The Role of Intentions and Task Performance in Career Development

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LOYOLA UNIVERSITY CHICAGO

THE ROLE OF INTENTIONS AND TASK PERFORMANCE
IN CAREER DEVELOPMENT

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

DEPARTMENT OF COUNSELING PSYCHOLOGY

BY

TERRI E. JENNINGS

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ABSTRACT

The purpose of this study was to examine the relationship between career intentions and task performance in relation to science careers. This study also provided evidence in support of Lent, Brown & Hackett’s social cognitive models of career interest, career choice and task performance (1994). Forty female highschool sophomores participated in the study. The results of a stepwise regression yielded significant results which suggest a positive relationship between career intentions and task performance.
CHAPTER I
INTRODUCTION

Job openings in the science field are increasing at a rate of 5-7% each year; however, the number of students majoring in science fields has recently decreased (National Science Board, 1989). In addition to this general decrease among both male and females, it has also been reported that women's presence in science careers although on the increase is still considered to be low (National Science Foundation, 1990). In order to raise women's potential for entering science careers one important issue is to understand how women's career intentions impact performance on career-related activities.

Several theories suggest a positive relationship between intentions and task performance (e.g., Ajzen, 1991; Ajzen & Fishbein, 1980; Lent, Brown & Hackett, 1994; Locke & Latham, 1990). Prior to this study the relationship between career intentions and career-related performance had not been investigated.

Drawing from Ajzen and Fishbein's (1980) theory of reasoned action, an immediate determinant of career-related behavior is expected to be the intention to perform (or not perform) the behavior. Intentions are determined by two factors. Attitude toward the behavior, subjective norm, and
the relative importance of the two determine the intention to perform or not perform a behavior. This theory suggests that intentions mediate the effects of attitude, subjective norms, and the behavior.

More recently, Lent et al. (1994) incorporated Ajzen & Fishbein’s (1980) ideas and proposed a model based in social cognitive theory which links career intentions, career choice and task performance. Intentions are termed choice goals in this model and activity selection is termed choice actions. These two terms are used to signify that the intentions and activity selections described in this model are specifically related to career choice. Lent et al (1994) argue that performance goals (intentions) directly effect performance attainment level. Many factors included in these models are factors which can be manipulated to increase the likelihood of individuals, specifically women, developing interests for, choosing, and performing well in nontraditional careers. However, as of yet there has not been any research published which incorporates this model.

Previous research has failed to provide evidence of a positive relationship between career intentions and task performance. However, the research has addressed variables which effect females’ intentions to pursue careers in male dominated fields (e.g., Ajzen & Fishbein, 1980; Mondrinos, 1984; Murrel, 1991), the relationships between behavioral intentions, attitudes and behavior (e.g., Ajzen & Madden,
1986; Kim & Hunter, 1993), the effects of goal setting on task performance (e.g., Locke, Bobko and Lee, 1984), and the effects of goal specificity and goal level on task performance (e.g., Campbell & Furrer, 1995; Locke, Chah, Harrison & Lustgarten, 1989; Locke, Shaw, Saari & Latham, 1981; Wood, Mento & Locke, 1987). Most of the studies presented here overlap into two or more of these categories.

The purpose of this study was to gather empirical data to examine the relationship between career intentions and career-related performance. More specifically, this study objectively evaluates how intentions and task performance relate to science careers. It was expected that subjects with intentions to enter science careers would achieve higher scores on the task performance measure than subjects with a broad range of intentions. It was also expected that subjects with specific intentions related to science careers would score higher on the task performance measure than subjects with specific intentions to enter non-science careers.
CHAPTER II
LITERATURE REVIEW

Intentions

In order to raise women's potential for entering science careers, one important issue is to understand how women's career intentions impact performance on career-related activities. Ajzen's theory of planned behavior (1991) is an extension of the theory of reasoned action (Ajzen & Fishbein, 1980). The theory proposes that perceived behavioral control and behavioral intention together directly predict behavioral achievement. The theory cites three determinants of intention which are: attitude toward the behavior, subjective norm, and degree of perceived behavioral control. The theory of planned behavior differs from the theory of reason action solely through the addition of perceived behavioral control. Perceived behavioral control is assumed to reflect past experience as well as any barriers anticipated to be involved with the behavior in question. The theory suggests that the greater the perceived behavioral control and the more favorable the attitude and subjective norm, the stronger the intention to perform the behavior and therefore, the more likely the behavior will be performed.
The authors recognize that intentions do not always predict behavior. Therefore, the model also suggests that external variables may influence people's beliefs or the relative importance placed on the attitudinal and normative factors. The authors also suggest that intentions are not stable over time and therefore the longer the interval between intention and behavior, the less likely the behavior will occur.

Goal setting theory (Locke & Latham, 1990) specifies the factors that affect goals and their relationship to action and performance. The theory assumes that a person's goals influence how they will perform. The authors define intention as a goal-related concept that refers to a psychological state. This state may refer to a goal or a determination to take a certain action. The core premise of goal setting theory is that goals are immediate regulators of task performance. The theory proposes that there is a linear relationship between goal difficulty and performance. The theory also states that goals that are specific and difficult lead to a higher level of performance than vague goals.

Women's intentions to either pursue a career or become a homemaker were assessed in a study conducted by Ajzen & Fishbein (1980). The purpose of the study was to test the theory of reasoned action. No specific hypotheses were made, however it was expected that attitudes and subjective
norms would predict women's intentions. A total of 111 high school juniors and seniors participated in the study. Each participant completed surveys to assess demographics, homemaker orientation, career orientation, attitudes toward pursuing a career, attitudes toward becoming a homemaker, subjective norms pertaining to each occupational choice, and personality traits.

Results of this study indicate that intentions to pursue a career or to become a homemaker were dependent on the difference between the intention to pursue each of the lifestyles (homemaker or career). The stronger the intention to pursue one lifestyle (in comparison to the other lifestyle), the more likely that lifestyle was selected. Attitudes were stronger predictors of intentions than subjective norms. These results suggest that the theory of reasoned action can be used to predict career intentions. The results also suggest that women may make career choices based more heavily on their own beliefs as opposed to other's beliefs about the career choice.

In a study by Faver (1984), age variations were examined in relation to women's career intentions, need for achievement, and career values. Although no specific hypotheses were made, age was expected to have an impact on each of the variables included in the study. A total of 950 women ages 22 to 64 completed a mailed survey designed to assess achievement orientation, career values, and career
intentions. Subjects were divided into the following three age groups: 22-34 (n=342), 35-44 (n=320), and 45-64 (n=288). Goodman-Kruskal Tau values for each age group showed a positive relationship between career intentions and career values. This relationship was stronger than the positive relationship found to exist between career intentions and achievement values. Achievement orientation was found to be a good predictor of career intentions for each age group except the 45-64 age group. Career values were found to predict career intentions for all three age groups but was much higher for the 45-64 age group.

The results suggest generational and lifecycle changes in the relationship between women's achievement and career related activities. The results suggest that women in the 45-64 age group are likely to have met their needs for achievement through non-career related activities. In addition, the results also suggest that among women with career intentions, the importance of fulfilling those intentions may vary across the lifecycle.

A dissertation by Mondrinos (1984) examined the factors involved in the choice of science as a career goal. No specific hypotheses were made. A total of 688 undergraduate students who had enrolled in an introductory course in biology as freshmen were followed throughout four years of college. Choice of major, aptitude tests and measures of achievement were the factors examined. Discriminant
Analysis yielded results which suggest that males and females differ on characteristics related to entry into science majors. The results also suggest that freshmen GPA's are important for success in science majors. Math was not found to be a discriminating variable. Chemistry was found to be the most discriminating variable included in the study. These findings suggest that students who are successful during their freshmen year as science majors pursue science careers while other students adopt alternative career and educational goals.

In a study by Murrel (1991), the reasons for women choosing a female dominated career versus a male dominated career were the focus. The study also examined the impact of choosing a male dominated career versus a female dominated career on beliefs about combining familial and occupational roles. The following hypotheses were made:

1. College women who chose male dominated careers were expected to demonstrate (a) higher career and educational aspirations, (b) place greater emphasis on the economic reasons for choosing these occupations, and (c) see more conflict in combining the roles of career and family compared to those planning careers in female dominated careers.

2. Compared to their white counterparts, black women were expected to (a) be more likely to choose male oriented jobs, (b) demonstrate higher career and
educational aspirations, (c) place a greater emphasis on economic reasons for choosing careers, and (d) see less conflict in combining the roles of career and family.

A total of 631 college women (101 black women and 530 white women) participated in the study. The number of subjects in each ethnic group was weighted according to the number of women in each ethnic group attending the university. Surveys designed to measure occupational gender, career choice, career aspirations, achievement motivation, educational plans, reasons for job choice, perceived conflict between career and familial roles, and attitudes toward the division of labor between men and women in the home were completed by each subject.

Comparisons of percentages, correlations, means, and ANOVAs in general supported the hypotheses with several exceptions. No relationship was found between the desired number of children and career aspirations for women intending to enter male dominated careers. Women planning careers in male dominated fields were found to plan significantly more education than was required compared to those women planning female dominated careers. In addition, black women planned more education than the minimum necessary for the desired career to a significantly greater degree than white women.

The results support the idea that women with intentions
to enter male dominated careers have higher career and educational aspirations than women with intentions to enter female dominated careers. In addition, the results suggest that black women entering male dominated careers may be attempting to overcome several biases that employers may have against them. This study highlights the importance for studying career development separately for men and women as well as for different ethnic groups.

A meta-analysis was conducted to integrate discrepant findings about the strength of relationships among attitudes, behavior, and behavioral intentions (Kim & Hunter, 1993). The following hypotheses were made:

1. The correlation between attitudes and behavioral intention will be higher than that between attitudes and behavior.
2. The correlation between behavioral intention and behavior will be higher than that between attitudes and behavior.
3. The correlation between attitudes and behavioral intention will be higher than that between behavioral intention and behavior.
4. The overall estimated variance for correlations between behavioral intention and behavior will be greater than that for correlations between attitudes and behavioral intention.
5. The higher the attitudinal relevance, the higher the
correlation between attitudes and behavioral intention.

A total of 138 studies were included in the meta-analysis. For inclusion in the present analysis, each study: (a) had to measure either attitude, behavioral intention, or behavior; (b) behavioral intentions had to be predicted based on attitude or vice versa; (c) the intention had to involve an act of volition; and (d) sufficient data had to be included to enable computations. Studies which incorporated personality trait measures or data that had been previously published were excluded.

The meta-analysis yielded results that were consistent with the five hypotheses. In general, the results provide further evidence that behavioral intentions mediate attitudes and behavior. The results suggest that attitudinal relevance is an important factor in understanding the relationship between attitudes and behavioral intention. The results also imply that intentions are not necessarily good predictors of behavior especially when volitional control is a factor.

The theory of planned behavior was tested by Ajzen & Madden (1986). Two hypotheses were made. It was expected that there would be evidence of a direct causal effect of perceived behavioral control on intentions not mediated by attitude or subjective norm. In addition, it was expected that there would be a direct link between perceived behavioral control and behavior not mediated by intentions.
A total of 90 undergraduate students participated in the study. Each subject completed a survey designed to measure beliefs, attitudes, subjective norms, and perceived behavioral control in relation to getting an "A" in a business administration course.

Comparisons of correlations show that attitudes, subjective norms, and perceived behavioral control correlate positively. In addition, attitudes were found to predict intentions while subjective norms did not. Perceived behavioral control was found to have a significant effect on intention independent of attitude and subjective norm. The results suggest that the theory of planned behavior is superior to the theory of reasoned action in predicting behavior. The results also suggest that perceived behavioral control has a large impact on behavioral intentions and that perceived behavioral control can influence behavior independently of intentions. This should also hold true for career intentions being that barriers exist which prevent some individuals from attaining their desired career.

The combined effects of goals, task strategies, and self-efficacy on task performance were examined by Locke et al (1984). Although no formal hypotheses were stated, it was expected that each of the three variables included in the study would affect performance.

A total of 209 undergraduate college students
participated in the study. Each subject completed eight one minute trials (one practice, three training, one post-training, and three experimental) on the task which involved giving uses for common objects. Each subject was assigned to one of three conditions which were high strategy, low strategy, and a control condition. In addition to completing the task, each subject completed surveys designed to measure self-efficacy, goal commitment, and strategies used.

Multiple regression analyses, hierarchical regression analyses and a path analysis were utilized to analyze the data. Goal commitment was significantly related to performance when goals were self-set. Training in task strategies correlated positively with performance. In addition, self-efficacy was found to be related to goal commitment in the self-set goal condition.

The results suggest that self-efficacy, goal commitment, and strategy training are important predictors of task performance. In addition, these results provide evidence that intentions are important for success at task performance.

Task Performance

The effects of goal level and goal specificity on task performance were examined by Locke et al (1989). Two hypotheses were made. It was expected that goal level would affect performance level. It was also expected that goal
specificity would affect performance variability.

A total of 48 undergraduate students participated in the study. The design employed was a 3 X 3 design. Each subject worked at three separate goal levels (fast, medium, and slow), and was assigned to one of three specificity levels (very specific, moderately specific, or vague). The task used was reaction time. For the first set of trials subjects were asked to respond as fast as possible, for the second set of trials, moderately fast, and for the final set of trials, slowly. Subjects in the very specific group were told to respond on an exact reaction time score, subjects in the moderately specific group were asked to respond within a given range of times, and subjects in the vague specificity group were asked to respond either fast, moderately fast, or slowly depending on the goal level at which they were currently working.

ANOVA, means, and standard deviations were calculated to analyze the data. The results supported both hypotheses. Variability was found to be significantly related to goal level but not to goal specificity. Specific goals led to less variance in performance than less specific goals. In addition higher goals led to less variance in performance than lower goals. The results suggest that goal level is more important for successful performance than goal specificity. However, goal specificity is important in that it is associated with consistent performance. This study
was limited in that the task used involved a ceiling effect for responding. This factor may effect the results found in relation to goal level. In addition this study involves assigned goals rather than goals such as career intentions which could be either self-set or assigned goals.

Another contribution of Locke et al (1989) involved a study which would examine the effects of goal specificity and goal level on task performance. This study involved a task that was under the subjects' control. A total of 343 undergraduate, business administration students participated in the study. The task used involved listing ways in which the business program could be improved. The design was a 3 X 3 design similar to that of the previous study. Three goal levels and three specificity levels were used, however, unlike the previous study, in this study subjects were assigned to only one goal level rather than working at all three goal levels. The three goal levels were to list a small, medium, or large number of improvements to be made. The three levels of specificity were very specific, moderately specific, and vague. Subjects in the very specific group were asked to list an exact number of responses, subjects in the moderately specific group were asked to list responses within a certain range, and subjects in the vague specificity group were asked to list either a small, medium, or large number of responses.

As in the first study, ANOVAs, means and standard
deviations were calculated. The results showed that goal level had a significant effect on performance where as specificity showed no effect on performance. Goal specificity was shown to have a significant effect on the variability of performance. These results supported the evidence found in the previous study. In addition, this study incorporated a task which could be effected by floor effects but not ceiling effects.

The results of the two studies suggest that goal specificity indicates what acceptable performance is while goal level functions by mobilizing the effort required to reach the required performance. Therefore, specific and difficult goals such as science career intentions should increase performance.

The moderating effects of task complexity on goal setting was studied using a meta-analysis approach (Wood, 1987). It was hypothesized that the positive performance effects of specific and difficult goals would be greater for simple tasks rather than complex tasks. It was also expected that the positive performance effects of difficult goals would be greater for simple tasks rather than complex tasks.

Seventy-two studies incorporating goal difficulty effects were used as well as 53 studies which examined goal specificity and difficulty effects. Reliability estimates, mean effect sizes, and regression analyses were conducted.
Goal setting effects were found to be strongest for easy tasks and weakest for complex tasks, therefore supporting both hypotheses. These results suggest that task complexity moderates the relationship between goal setting and performance.

The effects of goal setting and competition on task performance were investigated by Campbell & Furrer (1995). The following four hypotheses were made (several of these hypotheses are contradictory):

1. The Additive Hypothesis: The use of goal setting and competition simultaneously will result in an additive positive performance.
2. The Ceiling Hypothesis: Goal setting and competition will produce increased task performance for easy and moderate goals but not for difficult goals.
3. The Reversal Hypothesis: Competition and a difficult goal will result in decreased task performance.
4. The Dysfunctional Hypothesis: The simultaneous application of both goal setting and competition will lead to lower task performance than goal setting alone.

A total of 109 undergraduate students participated in the study. The task used to assess performance was completion of two sets of math problems. The research
design used was a 3 X 2 design incorporating three levels of goals (easy, moderate, and difficult), and two levels of competition, (competitive, and non competitive).

Manipulation checks were conducted for goal knowledge, goal difficulty, and competition. ANOVAs and an ANCOVA were used to analyze the task performance data. Goal level and competition both had a significant effect on the number of problems solved correctly. No interaction effects were found between goal level and competition. Subjects assigned to the difficult goal condition performed better than subjects assigned to the easy and moderate goal conditions. Subjects in the competitive condition in general scored significantly lower on the task than subjects in the non-competitive condition.

The results of this study provide further evidence for the previous finding that goal setting enhances task performance. In addition, the results suggest that competition in the presence of goal setting is counter-productive.

In an article by Locke et al (1981) the effects of goal setting on task performance are explored. This review of goal setting and task performance studies cites evidence for the argument that specific and difficult goals lead to higher performance than do easy goals.

A review of 110 studies yielded the finding that 90% of the studies which examined goal setting and task performance
found that specific and challenging goals lead to higher performance. The authors argue that goals affect performance by "directing attention, mobilizing effort, increasing persistence, and motivating strategy development." The authors also state that goal setting is most likely to improve task performance when the goals are specific, challenging, the subjects have the ability, feedback is provided, rewards are given for meeting goals, the experimenter is supportive, and assigned goals are accepted by the subject. The review included little information on self-set goals such as career intentions or career goals due to the fact that self-set goals have infrequently been incorporated in goal-setting studies.

The literature suggests that career-related intentions and task performance are positively related. The literature also suggests that specific intentions lead to higher levels of performance on related tasks. The purpose of this study was to evaluate how intentions and task performance relate to science careers. It was expected that subjects with science intentions would achieve higher scores on the task performance measure than subjects with a broad range of intentions. It was also expected that subjects with specific intentions related to science careers would score higher on the task performance measure than subjects with specific intentions to enter non-science careers.
CHAPTER III

METHOD

The participants who participated in this study were 50 sophomore girls attending a private Catholic school for young women. As part of a larger study investigating the effects of a science based self-efficacy intervention, participants in a randomly assigned control group completed a set of surveys related to demographics and intentions. Two months after the initial intervention was administered, each participant completed a computer simulation designed to measure task performance. This study examined data collected solely from the control group.

Intentions Instrument

Intentions were measured using the Occupational Plans Questionnaire (Hershenson, 1964). Each participant listed their first, second, and third choice for occupation or college major. Participants then answered three sets of three questions pertaining to the certainty of each intention, interest in pursuing each intention, and disappointment that would result if the subject could not pursue their first, second, and third career or college major intentions.

Choices for career or college major were coded
individually by two raters. Inter-rater reliability was calculated to be 96% agreement. Occupational and college major choices were coded according to how much science coursework is required for the occupation or college major. The codes were as follows: 0=no science coursework, 1=some science coursework, 2=science career or major. The scores on each of the three choices were summed to yield one science intentions variable which was labeled occupational plans. Three additional intentions variables were created using the three questions answered for each career or college major intention. The three questions used were:

1. "Do you think you will really follow through with these plans? (check one) I'm very sure I will, I'm fairly sure I will, I have some doubts about my plans, I'm very unsure of my plans."

2. "How much does this type of work appeal to you? (check one) Appeals without reservations, Appeals very much, Appeals a fair amount, Appeals somewhat, Does not really appeal."

3. "How disappointed would you be if you found you could not enter this major and/or occupation? (check one) Extremely disappointed, Quite disappointed, Somewhat disappointed, Slightly disappointed, Not really disappointed."

Scores were summed for each set of three questions to yield the three additional intentions variables (Certainty,
Reliability

Internal consistency reliability was estimated using Cronbach’s coefficient alpha for the Occupational Plans Questionnaire. The internal consistency reliability for the total scale was estimated to be .76.

Task Performance Instrument

Task performance was measured by the number of items each participant responded to correctly on the computer simulation task which was designed to measure task performance. The computer simulation consisted of three science-related passages with ten multiple choice questions following each passage. The measure was designed to be difficult for the subjects. The level was similar to that of a college entrance examination. The passages dealt specifically with science information. The topic of the first passage and group of questions was chemistry, the second, computer science, and the third engineering. Each subject was given as much time as they needed to read the passage and answer each question. Subjects were not permitted to go back to a previous passage or set of questions.
CHAPTER IV
RESULTS

Means and standard deviations were calculated for each of the intentions variables. Table one shows the means and standard deviations as follows for Certainty (Do you think you will really follow through with these plans?) \( (M = 7.2, \ SD = 1.4) \), Appeal (How much does this type of work appeal to you?) \( (M = 6.7, \ SD = 1.5) \), Disappointment (How disappointed would you be if you found you could not enter this major and/or occupation?) \( (M = 7.5, \ SD = 2.4) \), Occupational Plans \( (M = 2.1, \ SD = 1.9) \) and for total intentions (the sum of Certainty, Appeal, Disappointment, and Occupational Plans) \( (M = 19.5, \ SD = 3.1) \). The correlations between the variables are reported in table two. Appeal and Disappointment yielded a correlation of .60. Certainty and Appeal yielded a correlation of .49.
<table>
<thead>
<tr>
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<tr>
<td>Occupational Plans</td>
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<td>1.9</td>
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<td>7.3</td>
<td>1.5</td>
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<td>Disappointment</td>
<td>7.5</td>
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TABLE 2
CORRELATION MATRIX OF TASK PERFORMANCE AND INTENTIONS VARIABLES

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<td>Appeal</td>
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<td>.61</td>
</tr>
<tr>
<td>Disappointment</td>
<td>-.12</td>
<td>-.09</td>
<td>.35</td>
<td>.61</td>
<td>-</td>
</tr>
</tbody>
</table>

All correlation coefficients, p<.05

A stepwise multiple regression was conducted to assess the relationship between the intentions variables and task performance. The results of the stepwise multiple regression (see Table 3), yielded an R square of .12, F(1, 35) = 4.69, p<.05 for Occupational Plans. Certainty, Appeal and Disappointment variables dropped out of the prediction equation.
### TABLE 3

**STEPWISE MULTIPLE REGRESSION ANALYSIS**

**FOR TASK PERFORMANCE X INTENTIONS VARIABLES**

| Multiple R | .34 |
| R Square   | .12 |
| Adjusted R Square | .09 |
| Standard Error | 3.03 |

#### Analysis of Variance

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<tr>
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F=4.69   Significant F=.04

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CHAPTER V

DISCUSSION

This researcher attempted to add to the current body of career related research in an effort to promote women's entry into careers in the field of science. This study examined the relationship between career intentions and performance on a science related task.

Summary and Discussion of Results

The multiple regression analysis yielded significant results for the prediction of task performance from occupational plans. These results indicate that the higher the level of science included in occupational plans, the greater the level of task performance for a science related task.

Limitations

As a result of the small sample size used for this study, not enough power was available to determine a significant level of prediction of task performance based on career intentions. In addition, the population used to gather the data for this study created several limitations. The subject pool was not ethnically diversified, subjects came from families with the financial means to pay for their children to attend private school, and subjects had all
passed an entrance examination before being admitted to the school. The homogeneity of this sample creates limitations for generalizing the results of this study to the general population.

Applications for the Field

This study suggests that intentions to enter science careers may influence science related task performance. With further research, career intentions may become an important component of interventions geared towards promoting women's participation in nontraditional careers in particular in relation to science careers.

Implications for Future Research

Further research on the career development of women is necessary especially in the realm of science careers. Such research could lead to a larger proportion of high salary positions in non-traditional careers being awarded to women and therefore promoting equality among males and females in similar occupations. Future research can focus on examining the relationship between career intentions and task performance among a less homogeneous population. In addition future research might investigate factors that could explain the relationship between intentions and performance (e.g., performance goals).
APPENDIX

PERMISSION LETTER

Terri E. Jennings
802 Brummel St. #1
Evanston, IL 60202

V. Scott Solberg
University of Wisconsin - Milwaukee
Department of Educational Psychology
Enderis Hall #745
P.O. Box 413
Milwaukee, WI 53201

January 1, 1996

Dear Dr. Solberg,

I am completing a thesis at Loyola University Chicago entitled "The Role of Intentions and Task Performance in Career Development." I would like your permission to reprint in my thesis excerpts from the Occupational Plans Questionnaire. The excerpts to be reprinted are the three questions asked in relation to college major and career choices. The requested permission extends to any future revisions and editions of my thesis, including non-exclusive world rights in all languages, and to the prospective publication of my thesis by University Microfilms, Inc. These rights will in no way restrict republication of the material in any other form by you or by others authorized by you.

If these arrangements meet with your approval, please sign this letter where indicated. Thank you.

Sincerely,

Terri E. Jennings

PERMISSION GRANTED FOR THE USE OF REQUESTED ABOVE:

V. Scott Solberg

Date
REFERENCES


Hershenson, D. B. (1964). Erickson's "sense of identity", occupational fit, and enculturation in adolescence (Doctoral dissertation, Boston University,


VITA

The author, Terri Elana Jennings, was born and raised in Belleair, Florida. In August, 1991, Miss Jennings entered the University of Florida, receiving the degree of Bachelor of Science in psychology in May, 1993. While attending the University of Florida, she was social chairperson of Psi Chi and an active member in Golden Key and Phi Kappa Phi honor societies. Miss Jennings was accepted to Loyola University, Chicago in 1994 in the Department of Counseling Psychology. While pursuing a Master of Arts degree, she completed her practicum at Aunt Martha's Youth Service Center in Chicago Heights.
The thesis submitted by Terri E. Jennings has been read and approved by the following committee:

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

Dr. V. Scott Solberg  
Assistant Professor, Educational Psychology  
University of Wisconsin - Milwaukee

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

The thesis is therefore accepted in partial fulfillment of the requirements for the degree of Master of Arts in the Community Counseling program in the Department of Counseling Psychology.

3/29/95
Date

Director's Signature