



1994

Family Structure, Attachment and Influence Processes in Relation to Career Search Self-Efficacy in a Sample of Community College Students

Nancy E. Ryan
Loyola University Chicago

Follow this and additional works at: https://ecommons.luc.edu/luc_theses



Part of the [Education Commons](#)

Recommended Citation

Ryan, Nancy E., "Family Structure, Attachment and Influence Processes in Relation to Career Search Self-Efficacy in a Sample of Community College Students" (1994). *Master's Theses*. 4054.

https://ecommons.luc.edu/luc_theses/4054

This Thesis is brought to you for free and open access by the Theses and Dissertations at Loyola eCommons. It has been accepted for inclusion in Master's Theses by an authorized administrator of Loyola eCommons. For more information, please contact ecommons@luc.edu.



This work is licensed under a [Creative Commons Attribution-Noncommercial-No Derivative Works 3.0 License](#).
Copyright © 1994 Nancy E. Ryan

LOYOLA UNIVERSITY CHICAGO

FAMILY STRUCTURE, ATTACHMENT, AND INFLUENCE
PROCESSES IN RELATION TO CAREER SEARCH SELF-EFFICACY
IN A SAMPLE OF COMMUNITY COLLEGE STUDENTS

A THESIS SUBMITTED TO
THE FACULTY OF THE GRADUATE SCHOOL
IN CANDIDACY FOR THE DEGREE OF
MASTER OF ARTS

DEPARTMENT OF COUNSELING AND
EDUCATIONAL PSYCHOLOGY

BY

NANCY E. RYAN

CHICAGO, ILLINOIS

MAY 1994

Copyright by Nancy Ryan, 1994
All Rights Reserved

ACKNOWLEDGMENTS

Many people have contributed to the fruition of this thesis. My committee, Dr. V. Scott Solberg and Dr. Steven Brown, have taken considerable time during this process to guide me in the intricacies of research methodology. These are skills that I hope to use and further develop in my career, and I feel privileged to have been exposed to the talent in these two people. Special thanks to my director Scott Solberg, who provided a great deal of encouragement and valuable feedback during the formulation of the research and at several critical points.

I would also like to thank Dr. Gloria Lewis, who as the leader of the Saturday morning thesis supervision group expressed much enthusiasm in my ideas and made herself available to discuss them.

Furthermore, I feel privileged and proud to have worked with a research team that during the past academic year has devoted a great deal of time and energy to this endeavor, particularly in relation to data entry and the career development workshop that we held at College of DuPage. Thank you to my friends Marilyn Verde, David Letwat, Justin Koehler, and Deanne Orput.

This project would not have been possible without the

assistance of participating administration, faculty, and students of College of DuPage. I would like to thank Executive Dean Dr. Daniel Lindsey, Director of Research and Planning Dr. Harlan Schweer, and the following faculty members: Joyce Koerfer, Robert Murdoch, Rukshad Patel, Ed Giermak, Lee Kesselman, Nancy Conradt, and Jeffery Curto.

Once the data was collected, Tammy Jones went out of her way to assist me in the process of data set allocation and file conversion and for that I am very appreciative.

Finally, I would like to thank my parents, my sister and brothers, and my friends for their love and support in all that I do.

TABLE OF CONTENTS

ACKNOWLEDGMENTS	iii
LIST OF TABLES	viii
Chapter	Page
I. INTRODUCTION	1
Purpose of This Investigation	4
Hypotheses	6
II. REVIEW OF THE LITERATURE AND RELATED RESEARCH	7
Family Systems and Structural Theories in Relation to Career Development	7
Bandura's Postulated Sources of Efficacy Information	13
Family Structure Context of Career Development	14
Parental Attachment Context of Career Development	19
Familial Influence Context of Career Development	23
Self-Efficacy in Relation to Career Counseling	25
Career Search Self-Efficacy	26
Context of This Investigation	28
III. METHODOLOGY	34
Participants	34
Procedure	34
Instruments	37
Measurement of Family Structure	37
Measurement of Parental Attachment	39

Measurement of Parental Influence	40
Measurement of Career Search Self-Efficacy	41
Statistical Analyses	41
Hypothesis One: Contribution of Family Structure, Attachment, and Parental Influence to the Prediction of Career Search Self-Efficacy	42
Hypothesis Two: Gender Differences in the Familial Process Prediction of Career Search Self-Efficacy	42
IV. RESULTS	43
Description of the Sample and Measures	43
Hypothesis One: Contribution of Family Structure, Attachment, and Influence to the Prediction of Career Search Self-Efficacy	44
Hypothesis Two: Gender Differences in the Familial Process Prediction of Career Search Self-Efficacy	46
V. DISCUSSION	69
Hypothesis One: Contribution of Family Structure, Attachment, and Influence to the Prediction of Career Search Self-Efficacy	69
Hypothesis Two: Gender Differences in the Familial Process Prediction of Career Search Self-Efficacy	71
Limitations of Present Research	73
Practical Implications	74
Conclusions	75
Appendix A FAMILY STRUCTURE SURVEY	77

B	SOCIAL INFLUENCE SCALE - REVISED	81
C	INVENTORY OF PARENT AND PEER ATTACHMENT	85
D	CAREER SEARCH SELF-EFFICACY SCALE	90
	REFERENCES	94
	VITA	106

LIST OF TABLES

<u>Table</u>	<u>Page</u>
1	Reliability Data for Scales Total Sample 48
2	Reliability Data for Scales Male Respondents 49
3	Reliability Data for Scales Female Respondents 50
4	Correlation Matrix Total Sample 51
5	Correlation Matrix Male Respondents 52
6	Correlation Matrix Female Respondents 53
7	Descriptive Data for Scales Total Sample 54
8	Descriptive Data for Scales Male Respondents 55
9	Descriptive Data for Scales Female Respondents 56
10	Total Sample Stepwise Regression of Family Structure, Attachment, and Parental Influence Variables in the Prediction of Career Search Self-Efficacy 57
11	Male Respondents: Stepwise Regression of Family Structure, Attachment, and Parental Influence Variables in the Prediction of Career Search Self-Efficacy 58
12	Female Respondents: Stepwise Regression Family Structure, Attachment, and Influence Variables in the Prediction of Career Search Self-Efficacy 59

13	Total Sample Simultaneous Regression of Family Structure, Attachment, and Parental Influence Variables in the Prediction of Career Search Self-Efficacy	60
14	Male Respondents: Simultaneous Regression of Family Structure, Attachment, and Parental Influence Variables in the Prediction of Career Search Self-Efficacy	61
15	Female Respondents: Simultaneous Regression of Family Structure, Attachment, and Parental Influence Variables in the Prediction of Career Search Search Self-Efficacy	62
16	Total Sample Stepwise Regression of Family Structure, Attachment, and Parental Influence Variables in the Prediction of Career Search Self-Efficacy Using the Overall Family Structure Measure	63
17	Male Respondents: Stepwise Regression of Family Structure, Attachment, and Parental Influence Variables in the Prediction of Career Search Self-Efficacy Using the Overall Family Structure Measure	64
18	Female Respondents: Stepwise Regression of Family Structure, Attachment, and Parental Influence Variables in the Prediction of Career Search Self-Efficacy Using the Overall Family Structure Measure	65
19	Total Sample Simultaneous Regression of Family Structure, Attachment, and Parental Influence Variables in the Prediction of Career Search Self-Efficacy Using the Overall Family Structure Measure	66
20	Male Respondents: Simultaneous Regression of Family Structure, Attachment, and Parental Influence Variables in the Prediction of Career Search Self-Efficacy Using the Overall Family Structure Measure	67

21	Female Respondents: Simultaneous Regression of Family Structure, Attachment, and Parental Influence Variables in the Prediction of Career Search Self- Efficacy Using the Overall Family Structure Measure	68
----	---	----

CHAPTER 1

INTRODUCTION

The family of origin holds a unique and influential position in the general socialization opportunities and personal development of their offspring. While experiences gained from educational pursuits, community involvement, the workplace, and peer companionship are important, the family often serves as the starting and referent point throughout one's development. Family is defined by Kramer (1980) as a "group of people with a past history, a present reality, and a future expectation of interconnected transactional relationships" (p.43).

The influence of family processes in respect to human adjustment has been well documented (Allport, 1954, Baumrind, 1966, 1980; Bowlby, 1969, 1973, Bronfenbrenner, 1977, 1979; Campbell et al. 1984, Erikson, 1950, Kamptner, 1988, Marcia, 1980, Young, 1983). More recently, counseling psychologists have become interested in understanding the degree of influence that the family of origin has upon career outcomes (Lopez, in Brown & Lent, 1984). For example, several writers have recently attempted to extend and test family systems models in the examination of the career-related behavior of late adolescents and young adults (Brachter, 1982, Eigen, Hartman, and Hartman, 1987, Lopez

and Andrews, 1987, Blustein et al. 1991, Schulenberg, Vondracek, & Crouter, 1984, Zingaro, 1983). This context of investigation is based on the assumption articulated by Lopez and Andrews (1987): because the primary developmental tasks of late adolescence - psychological separation from parents and the development, the specification, and the implementation of career choices - occur simultaneously, their interrelatedness is of paramount importance.

One area of empirical study that has concerned family processes and career outcomes has involved an attempt to better understand the role of the family in relation to the development of judgements on the part of the adolescent/young adult to perform career search and decision-making activities. Of the little research that has been conducted in this area, (Lopez 1989; Blustein, 1991, O'Brien, 1993), the specific focus has been upon the role of perceived parental separation upon vocational identity and career decision making. The role of the parental separation construct has been considered because it is postulated that young adults who have experienced few separation difficulties are likely to have had many successful and independent accomplishments during childhood and adolescence (Blustein, 1991). Since experiences of achievement are thought to enhance or strengthen self-efficacy (Bandura 1977, 1982), these individuals could be expected to have a stronger sense of career self-efficacy than those who may be experiencing difficulty with emotional and psychological

differentiation from parents.

Lopez (1989) initiated the line of empirical research addressing the impact of psychological separation and family dynamics by testing a model for predicting vocational development. He found that psychological separation, marital conflict, trait anxiety, and academic adjustment combined to account for a total of 13% of the variance in career development indices for men and 14% of the variance in career development indices for women.

On the basis of this investigation, Blustein et al. (1991; Study 1) sought to assess the influence of psychological separation on two different career constructs: career indecision and career decision making self-efficacy. The construct of career indecision was used based upon the suggestion made by Lopez and Andrews (1987) that career indecision may serve as a homeostatic mechanism for the family. This is because psychological separation from the family can be stalled when the young adult experiences indecision and when his or her parents are unwilling or unable to "let go". In addition to examining career indecision, Blustein et al. (1991) sought to elaborate upon the previous research base concerning the role of the family in the career development process and acknowledge the recent focus on cognitive factors in career decision making by including a measure of career decision-making self-efficacy as a criterion variable in the investigation (Blustein, 1991). In contrast to the predictions suggested by Lopez

and Andrews (1987), no significant relations were found between the four components of psychological separation and career indecision or career decision-making self-efficacy.

Finally, an investigation was conducted by O'Brien (1993) which examined the family of origin variables psychological separation and parental attachment in relation to career decision making self-efficacy. The results indicated that attachment to mother, emotional independence from mother, attitudinal independence from mother, and emotional independence from father were predictive of career decision making self-efficacy. These results were not consistent with the Blustein et al. (1991) findings which indicated no relationship between psychological separation and career decision making self-efficacy.

Purpose of This Investigation

The purpose of this study was to expand this line of research by determining whether family structure, attachment, and parental influence variables are related to the career search self-efficacy beliefs of a sample of adolescents and adults in a community college setting. More Specifically, it sought to assess whether family structure variables (e.g., marital conflict, parent-child over-involvement, parent-child role reversal, fear of separation) are associated with lower career levels of search self-efficacy beliefs and whether secure attachment and parental influence variables are associated with higher ones. It is similar to previous research (Lopez 1989; Blustein, 1991,

O'Brien, 1993) in that it addresses the role of emotional over-involvement with parents and fear of separation, but it differs in that it is an examination of the relationship between family structure, attachment, and parental influence upon career search self-efficacy and as such is inclusive of broader range of familial predictors than solely perceived psychological separation from parents. It encompasses the family process variables associated with Minuchin's Structural Family Theory, Bowlby and Ainsworth's Attachment Theory, and the challenging, supportive, and modeling aspects of parental influence. From the perspective of the four sources of efficacy information proposed by Bowlby (1977, 1982), this study is an examination of family structure, attachment, and influence variables upon the important construct of career search self-efficacy, or individual's perceptions of their capabilities to engage in and perform key activities involving self-evaluation, career search, career selection, and career attainment.

In addition to investigating the relationship between family structure, attachment, and parental influence upon career search self-efficacy beliefs, a secondary purpose of this study was to ascertain whether the career search self-efficacy beliefs of women in this sample are more strongly predicted by the family structure, attachment, and influence variables than are men's. The reason for this is a body of investigation which indicates that women seem to be more prone to emotional over-involvement in their families of

origin in ways that negatively impact their emotional, academic, and career development (Hoffman and Weiss, 1987; Teyber, 1983). More specifically, Hoffman and Weiss (1987) presented results indicating significant relations among interparent conflict, conflictual dependence on parents and student reports of emotional, academic, physical and motivational concerns. They also concluded that college women seem to more sensitive than men to any conflict that might be occurring between their parents.

Hypotheses

To summarize, this study was conducted to investigate whether family structure, attachment, and influence variables account for a significant amount of variance in career search self-efficacy beliefs; it was also conducted in order to investigate whether women's career search self-efficacy beliefs are more strongly predicted by family structure, attachment, and influence variables than are men's.

CHAPTER II

REVIEW OF THE LITERATURE AND RELATED RESEARCH

Research concerning the role of family dynamics upon career outcomes originated in the suggestion by Galinsky and Fast (1966) that problems in adolescent identity formation are often expressed in the form of difficulties in choosing a career. Since that point, many writers have commented on the current need to extend and test family systems models in relation to the career behavior of late adolescents and of young adults (Brachter, 1982, Lopez & Andrews, 1987; Schulenberg, Vondracek, & Crouter, 1984; Zingaro, 1983). As a result, a small base of empirical studies have directly tested predictions from family systems and family structure theories (Lopez, in Brown & Lent, 1984).

Family Systems and Structural Theories in Relation to Career Development

Eigen, Hartman, and Hartman (1987) initiated this line of empirical investigation by using the systemic Circumplex Model of family functioning (Olson, Sprenkle, & Russell, 1979). They measured the two main components of the Circumplex Model - familial cohesion and adaptability - among college students classified as career decided, as developmentally undecided, or as chronically undecided.

Results suggested that the chronically undecided students exhibited the tendency to describe their family as either highly structured and highly emotionally connected or as having little structure and little emotional attachment (Eigen et al., 1987). In other words, family dynamics that are either too close or too diffuse may have a detrimental effect upon career development.

Two notable investigators in the realm of family processes related to career outcomes are Lopez (1987, 1989) and Blustein et al. (1991). Lopez (1989) empirically tested a model of vocational identity that considered information concerning psychological separation from parents, marital conflict, trait anxiety, and academic adjustment in relation to vocational identity. The results indicated that the model did predict significant variance in vocational identity, and that each component played an unique and important role in the prediction. The results also indicated that there exist differential familial predictors of vocational identity for men and women. In particular, for men low marital conflict and unconflicted relationships with both mother and father were indicated as significant family predictors of high vocational identity; and for women, an unconflicted relationship with father was the most significant family process predictor of high vocational identity. Furthermore, academic adjustment accounted for twice the variance in women's vocational identity scores than men's, suggesting that women may rely more heavily on performance-

related cues and feedback in consolidating their vocational identities, while men might be more influenced by other social-interpersonal variables (Lopez, 1989).

On the basis of this study, Blustein et al. (1991; Study 1) investigated the relationship of psychological separation to career indecision and career decision-making self-efficacy. This was done in hopes of assessing a more robust and process-oriented depiction of career development than vocational identity, which was measured by Lopez with the Vocational Identity Scale (VIS; Holland, Daiger, & Power, 1980), an 18-item subscale of a larger instrument (My Vocational Situation). Parental psychological separation is defined in this investigation by the Psychological Separation Inventory (PSI; Hoffman, 1984) as: Functional Independence, or one's ability to direct personal affairs without parental assistance; Emotional Independence, or freedom from an excessive need for approval, closeness, and emotional support from parents; Conflictual Independence, or freedom from guilt, anxiety, responsibility toward, or resentment of one's parents; and Attitudinal Independence, or the ability to maintain attitudes, values, and beliefs that differ from one's parents. Lopez (1989) had elected to use only the conflictual and emotional independence subscales in his investigation. Blustein and his colleagues (1991; Study 1) reasoned that parental psychological separation was related to career indecision because a certain level of independent functioning is thought to be required for many of the career

development tasks of early adulthood, which include self-assessment, career exploration, and career choice. In terms of the influence of separation upon self-efficacy, they theorized that young adults who have experienced few separation difficulties are likely to have had many successful independent accomplishments during childhood and adolescence and such experiences are likely to contribute to a strong sense of personal efficacy. In addition, if a person views him/herself as capable of thinking basically independently and deciding and acting effectively on his/her personal values and beliefs, he/she is in turn more likely to have a considerable degree of confidence in the ability to implement career choices and perform career-related behaviors effectively. However, the results of a canonical analysis (Blustein et al., 1991 Study 1) with the four separation subscales on one side of the model and the to this model and the indecision and career decision making self-efficacy scale on the other did not support these theoretical predictions regarding psychological separation variables in relation to self-efficacy or the predictions suggested by Lopez and Andrews (1987) in their theoretical piece outlining a family systems perspective on career indecision.

In the second part of the investigation, Blustein et al. (1991; Study 2) hypothesized that the conjoint influence of psychological separation from parents and parental attachment would be positively related to progress

in the commitment process and negatively related to the tendency to prematurely foreclose on a career choice. This hypothesis was supported, indicating that for many college students the combined influence of independence from and attachment to both parents seems to reflect a family situation that fosters an open approach to, and progress in, the career commitment process.

Recently, O'Brien (1993) empirically investigated the relationship between the family of origin variables psychological separation and parental attachment in relation to career decision making self-efficacy. The results indicated that attachment to mother, emotional independence from mother, attitudinal independence from mother, and emotional independence from father were predictive of career decision making self-efficacy beliefs among a sample of high school women. These results were not consistent with the Blustein et al. (1991) findings which indicated no relationship between psychological separation and career decision making self-efficacy.

The objective of this study was to address the first part of this study by Blustein et al. (1991), particularly the aspect which dealt with psychological separation in relation to career decision making self-efficacy, and expand this body of research, exploring other (and perhaps more encompassing) familial constructs in the exploration of possible precursors to career search self-efficacy. These include structural processes, parental attachment, and

parental influence variables. As an aside, career search self-efficacy differs from career decision-making self-efficacy in that it assesses judgments regarding one's ability to successfully perform the important activities associated with career selection and search whereas the Career Decision-Making Self-Efficacy Scale "may be appropriately viewed as a means of assessing self-efficacy expectations with regard to the general domain of career decision-making tasks and behaviors" (Betz & Hackett, 1983). It may be that career search self-efficacy is more closely associated with those theorized separation and attachment processes addressed later because it involves a sense on the part of the adolescent or adult of already having had developed skills to use in a lifetime of career planning, conducting information interviews, and marketing skills and abilities to others. These types of career skills are predicated on a sense of self-knowledge in being able to identify, evaluate, and clarify career values - knowledge which can arguably only be gained by having had the life experience of engaging in personal exploration. The purpose of this investigation is an exploration of family of origin variables that may relate to or may predict career search self-efficacy beliefs. Consistent with the need for such an inquiry, Lent and Hackett noted in their recent monograph on the empirical status of career self-efficacy, "It would be invaluable at this juncture to study more thoroughly self-efficacy in relation to environmental parameters" (Lent &

Hackett, 1987, p 371).

Bandura's Postulated Sources of Efficacy Information

With the background for this investigation laid, it is important to describe more thoroughly why it is that the family structure, attachment, and influence variables should be associated with career search self-efficacy beliefs. Albert Bandura, who originally postulated the concept of self-efficacy, noted that the four primary sources of self-efficacy information are: performance accomplishments, which are considered to be the most powerful source of efficacy information (Bandura, 1977, 1986), followed by vicarious learning or modeling, verbal persuasion such as support and encouragement from others, and physiological arousal, which refers to the level of anxiety in connection with behavior (Bandura, 1977). Bandura has noted that there are multiple sources of efficacy-relevant information and has pointed to peers, school, and transitional experiences of adolescence and adulthood for the cultivation and validation of self-efficacy (Bandura, 1986). He also refers to familial sources of self-efficacy, stating that "Once children can understand speech, parents and others comment on the children's performance capabilities to guide them in foreseen situations where the parents may not be present. To the extent that children adopt efficacy appraisals of others, they (the parents) can affect the rate of personal development by influencing whether and how children approach new tasks." (Bandura, 1986, p. 415). He then cites a study

(Levy, 1943) which found that overprotective parents who are over-solicitous and dwell on the potential dangers undermine the development of their children's general capabilities, whereas more secure parents are quick to acknowledge and encourage their children's growing competencies.

The major purpose of the current investigation was to assess the combined influence of family structure, parental attachment, and parental influence in relation to career search self-efficacy beliefs. This investigation was conducted because it seems quite likely that those who have throughout their developmental years perceived the ability to venture out of the family system to obtain performance accomplishments, received the support to do so, and received positive parental influence in relation to doing so will possess higher levels of career search self-efficacy beliefs than those who do not.

Family Structure Context of Career Development

The structural model of family relations was first proposed by Sal Minuchin (1974). The central premise of this approach is that families interact according to an underlying structure that organizes their experiences and relationships with one another. Interactions among family members occur according to an unspoken set of boundaries or rules that preserve the power hierarchy in the family. Minuchin proposes that in healthy or well-functioning families, the power hierarchy exists in the form of the marital dyad. The concept of a boundary refers to a level

of differentiation from other family members such that two or more members can effectively relate without compromising an appropriate level of individual functioning. One key phenomena is that of the "parent-child coalition", which refers to a dysfunctional alignment among the parent and a child that often serves to diffuse tension in the marital relationship. In such a situation, the child or adolescent involved is said to be "triangulated" into the conflict, and therefore emotionally bound to the family in ways that may serve to jeopardize his/her development. In an environment that is predicated on the attitude of respect for the autonomy of the developing adolescent, certain phenomena such as the "triangulation" of the child into marital conflict and parent-child role reversal do not seem likely, because they would serve to keep the adolescent emotionally bound to structural familial processes rather than engaged in the activities of exploration and obtaining performance accomplishments that are part of the separation process and that are integral to the development of self-directed activity, which is the basis of career self-efficacy. There is a strong and growing body of empirical research in the field of counseling psychology that demonstrates the pervasive influence of these family of origin dynamics upon adolescent development and adjustment (Hoffman and Weiss, 1987; Lopez, 1989a; Lopez et al., 1989c, Marquis-Bishop and Ingersoll, 1988; Teyber, 1983; Blustein, 1991).

An investigation conducted by Marquis-Bishop and

Ingersoll (1988) explored the effects of family structure and marital conflict on the self-concepts of youth aged 8-12. Sixteen mother-youth pairs from intact parent families and 17 mother-youth pairs from separated parent families were studied. Results indicated that youth in families with low marital hostility and high marital affection had significantly more positive self-concepts. While self-concept is believed to differ fundamentally from the construct of self-efficacy (Bandura, 1988), it seems reasonable to assume that a positive view of self and a trust in one's self may be a necessary prerequisite to engage in the explorational types of activities that necessary to build self-efficacy.

Lopez, Campbell, and Watkins (1989a) surveyed 815 college students in part to explore the effects of perceived marital conflict of parents measures of psychological separation and college adjustment. They found that students who reported marital conflict scored significantly lower than their peers in each of the four college student adjustment subscales. It is in this investigation that the researchers make the salient point that: "To the extent that the student participates in a covert coalition with one or both parents for the purpose of detouring marital tension, the students' progress on developmental tasks will be affected negatively. In short, these (family structure) dynamics require that the young adult remain emotionally over-involved in the family, a demand that is incompatible with effective separation and extra-family pursuits" (Lopez et al., 1989a).

Hoffman and Weiss (1987) investigated the impact of parental marital conflict and psychological dependence on parents on student reports of emotional, physical, and academic concerns. Results of the survey indicated the existence of a relationship between these maladaptive family processes and a higher incidence of emotional, physical, academic, and motivational problems. They also found that college women seem more sensitive than men to conflict between their parents. Moreover, a study conducted by Lopez, Campbell, and Watkins (1989c) students who were classified as depressed reported significantly higher frequencies of parent-child role reversals, parent-child overinvolvement, marital conflict, and fear of separation than did non-depressed students. The authors are careful to note that the correlational approach does not permit causal inferences to be made about the interrelations of depression, psychological separation, and family functioning and that more longitudinal studies may best address the issue.

In an investigation of the relationship between college students' perceptions concerning the primary relationship in their families and measures of personality development and academic success, Teyber (1983) found that subjects who reported a primary marital alliance were more likely to perform well academically and were more internal on the Rotter I-E scale than subjects who reported a nonmarital alliance as primary. Results also indicated that although this pattern was observed among both the male and female

students, only the affected women demonstrated significantly lower overall scores on a measure of personality development (Teyber, 1983). An explanation that Teyber puts forth for the general findings is that if the mother and father provide the primary emotional bond for each other, they may have fewer needs for their children to continue to depend upon them and hence the children will be likely to feel more independent and in control of their own lives. On the contrary, he notes that for those parents whose primary emotional bond is met through their children, emancipation by the offspring will be experienced as a stronger loss and may contribute to conflict around helping their offspring to develop the sense of efficacy and inner control necessary for autonomous functioning (Teyber, 1983).

The general results of these studies indicate that the dynamics of parental marital conflict and psychological dependence on parents may serve to set the stage for an overinvolvement and overconcern on the part of the developing child/adolescent that is negatively related to subsequent emotional, physical, and academic maladjustment.

It remains true that the family is a distal context from which to view the development of career search self-efficacy. However, the concept of self-efficacy is derived from the framework of social learning theory, which is predicated upon the reciprocal and interactional nature of person-environment influences. Furthermore, the family systems approach to vocational development as investigated

and supported by Eigen et al. (1988), Lopez 1987, 1989a, 1989c), Blustein et al. (1991), Kinnier et al. (1990), Zingaro (1983) and others, acknowledges that: (a) the family is the primary and most emotionally powerful, sustaining system we ever belong to which shapes and continues to influence the course and outcome of our lives, and, (b) family relationships tend to be highly patterned and repetitive (Bratcher, 1982).

Parental Attachment Context of Career Development

Regarding the construct of attachment, many developmental psychologists and sociologists advocate a life-span approach to attachment and propose that the parent-child ties are not terminated during adolescence or adulthood (Ainsworth, 1989, Troll & Smith, 1976). According to the general ethological perspective proposed by Bowlby and others, the attachment figure acts as a secure base, which promotes active exploration and mastery of the environment and aids in the development of social and intellectual competence. Furthermore, this theory proposes that a sense of self-worth is grounded in the working models of self and other that have developed in the person. As Lopez (1993) points out, these models are especially prone to activation during the periods of stress which occur during adult transitions. He proposes that the adult transitions have some common features -they often usher in important changes in the person's life situation, they are characterized by a time in which the adult faces strong feelings of uncertainty

and apprehension, and the demands of the stress period involve the adoption of new roles, responsibilities, and functions. He also discusses adult attachment styles in relation to attentional strategies, affect management processes, and risk-taking coping behavior in times of stress.

Career development over the life span might be considered within the framework of the "crossroads" that Lopez speaks of. This framework postulates that the type and quality of attachments developed during the formative years in the family of origin has a pervasive impact on the way in which one is prepared to deal with the stress of the combination of self-reflection and of self-presentation that tends to characterize the values clarification, networking, and interviewing components of entering the job market or changing occupations in adulthood.

Secure attachment has been found to foster certain feelings of confidence in relation to expressing one's needs and feelings with the expectation that one can influence and will be accepted by others (Ainsworth & Bell, 1974). As such, it seems likely that a familial environment that supports and provides feedback during the process of separation would be facilitative of a feeling on the part of the child of having a secure attachment to parents. This attachment may serve as a base from which to explore, grow, and gain mastery experiences, then return to be accepted by the parents as an individual entity. It should be noted

that attachment in this context is viewed as facilitative of growth and development and differs from enmeshment, which is tapped by the family structure component of the study.

Theoretically, it is expected that those family processes that promote an appreciation for emerging individuation and autonomy as well as a secure base to return to for emotional refeeling would promote of career search efficacy. Blustein (1991) conducted an analysis of psychological separation and attachment in relation to more process-oriented measures of career development. These included a measure of vocational exploration/ commitment and the tendency to foreclose. The results suggested that the conjoint influence of perceived psychological separation and parental attachment variables are significantly related to one's vocational development. However, when independently investigated, the influence of separation and attachment variables on career progress did not indicate significance. He also found that positive feelings of attachment may foster a capacity to tolerate the ambiguity of the career commitment process on the part of women, but not men (Blustein, 1991). If such findings continue to present themselves in the career development literature, support would be provided for Gilligan's (1982) hypothesis that for many female adolescents, the process of obtaining one's own identity is inextricably tied to the process of learning how to maintain relationships and attachments while engaged in individual development.

Kenny and Donaldson (1991) designed a study to assess

the combined usefulness of family structure and attachment variables in the explanation of social competence and psychological well-being in first year college students. The subjects were 226 (173 female and 53 male) students at a private, urban, coed Jesuit university. Their results indicated that close parental attachments appear to be most adaptive when combined with a family structure that is supportive of individuation. Furthermore, college women who perceived secure attachment to their parents reported lower levels of psychological symptoms and higher levels of social competence. Overall, the study indicated that general difficulties in social competence and higher levels of psychological symptoms are experienced by students who describe negative affect in their interaction with parents, experience insufficient support from parents for their autonomy, do not view their parents as a strong source of emotional support, describe moderate levels of family anxiety concerning separation, and indicate the presence of parental marital conflict (Kenny et al., 1991).

Finally, Garbarino (1982) suggested that the development of competence and a positive self-view in youth are predicated upon the availability of social support systems, which he defined as general social arrangements offering nurturance, providing feedback, and serving as resources. Additional investigations have confirmed that parental warmth, nurturance, and active involvement in the lives of their children are positively related to psychological

adjustment and self-view in sons and daughters (Baumrind and Black, 1967, Fish and Biller, 1973).

Familial Influence Context of Career Development

In relation to the other sources of efficacy information postulated by Bandura, vicarious learning and modeling and verbal persuasion (such as support and encouragement) can be associated with the family context. It may also be that the parent(s) serve as models regarding effort expenditure, persistence, emotional reactions, and construction of meaning when confronted with obstacles in given tasks. Kamptner (1988), in the development of a causal model to examine the ways in which certain familial and social variables might influence identity development in late adolescence, found that security in familial relations enhanced identity development directly, and also indirectly by initially enhancing adolescents' social confidence and degree of interpersonal affiliation. In an investigation of the impact of parenting practices on adolescent achievement, Steinberg, Lamborn, Dornbusch, and Darling (1992) found that authoritative parenting (i.e., parenting reflecting high acceptance, supervision, and psychological autonomy granting) leads to better adolescent school performance and stronger school engagement.

In terms of familial influence in relation to career development, an empirical study conducted by Palmer and Cochran (1988) demonstrated that when many parents were instructed to be consistently supportive and instrumental

in the career development process, they were found to act as positive influences in enhancing the vocational maturity of their high-school age adolescents.

Orput, O'Brien, & Brown (1990) formulated the Social Influence Scale, the adult subscales of which consist of ten functional roles (i.e., teacher, supporter, challenger, competitor, antagonist, guide, controller, companion, junior partner, and model) that each important adult may play in an adolescent's life. They examined the components of the Adult Factor (male model, challenger, and friend, and female model and supporter/encourager) from which they created two new variables in line with Bandura's general concepts of performance and modeling. The first variable, named Important Adult, consisted of the male challenger and friend, and of the female supporter/encourager and these components involve more performance-related activities such as pushing, encouraging, and of supporting. The second variable, Model, consisted of the male and female model and reflect modeling characteristics such as wanting to be like the important person or admiring the important person. This scale was used in a study that examined the relationship of family structure and role model influences in relation to academic self-efficacy (Orput, 1990). The results of the investigation support the importance of role model influences, most notably the presence of important adult and teacher role models, on the development of strong academic self-efficacy beliefs. The results also indicate that the relationship

between family structure and academic self-efficacy was moderated by the performance-based factors of supporter, model, and challenger for men, and the factors of supporter and model for women. These factors that tap into the perceived supporting, modeling, and challenging behaviors of important adults or role models are inextricably linked the basis of the sources of efficacy information as postulated by Bandura. In addition, research has found that modeling influences that demonstrate effective coping strategies can boost the self-efficacy of individuals who have undergone many experiences that have confirmed their inefficacy (Bandura, 1977; Bandura, Reese, & Adams, 1982). This research also indicates that even those who are self-assured will raise their perceived self-efficacy if models teach them better ways of doing things.

Self-Efficacy in Relation to Career Counseling

For the past decade, self-efficacy theory (Bandura, 1977, 1982, 1986) has received increasing attention as a theoretical model for understanding various aspects of career development (Lent & Hackett, 1987). Research thus far has demonstrated the relationship between career self-efficacy and career and academic outcomes (Betz & Hackett, 1981, 1986, 1987; Lent et al. 1986 & 1987, Lent et al. in press; Multon, Brown, and Lent, 1991; Hackett, Betz, Casas & Rocha-Singh, 1992); more specifically, academic persistence and achievement (Lent, Brown, & Larkin, 1984, 1986, 1987), math and science college major choices (Betz & Hackett,

1983; Hackett, 1985; Lent et al., 1984, 1986) and possible interaction with academic aptitudes in the prediction of academic performance (Brown, Lent, and Larkin 1988). Self-efficacy has also been empirically associated with perceived range and traditionality of occupational preferences (Betz & Hackett, 1981, Post-Kammer & Smith, 1985, 1986; Rotberg, Brown, & Ware, 1987), exploratory vocational behavior (Blustein, 1989), vocational indecision (Taylor & Pompa, 1990) and career decision making (Taylor and Betz, 1983). Once a solid relationship was shown to exist between career self-efficacy and measurable performance outcomes, counseling psychologists began to investigate possible sources of career self-efficacy beliefs. One source of interest in the literature has been upon the role of the family upon career self-efficacy beliefs.

Career Search Self-Efficacy

The application of Bandura's (1977) self-efficacy theory to the study of career behaviors has been referred to as career self-efficacy. This term has been used in a general sense to include "judgements of personal efficacy in relation to the wide range of behavior involved in career choice and adjustment" (Lent & Hackett, 1987, p.349). The application of self-efficacy theory in career behaviors has its origins in the empirical research of Betz and Hackett (1981), who investigated career self-efficacy in relation to perceived range and traditionality of occupational preferences, and suggested that the differences in self-efficacy

and in socialization experiences by males and females contributes to the underrepresentation of females in male-dominated occupations (Betz and Hackett, 1981).

In the application of career self-efficacy to career behavior, it has been found that career self-efficacy is predictive of career decision making (Taylor & Betz, 1983), perceived range and overall traditionality of vocational preferences (Betz & Hackett, 1981; Post-Kammer & Smith, 1985, 1986), perceived career options in community college students (Rotberg, Brown, & Ware, 1987), and educational and career choices (Betz and Hackett, 1981, 1983, 1987; Hackett, 1985; Wheeler, 1983).

Research involving career search self-efficacy differs from other research in career self-efficacy. Much of the empirical investigations that have addressed the role of social cognitive variables in career development have utilized the Career Decision-Making Self-Efficacy Scale, which is a means of assessing self-efficacy beliefs with regard to the general domain of career decision-making tasks and behaviors (Betz & Hackett, 1983). Self-percepts of career search self-efficacy, as measured by the Career Search Self-Efficacy Scale, refers to efficacy expectations regarding ability to perform important activities associated with career selection and job search tasks (Solberg, Good, & Nord, 1993). Solberg et. al. (1993) state that one major limitation of the CDMSE is that its design and use has been exclusive to a college student population. Therefore, the

Career Search self-efficacy scale was developed for use with a variety of populations involved with career search activities (Solberg et al. 1993). These populations include college students, individuals initially entering the workforce or reentering after an absence, or individuals in the midst of changing their jobs or careers. The authors also sought to develop a measure that would converge with indices of career agency and discriminate from indices of human agency to insure its strong relevance to the career domain. Career search self-efficacy refers to the ability to present oneself as an autonomous individual during the transitional process of exploring vocational choices and implementing them effectively in the context of interviewing and networking activities. It also refers to the agentic behavior of creating career opportunities, rather than just responding to them.

Context of This Investigation

Research has demonstrated the influence of the family of origin on career development and choice (Blustein et al., 1991, Schulenberg et al., 1984; Middleton & Loughhead, 1983; Roe, 1956, Super, 1957). Another important body of investigation has addressed the influence of certain family processes on the phenomena of career indecision (Eigen et al., 1987; Lopez & Andrews, 1987; Kinnier et al 1990; Zingaro, 1983). However, little research has examined the influence of family variables in relation to the construct of career search the influence of specific family dynamics

in relation to career search self-efficacy.

The context of the family of origin is a viable context to consider for the development of self-efficacy in the career search process, largely because of the influence that it has over whether the adolescent has over the course of time and development experienced the perceived opportunity to branch out from the family and obtain personal performance accomplishments. The key point is that performance accomplishments may rise out of certain perceived opportunities on the part of the developing adolescent to venture out into areas of interest and gain mastery in those areas, concurrently learning those areas that are attractive or fit into the emerging self-concept and those areas that don't. In such a situation, the mutual attitude would likely be one of an acceptance on the part of both the parent(s) and developing child is that separation and individuation is a natural part of the growth process for the child.

The role of the family is a central focus in this investigation in an attempt to adequately represent family variables that may contribute to or be predictive of career search self-efficacy; however, the family is only one of multiple powerful contexts in which career development and the facilitation of self-efficacy originates. In addition, its influence may fluctuate over time. According to the ecological model of development that was postulated by Bronfenbrenner (1977, 1989), human development can be understood in terms of four hierarchically ordered contexts:

the microsystem, which refers to the immediate environment, including the family, the workplace, the school, and one's peer groups; the mesosystem, which refers to interrelations among two or more of the microsystems, such as the school and the peer group; the exosystem, which refers to social structures such as SES or local legislation; and the macrosystem, which refers to such factors as cultural values and beliefs around the role of gender or ethnicity in career development or the role of work in life. Clearly, human development occurs within a multifaceted and generally multidimensional context. This investigation is focused on Bandura's principles concerning the sources of self-efficacy beliefs. Given the association of the family with these sources and the literature which indicates that independent and autonomous thinking has been found to be a major determinant in one's ability to choose an occupation (Bratcher, 1982; Herr and Lear, 1984; Johnson, 1990, Lopez and Andrews, 1987; Hounq, Freisen, and Dillabough, 1991), the context of this study is the following: (a) it seems likely that persons who experience their family as adaptive in that clear boundaries exist between the parent(s) and child will experience emotional differentiation and the perceived ability to venture out and gain the mastery accomplishments that are integral to the development of self-efficacy; (b) persons who have experienced secure attachment base in their parents during childhood, adolescence, and (if applicable) adulthood from which to

anticipate and consistently receive acceptance and love during the exploration and mastery process will have similarly had the perceived opportunity to gain mastery experiences and be accepted upon return to the family; and, (c) persons who have experienced parent(s) as supportive, encouraging, and modeling of agentic behavior, will possess stronger percepts of career search self-efficacy. The impact of the family as a referential and pervasive influence in identity and career development has been demonstrated, and it seems likely that individuals who are experiencing the stressors associated with self-exploration, assessment, and presentation may be more vulnerable to influence of this lifelong referent base. The community college setting is a transitional educational setting in many ways and is thus appropriate for a structural and attachment-oriented viewpoint as influential and pervasive factors that may be active in relation to the critical construct of career search self-efficacy. These factors have been assessed in this study among both traditional college age students and older adults returning to college following a hiatus from schooling or a career change. As stated by Bratcher, "Although it is especially likely that young people just completing their education or considering career goals while still in school may be the ones most vulnerable to these family system forces, it is likely that those who may be considering a career change or who may have begun to experience dissatisfaction after a time on their

jobs may also be influenced by family systems variables." (Bratcher, 1982).

The goal of this study was to determine whether family of origin dynamics - namely structural, attachment, and influence factors - serve to help or hinder career search self-efficacy on the part of the adolescent or adult who has been or is exposed to and involved with these dynamics. In a literature review examining the influence of the family on vocational development, Schulenberg et al. (1984) stated that the influence of the family of origin operates along two interdependent dimensions. The first entails certain opportunities provided by the family for the developing individual - such as educational, financial, role models, sources of knowledge - and the second entails certain family processes, specifically socialization practices and parent-child relations. As conceived, this study attempted to address both the opportunities provided and family processes in relation to the key vocational concept of career search self-efficacy. It was hypothesized that the conjoint influence of the family structure, parental attachment, and parental influence variables will be significantly related to career search self-efficacy. More specifically, it was hypothesized that the combined influence of these three variables would account for a significant amount of variance in career search self-efficacy. Regarding the hypothesized contributions of the variables, it was thought that the presence of certain structural characteristics in the family

of origin (e.g., parent-child overinvolvement, parental marital conflict, family fears concerning separation, and parent-child role reversal) may be associated with lower levels of career search self-efficacy. Furthermore, characteristics of positive attachment, (e.g., high degree of mutual understanding and respect between parents and child, generally open communication, and a lack of feelings of alienation) may be associated with higher levels of career search self-efficacy. Finally, the presence of important parental role model influences may also be positively related to the development of career self-efficacy beliefs. In their monograph on the empirical status and future directions of career self-efficacy, Lent and Hackett (1987) note an important point also made by Bandura (1984): There lies a distinction between research that is designed to clarify mechanisms governing behavior and research that is aimed at maximizing the amount of variance explained in behavior, and that both types of research are needed with respect to career self-efficacy. Conceivably, this study may serve to address both an explanation of the familial process variables associated with career search self-efficacy as well as investigate the amount of variance accounted for in career search self-efficacy by the family structure, attachment and influence variables.

CHAPTER III

METHODOLOGY

Participants

Participants were 220 community college students enrolled at the College of DuPage (C.O.D.) in Glen Ellen, Illinois. 111 men and 106 women participated in the study, and three respondents did not indicate their gender. 170 of the respondents reported living at home with parents/family of origin, 6 reported living alone, 14 reported living with a roommate, 25 reported living with spouse and/or children, and 5 did not choose to indicate their residential status. The respondents represented the following racial/ethnic backgrounds: 193 Anglo American, 2 African American, 10 Latino American, 10 Asian American, 1 'other', and 4 no answer. Finally, 169 of the respondents have a transfer degree as their current educational goal at C.O.D., 40 of the respondents have an occupational degree (A.A.S.) as their current goal, 6 of the respondents have an occupational certificate as their goal, and 5 did not choose to indicate their educational goal. The ratio of transfer to occupational degree students was approximately 4:1.

Procedure

The Executive Dean of the College of DuPage was

contacted to obtain permission to solicit participants for this study. The rationale and instrumentation to be used in the survey was given to him to evaluate. He agreed to allow contact with faculty members regarding administration of the survey provided the project was first approved by the Director of Research and Planning at the college. Once it was approved, this researcher and the Dean collaborated in writing a memo to be administered to over 150 instructors at the college. The memo called for volunteers - it stated that the survey was about "family processes and career outcomes", that it would take approximately three minutes to administer, and that students would be asked to take the survey home to complete and return it at the next class session. The memo was first sent to four of the seven deans of the college, (the Executive Dean stated that he would only like to work with four at that point) who then made copies for their respective department faculty members. The four deans were chosen to provide a well-rounded representation of the Holland RIASEC Codes, as well as account for the occupational degree students. The Deans who were chosen represented: 1) Natural Sciences, Mathematics, and Physical Education; 2) Business and Community services; 3) Humanities and Performing Arts; and 4) Occupational and Vocational Education. Seven faculty members volunteered to allow administration of the surveys in all of their classes. These seven faculty members taught the following nine courses: Accounting, Criminal Investigation/Police Operations and

Procedures, Music, Photography, History, Business Management, and Computer Information Systems.

The surveys were administered in two time periods, representative of two different terms and groups of students at C.O.D. - the first period was Nov 10th through December 7th (term one) and the second was January 4th through January 23rd (term two). The classes, time slots, and return rates for those classes surveyed over the two periods of the study included: 1 Accounting class (8:00am term 1) 3 of 13 returned; 4 Criminal Investigation classes (9:00am terms 1 and 2, 10:00am terms 1 and 2, 12:00pm term 1) 70 of 221 returned - 3 not used because massive information was missing, leaving 67 of 215 ; 1 Music class (10:00am term 1), 10 out of 23 returned; 4 Police Operations and Procedures classes (9:00am terms 1 and 2, 12:00pm terms 1 and 2) 22 of 57 returned; 1 Photography class (9:30am, term 1) 8 of 16 returned; 4 History classes (9:00am terms 1 and 2, 11:00am terms 1 and 2) 33 of 87 returned; 6 Business Management classes (8:00am term 1, 9:00am terms 1 and 2, 10:00am terms 1 and 2, 11:00am term 2) 33 of 77 returned; and 4 Computer Information Systems classes (10:00am term 1, 1:00pm term 1, 6:00pm term 2, 7:00pm term 2) 44 of 92 returned. Therefore, the breakdown of responses in classes representative of the Holland codes is the following: Realistic (Accounting) 3 of 220, Investigative (Criminal Investigation) 67 of 220, Artistic (Music) 10 of 220, Social (Police Operations and Procedures) 26 of 220, Enterprising (Photography, History,

and Business Management) 70 of 220, and Conventional (Computer Information Systems) 44 of 220. The overall percentage of students who were present in the classes and chose to participate in the study was 44.3%.

The research team involved with this study held a career development workshop for the participating students in our appreciation of their participation. The workshop which focused on developing the confidence to network and interview effectively. In all, 52 of the 220 indicated interest in attending the workshop. However, due to class conflicts, only a small amount were able to attend. During the workshop, we first shared with the students the theoretical underpinnings of the study, the preliminary findings, then led a didactic workshop in which students received information regarding the clarification of their career values, skills, and interests, in addition to instruction concerning the critical link between career beliefs and performance, and developing the confidence to network and interview.

Instruments

Measurement of family structure. The Family Structure Survey (FSS, 50 items, Lopez, 1986) was used to assess the degree of maladaptive structural dynamics present in the family of origin (FSS, Lopez, 1986). It is a rationally-constructed 50-item questionnaire developed to measure characteristic structural family interactions that have been previously empirically associated with college student

maladjustment. Subjects respond to each item by indicating on a 5-point likert scale how descriptive the item is of current processes in the family environments. The obtained Cronbach alpha or internal consistency coefficient for the full scale was .84. In addition, Lopez (1986) reported significant negative correlations between the FSS and a global measure of healthy family functioning reported by college men and women. This measure contains the following four subscales:

(a) Parent-Child Role Reversal (12 items) Items on this subscale describe family processes wherein the student has assumed parental functions or has entered into a coalition with one parent against the other parent. Cronbach alpha coefficient = .71.

(b) Parent-Child Overinvolvement (12 items) Items on this subscale identify parent-young adult interactions that reflect excessive involvement, overconcern, and absence of personal autonomy and privacy. Cronbach alpha coefficient = .56.

(c) Marital Conflict (13 items) Items on this subscale as students to rate the level of tension, conflict, and instability observed in their parents' relationship. Cronbach alpha coefficient = .90.

(d) Fear of Separation (13 items) Items on this subscale attempt to measure the family anxiety concerning separation/individuation and possible negative family repercussion that this change may have. Cronbach alpha coefficient = .51.

Measurement of parental attachment The revised version (separately assessing attachment to mother and father) of the Inventory of Parent and Peer attachment (IPPA; Armsden & Greenberg, 1987) was chosen to assess parental attachment; however, only the 50 items addressing parental attachment were used; those assessing peer attachment were not. This was done because of the focus of the study and to be consistent with previous research (Blustein et al., 1991) investigating parental attachment in relation to career development. This measure is derived from the attachment theory assumption that as cognitive development proceeds, internalized versus actual parental attachment theories influence continuing psychological stability and well-being (Lopez & Gover, 1993). The original 53-item IPPA consists of separate Trust, Communication, and Alienation scales for the parents (rated together) and peers (six scales total). I used the parental scales, which now are comprised of 50 items. Specifically, trust items reflect the degree of mutual understanding and respect (example: "My parents respect my feelings"), communication items assess the extent of spoken communication ("I tell my parents about my problems and troubles"), and alienation taps feelings of anger and interpersonal isolation ("My parents don't understand what I am going through these days"). In terms of reliability and validity, alpha coefficients of .91, .91, and .86 were reported for the Trust, Communication, and Alienation parent subscales (Armsden & Greenberg, 1989).

Furthermore, Armsden and Greenberg (1987) found IPPA parent attachment scores to correlate significantly with reported family support, conflict, and cohesiveness, and with the tendency to seek out parents in times of need.

Measurement of parental influence. The Social Influence Scale (SIS; Orput, O'Brien, & Brown, 1990, 30 items.) was chosen to assess the degree of parental influence as perceived by the student. This scale was adapted by Orput et al. (1990) from the Social Relations Scale (Blythe, Hill, & Thiel, 1982) which assesses the types of social influence that may impact the self-efficacy beliefs possessed by the respondents. This Social Influence Scale was further modified for this study by asking for ratings only for an important adult male and female from the respondent's family of origin. Also, a five point scale (1 = Strongly Disagree, 5 = Strongly Agree) was used in this version of the SIS. Thus, unlike the original SIS, which asked also about important peer as well as adult influences using a dichotomous response format, this version of the SIS (a) focuses only on the adult influences and (b) uses an expanded response format. The former change was made because we were only interested in adult family member influence in this study. The second change was made because Orput et al. (1990) reported significant range restriction on total scores and factor analytically derived scores. The scale consists of thirty items, which, when submitted to a factor analysis, honed in on views of the Important Adult Male as

supporter, model, and challenger; and Important Adult Female as supporter/encourager and model. Again, the scale was adapted to a likert format for use in this study to avoid range restriction.

Measurement of career search self-efficacy. The Career Search Self-Efficacy Scale (CSES, Solberg et al, 1993; 35 items) was used. This is an instrument that was developed to measure the career search efficacy of adolescents and adults who are in the process of finding careers or jobs, changing careers or jobs, or reentering the job market. It is comprised of four primary factors:

- a) Job Exploration Efficacy (14 items), which tap into organizing and carrying out career plans and developing a variety of skills to use in a lifetime of career planning.
- (b) Interviewing Efficacy (9 items), which assess judgements concerning abilities to conduct an information interview and market one's skills and abilities to others.
- (c) Networking Efficacy (7 items), which assess judgements concerning abilities to join organizations that have a career emphasis and marketing skills and abilities to an employer.
- (d) Personal Exploration Efficacy (5 items) Measures judgments concerning abilities to clarify and examine personal values and identify and evaluate career values.

Statistical Analyses:

Descriptive information on the sample was obtained. The reliability coefficients and the psychometric properties

for the measures were calculated. In addition, a one-way analysis of variance by gender was performed to ensure no differences due to gender. The results of the ANOVA indicated significant differences between genders on the following scales: Marital Conflict, $F(3,89)=4.37$ $p<.05$, Parent-Child Overinvolvement, $F(3,89)=8.62$ $p<.05$, and Fear of Separation, $F(3,89)=7.48$ $p<.05$.

Hypothesis one: contribution of family structure, attachment, and influence to the prediction of career search self-efficacy.

The main purpose of this study was to investigate the relationship between family structure, attachment, and influence in regard to career search self-efficacy beliefs. Both stepwise and simultaneous multiple regression analyses were performed on the data.

Hypothesis two: gender differences in the familial process prediction of career search self-efficacy.

Previous research (Teyber, 1983; Hoffman & Weiss, 1987) has indicated that women tend to be more reactive to family process variables in ways that impact their emotional development (Teyber, 1983; Hoffman and Weiss, 1987) and their vocational development (Blustein, 1991). Therefore, another main purpose of this study was to ascertain whether family structure, attachment, and influence variables are more predictive of career search self-efficacy beliefs for women than for men.

CHAPTER IV

RESULTS

Description of the Sample and Measures

The participants in this sample were 111 males and 106 females currently enrolled in a two-year community college. Due to research that indicates that men and women are differentially impacted by family dynamic variables (Teyber, 1983; Hoffman and Weiss, 1987), most of the analyses were conducted for the total sample, for males and for females. However, due to incomplete data, sample sizes were less in some of the analyses.

The alpha reliability estimations for the measures used in this sample are reproduced in Table 1 for the total sample, Table 2 for the male sample, and Table 3 for the female sample. Results indicate that the majority of the measures used demonstrated adequate reliability estimates; however, certain ones (i.e., Parent-Child Overinvolvement, Parent-Child Role Reversal, Fear of Separation, Important Male Support, and Important Male Challenger) indicated relatively low reliability estimates, and thus warrant caution in interpretation. Since the subscales of the Family Structure Survey do not possess strong reliability characteristics and since Lopez cautions against the use of

the Parent-Child Overinvolvement and Fear of Separation Subscales in the manual for the FSS, a general reliability estimate for the total scale was calculated to be .85. The regression analyses in this study were conducted using both the separate subscales of the FSS (Tables 10 - 15) as well as the overall family structure measure (Tables 16 - 21).

Bivariate correlations among the variables indicated that significant intercorrelations existed among several of them. The correlation matrix for the total sample is reproduced in Table 4. The correlation matrix for the male sample is reproduced in Table 5; and the correlation matrix for the female sample is reproduced in Table 6. The means, standard deviations, and ranges of scores on each of the scales is listed in Table 7 for the total sample, Table 8 for the male sample, and Table 9 for the female sample.

Hypothesis One: Contribution of Family Structure, Attachment, and Influence to the Prediction of Career Search Self-Efficacy Beliefs.

The first hypothesis stated that a significant amount of variance in career search self-efficacy beliefs would be accounted for by the chosen family structure, attachment, and influence variables. Stepwise and simultaneous multiple regression analyses were conducted using the standardized variables. The results of the stepwise regression for the total sample is reproduced in Table 10. These results indicate that three of the total eleven predictor subscales contributed significantly to the prediction of career search

self-efficacy: attachment to mother, fear of separation, and attachment to father. An examination of the change in R^2 indicates that these three variables combined to account for a total of 18% of the variance in career search self-efficacy beliefs. They were entered into the regression in the following order: Attachment to mother was entered in step one, accounting for 10% of the variance in career search self-efficacy beliefs. Fear of Separation was entered into step two; and the subsequent combination of attachment to mother and fear of separation accounted for 16% of the variance in career search self-efficacy beliefs. Finally, attachment to father was entered into step three, and that combined with attachment to mother and fear of separation accounted for 18% of the variance in career search self-efficacy beliefs in this sample.

The results of the simultaneous regression for the total sample is reproduced in Table 13, and the examination of R^2 indicated that the combination of the eleven variables accounted for a total of 20% of the variance in career search self-efficacy beliefs. The variables were entered in the following order: attachment to father, parent-child overinvolvement, important female model, parent-child role reversal, important male support, fear of separation, important male challenger, attachment to mother, important male model, marital conflict, and important female support/encourager.

The results of the stepwise regression using the

overall family structure measure (Table 16) for the total sample indicated that the combination of attachment to mother and attachment to father accounted for 13% of the variance in career search self-efficacy beliefs. Therefore, it can be assumed that the Marital Conflict, Parent-Child Role Reversal, Parent-Child Overinvolvement, and Fear of Separation subscales of the Family Structure Survey serve to contribute more significantly as separate variables than does the overall family structure measure. The results of the simultaneous regression using the overall family structure measure for the total sample (Table 19) supports this general conclusion, as the combination of variables in this case accounted for 16% of the variance in career search self-efficacy beliefs as opposed to the 20% when examining the separate subscales in the regression.

Hypothesis Two: Gender Differences in the Familial Process Predication of Career Search Self-Efficacy

In order to test the hypothesis that the variance in career search self-efficacy beliefs among the women in this sample would be more strongly accounted for by the family structure, attachment, and influence variables than that of men, separate stepwise and simultaneous regression analyses were performed for males and females in this sample. The results of the analysis support this hypothesis and are reproduced in Tables 11 and 12. Specifically, attachment to mother and fear of separation combined to account for 15% of the variance in career search self-efficacy beliefs among

111 the males in this sample, while fear of separation, attachment to father, and attachment to mother combined to account for 23% of the variance among the 106 females in this sample. Furthermore, the results of the simultaneous regression for males and females are reported in tables 14 and 15. These results indicate that the combination of the eleven family process variables account for a total of 19% of the variance in career search self-efficacy beliefs among the males in this sample, and 26% of the variance among the females.

The results of the stepwise regression using the overall family structure measure for the males and females is reproduced in Tables 17 and 18, and the simultaneous regression using the overall family structure measure for the males and the females is reproduced in Tables 20 and 21. The results are consistent with those using the total sample in that the overall family structure measure does not seem to represent the construct of maladaptive structural family dynamics as strongly as does the separate components of parental marital conflict, parent-child overinvolvement, parent-child role reversal, and fear of separation.

Table 1

Reliability Data for Scales

TOTAL SAMPLE N=220

	<u>alpha</u>	<u>n</u>
Overall Family Structure Measure	.85	193
Marital Conflict	.84	193
Parent-Child Overinvolvement	.44	193
Parent-Child Role Reversal	.71	193
Fear of Separation	.41	193
Overall Important Adult Male Influence	.82	168
Important Male Support	.25	168
Important Male Model	.86	168
Important Male Challenger	.60	168
Overall Important Adult Female Influence	.83	174
Important Female Support/Encourager	.66	174
Important Female Model	.83	174
Attachment to Mother	.96	213
Attachment to Father	.96	206
Career Search Self-Efficacy	.97	207

Table 2

Reliability Data for Scales

MALE RESPONDENTS N=111

	<u>alpha</u>	<u>n</u>
Overall Family Structure Measure	.82	101
Marital Conflict	.80	101
Parent-Child Overinvolvement	.45	101
Parent-Child Role Reversal	.70	101
Fear of Separation	.38	101
Overall Important Adult Male Influence	.84	88
Important Male Support	.30	88
Important Male Model	.84	88
Important Male Challenger	.65	88
Overall Important Adult Female Influence	.84	93
Important Female Support/Encourager	.67	93
Important Female Model	.83	93
Attachment to Mother	.95	107
Attachment to Father	.95	103
Career Search Self-Efficacy	.97	103

Table 3

Reliability Data for Scales

FEMALE RESPONDENTS N=106

	<u>alpha</u>	<u>n</u>
Overall Family Structure Measure	.86	91
Marital Conflict	.87	91
Parent-Child Overinvolvement	.36	91
Parent-Child Role Reversal	.73	91
Fear of Separation	.43	91
Overall Important Adult Male Influence	.80	79
Important Male Support	.22	79
Important Male Model	.87	79
Important Male Challenger	.53	79
Overall Important Adult Female Influence	.82	81
Important Female Support/Encourager	.65	81
Important Female Model	.83	81
Attachment to Mother	.97	103
Attachment to Father	.96	100
Career Search Self-Efficacy	.98	101

Table 4

Correlation Matrix

TOTAL SAMPLE

	1	2	3	4	5	6	7	8	9	10	11	12
1 Marital Conflict	1.00											
2 Parent-Child Overinvolvement	.08	1.00										
3 Parent-Child Role Reversal	.53 **	.25 **	1.00									
4 Fear of Separation	.53 **	.33 **	.42 **	1.00								
5 Important Male Support	-.10	.26 **	.11	.12	1.00							
6 Important Male Model	-.24 **	.11	-.10	.02	.60	1.00						
7 Important Male Challenger	-.26 **	.10	-.01	-.10	.50	.66 **	1.00					
8 Important Female Support/ Encourager	-.11	.05	.01	.07	.34	.41 **	.42 **	1.00				
9 Important Female Model	-.20 **	.02	-.03	.03	.31	.43 **	.40 **	.77 **	1.00			
10 Attachment to Mother	-.30 **	-.04	-.11	-.10	.08	.22 **	.30 **	.60 **	.65 **	1.00		
11 Attachment to Father	-.50 **	-.00	-.23 **	-.20 **	.40 **	.43 **	.42 **	.20 **	.23 **	.41 **	1.00	
12 Career Search Self-Efficacy	-.23 **	.00	-.10	.30 **	.03 **	.15 *	.12	.16 *	.12	.31 **	.28 **	1.00

* = Significant level .05

** = Significant level .01 (2-Tailed)

Table 5

Correlation Matrix

MALE RESPONDENTS N=111

	1	2	3	4	5	6	7	8	9	10	11	12
1 Marital Conflict	1.00											
2 Parent-Child Overinvolvement	.10	1.00										
3 Parent-Child Role Reversal	.42 **	.34 **	1.00									
4 Fear of Separation	.50 **	.29 **	.34 **	1.00								
5 Important Male Support	-.21 *	.24 *	.20	.03	1.00							
6 Important Male Model	-.33 **	.10	.04	-.02	.60 **	1.00						
7 Important Male Challenger	-.25 *	.04	.14	-.10	.52 **	.62 **	1.00					
8 Important Female Support/ Encourager	-.14	-.03	.03	.10	.33 **	.54 **	.50 **	1.00				
9 Important Female Model	-.23 *	.02	.00	.10	.41 **	.42 **	.45 **	.80 **	1.00			
10 Attachment to Mother	-.15	-.10	.06	.10	.20	.30 **	.34 **	.60 **	.60 **	1.00		
11 Attachment to Father	-.40 **	-.20	-.04	-.10	.32 **	.42 **	.40 **	.30 **	.24 *	.51 **	1.00	
12 Career Search Self-Efficacy	-.11	-.01	.07	-.20 *	.04	.20	.11	.22 *	.12	.31 **	.20	1.00

Table 6

Correlation Matrix

FEMALE RESPONDENTS N=106

	1	2	3	4	5	6	7	8	9	10	11	12
1 Marital Conflict	1.00											
2 Parent-Child Overinvolvement	.04	1.00										
3 Parent-Child Role Reversal	.61 **	.12	1.00									
4 Fear of Separation	.60 **	.32 **	.50 **	1.00								
5 Important Male Support	.00	.30 **	.03	.21 *	1.00							
6 Important Male Model	-.20	.21 *	-.20	.10	.55 **	1.00						
7 Important Male Challenger	-.30 **	.20	-.14	-.02	.50 **	.70 **	1.00					
8 Important Female Support/ Encourager	-.11	.11	-.05	.02	.35 **	.30 **	.40 **	1.00				
9 Important Female Model	-.20	-.01	-.10	-.05	.22 *	.40 **	.40 **	.80 **	1.00			
10 Attachment to Mother	-.41 **	.02	-.30 **	-.25 *	.01	.14	.20	.63 **	.71 **	1.00		
11 Attachment to Father	-.60 **	.02	-.41 **	-.27 **	.40 **	.44 **	.44 **	.20	.21 *	.32 **	1.00	
12 Career Search Self-Efficacy	-.31 **	.01	-.25 *	-.34 **	.03	.15	.13	.10	.10	.31 **	.34	1.00

Table 7

Descriptive Data for Scales

TOTAL SAMPLE N=220

	<u>Mean</u>	<u>SD</u>	<u>Range</u>	<u>n</u>
Marital Conflict	2.23	.80	3.15	220
Parent-Child Overinvolvement	2.54	.50	2.50	220
Parent-Child Role Reversal	2.14	.60	2.83	220
Fear of Separation	2.80	.43	2.23	220
Important Male Support	3.28	.51	3.50	212
Important Male Model	4.24	.70	3.60	211
Important Male Challenger	4.03	.60	2.83	212
Important Female Support/ Encourager	3.74	.50	3.00	217
Important Female Model	3.84	.72	3.57	217
Attachment to Mother	3.80	.84	3.84	218
Attachment to Father	3.40	.90	3.84	214
Career Search Self-Efficacy	25.90	5.90	30.42	211

Note: All scales range from 1-5, with the exception of the Career Search Self-Efficacy Scale, which ranges from 0-9.

Table 8

Descriptive Data for Scales

MALE RESPONDENTS N=111

	<u>Mean</u>	<u>SD</u>	<u>Range</u>	<u>n</u>
Marital Conflict	2.13	.62	2.70	111
Parent-Child Overinvolvement	2.45	.50	2.30	111
Parent-Child Role Reversal	2.10	.60	2.60	111
Fear of Separation	2.70	.40	1.85	111
Important Male Support	3.30	.51	3.50	106
Important Male Model	4.31	.70	3.60	106
Important Male Challenger	4.10	.60	2.83	106
Important Female Support/ Encourager	3.70	.50	2.44	110
Important Female Model	3.80	.74	3.60	110
Attachment to Mother	3.80	.80	3.84	110
Attachment to Father	3.40	.80	3.60	109
Career Search Self-Efficacy	25.61	5.74	26.53	107

Note: All scales range from 1-5, with the exception of the Career Search Self-Efficacy Scale, which ranges from 0-9

Table 9

Descriptive Data for Scales

FEMALE RESPONDENTS N=106

	<u>Mean</u>	<u>SD</u>	<u>Range</u>	<u>n</u>
Marital Conflict	2.35	.90	3.15	106
Parent-Child Overinvolvement	2.63	.44	2.10	106
Parent-Child Role Reversal	2.20	.60	3.00	106
Fear of Separation	2.83	.45	2.15	106
Important Male Support	3.30	.51	3.20	103
Important Male Model	4.20	.70	3.40	102
Important Male Challenger	4.00	.60	2.50	103
Important Female Support/ Encourager	3.80	.50	2.70	105
Important Female Model	3.90	.70	3.30	105
Attachment to Mother	3.80	.90	3.40	105
Attachment To Father	3.40	.92	3.84	102
Career Search Self-Efficacy	26.04	6.13	30.42	101

Note: All scales range from 1-5, with the exception of the Career Search Self-Efficacy Scale, which ranges from 0-9

Table 10

Total Sample Stepwise Regression of Family Structure, Attachment, and Parental Influence Variables in the Prediction of Career Search Self-Efficacy

Regression of Marital Conflict, Parent-Child Overinvolvement, Parent-Child Role Reversal, Fear of Separation, Important Male Support, Important Male Model, Important Male Challenger, Important Female Support/Encourager, Important Female Model, Attachment to Mother, and Attachment to Father.

	<u>R</u>	<u>R²</u>	<u>R²ch</u>	<u>Fch</u>	<u>Beta</u>	<u>T</u>	<u>Sig</u>	<u>T</u>
<u>Entered in Step One:</u>								
Attachment to								
Mother	.32	.10	.10	22.97	.34	4.8	.00	
<u>Entered in Step Two:</u>								
Fear of								
Separation	.40	.16	.05	12.89	-.25	-3.6	.00	
<u>Entered in Step Three:</u>								
Attachment to								
Father	.42	.18	.02	4.21	.15	2.1	.04	

Table 11

Male Respondents: Stepwise Regression of Family Structure, Attachment, and Parental Influence Variables in the Prediction of Career Search Self-Efficacy

Regression of Marital Conflict, Parent-Child Overinvolvement, Parent-Child Role Reversal, Fear of Separation, Important Male Support, Important Male Model, Important Male Challenger, Important Female Support/Encourager, Important Female Model, Attachment to Mother and Attachment to Father

	<u>R</u>	<u>R²</u>	<u>R²ch</u>	<u>Fch</u>	<u>Beta</u>	<u>T</u>	<u>Sig</u>	<u>T</u>
--	----------	----------------------	------------------------	------------	-------------	----------	------------	----------

Entered in Step One:

Attachment to

Mother	.32	.10	.10	11.1	.32	3.3	.00	
--------	-----	-----	-----	------	-----	-----	-----	--

Entered in Step Two:

Fear of

Separation	.38	.15	.05	5.45	-.22	-2.3	.02	
------------	-----	-----	-----	------	------	------	-----	--

Table 12

Female Respondents: Stepwise Regression of Family Structure, Attachment, and Parental Influence Variables in the Prediction of Career Search Self-Efficacy
 Regression of Marital Conflict, Parent-Child Overinvolvement, Parent-Child Role Reversal, Fear of Separation, Important Male Support, Important Male Model, Important Male Challenger, Important Female Support/Encourager, Important Female Model, Attachment to Mother and Attachment to Father.

	<u>R</u>	<u>R²</u>	<u>R²ch</u>	<u>Fch</u>	<u>Beta</u>	<u>T</u>	<u>Sig</u>	<u>T</u>
<u>Entered In Step One:</u>								
Fear of								
Separation	.34	.12	.12	12.69	-3.5	-3.6	.00	
<u>Entered in Step Two:</u>								
Attachment to								
Father	.44	.19	.07	8.06	.28	2.8	.01	
<u>Entered in Step Three:</u>								
Attachment to								
Mother	.49	.23	.04	4.46	.21	2.1	.04	

Table 13

Total Sample Simultaneous Regression of Family Structure, Attachment, and Influence Variables in the Prediction of Career Search Self-Efficacy

	<u>R</u>	<u>R²</u>	<u>R²ch</u>	<u>Fch</u>	<u>Beta</u>	<u>T</u>	<u>Sig T</u>
<u>Overall Regression</u>	.44	.20	.20	4.3			
<u>Entry Order of Variables:</u>							
1. Attachment to Father					.14	1.5	.1282
2. Parent-Child Overinvolvement					.10	1.3	.1966
3. Important Female Model					.12	-1.3	.1984
4. Parent-Child Role Reversal					.09	.52	.6060
5. Important Male Support					.10	-.33	.7416
6. Fear of Separation					.09	-3.3	.0011
7. Important Male Challenger					.09	.60	.5502
8. Attachment to Mother					.10	3.2	.0015
9. Important Male Model					.10	1.2	.2412
10. Marital Conflict					.10	.34	.7358
11. Important Female Support/ Encourager					.12	.54	.5875

Table 14

Male Respondents: Simultaneous Regression of Family Structure, Attachment, and Parental Influence Variables in the Prediction of Career Search Self-Efficacy

	<u>R</u>	<u>R²</u>	<u>R²ch</u>	<u>Fch</u>	<u>Beta</u>	<u>T</u>	<u>Sig T</u>
<u>Overall Regression</u>	.44	.19	.19	1.95			
<u>Entry Order of Variables:</u>							
1. Attachment to Father					.02	.15	.8806
2. Parent-Child Role Reversal					.11	.95	.3433
3. Important Female Model					-.20	-1.1	.2830
4. Parent-Child Overinvolvement					.10	.89	.3763
5. Fear of Separation					-.30	-2.5	.0157
6. Important Male Support					-.04	-.37	.7125
7. Important Male Challenger					-.11	-.82	.4148
8. Marital Conflict					-.11	-0.0	.9779
9. Attachment to Mother					.34	2.5	.0146
10. Important Male Model					.08	.57	.5706
11. Important Female Support/ Encourager					.20	1.12	.2657

Table 15

Female Respondents: Simultaneous Regression of Family Structure, Attachment and Parental Influence Variables in the Prediction of Career Search Self-Efficacy Using the Overall Family Structure Measure

	<u>R</u>	<u>R²</u>	<u>R²ch</u>	<u>Fch</u>	<u>Beta</u>	<u>T</u>	<u>Sig T</u>
<u>Overall Regression:</u>	.50	.26	.36	2.6			
<u>Entry Order of Variables:</u>							
1. Attachment to Father					.19	1.4	.1695
2. Parent-Child Overinvolvement					.06	.57	.5690
3. Important Female Model					.20	-.97	.3327
4. Fear of Separation					-.30	-2.4	.0207
5. Important Male Support					-.00	-.10	.9425
6. Parent-Child Role Reversal					.01	.10	.9614
7. Important Male Challenger					.01	.10	.9545
8. Marital Conflict					.10	.50	.6156
9. Important Female Support/ Encourager					-.10	-.46	.6461
10. Important Male Model					.12	.73	.4661
11. Attachment to Mother					.38	2.3	.0221

Table 16

Total Sample Stepwise Regression of Family Structure, Attachment, and Parental Influence Variables in the Prediction of Career Search Self-Efficacy Using the Overall Family Structure Measure

Regression of Overall Family Structure Measure, Important Male Support, Important Male Model, Important Male Challenger, Important Female Support/Encourager, Important Female Model, Attachment to Mother, and Attachment to Father.

	<u>R</u>	<u>R²</u>	<u>R²ch</u>	<u>Fch</u>	<u>Beta</u>	<u>T</u>	<u>Sig T</u>
<u>Entered in Step One:</u>							
Attachment to							
Mother	.32	.10	.10	22.97	.32	4.8	.0000
<u>Entered in Step Two:</u>							
Attachment to							
Father	.36	.13	.03	6.29	.18	2.5	.0130

Table 17

Male Respondents: Stepwise Regression of Family Structure, Attachment, and Parental Influence Variables in the Prediction of Career Search Self-Efficacy Using the Overall Family Structure Measure

Regression of Overall Family Structure Measure, Important Male Support, Important Male Model, Important Male Challenger, Important Female Support/Encourager, Important Female Model, Attachment to Mother, and Attachment to Father

	<u>R</u>	<u>R²</u>	<u>R²ch</u>	<u>Fch</u>	<u>Beta</u>	<u>T</u>	<u>Sig T</u>
<u>Entered in Step One:</u>							
Attachment to							
Mother	.32	.10	.10	11.1	.32	3.3	.0012

Table 18

Female Respondents: Stepwise Regression of Family Structure, Attachment, and Parental Influence Variables in the Prediction of Career Search Self-Efficacy Using the Overall Family Structure Measure

Regression of Overall Family Structure Measure, Important Male Support, Important Male Model, Important Male Challenger, Important Female Support/Encourager, Important Female Model, Attachment to Mother, and Attachment to Father

	<u>R</u>	<u>R²</u>	<u>R²ch</u>	<u>Fch</u>	<u>Beta</u>	<u>T</u>	<u>Sig T</u>
<u>Entered in Step One:</u>							
Attachment to							
Father	.35	.12	.12	12.60	.35	3.5	.0006
<u>Entered in Step Two:</u>							
Attachment to							
Mother	.42	.17	.05	5.95	.24	2.4	.0166

Table 19

Total Sample Simultaneous Regression of Family Structure, Attachment, and Parental Influence Variables in the Prediction of Career Search Self-Efficacy Using the Overall Family Structure Measure

	<u>R</u>	<u>R²</u>	<u>R²ch</u>	<u>Fch</u>	<u>Beta</u>	<u>T</u>	<u>Sig T</u>
<u>Overall Regression:</u>	.40	.16	.16	4.4			
<u>Entry Order of Variables:</u>							
1. Attachment to Father					.13	1.5	.1419
2. Important Female Model					-.19	-1.6	.1096
3. Total Family Structure Measure					-.11	-1.4	.1529
4. Important Male Support					-.02	-.19	.8523
5. Important Male Challenger					-.03	-.40	.7116
6. Attachment to Mother					.32	3.2	.0015
7. Important Male Model					.08	.83	.4063
8. Important Female Support/ Encourager					.08	.70	.4984

Table 20

Male Respondents: Simultaneous Regression of Family Structure, Attachment, and Parental Influence Variables in the Prediction of Career Search Self-Efficacy Using the Overall Family Structure Measure

	<u>R</u>	<u>R²</u>	<u>R²ch</u>	<u>Fch</u>	<u>Beta</u>	<u>T</u>	<u>Sig T</u>
<u>Overall Regression:</u>	.40	.13	.13	1.72			
<u>Entry Order of Variables:</u>							
1. Attachment to Father					.03	.24	.8117
2. Important Female Model					-.25	-1.5	.1499
3. Overall Family Structure Measure					-.10	-.10	-.5774
4. Important Male Support					-.01	-.10	.9223
5. Important Male Challenger					-.10	-.44	.6610
6. Attachment to Mother					.33	2.4	.0190
7. Important Male Model					.06	.40	.7000
8. Important Female Support/ Encourager					.22	1.2	.24

Table 21

Female Respondents: Simultaneous Regression of Family Structure, Attachment, and Parental Influence Variables in the Prediction of Career Search Self-Efficacy Using the Overall Family Structure Measure

	<u>R</u>	<u>R²</u>	<u>R²ch</u>	<u>Fch</u>	<u>Beta</u>	<u>T</u>	<u>Sig T</u>
<u>Overall Regression:</u>	.47	.22	.22	2.97			
<u>Entry Order of Variables:</u>							
1. Attachment to Father					.19	1.3	.1939
2. Important Female Model					-.18	-1.1	.2975
3. Overall Family Structure Measure					-.15	-1.3	.1926
4. Important Male Model					.10	.60	.5543
5. Important Male Support					-.01	-.10	.9251
6. Attachment to Mother					.40	2.3	.0216
7. Important Male Challenger					-.00	-.01	.9932
9. Important Female Support/ Encourager					-.10	.40	.7056

CHAPTER V

DISCUSSION

The overall purpose of this study was to examine the implications that structural family dynamics, attachment processes, and parental influence processes may have for the development of career search self-efficacy beliefs. A combination of these variables in relation to career search self-efficacy beliefs had not been previously conducted, but was called for on the basis of a thorough review of the literature. It was reasoned that the combination of these variables may represent a more comprehensive viewpoint than previously considered from which to investigate a possible source base of the development of career search self-efficacy beliefs.

Hypothesis One: Contribution of Family Structure, Attachment, and Influence to Career Search Self-Efficacy

Results of the stepwise multiple regression analysis supported the main hypothesis, indicating that the combination of family structure variables, attachment variables, and interest variables are significantly predictive of career search self-efficacy beliefs, $R = .18$. However, only a few of the proposed variables were entered into the stepwise regression analysis for the total sample:

attachment to mother, fear of separation, and attachment to father. The majority of the proposed variables were not included into the entry of the stepwise regression analysis because they did not contribute significantly to the prediction. Those not included were marital conflict, parent-child overinvolvement, parent-child role reversal, important male support, important male model, important male challenger, important female support/encourager, and important female model. This would indicate that the conjecture concerning the influence dynamics which involve Minuchin's theory of triangulation (i.e., marital conflict, parent-child overinvolvement, parent-child role reversal) upon career search self-efficacy beliefs was not supported. Results also indicate that the parental influence variables did not play a significant role in the development of career search self-efficacy beliefs.

These findings moderately support the conclusions of O'Brien (1993) concerning the positive impact that secure attachment has upon career search self-efficacy beliefs, particularly for women. Based upon these findings, the conclusion may be drawn that parental attachment variables serve as strong predictions of career search self-efficacy beliefs among this sample. This seems to support the attachment theory viewpoint of the attachment figure serving as a secure base from which to venture out and gain mastery experiences. Such experiences may result in positive feelings about one's ability to successfully engage in the

job exploration, networking, interviewing, and personal exploration aspects of career search self-efficacy.

However, the construct of fear of separation on the part of parents warrants future study given its strong contribution to the regression equation. The results of the simultaneous regression of the total sample indicated that a combination of the eleven predictor variables in this study accounted for 20% of the variance in career search self-efficacy beliefs, with attachment to father, parent-child over-involvement, and important female model entered in as the first three.

Due to the relatively low alpha reliability coefficients of the subscales of the Family Structure Survey, a stepwise regression of the model using the overall family structure measure was conducted. Results of the stepwise analysis indicated that attachment to mother and attachment to father combined to account for 13% of the variance in career search self-efficacy beliefs. This indicates that parental attachment is predictive of career search self-efficacy beliefs in this sample population.

Finally, the results of the simultaneous regression of the total sample using the overall family structure measure indicated that family structure, attachment, and parental influence variables combined to account for 16% of the variance in career search self-efficacy beliefs.

Hypothesis Two: Gender Differences in the Familial Process Prediction of Career Search Self-Efficacy

The hypothesis that the career search self-efficacy beliefs of men and women are differentially predicted by the family structure, attachment, and influence was strongly supported. Attachment to mother and fear of separation combined to account for 15% of the variance in career search self-efficacy beliefs among men. However, the combination of fear of separation, attachment to father, and attachment to mother accounted for 23% of the variance in career search self-efficacy beliefs among women. Results of the stepwise regression analysis utilizing the overall family structure measure also serve to support this differential finding, indicating that for men, attachment to mother contributes 10% of the variance in career search self-efficacy beliefs. Whereas for the women in the sample, attachment to father, and attachment to mother combined to account for 17% of the variance in career search self-efficacy beliefs.

Results of the simultaneous regression of the male sample indicated that the combination of the eleven predictor variables combined to account for 19% of the variance in career search self-efficacy beliefs for men and 26% of the variance in career search self-efficacy beliefs for women. Similar results were found in the simultaneous regression using the overall family structure measure: for both the male and female samples, attachment to father, important female model, and the overall family structure measure were entered into the regression first. For males, a combination of eight of the predictor variables accounted

for 13% of the variance in career search efficacy beliefs and for women, a combination of nine accounted for 22% of the variance in career search self-efficacy beliefs. An important consideration when examining the results of the regression analysis was that standardized variables were used and may have served to provide an inflated depiction of the contribution of the attachment variables. The overall findings suggest that parental attachment variables are significantly predictive of career search self-efficacy beliefs in this sample. This would support the premises of Bowlby and of Ainsworth's Attachment theory, as well as the attachment at the crossroads theory postulated by Lopez.

Limitations of Present Research

As this study is correlational in nature, it cannot be concluded by any means that career search self-efficacy beliefs are caused by perceived secure attachment to parents.

Additional limitations lie in the manner in which the constructs were measured. The Family Structure Survey, in particular, did not exhibit relatively reliable subscale coefficients and as such was considered in an overall manner.

A further limitation of lies in the generalizability of this research. The participants were predominantly white members of one of the most affluent counties in the nation and as such the results should not be applied to members of other racial and ethnic groups. In addition, caution should

be used when considering the results of this study in relation to members of different socio-economic statuses.

Practical Implications

The results of this study, although not without limitations, have certain implications for career and counseling interventions with college students and their parents. In particular, a person's cognitions, affect, and behaviors in relation to self and others should not be considered out of context. Rather, many variables should be considered; such as peer group, workplace, school, etc. in addition to family of origin variables. These dynamics set the stage for one's experience in life and as such, their role should not be minimized. The dynamics of the family structure, attachment, and influence process in the family of origin might be assessed early on in the intervention. If it is concluded that the adolescent does not perceive the parental attachment as having been secure, and reports low levels of career search self-efficacy, the role of the counselor might then be more supportive. Furthermore, the process of career counseling might be more focused around strongly encouraging the client to gain mastery experiences in perceived areas of interest. Career counseling could assist college students in thoroughly examining their levels of efficacy in relation to personal exploration, job exploration, networking, and interviewing. Similarly, if in individual personal counseling the adolescent reports characteristics of insecure attachment in the family (i.e.,

early attachment figures acting as inconsistently responsive and helpful when needed, or in which efforts to solicit the protection, support, and caretaking of the primary caregiver have been consistently rejected) the context of therapy might be viewed as a holding environment in which feelings of attachment to the therapist are encouraged from which the client feels the safety to engage in the tasks of self-exploration and reflection. Furthermore, parent(s) could be in some instances encouraged to examine their influence on the career search self-efficacy beliefs of their children. Workshops could be designed in order to help parents to promote such beliefs in their developing children. Ideally, the parental role would be one of allowing the adolescent the freedom to follow his/her own paths of interest, and encouraging the adolescent to gain the experience and subsequent efficacy beliefs in that field. Conversely, the ideal parental role would not be one of discouraging the adolescent from participating in certain clubs, activities, part-time jobs, etc. that may be of interest to him/her.

Conclusions

The development of confidence in relation to one's abilities to engage in personal exploration, job exploration, networking, and interviewing activities has been demonstrated to be related to the construct of parental attachment among the students in this sample. This supports the attachment hypothesis postulated by Bowlby and Ainsworth. Results also indicate that the career search

self-efficacy beliefs of women are more strongly influenced by these attachment processes than are those of men. While very interesting, the results need replication in order to be generalizable.

APPENDIX A
FAMILY STRUCTURE SURVEY

APPENDIX A

FAMILY STRUCTURE SURVEY

DIRECTIONS: Using the scale below, respond to each item below by indicating how true each item is of you and/or your family situation.

Please Note: This questionnaire seeks to clarify family process in the home environment with which you are currently most closely associated. Therefore, if your biological parents are divorced and remarried and you either (a) live with a parent and a step-parent or (b) have closer contact with one parent-steparent pair than the other, refer to the closer parental pair when responding to the items on this form. Otherwise, answer all items by referring to your biological parents.

SCALE

COMPLETELY FALSE	MOSTLY FALSE	NOT SURE	MOSTLY TRUE	COMPLETELY TRUE
1	2	3	4	5

- _____ 1. My mother depends on me for emotional support.
- _____ 2. Once I'm on my own, things in my family won't be the same.
- _____ 3. My parents argue a lot
- _____ 4. I spend more time with my family than with my friends.
- _____ 5. I worry about my parents' future.
- _____ 6. My father seeks me out for advice.
- _____ 7. Time is passing too quickly.
- _____ 8. I think I've been sheltered from the real world.
- _____ 9. My parents let me make my own decisions.
- _____ 10. I'm anxious about leaving home.
- _____ 11. I wonder if my parents will divorce.
- _____ 12. I don't keep any secrets from my mother.
- _____ 13. My father tells me things he won't tell my mother.

- _____ 14. I consider my mother to be a mature adult.
- _____ 15. I want to live close to my parents' home.
- _____ 16. My mother expects to know everything I'm doing.
- _____ 17. My father respects my rights as an individual.
- _____ 18. I feel secure that my parents can work out their differences.
- _____ 19. I can't wait to be totally on my own.
- _____ 20. My mother often acts like a child.
- _____ 21. My parents seem to be drifting apart.
- _____ 22. My father will be very hurt if I don't live near him.
- _____ 23. I worry about my family's future.
- _____ 24. My father depends on me for emotional support.
- _____ 25. I'm prepared to move to wherever I can find a good job.
- _____ 26. My parents are in love with one another.
- _____ 27. My folks look forward to their kid(s) growing up.
- _____ 28. I consider my father to be a mature adult.
- _____ 29. My mother worries too much about me.
- _____ 30. My father expects to know everything I'm doing.
- _____ 31. There are matters my parents won't discuss with each other.
- _____ 32. My parents seem happier than they really are
- _____ 33. I want to stay close to my family.
- _____ 34. My mother seeks me out for advice.
- _____ 35. My father often acts like a child.
- _____ 36. The family seems to be breaking apart.
- _____ 37. My parents stay together for the children.
- _____ 38. My father worries too much about me.

- _____ 39. I worry about the rest of the family more than my parents do.
- _____ 40. There is tension in my parent's relationship.
- _____ 41. My parents usually consult me before making household decisions.
- _____ 42. I'm not sure why my parents are together.
- _____ 43. My mother respects my rights as an individual.
- _____ 44. I don't keep any secrets from my father.
- _____ 45. My mother tells me things she won't tell my father.
- _____ 46. My mother will be very hurt if I don't live near her.
- _____ 47. My parents can handle stress.
- _____ 48. I wish I were younger.
- _____ 49. My parents marriage is solid.
- _____ 50. My parents know what is best for me.

APPENDIX B
SOCIAL INFLUENCE SCALE - REVISED

APPENDIX B

SOCIAL INFLUENCE SCALE - REVISED

In this section, we would like you first to select one person from each of the following categories who is important to you. This may be somewhat difficult since you may have many important people in your life. But please select one person in each category. Place a check next to the one person from each category whom you chose. We will then ask you some questions about each of these people in the following section.

Most ImportantAdult Male

(Check One)

- Father
 Stepfather
 Foster Father
 Grandfather
 Other Adult
 Relative
 Other (Please Specify)

Most ImportantAdult Female

(Check One)

- Mother
 Stepmother
 Foster Mother
 Grandmother
 Other Adult Male
 Female Relative
 Other (Please Specify)

INSTRUCTIONS: Read each of the statements and decide how much it describes your relationship with the two people that you checked as being most important to you in the preceding section. Do this by placing a number (1,2,3,4 or 5) in the blank that best describes your level of agreement with each statement for each person. Use the following scale:

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

	<u>IMPORTANT ADULT MALE</u>	<u>IMPORTANT ADULT FEMALE</u>
1) I have learned how to do things by watching this person.	_____	_____
2) This person helps me to feel good about myself.	_____	_____
3) I have gotten mad at this person.	_____	_____
4) This person tries to push me around.	_____	_____

- 5) This person has helped me make some hard decisions. _____
- 6) This person pushes me to do my best. _____
- 7) This person is fun to be with. _____
- 8) A lot of ideas about right and wrong come from this person. _____
- 9) I have helped this person learn new things. _____
- 10) This person tries to put me down. _____
- 11) This person was there when I needed them. _____
- 12) I want to be like this person. _____
- 13) I have learned new things from this person. _____
- 14) This person kept me from doing things that I wanted to do. _____
- 15) This person usually takes the lead when we are together. _____
- 16) This person pushes me to do things on my own. _____
- 17) We like to do and talk about a lot of the same things. _____
- 18) I want to do things as well as this person does them. _____
- 19) When we are together I usually take the lead. _____
- 20) I have learned skills or information from this person. _____
- 21) This person makes me _____

- think for myself. _____
- 22) This person has hurt
my feelings. _____
- 23) This person makes me do
things without caring
how I feel. _____
- 24) This person has given me
lots of good advice. _____
- 25) This person criticized me
in ways that were helpful. _____
- 26) We do things that are
new and exciting. _____
- 27) I admire a lot of things
about this person. _____
- 28) I sometimes take care of
or protect this person. _____
- 29) This person has supported
me in what I was doing. _____
- 30) I always try to do better
than this person. _____

APPENDIX C
INVENTORY OF PARENT AND PEER ATTACHMENT

APPENDIX C

INVENTORY OF PARENT AND PEER ATTACHMENT

This section asks about your relationships with your mother and father. Please read the directions to each part carefully.

Part I.

Each of the following statements asks your feelings about your mother or the woman who has acted as your mother. If you have more than one person acting as your mother (e.g., natural and step-mother), answer the questions for the one you feel has most influenced you. Please read each statement and circle the one number that tells how true that statement is for you now.

	ALMOST NEVER OR NEVER TRUE	NOT VERY OFTEN TRUE	SOMETIMES TRUE	OFTEN TRUE	ALMOST NEVER OR NEVER TRUE	
	1	2	3	4	5	
1. My mother respects my feelings.	1	2	3	4	5	
2. I feel my mother does a good job as my mother.				1	2	3 4 5
3. I wish I had a different mother.	1	2	3	4	5	
4. My mother accepts me as I am.				1	2	3 4 5
5. I like to get my mother's point of view on things that I'm concerned about.				1	2	3 4 5
6. I fell it's no use letting my feelings show around my mother.				1	2	3 4 5
7. My mother can tell when I'm upset about something.				1	2	3 4 5
8. Talking over my problems with my mother makes me feel ashamed or foolish.				1	2	3 4 5
9. My mother expects too much from me.				1	2	3 4 5
10. I get upset easily around my mother.				1	2	3 4 5
11. I get upset a lot more than my				1	2	3 4 5

- | | | | | | |
|---|---|---|---|---|---|
| 12. When we discuss things, my
5 mother cares about my point of view. | 1 | 2 | 3 | 4 | 5 |
| 13. My mother trusts my judgement. | 1 | 2 | 3 | 4 | 5 |
| 14. My mother has her own problems,
so I don't bother her with mine. | 1 | 2 | 3 | 4 | 5 |
| 15. My mother helps me to
understand myself better. | 1 | 2 | 3 | 4 | 5 |
| 16. I tell my mother about my
problems and troubles. | 1 | 2 | 3 | 4 | 5 |
| 17. I feel angry with my mother. | 1 | 2 | 3 | 4 | 5 |
| 18. I don't get much attention
from my mother. | 1 | 2 | 3 | 4 | 5 |
| 19. My mother helps me to talk
about my difficulties. | 1 | 2 | 3 | 4 | 5 |
| 20. My mother understands me. | 1 | 2 | 3 | 4 | 5 |
| 21. When I am angry about
something, my mother tries
to be understanding. | 1 | 2 | 3 | 4 | 5 |
| 22. I trust my mother. | 1 | 2 | 3 | 4 | 5 |
| 23. My mother doesn't understand
what I'm going through these
days. | 1 | 2 | 3 | 4 | 5 |
| 24. I can count on my mother when
I need to get something off
my chest. | 1 | 2 | 3 | 4 | 5 |
| 25. If my mother knows something
is bothering me, she asks me
about it. | 1 | 2 | 3 | 4 | 5 |

Part II.

Each of the following statements asks your feelings about your father or the man who has acted as your father. If you have more than one person acting as your father (e.g., natural or step-father), answer the questions for the one you feel has most influenced you. Please read each statement and circle the one number that tells how true that statement is for you now.

ALMOST NEVER OR NEVER TRUE	NOT VERY OFTEN TRUE	SOMETIMES TRUE	OFTEN TRUE	ALMOST NEVER OR NEVER TRUE	
1	2	3	4	5	
1. My father respects my feelings.	1	2	3	4	5
2. I feel my mother does a good job as my father.	1	2	3	4	5
3. I wish I had a different father.	1	2	3	4	5
4. My father accepts me as I am.	1	2	3	4	5
5. I like to get my father's point of view on things that I'm concerned about.	1	2	3	4	5
6. I fell it's no use letting my feelings show around my father.	1	2	3	4	5
7. My father can tell when I'm 5 upset about something.	1	2	3	4	5
8. Talking over my problems with my father makes me feel ashamed or foolish.	1	2	3	4	5
9. My father expects too much from me.	1	2	3	4	5
10. I get upset easily around my father.	1	2	3	4	5
11. I get upset a lot more than my father knows about.	1	2	3	4	5
12. When we discuss things, my father cares about my point of view.	1	2	3	4	5
13. My father trusts my judgement.	1	2	3	4	5
14. My father has her own problems, so I don't bother him with mine.	1	2	3	4	5
15. My father helps me to understand myself better.	1	2	3	4	5
16. I tell my father about my problems and troubles.	1	2	3	4	5
17. I feel angry with my father.	1	2	3	4	5
18. I don't get much attention from my father.	1	2	3	4	5

- | | | | | | |
|---|---|---|---|---|---|
| 19. My father helps me to talk about my difficulties. | 1 | 2 | 3 | 4 | 5 |
| 20. My father understands me. | 1 | 2 | 3 | 4 | 5 |
| 21. When I am angry about something, my father tries to be understanding. | 1 | 2 | 3 | 4 | 5 |
| 22. I trust my father. | 1 | 2 | 3 | 4 | 5 |
| 23. My father doesn't understand what I'm going through these days. | 1 | 2 | 3 | 4 | 5 |
| 24. I can count on my father when I need to get something off my chest. | 1 | 2 | 3 | 4 | 5 |
| 25. If my father knows something is bothering me, he asks me about it. | 1 | 2 | 3 | 4 | 5 |

APPENDIX D
CAREER SEARCH SELF-EFFICACY SCALE

APPENDIX D

CAREER SEARCH SELF-EFFICACY SCALE

PLEASE INDICATE BY CIRCLING YOUR ANSWER HOW CONFIDENT YOU ARE IN PERFORMING EACH OF THE TASKS LISTED BELOW.

HOW CONFIDENT ARE YOU IN YOUR ABILITY TO:

	<u>VERY LITTLE</u>					<u>VERY MUCH</u>				
1. Identify and evaluate your career values.	0	1	2	3	4	5	6	7	8	9
2. Meet new people in careers of interest.	0	1	2	3	4	5	6	7	8	9
3. Develop an effective cover letter to be mailed to employers.	0	1	2	3	4	5	6	7	8	9
4. Evaluate a job during an interview.	0	1	2	3	4	5	6	7	8	9
5. Conduct an information interview.	0	1	2	3	4	5	6	7	8	9
6. Identify and evaluate your career preferences.	0	1	2	3	4	5	6	7	8	9
7. Clarify and examine your personal values.	0	1	2	3	4	5	6	7	8	9
8. Utilize your social networks to gain employment.	0	1	2	3	4	5	6	7	8	9
9. Identify and evaluate your personal values.	0	1	2	3	4	5	6	7	8	9
10. Market your skills and abilities to an employer.	0	1	2	3	4	5	6	7	8	9
11. Use your social network to identify job opportunities.	0	1	2	3	4	5	6	7	8	9
12. Integrate your knowledge of yourself, the beliefs and values of others, and your career information into realistic and satisfying career planning.	0	1	2	3	4	5	6	7	8	9

- | | | | | | | | | | | |
|--|---|---|---|---|---|---|---|---|---|---|
| 13. Develop realistic strategies for locating and securing employment. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 14. Join organizations that have a career emphasis. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 15. Develop skills you can use across a lifetime of career planning. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 16. Dress in a way that communicates success during a job interview. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 17. Identify the resources you need to find in the career you want. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 18. Contact a personnel office to secure a job interview. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 19. Know where to find information about potential employers in order to make good career decisions. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 20. Solicit help from an established career person to help chart a course in a given field. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 21. Achieve a satisfying career. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 22. Market your skills and abilities to others. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 23. Identify and evaluate your personal capabilities. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 24. Find an employer that will provide you with the opportunities you want. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 25. Know how to relate | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |

to your boss in order
to enhance your career.

- | | | | | | | | | | | |
|--|---|---|---|---|---|---|---|---|---|---|
| 26. Evaluate the job requirements and work environment during a job interview. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 27. Prepare for an interview. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 28. Select helpful people at the workplace with whom to associate. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 29. Identify your work skills. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 30. Organize and carry out your career goals. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 31. Deal effectively with societal barriers. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 32. Research potential career options prior to searching for a job. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 33. Deal effectively with personal barriers. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 34. Develop effective questions for an information interview. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 35. Understand how your skills can be effectively used in a variety of jobs. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |

REFERENCES

- Ainsworth, M.D.S. (1989). Attachments beyond infancy. American Psychologist, 44 (4), 709-716.
- Ainsworth, M.D.S., & Bell, S.M. (1974). Mother-infant interaction and the development of competence. In K. Connolly & J. Bruner (Eds.), The growth of competence (p. 97-117). New York: Academic Press.
- Allport, G.W. (1954) The Nature of Prejudice. Addison-Wesley, Reading, Mass.
- Armsden, G.C., & Greenberg, M.T. (1987). The Inventory of Parent and Peer Attachment: Individual differences and their relationship to psychological well-being in adolescence. Journal of Youth and Adolescence, 16, 427-453.
- Baker, R.W., & Siryk, B. (1984). Measuring adjustment to college. Journal of Counseling Psychology, 31, 179-189.
- Bandura, A. (1984). Recycling misconceptions of perceived self-efficacy. Cognitive Therapy and Research, 8, 231-256.
- Bandura, A. (1986). Social Foundations of Thought and Action, A Social Cognitive Theory. Prentice-Hall, Inc., Englewood Cliffs, New Jersey.

- Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavioral change. Psychological Review, 84, 191-215.
- Bandura, A. (1989). Human agency in social cognitive theory. American Psychologist, 44, 1175-1184.
- Bandura, A., Reese, L., & Adams, N.E. (1982). Micro-analysis of action and fear arousal as a function of differential levels of perceived self-efficacy. Journal of Personality and Social Psychology, 43, 5-21.
- Baumrind, D. (1966) Effects of authoritative parental control on child behavior. Child Development, 37, 887-907.
- Baumrind, D. (1980) New directions in socialization research. American Psychologist, 35, 639-652.
- Baumrind, D. & Black, A. (1967). Socialization practices associated with dimensions of competencies in preschool boys and girls. Child Development, 38, 291-327.
- Betz, N.E., & Hackett, G. (1981). The relationship of career-related self-efficacy expectations to perceived career options in college women and men. Journal of Counseling Psychology, 28, 399-410.
- Betz, N.E., & Hackett, G. (1983). The relationship of mathematics self-efficacy expectations to the selection of science-based college majors. Journal of Vocational Behavior, 23, 329-345.

- Betz, N.E., & Hackett, G. (1986) Applications of self-efficacy theory to understanding career choice behavior. Journal of Social and Clinical Psychology, 4, 279-289.
- Betz, N.E., & Hackett, G. (1987) Concept of agency in educational and career development. Journal of Counseling Psychology, 34, 299-308.
- Blustein, D., Walbridge, M., Friedlander, M., & Palladino, D. (1991). Contributions of psychological separation and parental attachment to the career development process. Journal of Counseling Psychology, 28, (1), 39-50.
- Blyth, D.A., Hill, J.P., & Thiel, S.M. (1982). Early adolescents' significant others: Grade and gender differences in perceived relationships with familial and nonfamilial adults and young people. Journal of Youth and Adolescence, 11, 425-449.
- Bowlby, J. (1969). Attachment and loss: Vol. 1. Attachment. New York: Basic Books.
- Bowlby, J. (1973). Attachment and Loss: Vol. 2. Separation. New York: Basic Books.
- Bratcher, W.E. (1982). The influence of the family on career selection: a family systems perspective. The Personnel and Guidance Journal, 61, 87-91.
- Bronfenbrenner, U. (1977). Toward an experimental ecology of human development. American Psychologist, 35, 513-531.

- Bronfenbrenner, U. (1979). The Ecology of Human Development: Experiments by Nature and Design. Harvard University Press, Cambridge, Mass.
- Brown, S.D., & Lent, R.W. (1984). The Handbook of Counseling Psychology. Wiley Press, New York.
- Brown, S.D., Lent, R.W., & Larkin, K.C. (1988, August). Effects of self-efficacy-aptitude incongruence on career behavior. Paper presented at the 96th Annual Convention of the American Psychological Association, Atlanta.
- Campbell, E. Adams, G, & Dobson, W. (1984) Familial correlates of identity formation in late adolescence: A study of the predictive utility of connectedness and individuality in family relations. Journal of Youth and Adolescence, 13, 509-525.
- Derogatis, L., Lipman, R., Rickles, K., Uhlenhuth, E., & Covi, L. (1974). The Hopkins Symptom Checklist (HSCL): A self-report symptom inventory. Behavioral Science, 19, 1-15.
- Eigen, C.A., Hartman, B.W. & Hartman, P. (1987). Relations between family interaction patterns and career indecision. Psychological Reports, 60, 87-94.
- Erikson, E. (1959) Identity and the Life Cycle. International Universities Press, New York, N.Y.
- Fish, K.D., & Biller, H.B. (1973). Perceived child-

hood paternal relationships and college females' personal adjustment. Adolescence 8, 415-420.

Garbarino, J. (1982). Children and Families in the Social Environment. Adline Publishing Company, New York.

Gilligan, C. (1982). In a Different Voice: Psychological Theory and Women's Development. Cambridge, MA, Norton.

Grotevant, H.D. (1989). Child development within the family context. In W. Damon (Ed.) Child Development Today and Tomorrow. San Francisco: Jossey-Bass.

Hackett, G., & Betz, N.E. (1981). A self-efficacy approach to the career development of women. Journal of Vocational Behavior, 18, 326-319.

Hackett, G., Betz, N., Casas, J.M., Rocha-Singh, I. (1992). Gender, ethnicity, and social cognitive factors predicting the academic achievement of students in engineering. Journal of Counseling Psychology, 39, 527-538.

Hall, D. (1992). Career indecision research: Conceptual and methodological problems. Journal of Vocational Behavior, 41, 245-250.

Helmreich, R., Stapp, J., & Ervin, C. (1974). The Texas Social Behavior Inventory (TSBI): An objective measure of self-esteem or social competence. JSAS: Catalog of Selected Documents

in Psychology, 4, 79. (Ms. No. 861).

- Hoffman, J. (1984). Psychological separation of late adolescents from their parents. Journal of Counseling Psychology, 34, 157-163.
- Hoffman, J. & Weiss, B. (1987). Family dynamics and presenting problems in college students. Journal of Counseling Psychology, 34, 157-163.
- Holland, J.L., Daiger, D.C., & Power, P.G. (1980). My Vocational Situation. Palo Alto, CA. Consulting Psychologists Press.
- Jones, L.K. (1988). The Career Decision Profile. (Available from Lawrence K. Jones, North Carolina State University, College of Education and Psychology, Department of Counselor Education, Box 7801, Raleigh, NC 27695).
- Kamptner, L. (1988). Identity development in late adolescence: causal modeling of social and familial influences. Journal of Youth and Adolescence, 17, 493-514.
- Kenny, M. (1987). The extent and function of parental attachment among first-year college students. Journal of Youth and Adolescence, 16, 17-27.
- Kenny, M.E., & Donaldson, G.A. (1991) Contributions of parental attachment and family structure to the social and psychological functioning of first-year college students. Journal of Counseling Psychology, 38, (4), 479-486.

- Kinnier, R.T., Brigman, S.L., & Noble, F.C. (1990).
Career indecision and family enmeshment. Journal of Counseling and Development, 68, 309-312.
- Kramer, C. (1980). Becoming a Family Therapist. New York: Human Press.
- Krumboltz, J.D. (1992) The wisdom of indecision. Journal of Vocational Behavior, 41, 239-244.
- Lent, R.W., Brown, S.D., & Larkin, K.C. (1986). Self-efficacy in the prediction of academic performance and perceived career options. Journal of Counseling Psychology, 31, 265-269.
- Lent, R.W., Brown, S.D., & Larkin, K.C. (1987). Comparison of three theoretically derived variables in predicting career and academic behavior: self-efficacy, interest congruence, and consequence thinking. Journal of Counseling Psychology, 34, 293-298.
- Lent, R.W. & Hackett, G. (1987). Career self-efficacy: empirical status and future directions. Journal of Vocational Behavior, 30, 347-382.
- Lent, R.W., Larkin, K.C., & Brown, S.D. (1989). Relation of self-efficacy to inventoried vocational interests. Journal of Vocational Behavior, 34, 279-288.
- Lent, R.W., Brown, S.D., & Hackett, G. (in press). Toward a unified social cognitive theory of career and academic interest, choice, and performance, Journal of Vocational Behavior.

- Lopez, F.G. (1984) Family dynamics and late adolescent identity development. In Brown and Lent (Eds.) Handbook of Counseling Psychology.
- Lopez, F.G. (1986). The relation of family functioning in depression and adjustment among college students. Paper presented at the meeting of the Texas Association of Marriage and Family Therapy, Houston.
- Lopez, F.G. & Andrews, S. (1987). Career indecision: A Family Systems Perspective. Journal of Counseling and Development. 65, 304-307.
- Lopez, F.G., Campbell, V., & Watkins, C.E. (1988). Family structure, psychological separation, and college adjustment: a canonical analysis and cross-validation. Journal of Counseling Psychology. 35, (4), 402-409.
- Lopez, F.G., Campbell, V., & Watkins, C.E. (1989a). Effects of marital conflict and family coalition patterns on college student adjustment. Journal of College Student Development. 30, 46-52.
- Lopez, F.G. (1989b). Current family dynamics, trait anxiety, and academic adjustment: test of a family-based model of vocational identity. Journal of Vocational Behavior. 35, 76-87.
- Lopez, F.G. (1989c). Constructions of Current Family Functioning Among Depressed and Nondepressed College Students. Journal of College Student

College Students. Journal of College Student Development, 30, 221-228.

Lopez, F.G., (1993). Perspectives at the crossroads: attachment and coping during adult transitions. Paper presented at the 1993 American Psychological Association, Toronto, Canada.

Marcia, J.E. Identity in adolescence. In J. Adelson (Ed.) Handbook of Adolescent Psychology. New York, Wiley, 1980.

Marquis-Bishop, S. & Ingersoll, G. (1989) Effects of marital conflict and family structure on the self-concepts of pre-and early adolescents. Journal of Youth and Adolescence, 18, 25-38.

Middleton, E. & Loughhead, T. (1993). Parental influence on career development: an integrative framework for adolescent career counseling. Journal of Career Development, 19 (3), 161-173.

Minuchin, S. (1974). Families and Family Therapy. Cambridge, MA. Harvard University Press.

Multon, K.D., Brown, S.D., & Lent, R.W. (1991). Relation of self-efficacy beliefs to academic outcomes: a meta-analytic investigation. Journal of Counseling Psychology, 38, 30-38.

Nichols, M.P. & Schwartz, R.C. (1991) Family Therapy: Concepts and Methods. Simon & Schuster, Inc., Needham Heights, MA.

O'Brien, K. (1993). The influence of psychological

separation and parental attachment on the career choices and self-efficacy beliefs of adolescent women. Unpublished doctoral dissertation, Loyola University Chicago.

Olson, D. (1988). Family assessment and intervention: the circumplex model of family systems. Child and Youth Services, 11, 9-48.

Orput, D., O'Brien, K.M., & Brown, S.D. (1990). Relation of family and early educational experiences to self-efficacy beliefs. Paper presented at the meeting of the American Psychological Association, Boston, Massachusetts.

Osipow, S.H., Carney, C.G., & Barak, A. (1976). A scale of educational-vocational undecidedness: A typological approach. Journal of Vocational Behavior, 9, 233-243.

Palmer, S., & Cochran, L. (1988). Parents as agents of career development. Journal of Counseling Psychology, 35, 71-76.

Roe, A. (1957). Early determinants of vocational choice. Journal of Counseling Psychology, 4, 212-217.

Schulenberg, J., Vondracek, F.W., Crouter, A. (1984). The influence of the family on vocational development. Journal of Marriage and the Family, 129-142.

Solberg, V.S., Good, G.E., Nord, D. (1993). The

Career Search Efficacy Scale (Available from V. Scott Solberg, Department of Counseling and Educational Psychology, Loyola University Chicago, 820 N. Michigan Ave, Chicago, IL).

Solberg, V.S., Good, G.E., Nord, D. (1994). Assessing career search expectations: development and validation of the career search efficacy scale.

Journal of Career Assessment, 2, 111-123.

Steinberg, L., Lamborn, S., Dornbusch, S., & Darling, N. (1992). Impact of parenting practices on adolescent achievement: authoritative parenting, school involvement, and encouragement to succeed.

Child Development, 63, 1266-1281.

Super, D.E. (1957). The Psychology of Careers. New York: Harper & Row.

Taylor, K.M., & Betz, N.E. (1983). Applications of self-efficacy theory the understanding and treatment of career indecision. Journal of Vocational Behavior, 22, 63-81.

Teyber, E. (1983). Effects of the parental coalition on adolescent emancipation from the family.

Journal of Marital and Family Therapy, 9, 305-310.

Troll, L., & Smith, J. (1976). Attachment through the life span: Some questions about dyadic bonds among adults. Human Development, 19, 156-170.

Wheller, K.G. (1983). Comparisons of self-efficacy and expectanacy models of occupational preferences

for college males and females. *Journal of Occupational Psychology*, 56, 73-78.

Young, R. (1983). Career development of adolescents: and ecological perspective. *Journal of Youth and Adolescence*, 12, 401-417.

Zingaro, J.C. (1983) A Family Systems Approach for the Career Counselor. *The Personnel and Guidance Journal*, 24-27.

VITA

Nancy E. Ryan

Nancy Ryan graduated Magna Cum Laude from Illinois Benedictine College in May of 1992 with a degree in psychology. She then proceeded to work on her Masters degree in Community Counseling Psychology at Loyola University Chicago. A combination of undergraduate and graduate readings engaged her interest in research concerning the role of family of origin dynamics in adolescent/adult adjustment. In the Fall of 1994, she will begin course work in the Counseling Psychology Doctoral Program at Loyola University Chicago.

Nancy is a member of a number of honors societies, and is also a student affiliate member of the American Psychological Association. In addition, she will be involved in a presentation at the 1994 Division 17 Regional Conference and will be presenting at the upcoming 1994 APA Convention held in Los Angeles, CA.

In terms of clinical experience, she has been volunteering in different capacities for the last six years with the DuPage County Mental Health Department. She also has a year of practicum experience as an alcohol and substance abuse counselor at Oak Park Family Service. She aspires to be a college professor, to conduct research, and to practice in a university counseling center or community mental health center.

THESIS APPROVAL SHEET

The thesis submitted by Nancy Ryan has been read and approved by the following committee:

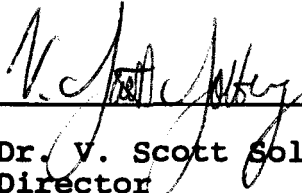
Dr. V. Scott Solberg, Director
Assistant Professor, Counseling and Educational
Psychology
Loyola University Chicago

Dr. Steven D. Brown
Professor, Counseling and Educational Psychology
Loyola University Chicago

The final copies have been examined by the director of the thesis and the signature which appears below verifies the fact that any necessary changes have been incorporated and that the thesis is now given full and final approval by the Committee with reference to content and form.

The thesis is, therefore, accepted in partial fulfillment of the requirements for the degree of Master of Arts.

April 18, 1994



Dr. V. Scott Solberg
Director