

CAREER EXPLORATION OF ADOLESCENT AND
YOUNG ADULT DAUGHTERS: EFFECTS OF
ATTACHMENT TO MOTHER AND FATHER
AND PARENTAL ROLE MODELING

By

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Bachelor of Arts

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Tahlequah, Oklahoma

1992

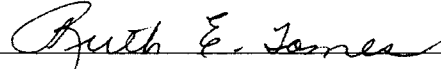
Submitted to the Faculty of the
Graduate College of the
Oklahoma State University
in partial fulfillment of
the requirements for
the Degree of
MASTER OF SCIENCE
December, 1994


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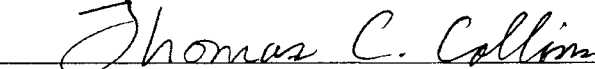
Thesis Approved:



Thesis Adviser







Dean of the Graduate College

ACKNOWLEDGMENTS

I would like to thank my major advisor, Dr. Laura Hubbs-Tait for her guidance and friendship throughout my graduate program. Dr. Hubbs-Tait's encouragement and expertise was invaluable throughout my master's thesis research. I would like to thank my other committee members, Dr. Mona Lane and Dr. Ruth Tomes for their support, suggestions, and assistance in the data collection process. I would also like to extend my thanks to Dr. Linda Robinson for her assistance in the data collection process and to Dr. David Blustein for his allowance of my use of the Commitment to Career Choices Scale.

My sincere appreciation to my family; my parents, Johnny and Linda Dodson; my grandparents W.K. and Delta Phillips; and my brother, Kevin Dodson for all their assistance and support throughout my college years. I would like to extend a special thanks to my husband, Kevin Parsons, for all his support throughout this research project. His love and encouragement were a great asset to my completion of this thesis.

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CHAPTER 1

INTRODUCTION

There are several career choice theories that acknowledge the role of the family in the career development of late adolescents and young adults (Blustein, Walbridge, Friedlander, & Palladino, 1991). Parents have been described as the primary influence on their children's career development (Palmer & Cochran, 1988). Moreover, parents normally view themselves as the central figures in their children's career development and usually want to play an active role (Gulick, 1978; Palmer & Cochran, 1988). A variety of familial factors (i.e., family configuration, socioeconomic status, parental occupation and employment; Blustein et al., 1991) have been identified as antecedents of career choice. However, numerous questions remain unanswered about how parental relationships and roles influence their children's career development process.

Theorists (Ainsworth, 1989; Bowlby, 1969) have suggested that some degree of attachment may encourage the risk-taking and exploration that characterize developmental tasks of late adolescence. A child must have a secure attachment to his or her parent or caregiver in order to explore his/her environment successfully. In adolescence, one of the environments to be explored is that of careers. Thus, it is reasonable to expect that a secure attachment may be a prerequisite for successful career exploration.

In regard to parental roles, researchers argue that young children do indeed have

ideas about the roles their parents have within the home (Weeks, Thornburg, & Little, 1977). It has been suggested by others (Shotola & Farr, 1990) that children's perceptions of their own options and abilities can be enhanced by exposure to adult men and women in a variety of roles. This, in turn, may influence a young person's career choice. It is therefore possible that preadolescent children may develop ideas about occupations and careers on the basis of exposure to vocational role models and teachers (Weeks, Thornburg, & Little, 1977). This paper will focus on how attachment to mother and father and how parents as role models and informed sources about careers influence young adult females' career exploration and career choices. Three different areas of research will be reviewed briefly: research on attachment, research on parents as role models and informed sources, and research on career development.

CHAPTER II

A REVIEW OF THE LITERATURE

Attachment in infancy has been studied extensively (Ainsworth, Blehar, Waters, & Wall, 1978) and research is now beginning to focus on attachment during childhood and subsequent years (Main, Kaplan, & Cassidy, 1985). Different aspects of attachment have been examined in childhood (Crowell & Feldman, 1991), adolescence (Lapsley, Rice, & FitzGerald, 1990), young adulthood (Hazan & Shaver, 1987, 1990), and old age (Cicireli, 1991). Researchers are particularly interested in how a child's early attachment relationship with a caretaker shapes important beliefs about the self and the social world, which then guide relationships in adulthood (Collins & Read, 1990). Attachment researchers have recently suggested that the set goal of the attachment system is not simply physical proximity but more to maintain "felt security" (Hazan & Shaver, in press). The relationship with the primary attachment figure is said (Hazan & Shaver, in press) to have the greatest and most lasting impact on later development and functioning.

Attachment

Bowlby's work on attachment, separation, and loss (Bowlby, 1969, 1973, 1980) explained how infants became emotionally attached to their caregivers and emotionally

distressed when separated from them. Ainsworth and her colleagues (Ainsworth et al., 1978; Bell & Ainsworth, 1972) described three classifications of infant attachment: secure, anxious-resistant, and avoidant. Securely attached infants were characterized as welcoming the caretakers' return after separation, and seeking proximity and comfort if distressed. Anxious-resistant infants were characterized by showing ambivalent behavior toward the caregiver and the inability to be comforted upon reunion. Avoidantly attached infants were characterized by their avoidance of the caretaker's gaze as well as avoidance of interaction with them upon reunion.

Attachment and exploration are linked in several ways (Hazan & Shaver, 1990). (1) One must explore to learn about and become competent at interacting with the physical and social environment. (2) However, exploration is tiring and dangerous. Thus, for children it is desirable to have a protector nearby in order to retreat to him or her as a secure base, if necessary. Bowlby also stated that the attachment to a protector and the tendency to explore the environment are innate tendencies regulated by interlocking behavioral systems. The exploration system functions smoothly when an attachment figure is sufficiently available and responsive (Hazan & Shaver, 1990). This suggests that attachment needs are primary and that they must be met before exploration can proceed normally.

Internal Models

Internal models are important in attachment because they help to explain how people perceive themselves and their relationships to others. According to Bowlby's

theory, children internalize experiences with caretakers in such a way that, over time, early attachment relations come to form a type of guideline for later relationships outside the family (Bartholomew & Horowitz, 1991).

Main, Kaplan, and Cassidy (1985) suggested that individual differences in attachment could be viewed as differences in the mental perception of the self in relation to others.

The secure versus insecure attachment styles can be best understood in terms of referring to particular types of internal working models of relationships, these are models that direct feelings, behavior, attention, memories, and cognition about others in relation to the self.

Hazan and Shaver (1987) and others (e.g., Feeney & Noller, 1990) have stated that continuity of attachment styles may be explained in terms of the continual inner working models of the self and relationships ("mental models"), based on early social interaction. Other studies have supported this, stating that mental models organize the development of personality and guide later social behavior (Simpson, 1990).

Beyond Infancy

Theorists have begun to look at attachment beyond infancy and into old age. The focus of the current research is on late adolescence and young adulthood. Many attachment theorists view the attachment system as being cognitively and socially driven in infancy and extending into adolescence and adulthood (Lerner & Ryff, 1978). The focus of adolescent attachment research has been on the bond that develops between the adolescent and the parents and the consequences it has for the adolescent's emerging self-concept and developing view of the social world (Armsden & Greenberg, 1987).

A new area of research has focused on young adult romantic relationships (Hazan & Shaver, 1987, 1990; Simpson, 1990). Hazan and Shaver (1987) developed a single-item, self-report measure of attachment style, which was taken from Ainsworth, Blehar, Waters, and Walls' (1978) descriptions of the behavioral and emotional characteristics of the three styles (i.e., avoidant, secure, and anxiously attached). The single-item measure was adapted to terms appropriate for adult love. The individuals were asked to indicate which of the three attachment styles best characterized their general feelings toward romantic involvements using a Likert-type scale, a continuum of strongly agree to strongly disagree (Hazan & Shaver, 1987). The sample was asked questions about whether they had ever been separated from their parents (for what seemed to be a long time) and if their parents had ever separated or divorced. A question was also asked about how each parent had behaved toward them during childhood (e.g., responsive and caring; critical and intrusive; Hazan & Shaver, 1987). To assess the remembered relationships with parents and the relationship between the parents themselves, an adjective checklist was also used (Hazan & Shaver, 1987). Hazan and Shaver (1987) found that the best predictor of adult attachment types was the respondents' perceptions of the relationship quality with each parent and the respondents' perceptions of the parents' relationships with each other.

Simpson (1990) broke down Hazan and Shaver's (1987) forced-choice, 3-classification system into 13 sentences, answered on a 7-point Likert-type scale, from strongly agree to strongly disagree. Also in 1990, Collins and Read developed a scale called "the adult attachment scale" in order to measure attachment more sensitively. Like

Simpson (1990) they took Hazan and Shaver's (1987) adult attachment descriptions and broke them down into their component statements which formed single scale items. After adding six more items, Collins and Read (1990) factor analyzed the resulting 21-item questionnaire. The factor analysis yielded a 3-factor solution (Depend, Anxiety, Close), with each scale having six items.

Parents as Role Models

Parents, according to social learning theory, are the primary socializers of children and they have a great influence on the development of children's role attitudes (Williams, Radin, & Allegro, 1992).

Modern social learning theory views that one determinant of behavior is the inclination of human beings to imitate behaviors of other humans. Observation of live or symbolic models are how most human behaviors are acquired, and the information about behavior from these models is encoded and used as a reference for later use. The first thing that happens is that the model's behavior is attended to and that attention is determined by the model's power and the condition in which the behavior is viewed. The information then has to be encoded or retained. This is done by remembering the behavior by verbal or imaginal representation. The last portion is the re-enactment of the behavior. Re-enactment is concerned with remembering the behavior and what motivates an individual to re-enact the modeled behavior. It has been said that children identify with and imitate their parents; therefore, children use parents as role models (Grusec & Lytton, 1988).

Individuals learn, by observation, from the behavior that is modeled by their parents who are perceived as powerful and nurturing (Williams, Radin, & Allegro, 1992). This type of modeling includes parental expectations and direct and indirect teaching, along with play experiences. All of these, in turn, can and do play an important role in influencing children's career goals and expectations (Williams, Radin, & Allegro, 1992).

In role-reversed families, fathers tend to spend more time with direct teaching than do fathers in traditional families (Radin, 1982). Therefore it has been suggested that (Williams, Radin, & Allegro, 1992) direct teaching by fathers may enable children to have different exposures to parental goals and play experiences.

Montemayor and Brownlee (1987) reported that female teenagers experienced more enjoyment and satisfaction when involved in activities with their fathers than their mothers. They also found that during leisure time teenagers (both sexes) spent more time with their fathers. It has been suggested by the literature that whether fathers play a major role in childrearing or not, they seem to be more stimulating and exciting when interacting with children than mothers (Williams, Radin, & Allegro, 1992). This suggests that fathers may play an important role in children's career development.

Fox and Hesse-Biber (1984) stated that occupational roles could be regarded as extensions of family roles. Females are encouraged to seek roles that are fulfilling and to make vocational choices based on their desires and skills rather than prescribed role expectations (Weeks, Thronburg, & Little, 1977). Parents, have begun to encourage females to seek career choices that are viewed as traditionally male choices (Weeks, Thronburg, & Little, 1977). The purpose here is not to examine traditional verses

not-traditional career choices, but to examine the different aspects of the roles parents play in female career choices.

In support of the impact of parents' role modeling on their daughters' career choices, executive women have been found to be more likely to have had fathers in professions such as medicine and law than non-executive women (Morrison & Sebald, 1974). Nontraditional career women, in general, also seem to have had mothers who worked outside the home (Terborg, 1977).

It has been suggested by several researchers (Henning & Jardim, 1977; Mast & Herron, 1986; Morrison & Sebald, 1974) that in relationships where fathers and daughters are close, females are more likely to seek traditionally male careers. In the 1977 study by Henning and Jardim, females with successful careers had positive feelings about both parents but reported a special bond shared with their fathers. This bond was somewhat like a father-son relationship. The fathers were supportive of their career choices and in childhood encouraged them to engage in agentic/instrumental behaviors. In adulthood the women reported feeling more aggressive, outgoing, and achievement-oriented than most women.

In the results of a study done by Sachs, Chrisler and Devlin in 1992 in which females were asked about their closeness to each parent while growing up and the support received from each parent for their career choices, it was reported that females tended to be closer to their mothers than their fathers, and that both parents had been supportive of their career choices. The females in the study reported having primarily male role models, even though a majority of their mothers worked outside the home.

Several researchers (Farmer, 1985; Houser & Garvey, 1985; Sachs et al., 1992) have found that parental support influences career choices. It has been suggested (Terborg, 1977) that in order to succeed in a career it is necessary to receive parental support and encouragement.

Based on the research reviewed above, the current study examines the impact of four aspects of parental role modeling on daughters' career decision making and commitment. The four aspects are identification with parents, parents as sources of encouragement, parents as people to discuss careers with, and parents as sources of career information. Daughters are known to identify with and imitate their fathers' information (Forehand & Smith, 1986). Since fathers are viewed by their children to be more powerful parental figure (Patterson, 1982) and imitation occurs more frequently when the model is powerful (Bandura, 1977), it can be speculated that daughters are more likely to identify with and imitate fathers than mothers.

Career Development

According to Bluestein, Devenis, and Kidney (1989) there are two tasks that emerge in the career development process. The first is exploration of oneself and the external environment. This process of exploration is associated with the second task, which is commitment to career plans. Career exploration is defined as activities in which individuals seek to assess themselves and acquire information from the external environment, in order to begin the decision-making, job entry, and vocational adjustment processes.

The process of career exploration entails the development and specification of vocational options and usually requires a strong attachment and or commitment to one's career choice (Blustein, Ellis, & Devenis, 1989). The ability to tolerate the ambiguity of the commitment process has been hypothesized to stem from positive feelings of attachment (Blustein et al., 1991). Commitment to career choices includes certainty as well as self-confidence about one's choice, a positive sense of one's vocational future, and an awareness of potential obstacles (Blustein et al., 1991). The commitment to career choices encompasses elements of career decidedness (level of certainty), but is more comprehensive.

Career exploration is an uncommitted phase of the career development process, whereas commitment is a clarified and confident phase (Blustein et al., 1991). Career exploration and implementation of career plans are career development tasks that require independent functioning in early adulthood (Blustein et al., 1991). Individuals who engage in environmental and self-exploration tend to be involved in a broader process of seeking out information relating to various dimensions of their identities (Blustein et al., 1989).

Researchers (Blustein et al., 1991) have taken an interest in psychological separation and its effects on career commitment and exploration. Psychological separation may reflect attachment relationships and may influence career exploration. Investigators (Blustein et al., 1991) have examined the relations between family interactions and career decision-making. Families in which independence of thought and feelings are seen as threatening to the integrity of the family, may covertly or overtly discourage the young

adult from developing a sense of psychological separateness. Psychological separateness is defined as the individual's perceptions of attitudinal, functional, emotional, and conflictual independence from their parents (Blustein et al., 1991). A lack of psychological separateness in turn could inhibit necessary career decision making and implementation tasks. This suggests that young adults with anxious-resistant attachments to their parents may not have the sense of psychological separateness necessary for adequate career exploration and decision making.

Blustein and his colleagues (1991) assessed psychological separation by the Psychological Separation Inventory (PSI). The PSI consists of a 138-item self-report questionnaire with four dimensions of psychological separation. a) Emotional Independence has 34 items which are concerned with freedom from the need for approval, closeness, and parental emotional support. b) Functional Independence consists of 26 items dealing with the ability to handle personal affairs without help from parents. c) Conflictual Independence has 50 items that are concerned with freedom from mistrust, guilt, anxiety, responsibility toward, or resentment of parents. d) Attitudinal Independence consists of 28 items dealing with attitudes, values and beliefs that differ from their parents.

Parent-adolescent attachment was assessed by the Inventory of Parent and Peer Attachment (IPPA; Blustein et al., 1991). The IPPA is a 75-item self-report instrument based on a 5-point Likert-type scale. It assesses three areas, extent of anger and alienation, mutual trust, and quality of communication. It includes three sections, father (25 items), mother (25 items), and peer (25 items).

Blustein and his colleagues used the Vocational Exploration and Commitment Scale (VECS; Blustein, Ellis, & Devenis, 1989; Blustein et al., 1991) to assess the process of committing to career choices. The VECS is a 19-item scale which measures subjects' exploratory activity, career indecision and certainty, and decisional stress responses on a 7-point Likert-type scale.

Blustein and his colleagues (1991) failed to support significant relations between attachment and career indecision or decision making. It was, however, found that the combination of parental attachment and conflictual independence was related to the commitment to career choices process. Females that experienced a moderate degree of attachment to each parent in conjunction with conflictual independence from their parents showed greater commitment to career choices and were less likely to foreclose on career choices (Blustein et al., 1991). These results emphasize that attachment to mothers and fathers is important for daughters. However, they leave unanswered the important question of whether attachment to mothers or fathers makes a greater contribution to the career exploration and commitment process of daughters.

Summary and Hypotheses

The results of Blustein et al. (1991) are important because they show that attachment as assessed by the IPPA does not in and of itself predict career commitment. The IPPA is one of several methods of assessing attachment of adolescents and young adults to their parents. Another method was developed by Hazan and Shaver (1987) and modified by Collins and Read (1990). It consists of having adolescents and young adults rate on a

9-point scale the extent to which each parent can be characterized by a description of a warm/responsive parent, a cold/rejecting parent, or an ambivalent/inconsistent parent.

Included in these descriptions are statements that suggest that the warm/responsive parent promotes conflictual independence ("she/he was good at knowing when to be supportive and when to let me operate on my own"), whereas the other two types of parents do not.

Thus, it is hypothesized that Collins and Read's (1990) measure of attachment to parents will predict career exploration and commitment in the current study.

In sum, the general purpose of this study is to assess career decision making in late adolescent and young adult females. The specific purpose is to test two hypotheses and answer two research questions.

1) The first hypothesis is as follows: Attachment to mothers and fathers will predict daughters' career development. The research question related to this hypothesis is: a) Does daughters' attachment to mothers or attachment to fathers have more of an impact on daughters' career exploration and commitment?

2) The second hypothesis is as follows: Parents who serve as better sources of encouragement, discussion, and information, and with whom daughters are more closely identified will have daughters who have higher scores on exploration and commitment to careers. The research question that is related to this hypothesis is: b) Do daughters' perceptions of mothers or their perceptions of fathers as role models of career decision making, exploration, and commitment have a greater impact on their own career decision making, exploration, and commitment?

CHAPTER III

METHODOLOGY

Subjects

The total sample consisted of 255 females recruited from undergraduate family and child development courses in a large southwestern university. Data were collected in class sessions and each participant received extra class credit. By including only subjects whose parents were still married, a subsample of 154 subjects from intact families was selected to test the two hypotheses and answer the two research questions.

In order to test the temporal reliability of the measures used in this study, a subsample of 65 females completed all measures on two occasions. Each subject was given a packet which she completed and returned. Two weeks later she received the same packet and completed the questionnaires again.

Procedures and Measurements

Subjects were informed that the purpose of the research study was to assess the importance of Attachment Theory and Social Learning Theory for late adolescent and young adult Career Exploration and Commitment. Three packets of questionnaires were

assembled, each with a different random order of measures of attachment, role modeling, identification, and a demographic sheet (requesting age, gender, marital status, class standing, occupational choice, parents' occupation and parents' marital status; see Appendix A). After signing a consent form, each participant was given one of the three packets to complete.

Assessment of Attachment

Two questionnaires assessed attachment to parents, and a third assessed general attachment style. Two of the questionnaires are identical with the exception that the Mother Relationship Questionnaire (MRQ) assesses the subjects' attachment to their mother and the Father Relationship Questionnaire (FRQ) assesses attachment to father (see Appendices B and C).

The General Attachment Questionnaire was developed by Collins and Read in 1990 (see Appendix D). Assessment of internal consistency yielded alphas of .75, .72, and .69, respectively, for the Depend, Anxiety and Close scales. Test-retest reliabilities were .68, .71, and .52, respectively for the same three scales.

The MRQ and FRQ were derived from an unpublished questionnaire developed by Hazan and Shaver (1987) that was reprinted by Collins and Read (1990). We adapted this measure by analyzing the paragraphs describing warm/responsive, cold/rejecting, and ambivalent/inconsistent parents into their component sentences. This resulted in six sentences describing the cold/rejecting parent and four sentences describing each of the other two types of parents. Adapting two sentences each for the other two types of parent

(warm/responsive and ambivalent/inconsistent) from the general attachment style measure resulted in six sentences per description (see Appendices B and C).

Assessment of Career Commitment

The Commitment to Career Choices Scale (CCCS; Blustein, Ellis, & Devenis, 1989) assesses two constructs: the commitment to career choices and the tendency to foreclose. The scale consists of two subscales: the Vocational Exploration and Commitment Scale (VECS) and the Tendency to Foreclose Scale (TTFS; see Appendix E).

The VECS measures an individual's level of self and occupational knowledge, confidence about and commitment to a occupational choice, as well as the need to engage in career exploration. Assessment of internal consistency for the VECS in two samples yielded alphas of .91 and .92. Test-retest reliability for 2- and 4-week time periods was .90 and .92, respectively.

The TTFS assesses premature foreclosure on vocational and educational decisions. Assessment of internal consistency for the TTFS yielded alphas of .78 and .82. Test-retest reliability for 2 and 4-week time periods was .82 and .84, respectively.

Assessment of Role Modeling

Two questionnaires assessed three aspects of parental role modeling: encouragement, discussion, and information. The two questionnaires are identical with the exception that the Career Exploration-Mother (CE-M) assesses the amount of

encouragement offered by and discussion and information sought from the mother. The Career Exploration-Father (CE-F) assessed the same for the father.

Portions of the measure of role modeling were adapted from a published questionnaire developed by Stumpf, Colarelli, and Hartman (1983) called the Career Exploration Survey (CES). We adapted this measure by modifying the Environment Exploration sub-scale to assess to what extent each parent had encouraged, discussed, or provided information about career fields. This resulted in 18 questions, six sentences per description (see Appendices F and G).

The measure of identification was developed for this study. This measure assesses the extent daughters identify with their mothers and their fathers about career and life experiences. The measure consists of 11 questions for identification with mother and 11 questions for identification with father (see Appendices H and I). The two questionnaires are identical with the exception that the Mother Identification Questionnaire (MIQ) assesses the extent daughters identify with their mothers and the Father Identification Questionnaire (FIQ) assesses the extent daughters identify with their fathers

CHAPTER IV

RESULTS OF THE STUDY

Psychometrics

In order to test the two hypotheses and answer the two research questions, the factor structures of all 8 questionnaires were identified. The responses to each of the 8 questionnaires were subjected to principal components analysis with varimax rotations to orthogonal solutions. There were two criteria for retaining a factor: (a) the factor met the Kaiser criterion and (b) the factor included a minimum of two items with loadings of at least .50.

Mother Relationship Questionnaire

After the application of the two criteria, the principal components analysis of the Mother Relationship Questionnaire (MRQ) yielded a three-factor solution that accounted for 65% of the variance. Eigenvalues for the rotated factors were 9.30, 1.23, and 1.13. There were, however, three cross loadings. Factor loadings are listed in Table I. An estimate of the MRQ's internal consistency reliability was calculated using Cronbach's alpha coefficient. Alphas for the Cold and Rejecting, Not Highest Priority, and Ambivalent factors were .93, .88, and .84, respectively; all alphas were in the acceptable

range. Thus, the principal components and internal consistency analyses resulted in a three-factor, 18-item instrument. Test-retest reliability for the three factors was also acceptable. Pearson product-moment correlation coefficients measuring within-factor stability over the two-week period for the Cold and Rejecting, Not Highest Priority, and Ambivalent factors were .93, .89, and .85, respectively.

Insert Table I about here

Father Relationship Questionnaire

The Father Relationship Questionnaire (FRQ) yielded a three-factor solution that accounted for 69% of the variance. Eigenvalues for the rotated factors were 9.89, 1.55, and 1.01. There were no cross loadings. Factor loadings are listed in Table II. An estimate of the FRQ's internal consistency reliability was calculated using Cronbach's alpha coefficient. Alphas for the Love and Affection, Not Highest Priority, and Ambivalent factors, were .95, .84 and .76, respectively; all alphas were in the acceptable range. Thus, the principal components and internal consistency analyses resulted in a three-factor, 18-item instrument. Test-retest reliability for the three factors was also acceptable. Pearson product-moment correlation coefficients measuring within factor stability over the two-week period for the Love and Affection, Highest Priority, and Ambivalent factors were .95, .84, and .85, respectively.

Insert Table II about here

General Attachment Questionnaire

The General Attachment Questionnaire (GAQ) yielded a five-factor solution that accounted for 60% of the variance. Eigenvalues for the rotated factors were 5.01, 2.24, 1.48, 1.09, and 1.04. There were no cross loadings. Because factor four did not have the minimum of two items with loadings of at least .50, it was excluded from subsequent analyses. Factor loadings are listed in Table III. An estimate of the GAQ's internal consistency reliability was calculated using Cronbach's alpha coefficient. Alphas for the Anxious, Cannot Depend, Avoidant, and Miscellaneous factors were .77, .78, .69, and .27; respectively. In addition, two items did not load at the established .50 criterion and were excluded from further analyses. Thus, the principal components and internal consistency analyses resulted in a three-factor, 13-item instrument. Test-retest reliability for the three factors was also acceptable. Pearson product-moment correlation coefficients measuring within factor stability over the two-week period for the Anxious, Cannot Depend, and Avoidant factors were .76, .74, and .63, respectively.

Insert Table III about here

Career Exploration- Mother

The Career Exploration-Mother (CE-M) yielded a two-factor solution that accounted for 80% of the variance. Eigenvalues for the rotated factors were 13.06 and 1.31. There were no cross loadings. Factor loadings are listed in Table IV. An estimate of the CE-M's internal consistency reliability was calculated using Cronbach's alpha coefficient. Alphas for the Discussion/Information and Encouragement/Support factors were .98 and .95, respectively. Thus, the principal components and internal consistency analyses resulted in a two-factor, 18-item instrument. Test-retest reliability for the two factors was also acceptable. Pearson product-moment correlation coefficients measuring within factor stability over the two-week period for the Discussion/Information and Encouragement/Support factors were .86 and .87, respectively.

Insert Table IV about here

Career Exploration- Father

The Career Exploration- Father (CE-F) yielded a one-factor solution that accounted for 79% of the variance, with an eigenvalue of 14.13. Factor loadings are depicted in Table V. An estimate of the CE-F's internal consistency reliability was calculated using Cronbach's alpha coefficient. Alpha was .98. Thus, the principal components and internal consistency analyses resulted in a one-factor, 18-item instrument. Test-retest reliability for

the one factor was also acceptable. The correlation coefficient measuring within factor stability over the two-week period for the Encouragement/Discussion factor was .92.

Insert Table V about here

Mother Identification Questionnaire

The Mother Identification Questionnaire (MIQ) yielded a three-factor solution that accounted for 65% of the variance. Eigenvalues for the rotated factors were 4.21, 1.89, and 1.04. However, there was one cross loading. Factor loadings are depicted in Table VI. An estimate of the MIQ's internal consistency reliability was calculated using Cronbach's alpha coefficient. Alphas for the Identify, Status, and Achievement factors were .86, .76, and .55, respectively; all were in the acceptable range. Thus, the principal components and internal consistency analyses resulted in a three-factor, 11- item instrument. Test-retest reliability for the three factors was also acceptable. Pearson product-moment correlation coefficients measuring within factor stability over the two-week period for the Identify, Status, and Achievement factors were .88, .77, and .67, respectively.

Insert Table VI about here

Father Identification Questionnaire

The Father Identification Questionnaire (FIQ) yielded a three-factor solution that accounted for 66% of the variance. Eigenvalues for the rotated factors were 4.47, 1.76, and 1.09. There were no cross loadings. Factor loadings are listed in Table VII. An estimate of the FIQ's internal consistency reliability was calculated using Cronbach's alpha coefficient. Alphas for the Identify, Status, and Achievement factors were .88, .79 and .51, respectively; all were in the acceptable range. There was one item that did not load at the established .50 criterion and was excluded from further analyses. Thus, the principal components and internal consistency analyses resulted in a three-factor, 10-item instrument. Test-retest reliability for the three factors was also acceptable. Pearson product-moment correlation coefficients measuring within factor stability over the two-week period for the Identify, Status, and Achievement factors were .94, .81, and .72, respectively.

Insert Table VII about here

Vocational Exploration and Commitment Scale

The VECS yielded a three-factor solution that accounted for 55% of the variance. Eigenvalues for the rotated factors were 7.95, 1.37, and 1.07. There were no cross loadings. Factor loadings are listed in Table VIII. An estimate of the VECS' internal

consistency reliability was calculated using Cronbach's alpha coefficient. Alphas for the Exploring, Committing, and Indecisive factors were .90, .77 and .70, respectively; all alphas were well in the acceptable range. There were three items that did not load at the established .50 criterion, they were then excluded from further analyses. Thus, the principal components and internal consistency analyses resulted in a three-factor, 16-item instrument. Test-retest reliability for two of the factors was acceptable. Pearson product-moment correlation coefficients measuring within factor stability over the two-week period for the Exploring, Committing, and Indecisive factors were .82, .48, and .62, respectively. Because of the low stability of the Committing factor, it was not included in subsequent analyses.

Insert Table VIII about here

Tendency to Foreclose Scale

The TTFS yielded a two-factor solution that accounted for 54% of the variance. Eigenvalues for the rotated factors were 3.66 and 1.17. There were no cross loadings. Factor loadings are listed in Table IX. An estimate of the internal consistency reliability of the TTFS was calculated using Cronbach's alpha coefficient. Alphas for the Foreclosed and Stubborn factors were .88 and .61, respectively; both were in the acceptable range. There were two items that did not load at the established .50 criterion and were therefore excluded from further analyses. Thus, the principal components and internal consistency

analyses resulted in a two-factor, 7-item instrument. Test-retest reliability for the two factors was also acceptable. Pearson product-moment correlation coefficients measuring within factor stability over the two-week period for the Foreclosed and Stubborn factors were .82 and .75, respectively.

Insert Table IX about here

Regression

In this study there were six Relationship predictors, nine Role Modeling predictors, and four Career Exploration and Decision Making outcomes. Regression analyses were performed in order to determine the amount of variance in the four Career Exploration and Decision Making outcome factors explained by the six Relationship factors. Regression analyses were also performed in order to determine the amount of variance in the four Career Exploration and Decision Making outcome factors explained by the nine Role Modeling factors. Results of the regressions are presented in Table X for the Relationship factors and Table XI for the Role Modeling factors.

Insert Table X and XI about here

Hypothesis 1 and Question 1

The first hypothesis, that attachment to mothers and fathers will predict daughters' career development, was tested by the four regressions in Table 10. The results of these regressions suggest that the hypothesis is supported. Table X indicates that attachment to mothers and attachment to fathers predict two components of daughters' career development. Mother and father attachment significantly predicted daughters' Exploring factor. In particular, the Dad Ambivalent factor contributed significantly to this regression. Daughters who view their father as not consistent in his reactions to them, as sometimes warm/sometimes not, as loving them but not showing it, and who view their relationship as not as close as they would have liked, are more likely to still be engaging in career exploration. Mother and Father attachment also significantly predicted daughters' Indecisive factor. In particular, Dad Ambivalent and Mom Not Priority contributed significantly to this regression. Daughters who view their father as sometimes warm/sometimes not and not consistent in his reactions to them or who feel that they were not their mothers' highest priority are more likely to be unable to make decisions.

In regard to the first question, "Does daughters' attachment to mothers or attachment to fathers have more of an impact on daughters' career exploration and commitment?", Table X suggests that attachment to mothers and attachment to fathers both have an impact on daughters' career exploration and commitment.

Hypothesis 2 and Question 2

The second hypothesis, that parents who serve as better sources of encouragement,

discussion, and information, and with whom daughters are more closely identified will have daughters who have higher scores on exploration and commitment to careers, was tested by the four regressions in Table XI. The results of these regressions suggest that the hypothesis is supported, in part.

The contribution of the Mom discussion factor to the regression for Exploration approached significance. Daughters who did not discuss career information with their mothers were more likely to be exploring career options, still. In other words, as discussion with mother increased, daughters' exploration decreased. The mom Discussion factor significantly predicted the Indecisive factor. Daughters who discussed more with mothers were less indecisive. Furthermore, the Dad Discussion factor contributed significantly to the regression for Stubborn. Daughters who discussed career information with their fathers and who were encouraged/supported by their fathers were more likely to stick with one career choice regardless of the consequences. In other words, as scores on the Dad Discussion factor increased scores on the Stubborn factor increased.

The Mom Identify factor significantly predicted daughters' Indecisive factor. Daughters who identified with their mothers and desired to have a belief system similar to that of their mothers were more likely to be able to make decisions. The Dad Identify factor significantly predicted daughters' Foreclosed and Stubborn factors. Daughters who identified with their fathers and desired to have a belief system similar to that of their fathers were less likely to be foreclosed on one career choice as well as less Stubborn, that is less likely to stick with one career choice regardless of the consequences. In other words, as scores on the Dad Identify factor increased, scores on the Foreclosed and

Stubborn factors decreased.

The Mom Status factor significantly predicted daughters' Indecisive factor.

Daughters who desired to have an occupational and educational level similar to that of mothers were more likely to be unable to make decisions. In sum, according to Table XI greater discussion and involvement in the career decision process by mothers is related to lower Indecisiveness and Exploration. Greater discussion and involvement by fathers is related to greater stubbornness. In contrast, identifying with parents' belief systems, family relationships, and child rearing practices are related to greater decisiveness and lower stubbornness and foreclosure.

In regard to the second question, "Do daughters' perceptions of mother or their perceptions of fathers as role models of career decision making, exploration, and commitment have a greater impact on their own career decision making, exploration, and commitment?", Table XI suggests that daughters' perceptions of both mothers and fathers as role models have an impact on their own career development.

CHAPTER V

DISCUSSION

Summary

The purpose of this study was to assess the importance of attachment theory and social learning theory in explaining late adolescent and young adult career exploration and commitment. Hypotheses and research questions for this study were based on literature that indicated that attachment theory and social learning theory might explain daughters' career development. The results of this study indicated that both theories did indeed account for daughters' career development; thus, both hypotheses 1 and 2 were supported and questions 1 and 2 were answered.

Before we tested the two hypotheses and answered the two research questions, we first examined psychometric properties of the questionnaires developed for this study, as well as other previously developed questionnaires. In general, all measures evidenced an excellent degree of item homogeneity and outstanding temporal stability. It is noteworthy that the measures developed for the purpose of this study, the CE-M, CE-F, MIQ, and FIQ were no less internally consistent or temporally stable than previously developed measures.

Conclusions

In answer to the two research questions, we found that both attachment to mother and father as well as role modeling by both mothers and fathers do contribute to daughters' career development. In particular, daughters who view their fathers as loving them but not showing it and who view their relationship as not as close as they would have liked are likely still to be engaging in the exploration stage. Similarly, those who view their mother as regarding them as low on her list of priorities, that is, who are ignored, are more likely to be Indecisive. This suggests that daughters who are ignored by their mothers are left confused and without direction.

These findings signify that hypothesis 1, attachment to mothers and fathers will predict daughters' career development, was supported. Daughters' attachment to mothers and attachment to fathers both have an impact on daughters' career exploration and commitment, as can be seen from the above. Therefore, question 1, "Does daughters' attachment to mothers or attachment to fathers have more of an impact on daughters' career exploration and commitment?", was answered. Both mother and father attachment is important in daughters' career development, but in somewhat different ways.

Perceptions of fathers appear to be related to daughters' Exploration, whereas perceptions of mothers and fathers appear to be related to daughters' Indecisiveness.

With regard to parental role modeling, daughters who discussed career information with their mothers were less likely to be still Exploring and Indecisive, whereas daughters who discussed career information with their fathers were more likely to be Stubborn. It

seems that daughters who discuss career information more with their mothers are not exploring and those who discuss career information less with their mothers are exploring. This might suggest that daughters who discuss careers with their mothers have already made up their minds. Daughters who discuss career information with their fathers appear to be stubborn about careers. In other words, they may be totally set on something regardless of the consequences. It is still an open question of whether discussing things with father makes daughters more stubborn or whether daughters who are stubborn seek out their fathers to discuss careers with them.

Identification with parents promoted high quality career decision making. Daughters who identified with their mothers and desired to have a belief system similar to that of their mothers were more likely to be decisive. Those who identified with their fathers and desired to have a belief system similar to that of their fathers were less Foreclosed and less Stubborn.

Daughters who desired to imitate their mothers' status, to have an occupation and education level similar to that of their mothers, were more Indecisive than daughters who were not concerned about mothers' status. In other words, as scores on the Status factor increased, scores on the Indecisive factor increased. Perhaps preoccupation with mothers' status may hinder daughters' ability to make career decisions.

In sum, hypothesis 2, that parents who serve as better sources of encouragement, discussion, and information and with whom daughters are more closely identified have daughters who have higher scores on exploration and commitment to careers, was supported. Daughters' perceptions of mothers and fathers as role models seem to

contribute in different ways to daughters' own career decision making, exploration, and commitment. Perceptions of mothers appear to be predictors of daughters' Exploration and Indecisiveness. In contrast, perceptions of fathers appear to be predictors of daughters' Foreclosure and Stubbornness.

Limitations of the Study

This study is limited in that the sample that was used consisted of females only. Thus, conclusions can only be drawn about daughters and results can only be generalized to late adolescent and young adult females. Future investigations should extend this research to males. The second limitation is that this female population was taken from one University in the Southwestern United States. Therefore, generalizing the results of the current study to college students in other regions should be attempted only with caution.

Future Research and Implications

This study contributes to the literature on vocational behavior as well as social learning theory and attachment theory. This study employed newly developed questionnaires and research on them should be continued. It is recommended that future studies be done in order to replicate the findings of this study. The future direction of this research might be to explore, in more depth, the importance of parental discussion. In particular, it is important for future research to investigate why discussion with mothers is positive, whereas discussion with fathers is related to stubborn, short-sighted career

decisions.

The results of this study can be applied to assist parents, counselors/advisors and confused college students. The encouragement of parents, by parent educators and child development specialists, to discuss career information with children from a somewhat young age (pre-adolescence) could help those children later in adolescence and young adulthood when career decisions are necessary. In turn this could decrease the number of college students that are confused or indecisive about career decisions. At the present, confused or indecisive students could be encouraged by counselors or advisors to explore other career fields or to examine more closely their personal interests, hobbies, and enthusiasms in order to identify alternative career options.

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TABLES

TABLE I
 FACTOR LOADINGS FOR MOTHER RELATIONSHIP QUESTIONNAIRE

<u>Factor and Items</u>	<u>Factor Loadings</u>
<u>Cold and Rejecting (.93)</u>	
1. Not warm and Responsive	.73
2. Not good at knowing when to be supportive	.58
5. Not Comfortable depending	.60
6. Would not be there when needed	.76
7. Cold and distant	.78
8. Rejecting	.81
9. Not responsive	.66
18. Worried not loved	.56
<u>Not Highest Priority (.88)</u>	
10. Not her highest priority	.78
11. Her concerns were elsewhere	.76
12. Preferred not to have had me	.62
14. Sometimes warm/ Sometimes not	.55
15. Her own agendas got in the way of my needs	.70
18. Worried not loved	.55

(table continues)

TABLE I (continued)

FACTOR LOADINGS FOR MOTHER RELATIONSHIP QUESTIONNAIRE

<u>Factor and Items</u>	<u>Factor Loadings</u>
<u>Ambivalent (.84)</u>	
2. Not good at knowing when to be supportive	.57
3. Our relationship was not comfortable	.68
4. I have reservations/complaints about our relationship	.53
13. Not consistent in reactions to me	.53
14. Sometimes warm/sometimes not	.59
16. Loved me but did not show it	.67
17. Not as close as would have liked	.65

TABLE II
 FACTOR LOADINGS FOR FATHER RELATIONSHIP QUESTIONNAIRE

<u>Factor and Items</u>	<u>Factor Loadings</u>
<u>Love and Affection (.95)</u>	
1. Warm and Responsive	.77
2. Good at knowing when to be supportive	.75
3. Our relationship was comfortable	.50
4. Have no reservations/complaints about our relationship	.68
5. Comfortable depending	.83
6. Would be there when needed	.85
7. Not cold and distant	.61
8. Not rejecting	.76
9. Responsive	.75
12. Preferred to have had me	.75
18. Not worried about being loved	.61
<u>Not Highest Priority (.84)</u>	
10. I was not his highest priority	-.72
11. His concerns were often elsewhere	-.67
15. His own agendas got in the way of my needs	-.73
16. He loved me but did not show it	-.51

(table continues)

TABLE II (continued)

FACTOR LOADINGS FOR FATHER RELATIONSHIP QUESTIONNAIRE

<u>Factor and Items</u>	<u>Factor Loadings</u>
<u>Ambivalent (.76)</u>	
13. Not consistent in reactions to me	.67
14. Sometimes warm/sometimes not	.74
16. Was loved me but did not show it	.66
17. Not as close as would have liked	.57

TABLE III
 FACTOR LOADINGS FOR GENERAL ATTACHMENT QUESTIONNAIRE

<u>Factor and Items</u>	<u>Factor Loadings</u>
<u>Anxious (.77)</u>	
8. Worry about being loved	.60
9. People are not as close as I would like	.80
10. Worry about partner leaving	.68
11. Desire to merge with another person	.51
12. Desire to merge scares others away	.79
<u>Cannot Depend (.78)</u>	
1. Difficult to depend on others	.77
2. People are never there when needed	.58
3. Not comfortable depending on others	.82
4. Do not know that others will be there	.72
6. Not sure that can depend on others	.51
<u>Avoidant (.69)</u>	
15. Uncomfortable being close to others	.71
16. Nervous when people get too close	.71
18. Partners want to be more intimate than I do	.63

(table continues)

TABLE III (continued)

FACTOR LOADINGS FOR GENERAL ATTACHMENT QUESTIONNAIRE

<u>Factor and Items</u>	<u>Factor Loadings</u>
<u>Miscellaneous (.27)</u>	
7. Worry about being abandoned	.73
14. Do not worry about people getting too close	.53

TABLE IV
 FACTOR LOADINGS FOR CAREER EXPLORATION-MOTHER

<u>Factor and Items</u>	<u>Factor Loadings</u>
<u>Discussion/Information (.98)</u>	
7. Discuss/talk through career possibilities	.64
8. Discuss/talk about various career orientation programs	.67
9. Discuss/talk about obtaining information on specific jobs/companies	.76
10. Discuss/talk about conversations with others in my career area	.70
11. Discuss/talk about obtaining information on job opportunities in my career area	.78
12. Discuss/talk about seeking information on specific areas of career interest	.78
13. Information about career possibilities	.82
14. Information about career orientation programs	.81
15. Information about specific jobs/companies	.86
16. Information about knowledgeable individuals in my career area	.79
17. Information on general job opportunities in my career area	.87
18. Information on specific areas of interest	.84
<u>Encouragement/Support (.95)</u>	
1. Encouraged/supported my investigating career possibilities	.77
2. Encouraged/supported my attending career orientation programs	.82
3. Encouraged/supported me in obtaining information on specific jobs/companies	.87
4. Encouraged/supported the conversations with people in my career area	.76

(table continues)

TABLE IV (continued)

FACTOR LOADINGS FOR CAREER EXPLORATION-MOTHER

<u>Factor and Items</u>	<u>Factor Loadings</u>
<u>Encouragement/Support (.95) (continued)</u>	
5. Encouraged/supported me in obtaining information on job opportunities	.76
6. Encouraged/supported me in seeking information on areas of interest	.79

Note. The discussion items were all preceded by the phrase "I turn to my mother to discuss... " "The information items were all preceded by the phrase "I turn to my mother for information.... "

TABLE V
 FACTOR LOADINGS FOR CAREER EXPLORATION-FATHER

<u>Factor and Items</u>	<u>Factor Loadings</u>
<u>Encouragement/Discussion (.98)</u>	
1. Encouraged/supported my investigating career possibilities	.77
2. Encouraged/supported me in attending career orientation programs	.82
3. Encouraged/supported me in obtaining information on specific jobs/companies	.88
4. Encouraged/supported conversations with people in my field	.88
5. Encouraged/supported me in obtaining information on job opportunities	.86
6. Encouraged/supported me in seeking information on areas of interest	.87
7. Discuss/talk thorough career possibilities	.88
8. Discuss/talk through various career orientation programs	.90
9. Discuss/talk through obtaining information on specific jobs/companies	.93
10. Discuss/talk about conversations with others in my career area	.89
11. Discuss/talk about obtaining information on job opportunities in my career area	.92
12. Discuss/talk about seeking information on specific areas of career interest	.91
13. Information about career possibilities	.88
14. Information about career orientation programs	.90
15. Information about specific jobs/companies	.91

(table continues)

TABLE V (continued)

FACTOR LOADINGS FOR CAREER EXPLORATION-FATHER

<u>Factor and Items</u>	<u>Factor Loadings</u>
16. Information about knowledgeable individuals in my career area	.92
17. Information on general job opportunities in my career area	.91
18. Information on specific areas of interest	.91

Note. The discussion items were all preceded by the phrase "I turn to my father to discuss..." The information items were all preceded by the phrase "I turn to my father for information..."

TABLE VI
 FACTOR LOADINGS FOR MOTHER IDENTIFICATION QUESTIONNAIRE

<u>Factor and Item</u>	<u>Factor Loadings</u>
<u>Identify (.86)</u>	
2. Similar belief System	.78
3. Similar Leisure activities	.61
4. Ambition to Succeed	.53
7. Similar family relationship	.71
10. Use of similar child rearing practices	.88
11. Identify with	.87
<u>Status (.76)</u>	
1. Similar occupation	.68
4. Ambition to succeed	.59
5. Similar educational level	.85
8. Similar income	.73
<u>Achievement (.55)</u>	
6. Achieve higher level of education	.66
9. Achieve higher income	.91

TABLE VII
 FACTOR LOADINGS FOR FATHER IDENTIFICATION QUESTIONNAIRE

<u>Factor and Items</u>	<u>Factor Loadings</u>
<u>Identify (.88)</u>	
2. Similar belief system	.79
3. Similar Leisure activities	.72
7. Similar family relationship	.76
10. Use of similar child rearing practices	.85
11. Identify with	.88
<u>Status (.79)</u>	
4. Ambition to succeed	.69
5. Similar education level	.82
8. Similar income	.80
<u>Achievement (.51)</u>	
6. Achieve higher level of education	.67
9. Achieve higher income	.85

TABLE VIII
FACTOR LOADINGS FOR VECS

<u>Factor and Items</u>	<u>Factor Loadings</u>
<u>Exploring (.90)</u>	
4. Need to learn more about myself before making a commitment	.63
5. Hard to decide on a career goal because of too many possibilities	.58
11. Uncomfortable committing to a specific occupation	.72
12. Need to learn more about options of a field before committing	.63
13. Can not focus on one specific career goal	.64
14. Need to learn more about myself in order to commit to a specific occupation	.58
17. Unable to commit to a career goal due to unknown future	.66
19. Need more information about fields I'm considering before committing	.53
23. Uneasy about committing to a specific career plan	.73
26. Unsure about the kind of work I would like to do	.67
<u>Committing (.77)</u>	
3. I will end up doing the kind of work that I most want to do	.57
6. Have adequate information about occupational fields that are of interest	.80
7. In field considering have thought of ways around obstacles that may exist	.77
24. Have enough information on occupations that I am able to commit	.62

(table continues)

TABLE VIII (continued)
FACTOR LOADINGS FOR VECS

<u>Factor and Items</u>	<u>Factor Loadings</u>
<u>Indecisive (.70)</u>	
18. Difficult to commit to important life decisions	.67
20. Difficulty in making decisions	.80
25. Worry about ability to make decisions	.62

TABLE IX
 FACTOR LOADINGS FOR TTFS

<u>Factor and Items</u>	<u>Factor Loadings</u>
<u>Foreclosed</u> (.88)	
2. Based on interests, I am suited for one specific occupation	.76
10. Based on abilities and talents, there is one specific occupation right for me	.80
22. Based on values there is one single occupation right for me	.80
28. There is only one specific career goal right for me	.83
<u>Stubborn</u> (.61)	
1. Sticking to a single career goal is a sign of maturity	.73
8. Wavering or indecisiveness is a sign of weakness	.78
9. My educational and career decisions will be right or wrong	.64

TABLE X

SUMMARY OF REGRESSIONS OF RELATIONSHIP PREDICTORS

Criterion	Adjusted			df	Predictors	B
	<u>R</u>	<u>R</u> ²	<u>F</u>			
Exploring	.30	.05	2.45*	6,154	Dad Ambivalent	.37**
					Mom Rejecting	.01
					Mom Not Priority	.24 ⁺
					Dad Love	.15
					Mom Ambivalent	-.03
					Dad Not Priority	-.16
Indecisive	.33	.07	3.09**	6,154	Dad Ambivalent	.36**
					Mom Rejecting	-.19
					Mom Not Priority	.39**
					Dad Love	.03
					Mom Ambivalent	.01
					Dad Not Priority	-.27 ⁺
Foreclosed	.24	.02	1.53	6,154	Dad Ambivalent	-.12
					Mom Rejecting	.02
					Mom Not Priority	-.12
					Dad Love	-.08
					Mom Ambivalent	.13
					Dad Not Priority	.26 ⁺
Stubborn	.15	-.01	.60	6,154	Dad Ambivalent	-.04
					Mom Rejecting	.15
					Mom Not Priority	.05
					Dad Love	-.08
					Mom Ambivalent	-.13
					Dad Not Priority	.01

⁺p < .10 *p < .05 **p < .01

TABLE XI

SUMMARY OF REGRESSIONS OF ROLE MODELING PREDICTORS

Criterion	Adjusted		<u>F</u>	df	Predictors	<i>B</i>
	<u>R</u>	<u>R</u> ²				
Exploring	.36	.08	2.52*	9,151	Dad Achievement	.06
					Mom Support	-.02
					Dad Status	.11
					Dad Identify	.09
					Mom Status	.13
					Mom Identify	-.13
					Mom Achievement	.12
					Mom Discussion	-.24 ⁺
					Dad Discussion	-.14
Indecisive	.34	.06	2.24*	9,151	Dad Achievement	.11
					Mom Support	.15
					Dad Status	-.02
					Dad Identify	.02
					Mom Status	.35***
					Mom Identify	-.21*
					Mom Achievement	.11
					Mom Discussion	-.31**
					Dad Discussion	-.04
Foreclosed	.33	.05	1.99*	9,151	Dad Achievement	.01
					Mom Support	.01
					Dad Status	.12
					Dad Identify	-.35**
					Mom Status	.18 ⁺
					Mom Identify	.00
					Mom Achievement	.06
					Mom Discussion	-.00
					Dad Discussion	.11

TABLE XI (continued)

SUMMARY OF REGRESSIONS OF ROLE MODELING PREDICTORS

Criterion	Adjusted		\underline{F}	df	Predictors	B
	\underline{R}	\underline{R}^2				
Stubborn	.34	.06	2.23*	9,151	Dad Achievement	.18 ⁺
					Mom Support	-.08
					Dad Status	.13
					Dad Identify	-.33**
					Mom Status	.16
					Mom Identify	.00
					Mom Achievement	-.10
					Mom Discussion	-.02
Dad Discussion	.33**					

⁺p < .10 *p < .05 **p < .01 ***p ≤ .001

APPENDIXES

APPENDIX A
DEMOGRAPHIC INFORMATION

APPENDIX B
MOTHER RELATIONSHIP QUESTIONNAIRE

MOTHER RELATIONSHIP QUESTIONNAIRE

Please read each statement below and choose the alternative to the left of the statement which best describes your relationship with your mother while you were growing up.

- 1= Not at all characteristic of my relationship with my mother
- 2= Hardly ever characteristic of my relationship with my mother
- 3= Neutral
- 4= Somewhat characteristic of my relationship with my mother
- 5= Very characteristic of my relationship with my mother

- 1 2 3 4 5 1. She was generally warm and responsive.
- 1 2 3 4 5 2. She was good at knowing when to be supportive and when to let me operate on my own.
- 1 2 3 4 5 3. Our relationship was not usually comfortable.
- 1 2 3 4 5 4. I have no major reservations or complaints about our relationship.
- 1 2 3 4 5 5. I was comfortable depending on my mother.
- 1 2 3 4 5 6. I knew that my mother would be there when I needed her.
- 1 2 3 4 5 7. She was fairly cold and distant.
- 1 2 3 4 5 8. She was rejecting.
- 1 2 3 4 5 9. She was very responsive.
- 1 2 3 4 5 10. I was not her highest priority.
- 1 2 3 4 5 11. Her concerns were often elsewhere.

- 1= Not at all characteristic of my relationship with my mother
2= Hardly ever characteristic of my relationship with my mother
3= Neutral
4= Somewhat characteristic of my relationship with my mother
5= Very characteristic of my relationship with my mother

- 1 2 3 4 5 12. It is possible that she would just as soon not have had me.
- 1 2 3 4 5 13. She was noticeable consistent in her reactions to me.
- 1 2 3 4 5 14. She was sometimes warm and sometimes not.
- 1 2 3 4 5 15. She had her own agendas which sometimes got in the way of her receptiveness and responsiveness to my needs.
- 1 2 3 4 5 16. She definitely loved me but did not always show it in the best way.
- 1 2 3 4 5 17. My mother and I were not as close as I would have liked.
- 1 2 3 4 5 18. I often worried that my mother did not really love me.

APPENDIX C
FATHER RELATIONSHIP QUESTIONNAIRE

FATHER RELATIONSHIP QUESTIONNAIRE

Please read each statement below and choose the alternative to the left of the statement which best describes your relationship with your father while you were growing up.

- 1= Not at all characteristic of my relationship with my father
- 2= Hardly ever characteristic of my relationship with my father
- 3= Neutral
- 4= Somewhat characteristic of my relationship with my father
- 5= Very characteristic of my relationship with my father

- 1 2 3 4 5 1. He was generally warm and responsive.
- 1 2 3 4 5 2. He was good at knowing when to be supportive and when to let me operate on my own.
- 1 2 3 4 5 3. Our relationship was not usually comfortable.
- 1 2 3 4 5 4. I have no major reservations or complaints about our relationship.
- 1 2 3 4 5 5. I was comfortable depending on my father.
- 1 2 3 4 5 6. I knew that my father would be there when I needed him.
- 1 2 3 4 5 7. He was fairly cold and distant.
- 1 2 3 4 5 8. He was rejecting.
- 1 2 3 4 5 9. He was very responsive.
- 1 2 3 4 5 10. I was not his highest priority.
- 1 2 3 4 5 11. His concerns were often elsewhere.

- 1= Not at all characteristic of my relationship with my father
2= Hardly ever characteristic of my relationship with my father
3= Neutral
4= Somewhat characteristic of my relationship with my father
5= Very characteristic of my relationship with my father

- 1 2 3 4 5 12. It is possible that he would just as soon not have had me.
- 1 2 3 4 5 13. He was noticeable consistent in his reactions to me.
- 1 2 3 4 5 14. He was sometimes warm and sometimes not.
- 1 2 3 4 5 15. He had his own agendas which sometimes got in the way of his
receptiveness and responsiveness to my needs.
- 1 2 3 4 5 16. He definitely loved me but did not always show it in the best way.
- 1 2 3 4 5 17. My father and I were not as close as I would have liked.
- 1 2 3 4 5 18. I often worried that my father did not really love me.

APPENDIX D
GENERAL ATTACHMENT QUESTIONNAIRE

GENERAL ATTACHMENT QUESTIONNAIRE

Please read each statement and choose the alternative to the left of the statement which best describes how you characterize your feelings.

- 1= Not at all Characteristic
- 2= Hardly Ever Characteristic
- 3= Neutral
- 4= Somewhat Characteristic
- 5= Very Characteristic

- 1 2 3 4 5 1) I find it difficult to allow myself to depend on others.
- 1 2 3 4 5 2) People are never there when you need them.
- 1 2 3 4 5 3) I am comfortable depending on others.
- 1 2 3 4 5 4) I know that others will be there when I need them.
- 1 2 3 4 5 5) I find it difficult to trust others completely.
- 1 2 3 4 5 6) I am not sure that I can always depend on others to be there when I need them.
- 1 2 3 4 5 7) I do not often worry about being abandoned.
- 1 2 3 4 5 8) I often worry that my partner does not really love me.
- 1 2 3 4 5 9) I find others are reluctant to get as close as I would like.

- 1= Not at all Characteristic
- 2= Hardly Ever Characteristic
- 3= Neutral
- 4= Somewhat Characteristic
- 5= Very Characteristic

- 1 2 3 4 5 10) I often worry my partner will not want to stay with me.
- 1 2 3 4 5 11) I want to merge completely with another person.
- 1 2 3 4 5 12) My desire to merge sometimes scares people away.
- 1 2 3 4 5 13) I find it relatively easy to get close to others.
- 1 2 3 4 5 14) I do not often worry about someone getting too close to me.
- 1 2 3 4 5 15) I am somewhat uncomfortable being close to others.
- 1 2 3 4 5 16) I am nervous when anyone gets too close.
- 1 2 3 4 5 17) I am comfortable having others depend on me.
- 1 2 3 4 5 18) Often, love partners want me to be more intimate than I feel comfortable being.

APPENDIX E
COMMITMENT TO CAREER CHOICES SCALE
(VECS AND TTFS)

COMMITMENT TO CAREER CHOICES SCALE (VECS & TTFS)

In the items that follow, please indicate the appropriate number using the scale below that most accurately reflects the extent to which you agree or disagree with the statement. If you do not currently have a specific career goal, respond to the following items in a way that would reflect your behavior and attitudes if you did have an occupational preference.

1	2	3	4	5	6	7
/	/	/	/	/	/	/
Never true about me	Almost never true about me	Usually not true about me	No opinion/ not sure	Usually true about me	Almost always true about me	Always true about me

Place the appropriate number next to the item in the space provided.

- ___ 1. I believe that a sign of maturity is deciding on a single career goal and sticking with to it.
- ___ 2. Based on what I know about my interests, I believe that I am suited for only one specific occupation.
- ___ 3. The chances are excellent that I will actually end up doing the kind of work that I most want to do.
- ___ 4. I may need to learn more about myself (i.e., my interests, abilities, values, etc..) before making a commitment to a specific occupation.
- ___ 5. It is hard for me to decide on a career goal because it seems that there are too many possibilities.
- ___ 6. I have a good deal of information about the occupational fields that are most interesting to me.
- ___ 7. I have thought about how to get around the obstacles that may exist in the occupational field that I am considering.
- ___ 8. I think that a wavering or indecisive approach to educational and career choices is a sign of weakness: one should take a stand and follow through with it no matter what.
- ___ 9. I believe that no matter what others might think, my educational and career decisions will either be right or wrong.

1 /	2 /	3 /	4 /	5 /	6 /	7 /
Never true about me	Almost never true about me	Usually not true about me	No opinion/ not sure	Usually true about me	Almost always true about me	Always true about me

- ___ 10. Based on what I know about my abilities and talents, I believe that only one specific occupation is right for me.
- ___ 11. While I am aware of my educational and career options, I do not feel comfortable committing myself to a specific occupation.
- ___ 12. I feel uneasy about committing myself to a specific occupation because I am not aware of alternative options in related fields.
- ___ 13. I find myself changing academic majors often because I cannot focus on one specific career goal.
- ___ 14. I do not know enough about myself (i.e., my interests, abilities, and values) to make a commitment to a specific occupation.
- ___ 15. I like to openness of considering various possibilities before committing myself to a specific occupation.
- ___ 16. Based on what I know about the world of work (i.e., the nature of various occupations), I do not believe that I should seriously consider more than a single career goal at a time.
- ___ 17. It is hard to commit myself to a specific career goal because I am unsure about what the future holds for me.
- ___ 18. I find it difficult to commit myself to important life decisions.
- ___ 19. I feel uneasy in committing myself to a career goal because I do not have as much information about the fields that I am considering as I probably should.
- ___ 20. I have difficulty in making decisions when faced with a variety of options.
- ___ 21. I feel confident in my ability to achieve my career goals.
- ___ 22. Based on what I know about my values (e.g., the importance of money, job security, etc.), I believe that only one single occupation is right for me.

1 /	2 /	3 /	4 /	5 /	6 /	7 /
Never true about me	Almost never true about me	Usually not true about me	No opinion/ not sure	Usually true about me	Almost always true about me	Always true about me

- ___ 23. I feel uneasy in committing myself to a specific career plan.
- ___ 24. I think that I know enough about the occupations that I am considering to be able to commit myself firmly to a specific career goal.
- ___ 25. I worry about my ability to make effective educational and career decisions.
- ___ 26. I am not very certain about the kind of work that I would like to do.
- ___ 27. I would change my career plans if the field I am considering became more competitive and less accessible due to a decline in available openings.
- ___ 28. I believe that there is only one specific career goal that is right for me.

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(Version III:10/88)

APPENDIX F
CAREER EXPLORATION-MOTHER

CAREER EXPLORATION-M

Please read each statement below and choose the alternative to the left of the statement which best describes your relationship with your mother.

- 1= Strongly disagree
- 2= Disagree
- 3= Neutral
- 4= Agree
- 5= Strongly Agree

- | | | | | | |
|---|---|---|---|---|--|
| 1 | 2 | 3 | 4 | 5 | 1) My mother encourages and emotionally supports me in my investigation of career possibilities. |
| 1 | 2 | 3 | 4 | 5 | 2) My mother has encouraged and emotionally supported me in attending various career orientation programs. |
| 1 | 2 | 3 | 4 | 5 | 3) My mother has encouraged and emotionally supported me in obtaining information on specific jobs or companies. |
| 1 | 2 | 3 | 4 | 5 | 4) My mother has encouraged and emotionally supported me in initiating conversations with knowledgeable individuals in my career field. |
| 1 | 2 | 3 | 4 | 5 | 5) My mother has encouraged and emotionally supported me in obtaining information on the labor market and general job opportunities in my career area. |
| 1 | 2 | 3 | 4 | 5 | 6) My mother has encouraged and emotionally supported me in seeking information on specific areas of career interest. |
| 1 | 2 | 3 | 4 | 5 | 7) I turn to my mother to discuss or talk through career possibilities. |

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

- 1 2 3 4 5 8) I turn to my mother to discuss or talk through various career orientation programs.
- 1 2 3 4 5 9) I turn to my mother to discuss or talk through obtaining information on specific jobs or companies.
- 1 2 3 4 5 10) I turn to my mother to discuss or talk through conversations I have had with knowledgeable individuals in my career area.
- 1 2 3 4 5 11) I turn to my mother to discuss or talk through obtaining information on the labor market and general job opportunities in my career area.
- 1 2 3 4 5 12) I turn to my mother to discuss or talk through seeking information on specific areas of career interest.
- 1 2 3 4 5 13) I turn to my mother for information about career possibilities.
- 1 2 3 4 5 14) I turn to my mother for information about various career orientation programs.
- 1 2 3 4 5 15) I turn to my mother for information about specific jobs or companies.
- 1 2 3 4 5 16) I turn to my mother for information about speaking to knowledgeable individuals in my career area.
- 1 2 3 4 5 17) I turn to my mother for information on the labor market and general job opportunities in my career area.
- 1 2 3 4 5 18) I turn to my mother for information on specific areas of career interest.

Please answer the questions below.

- 1) Who do you turn to most for information about exploring careers?

Give the following:

Gender of the person _____ Age of the person _____

Their relationship to you _____
(e.g. mother, father, sister, brother, professor, friend, minister, doctor, counselor)

- 2) Who do you turn to most for emotional support/encouragement about exploring careers?

Give the following:

Gender of the person _____ Age of the person _____

Their relationship to you _____

- 3) Who do you turn to most to discuss/talk through exploring careers?

Give the following:

Gender of the person _____ Age of the person _____

Their relationship to you _____

- 4) Who serves as a role model for you in the area of careers?

Give the following:

Gender of the person _____ Age of the person _____

Their relationship to you _____

APPENDIX G
CAREER EXPLORATION-FATHER

CAREER EXPLORATION- F

Please read each statement and choose the alternative to the left of the statement which best describes your relationship with your father.

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

- | | | | | | |
|---|---|---|---|---|--|
| 1 | 2 | 3 | 4 | 5 | 1) My father encourages and emotionally supports me in my investigation of career possibilities. |
| 1 | 2 | 3 | 4 | 5 | 2) My father has encouraged and emotionally supported me in attending various career orientation programs. |
| 1 | 2 | 3 | 4 | 5 | 3) My father has encouraged and emotionally supported me in obtaining information on specific jobs or companies. |
| 1 | 2 | 3 | 4 | 5 | 4) My father has encouraged and emotionally supported me in initiating conversations with knowledgeable individuals in my career field. |
| 1 | 2 | 3 | 4 | 5 | 5) My father has encouraged and emotionally supported me in obtaining information on the labor market and general job opportunities in my career area. |
| 1 | 2 | 3 | 4 | 5 | 6) My father has encouraged and emotionally supported me in seeking information on specific areas of career interest. |
| 1 | 2 | 3 | 4 | 5 | 7) I turn to my father to discuss or talk through career possibilities. |
| 1 | 2 | 3 | 4 | 5 | 8) I turn to my father to discuss or talk through various career orientation programs. |

1= Strongly Disagree

2= Disagree

3= Neutral

4= Agree

5= Strongly Agree

- 1 2 3 4 5 9) I turn to my father to discuss or talk through obtaining information on specific jobs or companies.
- 1 2 3 4 5 10) I turn to my father to discuss or talk through conversations I have had with knowledgeable individuals in my career area.
- 1 2 3 4 5 11) I turn to my father to discuss or talk through obtaining information on the labor market and general job opportunities in my career area.
- 1 2 3 4 5 12) I turn to my father to discuss or talk through seeking information on specific areas of career interest.
- 1 2 3 4 5 13) I turn to my father for information about career possibilities.
- 1 2 3 4 5 14) I turn to my father for information about various career orientation programs.
- 1 2 3 4 5 15) I turn to my father for information about specific jobs or companies.
- 1 2 3 4 5 16) I turn to my father for information about speaking to knowledgeable individuals in my career area.
- 1 2 3 4 5 17) I turn to my father for information on the labor market and general job opportunities in my career area.
- 1 2 3 4 5 18) I turn to my father for information on specific areas of career interest.

APPENDIX H
MOTHER IDENTIFICATION QUESTIONNAIRE

MOTHER IDENTIFICATION QUESTIONNAIRE

Please read each statement below and choose the alternative to the left of the statement which best describes how you identify with your mother.

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

- | | | | | | |
|---|---|---|---|---|--|
| 1 | 2 | 3 | 4 | 5 | 1) I would like to have an occupation similar to my mother. |
| 1 | 2 | 3 | 4 | 5 | 2) I would like to possess a belief system (e.g., religion, values, morals) similar to my mother. |
| 1 | 2 | 3 | 4 | 5 | 3) I would like to engage in leisure activities similar to my mother. |
| 1 | 2 | 3 | 4 | 5 | 4) I would like to have the ambition to succeed like my mother. |
| 1 | 2 | 3 | 4 | 5 | 5) I would like to achieve an education level similar to that of my mother. |
| 1 | 2 | 3 | 4 | 5 | 6) I would like to achieve an education level higher than that of my mother. |
| 1 | 2 | 3 | 4 | 5 | 7) I would like to have a relationship with my family similar to my mother's relationship with her immediate family. |

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

- 1 2 3 4 5 8) I would like to achieve an income similar to that of my mother.
- 1 2 3 4 5 9) I would like to achieve an income higher than that of my mother.
- 1 2 3 4 5 10) I intend to use child rearing practices similar to those used by my mother.
- 1 2 3 4 5 11) Overall, I think that I identify with my mother

APPENDIX I
FATHER IDENTIFICATION QUESTIONNAIRE

FATHER IDENTIFICATION QUESTIONNAIRE

Please read each statement below and choose the alternative to the left of the statement which best describes how you identify with your father.

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

- 1 2 3 4 5 1) I would like to have an occupation similar to my father.
- 1 2 3 4 5 2) I would like to possess a belief system (e.g., religion, values, morals) similar to my father.
- 1 2 3 4 5 3) I would like to engage in leisure activities similar to my father.
- 1 2 3 4 5 4) I would like to have the ambition to succeed like my father.
- 1 2 3 4 5 5) I would like to achieve an education level similar to that of my father.
- 1 2 3 4 5 6) I would like to achieve an education level higher than that of my father.
- 1 2 3 4 5 7) I would like to have a relationship with my family similar to my father's relationship with his immediate family.

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

- 1 2 3 4 5 8) I would like to achieve an income similar to that of my father.
- 1 2 3 4 5 9) I would like to achieve an income higher than that of my father.
- 1 2 3 4 5 10) I intend to use child rearing practices similar to those used by my father.
- 1 2 3 4 5 11) Overall, I think I identify with my father.

VITA

Angela Dodson Parsons

Candidate for the Degree of

Master of Science

Thesis: CAREER EXPLORATION OF ADOLESCENT AND YOUNG ADULT DAUGHTERS: EFFECTS OF ATTACHMENT TO MOTHER AND FATHER AND PARENTAL ROLE MODELING

Major Field: Family Relations and Child Development

Biographical:

Personal Data: Born in Pryor, Oklahoma, September 19, 1970, the daughter of Johnny and Linda Dodson.

Education: Graduated from Pryor High School, Pryor, Oklahoma, in May 1988; received Bachelor of Arts Degree in Psychology from Northeastern State University, Tahlequah, Oklahoma in May, 1992; completed requirements for the Master of Science Degree at Oklahoma State University in December, 1994.

Professional Experience: Practicum, Child Development Labs, Department of Family Relations and Child Development, Oklahoma State University, January, 1994, to May, 1994.

OKLAHOMA STATE UNIVERSITY
INSTITUTIONAL REVIEW BOARD
HUMAN SUBJECTS REVIEW

Date:05-13-94

IRB#:HE-94-042

Proposal Title:PREDICTING CAREER EXPLORATION ACCORDING TO
ATTACHMENT AND SOCIAL LEARNING THEORIES

Principal Investigator(s):Laura Hubbs-Tait, Angela Dodson Parsons

Reviewed and Processed as:Exempt

Approval Status Recommended by Reviewer(s): Approved

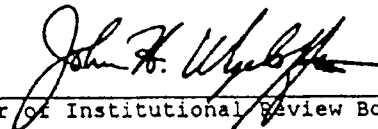
APPROVAL STATUS SUBJECT TO REVIEW BY FULL INSTITUTIONAL REVIEW BOARD AT NEXT
MEETING.

APPROVAL STATUS PERIOD VALID FOR ONE CALENDAR YEAR AFTER WHICH A CONTINUATION OR
RENEWAL REQUEST IS REQUIRED TO BE SUBMITTED FOR BOARD APPROVAL.

ANY MODIFICATIONS TO APPROVED PROJECT MUST ALSO BE SUBMITTED FOR APPROVAL.

Comments, Modifications/Conditions for Approval or Reasons for
Deferral or Disapproval are as follows:

Signature:



Chair of Institutional Review Board

Date: May 16, 1994

OKLAHOMA STATE UNIVERSITY
INSTITUTIONAL REVIEW BOARD
HUMAN SUBJECTS REVIEW

Date: 05-13-94

IRB#: HE-94-042

Proposal Title: PREDICTING CAREER EXPLORATION ACCORDING TO
ATTACHMENT AND SOCIAL LEARNING THEORIES

Principal Investigator(s): Laura Hubbs-Tait, Angela Dodson Parsons

Reviewed and Processed as: Modification

Approval Status Recommended by Reviewer(s): Approved

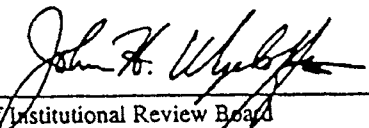
APPROVAL STATUS SUBJECT TO REVIEW BY FULL INSTITUTIONAL REVIEW BOARD AT NEXT
MEETING.

APPROVAL STATUS PERIOD VALID FOR ONE CALENDAR YEAR AFTER WHICH A CONTINUATION
OR RENEWAL REQUEST IS REQUIRED TO BE SUBMITTED FOR BOARD APPROVAL.

ANY MODIFICATIONS TO APPROVED PROJECT MUST ALSO BE SUBMITTED FOR APPROVAL.

Comments, Modifications/Conditions for Approval or Reasons for Deferral or Disapproval are as
follows:

Signature:


Chair of Institutional Review Board

Date: August 29, 1994