

34521



National Library of Canada

Bibliothèque nationale du Canada

CANADIAN THESES ON MICROFICHE

THÈSES CANADIENNES SUR MICROFICHE

NAME OF AUTHOR / NOM DE L'AUTEUR _____

TITLE OF THESIS / TITRE DE LA THÈSE _____

UNIVERSITY / UNIVERSITÉ _____

DEGREE FOR WHICH THESIS WAS PRESENTED / GRADE POUR LEQUEL CETTE THÈSE FUT PRÉSENTÉE _____

YEAR THIS DEGREE CONFERRED / ANNÉE D'OBTENTION DE CE GRADE _____

NAME OF SUPERVISOR / NOM DU DIRECTEUR DE THÈSE _____

Permission is hereby granted to the NATIONAL LIBRARY OF CANADA to microfilm this thesis and to lend or sell copies of the film.

L'autorisation est, par la présente, accordée à la BIBLIOTHÈQUE NATIONALE DU CANADA de microfilmer cette thèse et de prêter ou de vendre des exemplaires du film.

The author reserves other publication rights, and neither the thesis nor extensive extracts from it may be printed or otherwise reproduced without the author's written permission.

L'auteur se réserve les autres droits de publication; ni la thèse ni de longs extraits celle-ci ne doivent être imprimés ou autrement reproduits sans l'autorisation écrite de l'auteur.

DATED / DATÉ Oct 17/77 SIGNED / SIGNÉ [Signature]

PERMANENT ADDRESS / RÉSIDENCE FIXE 205-10730 104 St

EDMONTON

T5 17 3B6



National Library of Canada

Cataloguing Branch
Canadian Theses Division

Ottawa, Canada
K1A 0N4

Bibliothèque nationale du Canada

Direction du catalogage
Division des thèses canadiennes

NOTICE

The quality of this microfiche is heavily dependent upon the quality of the original thesis submitted for microfilming. Every effort has been made to ensure the highest quality of reproduction possible.

If pages are missing, contact the university which granted the degree.

Some pages may have indistinct print especially if the original pages were typed with a poor typewriter ribbon or if the university sent us a poor photocopy.

Previously copyrighted materials (journal articles, published tests, etc.) are not filmed.

Reproduction in full or in part of this film is governed by the Canadian Copyright Act, R.S.C. 1970, c. C-30. Please read the authorization forms which accompany this thesis.

**THIS DISSERTATION
HAS BEEN MICROFILMED
EXACTLY AS RECEIVED**

AVIS

La qualité de cette microfiche dépend grandement de la qualité de la thèse soumise au microfilmage. Nous avons tout fait pour assurer une qualité supérieure de reproduction.

S'il manque des pages, veuillez communiquer avec l'université qui a conféré le grade.

La qualité d'impression de certaines pages peut laisser à désirer, surtout si les pages originales ont été dactylographiées à l'aide d'un ruban usé ou si l'université nous a fait parvenir une photocopie de mauvaise qualité.

Les documents qui font déjà l'objet d'un droit d'auteur (articles de revue, examens publiés, etc.) ne sont pas microfilmés.

La reproduction, même partielle, de ce microfilm est soumise à la Loi canadienne sur le droit d'auteur, SRC 1970, c. C-30. Veuillez prendre connaissance des formules d'autorisation qui accompagnent cette thèse.

**LA THÈSE A ÉTÉ
MICROFILMÉE TELLE QUE
NOUS L'AVONS REÇUE**

THE UNIVERSITY OF ALBERTA

DEVELOPMENT AND EVALUATION OF VOCATIONAL COUNSELLING
PROGRAM FOR HIGH SCHOOL GIRLS

BY



SANDRA J. WOLFE

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE
OF MASTER OF EDUCATION
IN
COUNSELLING PSYCHOLOGY

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY

EDMONTON, ALBERTA

FALL, 1977

THE UNIVERSITY OF ALBERTA
FACULTY OF GRADUATE STUDIES AND RESEARCH

The undersigned certify that they have read, and
recommend to the Faculty of Graduate Studies and Re-
search, for acceptance, a thesis entitled Development
and Evaluation of Vocational Counselling Program for
High School Girls
submitted by Sandra J. Wolfe
in partial fulfilment of the requirements for the
degree of Master of Education in Counselling Psychology.

J. S. Thomas
Supervisor

S. Hecker
R. A. Lydie

Date 9-9-1977

ABSTRACT

Most women in the ensuing decades will combine marriage and family with a full-time career, but statistics imply that women will remain underemployed. The present study investigated whether the major vocational counselling techniques devised to aid adolescent girls are adequate to increase their career aspirations. Consequently, a six week vocational counselling program was developed for twelve Catholic, senior highschool girls with twelve additional girls serving as a control. The study was also interested in: (1) ascertaining methods of improvement for the adopted program and (2) establishing whether the chosen pre and post-test measures, The Career Maturity Inventory - Attitude Scale, the Personal Orientation Inventory and Sex-Role Questionnaire, were sensitive to the unique problems of contemporary women.

It was concluded that the adopted program was not intensive enough to significantly increase the participants' flexibility, and therefore was unable to reduce their sex role conflict. Several indicators however pointed to the value of an expanded program; especially since the third objective, that the girls experience the course as personally worthwhile, was accomplished. Recommendations for improving the quality of the program were made. The final

conclusion was that the POI proved to be a satisfactory and sensitive measure; however, both the Sex-Role Questionnaire and CMI - Attitude Scale provided limited information, and seemed to be inadequate measures in this study.

ACKNOWLEDGEMENTS

This thesis was only able to progress through its stages of development because of the cooperation and assistance of a number of people in a variety of vital roles. I would like to express my sincere thanks to:

- my committee members - Dr. G. Fitzsimmons for his encouragement as well as for the work involved in chairing this thesis; Dr. S. Hunka for discussing the feasibility of this study in its very initial stages and later for his much needed input on research design; Dr. R. Sydie for her ideas and support.

- the participants for their interest and reactions which made leading the group a very valuable learning experience. I also appreciate the patience of the girls who spent four hours answering the questionnaires.

- the principal and teachers of Archbishop O'Leary High School for their cooperation. I am especially grateful to John Schile for his interest and his excellent organization of facilities.

- Ina Bensen, Jean Copeland, Esther McLean, Allyne Munsy, Dr. Joanne Nicholson, Kerrie Pain, and Judy Weir for sharing some of their lives and feeling with the group members.

- Pat Stickley and Bonnie Ewasyshyn from Alberta Advanced Education and Manpower Career Centre for addressing the group.

- Jane Brindley, from Alberta Advanced Education and Manpower Resource Centre for collecting and providing various resource material.

- Darlene Bayers for video taping the workshop.

- Elizabeth Young for her co-counselling, diligently proof-reading this thesis and her continuous support.

The interest, ideas and encouragement of Edward Franzoni and Kerri Pain throughout the entire project was deeply appreciated. Lastly, a very special thanks is ex-

tended to Margaret Brackstone without whom, it is doubtful whether this thesis would have ever materialized.

TABLE OF CONTENTS

CHAPTER		PAGE
I	Rationale for Investigation	1
	Summary	5
	Limitations	6
II	Review of Related Research.....	7
	Vocational Theories and Women	7
	Barriers to Female Career Aspirations	
	Self-Concept	9
	Sex-Role Conflict	14
	Lack of Appropriate Role Models ...	19
	Counselling Programs for Teenage Girls	22
	Purpose	28
	Objective #1	29
	Objective #2	29
	Objective #3	29
III	Methodology	31
	Sample	31
	Research Design	32
	Rationale for Subjective and Objective Measures	33
	Subjective Measures	33
	Descriptive Data	33
	Evaluation Forms	34

CHAPTER

PAGE

	Objective Measures	34
	Personal Orientation Inventory	34
	Sex-Role Questionnaire	38
	Career Maturity Inventory - Attitude Scale	42
	Statistical Procedures	46
	Hypotheses	47
	Treatment Program	48
IV	Results	51
	Participants' Evaluation of the Counselling Program	51
	Participants' Evaluation of Components of the Program	52
	Listing of Future Plans	55
	Results from Objective Measures ..	60
	Pre to Post Test Score Means ..	61
	Hypotheses Testing	64
	Hypothesis #1	64
	Hypothesis #2	65
	Hypothesis #3	65
	Post Hoc Analysis of the Support Ratio and Time Ratio of POI ...	66
	Time Ratio	66
	Support Ratio	69
V	Discussion and Implications	73
	Objective #1	73
	Objective #2	77

CHAPTER		PAGE
	Objective #3	83
	Discussion of the Components of the Counselling Program	84
	Sensitivity of Chosen Measures to the Problems of Contemporary Women	92
VI	Summary and Recommendations	98
	Summary	98
	Recommendations	100
	Program	100
	Further Research	101
	BIBLIOGRAPHY	103
	APPENDICES	111
	Appendix A	112
	Appendix B	120
	Appendix C	123
	Appendix D	127
	Appendix E	128
	Appendix F	130
	Appendix G	132

LIST OF TABLES

TABLE		PAGE
1	Subjective Evaluation of the Total Program	51
2	Participants' Evaluation of Components of the Program	53
3	Shifts in Education Rankings	56
4	Marriage	57
5	Number of Girls that Indicated a Specific Occupation	57
6	Number of Girls that were Considering Non- Traditional Occupations	59
7	Number of Girls that Indicated Career After Marriage	59
8	Pre - Post Correlations for the 4 Major Variables for the Total Sample	60
9	Hotelling's T^2	64
10	Time Competence Ratio	67
11	Breakdown of Time Incompetent Responses ..	68
12	Number and Percent of Girls whose Time Incompetence Ratio fell in Following Categories	69
13	Support Ratio	71

LIST OF FIGURES

FIGURE		PAGE
1	Pre to Post Tests Score Means on the 4 Major Variables	62
2	Pre to Post Tests Score Means on 10 Subscale POI Variables	63

CHAPTER 1

RATIONALE FOR INVESTIGATION

Employment outside the home has become an increasingly integral part of women's lives in the last ten years. Presently women are the fastest growing component of the labour force. Eight out of ten girls now graduating from high school will spend 25 to 35 years in the labour force (Shields, 1974). It is no longer true that for the average woman, working is only a stop gap measure until she marries or has children. Now the majority of women will continue to be employed while raising their families, except for brief periods of absences from the labour market (Bingham & House, 1973; Ewing, 1973; Marsden 1975; Ontario Women's Bureau, 1973; Task Force on Women in the Alberta Labour Force, 1974; Vetter, 1974).

This paper contends that working will become an even more crucial aspect of a women's life in the future. Powerful economic and social changes are continually revolutionizing the role of women in our society. "Despite present constraints in the labour market and the family institution, these trends indicate that this type of role expansion may be a near universal experience for American women in the

ensuing decades" (Klemmack & Edwards, 1973, p. 511). The historical realities causing this trend are the limiting of population growth, effective birth control, increased cost of living, rising divorce rates, and the longer life of women (Ewing, 1973; C. Young, 1974). Women are not working for little extras for their home, but for their own economical and psychological survival, and often for their families as well (Ewing, 1973; Loughran, 1975).

However, women face serious unemployment problems while prime-age males have almost full employment (Marsden, 1975). In Canada, women are presently limited to 5 of the 21 major occupational classifications as defined by Canadian Classification and Dictionary of Occupations (Ontario Women's Bureau, 1973). The service occupations have a limit on the number of women they can absorb. Super (1957) while attempting to explain the economic factors of vocational decisions stated:

If men tend to leave or not enter an occupation, and if women tend to take the places open, the men will, if no one feels that it is particularly desirable to keep them in that field, be paid less in it than formerly because of the availability of cheaper feminine labour supply. (p. 287)

Almost twenty years later, The Task Force on Women in the Alberta Labour Force "discovered that women were/are relegated to traditionally 'female' jobs and that wages accompanying these jobs are continually low paying" (p. 1). In reality, women "form a large supply of 'cheap labour' for

public and private industry" (p. 11). Even though women have increasingly entered the labour market since the beginning of World War II, they remain in culturally defined roles, (Thomas & Steward, 1971) and are not aspiring to as high level occupations as thirty years ago (Farmer & Bohn, 1970; Schlossberg & Pietrofesa, 1973). Many women are only one man away from poverty in a society where no person can afford to risk her security and stability on any one other person.

These facts are ample proof that work is a significant part of the contemporary woman's life. Unfortunately the limitations mentioned do not seem to be changing significantly (Marsden, 1975). Marsden (1975) suggested that the contradiction between women increasingly entering the labour market and not causing a change in their opportunities and rewards may be rectified by career planning in highschool. Yet the indications are, that very few highschools are in fact helping their female students, for when studies done in 1974 are compared with ones done thirty years ago, there is no significant change in the life planning of the typical female highschool student (Manual, 1975). As a result, even if the opportunities are available for their diverse talents, young women without special guidance are unprepared because of their remaining belief in the traditional women's role. This happens despite the fact that this belief is based on outmoded information (O'Neil, 1975;

Shields, 1974). Being a woman in today's changing society is an extremely difficult task (Bardwick & Douvan, 1972; O'Neil, 1975; Thomas & Steward, 1971; C. Young, 1974), for there exists a gap between opportunities available and social sanctions, a situation that young women are ill-prepared to cope with (Farmer & Bohn, 1970). A second gap exists, for although intellectually one may grasp the needs of women, a satisfactory means to aid their adjustment are lacking (Ewing, 1973; Loughran, 1975). Unless girls now graduating from highschool are better equipped, they will be unable to meet future demands (MacDonald, 1975; C. Young, 1974). Unfortunately few girls today are leaving highschool with clear and realistic career plans.

When society is in the midst of slowly changing the roles of its members, confusion and uncertainty arises. Both women and girls are suffering from the ambiguity concerning their roles which in turn is inhibiting their career aspirations. Although research has been unable to determine a significant change in the life planning of girls, it has been able to isolate a number of barriers that are preventing women from utilizing their diverse talents and abilities. It is the present author's contention that if girls confront their feelings and reactions to changes in the role thrust upon them by society, they may be free to invest the necessary psychic energy into their career planning.

By doing this, they may avoid the crises and anxiety that is presently afflicting many older women (O'Neil, 1975).

Summary

Until the cultural lag referred to in this section is eliminated, girls seem to require specialized guidance in career planning (Smith & Herr, 1973). The ideal place for girls to systematically confront their feelings toward their changing role is in the schools. The evidence suggested that females may begin to receive the status and rewards due their diverse talents and abilities, if girls participate in a career program developed to accomplish more adequate life planning. The evidence presented in this chapter, and in the review of literature in Chapter II substantiates the need for a specialized program. Chapter II isolates a number of issues that appear crucial in women's career development. Ideas on facilitating the required changes are then illustrated.

Consequently, in this study, a vocational counselling program for teenage girls was developed by amalgamating the ideas and methods from a number of sources. The goal of this program was to facilitate a new understanding and acceptance of a women's more complex role in society. To substantiate that the program achieves its goals, both subjective and objective evaluations were carried out. However, information about evaluations for this type of

program was chronically lacking; therefore, consideration will be given to the appropriateness of the measures used. The study will conclude with comments and recommendations for the future use of programs devised to meet the needs of females.

Limitations

The major limitations in the present study are the sample size and the fact that the participants were volunteers. Therefore, demographic details of the two groups are provided in Appendix C. However, it was felt that working with a small group would enhance the impact of the program and allow a more thorough evaluation.

Also the nature of this study meant that the personalities of participants and leader would interact to influence the program's effectiveness. Therefore, whenever possible the leader's and groups' reactions were noted for the benefit of future researchers and interested readers.

CHAPTER II

REVIEW OF RELATED RESEARCH

Vocational Theories and Women

For many years, questions of career development concerning women were ignored or given cursory treatment, partly out of lack of general social interest and partly because of the confusing nature of career development in women made the topic difficult to study. (Osipow, 1973, p. 256)

Only within the last ten years have vocational theorists recognized that female career development necessitates special explanations and concepts (Vetter, 1973). After reviewing studies of sex differences in vocational choice, Osipow (1973) suggested that although similarities between the sexes exist, the differences in the process warrant separate theories to clarify special concerns of women. Zytowski (1969) stated a new theory of vocational development focusing on women is essential because of the dual careers of women as homemakers and wage earners. He developed a line postulates to account for the existing career patterns of women which he perceived as orderly and developmental. Zytowski (1969) hypothesized that eventually women's careers will bear no distinction from men's, since technical developments will eliminate differences due to child rearing. However, presently their occupational involve-

ment is determined by motivation and by external factors which differ from men, meaning their life patterns are dissimilar (Lewis, 1963; Osipow, 1973). Rose and Elton (1971) found that the personalities of men and women making similar career choices are different. They concluded that vocational theories based on male personalities are ineffective for females and that the female characteristics that account for career choices may remain unrelated to men. The male-female personality difference seemed to account for the finding that Holland's theory, relatively successful and useful in predicting males' choices, has proven less reliable for women (Rose & Elton, 1971). Osipow (1973) concluded that although a vocational theory for women is imperative, a new theory may prove to be tentative until the present changing roles of women stabilize.

The lack of understanding of women's career development has meant that vocational counsellors, even if sensitive to the needs of their female clients, have had very little in either theory or vocational material to guide them (Rose and Elton, 1971). Counselling programs and tests based in a masculine model appear irrelevant for females (Osipow, 1973; Patterson, 1973; Rose & Elton, 1971; Vetter, 1973; Zytowski, 1969). Because of the ineffectiveness of traditional vocational approaches, new programs are needed to aid females with their unique vocational concerns. Before examining newly devised programs for females, it is

imperative to understand the exclusive problems and concerns of women which must be incorporated into new programs.

Barriers to Female's Career Aspirations

Self-Concept

Pietrofesa and Splete, (1975) described career development as a complicated

balancing operation - recognizing and meeting the needs of the individual while recognizing and responding to the outer forces and a life long process of working out a synthesis between the self and the reality opportunities and limitations of the world. (p. 11)

During the adolescent stage a girl should begin converting her self-image into the reality of the working world (Pietrofesa & Splete, 1975; Super, 1957). According to Super (1963) when a person selects a vocation, she/he is making a statement about the kind of person they perceive themselves to be. In initially establishing ones occupation, a person is taking the first step in a continual redefining of ones self-concept that should lead to self-actualization (Starishevsky & Matlin, 1963). The hypotheses that self-concept is intimately related to occupational choice, aspiration level, job satisfaction and even academic achievement has been largely substantiated by research (Pietrofesa & Splete, 1975). From their review of relevant research they further postulate that the degree of agreement between self-percepts to occupational preference is related to self-

esteem. Therefore, the reality testing of one's self-concept in relation to chosen occupations is crucial to career development (Pietrofesa & Splete, 1975; Super, 1963).

For females, research supports the position that a female's self-concept, because of society's expectations often creates a barrier to her making an adequate employment decision (Deutsch & Gilbeit, 1976; O'Leary, 1974; Putman & Hansen, 1972; Steinmann, Levi & Fox, 1969; Vetter, 1973). Our culture values vocational achievement and rewards those who develop a self-concept that facilitates vocational success (O'Leary, 1974). Women have traditionally been reared to develop self-concepts that incorporate affiliation, passivity, and empathy, but tend to oppose competent vocational behaviour (Horner, 1972). Pietrofesa and Splete (1975) reported that underachievement has been associated with social motives of affiliation and nurturance since personal relationships are placed above vocational success. Consequently, many women, find themselves in the double bind of attempting to be the more socially desirable achieving individual while remaining society's traditional women (O'Leary, 1974).

The conflict between expectations was exemplified by Hollender's (1972) discovery that females with A averages in highschool had significantly lower self-esteem than females with C averages. His results indicated the opposite

was true for males. Hollender (1972) interpreted the results as implying that high self-esteem for females resulted from exhibiting sex-role appropriate behaviour. However, more recent research by Gordon and Hall (1974) found that a woman was more satisfied if she incorporated predominantly male characteristics of potency and unemotionality into her self-concept. Deutsch and Gilbeit (1976) also concluded that women who described themselves as masculine proved to be more adjusted than the average women, and the least adjusted were those who described themselves as very feminine. In our society where the norms are predominantly masculine, femininity may be unhealthy for both sexes (Deutsch & Gilbeit, 1976). Their conclusion supported Broverman et al (1972) earlier findings that the clinical standard for a mentally healthy "adult" is masculine. However, the average college woman views herself as slightly feminine but wants to be more androgynous. She also believes that she will be more desirable to men if she is extremely feminine (Deutsch & Gilbeit, 1976; Steinmann, Levi & Fox, 1969). Deutsch and Gilbeit (1976) related these findings to Rogerian personality theory in which conflict and rigidity of self arises when one's self-perception seems inconsistent with social expectations or expectations of significant others. Only by developing a flexible approach can these conflicting areas be integrated.

satisfactorily into the self.

Putman and Hansen's data (1972) supported their hypothesis that the more a girl viewed herself as liberal and strived to fulfill herself by personally achieving, the higher her self-esteem and career maturity. They concluded that a woman's vocational choice will be determined by her methods of dealing with the inconsistency between her expectations and attitudes and society's. Lawlis and Crawford (1975) explained that women choosing masculine occupations have to develop a strong self concept to survive external pressure.

However, Pietrofesa and Splete (1975) postulated that a person may choose their occupation to be consistent with their ideal self-image rather than their self-concept. Then, a woman's career choice may be dependent on whether her personal goal is to become more androgynous (her own ideal) or to become more feminine (her perception of men's ideal). According to Healy (1973) they will then

seek to actualize themselves through, rather than in, an occupation; that is, they hope that the occupational duties will change them so that they become more their ideal. Their goal is not realized when they enter an occupation, but only when the occupation has changed them. (p.73)

Therefore, the vast majority of women may choose stereotypic occupations in hopes of becoming more feminine.

The final assumption to be considered when using the

self-concept model is the role of the individuality in self definitions. The methods by which people incorporate their self-concepts into their vocational choice seems to account for the diversity in occupational decisions (Starishevsky & Matlin, 1963). However, statistics clearly demonstrate that the vast majority of women enter only five of the twenty-one major occupational categories as classified by the Canadian Classification and Dictionary of Occupations, even if the pay and demand is relatively low. Rand and Miller (1972) conducted a cross-sectional comparison of women at three educational levels and at all levels they tended to choose stereotypic women's occupations. The evidence indicate that women have difficulty differentiating their self-concept from the outmoded stereotypic view of women to pursue diverse occupations. The conflict between a woman's perception of vocational success and men's supposed ideal woman seems to result in a dilemma that undermines her own self-concept and causes her to suppress her achievement striving (O'Leary, 1974).

In relation to highschool girls, Patterson (1973) stated by the time a girl reaches highschool, social conditioning has caused her to express the feminine centre of her personality at the expense of her competitive achievement role. The price for abdicating ones competitive role appears two-fold as frustration and hostility result as

well as the stifling of one's ability (Horner, 1972). Patterson (1973) concluded by stating it's a girl's self-concept that is the crucial variable in determining her career choice. Therefore, if a girl is to make an adequate career commitment she must have integrated a number of inconsistent expectations into her self-identity. Unless she explores her self-perceptions, a girl's first vocational statement may be more a reflection of her perceived expectations of society than her own identity. By returning to Pietrofesa and Splete's (1975) definition of career development, one can see that the balancing of self and outer forces for females has become extremely complicated due to the changes occurring in their role.

Sex-Role Conflict

The second barrier to women's career aspirations, has been labelled the "sex-role" or "home-career conflict". Although the sex-role conflict consists of some separate dimensions, it is dependent upon a woman's self-concept (Lawlis & Crawford, 1975; Rosenkrantz et al, 1968). Since one's sex-role definition directly affects self-concept, it also plays a significant role in career aspirations. Zytowski (1969) postulated that the role of the homemaker excluded the role of the wage earner. However, many working women are married and have children (Ontario Women's Bureau, 1973; The Task Force on Women in Alberta Labour Force,

1974), and statistics imply that the combination of wife, mother and worker will be more typical in the future (Klemmack & Edwards, 1973). Some research demonstrates that the major conflict is between multiple roles rather than conflicting expectations within a role (O'Leary, 1974).

O'Leary goes on to state that the conflict appears to be a function of overload and time rather than intrinsic incompatibility.

In view of the fact that the sex-role conflict may at least partially stem from more demands than a woman feels she can adequately cope with, it is somewhat surprising to learn that both men and women are unwilling to revise the homemaker role. O'Leary (1974) when examining the literature could find no indication that the relative balance of duties within the home are transforming. Women are still primarily responsible for the home even if they work full-time outside the home to supply vital income.

It thus appears likely that American working women will continue to be subject to the pressures stemming from role conflict inherent in their dual responsibilities and these pressures may constitute another barrier to ascending into higher level occupations. (O'Leary, 1974, p. 818)

In contrast, other researchers have concluded that sex-role conflict is associated with the incompatibility of home and career roles. O'Neil (1975) stated that a woman has been made to feel incomplete if she decides to be a traditional housewife but also unfeminine if she maintains

a full-time career. Half of the sampled middle class women felt dissatisfied with homemaking role as sole source of identity, but many also could not aspire to developing a career as well (O'Neil, 1975).

When attempting to isolate the nature and cause of the role conflict, the attitude and perceived expectations of males again plays a substantial part. Komarovsky (1973) found that the majority of college men sampled felt women should be able to pursue careers at all levels and expressed higher regard for working women than housewives. However, they desired wives whose major concerns centred around the needs of husband and families. The sex-role conflict seems associated with conflicting messages teenage girls may be receiving from males. For instance, Hawley (1971, 1972) found that women who choose traditional feminine careers believed that the significant men in their lives dichotomized attitudes and behaviors into male-female categories. On the other hand, those young women, choosing non-traditional careers did not believe men felt that way. Of the women pursuing non-traditional occupations only 10% said they would pursue their present goals over the objections of significant males in their lives. It is apparent that men's expectations of women seem to influence their sex-role decision and consequently their career aspirations (Horner, 1972).

Still other researchers have concluded that the sex-

role conflict has been solved by many girls, especially those from higher social class background (Gaskell, 1973). Rand & Miller (1972) judged that the vast majority of young women have broken the culture barrier as 95 percent of their sample indicated they plan to combine work and marriage. However, the junior highschool and college groups expected to marry between the ages of 20 - 24 while the highschool girls felt they would marry before 20. Generally their career aspirations were limited to pursuing culturally defined jobs. Richardson (1974a) described such women as work oriented rather than career oriented as they do not deviate very much from the traditional feminine role. Their occupations incorporate traits associated with femininity. Wolken (1972) found women pursuing traditional occupations more similar to homemakers in work values, than to women seeking male dominated careers. By entering stereotypic jobs young women may reduce their role conflict but also form closure very early in their careers. However, Rand and Miller (1972) also concluded that role conflict still existed for work-oriented women because even though they expect to combine marriage, work and children, they possess ambivalent feelings concerning working mothers.

Nonetheless, other experts feel that girls are only presenting themselves as having accepted their dual roles but, in the end, they are simply intellectually masking

their emotional hope for an outdated traditional marriage and life style (Patterson, 1973). Consequently, these girls will be unprepared for future demands because they have failed to invest enough energy into their career decisions (Shields, 1974). The general effect of career-home conflict is that although more women will continue to work than ever before, they generally will aspire to less (Farmer & Bohn, 1970).

Another dimension of the sex-role conflict is its apparent effect on the exploratory occupational behaviour of highschool girls. The period preceding and following entry into a new life stage, which for adolescence is the completion of highschool, should, according to Jordaan (1963) result in exploratory career behaviour. Rand and Miller's (1972) results showed that by junior highschool, females have selected stereotypic occupations and that by the completion of college they are still intent on pursuing these choices. For adolescent females, exploratory behaviour is limited. To account for the fact that career-oriented college women are generally undecided about a specific career, Richardson (1974a) hypothesized that since they also expect to marry, they experience anxiety from role conflict which inhibits their ability to explore a particular occupation. Jordaan (1963) stated societal conflicts will impede exploratory behaviour if the con-

flict is deeply rooted and society is ambivalent in its attitude. The evidence indicates that the sex-role conflict is suppressing girl's exploratory behaviour and consequently limiting their choices to sex appropriate occupations.

In summary, two components seem to contribute to sex-role conflict. Many females feel overwhelmed by trying to juggle time commitments between home and work. At the same time they may be suffering from an inability to meet the incompatible demands from society. Pioneer women who seem to have adequately resolved the conflict, appear to be more comfortable and at ease with playing two or more roles. They tend to be feminine in dress and social contacts, but competitive and problem solvers with male peers (Lawlis Crawford, 1974). The evidence supports the assumption that girls need to resolve their role conflict before they will feel complete and satisfied in their career and home life. Through the resolution of sex-role conflict, young women should become freer to explore diverse types of occupations.

Lack of Appropriate Role Models

In the home children learn a variety of roles that become incorporated into their self-concepts. Parents and their friends are not only the major teachers of sex-roles

but also the most influential vocational role models (Pietrofesa & Splete 1975).

Fathers often play a somewhat authoritarian role, aided by absences from the home during much of the day and the fact that many domestic activities are planned around them . . . mothers often play a sympathetic, supportive mothering role. (Super, 1957, pp. 82-83)

Girls today may be growing up and learning the roles that Super described in 1957 but these models are inadequate for the role demands that are now being placed upon them. Putman and Hansen (1972) concluded that young women are faced with learning their functions in a society without tradition or sufficient role models. Society's general isolation of teenagers means that young women make initial career decisions without enough contact with diverse adults to broaden their scope (Pietrofesa & Splete, 1975).

The lack of role models to illustrate that women can combine career with a satisfying marriage may be preventing girls from pursuing this goal (Tiedt, 1972). Observational learning enables individuals to acquire complex, integrated patterns of behaviour which form their life styles. Without modeling, persons are forced to learn through tedious trial and error or not to learn at all (Bandura, 1977). Role models provide a technical explanation of how one can actually perform the role (Almquist & Angrist, 1971).

Current research substantiates that role models are effective in increasing girl's career aspirations. Many

studies have proven that daughters of working mothers who combine family and career with expressed satisfaction, have similar orientation (Almquist, 1974; Klemmack & Edwards, 1973; O'Leary, 1974). Evidence also indicates that young children can accept the concept of people in non-traditional roles if models are apparent (Tibbitts, 1975).

The introduction of role models during adolescence and young womanhood tend to provide evidence to them that one can maintain feminine characteristics while achieving success in a vocation (Plotsky & Goad, 1974). Almquist (1974) concluded that college women who select male dominated fields are

influenced by women, both their mothers and some of the occupational models, who play multiple roles of wife, mother and worker. Broader exposure to role models, male or female clarifies the nature of work roles, and because of their own work entry job, some women begin to see themselves as capable of performing well in jobs that are often thought of as unsuitable for women. (p. 20)

Elliott (1973) found that the presentation of video taped interviews with female career role models and small group discussions increased occupational aspirations of college females. Joesting and Joesting (1972) suggested from their findings that qualified female role models may enhance the self-image of young women students. However, presenting dual career female models in career booklets alone failed to produce any significant change in career exploration of senior highschool girls (Dodson, 1974). The effectiveness

of role models in enhancing career aspiration is consistent with Bandura's (1977) statement that "images of desirable futures foster courses of action designed to lead toward more distant goals" (p. 13).

In summary, the evidence in literature supports the hypothesis that girls need appropriate role models to demonstrate that the effort involved in accomplishing integration of dual roles will be positively reinforced. The occupational exploration of highschool girls seems also to be hindered by the absence of females in their lives who are successful in male dominated occupations.

Counselling Programs for Teenage Girls

Researchers stress that counsellors must help high-school girls with their urgent need to develop all their capacities for future demands (Lewis, 1965; MacDonald, 1975; Marsden, 1975; Shields, 1974). However, as Loughran (1975) stated there exists an enormous lag between the recognition of a need and the development and usage of methods to meet the need. Ewing (1973) explained that very few people have developed an effective course of action to stimulate career planning for highschool girls. Interested counsellors can readily find descriptions such as the following:

Counsellors must design courses specifically to aid girls, particularly those in lower socio-economic families and they must design instructions to provide information that will help girls

plan for a career and that will help motivate them to achieve and to consider themselves as individuals of considerable worth. (Tiedt, 1972, p. 356)

Descriptions like the above set forth noble objectives for counsellors but fail to provide techniques to accomplish them or criterion to evaluate their objectives. However, the literature does provide some starting points for counsellors who seek to help girls.

Prior to even beginning to implement a program concerned with females' career aspirations, researchers stress that counsellors critically and in depth explore both their conscious and unconscious sex biases (Hansen, 1974; Roney, 1975; Schlossberg & Pietrofesa, 1973; F. Young, 1974). The counsellors' attitudes toward women may be the crucial variable in determining the effectiveness of guidance programs for girls (Engelhard & Jones, 1976; Schlossberg & Pietrofesa, 1973; F. Young, 1974).

Counsellors tend to explicitly state they are against sexism in counselling and that they are aware of the needs of girls and act accordingly (Manual, 1975; F. Young, 1974). Research analyzing both subtle and overt actions of counsellors have generally failed to confirm the verbal reports of counsellors (Ahrons, 1974; Bingham & House, 1973; Schlossberg & Pietrofesa, 1973; Thomas & Steward, 1971; F. Young, 1974). Indications from more recent research is that both female and male counsellors are becoming more

accepting of the dual role and have broader sex-role definitions than three years ago (Bingham & House, 1975; Engelhard & Jones, 1976). However, these studies only indicate counsellors in general are improving at least on questionnaires, but not that sex bias has been eliminated. The latter studies relied on written answers whereas the former tended to analyze client-counsellor interaction.

The implication for effective counselling programs for girls is that a counsellor's unconscious and unexplored biases may inadvertently sabotage their own goals. Initiating a program without the counsellors having carefully explored their biases may further impede the career aspirations of highschool girls. Mixed messages from the counsellor may confuse girls seeking support and clarification of possible deviant careers (Thomas & Steward, 1971). For the majority of girls in the program, the counsellor may be non-verbally supporting conformity to outdated cultural norms while verbally striving to facilitate exploration of alternative life goals. Therefore, prior to beginning a program, interested counsellors should undergo some process that critically examines their knowledge of sex differences and deep rooted sexist attitudes.

Once counsellors have increased their knowledge of career needs of girls and come to terms with their own biases they must cease waiting passively for girls to come

to them (Hansen, 1974; Loughran, 1975; Morris, 1971; Patterson, 1973; Shields, 1974). Because of cultural lag high-school girls tend to be unaware of the problems awaiting them and consequently, remain uninterested in vocational counselling (Patterson, 1973; Shields, 1974; Tiedt, 1972). While assuming a leadership role, counsellors must realize that simply opening the doors will be unsuccessful because teenage girls are almost completely socialized by traditional attitudes. To accomplish career and self exploration of girls, counsellors must actively recruit girls with some awareness but also must seek girls out by going into classes and openly discussing women's problems. Initiating interest will probably require working with teachers to facilitate career and attitude changes (Tiedt, 1972).

Once interest is created, counsellors need to be prepared to abandon traditional one to one consultations which are unrealistic and impractical, and to implement group approaches (Loughran, 1975; Mathews, 1976; Patterson, 1973; Shields, 1974; Tiedt, 1972). In groups, teenage girls can learn from their peers as well as experts. Through examining mutual problems and concerns, they can begin reality testing and develop alternative plans. Through the group experience girls can learn self-confidence, assertion and action-oriented behaviour rather than passive acceptance (Loughran, 1975). Lloyd (1973) concluded that

her active participation Life-Planning Workshop combined with assigned reading produced significantly greater attitudinal changes than passive programs. Nowakowski's (1974) study indicated that classroom instruction or group discussion caused significant changes in scores of vocational maturity, self-concept and vocational concept. Group discussion also heightened the awareness of material and non-material dimensions of work values. Klarreich, (1974) demonstrated that group sessions focusing on girls career exploration combined with written assignments produced a significant change on her specially designed career questionnaire. It appears that an adequately facilitated group process can aid career exploration.

Once the group has been established, the counsellor's first task is to inform the girls of the reality of their working lives (Hansen, 1974; Morris, 1975; Shields, 1974). Only by knowing how the world of work and society at large are changing for women, can adolescent girls seek out methods of coping with the confusion that surrounds them (Morris, 1971). The use of quizzes concerning women's present situation in the labour market has been recommended as a useful means of exploring the reality of work (Morris, 1975).

Shields (1974) stated that counsellors often make the mistake of asking girls about their career decisions before

establishing how girls feel about themselves. Exploration of self-concept and sex-role identity seem imperative if girls are going to become vital members of the labour force. Generally the programs documented in the research stress exploration of marriage and self-concept before looking at occupational information (Ewing, 1973; Mathews, 1976; Richardson, 1974). Unfortunately the techniques to facilitate growth in the critical area of self-concept are vague and unsubstantiated. Three methods were writing autobiographies (Ewing, 1973), discussion of such topics as Understanding Friendship, Family, Marriage and Alternative Life Styles (Mathews, 1976), and role playing non-traditional situations (Morris 1975). The critical area of self-concept and sex-role identity present an enormous challenge for counsellors because of the lack of effective methods to facilitate growth, plus the fact that many girls reject any kind of realistic information which threatens their fantasy (Shields, 1974).

One technique for illuminating differences in self-concept and role identity takes precedent over all others. The importance of exposure to a variety of role models with many different careers and life styles cannot be overemphasized (Hansen, 1974). Diverse role models seem imperative in a program which hopes to increase career aspirations (Pietrofesa & Spriete, 1975; Richardson, 1974; Tiedt, 1972).

As stated earlier, role models have proven successful in expanding girls' career aspirations (Almqvist, 1974; Elliott, 1973; Joesting & Joesting, 1972; O'Leary, 1974).

In conclusion, the evidence suggests that for a successful program, counsellors initially should examine in depth their attitudes to women's changing roles. Next they must actively search out female students and then facilitate change in a group process. During the group experience, the girls need to become aware of the realities of work; to explore their own self-concept and sex-role identity; be exposed to role models and then develop some realistic job search techniques.

Purpose

The statistics presented in Chapter I indicated that work will become an increasingly important part of the lives of girls presently graduating from highschool. However, the statistics also demonstrated that women are failing to make the impact on the labour market or receive the status and rewards that their numbers and length of employment warrant. The evidence denoted that more adequate life planning may remedy this situation. Career counselling programs initiated in highschool have been suggested as the vehicle through which more adequate life planning can be facilitated. Chapter II isolates a number of barriers that appear to be inhibiting female career aspirations and

recommends that these issues should be dealt with, within a career program. The latter part of Chapter II synthesizes techniques which should be incorporated into programs devised to aid female career development.

From the information gathered, a career counselling program was developed for use in the present study (see Appendix A). From the theoretical and empirical evidence, the following objectives were established for the counselling program adopted.

Objective #1: The treatment group will develop a significantly more flexible orientation to life in order to more realistically assess their abilities and future needs. A significant increase in flexibility or self-actualization should enable them to broaden their self-concept so that they can adequately integrate a number of conflicting expectations in their lives.

Objective #2: The treatment group will be significantly more able to resolve their sex-role conflict so that they are freer to explore diverse occupations.

Objective #3: The treatment group will perceive their participation in the program as personally worthwhile and enjoyable.

By meeting the above objectives, the counselling program should have facilitated for the participants a more in depth understanding of self in relation to women's more

expanding roles. The final result of more adequate life planning will be reflected in their future occupational achievements. However the immediate changes speculated on, should suggest that these girls are better prepared for the future because of their involvement in this counselling process.

From the reaction to the program from the girls' and leader's perspective, and the results of objective measures, the study will go on to recommend improvements for the program adopted. Finally, since current research fails to stipulate appropriate measures for the evaluation of this type of program, the present study will consider whether the chosen measures of change were sensitive to the unique problem of contemporary women. Chapter VI will summarize these findings and made recommendations for future research in this area.

CHAPTER III

METHODOLOGY

In Chapter III, the design for implementing and evaluating the effectiveness of the treatment program adopted in the present study are discussed. Initially the sampling procedure and research design are presented. Next the author elaborates on the rationale for choosing both the subjective and objective measures used in this study. Statistical hypotheses are then generated from the measures given. The statistical procedures employed to determine change are stated. In the final section, a brief description of the treatment program is given.

Sample

The sample consisted of 24 Grade 12 girls from a local Catholic highschool. The author obtained permission to address four Grade 12 English classes in order to explain the nature of the study and to ask for volunteers. The four classes approached were chosen so that the sample would be comprised of both academic and business stream girls.

Approximately 50 girls volunteered to participate in the group; however, 20 were eliminated since they were unable

to attend the workshops to be held on Saturday. From the remaining 30 girls, 15 were randomly chosen, by using the list of random numbers, to be members of the experimental group. The remaining 15 girls formed the control group. Since the selection process was not truly random, demographic information was collected from all participants. For a more detailed analysis of the characteristics of the groups see Appendix C. As a final check on biasing due to sampling procedure, pre-tests were administered.

As there was only one group leader, the author, 12 girls were deemed the appropriate number for the experimental group. However, 15 girls were initially included in case some of the experimental group dropped out during the two months. By the conclusion of the group, three girls were eliminated because two had not attended enough sessions and the other student had moved away. Also three subjects in the control group did not show up for post-testing.

Research Design

One week prior to the beginning of the course, all thirty girls were excused from their classes and administered all the tests. Then the experimental group participated in the treatment program for six weeks. The program was run once a week for two hours during the last period in the morning and over their lunch hour. Two four hour workshops were held on Saturdays during the six

week period. One week after the completion of the course, the remaining 24 girls were excused from class and re-administered all tests. The experimental group also answered a subjective evaluation of the program.

The pre-post test design with control and experimental groups was utilized to insure that changes in behaviour would be more directly attributable to the experimental treatment. The two months between testing occasions were thought to be sufficient to eliminate carry over effects from the pre-test. On the post-test, the girls were also requested to respond as they felt now, rather than attempting to recall previous answers.

Rationale for the Subjective and Objective Measures

Subjective Measures

Descriptive Data: Guided by findings reported in previous research and since no scales have been directly developed to measure change in this area, subjects were required to fill in a questionnaire concerning their backgrounds (see Appendix D). Demographic information such as occupation of mother and father, number of siblings and exposure to working through part-time or volunteer jobs was compiled. The results are presented in Appendix C. They were also asked to place in rank order their tentative plans for the next 10 years.

Evaluation Forms: As the objective measures of attitude change do not conclusively indicate that the subjects themselves found the program enjoyable and worthwhile, an evaluation form was devised (Appendix E). This form attempted to determine if overall the girls found the program worthwhile and meaningful enough to incorporate into the regular school curriculum. They were also asked if they would recommend such a program to their peers. The evaluation further broke the program into components and the girls were required to rate each segment on a five point scale. Finally, the girls stated their recommendations for improvement.

A section on the evaluation form asked all subjects to again place in order of importance their tentative goals for next 10 years.

Objective Measures

Personal Orientation Inventory: "A self-actualized person is more fully functioning and lives a more enriched life than does the average person. Such an individual is seen as developing and utilizing all of 'her' unique capabilities, or potentialities, free of the inhibition and emotional turmoil of those less self-actualized" (Shostrom, 1972, p. 5). As the ultimate aim of the treatment program was to help the participants increase their ability to use their unique capabilities without restrictions from emotional conflicts,

an objective measure of self-actualization seemed appropriate. Since the Personal Orientation Inventory (hereafter referred to as POI) was developed to meet this need, it was chosen as the measure for objective #1.

The POI consists of 150 two-choice comparative value and behavior judgements which provide two basic scales of personal orientation. The Inner Direction Support Scale determines the degree in which an individual is guided by primarily internalized rules and motivation or the extent that one is influenced by peer groups or external forces (Shostrom, 1972). The scale was deemed quite appropriate since, because of the cultural lag, girls are experiencing many conflicting expectations from others, which appear to be inhibiting their career development. The Time Competence Scale determines the degree that a person lives in the present with full awareness, the past with guilts and regrets and/or future with idealized goals or plans. The significance of this scale is that girls must begin to realistically plan their career commitment now without clinging to the outdated traditional female role or without idealistic hopes that the future will bring them a traditional marriage. "Self-actualized people appear to have liberated themselves from rigid adherence to social pressures and social expectations." The evidence suggests that females with liberal views are more able to personally

achieve (see Chapter II). The ten subscales of POI which measure conceptually important elements of self-actualization were also examined in hopes of more precisely establishing where changes occurred. Briefly the ten subscales and their symbols for future reference are:

- SAU - Self-Actualizing Values - affirmation of a primary value of self-actualizing people
- EX - Existentiality - ability to react without rigid adherence to principles
- FR - Feeling Reactivity - sensitivity to ones own needs and feelings
- S - Spontaneity - freedom to be oneself
- SR - Self Regard - affirmation of self because of worth or strength
- SA - Self Acceptance - acceptance of self in spite of weaknesses or deficiencies
- NC - Nature of Man - constructive view of the nature of persons
- SY - Synergy - ability to transcend dichotomies
- A - Acceptance of Aggression - ability to accept ones natural aggressiveness
- C - Capacity for Intimate Contact - ability to develop contactful intimate relationships with others unencumbered by expectations and obligations

(Shostrom, 1972)

In the initial validation study, Shostrom (1972) reported that POI was able to significantly discriminate between clinically judged self-actualized and non-actualized groups on 11 of 12 scales. Shostrom (1974) also stated 147 references substantiate the POI's ability to discriminate groups. Concurrent validity has been established by correlating the POI with other standardized measures of per-

sonality (Shostrom, 1972, 1974). Of particular interest to this study are the findings that high self-actualizers are more inclined to be liberal in their outlook and more resistant to enculturation (Wills, 1974). Wills' study (1974) indicated that a close relationship may exist between self-actualization and self-concept. The implication for this study is that if the girls become more self-actualized they may develop a higher self-esteem and then be more capable of exploring diverse occupations.

In reliability studies, the test-retest correlations for the two major scales range from .55 to .77 with the range for subscales being .32 to .82 (Shostrom, 1972; Wise & Davis, 1975). Wise and Davis (1975) concluded that their test-retest correlations of .75 and .70 for Time Competence and Inner Direction respectively, were sufficiently high to add to the stability of the inventory. Their K-R20 and split half reliability estimates of .83 or better provided additional evidence for acceptable internal properties of the POI.

Research on sex differences show that females tend to score higher on the two major scales than men (Shostrom, 1972; Wills, 1974; Wise & Davis, 1975). Shostrom (1972) stated that sex difference on individual profiles is so small that it produces no significant difference in norming or interpretation; however, Wise and Davis (1975) concluded that sex should be included systematically when analyzing

scale scores. Of special interest, is that males and females with comparable levels of self-actualization were discriminated by different combinations of personality variables (Wills, 1974). Wills (1974) concluded that there seems to exist both a sex difference in self-actualization and the personality variables associated with the level of self-actualization. There is sufficient evidence to warrant further investigation of sex differences in self-actualization.

Criticisms of POI stem mostly from vagueness of its concepts, looseness of its language and talk of inadequate evidence related to its main hypothesis (Raanan, 1974; Wills, 1974). However, considering the lack of other scales dealing with this issue and the need for females to develop a life orientation similar to self-actualization, the POI was used as an objective measure of flexible orientation. The criticisms against the theoretical bases of POI are inherent in the present study as well, since one is attempting to evaluate a process rather than specific behavioral components.

Sex-Role Questionnaire: To substantiate whether the treatment program aided in the resolution of sex-role conflict, the study used the Sex-Role Questionnaire developed by Rosenkrantz et al, (1968). There are very few scales developed to measure sex-role stereotyping, as until re-

cently, sex-roles have been accepted uncritically by psychologists as essential to personality development and function (Broverman et al, 1972). Other sex-role questionnaires were rejected for use in this study because it was felt girls may know expected answers because of the recent abundance of publicity surrounding sex stereotyping. Therefore, their answers may have reflected what they thought was expected rather than what they truly believe.

The Sex-Role Questionnaire was developed to measure the anticipated fluidity in definitions of sex roles due to the present period of re-evaluation of sex-role standards. "Sex roles were conceptualized as the degree to which men and women are perceived to possess any particular trait" (Broverman et al, 1972, p. 60), rather than assuming a trait was either masculine or feminine. Consequently, 100 college men and women listed characteristics, attributes and behaviours on which they thought men and women differed. Therefore, 122 pairs of items were placed in bipolar form with 60 points separating them. Through a succession of studies, 41 stereotypic characteristics were identified by 75% agreement among S's of each sex that these characteristics were descriptive of either the average man or woman. The difference between the masculine pole and feminine pole was significant at .001 level on each of 41 stereotypic items in both samples of men and women. The items span a wide range of content such as interpersonal sensitivity, emotion-

ality, aggressiveness and dependence-independence.

Although traditional tests of validity and reliability have yet to be done, it has been administered to almost a thousand subjects, providing normative indicies of the content of sex-role standards (Broverman et al, 1972). Their findings from a number of studies leads to the following broad conclusions:

1. A strong consensus about the differing characteristics of men and women exists across groups which differ in sex, age, religion, marital status, and educational level.
2. Characteristics ascribed to men are positively valued more often than characteristics ascribed to women. The positively-valued masculine traits form a cluster of related behaviours which entail competence, rationality and assertion; the positively-valued feminine traits form a cluster which reflect warmth and expressiveness.
3. The sex-role definitions are implicitly and uncritically accepted to the extent that they are incorporated into the self-concepts of both men and women. Moreover, these sex-role differences are considered desirable by college students, healthy by mental health professionals, and are even seen as ideal by both men and women.
4. Individual differences in sex-role self-concepts are associated with (a) certain sex-role relevant behaviours and attitudes such as actual and desired family size, and (b) certain antecedent conditions such as mother's employment history.

(Broverman et al, 1972, p. 61)

Further research has also shown that 29 of 41 stereotypic items (roughly 70%) are items in which the male pole is considered more socially desirable. Only 12 items (30%) were female valued.

For the purpose of this study 86 of the original 122

items were administered to the subjects. As 46 of these items do not differentiate between masculine and feminine they were not scored (Broverman et al, 1970). Forty of the original 41 stereotypic items were used and scored in the present study. The feminine end of each pole regardless of social desirability was scored one and the masculine end was scored with 60 points. Therefore, an increase in the means from pre to post test meant movement away from the stereotypic response and indicated in this study a resolution of sex-role conflict.

The self-concept of both men and women are less extreme than their stereotypic response for their own sex (Rosenkrantz et al, 1968). The review of the literature demonstrated that the sex role conflict arose because of incompatible demands placed on women by society of remaining "feminine" but becoming more vocationally competent. Consequently girls were asked to rate their perceptions of what the average woman is rather than themselves. As the sex-role conflict is intimately related to self-concept (Rosenkrantz et al, 1968) and since the self concept dilemma also partially arises because women's self appears rigid due to the inconsistencies between their self-evaluation and perceived expectations of others (Deutsch & Gilbeit, 1976), rating the average woman seemed more appropriate.

The basic assumption was that the girls probably would have a realistic perception of their characteristics but would probably have an unrealistic or stereotypic image of women in general. Therefore movement away from stereotypic conceptions of women could mean that their self-concept was more in line with their perception of society's ideal woman. In conclusion, an indication of the resolution of sex-role dilemma should also indicate an increase in self-esteem.

Career Maturity Inventory - Attitude Scale

Recently, instruments have been developed to meet the need for "conceptually sound and empirically practical ways of judging the impact of career education on students" (Super, 1974, p. 5). The primary concern is to assess whether involvement in a career education program improves an individual's ability to make career decisions at the appropriate time. To determine if the girls' career maturity improved after the treatment, Crites' Career Maturity Inventory (hereafter referred to as CMI) was used. The concept of career maturity permits one to assess the rate and level of an individual's development with respect to career matters. The person's vocational maturity is greater when there exists congruence between the individual's vocational behaviour and the expected vocational behaviour at that age (Pietrofesa & Splete, 1975; Osipow, 1973). For the CMI,

an individual's reference group for evaluating career maturity is the peer group, not the age (J. Hansen, 1974).

Only the Attitude Scale of CMI was used as a measure in this study, as the primary focus is to change the attitudes that the girls possess toward their future goals. The Attitude Scale "elicits the feelings, the subjective reactions, the disposition that the individual has toward making a career choice and entering the world of work" (Crites, 1973, p. 3). The current form consists of 50 grade-related items which measure five attitudes that have been identified as being central in career maturity. The five dimensions are as follows: "involvement in the choice process; orientation toward work; independence in decision-making; preference for vocational choice factors and conception of the choice process" (Crites, 1974, p. 924).

Normative studies indicated that differences between males and females and among different socioeconomic groups were negligible (Crites, 1974). The grade levels provided greater differentiation along the time dimension rather than age levels. Crites (1973) stated that CMI- Attitude Scale conceptually seems appropriate to evaluate vocational programs. He described assessment presently being carried on and cited a few studies that have shown that Attitude Scale is an effective means of evaluation. Flake et al, (1975) concluded that career maturity as measured by CMI-

Attitude and Self Appraisal scale can be influenced by a program designed to strengthen career immature students' responses. They state further investigation is needed to determine the effects of counselling high career mature students.

Three types of validity have been established for the Attitude Scale (Crites, 1974). Content validity was established by the fact that expert judges agreed three out of four times with the empirically derived scoring key (J. Hansen, 1974). Significant correlations were found with other measures of similar variables (Crites, 1974). J. Hansen (1974) stated that studies indicate that Attitude Scale has criterion validity but the N were small and therefore the findings need replication. Construct validity was established by its interrelationship with an extensive "nomological network" of variables (Crites, 1974).

In establishing reliability, the average internal consistency coefficient was .74 using the Kuder-Richardson Formula 20 (Crites, 1974). Stability over extended periods of time should reflect individual differences in rate of career development. In a year's interval test-retest r was .71 based on a sample of 1648 students in grades 6-12 (Crites, 1974; J. Hansen, 1974).

Research into sex differences in CMI are contradictory and warrant further study (Pietrofeds & Splete, 1975).

Crites (1974) stated items were carefully selected to eliminate sex biases and his validation studies verified this conclusion. Although Crites (1973) disputed the interpretation, Smith and Herr (1972) found significant mean differences associated with sex, with girls scoring significantly higher than boys.

However, Richardson (1974b) points out that both the theoretical and empirical foundation of the concept of vocational maturity is based on male career development. She stated that there is insufficient empirical evidence to assume that instruments, such as Career Maturity Inventory, measure important behaviors and attitudes of women. "These instruments are limited not only by what they measure but also in what they do not measure" (Richardson, 1974B, p. 134).

In conclusion, conceptually the definition of career maturity seemed congruent with the attitude changes the present program was attempting to facilitate. However, the CMI - Attitude Scale is based on a masculine model of career development to measure changes from traditional vocational courses whose effectiveness and relevance for highschool females are critically doubted. Consequently, the Attitude Scale was included to determine if instruments designed to detect changes from a traditional vocational program would be sensitive and/or appropriate for innova-

tive programs dealing specifically with vocational concerns of females.

Statistical Procedures

First, as a check on the validity and stability of the 15 measures employed, between pre and post-testing, a period of two months, a correlation matrix was computed for the total sample (see Appendix G).

Then, since the research design was pre-test - treatment - post-test with a control and experimental group, the differences between the pre and post scores for each member of both groups on all objective measures were determined. The mean scores for the differences (hereafter referred to as the pre to post tests score means) were calculated for each measure. As there were 4 major dependent variables and 10 minor ones from POI subscales, the statistical procedure best suited to the analyses was Hotelling's T^2 . The multivariate technique of Hotelling's T^2 was chosen to control for Type I error of rejecting an hypothesis incorrectly. If 14 univariate tests of significance were carried out, there was an increased likelihood of rejecting an hypotheses whose difference was attributable only to chance. Hotelling's T^2 provided a method of testing the overall null hypotheses that the two populations from which the groups were sampled do not differ in their means on any of the "p" measures (Harris, 1975; Morrison, 1967).

The overall null hypotheses would be rejected if the F-ratio was significant at the accepted level of .05. Then univariate 't' tests would be conducted to determine which individual variables were most important at .05 level.

The other statistical procedures used in this study, were for comparisons between the control and experimental groups' ranking of their tentative plans. Chi Square was used to test the hypotheses that rankings on the post-tests were independent of pre-testing rankings for each group. When the rankings did not change in pre to post testing, two scores were computed to test the hypotheses that there was no significant difference between the proportions of the experimental and control groups who answered in a certain manner. To reject the above hypotheses, a significance at the accepted level of .05 was required.

Hypotheses

In order to assess the value of the treatment program, the following statistical hypotheses were generated:

Hypothesis #1: There will be no significant difference between the pre to post-tests score means of the experimental and control group on measures for Self-Actualization.

Hypothesis #2: There will be no significant difference between the pre to post-tests score means of the experimental and control group on the measure for Sex-role Stereotyping.

Hypothesis #3: There will be no significant difference between the pre to post-tests score means of the experimental and control group on the measure for Career Maturity.

Treatment Program

The actual treatment program was developed from the recommendations discussed in the conclusion of Chapter II. The girls were actively recruited by going to their classes and presenting them with minimal information concerning the program. The information was kept to a minimum because of the possible effects it may have on the pre-testing. The entire process took place within a group format which was set up to facilitate spontaneous interaction. The program ran over 6 weeks to give the girls an opportunity to integrate and assimilate the new ideas. The seven sessions are briefly summarized below and a more detailed description appears in Appendix A.

Treatment Hours 1 and 2: The program began with an introductory and clarification session. Both the leader and the girls shared their career or work experiences, and expectations and goals for the program. Some statistics concerning women and work were discussed.

Treatment Hours 3 to 6: The Life Planning Game purchased from the University Women's Club of Oakville Ontario was carried out. This simulation game offers players the

opportunity to plan out the lives of real young women for a period of 10 years. During the process the participants tested their decision-making skills and explored a number of careers. It further granted an opportunity to experience the financial realities of their decisions as well as to learn how unpredictable the labour market can be. They then dealt with marriage and unexpected events in both their careers and marriage. A fairly realistic picture of the labour market and marriage was presented to the girls throughout the game. Finally through role play, the girls learned their characters' true stories.

Treatment Hours 7 and 8: The girls and leader discussed their reaction to the Life Planning Game. At this time, each girl filled out a Holland's Self-Directed Search and discussed whether the findings were consistent with their personal evaluation.

Treatment Hours 9 - 13: The girls listened to a panel of seven women, selected on the basis of their occupational choices, discuss their lives. The women's general guideline was to focus on their personal life (see Appendix F). Following the individual presentations, a spontaneous discussion occurred between the women and girls. Topics such as marriage, children, careers, men's and their own expectations were covered. The panel was scheduled to run three hours but because of interest took approximately five.

Treatment Hours 14 and 15: The leader and the girls explored their reactions and conclusions to the panel. The primary focus was combining marriage and career. The girls talked freely about their families and friends' expectations for them.

Treatment Hours 16 and 17: Two guest speakers from Alberta Manpower Counselling Centre spoke on career search, resumé writing, job application and interviews. The women distributed a number of handouts for the girls' reference.

Treatment Hours 18 and 19: The final session dealt mainly with the girls' personal concerns about seeking employment. The major focus was positive presentation of self despite their lack of work experience. Then, general comments concerning issues arising from the program were discussed. The program concluded with a film, "Women Want" by the National Film Board. It is a documentary which covers many issues pertaining to women and employment.

CHAPTER IV

RESULTS

In Chapter IV, the results of the subjective evaluation of the treatment program will be presented first. Then the objective results will be demonstrated, along with some post-hoc analyses of the objective data.

Participants' Evaluation of the Counselling Program

Table 1

Subjective Evaluation of the Total Program. (N=12)

	Yes	No	Undecided
Personally found program beneficial	10	1	1
Recommend others take part	11	1	0
Like the program integrated into the regular school program	9	3	0

From Table 1, it can be seen that 10 of 12 participants felt the program had been of benefit to them personally. From their comments (see Appendix B), the personal benefits were grouped into three categories. For 5 members, their participation expanded both their knowledge of labour market

and themselves which helped them develop a more realistic outlook on the future. Six comments reflected that the program caused the girls to focus both on themselves and occupations, and consequently, aided their own career decisions. The remaining comments indicated that specific components of the program proved most useful to certain members.

The one girl that did not perceive any benefit indicated that the information was repetitive of her career exploration and failed to help her with her own career choice. The undecided member felt that specific components were useful but that overall she did not experience the benefits she had expected.

Eleven of the twelve girls found the program sufficiently useful that they would recommend their peers take part in a similar experience. Nine of the girls viewed it as important enough to be incorporated into the regular school program.

Participants' Evaluation of Components of Program

Life Planning Game: The responses to the simulation game were quite variable. For seven girls the experience was either very worthwhile or worthwhile, but for four it was fun but of no benefit to their career development. From the comments, it appears that the game was beneficial for those who felt the experience prepared them for the

Table 2
 Participants' Evaluation of Components
 of Program (N=12)

	Very Worth- while	Worth- while	Ade- quate	Not Worth- while	Total
Living					
Game	2	5	0	4	11
Panel	9	2	0	0	11
Discussions	4	6	2	0	12
Job Search Techniques	5	6	0	1	12
Speakers	4	5	0	1	10
Self-Directed Search	3	6	1	1	11
Film	1	3	2	1	7

future and broadened their knowledge. However, if it remained solely a game and the experiences of the characters seemed foreign to participants' expectations for the future, the game was of no consequence.

Panel: The panel of women stands out as a worthwhile experience for all eleven girls that attended. Nine of them ranked the panel as very worthwhile and the remaining two felt it was a worthwhile experience. From the response and comments concerning the panel, it seemed to have a significant impact on the girls.

Discussions: In the evaluation, ten girls felt the discussions were either very worthwhile or worthwhile. Two of the twelve girls found them adequate.

Job Search Techniques: Learning about resume writing, job exploration, interviews and applications proved to be valuable to eleven of the twelve girls. In the general comments, a number of girls indicated that knowledge of these skills was of the greatest benefit to them. Only one girl felt she had all the necessary skills prior to the group.

Speakers on Job Search Techniques and Exploration: Even though the topic was covered partially in other sessions, nine out of 10 girls who heard the speakers felt it worthwhile to cover the information more systematically.

Holland's Self-Directed Search: Of the eleven girls who completed the Self-Directed Search, nine girls felt it was worthwhile. One viewed it as adequate experience while the remaining girl found it a waste of time.

Film - "Women Want": The film was shown in the last session by which time attendance had fallen off due to other commitments and pressure from teachers whose classes they had been missing. Of the seven girls who saw the film only four found it worthwhile.

Recommendations: Finally, the participants were asked

about things they would like to have added to the existing program. Some comments proved too general to be of practical use. However, three girls desired more information concerning specific jobs. One girl suggested including a second panel of men discussing their feelings toward working women. Another wanted more discussion time while one girl would like more discussion with resource people. One comment suggested more focus on unexpected future events. The final comment stated that girls should spend some time at a place of employment for the occupations they are considering, to test out if it is really suitable.

Listing of Future Plans.

As the author was uncertain whether the chosen objective measures would adequately assess the change in attitude attempted by the program, the girls in pre and post testing were asked to list in order of importance their future goals. When the pre and post lists were compared no consistent overall change was noted; however, to clarify these results the following information was compared. (See Table 3 on p.56).

The obs. $\chi^2_1 = 4.5$ for control group indicated that their post-test ranking of education as their first choice was dependent on their pre-test ranking. However, there exists 95 chances out of 100 that the ranking of education as first choice in the post-test for the experimental group was not significantly related to their pre-test

Table 3
Shifts in Education Rankings

Experimental Group N=12		Post-Test	
		1st choice	Not 1st choice
Pre-test	1st choice	3	0
	Not 1st choice	4	5
Critical $\chi^2_1 = 3.85$			
Observed $\chi^2_1 = 1.03$ (using Yates' correction for continuity)			
Control Group N=12		Post-Test	
		1st choice	Not 1st choice
Pre-test	1st choice	8	0
	Not 1st choice	1	3
Critical $\chi^2_1 = 3.85$			
Observed $\chi^2_1 = 4.5^*$ (using Yates' correction for continuity)			
* significant at .05 level			

ranking (obs. $\chi^2_1 = 1.03$). It may be inferred that the treatment program stimulated a greater concern for education for some members of the experimental group. However, the result is not conclusive because of the ceiling placed on the control group due to their higher interest in further education on pre-testing occasion.

Table 4

Marriage

<u>Experimental Group N=12</u>		
	Choice	Not a choice
Pre-test	9	3
Post-test	12	0
<u>Control Group N=12</u>		
Pre-test	10	2
Post-test	12	0

There was no noticeable difference between the pre or post ranking of marriage for the control and experimental groups. The only visible trend was that in both groups, the girls who did not specify marriage on the pre-test listing did so on the post-test. All twenty-four girls by post-testing felt that they will marry within the next ten years.

Table 5

Number of Girls that Indicated a Specific Occupation

<u>Experimental Group (N=12)</u>		
	Specific	Non-Specific
Pre-test	5	7
Post-test	5	7
<u>Control Group (N=12)</u>		
Pre-test	4	8
Post-test	4	8

Even though some members of the experimental group indicated the program facilitated their career choice, there was no change from pre to post testing in the number who specified a career in either group. There was no significant difference between the proportion of the experimental and control group who specified a particular occupation, since the obtained z score of .456 is substantially lower than the required $z = 1.96$.

Table 6

Number of Girls that were Considering
Non-Traditional Occupations

<u>Experimental Group (N=12)</u>		
	Traditional	Non-Traditional
Pre test	12	0
Post test	11	1
<u>Control Group (N=12)</u>		
Pre-test	11	1
Post-test	11	1

Only 2 of the 24 girls, one in each group, indicated they were considering male dominated fields. However, it must be remembered that 15 girls did not specify any occupational choice.

Table 7

Number of Girls that Indicated
Career After Marriage

	Indication	No Indication
<u>Experimental Group</u> (n=12)		
Pre-test	0	12
Post-test	1	11
<u>Control Group</u> (n=12)		
Pre-test	2	10
Post-test	3	9

There existed very slight differences between the pre and post-testing of the experimental and control group on the dimension of indicating career after marriage. The obtained z score of 1.2 ($p > .05$) indicated there was no significant difference between the proportions in the two groups stating they would pursue their career after marriage. Unfortunately the format of the questionnaire did not specifically ask if the girls would continue their career during raising their family. Those who did stipulate career after marriage may have just assumed they would continue working. However, on the whole, their plans ended either with marriage or children.

Results from Objective Measures

Table 8

Pre - Post Correlations for the 4 Major Variables for the Total Sample

	CMI	SEX	Tc	I
CMI	.798*	.244	.372	.176
SEX	.194	.734*	.351	.499*
Tc	.233	.369	.654*	.691*
I	.176	.568*	.283*	.804*

* significant at .01 level

As stated earlier, a correlation matrix was computed for all pre and post measures for the total sample (see Appendix G) to substantiate the validity and stability of the chosen measures. A complete analysis is beyond the scope of the present paper; however, Table 8 demonstrates the correlations between the four major variables in the pre and post-tests. Of significance is the fact that the pre-test measure for Time Competence correlates slightly higher with the post-test measure of Inner Direction Support (.691) than with its own post-test results (.654). This result sheds some question on the stability of the Time Competence Measure over a two month duration. Caution must be taken in the interpretation of the correlations as

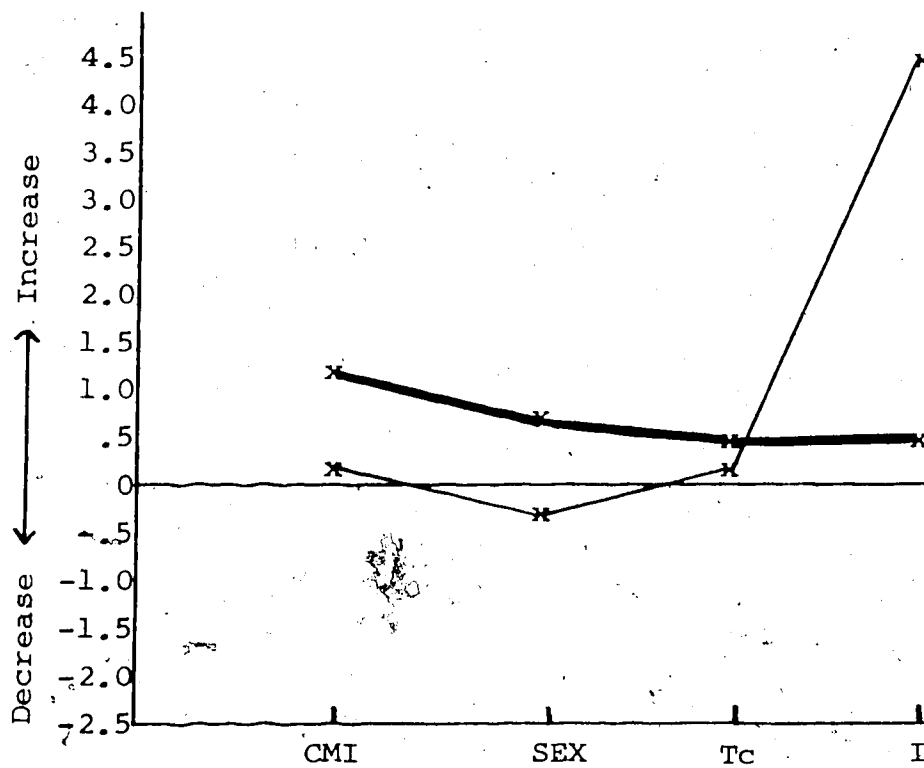
each sample group only consisted of 12 subjects. The sex stereotype measure correlated significantly with Inner Support Direction on the pre-pre test; post-post test and pre-post test correlations.

Pre to Post Tests Score Means:

The experimental group demonstrated a smaller pre to post tests score mean increase on the measure for Career Maturity. However, when the individual scores for each group were compared, a difference between the groups in post-testing were apparent. In the control group, three subjects had no change, seven increased slightly and two decreased slightly on the post test. In the experimental group, all subjects showed some change with half increasing and the other half decreasing. Consequently the experimental group changed more but in both directions which meant their pre to post test score mean was lower than the control group.

The pre to post tests score mean for the control group on sex-role stereotyping measure augmented slightly more than the experimental group's. On 9 out of 10 subscales of POI, the experimental group changed in the predicted direction whereas the control group only increased on four of the subscales. Although the experimental group's pre to post tests score mean increased less than the control group's on Time Competence, their pre to post test

Figure 1



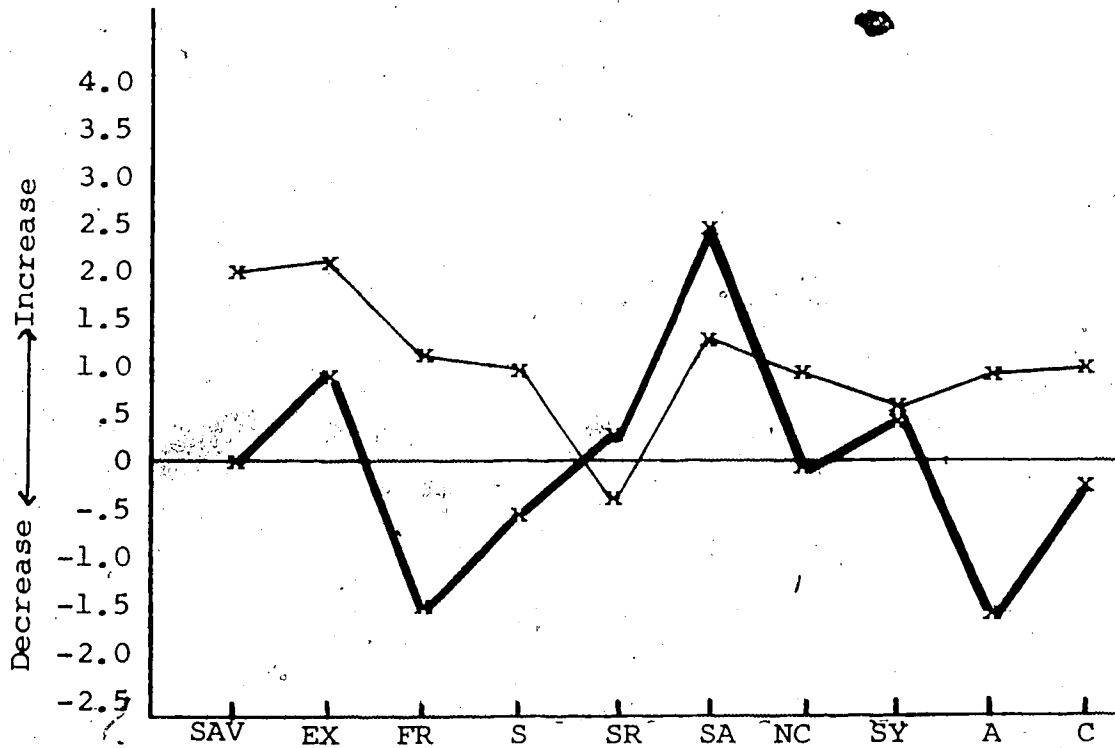
— Experimental Group

— Control Group

* For definitions of variables refer to Chapter III pp.34-46

Pre to Post Tests Score Means on the
4 Major Variables

Figure 2



— Experimental Group
 — Control Group

* For definitions of variables refer to Chapter III, p. 36.

Pre to Post Tests Score Means on 10
 Subscale POI Variables

score means on Inner Direction Support incremented substantially more than the control.

Table 9

Hotelling's T^2 Multivariate Analysis of Differences
Between Pre to Post Tests Score Means for
Experimental and Control Groups

Hotelling T^2 on:	T^2	DF1	DF2	F-Ratio	P
2 Variables Tc and I	3.547	2	21	1.69	.21
2 Variables CMI and Sex	1.535	2	21	.733	.49
10 Minor Variables in POI	21.574	10	13	1.275	.34

Hypotheses Testing:

Although Hotelling's T^2 determines if there exists a significant difference between the means of both groups on all measures simultaneously, three Hotelling's T^2 were necessary in the present study. Since there were 14 variables and only 12 subjects in each group, there were insufficient degrees of freedom for only one computation. Hypothesis #1 was tested by two Hotelling's T^2 . The first analyzed the 10 minor variables, and the second the 2 major variables. Hypotheses #2 and #3 were tested by a subsequent Hotelling's T^2 .

Hypothesis #1: There will be no significant difference

between the pre to post tests score means of the experimental and control group on the measures for Self-Actualization.

Findings: When the Hotelling's T^2 was computed for 10 minor variables, a $F(10,13) = 1.275$ with $p = .34$ was established.

The analysis of the major variables resulted in a $F(2,21) = 1.69$ with $p = .21$. Therefore Hypothesis #1 was accepted as neither F 's were significant at .05 level.

Conclusion: No significant difference between the pre to post tests score means of the experimental and control group on the measures of Self-Actualization resulted from participation in the treatment program

Hypothesis #2: There will be no significant difference between the pre to post tests score means of the experimental and control group on the measure for Sex-Role Stereotyping.

Hypothesis #3: There will be no significant difference between the pre to post tests score means of the experimental and control group on the measure for Career Maturity.

Findings: The Hotelling T^2 performed with the results from Sex-Role Stereotyping and Career Maturity measures produced a $F(2,21) = .733$ with $p = .49$. Therefore, as the significance level was not equal to or less than .05, Hypotheses #2 and #3 were accepted.

Conclusion: Involvement in the treatment program did not cause a significant increase in the pre to post tests score

means on the measures for Sex-Role Stereotyping and Career Maturity.

Post Hoc Analysis of the Support Ratio and Time Ratio of POI

For interpretative value, two ratios - Support and Time, were computed for each subject. In the following section, since no significant differences were found between the control and experimental groups on the dependent variables of Support and Time, the results were combined to form one group.

Time Ratio: The time competent person is defined as someone who appears to live more fully in the here and now. This person is apparently able to join the past and future to the present in a meaningful continuity. In contrast the time incompetent person is unable to adequately discriminate amongst past, future or present. Consequently the person is preoccupied with either the past or the future to such a degree that it inhibits living most productively in the present. Table 10 indicates where each subject fell on the post-test according to Shostrom's (1972) distribution.

From Table 10, it can be seen that approximately 80% of the girls were in the non-self-actualized range, with another 12% in the normal range. Their Time Ratio's points out that 92% of the girls are time incompetent. They are

Table 10

Time Competence Ratio - Post Tests
Both Groups N=24

	Number	Percent
Self-Actualized Range 1:2.2 to 1:6.7	2	8.33%
Normal Range 1:6.5 to 1:3.0	3	12.50%
Non-Self Actualized Range 1:2.9 to 1:1.1	19	79.17%
Totals	24	100.00%

unable to adequately discriminate the past and the future from the present. Only 8% or 2 of the twenty-four girls are able to join the past and future to the present in such a fashion as to facilitate living primarily in the here and now.

Tables 11 and 12 were constructed from Shostrom's (1972) key to determine if there exist any consistency amongst the girls on whether their time incompetent responses are primarily present, past or future oriented. The following definitions are provided as a reference to the meaning of present, past or future oriented.

A person who is past-oriented may be characterized by guilt, regret, remorse, blaming and resentments. The past-oriented person is still nibbling on the undigested memories and hurts of the past.

A person who is future-oriented is an individual who lives with idealized goals, plans, expectations, predictions and fears. The future oriented person is the obsessive worrier who nibbles at the future.

A present-oriented person is the individual whose past does not contribute to the present in a meaningful way and who has no future goals tied to present activities. This is a person who engages in meaningless activity and unreflective concentration. (Shostrom, 1972, p.16)

Table 11

Breakdown of Time Incompetent Responses
Both Groups - Pc Test = 24

Subject	1	2	3	4	5	6	7	8	9	10	11	12
Past	4	3	0	0	3	2	3	0	2	3	3	1
Future	3	4	4	4	3	5	6	3	3	4	2	4
Present	0	1	0	0	0	1	1	1	0	2	1	0
Subject	13	14	15	16	17	18	19	20*	21*	22*	23**	24**
Past	1	3	1	0	3	5	4	3	0	1	1	0
Future	4	3	4	6	5	0	2	0	3	0	0	3
Present	1	2	1	0	0	2	0	1	0	1	1	0

* - subjects that are normal range

** - subjects in self-actualized range

From the breakdown of time incompetent responses, major categories account for the responses of nearly the girls. Forty-one percent of the 24 girls appear individuals who are preoccupied with either fears or idealized hopes for the future. Another 33% seem to shift from

Table 12
 Number and Percent of Girls Whose Time Incompetence
 Ratio Fell in Following Categories
 Post-Test N=24

	Number	Percent
Past	1	4.17
Future	10	41.67
Present	0	0.00
Past/Future	8	33.33
Past/Present	1	4.17
Future/Present	0	0.00
Future/Past/Present	2	8.33
No Category	2	8.33

** Raw score of one in any category was not counted

regretting the past to worrying and speculating about the future. Eight percent or 2 girls fell into all three categories. One girl was placed in the present/past category, indicating if she reflects at all, its generally concerne with her past. Another subject thinks primarily about the past when she is time incompetent. Only 2 or 8% of the 24 girls made so few and diverse time incompetent responses, that they were not placed in any category.

Support Ratio:

Before examining the support ratio, it is important to understand the definitions of Inner and Other-Directed Person used in this study.

The Inner-Directed Person. The inner-directed person appears to have incorporated a psychic 'gyroscope' which is started by parental influences and later on is further influenced by other authority figures. The inner-directed man goes through life apparently independent, but still obeying this internal piloting. The source of inner-direction seems to be implanted early in life and the direction is guided by a small number of principles. The source of direction for the individual is inner in the sense that he is guided by internal motivations rather than external influences. This source of direction becomes generalized as an inner core of principles and character traits.

The Other-Directed Person. The other-directed person appears to have been motivated to develop a radar system to receive signals from a far wider circle than just his parents. The boundary between the familial authority and other external authorities breaks down. The primary control feeling tends to be fear or anxiety of the fluctuating voices of school authorities or the peer group. There is a danger that the other-directed person may become over-sensitive to 'others' opinions in matters of external conformity. Approval by others becomes for him the highest goal. Thus, all power is invested in the actual or imaginary, approving group. Manipulation in the form of pleasing others and insuring constant acceptance, becomes his primary method of relating. Thus, it can be seen that the original feeling of fear can be transformed into an obsessive, insatiable need for affection or reassurance of being loved.

(Shostrom, 1972, p. 17)

Self-actualizing persons tend to be between the two extremes. They are other directed since they are to some degree sensitive to people's approval and love, but the source of their direction is essentially inner. As stated earlier, self-actualized persons seem to have liberated themselves from rigidly conforming to society's expecta-

tions (Shostrom, 1972).

The support ratio determines the degree an individual is inner and other directed. From the ranges provided by Shostrom (1972), Table 13 was constructed to determine the degree of inner and other directedness of the girls involved in the present study.

Table 13

Support Ratio - Post-Tests
Both Groups N=24

	Number	Percent
Too Inner Directed 1:11.7 to 1:7.5		0.00
Self Actualized Range 1:5.4 to 1:3.2	3	12.50
Normal Range 1:2.6 to 1:2.2	4	16.67
Non-Self Actualized Range 1:2.1 to 1:0.9	17	70.83
Total	24	100.00%

Only 12.5% or three of the girls involved in this study fell within the self-actualized range. These three girls then appear to be the only ones in the sample group capable enough at present to transcend societal expectations. The remaining 87.5% were in the normal or non-self actualized

range which indicates they will probably conform to the expectations they perceive from others. 70.83% are very other-directed which seems to mean that much of their present energy goes to pleasing others and receiving constant acceptance.

CHAPTER V

DISCUSSION AND IMPLICATIONS

Initially in Chapter V, the three objectives for the counselling program stated in Chapter II will be discussed in light of the results presented in Chapter IV. The focus will then turn to the remaining two purposes of the present study. The components of existing counselling program will be discussed in order to make recommendations for improvements. The sensitivity and usefulness of the chosen measures to the problems of contemporary women will then be dealt with.

Discussion of Objectives

Objective #1: The treatment group did not develop a significantly more flexible orientation toward life. However a number of indicators lend support to the hypothesis that exposure to the counselling program began the process of change in life orientation for at least some members of the experimental group. It must be recognized that these indicators may be chance occurrences. Nevertheless the experimental group did demonstrate an increase on 9 out of 10 of the minor self-actualizing variables, whereas the control only increased on four. On the major self-actualizing scale which measured the girls' ability to rely on their

own inner values rather than other's expectations, the experimental group demonstrated a considerably greater increment than the control in the appropriate direction, even though the result did not reach statistical significance (see Figure 1, p.62). Five of the girls commented that the program broadened their knowledge and outlook on the future, lent further support to the fact that the program may have initiated the process of re-evaluation of their values and decisions. It appears that some girls may have started the process of examination of their future plans in the direction of becoming more flexible, even though a significant change in life orientation did not occur for the total group from involvement in the program.

Participation in the present program did not cause a sufficient increase in flexibility to enable the girls to broaden their self-concept. Consequently, the girls are probably still experiencing difficulty in integrating conflicting expectations from others. Post hoc examination of the total samples' results of the Personal Orientation Inventory, illuminated why the adopted program could not create change in such a short time span. Only three of the twenty-four girls possessed sufficient inner direction to be able to critically but openly examine the issues presented in the program. Almquist (1974) stated that it is

a flexible orientation to life which appears to determine whether young women are receptive to the influences operating in their environment. Eighty-five percent of the girls were very dependent on external forces for their life direction. As a group, they then needed to conform rigidly to their perceptions of society's and significant others' expectations." Therefore, whenever the program was inconsistent with their personal expectations, their life orientation seemed to interfere with their ability to examine the issues.

The impact of the program appeared further limited because over 70% of the sample seemed to invest substantial energy into pleasing others, in order to gain their approval. The need for approval from significant others may account for the girls' resistance to information concerning changes in women's roles. It appeared throughout the program, from the girls' comments and distortion of ideas, that the majority were threatened by the fact that women could possibly lead different lives than the more traditional female life pattern. It seems conceivable from the limited demographic data and girls' statements, that changing their plans may mean the risk of losing approval from their family, peers and significant males in their lives. Perceived expectations from males have been proven to limit the career aspirations of young women (Hawley, 1971, 1972; Komarovsky, 1973). Research also demonstrates that young women with

high career aspirations come from families whose fathers are more highly educated and whose mothers have a greater career commitment than the present sample group (Vetter, 1973). However, it must be remembered that the girls involved in the present study need special guidance more than upper class girls who may prove more open to the ideas (Tiedt, 1972).

Another assumed impediment to the impact of the program was that approximately 90% of the sample were unable to adequately discriminate the past and the future from the present in order to live most fully in the here and now. Almost 75% of the girls were preoccupied with speculating on an idealized future of varying degrees which may have further retarded their acknowledgement of the changing roles of women. As the program suggested that they make changes in their decisions now, it appears many girls could dismiss this because their dreams for the future were different from the picture being presented to them.

In conclusion, the post-hoc analysis presents a new consideration. Is it better for counsellors to invest their energy into programs for girls who already possess the necessary flexibility to be receptive to the information, or attempt to devise means to aid those most resistant to change, but most in need of an experience that will help them develop the flexibility to be open to the changes in

their environment? The girls involved in the present study appear to be the very segment of young women who need specialized guidance, or they will be unprepared for the future. However, the indications are that some of the experimental group members may have been re-evaluating their life orientation. Therefore, expansion, refinement, and new techniques may in fact facilitate a more flexible orientation for girls comparable to those in the present study. The process of enlarging the self-concept to integrate conflicting expectations may then take place.

Objective #2: The members of the treatment program did not significantly resolve their sex-role conflict so they they were freer to explore diverse occupations. From the statistical analysis, not only was the change attributable to chance but the pre to post tests mean score was higher for the control than for the experimental group. This result seems quite consistent in light of the preceding discussion that the girls involved were not flexible enough to be receptive to the information but the experimental group also invested a good deal of energy in dismissing the alternatives presented. Also the fact, that the one member of the experimental group who was in the self-actualizing range, was the one experimental member who was considering a male dominated career at the conclusion of the program, provides further support that the girls' rig-

idity hindered their resolution of their sex-role conflict.

However, a more detailed discussion of the lack of resolution of the sex-role conflict is warranted in order to better understand the process and to better prepare those who choose to pursue vocational counselling with females. First, Richardson (1974a) and Wolken (1972) determined that there are two separate career orientations besides the traditional homemaker. Career oriented women are highly career motivated, and their careers are perceived as central to their adult life. Work-oriented women place a high value on both career and marriage-family responsibilities. Since, work-oriented women are more similar in work values to homemakers than career-oriented women, they generally limit their occupational aspirations to stereotypic fields. However, even though the girls, by the very fact of their volunteer participation in the program demonstrated they were cognizant of the necessity for career decisions, their reactions made them appear less career committed than work-oriented women. Since they seemed unable to accept the combining of a career with motherhood, the girls in this study seemed most similar to homemakers. It is not the contention of this thesis to place a negative value on the homemaker, however, the reality is that, at the most, two of the twelve girls involved in the present study, will have the option of remaining home with their

children through their complete childhood. Ten girls will presumably end up working in jobs they felt would be satisfying for 5 to 10 years for up to 25-35 years because of financial and social pressures they refused to acknowledge.

Returning to Jordaan's (1963) statement that deep rooted societal conflict may impede exploratory occupational behaviour, the results of this study become more understandable. As the girls were very low in flexibility, their general responses to new alternatives were discernably defensive and reactionary. When alternative life styles and non-traditional careers were presented, the girls were unable to consider them because they had previously dismissed the ideas. In the leader's opinion, the girls felt women were capable of achieving, but only at the expense of their role as mothers. Consequently, the girls chose to conform to traditional homemaker roles and to choose only accepted female occupations. Again, the problem is not their conformity per se, but the fact that what they are conforming to may not be a real option in the future.

The present study relied heavily on role models to demonstrate that home-career conflicts can be resolved satisfactorily through methods which increase occupational aspirations. The reliance on role models was made on the evidence that observational learning enables individuals to acquire complex, integrated patterns of behaviour without

tedious trial and error learning (Bandura, 1977). Although the girls stated they valued the exposure to the role models and the entire program, they verbally rejected the alternatives. The girls insisted that exposure supported their position that a high level career, and family cannot be satisfactorily combined and; therefore, increased occupational aspirations were detrimental to their life goals. A further examination of Bandura's social learning theory explains the girls' reactions.

The experimental group could not be influenced very much by role models that they did not understand. Because of their refusal to let go of the out-dated view of women, they never fully comprehended that alternatives of role models were relevant to them. The girls seemed not to realize that some of the models too had envisioned they would be traditional homemakers, but due to circumstances now common to the majority of women, their dreams had failed to unfold as they had hoped. The role models who were aware that reality had changed prior to their marriages seemed very unacceptable to the girls unless the women had also decided not to have children. The girls were also unable to recognize, that by holding on to their views they were remaining victims of a cultural lag. Acceptance of women's changing roles and alternatives presented, seemed both personally and socially unfavourable to the girls. The advan-

tages of financial security and independence presented by the models seemed foreign to the girls' personal perceptions of their future life styles. The risk of becoming more career committed appeared to be loss of approval, so much needed by the participants, from significant others. "If apprehensive individuals do not fully trust what they are told, they will continue to behave in accordance with expectations rather than risk painful consequences" (Bandura, 1977, p. 33).

However, Bandura's social learning theory includes the possibility that the message and techniques pertaining to integrating increased occupational aspirations into a women's role may be expressed by girls at a later date. "In case of performance preference, modeled judgements are learned but not expressed because they are personally or socially disfavoured" (Bandura, 1977, p. 46). Consequently, if the present trend of combining the dual roles does mean these girls will work and raise their families, the ideas and alternatives in career choice and life styles presented may eventually be integrated into the participants' life styles. They may increase their occupational aspirations and explore diverse careers, once personal circumstances establish that the reward will be greater than continuing with their present life plans. Unfortunately, by the time this realization does occur, circumstances such as children

to care for may hinder their new found need for career aspirations.

There existed one concrete indication that participants may integrate the role models' alternatives in their future life style. There was a significant increase in the number of girls in the treatment group who were considering further education. First, if the girls do pursue further education or training before marriage, as their responses indicated, then a long term effect of the program may be that, if their dreams do not materialize they will in fact be better prepared to cope with the new circumstances. Secondly, research demonstrates that the pursuit of higher level occupations is very dependent on the people that young women come in contact with during further education (Almqvist, 1974). The girls then may meet role-models during their education that are consistent with the information presented in the program, and the combination may prompt the girls to better prepare themselves for the future. As the program did bring many of these issues within the conscious awareness of the girls, people they meet may help trigger the realization that they too can and must invest more energy in their careers without sacrificing their roles as mothers. However, now the discussion has gone full circle since it appears that it is a flexible orientation to life that will determine the impact future people have on the girls. Therefore, the dis-

cussion returns to the two considerations presented earlier. Again counsellors and researchers are faced with the question of how to develop a flexible orientation to life so that young women can become more open to the new influences operating in their environment.

Objective #3: The girls involved in the counselling program found it personally worthwhile and enjoyable. Ten of the twelve girls involved perceived the program as personally beneficial for three major reasons stated in Chapter IV. Also, most of the girls would like to see a similar program incorporated into the regular school curriculum and have their friends take part. The implication of meeting objective #3 is that regardless of the calibre and statistical results, a program that does not appeal to its target group will be doomed to failure prior to its initiation. Since this program spent a good deal of time confronting the girls' beliefs, which appeared to result in resistance at times, it is crucial to know the program was meeting some needs of the participants. Having substantiated objective #3, and because of the initial large number of interested students, the option of improving the program to facilitate the attitudinal change remains viable and necessary.

Discussion of the Components of the Counselling Program

The following more-in-depth discussion and recommendations for the existing program seems imperative, as the need established in Chapter I may not diminish unless the first two objectives are eventually met. The following section is based on the girls' subjective evaluation of the segments and leader's perceptions.

Life Planning Game

The participants interpretation of the Life Planning Game proved quite variable. Two thirds of the girls felt the simulation game exposed them to situations they had not previously considered, yet may have to face. However, to nearly one third of the group the experience seemed to have no bearing on their expectations for the future. "It was very interesting but not worthwhile. I could not relate to any of the model characters or their situations." Shield's (1974) statement that some highschool girls often resist realistic knowledge that is contrary to their idealized hopes for the future may account for the variability.

In conclusion, the Life Planning Game did exemplify as realistically as possible, the necessity for adequate life planning. It does though, at times, focus on some harsh realities - marriage break-ups and ends of dreams. However, the game also offers a chance to overcome these situations which do affect most women's lives at some point in time.

For those open to the implications the simulation game established the need for adequate vocational planning. However, the leader needs to be sensitive to those in the group who cannot relate the situations to their own lives and help them develop the awareness that these situations are not isolated to a few women, but could happen to anyone if they are unprepared. Facilitators though, must accept that some girls will continue to resist information that is inconsistent with their dreams. Therefore in hopes of reaching more girls, the simulation game would be most effective, remaining a component of a more in-depth program. The girls who fail to understand the significance, may do so through other methods.

Panel

From the response on the evaluation form and the discussions, the panel had a substantial impact on all the participants. Considerable excitement and positive comments were made during and after the panel. However, the nature of the effect of the panel was somewhat different than was expected. A comment by one girl sheds light on the type of impact the panel created. "I wish more of the women on the panel had a more active family life and I wish the single women wouldn't have come out so much." Another girl stated it was frightening to her as she planned to marry next year and all the young marriages on the panel had failed.

Consequently, this young woman never returned to the group. Again, the resistance to reality surfaced since the women were quite representative of marriages that do fail. The women generally seemed pleased with their careers and accomplishments rather than bitter or unhappy.

In the follow-up session, the general resistance to reality arose clearly. The girls seemed to have distorted the information presented to them by deciding that the marriages of three panelists failed because of their career commitments. However, the three intact marriages were the women who had strong career commitments prior to marriage while the three divorced women only entered their careers after their marriages dissolved. Even reviewing the life stages of the women did not seem to clarify this. The girls latched onto information that supported their premise that a woman cannot be both a career person and a mother. One panel member stated at times she doubts that she is either a good mother, wife or student because of the demands on her time. The girls picked up on this statement but appeared not to hear the conclusion, that the panelist realized when she gave her choices more thought that only through combining the roles does she really achieve satisfaction. The panelist invested much of her energy that afternoon in clarifying this statement, to no avail. Another panelist stated she had chosen not to have children because of her career

commitment. The girls took this one statement as proof that their stance (that working mothers are inadequate) was true. The rest of the women's statement of personal satisfaction and well-developed children, because of their career commitment went unrecognized. Even though the girls acknowledged the shortcomings and frustrations built into the role of being solely a homemaker, they generally agreed that they would just have to do better than their own mothers.

In conclusion, the panel made a great impact on the girls and brought to the forefront a number of crucial issues. However, in the leader's opinion, the girls distorted and selectively picked out information to support their beliefs rather than exploring alternatives. As leader, this situation proved difficult to effectively handle as the girls seemed only able to express their feelings and not able to examine inconsistencies or alternatives. Consequently, as the girls were resistant, the leader chose not to confront their beliefs too firmly or directly, as it was feared that this may cause the expression of feelings to be stifled rather than promoting growth. In another situation, with more time, the panel should serve as a means of opening up topics and then the girls could actively investigate the topics by researching facts and interviewing a variety of women.

Discussions

Generally, the participants found the discussions worthwhile. However, one girl commented that, "the discussions were poor due to general lack of participation and the group was not closely knit enough." The discussion time was a very valuable component of this program, but a number of factors give validity to this girl's comment. Although at times the discussions seemed to progress well and have adequate involvement, too much of the responsibility remained with the leader. Activities were planned with the least amount of preparation by the girls, as they were volunteers who were fitting the program into very busy schedules. Therefore, when issues arose in which further exploration by the girls would have promoted more in depth discussion, the process remained rather superficial since the girls did not have the resources to really analyze the topics. Under the restraints of the present program, the girls remained passive recipients of information rather than active investigators.

The discussions were further handicapped by irregularity of attendance. Due to other commitments and pressures by teachers, the girls missed sessions, or parts of them. Consequently, the group never became as close as was hoped, which hindered the process.

On many occasions the leader felt the need for another

counselor. A second facilitator would have had different approaches and perspectives to stimulate discussions. With only one leader, the person's time is constantly filled with interacting with active group members and she is unable to take the time to evaluate the entire process. Consequently, new approaches to the topics are limited and some of the more reserved members are left out. Co-counseling would give each leader someone to share the outcome of the individual sessions with and then together they could devise new methods tailored to the needs of members of the group.

Job Search Techniques

Evaluation of the job search techniques indicated that these Grade 12 girls needed and wanted specific skills that can be utilized in their job searches. Although job search skills were not the primary focus of the program, they tended to give the girls both increased confidence and skills. The results suggested this component should be incorporated into an expanded program. Some girls expressed a desire for more preparation than occurred in the existing program. If additional time was available, the participants could simulate job interviews, preferably with these being videotaped. Feedback from the group and videotape could help the girls feel more confident in their presentation of themselves.

Holland's Self Directed Search

The participants evaluation of the usefulness of Holland's

Self-Directed Search indicates that even at grade 12, many girls are uncertain about their interests and abilities. The girls tended to use this information only in relation to stereotypic occupations that they were considering. However, since the program wants to facilitate exploration of male dominated careers, in an expanded version, the girls could be encouraged to explore primarily male fields. Following Morris' (1975) suggestion, each girl could choose three non-traditional occupations that incorporate their abilities and interest, to explore in-depth. If time permits, the girls could visit people in these occupations to determine whether a woman can achieve satisfaction in these fields. At this point, following the suggestion of one of the participants, the girls could also visit someone in the occupation they are considering to make sure they have a realistic picture of it.

Film

The response to the film "Women Want" was again variable. However, the film also confronts the girls' belief that the future will automatically be fair and ideal. Therefore, the negative responses may be another sign of the girls' resistance to change. The film may have also been a little too sophisticated for an audience this age. Films are a means of concisely presenting information concerning stereotyping and should remain a component of the program.

In summary, the girls' responses to the components of the program and the total program were quite positive. The preceding discussion elaborated on the results of the subjective evaluation as well as the girls' reactions during the sessions. From these two sources, it is concluded that the program was a satisfactory beginning to the process of change. The existing program brought many of the issues discussed in Chapter II to the forefront but was not intensive enough to create the change hoped for. Two of the greatest handicaps to the program were time limitations and situational variables. A program approximately twenty hours in duration was insufficient time to facilitate attitudinal growth. The process was further hindered by the fact that the group was volunteer and attendance meant missing classes and other commitments. In the author's opinion, schools need to sanction career and self-exploration by integrating them into the established curriculum with equal stress as more traditional subjects. This position is strengthened by the fact that three-quarters of the girls involved would also like a similar program incorporated into the school system. If this is accomplished, school counsellors will be able to integrate the preceding recommendations into a program.

Succintly, a second experimental program, a half term in length, should be conducted to provide more concrete

evidence of the program's success. To ensure the commitment of the participants is strong enough to allow them to become active rather than passive recipients, this experimental program should be incorporated into the school curriculum. Then, assignments and reading materials could be easily added. Two facilitators would further enhance the program. One last recommendation is that each counsellor have at least two individual sessions with the members, preferably at beginning and middle of the program. The one to one counselling may provide the much needed affective component necessary to facilitate attitudinal change and also may help lessen the girl's defenses toward the changing role of women. Individual sessions will allow for modification in group process so that each program is better geared for the particular members involved.

Sensitivity of Chosen Measures to the Problems of Contemporary Women

Career Maturity Inventory - Attitude Scale: The Career Maturity Inventory - Attitude Scale was utilized primarily because it was developed to measure the impact of career education on students. When insignificant results occurred in this study and since the second purpose of the study was to draw some conclusions on whether measures used were sensitive to vocational needs of contemporary young women, research using the CMI- Attitude Scale in short-term inno-

vative counselling programs were examined.

Although Flake et al, (1975) determined that the total scores of Attitude and Self-Appraisal scale showed significant changes after short-term counselling with grade nine career immature students, the change in Attitude Scale alone was insignificant. In Swails (1974) study with male and female grade nine students, no significant change occurred in Attitude and Competence Scale of CMI when the treatment program consisted of the Life Career Game, modeling and relationship counselling. Groom (1975) concluded that if the simulation, Life Career Game did affect the vocational development of subjects, the instrument used, CMI was not an affective measure to detect the differences. Conversely, if CMI accurately assesses career development, the simulation game was not an effective method to increase career maturity. McMillan (1977) found no significant difference on CMI - Attitude Scale between the pre and post-tests for his treatment group who took part in the Career Exploration Project.

The implication is that CMI - Attitude Scale may not be an effective measure for change created by innovative career programs run over short periods of time. In the present study this may be especially true because the theoretical and empirical basis of CMI is masculine which infers it may not measure vital behaviours and attitudes of women

Richardson, 1974b). The results of CMI - Attitude Scale had very limited interpretative value in the present study because it did not deal directly with issues involved. In conclusion the CMI- Attitude scale may not be sensitive enough to unique female vocational concerns to show a significant increase over a two month period. As the other measures were insignificant as well in the present study, only further research will substantiate this conclusion.

Sex-Role Questionnaire

Although the theoretical basis of the Sex-Role Questionnaire was consistent with the purpose of the present study, its usage proved to be of limited value when results turned out to be insignificant. Since the scale was developed to detect changes in attitude, when no change occurred it was impossible to understand clearly why this happened. The question of whether no change occurred because participants had satisfactorily resolved their sex-role conflict prior to the sessions or because the program was ineffective in changing such a deep-seated conflict was unanswerable from the data. Consequently, inferences were made on degree of resolution of sex-role conflict by the girls' responses during the program, rather than by comparing them to a population that had in fact demonstrated resolution of the home-career conflict.

Also the girls' comments during the administration of

the test, suggested that at least some of them were test-wise. With so much publicity surrounding sex-roles, the girls seemed to know even on this scale, what were the appropriate, socially desirable rankings. Generally, it appeared that the girls had incorporated the socially desirable male and female attributes in their responses on the Sex-Role Questionnaire. From their verbal reactions during the program it seemed inconceivable that they had accomplished this for themselves. Their reactions to the panel and Life Planning Game suggested that they were limiting their career aspirations because they were unable to integrate satisfactorily career-home roles. Their expressed feelings suggested the roles were incompatible to them.

In hindsight, career salience or orientation would be a much more appropriate and useful measure of resolution of the sex-role conflict. Career orientation includes such variables as extent of work in life plans, role values, desire to work, educational aspiration, field of occupational choice, level of occupational choice, certainty, and work values (Richardson, 1974a). In future research, an increase in career commitment would infer that the resolution of sex-role conflict was occurring. If, as in the present study, change does not occur, vital data will be available to facilitate understanding of the participant's actual

career commitments rather than inferring it from their reaction to the program.

Personal Orientation Inventory

The POI proved to be a very valuable measure of both the overall impact of the program and the limitations of the program due to the characteristics of the participants. The scale provided information on why the girls would not significantly change from involvement in a 20 hour program. It also explained why many of the girls' responses to segments of the program were so reactionary. Their self-actualizing score indicated that as a group the participants would have great difficulty resisting social pressure and expectations; regardless of whether their perceived expectations were based on out-dated information.

However, as the Time Competence Scale pre-test results correlated more with Inner Direction Support Scale on post-tests, than its own post-test results, further research on a larger sample is needed to determine the stability of this measure over a short time period.

In future research, the POI, especially Inner Direction Support Scale, appears to be both a useful and sensitive measure for two purposes. Using the POI as pre-post measure seems to be a legitimate way of determining whether the newly devised program meet their global objectives. Also as a screening device, the POI may determine if only

girls at certain levels of self-actualization are flexible enough to be influenced by the program.

CHAPTER VI

SUMMARY AND RECOMMENDATIONS

Summary

Statistics demonstrate that women are the fastest growing component of the labour force and in ensuing decades the vast majority of women will combine marriage and family with a full-time career. Although the percentage of women in the labour market has drastically increased, women as a group are failing to receive the reward and status their numbers and length of employment warrant. Since highschool girls appear no better prepared for their careers than women thirty years ago, the indications are that women will remain underemployed. However, career development programs for girls initiated in highschool may rectify this situation.

Women's life and career patterns differ sufficiently from men's to warrant a separate vocational theory and counselling programs. The three major barriers to women's career aspirations within our culture are self-concept, sex-role conflict and lack of appropriate role models. A vocational counselling program for girls should then deal with these barriers. Several methods have been developed to eliminate the barriers, through group counselling.

From the evidence presented, a vocational counselling program was developed, and measures to evaluate its effect were chosen for use in the present study. Twelve senior highschool girls participated in the program for six weeks. An additional twelve girls served as a control group.

From the analysis of the results of pre and post-testing it was determined that the treatment group did not become significantly more self-actualizing because of their involvement in the program. However, there were indications that some girls had begun the process of re-evaluating their life orientation. On the whole the sample group appeared too rigid to incorporate the experiences and ideas presented to them in the program, into their self-concepts. Consequently, the girls were unable to resolve their sex-role conflict and then could not adequately explore diverse occupations. The possibility was considered that when the girls actually experience the necessity to work while raising their families, they may be more prepared to resolve their home-career conflict because of their involvement in the program. Eventual increase in occupational aspirations depends significantly on whether the girls become sufficiently flexible to be responsive to their environmental influences.

One implication was, that more affective counselling techniques need to be incorporated into the group process to facilitate more openness to change. The alternative im-

plication was that only self-actualized participants will be able to resolve their sex-role conflict through involvement in programs similar to the one adopted in this study.

The girls involved in the present program did find it worthwhile. This result was particularly important because in many parts of the program the girls seemed threatened, and yet they still found it beneficial and would recommend it to others. This implies that other girls may also appreciate the experience, and with revisions the program may help them increase their flexibility and resolve their sex-role conflict.

From examination of the components of the program it was concluded that the program could be expanded and improved in order to eventually meet the course objectives. The final conclusion was that the Personal Orientation Inventory proved to be a satisfactory and sensitive measure in this study. Both Sex-Role Questionnaire and Career Maturity - Attitude Scale provided limited information and seemed to be inadequate measures for the purpose of this study.

Recommendations

Program Improvements For Future Research

1. The adopted program should be expanded in duration to at least twice its present length and preferably to the equivalent of a half course.

2. The expanded program should be incorporated into the regular school curriculum.
3. Assignments and readings should be added for the purpose of making the participants more active and involved in the process.
4. Two group leaders should facilitate the new program while placing more responsibility on the participants for activities in the group.
5. More exposure to non-traditional occupations must be incorporated, with the members exploring them in depth.
6. The program should promote more personal interaction with role models.
7. There should be more stress on the affective component to facilitate more personal growth.
8. Individual counselling sessions with the leaders should further aid personal growth.

Further Evaluation Research

1. The Personal Orientation Inventory should be used to assess the self-actualization level of the participants prior to involvement in the program. Then the control and experimental groups should be comprised of equal number of girls at the 3 major self-actualizing levels to investigate if flexibility does determine the impact of the program on resolution of home-career conflict.
2. The Personal Orientation Inventory should also be

as post-test measure to determine if the revised program can meet the objective of increasing girls openness to change.

3. A career orientation or salience measure should be substituted for the Sex-Role Questionnaire used in this study to determine change in home-career conflict.

4. Further research should continue to use the Career Maturity Inventory - Attitude Scale to determine the validity of the conclusion of this study that it is not a sensitive measure for change created by an innovative female counselling program.

5. With the modifications suggested, similar research should be carried out with a variety of sample groups to determine the role played by demographic variables.

BIBLIOGRAPHY

V

BIBLIOGRAPHY

- Almquist, E. Role model influences on college women's career aspirations. Merrill-Palmer Quarterly, 1971, 17(3), 263-279.
- Almquist, E. Sex stereotypes in occupational choice. Journal of Vocational Behavior, 1974, 5, 13-21.
- Ahrons, C. A semantic differential study of career images of women held by high school counsellors and academic women. Dissertation Abstracts International, 1974, 34(12-A) 7529-7530.
- Bandura, A. Social Learning Theory. New Jersey: Prentice Hall, Inc., 1977, 1-57.
- Bardwick, J., & Douvan, E. Ambivalence: The socialization of women. In V. Gornick and B. Horan (Eds.) Women in Sexist Society. Scarborough: Mentor Books, 1972, 225-237.
- Bingham, W., & House, E. Counsellor's view of women and work: Accuracy of information. The Vocational Guidance Quarterly, 1973, 21, 262-268.
- Bingham, W., & House, E. ACES' members attitudes toward women and work. Counselor Education and Supervision, 1975, 14(3), 204-214.
- Blishen, B. R. A Socio-Economic Index for Occupations in Canada. In Blishen, Jones, Naégele, Porter (Eds.) Canadian Society. Toronto: MacMillan of Canada, 1968, 741-753.
- Broverman, I., et al. Sex-role stereotypes and clinical judgements of mental health. Journal of Consulting and Clinical Psychology, 34(1), 1970, 1-7.
- Broverman, I., et al. Sex role stereotypes: A current appraisal. Journal of Social Issues, 1972, 28(2), 54-61.
- Broverman, I. Administration and Use Manual for the Career Security Inventory. California: CTB/McGraw-Hill, 1973.

- Crites, J. Career Maturity Inventory. In Super, D. (Ed.) Measuring Vocational Maturity for Counselling and Evaluation. Washington: National Vocational Guidance Association, 1974, 25-40.
- Deutsch, C., & Gilbeit, L. Sex role stereotypes: Effect of perception of self and others on personal adjustment. Journal of Counselling Psychology, 1976, 23(4), 373-374.
- Dodson, E. The effects of female role models on occupational exploration and attitudes of adolescents. Dissertation Abstracts International, 1974, 34(12-A), 7535.
- Elliott, E. Effects of female role models on occupational aspiration levels of college freshman women. Dissertation Abstracts International, 1973, 34(3-A), 1074.
- Engelhard, P., & Jones, K. Trends in counsellor attitude about women's roles. Journal of Counselling Psychology, 1976, 23(4), 365-372.
- Ewing, M. Increased career awareness for girls: An experimental course. The School Guidance Worker, 1973, 30(4), 34-39.
- Farmer, H., & Bohn, M. Home-career conflict reduction and the level of career interest in women. Journal of Counselling Psychology, 1970, 17(3), 228-232.
- Flake, M., Roach, A., Stenning, W. Effects of short-term counselling in career maturity of tenth-grade students. Journal of Vocational Behavior, 1975, 6(1), 73-80.
- Gaskell, J. The influence of the feminine role on the aspirations of high school girls. Dissertation Abstracts International, 1974, 34(11-A), 7359-7360.
- Gordon, F., & Hall, D. Self-image and stereotypes of femininity. Journal of Applied Psychology, 1974, 59(2).
- Groome, A. Interaction effects in Life Career Simulation. Simulation and Games, 1975, 6(3), 312-319.
- Hansen, J. Test Review: J. O. Crites' Career Maturity Inventory. Journal of Counselling Psychology, 1974, 3(3), 40-46.
- Hansen, L. Practical approaches to facilitate the career development of women. School Psychology Digest, 1974, 3(3), 40-46.

- Harris, R. J. A Primer of Multivariate Statistics. New York: Academic Press, 1975, 1-27, 67-88.
- Hawley, P. What women think men think. Journal of Consulting Psychology, 1971, 51(3), 193-199.
- Hawley, P. Perceptions of male models of femininity related to career choice. Journal of Counseling Psychology, 1972, 19(4), 308-313.
- Healy, C. The relationship of esteem and social class to self-occupational congruence. Journal of Vocational Behavior, 1973, 49(3),
- Hollender, J. Sex difference in sources of social self-esteem. Journal of Consulting and Clinical Psychology, 1972, 35(3), 343-347.
- Horner, M. Toward an understanding of achievement-related conflicts in women. Journal of Social Issues, 1972, 28, 157-175.
- Joesting, J., & Joesting, R. Sex differences in group belongingness as influenced by instructor's sex. Psychological Reports, 1972, 31, 717-718.
- Jordaan, J. Exploratory behavior: The formation of self and occupational concepts. In Super, Starishevsky, Matlin, Jordaan (Eds) Career Development: Self-concept Theory. New York: College Entrance Board, 1963, 42-77.
- Klarreich, S. Career counselling for college women: A new approach. Dissertation Abstracts International, 1974, 34(11-A), 6979.
- Klemmack, D., & Edwards, J. Women's acquisition of stereotyped occupational aspirations. Sociology and Social Research, 1973, 57(4), 510-525.
- Komarovsky, M. Cultural contradictions and sex roles: The masculine case. American Journal of Sociology, 1973, 28, 873-884.
- Lawlis, G., & Crawford, J. Cognitive differentiation in women: Pioneer - traditional vocational choices. Journal of Vocational Behavior, 1975, 6, 263-267.
- Lewis, E. Counsellors and girls. Journal of Counselling Psychology, 1965, 12(2), 159-165.

- Lloyd, M. The effects of active versus passive participation on ego-involved attitudes: Changes in knowledge and attitudes following a life planning workshop for college women. Dissertation Abstracts International, 1973, 34(2-4), 858.
- Loughran, G. Woman: Her career counselling - is it current? Counselling and Values, 1975, 19(3), 174-180.
- MacDonald, M. What counsellors should be concerned about in order to prepare young women for the eighties. The School Guidance Worker, 1975, 31(1), 40-43.
- Manual, P. The view from my bridge. The School Guidance Worker, 1975, 31(1), 35-39.
- Marsden, C. Canadian economic and sociological trends: Implications for counselling. The School Guidance Worker, 1975, 30(5), 5-12.
- Matthews, E. Girls, counsellors and careers. The School Guidance Worker, 1976, 31(5), 15-20.
- McMillan, K. Self-concept and a career exploration project. Unpublished Master's Thesis, University of Alberta, 1977
- Morris, J. Exploring non-conventional careers for women. The School Counsellor, 1975, Nov, 127-131.
- Morris, J. What to do till androgyny comes. The School Guidance Worker, 1971, Jan/Feb, 2-9.
- Morrison, D. Multivariate Statistical Methods. New York: McGraw-Hill, 1967, 127-130.
- Nowakowski, M. The effect of instruction in occupational information and group vocational exploration on the vocational attitudes of high school girls. Dissertation Abstracts International, 1974, 35(2-A), 826.
- Paterson, L. Girls' careers - expression of identity. The Vocational Guidance Quarterly, 1973, 21(4), 264-274.

- Plotsky, F., & Goad, R. Encouraging women through a career conference. Personnel and Guidance Journal, 1974, 52 (7), 486-488.
- Pietrofesa, J., & Splete, H. Career Development: Theory and Research. New York: Greene & Stratton, Inc., 1975.
- Putman, B., & Hansen, J. Relationship of self-concept and feminine role concept to vocational maturity in young women. Journal of Counseling Psychology, 1972, 19(5), 436-440.
- O'Leary, V. Some attitudinal barriers to occupational aspirations in women. Psychological Bulletin, 1974, 81 (11), 809-826.
- O'Neil, M. Women's sex-role. Conflict Counselling and Values, 1975, 19(3), 155-162.
- Osipow, S. Theories of Career Development (2nd edition). New Jersey: Prentice-Hall, Inc., 131-169, 237-267.
- Raanan, S. Test review. Journal of Counseling Psychology, 1973, 20(5), 477-478.
- Rand, L., & Miller, A. A developmental cross-sectioning of women's careers and marriage attitudes and life plans. Journal of Vocational Behavior, 1972, 2, 317-331.
- Richardson, M. S. The dimensions of career and work orientation in college women. Journal of Vocational Behavior, 1974, 5, 161-172. (a)
- Richardson, M. S. Vocational maturity in counselling girls and women. In Super (Ed.) Measuring Vocational Maturity for Counselling and Evaluation. Washington: National Vocational Guidance Assn., 1974, 135-144. (b)
- Roney, A. T.A. and sex stereotypes. Personnel and Guidance Journal, 1975, 54(3), 165-166.
- Rose, H., & Elton, C. Vocational theory and women. Journal of Counselling Psychology, 1971, 18, 456-461.
- Rosenkrantz, P. et al. Sex-role stereotypes and self concepts in college students. Journal of Consulting and Clinical Psychology, 1968, 32(3), 287-295.

- Schlossberg, N., & Pietrofesa, J. Perspectives on counselling bias: Implications for counselor education. Counselling Psychologist, 1973, 4, 44-53.
- Shields, B. "How can I ask for help when I don't even know I need it?" - the changing counselling needs of female students. The School Guidance Worker, 1974, 30(1), 31-34.
- Shostrom, E. Manual for Personal Orientation Inventory. California: Educational and Industrial Testing Service, 1972.
- Shostrom, E. Comment on a test review: The Personal Orientation Inventory. Journal of Counseling Psychology, 1973, 20(5), 479-481.
- Smith, E., & Herr, E. Sex Differences in the Maturation of Vocational Attitudes Among Adolescents. Vocational Guidance Quarterly, 1972, 20, 177-182.
- Starishevsky, R., & Matlin, . A model for the translation of self concepts into vocational terms. In Super, Starishevsky, Matlin, Jordaan (Eds.) Career Development: Self-concept Theory. New York: College Entrance Board, 1963, 3340.
- Steinmann, A., Levi, J., & Fox, D. Self-concept of college women compared with their concept of ideal women and men's ideal women. Journal of Counselling Psychology, 1964, 11(4), 370-374.
- Super, D. The Psychology of Careers. New York: Harper and Brothers, 1957.
- Super, D. Self-concepts in vocational development. In Super, Starishevsky, Matlin, Jordaan (Eds) Career Development: Self-concept Theory. New York: College Entrance Examination Board, 1963, 1-13.
- Super, D. Vocational maturity theory. In Super, D. (Ed.) Measuring Vocational Maturity for Counselling and Evaluation. Washington: National Vocational Guidance Assn, 1974, 9-21.
- Swails, R. The effects of three group approaches on the aptitude and attitude dimensions of vocational development of ninth grade high school students. Dissertation Abstracts International, 1974, 34(8-A), 4763-4764.

- Task Force on Women in the Alberta Labour Force. Edmonton Social Planning Council, 1974.
- Thomas, A., & Steward, N. Counselor response to female clients with deviate and conforming career goals. Journal of Counselling Psychology, 1971, 18(4), 352-357.
- Tibbitts, S. Sex role stereotyping in the lower grades. Journal of Vocational Behavior, 1975, 6, 255-261.
- Tiedt, I. Realistic counselling for high school girls. The School Counsellor, 1972, 19, 345-356.
- Vetter, L. Career Counseling for Women. Counseling Psychologist, 1973, 4(1), 54-66.
- Wills, B. Personality variables which discriminate between groups differing in level of self-actualization. Journal of Counseling Psychology, 1974, 21(3), 222-227.
- Wise, G., & Davis, J. The Personal Orientation Inventory: Internal consistency, stability, and sex differences. Psychological Reports, 1975, 36(3), 847-855.
- Wolkon, K. Pioneer vs traditional: Two distinct vocational patterns of college alumnae. Journal of Vocational Behavior, 1972, 2, 275-282.
- Young, C. Sexual identity and sexual roles. The School Guidance Worker, 1974, 28(5), 23-28.
- Young, F. School counsellors and sex biases in career planning. The School Guidance Worker, 1974, 30(2), 29-33.
- Zytowski, D. Development for women. Personnel and Guidance Journal, 1969, 47(6), 660-669.

APPENDICES

APPENDIX A

VOCATIONAL COUNSELLING PROGRAM

SESSION ONE - Introduction

Purpose: To clarify the nature of the program since it deals with lifestyles and attitudes - integration of personal life and career - rather than solely occupational exploration.

To expediate self-exploration and mutual sharing among the girls and leader.

To begin to provide realistic information concerning the labour market and women.

Time Required: 2 hours

Preparation: An outline of the program is required to clarify and to stipulate all the separate activities. Then up to date statistics concerning women in the labour force was collected. Since Alberta does not yet tabulate current figures, statistics can be obtained through Women's Bureau, Federal Department of Labour; Ontario Women's Bureau and Task Force of the Status of Women in Alberta Labour Force.

Finally the facilitator must take the time to examine her own life and decide on relevant experiences to share with the group. To guide preparation of one's life story the leader must consider herself a role model, who valued her career and had through a number of stages reasonably integrated this with her personal life. Secondly, by sharing one's struggles as well as successes with the group, the leader hopes to develop an atmosphere for mutual sharing of concerns while presenting the girls with methods of handling problems they may be struggling with. The leader chose to begin her life story at about the group's age.

Procedure: Course outlines are distributed and introductions made. Everyone should share something minor about themselves so that names are more easily remembered. If the members are completely new to each other name tags may be beneficial.

Next the leader shares her life experiences with the group and then presents a few introductory statistics on women in the labour force. Clarification of the leader's expectations for the group can be discussed.

The girls are then broken into small groups of three or four to exchange their experiences, the reason they chose to attend and their expectations for the group. The facilitator circulates and joins each group to solicit each girls comments individually.

The group ends with a clarification of the outline and specifically the next meeting's activity.

SESSION TWO - Life Planning Game

Purpose: The Life Planning simulation is designed to enable girls to develop realistic approaches to planning their future lives by offering players the opportunity to plan out the lives of real young women for a period of ten years.

To enlarge the girls' concept and understanding of marriage and the labour force.

To have each girl explore a number of occupations.

To have everyone experience some of the unexpected but realistic events that influences ones life plans.

Time Required: 4 to 5 hours (This game can be run in 5 one hour sessions rather than as one unit).

Preparation: The Life Planning Kit can be purchased from Oakville University Women's Club. A leader's guide, a student's work book and instructions for assembling the materials are included. Assembling the kit requires a minimum of three evenings. A small career library with non-sexist and/or female-specific vocational material needs to be collected. A list of the current program's resources are included at the end of the section. Collecting material can require considerable time and foresight.

Next a co-counsellor should be recruited as one person will have difficulty keeping all the girls involved and moving through the steps. The leaders need to spend a few evenings learning the stories of the six characters and the steps of the game. Preparation time for the game is lengthy and should be done well in advance if things are going to progress smoothly.

Procedure: The kit provides a detailed description of the process. Since the Life Planning Game was run as one unit rather than five, the introductory session was amalgamated into the second session eliminating repetition. Briefly the procedure is as follows:

One leader presents the statistics on women in the

labour force and discusses the implications for the girls in the group.

Each facilitator tells the story of three characters in the game.

The members then choose partners and the pairs select the character whose life they would like to plan and each pair receives a work book. During the remainder of the game the facilitators circulate to clarify procedures and discuss various decisions.

The girls then answer some general questions concerning their character and fill out a Career Readiness Checklist. The checklist is tabulated and the character's greatest interests and abilities are compared to Vocational Classification Chart.

The girls then choose three occupations to explore for their characters. They then go to the career library and determine the following things for each career: Education and Training; Special Qualifications; Ways to Enter the Field; Chance of Advancement; Earnings; Supply and Demand. From this information they make an initial career choice.

Next, job applications are filled in and the wheel of fortune is spun to determine if the character gets the job she desires. Once employed, the girls fill in a budget sheet determined by the type of job their character has.

The wheel of fortune is spun again to determine if the character marries and if so, her husband's occupation.

From this information they determine if the couple can afford to have children.

Finally at 28 they spin the wheel twice to determine if any unexpected events happen in her marriage and job.

The session ends with 6 girls role playing the true story of the characters.

SESSION THREE - Discussion and Holland's Self Directed Search

Purpose: To discuss impressions and concerns that arose from the Life Planning Game.

To facilitate sharing of ideas and to relate the simulation experience to the girls own lives.

To have the girls focus on their own abilities and interests.

Time Required: 2 hours

Preparation: The facilitator notes some of the responses and reactions of the girls during the Life Planning Game to utilize as discussion points. The leader familiarizes herself with Hollands Self-Directed Search and occupational reference books and then obtain copies for the girls.

Procedure: In an unstructured and informal manner, the group discusses their reaction to the Life Planning Game. The facilitator provides discussion areas if necessary, clarifies the girls' opinions and feelings and comments on inconsistencies.

After the discussion, each girl individually completes Holland's Self-Directed Search. The facilitator circulates to make sure each girl understands the instructions and then discusses their findings with them.

SESSION FOUR - Panel of Women

Purpose: To broaden the girls knowledge of alternatives in careers and life styles.

To allow the girls to interact with women with diverse and non-traditional careers and life styles.

To acquaint the girls with problems faced by women in careers and marriage as well as how women cope with them.

Time Required: 3-5 hours

Preparation: The panel of women needs to be considered long in advance of the workshop as a list of willing and suitable women does not seem to exist in Edmonton. The type of careers to be represented should be carefully considered prior to recruiting the participants. Special considerations to realistic alternatives to the girls involved will influence the impact of the workshop. Although methods of selection will depend on the audience, the following discussion of organizing the panel used in this work-

shop is included for reference."

The girls involved in the experimental program were primarily interested in entering the labour market immediately after graduation or after a short training period. A few of the girls planned to attend University or college at the completion of high school. Therefore, five of the occupations were selected by meeting one of the following criterion.

- a) needed a highschool diploma but the entry position led to promotion, more responsibility and substantial increase in salary;
- b) technical, skilled or semi skilled trade in non-traditional fields;
- c) non-traditional occupations requiring minimal training but giving higher financial reward than "female" occupations such as clerical work.

The remaining two occupations required some specialized university training. Professions such as lawyers and doctors were eliminated because women have become sufficiently prominent in these fields so that appropriate role models can be more easily obtained than the professions chosen.

The tentative list was quite extensive; however, locating appropriate women proved much more difficult than expected. No-one from the non-traditional skilled labour area was located even though unions, technical schools, the apprenticeship board, and companies were contacted. The general response was to justify their lack of assistance and if pushed, to refer to someone else. Women's associations and colleagues only produced a list of university trained professional women. Finally the Business and Professional Women's Club of Edmonton produced a number of suitable women who met criterion a. From this source a police detective, an insurance salesperson, and assistant bank manager were contacted and agreed to participate. Through the Edmonton Transit System, a bus driver was found and through Smith Ambulance, an ambulance attendant was procured. A dentist was selected on a friend's recommendation and a personal friend in the final stages of her PhD was asked to join. The personal friend was selected because of her youth and her successful incorporation of the roles of student, work, mother and wife into her life as well as her non-traditional interest in research and computers. The final qualifications for the remaining 6 were their willingness to discuss their personal life and their agreement not to present their employer's official stance on women. For that

reason, as much as possible, the women were contacted personally, rather than through their businesses. The organizer did not determine the actual content of the presentation if the women agreed to preceding stipulations. All the women contacted readily agreed to participate even though the group was small.

Although the panel was by no means exhaustive it was felt that it would give the girls an indication of the diversity of women's careers and life styles. It turned out that although commonality existed, the life choices and patterns varied considerably. The women ranged in age from approximately 27 to 60 and in education from grade 10 to 9 years of university with some having attained specialized courses at night. Three of the women were married; one had a baby, another 2 pre-schoolers and the third had chosen not to have children. Three women were divorced at a young age with small children. Two of these women had successfully raised their children; one without support from her husband and the other one was attempting to raise her school age children without support. The last woman was a widow who had completed raising her two children. As this information was unknown at the time of selection, the author assumes that any selection of career women will produce diverse life styles and situations.

Once suitable women were located, the preparation was straightforward. In the initial phone call, the purpose of the workshop and the expectations of the participants were explained. Once a commitment and fair understanding was achieved, a letter giving the time, date and location was sent. Included in the letter was an outline of the tentative areas of discussion (see Appendix F).

Videotapes or films of role models is an alternative to spending the two months it took to put the panel together. However, the present study used a live panel, because interaction between the girls and women seemed invaluable. Also no adequate video, slides or films were available in Edmonton at the time. The only possible exception is for public school through ACCESS. However one must send six videotapes a month in advance to ACCESS and then they remain the school's property. At the time of this workshop these were not available.

Procedure: A fifteen minute introduction and meeting of the women was held immediately preceding the workshop during which the order of presentation was decided on by the women.

The group of women were introduced to the audience and four of the women took seats in front of the group. Each member introduced themselves before they did their presen-

tation. A coffee break preceded the remaining three women's talks. The above discussions were all videotaped.

An hour long informal and spontaneous discussion took place amongst the women and girls after the individual presentations. Such topics as marriage, children, careers, men's expectations and their own expectations were covered. Then everyone was thanked and small groups spontaneously formed to discuss mutual concerns and interests. During this period, refreshments were served and people dispersed when they personally felt closure.

The actual procedure depends on the number of women involved and the size of audience. The preceding description is given as a guideline for future panels.

SESSION FIVE - Processing Information from the Panel

Purpose: To process the information and issues that arose for the girls because of exposure to the panel.

To relate these areas of concern to participant's lives.

Time Required: 2 hours

Preparation: The facilitator should note reactions to the panel to use as discussion points.

Procedure: Again this session should be informal and unstructured so that the girls can freely express their opinions. The leader clarifies feelings, expresses inconsistencies and misused information. The girls can briefly summarize the personal histories of the women in the panel to refresh their memories and stimulate discussion. The discussion should focus on the concerns of the girls. In this group, topics such as their own families and their influence, personal expectations for marriage, their need to be loved, and, working mothers were discussed.

SESSION SIX - Job Search Techniques

Purpose: To increase the girls' awareness of how to explore careers and jobs and to learn job search techniques.

To expose the girls to more women with responsible jobs.

Time Required: 2 hours

Preparation: A trained counsellor leading this group may have the expertise and skill to deal with this topic area. However, as one of the primary purposes of the course was to expose the members to as many women as possible, two resource people from the Alberta Manpower Counselling Centre were recruited to present the material.

Procedure: The procedure will vary with the resource people involved. In the present workshop the one woman presented information on how to explore jobs and careers. An exercise on how to evaluate resource material was carried out. A list of places in Edmonton where occupational information is available was given to each girl.

The second resource person then covered resume writing; job applications, references and job interviews. Materials on the subjects were distributed.

SESSION SEVEN - Summary

Purpose: To conclude the program and to finish discussions on topics that arose during the program.

To present one last realistic picture of women in the work force.

Preparation: The facilitator should go over all topics and decide which need further exploration. The film "Women Want" by the National Film Board can be procured to give a visual and auditory summary of women's struggles. The picture deals with discrimination in employment, stereotyping, attitudes in labour force, new opportunities and finally changes that still need to be accomplished.

Procedure: In this group, the girls needed to still deal with how to present their limited experience in the labour market to prospective employers. Each girl looked at her experience, and attempted to present it more positively to the group, with follow up discussion by all members.

The discussion turned to stereotyping and its implications. Finally, the program ended with the film, "Women Want".

APPENDIX B

VERBATIM COMMENTS BY PARTICIPANTS
IN THE TREATMENT PROGRAMOverall BenefitsBroaden Outlook:

1. I found out what it realistically could be like for some women in the future. I realized I may have to face some of that reality.
2. It showed up different types and how your life can turn out with your job.
3. How to handle the occupation and family at the same time. What kind of step I was taking into the occupational world.
4. It gave me a better outlook on working life.
5. It gave me a broader outlook on myself, a job and others.

Aid in Career Decision:

1. The program helped me make a choice of my occupation.
2. It gave me information on jobs and choosing a career. I found out that jobs I've been looking at probably suit me in both interest and ability.
3. It helped me to think about what I want to do and also helped me make up my mind.
4. It made me think harder about what I wanted and I have now decided what I'm going to do.
5. It got me interested in new job opportunities.
6. In the way, it helped give me information on specific careers I had in mind.

Specific parts of the Program:

1. How to go about getting the jobs I want (interviews, resume).

2. Preparation for interviews, etc.
3. How to prepare for your job.
4. The thing I did find beneficial was the speakers who came to talk to us.
5. Talking with the panel of women was a more personal basis and very realistic.

Negative Comments

1. Two girls commented on disliking answering the questionnaires.
2. Prior to the program, I had done a lot of career research on my own. I was very aware of job search techniques, opportunities and the means and ways of entering higher educational institutions. Unfortunately, none of this has helped me make my career choice. I assumed the program would be more self-directed and less general.
3. Discussions were poor due to general lack of participation - the group was not closely knit enough. I really didn't get anything out of it.
4. We never explored enough jobs.

Recommendations

1. More discussions with outside people involved in jobs.
2. More discussion time.
3. More information about jobs and going out to apply for jobs.
4. Have a panel of men and ask them what they think of women working.
5. More on line of what kinds of jobs are offered for us.
6. More job ideas.
7. If the program was expanded, I think that each girl should actually for example an Accountant, visit an office and observe what it is really like and find out if that's

really what the girls wanted. I think this would be very worthwhile, so money will not be wasted on Advanced Education.

8. I feel it should be revised according to the times and type of people involved.

9. The idea of this program is really good because so many people have trouble deciding what they want and I feel that this program, through continued offering can always be improved.

10. More time could be spent on the things that would unexpectedly happen.

APPENDIX C

DEMOGRAPHIC CHARACTERISTICS OF CONTROL
AND EXPERIMENTAL GROUPS

All members of both groups were seventeen year old females in Grade 12 and Catholic. The following tables and discussion are included to provide a more in-depth understanding of the demographic make up of control and experimental groups.

Parents' Occupations

Since the groups only consisted of twelve members each, a direct comparison of parents' occupations provided very limited comparison of information. Therefore the occupations of both parents were ranked according to Blishen's (1968) Socio-Economic Index.

Table 1

Number and Percent of Fathers' Occupations in the 10
Categories of Socio-Economic Status devised by
Blishen (1968)

Rank Interval	No. of Occupations	Experimental n = 12		Control n = 12	
		No.	%	No.	%
1 - 32	32	1	8.33	1	8.33
33 - 64	32	0	0.00	0	0.00
65 - 96	32	1	8.33	0	0.00
97 - 128	32	3	25.00	4	33.34
129 - 160	32	2	16.16	1	8.33
161 - 192	32	0	0.00	1	8.33
193 - 224	32	2	16.66	2	16.66
225 - 256	32	1	8.33	1	8.33
257 - 288	32	1	8.33	1	8.33
289 - 320	32	0	0.00	0	0.00

* The first rank interval represent the 32 occupations with the highest socio-economic ranking.

** In the experimental group one father was not included because he is disabled and in the control group one father was retired, and therefore excluded.

From Table 1, it can be seen that the majority of fathers for both group fell in the four middle categories. The girls involved in this study, primarily seem to have blue-collar, lowermiddle-class fathers which is consistent with the socio-economic district in which their school was located.

In regards to mother's occupation, 6 of the experimental group and 3 of the control group had mothers that were primarily homemakers. To determine whether this difference was significant, a test of difference between two proportions was carried out. The result produced a $Z = 1.33$ which is less than the accepted 1.96 needed to reject the hypothesis that the proportions are the same. Therefore, there was no significant difference between the number of mothers remaining at home for the control and experimental group. Table 2 ranks the remaining working mothers socio-economic status. Caution must be taken in interpreting this table as the girls were not asked to stipulate whether the mothers were employed part time, or their length of employment.

Table 2

Number and Percent of Mothers' Occupations in the 10 Categories of Socio-Economic Status Devised by Blishen (1968)

Rank Interval	No. of Occupations	Experimental n = 12		Control n = 12	
		No.	%	No.	%
1 - 32	32	0	0.00	0	0.00
33 - 64	32	1	8.33	2	16.66
65 - 96	32	1	8.33	0	0.00
97 - 128	32	0	0.00	0	0.00
129 - 160	32	4	33.34	1	8.33
161 - 192	32	0	0.00	2	16.66
193 - 224	32	0	0.00	1	8.33
225 - 256	32	0	0.00	0	0.00
257 - 288	32	0	0.00	1	8.33
289 - 320	32	0	0.00	2	16.66

The working mothers' socio-economic distribution appears comparable to fathers'. The control group's ranking appear more variable; however, there are three more mothers included than in the experimental group. Only one mother in control group was employed in a non-traditional occupati

Siblings

The following tables are presented to provide factual information concerning the number of siblings and family position for each group member.

Table 3

Number of Siblings

No. of Siblings	0	1	2	3	4	5	6 . . .	10
Experimental Group (N=12)	1	2	4 *	3	0	0	1	1
Control Group (N=12)	2	5	2	3	0	0	0	0

Table 4

Position in Family

Position in Family	Only	Youngest	Middle	Oldest
Experimental Group (N=12)	1	3	5	3
Control Group (N=12)	2	4	1	5

Tables 3 and 4 are self explanatory and there is insufficient data to elaborate on them.

Exposure to Working WorldTable 5

Number of Part-Time Jobs

Part-Time Jobs	0	1	2	3	4
Experimental Group (N=12)	1	3	2	6	
Control Group (N=12)		3	6	1	2

Table 6

Number of Volunteer Positions

Volunteer Positions	0	1	2	3	4
Experimental Group (N=12)	8	3	1	0	0
Control Group (N=12)	9	2	0	0	1

Tables 5 and 6 demonstrate that all subjects had had some exposure to the working world either through part-time or volunteer jobs.

Summary

Appendix C has been included to give a more comprehensive look at demographic characteristics of sample groups. As there is only 12 members in each group, conclusions and implications pertaining to these characteristics are very limited.

APPENDIX D

INFORMATION SHEET (Confidential)

1. Name _____
2. Age _____
3. Occupation of Father _____
4. Occupation of Mother _____
5. Number and age of sisters _____

6. Number and age of brothers _____

7. Please list the type of part-time jobs you have had
 - 1.
 - 2.
 - 3.
 - 4.
 - 5.
8. Please list any volunteer work you have done
 - 1.
 - 2.
 - 3.
 - 4.
 - 5.
9. Please list in order of importance the things you hope to accomplish in the next ten years, i.e., education, travel, types of jobs, marriage etc.,

1.	5.
2.	6.
3.	7.
4.	8.

APPENDIX E
INFORMATION SHEET

Name: _____

1. Please list in order of importance the things you hope to accomplish in the next ten years, i.e., education, travel, types of jobs, marriage,

1.	5.
2.	6.
3.	7.
4.	8.

Please answer the following questions if you took part in the vocational program.

1. Overall, was the program of benefit to you? Yes No
 If yes, in what way?

If no, why?

2. Would you recommend that other girls your age take part in this type of program? Yes No

3. Would you like to see this type of program incorporated into the regular school program? Yes No

4. Please rate the following parts of the program

(a) Life Planning Game

Very Worthwhile Worthwhile Adequate Not Worthwhile

(b) Panel of Women

Very Worthwhile Worthwhile Adequate Not Worthwhile

(c) Discussions

Very Worthwhile	Worthwhile	Adequate	Not Worthwhile
-----------------	------------	----------	----------------

(d) Job Search Techniques - i.e., resume

Very Worthwhile	Worthwhile	Adequate	Not Worthwhile
-----------------	------------	----------	----------------

(e) Speaker's on Job Search

Very Worthwhile	Worthwhile	Adequate	Not Worthwhile
-----------------	------------	----------	----------------

(f) Self Directed Search i.e. determining own interests

Very Worthwhile	Worthwhile	Adequate	Not Worthwhile
-----------------	------------	----------	----------------

(g) Film

Very Worthwhile	Worthwhile	Adequate	Not Worthwhile
-----------------	------------	----------	----------------

(h) Leader

Excellent	Good	Adequate	Poor
-----------	------	----------	------

5. What things would you feel should be added to this program in the future to help other highschool girls with career plans?

6. Any further comments?

APPENDIX F

Dear

I am writing to confirm your speaking engagement at a Career's Day for a group of Senior highschool girls on April 2, 1977 at the University of Alberta. As I mentioned, the format will be a panel of 6 women in various careers discussing both their occupations and life style. After each person has spoken there will be an opportunity for the girls to ask questions. At the end of the panel, I am hoping you will be able to remain for coffee and to speak with the girls in an informal manner.

This panel is one session of eight, in a course on vocational preparation. This experience allows the girls to interact with a number of women in different occupations. I am hoping that in your presentation you will stress how you personally made your choice of life style. I am including an outline of areas that I feel will be important to these girls.

We will meet at 9.45 at the main entrance of the Education Building which faces 87 Ave just past 112 St. At that time I will take you to the meeting area.

I also wanted to let you know that I am planning to video this session. The primary reason is that in the next session, we will use segments of it to stimulate discussion. Further, if you give your permission, I would like to use it in later courses.

If you have any questions or concerns please feel free to contact me at 482-4644. Thank you very much for your involvement in this program.

Yours truly,

Outline

Please feel free to present this material in any way that is comfortable to you.

1. Brief Personal History - stressing all major choice points.
2. A description of your present job
 - stressing the things you find the most rewarding
 - the drawbacks that you have to cope with and why you do.
3. How your personal life style is reflected in your career choice. How do you balance your personal life with your career choice.
4. How do the significant people in your life feel about your choice of occupations (i.e. parents, friends, spouse and children). If some of these people have changed their feelings over the years, please explain.
5. Any discrimination either overt or subtle that you have experienced during your career. How did you cope with this.
6. How do your colleagues both male and female react to you. If you have people working under you, please describe their reactions and how you have learned to supervise people.
7. Educational background - how you financed your schooling.
8. Day-Care provisions for children.

CORRELATIONS MATRIX

APPENDIX G

COLUMN	1	2	3	4	5	6	7	8	9	10
ROW 1	1.000									
ROW 2	0.271	1.000								
ROW 3	0.131	0.476	1.000							
ROW 4	0.018	0.460	0.631	1.000						
ROW 5	-0.198	-0.103	0.491	0.663	1.000					
ROW 6	-0.185	0.307	0.586	0.713	0.446	1.000				
ROW 7	-0.129	0.099	0.392	0.665	0.519	0.468	1.000			
ROW 8	0.076	0.256	0.756	0.738	0.536	0.516	0.531	1.000		
ROW 9	0.097	0.602	0.539	0.647	0.560	0.586	0.150	0.515	1.000	
ROW 10	0.102	-0.029	0.037	0.267	0.387	0.314	0.306	0.293	0.268	1.000
ROW 11	-0.115	0.235	0.367	0.175	0.516	0.209	-0.075	0.207	0.313	-0.342
ROW 12	-0.003	0.350	0.500	0.675	0.467	0.458	0.228	0.505	0.276	-0.276
ROW 13	0.798	0.339	0.650	0.765	0.496	0.848	0.524	0.443	0.650	0.377
ROW 14	0.244	0.194	0.233	0.176	0.050	0.101	0.043	0.341	0.650	0.371
ROW 15	0.372	0.734	0.569	0.568	0.081	0.319	0.204	0.282	0.282	0.594
ROW 16	0.176	0.451	0.691	0.283	0.165	0.081	0.016	0.183	0.289	0.368
ROW 17	0.268	-0.034	0.391	0.447	0.421	0.613	0.372	0.623	0.572	0.670
ROW 18	-0.109	0.259	0.625	0.526	0.222	0.712	0.054	0.436	0.633	0.136
ROW 19	0.023	0.219	0.329	0.544	0.304	0.429	0.354	0.323	0.663	0.523
ROW 20	0.356	0.457	0.394	0.576	0.253	0.225	0.258	0.411	0.456	0.559
ROW 21	0.479	0.310	0.554	0.513	0.392	0.258	0.358	0.679	0.406	0.508
ROW 22	0.062	0.626	0.608	0.664	0.212	0.448	0.166	0.472	0.646	0.263
ROW 23	0.278	0.084	-0.038	0.159	-0.100	0.448	-0.176	0.388	0.369	0.764
ROW 24	0.215	-0.008	0.038	0.038	0.131	0.296	-0.253	0.093	0.250	0.250
ROW 25	0.121	0.583	0.335	0.501	0.051	0.200	-0.371	0.136	0.291	-0.312
ROW 26	0.094	0.353	0.667	0.630	0.281	0.502	0.360	0.290	0.100	0.707
ROW 27										
ROW 28										

COLUMN	11	12	13	14	15	16	17	18	19	20
ROW 1	0.142	0.102	-0.115	-0.003	0.798	0.244	0.372	0.176	0.268	-0.109
ROW 2	-0.029	-0.032	0.339	0.339	0.194	0.734	0.351	0.497	-0.554	0.259
ROW 3	0.267	0.367	0.300	0.650	0.233	0.369	0.554	0.691	0.391	0.625
ROW 4	0.387	0.175	0.675	0.765	0.176	0.568	0.283	0.804	0.447	0.526
ROW 5	0.055	0.516	0.467	0.496	0.050	0.081	0.165	0.421	0.506	0.222
ROW 6	-0.075	0.209	0.458	0.848	-0.101	0.349	0.082	0.613	0.276	0.712
ROW 7	0.207	-0.228	0.699	0.324	0.043	0.204	0.016	0.372	0.054	0.354
ROW 8	0.313	0.172	0.526	0.443	0.180	0.341	0.153	0.623	0.436	0.327
ROW 9	-0.348	-0.276	0.327	0.650	0.092	0.288	0.289	0.572	0.633	0.445
ROW 10	1.000	0.539	0.019	0.371	0.203	0.594	0.368	0.670	0.136	0.445
ROW 11	0.019	1.000	-0.074	0.213	0.195	0.051	0.239	0.172	0.403	-0.266
ROW 12	0.076	-0.074	1.000	0.607	-0.164	0.355	-0.026	0.503	0.401	-0.012
ROW 13	0.205	0.195	-0.164	1.000	0.107	0.469	0.231	0.618	0.345	0.509
ROW 14	0.051	0.015	0.335	0.469	0.273	1.000	0.515	0.303	0.467	-0.066
ROW 15	0.059	0.239	-0.026	0.231	0.515	0.205	1.000	0.624	0.179	0.226
ROW 16	0.130	0.172	0.503	0.618	0.303	0.624	0.439	1.000	0.208	0.215
ROW 17	-0.266	-0.012	0.490	0.509	0.467	0.119	0.208	0.578	0.578	0.565
ROW 18	0.403	0.401	0.076	0.509	0.366	0.226	0.215	0.683	0.270	1.000
ROW 19	-0.130	-0.182	0.352	0.518	0.205	0.232	0.263	0.661	0.360	0.433
ROW 20	0.467	0.068	0.485	0.581	0.341	0.447	0.647	0.689	0.492	0.388
ROW 21	-0.006	0.503	0.160	0.321	0.527	0.412	0.408	0.660	0.492	0.183
ROW 22	0.256	-0.131	0.414	0.531	0.176	0.598	0.463	0.646	0.131	0.353
ROW 23										
ROW 24										
ROW 25										

ROW 26	0.307	0.495	-0.012	0.045	0.151	-0.017	-0.043	0.194	0.456	0.325
ROW 27	-0.065	-0.242	0.555	0.325	0.197	0.675	0.289	0.631	0.153	0.735
ROW 28	-0.181	-0.002	0.437	0.621	0.244	0.390	0.525	0.809	0.433	0.721