining the purpose of the study.

Results

Data Screening

I screened the data to check for missing data, outliers, normality, linear bivariate relationships, and homoscedasticity. A total of 350 participants participated in the study, however, 89 cases were removed from the data set for various reasons. Thirty cases were removed from the original sample due to not meeting the inclusion criteria. Twenty-three additional cases were removed due to respondents not reporting any responses. Seventeen cases were removed due to participants only reporting demographic data. Finally, 19 more cases were removed due to a pattern of non-randomly missing values (e.g., missing data on an entire scale). All missing values in the remaining data set were assumed to be missing at random.

None of the variables had extreme scores above or below four standard deviations from the mean (Tabachnick & Fidell, 2013); therefore, no outliers were detected. Each

study variable had an absolute skewness and kurtosis score of less than one. All study variables except perceived discrimination yielded normally distributed histograms. Perceived discrimination was positively skewed; however, its absolute value of skew was .76, which is well under the cutoff of three suggested by Weston and Gore (2006). A Q-Q plot of unstandardized residuals for WFC and SFC revealed no pattern and indicated linear bivariate relationships. Further inspection of the Q-Q plot indicated that the error variances were homoscedastic.

Preliminary Analyses

For exploratory purposes, I conducted a one-way multivariate analysis of variance (MANOVA) to determine whether gender differences existed across the study variables. The means and standard deviations across gender and degree type are presented in Table 1. The results indicated that there was not a statistically significant difference in perceived discrimination, burnout, academic advisor support, and WFC/SFC based on gender, Pillai's Trace $V = .01$, F (5, 250) = .53, $p > .05$, partial $\eta^2 = .01$. I also performed a MANOVA to determine whether study variables differed across type of degree sought (e.g., masters, doctorate). I removed participants who indicated that they are seeking a professional or other degree from the analyses due to the small sample size ($N = 4$ and $N = 3$, respectively). The results indicated a statistically significant difference across study variables based on whether participants were pursuing a master's or doctorate degree, Pillai's Trace $V = .18$, F (5, 243) = 10.8, $p < .05$, partial $\eta^2 = .182$. I then performed follow-up univariate analyses of variance (ANOVAs) to explore how each of the study variables differed based on type of degree sought. The results indicated that type of degree sought was significantly associated with graduate student-parents' academic

advisor support, F (1, 250) = 30.91, p <.05, partial η^2 = .940, as participants seeking a doctorate degree (M = 3.92, SD = 1.03) scored significantly higher than participants seeking a master's degree (M = 3.28, SD = .77). The results also indicated there was a significant main effect of degree type for perceived discrimination, F (1, 252) = 7.08, p <.05, partial η^2 = .027, as participants seeking a doctorate degree (M = 2.44, SD = 1.1) scored significantly higher than participants seeking a master's degree (M = 2.08, SD = 1.15).

Table 1
Descriptive Statistics for the Study Variables

	Gender				Degree Type			
	Male		Female		Master's		Doctorate	
Variable	*M*	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*
Advisor Support	3.60	.96	3.58	.95	3.28	0.77	3.92	1.03
Burnout	3.99	1.25	4.07	1.36	4.07	1.36	4.03	1.28
Discrimination	2.17	1.05	2.28	1.21	2.08	1.15	2.44	1.1
SFC	3.41	.86	3.50	.85	3.56	0.77	3.38	0.93
WFC	3.29	.92	3.23	.93	3.21	0.97	3.35	0.99

I performed descriptive, reliability, and correlation analyses of the data using SPSS statistical software. Bivariate correlations, reliabilities, and descriptive statistics for the study variables are presented in Table 2. The correlation coefficient ranges from -1 and +1, with a value of 0 indicating no relationship between variables, +1 indicating a perfect positive relationship between variables, and -1 indicating a perfect negative relationship between variables (Ratner, 2009). Correlation coefficient values ranging from 0 to .3 indicate a week relationship between variables, values ranging from .3 to .7 indicate a moderate relationship between variables, and values ranging from .7 and 1 indicate a strong relationship between variables (Ratner, 2009). All variables were significantly associated with one another except for the relationship between academic

advisor support and burnout, and academic advisor support and WFC. This finding was inconsistent with previous findings in the working adult literature in which supervisor support, which is akin to academic advisor support, was associated with burnout (Day, Crown, & Ivany, 2017) and WFC (Hammer et al., 2009; Nielson, Carlson, & Lankau, 2001). Cronbach's alpha for each scale ranged from .87 to .97, well above the recommendation of .7 suggested by Nunnally (1978). These reliability estimates indicate that each scale had high internal consistency and presumed adequate reliability.

Table 2
Bivariate Correlations, Reliabilities, and Descriptive Statistics for the Study Variables

Variables	1	2	3	4	5
1. Advisor Support	--				
2. Burnout	-0.10	--			
3. Discrimination	-0.16**	.30**	--		
4. SFC	-.19**	.61**	.25**	--	
5. WFC	-.09	.47**	.18**	.52**	--
M	3.59	4.04	2.23	3.46	3.27
SD	.96	1.31	1.14	.85	.93
α	.96	.91	.87	.88	.92

*p<.05, **p<.01

Measurement Model

Structural equation modeling (SEM) consists of two components: the measurement model and the structural model (Weston & Gore, 2006). The measurement model, which I will discuss in this section, is tested using confirmatory factor analysis (CFA). CFA examines the relationship between latent variables and the indicators that underlie such variables, or factors (Brown, 2006). The structural model examines the

relationship between the latent variables. The structural model will be discussed in the sections to follow.

The goodness-of-fit indices for my model were: χ^2 (395, N = 261) = 841.44, p < .001; CFI = .92; RMSEA = .07 (90% CI: .060, .072); SRMR = .06; AIC = 20163.74; BIC = 20520.19; and sample-size adjusted BIC = 20203.15. This indicates that my model had adequate fit to the data. All standardized factor loadings were above .5. Specifically, factor loadings for academic advisor support ranged from .82-.93, from .78-.84 for burnout, from .57-.86 for discrimination, from .71-.79 for SFC, and from .73-.87 for WFC. See Table 3 for all standardized factor loadings.

Table 3
Standardized Factor Loadings for the Measurement Model

Item	Advisor Support	Burnout	Discrimination	SFC	WFC
Item 1	0.87	0.84	0.69	0.74	0.85
Item 2	0.87	0.82	0.56	0.71	0.86
Item 3	0.93	0.81	0.57	0.76	0.84
Item 4	0.93	0.78	0.76	0.73	0.87
Item 5	0.83	0.84	0.86	0.79	0.73
Item 6	0.82	--	0.79	0.72	--
Item 7	0.87	--	0.79	--	--

Simple Mediation Model

To test the hypothesized mediation model, I estimated a structural equation model (SEM) in which perceived discrimination was estimated as a predictor of burnout, and burnout was estimated as a predictor of both WFC and SFC. Lastly, I estimated that burnout will mediate the relationship between perceived discrimination and WFC/SFC. I used the bootstrapping procedure, which randomly resamples from my data set and; therefore, it provides an average estimate of the mediation effect (Preacher & Hayes,

2008). The simulated resampling occurred 1,000 times based on recommendations by Preacher and Hayes (2008). Bootstrapping was important in testing the mediation model because it takes into account potential non-normality of the sampling distribution, as the distributions of indirect effects are rarely normal (Preacher & Hayes, 2008). The results are presented in Table 4. The goodness-of-fit indices for my model were: χ^2 (398, N = 261) = 842.44, $p < .000$; CFI = .92; RMSEA = .07 (90% CI: .059, .072); SRMR = .056; AIC = 20158.73; BIC = 20504.49; and sample-size adjusted BIC = 20196.96. This indicates that my model was a reasonable and adequate fit to the data. The results of the SEM indicated a significant direct relationship between perceived discrimination and burnout ($\beta = .32$, $p < .001$), thus supporting hypothesis 1a, as well as a significant direct and positive relationship between burnout and SFC ($\beta = .68$, $p < .001$) and between burnout and WFC ($\beta = .50$, $p < .001$) thus supporting hypothesis 1b and 2a, respectively. Furthermore, results indicated a significant, negative direct relationship between academic advisor support and SFC ($\beta = -.13$, $p < .05$). The results also indicated a significant indirect effect from perceived discrimination to WFC via burnout (*estimate* = .16, 95% CI [.096, .237]) and from perceived discrimination to SFC via burnout (*estimate* = .22, 95% CI [.15, .31]).

Table 4

Direct Path Coefficients for Simple Mediation Model

Path	β	*SE*	*t*	*p*
To Burnout from:				
Discrimination	.32	.06	5.32	< .001
To WFC from:				
Burnout	.50	.06	8.92	< .001
Advisor support	-.04	.06	-.66	.51
To SFC from:				
Burnout	.68	.05	14.8	< .001
Advisor support	-.13	.06	-2.36	.02

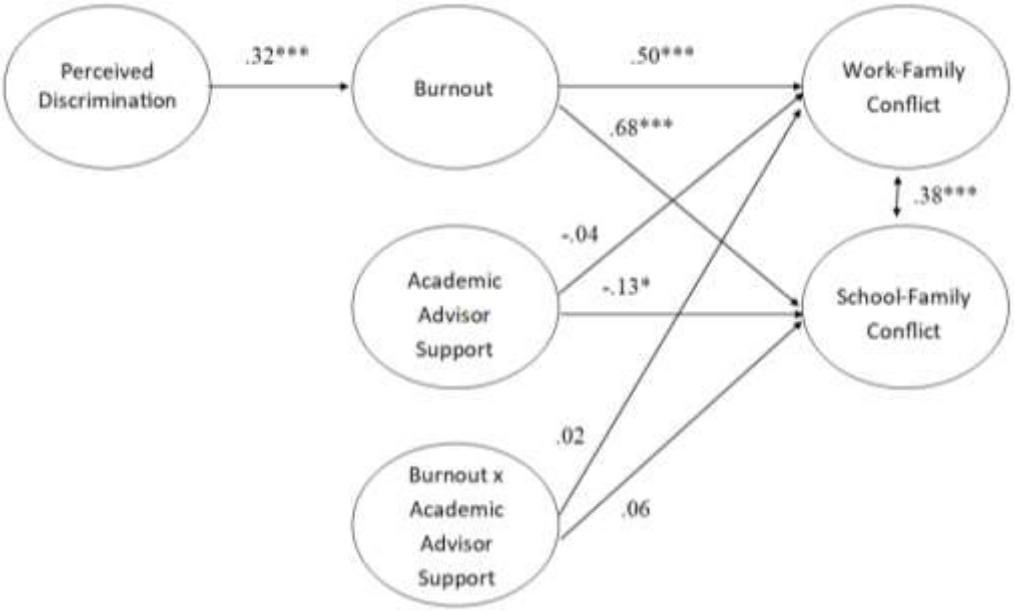

Figure 2: Direct path coefficients for simple mediation model. For simplicity, the covariances among the mediator, moderator, and interaction variables are not depicted. *p < .05. **p < .01. ***p < .001.

Conditional Indirect Effects

Next, I reestimated the mediation model, but with advisor support moderating the relationship between burnout and SFC/WFC. The results from the moderated mediation model examining the mediated effect of perceived discrimination on SFC via burnout yielded an Akaike Information Criteria (AIC) value of 20157.75 and a Bayesian Information Criteria (BIC) value of 20503.51, and a sample-size adjusted BIC of 20195.98. The interaction between burnout and academic advisor support in predicting SFC was not significant (β = .07, p = .21). Therefore, the hypothesis that advisor support would moderate the mediated relationship between perceived discrimination and SFC was not supported.

I then estimated the moderated mediation model examining the mediated effect of perceived discrimination on WFC via burnout at high and low levels of academic advisor support. The results from the moderated mediation model yielded an AIC of 20164.46, a BIC of 20510.22, and a sample-size adjusted BIC of 20202.69. The interaction between burnout and academic advisor support in predicting WFC was not significant (β = .02, p = .78); therefore, hypothesis 2 was not supported.

To test hypotheses 3 and 4, I estimated the moderated mediation model examining the mediated effect of perceived discrimination on SFC and WFC via burnout with gender as a moderator. The fit index values were as follows: AIC = 16622.63, BIC = 16889.96, and sample-size adjusted BIC = 16652.18. The interaction between perceived discrimination and gender was not significant in predicting burnout (β = -.22, p = .11). Therefore, hypotheses 3 and 4 were not supported.

Discussion

The purpose of this study was to examine the moderating influence of academic advisor support on the indirect relationship between graduate student-parents' perceived discrimination and their SFC/WFC. Studies exploring the experiences of graduate student-parents have been scarce, leaving little understanding of whether graduate student-parents are experiencing discrimination based on their parental status, whether they are experiencing SFC, WFC, and/or burnout, and how support, or lack thereof, from their academic advisors impacts their experiences. However, some previous research has explored these factors in the working adult parent population. Accordingly, I aimed to apply existing research, in addition to my own hypotheses, to the graduate student-parent population to shed light on an often overlooked group.

Based on the findings suggesting that supervisor support in the workplace can moderate the relationship between WFC and other variables (Pluut et al., 2018), I hypothesized that the indirect effect between perceived discrimination and SFC via burnout would be significant and positive at low levels of academic advisor support (H1) and that the indirect effect between perceived discrimination and WFC, via burnout, would be significant and positive at low levels of academic advisor support (H2). The findings from this study did not support these hypotheses. Academic advisor support may not have buffered the relationship between burnout and SFC in this study due to graduate student-parents withholding some of their struggles from their advisor. For instance, some students have expressed that they are cautious about sharing personal information with their advisors, even if they are satisfied with the advisor-advisee relationship (Schlosser, et al., 2003). Perhaps some graduate student-parents are not sharing the details of their emotional exhaustion and SFC with their advisor, who in turn is unable to buffer such negative experiences due to not being aware of the full situation. Additionally, academic advisor support may not have buffered the relationship between burnout and WFC in this study because an individual may feel supported in their academic department from their advisor, yet such support may not transfer to their jobs. Thus, academic advisor support in the school domain would be unrelated to the conflict experienced in the work and family domains.

Based on pervious findings indicating that discrimination in the workplace may lead to burnout (Stroebe & Missler, 2015), I hypothesized that perceived discrimination would be a positive predictor of burnout (H1a). Furthermore, congruent with resource drain theory stating that using resources to fulfill one role would make it more difficult to

fulfill another role (Eckenrode & Gore, 1990), I hypothesized that that burnout would be a positive predictor of SFC (H1b) and WFC (H2a). The rationale behind these hypotheses is that experiencing discrimination will lead to burnout, which will deplete one's resources, making it difficult to balance numerous roles, ultimately resulting in SFC and WFC. The results of the current study indicated that perceived discrimination was a positive predictor of burnout in graduate student-parents, thus supporting hypothesis 1a. Burnout was also found to be a positive predictor of SFC and WFC, supporting hypotheses 1b and 2a. These findings contribute to literature exploring the antecedents of interrole conflict for graduate student-parents. Given that burnout has been viewed extensively as an outcome of interrole conflict (Jawahar, Kisamore, Stone, & Rahn, 2012; Robinson, Magee, & Caputi, 2016), the current finding that it plays an important role as an antecedent of interrole conflict as well is noteworthy. This finding indicates that graduate student-parents who are experiencing emotional exhaustion may lack the resources or energy available to balance their school, work, and parental roles, thus resulting in SFC and WFC. Burnout may have been a stronger predictor of SFC than WFC due to the nature of the scale used to measure student's emotional exhaustion. For instance, the scale asked participants questions regarding their emotional exhaustion related to their school work and responsibilities. Graduate student-parents who are emotionally exhausted at school may, therefore, have greater difficulty balancing their school and family roles compared to their work and family roles.

According to role congruity theory, a group will be negatively evaluated when its characteristics are perceived to be out of alignment with the requirements of the group's typical social roles (Eagly & Diekman, 2005). Given that women are traditionally

viewed as fulfilling the homemaker role and not the role of a graduate student mother, I hypothesized that the simple indirect effect of perceived discrimination on SFC would be moderated by gender such that the indirect pathway would be stronger and more positive for women than for men (H3). I also hypothesized that the simple indirect effect of perceived discrimination on WFC would be moderated by gender such that the indirect pathway will be stronger and more positive for women than for men (H4). These hypotheses were not supported. This finding was surprising, as graduate student mothers have noted experiences of discrimination such as not being taken seriously as students (Charter, Hatch, & Alger, 1991). This finding that gender does not moderate the indirect effect of perceived discrimination on SFC/WFC may be related to an underreporting of graduate student fathers' experiences in the literature. For instance, numerous studies have explored the experiences of graduate student mothers, highlighting the bias, prejudice, and discrimination they can encounter. However, few studies have explored the experiences of graduate student fathers, making it appear as though graduate student mothers are targets of discrimination more than fathers. My study, which was unique in that it included roughly the same number of male and female participants, sheds light on the graduate student father experience and shows that men and women may not be being treated differently in their academic departments. However, it may be possible that men experience slightly less discrimination than women, which ultimately has less of an effect on their experiences of burnout and interrole conflict than for women. Women may experience more discrimination than men but may have stronger social support systems in place than men, which may weaken the impact of discrimination on burnout and interrole conflict. Findings have suggested gender differences in stress coping do exist.

For instance, co-worker support has been found to lower emotional exhaustion for women but not for men, contributing to the idea that women utilize social support to cope with stress more than men (Greenglass, Burke, & Konarski, 1998). Additionally, findings have indicated that when women lacked social support and relationships, their emotional exhaustion increased (Leiter, 1991). More research is needed to determine gender differences in discrimination and levels of social support.

Similarly, there was not a statistically significant difference in perceived discrimination, burnout, academic advisor support, SFC, and WFC based on gender. These findings are inconsistent with previous findings indicating that men and women experience different levels of burnout, particularly emotional exhaustion (Hill et al., 2008; Vladut & Kallay, 2010). Findings from research exploring whether men and women experience different levels of WFC has been mixed (Akinbode & Ayodeji, 2017; Shockley, Shen, DeNunzio, & Arvan, 2017). The findings from this current study adds support to the idea of men and women experiencing similar levels of WFC. This study also adds to the scare literature examining gender differences in SFC. Similar to WFC, the findings exploring gender differences in SFC, albeit limited, have been mixed (Andrade, van Rhihn, & Coimbra, 2017; Kremer, 2015). The findings from this study support Kremer's (2015) finding of no differences between men and women on SFC. There was, however, a statistically significant difference between doctoral students and master's students, as doctoral students reported more academic advisor support and perceived discrimination than master's students. This may be due to the close working relationship doctoral students tend to have with their academic advisors, particularly in regards to dissertation work; a relationship that may not be as pertinent to master's

students. Furthermore, due to the longer time commitment associated with receiving a doctoral degree compared to a master's degree, doctoral students may be targets of discrimination more so than master's students because they are taking longer time away from their families to pursue their degree. Overall, the main moderated mediation hypotheses were not supported, although the direct effects that composed the simple mediation model were statistically significant.

Practical and Clinical Implications

This study has numerous practical implications. For instance, examining SFC in addition to the traditional WFC provides a more nuanced look at the interrole conflict experiences of graduate student-parents and answers Kremer's (2015) call to expand the scope of interrole conflict research to the school role. Examining SFC provides an understanding of how school impacts graduate student-parents' family and therefore may inform policy regarding more accommodations related to school (e.g., flexible scheduling of classes, deadline extensions) and provide professors a better understanding of why some students may appear as though they are "slacking" in classwork. Moreover, examining SFC may aid in finding ways students can cope with SFC, which may lead to more successful and motivated students, resulting in less attrition. Additionally, on a policy level, the findings from this study can contribute to increasing the retention rates of graduate student-parents. The results can help inform the development of more family-friendly and accommodating policies for graduate student-parents than those that currently exist. Acknowledging the importance of academic advisor support may also encourage parents (whether they are parents before entering graduate school or become parents during graduate school) that they can be successful at balancing school, work,

and family. If graduate students believe that they can indeed engage in parenthood and graduate school at the same time, they may choose not to delay childbearing until after graduate school completion, ultimately giving them more power over their life decisions.

This study also has implications for treatment. University counseling centers can begin to create services tailored to the specific needs of graduate student-parents that address discrimination, burnout, and school-work-family conflict. Additionally, psychologists at university counseling centers can offer educational workshops for graduate student-parents outlining ways student parents can manage and cope with their burnout and interrole conflict. Psychologists can also provide interpersonal process groups for graduate student-parents to share their experiences and learn from one another.

Limitations and Future Directions

One limitation of the current study is the specific sample (graduate student-parents at one institution), which negatively impacts the generalizability of findings to other students or parents. Relatedly, the majority of participants were White and married, which contributes to the already abundant literature on White, married student-parents. Given the importance of examining how intersectionality impacts graduate student-parents' experiences, more research is needed on graduate student-parents' multiple identities, socioeconomic status, relationship status, and income, and how such factors interact with their environments (e.g., academic departments, work environment). Another limitation is selection bias, as participants volunteered to partake in the study and were not randomly assigned. Graduate student-parents who may have been interested in this study's topic may have been more likely to participate in the study. Additionally, the adapted scale used to measure perceived discrimination used only seven of the

original 16 items, as the original scale measured discrimination based on race and ethnic group rather than parental status. Future research to develop a discrimination scale based on parental status is warranted. More research is needed examining the experiences of graduate student-parents across multiple universities with various backgrounds and identities. Another limitation of this study is that the influence of perceived discrimination and academic advisor support was difficult to untangle. For example, academic advisors are part of the academic department where graduate student-parents may be perceiving discrimination, indicating that academic advisors may be some of the perpetrators of discrimination toward graduate student-parents. The finding that advisor support was negatively and significantly correlated with perceived discrimination supports the idea that advisors may be contributing to the perceived discrimination that graduate student-parents encounter. Future research is needed exploring *who* is doing the discriminating toward graduate student-parents (e.g., peers, faculty).

It may also be beneficial for future researchers to examine whether the experiences of graduate student-parents differ based on the academic department in which the student is housed. For instance, do graduate student-parents in STEM fields targets of discrimination and bias more so than graduate student-parents in liberal arts? Pinpointing whether student-parents are treated differently based on academic department can aid in developing ways to reduce such maltreatment that is department-specific. This study was unique in that it explored perceived discrimination and burnout as potential antecedents of SFC and WFC in the graduate student-parent population. More research is needed to determine additional antecedents of SFC and WFC, which would ultimately

help with preventing or reducing the interrole conflict experienced by graduate student-parents.

Conclusion

This study highlights that graduate student-parents are experiencing a relationship between discrimination and interrole conflict via burnout. Being the targets of discrimination within their academic department can decrease a graduate student-parent's resources, which can ultimately lead to burnout and make it challenging for graduate student-parents to balance their multiple roles. However, academic advisor support does not appear to buffer these negative experiences. Therefore, it would be beneficial to continue conducting research on which type of support could potentially buffer the burnout and inerrole conflict experienced by graduate student-parents. Finding ways to reduce a graduate student-parent's experiences with discrimination, burnout, and interrole conflict may reduce the high attrition rates and encourage students who may doubt their ability to be a student, worker, and parent.

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CONCLUSION

While earning a graduate degree and being a parent can be viewed as successful life experiences, balancing school, work, and parenthood can be challenging. Graduate student-parents are likely to be highly vulnerable to experiences of discrimination and emotional exhaustion as a result of managing their academic, family, and work demands. These psychosocial experiences can lead to conflicts among their multiple roles as mothers, fathers, scholars, and workers, yet institutional and policy support for student-parents is lagging. Furthermore, existing literature on the social, academic, and work-related experiences of graduate student-parents lacks a focus on how their intersecting identities interact with and are influenced by their academic departments. Findings from my empirical study reveal that burnout mediates the relationship between perceived discrimination and interrole conflict for graduate student-parents, highlighting the need for services and policies aimed at reducing these negative experiences.

Conducting more research on graduate student-parents, particularly focusing on their multiple identities, is crucial for departments and institutions to implement changes to help reduce the negative consequences of being a graduate student-parent. Furthermore, counseling psychologists working at university counseling centers should begin conducting their own research, serving on campus committees, and tailoring treatment for graduate students with children/dependents to help bridge the gap between research findings and real-life, instrumental change.

APPENDIX A: EMAIL/LISTSERV RECRUITMENT

Hello, my name is Jordan Dolson and I am a graduate student in the Department of Educational Studies at Purdue University. You are invited to participate in a research study that could benefit our understanding of the experiences of graduate students with children/dependents in their graduate academic environment. I wish to study these factors among a group of Purdue students and you may meet criteria for inclusion in the study.

I would like to give you a Qualtrics survey, which can be completed online. Your participation in this study is completely voluntary. **You must be over the age of 18 and a graduate student enrolled at Purdue University. You must also be a parent or guardian and have an assistantship and/or job.** Please note that this email was sent to all graduate students, as a separate listserv for graduate student-parents does not exist. Only the researcher will have access to the data and all the data collected will be kept confidential.

If you are interested in participating and helping add to the research in this area, please use the link below to complete the Qualtrics survey:

https://purdue.ca1.qualtrics.com/jfe/form/SV_eLpY6B2HQdx1V3L

Sincerely,

Jordan Dolson, M.S. Ed.
dolsonj@purdue.edu

APPENDIX B: RESEARCH PARTICIPANT INFORMATION SHEET

What is the purpose of this study? The purpose of this study is to gain a clearer understanding of individuals' experiences as parents while in graduate school.

What will I do if I choose to be in this study? If you agree to participate, you will be asked to complete one online survey, which will take approximately 15 minutes to complete.

Will I receive payment or other incentive? No payments or incentives are available for participating in this study.

What are the possible risks or discomforts? Participation in this research involves minimal risk. There is no expectation of discomfort expected from participation in this research. The risks involved in participation are no more than would be encountered in everyday life or during the performance of routine psychological exams or tests.

Are there any potential benefits? By participating in this study, you may contribute to the scientific body of knowledge regarding graduate student parents' experiences in graduate school.

Will information about me and my participation be kept confidential? Purdue University Institutional Review Board or its designees may inspect the project's research records to ensure that participants' rights are being protected. Only the researchers will have access to the data. All the data collected will be kept confidential. All information provided in the survey will remain confidential. Only the researchers will have access to the data, which will be downloaded from a secure Internet server (qualtrics.com) and stored on the researchers' password-protected computers. Data will be deleted from their computers after it has been analyzed. Data gathered from this research may be presented in scientific outlets, but this data will be based on *average* responses, not individual responses.

What are my rights if I take part in this study? Your participation in this study is voluntary. You may choose not to participate or, if you agree to participate, you can withdraw your participation at any time without penalty or loss of benefits to which you are otherwise entitled.

Whom to contact if you have questions about the study: If you currently have questions that may aid in your decision to participate in this research or if you have any general questions or concerns, please contact Jordan Dolson (dolsonj@purdue.edu), Department of Educational Studies, Purdue University. If you have concerns about the treatment of research participants, you can contact the Institutional Review Board at Purdue University. Contact information for the Purdue University IRB is 1032 Ernest C. Young Hall, 155 S. Grant Street, West Lafayette, IN 47907-2114. The phone number for the Board is (765) 494-5942. The email address is irb@purdue.edu.

We suggest you print this page for your records.

Clicking "I agree" in the lower right portion of your screen indicates that you have read and understand the information provided above, that you willingly agree to participate, that you are aware that you may withdraw your consent at any time and discontinue participation without penalty. If you choose not to participate, simply close your web browser and the study will be terminated.

APPENDIX C: DEMOGRAPHIC QUESTIONS

Do you have children/dependents? Yes or No

How many children/dependents do you currently have? _____

What are the ages of each of your children/dependents? _____

Do any of your children/dependents currently live with you? Yes or No

How many of your children/dependents currently live with you? _____

Who is the primary caregiver for the children/dependents currently living with you?
Myself
My partner/spouse/significant other
Other family members (e.g., older siblings, grandparents, cousins)
Neighbors
Other (please explain): _____

What is your age? _____

What is your gender? _____

What is your race/ethnicity?
Black/African/African American
Asian/Indian/Asian American
Hispanic/Latino
Native American
White
Arabic/Arab American
Multiracial
Not Listed Above

What is your current relationship status?
Single
Dating/In a Relationship
Engaged
Married

Widowed
Divorced
Separated
Other (please explain): _____

Which graduate degree are you currently seeking?
Master's degree
Doctorate degree
Professional Degree (please specify): _____
Other (please explain): _____

What year in graduate school are you?
First Year
Second Year
Third Year
Fourth Year
Fifth Year
Sixth Year
Other (please explain): _____

What is your major or field of study? _____

Have you completed all of your graduate coursework?
Yes
No
Other (please explain): _____

Are you an international student? Yes or No

What is your current work status?
Assistantship through the university
Job outside of the university
Both an assistantship through the university and a job outside of the university
Unemployed
Other (please explain): _____

Roughly how many hours per week do you work at your job and/or assistantship?

_____

APPENDIX D: FAMILY SUPPORTIVE SUPERVISOR BEHAVIORS (FSSB) SCALE

Please respond to the following statements using the scale provided below. In this case, work refers to the assistantship and/or job you currently have.

Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
1	2	3	4	5

1. My academic advisor is willing to listen to my problems in juggling work and nonwork life.
2. My academic advisor takes the time to learn about my personal needs.
3. My academic advisor makes me feel comfortable talking to him or her about my conflicts between work and nonwork.
4. My academic advisor and I can talk effectively to solve conflicts between work and nonwork issues.
5. I can depend on my academic advisor to help me with schedule conflicts if I need it.
6. I can rely on my academic advisor to make sure my work responsibilities are handled when I have unanticipated nonwork demands.
7. My academic advisor works effectively with students to creatively solve conflicts between work and nonwork.

APPENDIX E: MASLACH BURNOUT INVENTORY- STUDENT SURVEY (MBI-SS)

Please respond to the following statements using the scale provided below. Please answer these questions thinking about how you have felt <u>within the past month.</u>

Never	Rarely	Occasionally	Sometimes	Frequently	Usually	Always
0	1	2	3	4	5	6

1. I feel emotionally exhausted by my studies.
2. I feel used up at the end of the day at university.
3. I feel tired when I get up in the morning and I have to face another day at the university.
4. Studying or attending class is really a strain on me.
5. I feel burned out from my studies.

APPENDIX F: PARENTAL STATUS DISCRIMINATION QUESTIONS

Please respond to the following statements using the scale provided below.

1	2	3	4	5	6	7
Completely Disagree	Mostly Disagree	Slightly Disagree	Neither Agree or Disagree	Slightly Agree	Mostly Agree	Completely Agree

1. I have sometimes been unfairly singled out because of my parental status.
2. In my academic department, all people are treated the same, regardless of their parental status.
3. In my academic department, I feel socially isolated because of my parental status.
4. In my academic department, students with children/dependents receive fewer opportunities.
5. In my academic department, people are intolerant of students with children/dependents.
6. Professors scrutinize the work of students with children/dependents more than that of students without children/dependents.
7. In my academic department, I am treated poorly because of my parental status.

APPENDIX G: SCHOOL-FAMILY CONFLICT SCALE

Please respond to the following statements using the scale provided below. Note that "schoolwork" and "school" refers to attending classes, studying, taking exams, writing papers for courses, reading for courses, thesis/dissertation writing, etc.

1	2	3	4	5
Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree

1. My schoolwork keeps me from my family activities more than I would like.
2. The time I must devote to my schoolwork keeps me from participating equally in household responsibilities and activities.
3. I have to miss family responsibilities due to the amount of time I must spend on school responsibilities.
4. When I am done with schoolwork, I am often too frazzled to participate in family activities/responsibilities.
5. I am often so emotionally drained when I get done with school work that it prevents me from contributing to my family.
6. Due to all the pressures at school, sometimes when I come home, I am too stressed to do the things I enjoy.

APPENDIX H: WORK-FAMILY CONFLICT SCALE

Please respond to the following statements using the scale provided below. In this case, assistantship/job refers to any paid work you do.

Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
1	2	3	4	5

1. The demands of my assistantship/job interfere with my home and family life.
2. The amount of time my assistantship and/or job takes up makes it difficult to fulfill family responsibilities.
3. Things I want to do at home do not get done because of the demands my assistantship and/or job puts on me.
4. My assistantship and/or job produces strain that makes it difficult to fulfill family duties.
5. Due to assistantship/job-related duties, I have to make changes to my plans for family activities.