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ABSTRACT

A study determined whether a short-term educational program could be used to help women overcome personal-social barriers to entry into non-traditional occupational preparation programs. Twenty women from each of three community/junior colleges were surveyed using the Survey of Women's Attitudes about Careers (which was also used for posttesting) to determine what the barriers were. A treatment program, based on survey findings, was designed and delivered. The treatment program, which addressed decision making, goal setting, self-knowledge, and awareness of career opportunities, was intended to assist women in overcoming barriers for entry into nontraditional employment and to encourage them to become self-directed in their career development. Posttests and follow-up interviews were used to assess the program's impact by considering (1) changes made by participants as a result of specific goals, (2) application to and problems encountered in apprenticeship and training programs, and (3) degree of support from family and friends. It was concluded that the program did have some impact in assisting women to enter nontraditional occupations by helping them set career goals and change stereotypical attitudes. Participants also reported feeling less deterrence from potential barriers and having more control over their career development. (YLB)

Impact of an Educational Program Designed to Assist Women Overcome the Deterrents to Entering Non-Traditional Occupations[1]

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Women attempting to enter careers and training programs traditionally dominated by men have generally encountered barriers which have effectively kept most women in "women's jobs." Despite attempts which have been made to eliminate institutional barriers to women entering non-traditional jobs, implemented via equal rights legislation, only a relatively small proportion of women workers are employed in blue-collar jobs (U.S. Department of Labor, 1975, p. 92). The vast majority of women in the labor force remain in the lower paid and/or less skilled areas such as service, health, education, and clerical occupations (Eliason, 1977; McCune, 1974; U.S. Department of Labor, 1975). This would seem to be an indication that there are other factors operating to exclude women from non-traditional occupations. These factors, i.e., personal and cultural barriers, may be more subtle and more difficult to change than the institutional barriers (Koontz, 1972; Lehmann, 1977).

Those women who have attempted to enter non-traditional occupations will most likely have encountered both institutional and personal barriers. The former include the customary exclusion of women from certain positions in government, industry, education, or other employment simply because that is the way "it has always been." The latter includes attitudes communicated by family, friends, and associates in-

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dicating the impropriety of the inclusion of women in certain occupations

Institutional barriers, as indicated above, are those which can be, and have been, addressed by legislation in attempts to equalize educational and occupational opportunities for men and women. Such barriers, like discriminatory hiring or promotion practices, are generally overt deterrents and can be dealt with via legislative policy. Personal-Social barriers, on the other hand, tend to be more covert and subtle, and consequently much more difficult to overcome. Some common personal-social barriers represented in the literature center around such issues as roles (e.g., Burlin, 1976; Smith, 1976; and U.S. Department of Labor, 1977); attitudes of significant others (e.g., CONSAD, 1976; Indiana State Board, 1977; and Reubens and Reubens, 1977); and self-perceptions (e.g., Korman, 1967, 1970; Sedaka, 1975; and Wertheimer and Nelson, 1977).

The personal-social barriers identified in a Survey of Barriers (Thomas, et al, 1979) include attitudes of women themselves as well as the attitudes communicated to women by friends, relatives, persons employed in non-traditional occupations, and administrators of educational programs indicating the impropriety of the inclusion of women in certain occupations. Some of the more significant barriers that women must overcome if they are to enter non-traditional careers are: the stereotyped role by family and friends; establishing priorities in terms of family responsibility and money; attitudes of people at entry and training levels; and obtaining information about male-intensive jobs.

Objectives of the Study

The purpose of the study was to determine the impact of an educational treatment program designed to assist women in overcoming barriers to entering non-traditional occupational preparation programs and careers. Specifically, the research was to determine: (1) the degree to which women were able to overcome the deterrents they perceived as providing barriers to entry into non-traditional occupations and (2) the extent to which participation in the experimental treatment program was effective in assisting women to enter non-traditional occupational preparation programs and careers.

Population and Sample

The target group was the population of females from three selected community/junior colleges who expressed interest in participating in a workshop concerning entry into non-traditional training programs and careers. Thus, those women who responded to an announcement of the program constituted the population from which the samples were drawn.

Twenty women in each of three communities were randomly selected from this pool of applicants for the experimental and control groups. When dropouts occurred, replacements were made from a randomly ordered list of those in the pool who had not been previously selected. The participants thus selected were told that because of demand two sections of the program would be held--one starting at the prescheduled time (the experimental group) and one six weeks later (the control group).

Instrumentation

The Survey of Women's Attitude About Careers (SWAC), originally developed as part of the identification of deterrents to entering non-traditional occupations (Thomas, et al., 1979), was used as a pretest/posttest instrument. Due to the excessive length of the original survey, a reduced version was developed. The criteria for item inclusion were: (1) each item showed 40% or more agreement or strong agreement, i.e., was considered a deterrent to entering non-traditional occupations by women in traditional occupations; and (2) each of the 17 orthogonal factors identified by Thomas, et al., (1979) was represented by at least three items. If factors were not represented, as the result of the 40% cut off point, the highest loading items were included regardless of the level of deterrence indicated. The internal consistency of this instrument was .97 while the average item test-retest was.41.

In addition to the deterrent statements, the pretest and posttest also included Rotter's Internal-External (I-E) Scale (Rotter, 1966) and Thomas' Career Development Responsibility Scale (Thomas, 1974). The Rotter I-E contains 23 pairs of bipolar statements which are scored for externality. The Career Development Responsibility Scale was developed to measure the degree to which reinforcement in terms of success in career preparation-acquisition-performance situations is considered to be contingent on an individual's own behavior. The Rotter I-E yielded a Spearman Brown of .73 and a Kuder-Richardson of .70, while test-retest was .72 and.78 respectively (Rotter, 1966). The internal consistency of the Career Development Scale was .67, and content

and criterion-related validity were also established for this instrument (Thomas, 1974). A standardized format was employed by the project staff to conduct follow-up interviews. The purpose of the follow-up interview was to assess the effectiveness of the experimental treatment program in view of participants' career plans. The personalized format addressed: (1) changes made by participants as a result of specific goals; (2) application to and problems encountered in apprenticeship and training programs, as well as (3) the degree of support received from family and friends.

Treatment Program

The treatment program designed to help women overcome the barriers was based upon: (1) the results of the barriers survey, (2) the content of other programs, and (3) theoretical background considerations. The various components of the treatment program were addressed to decision making, goal setting, self-knowledge, and awareness of career opportunities. The treatment was intended primarily to assist participating women in overcoming personal-social barriers for entry into non-traditional employment, and secondarily, to encourage them to become self-directed in their career development. It was felt that if the participants could learn to take control of their own careers, then they would be able to overcome the remaining occupational barriers on their own. The underlying basis for the experimental treatment program which was drawn from research concerning learned helplessness (Cohen, Rothbart, and Phillips, 1976), locus of control (Rotter, 1966), and illusion of incompetence (Langer, 1979). Counseling practices including the direct decision

therapy model suggested by Greenwald (1973), were also used in the design.

Procedures

The treatment program which consisted of an introductory session (given immediately after the pretest) and a series of eight two-hour workshops was facilitated by a member of the project staff. Thus, for the experimental groups, nine two-hour sessions were conducted twice weekly over a period of five consecutive weeks.

Sessions delivering the educational program to the control group were held at the conclusion of the experimental group's treatment program after both groups had been posttested. The control group sessions were conducted each week night for two hours during a two-week period.

The pretest was given to both groups on the same evening while the posttest was administered following the delivery of the treatment program to the experimental group, and at the beginning of the first session of the treatment program for the control group.

Results and Discussion

Reliability of Instrument

Two forms of reliability were determined for the 123 item SWAC instrument. Internal consistency (Coefficient alpha) was found to be .97. An average item test-retest reliability (using the control group only) was computed for the 123 items and $\bar{r}$ = .39 (r ranged from -.29 to .75). The average test-retest reliability computed for scores on the 17 factors was .45 with r's ranging from .29 to .65.

Program Impact

A set of 2 X 3 analyses of covariance on mean posttest scores on

items in the SWAC were employed to evaluate the impact of the educational program on participants. Item scores on the SWAC pretest were used as covariates. Mean posttest scores were blocked on location: CJCI, CJCII, and CJCIII; and group: experimental and control.

Twenty-four of the 123 items in the survey instrument revealed a significant ($p \leq .05$) interaction between group and location (see Table 1). Nineteen of the 24 items reflect one or more of three way interaction patterns. For eleven items (H-3; I-3,4,8; M-1; S-4,7,10; and T-1,4,7) mean response for CJCII is consistently higher (less deterrence) than mean response for the other two locations for the experimental group. In the control group, mean response for CJCII is consistently lower (less deterrence) than mean response for the other two locations. Five items (H-2, S-3,5,11, and T-10) show an increase in mean response across locations for the experimental group with CJCIII yielding the highest mean. The control group shows the same pattern mentioned above with CJCII yielding a consistently lower mean response than the other locations. The remaining five items all revealed unique interaction patterns (see Table 1) and will not be discussed here. The results of Newman-Keuls Multiple Comparison technique for these 24 items are presented in Table 1. It appears, then, for these 24 items the effect of the treatment program is confounded with location of the program; i.e., there was a differential effect of treatment group across program location.

Eighteen of the 123 items revealed a significant ($p \leq .05$) main effect of location (see Table 1). A brief overview of these items indicates that CJCI has a consistently lower mean response (more

deterrence) than CJCII and CJCIII. Mean response for all these items at CJCI represented agreement with the item or an undecided position. For CJCII and CJCIII, mean response represented an undecided position or disagreement. Results of follow-up comparisons for these 18 items are presented in Table 1. These results suggest that the impact of the treatment program may be somewhat dependent on the environment (community) in which it is presented and the women who participate in the program.

Nineteen of the 123 items had a significant ($p < .05$) effect of group. In all cases, mean response of the experimental group exceeded the mean response of the control group; i.e., the experimental group showed less deterrence. These items will be presented in three major groupings: (1) the mean response of the experimental group represents disagreement (3.5 or greater) and the control group is undecided (2.5 to 3.5); (2) the experimental group is undecided and the control group indicates agreement (2.4 or less); and (3) both groups are undecided.

The experimental group disagreed ($\bar{X} = 3.90$) with item A-6 ($F = 10.51$, $df = 1, 60$, $p = .002$) which states that a woman may decide not to enter careers that are usually held by men because she would offend men by being successful. The control group was undecided ($\bar{X} = 3.05$) on this item. Item F-8 deals with a woman's failure to get training in a male dominated field because of her feeling that available training money should go to men in the household. On this issue the control group expressed an undecided position ($\bar{X} = 3.43$) while the experimental group indicated disagreement ($\bar{X} = 3.94$). The experimental group expressed

disagreement ($\bar{X}$ = 3.57) with the idea that women have remained in certain occupational fields because they have a different set of values than men (Item H-3; F = 5.27, df = 1, 60 p = .025). The control group was undecided ($\bar{X}$ = 2.93) on this item. Item Q-2 (F = 5.68, df = 1, 58, p = .020) states that a woman who works in jobs usually held by men has difficulty supervising other women. The experimental group disagreed ($\bar{X}$ 3.87) with this item while the control group was undecided ($\bar{X}$ = 3.39).

Nine of the nineteen items reflected agreement by the control group and an undecided position by the experimental group (see Table 1). Item C-2 (F = 7.00, df = 1, 61 p = .010) reflects the idea that a woman may have difficulty getting people to provide her with information about non-traditional occupations. Women in traditional jobs may find it difficult to leave their jobs to obtain non-traditional jobs because they know they can be successful in the job they hold (Item G-3, F = 6.07, df = 1, 60 p = .017). A woman may feel if she is successful in a male dominated field that: (1) men feel uncomfortable with women in responsible positions (Item J-1, F = 5.09, df = 1. 61. p = .028) and (2) she still will not be as respected as a male with similar success (Item J-2, F = 9.29, df = 1, 60, p = .003). In addition, an unemployed woman may not want to risk seeking a male dominated occupation because she feels she wouldn't be paid as much as a man (Item K-2, F = 9.19, df = 1, 60, p = .004).

The experimental group was undecided while the control group agreed with the ideas that a woman who obtains a non-traditional job may find it difficult to cope with: (1) men thinking she won't be able to

Table 1

Posttest Mean Response to Survey Items Adjusted for Pretest Response by Treatment Group and Program Location

	Adjusted Posttest Cell Means									Adjusted Posttest Marginal Means						
	CJCI		CJCII		CJCIII					Location				Group		
Item	Experimental 11	Control 12	Experimental 21	Control 22	Experimental 31	Control 32	F Ratio	Pretest Grand Mean	Covariate F Ratio	CJCI 1	CJCII 2	CJCIII 3	F Ratio	Experimental 1	Control 2	F Ratio
A-1	2.44	3.22	3.64	3.00	2.81	3.29	2.04	3.09	16.32**	2.77	3.32	3.03	.79	2.94	3.18	.67
2	2.08	2.29	3.01	2.87	3.25	2.77	.48	2.55	3.19	2.18	2.94	3.03	2.84	2.77	2.63	.20
3	2.88	3.35	3.56	3.16	3.89	3.41	1.81	3.25	14.17**	3.12	3.37	3.69	1.83	3.44	3.32	.38
4	2.98	3.28	3.70	3.07	4.08	3.85	1.12	3.25	5.77*	3.13 (3)	3.38	3.97 (1)	3.61*	3.59	3.40	.24
5	3.09	3.69	4.18	3.15	3.86	3.34	2.21	3.27	5.41*	3.45	3.61	3.69	.19	3.73	3.45	1.06
6	3.17	3.12	4.06	2.94	4.44	2.07	2.65	3.24	6.26*	3.15	3.50	3.81	2.25	3.90 (2)	3.05 (1)	10.51**
7	2.05	2.12	2.37	2.49	2.98	2.35	.76	2.04	26.22**	2.08	2.42	2.69	1.60	2.49	2.31	.35
B-1	2.72	2.75	3.27	3.50	3.14	3.16	.06	3.22	21.24**	2.73	3.39	3.15	1.74	3.03	3.12	.06
2	2.69	2.69	3.35	3.29	3.31	3.11	.03	3.09	17.80**	2.69	3.32	3.22	1.87	3.11	3.91	.12
3	1.70	1.74	2.44	2.07	1.93	2.40	1.22	2.06	28.41**	1.72	2.25	2.15	2.59	2.00	2.06	.10
4	1.78	2.04	1.93	1.98	2.18	2.17	.21	2.06	35.60**	1.91	1.95	2.17	.84	1.97	2.06	.29
C-1	2.03	2.01	3.03	2.33	2.60	2.55	.85	2.19	7.12**	2.02	2.70	2.58	2.86	2.59	2.29	.87
2	2.27	2.48	3.48	2.64	2.99	2.02	1.93	2.55	15.24**	2.28 (2)	3.06 (1)	2.55	4.30*	2.88 (2)	2.31 (1)	7.00**
3	1.63	2.14	2.98	2.27	2.19	1.87	2.57	2.20	15.33**	1.94 (2)	2.62 (1,3)	2.04 (2)	4.46*	2.26	2.09	.59
4	2.19	2.41	3.02	2.47	2.89	2.47	.82	2.38	1.93	2.30	2.74	2.70	1.26	2.69	2.48	.70
5	2.17	2.25	2.76	2.31	2.44	1.67	.83	2.01	10.99**	2.21	2.53	2.08	.89	2.44	2.08	1.79
D-1	2.57	2.59	3.31	2.97	3.03	2.48	.43	2.62	6.43*	2.58	3.14	2.78	1.54	2.95	2.67	1.09
2	3.17	2.91	3.08	2.38	3.37	2.37	.80	2.77	20.86**	3.05	2.73	2.92	.53	3.22 (2)	2.59 (1)	7.84**
3	2.17	2.59	2.46	2.02	2.65	1.97	1.27	2.17	4.97*	2.29	2.24	2.39	.05	2.43	2.18	1.23
4	2.43	2.36	3.03	2.77	2.65	1.81	.86	2.45	11.47**	2.40	2.90	2.26	2.27	2.68	2.31	2.57
5	2.40	2.21	2.59	2.16	2.70	2.49	.17	2.54	30.50**	2.30	2.37	2.60	.93	2.56	2.29	1.86
6	2.36	2.20	2.99	2.43	3.23	2.83	.22	2.67	2.95	2.28 (3)	2.71	3.04 (1)	3.62*	2.90	2.48	2.28
7	2.34	2.61	2.74	1.97	2.97	2.71	1.41	2.52	9.62**	2.49	2.35	2.85	1.44	2.69	2.45	.83
8	2.57	2.59	2.66	2.28	2.57	1.76	.95	2.30	8.70**	2.58	2.46	2.20	.89	2.60	2.22	2.57
9	2.54	2.63	2.72	2.41	2.95	2.02	1.63	2.69	1.33	2.59	2.56	2.52	.02	2.74	2.37	2.09
10	2.67	2.61	2.69	2.51	3.25	2.48	.80	2.51	11.38**	2.64	2.59	2.89	.51	2.88	2.53	1.87
E-1	2.45	3.08	3.50	2.88	3.21	3.12	1.35	3.23	4.48*	2.77	3.18	3.17	1.02	3.02	3.04	.00
2	2.44	3.15	3.05	2.98	3.29	3.35	.71	3.15	4.95*	2.81	3.02	3.32	1.27	2.92	3.17	1.02
3	2.30	3.16	3.05	2.35	3.01	3.23	2.02	3.10	3.82	2.72	2.68	3.11	.98	2.77	2.94	.37
F-1	3.32	3.16	4.13	3.11	3.88	3.69	.93	3.45	12.67**	3.24	3.59	3.79	1.46	3.75	3.32	2.11
2	3.17	3.01	4.09	3.36	4.20	3.53	.49	3.17	2.33	3.08 (3)	3.71	3.89 (1)	3.55*	3.81	3.28	3.70
3	3.37	3.25	4.15	2.95	3.81	3.94	2.35	3.51	25.46**	3.30	3.52	3.86	2.03	3.74	3.39	1.99
4	2.80	2.48	3.53	2.95	3.33	3.10	.15	2.93	5.19*	2.64	3.22	3.23	2.06	3.20	2.83	1.75
5	2.66	2.95	2.98	2.54	2.80	3.01	.62	2.74	4.34*	2.81	2.75	2.89	.08	2.80	2.84	.04
6	3.31	3.21	4.33	2.94	4.14	4.12	.77	2.35	14.27**	3.31	3.61	4 3	1.66	3.94	3.43	.01
7	3.27	3.27	3.37	2.92	3.56	3.60	2.15	2.20	20.92**	3.27	3.13	3.58	2.39	3.41	3.28	1.25
8	3.31	3.21	4.33	2.94	4.14	4.12	2.56	3.67	19.89**	3.31 (3)	3.61	4.13 (1)	5.17**	3.94 (2)	3.43 (1)	4.74*
9	3.27	3.27	3.37	2.92	3.56	3.60	.23	3.20	2.78	3.27	3.13	3.58	.82	3.41	3.28	.12
G-1	3.75	3.03	3.42	3.23	3.21	3.10	.65	3.19	6.98*	3.39	3.31	3.20	.21	3.45	3.14	1.62
2	2.03	1.91	2.40	2.16	2.71	2.29	.24	2.29	20.46**	2.06	2.27	2.49	2.03	2.38	2.09	1.77
3	2.50	2.21	2.74	2.19	2.85	2.15	.05	2.36	12.22**	2.36	2.45	2.53	1.02	2.70 (2)	2.19 (1)	6.07*
4	2.17	2.16	2.31	2.47	2.35	2.54	.12	2.41	9.70**	2.16	2.39	2.44	.64	2.27	2.39	.29
5	2.53	2.68	3.13	2.29	3.17	2.46	1.52	2.54	15.05**	2.61	2.69	2.86	.19	2.93	2.49	2.83

Table 1 (cont'd)

	Adjusted Posttest Cell Means									Adjusted Posttest Marginal Means						
	C1C1		C1C11		C1C111					Location				Group		
Item	Experimental 11	Control 12	Experimental 21	Control 22	Experimental 31	Control 32	F Ratio	Pretest Grand Mean	Covariate F Ratio	C1C1 1	C1C11 2	C1C111 3	F Ratio	Experimental 1	Control 2	F Ratio
M-1	2.30	2.56	3.04	2.19	2.90	2.61	1.10	2.65	10.39**	2.33	2.59	2.77	1.11	2.72	2.59	1.73
2	1.95 (21, 31, 32)	2.73 (31)	3.22	2.23 (31)	3.92 (11, 12, 22)	3.34	4.36*	2.62	12.21**	2.34 (3)	2.73 (3)	3.65 (1,2)	10.29**	3.08	2.48	.38
3	2.73 (21, 31)	2.73 (21, 31)	4.09 (11, 21, 22)	2.44 (21, 31)	3.99 (11, 21, 22)	3.57	3.35*	2.81	8.65**	2.72 (3)	3.23 (3)	3.90 (1,2)	6.25**	3.57 (2)	2.93 (1)	5.27*
X-1	2.30	2.40	2.77	2.56	2.68	2.27	.50	2.33	17.10**	2.34	2.67	2.49	.66	2.57	2.40	.50
2	4.83 (12, 21, 22, 31, 32)	2.51 (11, 21)	3.85 (11, 12, 22)	2.37 (11, 21)	3.06 (11)	3.24 (11)	3.72*	2.80	7.64**	2.47	3.07	3.14	2.80	3.05	2.71	1.68
3	1.97	2.69	2.75	1.86	2.53	2.15	3.43*	2.22	8.03**	2.33	2.30	2.36	.02	2.39	2.27	.22
4	2.42	2.89	3.58 (22)	2.04 (21)	3.14	2.92	3.53*	2.65	8.78**	2.60	2.78	3.04	.90	3.00	2.60	1.90
5	3.16	3.03	3.61	3.26	3.88	3.49	.09	3.30	9.76**	3.09	3.40	3.70	1.51	3.55	3.25	.69
6	2.70	2.77	3.18	2.47	2.79	2.98	1.56	2.94	19.56**	2.53	2.80	2.87	.74	2.71	2.75	.02
7	2.46	2.65	3.36	2.79	2.94	2.12	.72	2.97	7.87**	2.56	3.05	3.02	1.52	2.88	2.85	.01
8	1.78 (21)	2.09	2.79 (11, 22)	1.75 (21)	2.25	1.95	3.70*	1.99	11.84**	1.94	2.25	2.11	.78	2.23	1.95	2.04
9	2.02	2.63	2.69	2.25	2.54	2.59	1.58	2.47	6.59*	2.32	2.45	2.57	.51	2.39	2.50	.31
J-1	2.25	2.29	3.61	2.26	3.19	2.59	2.31	2.58	9.47**	2.28	2.90	2.91	2.69	2.97 (2)	2.38 (1)	5.09*
2	2.57	2.23	3.62	2.23	3.16	2.31	1.16	2.48	9.63**	2.40	2.89	2.77	1.10	3.08 (2)	2.26 (1)	9.29**
3	2.99	3.10	3.68	2.48	3.30	2.89	2.23	3.06	20.83**	3.04	3.06	3.11	.05	3.29	2.85	3.63
K-1	2.21	2.07	2.91	2.77	2.94	2.42	.32	2.52	7.89**	2.09	2.83	2.70	3.38*	2.64	2.39	.98
2	2.57	2.36	3.37	2.40	3.42	2.14	1.95	2.51	23.38**	2.46	2.73	2.83	.78	3.03 (2)	2.30 (1)	9.19**
3	2.31	2.36	3.15	2.36	2.61	2.28	1.80	2.33	34.80**	2.33	2.74	2.46	1.53	2.65	2.33	2.74
L-1	4.62	4.06	4.37	3.83	4.46	4.26	.19	4.16	41.65**	4.33	4.10	4.37	.46	4.50	4.06	2.77
2	3.89	3.79	3.93	4.17	3.66	4.31	.60	3.80	3.73	3.84	4.04	3.96	.16	3.81	4.07	.84
3	3.68	3.65	4.20	3.42	4.14	4.22	.62	3.87	7.88**	3.67	3.80	4.18	1.16	4.00	3.77	.41
M-1	2.31 (21, 31)	2.64 (21, 31)	3.9. (11, 12, 22)	2.62 (21, 31)	3.80 (11, 12, 22)	3.30	3.86*	3.01	14.10**	2.48 (2,3)	3.25 (1)	3.57 (1)	7.56**	3.32	2.85	2.95
2	2.96	2.59	3.85	2.67	3.27	3.38	2.04	2.97	5.95*	2.77	3.23	3.32	1.69		2.87	2.08
3	2.79	2.43	3.72	2.56	3.31	2.90	.90	2.70	5.63*	2.60	3.14	3.12	1.95	3.2 (2)	2.62 (1)	6.07*
4	2.28	2.58	3.06	2.62	3.36	2.64	1.32	2.77	6.18*	2.43	2.83	3.03	1.91	2.90	2.62	1.04
5	3.21	3.48	3.57	3.57	3.46	3.25	.24	3.38	4.27*	3.34	3.57	3.36	.24	3.40	3.43	.00
6	2.22	2.15	2.79	2.71	2.54	2.39	.54	2.23	15.50**	2.19	2.43	2.47	.61	2.50	2.22	1.37
7	2.71	2.54	3.84	3.30	3.30	2.92	.41	2.84	19.36**	2.62 (2)	3.42 (1)	3.13	3.15*	3.24	2.81	2.98
8	2.90	3.04	3.71	3.03	3.33	3.02	.54	2.90	33.71**	2.97	3.40	3.19	.70	3.30	3.06	.68

Table 2 (cont'd)

Item	Adjusted Posttest Cell Means: CJCI Experimental 11	CJCI Control 12	CJCII Experimental 21	CJCII Control 22	CJCIII Experimental 31	CJCIII Control 32	F Ratio	Pretest Grand Mean	Covariate F Ratio	Adjusted Posttest Marginal Means: Location CJCI 1	CJCII 2	CJCIII 3	F Ratio	Group Experimental 1	Group Control 2	F Ratio
N-1	2.38	2.60	2.71	2.77	3.22	1.98	3.48*	2.49	9.85**	2.49	2.74	2.65	.22	2.79	2.45	1.59
2	2.37	2.51	3.50	2.62	3.28	2.55	1.96	2.84	16.67**	2.44	3.04	2.95	2.28	3.02	2.56	3.41
3	2.09 (21, 31)	2.72 (21)	3.36 (11, 32)	2.86 (31)	4.04 (11, 12, 22, 32)	2.06 (21, 31)	4.44*	2.68	15.75**	2.41 (2,3)	3.10 (1)	3.60 (1)	8.99**	3.17	2.88	1.16
4	3.31	3.04	4.40	3.49	3.79	4.12	1.90	3.36	9.33**	3.18 (2,3)	3.90 (1)	3.94 (1)	4.68*	3.77	3.54	.89
O-1	2.55	2.82	2.76	2.51	3.54	2.58	1.92	2.87	32.94**	2.69	2.64	3.10	1.35	2.99	2.65	1.24
2	3.64	3.54	4.14	2.99	4.22	3.94	1.95	3.74	29.53**	3.59	3.55	4.09	1.71	3.99 (2)	3.51 (1)	4.01*
P-1	2.13	2.18	2.99	2.24	3.05	2.31	1.10	2.17	19.19**	2.15	2.60	2.71	1.93	2.71	2.24	3.23
2	2.47	2.22	3.53	1.93	3.33	2.09	2.54	2.51	11.84**	2.34	2.73	2.76	1.05	3.08 (2)	2.10 (1)	15.18**
3	2.57	2.78	3.00	2.69	3.32	2.74	1.28	2.79	28.39**	2.68	2.83	3.05	1.25	2.97	2.74	.86
4	2.67	2.88	3.75	2.82	3.40	2.72	2.60	2.94	13.03**	2.77	3.27	3.09	1.49	3.25	2.81	3.63
5	2.53 (21)	2.60 (21)	3.81 (11, 12, 22, 31, 32)	2.48 (21)	2.18 (21)	2.41 (21)	3.03*	2.68	17.13**	2.56	3.11	2.88	1.87	3.16 (2)	2.50 (1)	8.87**
6	2.58	2.41	2.89	2.46	3.19	2.37	.81	2.74	2.82	2.49	2.67	2.81	.72	2.90	2.41	1.63
7	2.63	2.37	2.48	2.21	3.34 (32)	1.64 (31)	3.55*	2.38	8.41**	2.50	2.49	2.56	.08	2.95 (2)	2.08 (1)	11.56**
8	3.24	3.22	3.68	3.43	2.99	3.29	.29	3.15	5.89*	3.23	3.55	3.13	.78	3.27	3.30	.03
9	2.74	2.33	3.31	2.44	3.20	2.47	.29	2.44	3.95 *	2.53	2.85	2.87	.78	3.08 (2)	2.41 (1)	6.27*
10	3.25	3.18	3.59	2.99	3.66	3.75	.50	3.41	10.17**	3.21	3.27	3.70	1.53	3.49	3.31	.68
Q-1	1.76	2.08	1.88	1.93	2.04	2.22	.16	2.07	31.55**	1.92	1.90	2.12	.50	1.90	2.08	1.71
2	3.41 (31)	3.37 (31)	3.56 (31)	3.38 (31)	4.55 (11, 12, 21, 22, 32)	3.42 (31)	3.60*	3.60	17.43**	3.40 (3)	3.47 (3)	4.02 (1,2)	4.04*	3.87 (2)	3.39 (1)	5.68*
3	2.77	2.41	3.09	2.62	3.19	3.00	.01	2.82	3.64	2.59	2.85	3.10	1.89	3.01	2.67	1.96
4	2.14	2.21	2.89	2.40	2.92	2.36	.98	2.35	7.63**	2.18	2.65	2.67	2.28	2.65	2.32	1.79
5	1.97	2.28	2.38	1.97	2.29	2.15	1.07	2.12	12.46**	2.13	2.18	2.23	.12	2.21	2.15	.03
6	2.11	2.01	2.26	2.20	2.63	2.20	.44	2.31	3.30	2.11	2.23	2.43	.81	2.39	2.13	1.15
R-1	2.48	3.42	3.07	2.86	3.53	3.29	2.01	3.21	7.19**	2.95	2.96	3.41	1.58	3.04	3.22	.40
2	2.68	3.09	3.15	2.86	3.54	3.34	.56	3.01	14.27**	2.88	3.00	3.45	1.61	3.13	3.11	.00
3	2.08	2.25	2.89	2.20	3.23	3.18	.91	2.67	1.18	2.17 (3)	2.53 (3)	3.21 (1,2)	5.08**	2.74	2.55	.36
4	3.27	3.41	3.48	3.24	3.58	3.69	.21	3.48	5.09*	3.34	3.35	3.63	.81	3.44	3.46	.01
5	2.35	2.39	3.34	2.40	2.59	3.00	3.00	2.77	.11	2.37	2.85	2.78	2.03	2.70	2.59	.24
6	2.14	2.78	2.73	2.36	2.76	3.27	1.28	2.48	11.44**	2.46	2.54	2.99	1.57	2.53	2.82	1.33
7	1.61	1.70	1.94	1.93	2.53	1.70	1.62	1.75	11.60**	1.66	1.93	2.15	1.41	2.05	1.76	1.23

Table 1 (cont'd)

Item	Adjusted Posttest Cell Means									Adjusted Posttest Marginal Means						
	CJCI		CJCII		CJCIII					Location				Group		
	Experimental 11	Control 12	Experimental 21	Control 22	Experimental 31	Control 32	F Ratio	Pretest Grand Mean	Covariate F Ratio	CJCI 1	CJCII 2	CJCIII 3	F Ratio	Experimental 1	Control 2	F Ratio
6-1	2.16	2.90	3.04	2.32	3.11	2.64	2.27	2.57	4.96*	2.53	2.67	2.90	.57	2.76	2.67	.13
2	2.21	2.76	3.04	2.38	3.20	2.88	1.53	2.62	6.64*	2.48	2.69	3.05	1.39	2.81	2.68	.12
3	2.13	2.85	3.31	2.04	3.33	2.61	4.46*	2.81	7.09**	2.49	2.65	3.00	1.17	2.90	2.53	1.34
4	2.03	2.99	3.12	2.09	3.02	3.12	3.76*	2.75	10.32**	2.53	2.58	3.07	1.55	2.70	2.77	.16
5	2.02 (12, 21, 31, 32)	3.35 (11, 22)	3.60 (11, 22)	2.26 (12, 21, 31)	3.82 (11, 22)	3.10 (11)	10.54**	3.16	8.05**	2.68	2.93	3.49	2.46	3.13	2.96	.43
6	2.33	2.86	2.88	2.25	2.58	3.13	2.68	3.01	2.96	2.44 (3)	2.55 (3)	3.37 (1,2)	4.48*	2.85	2.76	.01
7	2.00 (12)	3.26 (11)	2.85	2.37	2.72	2.67	4.68*	2.83	7.66**	2.63	2.60	2.69	.06	2.50	2.79	1.53
8	2.05 (21)	2.75	3.48 (11)	2.54	2.74	2.22	3.64*	2.77	.34	2.40	2.98	2.51	1.85	2.69	2.52	.58
9	2.21	3.04	3.01	2.59	3.43	3.35	1.48	2.73	6.72*	2.62	2.80	3.39	2.33	2.89	3.03	.29
10	2.15 (21, 31, 32)	2.84	3.48 (11, 22)	2.10 (21, 31, 32)	3.38 (11, 22)	3.74 (11, 22)	4.79*	2.67	16.62**	2.49 (3)	2.76 (3)	3.54 (1,2)	5.68**	2.97	2.91	.00
11	1.93 (21, 31)	2.83	3.12 (11)	2.50	3.31 (11)	2.73	4.16*	2.74	1.90	2.38	2.80	3.03	2.32	2.76	2.70	.05
T-1	2.89	3.86	3.81	2.96	3.80	3.43	4.67*	3.41	3.73	3.37	3.36	3.63	.73	3.48	3.44	.04
2	2.68	2.87	3.48	2.31	3.17	3.07	1.79	3.19	11.60**	2.77	2.87	3.12	.58	3.08	2.77	1.17
3	2.67	2.85	3.11	1.99 (31)	3.51 (22)	2.48	3.26*	2.59	26.68**	2.76	2.52	3.04	1.51	3.11 (2)	2.47 (1)	6.62*
4	2.69 (21)	3.10 (21)	4.36 (11, 12, 22)	2.78 (21)	3.59	3.26	4.33*	3.10	13.00**	2.89	3.53	3.43	2.30	3.48	3.05	2.89
5	2.47	2.77	3.54	2.20	3.22	2.65	3.00	2.58	19.07**	2.64	2.87	2.96	.96	3.05 (2)	2.57 (1)	4.53*
6	2.69	2.88	2.95	2.13	3.21	2.58	1.39	2.68	5.35*	2.78	2.53	2.93	.70	2.97	2.55	2.15
7	2.84 (21)	3.02	4.13 (11, 22)	2.46 (21, 31)	3.63 (22)	3.43	4.13*	3.12	14.84**	2.92	3.25	3.54	2.58	3.49 (2)	2.98 (1)	4.34*
8	2.82	3.04	3.51	2.23	3.56	3.02	2.52	3.04	11.48**	2.93	2.86	3.31	.94	3.30	2.79	3.00
9	1.99	2.58	3.82	2.65	3.52	3.35	2.87	2.97	10.59**	2.29 (2,3)	3.24 (1)	3.44 (1)	8.54**	3.07	2.87	.52
10	2.71	3.13	3.52	2.48 (31)	3.81 (22)	3.28	4.11*	2.99	10.87**	2.91	3.19	3.56	2.96	3.43	3.02	2.43
11	3.07	2.92	3.28	3.19	3.88	3.04	.77	2.82	9.14**	2.99	3.23	3.48	1.46	3.43	3.05	2.52

( ) Indicates significant pairs at .05 significance

* Significant at .05 level

** Significant at .01 level

do an effective job (Item P-2, F = 15.18, df = 1, 60, p = .001); (2) men's attitude of superiority (Item P-7, F = 11.56, df = 1, 59, p = .001); and (3) men's feeling they are better at technical things than are women (Item P-9, F = 6.27, df = 1, 59, p = .015). Finally a woman may not go into a non-traditional field because her family gave her little or not positive feedback regarding her career plans (Item T-3, F = 6.63, df = 1, 59, p = .013).

The following five items reflect an undecided position by both groups but the experimental group here has a significantly higher (lower deterrence) mean response than does the control group (see Table 1). Item D-2 (F = 7.84, df = 1, 61, p = .007) is concerned with ideas that training personnel in non-traditional programs may feel women are not able to do the work. A woman may also be reluctant to pursue a non-traditional career because she feels men in the occupation would insist she play the woman's role (Item M-3, F = 6.07, df = 1, 59, p = .017). Item P-5 (F = 8.87, df = 1, 59, p = .004) is concerned with the idea that a woman in a non-traditional job may have to cope with men feeling she is taking the place of a male who should have the job. Finally, a woman may not enter a non-traditional field because her family: (1) wanted her to do what was safe and secure (Item T-5, F = 4.53, df = 1, 59, p = .037); and (2) wanted her to get married, take care of her husband, and provide grandchildren as soon as possible (Item T-7, F = 4.34, df = 1, 59, p = .041).

Item O-2 (F = 4.01, df = 1, 61, p = .050) is concerned with the idea that women don't seek the same careers as men because they should be a wife and mother first. Both groups indicate disagreement with this item but the experimental group reflects greater disagreement

($\bar{X}$ = 3.99) than did the control group ($\bar{X}$ = 3.51).

These nineteen items reflect seven of the 17 factors in the survey instrument. Eight of these items (J-1,2; K-2, M-3, and P-2,5,7,9) reflect Factor 1 which is concerned with conceptions of the male dominated work environment. Woman's self-concept and perceptions of abilities (Factor 2) is represented by Item Q-2. Reinforcement of stereotyped roles by the family (Factor 3) is represented by three items (T-3,5,7). Two items (C-2, D-2) reflect Factor 5 which is concerned with attitudes of others at the entry and training levels. Factor 7, security in traditional jobs is represented by Item G-3. Two items (F-8, O-2) reflect Factor 9 which is concerned with the belief that a woman's place is in the home. Finally, beliefs about women who are successful in non-traditional jobs (Factor 16) is represented by items A-6 and H-3. Thus, it appears that the treatment program had its greatest impact and created some degree of attitude change (toward less deterrence) in the experimental group with regard to: (1) beliefs about the work setting in non-traditional jobs; (2) beliefs about the attitudes of significant others and training personnel; and (3) beliefs about what are and are not acceptable and secure roles for women.

A Chi Square analysis was utilized to determine if the frequencies of changes in occupational goal statements were significantly ($p \leq .05$) different for the experimental and control groups (see Table 2). These goal statements were grouped into three categories: specific, non-specific, and undecided. The results of this analysis indicate that the frequencies of changes in occupational goal statements are not signifi-

Table 2

Frequencies and Percentages of Changes in Occupational Goal Statements from Pretest to Posttest by Treatment Group

Group	No Change	Change from Pretest to Posttest: Specific to Nonspecific 1	Specific to Undecided 2	Nonspecific to Undecided 3	Undecided to Nonspecific 4	Undecided to Specific 5	Nonspecific to Specific 6
Experimental N = 48	7 14.6%	1 2.1%	1 2.1%	1 2.1%	5 10.4%	4 8.3%	9 18.8%
Control N = 48	14 29.2%	0 0%	2 4.2%	1 2.1%	2 4.2%	0 0%	1 2.1%

cantly different for the two groups (χ^2 = 7.3, df = 5, p = .20). A perusal of the data indicates that, although the frequencies of change are not statistically significant, there is a trend which shows a greater number of participants moving toward more specific goal statements in the experimental group than in the control group.

The results of the two 2 X 3 analyses of covariance on the Career Development Responsibility Scale (CDR) and on the Rotter I-E Scale indicated: (1) there were no significant ($p \leq .05$) differences among groups for the CDR; and (2) there was a significant interaction (F = 3.68, df = 2, 62, p = .031) between treatment group and program location for the Rotter. Follow-up comparisons on the Rotter indicated there were no statistically significant ($p \leq .05$) differences between groups (see Table 3).

Change scores (posttest-pretest score) were calculated for each item in the SWAC instrument, the CDR and the Rotter for the experimental and control groups. For the experimental group, the mean change score on the CDR was -2.11 which indicates this group became more internal. The control group also became more internal ($\bar{X}_{cs}$ = -.412), however, the change for this group was significantly ($p \leq .05$) less than the change for the experimental group (t = 2.21, df = 34). Mean change score on the Rotter was -.686 for the experimental group and .059 for the control group. This suggests that the experimental group became more internal while the control group became slightly more external or unchanged.

Pearson Product Moment Correlations between change scores

Table 3

Posttest Mean Response to CDR and Rotter Adjusted for

Pretest Response by Treatment Group and Program Location

	Adjusted Posttest Cell Means									Adjusted Posttest Marginal Means						
	CJCI		CJCII		CJCIII					Location				Group		
	Experimental 11	Control 12	Experimental 21	Control 22	Experimental 31	Control 32	F Ratio	Pretest Grand Mean	Covariate F Ratio	CJCI 1	CJCII 2	CJCIII 3	F Ratio	Experimental 1	Control 2	F Ratio
CDR	6.31	6.41	3.90	7.12	5.09	5.86	1.48	7.06	54.67	6.36	5.51	5.40	.61	5.14	6.44	2.69
Rotter	9.[illegible]	7.9[illegible]	6.45	9.74	7.09	8.33	3.68*	8.46	74.98	8.65	8.10	7.66	.61	7.72	8.59	1.31

*Significant at .05 level

(posttest score-pretest score) on each item in the survey instrument and change scores on the CDR and Rotter for the experimental and control groups were obtained. Fourteen of the item change scores were significantly ($p \leq .05$) correlated with CDR change scores for the control group. These correlations were largely negative indicating that as item change scores increase (less deterrence) CDR change scores decrease (more internal). For the experimental group, 15 of the item change scores revealed significant ($p \leq .05$) negative correlations with Rotter change scores. This suggests that, like the CDR, as item change scores increase (less deterrence) Rotter change scores decrease (more internal). Only seven item change scores were significantly ($p \leq .05$) correlated with Rotter change scores for the control group. These correlations were largely positive suggesting that as item change score increases (less deterrence) Rotter change score also increases (more external).

Follow-up

As part of the analysis of the experimental application of the program, the question was asked: "What was the impact of the educational program on the participants, i.e., have the participants assumed more responsibility for overcoming the deterrents to entry into an identified occupational preparation program?" Answers to this question were sought in the experimental group participants' responses to a follow-up questionnaire which was administered six weeks after the close of the treatment program. Two types of data were obtained from the

follow-up interviews: (1) descriptive data from open-ended questions, and (2) quantative data from Likert scale items.

Descriptive data requested via open-ended questions dealt primarily with specific goals (short-term and long-term) which participants had set up as a result of their involvement in the educational program. All but five of the 36 participants set at least one short-term goal and all but seven set at least one long-term goal. The results indicate that most of the participants (22 of 36) set either one or two long-term goals. There were a variety of goals, ranging from personal goals, unrelated to career choice, to goals involving informal or formal training and education for a specific non-traditional occupation.

The Likert scale data were obtained from the participants' reports of any changes they made in achieving goals or changing values, interests, personality, skills, or self-concept. Also included are reports of their progress in entering training programs and the kinds of feedback they have received from administrators as well as from family and friends regarding their selection of a non-traditional career. To facilitate the discussion of the participants' responses to the questionnaire, response modes of either some, considerable, or very much, were collapsed and are referred to here as "at least some change."

With regard to reporting at least some changes in values, interests, personality, skills, and self-concept: 36% (13 of the participants had made at least some changes in their values; 31% (11) in their interests; 38% (14) in their personality; while 31% (11) report making at least some changes in their skills. Self-concept seemed to be the

area of most change. Sixty-one percent (22) participants indicated at least some change in self-concept.

When questioned whether they thought they would make changes over the intermediate or long range period, 50% (18) of the participants reported they expected to make at least some change in values. Furthermore, 64% (23) expected at least some change in interests, 51% (18) expected some change in personality, while 67% (24) expected some self-concept change. The area of skill development seemed to be the area of most anticipated change. Eighty-one percent (29) of the participants reported that over the intermediate or long range period, they expected to make at least some changes in their skills. It is interesting to note that 61% (22) felt that their skills would change "considerable" or "very much" over the intermediate, or long range period.

In examining short-term and intermediate or long-term goals, 44% (16) of the participants set short-term goals related to training and education, and 56% (20) set intermediate or long-term goals in this area. Thirty-three percent (12) of the participants set short-term goals of getting a job or entering a specified career, while 39% (14) specified intermediate or long-term goals of this nature. In answer to the question about progress on short-term goals, 72% (26) of the participants reported at least some progress. In addition, 53% (19) reported accomplishing at least some work on intermediate and long-term goals.

At the time of the follow-up interviews, 47% (17) of the partici-

pants had reported applying for or enrolling in a training program or apprenticeship to acquire the needed job skills. However, only three of the participants had applied for, or received financial aid for training. Finally, 89% (32) of the participants reported that their families and friends were supportive, at least to some extent, of their career choice.

Educational Significance

The evidence provided by the experimental testing of the educational program indicates that the program can be used to assist women overcome some of the barriers to entry into non-traditional occupational preparation programs and careers, i.e., a percentage of the participants can be expected to enter such programs or courses. Thus, an educational agency that utilizes the program can expect to have some women enroll in traditionally male dominated curricula.

Of particular interest to this researcher is the finding that the women who participated in the educational program report feeling less deterrence from the potential barriers and having more control over their own career development.

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Name _____

SURVEY OF WOMEN'S ATTITUDES ABOUT CAREERS

This survey provides you with an opportunity to express your opinions about the obstacles that would be (or are) encountered by women who choose to seek jobs in fields usually dominated by men. The results of the survey will help us assist women to establish careers in the field of their choice, whether it be one usually dominated by women or men.

On the following pages you will find a series of statements that may or may not keep women from seeking a job in an area that is usually dominated by men. You are asked to express your feelings about how much or how little you agree with each statement.

There are no right or wrong answers, so do not hesitate to respond to each statement exactly the way you feel.

DIRECTIONS FOR MARKING YOUR RESPONSES:

A. In making your responses circle 1, 2, 3, 4, or 5 as below:

(1) Strongly Agree--if the statement describes an obstacle that would have considerable impact on women's career development.

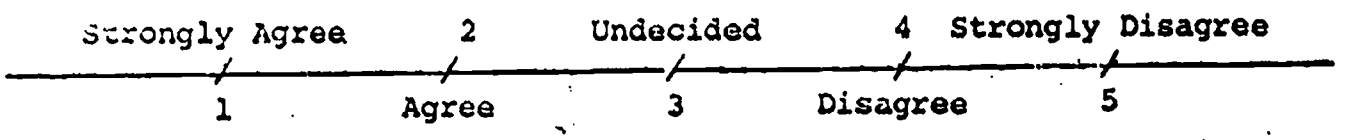
(2) Agree--if the statement describes an obstacle that would have moderate impact on women's career development.

(3) Undecided--if you are not sure whether or not the statement describes an obstacle that would have an impact on the career development of women.

(4) Disagree--if the statement does not describe an obstacle that would have considerable impact on career development.

(5) Strongly Disagree--if the statement describes an obstacle that would have little, if any, impact on career development.

B. When selecting your responses, consider the response words as if they were points on the same straight line.



C. Below are sample statements with responses shown.

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
People have trouble getting into business.	1	(2)	3	4	5
Career fields are hard to get into.	1	2	(3)	4	5

D. PLEASE DO NOT OMIT ANY ITEMS.

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
A. A woman may decide not to enter careers that are usually held by men because:					
1. She wasn't told she could.	1	2	3	4	5
2. She doesn't want any hassle on the job . . .	1	2	3	4	5
3. She doesn't want to compete.	1	2	3	4	5
4. She doesn't see herself as a professional. .	1	2	3	4	5
5. She doesn't feel that she is as competent as the man in the field	1	2	3	4	5
6. She would offend men by being successful . .	1	2	3	4	5
7. She feels that women have to be better (work harder, et cetera) than men to be successful in the same job.	1	2	3	4	5
B. Information about careers usually held by men:					
1. May never be sought by women	1	2	3	4	5
2. May never be reviewed seriously by a woman .	1	2	3	4	5
3. May take extra effort to obtain as compared to information concerning occupations typically held by females	1	2	3	4	5
4. May not be available in the form of a female role model	1	2	3	4	5
C. If a woman seeks information about non-traditional occupations (those usually held by men) she may find that:					
1. She has difficulty overcoming negative feedback from the sources of occupational information	1	2	3	4	5
2. She has difficulty getting people to talk to her about these occupations	1	2	3	4	5
3. She has difficulty getting information about openings in these occupations.	1	2	3	4	5
4. She may have difficulty overcoming the pressure to look at information about jobs that are traditionally female	1	2	3	4	5

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
C. (cont'd) If a woman seeks information about non-traditional occupations (those usually held by men) she may find that:					
5. She may have difficulty knowing where to start looking for information needed. . . .	1	2	3	4	5
D. A woman who attempts to get training in a male dominated field is likely to feel that persons offering the training programs:					
1. Are not interested in her	1	2	3	4	5
2. Think that she would not be able to do the work.	1	2	3	4	5
3. Think of her as a female, rather than someone seriously interested in pursuing a career.	1	2	3	4	5
4. Would have the perception that women would not stay with the training program	1	2	3	4	5
5. Would recruit her into a female dominated occupational training program	1	2	3	4	5
6. Do not think she could get a job in the occupation for which they offered training. .	1	2	3	4	5
7. Think that the occupation for which they offer training "just isn't for women". . .	1	2	3	4	5
8. Think that even if you can train her, she won't be physically strong enough for the job	1	2	3	4	5
9. Think she won't like the working conditions	1	2	3	4	5
10. Think she won't fit in with those already in the profession	1	2	3	4	5
E. A woman who makes plans to enter a career usually sought only by men is likely to feel that her friends think that:					
1. "Ladies" shouldn't seek that kind of career	1	2	3	4	5
2. She won't be satisfied with the job	1	2	3	4	5
3. She should seek a job in an area where more women are employed	1	2	3	4	5

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
F. A woman may be reluctant to seek training for a career usually held by men because:					
1. She feels that men are more competent than women in some areas such as math and science.	1	2	3	4	5
2. She has doubts about her ability to do the job even if she did finish the training. .	1	2	3	4	5
3. She feels that women have less mechanical ability than men	1	2	3	4	5
4. She feels that the "pay off" of training is quicker for the traditional jobs . . .	1	2	3	4	5
5. She is unable or not willing to forgo income during training or graduate school for the non-traditional occupation	1	2	3	4	5
6. She has a low-paying job which doesn't allow her to save enough to pay for additional training	1	2	3	4	5
7. She doesn't know how to get financial aid for this kind of training.	1	2	3	4	5
8. She would feel that any money available to pay for training for these kinds of jobs should go to her husband or other male members of the household	1	2	3	4	5
9. She couldn't be away from her family for training programs that are offered in the evening.	1	2	3	4	5
G. Women who hold jobs in traditional female fields find it difficult to leave their jobs to acquire jobs traditionally held by men because:					
1. They like their present job	1	2	3	4	5
2. They don't want to give up their job security	1	2	3	4	5
3. They know they can be successful in the job they hold.	1	2	3	4	5
4. They want to stay where they are safe and secure	1	2	3	4	5

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
G. (cont'd) Women who hold jobs in traditional female fields find it difficult to leave their jobs to acquire jobs traditionally held by men because:					
5. They feel that the experience they had in a "female" job won't count for experience required in a "male" job.	1	2	3	4	5
H. Women have traditionally remained in certain jobs and professions because they believe that:					
1. A woman should be supportive of her husband's career	1	2	3	4	5
2. Husband's object if wives make a higher salary than they do	1	2	3	4	5
3. A woman has a different set of values than a man	1	2	3	4	5
I. A woman may have difficulty getting qualified and staying qualified for jobs traditionally held by men because:					
1. She finds it necessary to leave the training program to follow her husband or family	1	2	3	4	5
2. She feels it would be difficult to get admitted to the educational or training program, so she never tries.	1	2	3	4	5
3. She feels that she can't leave her family to go to a training program in another state .	1	2	3	4	5
4. She feels that she can't go out of town for training sessions or conferences.	1	2	3	4	5
5. She doesn't feel it is worth the hassle to get the required training	1	2	3	4	5
6. She usually enrolls in a school curriculum that doesn't prepare her for a job	1	2	3	4	5
7. She does not have time to pursue training for these kinds of jobs	1	2	3	4	5
8. She finds it easier to get into and/or reenter jobs traditionally held by women. . .	1	2	3	4	5

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
I. (cont'd) A woman may have difficulty getting qualified and staying qualified for jobs traditionally held by men because:					
9. She got a scholarship in another field and cannot financially afford to give it up in order to pursue the training in the male-dominated field.	1	2	3	4	5
J. A woman may feel that if she is successful in an occupation typically held only by men that:					
1. Men feel uncomfortable with women in responsible positions.	1	2	3	4	5
2. She still will not be as respected as a male with similar success	1	2	3	4	5
3. Men would still feel they would have to protect her from "unpleasant" experiences . .	1	2	3	4	5
K. An employed woman may not be willing to risk seeking a job usually held by men because:					
1. She feels she would risk her present occupation if she looked for another job . . .	1	2	3	4	5
2. She feels she wouldn't be paid as much as the men.	1	2	3	4	5
3. She feels an immediate obligation to help her family financially	1	2	3	4	5
L. College education for a woman:					
1. Isn't worth as much as it is for a man . .	1	2	3	4	5
2. Makes it harder to get a job than if she hadn't gone to college	1	2	3	4	5
3. Is usually just an insurance policy in case she has to work.	1	2	3	4	5
M. A woman may be reluctant to pursue a career in a field dominated by men because:					
1. She is afraid of being rejected by the males with whom she would be working	1	2	3	4	5

	Strongly Agree	Agree	Undecided	disagree	Strongly Disagree
M. (cont'd) A woman may be reluctant to pursue a career in a field dominated by men because:					
2. She feels there is a low probability of a woman being successful in the field.	1	2	3	4	5
3. She feels that men in the occupation would insist that she play the woman's role . . .	1	2	3	4	5
4. She is reluctant to apply or interview for jobs usually held by men	1	2	3	4	5
5. These careers wouldn't give her time to be a mother	1	2	3	4	5
6. She doesn't have the experience or training.	1	2	3	4	5
7. She doesn't feel she would be lucky enough to get it.	1	2	3	4	5
8. She doesn't feel she would get the job - so why try	1	2	3	4	5
N. Women may have difficulty getting jobs usually held by men because:					
1. Women can't pick up and move to a job as easily as a man.	1	2	3	4	5
2. They think that employers don't hire women for management positions	1	2	3	4	5
3. They don't plan for a lifetime career . . .	1	2	3	4	5
4. They don't want to leave their hometown . .	1	2	3	4	5
O. Women do not seek the same careers as do men because:					
1. They lack self-confidence	1	2	3	4	5
2. A woman should be a wife and mother first. .	1	2	3	4	5
P. A woman who obtains a job in an area dominated by men may find it difficult to cope with:					
1. Being "talked down" to by men who are less competent than she is.	1	2	3	4	5
2. The men's thinking she won't be able to do an effective job	1	2	3	4	5

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
P. (cont'd) A woman who obtains a job in an area dominated by men may find it difficult to cope with:					
3. The resentment from the wives of the men with whom she works.	1	2	3	4	5
4. The feeling that no matter how well she does her job she will not be promoted	1	2	3	4	5
5. The negative attitudes of men that she's taking the place of a male who should be in the job.	1	2	3	4	5
6. Getting less regard than men for doing the job well	1	2	3	4	5
7. Men's attitude of superiority.	1	2	3	4	5
8. The dangers that exist in some jobs	1	2	3	4	5
9. The feeling (by men) that they are better at technical things than women are.	1	2	3	4	5
10. The conflict with the religious teaching that stress the role of a woman as that of a wife and mother	1	2	3	4	5
Q. A woman who works in jobs usually held by men:					
1. Must earn respect rather than have it conferred on them as the men do	1	2	3	4	5
2. Has difficulty supervising other women . . .	1	2	3	4	5
3. Has to put up with other women who are jealous of her success	1	2	3	4	5
4. Gets criticism that relates to being female rather than job perfomance	1	2	3	4	5
5. Has to stand up for her rights in order to get promotions she deserves	1	2	3	4	5
6. Has a boss that is male.	1	2	3	4	5
R. A woman is likely to choose to enter a "female" career (those usually dominated by women) because:					
1. Others tell her to	1	2	3	4	5

R. (cont'd) A woman is likely to choose to enter a "female" career (those usually dominated by women) because:	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
2. Her friends chose it too.	1	2	3	4	5
3. Books, TV, and magazines all portray women in stereotyped roles	1	2	3	4	5
4. She knows of women who are unhappy in other careers	1	2	3	4	5
5. Persons employed in the career will be supportive of her	1	2	3	4	5
6. She has not been told to pursue other alternatives	1	2	3	4	5
7. She is not aware of her own potential	1	2	3	4	5

S. A woman's family may affect her career decision by:					
1. Expecting her to have babies.	1	2	3	4	5
2. Expecting her to marry well	1	2	3	4	5
3. Expecting her to please them rather than make her own career decision	1	2	3	4	5
4. Putting too much pressure on her to do well in a proper career field	1	2	3	4	5
5. Making all of her decisions for her	1	2	3	4	5
6. Teaching her where a woman's place is in society	1	2	3	4	5
7. Expecting her to work immediately to assist in supporting the family.	1	2	3	4	5
8. Protecting her.	1	2	3	4	5
9. Teaching her that women are solely responsible for raising the family and taking care of the household operation	1	2	3	4	5
10. Insisting that a woman can't be a good wife and have a career	1	2	3	4	5

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
S. (cont'd) A woman's family may affect her career decision by:					
11. Allowing her to depend on them for financial support.	1	2	3	4	5
T. A woman may not go into a non-traditional or previously male dominated career because:					
1. Her family feels that academics are for men; easier studies are for women.	1	2	3	4	5
2. Her parents felt the boy in the family should have priority for career training	1	2	3	4	5
3. Her family gave little or no positive feedback regarding her career plans	1	2	3	4	5
4. Her main desire is to please her parents. .	1	2	3	4	5
5. Her family wanted her to do what was safe, and secure.	1	2	3	4	5
6. There are no career oriented, professional role models in her immediate family	1	2	3	4	5
7. Her parents want her to get married, take care of her husband, and provide grandchildren as soon as possible.	1	2	3	4	5
8. Her reluctance to leave home or to be completely independent	1	2	3	4	5
9. Her feeling that her job was only temporary until her marriage.	1	2	3	4	5
10. Her working mostly with men in a profession causes problems at home for her husband . .	1	2	3	4	5
11. Her inability to be a mother, housekeeper, and career woman all at the same time . . .	1	2	3	4	5