

# **Spousal Support, Marital Satisfaction and Academic Engagement among Married University Students**



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**03-171221-006**

**BAHRIA UNIVERSITY LAHOR CAMPUS**

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03-171221-006

A thesis submitted in fulfillment of the  
requirements for the award of the degree of  
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Name of Student: Rida Waheed

### **Dedication**

*Whose constant support and trust in me made me achieve milestones in my life. I am deeply grateful to my late father, whose guidance and inspiration continue to light my path, to my mother for her unwavering love and encouragement, and to my husband for his steadfast support that has kept me going even in the most challenging times.*

### **Acknowledgement**

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I am forever thankful to my late father and late brother, whose inspiration, teachings, and blessings continue to light my path.

Thanks to my mother for her unconditional love, sacrifices, and unwavering encouragement

Special thanks to my husband for his steadfast support, understanding, and belief in me, which kept me motivated and confident throughout this journey.

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Student Name: Rida Waheed Cheema

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**List of Abbreviations**

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Abbreviations	Full Form
PSS	Partner Support Scale
MSS	Marital Satisfaction Scale
SAE	Student Educational Engagement

### List of Symbols

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Symbol	Full Form
$\alpha$	Alpha Cronbach's Index of Internal Consistency
$\beta$	Standardized Coefficient
$f$	Frequency
M	Mean
SD	Standard Deviation
%	Percentage
r	Correlation Coefficient

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### **Abstract**

Married university students face the challenge of managing both their studies and marital responsibilities, which can affect their academic performance and relationship satisfaction. This study explored how spousal support, marital satisfaction, and academic engagement are connected, and whether marital satisfaction explains the effect of spousal support on academic engagement. A total of 140 married students from public and private universities participated, completing the Partner Support Scale, Kansas Marital Satisfaction Scale, and Student Academic Engagement Scale. Data were analyzed using SPSS (Version 25), including correlation, regression, and mediation analysis. The results showed that students who received more support from their spouses reported higher marital satisfaction and were more engaged in their studies. Marital satisfaction was also positively related to academic engagement and fully explained how spousal support influenced students' academic involvement. These findings suggest that supportive marital relationships help married students handle their dual roles more effectively, and highlight the importance of support programs for married students.

**Keywords:** Spousal support, marital satisfaction, academic engagement, married students

## Chapter 1

### Introduction

Married students in university faces unique kind of challenges in which they have to balance academic responsibilities with their marital and family commitments (Voydanoff, 2005; Nomaguchi & Fetto, 2019). Married student face many types of pressures be social, household chores emotional commitments to spouse, and sometimes parenting responsibility (Tabassum, Jamil, & Kashif, 2025).

These responsibilities can have impact on marital responsibility as well as academic engagement quality (Alqahtani, Alqahtani, & Alotaibi, 2023). These population play dual roles that they occupy: as partner aiming for happy marriage and as student for success in academia (Broman, 2005).

It is important for counselors, educators and policymakers to understand the complex relation between spousal support, academic engagement, and marital satisfaction within this population (Tabassum et al., 2025; Alqahtani et al., 2023).

Studying married student is more crucial because of the dual roles they play. In addition to fulfilling spousal duties like providing with emotional support, managing household chores and maintaining the relationship they are also expected to meet academic demands like meeting deadlines, attending lectures and preparing for exams (Tabassum et al., 2025).

In challenging academic times when there final exams or major projects when time is short and stress increases, these overlapping task become more difficult (Alqahtani et al., 2023). On the other hand, when spouse is supportive, encouraging and understanding, students can manage their time better ad preserve their energy to focus on both marital peace and academic success (Cutrona, 1996; Cobb, 1976).

It is important for educators, counselors and policymakers to understand the dynamics of spousal support, academic engagement ad marital satisfaction among married university students (Tabassum et al., 2025; Alqahtani et al., 2023).

According to research, students is more likely to ace through academic difficulties, induce more motivation and retain psychological well-being if they feel supported in both there personal and academic lives (Fredricks, Blumenfeld, & Paris, 2004; Alqahtani et al., 2023).

Additionally, by understanding these relations counselors and mental health specialists can better assist students who are under strss from competing role demands, thereby fostering both academic achievement and marital satisfaction (Tabassum et al., 2025).

Furthermore, cultural context plays important role in shaping experiences. Married students face more challenge to achieve academically while fulfilling marital responsibilities in nation like Pakistan, where early marriage is more in numbers and familial expectations are high too (Tabassum et al., 2025).

Gender roles, family expectations and social norms are which decides how responsibilities are divided among spouses, that can have impact on both academic engagement and marital satisfaction. For example, domestic expectations are greater from female students which can limit their study time, while male students may face pressure to succeed academically to fulfill family and financial responsibilities (Voydanoff, 2005; Broman, 2005).

### **1.1 Spousal support:**

Assistance, encouragement, and resources that one partner provides to another within a married partnership is known as spousal support. It is an intricate system that consists of emotional, appraisal support, each having specific role in fostering well-being and effective functioning (Cutrona, 1996; Cobb, 1976).

Expressions of empathy, understanding, reassurance, and love that helps individuals to cope with stress and maintain psychological stability shows emotional support (Cutrona, 1996; Cobb, 1976). Instrumental support refers to material assistance that helps the spouse with everyday duties, such as childcare, household chores, financial support, or time management (Cobb, 1976).

To increase coping and self-efficacy, appraisal support is giving a partner constructive criticism, direction, or counsel which aids in their evaluation of their choices or actions (Cutrona, 1996). This instrumental support allows student to give

uninterrupted time to studies, which can enforce focus, academic engagement, and performance (Tabassum, Jamil, & Kashif, 2025).

Reassurance during stressful events like before presentation or exam can reduce anxiety and promote motivation, enabling students to maintain consistency routines (Alqahtani, Alqahtani, & Alotaibi, 2023).

Relationship satisfaction, lower conflicts, and greater resilience in managing life stressors can be seen among partners who provide each other with consistent support (Lawrence, Yoon, Langer, & Ro, 2008; Funk & Rogge, 2007). This encouraging actions might lower the stress of academics for married students enabling them to successfully balance conflicting responsibilities.

Moreover, marital support includes more than just emotional or household help. Student academic engagement and success can be directly impacted by cognitive and motivational assistance, such talking about academic difficulties, giving feedbacks etc (Cutrona; Alqahtani et al., 2023).

The importance on spousal support emphasizes the significance of marital support, highlighting its function in reducing stress and inducing adjustment to challenging life situations (Cobb, 1976; Cutrona, 1996). Married university students often deal with role conflicts, time limits, and academic expectations, all of which can have negative impact on their ability to operate both academically and in relationship.

A spouses support work as buffer, increasing resilience and general satisfaction in both area. Spousal support becomes even more important when juggling between academic engagement and marital responsibilities in culturally particular contexts like Pakistan, where married students frequently encounter intense societal and familial expectation (Tabassum et al., 2025).

## **1.2 Marital Satisfaction:**

Marital satisfaction indicates towards individual's subjective evaluation of the quality, happiness and overall contentment within their marital relationship (Funk & Rogge, 2007; Karney & Bradbury, 1995). Emotional intimacy, communication quality, dispute resolution, companionship, and feeling support from the spouse are only a few of its many elements (Funk & Rogge, 2007).

Stronger relationships, reduced stress and improved psychological health are all linked to high marital satisfaction (Karney & Bradbury, 1995; Lawrence, Yoon, Langer, & Ro, 2008). Marital dynamics and academic demands both impact married university students marital life.

Role conflicts, such as juggling academic demands with household management and spousal responsibilities, are common among married students seeking higher education (Tabassum, Jamil, & Kashif, 2025). For instance, if a partner is not

supportive or if domestic chores are too much, a student preparing for exams may feel stressed.

On the contrary, by lowering stress and fostering cooperation, a helpful spouse who helps with domestic chores or offers emotional support can improve marital satisfaction (Alqahtani, Alqahtani, & Alotaibi, 2023).

Research says, spousal support is a significant predictor of marital satisfaction, especially for people who are balancing several responsibilities in their lives (Cutrona, 1996; Karney & Bradbury, 1995). Sharing household duties or helping with childcare are examples of instrumental support that can lessen conflict resulting from role overload and increase happiness (Cobb, 1976).

Marital satisfaction also interacts with other aspects of life such as academic engagement and psychological wellness. Research shows that those who are happier in their relationships tend to be more motivated, have greater academic focus, and experience less stress (Lawrence et al., 2008; Funk & Rogge, 2007).

In contrast, marital dissatisfaction can impact on academic engagement and general quality of life which is linked by frequent arguments, lack of support, emotional distance (Karney & Bradbury, 1995).

These dynamics are especially important for married students because they have to balance the emotional demand of a happy marriage with responsibility of their studies as well (Tabassum et al., 2025).

### **1.3 Academic Engagement:**

Academic engagement is the level of focus, efforts, and dedication students put into learning activities as well as their involvement in academic process (Fredricks, Blumenfeld, & Paris, 2004). Behavioral, emotional and cognitive involvement are all included in this well-known multidimensional construct (Fredricks et al., 2004; Schaufeli, Salanova, Gonzalez-Roma, & Bakker, 2002).

Behavioral engagement refers to students participation in academic work and obedience towards institutional expectations, including attending lectures, meeting deadlines, participating in group activities and getting ready for exams (Fredricks et al., 2004).

Spousal support and domestic duties may have an impact on behavioral engagement among married university students. For instance a spouse who assists with childcare or housework can enable the student to attend classes on a regular basis and turn in assignments on time (Tabassum, Jamil, & Kashif, 2025).

Emotional engagement effects on students learning such as curiosity, belongingness in class , enjoyment within the academic environment (Fredricks et al.,

2004; Skinner & Belmont 1993). For married students, it possible that their emotional engagement is affected by marital satisfaction and spousal encouragement. A partner that is supportive can enhance partner's academic motivation and emotional connection to learning (Alqahtani, Alqahtani, & Alotaibi, 2023).

Cognitive engagement consists of learning processes, including the techniques, self control, problem solving, and critical thinking (Fredricks et al., 2004; Pintrich & De Groot, 1990). Due to the conflicting responsibilities and limited time, students juggle academically and marital commitments may find it difficult to maintain cognitive engagement.

On the other hand, students may exhibit greater cognitive engagement, better retention, and enhanced academic achievement if they receive advice or study support from their spouses, such as by talking about difficult topics or offering helpful criticism (Tabassum et al., 2025).

Students that are tend to get higher academic performance, exhibit greater persistence in their studies, and report better overall well-being (Fredricks et al., 2004; Kuh, 2009). Married students highly is influenced by their internal motivation as well as external support networks, especially spousal support. For example, studies in Pakistani universities indicates that married students with supportive spouses report higher engagement in learning activities, better in time management, and reduced academic stress (Tabassum et al., 2025).

Additionally, academic engagement is dynamic and influenced by individual and contextual elements, including personal objectives, academic work, and family duties (Skinner, Kindermann, & Furrer, 2009).

## Chapter 2

### Literature Review

The in-depth analysis of the existing study topics with the relevance of indigenous and international literature. Numerous research has been undertaken to investigate the spousal support, marital satisfaction and spousal support.

To examine how marriage impacts academic engagement, Tabassum, Jamil and Kashif carried out qualitative research of ten married university students in Punjab, Pakistan, in 2025. They discovered that many married students depend significantly on their spouse's emotional and practical support to fulfill the responsibilities of both their families and their studies. With this kind of help, marriage serves as a source of "academic resilience," allowing students to excel academically. Participants reported stress, sleep disruptions, and trouble in balancing studies and home responsibilities in absence of the sufficient marital support (Tabassum, Jamil & Kashif, 2025).

Spousal Commitments and Student Life: A Study on Married Students in Higher Education (Dag-um, Guiruela, Murillo, Tadlas & Taja-on, 2024). Dag-um and colleagues (2024) used a descriptive-exploratory approach with criterion sampling to study married students in higher education (context appears Southeast Asia). According to their research, married students have to balance two demands: academic work and marital/family responsibilities. They also found that "spousal commitment", which includes shared responsibilities, effective communication, and practical and emotional support, is essential to helping them manage their time as students. The authors contend that married students find it difficult to stay engaged in their studies without strong support networks, but that they are better able to manage their two

responsibilities when they do, suggesting that spousal commitments plays an important in sustaining academic engagement among married students (Dag-um, Guiruela, Murillo, Tadlas & Taja-on, 2024).

A Sociological Analysis of Impact of Marriage on Academic Performce Specifically Female: A case study of Balochistan's Universities (Afzal, Khan & Mansoor, 2022). This study examined married female students in different universities in Balochistan, Pakistan in 2022. The authors evaluated the effect of marriage (as married status) on academic achievement (CGPA and related measures) while taking demographic factors into account using a quantitative instrumental case approach. They discovered a statistically significant correlation ( $p < 0.05$ ) between marital status and academic performance, indicating that marriage has an impact on academic results. The study did not, however, examine spousal support directly; instead, it evaluated marital status more broadly, which suggests a restriction but also highlights the importance of marital status in married female students academic success.

Soleha & Nurhayati (2021) – Perception of Family Support in Married and Working Female Students. In order to examine the perceptions of family support, Soleha and Nurhayati (2021) carried out qualitative case-study in Indonesia with four married and employed college students. The study, which used purposive sampling and in-depth interviews, found that managing dual roles required family support, which include both practical help and emotional support for juggling household and academic responsibilities. The participants stated that their ability to effectively continue their studies was much enhanced by support of their spouses and family members. These results highlight the significance of spousal or family support in reducing role strain

among married students, showing that practical and emotional support can directly affect the capacity to balance academic expectations with marital and familial responsibilities.

Tahira, Khan & Arif (2023) – Problems and Challenges Faced by Married Students at University. In 2023, Tahira, Khan and Arif sampled 75 married students from public and private institutions in Punjab, Pakistan, for descriptive quantitative study in 2023. The purpose of the study was to determine the obstacles married students encounter when pursuing higher education. The finding showed that participants had to deal with several overlapping problems, such as pressure to perform well academically, social responsibilities, time management issues, financial limitations, and health-related problems. Students stated that these difficulties made it difficult for them to participate successfully in their studies in the absence of sufficient support, particularly from spouses or family. The authors concluded that support systems, such as spouses' practical and emotional help, are essential for assisting married students in overcoming challenges and sustaining their academic involvement (Tahira, Khan & Arif, 2023).

A Study Assessing the Academic Experiences of Married Female Students in University Settings – Hamisi & Mfuru (2023). The academic experiences of married female undergraduates at the Muslim University of Morogoro were investigated by Hamisi and Mfuru (2023). They examined how marriage affects study experiences, including role conflicts, stress, and academic dedication, using a standardized questionnaire. Their findings showed that many married female students have significant challenges balancing their responsibilities to their families and marriage

with their academic obligations. Role overload, poor time managing, and elevated stress were major issues; yet several participants showed resilience and finished their academic assignments despite these difficulties. The authors contend that for married students to excel academically, supportive institutional policies, such as counseling and flexible scheduling are necessary.

By Hook or by Crook: Married Students' Outlook in Coping Academic Stress – Garingan (2021) examined how married undergraduate students at a teacher education college in the Philippines manage academic stress, Garingan (2021) used a phenomenological qualitative approach. According to the survey, married students use a variety of coping mechanisms, with time management carefully scheduling study time around family and marital obligations being the most common. Personal qualities (self-discipline), employment that generates income, and dependance on spiritual traditions for emotional support were other coping mechanisms. They were able to meet the demands of their studies and their marital and family responsibilities thanks to these coping strategies. According to the study's findings, marriage complicated their lives as students.

The Challenges of Undergraduate Married Female Students in Higher Education: A Case of Takhar University – Noori & Orfan (2021) surveyed 100 married female undergraduates at Takhar University, Afghanistan, to examine the challenges married female students encounter in balancing their academic pursuits with their family and marital duties. According to their quantitative research, married students has a range of academic issues, such as trouble, managing time, attending classes on a regular basis, balancing home and university work, and adjusting to more household

duties. They found out that the degree of these difficulties was significantly impacted by demographic factors (such as age, residence area, and class year). The authors believe that married female students are likely to encounter significant barriers to effective academic performance in the absence of institutional support and attention, and they suggest university-level counseling and support.

Factors Associated with the Effect of Marriage on the Academic Performance of Undergraduate Female Students at University Level of Bangladesh (Morshed & Nusrat, 2024) At the university of Chittagong, a public university in Bangladesh, Morshed and Nusrat carried out a quantitative study in 2024 using a sample of 106 married female undergraduate students from various faculties. They examined a number of variables, including study hours, time spent on cell phones, study assistance from spouses and in-laws, faculty, marital satisfaction, and the demonstrated a substantial correlation between married female students' academic performance and variables such study hours, household or study related assistance from husbands or in-laws, and marital contentment. Its interesting to see that a few factors include pressure to accept the child were not substantially correlated with performance. The authors concluded that married female students' academic performance tended to increase or stay steady when they receive practical support from their husbands or in-laws and experience marital contentment; in many cases, performance remained the same or improved after marriage.

Influence of Marital Conflicts on the Academic Performance of Married Students in Faculty of Education, University of Jos, Plateau State, Nigeria (Usman, Abdullahi & Umar, 2022) In this study, 200 married students participated which got

examined on how marital disputes impact married students; academic achievement was the goal. The results showed that academic performance is adversely affected by marital conflicts. The authors also found that despite marital hardships, academic result improve when couple use coping mechanisms including trust, tolerance, love and respect implying improved spousal/family relations. This implies that the impact of marriage on students' achievement is moderated by the quality of marital interactions (i.e, less conflict, more supportive environment).

Chen, Bian and Zhu (2023) examined the relationship between social support and academic engagement among university students using a large scale quantitative research. Their findings showed that social support had positive effect on academic engagement. The study states that life satisfaction acted as a mediation variable in this relationship, indicating that students who received higher levels of support reported greater life satisfaction which also enhanced their academic engagement. This study supports mediation logic in support-engagement relationships.

## **2.1 Theoretical Framework:**

The relationship between spousal support, marital satisfaction and academic engagement among married university students can best be explained through the Spillover-Crossover Model (grounded in Role Theory) and Social Support Theory.

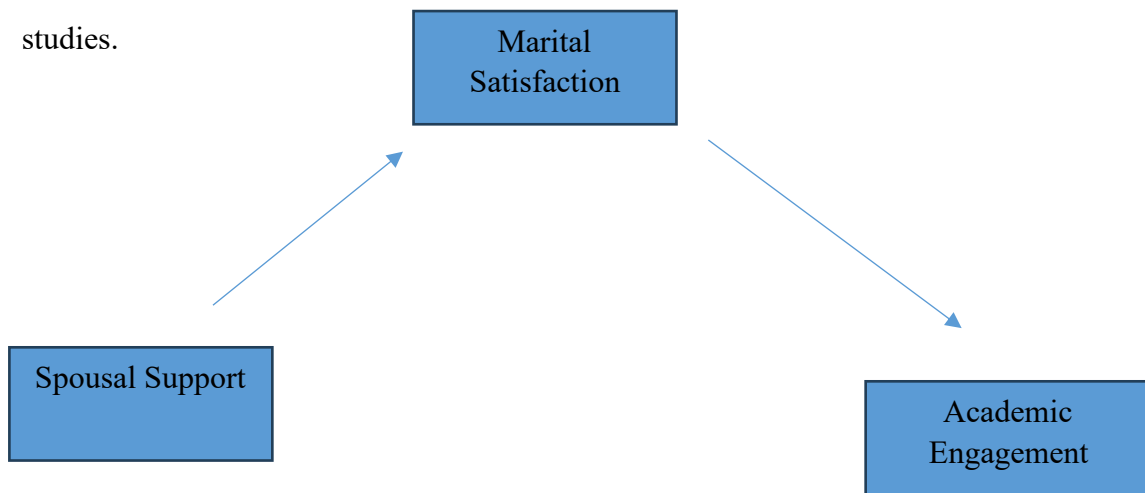
### **The Spillover-Crossover Model (Role Theory):**

Married university students hold two demanding roles: student and spouse. According to Spillover-Crossover model, experiences and resources in one aspect of life can positively spill over into other. In this, spousal support including emotional encouragement, practical assistance, and shared responsibilities serves as resource that enhances marital satisfaction. Higher marital satisfaction, in turn, refill emotional and psychological resources enabling students to give great attention, energy and efforts in academic work. Edwards and Rothbard (2000) highlight that positive experiences in one aspect (marital life) can spill over to improve functioning in another domain (academic engagement), supporting mediating role of marital satisfaction.

### **Social Support theory:**

Social Support Theory explains how support from spouse can influence well being and facilitates goal directed behavior. Thoits (1995) emphasizes that social support provides emotional support, practical help and sense of relational stability. Within this framework spousal support enhances marital satisfaction, which then promotes higher level of academic engagement. In other words, marital satisfaction mediates the

relationship between spousal support and academic engagement, as supportive marital relationships provide students with emotional and practical source to engage in studies.



### **Problem Statement:**

Besides of academic engagement value, married university students face double challenge of balancing academic life with marital satisfaction. Ongoing demands of academic responsibilities and marital role often lead to role strain which can decrease relationship quality and individual wellbeing (Edwards & Rothbard, 2000; Spanier,1976). Spousal support is believed to play very important role in helping married students to deal with these pressures by providing emotional and practical help (Thoits,1995). However, there is limited research explaining how spousal support influences academic engagement among married university students. There is little known about marital satisfaction explains how spousal support leads to better academic engagement. Without understanding this process, married students mgh =t experience lower academic engagement and reduced marital satisfaction. Therefore, this study

addresses the need to examine marital satisfaction as mediating factor in the relationship between spousal support and academic engagement among married university students.

**Rationale:**

This study addresses the need to support marital stability of married university students who face the dual demands of academic work and marital life. Academic engagement is important for academic success, it can create stress and conflict within the marital relationship, affecting both students wellbeing and family stability (Edwards & Rothbard, 2000; Spanier, 1976). Spousal support is believed to help students manage these pressures by increasing marital satisfaction, which in turn improve academic engagement. By examining marital satisfaction as a mediator between spousal support and academic engagement, the findings can inform universities and policymakers in designing policies interventions by keep married students in mind such as student support service, relational education programs. Existing literature often assumes that academic stress negatively affects marital quality, without considering how marital satisfaction may mediate the relationship between spousal support and academic engagement.

**1.4 Objectives:**

- To explore the association between spousal support and marital satisfaction among married university students.
- To explore the association between spousal support and academic engagement among married university students.

- To examine the association between marital satisfaction and academic engagement among married university students.
- To investigate whether marital satisfaction mediates the relationship between perceived spousal support and academic engagement among married university students.

### **1.5 Hypothesis:**

- H1: Spousal support is positively associated with marital satisfaction among married university students.
- H2: Spousal support is positively associated with academic engagement among married university students
- H3: Marital satisfaction is positively associated with academic engagement among married university students.
- H4: Marital satisfaction mediates the relationship between spousal support and academic engagement among married university students.

## Chapter 3

### Research Methodology

#### 3.1 Research Design:

In this study a quantitative cross-sectional research approach was used to investigate the relationship between Spousal support, marital satisfaction and academic engagement through the scales, *Partner Support Scale (PSS)*, *Kansas Marital Satisfaction Scale (KMSS)* 3-items and *Student Academic Engagement Scale (SAES)* respectively. All instruments use Likert-type response formats and have demonstrated satisfactory reliability and validity in prior research.

#### 3.2 Participant:

A sample of N=140 married students is taken in which there are 100 females and 40 males.

##### 3.2.1 Inclusion Criteria:

- Are currently enrolled as undergraduate or postgraduate students at a recognized university.
- Are legally married at the time of data collection.
- Fall within the age range of **18 to 35 years**.
- Can read and understand the language of the questionnaire.

- Voluntarily agree to participate by providing informed consent.

### **3.2.2 Exclusion Criteria:**

- Adults who have any kind of diagnosed mental illness.

### **3.3 Measures:**

The following measures were used in this study.

#### **3.3.1 Informed Consent:**

Self-design informed consent was given to participants and asked for their participation in research. Participants were well informed about the confidentiality of the data and were informed that they can withdraw from the research at any time. (Appendix B).

#### **3.3.2 Demographic forms:**

Age, Education, gender, marital status, employment, number of children, marital life duration were added in demographic form (Appendix C).

#### **3.3.3 Partner Support Scale (PSS):**

**Partner Support Scale (PSS)**, an 8-item instrument developed to assess the extent of emotional, instrumental, and informational support that individuals perceive from their spouse (Dehle, Larsen, & Landers, 2001). Responses are recorded on a 5-point Likert scale ranging from 1 = *Strongly Disagree* to 5 = *Strongly Agree*. Scores are obtained by

averaging item responses, with higher scores reflecting greater levels of perceived spousal support. Previous studies have reported satisfactory internal consistency for this scale, with Cronbach's alpha typically exceeding .80.

### **3.3.4 Student Academic Engagement Scale (SAES):**

**Student Academic Engagement Scale (SAES)**, are 29-item instrument design to note students behavioral, emotional, and cognitive involvement in their academic activities (Maroco et al., 2016). Items are rated on a 5-point Likert scale ranging from 1 = *Not at all* to 5 = *Always*. Higher scores represent greater academic engagement. The SAES has demonstrated excellent psychometric properties in student populations, with Cronbach's alpha values above .90.

### **3.3.5 3-item Kansas Marital Satisfaction Scale:**

3-item Kansas Marital Satisfaction Scale, a brief self-report measure assessing global satisfaction with one's marriage, spouse as a partner, and the overall marital relationship (Schumm et al., 1986). Each item is rated on a Likert-type scale ranging from 1 = *Extremely Dissatisfied* to 7 = *Extremely Satisfied*, and responses were summed to yield a total score ranging from 3 to 21, with higher scores indicating greater marital satisfaction. The 3-item Kansas Marital Satisfaction Scale has been widely used in marital research and has demonstrated good internal consistency, with Cronbach's alpha values typically reported in the .80 to .95 range.

### **3.4 Procedure:**

To research we used three different questionnaire which all have open access. Formal permission as a letter of permission has been taken from the head of psychology department Bahria University. The data was collected from Bahria's university students, UMT students, Qaid-e-Azam University students and Punjab University's students. Men and Women of age 18-35 years who can comprehend English were included in the study. The ethics of research was followed. The participants were asked to fill the informed consent. It also debriefs the participants about the study. Without any penalty participant could withdraw from the study. The confidentiality of data was maintained. For those, who are interested in the results, results would be shared to them.

After collecting the data, analysis was done through SPSS. Then we applied descriptive analysis to find out the mean and median of different demographics.

### **3.5 Statistical Analysis:**

SPSS (version 25) was used for analysis. Descriptive analysis was used to identify sociodemographic characteristics (such as age, race, gender and education level). To check the scales we used reliability analysis. Correlational analysis was run to check the relation between variables. Mediation through Hayes was used to test effect of indirect partner support on student academic engagement through marital satisfaction.

### **3.6 Ethical Consideration:**

Ethical approval will be obtained from the concerned institutional ethics committee before data collection. Permission of scales are taken from the respected author of scales. Participation will be voluntary, and no participant will be forced or coerced to take part. Informed consent will be obtained after explaining the purpose, procedure, duration, and rights of participants. Confidentiality and anonymity will be maintained by assigning codes instead of names. Data will be stored securely (password-protected files) and used only for research purposes. Participants will have the right to withdraw from the study at any stage without penalty. No deception will be used during the study.

## Chapter 4

### Results

**Table 4.1**

*Demographic Profile of Respondents (N = 140)*

Respondent's Characteristics	<i>f</i> (%)
Age	
18-35 years	140 (100%)
Gender	
Female	100 (70.9)
Male	40 (28.4)
Marital Duration	
Less than 1 year	61 (43.3)
1-3 years	60 (42.6)
4-6 years	5 (3.5)
More than 6 years	14 (9.9)
Number of Children	
None	74 (52.5)
1	32 (22.7)
2	21 (14.9)
More than 2	13 (9.2)

## Education Level

MPhil	28 (19.9)
Postgraduate	40 (28.3)
Undergraduate	54 (38.3)
Others	18 (12.8)

## Employment Status

Student	140 (100)
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## Spouse Employment Status

Employed (Full-time)	57 (40.4)
Employed (Part-time)	25 (17.7)
Student	45 (31.7)
Unemployed	13 (9.2)

Living with extended family	50 (35.5)
Living with spouse and children	37 (26.2)
Living with spouse only	41 (29.1)
Other	12 (8.5)

Do you and your spouse both study at a university?	Yes	41 (29.1)
	No	92 (65.2)
	Not Applicable	7 (5.0)

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The age distribution of the sample reveals that the largest group of respondents is between 18-35 years. In terms of gender, the majority of respondents are female (70.9%), while 28.4% are male, indicating a predominantly female sample.

Regarding marital duration, a significant portion of the respondents have been married for less than one year (43.3%), followed closely by those who have been married for 1-3 years (42.6%). Smaller proportions of respondents have been married for 4-6 years (3.5%) or more than six years (9.9%), which show a predominance of relatively recent marriages within the sample.

When it comes to the number of children, the large group of respondents (52.5%) has no children, reflecting the young age of the sample. Among those who have children, 22.7% have one child, 14.9% have two, and 9.2% have more than two children.

In terms of education level, most respondents are undergraduates (38.3%), followed by postgraduate students (28.3%) and MPhil students (19.9%). A smaller portion of the sample (12.8%) falls under the "other" category, which could include diploma or certificate programs.

All respondents are students (100%), reflecting the academic focus of the sample. The employment status of spouses reveals that 40.4% of respondents' spouses are employed full-time, while 17.7% are employed part-time. A significant portion (31.7%) has spouses who are students, and 9.2% are unemployed.

Regarding living situation, most respondents live with extended family (35.5%), followed those living with their spouse and children (26.2%) and with only their spouse (29.1%). A smaller proportion (8.5%) has other living arrangements, which might include living alone or with roommates.

Finally, when asked whether both the respondent and their spouse study at a university, 29.1% indicated that both are university students, while 65.2% said their spouse is not currently enrolled in university. Additionally, 5.0% of respondents found this question not applicable to their situation, which may include cases where the respondent is not married.

**Table 4.2***Reliability Analysis (N= 140)*

Variables	Range						
	M	SD	$\alpha$	Potential	Actual	Skew	Kurtosis
PSS	27.6	3.33	.867	8-40	18-32	-.33	-.71
SAE	95.9	25.0	.909	22-160	37-154	.002	-.359
MSS	14.3	4.6	.730	3-21	3-21	-.307	-.68

$\alpha$  = Cronbach's alpha; Skew = Skewness; Kurto = Kurtosis. PSS (Partner Support Scale), SAE (Student Academic Engagement Scale), MSS (Kansas Marital Satisfaction Scale)

The reliability analysis provides insights into the statistical properties of the Partner Support Scale (PSS), the Student Academic Engagement (SAE), and the Kansas Marital Satisfaction Scale (MSS), based on data from 140 participants. The results indicate that each of these scales demonstrates acceptable to strong reliability.

For the PSS, the mean score is 27.6, with a standard deviation of 3.33, indicating that participants reported moderate levels of partner support with some variation in their responses. The range of scores falls between 18 and 32, suggesting a concentration of

responses in the mid-to-upper range. The Cronbach's alpha for PSS is 0.867, which reflects strong internal consistency, showing that the items within the scale reliably measure partner support. The skewness value of -0.33 suggests a slight leftward tilt in the distribution, meaning that there were a few respondents with very low partner support scores. The kurtosis of -0.71 indicates a relatively flat distribution, with responses spread out more than in a normal distribution.

For SAE, the mean score is 95.9, with a standard deviation of 25.0, pointing to high academic engagement overall but with considerable variability across participants. The range of scores from 37 to 154 shows a widespread in academic engagement levels. The Cronbach's alpha for SAE is 0.909, which indicates excellent internal consistency, meaning the scale reliably measures student academic engagement. The skewness of 0.002 shows a nearly symmetric distribution, implying that academic engagement was evenly distributed among participants. The kurtosis of -0.359 suggests that the distribution of scores is slightly flatter than a normal distribution, though not drastically so.

For MSS, the mean score is 14.3, with a standard deviation of 4.6, indicating moderate marital satisfaction, with some variation in the responses. The range of scores is from 3 to 21, suggesting that while most participants reported moderate satisfaction, some experienced either very low or high levels of marital satisfaction. The Cronbach's alpha for MSS is 0.730, which reflects acceptable internal consistency, but it is lower than the PSS and SAE, suggesting that the MSS scale could be further refined for greater reliability. The skewness of -0.307 indicates a slight leftward tilt, suggesting that some

participants reported lower levels of marital satisfaction. The kurtosis of -0.68 suggests that the distribution is somewhat flat, meaning the responses were more spread out than concentrated around the mean.

**Table 4.3**

*Correlation Analysis (N= 140)*

Variables	M	SD	PSS	SAE	MSS
PSS	27.6	3.33	-	.319**	.425**
SAE	95.9	25.0		-	.504**
MSS	14.3	4.6			

\*\* $p < .01$  PSS (*Partner Support Scale*), SAE (*Student Academic Engagement Scale*), MSS (*Kansas Marital Satisfaction Scale*)

The table presents the results of a correlation analysis conducted with 140 participants, examining the relationships between three variables: Partner Support Scale (PSS), Student Academic Engagement (SAE), and Kansas Marital Satisfaction Scale (MSS).

The analysis shows that the PSS has a mean of 27.6 and a standard deviation of 3.33, indicating moderate levels of partner support with some variation across participants. The correlation between PSS and SAE is 0.319, which is statistically significant ( $p < .01$ ), suggesting a moderate positive relationship between partner support and academic engagement. This means that as partner support increases, academic engagement tends to increase as well, but the relationship is not very strong.

The correlation between PSS and MSS is 0.425, also statistically significant ( $p < .01$ ), indicating a moderate positive relationship between partner support and marital satisfaction. This implies that higher levels of partner support are associated with higher marital satisfaction, although the strength of the relationship is moderate rather than very strong.

The strongest relationship observed is between SAE and MSS, with a correlation of 0.504, which is again significant at the  $p < .01$  level. This suggests a moderate to strong positive relationship between student academic engagement and marital satisfaction. In other words, students who are more engaged in their academic work tend to report higher marital satisfaction and vice versa.

**Table 4.4**

*Linear Regression Analysis Predicting Partner Support from Marital Satisfaction (N = 140)*

<b>Predictor</b>	<b>B</b>	<b><math>\beta</math></b>	<b>p</b>
Constant	23.277	—	< .001
Marital Satisfaction (MSS)	0.302	0.425	< .001
R <sup>2</sup>	0.180		
Adjusted R <sup>2</sup>	0.174		
F	30.336		

*Dependent variable: Partner support Scale (PSS). Predictors: (Constant), Marital Satisfaction (MSS)*

The regression analysis demonstrates a significant relationship between marital satisfaction (MSS) and partner support (PSS). The unstandardized coefficient for marital satisfaction ( $B = 0.302$ ) suggests that for each one-unit increase in marital satisfaction, partner support increases by 0.302 units. The standardized coefficient ( $\beta = 0.425$ ) indicates a moderate positive effect of marital satisfaction on partner support, with a p-value of less than 0.001, confirming the statistical significance of this relationship.

The model explains 18% of the variance in partner support, as indicated by the  $R^2$  value of 0.180. The adjusted  $R^2$  of 0.174 accounts for the number of predictors, showing that marital satisfaction remains significant predictor even after adjusting for model complexity. The overall model is statistically significant, with an F-value of 30.336 and a p-value of less than 0.001, indicating that the regression model is a strong predictor of partner support.

**Table 4.5**

*Linear Regression Analysis Predicting Academic Engagement from Marital Satisfaction (N = 140)*

<b>Predictor</b>	<b>B</b>	<b><math>\beta</math></b>	<b>p</b>
Constant	57.19	—	< .001
Marital Satisfaction (MSS)	2.70	.50	< .001
$R^2$	.25		
Adjusted $R^2$	.25		
F	47.10		

*MSS = Marital Satisfaction Scale; dependent variable = Academic Engagement (SAE).*

*B = unstandardized coefficient;  $\beta$  = standardized coefficient.*

The linear regression analysis conducted to predict student academic engagement (SAE) based on marital satisfaction (MSS) involved a sample size of 140 participants. The results show that marital satisfaction is a significant predictor of student academic engagement, as indicated by the unstandardized coefficient ( $B = 2.70$ ) and the standardized coefficient ( $\beta = 0.50$ ), both of which are statistically significant with a p-value of less than 0.001. This means that for each one-unit increase in marital satisfaction, student academic engagement is expected to increase by 2.70 units.

The R-squared value of 0.25 suggests that 25% of the variation in student academic engagement is explained by marital satisfaction. The adjusted R-squared, which accounts for the number of predictors in the model, is also 0.25, confirming the stability of the model's explanatory power. The F-value of 47.10 further indicates that the model is statistically significant, with the overall regression model being highly predictive of student academic engagement. These results suggest that marital satisfaction is a key factor influencing student academic engagement.

**Table 4.6**

*Mediation Analysis on the relationship between student academic engagement (SAE), marital satisfaction (MSS), and partner support scale (PSS) (N = 140)*

Path	B	SE	t	p
PSS → MSS	0.5963	0.1083	5.5078	0.0000
SAE → MSS	0.0941	0.0137	6.8631	0.0000
MSS → SAE	2.4127	0.4328	5.5743	0.0000
Direct Effect of PSS on SAE	0.9650	0.6079	1.5873	0.1147
Indirect Effect (via MSS)	1.4386	0.4672		

*Note. Bootstrapping based on 5,000 samples. CI = confidence interval.*  
*student academic engagement (SAE), marital satisfaction (MSS), partner support scale (PSS)*

The path from PSS to jjMSS shows a coefficient of 0.5963, with a standard error of 0.1083. This relationship is statistically significant ( $t = 5.5078$ ,  $p = 0.0000$ ), indicating that higher levels of partner support (PSS) are strongly associated with higher levels of marital satisfaction (MSS).

Next, the relationship between SAE and MSS is explored. The coefficient for this path is 0.0941, with a standard error of 0.0137. This relationship is highly significant ( $t = 6.8631$ ,  $p = 0.0000$ ), suggesting that marital satisfaction has a positive and significant effect on academic engagement. As marital satisfaction increases, academic engagement also increases.

When examining the direct effect of PSS on SAE, the coefficient is 0.9650, with a standard error of 0.6079. However, this relationship is not statistically significant ( $t = 1.5873$ ,  $p = 0.1147$ ), suggesting that PSS alone does not directly influence SAE. This finding points toward the potential mediation effect of marital satisfaction.

The MSS  $\rightarrow$  SAE path shows a coefficient of 2.4127, with a standard error of 0.4328. This is a highly significant relationship ( $t = 5.5743$ ,  $p = 0.0000$ ), indicating that marital satisfaction positively influences academic engagement.

Finally, the indirect effect of PSS on SAE via MSS is 1.4386, with a bootstrap standard error of 0.4672. The bootstrap confidence interval for this effect range from 0.6533 to 2.4711, suggesting that the indirect effect is statistically significant. This implies that marital satisfaction fully mediates the relationship between partner support and academic engagement.

In conclusion, the analysis demonstrates that marital satisfaction (MSS) significantly mediates the relationship between partner support (PSS) and academic engagement (SAE). While PSS does not have a direct effect on SAE, it influences SAE indirectly

through MSS, which, in turn, affects academic engagement. These findings highlight the importance of marital satisfaction as a key factor in how partner support can ultimately influence academic success.

## Chapter 5

### Discussion

#### *Spousal support, marital satisfaction and academic engagement among married university students*

The age distribution of the sample reveals that the largest group of respondents is between 18-35 years of age. Regarding marital duration, a significant portion of the respondents have been married for less than one year (43.3%), followed closely by those who have been married for 1-3 years (42.6%). Smaller proportions of respondents have been married for 4-6 years (3.5%) or more than six years (9.9%), which shows a predominance of relatively recent marriages within the sample. When it comes to the number of children, the largest group of respondents (52.5%) has no children, reflecting the young age of the sample. Those who have children, 22.7% have one child, 14.9% have two, and 9.2% have more than two children. In terms of education level, most respondents are undergraduates (38.3%), followed by postgraduate students (28.3%) and MPhil students (19.9%). A smaller portion of the sample (12.8%) falls under the "other" category, which could include diploma or certificate programs. All respondents are students (100%), reflecting the academic focus of the sample. The employment status of spouses reveals that 40.4% of respondents' spouses are employed full-time, while 17.7% are employed part-time. A significant portion (31.7%) has spouses who are students, and 9.2% are unemployed. Regarding living situation, most respondents live with extended family (35.5%), followed by

those living with their spouse and childr (26.2%) and with only their spouse (29.1%). A smaller proportion (8.5%) has other living arrangements, which might include living alone or with roommates. Finally, when asked whether both the respondent and their spouse study at a university, 29.1% indicated that both are university students, while 65.2% said their spouse is not currently enrolled in university. Additionally, 5.0% of respondents found this question not applicable to their situation, which may include cases where the respondent is not married.

Spousal support is identified as core resource that shapes how married students experience both their marriages and studies, which directly supports H1 and H2. Qualitative work with married university students in Pakistan and Southeast Asia shows emotional support, shared household chores, and practical help from spouses allow student to manage their double roles which include student and spouse where they view marriage as source of academic esilience (Tabassum, Jamil, & Kashif, 2025; Dag-um, Guirela, Murillo, Tadlas & Taja-on, 2024). These studies report that when spousal or family support is lacking, students experience role strain, stress, and difficulty staying engaged in academic work, whereas strong spousal support and mutual support help maintain marital ife and also manage student academic life (Tahira, Khan, & Arif, 2023; Soleha & Nurhayati, 2021). Such findings are braoder eveidence that spousal support is positively related to marital satisfaction and facilitates better academic adjustment compared with student who do not had spousal support (Afzal, Khan, & Mansoor, 2022; Garingan, 2021).

The literature also provide clear backing for H3 by linking marital satisfaction to students academic engagement and performance. Studies on married university

students in different contexts show that when marital life are seen by low conflict, effective communication, and mutual support, students report less psychological difficulties and better academic engagem, while its opposite for students who do not get spousal support and are less satisfied with marital life which leads to poor grades, and resued focus in class (Usman, Abdullahi & Umar, 2022; Noori & Orfan, 2021).

Research also suggest by comparing married with unmarried students that married students often perform well than their single peers when they are satisfied in their marriages, because a secure and supportive relationship buffers stress and promotes better academic adjustment (Hamisi Mfuru, 2023; Morshed & Nusrat, 2024).

Quanititative work on married female students similarly indicated that marrital status and related relational factors can influence CGPA, particularly where supportive marital environments helps student balance their responsibilities (Afzal et al., 2022; Noori & Orfan,2021).

Finally, H4 is supported by studies that looked into mechanism through which soial or spousal support influences the engagement. Large scale research among university students show that social support predictscademic engagement partly by increasibg lif satisfaction. Which enhances motivation and involvement in studies, giving clear mediating process from spousal to well being engagement (Chen, Bian, & Zhu, 2023).

This finding in married stuydents where spousal ad family support reduces stress and role overload, and improves satisfaction in lifre and marriage and enabling students to persist heavy responsibilities of academics. (Tabassum et al., 2025; Tahira et al., 2023). Together it suggests that partner support may not always directly translate into

academic engagement instead it increase marital satisfaction which in return increase motivation, emotional stability, and focus needed academic engagement same as the mediating pathway proposed in H4 (Morshed & Nusrat, 2024; Chen et al., 2023).

The correlation and regression results provide strong empirical support for all four hypothesis with literature. Partner Support (PSS) showed moderate positive correlation with marital satisfaction (MSS;  $r = .425$ ,  $p < .01$ ) and academic engagement (SAE;  $r = .319$ ,  $p < .01$ ), showing that students who perceive higher emotional and practical support from their spouse and tend to show greater marital satisfaction and higher academic engagement. These matches the pattern qualitative findings that spousal support, shared responsibilities and emotional encouragement help married students manage double roles and maintain academic engagement, where a lack of support leads to stress and reduced engagement (Tabassum, Jamil, & Kashif, 2025; Dag-um, Guiruela, Murillo, Tadlas & Taja-on, 2024). These association provides backing for H1 and H2.

The regression analysis make the role of marital satisfaction more directly addresses H3. In the simple regression predicting partner support from marital satisfaction, MSS predicted PSS ( $B = 0.302$ ,  $\beta = .425$ ,  $p < .001$ ), and the model explained 18% of the variance in partner support ( $R^2 = .180$ , Adjusted  $R^2 = .174$ ,  $F = 30.34$ ). This suggests more satisfied students perceive their spouses are more supportive, which is in line with research linking marital quality to perceived support and better academic adjustment among married university students (Afzal, Khan, & Mansoor, 2022; Garingan, 2021). For H3, the regression model with SAE as the dependent variable

showed that MSS significantly predicts academic engagement ( $B = 2.70$ ,  $\beta = .50$ ,  $p < .001$ ), explaining that about 25% of the variance in SAE  $R^2 = .25$ ,  $F = 47.10$ ).

This shows that higher marital satisfaction is associated with higher academic engagement, studies show that low conflict and supportive marriages buffer stress and promote better academic outcomes (Usman, Abdullahi, & Umar, 2022; Noori & Orfan, 2021).

The mediation (based on regression paths) directly addresses H4 by clarifying how spousal support influences academic engagement. Partner support significantly predicted marital satisfaction ( $PSS \rightarrow MSS$ :  $B = 0.5963$ ,  $t = 5.51$ ,  $p < .001$ ), and marital satisfaction predicts academic engagement ( $MSS \rightarrow SAE$ :  $B = 2.4127$ ,  $t = 5.57$ ,  $p < .001$ ), but the direct regression coefficient from PSS to SAE was not significant when MSS is included ( $B = 0.9650$ ,  $t = 1.59$ ,  $p = .115$ ). The indirect effect of PSS on SAE via MSS was significant ( $B = 1.4386$ ,  $SE = 0.4672$ , 95% CI [0.6533, 2.4711]), indicating full mediation.

This reflects findings from large scale studies where social support affects engagement indirectly through life satisfaction or well being (Chen, Bian, & Zhu, 2023). With literature review on married students, these regression paths, these regression paths suggest that spousal support enhances academic engagement primarily by increasing marital satisfaction, which then supplies the emotional stability and motivation needed for academic involvement, thereby confirming H4 and tying the statistical results to the theoretical model derived from previous results (Tabassum et al., 2025; Tahira, Khan, & Arif, 2023).

### **Implications:**

**Psychological/Counseling:** Design couples-focused counseling and psychoeducation for married students to improve communication, emotional support, and shared responsibilities.

Relationship skills and stress management modules into students counseling, linking healthy marriages with better academic engagement.

**University policy and support service:** Recognized married student as different group and offer flexible class schedules, assignment deadlines and exam arrangement where possible.

**On-campus support groups or mentoring programs** for married students to share coping strategies.

**Family and Community Implications:**

Encourage spouses and families to provide practical help (household, task, childcare) and emotional support during peak academic periods.

Community and religious leader should talk more about it to spread awareness that supporting partner's education is part of healthy and satisfied marital life.

**Theoretical and research:** treat spousal support and marital satisfaction as key variables in models of academic engagement for married students. Conduct mixed-methods studies to test interventions that increase spousal support and marital satisfaction lead to improvements in academic engagement.

**Limitations:**

The study used a single time design, so causal relationships between spousal support, marital satisfaction, and academic engagement cannot be established only association can be seen. Data was collected from 140 married students from one university, which may limit generalizability to other regions, ages, or non-student married populations. All variables (spousal support, marital satisfaction, academic engagement) were assessed through self-report scales, which are subject to social-desirability bias and shared-method variance. Important variables such as mental health, financial stress, institutional support, and extended family dynamics were not included, which may also influence marital satisfaction and academic engagement. Only one partner (the student) was surveyed, so the study could not capture the spouse's perspective or couple-level processes that may shape support and satisfaction.

**Recommendations:**

Future studies follow married students over time or test targeted interventions (e.g., support-skills workshops) to better give causal effects of spousal support and marital satisfaction on academic engagement. Research should involve different disciplines, and non-student married adults to test whether the mediation model holds across settings, cultures, and life stages. Collect data from both spouses and questionnaires should be supplemented with interviews or focus groups to explore how couples negotiate support, satisfaction, and study demands in depth. Future work should measure factors such as mental health, financial strain, parenting load, institutional policies, and extended-family support to

clarify how these condition strengthen or weaken the pathways identified this study. Researchers should collaborate with counseling centers and administrators to design and evaluate programs that enhance spousal support and marital satisfaction as levers for improving married students' engagement and persistence.

**Conclusion:**

The study concludes that spousal support, marital satisfaction, and academic engagement are closely interconnected for married university students. Higher spousal support is linked to greater marital satisfaction and through this to higher academic engagement with marital satisfaction fully mediating the relationship between support and engagement. Overall, the findings suggest that a strong supportive, satisfying marital relationship is a key pathway for promoting better academic involvement and success among married students.

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11<sup>th</sup> November 2025

**Permission Letter**

**Subject: Request for Cooperation for Collecting Research Data**

**To Whom It May Concern**

Respected Sir/Ma'am,

Bahria University is a Federally Chartered Public Sector University. Bahria University was established by the Pakistan Navy in 2000. Since then, it has steadily grown into one of Pakistan's leading higher education institutions with campuses in Islamabad, Karachi, and Lahore.

The Department of Professional Psychology (DPP) was established in 2018. The Department offers both BS Psychology and MS Clinical Psychology Programs, aims to give quality education, and promotes ethical and competent psychology practice in Pakistan.

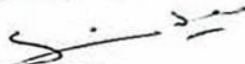
*Ms. Rida Waheed, a student at Bahria University Lahore Campus, currently enrolled in BS Psychology, VIII Semester. She is conducting final year research entitled "Spousal Support, Marital Satisfaction and aa-Engagement among Married University Students".*

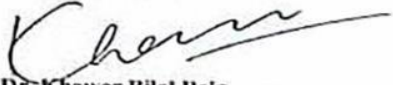
For this purpose, she needs to collect data from your institute/organization. The information provided will remain confidential, and we will ensure the ethical responsibility of all our participants. The results concluded from the collected data will be used only for educational purposes. The identity of any participant will not be disclosed at any time.

We would like to seek your cooperation in conducting this research. Your assistance in our scientific pursuit will be highly appreciated and acknowledged.

Thanking you in anticipation.

Supervisor

  
Ms. Salma Bano  
Sr. Lecturer

  
Dr. Khawer Bilal Baig  
Senior Associate Professor/ HOD  
Department of Professional Psychology  
Bahria University Lahore Campus

## Appendix B

### Informed Consent

My name is Rida Waheed, and I am a BS Psychology student conducting research under the supervision of Ma'am Saima Bano at Bahria University, Lahore Campus. The purpose of this study is to investigate the relationship between spousal support, academic engagement, and marital satisfaction among married university students. If you have any questions or concerns regarding the study, you are welcome to contact the researcher at any time.

- By participating in this study, you acknowledge that you have read and understood the information above.
- I understand that all information I provide will be treated confidentially and anonymously.
- I understand that my responses will be used solely for research purposes.

Email: [ridaw4h33d@gmail.com](mailto:ridaw4h33d@gmail.com)

Participant Signature: \_\_\_\_\_

Researcher's Signature: \_\_\_\_\_

## Appendix C

### Survey

#### SECTION I

#### Demographic Information Form

Please answer the following questions. Your responses will be kept confidential and used for research purposes only.

1. **Age:** \_\_\_\_\_ (in years)
2. **Gender:**  
 Male  Female
3. **Marital Duration:**  
 Less than 1 year  
 1–3 years  
 4–6 years  
 More than 6 years
4. **Number of Children (if any):**  
 None  
 1  
 2  
 More than 2
5. **Educational Level:**  
 Undergraduate (BS/BA)  
 Postgraduate (MS/MA)  
 MPhil
6. **Current Academic Year:**  
 1st year  
 2nd year  
 3rd year  
 4th year  
 Other: \_\_\_\_\_
7. **Employment Status:**  
 Student
8. **Spouse's Employment Status:**  
 Employed (Part-time)  
 Employed (Full-time)  
 Unemployed  
 Student

**9. Living Situation:**

- Living with spouse only
- Living with spouse and children
- Living with extended family
- Other: \_\_\_\_\_

**10. Do you and your spouse both study at a university?**

- Yes
- No

## SECTION II

		Strongly Agree	Agree	Disagree	Strongly Disagree
1.	My partner is someone I can count on for financial support if I need to.	4	3	2	1
2.	My partner is someone I can talk with about things that are important to me.	4	3	2	1
3.	My partner is someone who is affectionate toward me.	4	3	2	1
4.	My partner is someone who helps me care for my child(ren)	4	3	2	1
5.	My partner is someone who understands how I am feeling.	4	3	2	1
6.	My partner is someone who talks with me and spends time with me.	4	3	2	1
7.	My partner is someone whom I can count on.	4	3	2	1
8.	My partner is someone who does things with me	4	3	2	1

Please tell me whether you 4 = Strongly Agree, 3 = Agree, 2 = Disagree, or 1 =Strongly Disagree with the following statements about your partner.

## SECTION III

Please indicate how much you agree with each statement using the following scale: 1 = Strongly Disagree 2 = Disagree 3 = Slightly Disagree 4 = Neutral 5 = Slightly Agree 6 = Agree 7 = Strongly Agree.

### **Agentic Engagement:**

	Strongly disagree	Disagree	Slightly Disagree	Neutral	Slightly Agree	Agree	Strongly agree
1. During class, I ask questions.	1	2	3	4	5	6	7
2. I tell the teacher what I like and what I don't like	1	2	3	4	5	6	7
3. I let my teacher know what I'm interested in	1	2	3	4	5	6	7
4. During class, I express my preferences and opinions.	1	2	3	4	5	6	7
5. I offer suggestions about how to make the class better	1	2	3	4	5	6	7

### Behavioral Engagement:

	Strongly disagree	Disagree	Slightly Disagree	Neutral	Slightly Agree	Agree	Strongly agree
1. I listen carefully in class.	1	2	3	4	5	6	7
2. I try very hard in school	1	2	3	4	5	6	7

3.	The first time my teacher talks about my topic I listen very carefully.	1	2	3	4	5	6	7
4.	I work hard when we start something new in class.	1	2	3	4	5	6	7
5.	I pay attention in class.	1	2	3	4	5	6	7

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### Emotional Engagement:

		Strongly disagree	Disagree	Slightly Disagree	Neutral	Slightly Agree	Agree	Strongly agree
1.	I enjoy learning new things in class.	1	2	3	4	5	6	7
2.	When we work on something in class, I feel interested.	1	2	3	4	5	6	7

3.	When I am in class, I feel curious about what we are learning.	1	2	3	4	5	6	7
4.	Class is fun.	1	2	3	4	5	6	7

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**Cognitive engagement:**

		Strongly disagree	Disagree	Slightly Disagree	Neutral	Slightly Agree	Agree	Strongly agree
1.	When doing schoolwork, I try to relate what I'm learning to what I already know.	1	2	3	4	5	6	7
2.	When I study, I try to connect what I am learning with my own experiences.	1	2	3	4	5	6	7
3.	I try to make all the different ideas fit together and make sense when I study.	1	2	3	4	5	6	7

- |    |                                                                                                |   |   |   |   |   |   |   |
|----|------------------------------------------------------------------------------------------------|---|---|---|---|---|---|---|
| 4. | I make up my own examples to help me understand the important concepts I study.                | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 5. | Before I begin to study, I think about what I want to get done.                                | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 6. | When I'm working on my schoolwork, I stop once in a while and go over what I have been doing.  | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 7. | As I study, I keep track of how much I understand, not just if I am getting the right answers. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8. | If what I am working on is difficult to understand, I change the way I learn the material.     | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
-

## SECTION IV

Please rate your satisfaction with different aspects of your marriage. Choose the option that best reflects how you currently feel where 1 = extremely dissatisfied, 2 = very dissatisfied, 3 = somewhat dissatisfied, 4 = mixed, 5 = somewhat satisfied, 6 = very satisfied, 7 = extremely satisfied.

		Extremely dissatisfied	Very dissatisfied	Somewhat dissatisfied	Mixed	Somewhat satisfied	Very satisfied	Extremely satisfied
		1	2	3	4	5	6	7
1.	In general, how satisfied are you with your marriage?							
2.	Compared to most marriages, how would you describe your marriage?							
3.	How often do you think things are going well in your marriage?							



## SS and AE

## ORIGINALITY REPORT

9%

SIMILARITY INDEX

5%

INTERNET SOURCES

5%

PUBLICATIONS

4%

STUDENT PAPERS

## PRIMARY SOURCES

1	Zikai Guo, Chen Chen, Ruifang Guo. "The impact of parental involvement, social support, and peer relationships on L2 learning motivation: A mixed-methods study of Chinese university EFL students", Acta Psychologica, 2025 Publication	1%
2	<a href="http://www.mdpi.com">www.mdpi.com</a> Internet Source	1%
3	Submitted to Asian University for women Student Paper	<1%
4	Palmer-Wackerly, Angela L.. "Illness Identity, Social Support and Cancer Treatment Decision-Making.", Proquest, 2015. Publication	<1%
5	<a href="http://ecommons.udayton.edu">ecommons.udayton.edu</a> Internet Source	<1%
6	<a href="http://www.atbuftejoste.net">www.atbuftejoste.net</a> Internet Source	<1%
7	Submitted to Higher Education Commission Pakistan Student Paper	<1%
8	Kok-Mun Ng. "Gender Differences in Marital and Life Satisfaction among Chinese Malaysians", Sex Roles, 01/2009 Publication	<1%

## \*% detected as AI

AI detection includes the possibility of false positives. Although some text in this submission is likely AI generated, scores below the 20% threshold are not surfaced because they have a higher likelihood of false positives.

### Caution: Review required.

It is essential to understand the limitations of AI detection before making decisions about a student's work. We encourage you to learn more about Turnitin's AI detection capabilities before using the tool.

### Disclaimer

Our AI writing assessment is designed to help educators identify text that might be prepared by a generative AI tool. Our AI writing assessment may not always be accurate (i.e., our AI models may produce either false positive results or false negative results), so it should not be used as the sole basis for adverse actions against a student. It takes further scrutiny and human judgment in conjunction with an organization's application of its specific academic policies to determine whether any academic misconduct has occurred.

## Frequently Asked Questions

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AI detection scores under 20%, which we do not surface in new reports, have a higher likelihood of false positives. To reduce the likelihood of misinterpretation, no score or highlights are attributed and are indicated with an asterisk in the report (\*%).

The AI writing percentage should not be the sole basis to determine whether misconduct has occurred. The reviewer/instructor should use the percentage as a means to start a formative conversation with their student and/or use it to examine the submitted assignment in accordance with their school's policies.

### What does 'qualifying text' mean?

Our model only processes qualifying text in the form of long-form writing. Long-form writing means individual sentences contained in paragraphs that make up a longer piece of written work, such as an essay, a dissertation, or an article, etc. Qualifying text that has been determined to be likely AI-generated will be highlighted in cyan in the submission, and likely AI-generated and then likely AI-paraphrased will be highlighted purple.

Non-qualifying text, such as bullet points, annotated bibliographies, etc., will not be processed and can create disparity between the submission highlights and the percentage shown.

