

AN ABSTRACT OF THE THESIS OF

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Couples' Activities and Relationship Satisfaction

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Recent advances in courtship theory emphasize day-to-day interaction and the environment in which interaction takes place as critically important in the understanding of relationship development. The purpose of this study was to determine the influence of college course assignments on time spent in relationship activities and, similarly, the influence of time spent in relationship activities on relationship satisfaction. As college couples are often the subjects of relationship studies, consideration of the college environment seemed both appropriate and overdue.

The sample consisted of 35 serious dating couples in which both partners were full-time students. A telephone survey methodology was developed so that couples could report coded relationship behaviors both conveniently and confidentially. Data were collected twice a week for 8 1/2 weeks during winter term 1987 at a large northwestern university.

Results indicated: (1) previous, current, and up-coming course assignments were influential regarding reported time in selected relationship activities, and, in general, tended to increase time in activities; (2) when assignments decreased relationship activity, men's assignments were more influential. Women's assignments, particularly previous assignments, were found likely to increase relationship activity. Regarding the influence time spent in activities had on relationships satisfaction, the data indicated that time spent eating together and in affectionate behavior were activities that increased relationship satisfaction.

Discussion centered on the "interpersonal process" framework of relationships development and on the timing of course workload on relationships. Conclusions suggested the academic environment does have an effect on dating relationships and that this effect may be similar to work and family issues that society as a whole is facing.

The Influence of Changing College Workload
on Dating Couples' Activities and Relationship Satisfaction

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THE INFLUENCE OF CHANGING COLLEGE WORKLOAD ON DATING COUPLES' ACTIVITIES AND RELATIONSHIP SATISFACTION

INTRODUCTION

This study seeks to investigate how college students in dating relationships organize their relationship activities while maintaining their school responsibilities. This is an important area of investigation as love and work are two uniquely human endeavors recognized as important achievements for individual well-being (Bronfennbrenner & Crouter, 1982; Freud, 1962). Love and work issues are also becoming increasingly popular topics in both professional and personal circles. This study contributes to this area by suggesting dating relationships and school work are precursors to marriage and work commitments, and that a greater understanding at the college level may lead to a better societal understanding.

Because the focus of this study is an understanding of day to day changes in relationships among college students, this study requires a consideration of the relationship development, work and family, marital interaction, and college student development literatures. How the project fits into recent discussions on courtship is also explained.

Courtship

Courtship is now recognized as an important phase of

the lifecycle, as what transpires premaritally has implications for the quality of marriage (Cate & Lloyd, 1988). As the vast majority of individuals marry at some point in the lifespan, knowledge about the courtship process is needed. While progression from individual to marriage partner consists of many stages, dating and particularly "serious" dating appears as an important part of the process. A distinction is often made between casual and serious dating. Researchers have defined casual dating as dating without identification as a couple, while identification as a couple is considered an indication of serious dating (Huston, Surra, Fitzgerald, & Cate 1981). Lloyd (1983) makes the additional requirement that both partners in a serious relationship report they are no longer dating anyone other than their current partner.

Studies of dating relationships that culminate in marriage offer insight into the courtship process and have a long tradition of research (Braiker & Kelley, 1979; Huston et al., 1981). Similarly, studies of dating relationships that dissolve prior to marriage offer insight into the relationship development process (Hill, Rubin & Peplau, 1976). Much more infrequent are studies of relationship processes within a single stage prior to marriage. There is a dearth of information on the day to day understanding of "serious" dating relationships.

Cate and Lloyd (1988) suggest that current theoretical

perspectives regarding courtship have increasingly focused on the "interpersonal process" framework. This framework recognizes the importance of compatibility and exchange models, but suggests that interaction between individuals to a large extent shapes the development of the relationship. Consistent with the desire to examine day to day interactions, the interpersonal framework acknowledges that individual interactions affect and are affected by individual attributes, relationship characteristics, and the social and physical environment.

The college environment

While the college campus qualifies as a unique social and physical environment, many social scientists have considered college a microcosm of society without regard to its uniqueness. Until recently, relationship researchers have ignored the college environment as having impact on relationships (Pennington & Zvonkovic, 1989). In a study of college dating relationships, these researchers gathered data through self reports at three times during the academic term. Relationship conflicts were found increased and relationship maintenance behaviors decreased during times of increased student workload. The discussion of these findings centered on college assignments and dating relationships as premarital analogs of work and family issues.

How a work or schoolwork environment might impact on

interpersonal and personal life was considered by Kanter (1977). While reviewing how occupational dimensions may impact family life, Kanter (1977) suggested two characteristics easily applied to the college environment. These dimensions were the absorptive nature of the work, and the time and timing of work demands.

Absorptive occupations are ones that demand maximum commitment from the worker as well as define the context of family life. As an example, Kanter (1977) cites small-town colleges as "total institutions," since the organization encourages more than normal workday involvement and the boundary between work and non-work becomes blurred. Kanter was addressing the families of faculty, yet the idea is equally convincing when considering student relationships. For many students, college provides food and housing services, regulates when classes are held, and limits the hours of interaction and entertainment.

The second occupational dimension, the amount of time demanded by the occupation and the timing of occupational events, is equally applicable to students and student relationships. In the college setting, the amount of time demanded by the occupation is spelled out. For every hour in class the student is expected to work a number of hours outside of class. The timing of academic events is also worth considering. Pennington and Zvonkovic (1989) found that their sample averaged significantly more assignments at

midterm and finals as compared to the beginning of the term. Realizing that high demand periods such as finals, are then followed by very low demand periods, such as breaks and vacations, puts college students on a time and timing roller coaster.

Statement of purpose

In short, there is a need for information about the day to day interactions of dating relationships that is sensitive to environmental context. Studies of dating relationships traditionally are set on college campuses, with college students as participants. The college campus seems a most appropriate, if not overdue, environment to consider. This research focused specifically on college students and their daily interactions with their dating partners. This work is part of a larger effort aimed at understanding how college students structure their lives around work and relationship roles in an academic environment. Data for the larger project were collected winter term 1988 through a series of telephone interviews. Major variables in the larger project included the amount of time spent in work, student, and relationship roles; the timing of academic demands; and personal feelings of stress, busyness, and relationship satisfaction. Variables regarding dating relationships included the nature and duration of activities engaged in by relationship partners.

This study focused on the day to day interactions of serious dating partners. The research questions were:

(1) Is time spent in different types of relationship activities influenced by academic demands?

(2) Is relationship satisfaction related to time spent in different relationship activities?

LITERATURE REVIEW

The present investigation focused on describing the daily lives of college students in close romantic relationships. In order to understand how this topic was approached, literature from several areas of study was reviewed. First, a brief review of relationship development literature is presented. Next, studies sensitive to the context in which relationships develop will be described. Lastly, recent work and family methodological approaches will be presented.

Relationship development

This section reviews literature on relationship development, concluding that relationship researchers have predominately focused on attributional changes across relationship stages, or have directed their attention to discovering factors that promote relationship stability. Few of the works reviewed in this section consider the context of relationship development as suggested by the work and relationship literature. The use of day to day measures of relationship behavior as suggested by the interpersonal process approach is also lacking. Studies that do use day to day measures are reviewed in detail in the next section.

Retrospective research

Retrospective studies usually ask recently married

couples to reflect on their courtship. These kind of studies have provided considerable information about different stages of relationship development. Huston, Surra, Fitzgerald, and Cate (1981) showed diversity in the courtship process with the chance of marriage changing over time. By having recently wed respondents graph the probability of marriage across relationship length, these researchers found some couples advance rapidly toward matrimony, with the probability of marriage quite high early in the relationship. Other courtships were described as "prolonged and turbulent," with the probability of marriage increasing slowly and with many setbacks. Two other patterns were presented (accelerated-arrested and intermediate) which fell between the accelerated and prolonged patterns. Persons in prolonged relationships spent significantly more time in each dating stage of their courtships.

While the patterns presented suggest a variety of courtship styles lead to marriage and that certain fluctuations are typical of some patterns, they fail to adequately capture the influence of the environmental context. Surra, Arizzi and Asmussen (1988) have developed a method to investigate what accounts for perceived changes. For example, an unexpected pregnancy could be one explanation for an accelerated courtship, whereas physical separation due to college attendance or military service might prolong courtship and thus prolong the dating period.

Huston et al (1981) reported that feelings of love differed significantly at the casual and serious dating level for couples who had intermediate and prolonged courtships. Such couples reported more love than accelerated courtships. There is also evidence that serious dating couples experienced more love than casual daters (Braiker & Kelley, 1979). Braiker and Kelley also reported decreased levels of relationship ambivalence and increases in relationship maintenance behavior once dating couples have become serious. On the negative side, crossing the threshold to serious dating was associated with higher levels of relationship conflict.

Longitudinal studies

Longitudinal studies as opposed to retrospective studies follow couples at a given level of involvement over time. Such studies indicate that dating couples who do not progress beyond their current dating status report a variety of differences at the initial data collection point predictive of whether couples stay together or break up. Measures of love, liking, feelings of closeness, and probability of marriage have repeatedly been found to be lower among non-continuing relationships compared to continuing relationships (Berg & McQuinn, 1986; Hill, Rubin & Peplau, 1976; Pennington & Zvonkovic, 1989; Walker, Loyer-Carlson & Lin, 1987). These studies used a variety of data

collection time frames, comparing stability in relationships from three months to two years, adding credibility to the measures as predictors of relationship stability. Berg and McQuinn (1986) and Walker and colleagues (1987) sampled casual daters, whereas the majority of Hill and colleagues (1976) and all of the Pennington and Zvonkovic (1989) couples were serious daters.

Other findings from these studies are worth considering. Hill et al. (1976) and Walker et al. (1987) reported that the frequency of seeing one's partner, the activities relationship partners do, and the location of the activity had no bearing on relationship stability. Berg and McQuinn (1986) and Walker et al. reported non-continuers had less favorable evaluations of their early interactions.

While stability of relationships is one characteristic of relationship quality, relationship satisfaction is another (Lewis & Spanier, 1979). There is some literature distinguishing happy from distressed couples based on the types of activities in which they engage, with categories of pleasurable or displeasurable and instrumental or affective activities being linked to relationship satisfaction (Jacobson, Waldron & Moore, 1980; Wills, Weiss & Patterson, 1974; Barnett & Nietzel, 1979). This study will assess daily interaction, including the type and duration of activities in which couples engage, and their relationship satisfaction. The sample will not include distressed

couples. Distressed dating relationships are likely to be unstable.

Reasons for being in a dating relationship

Longitudinal studies of continuing and non-continuing dating couples share an assumption that individuals date to sort and select mates with movement toward higher levels of commitment the goal of the relationship. In a consideration of why people date, Rice (1981) identified mate selection as only one reason. Other reasons, generally not mentioned in the literature include recreation, companionship, status, socialization, sexual experimentation, and intimacy. While Rice makes no distinction between casual and serious daters, it is reasonable to assume some "serious" relationships are based, for example, on individuals' needs for recreation, companionship, sexual experimentation, etc. Progress toward greater commitment may or may not be a goal of one or both partners. One aspect of the interpersonal process framework of courtship development helpful in this area is the acknowledgement that individual needs also shape relationships (Cate & Lloyd, 1988).

In this manner, one can view courtship as parallel to human development and the study of one particular stage of relationship development as parallel to one aspect of individual development. Erikson's (1963) lifestages of identity versus role confusion and intimacy versus isolation

fit nicely with the desire to study one stage of relationship development during the age frame of college students. Student development theorists offer similar ideas, identifying the formation of mature interpersonal relationships as a developmental task while at college (Miller & Prince, 1976).

Relationships in context

This section reviews studies in which the context of relationship development has been considered. While there is some literature in this area, only two studies have considered the college environment as having impact on relationships. The first study reports the relevant findings serendipitously (Hill, Rubin & Peplau, 1976). The other study is limited methodologically, with data collected just three times during an academic term (Pennington & Zvonkovic, 1989).

A classic study of relationship development, the Boston Couples Study, sampled from four Boston area colleges selected for their student and academic diversity (Hill et al, 1976). Ninety-five percent of the participants were or had been college students. While the focus of the Hill et al. article was on factors predictive of relationship stability, one reported finding is important regarding studies of dating college students. The discussion of this finding is quoted extensively.

If dating relationships were unaffected by their social context, it seems likely that they could end at most any time of the year. But the relationships of the couples in our sample were most likely to break up at key turning points of the school year--in the months of May-June, September, and December-January rather than at other times...

This pattern of breakups suggests that factors external to a relationship (leaving for vacations, arriving at school, graduation, etc.) may interact with internal factors (such as conflicting values or goals) to cause relationships to end at particular times. For example, changes in living arrangements and schedules at the beginning or end of a semester may make it easier to meet new dating partners (e.g., in a new class) or make it more difficult to maintain previous ties (e.g. when schedules conflict or one moves away). Such changes may raise issues concerning the future of a relationship: Should we get an apartment together? Should we spend our vacation apart? Should I accept a job out of state? Should we get together after vacation? If one has already been considering terminating a relationship, such changes may make it easier to call the relationship off. For example, it is probably easier to say, "While we're apart we ought to date others" than it is to say, "I've grown tired of you and would rather not date you any more." If one is able to attribute the impending breakup to external circumstances, one may be able to avoid some of the ambivalence, embarrassment, and guilt that may be associated with calling a relationship off. (Hill et al., 1976, pp. 156-57)

Suggesting college breaks and vacations only facilitate relationship endings, Hill and colleagues shortchange the possibility that college itself contributed to relationship deterioration. To address this issue, Pennington & Zvonkovic (1989) collected information about relationships at three points during the academic term for a full academic year. The sample consisted of 82 individuals involved in serious

dating relationships. Participants completed the 25 item relationship dimension questionnaire (Braiker & Kelley, 1979). This widely used instrument has four subscales, tapping feelings of belongingness and attachment (love), confusion or anxiety about the relationship (ambivalence), disagreement and negativity (conflict), and, respondent's willingness to change behavior and problem solve (maintenance behavior). Within each term, relationship maintenance behavior and relationship conflict varied significantly and inversely. At the beginning of the term relationship conflict was relatively low and maintenance behavior was relatively high. At midterm, maintenance behavior was found to be significantly lower, and conflict significantly higher. Both measures remained at the midterm levels one week prior to finals.

Using the same design, but a sample that included daters and non-daters, Pennington, Zvonkovic and Wilson (1989) reported college satisfaction also varied significantly across the term. Unlike the relationship measures, though, college satisfaction rebounded one week before finals from a significantly lower point at midterm. In other words, for college students, there was an appreciable and predicted dip in college satisfaction at midterm that recovered before finals.

For students involved in serious dating relationships, however, an increase in relationship conflict and a decrease

in maintenance behavior did not recover from expected changes at midterm but remained at less desirable levels (Pennington & Zvonkovic, 1989). These findings lend support to the idea that the breakup periods during the beginnings of college vacations reported by Hill and colleagues (1976) were not just convenient times for stepping out of the relationship. They may have also been times of increased conflict and decreased relationship maintaining behavior.

In the Pennington and Zvonkovic (1989) study, a small number of serious relationships ($n = 16$) broke up prior to the end of the term. Similar to other studies of stability, these relationships were characterized by significantly less love and lower probability of marriage. However, they also differed on a number of measures previously unexamined. Students whose relationships ended prior to the end of the term reported a greater amount of recognition from faculty for their academic endeavors, and, suggested they were investing more and achieving more in their school work as compared to students who stayed in their relationships. It appeared that for college students, feelings of satisfaction that involved a sense of being special or unique in the academic setting related to less likelihood of continuing in the relationship, especially when they perceived the relationship as less loving. In Hill, Rubin and Peplau (1976), most of the breakups that occurred prior to, during, or just after, college breaks, were initiated by the less

involved partner. However, the break ups that occurred during the school year were mostly initiated by the more involved partner. Hill and colleagues suggest the more involved partner may be more likely to end the relationship in response to continued pain and frustration. The data from Pennington and Zvonkovic suggest that academic rewards might also lead to breakups during the school year.

Together these studies generate more questions about dating relationships in college settings than they answer. While the Hill et al. finding that relationship breakups are associated with academic breaks is helpful, it is worth remembering that the finding was not the major focus of the study, but rather an artifact noted by the researchers. Like many interested in the courtship process, these researchers used a convenience sample of college students, collected many student variables (e.g. grade point average and SAT scores), but neglected the impact of the college setting until the pattern of breakups presented itself.

Sensitive to the student environment, the Pennington and Zvonkovic (1989) and Pennington et al. (1989) studies present useful information about the instability of conflict, relationship maintenance behavior, and college satisfaction. However, these papers provide only global indicators of change at times predicted susceptible to fluctuation. They lack data from the relationship partner and behavioral indicators of change.

Neither Hill et al. (1976) nor Pennington and Zvonkovic (1989) adequately describe the process through which their findings emerge. While Pennington and Zvonkovic infer the academic timeline is responsible for the observed changes, the sequencing of the actual events leading to increases in conflict and decreases in maintenance behaviors remains unknown. Consistent with the interpersonal process framework, a stronger argument would be available if daily behavioral patterns were associated with academic environmental factors and relationship feelings.

Work and family methods

This final section provides literature and examples of various methods employed to study occupational and relationship issues, in particular literature focusing on the spillover of one sphere into the realm of the other. The literature reviewed in this section builds from Kanter's (1977) critical review of research regarding work and family issues. This section provides a selective review of recent works that contribute methodologically to the study, particularly to the process in which impact across spheres occurs.

Crossing the work/family boundaries

Sharing a focus on daily behavior, a number of recent studies have assessed the impact of work related variables

on family related variables, and vice versa. Crouter, Perry-Jenkins, Huston and Crawford (in press) collected information about work related stressors over a two day period. Twenty-nine men reported their emotional states shortly after arriving home from work. Outcome variables were the behavioral reports of activities gathered through telephone interviews, including the spouses' points of view regarding relationship interaction.

Using daily measures of work and family activities, Crouter et al. (in press) reported high levels of stress and fatigue during the day at work was associated with low involvement in housework that evening. Husbands experiencing high levels of stress at work were likely to experience higher levels of negative marital interaction. Not surprising, low levels of stress and high levels of arousal at work were associated with greater involvement in energetic leisure activities.

A more expansive effort by Bolger, DeLongis, Kessler and Wethington (1989) collected self-report "diary" information from 166 married couples over 42 consecutive days. These researchers showed that stresses at work for both men and women impacted how couples behaved at home. This connection was stronger and more frequent for men than for women. Stresses at home were also shown to influence work relations.

The importance of these studies for college-based

dating relationships is that work settings, usually physically removed from family settings, may be right next door psychologically. In the family studies literature, the "myth of separate spheres" (Kanter, 1977) is slowly being exposed. As of yet, studies investigating how certain aspects of work may be associated with relationship activities with samples other than married or other highly committed partners, have not been conducted. Serious dating couples seem a likely target for such investigation.

While these studies focus on work stresses and the causal direction associated with work stresses and day to day relationship interaction, there are some aspects of the college environment that may be different. College stresses associated with coursework assignments may be known in advance. Therefore, the impact of assignment stress may come prior to the actual assignment date. Assignments may involve a period of stress that could parallel negative relationship interaction. Once assignments are completed, relationship behavior may change, reflecting a decrease in stress. A thorough understanding of the influence of the college workload on relationship activity would consider up-coming, current, and previous assignments.

A method for gathering self-report data

In order to examine subtle change in serious dating relationships, a methodology was needed to gather

information on the daily activities of dating couples. Because the couples involved were also college students and likely to be experiencing significant changes in workload across the term, and because such fluctuations covary with both perceptions of college and relationships (Pennington & Zvonkovic, 1989), frequent contact with respondents seemed necessary. Methods other than brief telephone contacts appeared inappropriate. Repeated paper and pencil questionnaire evaluations like those used by Pennington et al. (1989) could overtax respondents. Diary methods might intensify workload demands and in essence, become another school related "assignment."

Borrowing from Christensen and King (1982) and others, Huston, Robins, Atkinson and McHale (1987) developed a telephone interview procedure for "behavioral self-report at the event level" (p. 52) in which respondents provide data about the occurrence of various events during a defined timeframe. For example, during an interview a respondent might report the number of joint respondent-partner interactions in the last 24 hours. To speed the process, respondents are given a list of the events being studied. During the interview, they are asked if any of the events occurred. An effort is made to prevent eavesdropping by asking that each respondent be interviewed privately and that responses be "yes/no" or numerical reports of times and frequencies. Respondents are interviewed repeatedly to gain

a more accurate perception of the kinds of activities engaged in and at what frequency they occur.

The technique can be viewed as highly successful by the number and variety of papers using data generated by the interviews. Changes in marital behaviors from the newlywed period to after the first anniversary have been studied, as well as changes in marital roles associated with childbirth and adaptation to parenthood (Huston et al., 1987).

According to Huston et al. (1987) drawbacks associated with this methodology include expense, both in telephone charges and in interviewer hours. For a rural sample, researcher's calls could be quite costly. A single interview could last 30 minutes. These drawbacks could be easily overcome by using a sample closer to the researchers (i.e. college relationships) and by shortening the interview process.

Literature review summary

Springing from the "interpersonal process" framework (Cate and Lloyd, 1988) of relationship development, this project will examine the day to day activities of serious dating relationships while maintaining sensitivity to the context in which the relationship is embedded. Of concern are how the demands of the academic environment may influence relationship activities. Also of interest is the influence activities may have on relationship satisfaction.

The literature reviewed showed that while dating relationships are considered an important stage in the courtship process, consideration of a single courtship stage has been ignored. In addition, sampling college campuses for dating studies is common, but recognition that the college environment may have an impact is not. From the literature reviewed and the ideas summarized above, the following hypotheses are presented:

(1) Previous, current, and up-coming assignments will influence time spent in certain relationship activities.

(2) The amount of time spent in certain relationship activities will be associated with relationship satisfaction.

METHOD

The purpose of this study is to ascertain the influence of the college environment on the activities of college students involved in serious dating relationships and to determine if particular patterns of activity are related to relationship satisfaction. Because the focus is on daily behaviors and student relationships, a non-intrusive method sensitive to short-term changes is necessary. This section addresses the design, sample, and procedure.

Design

The bulk of the information was collected from the sample through a series of telephone interviews, conducted twice a week for 8 1/2 weeks during winter term 1988. Additional information was collected through a variety of researcher/participant contacts. These contacts are described chronologically.

Non-obligating orientation meetings, attended by a majority of the couples, took place at the end of fall term 1987. During these meetings, the purpose of the study was described, the procedure briefly explained. At the meetings, couples were encouraged to ask questions. Participants were informed that they would receive \$12.50 (\$25.00 per couple) and a detailed graph of their time use the term of the study. (Mid-way through the study they also received coupons redeemable at a local frozen yogurt shop.) Names and phone

numbers were collected for contact after the Christmas break.

At the start of winter term, interested couples were contacted for an initial interview. Couples no longer dating each other or no longer interested in participating could decline participation at this point. Those still interested scheduled an interview. At this interview the purpose and procedures of the study were again outlined; participants signed consent forms, and were promised confidentiality. Participants were also told they could withdraw from the study at anytime. The principal investigator and three graduate student research assistants conducted these interviews. The procedure consisted of an initial period with the couple where information about their dating history and school status was elicited, followed by individual completion of questionnaires assessing previous relationships, current relationship dimensions (Braiker & Kelley, 1979), satisfaction with roles, and other variables. This period was followed by training participants on the telephone interview procedure. Convenient times to phone each participant were also obtained.

Additional contacts with the respondents occurred at several points in the term. A few weeks into the project participants were sent assignment calendars on which they recorded due dates for major assignments. This information is detailed in the instruments section. Midway through

winter term, the Braiker and Kelley (1979) questionnaire regarding relationship dimensions was mailed to the sample. During the last two telephone interviews, the telephone procedure was evaluated and additional information was gathered. With the exception of the assignment calendar, data from these contacts will not be considered.

Design of the telephone interviews

Individual participants were contacted by telephone Monday and Thursday nights usually between 5 and 11 p.m. and at times they indicated were convenient for them. During each call, participants were asked to report on time spent in student, paid worker, and relationship partner roles for each of the three days prior to the call, the kinds of activities engaged in with their dating partner for each day, where these activities took place and how long each activity lasted. They were also asked to consider the previous three day period and to rate their feelings of busyness, stress, and satisfaction with the relationship for that particular time frame. Appendix A is a copy of the interview "script," giving the wording and sequencing of the interview.

Information about the couples' activities on Thursdays was not collected for two reasons. The design of the telephone interview was methodologically "cleaner" if both calls addressed the previous three day period. Out of

respect for the couples' privacy, a one day reprieve from the intense scrutiny of the researchers seemed warranted. On the last interview we asked the sample if they felt Thursdays were significantly different from any other weekday. The vast majority reported no difference.

Table 1 shows the date of the actual call and the days the participants reported. There was a total of 17 calls, nine Thursday night calls reporting on Mondays, Tuesdays, and Wednesdays, and eight Monday night calls reporting on Fridays, Saturdays, and Sundays. Essentially, the calls on Mondays collected weekend activities, whereas the Thursday calls collected weekday activities.

Table 1

Call number, dates of data collection, and days on which participants reported

<u>Call #</u>	<u>Data collected</u>	<u>Participants reported on</u>
1	Thursday, Jan. 14.	Mon. Tues. Wed., Jan. 11, 12, 13.
2	Monday, Jan. 18.	Fri. Sat. Sun., Jan. 15, 16, 17.
3	Thursday, Jan. 21.	Mon. Tues. Wed., Jan. 18, 19, 20.
4	Monday, Jan. 25.	Fri. Sat. Sun., Jan. 22, 23, 24.
5	Thursday, Jan. 28.	Mon. Tues. Wed., Jan. 25, 26, 27.
6	Monday, Feb. 1.	Fri. Sat. Sun., Jan. 29, 30, 31.
7	Thursday, Feb. 4.	Mon. Tue. Wed., Feb. 1, 2, 3.
8	Monday, Feb. 8.	Fri. Sat. Sun., Feb. 5, 6, 7.
9	Thursday, Feb. 11.	Mon. Tue. Wed., Feb. 8, 9, 10.
10	Monday, Feb. 15.	Fri. Sat. Sun., Feb. 12, 13, 14.
11	Thursday, Feb. 18.	Mon. Tue. Wed., Feb. 15, 16, 17.
12	Monday, Feb. 22.	Fri. Sat. Sun., Feb. 19, 20, 21.
13	Thursday, Feb. 25.	Mon. Tue. Wed., Feb. 22, 23, 24.
14	Monday, Feb. 29.	Fri. Sat. Sun., Feb. 26, 27, 28.
15	Thursday, Mar. 3.	Mon. Tue. Wed., Feb. 29, 1, 2.
16	Monday, Mar. 7.	Fri. Sat. Sun., Mar. 4, 5, 6.
17	Thursday, Mar 10.	Mon. Sat. Sun., Mar. 7, 8, 9.

Training procedures and interviewers

Collecting information from 70 individuals twice a week for 8 1/2 weeks involved 14 interviewers. Students from upper-division Human Development and Family Studies classes were recruited for this task in exchange for credit hours. Callers were trained on the calling procedure, practiced calling each other, and as a final check, each called the spouse of the principal investigator who responded like a participant, but then reported on the caller's understanding of the telephone procedure to the principal investigator. Of special concern was that the callers not "reinforce" certain activities by responding positively or negatively to the responses of the participants. Callers were encouraged to remain silent after the respondent reported the information, or just indicate that they had received it.

Callers were also warned that some of the couples would report that they broke up since the last call. In these instances, the caller would note the break-up and report it to the researchers. Callers were supervised during their training and throughout the term of the project by graduate students. The confidentiality of the calls was stressed and callers were not assigned participants known to them. A couple of times during the project, the complete research team (principal investigator, graduate students, and callers) met to address concerns and share experiences.

Usually the interviews were conducted at the callers'

home telephone, or from a Human Development and Family Studies department phone. After completion of an evening's calls, the interviewers returned the folders containing data and interview information to the project's office. Interviews missed during the regular calling period were then attempted by callers scheduled to do make up calls.

Sample

Thirty-five couples participated. The sample was recruited via a news release in the college newspaper, "table tent" advertisements placed in the food service areas of several residence halls, and flyers handed out at winter term preregistration.

To be in the study, potential participants had to meet the following requirements: (a) full time enrollment of both partners (minimum 12 credits), (b) exclusive dating status, i.e. no longer dating other people, and, (c) recognition by friends that the two partners were a "couple." The last two criteria were used successfully in a previous study to distinguish "serious" from "casual" daters (Lloyd, 1983). The information that follows is from the initial interview and initial interview questionnaires. The actual sample for the proposed analyses varies due to missing data.

Characteristics of the sample as couples

The median length of the current relationship of the 35

couples was 12 months. Table 2 shows how many previous dating partners participants had. About a third of the couples ($n = 12$) initially met prior to attending the university. The majority ($n = 21$) were introduced through mutual friends or acquaintances. Scores on the Braiker and Kelley (1979) relationship dimensions scale are also presented in Table 2. On a 1 to 9 scale, average love scores were 7.85 for men, and 8.15 for women.

Twenty two men and 20 women said that they had talked to their partner about marriage. While none of the men indicated that they had done so, nine women reported planning their marriage. When asked the likelihood of marrying their current partner, on average, men indicated an 80.44% chance. Women averaged 79.35%. There was considerable variability on this measure, with an overall standard deviation of 26.88.

During the orientation meeting it was emphasized that inclusion into the sample necessitated both partners no longer be dating anyone other than their current partner, and that friends identify the partners as a "couple." In the initial questionnaire, these questions were repeated. All 35 dyads indicated that their friends considered them as a "couple."

Table 2

Characteristics of the Sample as Relationship Partners

	<u>men</u>	<u>women</u>
First dating relationship to go beyond 1 or 2 dates	4 (11%)	4 (11%)
Average number of other dating relationships (for those not in 1st relationship) <u>M</u> (<u>SD</u>)	3.87 (2.5)	3.90 (2.3)
Braiker & Kelley (1979) Relationship dimension scores, initial interview <u>M</u> (<u>SD</u>)		
Love	7.85 (0.90)	8.15 (0.67)
Maintenance	6.35 (1.34)	6.71 (1.15)
Conflict	3.67 (1.26)	3.84 (1.46)
Ambivalence	2.73 (1.52)	2.49 (1.26)
Length of current relationship (months)	<u>M</u> 16.4	<u>SD</u> 13.7
1st meeting	<u>prior to OSU</u> 12	<u>OSU residence hall</u> 10
		<u>OSU greek function</u> 5
Introduction to each other	<u>through mutual friends</u> 21	<u>no mutual friends</u> 13

One male, however, reported dating outside the relationship. This relationship was to end prior to the end of the data collection period. Three couples reported breaking up prior to the end of the term. Information other than relationship satisfaction and joint activities (such as time use) was still collected from these individuals throughout the study period. Information from the couples who broke up was included in the analyses up until the break up. After the break up, the information was considered missing data.

Characteristics of the sample as students

Table 3 presents some characteristics of the sample as students. Men and women averaged slightly over 15 credit hours the term of data collection. The majority of the men were sophomores, while the majority of the women were juniors. The general picture painted of this sample of college couples would conclude that they were above average (GPA 2.8 and 3.1 for men and women, respectively) and involved in the campus environment. About a third of the sample were associated with greek organizations. Very

Table 3

Characteristics of the sample as students

	<u>men</u>	<u>women</u>			
<u>Grade Point Average</u>	2.812 (.481)	3.104 (.508)			
<u>Credit hours, term of study</u>	15.83 (2.44)	15.68 (1.83)			
<u>Age</u>	20.43 (1.46)	20.03 (1.20)			
<u>Number belonging to fraternity/ sorority</u>	10	9			
<u>Average hours worked per week and (number of sample employed)</u>	10.3 (10)	9.16 (16)			
<u>Class standing</u>	<u>freshman</u>	<u>sophomore</u>	<u>junior</u>	<u>senior</u>	
men	1	16	11	7	
women	7	7	15	6	
<u>Number of extra- curricular activities</u>	<u>0</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>more than 3</u>
men	3	12	11	2	7
women	2	10	11	10	2

few of the participants were not involved in extra-curricular activities.

Instruments

Instruments developed or adapted for this study had two design criteria: (1) to be convenient to receive and administer by telephone, and, (2) to retain the confidentiality of the respondent, realizing the relationship partner might be present during the call. Because of the desire to gather behavioral level data and not have participants generalize about their time use, the process had to be non-demanding particularly during those times of increased workload. Thus the first criterion is sensitive to the academic environment. The dyadic nature of the research question helped to formulate the second criterion. Information from both individuals, preferably uninfluenced by the partner, was wanted. One way of overcoming this obstacle was to have the response options numerically coded. In this manner, the respondent's end of the telephone conversation would only consist of a series of numbers, not even the respondent's partner (if the partner happened to be present) would know if the numbers referred to a particular activity, relationship satisfaction, or time spent at work. Having respondents report in numbers also facilitated quick calls.

Participants were trained on the calling procedures at

the initial interview. They were encouraged to keep the coding sheet near their telephone, and to respond in "numbers." Most respondents quickly learned the routine of the calling procedure. A typical call took less than 5 minutes. Detailed discussion of the variables obtained via this procedure follows.

Course assignments

Assignment calendars were mailed to each participant three weeks into the term. Originally this information was to be collected at the initial interview. It soon became apparent that the requirements for many courses were not yet available to all of the sample. Participants were informed that assignment calendars would be mailed to them. Unfortunately, 18 of the calendars were never returned, despite reminders from the callers and efforts to recreate the calendars from course syllabus information. The calendars consisted of a single piece of paper with all the days of winter term. Participants were asked to indicate the dates of all tests and midterms, projects, papers, recitals, speeches and lab finals or projects. Not included were weekly quizzes, daily or weekly lab assignments or reading assignments. These data were then compiled.

Assignments across the term

Figure 1 shows the percentage of the participants who

have at least one of the above assignments due on any particular day across the term. The graph begins with Monday January 11th and concludes with Thursday March 10th. Saturday and Sunday are easily identified on the graph, where both male and female assignments are zero.

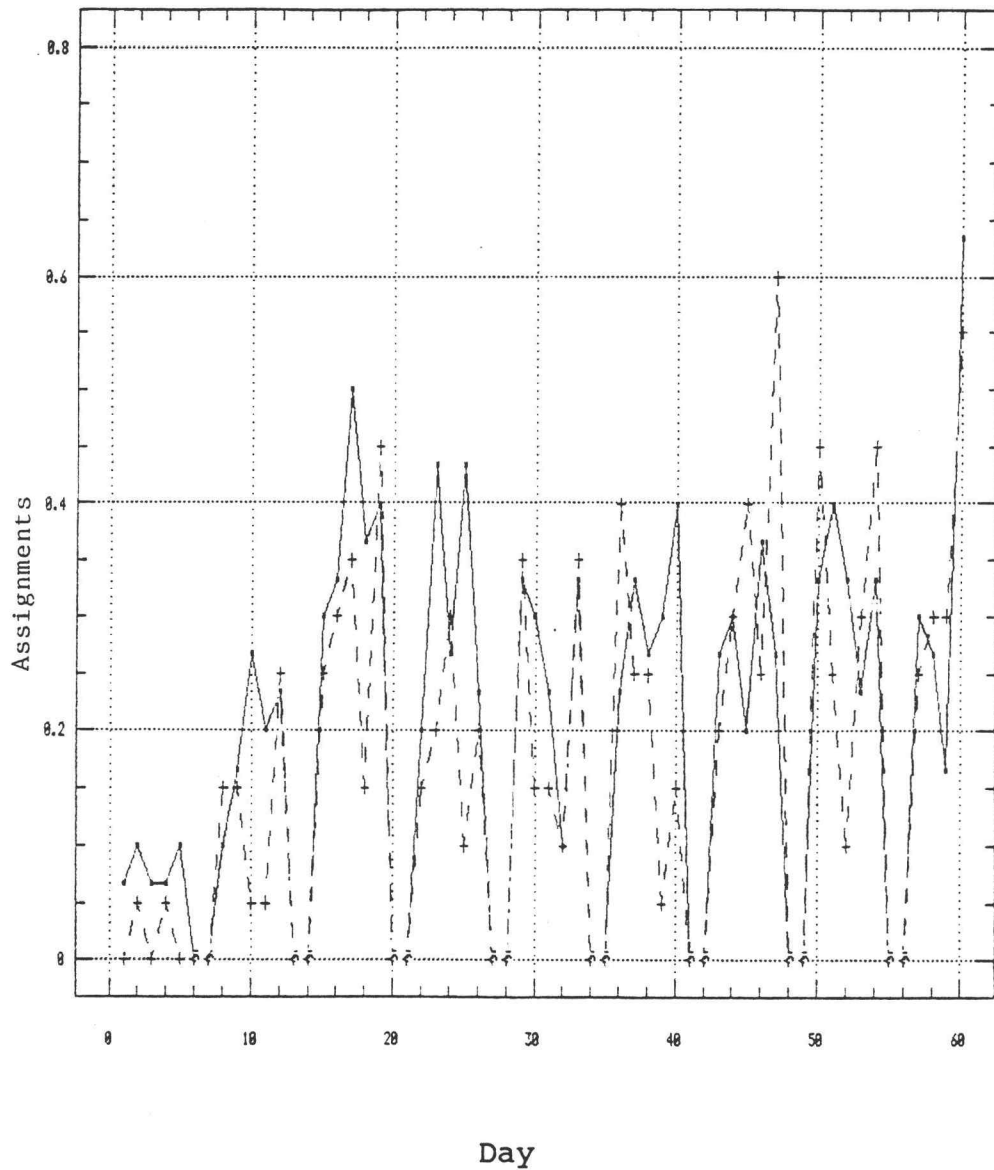
Figure 1 shows that course assignments begin in earnest at the third week, and remain, percentages, stable until the Friday of the 7th week for men, and the Thursday of the week before finals for both genders. To thoroughly address the research question that academic demands influence relationship activities, assignments were considered from three approaches.

Influence from previous assignments. This first approach suggested previous assignments "spill-over" to current relationship activities. This approach used the yes/no coding of a Friday assignment as an independent variable to predict time reported in the sum of the Friday, Saturday, and Sunday activities.

Influence from current assignments. This approach suggests current assignments influence current relationship activity. Rather than using a dichotomous variable, the number of tests and assignments due for the four day period of Monday through Thursday were summed. Thursday assignments were included because this was the actual day the call was made. Summing the number of days in which assignments were due gave a continuous variable ranging from 0 to 4, zero

Figure 1

Percentage of participants with an assignment due, starting Monday, Jan. 11 and ending Thursday March 10.



- + - Men
-+- Women

indicating no assignments due during the four day period, and four, indicating an assignment due every day. This measure gave some indication of the severity of the college workload.

Influence from up-coming assignments. This approach suggested that up-coming academic demands inhibit or prolong time spent in relationship activities. Both the dichotomous Friday assignment variable and the continuous Monday through Thursday assignment variable were used to predict activity time.

Relationship activities

Appendix B is a duplicate of the respondents' code sheet. The first section on the upper left side lists the activity codes. While the codes were not an exhaustive compiling of college couple activity, the list developed was an adaptation on Huston et al. (1987) and seemed to represent most activities engaged in by college couples. These codes were initially developed and pre-tested on college couples known to the researchers. Revisions suggested separating leisure/recreational activities in each others company versus in the company of friends. Activities spent with friends (regardless of the nature of the activity) became a distinct category.

The ten codes represent familiar activities of single college students (i.e. studying, eating, spending time with

friends or relatives) that can become relationship activities. Some activities are suited for dyads and are considered affective (doing recreational/leisure activities without others, spending time together affectionately). Other activities are more instrumental (doing laundry, shopping or running errands). The 10th code (other) was used when the first nine categories proved inadequate. Some examples of this code included: attending a bible study, taking a "cat nap" that was not necessarily time spent together affectionately, and attending a funeral that included friends of one partner but family members of the other.

Below the list of activities (see the code sheet, Appendix B) is the coding scheme for how long the activity took place. While the codes are really an ordinal scale to facilitate respondent recall, it was intended that the data be used as approximations of real time. Further down the code sheet is the coding scheme for activity location (also to facilitate recall) and a reminder of the relationship satisfaction scale.

Relationship activity across the term

Table 4 represents the weekday, weekend, and overall across the term averages for the ten activities. Appendix C (pages 96 to 106) provides graphs of the average amount of time spent in each of the ten activities for the three day

Table 4

Average weekday, weekend, and overall time (in hours) spent in 10 relationship activities

<u>Activity</u>	<u>Weekday</u>	<u>Weekend</u>	<u>Overall</u>
phone	.4428	.3434	.3960
study	3.1456	2.6248	2.9005
eat	2.1923	2.2937	2.2401
shop	.5404	.9511	.7336
rec	1.0651	2.7418	1.8541
talk	2.1190	2.3065	2.2072
affect	1.2015	1.9676	1.5620
friend	1.0924	3.4185	2.1870
rel	.1925	1.3064	.7167
other	.4482	.6372	.5371

"eat" includes eating and meal preparation.

"shop" includes shopping, laundry and running errands.

"rec" includes recreational and leisure activities.

"affect" refers to time spent in affectionate behavior.

"rel" refers to time spent with relatives.

These abbreviations will remain consistent in future tables.

period that represents each call. The graphs are broken down by gender and present a visual record of relationship activity during the term. Average time spent in each of the activities was similar for men and women. Figure 10 (in appendix C, on page 105), for example, reports time spent with friends, showing very consistent reporting by both genders. Figure 10 also shows the difference between weekday and weekend participation in this activity. Other averages across the term worthy of inspection include the increase in time spent with relatives (Figure 11, page 106) at call 12. Call 12 reported on the President's Day three-day weekend. Average time spent talking together or spent affectionately show trends to decrease across the term (Figures 7 and 8, pages 102 and 103).

While the graphs in Appendix C show activity averages at each call, important to this study is the variability between partners regarding time spent in activities. Given that both partners were reporting on relationship activity, correlations between partners' reports of activity are of concern. High correlations would suggest accurate reporting of relationship episodes and agreement as to the nature of the activity the partners engaged in. These correlations will be presented in the next chapter.

Relationship satisfaction

Satisfaction with the dating relationship was assessed

at each call. This instrument is an expansion of the single satisfaction question used in Christensen and King (1982). Respondents were asked to consider the previous three day period, and on a 5 point scale (5 indicating very satisfied), answer five questions regarding the relationship. Relationship satisfaction for the call was the sum of the following five questions:

- (1) How satisfied have you been with the amount of time you and your partner have spent together in the last 3 days?
- (2) How satisfied have you been regarding quality of time you and your partner have spent together in the last three days?
- (3) How satisfied have you been regarding the amount of affection in your relationship in the last three days?
- (4) How satisfied do you feel your partner has been regarding your relationship in the last three days?
- (5) Overall, in the last three days how satisfied have you been with your relationship?

Relationship satisfaction across the term

Figure 2 shows average relationship satisfaction for each call period across the term. Relationship satisfaction peaks at call 10, the Monday call following the Valentine's day weekend. As a visual record, Figure 2 shows higher levels of relationship satisfaction on weekends than

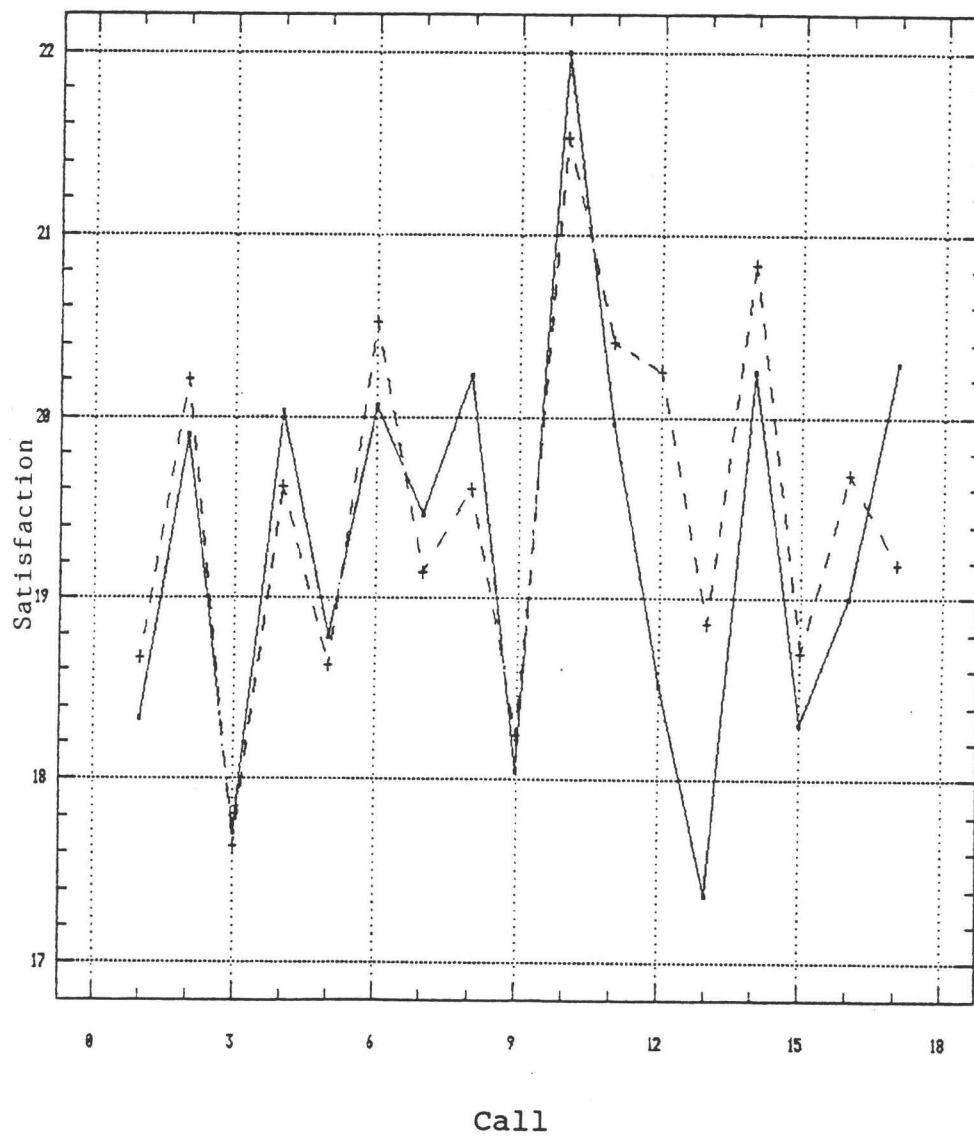
weekdays.

Methods Summary

The design and sample of this study were described. Thirty-five couples were contacted twice a week by telephone and asked to report on a variety of relationship variables. The variables of interest were the academic assignments, relationship activities, and relationship satisfaction of these couples. The next chapter describes the results of the study.

Figure 2

Average relationship satisfaction across the term



-- Men
- + - Women

RESULTS

As hypothesized, the results of this study indicate that the amount of time spent in relationship activities can be influenced by academic demands, and that certain activities at certain times are associated with relationship satisfaction. Evidence was also found that couples' reported time spent in relationship activities and relationship satisfaction varied, with high agreement at particular times during the term. At other times these reports differed. These findings will be presented first, followed by the influence of coursework assignments on relationship activities, followed by relationship activities influence on relationship satisfaction.

Correlations between partners reporting of relationship activities and relationship satisfaction

Table 5 shows the correlation coefficients of the respondent's reported time in a relationship activity and their partner's reported time in the same activity. The time frame in Table 5 is for the three day (call) period. Marginal means and standard deviations for each activity are also reported. Coefficients range from a $-.14$ to 1.00 . Across the 17 calls, averaged by activity, the range was from $.35$ for time spent talking on the telephone, to $.81$

Table 5

Correlation coefficients of partners' reported time spent in relationship activity across calls

	<u>Activity</u>									
	0	1	2	3	4	5	6	7	8	9
<u>Call</u>	ph	stdy	eat	shop	talk	rec	aff	frnd	rel	other
1	.26	.82	.66	.49	.46	.67	.76	.76	1.00	.01
2	.35	.71	.75	.74	.47	.66	.79	.95	.88	.41
3	.54	.63	.90	.67	.15	.32	.47	.62	1.00	.73
4	.88	.72	.86	.85	.65	.70	.57	.71	.65	.90
5	.40	.63	.87	.71	.77	.82	.33	.64	.87	.19
6	.61	.92	.81	.86	.53	.46	.88	.78	.88	.36
7	.43	.60	.94	.94	.81	.90	.85	.79	1.00	.02
8	.18	.68	.90	.90	.73	.84	.89	.94	.93	.73
9	.06	.98	.97	.68	.59	.77	-.14	.86	.00	.92
10	.10	.74	.68	.35	.65	.62	.44	.68	.51	.97
11	.16	.88	.85	.87	.75	.92	.89	.72	.87	.56
12	.53	.25	.73	.80	.50	.78	.16	.40	.82	.63
13	.42	.83	.92	.97	.82	.61	.73	.40	.14	.02
14	.32	.62	.61	.45	.75	.49	.69	.89	.90	.09
15	.37	.68	.75	.65	.85	.60	.46	.95	1.00	.33
16	.18	.73	.86	.90	.63	.64	.19	.57	.18	.92
17	.09	.61	.76	.53	.76	.75	.68	.89	-.03	.46
<u>M</u>	.35	.71	.81	.73	.64	.68	.58	.74	.69	.49
<u>SD</u>	.22	.16	.10	.18	.18	.16	.26	.17	.37	.34

0 = phone	5 = talk
1 = study	6 = affect
2 = eat	7 = friend
3 = shop	8 = rel
4 = rec	9 = other

for time spent eating together. There is no apparent trend over time, which would have suggested participants might have conspired on a set of activities to report, or, on the other hand, lost interest and reported haphazardly.

Because there are equally high as well as low correlations, it is not easy to dismiss the overall lack of consistency as an artifact of the coding scheme or a result of the methodology. To date, studies using these methods have not reported correlations between partners. Nevertheless, in this study, the discrepancies between what each partner reported doing together are enough to discourage references to "relationship activities" and encourage the more accurate terminology of "his reported relationship activity," and, "her reported relationship activity."

Table 6 shows the correlations between partners' relationship satisfaction. Across the 17 calls, partners' correlation coefficients averaged .64. Correlations were higher on weekends than weekdays, with average agreement .73 for the 8 weekend calls, and .54 for the 9 weekday calls. Regarding relationship quality, partners (quite naturally) differ on their evaluations of their relationships.

The findings reported in Tables 5 and 6 reinforce the importance of collecting relationship information from both

Table 6

Correlation coefficients between partners on relationship satisfaction listed by call

<u>Weekday calls</u>	<u>r</u>	<u>n</u>	<u>Weekend calls</u>	<u>r</u>	<u>n</u>
1	.42	27	2	.75	26
3	.51	27	4	.72	30
5	.36	26	6	.68	31
7	.60	22	8	.82	20
9	.78	18	10	.89	27
11	.47	25	12	.58	29
13	.64	25	14	.81	26
15	.57	24	16	.78	30
17	.58	23			
Weekday <u>M</u>			Weekend <u>M</u>	.73	
<u>SD</u>			<u>SD</u>	.10	
			Overall <u>M</u>		
			<u>SD</u>		
			.64		
			.15		

relationship partners. Additionally, these findings suggest "his" and "her" relationships that are based on individual perceptions of joint activity and relationship satisfaction.

Academic demands influence relationship activities

The analysis strategy for this hypothesis used regression analysis with the amount of time spent in each activity reported by the participant (over the three day call period) as a dependent variable and both partners' class assignments as independent variables. Regressions were run separately for men and women, with a 170 regressions calculated for each gender. Sample size for these regressions ranged from 14 to 19 for men, and 15 to 20 for women. Forty-eight regression models with at least one significant independent variable are presented in Appendix D.

A significant independent variable indicates influence of class assignment on time spent in activity. According to Weisberg (1985, p. 50), "A reasonable procedure of testing the importance of (a single independent variable) is simply to compare the estimate of the coefficient divided by its standard error to the t distribution with $(n-k)$ degrees of freedom." Further, he says, "Therefore, the t statistic tests hypotheses concerning the importance of variables adjusted for all the other variables in the model, not ignoring them" (Weisberg, 1985, p. 51). When looking at the

models in Appendix D, attention should be directed toward independent variables with significant t values rather than overall F values.

Academic demands, as measured by course assignments, were noted in Figure 1 (page 38) as the percentage of participants having an assignment due on any particular day during the time of data collection. To thoroughly address the research question that academic demands influence relationship activities, assignments were considered from three approaches. Influence from previous assignments suggested previous assignments might spill-over to current relationship activities. Influence from current assignments suggested current assignments affect current activities; and, influence from up-coming assignments suggested up-coming assignments affect current relationship activity.

The general regression models are presented below. The inclusion of both partners' assignments allows inference about how academic demands of either partner might impact relationships as reported by individuals. Also, the inclusion of two of the assignment approaches (i.e. previous and up-coming assignments for weekend calls; and, current and up-coming assignments for weekday calls) into a single regression model allows for the influence of the additional assignments. A significant coefficient for a previous assignment takes into account the role of the previous assignment when considered along with the influence of up-

coming assignments, and a significant coefficient for an up-coming assignment takes into account the influence of up-coming along with current assignments. The regression models are the same for women's time spent in each activity.

His reported time spent each activity for each even-numbered weekend call.	= constant + his <u>previous</u> assignment + her <u>previous</u> assignment + his <u>up-coming</u> assignments + her <u>up-coming</u> assignments.
---	---

And;

His reported time spent each activity for each odd-numbered weekday call.	= constant + his <u>current</u> assignments + her <u>current</u> assignments + his <u>up-coming</u> assignment + her <u>up-coming</u> assignment.
--	---

Weekend activities influenced by previous and up-coming assignments

This section will show the influence of previous Friday assignments and the influence of up-coming Monday, Tuesday, Wednesday, and Thursday assignments on the amount of time spent in weekend relationship activities.

Tables 7 and 8 are summary tables constructed from significant regression models as reported in Appendix D. Tables 7 and 8 report significant assignment regression coefficients (coded for easy readability) of men's and women's reported time spent in weekend activity, respectively. The actual regression models, coefficients,

and probabilities corresponding with these tables are in Appendix D. The coding of the tables is as follows, a "P" indicates the previous Friday's assignment variable, a "U" indicates the up-coming Monday through Thursday variable. "M" and "F" stand for men's or women's assignments. A negative sign ("-") indicates the coefficient decreased the amount of time spent in the activity, while an asterisk ("*") indicates the coefficient was not significant.

Ten of the men's reported relationship activities (as shown in Table 7) and 14 of the women's reported relationship activities (as shown in Table 8) were found significantly influenced by the timing of their or their partner's academic assignments. A number of activities showed influence from more than one assignment, suggesting overlapping or multiple influence on relationship activity. Both previous and up-coming assignments and assignments from both partner's course work influenced relationship activity. For both men and women, influence of assignments began at call 6, or the third weekend of the term. Several categories of activity were affected by assignments. Assignments did not influence time spent eating for women, or time spent studying, shopping, recreating, or in affectionate behavior as reported by men.

Looking at the direction of influence, many previous and up-coming assignments increased weekend activity. That is, when respondents or respondent's partner had

Table 7

Men's reported weekend activities influenced by previous (P) and up-coming (U) assignments

<u>Activity</u>	<u>Call</u>							
	2	4	6	8	10	12	14	16
phone	*	*	PF,UF	PF-	*	*	*	*
study	*	*	*	*	*	*	*	*
eat	*	*	*	*	*	*	UF-	*
shop	*	*	*	*	*	*	*	*
rec	*	*	*	*	*	*	*	*
talk	*	*	*	PF-,UM-	*	*	*	PM
affect	*	*	*	*	*	*	*	*
friend	*	*	*	*	*	UM-	UM-	*
rel	*	*	PF,UM	*	*	PF	*	*
other	*	*	*	*	*	PF	*	*

P = previous assignment was significant at $p < .05$.

U = up-coming assignment was significant at $p < .05$.

F = female assignment

M = male assignment

"*" = coefficient was not significant.

"-" = coefficient was negative.

Table 8

Women's reported weekend activities influenced by previous (P) and up-coming (U) assignments

	<u>Call</u>							
<u>Activity</u>	2	4	6	8	10	12	14	16
phone	*	*	PF,UF	*	*	UM	PF-,UMF	*
study	*	*	*	*	*	*	PF,UMF-	*
eat	*	*	*	*	*	*	*	*
shop	*	*	UM	*	UF	UM	*	*
rec	*	*	*	*	*	*	UF-	*
talk	*	*	*	UM-	*	*	*	*
affect	*	*	*	*	PF	*	*	*
friend	*	*	*	*	PF-	*	UM-	*
rel	*	*	PF	*	*	*	*	*
other	*	*	*	*	*	PF	*	*

P = previous assignment was significant at $p < .05$.

U = up-coming assignment was significant at $p < .05$.

F = female assignment

M = male assignment

"*" = coefficient was not significant.

"-" = coefficient was negative.

assignments, the duration of activities increased. This is evident in the 7 positive versus 6 negative coefficients found in the men's table and the 12 positive and 7 negative in the women's table.

Looking at both tables and focusing on previous assignments, there appears a difference between the influence of women's previous assignments and men's previous assignments. Women's previous assignments account for 13 of the 14 significant previous assignment coefficients. Because 9 of these 13 (70%) coefficients are positive, it appears women's Friday assignments increased relationship activity as reported by both men and women on weekends.

The role of up-coming assignments was more varied (again looking at both tables), with an equal number of positive and negative coefficients. Men's up-coming assignments tended to be more influential than women's, with 11 of 18 (61%) significant coefficients. Six of the 11 (55%) men's up-coming assignments were negative, whereas only three of seven (42%) women's up-coming assignment coefficients decreased weekend relationship activity. Thus, there is some support for the idea that men's up-coming assignments decrease time spent in weekend relationship activity.

While up to now consideration has been given simultaneously to both men's and women's tables, looking specifically at the men's table it is surprising to note

that 8 of 13 (61%) significant coefficients came from their partners' academic assignments. On the women's table only 7 of 17 (41%) coefficients came from their partners' assignments. Women's academic assignments appear to influence weekend relationship activity, regardless if weekend activity was reported by the male or female partner.

Weekday activities influenced by current and up-coming assignments

This section will report the influence of current Monday, Tuesday, Wednesday, and Thursday assignments and up-coming Friday assignments on time spent in relationship activities Monday through Wednesday. Tables 9 and 10 show significant current and up-coming assignment coefficients on men's and women's reported weekday time in activities, respectively. In this table, "C" stands for a significant current assignment coefficient, the remaining symbols have the same meaning as the previous tables. The regression models, coefficients and probabilities associated with these tables are also in Appendix D.

Twelve of the men's and 12 of the women's reported weekday activities were influenced by current or up-coming course assignments. Weekday activity was found influenced at the initial call and at every call except calls 7 and 17. Ironically, time spent studying together was the only

Table 9

Men's reported weekday activities influenced by current (C)
and up-coming (U) assignments

	<u>Call</u>								
<u>Activity</u>	1	3	5	7	9	11	13	15	17
phone	*	*	*	*	*	*	*	*	*
study	*	*	*	*	*	*	*	*	*
eat	*	CF-	*	*	*	*	UF	*	*
shop	*	*	*	*	UF	*	*	*	*
rec	*	*	*	*	*	*	*	*	*
talk	*	CF-	*	*	UF	*	*	*	*
affect	CM	UMF	*	*	*	*	*	*	*
friend	*	*	*	*	CM-,UM-	*	*	*	*
rel	*	UF	UF,UM-	*	*	*	*	UM-,UF	*
other	*	*	*	*	*	*	CM	UM	*

C = current assignment significant at $p < .05$.

U = up-coming assignment significant at $p < .05$.

F = female assignment

M = male assignment

"*" = coefficient was not significant

"-" = coefficient was negative.

Table 10

Women's reported weekday activities influenced by current (C) and up-coming (U) assignments

	<u>Call</u>								
<u>Activity</u>	1	3	5	7	9	11	13	15	17
phone	*	*	CM	*	*	*	*	*	*
study	*	*	*	*	*	*	*	*	*
eat	*	*	*	*	*	*	UM	*	*
shop	*	*	*	*	UM	*	*	*	*
rec	*	*	*	*	CF-	UF-	*	*	*
talk	*	*	*	*	*	*	*	*	*
affect	*	*	CM-	*	*	*	*	*	*
friend	*	*	*	*	CM-,UM-	*	*	*	*
rel	*	UF	UF	*	*	*	*	UM-,UF	*
other	CF	*	*	*	CM-,CF	*	*	*	*

C = current assignment significant at $p < .05$.

U = up-coming assignment significant at $p < .05$.

F = female assignment

M = male assignment

"*" = coefficient was not significant

"-" = coefficient was negative.

weekday activity found in both tables not influenced by academic assignments.

Looking at the direction of influence assignments had on weekday activities, current and up-coming assignments were likely to increase time spent in activities. Eleven of 17 (65%) significant coefficients were positive for men, and 8 of 13 (61%) were positive for women.

The influence of current assignments was fairly well balanced between men's and women's reports of activities and in the direction of impact on weekday activities. Men had five significant current assignment coefficients, three from their own assignments and two from their partners, three were positive and two were negative. Women had 7 significant current assignment coefficients, three of their own and four from their partners' assignments. Five of these coefficients decreased relationship activity, the majority from their partner's assignments. Thus some evidence was found to support the idea that men's current Monday through Thursday academic assignments decreased time spent in weekday relationship activities, at least as it was reported by their relationship partner.

There were eleven significant up-coming assignment coefficients men and eight for women. On the men's table, four of the up-coming assignments were from their own courses and three of these were negative. The remaining 7 were from their partner's assignments and are positive. On

the women's table, four up-coming assignments are from their partners assignments and four are from their own assignments. Three of these are negative and two are from male assignments. Women's upcoming Friday assignments tended to increase time spent in relationship activity on the previous Monday through Wednesday.

Impact of academic demands on relationship activities

To summarize the impact of course assignments on relationship behavior, these findings are noted: (1) previous, current, and up-coming assignments were all significant predictors of time spent in relationship activities; (2) partners' assignments influenced respondents' reported time in activities as well as respondent's own assignments; (3) with noted exceptions, the general influence of assignments was to increase time spent in relationship activities, (4) women's previous assignments and up-coming assignments tended to increase relationship activity on weekends and weekdays, respectively; and (5) when assignments decreased relationship activity, men's current and up-coming assignments tended to decrease time spent in weekday and weekend relationship activity, respectively.

Table 11 shows the impact of previous, current, and up-coming assignments on both men's and women's activities

Table 11

Previous, current, or up-coming assignments influencing male or female reported activities

	<u>Call</u>																
<u>Activity</u>	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
phone	X	X	.	X	.	.	.	X	.	X	.	.	.
study	X	.	.	.
eat	.	.	X	.	.	.	.	.	.	.	.	.	X	X	.	.	.
shop	X	.	.	X	X	.	X	.	.	.	.	.
rec	X	.	X	.	.	X	.	.	.
talk	.	.	X	.	.	.	.	X	X	.	.	.	.	.	.	X	.
affect	X	.	X	.	X	.	.	.	.	X	.	.	.	.	.	.	.
friend	X	X	.	X	.	X	.	.	.
rel	.	.	X	.	X	X	.	.	.	.	.	X	.	.	X	.	.
other	X	.	.	.	.	.	.	.	X	.	.	X	X	.	X	.	.

X = Previous, current, or up-coming assignment influenced time spent in male or female relationship activity ($p < .05$).

across all 17 calls. In this table an "X" symbolizes a significant coefficient as from the previous tables. Relationship activities were not influenced during calls 2, 4, 7, and 17. However, the remaining 13 calls and all 10 activities showed some kind of influence on relationship behavior from course assignments. The findings reported in this section provide substantial evidence to suggest assignments impacts college student relationships.

The influence of relationship activities on relationship satisfaction

The second research question focused on the role that time spent in certain relationship activities could be used to predict relationship satisfaction. The results of this approach will be presented in this section.

The analysis strategy used for this section relied on regression analysis. Time spent in each of the 10 activities over the 3 day call period was used as independent variables, with relationship satisfaction for that call period as the dependent variable. Each gender was analyzed separately. Sample size for this set of analysis ranged from 22 to 32 for men and 25 to 33 for women. The regression

model is presented below:

His		constant + time
relationship		on the phone +
satisfaction	=	studying +
for each		eating +
call		shopping +
		recreating +
		talking +
		affectionately +
		with friends +
		with relatives +
		other activities.

Table 12 reports significant regression coefficients coded "M" for men (thus coming from the men's regression analyses) and "F" for women (coming from the women's analyses) to indicate time spent in activities that could help predict either men's or women's relationship satisfaction. A negative sign ("-") indicates the coefficient decreased relationship satisfaction significantly. While Table 12 also includes the R-square values and probabilities for the complete regression models, the actual coefficients, and t probabilities for each independent variable are located in Appendix E.

The amount of time spent in 9 of the men's reported relationship activities was found predictive of men's relationship satisfaction. Nine of the women's reported time in activities were predictive of women's relationship satisfaction.

Table 12 shows that male satisfaction was most likely to be predicted early in the term, while female satisfaction

Table 12

Relationship activities that help predict relationship satisfaction

	<u>Call</u>																
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
<u>Activity</u>																	
phone	.	.	.	.	.	.	.	.	F	M-	.	.	.	.	.	.	.
study	.	.	.	.	.	.	.	.	.	.	.	.	.	.	F	.	.
eat	.	M	.	.	.	M	.	.	F	.	.	.	.	.	.	.	F
shop	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	M
rec	.	.	.	.	.	M	.	M, F	.	.	.	.	.	.	.	.	.
talk	.	.	.	.	.	.	.	.	F	.	.	F	.	.	.	.	.
affect	.	M	.	M	.	.	.	F	.	.	.	.	.	F	.	.	.
friend	.	.	M-	.	.	.	.	.	.	.	.	.	.	.	.	.	.
rel	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
other	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
<u>Full model</u>																	
male	n	*	n	n	n	*	n	n	n	n	n	n	n	n	n	n	n
female	n	n	n	n	n	n	n	*	n	n	n	n	n	n	*	*	*
<u>R-square</u>	.56					.54		.66							.61	.57	.62

M = Male coefficient significant at $p < .05$.

F = Female coefficient significant at $p < .05$.

* = Full regression model significant at $p < .05$.

n = Full regression model non-significant.

was easier to predict later in the term. Two coefficients indicated that time spent in that activity decreased satisfaction. Both coefficients were from the men's regressions. The first occurred at the third call, indicating that time spent with friends decreased satisfaction. The other occurred at call 10 with time on the phone. Call 10 was the reported overall highest level of relationship satisfaction for both men and women and the Monday call following the Valentine's Day weekend (see Figure 2). It is reasonable to assume that spending time on the phone and perhaps physically separated would lead to decreases in satisfaction during Valentine's Day weekend. It is not known why spending time with friends at call 3 would decrease male satisfaction.

At call 8 there is agreement from both genders that time spent together in recreational and leisure activity promoted relationship satisfaction. Spending time with relatives and the "other" activity category did not relate to relationship satisfaction for either genders.

Table 12 also illustrates that eating together and spending time together affectionately were the most frequent activities that promoted relationship satisfaction, with each activity having 4 significant coefficients. Curiously, affectionate behavior helped increase satisfaction on weekends only (the even-numbered calls).

The impact of time in activities on relationship satisfaction

To summarize the influence of time in activities on relationship satisfaction these findings are noted: (1) time in certain activities can be used to predict individual relationship satisfaction; (2) male relationship satisfaction was easier to predict early in the term, while female satisfaction was easier to predict later in the term; and, (3) spending time together affectionately and eating together were activities most useful in predicting satisfaction, for both men and women.

The influence of assignments on activities and activities on satisfaction

Table 13 is a combination of tables 11 and 12 with the columns across the top indicating the call period and the rows indicating relationship activities. This table shows the influence of course assignments on relationship activities (as indicated by an X like table 11) and the influence of activities on relationship satisfaction (coded M and F as in the table 12). For example, looking down the column indicating call 6 shows men's relationship satisfaction was related positively with time spent eating and recreating together. In addition, time reported on the telephone, shopping together, and spending time with relatives (reported by men or women) were relationship

activities influenced at call 6 by course assignments. With the single exception of spending time together talking at call 9, activities that were related to relationship satisfaction were not influenced by academic assignments.

Viewing the whole table suggests a number of possible connections between the influence of course assignments on activities and the resiliency of activities found satisfying. These findings, as well as the rest of the results section will be discussed.

Table 13

Assignments that influence activities and activities that influence relationship satisfaction

	<u>Call</u>																
<u>Activity</u>	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
phone	X	X	.	X	F	M-	.	X	.	X	.	.	.
study	X	F	.	.	.
eat	.	M	X	.	.	M	.	.	F	.	.	.	X	X	.	.	F
shop	X	.	.	X	X	.	X	.	.	.	.	M
rec	M	.	M,F	X	.	X	.	.	X	.	.	.
talk	.	.	X	.	.	.	.	X	FX	.	.	F	.	.	.	X	.
affect	X	M	X	M	X	.	.	F	.	X	.	.	.	F	.	.	.
friend	.	.	M-	.	.	.	.	.	X	X	.	X	.	X	.	.	.
rel	.	.	X	.	X	X	.	.	.	.	.	X	.	.	X	.	.
other	X	.	.	.	.	.	.	.	X	.	.	X	X	.	X	.	.

M = Male coefficient significant at $p < .05$.

F = Female coefficient significant at $p < .05$.

X = Previous, current, or up-coming assignment influenced time spent in male or female reported activity ($p < .05$).

DISCUSSION

The primary purpose of this study was to ascertain the impact of school demands on relationship activities and the impact of relationship activities on relationship satisfaction. Results indicated that an individual's course assignments or his or her partner's course assignments could influence relationship activities in a number of ways. Previous, current, and up-coming assignments were all found at some point in the term to be associated with time spent in different relationship activities. For both men and women relationship satisfaction was associated with relationship activities. Not surprising, at times relationship partners viewed their relationship behavior and satisfaction differently. The relevance of these finding and their role in the current literature will be elaborated in this chapter. Limitations of the study and suggestions for future research will also receive attention.

Dating relationships in the college environment

While college students are often the participants in relationship studies, the environment in which their relationships develop and operate has not been comprehensively considered. That the college environment might impact college relationships is consistent with a recent theoretical perspective (Cate & Lloyd, 1988). This perspectives suggests that day to day interaction is what

influences relationship development, and that individual attributes, relationship characteristics, and the social and physical environment all play a role in defining and developing the relationship (Cate & Lloyd, 1988). The results of this study will be reported from the interpersonal process framework.

Until now the literature lacked information about "serious" dating relationships other than as a stage in the courtship process. An effort will be made to point out characteristics of the relationships of these participants that are similar to known characteristics of other, more committed relationships.

The role of academic assignments on relationship activities

This study was framed around the suggestion that the college environment might impact relationships. It was hypothesized that academic assignments would impact relationship activity. The findings show this to be the case.

The early description that academic assignments put students on a time and timing roller-coaster appears accurate. Assignments during this term started on a three week climb of increased workload, followed by a period of leveling and slight reduction, followed by an increase right before finals. We can assume spring break was a temporary reprieve, a quick jump off the roller coaster prior to re-

boarding at the start of spring term.

Kanter's (1977) suggestion that the time and timing of occupational events can have impact on relationship events was evident in the academic environment. While early on in the term academic assignments influenced weekday activities (calls 1, 3, and 5), prior to call 6, time spent in weekend activities was not affected (calls 2 and 4). As the initial climb in academic assignments passed, both men's and women's reported relationship activities at the next call (call 7) showed no influence of assignments. After call 7 the influence of assignments on relationship activities resumes and remains consistent until the next to the last data collection period, the week before finals. The impact changes in terms of which particular activities are influenced, but does not diminish.

Information about participant behavior was not recorded during finals or the weekend prior to finals. As the Pennington and Zvonkovic (1989) and Pennington, Zvonkovic, and Wilson (1989) studies also collected data just prior to, but not during finals, information about relationships at finals is needed. In this study there was concern that continuing data collection into final exam week could overburden respondents. Also, as soon as final exam responsibilities are over, many students leave campus, increasing the possibility of missing data.

While different kinds of assignments played different

roles in influencing relationship activities, two points need to be re-emphasized. First, the strategy to look at assignments from several chronological points of view paid off. Current assignments not only impacted relationship behavior, so did past assignments and future assignments. For some activities a combination of previous and up-coming or current and up-coming assignments was influential. The second point to be made focuses on the often troublesome nature of studying close relationships. In this study it was found that school responsibilities of a relationship partner could influence an individual's report of relationship activity. Thus, clues about the dyadic nature of the relationship were found from individual reports of activity. This approach was also successful.

The direction of influence assignments have on activities

The finding that academic assignments tended to increase time spent in relationship activities was surprising. Kanter (1977) suggested work demands can join with family activities, thus "absorbing" family members and "blurring" the distinction between work and non-work activity. The assumption is that work pressures decrease time and energy devoted to relationships. In this study, evidence of occupational absorption might be seen in significant increases in time spent studying together prior to an up-coming assignment. Surprisingly, up-coming

assignments did not increase time spent studying together. At call 14 time spent studying together actually decreased in relation to an up-coming assignment. Evidence of absorption is more apparent in the role assignments play in increasing time in instrumental activities like shopping and running errands together, and in increases of time spent on the telephone.

Popular opinion might suggest that as assignments heat up, dating relationships would cool off. One could argue that because these are college students engaged in career preparation, course assignments would (or should) take priority over relationships, particularly around assignment due dates. Another argument could suggest that because these are dating relationships and not marriages they would be immune to concepts like work absorption. School demands might impact the individual, but not the relationship.

The results of this investigation support a different conclusion. While career preparation is apparent, socialization into committed relationship roles can also be a priority. In addition, the "seriousness" of these dating relationships suggests that absorption is also possible. While the absorption process does not take place exactly as defined as Kanter the process is worthy of attention.

The idea of relationships cooling off during increases in school workload might be tested on less committed relationships (i.e. casual daters), and will be discussed in

the future research section. Times when assignments did decrease relationship behavior will be discussed in an upcoming section.

Absorption and spillover among dating relationships

Work and family literature also suggests that occupational demands can influence relationship interaction by intruding on other activities (Crouter et al., in press; Bolger et al., 1989). Unlike the work and family notion that "spill over" is mostly negative, the evidence in this study suggests assignments can promote positive relationship activity. On weekends when women completed assignments, relationship activity was likely to increase. In other words, once the responsibility of the women's Friday assignment was met, both men and women reported increases in activity. Women's up-coming Friday assignments had a similar affect. Women's Friday assignments tended to increase reported time in Monday through Wednesday activities. Relationship activities that were more likely to be extended were spending time with relatives, shopping together, and to a lesser extent spending time together affectionately.

Decreases in relationship activity

When assignments did decrease activity, the majority of these cases involved men's up-coming assignments decreasing weekend activity, and men's current assignments decreasing

weekday activity. Perhaps, these decreases were used to "free up" time to study individually or to extend other relationship activities. Such decreases do not suggest a decline in relationship interest but more a limiting of social interaction. The activity most affected both during the week and on the weekend was spending time with friends.

While there are numerous reasons why some men's assignments tended to decrease relationship activity, and some women's assignments increased relationship activity, a few ideas are worth considering. One interpretation might suggest men are reacting from a point of reference that suggests the energy required to meet school and relationship obligations is limited. Once the limit is exceeded, cut backs are necessary. Marks (1977) says this is the "scarcity" approach to human energy. For the men in this study, the amount of time they and their dating partner spent with friends was the activity that was shortened. The women in this study may be reacting from a point of reference that suggests energy is not limited, but expandable. Marks (1977) implies this is the "expansion" approach to human energy and suggests there can be something energy producing in meeting daily challenges. Following women's assignments, or if the women's assignment was a few days to come, couples were more likely to spend time with relatives, shop, or spend time together affectionately.

In summary, college based relationships are indeed connected to the college environment. How might this finding apply to relationships in other environments? While some work environments are repetitions of steady, non-changing tasks, many jobs are punctuated with assignments and due dates similar to college. End of the month sales, quarterly reports, and seasonal fluctuations that absorb employee energy are all occupational qualities similar to college assignments. While this study focused on students, their assignments were generated by instructors and professors who share a great deal of the college environment and might equally be affected.

The influence of activities on relationship satisfaction

In addition to suggesting the academic environment would influence relationship activities it was further hypothesized that time spent in certain activities would influence relationship satisfaction. The results of the study did confirm that some activities promoted satisfaction.

The amount of time participants spent in ten different activities was a relationship characteristic of interest in this study. How couples arrange their time together is at the heart of the interpersonal process framework (Cate & Lloyd, 1988). The activities in which they engage, may in turn, influence their interaction, and, according to theory,

it is interaction that influences relationship development. It is within reason to assume favorable interaction would promote relationship continuation.

The findings of this study suggest that certain relationship behaviors across the term promoted individual relationship satisfaction. Spending time on the phone, eating together, recreating, talking, and spending time together affectionately were behaviors found more to be related to individual relationship satisfaction. Activities that were associated with satisfaction only once were spending time with friends and shopping together for men, and studying together for women. Relationship activities that did not relate to relationship satisfaction were spending time with relatives and the "other" category.

For women, spending time on the phone, eating together, and spending time together talking were all activities found predictive of relationship satisfaction at call 9. These activities point to the effect conversation may have on maintaining relationships, particularly during mid-term. Pennington and Zvonkovic (1989) reported the lowest levels of relationship maintenance behavior and the highest levels of conflict at midterm in their study of relationship dimensions. Relationship maintenance behavior is often characterized by discussions of relationship issues (Braiker & Kelley, 1979). It is conceivable that extended conversation at this time might allow partners to "touch

base" regarding their relationship, thus decreasing conflict and promoting satisfaction.

For men, spending time on the telephone during the weekend of Valentine's Day decreased relationship satisfaction. As this is traditionally a time for couples to interact, physical separation (one would assume spending time on the phone was time spent not physically together) may have been related to this decrease. Relationship partners who reported eating together and spending time together affectionately experienced higher levels of satisfaction. These were the most prevalent forms of relationship activity to relate to satisfaction.

Affectionate behavior has been noted as a component in the assessment of marital adjustment (Spanier, 1976), and as a pre-marital contributor to relationship quality (Lewis & Spanier, 1977). Affectionate behavior may also be a marker of a relationship's "seriousness" or intimacy. While there is no existing literature on the role of eating together on relationship quality, its psychological as well as symbolic significance can not be dismissed.

Spending time in recreational activities near the term's mid-point (call 8) increased satisfaction for men and women. This was the only activity that affected both partners in this way. One explanation for this agreement could be the high correlation between partners regarding relationship satisfaction coupled with high agreement

regarding time spent in the activity. Both correlations were in the low .80s. On the whole, couples differed on their evaluations of relationship satisfaction. The correlations found between partners' reports of relationship satisfaction suggest that at any one time during the term one partner would be more satisfied than the other. Reported satisfaction and agreement between partners was higher on weekends.

Relationship satisfaction and the influence of assignments on relationship activities

Activities that promoted relationship satisfaction were not likely to be influenced by academic assignments. (This is most evident in Table 13 in the preceding chapter, page 67.) While the direction of causation is not available from this data set, several explanations seem plausible. Couples "make" time to engage in satisfying activities regardless of assignment schedules; or, satisfying activities are resilient to the demands of the environment. In either case, the findings from this study highlight the complexity of dating relationships and their embeddedness in the college environment. A great many of the activities of the couples in this study were influenced by academic demands, and a respectable number of relationship activities were related to individual relationship satisfaction. Future study of college dating relationships that does not consider the

academic context is seriously questioned.

Limitations

Limitations in social science research are like spots on dalmatians. They are a topic of discussion, their prevalence and pattern usually of interest. Without them, or with too many, a dalmatian is just another dog. The spots associated with this effort come in several patterns, with the greatest prevalence centered on issues of measurement. Ironically, measurement is also one of this study's strong points. There have been no dating relationship studies before this one to use behavioral self-report or that collect data as frequently or for as long. Nevertheless, this effort was far from perfect.

Individual attributes and the reporting of relationship activities

This section will focus on how individuals who are involved in relationships can view relationship behavior differently. In the previous chapter, time spent in relationship activities as reported by relationship partners was correlated. At times there was considerable variation between partners regarding the amount of time spent in each activity. The variations are interesting.

Much like inter-rater reliability, high correlations would indicate that each partner reported time spent in each

activity very similarly. High agreement would indicate they "saw" the same behavior. Low agreement would suggest that different behaviors were being reported by partners, perhaps due to confusion with the coding scheme. Participants in this study "saw" some relationship activities similarly and were in fact, excellent coders of their relationship behavior. For example, time spent eating together was often reported with greater than ninety percent agreement. With other activities, low agreement might imply the coding scheme was confusing and the couples inattentive. The interpersonal process framework suggests another interpretation is possible.

Unlike third party coders, the participants of this study coded their own behavior. On the night of a call, the interviewer would ask the participant to recall categories of relationship activity and how long the activity lasted for each of the three previous days. Ideally, the participant's partner would be doing the same thing, reporting the same activity for the same length of time. Later the amount of time for each category of activity in the three day period was summed and correlated with the partner.

Coding instructions given to both the participants and the telephone interviewers stressed that during times of multiple activity, participants were to code the amount of time spent in what they considered the primary activity, but

not to forget secondary or additional activities. An example given suggested a couple might have difficulty coding an evening of television viewing if they also talked during shows. While the television may have been on for 5 hours, the entire episode might be coded as three hours in a recreational/leisure activity and two hours talking.

Such an approach, while still "behavioral self-report at the event level," introduces individual attributes into a data set that was initially considered a report of relationship activity. For example, because the male partner initiates conversation during television programs, he reports more hours in conversation than the female partner does. While at times there is high agreement regarding relationship behavior, more accurate are "his" and "her" considerations of the time spent in the relationship.

These kind of individual views toward relationships are not entirely inconsistent with existing family studies literature (Kelley et al., 1983). The distinctions between "his" and "her" marriages have been developed by Bernard (1972). This study adds evidence that serious dating relationships share with marriages and other forms of relationships individual attitudes about the nature of the relationship that may be quite different for each partner.

It appeared that the specificity of some activities helped increase agreement between partners, whereas activities prone to lower agreement were ones that could

easily blend together in multiple activity episodes. Specific activity categories were eating, shopping, and spending time with friends. Less specific activities were the recreational/leisure, talking, and affection categories.

Low occurrence and short duration activities like telephone conversations, time with relatives, and the catch-all "other" category had the most methodological problems. Because of the physical separation, it is hard to consider time on a telephone a "couple" activity. Some students are thrilled that college keeps them from relatives. Thus, occurrence of this activity is low. To have high agreement that their activity best fits the "other" category requires couples to acknowledge that their behavior was somewhat different than the other nine categories.

The measurement of time and the reporting of relationship activities

Because time became such a central focus in this study, its collection could have benefitted greater care. The measurement of time in hourly increments with a half hour as the smallest unit presented some concerns. In retrospect, quarter hour increments may have been more useful. Requiring participants to report actual time was considered, but it was decided this would lengthen the duration of the telephone interview and thus further burden participants.

The measurement of time was additionally confounded

when summed into three day time periods. To this end, attention has not been drawn to the actual amount of time in any one activity. For example, the average amount of time spent with friends on weekends should not be used as anything other than a rough guide to the duration of this activity. In defense of this method, summing into the three day period corresponded nicely with the relationship satisfaction measure. Recall that this measure asked participants to "consider the three day period," giving credibility to the amount of time in the activities with reports of satisfaction.

Other measurement issues concern the lumping of all types of assignments into dichotomous variables. While this first time approach proved effective, perhaps an effort should have been made during data collection to have participants rank the difficulty of assignments. This may have given some means of weighing the variable in the regression equation, but even then individuals vary in their perceptions of assignment difficulty. Summing dichotomous variables to suggest intensity of the school workload was another variable that could have used input from participants. There is no literature to help make decisions regarding the formation of school workload variables. This study found that assignments, even with measurement limitations, did connect to the ways people spend their relationship time.

Additional methodological issues

Generic limitations include low sample sizes due to missing data. This is not uncommon when information from both relationship partners is desired. The assignment regressions are a good case in point, about half the sample are missing in any one of these analyses. The satisfaction regressions have larger sample sizes.

The ability to generalize beyond the current data set should also be noted. Other environments, even other universities may influence relationships in completely different ways. And of course, correlation is not causation, so directionality is no more explicitly implied than is normal for social science research.

To some, this study has gone to great lengths belaboring the obvious: college workload impacts college relationships, certain activities are related to relationship satisfaction, relationship partners see their relationship differently. Nevertheless, an effort was made to carefully study the obvious and to report it accurately. The purpose of this study was often repeated, but boiled down to asking the question: Does a particular environment influence particular relationships? The answer in this case was yes.

Future Research

Future research in a similar setting

Cautious researchers could start by asking the question again, in a similar manner, in a similar environment, with a similar sample. A simple derivative already mentioned would be the relationships of colleges other major participants, the college faculty. Variables would be expanded to include demands beyond course work responsibilities; administrative and committee service, and research functions might be included. Perhaps a longer time-line would be useful. Unlike their willing student counterparts, getting this sample to cooperate might require more than yogurt coupons, promises of time usage profiles, and \$12.50.

Another, related approach would be an exploration of "casual" daters and the influence academic demands have on their behavior and relationships. Does relationship behavior heat up along with assignments as was found for "serious" daters? Is there a decrease in casual dating at mid-term? Or finals?

How about students whose partners are not on campus? Does the academic environment impact them as well? Results similar to those found here would validate the influence of the academic environment as being responsible for changes in relationship behavior.

Future research outside academia

Future researchers might want to explore environments other than the academic. The methods employed by this study are available, fairly affordable, and easily adaptable. A careful review of this study's limitations might influence the development of an extremely specific coding scheme, and a method of accurately measuring time. Measures other than relationship satisfaction might be employed, perhaps social exchange concepts (Burgess & Huston, 1979) or feelings of love, ambivalence, maintenance, and conflict (Braiker & Kelley, 1979).

One final idea regarding future research would be the combining of the methodology developed for this project with occasional in-depth interviews. The goal is to collect behavioral self-report at the event level, and then, through qualitative methods, gain insight into the reasons behind the behavior. This method might have helped determine why relationship partners can have different levels of satisfaction, or why satisfaction was easier to predict for men and women at different times in the term. The current method and findings answered in the affirmative that the college environment affects college relationships. The new questions of "how" and "why" await future investigation.

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APPENDICES

APPENDIX A
TELEPHONE INTERVIEW SCRIPT

Telephone Interview Script

1. "Hello, [participant]:

This is [researcher] from the college couples research project, are you ready for our questions?" [if not, reschedule the interview for later this day, or at the latest, tomorrow morning]

"Today I'll be asking about activities you did Friday through Sunday [Monday through Wednesday]. To get a fix on that period of time, let's talk about the first day of that three day period. I want to know for each day how much time you spent on various activities.

2. On Friday [Monday], how much time did you spend in classes and studying? How about working on a job?

Next, please estimate for me the total amount of time that you spent with [dating partner] that day?"

3. O.K., now we have an idea of the way the time went of Friday. Now please look at the activity list and tell me what kinds of activities you and [dating partner] did on that day. You can just tell me the number of the activity. About how long did that activity last?
Where did that activity take place?
[Follow this procedure for all the days under consideration.

Go back to question 2, and ask questions 2 and 3 about Saturday (Tuesday), then go back again and ask 2 and 3 about Sunday [Wednesday].

4. Great, thanks for giving me all that detailed information. The following questions have to do with how busy you have been and how stressful the last three days have been for you. On a scale of 1 to 5 with 5 being the busiest, how busy have the last three days been for you?

On a scale of 1 to 5 with 5 being the most stressful, how stressful have the last three days been for you?

Now I'm going to ask you a few more questions regarding your relationship with [your partner]. I'd like you to respond with the numbers on the activity list. That is, you would say 5 if you were very satisfied and 1 if you have been very dissatisfied, and so on.

a. How satisfied have you been with the amount of time you and [partner] have spent together in the last three days?

b. How satisfied have you been with the quality of time you and [partner] have spent together in the last three days?

c. How satisfied have you been regarding the amount of affection in your relationship in the last three days?

d. How satisfied do you feel [your partner] has been regarding your relationship in the last three days?

e. Overall, in the last three days, how satisfied have you been with your relationship?

6. O.K. is there anything else you'd like to say about your relationship tonight?

7. Alright then, that's the end of this interview. Thank you very much. I want to confirm the time and place for your next phone interview. [Check schedule and confirm.] [Make changes as necessary.] Great, we'll talk to you then. Good-bye.

APPENDIX B
ACTIVITY LIST

ACTIVITY LIST

List of Activities

0. We talked on the phone.
1. We studied together.
2. We ate together. (include preparing a meal)
3. We did laundry, shopping, or errands together.
4. We spent time together talking.
5. We did a leisure/recreational activity together, just the two of us.
6. We spent time together affectionately.
7. We spent time with friends.
8. We spent time with relatives.
9. Other (specify)

How long did each activity take?

- 0 = less than 30 minutes.
 1 = between 30 minutes and 1 1/2 hour
 2 = more than 1 1/2 hour to less than 2 1/2 hours
 3 = more than 2 1/2 hours to less than 3 1/2 hours
 4 = more than 3 1/2 hours to less than 4 1/2 hours
 5 = more than 4 1/2 hours to less than 5 1/2 hours
 6 = more than 5 1/2 hours to less than 6 1/2 hours
 7 = more than 6 1/2 hours to less than 7 1/2 hours
 8 = more than 7 1/2 hours to less than 8 1/2 hours
 9 = more than 8 1/2 hours

Where did these activities take place?

- 1 = male partner's place
 2 = female partner's place
 3 = on campus
 4 = in Corvallis
 5 = out of town

Satisfaction scale

- 1 = very dissatisfied
 2 = somewhat dissatisfied
 3 = neither dissatisfied or satisfied
 4 = somewhat satisfied
 5 = very satisfied

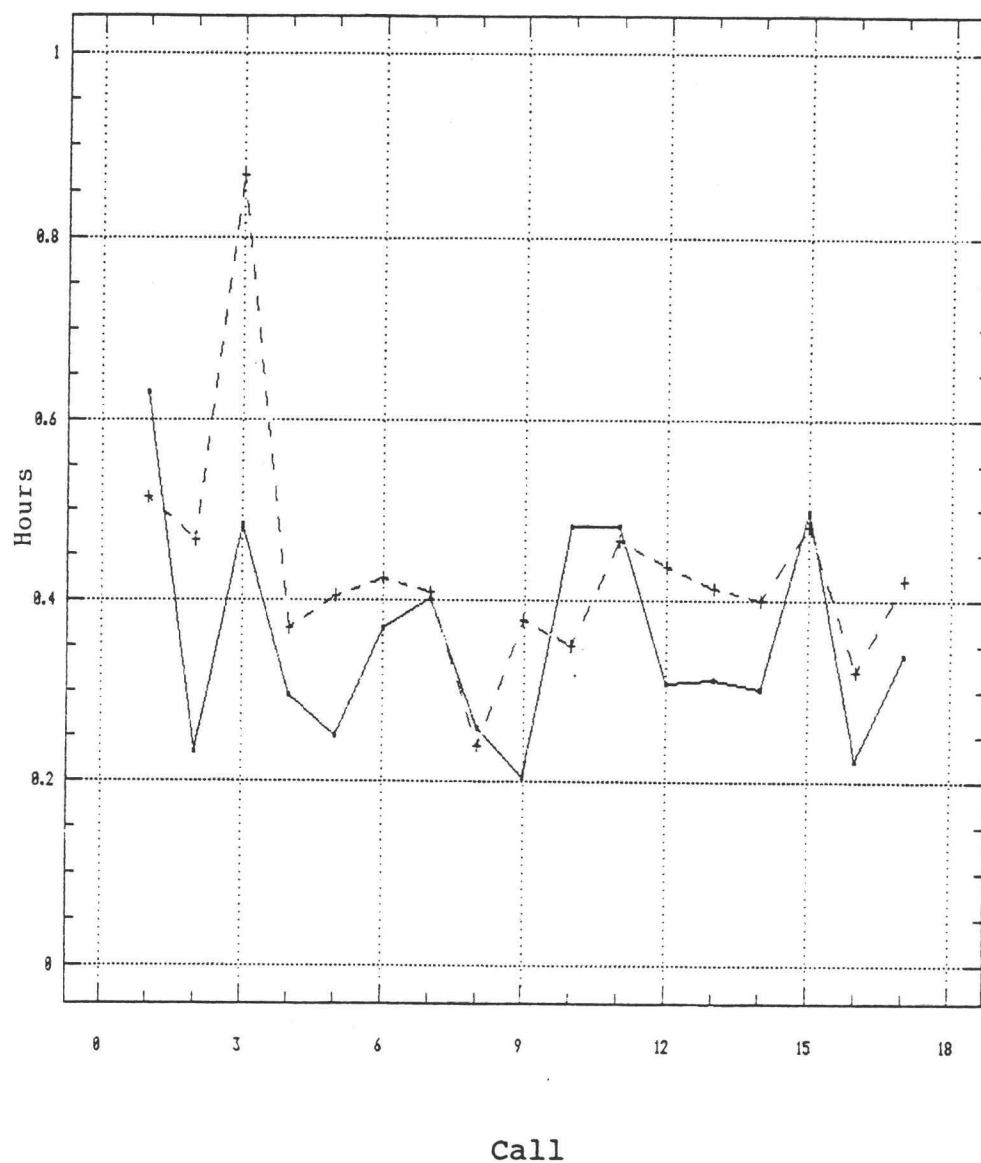
COLLEGE COUPLES PROJECT

APPENDIX C

AVERAGE TIME IN ACTIVITIES ACROSS THE TERM

Figure 3

The average amount of time (in hours) spent on the telephone as reported by men and women across the term.

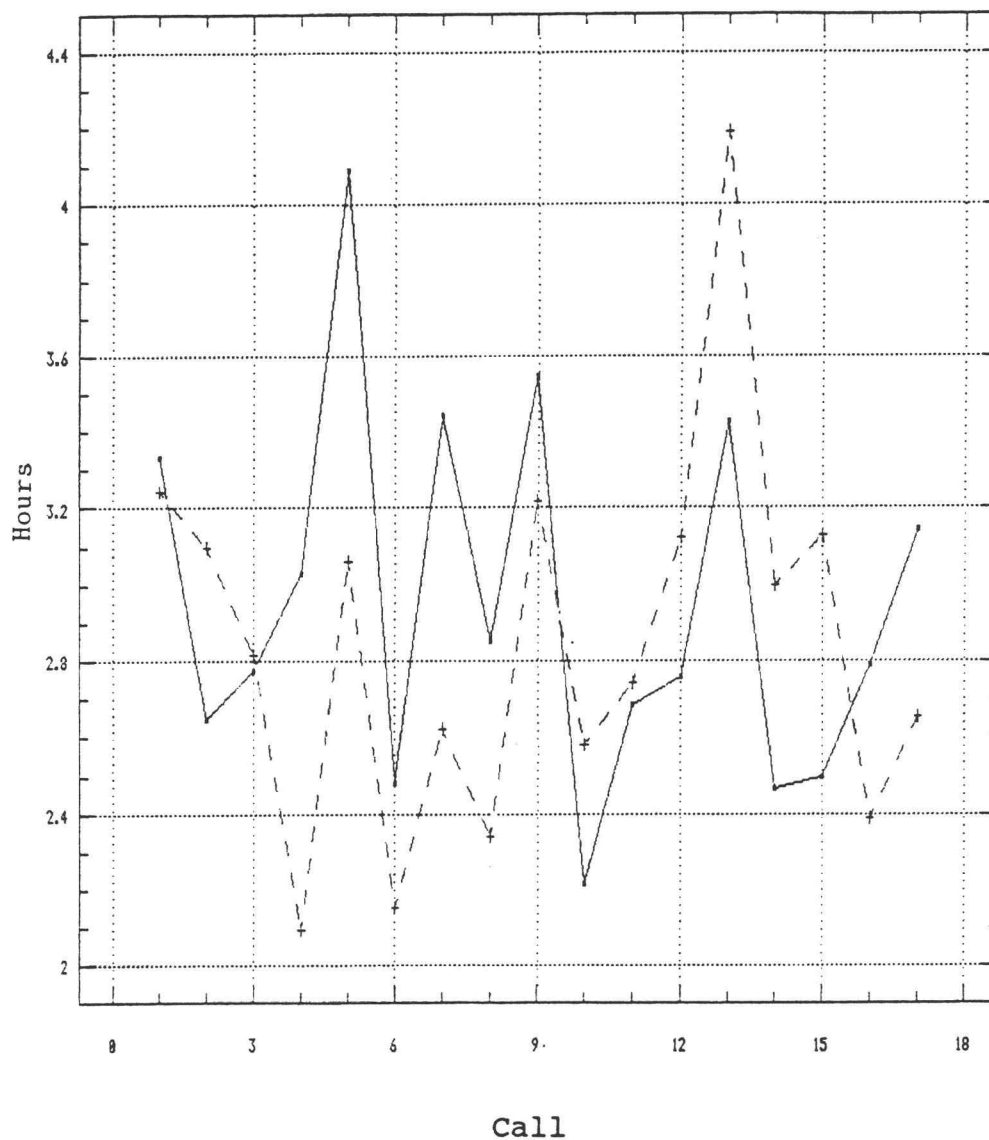


-+- Men
- + - Women

Odd number calls report weekday activities.

Figure 4

The average amount of time (in hours) spent studying together as reported by men and women across the term.



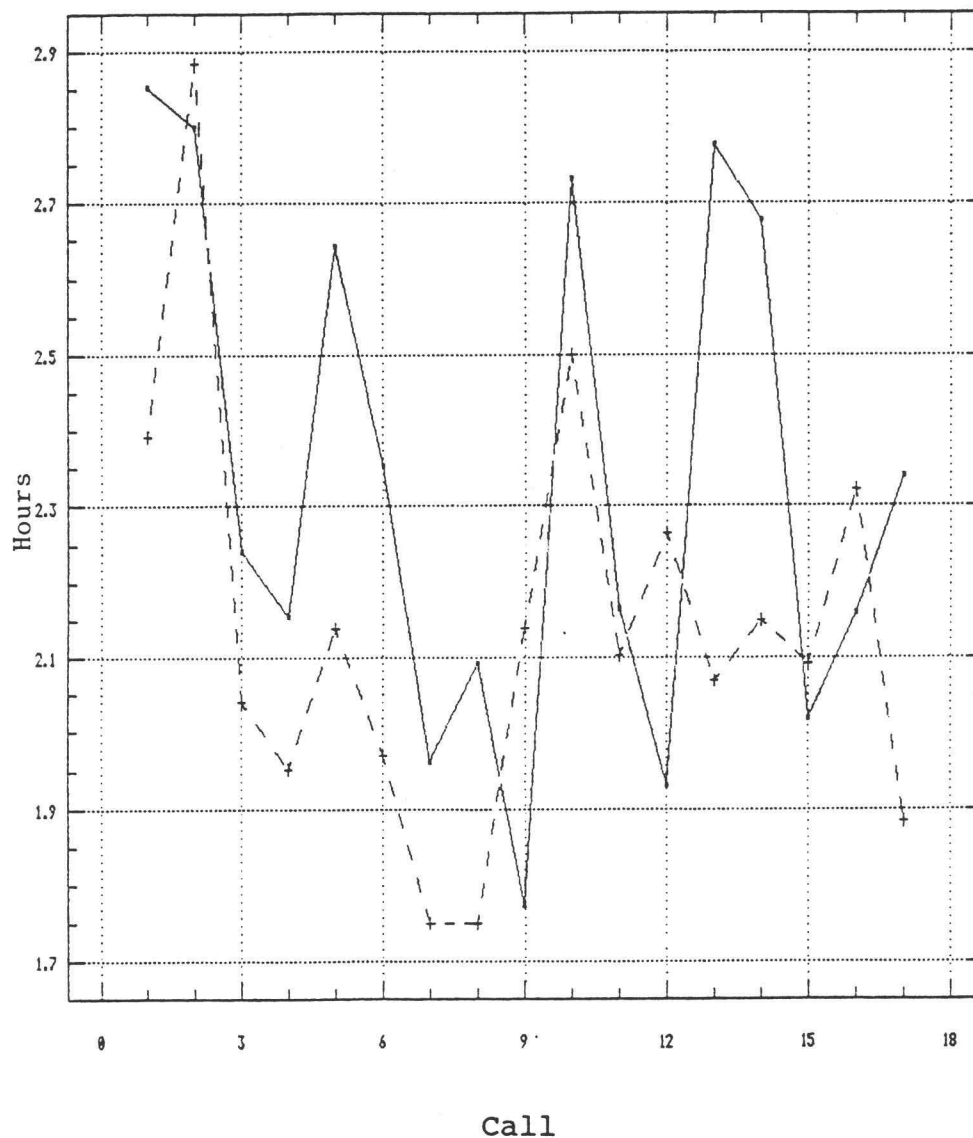
-- Men

- + - Women

Odd number calls report weekday activities.

Figure 5

The average amount of time spent eating together as reported by men and women across the term.



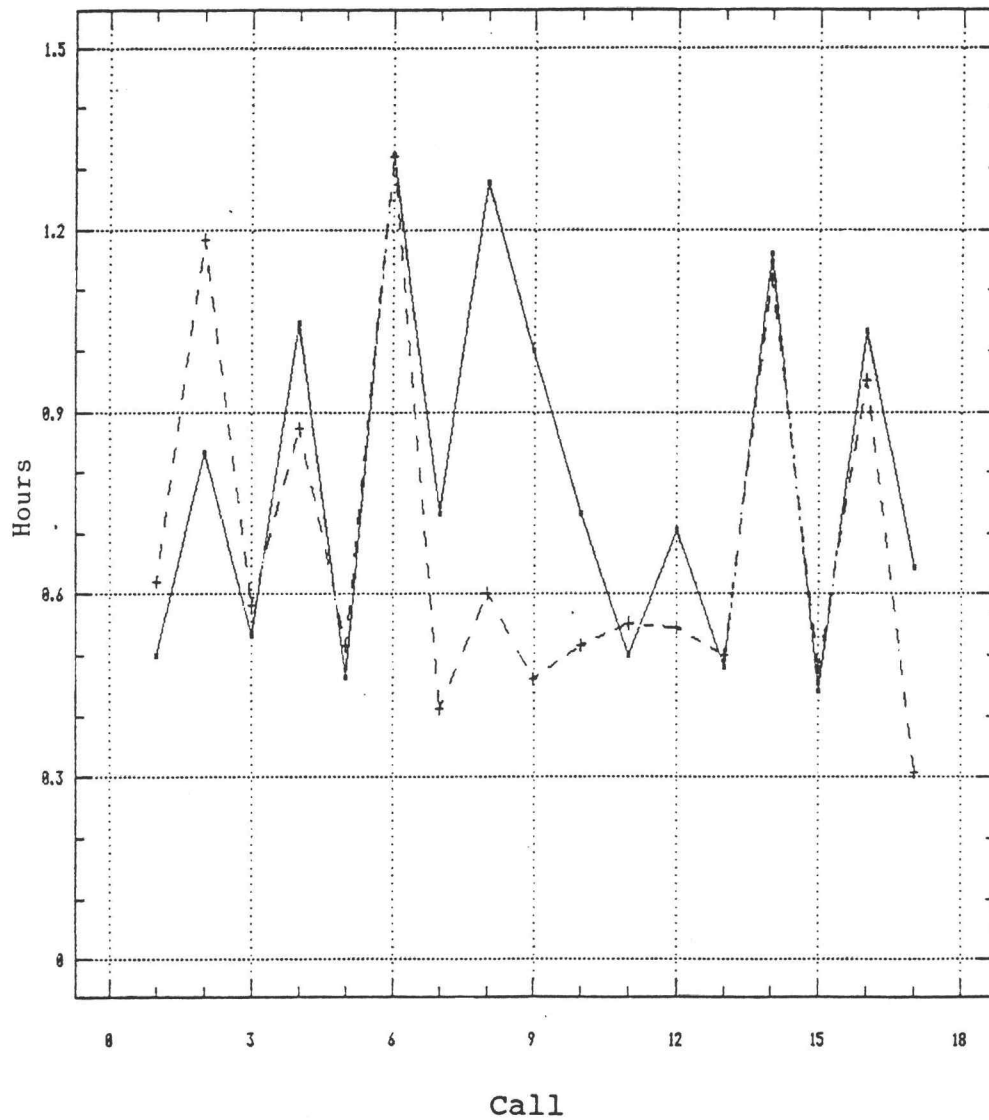
--+-- Men

- + - Women

Odd number calls report weekday activities.

Figure 6

The average amount of time (in hours) spent doing laundry, shopping, and running errands together as reported by men and women across the term.



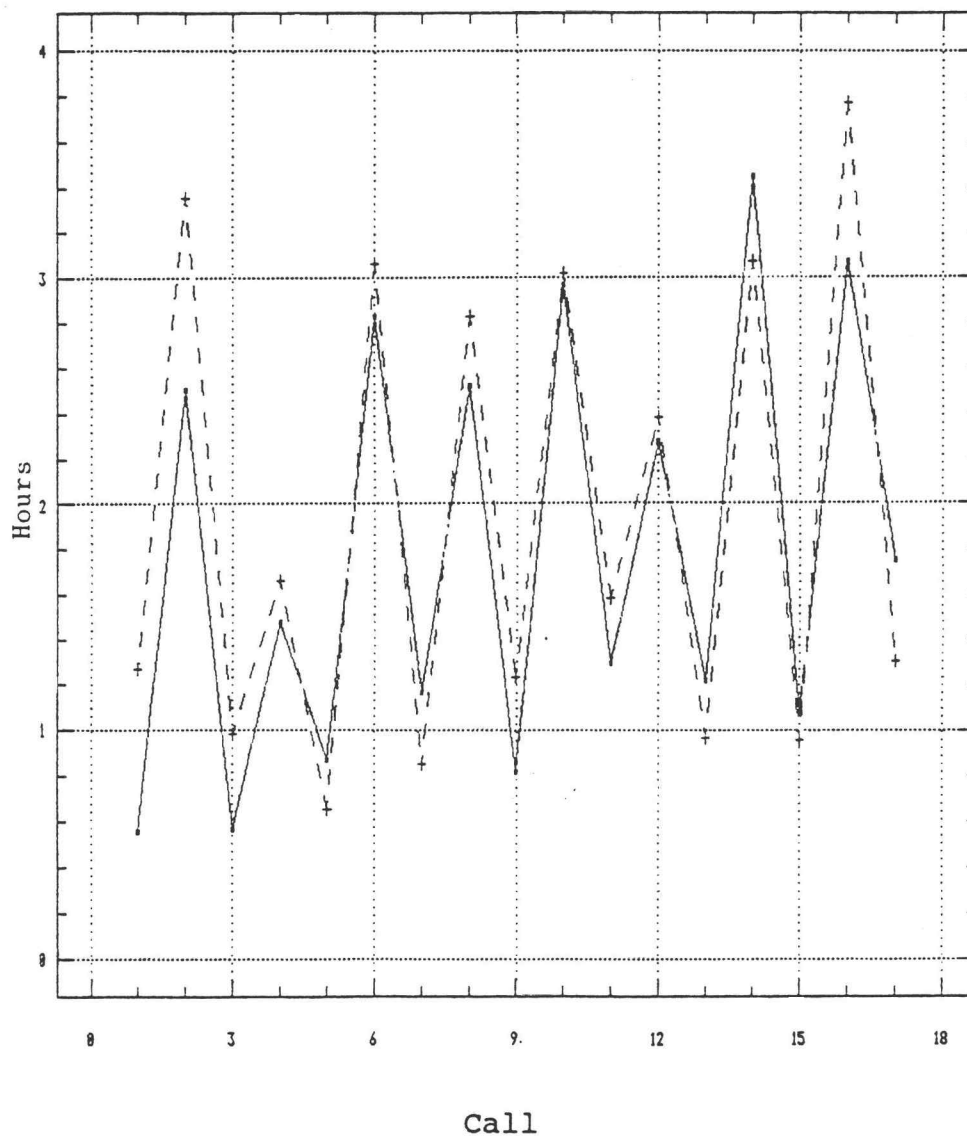
--- Men

- - - Women

Odd number calls report weekday activities.

Figure 7

The average amount of time (in hours) spent together in recreational, leisure activities as reported by men and women across the term.



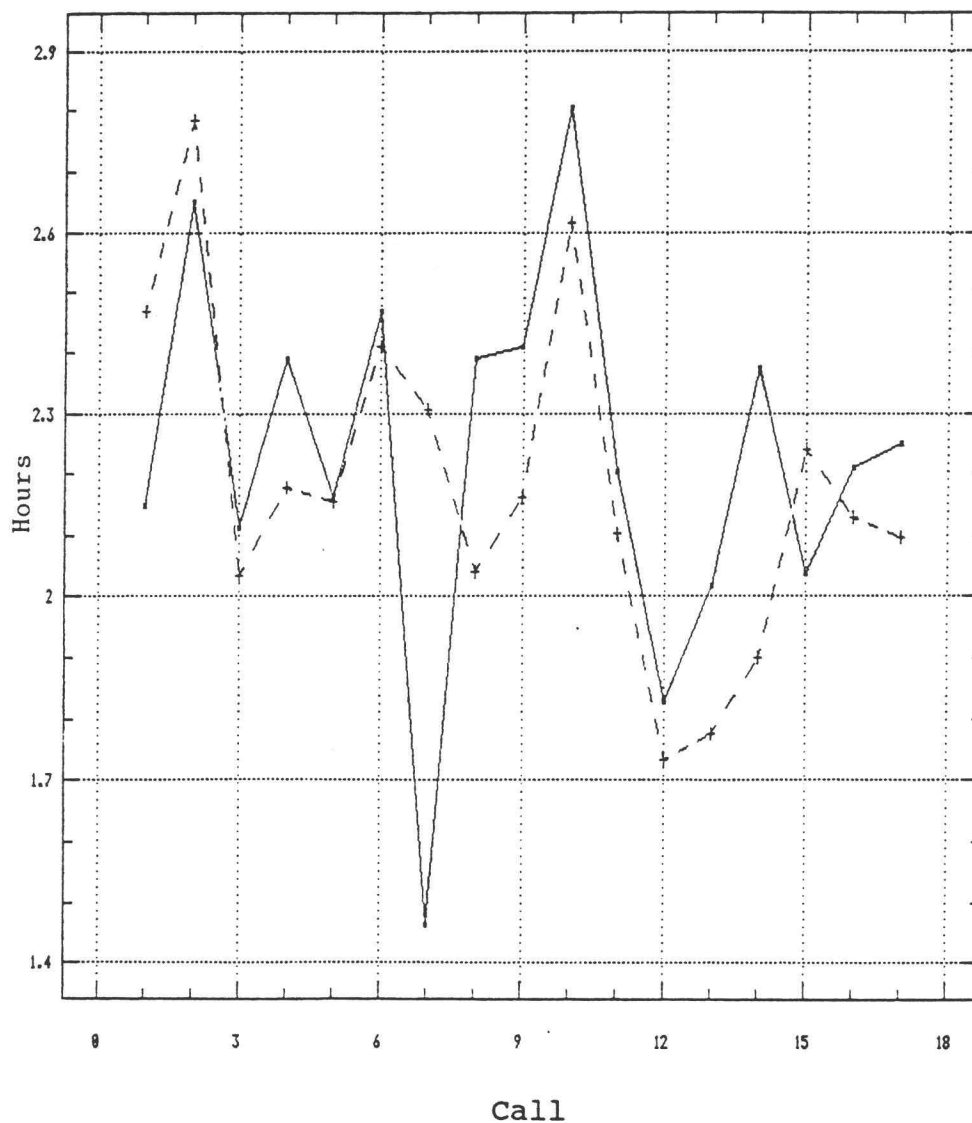
--+-- Men

- + - Women

Odd number calls report weekday activities.

Figure 8

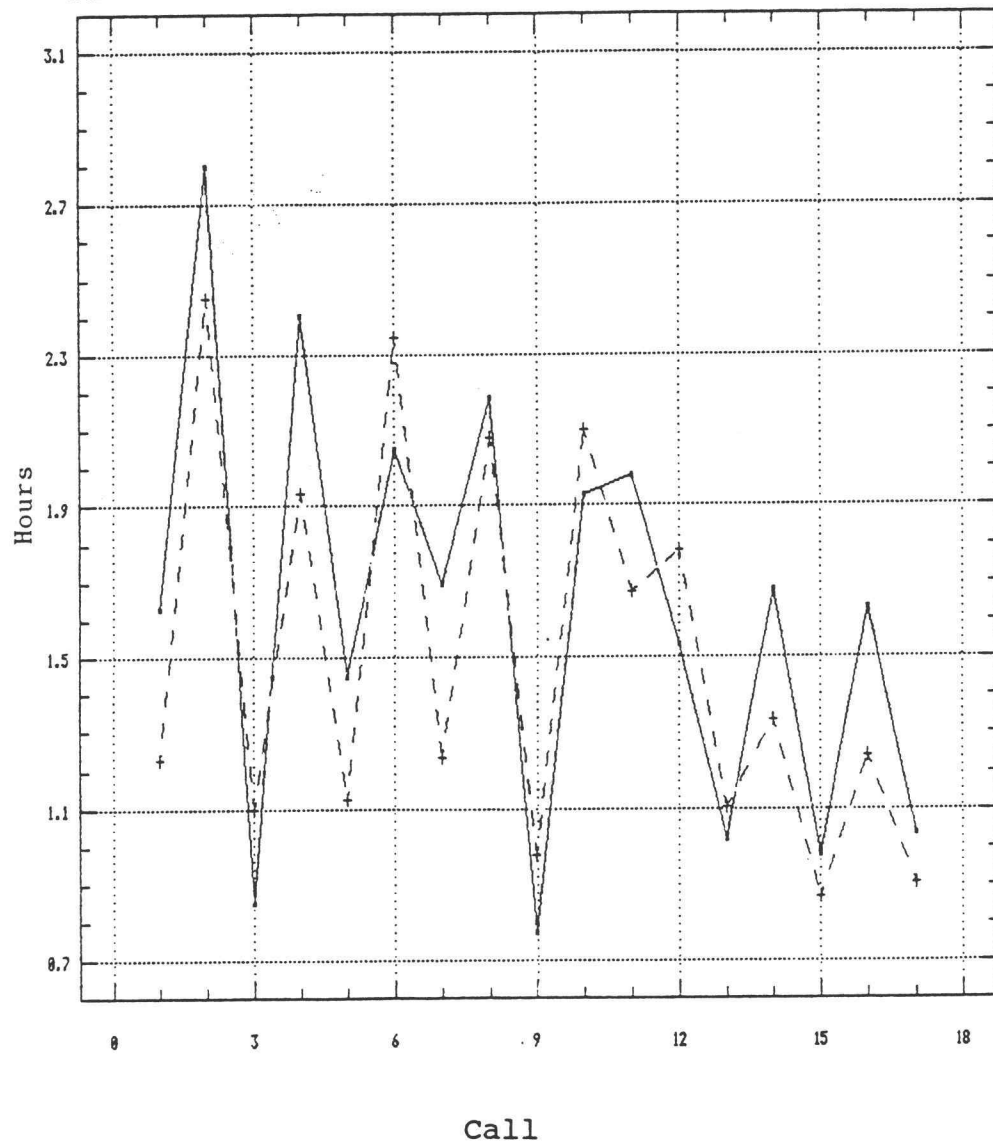
The average amount of time (in hours) spent talking together as reported by men and women across the term.



-- Men
 - + - Women
 Odd number calls report weekday activities.

Figure 9

The average amount of time (in hours) spent in affectionate behavior as reported by men and women across the term.



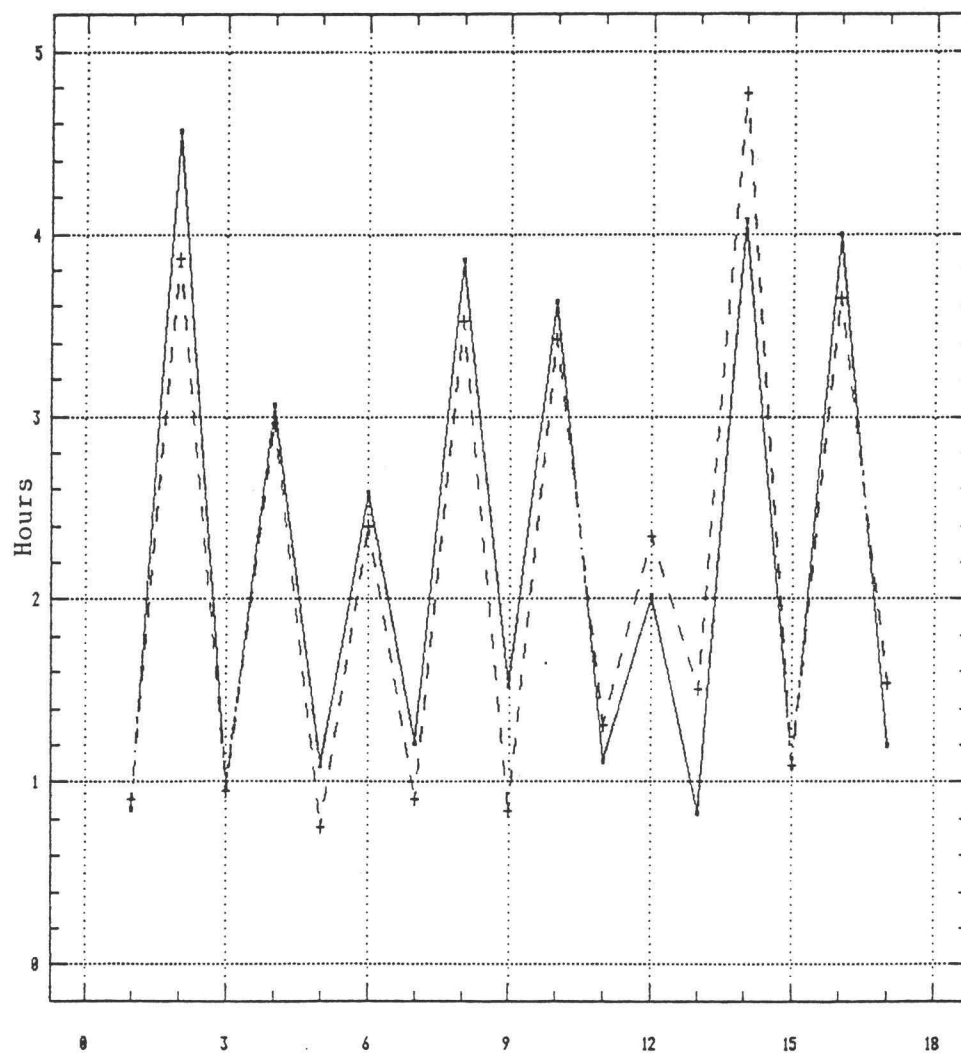
-- Men

- - Women

Odd number calls report weekday activities.

Figure 10

The average amount of time (in hours) spent together with friends as reported by men and women across the term.



Call

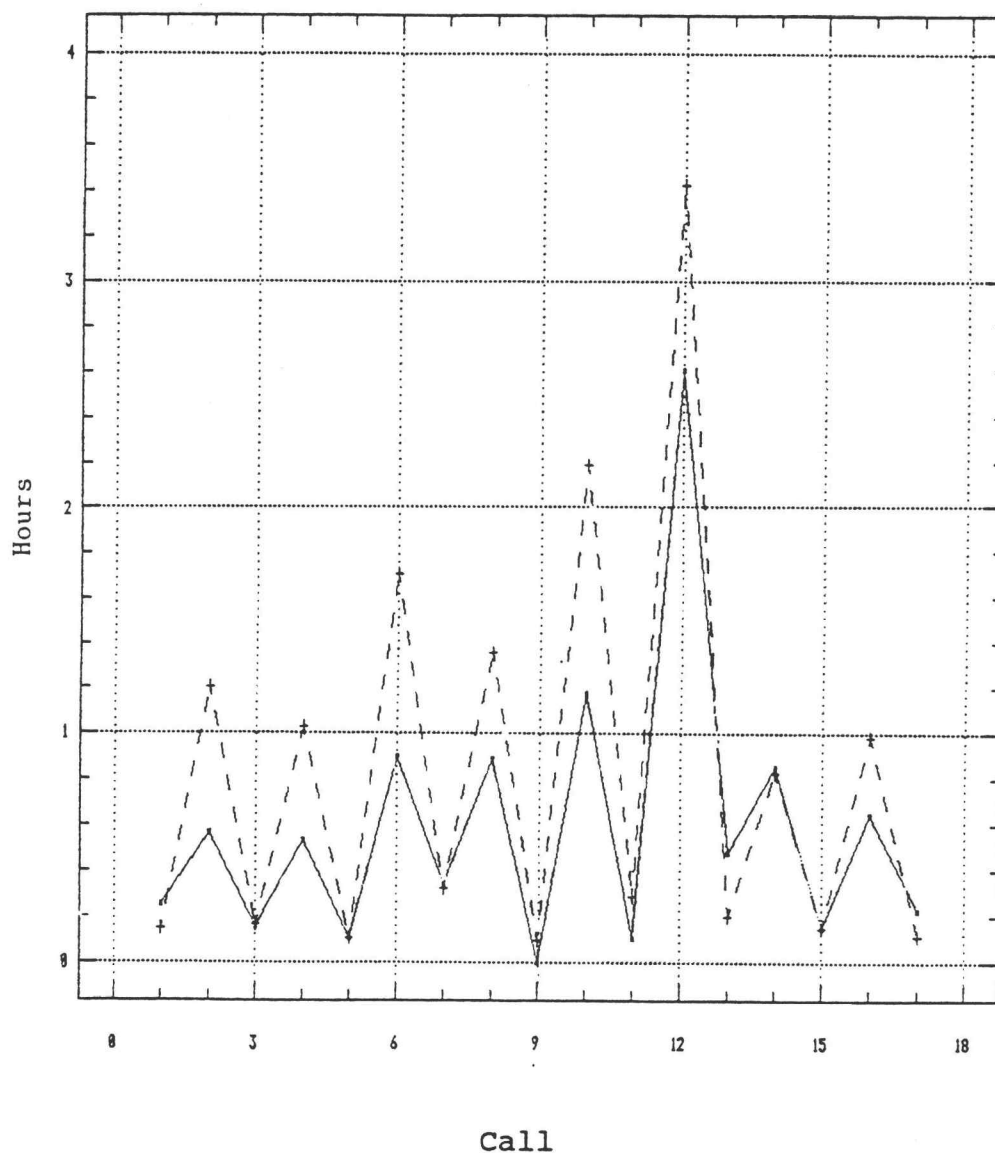
-+- Men

- + - Women

Odd number calls report weekday activities.

Figure 11

The average amount of time (in hours) spent together with relatives as reported by men and women across the term.



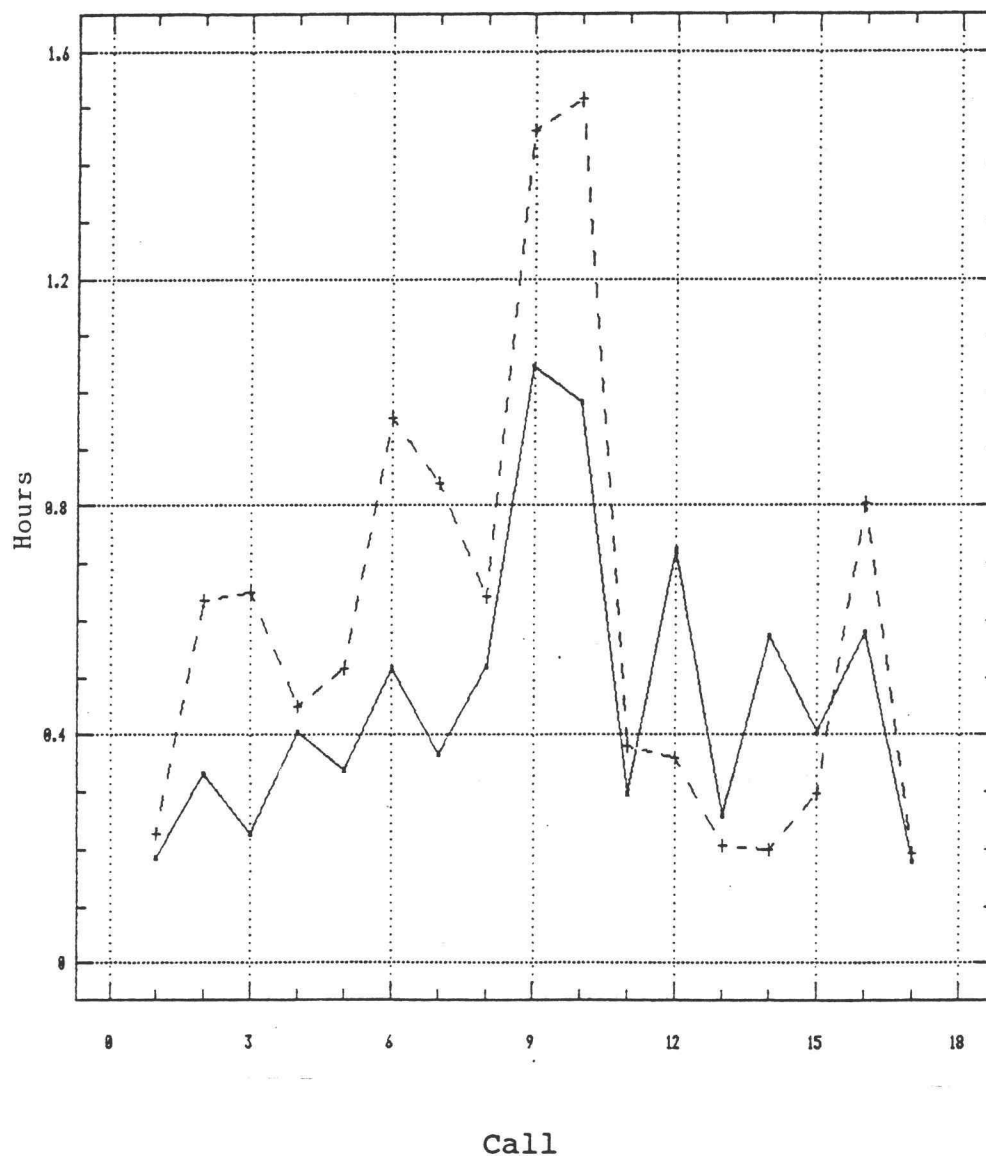
-+- Men

- + - Women

Odd number calls report weekday activities.

Figure 12

The average amount of time (in hours) spent in the "other" category as reported by men and women across the term.



--- Men
 - + - Women
 Odd number calls report weekday activities.

APPENDIX D
REGRESSION MODELS FOR COURSE ASSIGNMENTS

Table 14

Regression model and ANOVA table for men's time in activities regressed by course assignments

Call 1

Dependent variable.....Affect

Multiple R.....0.6870

Multiple R-Square.....0.4720

Std. Error of Est.....2.4546

Analysis of Variance

	Sum of Squares	Df	Mean Square	F Ratio	P(tail)
Regression	64.6303	2	32.3152	5.363	0.0217
Residual	72.3030	12	6.0253		

Variable	Coefficient	Std.Error	Std.Reg.Coeff.	T	P(2 Tail)
----------	-------------	-----------	----------------	---	-----------

Intercept		0.75758			
-----------	--	---------	--	--	--

Current male	6.2424	1.9109	0.70	3.27	0.01
--------------	--------	--------	------	------	------

Current female	1.0303	1.0894	0.20	0.95	0.36
----------------	--------	--------	------	------	------

Up-coming male		Variable not used. Tolerance = 0.01			
----------------	--	-------------------------------------	--	--	--

Up-coming female		Variable not used. Tolerance = 0.01			
------------------	--	-------------------------------------	--	--	--

Table 15

Regression model and ANOVA table for men's time in activities regressed by course assignments

Call 3

Dependent variable.....Eat

Multiple R.....0.5582

Multiple R-Square.....0.3116

Std. Error of Est.....1.8311

Analysis of Variance

	Sum of Squares	Df	Mean Square	F Ratio	P(tail)
Regression	21.2454	4	5.3113	1.584	0.2331
Residual	46.9391	14	3.3528		

Variable	Coefficient	Std.Error	Std.Reg.Coeff.	T	P(2 Tail)
Intercept		4.59944			
Current male	0.2500	0.7929	0.08	0.32	0.76
Current female	-1.5967	0.7273	-0.60	-2.20	0.05
Up-coming male	-0.4480	1.0591	-0.10	-0.10	0.68
Up-coming female	-1.8141	1.1189	-0.39	-1.62	0.13

Table 16

Regression model and ANOVA table for men's time in activities regressed by course assignments

Call 3

Dependent variable.....Affect

Multiple R.....0.7736

Multiple R-Square.....0.5984

Std. Error of Est.....0.6373

Analysis of Variance

	Sum of Squares	Df	Mean Square	F Ratio	P(tail)
Regression	8.4720	4	2.1180	5.215	0.0087
Residual	5.6859	14	0.4061		

Variable	Coefficient	Std.Error	Std.Reg.Coeff.	T	P(2 Tail)
----------	-------------	-----------	----------------	---	-----------

Intercept		0.57993			
-----------	--	---------	--	--	--

Current male	0.2188	0.2760	0.15	0.79	0.44
Current female	-0.3858	0.253	-0.32	-1.52	0.15
Up-coming male	0.8736	0.3686	0.45	2.37	0.03
Up-coming female	0.7852	0.3894	0.37	2.02	0.06

Table 17

Regression model and ANOVA table for men's time in activities regressed by course assignments

Call 3

Dependent variable.....Talk

Multiple R.....0.7658

Multiple R-Square.....0.5865

Std. Error of Est.....1.0346

Analysis of Variance

	Sum of Squares	Df	Mean Square	F Ratio	P(tail)
Regression	21.2526	4	5.3132	4.964	0.0106
Residual	14.9842	14	1.0703		

Variable	Coefficient	Std.Error	Std.Reg.Coeff.	T	P(2 Tail)
Intercept		2.80669			
Current male	0.1250	0.4480	0.05	0.28	0.78
Current female	-1.2151	0.4109	-0.63	-2.96	0.01
Up-coming male	0.8755	0.5984	0.28	1.46	0.17
Up-coming female	-0.1055	0.6322	-0.03	-0.17	0.87

Table 18

Regression model and ANOVA table for men's time in activities regressed by course assignments

Call 3

Dependent variable.....relatives

Multiple R.....0.6257

Multiple R-Square.....0.3915

Std. Error of Est.....0.2029

Analysis of Variance

	Sum of Squares	Df	Mean Square	F Ratio	P(tail)
Regression	0.3709	4	0.0927	2.252	0.1155
Residual	0.5764	14	0.0412		

Variable	Coefficient	Std.Error	Std.Reg.Coeff.	T	P(2 Tail)
Intercept		-0.05576			
Current male	-0.0625	0.0879	-0.16	-0.71	0.49
Current female	0.0221	0.0806	0.07	0.27	0.79
Up-coming male	0.2045	0.1174	0.40	1.74	0.10
Up-coming female	0.2749	0.1240	0.50	2.22	0.04

Table 19

Regression model and ANOVA table for men's time in activities regressed by course assignments

Call 5

Dependent variable.....Relatives

Multiple R.....0.6279

Multiple R-Square.....0.3942

Std. Error of Est.....0.6074

Analysis of Variance

	Sum of Squares	Df	Mean Square	F Ratio	P(tail)
Regression	3.3612	4	0.8403	2.278	0.1126
Residual	5.1651	14	0.3689		

Variable	Coefficient	Std.Error	Std.Reg.Coeff.	T	P(2 Tail)
Intercept		-0.37964			
Current male	0.2320	0.1516	0.33	1.53	0.15
Current female	0.1883	0.1283	0.34	1.47	0.16
Up-coming male	-0.6511	0.3132	-0.48	-2.08	0.06
Up-coming female	0.8174	0.3368	0.60	2.43	0.03

Table 20

Regression model and ANOVA table for men's time in activities regressed by course assignments

Call 6

Dependent variable.....Phone

Multiple R.....0.7249

Multiple R-Square.....0.5255

Std. Error of Est.....0.3534

Analysis of Variance

	Sum of Squares	Df	Mean Square	F Ratio	P(tail)
Regression	1.9360	4	0.4840	3.876	0.0253
Residual	1.7482	14	0.1249		

Variable	Coefficient	Std.Error	Std.Reg.Coeff.	T	P(2 Tail)
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Intercept		-0.40391			
Up-coming male	0.0089	0.0858	0.02	0.10	0.92
Up-coming female	0.3582	0.0947	0.82	3.78	0.00
Previous male	-0.0426	0.1902	-0.05	-0.22	0.83
Previous female	0.5147	0.2113	0.58	2.44	0.03

Table 21

Regression model and ANOVA table for men's time in activities regressed by course assignments

Call 6

Dependent variable.....Relatives

Multiple R.....0.6879

Multiple R-Square.....0.4733

Std. Error of Est.....2.9778

Analysis of Variance

	Sum of Squares	Df	Mean Square	F Ratio	P(tail)
Regression	111.5407	4	27.8852	3.145	0.0485
Residual	124.1435	14	8.8674		

Variable	Coefficient	Std.Error	Std.Reg.Coeff.	T	P(2 Tail)
----------	-------------	-----------	----------------	---	-----------

Intercept		-2.64325			
Up-coming male	1.7348	0.7234	0.48	2.40	0.03
Up-coming female	0.6818	0.7981	0.19	0.85	0.41
Previous male	0.5955	1.6024	0.08	0.37	0.72
Previous female	3.9775	1.7805	0.56	2.23	0.04

Table 22

Regression model and ANOVA table for men's time in activities regressed by course assignments

Call 8

Dependent variable.....Eat

Multiple R.....0.5876

Multiple R-Square.....0.3453

Std. Error of Est.....1.5204

Analysis of Variance

	Sum of Squares	Df	Mean Square	F Ratio	P(tail)
Regression	15.8507	4	3.9627	1.714	0.2067
Residual	30.0521	13	2.3117		

Variable	Coefficient	Std.Error	Std.Reg.Coeff.	T	P(2 Tail)
Intercept		2.78992			
Up-coming male	-0.5083	0.5912	-0.21	-0.86	0.41
Up-coming female	0.1621	0.3637	0.10	0.45	0.66
Previous male	0.7764	0.9021	0.20	0.86	0.41
Previous female	-2.1944	0.8894	-0.62	-2.47	0.03

Table 23

Regression model and ANOVA table for men's time in activities regressed by course assignments

Call 8

Dependent variable.....Talk

Multiple R.....0.6250

Multiple R-Square.....0.3906

Std. Error of Est.....1.7753

Analysis of Variance

	Sum of Squares	Df	Mean Square	F Ratio	P(tail)
Regression	26.2633	4	6.5658	2.083	0.1415
Residual	40.9728	13	3.1518		

Variable	Coefficient	Std.Error	Std.Reg.Coeff.	T	P(2 Tail)
Intercept		4.404853			
Up-coming male	-1.6935	0.6903	-0.57	-2.45	0.03
Up-coming female	0.0290	0.4246	0.02	0.07	0.95
Previous male	1.0461	1.0534	0.23	0.99	0.34
Previous female	-2.2070	1.3085	-0.51	-2.13	0.05

Table 24

Regression model and ANOVA table for men's time in activities regressed by course assignments

Call 9

Dependent variable.....Shop

Multiple R.....0.7043

Multiple R-Square.....0.4961

Std. Error of Est.....1.4794

Analysis of Variance

	Sum of Squares	Df	Mean Square	F Ratio	P(tail)
Regression	19.3921	4	4.8480	2.215	0.1479
Residual	19.6971	9	2.1886		

Variable	Coefficient	Std.Error	Std.Reg.Coeff.	T	P(2 Tail)
Intercept		0.19380			
Current male	-0.0754	0.5925	-0.03	-0.16	0.90
Current female	-0.2894	0.3874	-0.18	-0.75	0.47
Up-coming male	1.0871	0.8064	0.32	1.35	0.21
Up-coming female	2.1086	0.8805	0.57	2.39	0.04

Table 25

Regression model and ANOVA table for men's time in activities regressed by course assignments

Call 9

Dependent variable.....Talk

Multiple R.....0.6514

Multiple R-Square.....0.4243

Std. Error of Est.....2.1324

Analysis of Variance

	Sum of Squares	Df	Mean Square	F Ratio	P(tail)
Regression	30.1651	4	7.5413	1.658	0.2424
Residual	40.9242	9	4.5471		

Variable	Coefficient	Std.Error	Std.Reg.Coeff.	T	P(2 Tail)
Intercept		3.00136			
Current male	-0.6159	0.8540	-0.18	-0.72	0.49
Current female	-0.3866	0.5583	-0.18	-0.69	0.51
Up-coming male	-0.0833	1.1623	-0.02	-0.07	0.94
Up-coming female	2.8889	1.2692	0.58	2.28	0.05

Table 26

Regression model and ANOVA table for men's time in activities regressed by course assignments

Call 9

Dependent variable.....Friend

Multiple R.....0.8625

Multiple R-Square.....0.7438

Std. Error of Est.....1.1603

Analysis of Variance

	Sum of Squares	Df	Mean Square	F Ratio	P(tail)
Regression	35.1862	4	8.7966	6.534	0.0095
Residual	12.1173	9	1.3464		

Variable	Coefficient	Std.Error	Std.Reg.Coeff.	T	P(2 Tail)
Intercept		3.86288			
Current male	-1.4783	0.4647	-0.54	-3.18	0.01
Current female	0.0599	0.3038	0.03	0.20	0.85
Up-coming male	-2.3654	0.6325	-0.64	-3.74	0.00
Up-coming female	-0.2564	0.6906	-0.06	-0.37	0.72

Table 27

Regression model and ANOVA table for men's time in activities regressed by course assignments

Call 12

Dependent variable.....Friend

Multiple R.....0.6061

Multiple R-Square.....0.3673

Std. Error of Est.....3.5531

Analysis of Variance

	Sum of Squares	Df	Mean Square	F Ratio	P(tail)
Regression	95.2886	4	23.8221	1.887	0.1728
Residual	164.1142	13	12.6242		

Variable	Coefficient	Std.Error	Std.Reg.Coeff.	T	P(2 Tail)
Intercept		6.15882			
Up-coming male	-3.2196	1.2820	-0.66	-2.51	0.03
Up-coming female	0.2284	1.1411	0.06	0.20	0.84
Previous male	-5.4882	4.1075	-0.54	-1.34	0.20
Previous female	0.7029	2.1423	0.09	0.33	0.75

Table 28

Regression model and ANOVA table for men's time in activities regressed by course assignments

Call 12

Dependent variable.....Relatives

Multiple R.....0.5389

Multiple R-Square.....0.2904

Std. Error of Est.....4.8115

Analysis of Variance

	Sum of Squares	Df	Mean Square	F Ratio	P(tail)
Regression	123.1684	4	30.7921	1.330	0.3105
Residual	300.9566	13	23.1505		

Variable	Coefficient	Std.Error	Std.Reg.Coeff.	T	P(2 Tail)
Intercept		2.74824			
Up-coming male	-2.0561	1.7361	-0.33	-1.18	0.26
Up-coming female	0.9543	1.5452	0.21	0.62	0.55
Previous male	-6.9624	5.5624	-0.53	-1.25	0.23
Previous female	6.3394	2.9010	0.65	2.19	0.05

Table 29

Regression model and ANOVA table for men's time in activities regressed by course assignments

Call 12

Dependent variable.....Other

Multiple R.....0.6161

Multiple R-Square.....0.3796

Std. Error of Est.....1.5213

Analysis of Variance

	Sum of Squares	Df	Mean Square	F Ratio	P(tail)
Regression	18.4118	4	4.6029	1.989	0.1557
Residual	30.0882	13	2.3145		

Variable	Coefficient	Std.Error	Std.Reg.Coeff.	T	P(2 Tail)
Intercept		-0.21176			
Up-coming male	0.2706	0.5489	0.13	0.49	0.63
Up-coming female	0.0176	0.4886	0.01	0.04	0.97
Previous male	-1.4824	1.7588	-0.34	-0.84	0.41
Previous female	2.2294	0.9173	0.67	2.43	0.03

Table 30

Regression model and ANOVA table for men's time in activities regressed by course assignments

Call 13

Dependent variable.....Eat

Multiple R.....0.6722

Multiple R-Square.....0.4519

Std. Error of Est.....2.9539

Analysis of Variance

	Sum of Squares	Df	Mean Square	F Ratio	P(tail)
Regression	86.3220	4	21.5805	2.473	0.1006
Residual	104.7074	12	8.7256		

Variable	Coefficient	Std.Error	Std.Reg.Coeff.	T	P(2 Tail)
Intercept		-0.99118			
Current male	1.5361	0.9743	0.39	1.58	0.14
Current female	0.0406	0.6977	0.01	0.06	0.95
Up-coming male	2.4930	1.5199	0.36	1.64	0.13
Up-coming female	4.2841	1.7193	0.61	2.46	0.03

Table 31

Regression model and ANOVA table for men's time in activities regressed by course assignments

Call 13

Dependent variable.....Other

Multiple R.....0.6362

Multiple R-Square.....0.4047

Std. Error of Est.....0.2161

Analysis of Variance

	Sum of Squares	Df	Mean Square	F Ratio	P(tail)
Regression	0.3809	4	0.0952	2.039	0.1526
Residual	0.5603	12	0.0467		

Variable	Coefficient	Std.Error	Std.Reg.Coeff.	T	P(2 Tail)
Intercept		-0.21918			
Current male	0.1848	0.0713	0.66	2.59	0.02
Current female	0.0231	0.0510	0.11	0.45	0.66
Up-coming male	0.0815	0.1112	0.17	0.73	0.48
Up-coming female	0.0571	0.1258	0.12	0.45	0.66

Table 32

Regression model and ANOVA table for men's time in activities regressed by course assignments

Call 14

Dependent variable.....Friend

Multiple R.....0.6406

Multiple R-Square.....0.4103

Std. Error of Est.....2.4865

Analysis of Variance

	Sum of Squares	Df	Mean Square	F Ratio	P(tail)
Regression	296.0920	4	74.0230	2.435	0.0960
Residual	425.5433	14	30.3938		

Variable	Coefficient	Std.Error	Std.Reg.Coeff.	T	P(2 Tail)
Intercept		8.14132			
Up-coming male	-4.5614	1.6111	-0.70	-2.83	0.01
Up-coming female	-1.7206	1.8586	-0.20	-0.93	0.37
Previous male	0.8208	2.7754	0.07	0.30	0.77
Previous female	5.2345	3.1699	0.39	1.65	0.12

Table 33

Regression model and ANOVA table for men's time in activities regressed by course assignments

Call 15

Dependent variable.....Relatives

Multiple R.....0.6237

Multiple R-Square.....0.3891

Std. Error of Est.....0.2189

Analysis of Variance

	Sum of Squares	Df	Mean Square	F Ratio	P(tail)
Regression	0.3662	4	0.0915	1.910	0.1734
Residual	0.5750	12	0.0479		

Variable	Coefficient	Std.Error	Std.Reg.Coeff.	T	P(2 Tail)
Intercept		-0.12500			
Current male	-0.0269	0.0623	-0.11	-0.43	0.67
Current female	0.1365	0.0972	0.43	1.40	0.19
Up-coming male	-0.3462	0.1501	-0.72	-2.31	0.04
Up-coming female	0.4404	0.1703	0.92	2.59	0.02

Table 34

Regression model and ANOVA table for men's time in activities regressed by course assignments

Call 15

Dependent variable.....Other

Multiple R.....0.6141

Multiple R-Square.....0.3771

Std. Error of Est.....0.3315

Analysis of Variance

	Sum of Squares	Df	Mean Square	F Ratio	P(tail)
Regression	0.7986	4	0.1997	1.816	0.1906
Residual	1.3771	12	0.1099		

Variable	Coefficient	Std.Error	Std.Reg.Coeff.	T	P(2 Tail)
Intercept		0.33173			
Current male	-0.1274	0.0944	-0.33	-1.35	0.20
Current female	-0.1041	0.1472	-0.22	-0.71	0.49
Up-coming male	0.4970	0.2274	0.69	2.19	0.05
Up-coming female	-0.3974	0.2580	-0.55	-1.54	0.15

Table 35

Regression model and ANOVA table for men's time in activities regressed by course assignments

Call 16

Dependent variable.....Talk

Multiple R.....0.5185

Multiple R-Square.....0.2688

Std. Error of Est.....2.1914

Analysis of Variance

	Sum of Squares	Df	Mean Square	F Ratio	P(tail)
Regression	24.7174	4	6.1794	1.287	0.3220
Residual	67.2299	14	4.8021		

Variable	Coefficient	Std.Error	Std.Reg.Coeff.	T	P(2 Tail)
Intercept		1.17679			
Up-coming male	0.1059	0.4623	0.06	0.23	0.82
Up-coming female	0.2780	0.5558	0.12	0.50	0.62
Previous male	2.6510	1.2479	0.58	2.12	0.05
Previous female	-0.5940	1.2282	-0.13	-0.48	0.64

Table 36

Regression model and ANOVA table for women's time in activities
regressed by course assignments

Call 1

Dependent variable.....other

Multiple R.....0.6633

Multiple R-Square.....0.4399

Std. Error of Est.....0.3020

Analysis of Variance

	Sum of Squares	Df	Mean Square	F Ratio	P(tail)
Regression	1.1461	2	0.5731	6.284	0.0097
Residual	1.4591	16	0.0912		

Variable	Coefficient	Std.Error	Std.Reg.Coeff.	T	P(2 Tail)
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Intercept		0.03365			
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Current male	-0.0337	0.2313	-0.03	-0.15	0.89
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Current female	0.4183	0.1221	0.66	3.43	0.00
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Up-coming male	Variable not used. Tolerance = 0.00				
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Up-coming female	Variable not used. Tolerance = 0.00				
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Table 37

Regression model and ANOVA table for women's time in activities
regressed by course assignments

Call 3

Dependent variable.....relatives

Multiple R.....0.6400

Multiple R-Square.....0.4096

Std. Error of Est.....0.2152

Analysis of Variance

	Sum of Squares	Df	Mean Square	F Ratio	P(tail)
Regression	0.3855	4	0.0964	2.081	0.1465
Residual	0.5557	12	0.0463		

Variable	Coefficient	Std.Error	Std.Reg.Coeff.	T	P(2 Tail)
Intercept		-0.06571			
Current male	-0.0857	0.0996	-0.21	-0.86	0.41
Current female	0.0207	0.0892	0.06	0.23	0.82
Up-coming male	0.2157	0.1263	0.42	1.71	0.11
Up-coming female	0.2943	0.1351	0.53	2.18	0.05

Table 38

Regression model and ANOVA table for women's time in activities
regressed by course assignments

Call 5

Dependent variable.....phone

Multiple R.....0.6049

Multiple R-Square.....0.3660

Std. Error of Est.....0.4567

Analysis of Variance

	Sum of Squares	Df	Mean Square	F Ratio	P(tail)
Regression	1.6853	4	0.4213	2.020	0.1467
Residual	2.9200	14	0.2086		

Variable	Coefficient	Std.Error	Std.Reg.Coeff.	T	P(2 Tail)
Intercept		0.06606			
Current male	0.2596	0.1175	0.49	2.21	0.04
Current female	-0.1419	0.0929	-0.36	-1.53	0.15
Up-coming male	0.1164	0.2408	0.12	0.48	0.64
Up-coming female	0.0530	0.2456	0.05	0.22	0.83

Table 39

Regression model and ANOVA table for women's time in activities
regressed by course assignments

Call 5

Dependent variable.....affect

Multiple R.....0.5635

Multiple R-Square.....0.3175

Std. Error of Est.....0.9181

Analysis of Variance

	Sum of Squares	Df	Mean Square	F Ratio	P(tail)
Regression	5.4896	4	1.3724	1.628	0.2223
Residual	11.7998	14	0.8428		

Variable	Coefficient	Std.Error	Std.Reg.Coeff.	T	P(2 Tail)
Intercept		1.29022			
Current male	-0.5742	0.2362	-0.56	-2.43	0.03
Current female	-0.0160	0.1868	-0.02	-0.09	0.93
Up-coming male	0.5822	0.4841	0.30	1.20	0.25
Up-coming female	-0.3272	0.4937	-0.17	-0.66	0.52

Table 40

Regression model and ANOVA table for women's time in activities
regressed by course assignments

Call 5

Dependent variable.....relative

Multiple R.....0.6362

Multiple R-Square.....0.4048

Std. Error of Est.....0.4083

Analysis of Variance

	Sum of Squares	Df	Mean Square	F Ratio	P(tail)
Regression	1.5871	4	0.3968	2.380	0.1015
Residual	2.3339	14	0.1667		

Variable	Coefficient	Std.Error	Std.Reg.Coeff.	T	P(2 Tail)
Intercept		-0.21220			
Current male	0.1325	0.1050	0.27	1.26	0.23
Current female	0.1420	0.0831	0.39	1.71	0.11
Up-coming male	-0.4243	0.2153	-0.46	-1.97	0.07
Up-coming female	0.5674	0.2196	0.62	2.58	0.02

Table 41

Regression model and ANOVA table for women's time in activities
regressed by course assignments

Call 6

Dependent variable.....phone

Multiple R.....0.6415

Multiple R-Square.....0.4116

Std. Error of Est.....0.3543

Analysis of Variance

	Sum of Squares	Df	Mean Square	F Ratio	P(tail)
Regression	1.3170	4	0.3292	2.623	0.0766
Residual	1.8830	15	0.1255		

Variable	Coefficient	Std.Error	Std.Reg.Coeff.	T	P(2 Tail)
Intercept		-0.21753			
Up-coming male	-0.0202	0.0846	-0.05	-0.24	0.81
Up-coming female	0.2821	0.0940	0.69	3.00	0.01
Previous male	-0.1891	0.1745	-0.23	-1.08	0.30
Previous female	0.4195	0.1961	0.51	2.14	0.05

Table 42

Regression model and ANOVA table for women's time in activities
regressed by course assignments

Call 6

Dependent variable.....shopping

Multiple R.....0.5337

Multiple R-Square.....0.2848

Std. Error of Est.....1.7510

Analysis of Variance

	Sum of Squares	Df	Mean Square	F Ratio	P(tail)
Regression	18.3126	4	4.5781	1.493	0.2539
Residual	45.9874	15		3.0658	

Variable	Coefficient	Std.Error	Std.Reg.Coeff.	T	P(2 Tail)
Intercept		0.10222			
Up-coming male	0.8743	0.4183	0.47	2.09	0.05
Up-coming female	0.1813	0.4645	0.10	0.39	0.70
Previous male	0.3203	0.8625	0.09	0.37	0.72
Previous female	0.9597	0.9689	0.26	0.99	0.34

Table 43

Regression model and ANOVA table for women's time in activities
regressed by course assignments

Call 6

Dependent variable.....relatives

Multiple R.....0.6483

Multiple R-Square.....0.4203

Std. Error of Est.....4.6324

Analysis of Variance

	Sum of Squares	Df	Mean Square	F Ratio	P(tail)
Regression	233.3492	4	58.3373	2.719	0.0696
Residual	321.8882	15	21.4592		

Variable	Coefficient	Std.Error	Std.Reg.Coeff.	T	P(2 Tail)
Intercept		-2.58490			
Up-coming male	1.9496	1.1066	0.36	1.76	0.10
Up-coming female	0.6278	1.2288	0.12	0.51	0.62
Previous male	0.5143	2.2819	0.05	0.23	0.82
Previous female	6.4587	2.5634	0.60	2.52	0.02

Table 44

Regression model and ANOVA table for women's time in activities
regressed by course assignments

Call 8

Dependent variable.....talk

Multiple R.....0.5730

Multiple R-Square.....0.3283

Std. Error of Est.....1.2780

Analysis of Variance

	Sum of Squares	Df	Mean Square	F Ratio	P(tail)
Regression	10.3787	4	2.5947	1.589	0.2359
Residual	21.2324	13	1.6333		

Variable	Coefficient	Std.Error	Std.Reg.Coeff.	T	P(2 Tail)
Intercept		2.90259			
Up-coming male	-1.1580	0.5205	-0.55	-2.22	0.04
Up-coming female	-0.0599	0.3130	-0.05	-0.19	0.85
Previous male	1.0613	0.8817	0.30	1.20	0.25
Previous female	-1.2280	0.7966	-0.42	-1.54	0.15

Table 45

Regression model and ANOVA table for women's time in activities
regressed by course assignments

Call 9

Dependent variable.....shop

Multiple R.....0.6966

Multiple R-Square.....0.4852

Std. Error of Est.....1.4151

Analysis of Variance

	Sum of Squares	Df	Mean Square	F Ratio	P(tail)
Regression	18.8748	4	4.7187	2.356	0.1239
Residual	20.0252	10	2.0025		

Variable	Coefficient	Std.Error	Std.Reg.Coeff.	T	P(2 Tail)
Intercept		-0.63009			
Current male	0.7106	0.7881	0.22	0.90	0.39
Current female	-0.1620	0.3851	-0.10	-0.42	0.68
Up-coming male	1.8000	0.7751	0.53	2.32	0.04
Up-coming female	1.1644	0.7881	0.35	1.48	0.17

Table 46

Regression model and ANOVA table for women's time in activities
regressed by course assignments

Call 9

Dependent variable.....recreation

Multiple R.....0.7467

Multiple R-Square.....0.5576

Std. Error of Est.....1.3125

Analysis of Variance

	Sum of Squares	Df	Mean Square	F Ratio	P(tail)
Regression	21.7074	4	5.4269	3.150	0.0642
Residual	17.2259	10	1.7226		

Variable	Coefficient	Std.Error	Std.Reg.Coeff.	T	P(2 Tail)
Intercept		3.23519			
Current male	-1.0463	0.7310	-0.32	-1.43	0.18
Current female	-0.9259	0.3572	-0.59	-2.59	0.03
Up-coming male	0.1000	0.7189	0.03	0.14	0.89
Up-coming female	0.0463	0.7310	0.01	0.06	0.95

Table 47

Regression model and ANOVA table for women's time in activities
regressed by course assignments

Call 9

Dependent variable.....friend

Multiple R.....0.8076

Multiple R-Square.....0.6523

Std. Error of Est.....0.7084

Analysis of Variance

	Sum of Squares	Df	Mean Square	F Ratio	P(tail)
Regression	9.4146	4	2.3536	4.690	0.0217
Residual	5.0188	10	0.5019		

Variable	Coefficient	Std.Error	Std.Reg.Coeff.	T	P(2 Tail)
Intercept		1.30417			
Current male	-1.2292	0.3946	-0.61	-3.12	0.01
Current female	0.2917	0.1928	0.31	1.51	0.16
Up-coming male	-1.1000	0.3880	-0.53	-2.83	0.02
Up-coming female	0.6042	0.3946	0.30	1.53	0.16

Table 48

Regression model and ANOVA table for women's time in activities
regressed by course assignments

Call 9

Dependent variable.....other

Multiple R.....0.7105

Multiple R-Square.....0.5048

Std. Error of Est.....1.5000

Analysis of Variance

	Sum of Squares	Df	Mean Square	F Ratio	P(tail)
Regression	22.9331	4	5.7333	2.548	0.1050
Residual	22.5002	10	2.2500		

Variable	Coefficient	Std.Error	Std.Reg.Coeff.	T	P(2 Tail)
Intercept		0.35509			
Current male	-1.8356	0.8354	-0.52	-2.20	0.05
Current female	0.9120	0.4083	0.54	2.23	0.05
Up-coming male	-0.8500	0.8216	-0.23	-1.03	0.33
Up-coming female	1.7106	0.8354	0.48	2.05	0.07

Table 49

Regression model and ANOVA table for women's time in activities
regressed by course assignments

Call 10

Dependent variable.....shopping

Multiple R.....0.5585

Multiple R-Square.....0.3120

Std. Error of Est.....0.9815

Analysis of Variance

	Sum of Squares	Df	Mean Square	F Ratio	P(tail)
Regression	6.5512	4	1.6378	1.700	0.2022
Residual	14.4489	15	0.9633		

Variable	Coefficient	Std.Error	Std.Reg.Coeff.	T	P(2 Tail)
Intercept		-0.38890			
Up-coming male	0.2392	0.3573	0.15	0.67	0.51
Up-coming female	0.6731	0.2962	0.55	2.27	0.04
Previous male	-0.1304	0.5222	-0.06	-0.25	0.81
Previous female	-0.0261	0.4920	-0.01	-0.05	0.96

Table 50

Regression model and ANOVA table for women's time in activities
regressed by course assignments

Call 10

Dependent variable.....affect

Multiple R.....0.5860

Multiple R-Square.....0.3434

Std. Error of Est.....1.3388

Analysis of Variance

	Sum of Squares	Df	Mean Square	F Ratio	P(tail)
Regression	14.0631	4	3.5158	1.961	0.1524
Residual	26.8869	15	1.7925		

Variable	Coefficient	Std.Error	Std.Reg.Coeff.	T	P(2 Tail)
Intercept		0.20130			
Up-coming male	0.6254	0.4875	0.29	1.28	0.22
Up-coming female	0.1826	0.4041	0.11	0.45	0.66
Previous male	0.0627	0.7124	0.02	0.09	0.93
Previous female	1.4125	0.6712	0.47	2.10	0.05

Table 51

Regression model and ANOVA table for women's time in activities
regressed by course assignments

Call 10

Dependent variable.....friends

Multiple R.....0.5789

Multiple R-Square.....0.3351

Std. Error of Est.....3.4059

Analysis of Variance

	Sum of Squares	Df	Mean Square	F Ratio	P(tail)
Regression	87.6973	4	21.9243	1.890	0.1646
Residual	174.0027	15	11.6002		

Variable	Coefficient	Std.Error	Std.Reg.Coeff.	T	P(2 Tail)
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Intercept

Up-coming male	-0.9986	1.2401	-0.18	-0.81	0.43
Up-coming female	1.3053	1.0280	0.30	1.27	0.22
Previous male	0.1257	1.8123	0.02	0.07	0.95
Previous female	-4.1749	1.7075	-0.55	-2.45	0.03

Table 52

Regression model and ANOVA table for women's time in activities
regressed by course assignments

Call 11

Dependent variable.....recreation

Multiple R.....0.6084

Multiple R-Square.....0.3702

Std. Error of Est.....2.0060

Analysis of Variance

	Sum of Squares	Df	Mean Square	F Ratio	P(tail)
Regression	33.1132	4	8.2783	2.057	0.1412
Residual	56.3342	14	4.0239		

Variable	Coefficient	Std.Error	Std.Reg.Coeff.	T	P(2 Tail)
Intercept		2.28038			
Current male	-0.5089	0.7947	-0.15	-0.64	0.53
Current female	1.0722	0.5710	0.40	1.88	0.08
Up-coming male	0.9091	1.4778	0.15	0.62	0.55
Up-coming female	-2.4435	1.1399	-0.56	-2.14	0.05

Table 53

Regression model and ANOVA table for women's time in activities
regressed by course assignments

Call 12

Dependent variable.....phone

Multiple R.....0.6086

Multiple R-Square.....0.3704

Std. Error of Est.....0.3366

Analysis of Variance

	Sum of Squares	Df	Mean Square	F Ratio	P(tail)
Regression	1.0001	4	0.2500	2.206	0.1175
Residual	1.6999	15	0.1133		

Variable	Coefficient	Std.Error	Std.Reg.Coeff.	T	P(2 Tail)
Intercept		0.26798			
Up-coming male	-0.0922	0.1017	-0.20	-0.91	0.38
Up-coming female	0.2501	0.0913	0.70	2.74	0.02
Previous male	-0.6186	0.3088	-0.60	-2.00	0.06
Previous female	-0.0355	0.1733	-0.05	-0.20	0.84

Table 54

Regression model and ANOVA table for women's time in activities
regressed by course assignments

Call 12

Dependent variable.....recreation

Multiple R.....0.7438

Multiple R-Square.....0.5533

Std. Error of Est.....1.8924

Analysis of Variance

	Sum of Squares	Df	Mean Square	F Ratio	P(tail)
Regression	66.8312	4	16.6328	4.644	0.0122
Residual	53.7188	15	3.5813		

Variable	Coefficient	Std.Error	Std.Reg.Coeff.	T	P(2 Tail)
Intercept		0.23282			
Up-coming male	0.7625	0.5715	0.25	1.33	0.20
Up-coming female	1.3919	0.5133	0.58	2.71	0.02
Previous male	1.5836	1.7360	0.23	0.91	0.38
Previous female	0.3484	0.9741	0.07	0.36	0.73

Table 55

Regression model and ANOVA table for women's time in activities
regressed by course assignments

Call 12

Dependent variable.....other

Multiple R.....0.6127

Multiple R-Square.....0.3754

Std. Error of Est.....0.9709

Analysis of Variance

	Sum of Squares	Df	Mean Square	F Ratio	P(tail)
Regression	8.4974	4	2.1244	2.254	0.1119
Residual	14.1401	15	0.9427		

Variable	Coefficient	Std.Error	Std.Reg.Coeff.	T	P(2 Tail)
Intercept		0.72811			
Up-coming male	-0.3630	0.2932	-0.27	-1.24	0.23
Up-coming female	-0.2545	0.2633	-0.24	-0.97	0.35
Previous male	-1.0859	0.8906	-0.36	-1.22	0.24
Previous female	1.0726	0.4998	0.50	2.15	0.05

Table 56

Regression model and ANOVA table for women's time in activities
regressed by course assignments

Call 13

Dependent variable.....ate

Multiple R.....0.6725

Multiple R-Square.....0.4522

Std. Error of Est.....1.6858

Analysis of Variance

	Sum of Squares	Df	Mean Square	F Ratio	P(tail)
Regression	30.5000	4	7.6250	2.683	0.0788
Residual	36.9445	13	2.8419		

Variable	Coefficient	Std.Error	Std.Reg.Coeff.	T	P(2 Tail)
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Intercept

Current male	-0.1723	0.6450	-0.07	-0.27	0.79
Current female	-0.4896	0.4050	-0.27	-1.21	0.25
Up-coming male	2.0668	0.8115	0.53	2.55	0.02
Up-coming female	1.0861	1.1778	0.25	0.92	0.37

Table 57

Regression model and ANOVA table for women's time in activities
regressed by course assignments

Call 14

Dependent variable.....phone

Multiple R.....0.7143

Multiple R-Square.....0.5103

Std. Error of Est.....0.4603

Analysis of Variance

	Sum of Squares	Df	Mean Square	F Ratio	P(tail)
Regression	2.8703	4	0.7176	3.386	0.0417
Residual	2.7547	13	0.2119		

Variable	Coefficient	Std.Error	Std.Reg.Coeff.	T	P(2 Tail)
Intercept		-0.62873			
Up-coming male	0.3916	0.1393	0.66	2.81	0.01
Up-coming female	0.4536	0.1573	0.60	2.88	0.01
Previous male	0.3727	0.2575	0.33	1.45	0.17
Previous female	-0.6434	0.2817	-0.52	-2.28	0.04

Table 58

Regression model and ANOVA table for women's time in activities
regressed by course assignments

Call 14

Dependent variable.....study

Multiple R.....0.7077

Multiple R-Square.....0.5009

Std. Error of Est.....2.0783

Analysis of Variance

	Sum of Squares	Df	Mean Square	F Ratio	P(tail)
Regression	56.3461	4	14.0865	3.261	0.0465
Residual	56.1539	13	4.3195		

Variable	Coefficient	Std.Error	Std.Reg.Coeff.	T	P(2 Tail)
Intercept		6.56932			
Up-coming male	-1.8109	0.6290	-0.68	-2.88	0.01
Up-coming female	-1.7675	0.7101	-0.53	-2.49	0.03
Previous male	-0.7617	1.1625	-0.15	-0.66	0.52
Previous female	3.1932	1.2718	0.57	2.51	0.03

Table 59

Regression model and ANOVA table for women's time in activities
regressed by course assignments

Call 14

Dependent variable.....rec

Multiple R.....0.7029

Multiple R-Square.....0.4940

Std. Error of Est.....2.8278

Analysis of Variance

	Sum of Squares	Df	Mean Square	F Ratio	P(tail)
Regression	101.4939	4	25.3735	3.173	0.0503
Residual	103.9505	13	7.9962		

Variable	Coefficient	Std.Error	Std.Reg.Coeff.	T	P(2 Tail)
Intercept		5.44946			
Up-coming male	-1.4976	0.8557	-0.42	-1.75	0.10
Up-coming female	-2.2295	0.9662	-0.49	-2.31	0.04
Previous male	2.6860	1.5817	0.39	1.70	0.11
Previous female	1.1655	1.7303	0.15	0.67	0.51

Table 60

Regression model and ANOVA table for women's time in activities
regressed by course assignments

Call 14

Dependent variable.....friend

Multiple R.....0.6131

Multiple R-Square.....0.3759

Std. Error of Est.....5.8312

Analysis of Variance

	Sum of Squares	Df	Mean Square	F Ratio	P(tail)
Regression	266.2450	4	66.5613	1.958	0.1607
Residual	442.0327	13	34.0025		

Variable	Coefficient	Std.Error	Std.Reg.Coeff.	T	P(2 Tail)
Intercept		8.29473			
Up-coming male	-4.0044	1.7647	-0.60	-2.27	0.04
Up-coming female	-1.7872	1.9923	-0.21	-0.90	0.39
Previous male	0.6159	3.2617	0.05	0.19	0.85
Previous female	5.7781	3.5682	0.41	1.62	0.13

Table 61

Regression model and ANOVA table for women's time in activities
regressed by course assignments

Call 15

Dependent variable.....relatives

Multiple R.....0.6274

Multiple R-Square.....0.3936

Std. Error of Est.....0.2099

Analysis of Variance

	Sum of Squares	Df	Mean Square	F Ratio	P(tail)
Regression	0.3717	4	0.0929	2.109	0.1378
Residual	0.5727	13	0.0441		

Variable	Coefficient	Std.Error	Std.Reg.Coeff.	T	P(2 Tail)
Intercept		-0.13603			
Current male	-0.308	0.0606	-0.13	-0.51	0.62
Current female	0.1413	0.0908	0.45	1.56	0.14
Up-coming male	-0.3453	0.1439	-0.73	-2.40	0.03
Up-coming female	0.4528	0.1656	0.96	2.73	0.02

APPENDIX E

REGRESSION MODELS FOR RELATIONSHIP SATISFACTION

Table 62

Men's relationship satisfaction regressed by time spent in relationship activitiesCall 1

Dependent variable.....Men's Relationship Satisfaction

Multiple R.....0.7520

Multiple R-Square.....0.5655

Std. Error of Est.....3.4013

Analysis of Variance

	Sum of Squares	Df	Mean Square	F Ratio	P(tail)
Regression	240.8945	10	24.0895	2.082	0.0921
Residual	185.1055	16	11.5691		

Coefficient	Std.Error	Std.Reg.Coeff.	T	P(2 Tail)
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Intercept		16.02184		
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Variable

phone	-0.6715	0.7373	-0.18	0.37	0.37
study	0.0049	0.2337	0.00	0.02	0.98
eat	0.2225	0.3229	0.16	0.69	0.50
shop	-0.1881	0.9094	-0.04	-0.21	0.84
rec	1.1058	0.8078	0.25	1.37	0.19
talk	0.1605	0.3170	0.10	0.51	0.62
affect	0.5076	0.2999	0.34	1.69	0.11
friend	0.3487	0.5041	0.14	0.69	0.50
rel	0.8561	0.5157	0.28	1.66	0.12
other	-0.6910	0.8919	-0.18	-0.77	0.45

Table 63

Men's relationship satisfaction regressed by time spent in relationship activitiesCall 2

Dependent variable.....Men's Relationship Satisfaction

Multiple R.....0.7492

Multiple R-Square.....0.5612

Std. Error of Est.....9.9296

Analysis of Variance

	Sum of Squares	Df	Mean Square	F Ratio	P(tail)
Regression	375.3061	10	37.5306	2.430	0.0459
Residual	293.3940	19	15.4418		

Coefficient	Std.Error	Std.Reg.Coeff.	T	P(2 Tail)
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Intercept	12.81252			
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Variable

phone	2.1143	2.3923	0.16	0.80	0.89
study	0.3412	0.3190	0.21	1.07	0.30
eat	1.4831	0.4126	0.82	3.59	0.00
shop	-0.9775	0.9833	-0.23	-0.99	0.33
rec	-0.0025	0.3164	0.00	-0.01	0.99
talk	0.0291	0.3198	0.02	0.09	0.93
affect	0.8219	0.3380	0.50	2.48	0.03
friend	0.0650	0.1627	0.07	0.40	0.69
rel	-0.5689	0.5296	-0.25	-1.07	0.30
other	0.0159	0.9967	0.00	0.02	0.99

Table 64

Men's relationship satisfaction regressed by time spent in relationship activitiesCall 3

Dependent variable.....Men's Relationship Satisfaction

Multiple R.....0.6289

Multiple R-Square.....0.3955

Std. Error of Est.....3.8813

Analysis of Variance

	Sum of Squares	Df	Mean Square	F Ratio	P(tail)
Regression	197.1048	10	19.7105	1.308	0.2910
Residual	301.2824	20	15.0641		

Coefficient	Std.Error	Std.Reg.Coeff.	T	P(2 Tail)
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Intercept	17.44724			
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Variable

phone	-1.1805	1.5055	-0.18	-0.78	0.44
study	0.1965	0.2546	0.162	0.77	0.45
eat	0.5339	0.4495	0.24	1.19	0.25
shop	0.4757	0.7965	0.13	0.60	0.56
rec	-0.1058	0.8542	-0.03	-0.12	0.00
talk	-0.1795	0.5771	-0.07	-0.31	0.76
affect	0.3982	0.6858	0.12	0.58	0.57
friend	-1.0000	0.4693	-0.44	-2.15	0.04
rel	1.5753	1.7143	0.20	0.92	0.37
other	-1.5052	0.9879	-0.30	-1.52	0.14

Table 65

Men's relationship satisfaction regressed by time spent in relationship activities

Call 4

Dependent variable.....Men's Relationship Satisfaction

Multiple R.....0.6015

Multiple R-Square.....0.3618

Std. Error of Est.....0.3507

Analysis of Variance

	Sum of Squares	Df	Mean Square	F Ratio	P(tail)
Regression	171.1160	10	17.1116	1.190	0.3507
Residual	301.8528	21	14.3739		

	Coefficient	Std.Error	Std.Reg.Coeff.	T	P(2 Tail)
Intercept		20.16372			
Variable					
phone	-2.7137	1.5702	-0.35	-1.73	0.10
study	-0.1766	0.2415	-0.17	-0.73	0.47
eat	-0.8285	0.5707	-0.39	-1.45	0.16
shop	1.5631	0.7725	0.55	2.02	0.06
rec	-0.4410	0.4520	-0.21	-0.98	0.34
talk	0.3190	0.3534	0.21	0.90	0.38
affect	0.4896	0.2285	0.43	2.14	0.04
friend	0.0110	0.2772	0.01	0.04	0.97
rel	-0.2205	0.4484	-0.12	-0.49	0.68
other	0.3898	0.7506	0.10	0.52	0.61

Table 66

Men's relationship satisfaction regressed by time spent in relationship activitiesCall 5

Dependent variable.....Men's Relationship Satisfaction

Multiple R.....0.4433

Multiple R-Square.....0.2009

Std. Error of Est.....4.7137

Analysis of Variance

	Sum of Squares	Df	Mean Square	F Ratio	P(tail)
Regression	94.9873	10	9.4987	0.427	0.9133
Residual	377.7271	17	22.2192		

	Coefficient	Std.Error	Std.Reg.Coeff.	T	P(2 Tail)
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Intercept		16.64746			
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Variable

phone	2.0589	2.1750	0.23	0.95	0.36
study	-0.1031	0.2871	-0.10	-0.36	0.72
eat	0.0467	0.4874	0.03	0.10	0.92
shop	1.1878	1.3605	0.23	0.87	0.39
rec	0.2595	0.7935	0.09	0.33	0.75
talk	0.2444	0.5823	0.13	0.42	0.68
affect	0.4560	0.6495	0.22	0.70	0.49
friend	0.0976	0.5810	0.04	0.17	0.87
rel	0.1579	1.7667	0.02	0.09	0.93
other	-0.4948	1.1527	-0.11	-0.43	0.67

Table 67

Men's relationship satisfaction regressed by time spent in relationship activitiesCall 6

Dependent variable.....Men's Relationship Satisfaction

Multiple R.....0.7390

Multiple R-Square.....0.5461

Std. Error of Est.....3.5709

Analysis of Variance

	Sum of Squares	Df	Mean Square	F Ratio	P(tail)
Regression	3.6.8471	10	30.6847	2.406	0.0454
Residual	255.0238	20	12.7512		

	Coefficient	Std.Error	Std.Reg.Coeff.	T	P(2 Tail)
Intercept		15.58963			
Variable					
phone	0.5009	1.3103	0.07	0.38	0.71
study	-0.2914	0.3100	-0.18	-0.93	0.36
eat	0.9771	0.4229	0.47	2.31	0.03
shop	0.2257	0.4090	0.10	0.55	0.59
rec	0.7864	0.2239	0.63	3.51	0.00
talk	0.3574	0.3520	0.20	1.02	0.32
affect	0.4901	0.2534	0.38	1.93	0.07
friend	-0.3363	0.2663	-0.25	-1.26	0.22
rel	-0.2867	0.2897	-0.19	-0.99	0.33
other	-1.0951	0.6559	-0.33	-1.67	0.11

Table 68

Men's relationship satisfaction regressed by time spent in relationship activitiesCall 7

Dependent variable.....Men's Relationship Satisfaction

Multiple R.....0.5894

Multiple R-Square.....0.3462

Std. Error of Est.....4.1147

Analysis of Variance

	Sum of Squares	Df	Mean Square	F Ratio	P(tail)
Regression	134.5007	10	13.4501	0.794	0.6362
Residual	253.9608	15	16.9207		

	Coefficient	Std.Error	Std.Reg.Coeff.	T	P(2 Tail)
Intercept		18.17278			
Variable					
phone	-1.1886	2.8957	-0.17	-0.41	0.69
study	0.0930	0.2672	0.09	0.35	0.73
eat	-0.0396	0.5365	-0.02	-0.07	0.94
shop	0.9422	0.8519	0.31	1.11	0.29
rec	0.0625	0.6592	0.03	0.09	0.93
talk	0.2661	0.7938	0.10	0.34	0.74
affect	0.3790	0.3582	0.25	1.06	0.31
friend	0.0842	0.6652	0.04	0.13	0.90
rel	-0.5850	0.6673	-0.23	-0.88	0.39
other	-0.4474	1.3451	-0.11	-0.33	0.74

Table 69

Men's relationship satisfaction regressed by time spent in relationship activitiesCall 8

Dependent variable.....Men's Relationship Satisfaction

Multiple R.....0.7366

Multiple R-Square.....0.5426

Std. Error of Est.....4.4945

Analysis of Variance

	Sum of Squares	Df	Mean Square	F Ratio	P(tail)
Regression	383.4642	10	38.3464	1.898	0.1220
Residual	323.2025	16	20.2002		

Coefficient	Std.Error	Std.Reg.Coeff.	T	P(2 Tail)
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Intercept	16.41491			
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Variable

phone	2.0313	2.0812	0.21	0.98	0.34
study	0.2484	0.3898	0.17	0.64	0.53
eat	-0.7849	0.7711	-0.25	-1.02	0.32
shop	-0.6395	0.7420	-0.23	-0.91	0.38
rec	1.1574	0.4080	0.54	2.84	0.01
talk	0.6923	0.4607	0.33	1.50	0.15
affect	0.1963	0.3094	0.15	0.63	0.53
friend	0.0244	0.2469	0.02	0.10	0.92
rel	0.4089	0.4908	0.19	0.83	0.42
other	-0.8158	-0.8468	-0.21	-0.96	0.35

Table 70

Men's relationship satisfaction regressed by time spent in relationship activitiesCall 9

Dependent variable.....Men's Relationship Satisfaction

Multiple R.....0.5741

Multiple R-Square.....0.3296

Std. Error of Est.....5.9655

Analysis of Variance

	Sum of Squares	Df	Mean Square	F Ratio	P(tail)
Regression	209.9149	9	23.3239	0.655	0.7332
Residual	427.0396	12	355866		

Coefficient	Std.Error	Std.Reg.Coeff.	T	P(2 Tail)
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Intercept	14.69345			
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Variable

phone	1.3600	3.7911	0.11	0.36	0.73
study	0.1206	0.3729	0.10	0.32	0.75
eat	0.6671	0.9006	0.22	0.74	0.47
shop	0.6480	0.7996	0.22	0.81	0.43
rec	1.4541	1.2581	0.35	1.16	0.27
talk	-0.3996	0.8037	-0.16	-0.50	0.63
affect	0.3022	1.6244	0.06	0.19	0.86
friend	0.2640	0.9705	0.10	0.27	0.79
rel	Variable not used. Tolerance = 0.0000				
other	-0.0449	0.3582	-0.03	-0.13	0.90

Table 71

Men's relationship satisfaction regressed by time spent in relationship activitiesCall 10

Dependent variable.....Men's Relationship Satisfaction

Multiple R.....0.7320

Multiple R-Square.....0.5359

Std. Error of Est.....3.8326

Analysis of Variance

	Sum of Squares	Df	Mean Square	F Ratio	P(tail)
Regression	288.2956	10	28.8296	1.963	0.1062
Residual	249.7043	17	14.6885		

	Coefficient	Std.Error	Std.Reg.Coeff.	T	P(2 Tail)
Intercept		19.49760			
Variable					
phone	-2.1497	0.9244	-0.44	-2.33	0.03
study	0.4456	0.4111	0.24	1.08	0.29
eat	0.6770	0.4910	0.33	1.38	0.19
shop	0.8281	0.7884	0.25	1.05	0.31
rec	0.2597	0.3327	0.15	0.78	0.45
talk	0.2083	0.3890	0.14	0.54	0.60
affect	-0.2358	0.5474	-0.09	-0.43	0.67
friend	-0.2329	0.2567	-0.23	-0.91	0.38
rel	-0.0251	0.4006	-0.01	-0.06	0.95
other	0.0726	0.2519	0.06	0.29	0.78

Table 72

Men's relationship satisfaction regressed by time spent in relationship activitiesCall 11

Dependent variable.....Men's Relationship Satisfaction

Multiple R.....0.7715

Multiple R-Square.....0.5953

Std. Error of Est.....3.1767

Analysis of Variance

	Sum of Squares	Df	Mean Square	F Ratio	P(tail)
Regression	237.4952	10	23.7495	2.353	0.0614
Residual	161.4926	16	10.0933		

	Coefficient	Std.Error	Std.Reg.Coeff.	T	P(2 Tail)
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Intercept		15.88410			
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Variable

phone	0.7797	1.1610	0.15	0.67	0.51
study	-0.3265	0.2802	-0.23	-1.17	0.26
eat	0.7086	0.5964	0.29	1.19	0.25
shop	-0.5374	1.2773	-0.13	-0.42	0.68
rec	0.8037	0.6162	0.34	1.31	0.21
talk	0.3569	0.4630	0.21	0.77	0.45
affect	0.3780	0.3059	0.25	1.24	0.23
friend	0.6085	0.5229	0.25	1.16	0.26
rel	1.0490	1.3620	0.15	0.77	0.45
other	-0.2122	1.1053	-0.04	-0.19	0.85

Table 73

Men's relationship satisfaction regressed by time spent in relationship activitiesCall 12

Dependent variable.....Men's Relationship Satisfaction

Multiple R.....0.6561

Multiple R-Square.....0.4304

Std. Error of Est.....3.6768

Analysis of Variance

	Sum of Squares	Df	Mean Square	F Ratio	P(tail)
Regression	183.9050	10	18.3905	1.360	0.2735
Residual	246.3364	18	13.5189		

	Coefficient	Std.Error	Std.Reg.Coeff.	T	P(2 Tail)
Intercept		14.74988			
Variable					
phone	1.9869	1.7242	0.27	1.15	0.26
study	-0.1733	0.2888	-0.13	-0.60	0.56
eat	0.1938	0.4816	0.11	0.40	0.69
shop	0.2123	0.7652	0.07	0.28	0.78
rec	0.6543	0.3219	0.41	2.03	0.06
talk	0.6742	0.3746	0.36	1.80	0.09
affect	0.2298	0.3483	0.18	0.66	0.52
friend	0.3662	0.3132	0.30	1.17	0.26
rel	0.2518	0.2076	0.28	1.21	0.24
other	-0.5028	0.6778	-0.19	-0.74	0.47

Table 74

Men's relationship satisfaction regressed by time spent in relationship activitiesCall 13

Dependent variable.....Men's Relationship Satisfaction

Multiple R.....0.6382

Multiple R-Square.....0.4073

Std. Error of Est.....3.6227

Analysis of Variance

	Sum of Squares	Df	Mean Square	F Ratio	P(tail)
Regression	144.3141	10	14.4314	1.100	0.4175
Residual	209.9822	16	13.1239		

Coefficient	Std.Error	Std.Reg.Coeff.	T	P(2 Tail)
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Intercept	16.96553			
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Variable

phone	-2.2747	2.2492	-0.35	-1.01	0.33
study	-0.0078	0.1758	-0.01	-0.04	0.97
eat	0.0097	0.3085	0.01	0.03	0.98
shop	0.9842	1.4646	0.32	0.67	0.51
rec	0.1660	0.6705	0.07	0.25	0.81
talk	-0.1028	0.3693	-0.07	-0.28	0.78
affect	0.7556	0.4735	0.44	1.60	0.13
friend	-0.1840	0.7045	-0.07	-0.26	0.80
rel	-0.0483	0.8236	-0.03	-0.06	0.95
other	0.2253	1.4762	0.05	0.15	0.88

Table 75

Men's relationship satisfaction regressed by time spent in relationship activitiesCall 14

Dependent variable.....Men's Relationship Satisfaction

Multiple R.....0.4732

Multiple R-Square.....0.2299

Std. Error of Est.....5.2652

Analysis of Variance

	Sum of Squares	Df	Mean Square	F Ratio	P(tail)
Regression	135.9648	10	13.5965	0.490	0.8737
Residual	471.2852	17	27.7227		

	Coefficient	Std.Error	Std.Reg.Coeff.	T	P(2 Tail)
Intercept		17.69437			
Variable					
phone	0.4451	2.9340	0.04	0.15	0.88
study	0.0695	0.5829	0.04	0.12	0.91
eat	0.2069	0.4935	0.11	0.42	0.68
shop	0.2528	0.9012	0.07	0.28	0.78
rec	-0.0637	0.3162	-0.06	-0.20	0.84
talk	-0.0676	0.5370	-0.04	-0.13	0.90
affect	0.5588	0.9217	0.26	0.60	0.56
friend	0.2134	0.2621	0.26	0.81	0.43
rel	0.1061	0.5455	0.08	0.19	0.85
other	-0.2035	0.6958	-0.89	-0.29	0.77

Table 76

Men's relationship satisfaction regressed by time spent in relationship activitiesCall 15

Dependent variable.....Men's Relationship Satisfaction

Multiple R.....0.6231

Multiple R-Square.....0.3882

Std. Error of Est.....4.5676

Analysis of Variance

	Sum of Squares	Df	Mean Square	F Ratio	P(tail)
Regression	198.5983	10	19.8598	0.952	0.5178
Residual	312.9402	15	20.9627		

	Coefficient	Std.Error	Std.Reg.Coeff.	T	P(2 Tail)
Intercept		15.47920			
Variable					
phone	-0.0655	1.5318	-0.01	-0.04	0.97
study	0.2267	0.3210	0.16	0.71	0.49
eat	0.2031	0.4694	0.12	0.43	0.67
shop	1.3354	1.4530	0.24	0.92	0.37
rec	-0.1059	0.8512	-0.03	-0.12	0.90
talk	0.7051	0.5828	0.31	1.21	0.25
affect	0.1439	0.7168	0.05	0.20	0.84
friend	-0.3182	0.6390	-0.13	-0.50	0.63
rel	2.2157	1.6070	0.30	1.38	0.19
other	-0.4175	0.9560	-0.10	-0.44	0.67

Table 77

Men's relationship satisfaction regressed by time spent in relationship activitiesCall 16

Dependent variable.....Men's Relationship Satisfaction

Multiple R.....0.5206

Multiple R-Square.....0.2710

Std. Error of Est.....5.4805

Analysis of Variance

	Sum of Squares	Df	Mean Square	F Ratio	P(tail)
Regression	223.2812	10	22.3281	0.743	0.6777
Residual	600.7187	20	30.0359		

	Coefficient	Std.Error	Std.Reg.Coeff.	T	P(2 Tail)
Intercept		16.00520			
Variable					
phone	1.0511	2.6299	0.09	0.40	0.69
study	-0.2795	0.3535	-0.17	-0.79	0.44
eat	0.2917	0.5042	0.13	0.58	0.57
shop	0.0702	0.8626	0.03	0.08	0.94
rec	0.2989	0.3225	0.20	0.98	0.37
talk	0.4327	0.6219	0.17	0.70	0.49
affect	0.3778	0.3789	0.25	1.00	0.33
friend	0.0006	0.0035	0.00	0.00	1.00
rel	0.9051	0.6120	0.31	1.48	0.15
other	-0.4123	0.6914	-0.14	-0.60	0.56

Table 78

Men's relationship satisfaction regressed by time spent in relationship activitiesCall 17

Dependent variable.....Men's Relationship Satisfaction

Multiple R.....0.6592

Multiple R-Square.....0.4340

Std. Error of Est.....3.5162

Analysis of Variance

	Sum of Squares	Df	Mean Square	F Ratio	P(tail)
Regression	161.5354	10	16.1535	1.307	0.3017
Residual	210.1788	17	12.3635		

Coefficient Std.Error Std.Reg.Coeff. T P(2 Tail)

Intercept 17.16774

Variable

phone	1.0243	1.2353	0.17	0.93	0.42
study	-0.1553	0.1944	-0.16	-0.80	0.44
eat	0.1076	0.2699	0.08	0.40	0.70
shop	2.1435	0.9636	0.84	2.22	0.04
rec	0.6544	0.4311	0.95	1.52	0.15
talk	-0.2319	0.3981	-0.12	-0.58	0.57
affect	0.7452	0.5439	0.28	1.37	0.19
friend	0.1873	0.2563	0.14	0.73	0.16
rel	-1.7510	1.1948	-0.54	-1.47	0.16
other	2.3290	1.3443	0.34	1.73	0.10

Table 79

Women's relationship satisfaction regressed by time spent in relationship activitiesCall 1

Dependent variable.....Women's Relationship Satisfaction

Multiple R.....0.4900

Multiple R-Square.....0.2401

Std. Error of Est.....4.4032

Analysis of Variance

	Sum of Squares	Df	Mean Square	F Ratio	P(tail)
Regression	134.7924	10	13.4792	0.695	0.7186
Residual	426.5410	22	19.3882		

Coefficient	Std.Error	Std.Reg.Coeff.	T	P(2 Tail)
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Intercept	16.70414			
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Variable

phone	0.6052	1.7582	0.09	0.34	0.73
study	0.4154	0.2412	0.37	1.72	0.10
eat	0.0801	0.5117	0.04	0.16	0.88
shop	-0.6211	0.7490	-0.17	-0.83	0.42
rec	-0.1698	0.4745	-0.09	-0.36	0.72
talk	-0.1119	0.3779	-0.07	-0.30	0.77
affect	1.1405	0.6552	0.48	1.74	0.10
friend	-0.1420	0.6083	-0.05	-0.23	0.82
rel	0.1366	1.0464	0.03	0.13	0.90
other	-1.3248	2.3300	-0.13	-0.57	0.58

Table 80

Women's relationship satisfaction regressed by time spent in relationship activitiesCall 2

Dependent variable.....Women's Relationship Satisfaction

Multiple R.....0.4757

Multiple R-Square.....0.2263

Std. Error of Est.....4.9549

Analysis of Variance

	Sum of Squares	Df	Mean Square	F Ratio	P(tail)
Regression	136.3898	10	13.6390	0.556	0.8291
Residual	466.4101	19	24.5479		

	Coefficient	Std.Error	Std.Reg.Coeff.	T	P(2 Tail)
Intercept		16.24454			
Variable					
phone	0.3486	1.6993	0.05	0.21	0.84
study	0.1793	0.3533	0.11	0.51	0.62
eat	0.4934	0.6473	0.23	0.76	0.46
shop	-0.1229	0.9936	-0.03	-0.12	0.90
rec	0.1358	0.4094	0.10	0.33	0.74
talk	0.2165	0.4168	0.15	0.52	0.61
affect	0.1191	0.4721	0.10	0.25	0.80
friend	0.1678	0.2334	0.18	0.72	0.48
rel	-0.0810	0.5529	-0.06	-0.15	0.89
other	0.0928	1.0298	0.03	0.09	0.93

Table 81

Women's relationship satisfaction regressed by time spent in relationship activitiesCall 3

Dependent variable.....Women's Relationship Satisfaction

Multiple R.....0.5240

Multiple R-Square.....0.2746

Std. Error of Est.....4.7419

Analysis of Variance

	Sum of Squares	Df	Mean Square	F Ratio	P(tail)
Regression	161.7453	10	16.1745	0.719	0.6974
Residual	427.2214	19	22.4853		

	Coefficient	Std.Error	Std.Reg.Coeff.	T	P(2 Tail)
Intercept		13.25590			
Variable					
phone	0.3495	0.7931	0.11	0.44	0.66
study	0.3946	0.2776	0.33	1.42	0.17
eat	0.8745	0.5395	0.42	1.62	0.15
shop	0.0242	0.7745	0.01	0.03	0.98
rec	0.0276	0.5619	0.01	0.05	0.96
talk	0.3734	0.7534	0.13	0.50	0.63
affect	0.1354	0.8974	0.04	0.15	0.98
friend	0.0669	0.6650	0.02	0.10	0.92
rel	1.0796	2.0304	0.13	0.53	0.60
other	-0.0216	0.4111	-0.01	-0.05	0.96

Table 82

Women's relationship satisfaction regressed by time spent in relationship activitiesCall 4

Dependent variable.....Women's Relationship Satisfaction

Multiple R.....0.5499

Multiple R-Square.....0.3024

Std. Error of Est.....4.7958

Analysis of Variance

	Sum of Squares	Df	Mean Square	F Ratio	P(tail)
Regression	199.3639	10	19.9364	0.867	0.5765
Residual	459.9909	20	22.9995		

Coefficient	Std.Error	Std.Reg.Coeff.	T	P(2 Tail)
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Intercept	14.94216			
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Variable

phone	0.9917	1.1634	0.18	0.85	0.40
study	-0.0915	0.5096	-0.05	-0.18	0.86
eat	0.8011	0.6687	0.28	1.20	0.24
shop	0.2810	1.3216	0.07	0.21	0.83
rec	-0.4119	0.5087	-0.20	-0.81	0.43
talk	0.3240	0.4219	0.16	0.77	0.45
affect	0.5728	0.5761	0.23	0.99	0.38
friend	0.0849	0.2842	0.06	0.30	0.77
rel	0.6620	0.4619	0.44	1.43	0.17
other	1.3758	0.9242	0.31	1.49	0.15

Table 83

Women's relationship satisfaction regressed by time spent in relationship activitiesCall 5

Dependent variable.....Women's Relationship Satisfaction

Multiple R.....0.5613

Multiple R-Square.....0.3150

Std. Error of Est.....5.3743

Analysis of Variance

	Sum of Squares	Df	Mean Square	F Ratio	P(tail)
Regression	278.9445	10	27.8945	0.966	0.4992
Residual	606.5555	21	28.8836		

	Coefficient	Std.Error	Std.Reg.Coeff.	T	P(2 Tail)
Intercept		15.55048			
Variable					
phone	0.3996	1.4355	0.07	0.28	0.78
study	0.6629	0.4784	0.38	1.39	0.18
eat	0.6280	0.6518	0.25	0.96	0.35
shop	1.7262	1.8823	0.26	0.92	0.37
rec	-0.3844	1.0561	-0.08	-0.36	0.72
talk	0.2139	0.6334	0.07	0.34	0.74
affect	-0.0883	0.7215	-0.03	-0.12	0.90
friend	-0.3227	0.8277	-0.09	-0.39	0.70
rel	-1.5173	2.8836	-0.11	-0.53	0.60
other	-2.0443	1.1403	-0.45	-1.79	0.09

Table 84

Women's relationship satisfaction regressed by time spent in relationship activitiesCall 6

Dependent variable.....Women's Relationship Satisfaction

Multiple R.....0.5791

Multiple R-Square.....0.3353

Std. Error of Est.....4.7610

Analysis of Variance

	Sum of Squares	Df	Mean Square	F Ratio	P(tail)
Regression	251.5707	10	25.1571	1.110	0.3977
Residual	498.6717	22	22.6669		

	Coefficient	Std.Error	Std.Reg.Coeff.	T	P(2 Tail)
Intercept		16.50264			
Variable					
phone	-0.1677	1.4468	-0.03	-0.12	0.91
study	-0.6244	0.4800	-0.32	-1.30	0.21
eat	1.3665	0.7464	0.46	1.83	0.08
shop	0.5402	0.6876	0.20	0.79	0.44
rec	0.4556	0.3698	0.30	1.23	0.23
talk	0.3367	0.3975	0.18	0.85	0.41
affect	0.3423	0.3493	0.23	0.98	0.34
friend	-0.3044	0.2830	-0.21	-1.08	0.29
rel	-0.5356	0.2693	-0.50	-1.99	0.06
other	0.6912	0.4970	0.31	1.39	0.18

Table 85

Women's relationship satisfaction regressed by time spent in relationship activitiesCall 7

Dependent variable.....Women's Relationship Satisfaction

Multiple R.....0.5487

Multiple R-Square.....0.3011

Std. Error of Est.....4.9890

Analysis of Variance

	Sum of Squares	Df	Mean Square	F Ratio	P(tail)
Regression	182.2923	10	18.2292	0.732	0.6861
Residual	423.1361	17	24.8904		

	Coefficient	Std.Error	Std.Reg.Coeff.	T	P(2 Tail)
Intercept		17.26056			
Variable					
phone	-0.1023	1.2917	-0.02	-0.08	0.94
study	0.1544	0.3417	0.10	0.45	0.66
eat	-0.2014	0.7529	-0.07	-0.27	0.79
shop	1.0157	1.6261	0.18	0.62	0.54
rec	1.0965	0.7189	0.36	1.53	0.15
talk	0.9750	0.6831	0.38	1.43	0.17
affect	-0.3554	0.7701	-0.13	-0.46	0.65
friend	-1.2607	0.9254	-0.42	-1.36	0.19
rel	0.5641	0.8327	0.18	0.68	0.51
other	-0.3894	0.5822	-0.17	-0.67	0.51

Table 86

Women's relationship satisfaction regressed by time spent in relationship activitiesCall 8

Dependent variable.....Women's Relationship Satisfaction

Multiple R.....0.8106

Multiple R-Square.....0.6571

Std. Error of Est.....4.2513

Analysis of Variance

	Sum of Squares	Df	Mean Square	F Ratio	P(tail)
Regression	484.9757	10	48.4976	2.683	0.0449
Residual	253.0243	14	18.0732		

	Coefficient	Std.Error	Std.Reg.Coeff.	T	P(2 Tail)
Intercept		13.50067			
Variable					
phone	-2.1042	2.4516	-0.18	-0.86	0.41
study	-0.3552	0.5805	-0.18	-0.61	0.55
eat	0.5141	0.6969	0.16	0.74	0.47
shop	-0.4171	1.0408	-0.10	-0.40	0.69
rec	1.0665	0.3363	0.64	3.17	0.01
talk	0.1280	0.5753	0.05	0.22	0.83
affect	1.1088	0.4146	0.58	2.67	0.02
friend	-0.0247	0.2541	-0.02	-0.10	0.92
rel	0.7694	0.4100	0.56	1.94	0.07
other	0.3442	0.8079	0.08	0.43	0.68

Table 87

Women's relationship satisfaction regressed by time spent in relationship activitiesCall 9

Dependent variable.....Women's Relationship Satisfaction

Multiple R.....0.7966

Multiple R-Square.....0.6346

Std. Error of Est.....3.7284

Analysis of Variance

	Sum of Squares	Df	Mean Square	F Ratio	P(tail)
Regression	337.9434	10	33.7943	2.431	0.0629
Residual	194.6165	14	13.9012		

	Coefficient	Std.Error	Std.Reg.Coeff.	T	P(2 Tail)
Intercept		9.84048			
phone	2.1505	0.9312	0.44	2.32	0.04
study	0.3359	0.3327	0.30	1.01	0.33
eat	1.3098	0.5433	0.54	2.41	0.03
shop	-0.6943	0.8161	-0.19	-0.85	0.41
rec	0.5486	0.7866	0.18	0.70	0.50
talk	1.2477	0.5931	0.54	2.10	0.05
affect	0.6435	0.5742	0.21	1.12	0.28
friend	-0.4304	0.6837	-0.12	-0.63	0.54
rel	0.6226	2.0795	0.05	0.30	0.77
other	0.2104	0.2528	0.17	0.83	0.42

Table 88

Women's relationship satisfaction regressed by time spent in relationship activitiesCall 10

Dependent variable.....Women's Relationship
Satisfaction

Multiple R.....0.6487

Multiple R-Square.....0.4208

Std. Error of Est.....3.8784

Analysis of Variance

	Sum of Squares	Df	Mean Square	F Ratio	P(tail)
Regression	204.6741	10	20.7674	1.381	0.2612
Residual	285.7926	19	15.0417		

	Coefficient	Std.Error	Std.Reg.Coeff.	T	P(2 Tail)
Intercept		15.64579			
Variable					
phone	1.4867	1.7094	0.20	0.87	0.40
study	0.3731	0.3240	0.24	1.15	0.26
eat	0.3438	0.4266	0.18	0.81	0.43
shop	-0.1053	0.8302	-0.02	-0.13	0.90
rec	0.4615	0.3900	0.29	1.18	0.25
talk	0.5018	0.4253	0.36	1.18	0.25
affect	-0.0891	0.3111	-0.06	-0.29	0.78
friend	0.3327	0.2163	0.33	1.54	0.14
rel	-0.0111	0.2656	-0.01	-0.04	0.97
other	-0.0216	0.2431	-0.02	-0.09	0.93

Table 89

Women's relationship satisfaction regressed by time spent in relationship activitiesCall 11

Dependent variable.....Women's Relationship Satisfaction

Multiple R.....0.6787

Multiple R-Square.....0.4607

Std. Error of Est.....3.3253

Analysis of Variance

	Sum of Squares	Df	Mean Square	F Ratio	P(tail)
Regression	169.9982	10	16.9989	1.537	0.2051
Residual	199.0364	18	11.0576		

	Coefficient	Std.Error	Std.Reg.Coeff.	T	P(2 Tail)
Intercept		17.37965			
Variable					
phone	1.8375	1.2668	0.49	1.45	0.16
study	-0.0648	0.3090	-0.05	-0.21	0.84
eat	0.3345	0.4595	0.17	0.73	0.48
shop	0.9854	0.9534	0.28	1.03	0.32
rec	0.2032	0.4471	0.11	0.45	0.65
talk	0.2617	0.3365	0.16	0.78	0.45
affect	0.0639	0.2898	0.04	0.22	0.83
friend	0.4315	0.4198	0.22	1.03	0.32
rel	-0.2401	1.0616	-0.08	-0.23	0.82
other	-0.9636	0.6588	-0.29	-1.46	0.16

Table 90

Women's relationship satisfaction regressed by time spent in relationship activitiesCall 12

Dependent variable.....Women's Relationship Satisfaction

Multiple R.....0.6919

Multiple R-Square.....0.4788

Std. Error of Est.....3.3494

Analysis of Variance

	Sum of Squares	Df	Mean Square	F Ratio	P(tail)
Regression	216.4068	10	21.6407	1.929	0.0984
Residual	235.5931	21	11.2187		

	Coefficient	Std.Error	Std.Reg.Coeff.	T	P(2 Tail)
Intercept		16.18372			
Variable					
phone	0.8850	0.9626	0.16	0.92	0.37
study	0.2039	0.1963	0.20	1.04	0.31
eat	0.0785	0.3547	0.04	0.22	0.83
shop	0.1044	0.7252	0.03	0.14	0.89
rec	0.2706	0.2364	0.20	1.14	0.27
talk	0.9412	0.4136	0.51	2.28	0.03
affect	-0.2494	0.2952	-0.22	-0.84	0.41
friend	0.3955	0.3215	0.36	1.23	0.23
rel	0.0817	0.1487	0.11	0.55	0.59
other	-0.6409	0.9204	-0.16	-0.70	0.49

Table 91

Women's relationship satisfaction regressed by time spent in relationship activitiesCall 13

Dependent variable.....Women's Relationship
Satisfaction

Multiple R.....0.6456

Multiple R-Square.....0.4168

Std. Error of Est.....4.4872

Analysis of Variance

	Sum of Squares	Df	Mean Square	F Ratio	P(tail)
Regression	289.0211	10	25.9021	1.286	0.3079
Residual	362.4272	18	20.1348		

	Coefficient	Std.Error	Std.Reg.Coeff.	T	P(2 Tail)
Intercept		16.38734			
Variable					
phone	-1.1108	2.8078	-0.14	-0.40	0.70
study	0.1081	0.2831	0.10	0.38	0.71
eat	0.3262	0.6552	0.14	0.50	0.62
shop	1.5083	1.6303	0.38	0.93	0.37
rec	0.5266	0.9420	0.17	0.56	0.58
talk	-0.1032	0.4764	-0.05	-0.22	0.83
affect	1.1280	0.7463	0.34	1.51	0.15
friend	-0.8799	0.6401	-0.48	-1.37	0.19
rel	0.7553	1.2568	0.18	0.60	0.56
other	3.1231	2.5579	0.41	1.22	0.24

Table 92

Women's relationship satisfaction regressed by time spent in relationship activitiesCall 14

Dependent variable.....Women's Relationship Satisfaction

Multiple R.....0.7117

Multiple R-Square.....0.5065

Std. Error of Est.....3.9418

Analysis of Variance

	Sum of Squares	Df	Mean Square	F Ratio	P(tail)
Regression	302.9557	10	30.2956	1.950	0.1010
Residual	295.2110	19	15.5374		

	Coefficient	Std.Error	Std.Reg.Coeff.	T	P(2 Tail)
Intercept		15.33166			
Variable					
phone	1.9320	1.2599	0.27	1.53	0.14
study	-0.6118	0.3634	-0.40	-1.68	0.11
eat	0.3432	0.5288	0.15	0.65	0.52
shop	1.0657	0.6376	0.36	1.67	0.11
rec	0.2862	0.2273	0.22	1.26	0.22
talk	0.2409	0.4022	0.11	0.60	0.56
affect	1.5986	0.7450	0.50	2.15	0.05
friend	0.2723	0.1647	0.36	1.65	0.11
rel	0.0038	0.3333	0.00	0.01	0.99
other	-0.6589	1.3790	-0.10	-0.48	0.64

Table 93

Women's relationship satisfaction regressed by time spent in relationship activitiesCall 15

Dependent variable.....Women's Relationship Satisfaction

Multiple R.....0.7867

Multiple R-Square.....0.6188

Std. Error of Est.....2.8528

Analysis of Variance

	Sum of Squares	Df	Mean Square	F Ratio	P(tail)
Regression	211.4149	10	21.1415	2.598	0.0430
Residual	130.2148	16	8.1384		

	Coefficient	Std.Error	Std.Reg.Coeff.	T	P(2 Tail)
Intercept		13.83613			
Variable					
phone	0.5309	1.8234	0.10	0.29	0.77
study	0.4365	0.1824	0.48	2.39	0.03
eat	0.6635	0.4152	0.33	1.60	0.13
shop	-0.1261	0.8155	-0.03	-0.15	0.88
rec	-0.0276	0.5167	-0.01	-0.05	0.96
talk	0.3808	0.3958	0.21	0.96	0.35
affect	0.9527	0.5533	0.32	1.72	0.10
friend	0.0011	0.4486	0.00	0.00	1.00
rel	1.5317	1.7544	0.25	0.87	0.40
other	0.1150	1.0411	0.02	0.11	0.91

Table 94

Women's relationship satisfaction regressed by time spent in relationship activitiesCall 16

Dependent variable.....Women's Relationship Satisfaction

Multiple R.....0.7606

Multiple R-Square.....0.5786

Std. Error of Est.....4.5181

Analysis of Variance

	Sum of Squares	Df	Mean Square	F Ratio	P(tail)
Regression	560.5116	10	56.0512	2.746	0.0261
Residual	408.2625	20	20.4131		

	Coefficient	Std.Error	Std.Reg.Coeff.	T	P(2 Tail)
Intercept		13.78516			
Variable					
phone	0.4524	1.6242	0.05	0.28	0.78
study	-0.1148	0.4812	-0.06	-0.24	0.81
eat	0.8790	0.6459	0.33	1.36	0.19
shop	0.5660	0.7688	0.20	0.74	0.47
rec	0.0984	0.2882	0.06	0.34	0.74
talk	0.3254	0.5402	0.12	0.60	0.55
affect	1.2157	0.7177	0.31	1.69	0.11
friend	0.4566	0.2497	0.35	1.83	0.08
rel	-0.3314	0.4646	-0.20	-0.71	0.48
other	-0.5852	0.4468	-0.24	-1.31	0.21

Table 95

Women's relationship satisfaction regressed by time spent in relationship activitiesCall 17

Dependent variable.....Women's Relationship Satisfaction

Multiple R.....0.7925

Multiple R-Square.....0.6280

Std. Error of Est.....2.9965

Analysis of Variance

	Sum of Squares	Df	Mean Square	F Ratio	P(tail)
Regression	227.3535	10	22.7353	2.532	0.0508
Residual	134.6850	15	8.9790		

	Coefficient	Std.Error	Std.Reg.Coeff.	T	P(2 Tail)
Intercept		14.77598			
Variable					
phone	1.8739	1.8929	0.46	0.99	0.34
study	0.3862	0.3081	0.26	1.25	0.23
eat	0.8645	0.3579	0.44	2.42	0.03
shop	1.3267	0.9961	0.26	1.33	0.20
rec	0.4661	0.5523	0.19	0.84	0.41
talk	-0.1301	0.5316	-0.05	-0.24	0.81
affect	0.3197	0.5268	0.12	0.61	0.55
friend	0.0222	0.2255	0.02	0.10	0.92
rel	0.9166	3.0434	0.14	0.30	0.77
other	-1.0636	1.1279	-0.19	-0.94	0.36