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**Women and Careers:
New Zealand Women's Engagement in Career and
Family Planning.**

A thesis

submitted in partial fulfilment
of the requirements for the degree

of

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THE UNIVERSITY OF
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Abstract

This study investigated the extent women engage in career planning, and whether making considerations to have children would influence their career plans. Relationships with other variables were examined with career and family planning, which included proactive personality, subjective career success, and commitment and salience of women's careers and role as a parent.

One hundred and seventy three women who did not have children participated in this study by completing an online survey. Significant relationships were found between career planning and proactive personality, subjective career success, career commitment and career salience importance of career in life and importance of work over career. Family planning was found to be positively related to parental role commitment and salience, and negatively to career commitment, proactive personality, and career salience. Career planning was found to have no relationship with family planning, parental role commitment and salience, and career salience importance of career over family. Proactive personality was positively related to subjective career success, career commitment, and career salience. Age and education were not found to be related to career planning, but were negatively related to family planning.

These results suggest that women feel there is a need to choose between a career and a family. My research found that women with high parental role commitment and salience were more likely to change their career plans to accommodate having children. Whereas, women with high career commitment and salience, were less likely to change their career plans to accommodate children. My research overall found that women do engage in career planning, and whether a woman's career plans were altered due to considering children, was dependent on the woman's preference for a family over a career, or a career over a family, which indicated whether a woman preferred to plan a career around a family or a family around a career.

The findings within this thesis add knowledge to the field of women and careers, as well as suggests practitioners to discuss with female clients and employees that women do not need to choose between a career and a family, and

that considering family responsibilities in career plans is a way to make balancing a career and a family, in theory, more manageable. This research offers practical recommendations for career counsellors and organisations to help effectively support female clients and employees manage their career and career aspirations, while also taking into account women's concerns about managing their career responsibilities along with their maternal responsibilities.

Implications for future career management programs to consider are suggested to encourage and support female employees and clients for the effective planning of their career, and taking into account a contingency plan for the possibility of parenthood in their future. Furthermore, examining women's lifestyle preferences, could possibly disclose indicators of women who may have an increased likelihood of limiting their career responsibilities, due to the concern of managing career and childcare responsibilities.

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Chapter One: Introduction

1.1 Literature Review

Sheryl Sandberg, chief operating officer at Facebook, published a book titled 'Lean in: Women, work, and the will to lead' (Sandberg & Scovell, 2013). It reviews a wide range of issues regarding women in the workforce. In one of the chapters called 'Don't leave before you leave', she pointed out, that at an early age women face a dilemma, to choose between a good career at work or being a good mother. She explained that women are opting out (leaning out) of their careers prematurely to accommodate for a family that does not currently exist, however women pre-emptively plan to accommodate for one at the expense of their careers (Ganginis Del Pino, O'Brien, Mereish, & Miller, 2013; Sandberg & Scovell, 2013). Essentially this is a way for women to prepare themselves to leave their career path due to expecting disruptions, such as having children. This concept argues that women turn down career advancing opportunities and promotions due to anticipating having children in the future, and the concern about over committing themselves at work when they do have children (Ganginis Del Pino et al., 2013; Sandberg & Scovell, 2013). This notion of women preparing themselves for motherhood, is supported by research that women's career development is influenced by their considerations of having a children in the future (Ganginis Del Pino et al., 2013; Marks & Houston, 2002; O'Brein, Friedman, Tipton, & Linn, 2000). Not only is it suggested that women's career plans are developed with consideration to accommodate family plans, but consideration of family plans also influences women's educational aspirations. Marks and Houston found that for young female students their plans to attain higher educational qualifications were influenced by their attitudes about working, and their plan to have a career was dependent on how salient a career was in their lives (Marks & Houston, 2002).

Research by Farmer (1997) focused on this concept of women leaving before they leave, and suggested that a woman's resistance to increasing her career aspirations is due to the perception that future child rearing is incompatible with a demanding career which can include long hours, relocation and weekend work. Barnett (1975) suggested that this phenomenon relates to external barriers that over

time are internalised attitudinal barriers, which helps explain why women opt for less prestigious careers or choose more limited advancement particularly in male-dominated careers. This is what Sandberg referred to as leaning out of one's career (Sandberg & Scovell, 2013).

More women are now present in the workforce compared to thirty years ago, and as more women are in the work force, an issue arising for them is role conflict (Novakovic & Fouad, 2013). This conflict between roles relates to women with difficulties managing a consuming career as well as a family. The intensity of this conflict can cause women to alter their career choices, aspirations, and trajectories, in the hope that they can accommodate having both a family and a career (Novakovic & Fouad). It is generally accepted that a large proportion of women, at some point in their life, will have children and that there is a large proportion of women with young children who choose to continue to work (Cleveland, Stockdale, & Murphy, 2000). Sandberg stated that women will try to integrate a career and family, but by planning too far in advance and by leaning out of their careers it may close doors rather than open them and may cause women to reject career enhancing opportunities when they arise (Sandberg & Scovell, 2013).

Sandberg and Scovell (2013) demonstrated this through a parable, where an ambitious and successful woman begins a challenging career path, with the idea of having children lingering in the back of her mind. The thought eventually creeps to the forefront of her mind typically when she finds a partner. Thus she begins to make accommodations and small sacrifices that she feels will be required when she eventually has a family. Sandberg regarded this as "women leaving before they leave" (p. 93) (Sandberg & Scovell, 2013). This is where a woman is hesitant to accept career opportunities based on the expectation that she will have a family, and therefore needs to prepare herself and her career to accommodate a family. By not taking these opportunities leading up to motherhood, she falls behind and eventually may then feel less fulfilled at work and leaves permanently. The result is that women leave the workforce in the end because they did not prepare themselves to stay in the workforce (Sandberg & Scovell, 2013).

This concept of women planning to integrate a career and a family is important to look at as it has an impact on women's lives in two major areas, their

career life and their family life (O'Brein et al., 2000). Women have a different experience with their careers than men do. Women's career paths are generally regarded as being complex as women have been found to make career decisions and plans to integrate and accommodate family plans (O'Brein et al., 2000). Women's career building stage or establishment stage typically coincides with the peak of women's fertility, thus women have to make decisions that men do not experience (Ezzedeen & Ritchey, 2009). Childbearing has been said to be a limiting factor for a women's career (Larwood & Gutek, 1987). The issue of pregnancy and child rearing are both critical issues for women as the responsibility typically is regarded as the mother's role more so than the father's (Cleveland et al., 2000). Furthermore, women often report conflicts between their career, marriage, and family responsibilities (Cleveland et al., 2000). Nowak, Naudé, and Thomas (2012) found in their study that participants, who were working female professionals, perceived being a mother and having a career as being difficult, and perceived that they would experience difficulties combining motherhood with their career. Nowak et al. also mentioned that having children may have detrimental effects on women's careers, by experiencing constraints in terms of access to career progression and training, reduced opportunities for advancement, and thus experienced restrictions on their future career due to making the decision to have a family. Miree and Frieze (1999) found that once having children, the rate with which women dropped out of the workforce was dramatic. Overall research suggests that for women having children can have a negative effect on a woman's career.

Pregnancy and children are considered to be major and limiting factors for a woman's career development. The reason for this is that the role as a mother is demanding, and so women interrupt their careers to bear and raise their children (Cleveland et al., 2000). For women who take time off from their career, the reasons typically cited are to do with family (childcare or aging parents) or that they are unable to fulfil their responsibilities at home and work. The most common reason found, in a study by Hewlett, Buck-Luce, Shiller, and Southwell (2005), for women leaving their careers was to do with increasing time with their children, nearly half the participants gave this reason (45%). This decision to leave was buffered by the fact that some of these women had a spouse/partner whose income was sufficient and could therefore live off one income (32%). When women decided to return to

their career they found it difficult to re-enter, and typically when the women did return they were penalised usually in their earning power (Hewlett et al., 2005). Some of this may be due to the fact that employers perceive childrearing and caring predominantly a woman's concern which dominates their lives. This supports the idea that child care is an issue that pertains to women (Cleveland et al., 2000).

Shann (1983) found that women became less specific about their future career plans, around the same time they started considering factors, such as marriage, family and childcare. This research reported that few women, in any of the career groups, planned to interrupt their careers to rear children. Instead, women preferred to combine both work and childcare, provided they chose to assume the responsibilities of the children at all. Additionally, women were inclined to express consideration of plans to accommodate marriage, family, and childcare responsibilities, often in combination with part-time employment (Shann, 1983). This suggests that women do take childrearing into consideration when looking at their careers.

Alternatively, Farmer (1997) made the underlying assumption that, for both men and women, career planning took place within their life planning. That is where career plans take into account other life role plans. My research expands on this underlying assumption. The aim of my research is to examine whether women consider desires to have children in their career plans, or not. My research looks at women's salience and commitment in regards to a career and the role as a parent. Additionally, my research examines women's proactive personality, and subjective career success, and how these variables relate to career planning.

1.1.1 Purpose of this Research

The research question of my study was: "To what extent do women engage in career planning, and whether plans for having children impacts women's career planning?" My research was aimed at investigating whether women plan their career around a family or a family around a career. My study examined the extent women engaged in career planning and considered children in their career plans. Other aspects of my research were to understand women's preferences for a family, or a career, or both, in relation to their career plans and family plans, by examining their commitment and salience of their career and the role as a parent. Lastly, my

research examined the relationships age, education, proactive personality, career commitment and salience, and subjective career success, have with career planning.

The importance of my research is that it examined women's career management in relation to their future parental role. It looked at factors that can interact with career planning, and developed a better understanding of the relationships. Furthermore, my research examined how women plan their careers in relation to considering having children, as well as commitment and salience to their career role and role as a parent. The significance of my research, the implications, and suggestions for future research will be further discussed in the discussion (Chapter 4).

1.1.2 Career Self-management

A career is defined as a process and accumulation of work-related activities over an individual's life (Hall, 2002). Changes in technology, the global economy, and population demographics have brought about vast changes to the working environment, as it has morphed into an environment that is constantly changing, fast paced, and more diverse (Lent, 2013). In the current work environment employment does not guarantee job security, and thus employees need to engage in career self-management and are encouraged to be committed to their career, to maintain their own employability (Ballout, 2009; Colarelli & Bishop, 1990; Harrington & Hall, 2007; Kossek, Roberts, Fisher, & Demarr, 1998; Vandenberghe & Ok, 2013). Employability is regarded as the ability to acquire and retain employment, or find new employment elsewhere (Hogan, Chamorro-Premuzic, & Kaiser, 2013).

Career self-management is defined as the extent to which an individual gathers information regularly, engages in career planning, and uses it to solve career problems and make career decisions (Kossek et al., 1998). Career management denotes the situation where individuals actively engage in their career development, by anticipating and changing themselves to suit new opportunities, and by dealing with obstacles in a proactive manner (Brown & Lent, 2013). King (2004) argued that engaging in career self-management has positive consequences, such as increased career and life satisfaction, self-efficacy and wellbeing, on the condition that the desired career outcomes or goals are achieved. King added that individuals

who were highly self-motivated and highly skilled at adapting to change in the work environment, would find career self-management highly beneficial. Whereas for individuals who are not as motivated, less skilled, and struggle to effectively utilise personal resources, they may struggle to engage in career self-motivation (King, 2004).

Traditional careers referred to the stable and secure employment individuals had and the careers that were associated with an organization (Arthur, 1994). As the environment has changed the nature of careers has changed with it bringing forth new concepts about careers. These 'new' careers emphasise the agency that an individual has to navigate throughout their career (Grote & Hall, 2013). The protean and boundaryless careers are concepts that move away from the general notion of the traditional career, as the responsibility for managing one's career has shifted from being the employer's responsibility to being the employees (De Vos, De Clippeleer, & Dewilde, 2009). The protean career is regarded to be a career that is driven by the individual, rather than the organisation, where individuals proactively manage their careers, and can modify their careers as the individual and the environment change (Briscoe, Hall, & Frautschy DeMuth, 2006; Hall, 1996). The underlying assumption of the protean career is that career self-management results in subjective career success, also known as career satisfaction (Hall, 1996). The boundaryless career is one that is not constrained by physical and psychological boundaries, and employees can go beyond individual employers and can cross the boundaries of several employers (Arthur, 1994). This type of career has been considered to have the ability to adapt to the constantly changing economic environment, and is demonstrated as physical employment mobility (Arthur, 1994; Briscoe et al., 2006). For boundaryless careers, objective career success is not as important as subjective career success, as subjective career success is considered to be the importance of alternative employment opportunities (Arthur, Khapova, & Wilderom, 2005). My study will mainly refer back to this protean career as it is a relevant concept as career self-management, by engaging in career planning is activity driven by the individual, ultimately to achieve subjective career success.

Career management is important as it can help provide information for practitioners to assist clients on what career path to consider and select, as well as what type of educational, training, and development opportunities to take. This will

help practitioners; address clients concerns in other life roles, find ways to facilitate life roles within their career, and encourage individuals to pursue their desired career without feeling as though their career options are limited (Lent & Brown, 2013).

1.1.3 Career Planning

Career planning is defined as an individual's engagement in the task of setting career goals and identifying one's developmental needs to reach their career goals (Carson & Bedeian, 1994). Gould (1978) illustrated that for an individual to develop an effective career plan they needed to understand the nature of the career that the individual aspires towards. This means that the individual must know the knowledge, skills, abilities, training and job experiences required for the position, which could be found from a job analysis or a position description. With this information the individual can direct their behaviour to achieve proficiency in these areas. Career planning is a form of goal setting, and can help an individual recognise their career goals, as well as influence and direct their career behaviours (Aryee & Debrah, 1993; Chao & Malik, 1988; Gould, 1978, 1979). The research of Aryee and Debrah supports the idea that a career plan or a goal is an initial step which triggers a series of career behaviours which in turn reinforces the career planning process. Gould (1979) illustrated that individuals make plans, set goals for their careers, and follow steps to attain their career goals by implementing their career plans. This is achieved, by engaging in career planning, it acts as a cognitive mechanism whereby an individual will think about the strategies to achieve the goal; through this the individual organizes, selects, and evaluates their career behaviour (Aryee & Debrah, 1993).

Career planning illustrates the individual's preparedness for dealing with potential choices regarding their vocational tasks and career transitions in the future. The individual's career plan identifies the necessary steps that are required to achieve their career goal and/or career aspiration (Savickas, 2013). Gould (1979) found that there was no difference between genders regarding who engaged in career planning more. Due to finding career planning was unrelated to the need for career planning, Gould (1979) argued that career planning may be more related to an individual's personal planning skills, the complex nature of the environment, and certain personal and psychological traits and characteristics. Gould (1978)

pointed out that career plans are unique to each individual, as it reflects an individual's values, knowledge, skills, interests, and aspirations. Gray, Gault, Meyers, and Walther (2014) argued that career planning has three main reasons as to why career planning for an individual is an important aspect to consider: (1) the individual is able to maintain and control the aspects of their career; (2) an individual can produce better career related decisions as well as improve their level of mobility and job progression; (3) lastly it may provide a sense of ease to the individual when transitioning through different stages in life and may assist in the development of other work and non-work roles. Aryee and Debrah (1993) emphasised the importance for researching career planning, as it relates to the individuals' own concern for their security and psychological rewards concerning their career. At the present time there is a lack of job security, and the responsibility for maintaining an employee's career has transferred from the employer to the employee. Due to the transfer of responsibility, employees are now generally regarded as in control of maintaining their own employability (Aryee & Debrah, 1993; Kossek et al., 1998). Based on this definition, it is clear that career planning is important to examine, and in my research it is examined as a form of career self-management.

Lent and Brown (2013) argued that career management research is important as it can help individuals with career management. Career counsellors may be able to identify and anticipate certain issues that their clients may be concerned with. Counsellors could assist clients to consider and decide upon particular career paths, how to plan these careers, and the variety of education, training, and further development which is required of the individuals to attain their desired career.

Family planning is important to research as having a family is a general life goal of many people, and has been found to have an influence on women's career choices and their career development. If career practitioners/counsellors considered all these aspects, they could help clients' achieve work-life balance and manage career transitions. Counsellors can help support clients adjusting to the changes that occur within their lives and make cohesive plans to manage these changes within the client's career (Lent & Brown, 2013).

Based on background research and the theoretical model (Figure 1, page 10) I will now cover the literature of the study's variables in more depth.

1.1.5 Age

Life-span, life-space theory argues that individual's lives are comprised of multiple life roles and four major developmental stages (exploration, establishment, maintenance, and disengagement), where individuals develop a self-concept, a mental representation of oneself (crystallization), and implements their identity into their work roles to achieve person-environment fit (Hartung, 2013; Sharf, 2013). Based on Super (1957) career developmental career stages theory (life-span, life-space theory), Gould (1979) hypothesised that the stabilisation (establishment) stage (31-44 years old) would have the greatest incentive to engage in career planning. The stabilization stage being a period of stable growth where the individual seeks to maintain a permanent position within their career (Super, 1957). Gould (1979) also expected career planning to be lowest during exploration and establishment (trial) stages. Super defined the exploration stage where an individual engages in self-exploration and career exploration with regards to a number of life roles, within school, home, and work. In the establishment (trial) stage, the individual selects a career, but tests several jobs, and job movement in this process is regarded as random rather than planned behaviour, and the individual's vocational choices may be reconsidered (Super, 1957). This suggests that as individuals get older, engagement in career planning may increase. Gould examined the relationship between an individual's age and their level of engagement in career planning and found no support.

It can be argued that age may not be specifically related to career planning, as it can be suggested that job transitions, such as voluntary job change, career transitions, or job loss, may cause individuals to recycle through the career stages of exploration and establishment (Hartung, 2013). The concept of the overall career cycle is known as a maxi-cycle, this is regarded as the chronological movement through the stages. Within a maxi-cycle, there are mini-cycles, where individuals may return to previous career developmental stages, which they have previously passed in earlier stages of the individual's life (Hartung, 2013).

1.1.4 Theoretical Framework

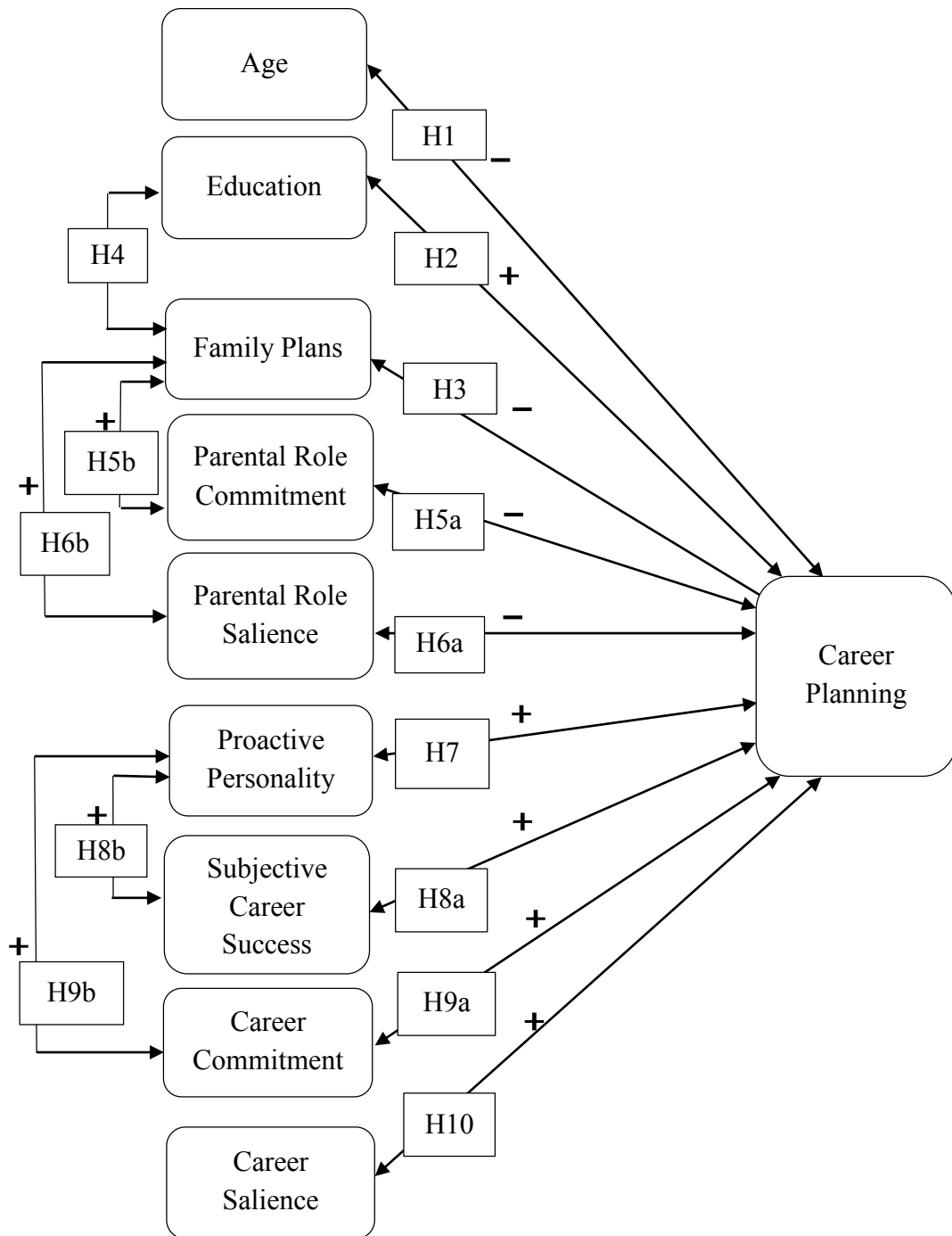


Figure 1. Theoretical framework of the research model, and the hypothesised relationships between the variables included.

Career adaptability relates to this as it is regarded to aid development as individuals cycle through the maxi and mini cycles (Hartung, 2013). Career adaptability is defined as the individual's readiness to cope, engage in, and participate in predictable tasks to prepare for unpredictable changes, within the work itself and the work environment (Savickas, 1997). Carson and Bedeian (1994) found career planning to have a negative relationship with age ($r=-0.09$, $p<0.05$), although this relationship was small. This suggests that as an individual ages, the extent that they engage in career planning will decrease. Based on the evidence this research provides, I hypothesised that career planning, as previously defined, would be negatively related to age.

Hypothesis 1: Career planning will be negatively related to age. Therefore as an individual's age increases their engagement in career planning will decrease.

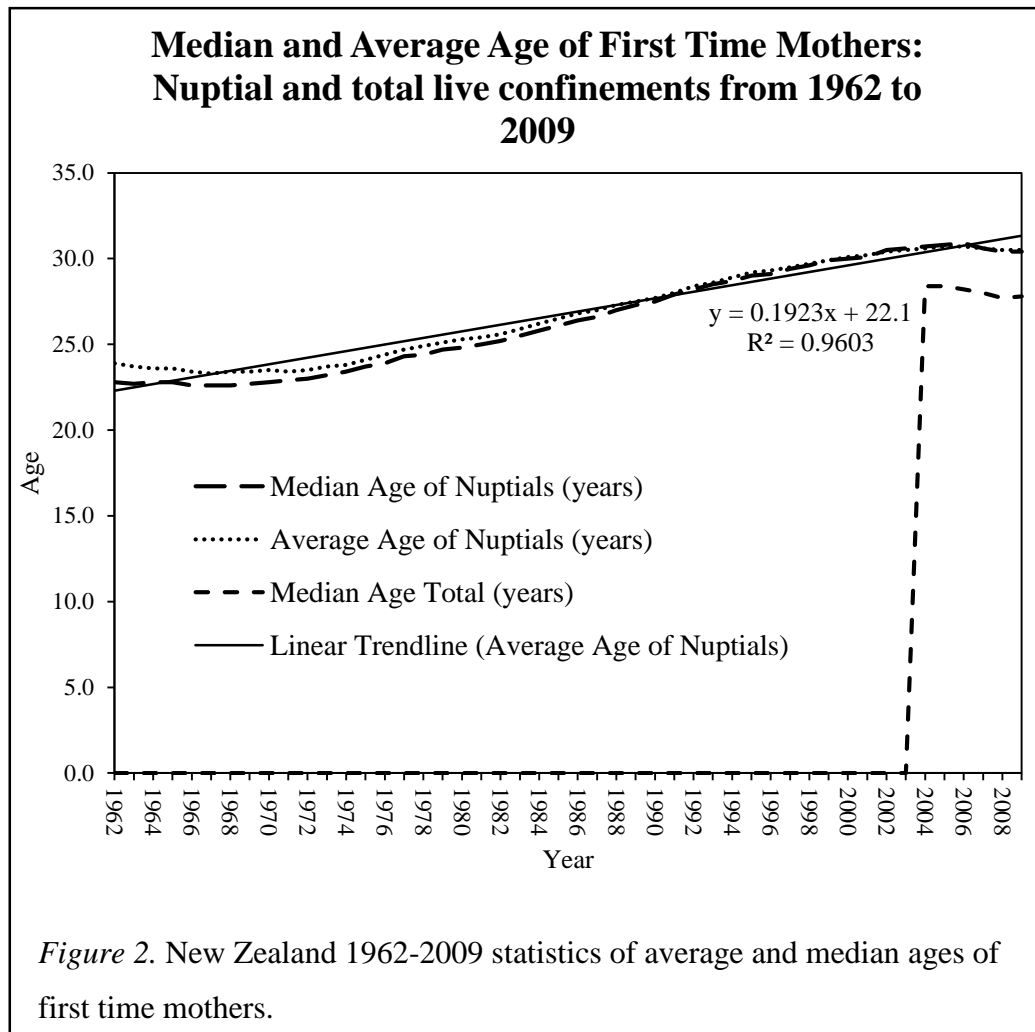
1.1.6 Education

Education is an important aspect in regards to an individual's career plans. Carson and Bedeian (1994) found career planning had a positive relationship with education ($r=0.16$). Additionally, career planning was positively related to the intention to pursue graduate education ($r=0.14$, $p<0.05$), as well as being significantly related to applications to graduate education programs ($r=0.19$, $p<0.01$) (Seibert, Kraimer, Holtom, & Pierotti, 2013). This research suggests that as an individual's education level increases, engagement in career planning increases. Based on the evidence this research provides, I hypothesised that career planning, as previously defined, would be positively related to education.

Hypothesis 2: Career planning will be positively related to education. That is individual's with higher levels of education will be more likely to engage in career planning.

1.1.7 Family Plans

Kerpelman and Schvaneveldt (1999) found that women were delaying starting a family due to their careers. Peters (1991) found that women, who were work salient, planned to have significantly less children and planned to have their children at older ages. This suggests that women's career plans have an influence on their family decisions, in terms of postponing when to start a family, in order to



pursue a career. In New Zealand, women are starting to have their children later on in their lives, as illustrated in Figure 2. According to statistics on the ‘Median and average age of first time mothers, nuptial and total live confinements from 1962–2009’ from Statistics New Zealand, it illustrated an increasing trend over a period of 47 years, the average age of mothers having their first child increased from 23 years to 30 years old (Statistics New Zealand, 2009). Gufstasson (2001) found that the ability to reproduce decreased for half their participant’s at age 31, at the age of 41 half of all their female participants experienced an inability to reproduce, and at 51 half of all their participants reached menopause. This illustrated that for women there is a limited window of opportunity to have a family, due to the decrease in fertility with age.

Gufstasson (2001) suggested reasons to explain why women postpone starting families, as a common trend found in European countries was that women were starting to have children at an older age. One of the reasons discussed was

career planning in women. Gufstasson suggested that women, with pre-parental human capital, would tend to delay births. A suggested reason for this was that higher educated women would delay births so that they were at less risk of losing their job skills, and potentially did not have a positive time preference for births (that is they did not see themselves as having much time to have children). Happel, Hill, and Low (1984) found that women with highly skilled jobs would have their children later compared to women in low skilled jobs. Gufstasson and Wetzels (2000) found support for this in four other countries, where higher educated women delayed their first birth more than less educated women, by comparing data from the 1980's to the 1990's. A suggested reason, for delaying having children, was that women could increase their lifetime earnings by having children later (Gufstasson, 2001).

Gufstasson and Wetzels (2000) found that women having their first births early, would have less lifetime earnings compared to having their first births later on in life. Additionally, Myers and Grasmick (1990) found that women who had a high income and status felt that they were required to balance many roles and to protect their investments, this included the woman's career, as they had more to lose. Cleveland et al. (2000) suggested that women believed factors such as children can be threatening to their career progress, this could explain why women postponed starting a family. A reason for this is that having children has the tendency to inhibit the career development of women (Cleveland et al., 2000). Cleveland et al. pointed out that women found they commonly experienced conflict between managing career, marriage and family responsibilities. Furthermore, a study by Davidson and Cooper (1992, as cited in (Cleveland et al., 2000)) reported that women in management who attempt to balance their careers with childbearing and marriage found it to evoke high stress levels.

Ganginis Del Pino et al. (2013) argued that women who considered a future family when making career choices are hypothesized to have low scores towards being career-oriented as they are expected to prioritise children and a partner over a career. Ganginis Del Pino et al. suggested that planning for a career, as well as a family, could vary across a range of ages. Crozier (1999) suggested that young women create pseudo-career plans, regarding not making any concrete plans or commitments to vocational choices, to make allowances to include family plans.

Ganginis Del Pino et al. found career-orientation was negatively related to considering children within the career plans scale. This suggests that the more career oriented an individual is, the less likely they will accommodate children into their career plans, and vice versa. The research reviewed suggests that family plans would have a negative relationship with career planning, as well as career-oriented commitment. Based on the evidence this research provides, I hypothesised that family planning would be negatively related to career planning. Furthermore, as previous research, suggests that women with a higher level education tend to delay having children, I also hypothesised that education would be negatively related to family planning.

Hypothesis 3: Family planning will be negatively related to career planning. That is, as women engage more in career planning the extent that they consider accommodating children into their career plans will decrease, and vice versa.

Hypothesis 4: Education will be negatively related to family planning. That is, the higher a woman's level of education is, the more likely she will engage in family planning, in order to protect the investment's she has made, such as human capital by getting a higher level of education.

1.1.8 Parental Role Commitment and Parental Role Salience

Parental role commitment is defined as the individual's willingness to dedicate their personal resources, time, and energy, to ensure that the role as parent is successfully performed (Amatea, Cross, Clark, & Bobby, 1986). Parental role reward value, referred to as parental role salience, is defined as the extent that the individual regards the parental role as being significant, and from which they gain personal satisfaction (Amatea et al., 1986).

Kerpelman and Schvaneveldt (1999) found that women, who had children, expected that they would decrease their career involvement during the early years of their parenthood. Furthermore, it is generally expected that conflict between life roles occurs for men and women regarding career, marriage, and parenthood roles (Kerpelman & Schvaneveldt, 1999). This is more so for women as they face a major conflict between a career and motherhood, as these roles can either hinder or facilitate one another (Ezzedeen & Ritchey, 2009). Whitmarsh, Brown, Cooper,

Hawkins-Rodgers, and Diane (2007) found that women negotiated their career decisions based on how salient their work and family responsibilities were in their lives. They found that for women the trajectory of their career reflected what they felt was most important within their lives whether that is to combine having a family and a career, or to decide not to have children, or to compromise their career to accommodate having a family. They also found that a majority of women chose to combine their career with their motherhood roles within their life plan (Whitmarsh et al., 2007).

Hakim (2007) used preference theory to explain and predict women's decisions regarding career work and family work. In this theory, a woman's lifestyle preferences determine her decisions, according to salience of activities related to family life or employment. Hakim argued that there are three kinds of life-styles, which explains how women and men choose between market/career work and family work; these are work-centred, family-centred, and adaptive. Work-centred lifestyle, is characterized by individuals who mainly focus on aspects in life that are competitive, including careers, politics, sport and arts. Typically these kinds of women plan their family life around their career, as they are quite committed to their career, and some women choose to remain childless. Family-centred lifestyle is characterized, for women, by preferring to opt out of working after marriage, unless family financial issues arise. Family-centred women do not necessarily have less of an investment in educational qualifications, as the educational system can also function as a market for marriage. Lastly, the adaptive lifestyle, is where women prefer to combine career and family life without a fixed priority over either. That is, they are not completely committed to their career. Generally speaking, women who take up working part-time after having a family are regarded as adaptive, as they are equally devoted to their work as they are to their family (Hakim, 2007).

Hakim (2007) suggested that women with high career commitment and high career salience (career-centred), when making decisions, would make their career the highest priority. Women with high parental role commitment and high parental role salience (family-centred), when making decisions, their parental/family life will have highest priority. Whereas, women who have high commitment and

salience to both their career and parental roles (adaptive), when making decisions, will value both a career and a family equally (Hakim, 2007).

Women today do not make occupational and career decisions without considering other life roles (Weitzman, 1994). Weitzman explained that for multiple-role planning there are numerous roles and combinations of roles that individuals anticipate and prepare for by planning. For women this would be the role as a career woman in combination with the role of motherhood. That is, a young woman's work and family plans may include planning to interrupt her career when the children are small. Other aspects may involve anticipating and preparing for career interruptions such as; timing of family; size of family; and partner assistance and support. O'Connell, Betz, and Kurth (1989) found that women in both traditional and non-traditional work, begin expecting to have both a family and a career, and accept that part-time or temporary work are inevitable and practical strategies for combining their career and their family. They also found that having a career interruption due to motherhood was more closely related to the individual's views on childcare rather than their gender role attitudes (O'Connell et al., 1989).

Friedman and Weissbrod (2005), found that university undergraduates decision-making, when considering having children (parenthood), was significantly related to high family commitment (marital commitment, parental commitment, and home commitment combined), as their participant's had significantly higher responses on high family commitment. Additionally, female participants were more likely to have already made a decision concerning family plans, compared to men. They also found women and men did not differ in either work/career or family commitment levels. However, women's work/career commitment was significantly negatively ($r=-0.37$, $p<0.02$) related to their family commitment. Furthermore, women were more likely to have made a decision concerning family plans regarding parenthood and marriage, more so than men (Friedman & Weissbrod, 2005). In addition, research by Peters (1991) supported this notion, when asked how hard her participants thought combining marriage and children with a career would be, the "entire sample" regarded it to be "somewhat hard" (p.84). This provides more evidence to suggest that there may be a view shared by women that maintaining a career and a family is difficult and that women may feel the need to negotiate between having a career for a family, or vice versa.

Brown and Diekman (2010) investigated what men and women expected themselves to be in the future. In their first study women expected their future selves to be more family oriented, whereas men expected themselves to be more career oriented. Furthermore, they found that women's distant career future selves were negatively related to distant family selves. This suggests that, for women expecting their distant future selves as being more family-oriented, women's career decisions may be influenced by their perception of their future selves and may close off opportunities when presented. That is women may perceive that in their future they may anticipate experiencing the need to choose between their career and family (Brown & Diekman, 2010).

In the second study, Brown and Diekman (2010) examined the extent men and women expected their future selves to hold specific family roles, as a caregiver and as a provider. They found, only for distant future selves, that women were more likely to expect themselves to be caregivers and men were more likely expect themselves to be providers. Both genders expected that the more they expected to be successful in their careers the more they anticipated being a spouse and a parent. Moreover, the more men and women anticipated to be caregivers in their families, the more they expected to be providers. Additionally, Brown and Diekman found that women's expected family selves were positively related to caregiving, and found expected career success was strongly related to caregiving, and slightly to providing. This research suggest women may desire combining a career and a family, and that individual's decisions, made in the present, may be influenced by what an individual perceives their future self to be.

Using Amatea et al.'s (1986) Life-Role Salience Scale (LRSS), Friedman and Weissbrod (2005) found career commitment was related to career plans, in terms of how much participants had thought about their work/career plans. Family commitment was significantly related to family plans regarding parenthood, where individuals who were decided on whether or not to have children had higher scores on family commitment, compared to those who had not thought a lot about parenthood. Work commitment was negatively correlated to family commitment, and women's correlation between work and family commitment was significantly different to that of the men's. The female participants were significantly more likely to report both high family commitment and low work/career commitment. They

suggested that the reason for this is that women felt that high family commitment and high work/career commitment were not compatible and that women may feel that they need to “trade off”(p.321) between a family and a career (Friedman & Weissbrod, 2005). This concept to choose between a career or child care is applicable to few woman, as it is suggested that most women plan to combine their career with their family plans (Hakim, 2007; Shann, 1983). Novakovic and Fouad (2013) suggested that by individuals being mindful, in regards to planning and considering their multiple roles, it may lead to higher levels of commitment to both family and occupational work. Based on the evidence this research provides, I hypothesised that parental commitment would be positively related to family planning, and would be negatively related to career planning. Additionally, I hypothesised that parental role salience, using the definition of parental role reward value, would be positively related to family planning, and parental role salience would be negatively related to career planning.

Hypothesis 5a: Parental role commitment will be negatively related to career planning. That is the more committed a woman is to the role of a parent the less likely she will engage in career planning.

Hypothesis 5b: Parental role commitment will be positively related to family planning. That is the more committed a woman is to the role of a parent the more likely she will engage in family planning.

Hypothesis 6a: Parental role salience will be negatively related to career planning. That is the more salient the role of a parent is to a woman the less likely she will engage in career planning.

Hypothesis 6b: Parental role salience will be positively related to family planning. That is the more salient the role of a parent is to a woman the more likely she will engage in family planning.

1.1.9 Proactive Personality

Proactive personality is where a person has a relatively stable disposition towards exhibiting proactive behaviours, and is typically unconstrained by changes in the environment and by situational forces (Bateman & Crant, 1993; Major, Holland, & Oborn, 2012; Seibert, Crant, & Kraimer, 1999; Seibert, Kraimer, &

Crant, 2001). Proactive individuals typically show initiative; recognise opportunities and take advantage of these opportunities; takes action and perseveres in situations to make changes that are meaningful (Crant, 1995). Less proactive individuals are considered to react to changes in their environment rather than initiating a change (Bateman & Crant, 1993; Seibert et al., 1999). Major et al. (2012) found proactive personality was a strong predictor of motivation to learn, as well as proactive personality was positively correlated with job satisfaction and job performance. Pazy (1988) found proactive personality positively related to career planning. A suggested reason for this was that proactive individuals are more likely to conduct career planning, as proactive individuals anticipate the changes within their environment, they can identify and pursue opportunities for self-improvement, and identify and acquire further knowledge, skills and abilities required for future career advancement (Bateman & Crant, 1993; Seibert et al., 1999).

Frese, Fay, Hilburger, Leng, and Tag (1997) found that individuals with high initiative were more inclined to engage in career planning ($r=0.37$, $p<0.01$) and more inclined to execute that career plan ($r=0.26$, $p<0.01$) than individuals low on initiative. Fuller and Marler (2009) found, in their meta-analysis, that proactive personality was strongly related to career initiative, whereby individuals high in proactivity will engage in career initiative behaviours more so than individuals low in proactivity (Fuller & Marler, 2009). Career initiative is reported, by Seibert et al. (2001), as involving activities such as career planning and skill development. A proactive person is considered, by Fuller and Marler, as a person who engages in career development activities. Suggested reasons for this was the individual's need for achievement (Thompson, 2005) or an individual's motivation to learn (Major, Turner, & Fletcher, 2006). Seibert et al. (2001) found a positive relationship between proactive personality and career initiative ($r=0.24$, $p<0.01$), illustrating that proactive individuals are more likely to engage in career planning, and more likely to pursue opportunities for self-improvement, including education, promotion and skill development (Frese et al., 1997; Seibert et al., 1999). Proactive behaviours, for instance engaging in career planning and seeking career feedback, are reported to enhance the likelihood that an individual will experience extrinsic rewards and an intrinsically satisfying career (Seibert et al., 2001). Based on the

evidence this research provides, I hypothesised that proactive personality would be a positively related to career planning.

Hypothesis 7: Proactive personality will be positively related to career planning. That is women with a high proactive personality will be more likely to engage in career planning.

1.1.10 Subjective Career Success (Career Satisfaction)

Career success is defined as positive cumulative work related outcomes, which are the result of behaviours aggregated over an extensive period of time and work experience (Seibert et al., 1999; Seibert et al., 2001). These work outcomes are categorised into two distinct types of career success; subjective career success and objective career success (Judge, Cable, Boudreau, & Bretz, 1995; Ng, Eby, Sorensen, & Feldman, 2005; Seibert et al., 1999; Seibert et al., 2001). Subjective career success is different from objective career success. Objective career success (OCS) is defined as success judged by extrinsic and measurable accomplishments and attainments, such as pay, position, and number of promotions (Abele & Spurk, 2009; De Vos et al., 2009; Judge et al., 1995; Ng et al., 2005). Subjective career success (SCS) is defined as an individual's feelings of satisfaction and accomplishment with their careers (Seibert et al., 1999).

My study is only concerned with SCS, and not OCS as in Ng et al.'s (2005) meta-analysis they report that women were found to perceive less OCS compared to men, but for SCS there was no significant difference between men and women. The reason for only examining SCS was that the participants in my study were all female. In previous research, career satisfaction has been regarded as an indicator of subjective career success, frequently measured using Greenhaus, Parasuraman, and Wormley's (1990) career satisfaction scale (De Vos et al., 2009; Hofmans, Dries, & Pepermans, 2008; Ng et al., 2005; Spurk, Abele, & Volmer, 2011). Career satisfaction has been found to have a significant positive relationship with career planning ($r=0.14$, $p<0.05$) (Aryee & Debrah, 1993). Career planning was found to be a significant predictor of SCS ($r=0.33$, $p<0.05$), which was a stronger predictor than that of salary (a component of objective career success) (Ng et al., 2005).

Proactive personality has been reported to have a significant relationship with career satisfaction ($r=0.31$, $p<0.05$) (Seibert et al., 1999), ($r=0.27$, $p<0.01$)

(Seibert et al., 2001), ($r=0.20$, $p<0.01$) (Erdogan & Bauer, 2005), and the relationship was found to be partially mediated by career initiative, innovation, and political knowledge (Seibert et al., 2001). Ng et al. (2005) found proactive personality to be a significant predictor of SCS ($r=0.38$, $p<0.05$). King (2004) argued that career self-management could be beneficial for highly skilled workers who were self-motivated and would find ways to adapt to a work environment that is ever changing. Additionally, engaging in career self-management may result in positive outcomes for the individual, including career satisfaction; increased level of self-efficacy, increased level of well-being, and positive outcomes for life satisfaction, on the condition that the career outcomes are achieved (King, 2004). Based on the evidence this research provides, I hypothesised that SCS would have a positive relationship with career planning, and hypothesised that SCS would have a positive relationship with proactive personality.

Hypothesis 8a: Subjective career success (career satisfaction) will be positively related to career planning. That is women who are highly satisfied with their career will be more likely to engage in career planning, compared to those who are not.

Hypothesis 8b: Proactive personality will be positively related to subjective career success (career satisfaction). That is women who have a highly proactive personality will be more inclined to perceive their career as satisfying, compared to those who do not.

1.1.11 Career Commitment

Career commitment is defined as an individual's dedication to their career and to work towards their professional advancement, characterized by the development of career goals, which the individual develops, identifies with, and persists in their efforts to achieve their career goals (Carson & Bedeian, 1994; Colarelli & Bishop, 1990). Colarelli and Bishop regarded the characteristics of career commitment as the development of self-generated goals, the identification, attachment, involvement, and maintained persistence to pursue and to achieve these goals. Career commitment is considered to extend over a long period of time, and it takes dedication and persistence to achieve the career that the individual aspires to despite any challenges that occur (Colarelli & Bishop, 1990). This persistence

and commitment to the goal is more likely to be exhibited when individuals have established plans to achieve their goals (King, 2004).

In London's (1983) career motivational theory, Blau (1989) considered London's concepts of career identity and career resilience as components of career commitment, demonstrating the value of a career, how important it is to an individual's identity, and the individual's resilience against career disruptions. London's theory of career motivation, a multidimensional construct, argues that career insight, career identity, and career resilience, are the main factors (comprised of a number of variables) that make up career motivation. London argued that these factors interact with their environment and situational variables which influences an individual's career decisions and behaviours. This theory argues that the individual's career decisions and behaviours are guided by their expectations, as well as their desire to attain certain outcomes (London, 1983). London's theory of career motivation defines career identity as being the centrality of an individual's career within an individual's life, which is the definition of career salience. Career insight is defined as the realistic goal setting and individual's perceptions of themselves (London, 1983; Spurk et al., 2011). London regarded career planning to be a similar construct to career insight, this was also illustrated in Carson and Bedeian (1994) research, the reason being that both career planning and insight relate to realistic goal setting and career development (Carson & Bedeian, 1994; London, 1983). As career insight is a component of career commitment, London stated that career insight should be expected to be related to career planning, as London and Noe (1997) stated that career insight was conceptually similar to the concept of crystallization in life-span life-space theory.

Life-span, life-space theory argues that individual's lives are comprised of multiple life roles and developmental stages (exploration, establishment, maintenance, and disengagement), where individuals develop a self-concept, a mental representation of oneself (crystallization), and implements their identity into their work roles to achieve person-environment fit (Hartung, 2013; Sharf, 2013). Hartung defined crystallization as being a clear and stable vocational self-concept that illustrates the individual's preferred type of occupational area and level of ability. This happens within the exploration stage where individuals explore vocational choices and then develop their self-concept resulting in engagement of

career planning and increased knowledge about career decision making (Hartung, 2013). Person-environment fit is the concept that when there is congruence between an individual's characteristics and their environment it is assumed that career satisfaction and success is the result of a good fit (Hartung, 2013).

Career insight (salience) is considered to be the direction of an individual's motivation; career identity (inclusive of career planning) is considered as the energising component for motivation; and resilience is the persistence component of motivation (London, 1985; London & Noe, 1997; Noe, Noe, & Bachhuber, 1990). This theory aims to explain how individual differences of career motivation influences an individual's career decisions and behaviours, the situation in which the differences influence the decisions is called prospective rationality, and the decisions influencing the differences is called retrospective rationality (London, 1983; London & Noe, 1997). The career model proposes that career insight (realistic goal setting and planning) is influenced by an individual's resilience which works through the individual's career identity (direction of their motivation), and affects the individual's persistence and performance (Noe et al., 1990).

London (1985) suggested that individuals should plan their careers recognising the possibility of unanticipated events and their likelihood of occurring, periodically readjusting their plans and direction, and having flexibility in their goals. London (1985) argued that by doing this it may help individual's increase their chances of achieving career success. London's (1983) theory using the prospective rationality approach is similar to that of Vroom's (1995) expectancy theory, that an individual's expectancy of achieving outcomes, and the extent of value of the outcomes are what directs an individual's motivation. Vroom argued that that human choice is rational and the decisions of individual's are based on choosing what they believe to be ideal at that particular time. By taking the prospective rationality approach, for explaining career motivation, that the characteristics guide the individual's decisions and behaviours, it can be said that London's (1983) career motivation theory is similar to expectancy theory. Vroom's expectancy theory of motivation is made up of three factors: valence, instrumentality, and expectancy. Valence, is the extent of how much the individual values or desires the outcome. Instrumentality is the individual knowing the required steps needed to achieve the outcome. Lastly, expectancy, which is the

extent to which the individual believes that the required steps will lead to the desired outcome. Overall these three factors result in decision making, giving the direction and magnitude of an individual's behaviours (Vroom, 1995). However, an argument could be said for the opposite direction, that an individual's decisions and behaviours influence an individual's characteristics, known as retrospective rationality.

Overall, London's (1983) theory considers how career motivation, comprised of individual differences, is associated with decisions and behaviours that are influenced by situational conditions (London & Noe, 1997). This theory is relevant to my study as the variables of my research, examining women's careers, can be applied to this theory. Furthermore, career motivation is important to consider when investigating women's careers, as it helps provide contextual focus for career commitment and examining the relationships it has to career planning. Although, this is not the main focus of my research it is important to consider motivation with regards to the decisions women are required to make in relation to their career plans and family plans.

London's (1983) theory also argues that person-environment fit may affect individual's career decisions and behaviours, as the individual and situational characteristics interact which may influence an individual's career decisions and behaviours (London, 1983). Thus individuals who may tolerate a lack of fit may stay, but those who do not have a high level of congruence with their environment, may leave the organisation, which would be a loss for the organisation if the employee was highly valued (London, 1983).

Friedman and Weissbrod (2005) found that by individuals thinking about a career and thinking about their career plans indicated career commitment. Additionally, they found that career decision-making, regarding career plans, was positively related to work/career commitment. Aryee and Debrah (1993) illustrated that career planning had a significant relationship with career commitment, ($r=0.5$, $p<0.01$). Furthermore, individuals committed to their careers were more likely to develop career goals, which could be seen as a career plan, in terms of what goals did the individual need to meet to be a candidate to advance their career, as well as identify what promotional opportunities were available. From this it could be

suggested that career planning may lead to a more committed and effective workforce (Gould, 1979; Pazy, 1988). Driver (2004) found that career management practices (including career planning, goal setting, preparation for the future, leadership, and many other practices) were positively related to, and were significant predictors of, career commitment ($r=0.50$, $p<0.05$). Based on the evidence this research provides, I hypothesised that career commitment would be positively related to career planning.

Hypothesis 9a: Career commitment will be positively related to career planning. That is women highly committed to their careers will be more likely to engage in career planning than those who are not.

1.1.12 Career Commitment and Proactive Personality

Proactive personality has been found to be related to a number of aspects including career satisfaction (Seibert et al., 2001), engagement in career development and career initiative (Fuller & Marler, 2009). However, having a proactive personality does not guarantee a person will engage in proactive behaviours, rather the relationship is mediated by cognitive-motivational variables (Parker, Williams, & Turner, 2006). One of these variables is career resilience (Chiaburu, Baker, & Pitariu, 2006). Blau (1989) argued that career resilience was a component of career commitment, as it demonstrated how much an individual valued their career and their persistence against career disruptions. Career resilience is also regarded as having the ability to adapt to changing environments, and resisting discouraging and disruptive circumstances (King, 2004; London & Noe, 1997; Noe et al., 1990). This notion that career resilience is a component of career commitment is similar to the concept of proactive personality, that it is an ability to be unconstrained by changes in the environment and situational forces (Bateman & Crant, 1993). Vandenberghe and Ok (2013) found that career commitment had a strong positive relationship with proactive personality ($r=0.29$, $p<0.01$). This suggests that career commitment may be related to proactive personality. Furthermore, Morgan, Walker, Wang, and Aven (2012) found that career commitment and proactive personality had a positive relationship ($r=0.26$, $p<0.01$), although this sample was predominantly male. Based on the evidence this research provides, I hypothesised that career commitment and proactive personality, as defined in this literature review, would be positively related.

Hypothesis 9b: Career commitment will be positively related to proactive personality. That is women who score highly on having a proactive personality will be more likely to be career committed.

1.1.13 Career Salience

Career salience relates to the importance of a career to an individual (Greenhaus, 1973). Career salience is defined as the relative priority, centrality, and personal significance a career has within an individual's life in relation to other life roles (Allen & Ortlepp, 2002; Cleveland et al., 2000; White, Cox, & Cooper, 1992). Crozier (1999) suggested that career planning was not just planning for a work role, but was also planning for significant life roles. Other research has found that individuals that scored highly for career salience had a higher value for intrinsic rewards (Greenhaus & Simon, 1977). Crozier also pointed out that career salience, as well as salience of other life roles, could vary during different periods of an individual's life. For women having a career and a family may influence a woman's decision for opting in and out of their careers, and interrupting their career paths to balance their work-life roles. Based on what an individual finds salient in their life they will attempt to find similarity between their self-concept at work, as well as in their lives; for women their career plans and decisions are not made in isolation, but rather made in relation to the context of their overall life situation (Crozier, 1999).

Farmer (1997) suggested that career planning should be regarded as taking place within life plans, and that career plans need to take into account other life roles including parenthood roles and personal roles. As women were regarded, by Farmer, as being prone to experiencing work-life conflict, and thus need to think about what roles are important to them. Farmer found that for women career salience had a negative relationship to home role salience ($r=-0.27, p<0.001$). Nevill and Super (1988) found that in university students, women were highly committed to their work and home roles, more so than the men. Furthermore they found that their career planning factor, from their career development inventory, was significantly related to work commitment; for this measure, commitment was a factor that made up salience. Chao and Malik (1988) argued that the salience of a woman's career could influence her career involvement and future planning. Bachiochi (2013) found that career salience was predictive of career planning ($R^2=0.18$) as well as career exploration ($R^2=0.21$). Peters' (1991) research illustrated

that highly work salient women do make plans regarding making family and career commitments to accommodate each other. Based on the evidence this collection of research provides, I hypothesised that career salience would be positively related to career planning.

Hypothesis 10: Career salience will be positively related to career planning. That is women who find their career highly salient will be more likely to engage in career planning, than those who do not.

1.1.14 Summary of Hypotheses

Hypothesis 1: Career planning will be negatively related to age.

Hypothesis 2: Career planning will be positively related to education.

Hypothesis 3: Family planning will be negatively related to career planning.

Hypothesis 4: Education will be negatively related to family planning.

Hypothesis 5a: Parental role commitment will be negatively related to career planning.

Hypothesis 5b: Parental role commitment will be positively related to family planning.

Hypothesis 6a: Parental role salience will be negatively related to career planning.

Hypothesis 6b: Parental role salience will be positively related to family planning.

Hypothesis 7: Proactive personality will be positively related to career planning.

Hypothesis 8a: Subjective career success (career satisfaction) will be positively related to career planning.

Hypothesis 8b: Proactive personality will be positively related to subjective career success (career satisfaction).

Hypothesis 9a: Career commitment will be positively related to career planning.

Hypothesis 9b: Career commitment will be positively related to proactive personality.

Hypothesis 10: Career salience will be positively related to career planning.

This chapter illustrates the purpose of my study, reviews relevant research in conjunction with each other to identify relevant constructs, develop hypotheses and a theoretical framework, with the purpose to explore these relationships. The next chapter will discuss the participants, procedures, and measures used in my study, and the following chapter is an overview of the statistical analysis conducted on the data collected.

Chapter Two: Method

2.1 Participants

One hundred and seventy eight females, over the age of 18 and without children, participated in this study. Their mean age was 25.31 years ($SD=7.82$ years). The average level of income was between \$0-\$50,000 annual income ($M=1.26$, $SD=0.49$). The average level of education completed was a bachelor's degree ($M=3.83$, $SD=1.70$). This survey was only conducted in New Zealand, therefore participants who did not fully complete the questions, or who took the survey from outside of New Zealand, determined by the Internet Protocol (IP) address of the completed survey, were excluded from data analysis. Informed consent was implied based on participation in the study and submission of results, as participation in this study was voluntary. Participants' identity and responses were kept anonymous as well as the identities of the organisation's involved in this study.

A range of organisations were contacted in order to recruit participants, these included local consultancy agencies, alumni and educational group associations, university residential halls, a research company, a local advocacy association, and a financial support organisation. The human resource managers or the branch managers were contacted through e-mail and were sent a letter addressed to management for each external organization (Appendix A) explaining the purpose and details of this study and asking permission to recruit participants from their organisation. If management in the external organisations agreed to participate, they circulated an e-mail to their employees about this study with a link to the online survey. Some participants, who expressed interest in the topic, asked if they could send the link to the survey to their friends and family, which I agreed to provided that these individuals met the study's criteria. Social media sites, such as Facebook, were used to recruit participants through the alumni and educational group association pages, posted by the page administrators, with the name of this study and a brief description of the study along with the URL of the online-survey.

To encourage participation, participants were offered the chance to be entered into a draw to win a \$20 supermarket voucher after the completion of the

survey and submission of their results. Participants could indicate if they wished to receive a summary of results of this study. In return for participation undergraduate students of the University of Waikato enrolled in specific undergraduate psychology papers that offered course credits, could choose to receive 1% course credit for one of these undergraduate psychology papers.

2.2 Measures

2.2.1 Criteria:

The measures used in this current study (Appendix B) were required to meet a criteria. The measures were required to have an adequate level of internal reliability, a Cronbach's alpha (α) that is 0.70 or above. The scales were selected to fit the context of the research and included careers, career self-management, personality, commitment, success, salience, and family plans. I selected measures that were developed to be tested on adults as adults were the targeted group of participants. Measures that had less than 20-items, and still maintained a good level of reliability, were selected for this research as I wanted to avoid any boredom effects (Field, 2009). This was to ensure candid and accurate responses from the participants.

Apart from demographic questions (age, education, income), all variables were assessed using a 7-point Likert-type scale (1= strongly disagree; 7= strongly agree).

Career Planning. Gould's (1979) 6-item Career Planning Questionnaire (CPQ) was used to assess the extent of participants engagement in career planning (e.g. "I know what I need to do to reach my career goals.", "I have a plan for my career.", $\alpha = 0.80$). The Cronbach's alpha for career planning was 0.86 in this study, which is considered to be a very good level of reliability (Kline, 2011). I selected this measure as it is a measure that was developed to test adult participants, whereas other measures are designed to be administered exclusively to high school and university students, questions pertaining to asking their teacher of their favourite school subject about careers in that particular field.

Proactive Personality. Cleaes, Beheydt, and Lemmens' (2005) 6-item Proactive Personality Scale (PPS) was used to assess proactive personality. The abbreviated form of PPS was selected to minimise survey length while still

maintaining a good level of reliability. The 6-item PPS is used to assess the broad construct of proactive personality (e.g. “If I see something I don’t like, I fix it.”, “I am always looking for better ways to do things.”, $\alpha = 0.78-0.86$). The Cronbach’s alpha for the proactive personality measure, in this study, was 0.79, which is considered to be a very good level of reliability (Kline, 2011). This measure was selected as it has a small number of questions, it is a valid measure, and has a high overlap with the original proactive personality scale.

Subjective Career Success (Career Satisfaction). Greenhaus et al.'s (1990) 5-item Career Satisfaction Scale (CSS) was used to assess subjective career success. This is a widely used scale for measuring an individual’s level of career satisfaction, also known as subjective career success (e.g. “I am satisfied with the success I have achieved in my career.”, “I am satisfied with the progress I have made toward meeting my overall career goal.”, $\alpha = 0.74-0.88$). In this present study the Cronbach’s alpha for the subjective career success measure was 0.87, which is considered to be a very good level of reliability (Kline, 2011). This measure was selected as it is a widely used scale for measuring career satisfaction as well as subjective career success, it maintains a good level of reliability, and is a valid measure.

Family Planning-Considering Children. Ganginis Del Pino et al.'s (2013) 12-item PLAN: Considering Children Scale was used to measure the extent women considered children in their career plans (e.g. “I will have a career with flexible hours so that I can be home for the children I plan to have.”, “I will not plan my career around future parenting responsibilities.”, $\alpha = 0.89-0.91$). In this present study the Cronbach’s alpha for the family planning measure was 0.96, which is considered to be an excellent level of reliability (Kline, 2011). This measure was selected as it is one of the first measures developed to look at plans of having children in relation to a career.

Career Commitment. Ellemers, De Gilder, and Van Den Heuvel's (1998) 5-item career-oriented commitment scale was used in this study. This questionnaire was used to measure the extent that an individual feels committed to their personal goals to advance in their career (Ellemers et al., 1998) (e.g. “My career is one of the most important things in my life.”, “The ambitions in my life mainly have to do

with my career.”, $\alpha = 0.91$). In this present study the Cronbach’s alpha for the career commitment measure was 0.85, which is considered to be a very good level of reliability (Kline, 2011). This scale was selected as it is a measure of commitment oriented towards an individual’s career, and it maintains a good level of validity.

Parental Role Commitment. Amatea et al.'s (1986) 5-item Parental Role Commitment subscale of the Life Role Salience Scale was used to measure parental commitment. This measure illustrates the extent to which a person is willing to commit personal resources to assure success in the parental role or to develop the role (Amatea et al., 1986) (i.e. “I expect to devote a significant amount of my time and energy to the rearing of children of my own”, “I expect to be very involved in the day-to-day matters of rearing children of my own.”, $\alpha=0.79$). In this present study the Cronbach’s alpha for the parental role commitment measure was 0.86, which is considered to be a very good level of reliability (Kline, 2011). This measure was selected as it is a measure where participants could indicate their commitment to the role as a parent in the future. This was to compare and measure the participant’s preference to commit to a career or a parental role.

Career Salience. Allen and Ortlepp's (2002) 11-item Career Salience Questionnaire (CSQ) was used to measure career salience (career centrality). This measure was selected as it focusses on career salience. The career salience questionnaire is used to measure the relative importance and significance an individual’s career maintained within the individual’s life (e.g. “The most important things I do involve my career.”, “I am willing to make sacrifices in my family life to succeed in my career.”, $\alpha = 0.83$). In this present study the Cronbach’s reliability alpha for the career salience measure was divided into three different dimensions, which will be further discussed in the results section (Chapter 3). Dimension one, importance of career in life, had a reliability of 0.83, dimension two, importance of career over family, had a reliability of 0.70, and dimension three, importance of work over career, had a reliability of 0.86. Dimensions one and three were considered to have a very good level of reliability, whereas dimension two is considered to have an adequate level of reliability (Kline, 2011). This measure was selected as it is a measure for career salience towards an individual’s career and maintains a good level of validity. Furthermore, the CSQ is meant to be a more

specific scale for career salience, rather than the CSS that measures a mix of career salience and work salience (Allen & Ortlepp, 2002).

Parental Role Salience. Amatea et al.'s (1986) 5-item Parental Role Reward Value subscale of their Life Role Salience Scale was selected to measure parental role salience. This measure indicates the participant's view that the parental role is important and a means of self-definition and or personal satisfaction (Amatea et al., 1986) (i.e. "The whole idea of having children and raising them is not attractive to me.", "It is important to me to feel I am (will be) an effective parent.", $\alpha=.83-0.89$). In this present study the Cronbach's alpha for the parental role salience measure was 0.92, which is considered to be an excellent level of reliability (Kline, 2011). This measure was selected as it measures the participant's view of whether they would find being a parent a central part of their lives, as well as compare this to their response on how much a career would be central to their lives. The purpose of this was to understand what aspects women find central to their lives and their relationships with career and family planning.

Demographics. The demographics measures included age, education and income. The purpose of these measures was to confirm the characteristics of participants in this study. Educational and income level indicate the socioeconomic level the participants were from, which based on the results will be discussed in the discussion section (Chapter 4).

2.3 Procedure

The University of Waikato's School of Psychology Research and Ethics committee gave ethical approval for this present research. An online survey was developed using the website Qualtrics, where participants completed the survey in their own time, and the site recorded participants' responses. To recruit participants, invitations were posted around the University campus including the residential halls (Appendix C). Alumni associations, and external organizations were contacted to distribute survey invitations to their members/employees. Participants were informed about this study and provided a URL link to the survey either through their e-mail distributed by their organization, or by the posted invitations. The management from the external organisations, allowed access to recruit participants from their organisation, were provided information about the study and a copy of

the information sheet provided to participants. This was to make certain that the organisations were given consistent information provided to the participants.

Prior to beginning the survey, participants were informed about the purpose of the survey, the aims of the research, and that they may choose to withdraw at any point in time during the survey. Participants were informed that by fully completing the survey participants could enter themselves in the draw to win a \$20 supermarket voucher, and indicate whether they wished to receive a copy of the results of the research. University of Waikato undergraduate students could opt for 1% course credit instead of entering the draw (Appendix D). The instructions to enter the draw were provided at the end of the survey. Individual's identity could not be linked to their responses in the survey. Participants who did not complete the survey could still receive the summary of results by contacting me. Participants and the organizations involved were informed that this study had been approved by the University of Waikato's School of Psychology Research and Ethics Committee.

Participants were informed that their identity would remain anonymous, and that any e-mails pertaining to; entry into the draw to win the voucher, course credits, and/or to receive information about the results of this research would be deleted once the study is completed. Participants and any organizations involved were informed that the findings of this research will be published in my thesis, may be published in a journal article, and they may receive a summary of the results if they wish.

2.4 Data Analysis

I conducted a data analysis on the 178 fully completed survey results. Data from Qualtrics were exported to the Statistical Package for the Social Sciences (SPSS 21). Results will be further explained in the following chapter (Chapter three).

2.4.1 Exploratory Factor Analysis

I conducted an exploratory factor analysis (EFA) using principle axis factoring and oblique rotation (Direct Oblimin), as the variance of each of the variables in the data was assumed to have shared variance, as previous research in chapter one illustrates. The criterion for factor retention was an eigenvalue greater than 1. Field (2009) recommendations for an adequate sample size of participants

to variable ratio to be at least 10-15 participants per variable for conducting a factor analysis. In this current research the participants to variable ratio is 14:1, (178 participants and 12 variables) suggesting that this study has an adequate number of participants.

With regards to factor loadings, Tabachnick and Fidell (2001) recommended factor loadings of 0.32 is a reasonable minimum loading, as 0.32 suggests at least 10% shared variance. Costello and Osborne (2005) suggested factors that load on two or more items above the 0.32, are cross-loadings and recommended that items that loaded strongly, 0.5 or above, may need to be omitted from analysis. They also suggested that a factor that has less than three items is a weak factor, and that five or more strongly loading items 0.5 or above is desirable (Costello & Osborne, 2005). Based on these recommendations, factor loadings greater than 0.32 were acceptable, and the pattern matrix was used to determine the composition of items within each factor that had been rotated. The only variable that had a factor rotation was the career salience variable, which produced three factors, suggesting that the career salience variable should be measured as three separate variables. This will be explained in more detail in the results section (Chapter three).

During data collection I was made aware of a typographical error in one of the questions in the parental career commitment scale. The question was “I do not expect to be very involved in childbearing.” whereas the final word should have read “child rearing”. Due to this I conducted an exploratory factor analysis and assessed the Cronbach’s alpha to see if it affected the reliability of the overall construct. While this was not a significant issue this will be briefly mentioned in the results section (Chapter three).

2.4.2 Descriptive Statistics

I conducted a descriptive statistical analysis that provided the frequencies, means, skew and kurtosis of the data. In preparation for data analysis, I checked for the skew and kurtosis of responses to examine the normality of the data. A skew statistic larger than +/- 3.0 is regarded by Kline (2011) as being extremely skewed. For kurtosis, if the kurtosis statistic is larger than +/- 8.0 it is regarded by Kline as indicating an extreme level of kurtosis. If the data is extremely skewed or has an extreme kurtosis or both, then the data is required to be transformed (Kline, 2011).

Based on the levels of skew and kurtosis, and considering the established criteria, no transformation of variables to correct for normality were required.

2.4.3 Reliability Analysis

A reliability analysis was conducted to examine the Cronbach's alphas (α) of each item, and the overall construct measures. Kline (2011) identifies the reliability guidelines of the alpha coefficient, the values around 0.90 are considered to be "excellent", 0.80 are considered to be "very good", and values around 0.70 are regarded to be "adequate" (p. 70). If the alpha coefficient is among this number range then it can be said to have an excellent, very good, or adequate level of internal reliability, depending on what range the Cronbach's alpha is in. Based on this all measures were considered reliable and no items needed deleting.

2.4.4 Correlation Analysis

Pearson's product-moment correlations were assessed to determine whether or not the hypotheses in this study were supported or not. All variables were correlated, significant results were indicated, in the correlation analysis table, by p-values falling within the significant range of 0.05, 0.01, and 0.001, as seen in table 4 (page 46).

Friedman (1982) provides recommendations for adequate sample sizes for certain levels of statistical power. Statistical power being the probability the study produces a statistically significant result if the hypothesis is true. According to Friedman the sample size of 178, gives the correlations of this study a power of .80 at the 0.05 level ($r=.20$), that there is an 80% chance of detecting a true relationship between variables.

This chapter overviews the method that was used in this study, as well as the data analysis used. The following chapter provides a detailed report of the results from the data analysis and hypothesis testing.

Chapter Three: Results

This chapter reviews the statistical analysis of this study's data and its results. The chapter is divided into sections based on the data analysis carried out. There are four sections, factor analysis, descriptive statistics, reliability statistics, correlations, and hypothesis testing.

3.1 Exploratory Factor Analysis

An exploratory factor analysis (EFA) was conducted on all the variables using principle axis factoring (PAF) and Direct Oblimin rotation (oblique). Each of the eight variables (career planning, proactive personality, subjective career success, family planning, career commitment, parental role commitment, career salience and parental salience) had factor analyses conducted on them, to assess whether the items had the correct factor loadings. Factor loadings were considered significant at 0.32, which is considered as the cut-off point for acceptable factor loadings (Tabachnick & Fidell, 2001).

Career Planning. A PAF was conducted on the six items with an Oblique 'Direct Oblimin' rotation. The Kaiser-Meyer-Olkin (KMO) measure verified the sampling adequacy for the analysis, $KMO = 0.85$, 'meritorious' according to Hutcheson and Sofroniou (1999). Bartlett's test of sphericity ($\chi^2 (15) = 485.13$, $p < 0.001$), indicated sufficient correlations between items to conduct a PAF. An initial analysis was run to obtain the eigenvalues for each component of the data. One component had an eigenvalue above Kaiser's criterion of 1 and explained 60.23% of variance. The scree plot indicated an inflexion that justified retaining the one component (Appendix E, Figure 4). For this reason, one factor was retained for the final analysis and thus rotation was not required.

Proactive Personality. A PAF was conducted on the six items of proactive personality with an Oblique 'Direct Oblimin' rotation. The Kaiser-Meyer-Olkin (KMO) measure verified the sampling adequacy for the analysis, $KMO = 0.77$, 'good' according to Hutcheson and Sofroniou (1999). Bartlett's test of sphericity ($\chi^2 (15) = 300.89$, $p < 0.001$), indicated sufficient correlations between items to conduct a PAF. An initial analysis was run to obtain the eigenvalues for each component of the data. One component had an eigenvalue above Kaiser's criterion of 1 and explained 49.14% of variance. The scree plot indicated an inflexion that

justified retaining the one component (Appendix E, Figure 5). For this reason, one factor was retained for the final analysis and thus rotation was not required.

Subjective Career Success. A PAF was conducted on the five items of subjective career success with an Oblique ‘Direct Oblimin’ rotation. The Kaiser-Meyer-Olkin (KMO) measure verified the sampling adequacy for the analysis, $KMO = 0.81$, ‘great’ according to Hutcheson and Sofroniou (1999). Bartlett’s test of sphericity ($\chi^2 (10) = 435.41, p < 0.001$), indicated sufficient correlations between items to conduct a PAF. An initial analysis was run to obtain the eigenvalues for each component of the data. One component had an eigenvalue above Kaiser’s criterion of 1 and explained 66.11% of variance. The scree plot indicated an inflexion that justified retaining the one component (Appendix E, Figure 6). For this reason, one factor was retained for the final analysis and thus rotation was not required.

Family Planning. A PAF was conducted on the twelve items of family planning with an Oblique ‘Direct Oblimin’ rotation. The Kaiser-Meyer-Olkin (KMO) measure verified the sampling adequacy for the analysis, $KMO = 0.95$, ‘superb’ according to Hutcheson and Sofroniou (1999). Bartlett’s test of sphericity ($\chi^2 (66) = 2003.37, p < 0.001$), indicated sufficient correlations between items to conduct a PAF. An initial analysis was run to obtain the eigenvalues for each component of the data. One component had an eigenvalue above Kaiser’s criterion of 1 and explained 70.02% of variance. The scree plot indicated an inflexion that justified retaining the one component (Appendix E, Figure 7). For this reason, one factor was retained for the final analysis and thus rotation was not required.

Career Commitment. A PAF was conducted on the five items of career commitment with an Oblique ‘Direct Oblimin’ rotation. The Kaiser-Meyer-Olkin (KMO) measure verified the sampling adequacy for the analysis, $KMO = 0.85$, ‘great’ according to Hutcheson and Sofroniou (1999). Bartlett’s test of sphericity ($\chi^2 (10) = 369.22, p < 0.001$), indicated sufficient correlations between items to conduct a PAF. An initial analysis was run to obtain the eigenvalues for each component of the data. One component had an eigenvalue above Kaiser’s criterion of 1 and explained 63.09% of variance. The scree plot indicated an inflexion that

justified retaining the one component (Appendix E, Figure 8). For this reason, one factor was retained for the final analysis and thus rotation was not required.

Parental Role Commitment. A PAF was conducted on the five items of parental role commitment with an Oblique ‘Direct Oblimin’ rotation. The Kaiser-Meyer-Olkin (KMO) measure verified the sampling adequacy for the analysis, KMO =0.82, ‘great’ according to Hutcheson and Sofroniou (1999). Bartlett’s test of sphericity ($\chi^2 (10) = 503.59, p<0.001$), indicated sufficient correlations between items to conduct a PAF. An initial analysis was run to obtain the eigenvalues for each component of the data. One component had an eigenvalue above Kaiser’s criterion of 1 and explained 64.72% of variance. The scree plot indicated an inflexion that justified retaining the one component (Appendix E, Figure 9). For this reason, one factor was retained for the final analysis and thus rotation was not required. The item analysis for the question “I do not expect to be very involved in childbearing.” did not detect an issue with this wording, thus this question was retained in the data analysis.

Career Salience. A PAF was conducted on the eleven items of career salience with an Oblique ‘Direct Oblimin’ rotation. The Kaiser-Meyer-Olkin (KMO) measure verified the sampling adequacy for the analysis, KMO =0.83, ‘great’ according to Hutcheson and Sofroniou (1999). Bartlett’s test of sphericity ($\chi^2 (55) = 758.65, p<0.001$), indicated sufficient correlations between items to conduct a PAF. An initial analysis was run to obtain the eigenvalues for each component of the data. Three components had an eigenvalue above Kaiser’s criterion of 1 and explained 64.24% of variance. The scree plot indicated an inflexion that justified retaining the three components (Appendix E, Figure 10). For this reason, the three factor solution was retained for the final analysis, and tested as separate variables. Table 1 shows the factor loadings after rotation. The items that cluster on the same components suggest that factor one represents ‘Importance of career in life’ dimension (career in life, CS: CIL), factor two represents ‘Importance of career over family’ dimension (career over family, CS: COF), and factor three represents ‘Importance of work over career’ dimension (work over career, CS: WOC). Based on these three separate factors, a factor analysis was conducted for each dimension (CS: CIL, CS: COF, and CS: WOC).

Table 1
Pattern matrix of career salience

	Factor		
	1	2	3
The most important things I do in my life involve my career. (CS1)	.740		
My friends and family know that my career is very important in my life. (CS2)	-.723		
I don't really have any specific feelings about the importance of my career in my life. (CS3)			.582
For me having a career is more than just working. (CS4)			.484
I used to care quite a lot about my career, but now other things are more important to me. (CS5)			.461
I want to work, but I don't want a demanding career. (CS6)			.735
I am willing to make sacrifices in my personal life to succeed in my career. (CS7)		-.382	
Choosing a career was one of the most important decisions I ever made. (CS8)	.595		
My family and my career are both significant parts of my life, but my career tends to be more imp... (CS9)		-.650	
I am willing to make sacrifices in my family life to succeed in my career. (CS10)		-.982	
Many of my life goals involve my career. (CS11)	.637		

Extraction Method: Principal Axis Factoring.

Rotation Method: Direct Oblimin with Kaiser Normalization.^a

a. Rotation converged in 8 iterations.

Career Salience: Career in Life. A PAF was conducted on the four items of the career in life dimension with an Oblique ‘Direct Oblimin’ rotation. The Kaiser-Meyer-Olkin (KMO) measure verified the sampling adequacy for the analysis, KMO =0.80, ‘good’ according to Hutcheson and Sofroniou (1999). Bartlett’s test of sphericity (χ^2 (6) = 270.61, $p<0.001$), indicated sufficient correlations between items to conduct a PAF. An initial analysis was run to obtain the eigenvalues for each component of the data. One component had an eigenvalue above Kaiser’s criterion of 1 and explained 66.34% of variance. The scree plot indicated an inflexion that justified retaining the one component (Appendix E,

Figure 11). For this reason, one factor was retained for the final analysis and thus rotation was not required.

Career Salience: Career over Family. A PAF was conducted on the three items of the career over family dimension with an Oblique ‘Direct Oblimin’ rotation. The Kaiser-Meyer-Olkin (KMO) measure verified the sampling adequacy for the analysis, KMO =0.65, ‘mediocre’ according to Hutcheson and Sofroniou (1999). Bartlett’s test of sphericity ($\chi^2 (3) = 169.46, p<0.001$), indicated sufficient correlations between items to conduct a PAF. An initial analysis was run to obtain the eigenvalues for each component of the data. One component had an eigenvalue above Kaiser’s criterion of 1 and explained 70.12% of variance. The scree plot indicated an inflexion that justified retaining the one component (Appendix E, Figure 12). For this reason, one factor was retained for the final analysis and thus rotation was not required.

Career Salience: Work over Career. A PAF was conducted on the four items of the work over career dimension with an Oblique ‘Direct Oblimin’ rotation. The Kaiser-Meyer-Olkin (KMO) measure verified the sampling adequacy for the analysis, KMO =0.74, ‘good’ according to Hutcheson and Sofroniou (1999). Bartlett’s test of sphericity ($\chi^2 (6) = 113.94, p<0.001$), indicated sufficient correlations between items to conduct a PAF. An initial analysis was run to obtain the eigenvalues for each component of the data. One component had an eigenvalue above Kaiser’s criterion of 1 and explained 52.65% of variance. The scree plot indicated an inflexion that justified retaining the one component (Appendix E, Figure 13). For this reason, one factor was retained for the final analysis and thus rotation was not required.

Parental Role Salience. A PAF was conducted on the five items of parental role salience with an Oblique ‘Direct Oblimin’ rotation. The Kaiser-Meyer-Olkin (KMO) measure verified the sampling adequacy for the analysis, KMO =0.86, ‘great’ according to Hutcheson and Sofroniou (1999). Bartlett’s test of sphericity ($\chi^2 (10) = 657.60, p<0.001$), indicated sufficient correlations between items to conduct a PAF. An initial analysis was run to obtain the eigenvalues for each component of the data. One component had an eigenvalue above Kaiser’s criterion of 1 and explained 75.59% of variance. The scree plot indicated an inflexion that

justified retaining the one component (Appendix E, Figure 14). For this reason, one factor was retained for the final analysis and thus rotation was not required.

3.2 Descriptive Statistics

The descriptive statistical analysis, including the mean, standard deviation, skewness and kurtosis for all variables are shown in Table 2, and the demographic statistics of this research are shown in Table 3. The mean of each variable was measured on a scale of one to seven (1=very low and 7= very high).

Table 2
Descriptive statistics.

	N	Mean	St. Dev.	Skew.	Kurtosis
CP	178	5.02	1.17	-0.41	-0.33
PP	178	5.22	0.79	-0.03	-0.17
SCS	178	5.06	1.08	-0.62	0.27
FP	178	3.91	1.57	-0.36	-0.76
PC	178	4.50	1.48	-0.79	0.03
PS	178	4.84	1.70	-0.75	-.034
CC	178	5.06	1.12	-0.54	0.46
CS	178	4.45	1.00	0.01	0.00
CS:CIL	178	4.71	1.28	-0.35	-0.33
CS:COF	178	3.59	1.30	0.37	-0.24
CS:WOC	178	4.85	1.09	-0.21	-0.43
Education	178	3.83	1.70	0.13	-0.55
Income	178	1.25	0.49	1.73	2.17
Age	178	2.44	1.58	1.65	3.01

CP= Career planning; PP = Proactive personality; SCS= Subjective career success; FP= Family planning; CC= Career commitment; PC= Parental role commitment; PS= parental role salience; CS: CIL= Importance of career in life; CS: COF= Importance of career over family 2; CS: WOC= Importance of work over career.

The means across all variables ranged between 1.25 and 5.22, as illustrated in Table 2. On average participants were either neutral or ‘somewhat agreed’ to engagement in career planning ($M=5.02$, $SD=1.17$), having a proactive personality ($M=5.22$, $SD=0.79$), having subjective career success ($M=5.06$, $SD=1.08$), being

career committed ($M=5.06$, $SD=1.12$), having career salience ($M=4.45$, $SD=1.00$), and the importance of a career in life ($M=4.71$, $SD=1.28$) and importance of work over career ($M=4.85$, $SD=1.09$). On average participants were either neutral or ‘somewhat disagreed’ to engagement in family planning ($M=3.91$, $SD=1.57$), experiencing parental role commitment ($M=4.50$, $SD=1.48$), parental role salience ($M=4.84$, $SD=1.70$), and the importance of a career over family ($M=3.59$, $SD=1.30$).

Table 3
Demographics.

Education		N	Percentage
Secondary School		25	14.0
Tertiary Education		58	32.6
Bachelor’s Degree		44	24.7
Honours Degree		13	7.3
Master’s Degree		24	13.5
PhD (Doctorate) Degree		14	7.9
TOTAL		178	100

Income		N	Percentage
\$0-50,000		137	77.0
\$50,001-100,000		37	20.8
\$100,001-1,000,000		4	2.2
TOTAL		178	100

Age	Value	N	Percentage
< 20	1	54	30.3
21-25	2	63	35.4
26-30	3	28	15.7
31-35	4	16	9.0
36-40	5	6	3.4
41-45	6	5	2.8
46-50	7	3	1.7
51-55	8	2	1.1
56 <	9	1	0.6
TOTAL		178	100

3.3 Reliability Analysis

A reliability analysis was conducted on all variables, and reliabilities are reported in Table 4. Using Cronbach's alpha the internal reliabilities of the measures were assessed, and the level of reliability was gauged by the criteria for acceptable Cronbach's alpha's in chapter two, the method of this study. Based on this criteria, no items required deletion, as this action would not improve the reliability for any variable.

3.4 Correlation Analysis

To assess the relationships between the variables and test the hypotheses of this research I conducted a Pearson product-moment correlational analysis. Table 5 details the Pearson product-moment correlations analysis for all the variables in this study. According to Friedman (1982) a sample size of 178, gives a power of .80 at the 0.05 level ($r=.20$), that there is an 80% chance of detecting a true relationship between variables.

Hypothesis 1 proposed that age would be negatively related to career planning. However, age was found to be unrelated to engagement in career planning, thus hypothesis 1 was not supported. This implies that engagement in career planning does not occur at any specific age, but across the lifespan of an individual.

Hypothesis 2 proposed that education would be positively related to career planning. However, education was also found to be unrelated to engagement in career planning, thus hypothesis 2 was not supported. What this implies is that engagement in career planning is not an activity that is reserved for any specific level of education, as education level increases the level of engagement in career planning will not change.

Hypothesis 3 proposed that family planning by considering children in career plans would be negatively related to career planning. However, family planning by considering children in career plans was found to be unrelated to engagement in career planning, thus hypothesis 3 was not supported. What this implies is that family planning does not change when engagement in career planning changes. In other words, family planning by considering children in one's

career plans, is not specifically conducted during any specific level of engagement of career planning.

Hypothesis 4 proposed that education would be negatively related to family planning by considering children in career plans. Education was found to be negatively correlated to family planning by considering children in career plans ($r = -.20, p < 0.01$), thus hypothesis 4 was unsupported. This implies that as a woman's educational level increases by acquiring higher qualifications, the likelihood of engaging in family planning, by considering children in her career plans, decreases.

Hypothesis 5a proposed that parental role commitment would be negatively related to career planning. However, parental role commitment was not found to be related to career planning, thus hypothesis 5a was not supported. This implies that the extent a woman is committed to the role of parent, will not influence engagement in career planning.

Hypothesis 5b proposed that parental role commitment would be positively related to family planning. Parental role commitment was found to be positively related to family planning ($r = .74, p < 0.001$), thus hypothesis 5b is supported. This implies that the more a woman is committed to the role as a parent, she will be more likely to engage in family planning.

Hypothesis 6a proposed that parental role salience would be negatively related to career planning. However, parental role salience was not found to be related to career planning, thus hypothesis 6a was not supported. This implies that the extent a woman regards the role of a parent as a central aspect of her life, will have no influence on whether she engages in career planning.

Hypothesis 6b proposed that parental role salience would be positively related to family planning. Parental role salience was found to be positively related to family planning ($r = .73, p < 0.001$), thus hypothesis 6b is supported. This implies that the more a woman finds the role as a parent as a salient role in her life, the more she will engage in family planning.

Hypothesis 7 proposed that proactive personality would be positively related to engagement in career planning. Proactive personality was found to be

Table 4

Pearson product-moment correlations for all variables and Cronbach's alphas.

Variables	Education	Income	Age	CP	PP	SCS	FP	CC	PC	PS	CS1	CS2	CS3
Education	-												
Income	.49***	-											
Age	.60***	.64***	-										
CP	.11	.04	-.03	0.86									
PP	.09	.14	-.02	.34***	0.79								
SCS	.03	.13	.01	.47***	.27***	0.87							
FP	-.20**	-.29***	-.35***	.03	-.17*	.06	0.96						
CC	.11	-.01	-.14	.37***	.33***	.14	-.16*	0.85					
PC	-.23**	-.35***	-.42***	.09	-.09	.13	.74***	-.15	0.86				
PS	-.21**	-.33***	-.41***	.12	-.06	.15*	.73***	-.08	.85***	0.92			
CS:CIL	.04	-.06	-.14	.41***	.32***	.20**	-.21**	.80***	-.19*	-.10	-0.83		
CS:COF	.05	.12	.046	.08	.21**	-.02	-.41***	.49***	-.43***	-.42***	.54***	0.79	
CS:WOC	-.03	-.00	-.12	.37***	.43***	.24***	-.32***	.61***	-.16*	-.17*	.55***	.41***	0.70

Sample size = 178. * $p < .05$, ** $p < .01$, *** $p < .001$; Reliability for each measure in bold on diagonal.

CP= Career planning, PP = Proactive personality, SCS= Subjective career success, FP= Family planning, CC= Career commitment, PC=

Parental role commitment, PS= parental role salience, CS: CIL= Importance of career in life, CS: COF= Importance of career over family 2, CS:

WOC= Importance of work over career

positively related to engagement in career planning ($r = .34, p < 0.001$), thus hypothesis 7 was supported. This implies that individuals who are highly proactive may be more inclined to engage in career planning, than those that did not score highly on the proactive scale.

Hypothesis 8a proposed that subjective career success would be positively related to career planning. Subjective career success was found to be positively related to career planning ($r = .47, p < 0.001$), thus hypothesis 8a was supported. This implies that female individuals that engage more in career planning may be more inclined to report subjective career success.

Hypothesis 8b proposed that proactive personality would be positively related to subjective career success. Subjective career success was found to be positively related to proactive personality ($r = .27, p < 0.001$), thus hypothesis 8b was supported. This implies that female individuals that score highly for the proactive personality may be more inclined to report subjective career success.

Hypothesis 9a proposed that career commitment would be positively related to career planning. Career commitment was found to be positively related to career planning ($r = .37, p < 0.001$), thus hypothesis 9a was supported. This implies that the more committed an individual is, the more they may engage in career planning, or vice versa.

Hypothesis 9b proposed that career commitment would be positively related to proactive personality. Career commitment was found to be positively related to proactive personality ($r = .33, p < 0.001$), thus hypothesis 9b was supported. This suggests that individuals that score highly as having a proactive personality are more likely to be career committed than individuals that score low on proactive personality.

Hypothesis 10 proposed that career salience would be positively related to career planning. Due to factor analysis the career salience variable was made up of three separate dimensions, each of these three dimensions were assessed separately to test hypothesis 10, that is career salience will be positively related to engagement in career planning. Hypothesis 10 was moderately supported. There was a significant positive relationship between the career salience dimension importance

of career in life and engagement in career planning ($r= 0.41, p<0.001$). This implies that individuals who find a career as highly important in their lives will be more likely to engage in career planning. The career salience dimension importance of career over family was found to not be related to career planning. This implies that regardless of whether individuals who find a career more or less important than their family, it will not influence an individual's engagement in career planning in any way. There was a significant positive relationship between the career salience dimension importance of work over career and engagement in career planning ($r= .37, p<0.001$). This implies that individuals who finds work as more important than their career will be more likely to engage in career planning thus providing moderate support for this hypothesis.

All three dimensions of career salience had positive correlations with each other, all with a power of 0.90, importance of career in life and importance of career over family ($r= .54, p<0.001$), importance of career in life and importance of work over career ($r= .55, p<0.001$), and importance of career over family and importance of work over career ($r= .41, p<0.001$).

The overall framework of the hypothesised relationships is illustrated in Figure 3.

3.5 Supplementary Findings

This section reviews the additional significant findings of non-hypothesised relationships, which will be further discussed (Chapter four). These supplementary findings are included in this analysis, as they provide additional information that add to the discussion of the overall findings of this current study.

Career commitment was positively correlated with all three of the career salience variables importance of career in life ($r= .80, p<0.01$), importance of career over family ($r= .49, p<0.001$), and importance of work over career ($r= .61, p<0.001$).

Family planning by considering children in career planning was negatively correlated with career commitment ($r= -.16, p<0.05$), career salience dimension importance of a career in life ($r= -.21, p<0.01$), career salience dimension importance of career over family ($r= -.41, p<0.001$), and career salience dimension importance of work over career ($r= -.32, p<0.001$). There was a negative correlation found between family planning by considering children in career planning and

proactive personality ($r = -.17, p < 0.05$). Family planning was found negatively correlated with education ($r = -.20, p < 0.01$), income ($r = -.29, p < 0.001$), and age ($r = -.35, p < 0.001$). As women's age was negatively correlated to family planning this suggests that engagement in family plans by considering children in career plans decreases with age, with this specific group of women.

Parental role commitment was negatively correlated with all three of the career salience dimensions, importance of career in life ($r = -.19, p < 0.05$), importance of career over family ($r = -.43, p < 0.001$), and importance of work over career ($r = -.16, p < 0.05$), and was uncorrelated with career commitment. Parental role commitment was found to have significant negative relationships with education ($r = -.23, p < 0.01$), income ($r = -.35, p < 0.001$), and age ($r = -.42, p < 0.001$).

Parental salience was negatively correlated with two of the career salience dimensions, importance of career over family ($r = -.42, p < 0.001$), and importance of work over career ($r = -.17, p < 0.05$), and was uncorrelated with career commitment. Parental salience was negatively correlated with education ($r = -.21, p < 0.01$), income ($r = -.33, p < 0.001$), and age ($r = -.41, p < 0.001$).

This chapter details the results of the data analysis conducted for this study. Overall the hypothesized model was mostly supported, as well as additional findings. The results will be discussed in chapter four, discussion, in detail with relation to previous research, and implications, strengths, and limitations of this study, and future research will also be discussed.

3.6 Theoretical Framework

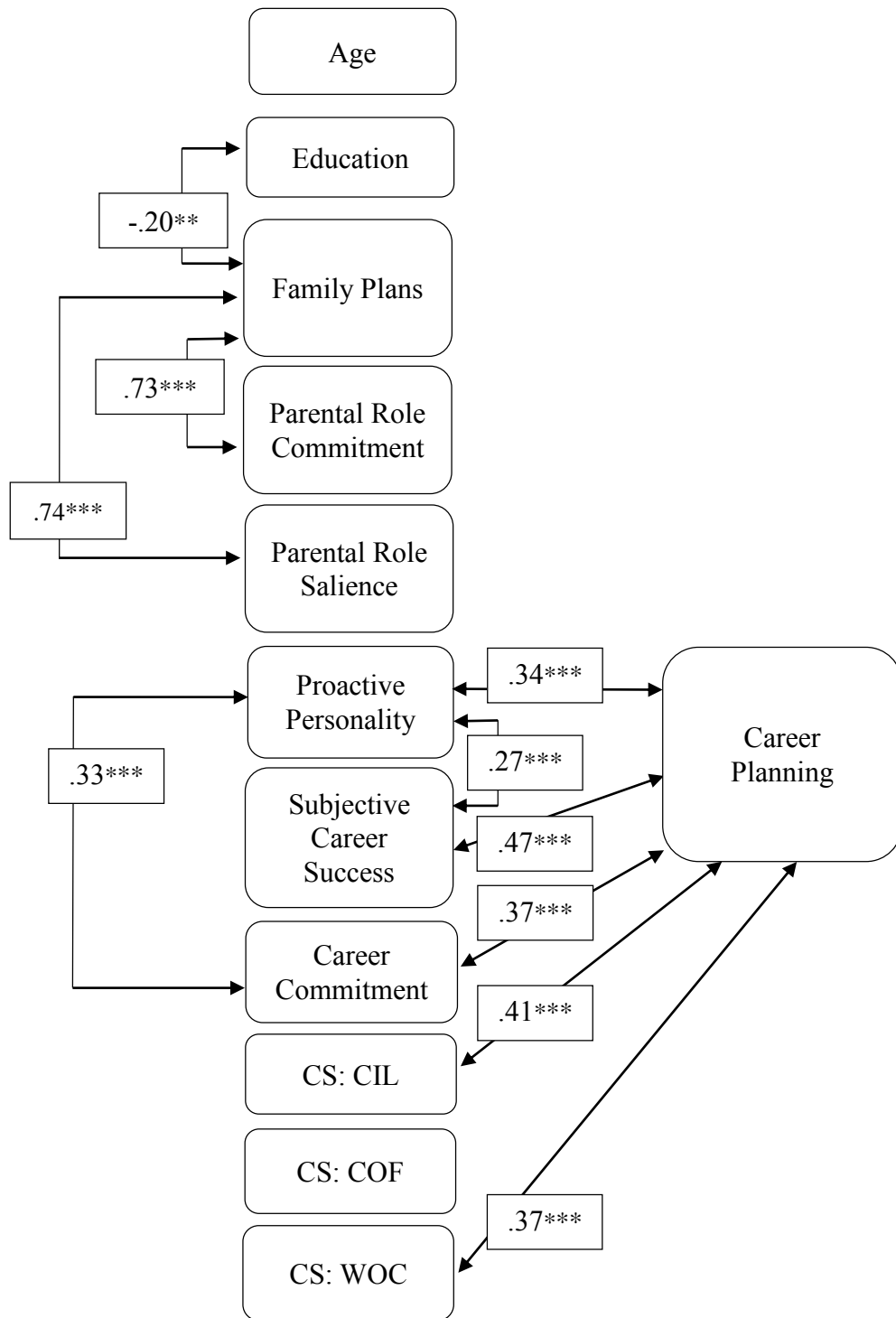


Figure 3. Framework of hypothesized relationships of each variable and significant correlations.

** $p < .01$, *** $p < .001$; CS: CIL= Importance of career in life, CS: COF= Importance of career over family 2, CS: WOC= Importance of work over career.

Chapter Four: Discussion

4.1 Overview

This study sought to gain a better understanding of the potential conflict that women face when considering a career and a family. The research primarily examined the relationships between two important life domains for women; their career life and their family life, as well as other attributes. Women's engagement in career planning was examined in relation to their plans for considering children in their career plans, their commitment and value (salience) of their career and family, personality, and subjective career success (career satisfaction). Participants completed a survey that covered career planning, considering children in one's career plans, proactive personality, subjective career success, and commitment and salience of their career and parental role. The results supported many of my hypotheses that engagement in career planning was related to career commitment, career salience, subjective career success, and proactive personality. My results indicated that female individuals who scored highly on proactive personality, reported high levels of SCS, were highly committed to their career, and had a high level of career salience were more likely to engage in career planning, more so than female individuals who reported low levels of proactivity, SCS, career commitment and salience.

My research also found that women with high parental role commitment and salience were more likely to change their career plans to accommodate having children. Whereas, women with high career commitment and salience, were less likely to change their career plans to accommodate children. Interestingly, considering children in career plans and parental role commitment and salience were unrelated to engagement in career planning. Significant and non-significant hypotheses as well as additional findings are discussed in this chapter. The strengths and weaknesses of this research are acknowledged, as well as the implications and suggestion for future research, followed by a final summary.

4.2 Supported Research Findings

4.2.1 Education and Family Planning

Hypothesis 4 was supported, a woman's education level was negatively related to family planning. This indicates that as a woman's level of education increases, engagement in family plans by considering children in their career plans decreases. My research provides support for Gufstasson and Wetzels' (2000) suggestion that higher educated women would delay their first births compared to less educated women, as well as a women may be less inclined to have children to protect their investments in their career (Myers & Grasmick, 1990). An implication of this finding for organisations is that highly educated women may be more inclined to delay having children, and that these women may be more inclined to combine their family plans into their career plans. Therefore, these women may respond well to organisational policies that help facilitate managing family and career responsibilities.

4.2.2 Family Planning, Parental Role Commitment, and Parental Role Salience

Hypothesis 5b was supported, parental role commitment was positively related to family planning. My research supports Friedman and Weissbrod's (2005) findings that female individuals who considered children in their decision making also scored highly on family commitment, and that family commitment was significantly related to decision making for parenthood. Friedman and Weissbrod found career commitment was related to work/career plans; family commitment was positively related to family plans regarding parenthood; and career commitment was negatively related to family commitment (a supplementary finding discussed in section 4.4.1). This finding suggests that individuals who are highly committed to the role as a parent will more likely alter career plans to accommodate for their future children. Furthermore, this information can help organisations identify women who may be inclined to pass up career opportunities and make carer plans around having a family, due to the expectation that managing a family and a career is difficult. Organisations could survey their female employees, and enquire whether this may be a possible reason for not seizing career advancing opportunities, and whether employees expect managing their career and workload would be difficult to balance with family responsibilities. From this organisations

could examine whether they need more family friendly policies to help facilitate employees managing their career and family responsibilities.

Hypothesis 6b was supported, parental role salience was positively related to family planning. Hakim (2007) argued that those who had a high preference for family, including high parental salience and high parental commitment, would regard family as having the highest priority when making decisions. My research findings support this as family planning was found to be related to parental role salience, supporting my hypothesis. This finding suggests that female individuals whose role as a parent is highly salient will more likely plan a career around their family, as they are more likely to make career plans around having children.

A practical implication of these findings is that organisations who identify individuals who are more parental role committed and salient, may need more flexibility and family work policies to facilitate their employees' career life and family life, thus finding ways to foster and manage both life domains. A way in which organisations could do this is by asking employees how they would rate their career in terms of importance in life and commitment to it, compared to family importance and commitment. Furthermore, organisations could investigate whether employees expect to have difficulty managing, or are having trouble managing, family and career responsibilities, and whether they feel that they would work better with more flexibility with regards to their work load and schedules. Moreover, organisations could examine employee's family commitment and salience, and career commitment and salience, and whether there are any trends and changes in commitment and salience before and after implementing work and family flexibility policies. The overall objective being to achieve a workforce with a good balance between family and career commitments. In terms of future research, it would be interesting to examine the benefits of administering family friendly policies either in employee well-being and/or decreased female turnover rates, and furthermore investigate whether these policies and changes have a greater benefit to those employees with high family commitment and salience.

4.2.3 Career Planning and Proactive Personality

Hypothesis 7 was supported, proactive personality was found to be positively correlated to career planning, which supports research by Frese et al. (1997), Pazy (1988), and Fuller and Marler (2009). This finding confirms that

individuals who are highly proactive are more likely to engage in career planning, which is a form of adapting and actively changing to suit an ever changing environment. Bateman and Crant (1993) and Seibert et al. (1999) stated that highly proactive individuals tend to initiate change in their environment rather than react. One way in which highly proactive individuals can do this is through their career planning, as the individual anticipates changes that may occur in their environment and can identify and pursue opportunities for self-improvement and further development of knowledge, skills and abilities (Pazy, 1988).

My results were consistent with Frese et al.'s (1997) and Fuller and Marler's (2009) research that found that individuals with high initiative are more likely to engage in career planning, as well as more likely to implement their career plan. The implications of this finding is that female individuals who score high on the proactive personality scale may be more inclined to engage in career planning. This finding is useful for career counsellors to help their clients engage in career planning, and to identify clients who are less inclined to be proactive with their career plans. Counsellors could conduct consultations and activities to help those who are less inclined to engage in career planning, to find ways in which to make career planning and career self-management easier for those who may have difficulty with it.

4.2.4 Career Planning and Subjective Career Success

Hypothesis 8a was supported, career planning was positively related to subjective career success (career satisfaction). My research supports the research findings of Aryee and Debrah (1993) who found career planning to have a significant relationship with career satisfaction (subjective career success; SCS). A meta-analysis, by Ng et al. (2005), found career planning to be a significant predictor of SCS. King (2004) suggested an explanation for this relationship is that by engaging in career planning, on the condition that the individual attains their career goals, it produces positive effects such as increased career satisfaction, self-efficacy, and increased sense of well-being. This finding means that those who engage more in career planning are more likely to report high levels of subjective career success, reinforcing the positive outcome of engaging in proactive career planning.

4.2.5 Proactive Personality and Subjective Career Success

Hypothesis 8b was also supported, proactive personality was positively related to subjective career success (SCS), which supports the research findings by Seibert et al. (1999), Seibert et al. (2001), and Erdogan and Bauer (2005). This suggests that individuals who have a highly proactive personality will tend to report SCS, compared to those who score low on the proactive personality measure. Ng et al. (2005) argued that proactive personality is a significant predictor of SCS, and Seibert et al. (2001) found that this relationship is partially mediated by career initiative (which included career planning, innovation, and political knowledge). An implication of this relationship is that it could be suggested that women who have a highly proactive personality, particularly when directed to career planning, may be more inclined to report SCS. A practical use of this is for managers and counsellors to help their employees and clients to increase their proactivity, which may have beneficial results and may increase the likelihood of achieving SCS.

4.2.6 Career Planning, Proactive Personality and Subjective Career Success.

King (2004) argued that highly motivated individuals, engaging in career self-management, would have positive outcomes on the condition that career goals were achieved. Previous research examining the variables of career planning, proactive personality, and SCS have illustrated that these variables are correlated to each other, which was supported by my research (hypotheses 7, 8a, and 8b). Additionally, previous research by Seibert et al. (2001) investigated the direction of the relationships between these variables, which suggests that high scores on the proactive personality leads to experiencing a high level of SCS, and that this relationship may be mediated by engaging in career planning. Based on King's argument and previous research it may be suggested that individuals with a highly proactive personality, by engaging in career planning, provided that they achieve their career goals, is what helps mediate the relationship for individuals to achieve a high level of SCS. How this relates to my research is that it may demonstrate the ways in which women's career planning may lead to benefits such as SCS, and illustrates women who may have a higher tendency to engage in career planning.

Career counsellors and organisations could use this information to help their clients and employees when engaging in career planning, to find ways to achieve their goals made in their career plans, thus increasing the likelihood of attaining

SCS. The benefit of this would be a workforce that is satisfied with their career, potentially decreasing turnover rates for organisations, increasing productivity, with the increased likelihood of higher career commitment and organisational commitment. Furthermore, helping clients gain more control over their career and career direction, may result in an increased sense of career satisfaction, benefitting the individual as well as the organisation.

These research findings relate to the protean career, which suggests that as the environment changes so does the individual. Protean careers are driven by the individual, proposing that nowadays the responsibility of maintaining one's own employability has shifted from the organisation to the employee (De Vos et al., 2009). In the protean career the individual proactively manages and modifies their career to suit the changes in the individual and the environment (Briscoe et al., 2006; Hall, 1996). Career planning, a form of career self-management, is an activity that allows individuals to manage their careers, and can change due to environmental changes. The likelihood of female individuals who are proactively managing their career, and having a proactive personality, is considerably high as my research suggests (see 4.2.3, hypothesis 7). Self-managing one's own career may not be as difficult for those who score high on having a proactive personality, whereas for those who score low may not, as they may be regarded as reacting to their environment (Bateman & Crant, 1993; Seibert et al., 1999). Hall stated that the underlying premise of the protean career is that career self-management results in SCS. My results support the notion that career self-management, which is proactively managing one's career and career planning, may be related to career success.

Additionally, it might be worth exploring whether boundaries exist between the family and career domains in life, and examine whether individual's, in particular women, move across these boundaries, from career to family and family to career. Like the boundaryless career, the individual can seemingly adapt to the changes in their environments, whether it is in their family life, such as the birth of a child, or their career life domains, such as increased work responsibilities. This would be based on the assumption that these individual's family and career life domains are not managed separately but work together so that both life domains and responsibilities can be managed, and that there are no physical or psychological

boundaries. This may be relevant to women, as they typically have the role of managing family and career life responsibilities, on a daily basis.

The relevance of my research is that it can help career counsellors identify women who are more likely to engage in the process of developing a career plan, for example women with a highly proactive personality. Whereas women who have a less proactive personality may need follow up sessions or extra attention to develop a career plan that is suitable to keep the clients engaged and motivated to implement their career plan to achieve their career goals. Highly proactive women may not require as much counselling or strict guidance to follow through with their career plans, as they actively and readily make changes to their plans due to anticipating changes in their environment. Being aware of this may be beneficial for clients as it can help career counsellors support female clients, where the client expects to have career interruptions due to having a family and making a plan to facilitate having a family without having the need to choose between a career or a family. For organisations they can identify individuals who may need more help in identifying areas and opportunities to give attention to in anticipation of potential environmental changes. For example, female employees and their expectation that in the future they will have a family.

Future research could investigate to what extent individuals with a highly proactive personality differ from those with a low proactive personality, in terms of engaging in career planning, and whether individuals who are less proactive have a disadvantage in career self-management, managing their own employability, as well as receiving and accepting career opportunities and promotions. This would be to examine whether proactive personality influences an individual's career growth prospects and overall career achievements. Including whether some individuals are more inclined to be presented career opportunities more so than others based on their personality.

4.2.7 Career Planning and Commitment

Hypothesis 9a was supported, career commitment was positively related to career planning. The implication of this finding is that as career planning increases, career commitment will likely increase. My research supports previous research findings by Aryee and Debrah (1993) and Friedman and Weissbrod (2005), that

career planning and career commitment have a positive relationship. Friedman and Weissbrod suggested that the explanation for this is that engaging in career planning is an indicator of career commitment, and that individuals who are committed to their careers are more likely to develop career plans and goals to advance their career.

The usefulness of my research, as argued by Gould (1979) and Pazy (1988), is that career planning can lead to a more committed and effective workforce. This is relevant as organisations can utilize employee's career planning as a way to potentially increase career commitment and organisational commitment, by identifying the importance of employees maintaining autonomy over their careers, furthermore organisations could provide resources and assistance to support the employee's career development. Through this employees still maintain their responsibility of managing their own employability, and organisations can improve the commitment and drive of their workforce by supporting their employees, and providing assistance and resources with the purpose to aid the development of their employee's careers. This could benefit the organisation for internal hiring of employees, where the organisation would have a wide selection of applicants that could adequately carry out the job without uncertainty.

This is relevant as it can help organisations encourage the use of career planning, as a way of fostering their employees' careers, and a way to increase career commitment and may even increase organisational commitment. This would be a structure where both the individual and organisation would manage the employee's employability, and by doing so it could increase the commitment and effectiveness of their employees.

4.2.8 Career Commitment and Proactive Personality

Hypothesis 9b was supported, career commitment was positively related to proactive personality. This finding supports previous research by Vandenberghe and Ok (2013) and Morgan et al. (2012) who found that career commitment was positively related to proactive personality. The implications of this is that individuals who are highly proactive will be more likely to be career committed, and vice versa. This can help practitioners identify individuals who may be more inclined to be career committed, by identifying those with a highly proactive

personality. Future research could further investigate this relationship, to examine whether career commitment leads an individual to have a proactive personality, or by having a highly proactive personality it leads to an individual to be more career committed.

4.2.9 Career Planning and Career Salience.

Hypothesis 10 was partially supported, some aspects of career salience were positively related to career planning. In this study it was found that career salience was made up of three different dimensions: importance of career in life (COL), importance of career over family (COF), and importance of work over career (WOC). The hypothesis that career planning and career salience would have a significant positive relationship was mostly supported with the exception of COF, where no relationship was found. My results support findings of a positive relationship between career planning and career salience by Chao and Malik (1988) and Peters (1991). Interestingly, career commitment and COL, had a high correlation which would suggest that these two variables may be measuring a similar concept, with a shared variance of 64% ($r=.80$). This may suggest that career commitment may be a factor of career salience, as Nevill and Super (1988) argued in their research. An implication of this research finding is that individuals who score highly on the career salience dimensions COL and WOC, are more likely to engage in career planning and vice versa. The finding of no relationship between career planning and COF, suggests that regardless of whether individuals find their career more, or less, important compared to their family, it will not influence the extent an individual's engages in career planning, which is further discussed in 4.3.4.

The practical use of this finding is that it identifies three different dimensions of career salience. This is useful for researchers to consider when using the Career Salience Questionnaire (CSQ). Future research, could examine the CSQ, and investigate whether this measure of career salience, the CSQ, finds similar results to other career salience measures. Future research could investigate whether previous research using other career salience measures have only provided findings with an overall measure of career salience, without examining the dimensions of career salience. Thus variables related to career salience, from previous research, may need to be re-examined, to investigate if the relationships can be explained by

separate or specific dimensions of career salience, rather than a measure of career salience that does not identify the separate dimensions of career salience. In short, future research could examine the different dimensions of career salience and what variables they are related to.

4.3 Unsupported Hypothesised Findings

4.3.1 Career Planning, Age, and Education.

Hypothesis 1 was unsupported, age was not correlated with career planning. My result was similar to Gould's (1979) who found no significant relationship between an individual's age and their level of engagement in career planning. This suggests that age is not an attribute to discriminate by as to whether or not an individual engages in career planning. Additionally, job changes and career transitions may cause individuals to engage in career planning at any age. This could be explained by the concept of mini- and maxi-cycles where individuals return to their previous career developmental stages due to situations, such as promotions, job or career changes, or retirement. This may cause individuals to engage in career planning, across an individual's life span (Hartung, 2013). Managing one's career is a constant activity which requires engagement throughout one's working life to maintain their employability.

Hypothesis 2 was unsupported, education was not correlated with career planning. My findings are consistent with previous research by Gould (1979) who found no support for a relationship between education and career planning. This result illustrates that regardless of education level anyone can engage in career planning. The implications of this is that individuals, specifically women, regardless of educational background, can make use of career planning resources which should be made available to all individuals and employees. Future research could examine the extent of career planning over different occupations with a range of educational requirements, as well as women across different stages of their careers.

However, it is important to note that both of these hypotheses were based on Carson and Bedeian's (1994) research. Gould's (1979) research was conducted 35 years ago, whereas Carson and Bedeian's was 20 years ago, and may have had more temporal relevance to today's generation of employed individuals. In contrast

to my findings, Carson and Bedeian found different results, career planning was negatively correlated with age, and was positively correlated with education. One explanation for these different results is that Carson and Bedeian used a different measure called the 12-item Career Commitment Measure (CCM), and found the CCM was positively correlated with career planning, $r=0.71$ ($p<0.05$), accounting for 50% of shared variance between the CCM and career planning. This may suggest that CCM does not entirely account for the career planning construct. This may explain their different results, or alternatively my results may highlight the complexity of the relationship between career planning and age, and education.

Furthermore, Carson and Bedeian's (1994) sample comprised of men and women, nearly half were men, a large proportion were married, the majority of which were college graduates, the average age was 43 years, and the average tenure in an organisation was 9.91 years. Whereas my sample was childless women, most of whom were young and attended university. This could explain the difference between my results and Carson and Bedeian's findings as they used a different demographic of participants.

Additionally, Carson and Bedeian's (1994) range of participants may have diluted their statistical findings, as their sample included both men and women. Furthermore, the presence of males in their analysis and lack of reporting on gender differences in relation to career planning, may suggest that their findings may not be generalizable to my sample. That is, the relationship between career planning, age, and education may differ among men and women. Furthermore, as explained above it is important to take into consideration when these studies were conducted due to changes in societal norms over time, Gould's (1979) research was conducted in the 1970's, Carson and Bedeian's study was conducted in the 1990's, whereas my research was conducted in 2014. Over this time span of 35 years, there have been many changes in society, economics, availability and access to resources and technology which have changed the way in which we live, as well as our behaviours and attitudes. Due to this large span of time in which these studies have been conducted the results may be more reflective of the beliefs, attitudes, and behaviours regarding women's careers and motherhood during those time periods.

4.3.2 Career Planning and Family Planning

Hypothesis 3 was not supported, career planning was not correlated with family planning. This finding suggests that engaging in career planning has no relation to whether or not women consider children in their career plans (family planning). This may suggest that family and career planning are separate. Although, it is important to note the specific scope of participants in this study, which may explain this result, in that these women did not have any children. Crozier (1999) stated that young women (which was a large proportion of my study's participants) create pseudo-career plans without making any concrete plans or commitments for a career so that they can make accommodations to facilitate future family responsibilities. For my participants the concept of having a family may have been more of a vague inclination without proper preparation or a concrete plan until a time comes when it is required, i.e. when they decide to start having a family or have children and need to make plans to manage their career and the day to day care of their children. This could mean that women may not plan to leave the workforce altogether when they do not have a family, instead they may plan to combine the two, however putting a plan into practice is not the same as making a plan. The point being that a woman's plans may possibly be different from their actual behaviour, and that planning to far in advance may not accurately illustrate their future behaviour. Additionally, researching women's career and family plans, may be better examined with participants that are presently combining a career and a family, and examine women who successfully and unsuccessfully manage combining both.

Furthermore, women could leave the workforce due to unexpected or unplanned circumstances that come with caring for a family, but also can be in conjunction with other life events. In short, caring for children may not be the only explanation why women leave the workforce or lean out of their careers. Furthermore, by not having children yet participants may have made a plan for their current situation in their life, as in they may want children but not immediately, so a career may take preference over family. Reasons for this could be that women may want to increase their lifetime earnings, as suggested by Gufstasson (2001), so that they can afford to have children later in life rather than earlier, or that participants may want to build their career first then have children. This could be a

possible explanation as education was found to be negatively related to family planning supporting hypothesis 4.

Additionally, a large proportion of my participants were young undergraduate women, who were childless, and once more were not asked if they were working or desired to have a career. This specific group of my participants, as suggested, may not have thought about having children during the early stages of their adulthood, thus the extent they engaged in family planning may be limited or non-existent. Furthermore, participants during this stage in their lives, being young and undergraduates, may not have been concerned with accommodating children in their career, instead may have been more concerned with deciding whether they want a career, choosing a particular career, and attaining higher qualifications. This may have had an influence on the results of this study, where participants may have neither agreed nor disagreed to whether they would accommodate children into their career plans or even if they engaged in career planning.

4.3.3 Career Planning and Parental Role Salience and Commitment

Hypothesis 5a was unsupported, career planning was not correlated with parental role commitment. Hypothesis 6a was also unsupported, career planning was not correlated with parental role salience. These results suggest that regardless of an individual's parental role salience and commitment, it will not influence the extent an individual engages in career planning. In this present study I hypothesised that both parental role salience and commitment would have a negative relationship with career planning, however my results found no support for this hypothesis. Referring to preference theory, Hakim (2007) argued that individuals with a high career salience and career commitment would regard career decision-making as having the highest priority (career-centred women). Whereas those with high parental role salience and parental role commitment would find making family and parental decisions as having the highest priority (family-centred women). Lastly, the adaptive lifestyle is where women prefer to combine a career and a family with no dominant preference to either a family or a career, which is where they are not completely committed to their career or family, or are equally committed to both.

O'Connell et al. (1989) found that career interruptions due to motherhood were related to an individual's personal views on childcare rather than their

particular gender role attitudes. A possible explanation for this is that women's preferences will determine their decisions in relation to aspects of their lives including family and work life (Chao & Malik, 1988; Hakim, 2007). My research is consistent with Hakim's suggestion, as both career commitment and salience were significantly related to career planning, and parental role commitment and parental role salience were significantly related to family planning. Furthermore, there was a negative correlation found between family planning and career commitment, as well as all three dimensions of career salience. The career salience dimension importance of career over family (CS:COF) had a significant negative relationship with family planning, which suggests that individuals who chose a career over having a family may be less inclined to engage in family planning.

Shann (1983) and Hakim (2007) suggested the premise that women feel the need to choose between a career and a family is only applicable to few women, where most women plan to combine their family and their career. However, my research did not explore the option of whether women plan to combine their career with their family. Future research on this topic could expand on preference theory examining New Zealand women and examine how many women are inclined to combine both a family and a career, or to have a higher preference for either a career or a family, as well as what other variables may influence women to have this preference, such as culture and socio-economic status.

4.3.4 Career Salience: Importance of Career over Family and Career Planning

Hypothesis 11, was partially supported, career planning was positively correlated with career salience. However, one dimension of career salience was not correlated to career planning, this was importance of career over family (COF). This may mean that regardless of a person's preference for choosing a career over a family or not, it is not related to engagement in career planning. This finding is consistent with other unsupported hypotheses, that career planning and family planning were not related, and that career planning was not related to parental role commitment and parental role salience.

The implication of this finding is that the importance of a woman's career over her family is not related to her engagement in career planning. This may suggest that an individual's preferences may not always influence their behaviour,

more specifically choosing a career over a family may not influence whether an individual engages in career planning, and career planning may not influence whether a woman regards her career more important than her family. Moreover, a follow up study could investigate this relationship and examine group differences between women with a family and those without.

4.4 Supplementary Findings

4.4.1 Career Commitment, Career Salience, and Family Planning

Friedman and Weissbrod (2005) argued that women felt a need to trade-off between having a career or a family. They found career commitment was negatively correlated to family commitment, which was comprised of marital commitment, parental commitment, and home commitment from the Life Role Salience Scale (LRSS). In my research, career commitment was not correlated with parental role commitment, but career commitment was negatively correlated to family planning. I specifically examined the parental role commitment measure of the LRSS, rather than a component of the family commitment construct. My results illustrate that female participants high in career commitment engaged less in family planning, and would be more inclined to engage in career planning, whereas those high in parental role commitment would be more likely to engage in family planning, by considering children in their career plans. The relationship between family planning and career commitment is an interesting finding, as it suggests that an individual's level of commitment can indicate whether a woman is more or less inclined to plan their career around having a family.

Ganginis Del Pino et al. (2013) argued that career orientation would be negatively related to family planning by considering children in career plans. They found that women who considered their future family in their career plans would be negatively correlated to individuals who scored highly for positive attitudes to career orientation, and were expected to be more likely to prioritise children over a career. My research supported this notion, as both career commitment and career salience were negatively correlated to family planning. Future research could examine the relationships of career planning, career commitment, and family planning, and investigate whether career planning and family planning may have a relationship mediated by career commitment.

4.4.2 Career Salience, Career Commitment, Family Planning, and Parental Role Commitment and Salience.

In my study career salience was comprised of three dimensions: importance of career in life (COL), importance of career over family (COF), and importance of work over career (WOC). Only COL and WOC were positively correlated with career planning, whereas COF was found to be not correlated with career planning (hypothesis 10, see 4.2.9). My research also found additional correlations with career salience. All three dimensions of career salience were found to be positively correlated to career commitment, all dimensions were negatively correlated to family planning, and parental role commitment, and only dimensions COF and WOC were negatively correlated to parental role salience. These findings suggest that as overall career salience (COL, COF, and WOC) increases, career commitment increases, and conversely engagement in family planning and parental role commitment, decreases. Lastly, as COF and/or WOC increase parental role salience decreases.

These results illustrate the relationship a women's preference for a career has with a woman's preference for the role as a parent and engagement in accommodating children in to their career plans (family planning). Thus women who have a preference for a career (high career commitment and career salience) will be less inclined to engage in family planning, and have a higher preference for a career over a family. Whereas women with a higher preference for a family (high parental role commitment and parental role salience) will be more inclined to engage in family planning, and have a higher preference for a family over a career. My findings suggest that parental and career preferences may indicate that women with a high parental preference and/or low career preference may have an increased likelihood to lean out of her career, due to the expectation that managing parental and career responsibilities will be difficult.

My findings are consistent with Whitmarsh et al. (2007) who found that women's career decisions were based on how salient women found their work and family responsibilities were in their lives, and that a woman's career path would demonstrate what they regarded as being central to their lives. My results provide support for the notion that a woman's lifestyle preference will influence her career and life choices (Hakim, 2007), as women's preferences for a family or a career

were found to relate respectively to family and career planning, e.g. parental preference relates to family planning and career preferences related to career planning. These results may also relate back to the notion, by Friedman and Weissbrod (2005), that women experience a need to trade-off between having a career or a family, and the symptoms of this may be illustrated by a perceived incompatibility between family planning, parental role commitment and salience, and career commitment and salience.

Knowing a woman's preference for a career or a family may help indicate the type of women who may be more likely to lean out of their careers, and may help explain why. The purpose of using this information will be identifying ways to accommodate children into women's careers to make balancing family and career responsibilities more manageable. By not addressing this issue or exploring ways in which to manage family and career life, this may hinder the extent a woman may achieve in her career, and may be one of the many reasons why women leave the work force, in particular after they have children. This is an important finding, if women feel that they need to pass up opportunities so they may be able to manage having a career and a family, then career counsellors may need to be aware of this concern that women have. Career counsellors could address this concern and proactively plan ways for female clients to manage having a family and a career, without any major expense to the woman's career.

An implication of these findings may be that managers may need to talk to their female employees to discuss any concerns they may have when career opportunities arise in which these female employees may be excellent candidates for. Although the consideration of children alone may not be the sole reason for this kind of behaviour, it is worth discussing these issues to address employees and client's concerns, to find ways in which organisations can exercise flexibility with regards to all employees who have not only a career but also family responsibilities. However, future research would need to examine whether the need to choose between a career and a family is related to the reason why women consider or may pass on career opportunities and promotions due to this.

4.4.3 London's Career Motivational Theory

London's (1983) career motivational theory (Chapter 1) describes motivation as a multidimensional construct comprised of career insight (career planning), and career commitment which is comprised of career identity (salience) and resilience. London argued that these three factors (insight, identity, and resilience), or in my study career commitment (salience and resilience), and career planning (insight), interact with the environment and influence an individual's career decisions and behaviours, as well as their expectations to achieve their goals. London and Noe (1997) argued that London's theory is similar to the concept of crystallization, in Super's (1957) life-span, life-space theory. During the exploration stage of the life-span, life-space theory, the individual develops a stable vocational self-concept. According to London's theory, the individual is motivated by their self-concept, which influences their career decisions and behaviours. Furthermore, the environment the individual exists in also interacts with the individual's motivation, self-concept, decisions and behaviours (London, 1983).

London's (1983) career motivational theory and the similar Vroom's (1995) expectancy theory can be applied to my research to explain women's career motivation. In the context of expectancy theory valence can develop after career exploration, where the individual identifies with a vocation (develops a career identity). In terms of the instrumentality component, career planning may be a way in which the individual identifies the steps required to achieve said career. Lastly, expectancy is the belief that the steps identified will actually lead to achieving said career (the desired outcome). Overall these three components influence the intensity of how motivated the individual will be to achieve their career. In addition, career resilience from London's theory would be an additional factor to assess, how well the individual's efforts, and their career, are resistant to disruptions, i.e. parental leave, within a changing environment.

Consideration of women's career motivation may help explain why women may lean out of their careers. My study suggests that women with a high preference for a career are more likely to engage in career planning, and are less likely to alter their career plans to accommodate having children. The variables in this study are similar to those in London's (1983) career motivational theory (as explained in Chapter 1). It may be suggested that women who have high career preference (high

career commitment and salience) and engage in career planning are highly career motivated. Whereas, women who have a low preference for a career, instead may have a higher preference for a family, may be less career motivated, and may be more likely to alter their career plans to accommodate having children.

London's (1983) career motivational theory is important to consider as it provides context in terms of how these variables may interact with each other. Examining career motivation in my research is important as it considers how women's personal characteristics may influence their decisions and behaviours. For example, women who want to have a career and a family, may decide to do so provided the organisation and their career plan have a way to facilitate the individual's career and family responsibilities.

Examining the aspects of career motivation, such as career planning, is important for counsellors and organisations to identify ways to motivate their clients and employees to engage in self-management of their careers, and to prepare for future career disruptions. A way to increase career motivation is to encourage employees to actively manage their careers, by facilitating workshops or sessions on how to effectively plan and manage a career. Career counsellors and organisations could do this by encouraging and supporting clients and employees making plans, providing information on ways in which women can plan their career as well as plan for when they have a family, and ways in which they can balance family and career responsibilities thereafter. Furthermore, organisations could adopt policies to support and facilitate managing career and family responsibilities easier (e.g. flexible work schedules, or providing access to day care).

The goal of these policies would be to help facilitate women succeeding in their careers and future parenting responsibilities, without creating disruptions in women's careers. Ultimately with the goal that female employees do not lean out of their careers or exit the workforce prematurely. This may save organisational resources, e.g. time, money, and training, or limiting loss of corporate knowledge, that would occur if the female employee exited the workforce altogether. Decreasing the rate at which women lean out of their careers, may influence the number of women accepting senior positions within organisations, and increase the number of women taking up leadership roles and positions.

Future research could examine the extent family motivation influences career motivation, and examine the extent individuals are able to resist disruptions from their career or family. This would put into context how a woman's preference for lifestyle would influence her decisions and behaviours. Women who are highly career committed and have a high career salience, may be said to be highly career motivated. It may be said that this may exist similarly for family motivation, made up of family commitment (resilience and salience), and planning.

4.4.4 Career Planning and Family Planning Shared Variables

Career planning was not correlated with family planning. However, my research found that career planning and family planning both have significant relationships with both career commitment and proactive personality. Career planning had positive correlations with proactive personality and career commitment, whereas family planning was negatively correlated with proactive personality and career commitment. This may suggest that there may be an indirect relationship. The possibility that career planning and family planning may instead have an indirect relationship, may be a more probable explanation rather than the two domains of a career and family being mutually exclusive.

However, it could be argued that some individuals are able to separate their career and family (parenting) life domains better than others. In my study this may not have been an issue as the participants in my sample were all childless so the family (parenting) domain did not currently exist at the time. Future research could investigate differences between women with children and without children and their ability to separate their work and family life domains.

4.4.5 Demographic Variables, Family Planning, and Parental Role Commitment and Salience

Hypothesis 4 was supported, education was negatively related to family planning (4.2.1). My research also found additional findings that education, age, and income were all found to be negatively correlated with family planning, parental role commitment, and parental role salience. This suggests that as women's education level, or age, or income increase, their engagement in family planning, parental role commitment and/or salience decreases. These findings are consistent with Gufstasson and Wetzels' (2000) suggestion that higher educated women may

delay their first births compared to less educated women, as well as a women may be less inclined to have children, to protect their investments in their career (Myers & Grasmick, 1990). My findings may also provide an explanation as to why women may delay having children. Reasons being that women may want to increase their lifetime earnings, as suggested by Gufstasson (2001), so that they can afford to have children later in life rather than earlier, or that women may want to build their career first then have children.

The implications of these findings suggest that for individuals, the consideration of children in career plans, or timing of when to have children, may be influenced by other factors such as socio economic factors, and living affordability. Future research could further examine this, by assessing possible mediating variables, such as socio-economic status, education, or income, between the age and family planning, as well as the direction of the relationships among these variables.

Additionally, Ganginis Del Pino et al. (2013) suggested that family and career planning may vary across a range of ages, depending on an individual's developmental stage (discussed in 4.3.1). This may be true for career planning, as career planning was not correlated with age in my research, but age was negatively correlated with family planning. This suggests that as age increases a woman's engagement in family planning decreases. This is understandable as women's age increases their fertility decreases, as argued by Gufstasson (2001). However, for age and family planning, it may be important to note that the sample of participants consisted of women who did not currently have any children, therefore women who were older may have missed their opportunity to have children or deliberately chose to not have children.

4.5 Practical Implications

This research took a deeper look into women's careers and recognises that women who have a high preference for their career will fit in an organisation that fosters these qualities. For example, women who have a high preference to be a parent, will better suit organisations that are more accommodating for employees with families, and have policies to accommodate the responsibilities of parenthood.

Additionally, women's lifestyle preferences, may indicate women who may have an increased likelihood of limiting their career responsibilities, due to the concern of managing career and childcare responsibilities. This may help career counsellors and organisations identify women who may be inclined to decline career advancing opportunities, due to feeling the need to choose between a career and a family. By identifying female employees and clients with this potential tendency career counsellors and organisations can help make a contingency plan for their female employees and clients, for when they do become a mother. The purpose of this being to reduce a woman's tendency to limit their future career prospects to accommodate parenting responsibilities on top of their career responsibilities.

This research highlights the importance of examining women's career management in relation to their possible future role as a parent. Career management programs could be designed to help encourage women to be proactive with their career, especially with planning, career goals, maintaining their knowledge, skills, and abilities, and to help design a career that can work in an organised manner with their family plans. Furthermore, career management programs can discuss women's concerns about working and how their career and work would change due to having children, and to discuss effective ways to balance their career and childcare responsibilities.

Furthermore, practitioners could ask female clients if they feel that they need to decline career advancing opportunities so they could accommodate childcare responsibilities within their career. As a result, practitioners can work with the clients to learn ways to be proactive with their career, and find ways in which clients can develop a plan to allow female clients to be a mother as well as a career woman. By doing so counsellors can support female clients with the development and application of the career plan, to encourage female clients to take up career advancing opportunities, and not be concerned about future conflict between childcare and career responsibilities. Furthermore, organisations can develop and adopt flexible work policies for employees who also have family responsibilities, to allow for work life balance.

Moreover, practitioners could assist female clients planning and managing re-entry into the workforce after leaving their career during parental leave or for the early years of child rearing. My research highlights the importance of practitioners taking into consideration other life roles and responsibilities female clients have and expect to acquire in combination with their careers. In terms of addressing their concerns about having children and the concern for conflict of choosing between considering a career over children or children over a career. By addressing these issues and reservations female employees have, it could increase the rate at which women take up promotions and career advancing opportunities, without feeling the need to sacrifice having a family.

This research has implications that organisations could play a part in employees' career planning, so that they can identify reasons why employees, particularly women, are hesitant to take up career opportunities. Organisations would benefit from this as they would get a better range of applicants to select from for promotion, increasing the chance of hiring the best person for the role. Furthermore, organisations investing time in their employees' careers may increase commitment levels with their organisations, as well as career commitment and salience.

How organisations can benefit from this research is that it illustrates that women in New Zealand experience the feeling of they need to choose between a career and a family. By addressing this issue, and assisting female employees to plan their careers and a contingency plan for when women start having children, this may lead to lower female employee early turnover. By reducing female employee early turnover this may save the organisation extra resources and money to replace female employees that have exited the organisation, as well as possibly increasing employees work-life balance and organisational commitment. Furthermore, by addressing female employee's concerns about their career and motherhood, this may encourage more female employees to accept or apply for career advancing opportunities, which may be beneficial for the organisation, and may lead to an increase career satisfied female employees.

4.6 Strengths

My research identifies factors related to women's career plans, and takes into consideration the wider context in which these plans are developed. My research demonstrates that a woman's preference for a career or a family may influence her career decision making and lifestyle choices, and that some individuals are more inclined to engage in career and family planning, based on having a proactive personality, and their career and parental salience and commitment. Furthermore, this research adds to the argument that women may feel the need to choose between a career and a family. This research illustrates that career planning and family planning have no direct relationship, however it may be suggested that instead of the two being mutually exclusive life domains, the relationship may be mediated by other factors, such as proactive personality and career commitment.

4.7 Limitations

This study did not take into consideration what the participants' lifestyle preferences were. That is, whether they wanted to be a stay at home mother, be a career woman with or without children, or have a balanced lifestyle with both career and family caretaking responsibilities. This potential influence could be included in future research. The study also did not investigate whether women were declining career opportunities and promotions based on the possibility of having children and the attitude that managing a career and a family was hard. Nor did this research enquire into the reasons why women may decline career opportunities and promotions, as having children may not be the sole reason for these behaviours.

These aspects are important to consider when investigating this topic of research that is to investigate or consider the wider context that which women make career decisions. This would further the existing knowledge about what influences a woman's career and life decisions, and whether women act on their plans for when they have or expect to have children.

4.8 Future Research

This research contributes to the knowledge of New Zealand women with respect to their career plans and consideration of children. Ideas for future research

have been raised in the preceding discussion; additional research suggestions are included here.

Future research could examine whether women feel the need to change their career plans to accommodate a family, and whether women would or have chosen not to accept career advancing opportunities in anticipation of future child rearing responsibilities. This would explore the concept of leaning out of careers, and whether the trade-off between career and family is a reason for this.

The extent to which women with or without careers, family or both consider children in career plans could be assessed and group differences identified. This could help researchers gain information about how women's career and family decisions vary between women with and without a family, and those with and without a career. Additionally, future research could explore the reasons why women lean out of their careers. Future research could also look at whether women decide to not take up leadership and opportunities in their career, due to the chance of having a family. A longitudinal study could explore how these attitudes change over time, e.g. preferences, plans, trends or changes regarding family and careers. Looking at different cultures and their values could be examined with regards to their influence on women's career and family plans and attitudes.

An additional research topic could investigate what specific concerns are women faced with and how would they rank these concerns in terms of importance in life, and examine how these concerns and rankings vary and change across different ages. This future study could examine whether women worry about childcare responsibilities and accommodating children into their career plans, and whether this is a constant issue throughout a woman's working career, or is it only a problem during the stages in women's lives where they are more engaged in career planning and/or family planning. An implication of this future research topic would be that women's views on managing and facilitating a family within a women's career may vary across different situations, where women either do or do not have any children to care for.

4.9 Conclusion

This study examined the relationship between women's career plans and consideration regards children in their plans. The findings support the notion of

women feeling the need to choose between a career and a family, and support the notion of the mini- and maxi-cycles of an individual's career life span. Significant relationships were found between career planning and proactive personality, subjective career success, career commitment, and career salience for importance of career in life and importance of work over career. No support was found for relationships between career planning and family planning considering children, as well as parental role commitment and parental role salience. Future research and additional questions are required to ascertain whether women feel that they have to change their career/family plans to suit a family/career or not at all. This research could assist career counsellors with female clients by prompting them to consider other aspects of the client's life and life plan and how the client can manage life events and aspects into their career plan without having to leave one's career entirely.

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Appendix A

Letter to Management in External Organizations

To whom this may concern,

My name is Sarah Ussher, I am a Master's student from the University of Waikato, currently working on my thesis to complete my Master's Degree in Applied Psychology, specializing in Industrial/Organizational Psychology. To complete my degree I am required to conduct research which I will write my thesis on. I am writing to you to ask for permission to send an e-mail around to your staff/employees to ask if they would like to participate in my research.

Topic – I am specifically looking at women's careers, exploring the extent that women engage in career planning, as well as whether women plan their career around their family plans, or plan their family around their career plans. Career plans are an important aspect of an individual's career self-management, to help assist an individual manage career development, their employability, plan their career trajectories concerning ideal career positions, and identifying an individual's gap in knowledge, skills and abilities to direct their intentions to take up training and development opportunities required for specific career and or career goals.

Participants – Due to the focus of my research I require a particular group of people to participate in this research. To participate the participants need to be female, over the age of 18, and currently do not have any children. Participation is completely voluntary and anonymous.

Participation – Participation is voluntary. Participation will remain anonymous as I will not record anything to identify the participants with their results. Participants will be informed that participation is anonymous and the data collected will be confidential and will be destroyed after the research is completed. Participants who have completed the survey can choose to be entered into the draw to win a \$20 supermarket voucher and/or wish to receive a copy of the summary of results of this research. The instructions to enter will be provided after completing the survey. Participant's informed consent is given by completing the survey and submitting the results.

Survey – This survey is using a number of pre-validated measures. This survey consists of 58 questions and should take about 15 to 20 minutes to complete. Participants may refuse to answer any questions if they like and can withdraw at any time during the study. After the survey participants may decide that they would like to be entered in the draw to win the \$20 voucher and/or receive a copy of the summary of results after the study is completed, participants will be provided the instructions to do so at the end of completing the survey. They may also ask any questions they have about this study, by contacting me or my supervisors. The

results of this research will be published in my Master's thesis. The findings in this research may also be published in journal publications and presentations, and participants and any organisations involved can receive a summary of the results from this research. The results will only be aggregate results; no individual responses or organisation will be mentioned or revealed. This research has been approved by the University of Waikato's Psychology Research and Ethics Committee.

The URL to my survey is <http://psychology.waikato.ac.nz/WomenAndCareersSurvey.htm>

If you have any questions or concerns, please don't hesitate to contact me. My contact email is sru1@students.waikato.ac.nz. My supervisors are Dr. Donald Cable (dcable@waikato.ac.nz) and Dr. Maree Roche (mroche@waikato.ac.nz). If you have any concerns about this project, you may contact the convenor of the Psychology Research and Ethics Committee (Associate Professor John Perrone, Tel: 07 838 4466 ext 8292, email: jpnz@waikato.ac.nz).

Thank you very much for taking time out of your day to consider my research.

Kind regards,

Sarah Ussher, BSc

Appendix B

Women and Careers Survey with coded response values.

Section 1: Career Planning

These questions relate to the extent you make plans regarding your career. Please answer to the best of your ability, to which answer you believe best represents you. Please indicate the extent of your agreement or disagreement to the statements below.

Q1 I have not really decided what my career objectives should be.

Strongly Disagree	Disagree	Slightly Disagree	Neutral	Slightly Agree	Agree	Strongly Agree
(7)	(6)	(5)	(4)	(3)	(2)	(1)
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q2 I have a plan for my career.

Strongly Disagree	Disagree	Slightly Disagree	Neutral	Slightly Agree	Agree	Strongly Agree
(1)	(2)	(3)	(4)	(5)	(6)	(7)
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q3 I have a strategy for achieving my career goals.

Strongly Disagree	Disagree	Slightly Disagree	Neutral	Slightly Agree	Agree	Strongly Agree
(1)	(2)	(3)	(4)	(5)	(6)	(7)
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q4 I know what I need to do to reach my career goals.

Strongly Disagree	Disagree	Slightly Disagree	Neutral	Slightly Agree	Agree	Strongly Agree
(1)	(2)	(3)	(4)	(5)	(6)	(7)
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q5 My career objectives are not clear.

Strongly Disagree	Disagree	Slightly Disagree	Neutral	Slightly Agree	Agree	Strongly Agree
(7)	(6)	(5)	(4)	(3)	(2)	(1)
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q6 I change my career objectives frequently.

Strongly Disagree	Disagree	Slightly Disagree	Neutral	Slightly Agree	Agree	Strongly Agree
(7)	(6)	(5)	(4)	(3)	(2)	(1)
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Section 2: Proactive Personality

These questions relate to how proactive you are generally in your life. Please you. Please indicate the extent of your agreement or disagreement to the statements below.

Q7 If I see something I don't like, I fix it.

Strongly Disagree	Disagree	Slightly Disagree	Neutral	Slightly Agree	Agree	Strongly Agree
(1)	(2)	(3)	(4)	(5)	(6)	(7)
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q8 No matter what the odds, if I believe in something I will make it happen.

Strongly Disagree	Disagree	Slightly Disagree	Neutral	Slightly Agree	Agree	Strongly Agree
(1)	(2)	(3)	(4)	(5)	(6)	(7)
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q9 I love being a champion for my ideas, even against others' opposition.

Strongly Disagree	Disagree	Slightly Disagree	Neutral	Slightly Agree	Agree	Strongly Agree
(1)	(2)	(3)	(4)	(5)	(6)	(7)
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q10 I excel at identifying opportunities.

Strongly Disagree	Disagree	Slightly Disagree	Neutral	Slightly Agree	Agree	Strongly Agree
(1)	(2)	(3)	(4)	(5)	(6)	(7)
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q11 I am always looking for better ways to do things.

Strongly Disagree	Disagree	Slightly Disagree	Neutral	Slightly Agree	Agree	Strongly Agree
(1)	(2)	(3)	(4)	(5)	(6)	(7)
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q12 If I believe in an idea, no obstacle will prevent me from making it happen.

Strongly Disagree	Disagree	Slightly Disagree	Neutral	Slightly Agree	Agree	Strongly Agree
(1)	(2)	(3)	(4)	(5)	(6)	(7)
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Section 3: Subjective Career Success

These questions relate to your general satisfaction with your career and career progress. Please answer to the best of your ability, to which answer you believe best represents you. Please indicate the extent of your agreement or disagreement to the statements below.

Q13 I am satisfied with the success I have achieved in my career.

Strongly Disagree	Disagree	Slightly Disagree	Neutral	Slightly Agree	Agree	Strongly Agree
(1)	(2)	(3)	(4)	(5)	(6)	(7)
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q14 I am satisfied with the progress I have made towards meeting my overall career goals.

Strongly Disagree	Disagree	Slightly Disagree	Neutral	Slightly Agree	Agree	Strongly Agree
(1)	(2)	(3)	(4)	(5)	(6)	(7)
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q15 I am satisfied with the progress I have made towards meeting my goals for income.

Strongly Disagree	Disagree	Slightly Disagree	Neutral	Slightly Agree	Agree	Strongly Agree
(1)	(2)	(3)	(4)	(5)	(6)	(7)
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q16 I am satisfied with the progress I have made towards meeting my goals for advancement.

Strongly Disagree	Disagree	Slightly Disagree	Neutral	Slightly Agree	Agree	Strongly Agree
(1)	(2)	(3)	(4)	(5)	(6)	(7)
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q17 I am satisfied with the progress I have made towards meeting my goals for the development of new skills.

Strongly Disagree	Disagree	Slightly Disagree	Neutral	Slightly Agree	Agree	Strongly Agree
(1)	(2)	(3)	(4)	(5)	(6)	(7)
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Section 4: Family Plans

These questions relate to the extent that you engage in making plans to have children. Please answer to the best of your ability, to which answer you believe best represents you. Please indicate the extent of your agreement or disagreement to the statements below.

Q18 Any career that I will select must enable me to be home with my children when my children come home from school.

Strongly Disagree	Disagree	Slightly Disagree	Neutral	Slightly Agree	Agree	Strongly Agree
(1)	(2)	(3)	(4)	(5)	(6)	(7)
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q19 I will have a career with flexible hours so that I can be home for the children I plan to have.

Strongly Disagree	Disagree	Slightly Disagree	Neutral	Slightly Agree	Agree	Strongly Agree
(1)	(2)	(3)	(4)	(5)	(6)	(7)
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q20 Having quality time for raising children will be the most important consideration in my career choice.

Strongly Disagree	Disagree	Slightly Disagree	Neutral	Slightly Agree	Agree	Strongly Agree
(1)	(2)	(3)	(4)	(5)	(6)	(7)
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q21 I will select a career that can be put on hold when my children are young.

Strongly Disagree	Disagree	Slightly Disagree	Neutral	Slightly Agree	Agree	Strongly Agree
(1)	(2)	(3)	(4)	(5)	(6)	(7)
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q22 When considering a future career, I will look for a job that will allow me the flexibility of being able to stay at home when my children are sick or out of school.

Strongly Disagree	Disagree	Slightly Disagree	Neutral	Slightly Agree	Agree	Strongly Agree
(1)	(2)	(3)	(4)	(5)	(6)	(7)
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q23 When planning for my career, I will think about how much energy I will have for my children.

Strongly Disagree	Disagree	Slightly Disagree	Neutral	Slightly Agree	Agree	Strongly Agree
(1)	(2)	(3)	(4)	(5)	(6)	(7)
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q24 Future parenting responsibilities will be an important factor in making my career plans.

Strongly Disagree	Disagree	Slightly Disagree	Neutral	Slightly Agree	Agree	Strongly Agree
(1)	(2)	(3)	(4)	(5)	(6)	(7)
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q25 My future career will allow me to have time off in the summer so I can be with my children.

Strongly Disagree	Disagree	Slightly Disagree	Neutral	Slightly Agree	Agree	Strongly Agree
(1)	(2)	(3)	(4)	(5)	(6)	(7)
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q26 I will select a career that allows me to slow down after I have children.

Strongly Disagree	Disagree	Slightly Disagree	Neutral	Slightly Agree	Agree	Strongly Agree
(1)	(2)	(3)	(4)	(5)	(6)	(7)
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q27 I will not plan my career around future parenting responsibilities.

Strongly Disagree	Disagree	Slightly Disagree	Neutral	Slightly Agree	Agree	Strongly Agree
(7)	(6)	(5)	(4)	(3)	(2)	(1)
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q28 I will find a career where I do not have to work full-time after I have children.

Strongly Disagree	Disagree	Slightly Disagree	Neutral	Slightly Agree	Agree	Strongly Agree
(1)	(2)	(3)	(4)	(5)	(6)	(7)
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q29 When choosing a career, I will think about whether the work load will hinder my ability to care for my children.

Strongly Disagree	Disagree	Slightly Disagree	Neutral	Slightly Agree	Agree	Strongly Agree
(1)	(2)	(3)	(4)	(5)	(6)	(7)
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Section 5: Career Commitment

These questions relate to your sense of commitment to your career. Please answer to the best of your ability, to which answer you believe best represents you. Please indicate the extent of your agreement or disagreement to the statements below.

Q30 My career is one of the most important things in my life.

Strongly Disagree	Disagree	Slightly Disagree	Neutral	Slightly Agree	Agree	Strongly Agree
(1)	(2)	(3)	(4)	(5)	(6)	(7)
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q31 I regularly consider what I could do to get ahead at work.

Strongly Disagree	Disagree	Slightly Disagree	Neutral	Slightly Agree	Agree	Strongly Agree
(1)	(2)	(3)	(4)	(5)	(6)	(7)
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q32 The ambitions in my life mainly have to do with my career.

Strongly Disagree	Disagree	Slightly Disagree	Neutral	Slightly Agree	Agree	Strongly Agree
(1)	(2)	(3)	(4)	(5)	(6)	(7)
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q33 My career plays a central role in my life.

Strongly Disagree	Disagree	Slightly Disagree	Neutral	Slightly Agree	Agree	Strongly Agree
(1)	(2)	(3)	(4)	(5)	(6)	(7)
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q34 I think that I should have a successful career.

Strongly Disagree	Disagree	Slightly Disagree	Neutral	Slightly Agree	Agree	Strongly Agree
(1)	(2)	(3)	(4)	(5)	(6)	(7)
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Section 6: Parental Role Commitment

These questions relate to your sense of commitment to the role of being a parent (in the future). Please answer to the best of your ability, which answer you believe best represents you. Please indicate the extent of your agreement or disagreement to the statements below.

Q35 It is important to me to have some time for myself and my own development rather than have children and be responsible for their care.

Strongly Disagree	Disagree	Slightly Disagree	Neutral	Slightly Agree	Agree	Strongly Agree
(7)	(6)	(5)	(4)	(3)	(2)	(1)
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q36 I expect to devote a significant amount of my time and energy to the rearing of children of my own.

Strongly Disagree	Disagree	Slightly Disagree	Neutral	Slightly Agree	Agree	Strongly Agree
(1)	(2)	(3)	(4)	(5)	(6)	(7)
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q37 I expect to be very involved in the day-to-day matters of rearing children of my own.

Strongly Disagree	Disagree	Slightly Disagree	Neutral	Slightly Agree	Agree	Strongly Agree
(1)	(2)	(3)	(4)	(5)	(6)	(7)
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q38 Becoming involved in the day-to-day details of rearing children involves costs in other areas of my life which I am unwilling to make.

Strongly Disagree	Disagree	Slightly Disagree	Neutral	Slightly Agree	Agree	Strongly Agree
(7)	(6)	(5)	(4)	(3)	(2)	(1)
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q39 I do not expect to be very involved in childbearing.

Strongly Disagree	Disagree	Slightly Disagree	Neutral	Slightly Agree	Agree	Strongly Agree
(7)	(6)	(5)	(4)	(3)	(2)	(1)
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Section 7: Career Salience

These questions relate to your feeling that your career is a central part in your life and identity. Please answer to the best of your ability, to which answer you believe best represents you. Please indicate the extent of your agreement or disagreement to the statements below.

Q40 The most important things I do in my life involve my career.

Strongly Disagree	Disagree	Slightly Disagree	Neutral	Slightly Agree	Agree	Strongly Agree
(1)	(2)	(3)	(4)	(5)	(6)	(7)
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q41 My friends and family know that my career is very important in my life.

Strongly Disagree	Disagree	Slightly Disagree	Neutral	Slightly Agree	Agree	Strongly Agree
(1)	(2)	(3)	(4)	(5)	(6)	(7)
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q42 I don't really have any specific feelings about the importance of my career in my life.

Strongly Disagree	Disagree	Slightly Disagree	Neutral	Slightly Agree	Agree	Strongly Agree
(7)	(6)	(5)	(4)	(3)	(2)	(1)
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q43 For me having a career is more than just working.

Strongly Disagree	Disagree	Slightly Disagree	Neutral	Slightly Agree	Agree	Strongly Agree
(1)	(2)	(3)	(4)	(5)	(6)	(7)
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q44 I used to care quite a lot about my career, but now other things are more important to me.

Strongly		Slightly		Slightly		Strongly
Disagree	Disagree	Disagree	Neutral	Agree	Agree	Agree
(7)	(6)	(5)	(4)	(3)	(2)	(1)
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q45 I want to work, but I don't want a demanding career.

Strongly		Slightly		Slightly		Strongly
Disagree	Disagree	Disagree	Neutral	Agree	Agree	Agree
(7)	(6)	(5)	(4)	(3)	(2)	(1)
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q46 I am willing to make sacrifices in my personal life to succeed in my career.

Strongly		Slightly		Slightly		Strongly
Disagree	Disagree	Disagree	Neutral	Agree	Agree	Agree
(1)	(2)	(3)	(4)	(5)	(6)	(7)
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q47 Choosing a career was one of the most important decisions I ever made.

Strongly		Slightly		Slightly		Strongly
Disagree	Disagree	Disagree	Neutral	Agree	Agree	Agree
(1)	(2)	(3)	(4)	(5)	(6)	(7)
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q48 My family and my career are both significant parts of my life, but my career tends to be more important.

Strongly		Slightly		Slightly		Strongly
Disagree	Disagree	Disagree	Neutral	Agree	Agree	Agree
(1)	(2)	(3)	(4)	(5)	(6)	(7)
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q49 I am willing to make sacrifices in my family life to succeed in my career.

Strongly		Slightly		Slightly		Strongly
Disagree	Disagree	Disagree	Neutral	Agree	Agree	Agree
(1)	(2)	(3)	(4)	(5)	(6)	(7)
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q50 Many of my life goals involve my career.

Strongly		Slightly		Slightly		Strongly
Disagree	Disagree	Disagree	Neutral	Agree	Agree	Agree
(1)	(2)	(3)	(4)	(5)	(6)	(7)
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Section 8: Parental Role Salience

These questions relate to your feeling that your future role as a parent is a central part in your life and identity. Please answer to the best of your ability, to which

answer you believe best represents you. Please indicate the extent of your agreement or disagreement to the statements below.

Q51 Although parenthood requires many sacrifices, the love and enjoyment of children of one's own are worth it all.

Strongly Disagree	Disagree	Slightly Disagree	Neutral	Slightly Agree	Agree	Strongly Agree
(1)	(2)	(3)	(4)	(5)	(6)	(7)
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q52 If I chose not to have children, I would regret it.

Strongly Disagree	Disagree	Slightly Disagree	Neutral	Slightly Agree	Agree	Strongly Agree
(1)	(2)	(3)	(4)	(5)	(6)	(7)
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q53 It is important to me to feel I am (will be) an effective parent.

Strongly Disagree	Disagree	Slightly Disagree	Neutral	Slightly Agree	Agree	Strongly Agree
(1)	(2)	(3)	(4)	(5)	(6)	(7)
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q54 The whole idea of having children and raising them is not attractive to me.

Strongly Disagree	Disagree	Slightly Disagree	Neutral	Slightly Agree	Agree	Strongly Agree
(7)	(6)	(5)	(4)	(3)	(2)	(1)
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q55 My life would be empty if I never had children.

Strongly Disagree	Disagree	Slightly Disagree	Neutral	Slightly Agree	Agree	Strongly Agree
(1)	(2)	(3)	(4)	(5)	(6)	(7)
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Section 9: Demographic Questions

Please answer these demographic questions that apply to you.

Q56 Age (Please enter your age)

Q57 Education (Please select which level of education you have attained)

Secondary School	Apprenticeship	Tertiary Education	Bachelor's Degree	Honour's Degree	Master's Degree	PhD (Doctorate) Degree
(1)	(2)	(3)	(4)	(5)	(6)	(7)
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q58 Income (Please select which annual level of income you have)

- | | | |
|-----------------------|-----------------------|-----------------------|
| Less than \$50,000 | \$50,001 to \$100,000 | \$100,001 or above |
| (1) | (2) | (3) |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Please press the NEXT button to submit your responses. If you wish to change the answers to some of your questions you can press the BACK button to go back and change them. Once you have submitted your results, due to participation being anonymous, there is no way of linking your responses to your identity. Therefore, I will not be able to find your response and remove it. After submitting your results you will be provided with the instructions to enter the draw to win a \$20 supermarket voucher, and can contact me if you are interested to receive a copy of the results of my research.

Thank you for taking my survey.

Thank you for your participation

If you've been affected by any of these issues within this survey please feel free to contact this help line and they will direct you to the appropriate service.

Lifeline:

Call free: 0800 543 354 (24 hour counselling)

Thank you very much for completing this survey!

If you **wish to receive the summary of results** from this research. Please e-mail me at sru1@students.waikato.ac.nz with the subject heading "Women and Careers Survey" and in the message please indicate that you wish to receive a copy of the summary of results.

If you **wish to be entered in the draw to win a \$20 supermarket voucher**. Please e-mail me at sru1@students.waikato.ac.nz with the subject heading "Women and Careers Survey" and in the message please indicate that you wish to be entered in the draw. I will retain your e-mail just for the duration of the study and they will be erased after the draw for the \$20 supermarket voucher. You will be contacted through e-mail, if you have won the voucher. Only I will have access to this information, and your e-mail will not be identified with your responses, to secure your anonymity and confidentiality of responses.

University of Waikato Psychology Students

If you **wish to receive a 1% course credit** from participating in this research please e-mail me at sru1@students.waikato.ac.nz with the subject heading "Women and Careers Survey" and indicate that you wish to receive the 1% course credit, for the purposes of filling out the form to give you the course credit I will

need your Full Name, Student ID number, the Paper Code and Title you wish to allocate the 1% course credit to (this is required for administration purposes).

NOTE: Course credits are added to a student's final mark for the specified paper, but cannot be used to pass the paper.

Course credits are **only available** to these Psychology papers:

- PSYC208-14B - Psychology Research: Analysis, Design and Measurement
- PSYC229-14B - Contemporary Issues and Social Psychology
- PSYC317-14B - Organizational Psychology
- PSYC319-14B - Psychological Perspectives on Child Development

NOTE you can only have either the course credit **or** go in the draw to win the \$20 supermarket voucher. You cannot have both. (You can still ask for a summary of the result.)

If you have any further questions or queries about this research you can e-mail me at sru1@students.waikato.ac.nz

No information or e-mails will be retained after the study is completed. After this the data, information, survey, and e-mails will be destroyed.

Appendix C

Participant recruitment poster

Female Participants Needed!



Hi, my name is Sarah Ussher, I am a Master's student at the University of Waikato currently working on my Master's thesis to complete my Master's degree in Applied Psychology in Industrial/Organizational Psychology. To complete my thesis I require participants to complete my survey on women and career planning.

If you are a **female**, **over** the age of **18**, and **do not currently have any children**, you are just what I need!

My research is looking at women's career planning, that is the engagement in setting career goals and identifying developmental needs required for reaching these career goals. I am also looking at family planning, this is where an individual engages in making a plan regarding having children in the future. I am also looking at personality, career satisfaction, and women's attitudes regarding their career plans and family plans including commitment and how important these concepts are to you as an individual. Overall I am looking at whether women plan a career around their family plans, or plan their family around their career.

After completing the survey you can also enter yourself into a draw to win a \$20 supermarket voucher, and if you are interested ask to receive a copy of the results of my research. Instructions to enter in the draw will be provided at the end of the survey. This research has been approved by the University of Waikato's School of Psychology Research and Ethics Committee.

I will be very grateful for your participation. If you are interested please take a tab from this poster. The URL is

<http://psychology.waikato.ac.nz/WomenAndCareersSurvey.htm>

Any questions feel free to e-mail me at sru1@students.waikato.ac.nz

Thank you!

<p>Women & Careers Survey http://psychology.waikato.ac.nz/WomenAndCareersSurvey.htm Contact me at sru1@students.waikato.ac.nz</p>	<p>Women & Careers Survey http://psychology.waikato.ac.nz/WomenAndCareersSurvey.htm Contact me at sru1@students.waikato.ac.nz</p>	<p>Women & Careers Survey http://psychology.waikato.ac.nz/WomenAndCareersSurvey.htm Contact me at sru1@students.waikato.ac.nz</p>	<p>Women & Careers Survey http://psychology.waikato.ac.nz/WomenAndCareersSurvey.htm Contact me at sru1@students.waikato.ac.nz</p>
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Appendix D

Women and Careers Survey

Research Survey Information for Participants.

I'm Sarah Ussher, I am a Masters student at the University of Waikato. To complete my thesis requirement for the Master of Applied Psychology program in Industrial/Organisational (I/O) Psychology, I am required to conduct a study. I am studying women and their careers, more specifically I am looking at the extent to which women engage in career planning, the aspects related to career planning, as well as the extent to which women engage in family planning, more specifically considering children in relation to their career plans. The aim of my research is to see whether women take into consideration the decision to have children into their career plans, as well as get an idea of women's general preference to a career, a family, or both. I also aim to look at aspects that are related to career planning, such as personality, commitment, and whether participants find career planning and family planning central to their lives.

To study this topic I require female participants over the age of 18 and who do not currently have any children. This research is only being conducted in New Zealand. This survey will generally take around 15 to 20 minutes to complete, please take your time. The 58 questions involve a range of questions which participants will be asked to indicate their agreement or disagreement to the sentences accordingly. I will also ask some demographic questions regarding age, education, and income. None of the questions will ask for you to reveal your identity, and this survey will maintain anonymity. This survey is voluntary and if at any time you wish to stop the questionnaire you are free to do so. You have the right to decline answering any question, if you wish to do so. Your answers will be kept completely confidential and I will delete the online survey and data collected at the completion of my research. Your informed consent is given by participating in this study and submitting the results.

Please take into consideration what this topic is about, your rights as a participant and my promise to ensure confidentiality before agreeing to participate. The results of this research will be published in my Master's thesis. The findings in this research may also be published in journal publications and presentations, and participants and any organisations involved can receive a summary of the results from this research. The results will only be aggregate results; no individual responses will be mentioned or revealed. If you would like to take part in this research, it would be greatly appreciated.

After completing the survey you can also enter yourself into a draw to win a \$20 supermarket voucher or apply to receive 1% course credit, and can receive a copy of the results of my research. After the draw this information will be destroyed for anonymity and confidentiality reasons. University of Waikato Psychology students, instead of going in the draw, may receive 1% course credit only for one of these papers PSYC208, 229, 317, or 319. Instructions to go in the draw, receive course credits, get a copy of the summary of results will be provided upon completion of

the survey and submission of your responses. This research has been approved by the University of Waikato's school of Psychology Research and Ethics Committee.

If you have any questions or concerns, please don't hesitate to contact me. My contact email is sru1@students.waikato.ac.nz. My supervisors are Dr. Donald Cable (dcable@waikato.ac.nz) and Dr. Maree Roche (mroche@waikato.ac.nz). If you have any concerns about this project, you may contact the convenor of the Psychology Research and Ethics Committee (Associate Professor John Perrone, Tel: 07 838 4466 ext 8292, email: jpnz@waikato.ac.nz).

I would like to **thank you** to for taking this moment to consider this research and taking the time to complete the questionnaire.

Appendix E

Scree plots

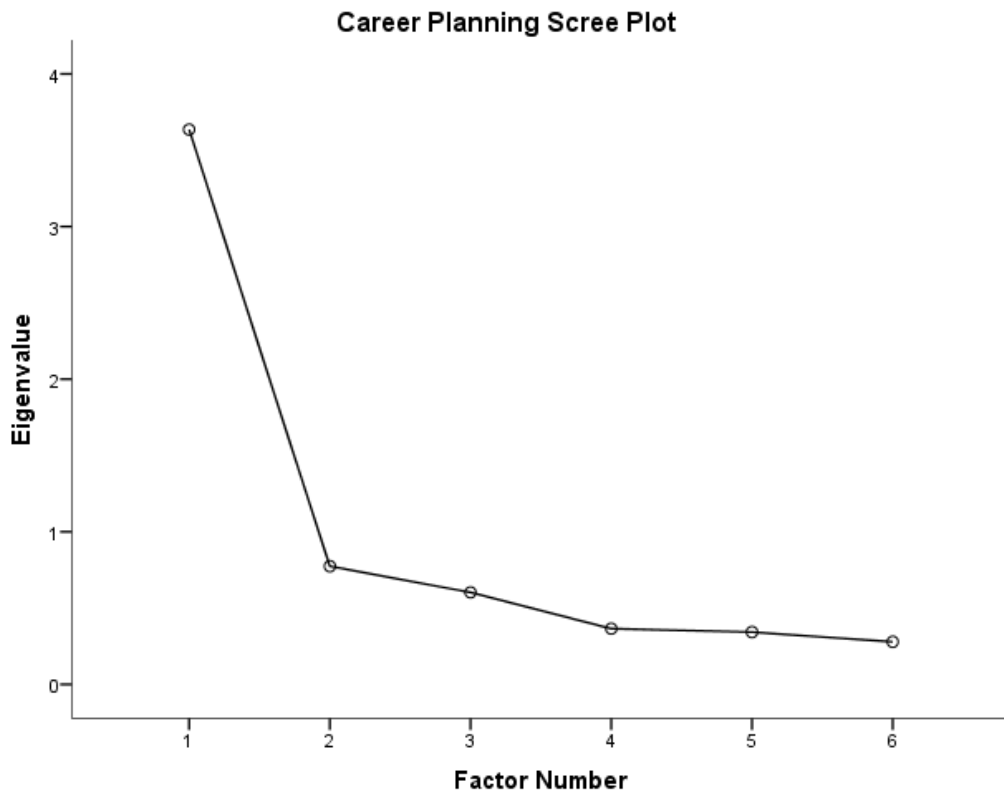


Figure 4. Scree plot for career planning

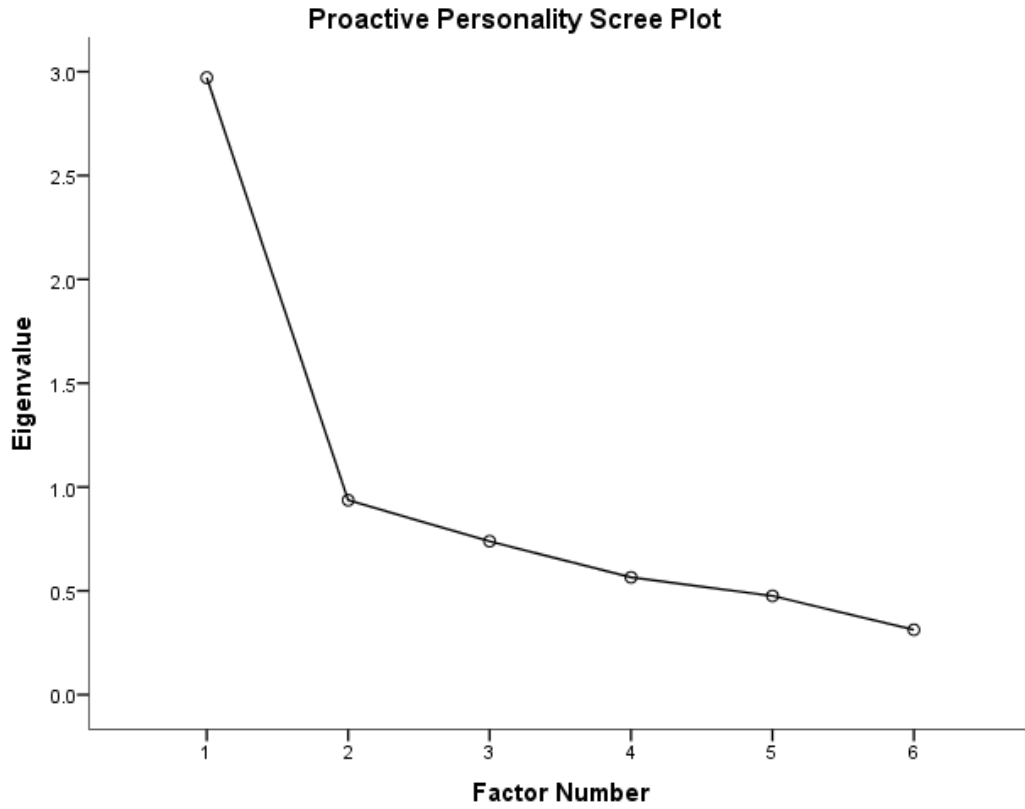


Figure 5. Scree plot for proactive personality.

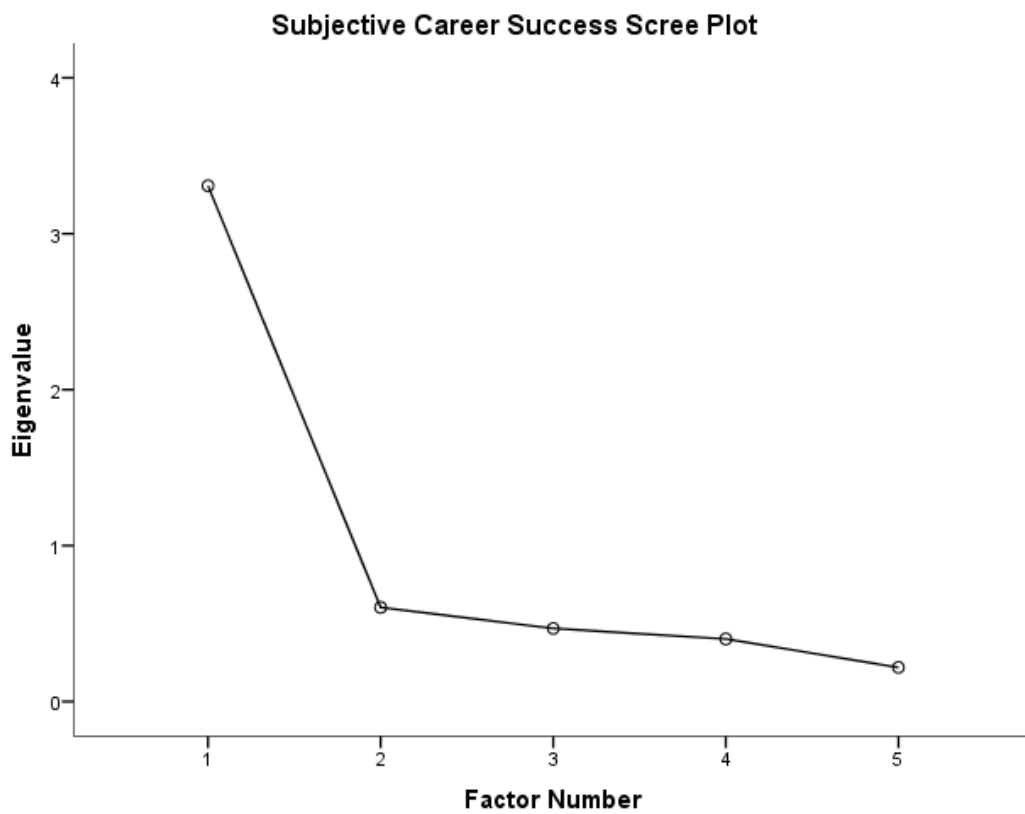


Figure 6. Scree plot for subjective career success.

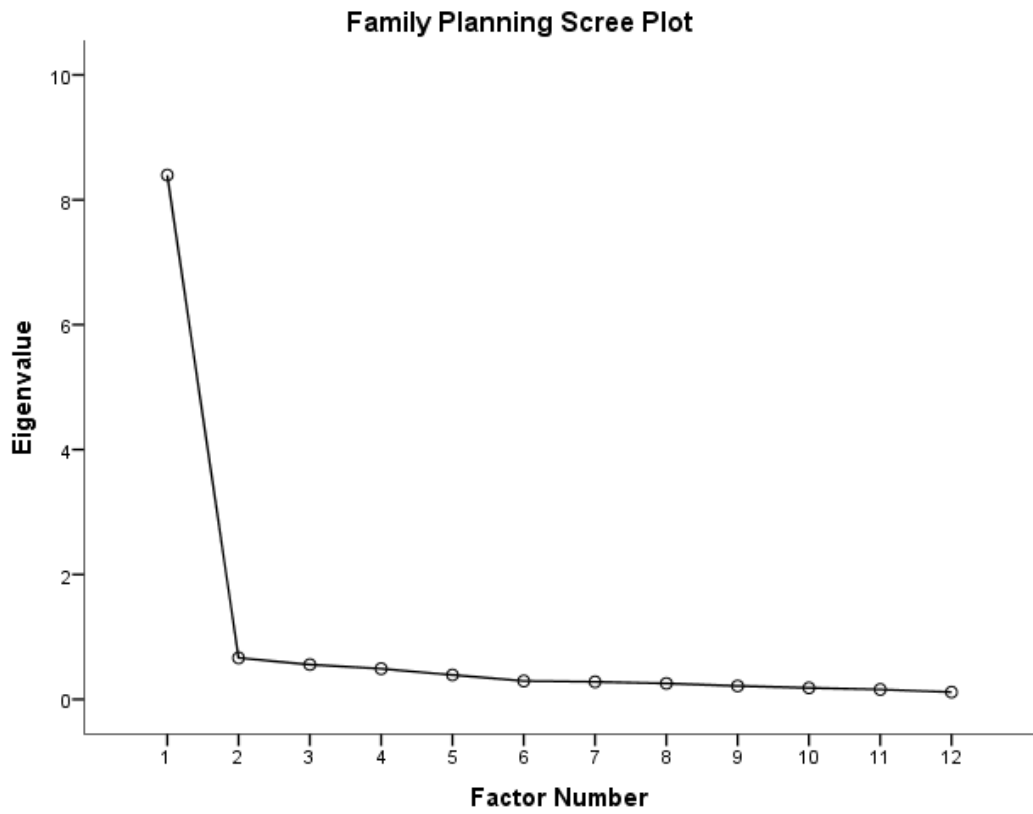


Figure 7. Scree plot for family planning.

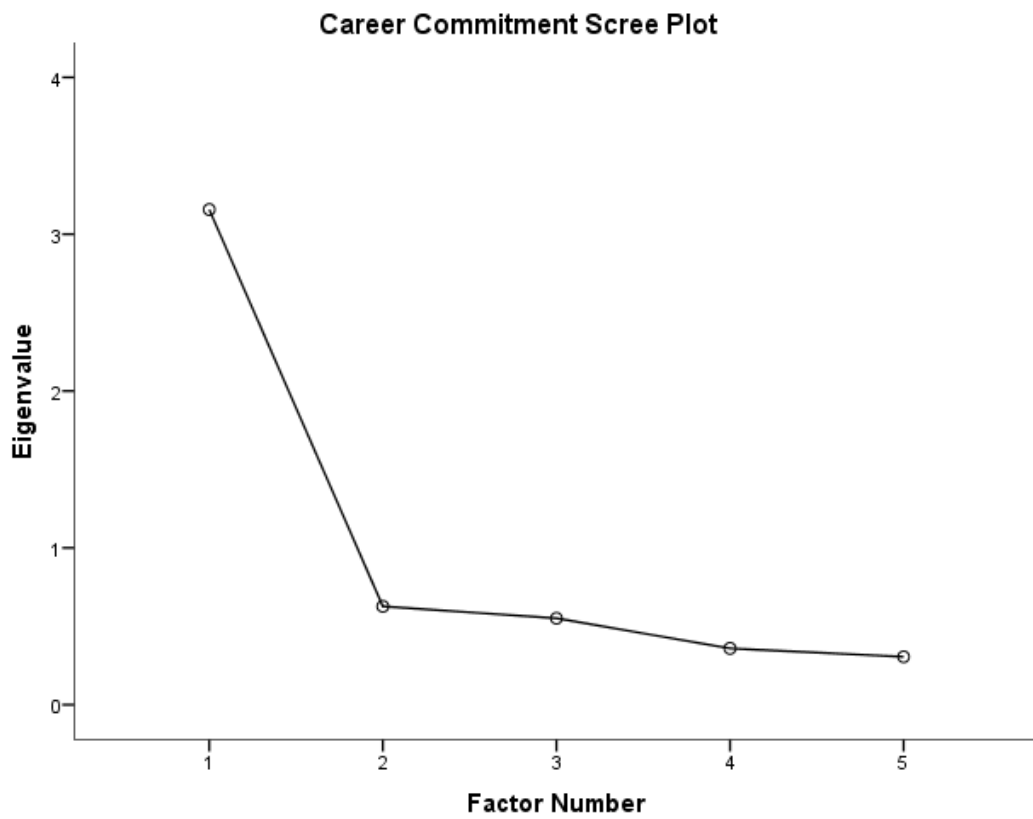


Figure 8. Scree plot for career commitment.

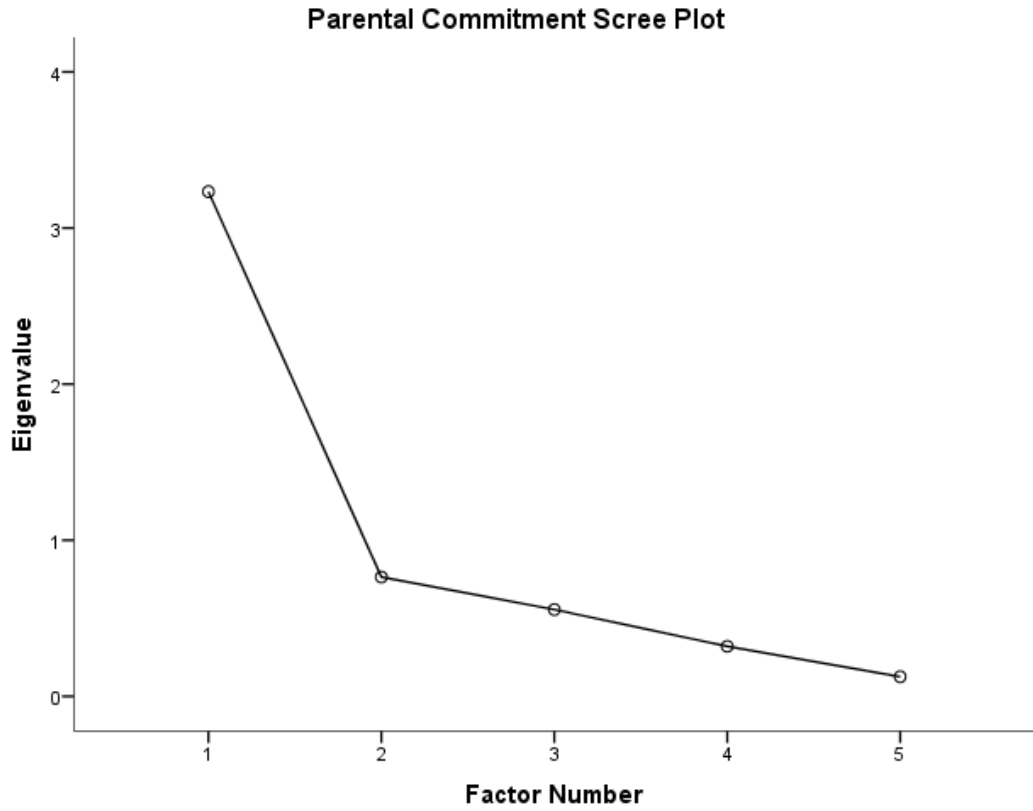


Figure 9. Scree plot for parental commitment

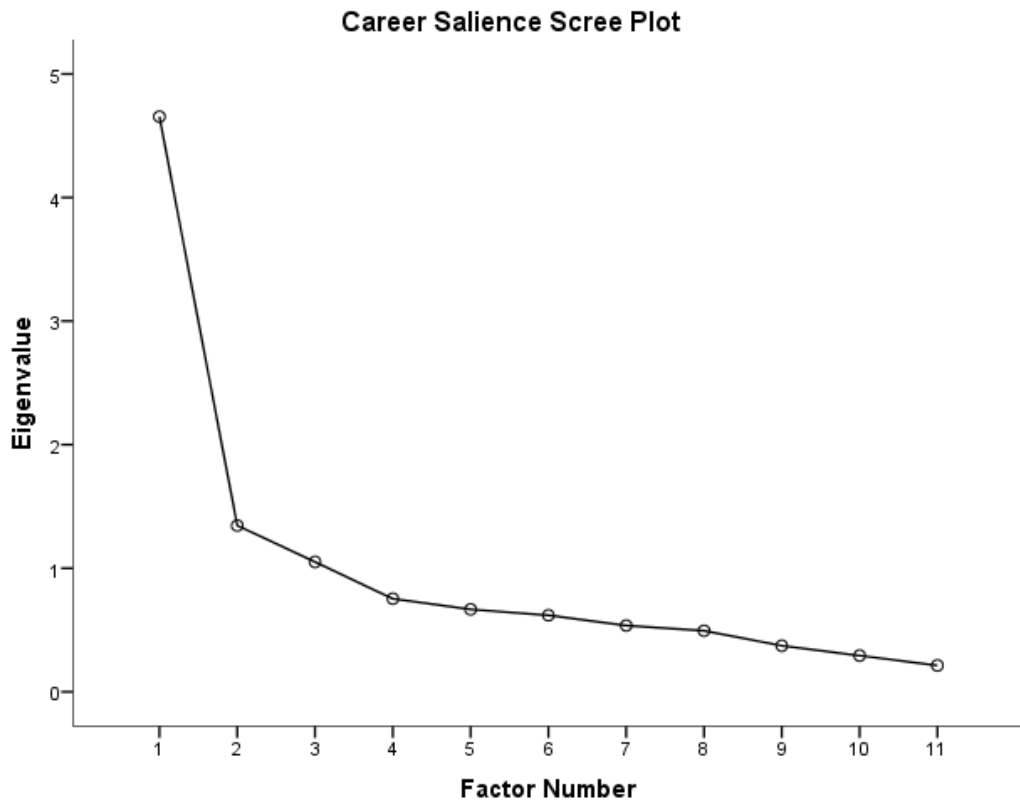


Figure 10. Scree plot for overall career salience measure.

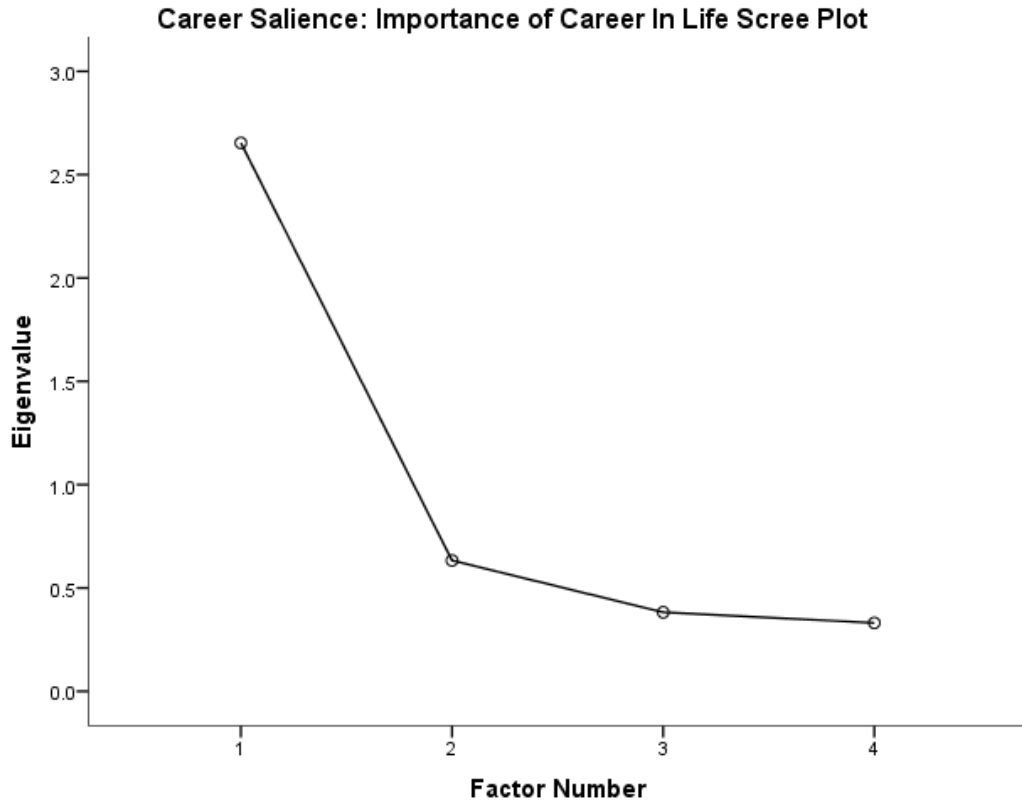


Figure 11. Scree plot for career salience dimension 1: Importance of career in life.

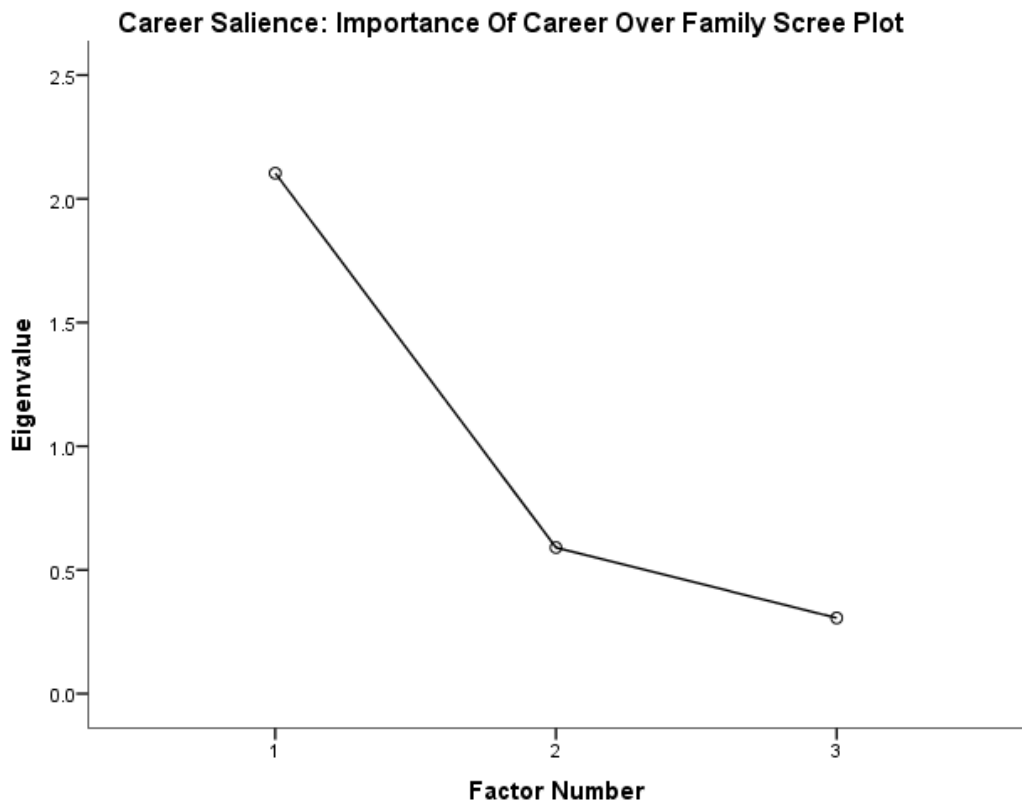


Figure 12. Scree plot for career salience dimension 2: Importance of career over family.

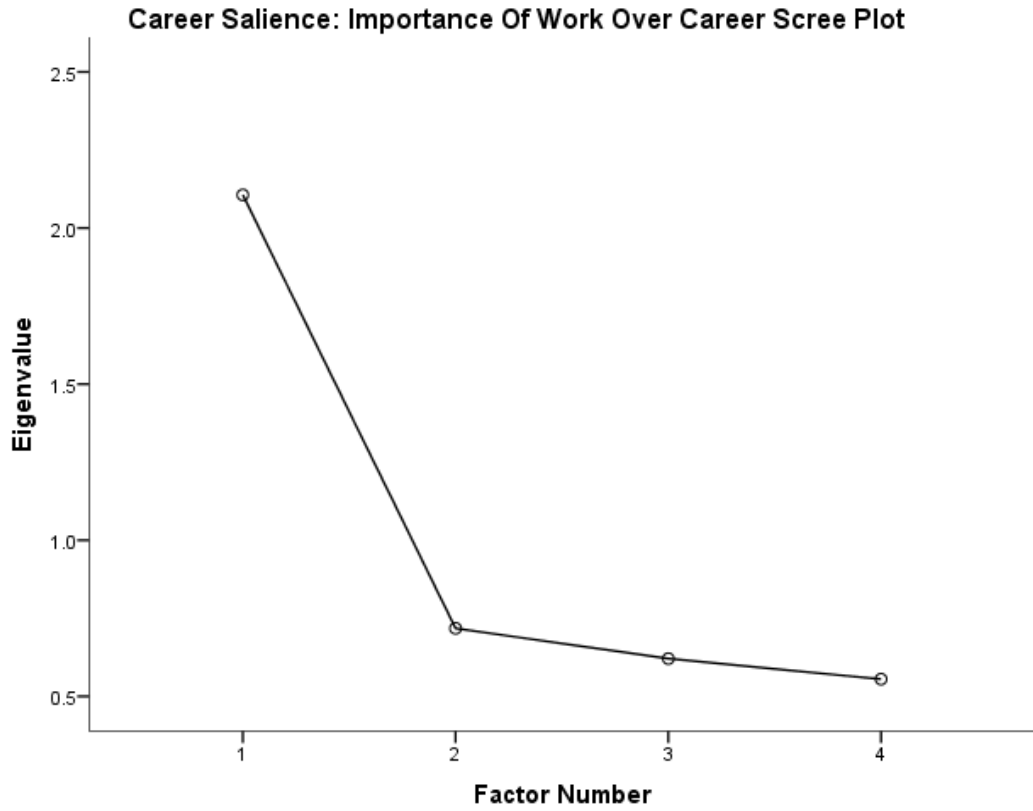


Figure 13. Scree plot for career salience dimension 3: Importance of work over career.

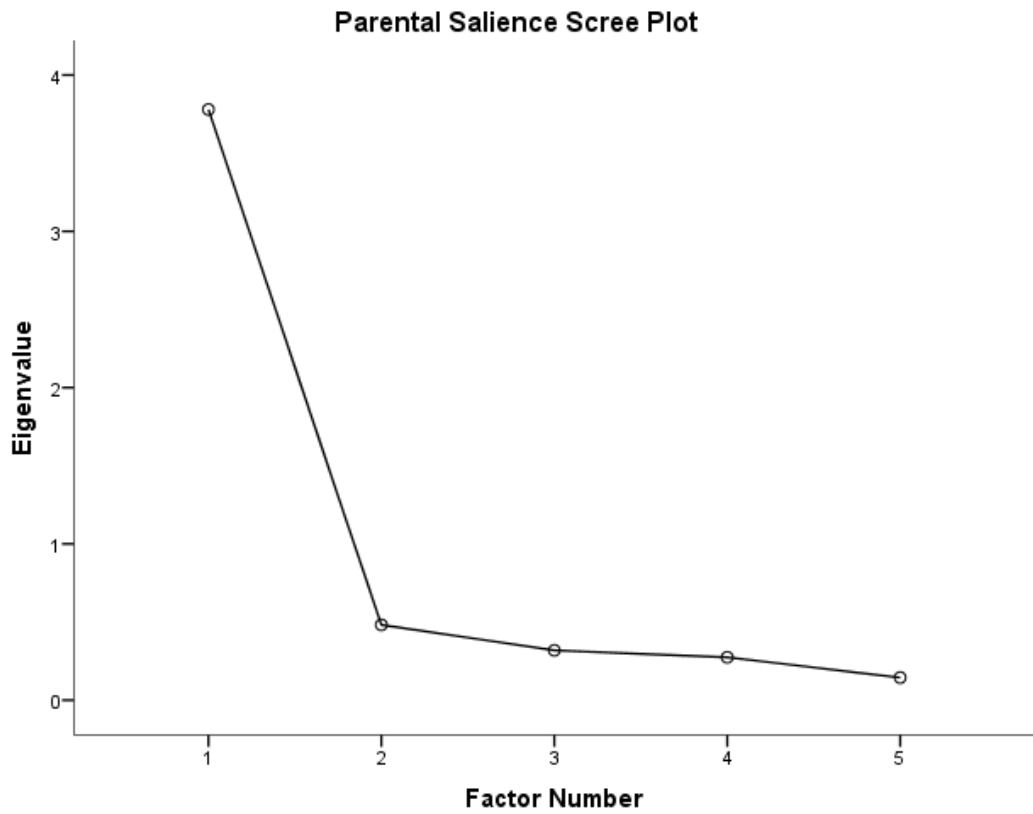


Figure 14. Scree plot for parental salience measure