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## Women and Economic Self-Sufficiency: An Analysis of a Program in a Community-Based Organization

Lindsay A. Rachow

*The College at Brockport*

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Running head: WOMEN AND ECONOMIC SELF-SUFFICIENCY

Women and Economic Self-Sufficiency: An Analysis of a Program in a Community-

Based Organization

Lindsay A. Rachow

The College at Brockport

### Acknowledgements

First and foremost I would like to thank my family for giving me the support to get to where I am today. Mom, thank you for calling me twice a week to make sure I was “mentally okay”! Our long talks about life helped me get through one of the toughest times of my life. Dad and Marcia, I would like to thank you for being there for me when I needed you the most. Grandma, throughout this process I have been thinking about you everyday. Your constant reminders of how proud you are kept me progressing, even through the days which had no light. Stacey, Matt, Jonathan, and Kirsten thank you for your support you have given me through this process. Without your love I would not have gotten this far.

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Abstract

The objective of this project is to conduct an archival qualitative and quantitative study on a current program, Women On The Move (WOTM), and assess the effectiveness of this program. WOTM engaged approximately ten women deemed low income heads of household, for eighteen months, in efforts necessary to move each woman and her household to sustainable economic self-sufficiency as measured by the Self Sufficiency Standard (SSS) and the women's personal self sufficiency goals.

The methods used to conduct this research include an archival analysis of existing data from 2008. These data were compiled when the program was initially evaluated in 2008.

The purpose of this study is to answer the question, how effective is a nine-month group teaching women how to build self-efficacy and economic self-sufficiency?

## Women and Economic Self-Sufficiency: An Analysis of a Program in a Community-Based Organization

Carl Jung theorized how individuals' achieve self-realization in the early 1900's based on the analytical psychotherapy of Sigmund Freud (Douglas, 2005). As new theories evolved various versions of how individuals' gain realization of the self. In the late 1950's, a more systemic approach to behavior therapy emerged (Wilson, 2005). A theorist that focused on the theory of change was Albert Bandura (Wilson, 2005). Bandura's theory, like that of Jung, focused on the process of self-realization. Bandura called this self-efficacy (Wilson, 2005).

In using Bandura's theory of self-efficacy, a literature review was conducted analyzing how self-efficacy impacts women's role in gaining economic self-sufficiency, especially women who are head of the household. It is found there are various aspects that affect a women's economic self-sufficiency. These aspects include different levels of self-sufficiency, as defined by Bandura, and socioeconomic barriers. It is found that self-help groups can improve a women's economic self-sufficiency.

An analysis was conducted about women's economic self-sufficiency. This analysis included a qualitative and quantitative study about a self-help group which strives to teach women, who are heads of their household, how to shift to a higher economic bracket. Ultimately this group desires the women to achieve economic self-sufficiency. It is to be noted that throughout this manuscript, especially in the Review of Literature section, the female gender is solely referred to. This is because the ultimate analysis is female gender specific.

## Review of Literature

*Theoretical Perspective*

Carl Jung believed that if a person achieved *individuation*, then that person had found her self (Douglas, 2005). The self (which forms from the ego), the personal shadow, and the persona are all aspects of the process of individuation (Jung, 1959). According to Rybak, Russell-Chapin, and Moser (2003 p. 152), “The individuation process requires that each person must first connect with significant others but then eventually separate from them to truly identify with the personal self.” It is as if different aspects of the human personality are brought together, the beginning stages of becoming fully developed (Sattler, 1992). Most of us strive for individuation, whether it is conscious or unconscious, but it is not always achieved (Jung, 1959). Jung (1959) concluded that; “We could therefore translate individuation as ‘coming to self-hood’ or ‘self-realization’” (p. 143).

Albert Bandura also believed in the realization of the self (Bandura, 1995). As part of obtaining a way in which a person develops beliefs about one’s capabilities, a person must have acquired self knowledge (Bordin, Nachmann, & Segal, 1963). He called this *self-efficacy*. Self-efficacy refers to, “people’s judgments of their capabilities to organize and execute courses of action required to attain designated types of performances” (Lent & Brown, 2002, p. 78). It is that individual’s personal beliefs of her capability to perform tasks and achievement of goals (Gist, 1987). Bandura’s theory posits that self-efficacy expectations determine whether or not a person will initiate a behavior, how much effort she will use, and how long she will sustain the behavior in the face of obstacles (Nauta, James, Angell, & Cantarelli, 2002). For example, if an

employee has a high level of self-efficacy she is more likely to apply for a more challenging career, while an employee who has a low level of self-efficacy is more likely to stay in a dead-end job (Gist, 1987).

Bandura's theory of self-efficacy originated from Cognitive Therapy (Bandura, 1993). This type of treatment focuses on people's thoughts and irrational thinking. It is believed that in order to change a behavior, a person's thoughts must first be changed. People motivate themselves following a plan of action (Bandura, 1993). First they formulate beliefs around what they can do. Second, they anticipate the outcomes. Third, they set goals for themselves and begin to plan a course of action (Bandura, 1993). This plan is found in various aspects of an individual's life. For example, when a person is looking for a job she evaluates their capabilities for the position. Second, she thinks about the different outcomes that could happen in applying for the position. Third, she decides what to do (apply for the position or apply somewhere else). This process is the beginning of how an individual forms self-efficacy. A person will have a higher sense of self-efficacy if her beliefs are confident about applying for the position. On the other hand, if a person does not believe they are qualified for the position there may be a lower sense of self-efficacy.

Individuals' form self-efficacy beliefs by interpreting information from four sources; (1) mastery experiences, (2) vicarious learning, (3) social persuasions, and (4) psychological indexes (Zeldin, Britner, & Pajares, 2006).

Figure 1: Sources of Self-Efficacy Information, from

[jcmc.indiana.edu/vol3/issue4/staples.html](http://jcmc.indiana.edu/vol3/issue4/staples.html) (Retrieved April 22, 2009).

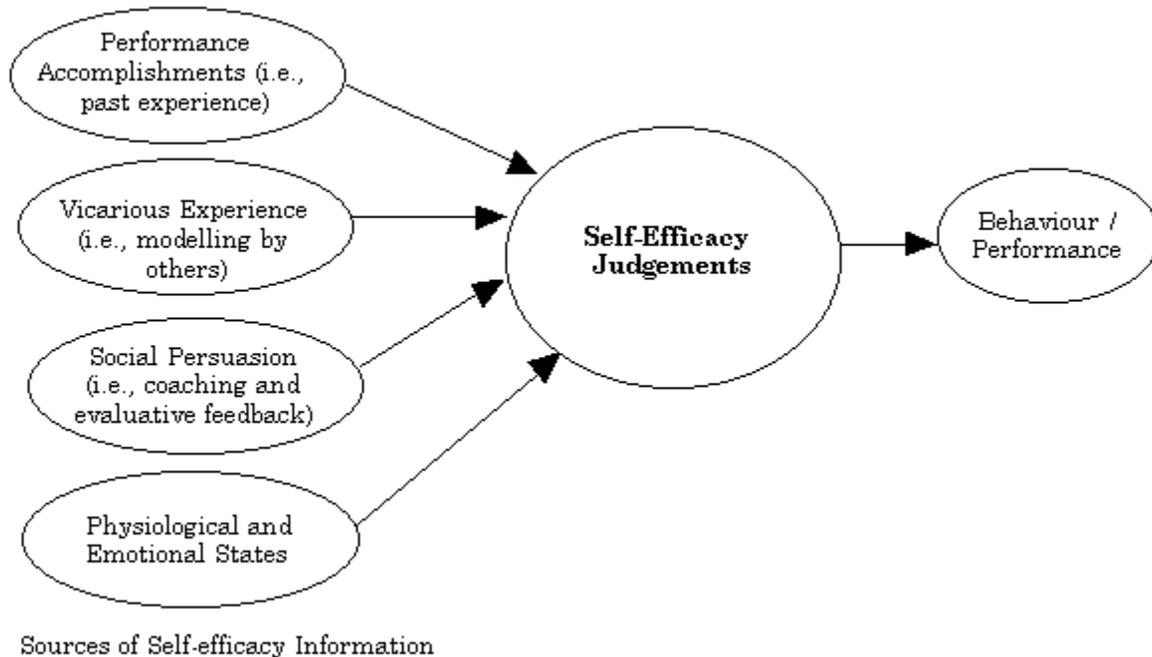


Figure 1 shows how the four sources influence a person's behavior. These sources are ways in which individuals learn by trial or observation to form internal beliefs about personal capabilities. The first source, mastery experiences, are when tasks are successfully performed and it reinforces self-efficacy (Steyn & Mynhardt, 2008). It is thought that past performance accomplishments create a stronger sense of efficacy to achieve similar tasks in the future (Zeldin, Britner, & Pajares, 2006). On the other hand, Zeldin, Britner, & Pajares (2006) also noted that repeated failure of a particular event can lower efficacy perceptions especially when the failure cannot be attributed to a lack of effort or an external situation.

The second source, vicarious learning, happens when individuals gain knowledge by observing others (Zeldin, Britner, & Pajares, 2006). Vicarious learning is a person's

ability to identify with a model and then to observe the model having the ability to overcome tasks (Steyn & Mynhardt, 2008). Individuals' develop a negative self-efficacy when observation of unsuccessful models happen (Steyn & Mynhardt). An example that uses vicarious learning is found in the educational setting. Children observe the performance of others (peers and teachers) and determine what actions will be effective or non-effective for their own performance of the task (Lee & Ertmer, 2006). Observing a model can become a source of inspiration, a source of improvement, and ultimately a higher level of self-efficacy when completing the task (Chan & Lam, 2008). On the other hand, when a child observes an unpleasant experience the model is looked at as incapable and the observer can develop a lower self-efficacy when completing the task (Chan & Lam, 2008).

Social persuasions, the third source, are messages from other individuals about a person's ability to accomplish a task (Zeldin, Britner, & Pajares, 2006). This source focuses on an individual's skill they do have (Steyn & Mynhardt, 2008). If an individual is performing a task and he/she is receiving positive feedback from another person, he/she will develop a higher self-efficacy in regards to that specific task. On the other hand, let's say an employee receives a negative review at his/her job in regards to a specific task; he/she will develop a lower self-efficacy. This is the power of social persuasions.

Finally, psychological indexes or emotional arousal, desensitizes individuals to anxiety provoking situations (Lee, 2000). An individual is exposed an anxiety provoking situation and is able to learn how to provide comfort by observation.

Self-efficacy affects “whether individuals think in self-enhancing or self-debilitating ways, how well they motivate themselves and persevere in the face of difficulties, the quality of their emotional well-being and their vulnerability to stress and depression, and the choices they make at important decisional points” (Bandura & Locke, 2003, p. 87). Evidence from a meta-analysis has been shown how self-efficacy beliefs have a direct correlation with motivation and performance (Bandura & Locke, 2003). People with high self-efficacy will set more difficult goals for themselves than a person with low self-efficacy (Templin, Guile, & Okuma, 2001). It has been found that challenging goals will lead to enhanced performance, which means that people with higher self-efficacy will perform better than people with low self-efficacy (Templin, Guile, & Okuma, 2001).

Bandura (1993) thought people support their own functioning through instruments of personal agency. A comprehensive instrument is a person’s beliefs about their capabilities to gain control over their own level of functioning and events that directly affect their lives (Bandura, 1993). In essence, if an individual believes they have the capability to complete a task, her ability to complete the task is greater. Earley (1994) reported, “An individual with high self-efficacy will work harder and longer than an individual with low self-efficacy” (p. 89). Bandura believed personal efficacy is one of the core mechanisms of the human agency (2003). “Whatever other factors serve as guides and motivators, they are rooted in the core belief that one has the power to produce desired effects; otherwise one has little incentive to act or to persevere in the face of difficulties” (Bandura & Locke, 2003, p.87). Bandura (1993) believed most of human motivation is cognitively generated. Bandura posits a system where behavior,

environmental factors, and personal factors influence an individual's interpretation of her personal performance.

Figure 2: Triadic Reciprocity, from "Overview of social cognitive theory and of self-efficacy" by Pajares (2002).

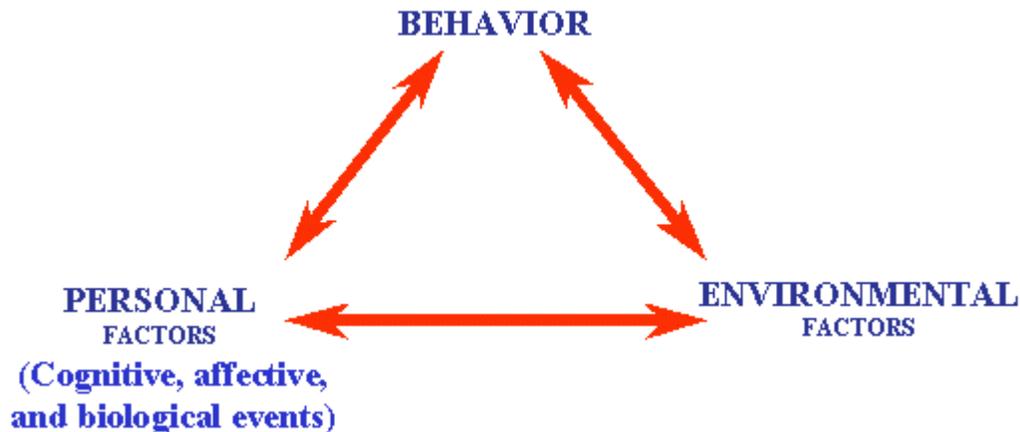


Figure 2 shows a connection between behavior, environment, and personal factors. All three of these components determine how an individual interprets performance of tasks.

It has been hypothesized that there is a direct relationship between socioeconomic status (SES) and self-efficacy (Boardman & Robert, 2000). Boardman and Robert (2000) conducted a study to investigate this relationship. The study concluded that residents of low income neighborhoods report lower self-efficacy than residents of less impoverished neighborhoods (Boardman & Robert, 2000). Boardman and Robert (2000) found two reasons why socioeconomic status has an effect on self-efficacy in low income neighborhoods. First they thought if there was a decreased flow of resources in and out of the neighborhoods this would have an impact on self-efficacy. It can be hypothesized that if a person struggles to receive important resources then she may begin to develop a lower sense of self worth surrounding their unavailable supplies. Second, Boardman and Robert (2000) argued that if a person lives in a neighborhood that has highly successful

people then she would use vicarious learning (learning by watching others) and increase her mastery experiences (completing tasks successfully).

When discussing socioeconomic status, employment and career trajectories begin to arise. Bandura believed perceived self-efficacy affected all aspects of life, especially career paths. A person's self-efficacy surrounding careers develop early in life. A child's experience through formative periods develops their future sense of self-efficacy (Bandura, 1989). These formative years begin with early experience with parents and their experience with careers (Schneeweind, 1995). Parents affect their children's career self-efficacy through their pattern of influences on achievement and educational aspirations (Bandura; Barbaranelli; Caprara; & Pastorelli, 2001). When a parent denies their child of constructive career values, the child will often bring those standards into adulthood. Bandura, et al. (2001) believed the higher people's perceived efficacy to complete educational requirements and occupational roles, the greater the career options they will pursue. Bandura et al. (2001) also thought if individuals' have a higher interest in a career, they will better prepare themselves educationally for different professional careers. When individuals' believe an occupation is beyond their capabilities, they will eliminate it. Self-efficacy beliefs will predict an individual's career trajectories. It is found that an individual's perceived self-efficacy is a predictor of occupational choice, whereas theories based on personality matching were unpredictable (Bandura, et al., 2001).

Figure 3: How Career Choices are Influenced, from “Contextual Supports and Barriers to Career Choice: A Social Cognitive Analysis” by R. W. Lent, S. D. Brown, and G.

Hackett, 2000, *Journal of Counseling Psychology*, 47, p. 36-49.

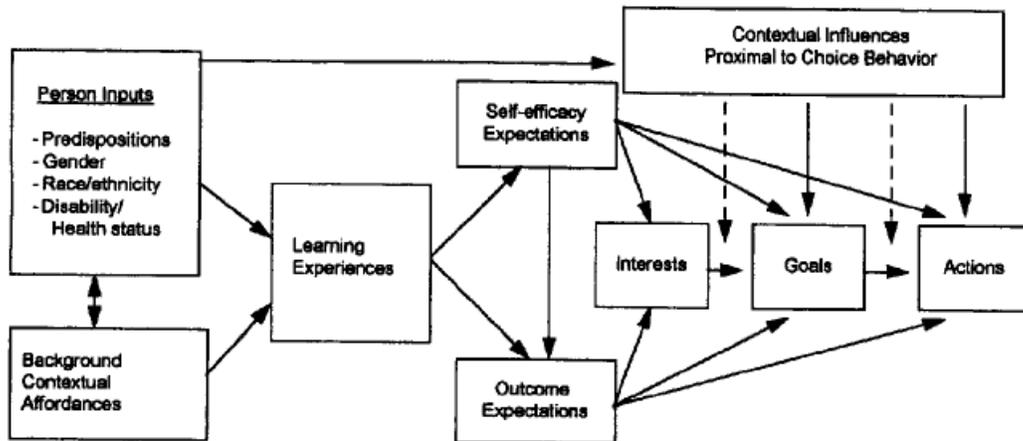


Figure 3 illustrates how career choices are influenced from Social Cognitive Theory and self-efficacy. This model shows various aspects (personal inputs, background, and learning experiences) affect self-efficacy expectations. As a result, self-efficacy expectations directly affect interests, goals, and actions.

A study conducted by Bandura, Barbaranelli, Caprara, & Pastorelli (2001) analyzed how self-efficacy beliefs can influence children’s career objectives and trajectories. The method included 272 children between the ages of 11-15 years old. The participants were administered sets of scales measuring the variables of hypothetical interest. These scales measured a variety of factors which included academic beliefs, leisure and extracurricular activities, and parental beliefs about their children’s academic efficacy. The results of this study revealed that the patterning of children’s perceived work-related self-efficacy shapes not only the types of career pursuits they prefer but also the occupational level they select (Bandura, Barbaranelli, Caprara, & Pastorelli, 2001).

In another study conducted by Tan, Pan, and Newmeyer (2008) they also found a correlation between self-efficacy and career trajectories. This study also found gender differences in career paths. Gender differences in career development begin to develop as early as age 13 (Tan, Pan, & Newmeyer, 2008). By the time women reach adolescents they are knowledgeable of masculine prestige levels (Tan, Pan, & Newmeyer, 2008). Women's self-efficacy beliefs are shaped by social persuasion and vicarious experiences (Zeldin, Britner, & Pajares, 2006). According to Zeldin, Britner, and Pajares (2006), "The self-efficacy beliefs of men in these male-dominated domains are created primarily as a result of the interpretations they make of their ongoing achievements and successes" (p. 1036). Women, however, rely on connecting experiences in their lives to create and support the confidence that they can succeed in male-dominated fields (Zeldin, Britner, & Pajares, 2006).

Postsecondary education is also important when analyzing career trajectories. Research (Bainbridge & Lesley, 2002; Haycock, 2001; Sewell & Shah, 1967) has shown that individuals, especially women, with lower socioeconomic status have worse educational outcomes, which included; lower rates of college attendance and graduation (as cited in London, 2006). In a study, conducted by London (2006), it addressed postsecondary education for welfare recipients. Although this study focused primarily on welfare recipients, the findings can be used to address to women with lower socioeconomic status. The study used 20 years of panel data from the National Longitudinal Survey of Youth (NLSY) (London, 2006). The results indicated that individuals who attended college had increased employment and decreased poverty (London, 2006).

People are producers of their own environment, therefore, the expectation that people want to change is crucial. A type of therapeutic counseling that is a catalyst for change is self-help groups.

### *Self-Help Group Counseling*

There are many different types of groups with a wide array of theoretical orientations. Self-help groups and group counseling have both similarities and differences. Group counseling can be defined as “an interpersonal process and problem-solving strategies that stress conscious thoughts, feelings, and behaviors” (Corey & Corey, 1997, p. 12). Group counseling allows participants to share experiences and build on each other’s skills (Waldo, 1987). Self-help groups are viewed differently than counseling groups. Although self-help groups makes a broad use of the therapeutic factors (altruism, cohesiveness, universality, imitative behavior, instillation of hope, and catharsis), they differ because of the interpersonal relationship between each member (Yalom, 2005). Self-help groups offer a learning atmosphere focusing on personal gain rather than a therapeutic group focusing on personal interpretations and confrontation (Yalom, 2005).

Self-help groups offer a social support system (Rees & Freeman, 2009). This support system is found within the members of the group. It is found that social supports influence task performance (Rees & Freeman, 2009). It is also found that social support influence self-efficacy through the four sources for interpreting information (mastery experiences, vicarious learning, social persuasions, and psychological indexes) (Rees & Freeman, 2009, as cited in Bandura 2007). The social supports gained through the cohesive group assists the group members enhance his or her efficacy beliefs through

vicarious experiences (Rees & Freeman, 2009). The members are able to learn through the observations of others. Verbal influence and reassurance from the support of others influence self-efficacy (Rees & Freeman, 2009). Individuals in the group can learn off of each other. Self-efficacy has a greater chance to increase through the social support offered through both types of groups.

Gender specific groups are becoming more widely used to offer a more cohesive group experience. Studies have been conducted to analyze group satisfaction between female clients and male clients. A study conducted by Kirshner, Genack, and Hauser (1978) (Cited in Cottone, Drucker, & Javier, 2002) found an increase in females attitudes toward career trajectories and academic performance than in male clients. This study also found a positive effect a female therapist had on a female group (Cottone, Drucker, & Javier, 2002). This positive effect ultimately encourages empowerment within the group. The concept of women's empowerment is fundamental when looking at self-help groups.

When analyzing women's empowerment it is essential to examine what has encouraged powerlessness and dependency (Rowland-Serder & Schwartz-Shea, 1990). In looking at a feminist approach, Rowland-Serder and Schwartz-Shea (1990) argue that it is the cultural messages from men, internalized by young females, which prevent empowerment of women. How can this conflict be resolved? Before looking into a solution, it is important to examine how economic self-sufficiency plays a role in women's empowerment.

*Economic Self-Sufficiency Standard*

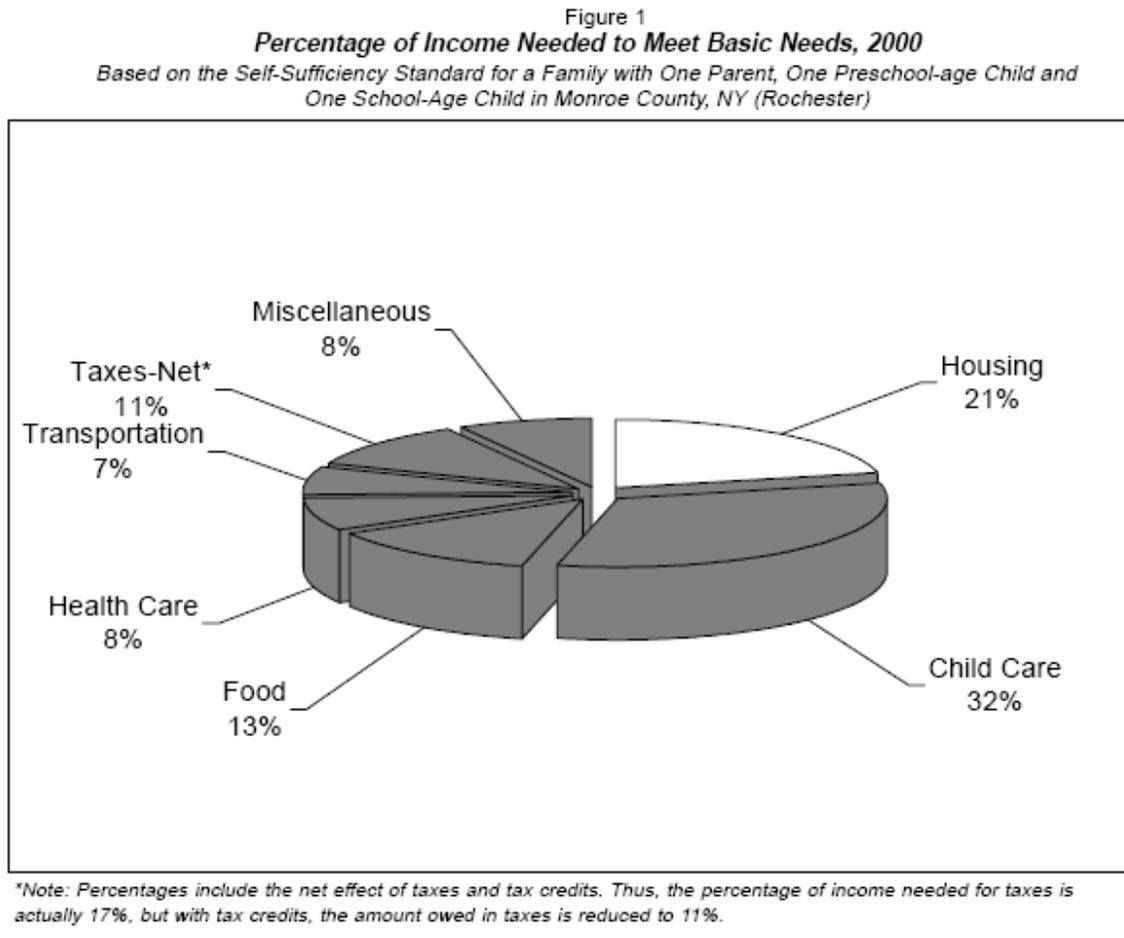
It is difficult to decide how much money is enough for a family to meet their own needs. The Self-Sufficiency Standard was developed by Dr. Diana Pearce to help find that standard. According to Dr. Pearce, “The Self-Sufficiency Standard measures how much income is needed, for a family of a given composition in a given place, to adequately meet its basic needs-without public or private assistance” (Pearce & Brooks, 2000, p. 1). This standard is a calculation of components which include, housing, child care, food, transportation, health care, taxes, and a miscellaneous (expense) category (Pearce & Brooks, 2000). The amount of money needed to be economically sufficient depends on the family size, composition, and location (Pearce & Brooks, 2000).

Figure 4: Percentage of Income Needed to Meet Basic Needs, from “The Self-Sufficiency Standard for New York” by Pearce & Brookes, 2000, p. 13.

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*A family with one parent, one preschool-age child and one school-age child spends more than half of its monthly budget on housing and child care.*

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Self-sufficiency does not have a race or cultural boundary. Economic self-sufficiency affects all types of people who are living in the United States sometimes with different consequences.

The affect of trying to achieve economic self-sufficiency can be debilitating. There are various barriers to economic self-sufficiency. The barriers include (1) situational issues; (2) educational and learning experience issues; (3) personal issues; and

(4) disabilities (Alfred & Martin, 2007). Situational issues represent specific barriers that prevent an individual from progressing. These include child care, housing, employment, and transportation (Alfred & Martin, 2007). According to Alfred and Martin (2007), educational and learning experience received the second highest score indicating it is one of the most problematic issues. When an individual has experienced educational and learning barriers, it greatly affects her career possibilities and career self-efficacy. Personal issues represent an individual's struggle with interpersonal communication and interactions (Alfred & Martin, 2007). Finally, disability barriers both physically and mentally prevent an individual's success to economic self-sufficiency. It is found that depression is much higher in economically disadvantaged groups (Lehrer, E. et al., 2002). Studies have shown that depression can have a direct effect on the economic realm. If poor mental health interferes with an individual's activity of daily living then it may lower the wage rate the individual can control in the labor market (Lehrer, E., et al. 2002). There are many individuals who cannot work due to their mental impairment. According to the National Institute of Mental Health, there are approximately 3 million working-age adults who are mentally ill. Of those 3 million individuals, 2 million are unemployed.

A group which economic self-sufficiency affects is older Americans. It is estimated that as people are working into an older age, there is an increased need for strategies for economic self-sufficiency (Whitman, Vaughan, & Boyd, 1984). Older Americans also rely on social welfare as their primary income. They are experiencing a time of economic hardship and there is an increased need for budgeting. There are many barriers that prevent older people from obtaining economic self-sufficiency. These

barriers include the trap of older people relying on social welfare and the failure of state policies addressing public support among older Americans (Whitman, Vaughan, & Boyd, 1984).

Another group that is debilitated by economic self-sufficiency is persons of low socioeconomic status (SES). Persons who have low SES have barriers built against them. Their environment is enriched with unhealthy foods, there is an increase amount of stress due to economic hardship, and they are less likely to receive appropriate health care which can result in poor health (Govil, S., et al. 2009). All of this further increasing the low SES (Govil, S. et al. 2009) and making it more difficult to gain economic self-sufficiency.

More specifically, a third group who is greatly affected by this women. It is found that women are the fastest growing population who are homeless and have inadequate housing (Graber & Wolfe, 2004). Women who struggle with low socioeconomic status and who are head of household strive to gain economic self-sufficiency. Even when a woman has achieved economic self-sufficiency it is difficult for her to continue to gain a higher bracket of income. This barrier that women face consistently pushes women behind the economic self-sufficiency wall. Research has proven that in order for poor women to gain a higher bracket of economic self-sufficiency, there need to be effective and resourceful approaches in services offered in the following areas; “general educational development (GED), English as a second language (ESL), adult basic education (ABE), and workforce development training and job placement programs” (Albertini, 2009, p. 24). In 1995, 75% of single women who are head of household reside in the 1.25 million public housing households (Graber &

Wolfe, 2004). It was also found that 60% of women who are head of households rent rather than own housing, and 39% of them live in poverty (Graber & Wolfe, 2004).

A study conducted by Bassuk et al. (1997) found that, “families with limited economic resources may be at heightened risk of homelessness if they do not receive economic help during times of need” (p. 247). More specifically Bassuk et al. (1997) found women who were heads of household had a greater chance of becoming homeless without economic assistance.

Figure 5: The Self-Sufficiency Standard for Rochester, from “The Self-Sufficiency Standard for New York” by Pearce & Brookes, 2000, p. 55.

*Table 29*  
*The Self-Sufficiency Standard for Rochester, NY MSA, 2000*  
*Monroe County*

Monthly Costs	Adult + infant		Adult + schoolage teenager		Adult + infant preschooler		2 Adults + infant preschooler	
	Adult	infant preschooler	infant preschooler	schoolage teenager	schoolage preschooler	infant preschooler	schoolage preschooler	schoolage preschooler
Housing	501	609	609	609	781	609	609	781
Child Care	0	530	1093	368	1461	1093	931	1461
Food	164	241	325	429	437	466	511	564
Transportation	185	190	190	190	190	364	364	364
Health Care	103	221	242	247	262	296	274	316
Miscellaneous	95	179	246	184	313	283	269	349
Taxes	224	382	537	260	771	606	546	827
Earned Income Tax Credit (-)	0	0	0	-145	0	0	0	0
Child Care Tax Credit (-)	0	-42	-80	-44	-80	-80	-80	-80
Child Tax Credit (-)	0	-42	-83	-74	-125	-83	-83	-125
<b>Monthly Self-Sufficiency Wage</b>	<b>\$1,272</b>	<b>\$2,269</b>	<b>\$3,078</b>	<b>\$2,024</b>	<b>\$4,011</b>	<b>\$3,552</b>	<b>\$3,341</b>	<b>\$4,457</b>
<b>Hourly Self-Sufficiency Wage</b>	<b>\$7.23</b>	<b>\$12.89</b>	<b>\$17.49</b>	<b>\$11.50</b>	<b>\$22.79</b>	<b>\$10.09</b>	<b>\$9.49</b>	<b>\$12.66</b>
						<i>per adult</i>	<i>per adult</i>	<i>per adult</i>

When examining women’s struggle with economic self-sufficiency a certain research question arises; what tools are needed to increase a woman’s economic self-sufficiency? A self-help group specifically dealing with this issue is analyzed. This

group is only available to women, whom are head of household, and is lead by a woman. How effective is a nine-month group teaching women how to build self-efficacy and economic self-sufficiency?

### *Summary*

Before evaluating the method of analysis for the Women On The Move (WOTM) 2008 project, a summary of the WOTM 2007 project will be discussed. The 2007 session was the first WOTM project to be offered at the Center. This project was funded by The Women's Foundation of Genesee Valley. The Women's Foundation is an organization which focuses on building women's self-sufficiency and awards grants to programs who implement this (<http://www.womensfoundation.org/index.asp>, Retrieved August 20, 2009). WOTM was analyzed in hopes to obtain grant money for the 2008 project.

This project was analyzed by Sekile Nzinga-Johnson, an Associate Professor in the Department of Psychology at a local college. Fifteen women completed the WOTM 2007 project. The project focused on building women's self-sufficiency and included a variety of workshops designed to increase economic self-sufficiency and self-efficacy. There were numerous accomplishments made by the women (refer to Appendix A, B, and C). There were also recommendations made for future projects. The following are recommendations made by the analyst and a description of changes that were made for the WOTM 2008 project. Although not all the recommendations are included in this analysis, pertinent information that impacted the 2008-2009 project is discussed. The following were suggestions, made by the analysis Sekile Nzinga-Johnson (2008) after her analysis to improve the program for future sessions.

*Program Delivery*

The following were recommendations for the Program Coordinator/Program Evaluator. It was recommended the participants meet once a month in person with the Program Coordinator and twice a month on the phone. This was changed so that the group met twice a month. This consistency improved attendance with the women. Hiring a third part time person to assist in coordinating the Mentoring Program was another recommendation. A third part-time person was hired. This person acted as an administrative assistant who followed up on mentor liaisons and programming needs with the workshop.

*Mentors*

The following were recommendations made for the mentors of the program. The mentors are women who can help guide the participants and assist them advocating for themselves. It was recommended to recruit mentors to be on board at the start of the Women On The Move program. This was done. It was also recommended to conduct several mentor training sessions. Two training sessions were completed. The lead instructor also e-mailed and/or called the mentors once per week. There was more opportunity for improvement in terms of training for the mentors. Another recommendation that was made was to promote mentors from previous graduating Women On The Move programs. This was also done. There were two women from the previous class who were excited to move into a mentor role. Unfortunately the mentee's did not think this would be beneficial.

*Advisory Board*

A recommendation that was made was to utilize members' connections in the community to help recruit mentor and to provide job leads. Although this was noted as a good recommendation, the Advisory Board was not used for the 2008-2009 Women On The Move program. They were not used because the program was not using a grant.

*Programming*

There were various recommendations made in regards to Programming. Unfortunately most of these could not be implemented because of the lack of funding for the 2008-2009 program. Most of these recommendations consisted of re-formatting evaluation tools and better ways to implement them. A recommendation that assisted the 2008-2009 program was to implement the evaluation tool three different times throughout the program. This happened in the beginning, middle, and end. A second recommendation was to encourage greater peer support through contact information exchange between participants. At the beginning of the program an exchange of numbers from mentee to mentor took place. Finally a recommendation was to increase marketing and public relations. There was a press release looking for mentors but unfortunately because there was no funding there was not any more marketing implemented.

*Participants*

A recommendation for the participants was to start the women together as a group and to implement a contract which outlined expectations. These were purposed because some of the women from the 2007-2008 program started at different times and did not stick through the entire program. Both of these recommendations were implemented. Another recommendation was to limit enrollment to those women who meet the criteria

of high-school educated, working but underemployed/underpaid, financial head of household and motivated to make changes. For the most part this was implemented, although it was noted that one exception was made. The enrollment guidelines were taken from the Women's Foundation of the Genesee Valley guidelines (this is where grant money was received from).

These recommendations made a direct impact on the program that is analyzed throughout this document. The 2007-2008 program that was evaluated was a pilot program and without these suggestions, future programs would be greatly affected.

#### Method

This study employed an archival analysis of a program consisting of women who are heads of their households. The objective of this project was to conduct an archival qualitative and quantitative study of a current program, Women On The Move (WOTM), and assess the effectiveness of the program. WOTM engaged approximately ten women deemed low income heads of household, for eighteen months, in efforts necessary to move each woman and her household to sustainable economic self-sufficiency as measured by the Self Sufficiency Standard (SSS) (Pearce & Brooks, 2000) and the women's personal self sufficiency goals.

The method used to conduct this research involved an archival analysis of existing data from the 2007-2008 program (a summary of the recommendations was discussed previously). These data were compiled when the program was initially evaluated in 2008. These data were completely anonymous and include; the Project Budget, the Client Self-Report of Overall Benefits and Areas of Opportunity (anonymous), the Client Set Goals and Progress/Results (anonymous), and the Grant Evaluation Form. The

procedure conducted was a secondary analysis of existing data from when the program was evaluated from 2007-2008. This was done by this writer receiving the data and analysis from the WOTM group leader which was done by Nzinga-Johnson (2008). This writer analyzed the results of Nzinga-Johnson's evaluation of the 2008 program. Overall, the WOTM group leader reported to this writer that the data proved the program was effective qualitatively, but quantitatively the program was not effective enough to receive a second year of grant money. These data, mentioned previously, concluded that the program seemed most effective through the words of the participants. Another indicator of this was that the program did not receive a second year of funding.

Another archival analysis was conducted for the 2008-2009 program. All data were anonymous and were also provided to the researcher by the counselor who was running the program. Each of these instruments included; Participant Information Packet and the Feedback Survey, both of which were anonymous. This writer analyzed these data, mentioned above, by plotting out how much each participant's income was for the beginning, six-month, and final quarter. This was also done for these following data; how many hours a week each participant attended school, how many hours a week each participant worked, how many days in the last month work was missed due to transportation reasons, how many days in the last month was work/school missed due to childcare issues, how many days within the last month work/school were missed due to illness or health issues, and the results of the mentor program. Another analysis was completed to gather the qualitative data of the participants. Although a qualitative analysis was not fully completed, an effort was placed to read the answers and suggestions of the participants. This was done by reading what each participant wrote on

her feedback form. This writer took various quotes and grouped the participant's quotes depending on the meaning. This seemed the most powerful because each of the participants thought the program helped change their life.

### *Population*

The organization evaluated throughout this project is located in a small city in Upstate New York. The population of this city is approximately 206,886 (City-Data.com, 2009, <http://www.city-data.com/city/Rochester-New-York.html>, Retrieved November 11, 2009). According to Areaconnect.com, 41.81% of the population is male, while 52.19% of the population is female. There is a variety of ethnic groups that represents this small city, but the prominent races are White (48.3%), Black or African American (38.55%), and Hispanic or Latino (12.5%) (Areaconnect.com, 2009, <http://rochesterny.areaconnect.com/statistics.htm>, Retrieved November 11, 2009).

The community-based organization evaluated specifically served individuals who are uninsured. This agency offered a variety of resources which included counseling, health care, education, and social work. The director of the evaluated organization hypothesized the clients seen at this agency were 40% Caucasian, 40% African American, 15% Hispanic, and 5% Asian and other. These figures were hypothesized because the agency had not decided to pursue specific client demographics at this time. It was difficult to evaluate the average income, but it had been conjectured by the director that 70% of the client's seen were considered working poor. This term, "working poor", indicates people who are employed but who do not earn enough money to be considered economically self-sufficient, as defined by The Self-Sufficiency Standard. These people

often hold jobs where health insurance is not offered, and if it is offered there is limited coverage (for example, when counseling services are not covered).

### *Sample*

The sample of this study was a group which consisted of six women who were the sole providers for themselves or their families, and are thus deemed heads of their household. The average initial income of these participants ranged from \$0-\$300 per week. No demographic data on the sample were collected by the agency.

### *Instrument*

The instrument used in this study was an archival study of existing data. These data were compiled by the head counselor of the WOTM group and given to this writer. The initial motivation of this instrument was used by Nzinga-Johnson (2007) to evaluate the WOTM program in hopes to gain grant money. The motivation of this writer was to evaluate the program to offer feedback to better the program. It is to be noted there were no preexisting validity or reliability data on this instrument. A secondary analysis was completed by reviewing the pre-existing data that were compiled to create the WOTM 2007 report. This report was created in hopes to achieve grant money for the following program. An analysis of this data was done to comment on the suggestions that were made and how these suggestions impacted the WOTM 2008 program. Another secondary analysis was conducted on the WOTM 2008 program to study how effective the program is. These data consisted of analyzing the beginning, six month, and final evaluation forms. The person who conducted these analyses is the author of this manuscript.

Both quantitative and qualitative data were used in analyzing and interpreting the data collected. Statistically, the following were analyzed; income results, hours worked results, work days missed due to transportation results, work days missed due to child care results, and work days missed due to health issues results.

Qualitative data were used to gain a better understanding of how the six women who completed the program thought about their experience. Actual quotes were used to express the thoughts, ideas, and emotions of these women. These data gave the program a voice to express the benefits and the areas of improvement.

### Results

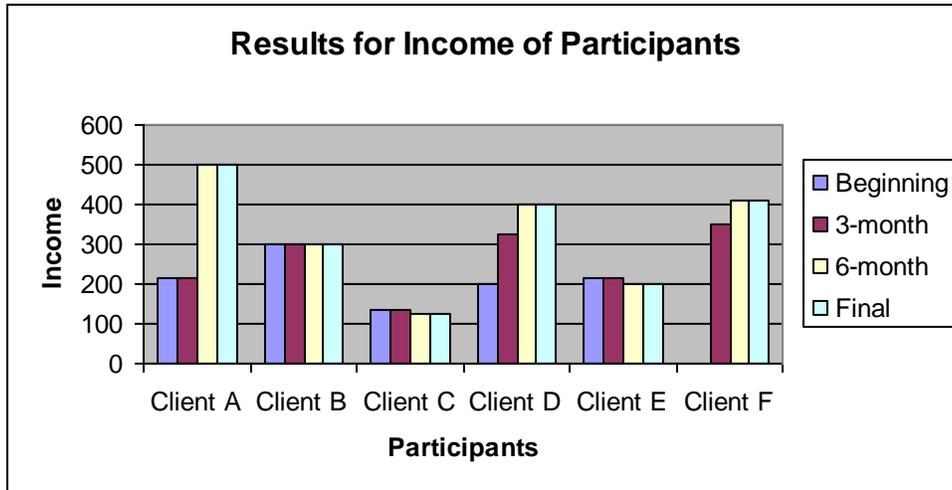
Eight questions were asked involving education, work, and income yielding quantitative and qualitative data. The first three questions addressed each participant's earnings assessed at the beginning, middle, and end of the program. The questions used fill-in-the-blank format where the participants could fill in a numerical response depending on the question asked. The results of the final feedback survey are described in the following.

#### *Income: Questions 1-3*

Questions 1-3 involve the income of the six women. Question 1 asked the participants how much money per week each woman was making prior to starting Women on the Move. Question 2 asked the women how much money per week each were making three months into the program. Question 3 addressed how much money per week each were making six months into the program. Each woman answered the questions. The data showed that 50% of the women increased their income. One participant stayed at the same income, while two women decreased their weekly income.

The participant, Client B, who stayed at the same income, reported she was in a salaried position. Also, Client C’s income slightly decreased. Client C reported her income throughout the program came from unemployment. She documented that she received slightly less from unemployment in the second half of the program (see Figure 6).

Figure 6: Results for Income of Participants



*School: Question 4*

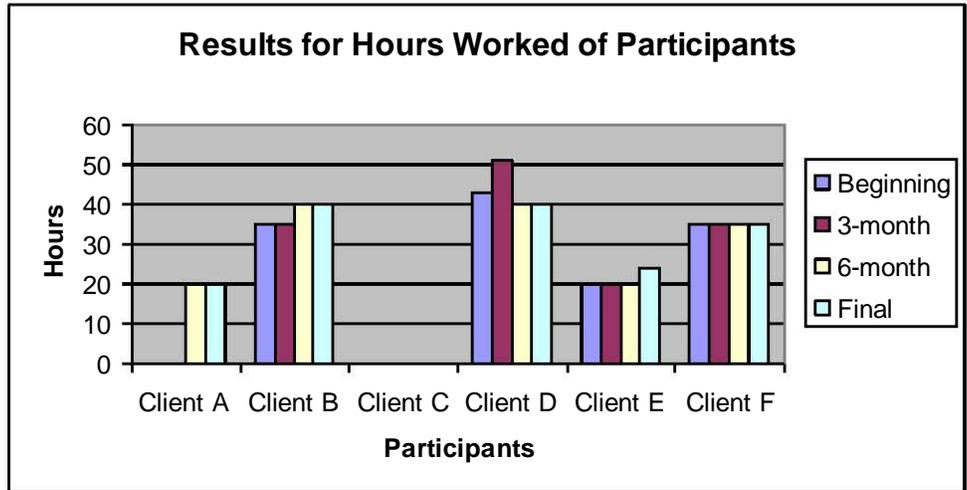
Question 4 asked how many hours a week each participant attended school. One participant answered she attended school four hours a week. This was consistent throughout the program for her. The rest of the five women answered they did not attend school.

*Work: Question 5*

Question 5 asked how many hours a week each participant worked. Four of the six women had work hours per week in the beginning of the program. Five out of the six women reported having worked weekly hours during the 3-month evaluation. This continued to the final evaluation. Client C did not work any hours during her time spent

in the program. Client C remained on unemployment but reported 20-30 hours of time spent per week looking for work (see Figure 7).

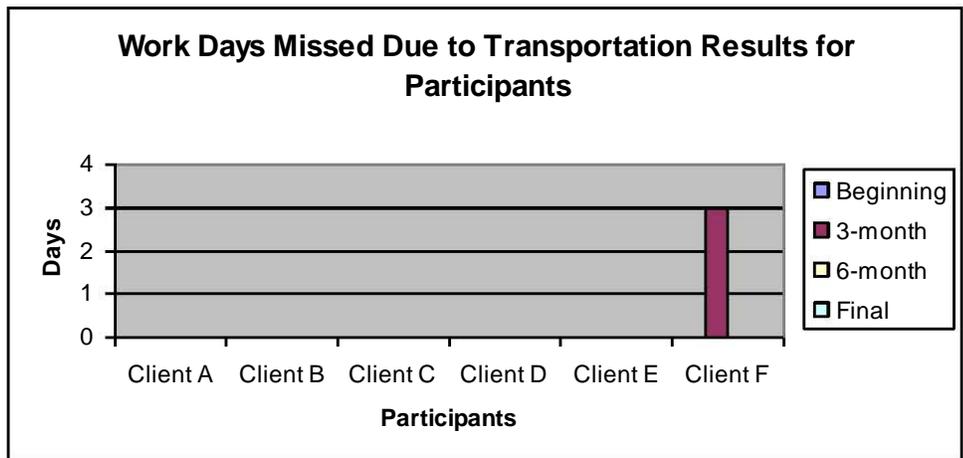
Figure 7: Results for Hours Worked of Participants



*Transportation Issues: Question 6*

Question 6 asked the participants how many days in the last month work was missed due to transportation reasons. Five of the six women reported that zero days were missed due to transportation reasons. One participant reported missing 2-3 days of work missed prior to the 3-month evaluation. It is unknown what the circumstances were surrounding this employment lapse (see Figure 8).

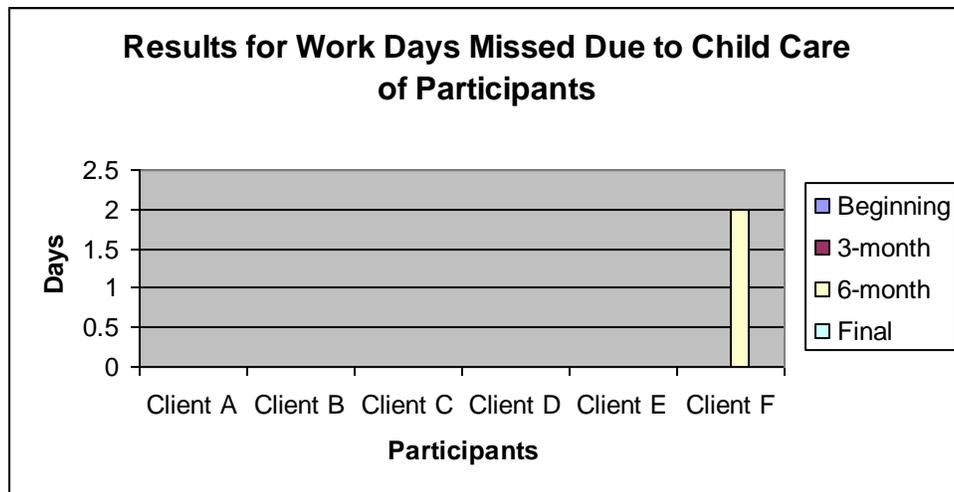
Figure 8: Results for Work Days Missed Due to Transportation of Participants



*Childcare Issues: Question 7*

Question 7 asked how many days in the last month was work/school missed due to childcare issues. Again, as reported above, five of the six women reported zero days missed due to childcare issues. Client F, same client previously, missed two days from work within the past month. Client F reported work was missed due to her “autistic grandson”. No other information was recorded about this incident (see Figure 9).

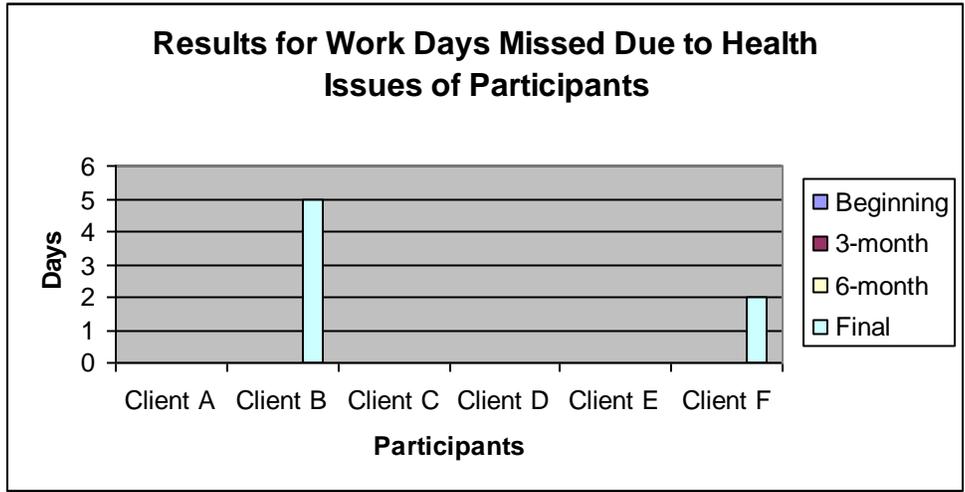
Figure 9: Results for Work Days Missed Due to Child Care of Participants



*Health Issues: Question 8*

Question 8 asked how many days within the last month work/school were missed due to illness or health issues. Four out of the six women reported zero days were missed. One participant, Client B, missed five days of work due to her mother being sick. Client F reported missing two days of work during the final evaluation. It was not documented the reasoning behind the days missed (see Figure 10).

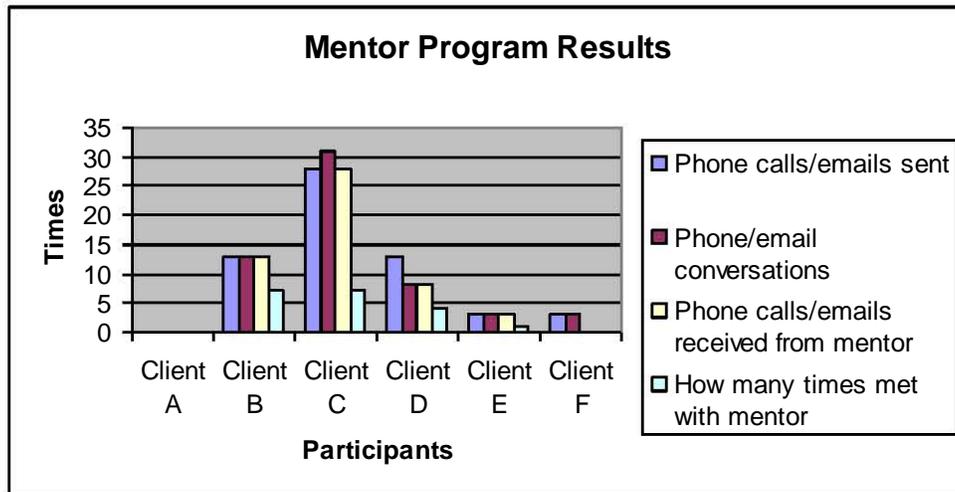
Figure 10: Results for Work Days Missed Due to Health Issues of Participants



*Mentor Results*

Other results that were analyzed were the data from the mentor questionnaire. Most of the mentor’s who were part of the program were volunteers at the center where WOTM takes place. It has been discussed to include women from past WOTM programs but nothing has been put into place as of yet. Five out of the six women had mentors. The following data is about the women who had mentors (see Figure 11). The questions asked have a range of five, so if a client circled a range of 10-15, it was documented that she answered in the middle (for example, 13 was used to indicate the range).

Figure 11: Mentor Program Results



Client A reported she did not have a mentor and she did not fill out a feedback sheet for the mentoring program, so it is unclear what happened. Although Client F had a mentor, she did not think she had established a rapport with her mentor. Data does show that attempts were made from both the mentee and the mentor to maintain contact with each other. Client F reported her experience with her mentor was unbeneficial because of her mentor’s “busy schedule”. Although Client F’s overall perspective of the mentoring program was positive, she had personal concerns with her own mentor.

*Qualitative Data*

The following are questions asked on the Final Feedback Survey and the Mentor Feedback Sheet given to each participant. These questions asked about the workshops, the WOTM program as a whole, and the mentoring program. The final question inquired feedback about the program. Overall, the women felt supported by each other and enjoyed the workshops offered. They found the support of WOTM to be beneficial because of the various outlets (mentoring, workshops, and counseling) that was offered. One of the women (Client A) did not fill out a Mentor Feedback Sheet due to not having

a mentor. The following are a few questions asked on the feedback sheets and a few quotes from the women in the group.

*In what ways did these workshops/sessions help you with your goals?*

Client A: “1) Accountability, 2) emotional support, 3) referrals to resources”.

Client B: “I really enjoyed the opportunity to practice yoga. I used to attend yoga but then it became unaffordable. This workshop definitely helped to ground me after a long week”.

Client C: “(They) improved (my) mental and physical health”.

Client D: “(They) helped (me) realize that no matter where I go, I will carry parts of these sessions in my everyday life and that I can manage my life not according to others standards for me”.

*In what other ways has WOTM program helped you?*

Client A: “Personal networking within the WOTM group, led to some professional networking opportunities outside the group”.

Client B: “Self-esteem and decision making I feel like I am more confident and able to make decisions”.

Client C: “(In) being a new resident of Rochester, WOTM has provided contact and interaction with like minded women and opportunities to begin building meaningful friendships and a local support network”.

Client F: “I believed that there is nothing accidental or arbitrary about the events or people that come into one’s life. All of these people were there for a purpose. The fullness, which I believe, has not been completely revealed”.

*Have you connected to your mentor and has it been helpful to you? How?*

Client B: “Yes, she helped me realize some of my dreams and aspirations and supported me in achieving me”.

Client F: “Although she and I did not connect during this nine month period, we have made plans to get together and find out about each other”.

*What social supports (e.g. family, friends, neighbors, faith community, therapist, do you depend on to help you reach your goals?*

Client A: “Most of my current support comes from people involved with WOTM and my therapist”.

Client B: “Boyfriend, co-workers, family, (and) mentor”.

Client C: “WOTM participants, (therapists), several neighbors, (the centers) staff and volunteers, church family, old friends I left in Missouri, new friends, artists, (and) art patron”.

Client D: Participant wrote down lead therapist’s name.

Client E: “(My) family, my children, (and) friends”.

Client F: “All of the above (referring to family, friends, neighbors, faith community, and therapist)”.

*What accomplishments in the past 3 months are you most proud of?*

Client A: “Finding employment”.

Client B: “Making the decision to go to Switzerland, meeting my \$15,000 saving goal, (and) surviving a crisis without self-harming”.

Client C: “Organizing a household garage and fine art sale that resulted in \$400 (plus) in sales”.

Client D: "Getting (an) apartment".

Client E: "I have continued to work on myself. I am finishing my dental work (and) I am proud of holding the creativity session".

Client F: "The fact that I have lost and maintained a 60 pound weight loss and that I moved into a different housing situation".

*Were there any specific ways your mentor helped you as you worked on your economic self-sufficiency goals?*

Note that Client A did not have a mentor therefore she did not fill out the paperwork

Client B: "Yes, resume help, encouraged my dream to work abroad, helped with networking, put me in touch with different organizations that could assist me".

Client C: "Participant circled on the form-provided emotional support and encouragement. One of her neighbors provided a job lead".

Client E: "Referrals, finding things on (the) internet (and) resources of classes to take".

*What advice would you give the program administrators if this pilot project were fully funded in the future?*

Client B: "I thought this worked well for me. In terms of others, make sure mentors are available to meet".

Client C: "Meet at least twice every month".

Client D: "More interaction with mentors in class settings".

Client E: "(To) get a mentor that is in the work field that the mentee wants to advance in. My experience with a mentor did not go very smooth. It was difficult to find

a time when she was available. When we finally did meet, she constantly spoke of how busy she (was). I felt as if it would not be a comfortable position to be in as her mentee...Perhaps she did not realize she was portraying herself as too busy to be a mentor. I needed to have a person I honestly believed wanted to assist me. All in all, I believe the mentor program is very important and has the potential to be a wonderful source of support”.

Client F: “Try to get a younger group of women to maximize the opportunities and minimize the distractions (excuses) for not being on the move”.

The results of these qualitative data suggested that the women gained a higher level of self-efficacy after the program. Overall the women found support within the group and were able gain growth in various aspects of their life.

#### Discussion

These results are consistent with the literature which suggested gender-specific groups help women gain a better sense of empowerment and a higher level of self-efficacy (Cottone, Drucker, & Javier, 2002). Bandura (1993) believed people support their own functioning through instruments of personal agency. The WOTM program aimed to teach women how to make personal change to increase their self-efficacy. The current study aimed to explore how effective a nine-month group, teaching women how to build self-efficacy and economic self-sufficiency was. It was hypothesized that qualitatively the program would seem effective. On the other hand, the program did not seem as effective looking at the data quantitatively. According to the results gathered from the data, half of the women achieved a higher level of income. Although this may not seem like a significant number it is quite astonishing that 50% of the participants

were able to gain a higher level of economic development, especially within the economy that paralyzes the United States today.

These data showed that there were originally 12 women who started WOTM. By the sixth month, half of those women dropped out of the program. The group leader reported most of the withdrawals occurred due to health reasons and some women's inability to commit to the nine-month program.

The results seemed to show that this program was effective. Each of the six women who completed WOTM reported obtaining many benefits from the program. This is evident by the personal stories each woman wrote on the feedback form. The program focused on the women's self-efficacy and offered various programs and workshops that they participated in. These included; the mentoring program, yoga, healing and shame workshops, creative workshop, Susan B. Anthony House field trip, and spirituality workshop. According to the Review, self-efficacy affects how an individual interprets events and motivation within that individual (Bandura, 1993). When a person has high self-efficacy that person is more likely to succeed in various areas, including career trajectories (Bandura, Barbaranelli, Caprara, & Pastorelli, 2001). Although the data showed only half of the women increased the amount of income they made per week, each participant commented on the social support that was assisted them in achieving their personal accomplishments. As discussed previously, the social supports gained through the cohesive group assisted the group members enhance his or her efficacy beliefs through vicarious experiences (Rees & Freeman, 2009). The members were able to learn through the observations of others. Verbal influence and reassurance from the support of others influence self-efficacy (Rees & Freeman, 2009).

Individuals in the group can learn off of each other. Self-efficacy has a greater chance to increase through the social support offered through both types of groups.

### *Recommendations*

The following are recommendations made by the researcher to the current WOTM program. These recommendations were developed in light of the literature review and the results from the analysis.

#### *Education*

As cited in the review, postsecondary education is important when building economic self-sufficiency (Bainbridge & Lesley, 2002; Haycock, 2001; Sewell & Shah, 1967). A recommendation for the future WOTM program is to incorporate colleges into the program. There are various local colleges that focus on adults acquiring a postsecondary education. While it is understandable that not all of the women would want to participate in this event, offering a session exclusively for college education could be beneficial to increase the women's awareness in postsecondary education.

#### *Mentoring Program*

When speaking with the lead facilitator of the group, she reported wanting to have a better handle on the mentoring program. In the evaluated program, there were two women who were not satisfied with their mentor (one participant did not have one). It seems as if the mentors are a great asset to the program. The qualitative data showed that over half of the women benefited from their mentors. The women benefited because of the relationship that was built. Because this program has such a high success rate it is suggested to have a check-in process with the mentee's and the mentor's during the initial

month of the program beginning. This way, if there is a strained relationship between the two women, there can be a re-assignment.

#### *Feedback Forms*

The feedback forms lack information such as; how many people are living in the household and how much money is monthly spent on certain items which are defined by the self-sufficiency standard (transportation, health care, child care, housing etc.) (see figure 5). It would be beneficial to also include expenses of luxury items per month. Restructuring the feedback forms would be effective because then the evaluator or group leader could identify if the women are coming into the group with or without economic self-sufficiency and how they place at the end of the program.

Another recommendation in regards to the feedback forms is to have better oversight when the forms are handed in. There were a few questions which the participants left blank or were too vague. At times it hindered the evaluation of the data because questions were either unclear or left unanswered.

A final recommendation is to incorporate more data that can be analyzed quantitatively. Due to grants being funded primarily on quantitative data, it is important to integrate this as much as possible. Examples would be to include likert-scale type questions (strongly agree – strongly disagree) and ordinal questions (answered in a numerical response).

#### *Policy and Procedure Manual*

Although this program is still considered new, a policy and procedure manual would greatly benefit this program. The manual will offer a consistent procedure in running WOTM program. This consistency will begin to eliminate certain variables;

such as blank or vague forms, proactive calls to the mentors and mentees to assess their relationship, consistent forms used each year, specific responsibilities of everyone involved in the program, and valuable contact information of presenters and workshop activities.

#### *Pre and Post Test on Self-Efficacy*

The qualitative results of this study showed that each woman drastically increased her self-efficacy, even though economic self-sufficiency was not fully improved. This is evident by words and phrases such as; “support”, “opportunity”, “improved mental and physical health”, “finding employment”, “getting (an) apartment”, and “proud”. These quotes act as a powerful message. They showed that the program does have a positive effect and provide “support” and “opportunity” to increase self-efficacy. As stated previously, self-efficacy refers to, “people’s judgments of their capabilities to organize and execute courses of action required to attain designated types of performances” (Lent & Brown, 2002, p. 78). WOTM helped to increase the women’s judgments of their capabilities. This is evident by the use of the words, “support” and “proud”. WOTM also assisted the women in executing the path of action required to achieve a chosen type of performance. This is evident by the use of the words, “finding employment” and “getting (an) apartment”.

Due to evidence supporting that WOTM assisted in increasing self-efficacy, a pre and post test on self-efficacy would benefit the program to show how effective it is in building self-efficacy. This would also help with quantitative data by providing numerical data to analyze. An example of this is included in Appendix G.

*Limitations*

There were a number of limitations throughout the course of this study. Economic self-sufficiency is difficult to define. It is ethically difficult to define what is sufficient for one family than for the next. An aspect of this study that is more difficult to understand is if the participants were able to gain economic self-sufficiency. Although the data showed income levels over a span of nine months, it did not indicate economic self-sufficiency.

Another limitation was the blank questions on the survey forms. Data was not accurately obtained and this hindered precise conclusions about how effective the program is. The survey forms that were handed in included a Spring Feedback Form, a Fall Feedback Form, and a Final Feedback Form. The Final Feedback Form did not include finalized nine month questions, only six month questions. For example, Question 3 on the Final Feedback Form asked, “How much money do/did you make per week after 6 months in the program?” What the form does not ask is how much the participants made after nine months in the program. Although it seems as if the participants answered the questions based on a final answer, it cannot be assumed. It seems as if there are different variations of the Feedback Forms (as evident by Appendix B and D) and a more concise and consistent version would be beneficial to the program and for future evaluations.

A final limitation throughout this study was the actions taken due to work being missed due to transportation, childcare, or healthcare issues. The questions were asked but it is unclear what supports were put into place after a participant missed work due to transportation issues. An action summary sheet would be beneficial to attach to each

participant who answered they had specific issues that prevented them from attending work.

### *Future Research and Implications for the Counseling Practice*

This study indicated that a nine month program can improve a woman's economic status and self-efficacy. It is unclear if the program can fully assist in economic self-sufficiency but it is apparent that the woman increased their self-efficacy. Involvement of more participants over time would allow for a more considerable impact. This will allow for a more elaborate study because the group would be on a much larger scale. There are specific tools that would help to understand this study in the future. These tools include a more concise feedback forms that have an increase in quantitative analysis (this includes a pre and post self-efficacy test) and a specific way to evaluate the qualitative data. These data came across as an important aspect upon analysis of the program. It was unclear how powerful these data were until all the information was collected. A tool used to address this data would greatly show what the quantitative data could not.

### *Conclusion*

“What is known is that women who are older, minority, lower class, and less educated have the hardest time finding a comparable job” (McAtee & Benshoff, 2006). It is evident that women struggle economically (London, 2006). The literature reflects that group counseling allows participants to share experiences and build on each other's skills (Waldo, 1987). Self-help groups offer a social support system (Rees & Freeman, 2009). This support system is found within the members of the group. It is found that social supports influence task performance (Rees & Freeman, 2009). The analysis conducted

has been congruent to the literature discussed. The research presented concluded that a nine-month program can assist women in building a higher level of economic self-sufficiency by providing support through a group process and building upon self-efficacy.

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Appendices

Appendix A

**Email Approving Proposal**

Regarding your proposal #2008-170

From: Kristin Dauenhauer

<kdauenha@brockport.edu>

Add to Contacts

To: greenrachow@yahoo.com

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Lindsay-

I have received feedback from the Chair regarding your proposal. Your proposal has been approved. Shortly you will receive an official approval letter from the IRB office. In the interim, please feel free to begin your study.

Thanks,  
Kristin

Kristin Dauenhauer

IRB Coordinator

P 585-395-2779

F 585-395-2006

[kdauenha@brockport.edu](mailto:kdauenha@brockport.edu)

(Tuesday March 31, 2009 at 12:55 PM)

Appendix B

Women On the Move  
Fall 2007 Feedback Survey

**Part I: Education, Work, and Income**

1. How much money did you make per week when you started Women on the Move?  
\$\_\_\_\_\_
2. How much money do/did you make per week after 3 months in the program?  
\$\_\_\_\_\_
3. How much money do/did you make per week after 6 months in the program?  
\$\_\_\_\_\_
4. How many HOURS a week do you attend school? \_\_\_\_\_
5. How many HOURS a week do you work? \_\_\_\_\_
6. How many days in the last month have you missed work because of transportation?\_\_\_\_\_
7. How many days in the last month have you missed work/school because of childcare issues?\_\_\_\_\_
8. How many days in the last month have you missed work/school because of illness or health issues?\_\_\_\_\_

**Part II: Women on the Move Programming**

**Circle the programs that you have participated in this fall:**

Budgeting Workshop (1<sup>st</sup> session, 2<sup>nd</sup> Session)  
(Circle all that apply)

Self Esteem Workshop (1<sup>st</sup> Session, 2<sup>nd</sup> Session, 3<sup>rd</sup> Session, 4th session)  
(circle all that apply)

14. In what ways did this fall's workshops/sessions help you with your top three goals?

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15. In what other ways has Women on the Move program helped you?

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16. What are some ways the program can continue to help you?

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**Part III: Personal Goals**

16. Have you changed any of your long term goals?            YES            NO

17. Has your housing situation improved?                    YES            NO

18. Have you received a loan/ promissory note?            YES            NO

28. What social supports (e.g. family, friends, neighbors, faith community, therapist) do you depend on to help you reach your goals?

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29. What barriers/challenges do you face that impact your personal goals? (check all that apply)

	<b>Goal 1</b>	<b>Goal 2</b>	<b>Goal 3</b>
Financial	_____	_____	_____
Family Responsibilities	_____	_____	_____
Health/Mental Health	_____	_____	_____
Education/Training	_____	_____	_____
Transportation	_____	_____	_____
Parenting Responsibilities	_____	_____	_____
Child care Issues	_____	_____	_____
Debt	_____	_____	_____
Legal Issues	_____	_____	_____
Relationship Stress	_____	_____	_____
Other: _____	_____	_____	_____

30. What accomplishment in the past 3 months are you most proud of?

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Thank You!!!!

Appendix C

Women On the Move  
Spring 2009 Feedback Survey

**Part I: Education, Work, and Income**

9. How much money did you make per week when you started Women on the Move?  
\$\_\_\_\_\_
10. How much money do/did you make per week after 3 months in the program?  
\$\_\_\_\_\_
11. How much money do/did you make per week after 6 months in the program?  
\$\_\_\_\_\_
12. How many HOURS a week do you attend school? \_\_\_\_\_
13. How many HOURS a week do you work? \_\_\_\_\_
14. How many days in the last month have you missed work because of transportation?\_\_\_\_\_
15. How many days in the last month have you missed work/school because of childcare issues?\_\_\_\_\_
16. How many days in the last month have you missed work/school because of illness or health issues?\_\_\_\_\_

**Part II: Women on the Move Programming**

**Circle the programs that you have participated in this spring:**

Living Alone Workshop

Personal Boundaries Workshop

Money Management Workshop (Parts I & II)

Self-Esteem 1 or 8 Gates of Wisdom

(circle all that apply)



Health/Mental Health	_____	_____	_____
Education/Training	_____	_____	_____
Transportation	_____	_____	_____
Parenting Responsibilities	_____	_____	_____
Child care Issues	_____	_____	_____
Debt	_____	_____	_____
Legal Issues	_____	_____	_____
Relationship Stress	_____	_____	_____
Other:_____	_____	_____	_____

22. What accomplishment in the past 3 months are you most proud of?

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Thank You!!!!

Appendix D

Women On the Move  
Fall 2008 Feedback Survey

**Part I: Education, Work, and Income**

- 17. How much money did you make per week when you started Women on the Move?  
\$\_\_\_\_\_
- 18. How much money do/did you make per week after 3 months in the program?  
\$\_\_\_\_\_
- 19. How much money do/did you make per week after 6 months in the program?  
\$\_\_\_\_\_
- 20. How many HOURS a week do you attend school? \_\_\_\_\_
- 21. How many HOURS a week do you work? \_\_\_\_\_
- 22. How many days in the last month have you missed work because of transportation?\_\_\_\_\_
- 23. How many days in the last month have you missed work/school because of childcare issues?\_\_\_\_\_
- 24. How many days in the last month have you missed work/school because of illness or health issues?\_\_\_\_\_

**Part II: Women on the Move Programming**

**Circle the programs that you have participated in this fall:**

Community Meeting/Journaling Workshop

Budgeting Workshop

Mentor/Mentee Meet and Greet

Self Esteem Workshop (1<sup>st</sup> session, 2<sup>nd</sup> session, 3<sup>rd</sup> session, 4th session, 5<sup>th</sup> session, 6<sup>th</sup> session)

(circle all that apply)

14. In what ways did this fall’s workshops/sessions help you with your top three goals?

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Child care Issues	_____	_____	_____
Debt	_____	_____	_____
Legal Issues	_____	_____	_____
Relationship Stress	_____	_____	_____
Other: _____	_____	_____	_____

27. What accomplishment in the past 3 months are you most proud of?

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Thank You!!!!

Appendix E

**WOTM Survey**

Mentor:

Mentee:

*Please respond to the following questions:*

1. Do you feel you and your mentee were able to establish a rapport?  
 Yes                      No
2. How many phone calls did you make/emails did you send to your mentee?  
 0-5                      5-10                      10-15                      15-20
3. How many phone/email conversations did you and your mentee have?  
 0-5                      5-10                      10-15                      15-20
4. How many phone calls/emails did you receive from your mentee?  
 0-5      5-10                      10-15                      15-20
5. How many times did you and your mentee meet one on one or with another mentor?  
 1      2      3      4      5      6      7+
6. Please list the types of activities you and your mentee participated in together:
7. Were you able to attend any WOTM events with your mentee?  
 Yes                      No
8. Were there any specific ways you were able to help your mentee as she strove toward economic and personal self-sufficiency (e.g. advocated, provided emotional support and encouragement, helped with resume, job search, referred to agency/jobs, searched for housing, etc.)
9. Did you feel you had a chance to make a difference in the life of a woman in our community?  
 Yes                      No (Please explain)
10. Do you feel you have gained a deeper understanding of the successes and challenges WOTM participants overcome as they work toward their academic and/or professional goals?  
 Yes                      No

11. Any suggestions you would like to make for improving the WOTM mentoring program?

## Appendix F

*Thank you for your participation and feedback!*

**WOTM Follow-up Survey 2009**

The *Women on the Move* program has recently completed its second successful season. Now that one year has passed since your graduation, we would like to ask you some questions to help us track your efforts toward your economic and personal self-sufficiency goals, and WOTM's possible impact. We appreciate your willingness to help us improve the program and make a difference in the lives of other women in the community.

1. How many hours per week do you currently work?
2. How much money per week are you currently earning?
3. Have you changed jobs within the past year (since June '08)?
4. Was this job change by choice or due to a lay-off or termination?
5. Do you feel that you have made strides toward your goals in the past year?  
(Please review list below and elaborate, as appropriate.)
  - Employment
  - Finances
  - Family/relationship
  - Mental Health
  - Physical Health
  - Education/Training
  - Transportation
  - Housing
  - Social support
6. If you had a mentor, have you stayed connected with her in the past year? In what ways?
7. Looking back, do you feel that WOTM was helpful to you? How?
8. Would you refer someone you know to the program this fall? Would you like to be kept informed about upcoming programming?

Thank you!

Appendix G

**Example of a pre and post test on self-efficacy.**

**General Self-Efficacy Questionnaire**

- 1 I can always manage to solve difficult problems if I try hard enough.
- 2 If someone opposes me, I can find the means and ways to get what I want.
- 3 It is easy for me to stick to my aims and accomplish my goals.
- 4 I am confident that I could deal efficiently with unexpected events.
- 5 Thanks to my resourcefulness, I know how to handle unforeseen situations.
- 6 I can solve most problems if I invest the necessary effort.
- 7 I can remain calm when facing difficulties because I can rely on my coping abilities.
- 8 When I am confronted with a problem, I can usually find several solutions.
- 9 If I am in trouble, I can usually think of a solution.
- 10 I can usually handle whatever comes my way.

**General Self-Efficacy Questionnaire**

**Response Format**

1 = Not at all true 2 = Hardly true 3 = Moderately true 4 = Exactly true

(Obtained from:

[http://www.drjenna.net/checklists/positive\\_psych/self\\_efficacy\\_quest.pdf](http://www.drjenna.net/checklists/positive_psych/self_efficacy_quest.pdf) November 19, 2009).