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A. CORRELATION ANALYSIS OF PARENTAL EXPECTATIONS,
MENTORING, AND GENDER SOCIALIZATION ON WOMEN'S
SELF-EFFICACY

A Project
Presented to the
Faculty of
California State University,
San Bernardino

In Partial Fulfillment
of the Requirements for the Degree
Master of Social Work

by
Nancy Lillian Amarin
Norina Reis
June 2003

A CORRELATION ANALYSIS OF PARENTAL EXPECTATIONS,
MENTORING, AND GENDER SOCIALIZATION ON WOMEN'S
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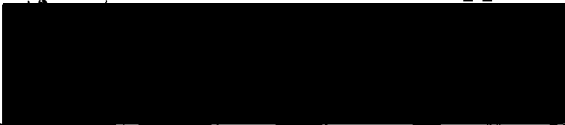
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Norina Reis

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Approved by:



Dr. Janet Chang, Faculty Supervisor
Social Work

5/21/03

Date



Dr. Rosemary McCaslin,
M.S.W. Research Coordinator

ABSTRACT

This study investigated social influences believed to have an impact on the development of women's self-efficacy. The independent variables examined included, parental expectations, gender role socialization, and mentoring. A questionnaire with both ordinal and nominal questions was administered to 196 undergraduate, female students who attended California State University, San Bernardino or California State Polytechnic University, Pomona. The sample was predominantly Caucasian (35.2%) and Hispanic (33.7%) with a median age of 20. Participants were asked to answer 57 questions, including demographics, which pertained to self-efficacy and the three independent variables. Subsequent to the Pearson r analysis, positive, significant correlations were established between self-efficacy and all three variables. The implications for social work and recommendations for social work policy, practice, and research are discussed.

ACKNOWLEDGMENTS

We would like to thank our research advisor, Dr. Janet Chang for her assistance with this project and expertise in research. We would also like to thank Dr. Rosemary McCaslin and Professor Marita Mahoney for assisting us in the development of our research topic, as well as teaching us the fundamentals of research.

Special thanks are also offered to Dr. Mark Agars of the Psychology Department at California State University, San Bernardino and Dr. Wayne Wooden of the Sociology Department at California State Polytechnic University, Pomona for allowing us to solicit their classes for participants. We are also grateful to those who participated in our project. Without their participation, this study could not have been accomplished.

DEDICATION

This research project is dedicated to our families, who patiently endured the many hours that separated us from them as we pursued our endeavor. Your patience, emotional support, and encouragement throughout this process made our achievement possible. We truly feel that this project belongs to all of you just as much as it belongs to us. Thank you.

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CHAPTER ONE

INTRODUCTION

Problem Statement

Over the past decades, women's advancement in career and college education has been made. College enrollment for women has increased over the years, thereby helping women to become more educationally successful than ever before (Francis, 1998). In the year 2000, women accounted for 46% percent of the workforce (Williams, 2000). The US Census Bureau reported that for the first time in a majority of American families, both parents work (Williams, 2000). It sounds as if women are moving ever closer to equality. Now take a closer look. In spite of societal changes over the years, women still remain underrepresented in many fields, enter low paying, lower status jobs, under use their talents and abilities, and are less likely to advance professionally (Kay & Hagan, 1995). Women are virtually unseen in the some of the most powerful positions in society as well (Francis, 1998). For example, men continue to dominate upper-management, politics, and medical careers (Francis, 1998). Women continue to constitute a large percentage of the

impoverished in the United States, with 80% of the poor in this country consisting of mothers and their children (Williams, 2000). Together these studies show that in a day and age where equal opportunity for all people is presumed, women are not benefiting from the same career and academic achievement that men have enjoyed for centuries.

Despite the existence of opportunities for women, social concerns still have a tendency to dominate and hinder women as a gender (Sadker & Sadker, 1986). The present authors interpreted this statement to mean that gender bias is alive and well today. The present authors also found that social influences such as family, culture, and the educational system play a prominent role in instilling the viewpoint that women do not belong in male dominated professions, nor are they intelligent enough to do well in male dominated subjects, such as math and science. For instance, research has demonstrated that biases are communicated many times each day in classrooms across the country (Sadker & Sadker, 1986). Current academic curriculum also lacks modern female role models, thereby not exposing girls to the existence of successful women. Balli (1996) found that parental

expectations and self-feelings play an important role in children's potential. Balli (1996) suggests that parent's involvement with their children's academics communicates to their child the importance, or unimportance of education. Based on this information, the present authors assumed that parental involvement is vital to the development of one's self-efficacy.

After much research into women's self efficacy literature, it was the current project's belief that women's self-efficacy is influenced by many social factors, thereby contributing to, or hindering the success of her educational and career progress. Social Learning Theorists define self-efficacy as, "a sense of confidence regarding the performance of specific tasks" (Jinks & Morgan, 1999, p. 228). The most frequently cited self-efficacy theorist, Albert Bandura, defines the construct of self-efficacy as, "people's judgments of their capabilities to organize and execute courses of action required to attain designated types of performances. It is concerned not with the skills one has but with the judgments of what one can do with whatever skills one possesses" (Bandura, 1986, p. 87).

Every year, welfare assistance costs taxpayers over 66 million dollars (Mermain & Steuerle, 1997). The recently adopted "welfare to work" social policy has been unable to keep poverty levels down for women and children (Mermain & Steuerle, 1997). The present authors interpreted this data to mean that unsuccessful, reactive, approaches exist regarding female social issues. Social work's effort to address such issues must be acknowledged, but little has been done to seek out the root of the problem. Research has demonstrated that lowered self-efficacy has the capability of spiraling into a multitude of social problems throughout people's lives (Bandura, 1986). Although popular opinion may view women as perpetuating factors in their own social issues, it may be that women's gender social issues have been influenced by a woman's lowered self-efficacy. Heightened self-efficacy, which in turn contributes to higher education and career advancement, can assist women in overcoming many of the tribulations that plague them as a gender.

Using the social learning theory as guidance, the current project hoped to discover what social factors influence a woman's self-efficacy. Particular attention

was paid to the social influences of parental expectations, mentoring, and gender socialization. Discovering how to positively influence a woman's self-efficacy may in turn help reduce female social problems from occurring in the first place. Making such a discovery could provide social work with the ability to instill proactive programs for girls at a young age to assist in their development of self-efficacy, as opposed to the failing, band-aid approach to women's issues that is currently in use (Mermain & Steuerle, 1997).

Whether or not one feels self-efficacious, depends on the presence or absence of a combination of various support networks that positively or negatively influence a person's locus of control (Bandura, 1986). Support networks include, but are not limited to, parents, mentors, and teachers. The topic of women and self-efficacy, therefore, is one that the social work profession should be highly concerned with. Research studies and findings in the area of women's self-efficacy, such as the current study, may prove vital to the many agencies servicing women in the social work arena. Agencies such as Greater Avenues for Independence (GAIN), Child Protective Services (CPS), domestic

violence shelters, and elementary, middle, and high school administrators which are concerned with how to help young girls become healthy, happy, self assured, and independent women, would also benefit from research on women's self-efficacy. This ideology is supported by The National Association of Social Work (NASW), which calls for remedies to gender inequality at all levels of traditional social work intervention (Mayden & Nieves, 2000). It is through the research of women's self-efficacy that such remedies can be achieved.

Purpose of the Study

Individuals form attitudes about themselves and others based on messages they receive over time (Lindley & Keithley, 1991). Socialization is essentially how one develops personal expectations and feelings about themselves. Bandura's (1986) theory also supports the notion that self-efficacy is not innate, but rather a learned behavior. Since self-efficacy is produced over time, learning and incorporating ways to enhance women's self-efficacy should be of primary concern to the profession of social work.

The purpose of the current study was to find out how three specific social influences affect a woman's self-efficacy. The social influences that were examined in this project include gender socialization, parental expectations, and mentoring. For the purpose of the current study, gender socialization has been defined as the child rearing practices employed in a girl's home and school environment, specifically looking at the existence of, or the absence of, traditional female role ideology. Parental expectations refer to the academic and career standards enforced by parents upon their daughters. Last, a mentor has been defined as the involvement of a wise and trusted role model throughout a girl's life.

Using a quantitative approach to examine this topic, the current study measured the dependent variable, self-efficacy, as well as independent variables, gender socialization, parental expectations, and mentoring. College women were chosen as the desired population to study, as they were able to provide a recollection of how the three social influences being investigated influenced their college and career-making decisions. The use of a survey also enabled the researchers to analyze the impact of these particular social factors on the participant's

self-efficacy, thereby providing the basis to generalize the effects of social influences on women's self-efficacy in a college sample.

Significance of the Project for Social Work

Mayden and Nieves (2000) recognize that women make up 51.3% of the overall population and are the majority of the clients' social workers serve. Continued attention to women's issues is essential because of the disadvantages and discrimination women still face in many aspects of their lives (Davis, 1994). Social workers have the responsibility of innovating and enforcing policies and practices that exist for the purpose of enhancing women's lives and well being. Though some interventions have assisted in decreasing undesirable outcomes for women, the use of proactive responses has been virtually unseen (Mayden & Nieves, 2000). For instance, little research has been done in the area of self-efficacy and women. Ancis and Phillips note that "research concerning the antecedents of self-efficacy with regard to specific career-enhancing behavioral processes is practically non-existent" (1996, p. 136). Parjares (1996) reported that factors and contexts that help or hinder students'

primary and secondary academic self-efficacy generalization must be understood before tactics can be developed to produce competent, confident learners. Determining the social influences that possibly affect women's sense of personal efficacy would, therefore, have a profound impact on social work practice, policy, and research.

Lindley and Keithley (1991) discovered that social workers must begin, or continue to, incorporate the use of self-efficacy enhancing exercises when working with girls as young as elementary school age because of the research indicating that self-efficacy is developed over time. The current project may have further impact on the profession of social work by examining if self-efficacy can be changed or learned later in a woman's life.

College women may be able to provide insight as to how their self-efficacy was learned or if it ever changed. The profession itself may adopt the use of self-efficacy enhancing programs when meeting with at risk women or women currently on welfare. The current project can also contribute to the fairly new career opportunity for school social work, by reinforcing the need for mentors and gender equal curriculum in girl's lives. Social work

curriculum could also be affected by intertwining the topic of self-efficacy in their policy and practice courses. Last, the current project could open the door to more professionals addressing this particular topic. Perhaps the research project at hand will be a stepping-stone for further projects. Other professionals may want to look into different factors that impact women's self-efficacy other than the ones that are being addressed here.

Due to the lower earnings of women, families headed by women are economically disadvantaged (Mayden & Nieves, 2000) Education itself is not only a means for enhancing career development but emotional and psychological development as well. In order for one to achieve higher income levels, educational levels, and thus a higher quality of living, one must believe in their capabilities of achieving such means (Bandura, 1986). This belief is developed over time from infancy onward and must be encouraged by parents, educators, and social workers. This study formulated three separate hypotheses. First, it was hypothesized that a positive correlation would exist between high self-efficacy and strong parental expectations. Second, a positive correlation would exist

between high self-efficacy and exposure to a supportive mentor. Third, there would be a positive correlation between high self-efficacy and less traditional socialization experiences.

Research evidence suggests that low self-efficacy constitutes an important psychological barrier to women's choice, performance, and persistence in career decisions (Betz & Hackett, 1981). Reducing cognitive barriers for women, or more specifically finding ways to enhance women's self-efficacy, should facilitate women's career and educational development (Betz & Hackett, 1981). The authors of the current study were concerned with women's inability to move towards equality in career and educational achievements. Action is needed to ensure positive changes for women in these areas. Perhaps the current research can begin such action.

CHAPTER TWO
LITERATURE REVIEW

This section includes an examination of past research that deals with the issues of self-efficacy, parental expectations, mentoring, and gender socialization within the home and school. This section not only evaluates former studies that support the proposed research, but also provides an analysis of limitations found in some of their methodologies. To gain a better understanding of the necessity of the proposed research, this section also includes various conflictual findings and gaps in the literature. In addition, the theoretical approach of the Social Learning Theory will be presented. This particular theory has directed much of the past research on self-efficacy. Furthermore, this review of literature will provide support for the necessity of the proposed study for the betterment of social work practice.

Women's Self-Efficacy and
Career/Vocational Barriers

Past research demonstrates the importance of women's self-efficacy particularly in conjunction with their

educational and career progress (Ancis & Phillips, 1996). Self-efficacy is predictive of a variety of women's career-related behaviors (Ancis & Phillips, 1996). These behaviors include: the occupational range considered, choice of nontraditional majors, academic achievements, and persistence in a major (Ancis & Phillips, 1996). One might argue the importance of having an understanding of how one's self-efficacy might influence these career-related behaviors, especially when more than 95% of upper-level, higher-paying management jobs are in the hands of men (Williams, 2000).

Past research has identified both internal and external barriers that many women and minorities face in academic and career domains (Reis, 2000; Sullivan & Mahalik, 2000; Whaley, 2000). In Whaley's examination of women in higher education, it was concluded that although women are enrolled in universities and possess careers more than ever before, there are still social barriers that are hindering women to succeed in higher professional levels and higher pay. She also noted that limited aspirations and expectations are part of the internal barriers women have. Women, according to Whaley (2000), still feel that their ambitions for their own

career are selfish and that their children's hopes and dreams come before their own. Whaley noted that family, friends, and society as a whole convey attitudes that shape and restrict women towards career progress. She went on to mention that society's message to women says that single mothers should be in the workforce, yet research has demonstrated that children of working mothers underachieve academically (Whaley, 2000). As indicated by Bandura (1986), internal barriers such as self-doubt, pessimism, negative expectations, low-perceived control, low self-efficacy, and low self-esteem, will generate poor human performance. If women are experiencing internal barriers such as these, difficulties may occur when attempting to overcome the external barriers that exist.

Scanlon (1997) stated that women apparently met unexplainable external barriers to furthering their career advancement. She noted that the metaphoric glass ceiling prevents women's progress even though they are well qualified to fill administrative positions. Brown and Lent (as cited in Luzzo & McWhirter, 2001), concluded that even those who have well-developed interests in a certain career path, will most likely not pursue it if

they perceive significant external barriers to entering or advancing a career. Williams (2000) mentioned that the "ideal job" is designed around men where the ideal worker is defined as someone who works full-time and overtime "as needed." This type of organization of work creates a barrier for the working mother. Williams also pointed out that women need time for childbirth and that in the United States women still do three-fourths of the childcare.

Research on barriers to career decision-making is limited in spite of recent research that has demonstrated that high school and college students perceive a substantial number of barriers to educational and career goal attainment (Luzzo & McWhirter, 2001). One recent study did examine both male and female undergraduate students on anticipated career-barriers and coping self-efficacy (Luzzo & McWhirter, 2001). A 24-question Perception of Barriers Scale was utilized in their survey. As hypothesized, women and ethnic minorities were found to have anticipated significantly more career-related barriers than did men (Luzzo & McWhirter, 2001). For example, the female participants in the study were more likely than the men to expect to experience

negative comments (e.g., insults or rude jokes) about their sex, to experience discrimination because of their sex, and to have a harder time getting hired than people of the opposite sex.

Betz and Hackett (1981) established that a central factor influencing the under-representation of women in traditionally male-dominated college majors and careers, is women's weaker perception of self-efficacy for non-traditional professions. If a woman has low self-efficacy, she believes that she is incapable of achieving her goals and will often times not pursue it. Bandura declared that one's beliefs influence whether she will initiate and continue in actions directed towards her goals (as cited in Furstenberg & Rounds, 1995). Those with lower self-efficacy will apply less of an effort to achieve their goals because they feel less competent.

Other research in the area of self-efficacy and higher education has indicated that the academic environment experienced by undergraduate women is discriminatory compared to that of male undergraduates in that women experience gender biases (Ancis & Phillips, 1996). Biases that women encounter may be both subtle and evident. Hall and Sandler revealed that there is a lack

of positive faculty support for college women and that staff perceive women as less capable than men (as cited in Ancis & Phillips, 1996). Women also experience a limited number of female role models and mentors since the number of female faculty members is limited. Female undergraduate students are experiencing negative sources of self-efficacy information. Following their research on female undergraduate students, Ancis and Phillips (1996), stated that women's experience in the undergraduate environment plays a strong and unique role in influencing women's self-efficacy development.

Although studies such as Ancis and Phillips' consider gender biases and other barriers women face within the academic environment and its relationship to self-efficacy, the research is restricted in that it only views one source of self-efficacy information. What seems to be missing from previous research is women's experience prior to college. This experience may clearly influence women's self-efficacy expectations about career-enhancing behaviors. According to Bradford, Buck, and Meyers (2001), childhood is the major formative period for the learning of later adult roles. The proposed study will examine the various social factors

experienced in childhood that might contribute to women's self-efficacy. Particular interest will be paid to the following social influences: parental expectations, mentoring relationships, and gender socialization.

Parental Expectation's Influence on Children's Self-Efficacy

According to Germain and Bloom, "the family is the most intimate and influential environment in which human development takes place" (1999, p. 154). Social workers also assume this holistic view that considers both the person and her environment. The relationship that exists between the two is considered reciprocal in that the person and their environment can influence, shape, and sometimes change the other. As we grow and develop over time, our "intelligence, creativity, and various social skills are strongly influenced by social and cultural contexts" (Germain & Bloom, 1999, p. 23). This concept suggests that as human beings develop throughout their lifetime, that development varies as we interact with others, as we experience culture and society, and as we experience personal changes (Germain & Bloom, 1999). If this is so, then the development of one's self-efficacy develops and changes over time as we experience these

occurrences. So, if one's self-efficacy develops overtime, it would be beneficial to determine what social factors may influence its development so that proactive approaches can be devised in school-aged children to help enhance self-efficacy.

Hanson's research in the area of parental expectations found that parent's educational expectations and aspirations for their children were related to the children's self-expectations and aspirations (as cited in Trusty, 2000). McCaslin and Murdock established that children tend to internalize the expectations their parents have for education. The direction of their lives is determined by the internalized messages they receive (as cited in Balli, 1996).

Parents' involvement with their children's educational development appears in prior research as an integral part of children's' long-term educational expectations and achievement. A study by Trusty (2000) measured the locus of control variable with long-term educational expectations. Significance was not established with the male participants, however the results approached significance with the female participants. Trusty suggested that there is a

possibility that self-perceptions are more important for females' long-term educational expectations and success than they are for males. Research on parental involvement suggests the importance of parent-child interaction and its effect on the child's academic performance (Kaplan, Liu, & Kaplan, 1994).

Balli (1996) discussed the importance of both verbal and non-verbal messages parents give their children. For example, by participating in school-sponsored activities and helping with homework, the parent is communicating the importance of education to the child and what their expectations are. In contrast to prior research one extensive study found that a parent's self-feelings had more of an impact on children's academic performance, than did their expectations (Kaplan et al., 1994). Kaplan et al. found that parents' with high negative self-feelings and high levels of parental expectations seemed to have children with lower academic performance. Those parents with high levels of expectation and low negative self-feelings, had children with higher levels of academic performance. The authors suggested that parents with low levels of educational attainment and high levels of negative self-feelings might have their

own mental health issues to deal with. Therefore, they may not be able to concern themselves with their children's poor school performance. The authors suggested that parents with negative self-feelings might communicate lower academic expectations to their children. However, neither of these inferences were assessed. If the parents have low expectancies for their children and if one considers Social Learning Theory (SLT), there is a possibility that this could have an affect on their children's development of self-efficacy. Research lacks in this area.

Research on gender differences regarding parental involvement is needed. If in general, girls score lower in self-esteem and self-efficacy than do boys, it can be hypothesized that boys might experience more parental involvement. In one longitudinal study, however, girls experienced more parental involvement with their education than did boys (Carter & Wojtkiewicz, 2000). This finding raises questions about gender differences and parental involvement. It may be that parents are more involved with their daughters because of current social conditions (e.g. delayed marriage and more divorce) that necessitate educational and vocational attainment (Carter

& Wojtkiewicz, 2000). It is possible that parents perceive their daughters as more needy and therefore coddle them more so than their sons. This study brings up the issue of gender differences regarding parent's involvement in their children's educational advancement. How women are socialized into either feminine or non-traditional roles, may affect their development of self-efficacy. This in turn, may affect their educational and occupational aspirations.

Gender Role Socialization in the Home

Women are less likely to consider pursuing occupational careers if they have perceived low self-efficacy especially in non-traditional arenas (Bandura, Barbaranelli, Caprara, & Pastorelli, 2001). Self-efficacy influences the quality of analytic thinking, level of motivation, and perseverance in the face of difficulties and setbacks therefore, people will not consider occupations they believe to be beyond their capabilities (Bandura et al., 2001). Those with low self-efficacy will have little desire to take action when faced with difficulties. Yet, some women have higher self-efficacy than others. Astin (1984) argued that

women's career success is related to childhood gender socialization. Astin also argued that adult career behavior is influenced by verbal and nonverbal messages parents give their children during childhood socialization. For instance, if the child is observing traditional sex-roles in the home environment, this may have a negative influence on her consideration of working outside the home and aspiring for a career. According to Atwood (2001), attitudes, behaviors, and conditions that foster stereotypes of social roles based on sex still exists today in families. For example, daughters are criticized and interrupted more so than sons, girls are assigned more household chores than boys, and girls' independence is more restricted than boys (Atwood, 2001). If a daughter, on the other hand, observes her mother working outside the home and father helps with household chores, these nontraditional roles may positively influence her college and career aspirations. The sex role messages of parents and other significant adults, influence children's perceptions of what they see as potential career opportunities for themselves (Atwood, 2001). Research has demonstrated that sex role socialization during childhood influences later adult

leadership behavior, self-efficacy, and occupational paths (Eccles, 1994). Goals, values, and sexual identities learned during childhood inspire women's career decisions (Eccles, 1994).

Before the child is even born, parents begin to formulate dreams for the child. These dreams can sometimes be gender-biased. Females are oftentimes socialized into passive, emotional, nurturing, and weak roles while boys on the other hand, are socialized into strong, active, stoic, and detached roles (Lueptow, Garovich-Szabo, & Lueptow, 2001). Gender expectations, even those that are subtle, are communicated very early to children. These messages continue on through the life span. According to Reis (2000), boys are likely to ascribe their successes to ability and their failures to lack of effort. On the other hand, girls attribute their successes to luck or effort and failures to lack of ability. Therefore, girls are accepting of their responsibility of failure, but not of their success. This could have an affect on the development of self-efficacy. If the girls feel responsible for their failures and not their triumphs, this could limit their advancement towards bettering themselves and achieving higher goals.

There is conflictual research in the area of gender socialization. For instance, McCray's research indicated that mothers contribute to their daughters' career success (as cited in Bradford et al., 2001). Astin and Leland demonstrated that fathers play more of an essential role in their daughter's career success (as cited in Bradford et al., 2001). The research regarding parental influence on daughter's gender-role socialization is also limited, particularly regarding career success (Bradford et al., 2001). A significant limitation is that explorations on this topic have been primarily of white parents and their daughters, so generalization is a problem.

It appears, that although stereotyped male roles in the family appear to be slowly changing with the entry of women into the workforce, females are still bombarded with gender bias from the society, the media, and even in the school environment.

Gender Role Socialization in the School Environment

It is impossible to neglect the school environment when considering gender socialization and women. The family, neighborhood, and community institutions are all

intertwined, each affecting the other. The ecological perspective expounds on the interconnectedness of these institutions. We cannot observe one piece without observing all of them. This perspective embraces the notion that schools are complex partners in the interchange between person and environment (Germain & Bloom, 1999).

Research indicates that gender socialization occurs within schools across the country. Unfortunately, teachers are oftentimes unaware of their own gender biases. For instance, Sadker and Sadker found that white male students receive attention from teachers more often than do girls (as cited in Lindley & Keithley, 1991). Males are taught to compete and to win. Many are often chosen for leadership roles. According to Reis (2002), teachers frequently encourage the male students to try harder and to work independently. Females however, are rewarded for their ability to cooperate and produce neat work. African American girls seem to experience gender inequality even more so than Caucasian girls do. In general, they are acknowledged in class less than their Caucasian peers (Bradford et al., 2001). Bradford et al. found that African American females are likely to begin

recognizing limitations and social injustices prior to fifth grade. The authors suggest that parents and mentors need to intervene in the career socialization process early on.

Even the academic curriculum that children are exposed to is gender biased. It lacks progressive female role models for girls. Young women of color, in particular may find the experiences of women like them invisible (Mayden & Nieves, 2000). Boys on the other hand, are at an advantage as history books are filled with male war heroes, male leaders, and male scientific inventors.

Role Models/Mentors

As social workers practice in neighborhoods, organizations, and communities, they strive to create social relatedness and a sense of community amongst the residents. Mutual support is one of the functions all communities serve their residents (Germain & Bloom, 1999). Family, friends, neighbors, and formal systems such as welfare and health agencies, contribute to this support. Mentors represent one form of social support that social workers can utilize on behalf of their

clients. A mentor advises and guides others. The mentor utilizes his or her expertise to counsel those who do not yet have his or her skills and abilities. Mentors represent particular desirable characteristics such as wealth, social respect, and intelligence. Mentors also encourage significant psychological concepts, such as the importance of striving towards one's goal (Zirkel, 2002); which is important to self-efficacy.

Mentoring may be a powerful tool for the advancement of young girls and women towards educational and career planning. Traditionally, men have been prepared and socialized to accept powerful leadership positions through mentoring (Scanlon, 1997). Men have taken advantage of businesses as well as academic circles that frequently utilize mentoring as a tool for career development and/or advancement (Scanlon, 1997). This opportunity was not available to women in the past.

Research identifies the positive effects role modeling/mentoring has on young people. However, one study on Mexican American females found that one positive role model is not significant enough in the girl's life to overcome the socialization that has already taken place (Hernandez, 1995). According to Hernandez, this

population in particular has had limited experience with academic and career success. Professional Hispanic women are also not highly represented (Hernandez, 1995). It is important to note that the Hernandez study was evaluating a short-term effect of a role model presentation that consisted of mother-daughter participants. Conclusions might be different if evaluations were long-term and the participants were linked with Hispanic females other than their mothers.

In a study of 130 economically disadvantaged children of primary and secondary school age, Jongyeun (1999) found conflictual results as well. With respect to self-efficacy and mentoring, this comparison study did not indicate a significant improvement in the mentored students compared to the non-mentored students. The length of time in the mentoring relationship did not have significance either. It is important to note that 78% of the sample were economically disadvantaged African American children living in a southeastern state where a strong sense of discrimination against this population still exists. This could have an effect on the sample used. Generalization of the results becomes an issue because socioeconomic status, as well as race, influences

the findings. The study did not mention whether or not the students were matched with ethnically similar mentors. This too could have an effect on the results.

A study on an ethnically diverse group of adolescents found that those with matched role models showed more interest in achievement-relevant activities and goals than did those who were not ethnically matched (Zirkel, 2002). Zirkel's study was somewhat preliminary due to the small sample size ($N = 80$). Also, gender differences were not investigated. This study does bring up the possibility that with matched role modeling, young people are able to come to the realization that they too can become successful because they can identify with someone who is similar to them.

Prior research has identified self-efficacy as something that can be developed through vicarious learning via a mentor or role model (Jongyeun, 1999). The current study will hypothesize that mentoring will have a positive influence on women's self-efficacy.

Theories Guiding Conceptualization

Albert Bandura's Social Learning Theory (SLT) guides much of the research regarding self-efficacy (Ancis &

Phillips, 1996; Bandura et al., 2001; Betz & Hackett, 1981; Bradford et al., 2001; Jongyeun, 1999; Luzzo & McWhirter, 2001; Perrone, Zanardelli, Everett, & Chartrand, 2002; Trusty, 2000; Zirkel, 2002).

Self-efficacy is considered a cognitive structure created by collective learning experiences. These experiences lead us to believe or expect that we can perform a task or activity successfully. According to SLT, self-efficacy expectations are achieved through and adapted by four sources of information brought about by experience. They include: performance accomplishments, vicarious learning, emotional arousal, and verbal persuasion (Furstenberg & Rounds, 1995). Sullivan and Mahalik (2000) utilized SLT in their study of a woman's career group designed to increase career-related self-efficacy. Their findings supported Bandura's four sources for modifying self-efficacy. Betz also supported SLT with a study on strategies for increasing career self-efficacy. SLT has also been applied to research on parental expectations and mentoring (as cited in Sullivan & Mahalik, 2000).

SLT takes on an ecological perspective, which coincides with the biopsychosocial approach that social work adopts. The current study therefore has chosen SLT

as a guide to identifying social influences that effect women's self-efficacy. Social learning theory is a useful framework as it allows for organizing and explaining outcomes related to career decidedness (Perrone et al., 2002). Krumboltz (1981) declared that career indecision is a result of inadequate or insufficient opportunities for learning, including vicarious learning through role models. The current study will attempt to support Bandura's theory by measuring the impact of mentoring on self-efficacy.

The four sources of efficacy information also pertain to parental expectation and gender socialization. For instance, Balli (1996) found that parental expectations verbalized over time tend to keep children involved in education. Children also observe (vicarious learning) non-verbal communication parents display. If they observe from their parents apathy towards their schooling, this may negatively impact the children thus causing disinterest in education. In regards to socialization, if children are presented with gender-biases in the home and in the school, this may negatively affect their self-efficacy formation, which is

created by cumulative learning experiences (Bandura, 1986).

Summary

The purpose of the literature review was to provide an examination of past research that dealt with the issues of self-efficacy, parental expectations, mentoring, and gender socialization within the home and school. Past studies that provide support for the current research were presented, along with conflictual findings as well. A brief synopsis of Bandura's Social Learning was included in order to provide reasoning for the theoretical approach that guided this study. The review also offered some of the limitations and gaps in past research. Finally, the literature review provided support that research on women's self-efficacy is necessary in the area of social work. Only through the understanding of the antecedents that influence self-efficacy will the profession find additional and alternative ways to address women's social issues.

CHAPTER THREE

METHODS

The current study is interested in social influences that might affect the development of a woman's self-efficacy. More specifically, it will provide a correlational analysis of parental expectations, relationships with mentors, and gender role socialization on women's self-efficacy. This section will describe the study's design, sampling criteria, data collection, instruments, and procedures that were employed in an effort to establish an association between the social influences mentioned and women's self-efficacy. This section will also explain how participant's anonymity will be preserved, as well as provide a basis for how the data was analyzed.

Study Design

The purpose of this study is to explore if correlations exist between the independent variables (parental expectations, mentors, and gender socialization) and the dependent variable (self-efficacy). An exploratory design was chosen for its ability to investigate social phenomena by capturing

large amounts of relatively unstructured information (Grinnell, 2001). Participants were asked to give a retrospective assessment on how they viewed their parent's expectations, their mentors, and their gender socialization experience through the use of a Likert-type scale. Self-efficacy was also measured in this manner. In addition to completing the survey, participants were asked to respond to demographic inquiries at the end of the survey as well.

The current study had several hypotheses. First, it was hypothesized that a positive correlation would exist between high self-efficacy and strong parental expectations. Second, a positive correlation would exist between high self-efficacy and exposure to a supportive mentor. Third, there would be a positive correlation between high self-efficacy and less traditional socialization experiences.

Though this study strived to produce results that can be generalized to other women, some limitations did exist. The study used a convenience sample of undergraduate women enrolled at California State University, San Bernardino (CSUSB) and California State Polytechnic University, Pomona (Cal Poly Pomona). Both

colleges were within a thirty-mile radius of each other. Participants of a particular area are often times subject to similar social influences. This phenomenon therefore was a limitation. Second, because the participants were all students, generalization of the findings to the female population as a whole is limited.

Sampling

The majority of research reviewed for this project has found that women face various barriers in educational and career development (Whaley, 2000). It has also been established that such barriers influence women's self-efficacy (Whaley, 2000). It is this study's stance that women enrolled in higher education may have overcome the many social barriers that hinder women's self-efficacy. For this reason, this study chose to include only women undergraduates in its sample. All men and graduate women were excluded, as it was believed that their participation would not provide the insight needed for this particular project. Ethnicity and amount of years spent in undergraduate studies were not factors for recruitment. In regards to age, the participants were required to be at least 18 years of age.

Approval from the Internal Review Board, the social work and psychology departments, and the research advisor were obtained. One hundred ninety six participants were solicited from classes at CSUSB and Cal Poly Pomona. For some classes, extra credit points were offered as an incentive to complete the questionnaire. The individual departments and instructors determined whether they would offer this incentive in advance.

Data Collection and Instruments

Participants responded to a seven-page questionnaire. The questionnaire consisted of a cover sheet, four scales, one page of demographics and a debriefing statement. All four scale's levels of measurement were ordinal. Participants were to rate their responses on 5-point Likert-type scales. Each of the subscales were to be rated from 1 (strongly disagree) to 5 (strongly agree). Each survey began with a cover sheet and ended with a debriefing statement. In order to create a more powerful and reliable test, the current study utilized a large sample size of 196 participants. It was important for the current study to utilize a powerful

measurement because it desires to establish relationships among the variables.

To measure the dependent variable, fifteen questions from the Self-Efficacy Scale (SES) were utilized (Sherer, Maddux, Mercandante, Prentice-Dunn, Jacobs, & Rogers, 1982). This scale contained questions that were developed to identify general self-efficacy as well as social self-efficacy. For the purpose of the current study, only questions pertaining to general self-efficacy were extracted and the questionnaire was entitled, "Personal Attitude Questionnaire" (PAQ). Examples of some of the questions that were used include: "When I make plans, I am certain I can make them work," and "Failure just makes me try harder" (Sherer et al., 1982). Negative questions were also included such as, "I give up easily" and "I feel insecure about my ability to do things" (Sherer et al., 1982). Following data collection, the negative questions were reversed so that a higher score indicated higher parental expectation. The original tool used a ranking score, from A (disagree strongly) to E (agree strongly). For the purpose of the current study, the scale changed the rating to 1 (strongly agree) to 5 (strongly agree) in an effort to remain consistent with

the other instruments being utilized. See Appendix A for complete scale.

The SES instrument from which the authors extracted from, demonstrated good criterion-related validity (Sherer et al., 1982). According to Sherer et al. the scale accurately predicts that people with higher self-efficacy have greater success in educational and career-related goals than those who score low in self-efficacy. It also demonstrated fairly good internal consistency, with an alpha of .86 for the general subscale. One limitation to this scale is that no test-retest data was reported. Due to the high rating of internal consistency, this particular limitation was addressed through the use of pre-testing of all questionnaires on students not participating in the study.

To examine the effects of mentoring on female undergraduate students, four questions were extracted from the Mentoring Scale developed by Dreher and Ash (1990). Three additional ordinal questions and two nominal questions were incorporated into the survey, which was entitled "Mentor/Role Model Questionnaire" (MQ). Upon examining literature on this topic, it was

established that Bandura and other researchers demonstrated the significance of matched role models over non-matched (Zirkel, 2002). The scale's purpose was to measure the mentor's influence on various career and psychosocial functions of the participant. Participants were asked to rate questions such as: "To what extent has a mentor encouraged me to talk about anxieties and fears related to school and work?" and "To what extent has a mentor prepared me for college" (Dreher & Ash, 1990)?

This scale constituted an ordinal level of measurement. Higher scores indicated that the mentor had a positive influence towards the well-being of the participant. The data analysis included questions one through seven, which are ordinal questions. All were positive, therefore reversing was not necessary for this scale. Questions eight and nine were nominal and were therefore analyzed separately. The internal consistency (coefficient alpha) for Dreher and Ash's mentoring scale (1990) was .95. As several items were added to this scale for the purpose of the current study, test reliability became an issue. The test-retest method was utilized in order to establish reliability. The researchers administered the test to the same sample of individuals

on two separate occasions. These individuals were not participants of the sample for the final study. By calculating a reliability coefficient, the results were compared. To insure validity, only relevant questions were included in the survey, there are no double-barreled questions. Furthermore, questions were clear and understandable and they measured for the question at hand. The pre-test also provided information on validity. See Appendix A for the mentoring scale.

To measure for parental expectations, a 5-point Likert-type scale was devised. The scale was entitled the "Parental Expectation Questionnaire" (PEQ). Five of the twelve questions were taken from Poresky's (1987) Environmental Assessment Index (EAI). This scale was proven to have very good concurrent and predictive validity and test-retest reliability (Fischer & Cororan, 1994). The newly added questions included numbers: 1, 6, 7, 8, 9, 10, and 11. In order to assure content validity with the newly devised questions, the questions were constructed in a meaningful way; they measured for the participants' thoughts on the expectations of their parent(s). Following the data analysis, reliability was determined. The tool contains questions that were rated

from 1 (strongly disagree) to 5 (strongly agree). It therefore was an ordinal level of measurement. It includes questions such as: "My parent(s) encouraged me to learn to use numbers or mathematics" and "As a child/adolescent, my artwork, grades, and/or awards were displayed some place in the house." Two negative questions were reversed following data analysis. Therefore, higher scores on this subscale indicated higher parental expectation. The newly created questions included in this scale were determined following an extensive examination of past literature on the subject of parental expectation and self-efficacy. See Appendix A for the PEQ.

Participants of the current study also completed a Socialization Questionnaire (SQ). To measure the effects of the independent variable, gender socialization, a 5-point Likert scale continued to be used. Again, an ordinal level of measurement was used. This scale contained seven questions from a gender attitude survey created by Ashmore, Boca, and Bilder (1995). Examples of questions included: "In marriage, the husband should take the lead in decision making" and "Caring of children should be shared equally by both spouses" (Ashmore et

al., 1995). In an effort to find additional information pertaining to participant's gender role socialization, the authors of the current study devised five original questions. Examples of these questions read: "Teachers should encourage girls to pursue math and science" and "All occupations should be equally accessible to both men and women." Scales from this instrument were scored so that high values indicated a "traditional" socialization experience (Ashmore et al., 1995).

In terms of reliability the scale reported alphas of .57 to .93, with an average of .79. The authors of this scale conducted a test-retest administration with a slightly lower correlation, ranging from .67 to .92, with a mean of .78. Due to the slight drop in scores, this test-retest outcome does not seem to be of concern, furthermore, good criterion-related validity for this scale was also demonstrated (Ashmore et al., 1995). As hypothesized, the women who were administered this scale evidenced less traditional attitudes because current gender arrangements tend to favor men (Ashmore et al., 1995). Questions that were devised by the current researchers were questions based upon familiarity in the field of social work, personal experience, and knowledge

in the area of gender role socialization. Pre-testing of these questions prior to administering the questionnaire was completed. Scoring of negative questions were reversed and all seven items were completed to create the scale of self-efficacy. See Appendix A.

All participants received the demographic instrument following the scales. It consisted of nine questions. Nominal questions included: age, ethnicity, current level of education, marital status, and children. Fill in questions included: current major, present occupation, future career goals, and number of children. See Appendix D for this tool.

Procedures

The sample was drawn from female undergraduates who were enrolled in classes at California State University, San Bernardino and Cal Poly, Pomona between September 2002 and April 2003. Data was collected by means of a questionnaire. Permission from the Psychology and Social Work Departments to allow the researchers to elicit student volunteers was granted. The two researchers contacted professors on campus, described the nature of the study, and asked permission to distribute surveys to

the students in their classrooms. Once permission was granted, one researcher entered the classroom, announced the study, and informed the potential students if any extra credit incentive would be offered. The researcher utilized the same wording in each instance so to minimize biasing. Students were informed of when the researcher would return to pick up the completed surveys. It was determined with the instructors in advance how the distribution and collection would occur.

Protection of Human Subjects

Participants' names were not requested nor recorded. No identifying information appeared on the measures or the data. The cover letter, included in the survey packet, constituted the informed consent statement. It included: identification of the researchers, an explanation of the nature and purpose of the study, and an approximation of how long the questionnaire would take. A statement that anonymity would be maintained was included. The statement also indicated that participation in the study was voluntary and that participants could choose to stop at any time without penalty. A space was provided at the bottom of the letter for participants to

make a check, indicating that they read the description of the study and that they agreed to participate. Due to participants not being identified, their anonymity was assured. No immediate or long-range risks to participants were anticipated. For informed consent see Appendix B.

Data Analysis

The current study utilized a quantitative research approach. The quantitative perception of reality indicates that reality is objective (Grinnell, 2001). The data must therefore be quantified so that the measurement increases the objectivity and the ability to describe the measurements with more accuracy (Grinnell, 2001).

In order to measure the concept of social influences on the dependent variable, self-efficacy, three independent variables were chosen as objective measurements. A correlation analysis provided a numerical view of the relationship that exists between self-efficacy and parental expectation, self-efficacy and mentoring, and self-efficacy and gender role socialization. Separate correlation analyses were administered so to examine the relationships between the dependent and independent variables. Separate scales were

created for mentor ethnicity and mentor gender so that a correlation analysis could be administered.

Reversed scoring of negative questions was completed following data analysis. The Personal Attitude Scale, which measured for self-efficacy reversed questions: 1, 3, 4, 5, 8, 9, 10, 12, 14, and 15. In the Parental Expectation Scale, questions 6 and 10 were reversed. In regards to the Socialization Scale, reversed questions included: 2, 3, 4, 5, 9, 10, and 11. No reversing was needed for the Mentor Scale being that all questions were positive. Following data collection, separate scales were created for mentor ethnicity and mentor gender so that a correlational determination could be made.

Because the current study was a parametric test with total scores calculated at interval levels of measurement, the Pearson R test was applied so to produce a correlation coefficient that's either positive or negative. The Pearson r also tested for the possibility that relationships between the variables in the sample exist due to sampling error (Weinback & Grinnell, 2001). The demographic variables were entered into the analyses in an effort to see if any significance was established with any of the variables.

Summary

The purpose of the methods section was to provide a detailed description of how this study carried out its research. Explanations for the researcher's choice of participants, the data collection and procedures used, as well as the rationale for this particular study design were given. Furthermore, descriptions of the measuring tools were presented along with a detailed account of how the participants were protected. Also included in this section, was an appendix of those tools and the demographic variables included in the study. Finally, the quantitative procedures that were utilized to test the hypotheses were incorporated. It is through the use of the methods described here, that correlations between the specified social influences and women's self-efficacy were discovered.

CHAPTER FOUR

RESULTS

Introduction

The purpose of this section is to describe the significance between the dependent and independent variables. Pearson r analyses are included in this section. The demographic frequencies are also presented so to provide a description of the sample examined. In addition, tables are supplied in order to provide a visual description of the data analysis results and demographic information.

Presentation of the Findings

The final sample consisted of 196 ($N = 196$) female, undergraduate students. The majority of the participants fell within the 18-20 age range at 59.3%. The median age was 20. The sample consisted of Caucasians (35.2%), Hispanics (33.7%), African Americans (13.3%), Asians (11.2%) and others at (6.6%). The sample consisted of Freshmen (34.2%), Sophomores (20.4%), Juniors (23.5%), and Seniors (21.9%). In regards to current college majors, 39.3% were Psychology majors, 13.8, Liberal

Studies, and 9.2 were undecided. Biology and Nursing majors both indicated 5.6% of the sample and the combined remainder constituted 19.2%. The majority of the career goals of this sample are in the psychology and counseling arena with 25%. The remainder of the sample includes teaching (20.4%), law enforcement (8.7%), social work (6.6%) and nursing (5.1%). Those undecided include 19.4% of the sample. The majority were not married (88.3%) and did not have any children (87.8%) [see Table 1].

Table 1. Demographic Characteristics of the Participants

Variable	Frequency (n)	Percentage (%)
Age (N = 196)		
18-20	116	59.3%
21-25	56	28.6%
26-30	11	5.5%
31-40	7	3.5%
41+	6	3%
Ethnicity (N = 196)		
African American/Black	26	13.3%
Asian American	22	11.2%
Caucasian/White	69	35.2%
Hispanic/Latino American	66	33.7%
Other	13	6.6%
Educational Level (N = 196)		
Freshman/first year	67	34.2%
Sophomore/second year	40	20.4%
Junior/third year	46	23.5%
Senior/fourth year	43	21.9%
Current Major (N = 196)		
Psychology	77	39.3%
Liberal Studies	27	13.8%
Undecided	18	9.2%
Biology	11	5.6%
Nursing	11	5.6%
Others	52	19.2%

Variable	Frequency (n)	Percentage (%)
Career Goal (N = 196)		
Psychologist/Counselor	49	25%
Teacher	40	20.4%
Undecided	38	19.4%
Law Enforcement	17	8.7%
Social Worker	13	6.6%
Nurse	10	5.1%
Others	29	19.8%
Marital Status (N = 196)		
Single	173	88.3%
Married	18	9.2%
Separated/Divorced	4	2.0%
Widowed	1	0.5%
Children (N = 196)		
Yes	24	12.2%
No	172	87.8%

Respondents' Perceived Parental Expectation Characteristics

Table 2 represents the frequency distribution of the items the respondents answered in regards to their perception of parental expectations. As previously mentioned, the respondents were asked to rank themselves on a Likert-type scale as "strongly disagree," "moderately disagree," "neither agree nor disagree," "moderately agree," and "strongly agree." Higher scores revealed higher parental expectations. All negative scores were reversed prior to data analysis.

For item 1, "I consider my parents a strong support towards my educational success," 57.1% strongly agreed, and 25% moderately agreed. The remaining 17.9% strongly

disagreed, moderately disagreed, or determined that they neither agreed nor disagreed. For item 2, "As a child my parents encouraged me towards mathematics," 38.3% strongly agreed, 32.7% moderately agreed, 14.3% neither agreed nor disagreed, and the remaining responses strongly or moderately disagreed. For item 3, "As a child, my artwork, grades, and awards were displayed at home," the majority of the respondents indicated that they strongly agreed (36.7%), with 27.5% moderately agreeing, 14.3% moderately disagreeing, and the remainder strongly disagreeing or neither agreeing or disagreeing. Item 4, "my parents provided age-appropriate books," indicated that almost half (41.8%) of the sample strongly agreed. Twenty-five percent moderately agreed, 12.2% neither agreed nor disagreed, 11.2 % strongly disagreed, and 9.2 moderately disagreed.

For item 5, "my parents provide toys and games that encouraged free expression," respondents indicated 54.6% as strongly agreeing, 24% moderately agreeing, and 10.2% moderately disagreeing. In regards to item 6, "my parents and I never discussed plans for college," over half of the sample (58.2%) indicated that they strongly disagreed while 17.9% moderately disagreed.

In terms of item 7, "I was encouraged to read on a regular basis," 38.8% strongly agreed, 29.1 moderately agreed, 13.3% neither agreed nor disagreed, 12.2% moderately disagreed, and a small percentage of 6.6% strongly disagreed. For item 8, "My parents set high academic standards for me," almost half of the respondents (46.9%) indicated that they strongly agreed, 26.5% moderately agreed, 13.8% neither agreed nor disagreed, 8.7% moderately disagreed, and 4.1% strongly disagreed.

For item 9, "As a child my parents helped me with my homework," 37.2 moderately agreed, 28.6% strongly agreed, 15.8% neither agreed nor disagreed, and the remainder either moderately or strongly disagreed. Item 10, "my parents never took part in my school activities," demonstrated that 44.4% strongly disagreed, 25% moderately disagreed, 11.7% moderately agreed, 11.2% neither agreed nor disagreed, and 7.7% strongly agreed.

In regards to item 11, "my parents remained involved in my education throughout high school," respondents predominantly chose strongly agree with 32%. The rest chose moderately agree (28%), neither agree nor disagree (12.8%), moderately disagree (15.8%), and strongly

disagree (11.2%). For item 12, "my parents took me to the public library at least once a month," 33.7% strongly disagreed, 17.9% moderately disagreed, 17.3% neither agreed nor disagreed, 19.4% moderately agreed, and 11.7% strongly agreed.

Table 2. Respondent's Perceived Parental Expectations
Characteristics

Item	N	Frequency n	Percentage %
1. I consider my parent(s) a strong support towards my educational success.	196		
Strongly Disagree		10	5.1%
Moderately Disagree		9	4.6%
Neither Agree nor Disagree		16	8.25%
Moderately Agree		49	25.0%
Strongly Agree		112	57.1%
2. As a child, my parent(s) encouraged me to learn to use numbers or mathematics.	196		
Strongly Disagree		10	5.1%
Moderately Disagree		19	9.7%
Neither Agree nor Disagree		28	14.3%
Moderately Agree		64	32.7%
Strongly Agree		75	38.3%
3. As a child/adolescent, my artwork, grades, and/or awards were displayed some place in the house.	196		
Strongly Disagree		23	11.7%
Moderately Disagree		28	14.35%
Neither Agree nor Disagree		19	9.7%
Moderately Agree		54	27.6%
Strongly Agree		72	36.7%

Item	N	Frequency n	Percentage %
4. My parent(s) provided age-appropriate books in the home.	196		
Strongly Disagree		22	11.2%
Moderately Disagree		18	9.2%
Neither Agree nor Disagree		24	12.25%
Moderately Agree		50	25.5%
Strongly Agree		82	41.8%
5. My parent(s) provided toys or games encouraging free expression (e.g. finger paints, play dough, crayons, paints and paper, art supplies).	196		
Strongly Disagree		10	5.1%
Moderately Disagree		20	10.2%
Neither Agree nor Disagree		12	6.1%
Moderately Agree		47	24.0%
Strongly Agree		107	54.6%
6. My parent(s) and I never discussed plans for college.	196		
Strongly Disagree		114	58.2%
Moderately Disagree		35	17.9%
Neither Agree nor Disagree		16	8.2%
Moderately Agree		17	8.7%
Strongly Agree		14	7.1%
7. I was encouraged to read on a regular basis.	196		
Strongly Disagree		13	6.6%
Moderately Disagree		24	12.2%
Neither Agree nor Disagree		26	13.3%
Moderately Agree		57	29.1%
Strongly Agree		76	38.8%
8. My parent(s) set high academic standards for me.	196		
Strongly Disagree		8	4.1%
Moderately Disagree		17	8.7%
Neither Agree nor Disagree		27	13.8%
Moderately Agree		52	26.5%
Strongly Agree		92	46.9%
9. As a child, my parent(s) helped me with my homework.	196		
Strongly Disagree		17	8.7%
Moderately Disagree		19	9.7%
Neither Agree nor Disagree		31	15.8%
Moderately Agree		73	37.2%
Strongly Agree		56	28.6%

Item	N	Frequency n	Percentage %
10. My parent(s) never took part in my school activities.	196		
Strongly Disagree		87	44.4%
Moderately Disagree		49	25.0%
Neither Agree nor Disagree		22	11.25%
Moderately Agree		23	11.7%
Strongly Agree		15	7.7%
11. My parent(s) remained involved in my education throughout High school.	196		
Strongly Disagree		22	11.2%
Moderately Disagree		31	15.8%
Neither Agree nor Disagree		25	12.8%
Moderately Agree		55	28.1%
Strongly Agree		63	32.1%
12. My parents took me to the library at least once a month.	196		
Strongly Disagree		66	33.7%
Moderately Disagree		35	17.9%
Neither Agree nor Disagree		34	17.3%
Moderately Agree		38	19.4%
Strongly Agree		23	11.7%

Respondents' Personal Attitude Characteristics

Table 3 is a presentation of the responses of the current study's sample in regards to their perceived self-efficacy. As previously indicated, the respondents designated their choices on a 5-point, Likert-type scale.

In regards to item 1, "one of my problems is that I cannot get down to work when I should," the respondents moderately disagreed (30.1%). The results revealed that 14.3% strongly disagreed as well as strongly agreed respectively; 21.9% moderately agreed, and 19.4% neither

agreed nor disagreed. For item 2, "If I can't do a job the first time, I keep trying," 42.9% of the respondents indicated that they moderately agreed, 37.2% strongly agreed, while 12.2% neither agreed nor disagreed, 6.6% moderately disagreed, and 1.0% strongly disagreed.

For item 3, "When I set important goals for myself, I rarely achieve them," 39.3% strongly disagreed, 37.2% moderately disagreed, 11.7% neither agreed nor disagreed, 8.7% moderately agreed, and only 3.1% agreed. Regarding item 4, "I give up on things before completing them," 37.8% of the respondents strongly disagreed, 35.7% moderately disagreed, 15.3% neither agree nor disagreed, 8.7% moderately agreed, and 2.6% strongly agreed.

Item 5, "If something looks too complicated I will not even bother to try it," 35.2% indicated they strongly disagreed, 35.7% moderately disagreed, 17.3% neither agree nor disagree, 9.7% moderately agree, and the remaining 2.0% strongly agreed. For item 6, "When I have something unpleasant to do, I stick to it until I finish it," 41.3% moderately agreed, 16.3% strongly agreed, 23% neither agreed nor disagreed, and the rest 19.4% either strongly or moderately disagreed.

Item 7, "When I decide to do something, I go right to work on it," revealed that 45.4% moderately agreed, 16.3% strongly agreed, 21.4% neither agreed nor disagreed, 13.3% moderately disagreed, and 3.6% strongly disagreed. For item 8, "When trying to learn something new, I soon give up if not initially successful," the majority of the respondents moderately disagreed (47.4%) while 22.4% strongly disagreed.

Item 9, "When unexpected problems occur I don't handle them well," had a spread across responses. For instance, 38.3% moderately disagreed, 22.4% strongly disagreed, 18.9% neither agreed nor disagreed, 15.3% moderately agreed, and 5.1% strongly agreed. For item 10, "I avoid trying new things when they look too difficult for me," 40.3% of the respondents moderately disagreed, 29.1% strongly disagreed, while 12.2% neither agreed nor disagreed, 14.8% moderately agreed, and 3.6% strongly agreed.

For item 11, "Failure just makes me try harder," respondents preferred moderately agree with 35.7% and strongly agree with 29.6%. The results indicated that 22.4% neither agreed nor disagreed, 8.7% moderately disagreed and only 3.6% strongly disagreed. In regards to

item 12, "I feel insecure about my ability to do things," the choices were greatly dispersed. For example, 25.5% moderately disagreed, 24.5% strongly disagreed, while 23% moderately agreed and 19.4% neither agreed nor disagreed. The remaining 7.7% strongly agreed.

Item 13, "I am a self reliant person," showed 40.3% as moderately agreeing, 29.6% strongly agreeing, 16.3% neither agreeing nor disagreeing, and the rest either moderately or strongly disagreeing. For item 14, "I give up easily," 45.4% strongly disagreed, 31.6% moderately disagreed, 14.3% neither agreed nor disagreed, 7.1% moderately agreed, and only 1.5% strongly agreed.

In regards to item 15, "I do not seem capable of dealing with most problems that come up in my life," almost half of the respondents (47.4%) strongly disagreed, 32.1% moderately disagreed, 9.7% neither agreed nor disagree, 7.1% moderately agreed, and 3.6% strongly disagreed.

Table 3. Respondent's Personal Attitude Characteristics

Item	N	Frequency n	Percentage %
1. One of my problems is that I cannot get down to work when I should.	196		
Strongly Disagree		28	14.3%
Moderately Disagree		43	21.9%
Neither Agree nor Disagree		38	19.4%
Moderately Agree		59	30.1%
Strongly Agree		28	14.3%
2. If I can't do a job the first time, I keep trying until I can.	196		
Strongly Disagree		2	1.0%
Moderately Disagree		13	6.6%
Neither Agree nor Disagree		24	12.2%
Moderately Agree		84	42.9%
Strongly Agree		73	37.2%
3. When I set important goals for myself, I rarely achieve them.	196		
Strongly Disagree		77	39.3%
Moderately Disagree		73	37.2%
Neither Agree nor Disagree		23	11.7%
Moderately Agree		17	8.7%
Strongly Agree		6	3.1%
4. I give up on things before completing them.	196		
Strongly Disagree		74	37.8%
Moderately Disagree		70	35.7%
Neither Agree nor Disagree		30	15.3%
Moderately Agree		17	8.7%
Strongly Agree		5	2.6%
5. If something looks too complicated, I will not even bother to try it.	196		
Strongly Disagree		69	35.2%
Moderately Disagree		70	35.7%
Neither Agree nor Disagree		34	17.3%
Moderately Agree		19	9.7%
Strongly Agree		4	2.0%

Item	N	Frequency	Percentage
		n	%
6. When I have something unpleasant to do, I stick to it until I finish it.	196		
Strongly Disagree		6	3.1%
Moderately Disagree		32	16.3%
Neither Agree nor Disagree		45	23.0%
Moderately Agree		81	41.3%
Strongly Agree		32	16.3%
7. When I decide to do something, I go right to work on it.	196		
Strongly Disagree		7	3.6%
Moderately Disagree		26	13.3%
Neither Agree nor Disagree		42	21.4%
Moderately Agree		89	45.4%
Strongly Agree		32	16.3%
8. When trying to learn something new, I soon give up if I am not initially successful.	196		
Strongly Disagree		44	22.4%
Moderately Disagree		93	47.4%
Neither Agree nor Disagree		33	16.8%
Moderately Agree		24	12.2%
Strongly Agree		2	1.0%
9. When unexpected problems occur I don't handle them well.	196		
Strongly Disagree		44	22.4%
Moderately Disagree		75	38.3%
Neither Agree nor Disagree		37	18.9%
Moderately Agree		30	15.3%
Strongly Agree		10	5.1%
10. I avoid trying new things when they look too difficult for me.	196		
Strongly Disagree		57	29.1%
Moderately Disagree		79	40.3%
Neither Agree nor Disagree		24	12.2%
Moderately Agree		29	14.8%
Strongly Agree		7	3.6%
11. Failure just makes me try harder.	196		
Strongly Disagree		7	3.6%
Moderately Disagree		17	8.7%
Neither Agree nor Disagree		44	22.4%
Moderately Agree		70	35.7%
Strongly Agree		58	29.6%

Item	N	Frequency	Percentage
		n	%
12. I feel insecure about my ability to do things.	196		
Strongly Disagree		48	24.5%
Moderately Disagree		50	25.5%
Neither Agree nor Disagree		38	19.4%
Moderately Agree		45	23.0%
Strongly Agree		15	7.7%
13. I am a self reliant person.	196		
Strongly Disagree		8	4.1%
Moderately Disagree		19	9.7%
Neither Agree nor Disagree		32	16.3%
Moderately Agree		79	40.3%
Strongly Agree		58	29.6%
14. I give up easily.	196		
Strongly Disagree		89	45.4%
Moderately Disagree		62	31.6%
Neither Agree nor Disagree		28	14.3%
Moderately Agree		14	7.1%
Strongly Agree		3	1.5%
15. I do not seem capable of dealing with most problems that come up in my life.	196		
Strongly Disagree		93	47.4%
Moderately Disagree		63	32.1%
Neither Agree nor Disagree		19	9.7%
Moderately Agree		14	7.1%
Strongly Agree		7	3.6%

Respondents' Gender Socialization Characteristics

Table 4 shows the respondents' answers to items 1-12 of the Gender Socialization Questionnaire. They indicated their responses as they did in the prior scales on a 5-point, Likert-type ranking.

For item 1, "It's all right for the woman to have a career and the man to stay home with the children," 39.3% strongly agreed, 26.5% moderately agreed, 14.8% neither agreed nor disagreed, 6.6% moderately disagreed, and 12.8

strongly disagreed. For item 2, "The wife should have primary responsibility for taking care of the home and the children," 30.1% specified that they strongly disagreed, 28.6% moderately disagreed, 18.9% neither agreed nor disagreed, 15.3% moderately agreed, and the remaining 7.1% strongly agreed.

For item 3, "A woman should work only if she can do so without interfering with her domestic duties," 44.4% strongly disagreed, 29.1% moderately disagreed, 16.3% neither agreed nor disagreed, while the remaining 10.2% either moderately or strongly agreed. With item 4, "The husband should have primary responsibility for support of the family," 30.6% indicated that they strongly disagreed, 22.4% moderately disagreed, 16.8% neither agreed nor disagreed, 19.4% moderately agreed, and 10.7% strongly agreed.

Regarding item 5, "Women should be concerned with their duties of child-rearing and house-tending rather than with desires for professional and business careers," more than half (52.6%) of the respondents strongly disagreed and 32.1% moderately disagreed. For item 6, "Care of the children should be equally shared by both spouses," an overwhelming majority of the respondents

(83.2%) strongly agreed. 10.7% moderately agreed, 2.6% neither agreed nor disagreed, and 3.6% strongly disagreed.

For item 7, "Teachers should encourage girls to pursue math and science," 51.5% respondents chose strongly agree, 14.8% moderately agreed, 25% neither agreed nor disagreed, and the remaining 8.7% either moderately or strongly disagreed. In regards to item 8, "All occupations should be equally accessible to both men and women," the respondents were greatly dispersed. For instance, 23.0% strongly disagreed, 25.5% moderately disagreed, 14.8% neither agreed nor disagreed, 23.5% moderately agreed, and 13.3% strongly agreed.

For item 9, "There are many jobs in which men should be given preference over women," almost half of the respondents (43.9%) strongly disagreed, 16.8% moderately disagreed, 21.9% neither agreed nor disagreed, 12.2% moderately agreed, and 5.1% strongly agreed. Item 10, "There are some college majors that are more suitable for men than women," 43.9% strongly disagreed, 16.8% moderately disagreed, 21.9% neither agreed nor disagreed, 12.2% moderately agreed and 5.1% strongly agreed.

In terms of item 11, "There are some professions that are more suitable for men than women," 37.2% indicated that they strongly disagreed, 14.8% moderately disagreed, 17.9% neither agreed nor disagreed, 19.4% moderately agreed, and 10.7% strongly agreed. For item 12, "Women have been offered the same college and career opportunities," the great majority, either moderately disagreed or strongly disagreed (95%) while 29% neither agreed nor disagreed, 46% moderately agreed and 26% strongly agreed.

Table 4. Respondent's Gender Socialization

Characteristics

Item	N	Frequency n	Percentage %
1. It's all right for the woman to have a career and the man to stay home with the children.	196		
Strongly Disagree		25	12.8%
Moderately Disagree		13	6.6%
Neither Agree nor Disagree		29	14.8%
Moderately Agree		52	26.5%
Strongly Agree		77	39.3%
2. The wife should have primary responsibility for taking care of the home and the children.	196		
Strongly Disagree		59	30.1%
Moderately Disagree		56	28.6%
Neither Agree nor Disagree		37	18.9%
Moderately Agree		30	15.35%
Strongly Agree		14	7.1%

Item	N	Frequency n	Percentage %
3. A woman should work only if she can do so without interfering with her domestic duties.	196		
Strongly Disagree		87	44.4%
Moderately Disagree		57	29.1%
Neither Agree nor Disagree		32	16.3%
Moderately Agree		14	7.1%
Strongly Agree		6	3.1%
4. The husband should have primary responsibility for support of the family.	196		
Strongly Disagree		60	30.6%
Moderately Disagree		44	22.4%
Neither Agree nor Disagree		33	16.8%
Moderately Agree		38	19.4%
Strongly Agree		21	10.7%
5. Women should be concerned with their duties of child-rearing and house-tending rather than with desires for professional and business careers.	196		
Strongly Disagree		103	52.6%
Moderately Disagree		63	32.1%
Neither Agree nor Disagree		13	6.6%
Moderately Agree		11	5.6%
Strongly Agree		6	3.1%
6. Care of children should be equally shared by both spouses.	196		
Strongly Disagree		7	3.6%
Moderately Disagree		0	0%
Neither Agree nor Disagree		5	2.6%
Moderately Agree		21	10.7%
Strongly Agree		163	83.2%
7. Teachers should encourage girls to pursue math and science.	196		
Strongly Disagree		12	6.1%
Moderately Disagree		5	2.6%
Neither Agree nor Disagree		49	25.0%
Moderately Agree		29	14.8%
Strongly Agree		101	51.5%

Item	N	Frequency n	Percentage %
8. All occupations should be equally accessible to both men and women.	196		
Strongly Disagree		4	2.0%
Moderately Disagree		4	2.0%
Neither Agree nor Disagree		7	3.2%
Moderately Agree		27	13.8%
Strongly Agree		154	78.6%
9. There are many jobs in which men should be given preference over women.	196		
Strongly Disagree		90	45.9%
Moderately Disagree		36	18.4%
Neither Agree nor Disagree		31	15.8%
Moderately Agree		26	13.3%
Strongly Agree		13	6.6%
10. There are some college majors that are more suitable for men than women.	196		
Strongly Disagree		86	43.9%
Moderately Disagree		33	16.8%
Neither Agree nor Disagree		43	21.9%
Moderately Agree		24	21.9%
Strongly Agree		10	5.1%
11. There are some professions that are more suitable for men than women.	196		
Strongly Disagree		73	37.2%
Moderately Disagree		29	14.8%
Neither Agree nor Disagree		35	17.9%
Moderately Agree		38	19.4%
Strongly Agree		21	10.7%
12. Women have been offered the same college and career opportunities as men.	196		
Strongly Disagree		45	23.0%
Moderately Disagree		50	25.5%
Neither Agree nor Disagree		29	14.8%
Moderately Agree		46	23.5%
Strongly Agree		26	13.3%

Respondents' Mentor/Role Model Characteristics

Respondents were asked to complete a questionnaire of nine questions pertaining to mentoring. Seven of the

nine questions were ordinal levels of measurements, which ranged from 1 = strongly disagree to 5 = strongly agree while the remaining two questions were nominal. Respondents were also given the option of "not applicable" if they had not experienced a mentor relationship and therefore did not complete the scale. All questions were presented in a positive tense therefore none needed reversing of scoring when all the items were summed up to create the scale. Each question started out with the same sentence, "The mentor/role model in my life has..." Each item finished the sentence. The results are presented in Table 5.

In regards to item 1, "The mentor/role model has gone out of his/her way to promote my career interests," respondents indicated a wide disparity amongst the scores. For instance, 23% reported that they had not experienced a mentor/role model relationship. However, 28.6% indicated that they strongly agreed, 26.5% moderately agreed, 8.7% neither agreed nor disagreed, 9.2% moderately agreed, and 4.1% strongly disagreed. For item 2, "The mentor/role model has given or recommended me for challenging assignments that present opportunities to learn new skills," again there is disparity in the

scores. For example, 29.6% strongly agreed, 29.1% moderately agreed, 11.7% neither agreed nor disagreed, 3.1% moderately disagreed, and 3.6% strongly disagreed.

For item 3, "The mentor/role model encouraged me to talk about anxieties and fears related to school and work," 26% strongly agreed, 28.1% moderately agreed, 11.2% neither agreed nor disagreed, 9.2% moderately disagreed, and only 2.6% strongly disagreed. For item 4, "The mentor/role model prepared me for college," 30.1% strongly agreed, 27% moderately agreed, 10.2% neither agreed nor disagreed, 5.6% moderately disagreed, and 4.1% strongly disagreed.

Regarding item 5, "The mentor/role model provide me with personal experience as an alternative perspective to my own problems," 28.6% strongly agreed, 27% moderately agreed, 15.3% neither agreed nor disagreed, and the remaining 6.1 either moderately or strongly disagreed.

Item 6, "The mentor/role model encouraged me to challenge myself academically and/or with my job," confirmed that a strong majority of the respondents either strongly agreed (39.3%) or moderately agreed (27%). Item 7, "The mentor/role model has been a strong support and encouragement in my education," revealed that almost have

of the respondents (45.4%) strongly agreed, 22.4% moderately agreed and the remaining 9.1 either strongly or moderately disagreed or neither agreed nor disagreed with the statement.

Item 8, "Is the mentor/role model male or female?" was a nominal question that allowed the respondents to place a check marking the gender of the mentor. For this item, more than half of the respondents (53.6%) indicated that their mentor/role model was female, while 23.5% indicated the mentor/role model was male. For item 9, "Please indicate on the provided space the mentor/role model's ethnicity," 36.7% were of Caucasian descent, 21.4% were Hispanic/Latino, 8.7% were African American, 6.1% were Asian, and the remaining 27% were from other ethnicities.

Table 5. Respondent's Mentor/Role Model Characteristics

Item	N	Frequency n	Percentage %
1. Gone out of his/her way to promote my career interests?	196		
Strongly Disagree		8	4.1%
Moderately Disagree		18	9.2%
Neither Agree nor Disagree		17	8.7%
Moderately Agree		52	26.5%
Strongly Agree		56	28.6%
Not Applicable		45	23%
2. Given or recommended me for challenging assignments that present opportunities to learn new skills?	196		
Strongly Disagree		7	3.6%
Moderately Disagree		6	3.1%
Neither Agree nor Disagree		23	11.7%
Moderately Agree		57	29.1%
Strongly Agree		58	29.6%
Not Applicable		45	23.0%
3. Encouraged me to talk about anxieties and fears related to school and work?	196		
Strongly Disagree		5	2.6%
Moderately Disagree		18	9.2%
Neither Agree nor Disagree		22	11.2%
Moderately Agree		55	28.1%
Strongly Agree		51	26.0%
Not Applicable		45	23.0%
4. Prepared me for college?	196		
Strongly Disagree		8	4.1%
Moderately Disagree		11	5.6%
Neither Agree nor Disagree		20	10.2%
Moderately Agree		53	27.0%
Strongly Agree		59	30.1%
Not Applicable		45	23.0%
5. Provided me with personal experiences as an alternative perspective to my own problems.	196		
Strongly Disagree		4	2.0%
Moderately Disagree		8	4.1%
Neither Agree nor Disagree		30	15.3%
Moderately Agree		53	27.0%
Strongly Agree		56	28.6%
Not Applicable		45	23.0%

Item	N	Frequency n	Percentage %
6. Encouraged me to challenge myself academically and/or with my job.	196		
Strongly Disagree		5	2.6%
Moderately Disagree		4	2.0%
Neither Agree nor Disagree		12	6.1%
Moderately Agree		53	27.0%
Not Applicable		45	23.0%
7. Been a strong support and encouragement in my education.	196		
Strongly Disagree		3	1.5%
Moderately Disagree		1	.5%
Neither Agree nor Disagree		14	7.1%
Moderately Agree		44	22.4%
Strongly Agree		89	45.4%
Not Applicable		45	23.0%
8. Is the mentor/role model:	196		
Male		46	23.5%
Female		105	53.6%
Not Applicable		45	23%
9. Please indicate on the provided space the mentor/role model's ethnicity:	196		
African American/Black		17	8.7%
Asian American		12	6.1%
Caucasian/White		72	36.7%
Hispanic/Latino American		42	21.4%
Other		53	27%

Results of Pearson r Correlation

A correlation analysis indicated that the participants' gender socialization positively and significantly correlated at a .01 level of significance with self-efficacy (Pearson $r = .257$, $p = .01$). Those reared in less traditional households seem to have high self-efficacy. The Pearson r also indicated a positive,

significant relationship between the participants' self-efficacy and parental expectations (Pearson $r = .311$, $p = .01$). With higher levels of parental expectation, higher levels of self-efficacy were found. Finally, significance was determined at the 0.05 level of significance between self-efficacy and mentoring (Pearson $r = .156$, $p = .05$). Hence, the analysis revealed that there is a significant association between higher self-efficacy and having a positive relationship with a mentor (see Table 6).

Table 6. Pearson r Correlation among Self-Efficacy, Gender Socialization, Parental Expectation, and Mentoring

Variables	Self-Efficacy
Gender Socialization	.257**
Parental Expectation	.311**
Mentoring	.156*

* $p < .05$

** $p < .01$

Significance was established in regards to mentor and ethnicity (Pearson $r = .424$, $p < .01$) and mentor and gender (Pearson $r = .758$, $p < .01$) [see Table 7]. This indicates that the sample of women tested, tends to relate to mentors of the same gender and ethnicity.

Table 7. Correlations between Mentor and Gender and
Mentor and Ethnicity

Variable	Mentor
Gender	.758**
Ethnicity	.424**

**p < .01

Summary

Chapter four revealed the results from the data analysis. The results demonstrated that significance was found between self-efficacy and each of the variables. Hence, the quantitative procedure proved the authors' original hypotheses to be significant at the .01 and .05 levels. Chapter four also provided the respondent's characteristics by supplying an item-by-item percentage from each scale within the questionnaire. This allows one to get a complete understanding of how the respondent's of this study answered each question.

CHAPTER FIVE

DISCUSSION

Introduction

The social work profession has had a long-standing commitment to women's issues and many efforts have been made to reduce the disadvantages women face in society (Mayden & Nieves, 2000). Despite practice and policy regarding women's concerns, little has been discussed about women's self-efficacy. This study focused on how parental expectation, gender socialization, and mentoring influence the development of women's self-efficacy. Following the data analysis it was concluded that self-efficacy was positively and significantly related to these three variables. These results are consistent with past research. The implications these results have for social work are discussed in this section along with the study's limitations. Recommendations for social work practice, policy, and future research are also discussed.

Self-efficacy

This study revealed several important factors concerning self-efficacy. These factors involve implications for social work practice. It is important to

point out that this study's sample demonstrates a highly efficacious group as a whole. For instance, the strong majority of the sample (80%) indicated that they would keep trying to do a task even if they could not accomplish it the first time around. The majority (77%) do not give up easily and 79.5% feel that they are capable of dealing with problems. Seventy-four percent of the sample do not give up before completing a task and 69.9% believe themselves to be self-reliant.

As previously indicated, this study established that high degrees of self-efficacy is positively and significantly correlated with parental expectation, gender role socialization, and mentoring. These findings are in accordance with past research. For instance, Kaplan et al. (1994) indicated that it is the parents' academic expectations that are most important for their children's academic success and development of efficacious behavior. In relation to gender role socialization, Bandura (1986) found a positive relationship between academic performance and self-efficacy perception. Since females experience both external and internal barriers such as feminine gender

role socialization, the development of their self-efficacy is subdued.

With respect to mentoring, Scanlon (1997) stated that the difficulty in breaking through the glass ceiling oftentimes prevents women from advancing in their careers. Mentoring provides an opportunity for vicarious learning. It is through this social learning that the recipient is given the experience to gain autonomy and assistance towards increasing self-efficacious behaviors.

Knowing this, it is therefore vital that social workers get involved on both micro and macro levels in providing a strong foundation for young girls' development of self-efficacy. Furstenberg and Rounds (1995) called attention to the need for social workers to become more informed about self-efficacy. They also urged social workers to intentionally integrate this knowledge into practice.

Recommendations for Social Work Policy, Practice,
and Research

Social work already incorporates many interventions to increase self-efficacy in clients. This research has reinforced that practitioners need to continue and enhance these interventions. For instance, it is

imperative that strengths-based practice be used when working with female clients in order to enhance self-efficacy. By pointing out the client's strengths, the social worker is communicating a belief in her capabilities. This in turn, helps heighten her self-efficacy (Furstenberg & Rounds, 1995).

The use of theoretical concepts such as Solution Focused and Narrative Therapy are practices that are congruent with this approach. The narrative method reviews past coping behaviors through the use of "landscape of action questions" (Cooper & Lesser, 2002, p. 179). This review assists the client in realizing that if they have performed successfully in the past, they can perform successfully in the future (Furstenberg & Rounds, 1995). The Solution Focus model uses "exception-finding questions" that elicit a client to focus on the things they are doing right in their life (Cooper & Lesser, 2002, p. 193). This too assists in heightening self-efficacy. Both therapeutic techniques follow a strengths-based model of practice where the therapist is the consultant and the client is the expert. Narrative and Solution Focused practice embodies the values of the social work profession as the client's innate strengths

and resiliency factors are supported and enhanced in the therapeutic contact (Cooper & Lesser, 2002). Policy on social work curriculum should pay more attention to therapeutic approaches such as these and incorporate into their set of courses how to address women's issues, particularly self-efficacy.

Through case management, social workers should emphasize a client's independence and encourage clients to take an active rather than passive approach in the case management process. When social workers act as enablers rather than doers, client's self-efficacy is furthered (Furstenberg & Rounds, 1995). This is congruent with Bandura's (1986) approach that self-efficacy is concerned not with the skills one has but with the judgments of what one can do with whatever skills one possesses. Social workers actions and behaviors, therefore, send messages to clients regarding their capabilities, thus affecting their self-efficacy. When social workers do for clients what they can do for themselves, it is communicated by the social worker the belief that the client was unable to perform the task herself.

In order to promote self-efficacious practice, policy on evaluating practitioners' therapeutic methods should be utilized in the work setting. Postgraduate training should also be conducted regularly in the work environment to emphasize how to properly practice case management. Social work graduate curriculum needs to elaborate on Erickson's stages of development in the human behavior courses to address not only the psychological development of girls and boys, but self-efficacy development as well.

Self-efficacy and Parental Expectations

In regards to self-efficacy and parental expectation, several important factors were identified that provide some valuable suggestions for social work practice. For instance, over 80% of the participants moderately to strongly agreed that their parent(s) supported them towards educational success. Over 70% of the sample also indicated that their parent(s) discussed college plans with them and indicated that their parent(s) held high academic standards. Furthermore, nearly 70% of the sample indicated that their parent(s) took part in their school activities. These results

correspond with Ramos and Sanchez (1995) who found that social obstacles such as low family income, lack of education role models, and educational aspirations were influenced by parents' expectations concerning postsecondary education among low-income Mexican Americans.

Recommendations for Social Work Policy, Practice and Research

The findings suggest that social workers must work collaboratively with teachers and administrators in implementing programs within the primary as well as secondary schools that encourage parental participation in their children's education. Social workers must take a proactive role in encouraging parents to be involved. Where expectations are lacking, the social worker's role as educator is to endorse the need of parental involvement to both student and parent. Social workers could begin attending PTA meetings and parent-teacher conferences in order to assist parents and teachers both in the involvement of the child's education. This idea is consistent with Ramos and Sanchez (1995) who suggested teachers be educated on the importance of parental

involvement so that they too may encourage the parents' involvement throughout their child's education.

According to Comer, Haynes, and Joyner (1996), many parents of low-income and minority groups feel alienated and indifferent towards their children's schools (as cited in Germain & Bloom, 1999). They perceive the schools as yet another impersonal bureaucracy. Social workers could again play educator in assisting such parents in understanding the school system and empowering their position as parents. For Mexican Americans who are less acculturated to the dominant society, as well as other minorities, programs that are established to help develop their future career goals might be beneficial. Culturally united clubs such as, Latinos Unidos and African-American Student Union, found on some school campuses, are ways in which educational aspirations for minorities can be promoted.

Another way to reach parents regarding the need for parental expectations is through the multitude of volunteer and court mandated parenting classes that social workers conduct at mental health clinics, schools, and churches. Besides teaching the fundamentals of parenting, social workers can also explore with parents

ways that they can set appropriate expectations for their girls by discussing college and career plans, taking girls to the library, placing their daughter's artwork up in the home, and the utilization of free expression toys. Since boys and girls experience different socialization so greatly, social workers can incorporate parenting courses solely for parents of young girls in order to fully establish a parenting curriculum addressing girls' social needs. Bradford et al. (2001) established that strength and encouragement from mothers of successful career women proved to be just as imperative as the experience of a professional role model. Therefore, it is crucial that parents become educated on the importance of their roles in supporting their children towards future career success.

An age-old argument states, you need a driver's license to drive a car, you should need a license to become a parent. Although a controversial topic, at the policy levels, social work should take a proactive stance on this issue. Courses should be offered in hospitals to expecting parent(s) on a variety of skills, including enhancing self-efficacy in their children. Identification and assistance to those parents in need of mental health

services should also be offered by medical social workers to potential parents. Proactive policies such as these may help to decrease reactive measures such as CPS intervention for emotional abuse on children if parents are educated and assisted in providing nurturing environments for their children from the start.

Self-efficacy and Gender Socialization

The current study found several significant factors that pertain to socialization. Although nearly 70% of the sample revealed that it is all right for the woman to have a career and the man to stay home with the children, 74% stated that a woman should work only if she can do so without interfering with her domestic duties. This coincides with Whaley's research (2000), that revealed that women tend to feel selfish when they consider their own career aspirations rather than focusing on their children's hopes and dreams. It is interesting to note that the current sample responded as such being that 89% do not have children and 88% are not married. According to Whaley (2002), women are restricted towards career progress due to what society, family, and friends communicate via their attitudes.

Recommendations for Social Work Policy, Practice, and Research

Awareness is key here and it is up to social workers and other social service practitioners to provide it. Lindley and Keithley (1991) indicated that values, attitudes, and stereotypes influence our expectations. It is important to mention that school personnel, counselors, and social workers who interact on a daily basis with students and clients, are not immune to embracing stereotypical attitudes and biases. These biases and expectations or lack thereof, are subtly expressed and could cause harm to the client if not dealt with professionally. It is therefore vital that as social service professionals, we remain attentive to our own biases and values so not to allow them to interfere with the client-worker relationship. This is where communication between worker and supervisor becomes extremely useful. The supervisor should provide a place for processing feelings that may hinder the therapeutic relationship.

Advocacy is another key. Social workers can advocate for clients or students who are experiencing bias within the schools or in other institutions. By advocating, the

social work practitioner is providing a positive role model for his or her clients, thus encouraging them towards self-determination. Lindley and Keithley (1991) point out that teachers are generally unaware of the biased expectations they communicate to children. One way of reaching teachers is through the expanding existence of school social workers. Historically teachers have had the burden of not only teaching reading, writing, and arithmetic, but also addressing children's social concerns. School social work has become a desirable place for social work practitioners to intervene with the environmental factors that impact a child's learning process. In this arena social workers have the unique opportunity to not only assist children, but to educate teachers on the effects of gender biasing in their classrooms.

Self-efficacy issues should be of top concern to school social work professionals. Cultivating an environment where teachers recognize and adjust their own views of girls may contribute to less gender bias socialization in the classroom. School social workers and teachers should work together to develop proactive programs to get girls involved in all aspects of their

educational experience including non-traditional subjects such as in math and science. Perhaps after school math and science clubs can be formed, where teachers recommend female students possessing strong skills in these areas to join. Since self-efficacy is a belief about perceived ability to achieve goals (Bandura, 1996), adults who portray a message that they believe in a child will affect that child's perception of self.

School social workers should also use their position as client advocate to provide in-services to school administrators about the need for more women role models in academic curriculum. Social workers could even go to the extent of providing and educating teachers and administrators about famous social workers, such as Jane Addams, as women who could be incorporated into the program of study for children in schools. School social workers should also advocate for more books available in the library on women role models and assist in promoting readings on such women to their female clients when deemed appropriate.

Betz and Hackett (1981) stipulated that female gender socialization provides women with less access to sources of information that is central to the development

of strong expectations of efficacy in regards to career-related behaviors. It is interesting to note that 92% of the current study's sample indicated that all occupations should be equally accessible to both men and women. However, nearly half of the respondents felt that women were not offered the same college and career opportunities as men. Therefore, there are also implications for social work at the post-secondary level of education. Social workers need to also become involved in creating a less biased environment at the post-secondary level for young women again by educating the students and faculty on the existence of gender biasing and the repercussions it has on the development of one's self-efficacy and future career success. Workshops on building self-esteem and self-efficacy can be employed as well. Cal Poly Pomona, for instance, has a two-day orientation program where new freshmen learn not only about the college campus, but attend educational workshops on social issues concerning young people today. This orientation event would be an excellent place to incorporate self-efficacy workshops. Ancis and Phillips (1996) stated that a woman's undergraduate environment plays a strong and unique role in influencing the

development of her self-efficacy. They also found that women encounter biases through lack of positive faculty support. Therefore, suggestions such as these should prove to be beneficial to the academic and career success of young women.

One of the most powerful forces in the socialization experience is the family. According to Atwood (2001), attitudes, behaviors, and conditions that foster stereotypes of social roles based on sex still exists today in families. Parents need to also become aware of the messages they send to their little girls. Once again, parenting classes can be utilized to pass on the message that non-traditional role modeling by parent(s) assists in developing women's self-efficacy. Exploring with parent(s) ways they can assist in developing confident and self-efficacious women may include taking girls to science museums, mothers taking their daughters to work on the annual "Take Your Daughter to Work Day", and watching educational programs in the home that portray successful women. Parents may need to also begin limiting their daughter's exposure to sexist language, movies, music, and television programming.

NASW has issued a policy statement that reads, "NASW actively advocates for remedies to gender inequality at all levels of traditional social work intervention: at the macro level and state legislation and in the executive branches of government; at mezzo levels of communities and organizations; and at micro levels in direct practice with individual, families, and groups" (Mayden & Nieves, 2000). As social workers, it is essential that we challenge the sexist thinking of our clients', their families, and society as a whole. We must raise consciousness and provide new perspectives about gender and what behaviors are considered appropriate by others' standards. Because higher self-efficacy is associated with more non-traditional socialization, it is necessary to begin working on its development at an early stage.

Self-efficacy and Mentoring

Several aspects of the Mentor/Role Model Questionnaire results are noteworthy and offer discussion on implications for social work practice. As perceived by 68.4% of the respondents, their mentors provided strong educational support. Sixty-two percent stated that their

mentors encouraged them to challenge themselves academically or with their current jobs. Over half of the respondents indicated that the mentor helped prepare them for college, promoted career interests, and gave challenging assignments. One of the limitations of the current study is that participants were not asked to indicate with whom the mentor relationship existed (e.g. mother, teacher, spouse, friend). However, for the purpose of the current study, two factors were taken into consideration, mentor's ethnicity and mentor's gender. Zirkel (2002) pointed out that gender- and race-matched role models provide young people with information regarding their own potential since they belong to the same social group. She stated that young people learn from their environment by observing the race and gender of the adults in different social positions. So, they obtain information about their own future possibilities by observing someone of their same ethnicity and gender.

As previously indicated, the current study's results demonstrated a positive, significant correlation between mentoring and ethnicity and mentoring and gender. Therefore it was consistent with Zirkel's position. This is important information because it provides the social

work profession with a richer understanding of the development of young people's goals and ambitions. With this knowledge, we can begin to apply mentoring practices early on in a child's development and continue it throughout her academic and professional careers. It has been established through past research that women who have had a mentor relationship, achieve higher levels of career development (Scanlon, 1997). Knowing this, social workers can provide themselves as positive role models to their clients and their clients' families. Mentoring programs can also be established in schools and within community agencies such as at girls and boys clubs and in after school care programs. Listings of mentor programs in the community should be kept on hand by social workers so that referrals can be made when deemed appropriate.

Recommendations for Social Work Policy, Practice,
and Research

Knowing the importance of same-gender and same-ethnic role models, social workers and other social service practitioners can also establish a Career Day where Professional African American women are asked to volunteer time to speak to classrooms at primary and secondary schools. They would not only be offering their

expertise in their profession, but so much more to young African American women who lack positive, professional role models. Social workers could also work with school personnel and/or community agencies in implementing a Shadow Day for young minority women where they are given the opportunity to shadow a professional of their own ethnicity and gender on the job for a day. Because self-efficacy is strengthened through vicarious learning, this again, would provide the young women with a great learning experience and also a growth in their personal development. Positive role modeling helps facilitate the young women to see past the gender and ethnic typecasting.

Funding for mentoring programs should be something that social work policy advocates for. In a day and age where the state of California is ranked one of the lowest in academics, mentoring programs may be just what is needed to increase the interest of and success in school, particularly for women. As funding continues to get cut for children's programs, social workers must take an active stance in fighting back for our clients. As the 2003 social work statement reads, "preserving rights, strengthening voices" (NASW, 2003), we must do just that.

Limitations and Recommendations for Future Research

The current study had several limitations, which hinders generalization. For one, it utilized a convenience sample. This limited the participants to predominantly Psychology students from two separate university campuses. It is recommended for future research in this topic of study to solicit more of a variety of classrooms so to get a better distribution of undergraduate women. Sampling college women from other departments may also give a better generalization regarding fields that women are currently pursuing at the university level other than the historically predominate female majors such as counseling and teaching.

Age and ethnic diversity were other limitations to the study. The sample consisted of predominantly 18-year olds. Furthermore, Caucasians and Hispanics were over represented and African Americans, Asians, and other ethnic groups were substantially underrepresented. It is recommended therefore for future research to solicit a more diverse population perhaps from colleges and universities farther apart in proximity. A recommendation for future research would be also to solicit students

from more than two campuses. Such a variety of universities may provide a broader scope of ethnicity.

Future research may also want to do a comparative study on self-efficacy on women by soliciting women in college and those not enrolled in college. In addition, soliciting women who are currently in male dominated professions would be interesting in order to find out their socialization experiences. This type of information would provide more understanding of how these women broke out of stereotyped roles so that we may incorporate their positive, unbiased experiences into our parenting, teaching, and counseling practices.

As mentioned earlier, another limitation to this research was the fact that the mentor's identity was not explored. For future research, researchers may want to request who the mentor is (mother, father, husband, friend, teacher, etc.) and explore more specifically how this person affected the woman's life. Identifying who the major influential factor is in a woman's life would be a great benefit in understanding women's self-efficacy.

Summary

This project's research showed a strong correlation between parental expectations, socialization experiences, mentoring and women's self-efficacy. The discussion section of this research project was written to provide an incorporation of the researchers' findings with recommendations for social work policy and practice. A discussion on the project's limitations and recommendations for future research was also included so as to allow for expansion on the topic of self-efficacy and women. This project has demonstrated that it is time that social work shift in such a way that self-efficacious behaviors can be developed in women from the beginning of their socialization experience and continue throughout the course of their lives. Until society determines that women need higher self-efficacy and we all work together to develop this in our daughters, clients, and students, we will then see more women becoming successful in all aspects of their lives.

APPENDIX A
QUESTIONNAIRE

PARENTAL EXPECTATION QUESTIONNAIRE

The following items concern your parents' expectations concerning your schooling. Please circle only one answer per question. Please rate your answers as follows:

- 1 = Strongly Disagree
- 2 = Moderately Disagree
- 3 = Neither Agree nor Disagree
- 4 = Moderately Agree
- 5 = Strongly Agree

	Strongly Disagree	Moderately Disagree	Neither Agree nor Disagree	Moderately Agree	Strongly Agree
1. I consider my parent(s) a strong support towards my educational success.	1	2	3	4	5
2. As a child, my parent(s) encouraged me to learn to use numbers or mathematics.	1	2	3	4	5
3. As a child/adolescent, my artwork, grades, and/or awards were displayed some place in the house.	1	2	3	4	5
4. My parent(s) provided age-appropriate books in the home.	1	2	3	4	5
5. My parent(s) provided toys or games encouraging free expression (e.g. finger paints, play dough, crayons, paints and paper, art supplies).	1	2	3	4	5

	Strongly Disagree	Moderately Disagree	Neither Agree nor Disagree	Moderately Agree	Strongly Agree
6. My parent(s) and I never discussed plans for college.	1	2	3	4	5
7. I was encouraged to read on a regular basis.	1	2	3	4	5
8. My parent(s) set high academic standards for me.	1	2	3	4	5
9. As a child, my parent(s) helped me with my homework.	1	2	3	4	5
10. My parent(s) never took part in my school activities.	1	2	3	4	5
11. My parent(s) remained involved in my education throughout High school.	1	2	3	4	5
12. My parents took me to the public library at least once a month.	1	2	3	4	5

PERSONAL ATTITUDE QUESTIONNAIRE

The following items are in regards to your personal attitude about yourself. Read each statement and decide to what extent it describes you. Please circle one item for each question. Please rate your answers as follows:

- 1 = Strongly Disagree,
 2 = Moderately Disagree,
 3 = Neither Agree nor Disagree,
 4 = Moderately Agree,
 5 = Strongly Agree

	Strongly Disagree	Moderately Disagree	Neither Agree nor Disagree	Moderately Agree	Strongly Agree
1. One of my problems is that I cannot get down to work when I should.	1	2	3	4	5
2. If I can't do a job the first time, I keep trying until I can.	1	2	3	4	5
3. When I set important goals for myself, I rarely achieve them.	1	2	3	4	5
4. I give up on things before completing them.	1	2	3	4	5
5. If something looks too complicated, I will not even bother to try it.	1	2	3	4	5
6. When I have something unpleasant to do, I stick to it until I finish it.	1	2	3	4	5

	Strongly Disagree	Moderately Disagree	Neither Agree nor Disagree	Moderately Agree	Strongly Agree
7. When I decide to do something, I go right to work on it.	1	2	3	4	5
8. When trying to learn something new, I soon give up if I am not initially successful.	1	2	3	4	5
9. When unexpected problems occur I don't handle them well.	1	2	3	4	5
10. I avoid trying new things when they look too difficult for me.	1	2	3	4	5
11. Failure just makes me try harder.	1	2	3	4	5
12. I feel insecure about my ability to do things.	1	2	3	4	5
13. I am a self reliant person.	1	2	3	4	5
14. I give up easily.	1	2	3	4	5
15. I do not seem capable of dealing with most problems that come up in my life.	1	2	3	4	5

SOCIALIZATION QUESTIONNAIRE

The following items are in regard to your socialization experiences. Read each statement and decide to what extent you relate to the statement. Please circle one item for each question. Please rate your answers as follows:

- 1 = Strongly Disagree,
- 2 = Moderately Disagree,
- 3 = Neither Agree nor Disagree,
- 4 = Moderately Agree, and
- 5 = Strongly Agree

	Strongly Disagree	Moderately Disagree	Neither Agree nor Disagree	Moderately Agree	Strongly Agree
1. It's all right for the woman to have a career and the man to stay home with the children.	1	2	3	4	5
2. The wife should have primary responsibility for taking care of the home and the children.	1	2	3	4	5
3. A woman should work only if she can do so without interfering with her domestic duties.	1	2	3	4	5
4. The husband should have primary responsibility for support of the family.	1	2	3	4	5

	Strongly Disagree	Moderately Disagree	Neither Agree nor Disagree	Moderately Agree	Strongly Agree
5. Women should be concerned with their duties of child-rearing and house-tending rather than with desires for professional and business careers.	1	2	3	4	5
6. Care of children should be equally shared by both spouses.	1	2	3	4	5
7. Teachers should encourage girls to pursue math and science.	1	2	3	4	5
8. All occupations should be equally accessible to both men and women.	1	2	3	4	5
9. There are many jobs in which men should be given preference over women.	1	2	3	4	5
10. There are some college majors that are more suitable for men than women.	1	2	3	4	5
11. There are some professions that are more suitable for men than women.	1	2	3	4	5
12. Women have been offered the same college and career opportunities as men.	1	2	3	4	5

MENTOR/ROLE MODEL QUESTIONNAIRE

The following items assess for mentor/role model relationships. A mentor/role model is defined for the purpose of this study as: a wise and trusted person who advises and guides you. The mentor counsels from his or her own experience.

Please place a check in the box provided below if you have never experienced a positive relationship with a mentor/role model, then continue on to the next section in this questionnaire entitled "Demographics." Thank you.

On the basis of the above definition of a mentor/role model, please indicate your choices below by circling only one answer per question. Please rate your answers as follows:

- 1 = Strongly Disagree
- 2 = Moderately Disagree
- 3 = Neither Agree Nor Disagree
- 4 = Moderately Agree
- 5 = Strongly Agree

<i>The mentor/role model in my life has...</i>	Strongly Disagree	Moderately Disagree	Neither Agree Nor Disagree	Moderately Agree	Strongly Agree
1. Gone out of his/her way to promote my career interests?	1	2	3	4	5
2. Given or recommended me for challenging assignments that present opportunities to learn new skills?	1	2	3	4	5
3. Encouraged me to talk about anxieties and fears related to school and work?	1	2	3	4	5

The mentor/role model in my life has...

	Strongly Disagree	Moderately Disagree	Neither Agree Nor Disagree	Moderately Agree	Strongly Agree
4. Prepared me for college?	1	2	3	4	5
5. Provided me with personal experiences as an alternative perspective to my own problems.	1	2	3	4	5
6. Encouraged me to challenge myself academically and/or with my job.	1	2	3	4	5
7. Been a strong support and encouragement in my education.	1	2	3	4	5
8. Is the mentor/role model male () or female ()?					
9. Please indicate on the provided space the mentor/role model's ethnicity:					

APPENDIX B
INFORMED CONSENT

INFORMED CONSENT

Dear Participant:

Our names are Nancy Amarin and Norina Reis. We are graduate social work students at California State University, San Bernardino. Our research advisor is Dr. Janet Chang. We invite you to participate in our study if you are female and currently enrolled as an undergraduate college student. The purpose of this study is to examine women's educational and career progress and several social factors involved in that process. We ask that you please give careful consideration to each item on the attached questionnaire and respond accurately and honestly.

The questionnaire should take approximately fifteen minutes of your time and your answers will be kept strictly anonymous. You are not asked to provide your name. Your responses will only be used to examine how groups of people respond to the materials. Please keep in mind that your participation in this study is voluntary and you may choose to stop at any time without any penalty.

The Department of Social Work Sub-Committee of the Institutional Review Board at California State University, San Bernardino, has approved this project. If you have any questions regarding the nature of this study, or wish to receive a copy of the results when they become available, please feel free to contact Dr. Chang at (909) 880-5184. We appreciate your participation.

Sincerely,

Dr. Janet Chang
Advisor

Nancy Amarin
Researcher

Norina Reis
Researcher

Please check the box:

Yes, I have read the above descriptions and understand the study's nature and purpose and I agree to participate. I also acknowledge that I am at least 18 years of age.

APPENDIX C
DEBRIEFING STATEMENT



DEBRIEFING STATEMENT

Dear Participant:

Thank you for participating in our project. The purpose of this study is to examine women's self-efficacy in regards to educational and career progress. More specifically, we are examining the social factors that may have influenced the development of your self-efficacy. Self-efficacy is a person's perception of his or her capability of carrying out a particular action.

We did not request your name. Your responses are therefore anonymous and will be used only to determine how undergraduate women respond. We ask that you do not reveal the nature of the study to other potential participants because it may bias the results.

If this survey caused any distress and you would like to seek counsel, CSUSB students may contact the Psychological Counseling Center, which is available on campus at: (909) 880-5040. Cal Poly Pomona also offers on-campus counseling to its students. You may contact this service by calling: (909) 869-3220.

If you have any questions regarding the study, please contact Dr. Chang at (909) 880-5184. The report will be made available June 2003 in the Pfau Library which is located on the campus of California State University, San Bernardino.

Thank you.

APPENDIX D
DEMOGRAPHICS

DEMOGRAPHICS

Participants' information: Please read the following carefully and respond to each item as accurately as possible. Thank you.

1. Age _____
2. Ethnic Background:
 - African American/Black ()
 - American Indian/Native American ()
 - Asian American ()
 - Caucasian/White ()
 - Hispanic/Latino American ()
 - Other _____ ()
(Specify)
3. Current level of education:
 - Freshman/First year () Sophomore/Second year ()
 - Junior/Third year () Senior/Fourth year ()
4. What is your Major? _____
5. Following the completion of your degree, what are your career goals?

6. What is your present job/occupation? _____
7. Your current marital status:
 - Single () Married ()
 - Separated/Divorced () Widowed ()
8. Do you have children? () yes () no
9. If you answered yes to question 8, please indicate how many _____.

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ASSIGNED RESPONSIBILITIES PAGE

This was a two-person project where authors collaborated throughout. However, for each phase of the project, certain authors took primary responsibility. These responsibilities were assigned in the manner listed below.

1. Data Collection:

Team Effort: Nancy Amarin and Norina Reis

2. Data Entry and Analysis:

Team Effort: Nancy Amarin and Norina Reis

3. Writing Report and Presentation of Findings:

a. Introduction

Assigned Leader: Norina Reis

Assisted By: Nancy Amarin

b. Literature

Assigned Leader: Nancy Amarin

Assisted By: Norina Reis

c. Methods

Team Effort: Nancy Amarin and Norina Reis

d. Results

Team Effort: Nancy Amarin and Norina Reis

e. Discussion

Team Effort: Nancy Amarin and Norina Reis