

THE UNIVERSITY OF CALGARY

PARENTHOOD CONSIDERATIONS OF CAREER WOMEN

by

JUDITH CAROL DANILUK

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES  
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE  
DEGREE OF MASTER OF SCIENCE

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY

CALGARY, ALBERTA

SEPTEMBER, 1982

© JUDITH C. DANILUK, 1982

THE UNIVERSITY OF CALGARY  
FACULTY OF GRADUATE STUDIES

The undersigned certify that they have read and recommend to the Faculty of Graduate Studies for acceptance, a thesis entitled, "Parenthood Considerations of Career Women" submitted by Judith Carol Daniluk in partial fulfillment of the requirements for the degree of Master of Science.



Dr. A. Herman, Supervisor  
Department of Educational  
Psychology

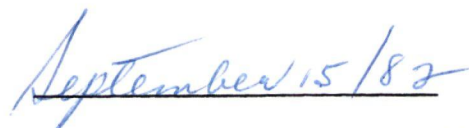


Dr. L. P. Cammaert  
Department of Educational  
Psychology



Dr. M. E. Valentich  
Faculty of Social Welfare

DATE:



## ABSTRACT

The purpose of the study was twofold. First, the study was designed for the purpose of determining if a 20-hour workshop would increase decision ease and facilitate the decision making of career women who were experiencing difficulty in deciding whether or not to have children. Second, the study was conducted for the purpose of identifying and examining specific personality characteristics which may be correlated with reproductive decision making and reproductive choice selection.

Twenty women, ranging in age from 25 to 39 years, voluntarily participated in the program which ran one night per week for a period of eight weeks. Beach, Townes and Campbell's Optional Parenthood Questionnaire (OPQ), was utilized as a pre-test and post-test measure to determine the ability of the program to facilitate the reproductive decision making of the program participants. Also, Jackson's Personality Research Form (PRF) was utilized as a measure of the personality characteristics of the women in the program. Statistical analysis included: 1) Analysis of variance and a nonparametric sign test for the OPQ data; and 2) A discriminant analysis, a one-way analysis of variance and two sample t-tests for the data obtained by the PRF.

Hypotheses I and II stated that program participants' attitudes, feelings and inclinations towards parenthood, as

measured by the overall OPQ balanced scale score and by the eight OPQ subscale scores, obtained prior to and following the "Children: Yes or No" program, would differ significantly from pre-test to post-test. Statistically significant differences were not found (at the  $p \leq .05$  level), and the hypotheses were therefore rejected.

Hypothesis III stated that a significant difference would exist between the PRF scores obtained by the women who, by the program's conclusion, chose to have children, the women who chose not to have children, the women who postponed their choice for a specific time period, and the women who remained undecided. Statistically significant differences were not found, and the hypothesis was therefore rejected.

A subjective program evaluation completed by participants at the conclusion of the workshop did indicate, however, that 42% of the women made a decision regarding parenthood following the completion of the program, and that all of the participants felt more comfortable in dealing with the parenthood question as a result of their workshop experience. Increased communication with spouse, family members, and friends regarding the parenthood issue, and the development of greater self-awareness and awareness of others regarding fertility-related concerns, was indicated by several program participants to be a consequence of their workshop experience.

## ACKNOWLEDGEMENTS

I wish to express my sincere gratitude and appreciation to the following people, without whose support and assistance, this study would not have been completed:

Shirley Byford-Tontini, for her personal honesty and insightful conversation, which initially served to inspire the study.

Dr. Lorna Cammaert and Dr. Carolyn Larsen, for their guidance and direction in the early stages of the research.

The Faculty of Continuing Education and, in particular, Dr. Catherine Warren, for sponsoring the program.

Lauris Halajeski, for sharing her time and her skills in leading the small groups.

Sharon Crozier, for leading the small groups and for her excellent feedback during the program.

The guest speakers, for their openness and honesty in sharing their insights, knowledge and a special part of themselves, with the women in the program.

The twenty women who participated in the program, for their input and cooperation and for their willingness to approach such important life decisions in an informed, responsible and caring manner.

Dr. Al Herman, for his willingness to act in a supervisory capacity, and for his unique ability to provide direction and encouragement, in a manner which serves to both motivate and support.

My mother and father, for instilling in their children a belief in themselves and in the value of human life.

David, for always being there to provide personal support and a window through which I was able to maintain a realistic perspective.

Mark Kolodziej and Gesila Engles, for sharing their knowledge and time in the area of statistical analysis and interpretation.

Joyce Day for her help with grammar and proofreading, and for her assistance in typing the manuscript.

Don't turn away from possible  
futures before you're certain  
you don't have anything to  
learn from them.

- Bach, 1977

## TABLE OF CONTENTS

	<u>PAGE</u>
APPROVAL SHEET.....	ii
ABSTRACT.....	iii
ACKNOWLEDGEMENTS.....	v
LIST OF TABLES.....	x
CHAPTER ONE	
STATEMENT OF THE PROBLEM.....	1
CHAPTER TWO	
REVIEW OF THE LITERATURE.....	11
Decision Making Models & Factors.....	13
Reproductive Decision Making Programs.....	30
Personality Variables Related to the Parenting Decision.....	44
Statement of the Hypotheses.....	51
CHAPTER THREE	
METHODOLOGY.....	55
Subjects.....	55
Instrumentation.....	60
Procedure.....	68
Statistical Analysis.....	74
CHAPTER FOUR	
RESULTS.....	78
CHAPTER FIVE	
DISCUSSION.....	95
Restatement of the Purpose.....	95
Discussion of the Sample.....	96
Summary and Discussion of Results.....	99



TABLE OF CONTENTS (CONTINUED)	<u>PAGE</u>
Participants' Evaluation of the Program.....	108
Implications for Further Research.....	119
REFERENCES.....	122
APPENDICES.....	130
A. PERSONAL INFORMATION SHEET.....	131
B. CHILDREN: YES OR NO COURSE EVALUATION....	134
C. PROGRAM FLIER.....	142
D. CHILDREN: YES OR NO PROGRAM DESCRIPTION..	144
E. BY GROUP t-TEST CONTRASTS FOR EACH PRF PERSONALITY VARIABLE.....	162

## LIST OF TABLES

	<u>PAGE</u>
TABLE 1: Decision Positions of Participants Following their Participation in the "Children: Yes or No" Program as Indicated in the Final Course Evaluation.....	79
TABLE 2: Frequency and Percentage of Reported Actions Implemented by Participants as a Result of their Participation in the "Children: Yes or No" Program...	81
TABLE 3: Means, Standard Deviations and F Ratios on the OPQ Overall Score and Eight Subscores for Women Prior to and Following the Program.....	83
TABLE 4: Sign Test Results for Determining Trend in the Overall OPQ Scores from Pre-Test to Post-Test.....	85
TABLE 5: Means and Standard Deviations of the Personality Variables Measured by the PRF for Women in the "Children: Yes or No" Program and for Women in the Normative Sample.....	86
TABLE 6: Means, Standard Deviations and F Ratios of Personality Variables Measured by the PRF, for Women Who Remained Undecided, for Women Who Postponed their Choice, for Women Who Chose to Have Children, and for Women Who Chose Not to Have Children.....	87
TABLE 7: Two Sample t-Test Contrast of Autonomy Scores Obtained on the PRF by Women Who Remained Undecided and Women Who Chose to Have Children.....	89
TABLE 8: Two Sample t-Test Contrast of Autonomy Scores Obtained on the PRF by Women Who Chose to Have Children and Women who Chose Not to Have Children.....	89

## LIST OF TABLES (CONTINUED)

PAGE

TABLE 9:	Two Sample t-Test Contrast of Understanding Scores Obtained on the PRF by Women Who Postponed their Decision and Women Who Chose to Have Children....	91
TABLE 10:	Summary Table of the Discriminating Variables Identified by the Step-Wise Discriminant Analysis Conducted on the PRF Personality Variables.....	92
TABLE 11:	Canonical Discriminant Functions of the Discriminating Personality Variables Identified by the Step-Wise Discriminant Analysis.....	92
TABLE 12:	Standardized Canonical Discriminant Function Coefficients for the Three Personality Variables Identified as Discriminating by the Step-Wise Discriminant Analysis.....	93
TABLE 13:	Canonical Discriminant Functions Evaluated at Group Means for the Four Groups of Women in the Program.....	93

## CHAPTER ONE

### STATEMENT OF THE PROBLEM

From their earliest beginnings human beings have been required to weigh alternative courses of action, and make choices regarding virtually all aspects of their lives. The decisions have been influenced by numerous environmental, physiological, cultural, social and psychological factors which serve to increase or decrease the desirability of certain options, thereby motivating individuals to exercise their freedom to choose, in a direction which they believe will warrant the greatest gains (Beckman, 1977; Townes, Beach, Campbell & Martin, 1977). Implicit in the discussion of choosing between alternatives is the assumption that a decision situation involves more than one possible outcome and that the individual must be aware of the choices (Thoen, 1979), and must feel free to exercise his or her will in choosing an appropriate course of action (Marciano, 1978). Decisions may be made on a rational and/or emotional level, and the complex interplay between these two factors often forms the basis for the choices which an individual makes (Janis & Mann, 1977). Decisions may range from simple, inconsequential choices to more serious, life altering choices which have a substantial impact on all subsequent options open to an

individual throughout his or her lifetime. The severity of the possible alternative consequences may be seen to influence the difficulty experienced by an individual when faced with a life-altering choice. It is precisely this type of decision difficulty that the present research will attempt to explore.

Recent research indicates that women who are presently in their childbearing years face a unique and serious conflict in terms of choosing a lifestyle which is most congruent with their beliefs, values, interests, motivations and goals, and which will bring them the greatest degree of personal satisfaction and fulfillment (Bombardieri, 1981; Cammaert & Larsen, 1979; Veevers, 1980; Whelan, 1980). Today's women have been raised with traditional values, beliefs and sex-role stereotypes, and yet they are presently living in a time when the emergent cultural values and lifestyle pressures conflict with these traditional values and lifestyle orientations. Economically as well, times have changed, and the lifestyles and role designations of the past have of necessity been radically altered.

Women who are presently in their twenties and thirties have been raised by parents who strongly adhered to

the social norms which at that time exalted the family unit and emphasized the primary role of motherhood for all women who possessed the necessary reproductive capacity (McBride, 1976; Movius, 1976; Russo, 1976). The post-war period was characterized by an extraordinarily pronatal, family-centered orientation (Bardwick, 1979), during which time the majority of women of childbearing age who were no longer required in the work force, took up the role and cause of motherhood with a previously unknown fervor (Rollin, 1970). Childbearing and childrearing became almost a cult for the women of the forties and fifties, who unquestioningly accepted motherhood and were determined to find personal satisfaction and fulfillment in the maternal role. In a pronatalistic push, books and popular magazines romanticized the role of mother (Barnett & Baruch, 1978; Pohlman, 1969; Veevers, 1980), and placed upon the shoulders of women the primary responsibility for raising well-adjusted, achievement-oriented offspring, who would contribute to future generations (McBride, 1976; Russo, 1976; Whelan, 1980). These women rose to the challenge and were seen to devote their time and energy to the task of instilling in their children a great desire for accomplishment (Whelan, 1980). It is these women, dedicated to the role of wife and mother, who served as primary female role models for the present generation of younger women.

Rapid social, political and economic changes began to occur in the mid-sixties, which had a pronounced impact upon the beliefs, values, attitudes and goals of those who were growing up during that time of transition (Potts, 1980; Russo, 1976; Veevers, 1980; Whelan, 1980). The late sixties and early seventies saw a change in social attitudes and a greater acceptance of alternative lifestyles. Environmentalists drew attention to the ecological problems of pollution, and people became increasingly conscious of the world's diminishing resources and soaring population demands (Scott, Blachman, Scott & Zola, 1981; Wells, 1979; Whelan, 1980). A greater number of women were aspiring to higher educational and occupational levels (Barnett & Baruch, 1978; Holahan & Gilbert, 1979), and there became an increasing need for two income families to meet the demands of the escalating economy (Bardwick, 1979; Holahan & Gilbert, 1979; Veevers, 1980; Whelan, 1980). The impact of the Women's Liberation Movement began to be felt, and many women were starting to exhibit a desire for greater independence and self-sufficiency (Bardwick, 1979; McBride, 1976). The sexual revolution occurred in response to dramatic advances in contraceptive technology, which served to free women from their previous sexual constraints and for the first time in history to offer control over their reproductive decision making (Potts, 1980; Whelan, 1980).

With more women entering the work force, sex role distinctions became less pronounced and more egalitarian relationships began to form between husbands and wives (Rossi, 1968). Women were finding themselves in roles which offered appealing and fulfilling alternatives to motherhood, and as such, began to delay the age of marriage and childbearing, while concentrating their energies and attentions on occupational and educational pursuits.

It was indeed a liberating time for women, with increasing role options and control over areas of their lives which in the past had been dictated by the needs of others, and by social convention (Bardwick, 1979; Cammaert & Larsen, 1979; Veevers, 1980; Whelan, 1980). For the first time in many years women had the freedom to choose, and the ability to plan the course which their lives would take (Whelan, 1980).

Of the many options which have become available to women over the past several years, the choice which seems to pose considerable difficulty is whether to accept or reject the motherhood role (Fabe & Wikler, 1979; Harris, Durkin & Flores, 1979; McBride, 1976; Veevers, 1980; Whelan, 1980). The difficulty of this choice is particularly pronounced for those career-oriented women who,



having spent their early reproductive years in pursuit of satisfying educational and career alternatives, are now faced with the dilemma of making a choice which may radically alter their present lifestyles, and which will have far reaching implications for the course which the remainder of their lives will take. While often satisfied with their careers and relationships, women are acutely aware of the biological time limitations on their reproductive capacity (Fabe & Wikler, 1979; Scott et al., 1981). Having experienced the social, personal and economic advantages of a childfree lifestyle (Veevers, 1980), and yet strongly influenced by their past social indoctrination which placed considerable emphasis upon the joys and fulfillments inherent in the motherhood role, women of the present generation find themselves torn and conflicted over this unique dilemma; a dilemma with which they feel unprepared and unequipped to deal (Bombardieri, 1981; McBride, 1976; Prochaska & Coyle, 1979; Thoen & Russell, 1979; Veevers, 1980; Whelan, 1980).

In considering their options, today's women are hampered by the lack of concrete information available on the implications of choosing to have children or to remain childfree, while concurrently pursuing a career. Being an interim generation of women who are breaking new ground

in the area of womens' roles (Cammaert & Larsen, 1979; Dreifus, 1977; Whelan, 1980), few role models are available of women who have chosen to forego motherhood in pursuit of alternate forms of fulfillment, or who have chosen to successfully combine a career and motherhood (Fabe & Wikler, 1979; Russo, 1976). The implications of daycare and the impact of working mothers on the lives and development of their children have yet to be clearly established (Hoffman, 1974). While anxious to capitalize on their new freedom to pursue the many available sources of personal fulfillment, women are fearful of making choices which may be deleterious to their own well-being and to the development and satisfaction of their partners and their potential children (Bombardieri, 1981; Veevers, 1980; Whelan, 1980). If as Veevers (1980) suggests, rational decision making is predicated upon being able to make accurate predictions regarding the consequences of one's choices, the inherent difficulty in making such a decision about having children or remaining childfree becomes apparent. While women now have the freedom to choose the course which their lives will take, a lack of accurate information on the long-term consequences of these choices may well lead to confusion and indecision.

Compounding this decision difficulty is the very

nature of the parenthood choice itself. Few choices in life are as subject to the social pressures and sanctions which befall the choice to accept or reject parenthood (Russo, 1976; Veevers, 1980; Whelan, 1980), and rarely do such decisions have the far reaching implications and element of irreversibility that characterizes the parenthood option. While one may change careers or marriage partners, should the arrangement prove unsatisfactory, one cannot return a child after she/he has entered this world. Also, once an individual has allowed her biological time clock to run out, she has forfeited her option to bear a child (Fabe & Wikler, 1979; Scott et al., 1981). When the decision to accept or reject parenthood is made and acted upon, the die is cast and the choice can rarely be reversed. A further difficulty inherent in the parenthood dilemma involves the unpredictability of the choice. It is hard to know one's parenting capacities in advance, and there are no guarantees regarding the health, sex or personality characteristics of the child one creates.

The responsibility for creating a new life is awesome indeed, and many of today's women find themselves paralyzed with indecision when faced with what they perceive to be the choice between two conflicting yet valued roles (Bombardieri, 1981; Scott et al., 1981; Veevers, 1980;

Whelan, 1980). Today's women are a generation in transition, who have "the freedom of a new era and the mental baggage of the past" (Dreifus, 1977, p. 291). The reproductive decisions made by women of the present generation will have great personal and social implications for the present and future generations, and as such, assistance and support for making appropriate and satisfying choices must be provided, particularly by the health and helping professions.

The present study has been designed in response to this need, for the purpose of determining if decision making assistance in the form of a 20-hour program, will facilitate the decision making of career women who are conflicted over the parenthood dilemma. If women who are experiencing difficulty over the decision to accept or reject motherhood, are provided with an opportunity to gather accurate information in relation to their alternatives and the possible outcomes of their choices, and are assisted in clarifying and understanding their values, attitudes, motivations and beliefs in relation to their past social indoctrination and present lifestyles, perhaps their comfort level and ability to deal with the parenting decision may be increased. It is hoped that through this process they may be better prepared to overcome the impasse in

their decision making.

The second purpose of the present study is to examine the personality characteristics which may differentiate between those who choose to have children, those who choose not to have children, and those who remain undecided.

There is some evidence to suggest that women who choose to forego parenting are more achievement-oriented and autonomous than their counterparts who accept the motherhood role (Ory, 1978; Houseknecht, 1978; Veevers, 1980); however, more extensive research is required to investigate the nature of the relationship between the personality variables, decision making skills and parenthood orientation of today's interim generation of women.

## CHAPTER TWO

### REVIEW OF THE LITERATURE

In reviewing the relevant literature related to the reproductive choices which women make, three areas of study will be highlighted: the decision making process, previous reproductive decision making programs, and a review of personality variables which may be related to the parenting decision. An examination of the research regarding the decision making process itself, and the major components and factors which comprise and affect this process, may assist in providing a context within which the program designed for the present study may be better understood. When reviewing the specific factors which influence reproductive decision making, an important area of consideration is the impact of social pressures on the reproductive choice process. Few decisions in life are as subject to the social pressures and sanctions which characterize the choice to accept or reject parenthood (Peck & Senderowitz, 1974; Veevers, 1980). It becomes important, therefore, to understand the impact of pronatalistic pressures and other internal and external factors on the reproductive choice process.

An understanding of the decision making process and

of the impact of specific factors which impinge upon this process, provides a basis for discussing the various decision making programs which have been developed in the past several years to assist individuals in overcoming their reproductive decision making difficulties, so that they may make more satisfying and responsible reproductive choices. A review of previous program designs and their outcomes, may assist in identifying content areas and specific techniques which, when incorporated into a more complete and comprehensive program format, may better serve to facilitate the reproductive decision making process, and to increase participant's comfort in dealing with the parenthood option.

Finally, a dearth of information is available on the personality characteristics of those who choose to accept parenthood and of those who continue to experience decision difficulty in the area of reproductive decision making. Past research has tended to concentrate on the personality variables of those individuals who have chosen to accept the more deviant lifestyle of the childfree.. The limited available research in this area will be reviewed, and the need for more extensive research regarding personality characteristics and their relationship to reproductive decision making will be discussed.

### Decision Making Models and Factors

In reviewing decision making models and the specific factors and components which are related to reproductive choice, it appears best to first discuss decision making from a more general perspective. In this way, considerations unique to reproductive choice selection may be placed within the larger conceptual framework of the decision making process itself.

Festinger (1967) in discussing the process of decision making, identifies two decision periods: the predecision and the postdecision period. According to this model, the period of predecision involves the recognition of one's choices, the collection of relevant information regarding the available alternatives and their respective consequences, an examination and evaluation of this information by the individual in relation to his/her beliefs, values, attitudes and motivations, and the establishment of a choice preference. During the predecision period, decision making avoidance may be apparent, perhaps arising from a deficit in the necessary informational input, or from the inability to introspectively integrate and evaluate the relevant information in relation to one's personal characteristics. According to this model, when an individual becomes sufficiently confident that his/her current



alternative preference will remain stable (Festinger, 1967), a decision has been made. The postdecision period then involves transforming the decision into a commitment and taking the appropriate action to carry out the commitment. During the postdecision period, Festinger (1967) hypothesizes that the decision maker cognitively alters his/her perceptions of the chosen option in a manner which serves to increase the attractiveness of the selected option, and to reduce the amount of dissonance experienced regarding the decision situation.

In accordance with Festinger's (1967) model, decision making assistance during the predecision period may involve the provision of relevant information regarding the available alternatives and their consequences, facilitation of the decision maker's level of self-awareness, and assistance in cognitively and affectively integrating these two forms of information. In the case of the parenthood option, an individual may be conflicted over being socially pressured into accepting a role which she/he does not favor, and as such, she/he may require assistance at this time in recognizing that a choice situation does in fact exist, and that other viable alternatives are available (Veevers, 1980). In the postdecision period, individuals may require assistance in transforming their decision into

a commitment, and in alleviating the uncertainty which accompanies the abandonment of one desired alternative in favor of another (Bombardieri, 1981; Whelan, 1980). Support may also be required during the time when an important decision is being acted upon and the repercussions of the choice are beginning to be felt (Houseknecht, 1977).

Cammaert and Larsen (1979) divide the decision making process into the following six steps:

1. Defining the decision to be made;
2. Gathering relevant information;
3. Evaluating the information;
4. Choosing possible alternatives based on steps two and three;
5. Taking action on one's choices and plans; and
6. Evaluating progress and reviewing the process.

The task or tasks which accompany each step constitute a progression from the recognition of the existence of a choice situation, to a postdecision re-evaluation and review of one's choice in relation to internal and external changes which may have occurred and which may necessitate alterations in one's initial decision. Responsible and

informed choice selection involves the careful consideration of one's values, abilities, interests, needs, responsibilities, personal, economic and community resources, and may require the assistance of others in the form of advice, information and/or support (Cammaert & Larsen, 1979). According to Cammaert and Larsen (1979), the making of critical life decisions is a 'process' which requires time and great care.

Both of the above decision making models emphasize the need for careful consideration of the available alternatives and accurate information regarding their potential consequences, if one is to make an informed and satisfying decision. It is important that an individual evaluate the short- and long-term consequences of the respective options, in relation to his/her personal needs, values, characteristics, motivations and goals. Without this important information, decision making difficulty may be enhanced, as is often the case with the parenthood option (Bombardieri, 1981; Veevers, 1980; Whelan, 1980). The provision of accurate information on the available alternatives and their consequences, and the facilitation of self-awareness, may therefore be important steps in alleviating decision difficulties.

In their decision making model, Cammaert and Larsen (1979) include as an important step in the decision making process a postdecision re-evaluation and review of one's choice at regular intervals. With reproductive decisions, however, this step becomes more restricted once action has been taken to have a child or to become sterilized. While an individual may review his/her choice selection and gauge his/her level of satisfaction with the alternative which the individual has chosen, the choice is virtually irreversible and only the method of dealing with the consequences of one's choice may be subject to alterations. As such, the importance of making responsible, informed and personally satisfying decisions regarding the acceptance or rejection of parenthood becomes apparent.

Haas (1974) developed a complex decision making model which relates specifically to the reproductive decision making process, and which is based upon a thorough review of the fertility related decision making literature. Primary emphasis is placed upon decision making during the preconception time period, which may encompass many years and which is begun at some level once an individual has initiated sexual activity and is cognizant of his/her birth planning control (Haas, 1974). The preconception period is considered to be the most difficult and complex stage

of fertility decision making, and involves the recognition that one is susceptible to conception, the perception of personal control over birth planning, and the development of specific attitudes towards pregnancy (Haas, 1974). An individual's attitudes towards pregnancy are said to develop from an analysis of the perceived advantages and disadvantages of children, and from his/her assumptions regarding the positive and negative consequences of conception. Haas (1974) further asserts that attitudes which an individual develops towards conception may vary in intensity over time, and are determined in part by the dominant cultural norms and by a number of situational factors in the form of economic, social and psychological variables, and general health considerations. According to this model, in all stages of fertility decision making, it is the individual's perception of the consequences of childbearing and childrearing, and the values attached to these consequences, which may be seen to affect his/her fertility goals and the actions which are taken to carry out these goals (Haas, 1974). The evaluation of alternatives and their perceived consequences may again be seen to be central to the decision making process in general, and to the reproductive decision making process in particular.

In an attempt to apply exchange theory to reproductive decision making, Beckman (1977) asked 123 professional and nonprofessional married, employed women in their late child-bearing years, to rate 20 rewards and costs of children and 10 rewards and costs of working, as to the relative importance of these factors in their decisions regarding whether or not to have a (another) child at some point in the future and/or whether or not to continue working. Results of the study indicate that for the women tested the perceived satisfactions and costs of parenthood, when compared with the perceived satisfactions and costs of other major alternative roles such as a career, had an effect on the reproductive decisions which these women made (Beckman, 1977). While it may not entirely explain the decision making process, an individual's perception of the satisfactions and costs inherent in the parenthood option and in other available alternatives, may be important in determining the reproductive choices which an individual makes. Consistent with the general models of decision making discussed previously, an individual's examination of the perceived available alternatives and their respective consequences, and his/her evaluation of these consequences in relation to his/her potential for personal satisfaction and fulfillment, constitutes an important aspect of the decision making process.

In her recently published book which has been designed as a self-help aid to assist individuals who are experiencing difficulty in making a choice regarding parenthood, Bombardieri (1981) outlines a five-step decision making program. Step one involves defining the decision which needs to be made; steps two and three involve an identification and examination of the available alternatives and their possible consequences, and an evaluation of these outcomes in relation to one's needs, values, attitudes, beliefs, and goals; step four involves making a decision based upon a rational and affective integration of the information which one has gained; and step five involves acting upon one's decision. With an emphasis on thoughtful and rational decision making, Bombardieri (1981) focuses primarily upon the need for individuals to have available as much factual and personal information as possible. In advocating conscious and informed decision making, individuals are encouraged to take control of their own fate, and to make decisions which fit comfortably into their present lives while allowing ample flexibility and room for further change and growth. While the proposed decision making steps may not clearly define the decision making process itself, they identify areas of consideration which may assist individuals in making more satisfying and informed choices.

Veevers (1973) carried out in-depth interviews with 52 voluntarily childless, married women, for the purpose of examining the process by which they made their decisions. While the dynamics of the decision making process remain relatively obscure, Veevers (1973) identifies two decision making routes which are characteristic of those who choose to remain childless. The first route involves the formulation of explicit and definite stated intentions to remain childless, prior to making a marital commitment. These 'early articulators' reach a point early in life where they recognize and accept their intentions to remain permanently childless. The specific process by which they reach their decision to remain childless, however, remains unknown (Veevers, 1980). The second, more common decision making route involves a series of prolonged, indefinite postponements of childbearing, until a point is reached where the parenting alternative is no longer considered a desirable option and the individual becomes cognizant of the fact that an implicit decision to reject parenthood has been made. The more common postponement model appears to involve a somewhat unconscious decision (Haas, 1973; Movius, 1976; Veevers, 1980), which enters into awareness 'after-the-fact', as opposed to being a conscious, rational and informed choice process.



As a woman allows her reproductive capacity to diminish, therefore, even a decision not to decide may be viewed as a 'de facto' decision (Veevers, 1980). If indeed individuals feel greater satisfaction with the decisions they make over which they feel that they have exerted control (Thoen, 1979), then perhaps the choice to accept or reject the parenthood option should be brought into conscious awareness and acted upon based upon accurate information and personal reflection. Questions may also arise concerning the specific characteristics of the parenting decision which appear to inhibit conscious decision making for a substantial number of those who choose to remain childless.

Cooper, Cumber and Hartner (1978) examined the decision making of 44 voluntarily childless couples, through extensive personal interviews. Consistent with Veevers (1973), Cooper et al. (1978) identifies two types of decision makers: those who decide independently prior to marriage to remain childfree, and those who negotiate a choice with their partners during their marriage. Unlike the results of Veever's (1973) study, however, Cooper et al. (1978) found the decision making of those who negotiate their choice after marriage to be characterized by rational discussion, clarification of individual and mutual life goals and values, and a conscious assessment

and evaluation of the childbearing motives of each spouse. While both studies are retrospective in nature and as such must be interpreted with caution, the results suggest that some form of decision making does take place, whether at a level of conscious or unconscious awareness. The characteristics and processes which differentiate between the choices which individuals make and the manner in which these decisions are made, however, remains unknown.

Fabe and Wikler (1979), in examining the decision making process of women in their late childbearing years, who have postponed having children and are now faced with the parenthood option, emphasize the temporal and complex nature of this type of decision. According to their observations, for many career-oriented women the decision to have children or not crystallizes slowly over time, through a long process in which the pertinent issues are examined and re-examined and the advantages and disadvantages of the available options are evaluated in light of life's changing circumstances (Fabe & Wikler, 1979). The specific process through which individuals reach a definite choice selection, however, again remains elusive. Factors which Fabe and Wikler (1979) identify as being of assistance in facilitating the decision making process include a high degree of self-awareness, a heightened sensitivity to the

relevant issues which affect the choice process, and an adequate amount of information on the available alternatives and their consequences.

Following personal interviews with over 300 individuals regarding their parenting choices, Whelan (1980) stresses the complex interaction of reason, emotion and socialization in the reproductive decision making process. Parenting decisions appear to be made on a rational and/or emotional level, and as such, require factual information, a high degree of self-awareness, and a greater awareness of the socialization process which serves to influence the lifestyle choices which individuals make (Whelan, 1980). While the above-mentioned factors appear to influence the reproductive decision making process, the specific formula for deciding whether or not to have another child appears according to Whelan (1980), to be unique to the individual involved.

In a study of 590 married, professional women between the ages of 30 and 40 years, listed in Who's Who of American Women (1975 - 1976), Welds (1978) identifies three primary factors which appear to influence the reproductive decisions which women make. These factors include a woman's values, her objective, measurable lifestyle constraints,

and the amount and degree of external pressure which she perceives to be experiencing. Welds (1978) emphasizes the need for individuals to recognize and understand the influence of these factors, if the clarity and precision of the decision making process is to be sharpened, and if more personally satisfying reproductive decisions are to be made.

Stolka and Barnett (1969) examined the attitudes of 462 women over the age of 18 years, in an effort to determine which attitudes they perceived to be most influential in motivating them to have children. While religious pressures are identified as important factors for those in the lower socio-economic bracket, the attitude perceived as most influential in motivating childbearing is that which supports the belief that it is a woman's primary responsibility in life and her social duty to bear and rear children (Stolka & Barnett, 1969). According to this study, the impact of social pressures and sex role stereotyping may be seen to have a considerable influence on the reproductive decisions which women make. While greater acceptance of alternative roles for women has been witnessed in the thirteen years since this study was conducted (Veevers, 1980; Whelan, 1980), the likelihood is great that today's women in their childbearing years are influenced

by their past social indoctrination, which strongly supports the notion of motherhood as a woman's major responsibility and duty.

Consistent with the influential role of social pressure and past social indoctrination in the reproductive choice process, Payne (1978) reports that the most common underlying theme expressed by couples regarding their motivations for wanting children, involves the belief that ordinary and natural adult life consists of having children. While 20 of the 30 couples interviewed for this study had received medical treatment for infertility difficulties, and as such they may have had more pronounced feelings regarding the necessity of having children, the parenting role was perceived as the most 'normal' and 'natural' adult role and was actively sought by all participants, thereby supporting the substantial impact of the socialization process, on the perceptions and desires of individuals (Payne, 1978). With parenthood being considered a socially desirable role, the pressure exerted upon individuals to conform to this role should not be under-emphasized when considering the factors which influence reproductive decision making.

In discussing the centrality of motherhood to the definition of the adult female, Russo (1976) emphasizes

the role which social and cultural forces play in propelling women into motherhood. With the "woman-as-mother assumption so closely connected to basic values and beliefs about the proper and normal way of life" (Russo, 1976, pp. 148), and with over 90% of married women over 25 years of age accepting the parenthood role, the need for individuals to thoroughly analyze their parenting motives becomes apparent. The potential social sanctions which may be witnessed in response to an individual's rejection of the motherhood role must also be taken into consideration in the choice process.

The importance of social pressure as a factor influencing reproductive decision making, is again evident in a study by Thompson (1978). In examining the beliefs and values of couples related to having children, responses to a 35-item Likert-type scale designed for this purpose, indicate that both partners perceived "extremely strong social pressures from friends, parents and grandparents to have children" (Thompson, 1978, p. 181-182). Both husbands and wives were aware of the social pressures which encourage acceptance of the parenthood role, and each felt the impact of this pressure when considering the parenthood option.

The pervasiveness of social pressures and sanctions against those who do not adhere to the parenthood mandate, may be seen in a study by Rosenblatt, Peterson, Portner, Cleveland, Mykkanen, Foster, Holm, Joel, Reisch, Kreuscher, and Phillips (1973). A review of the responses to childlessness in 78 varied societies throughout the world, indicates that all societies view childlessness negatively and proffer solutions to childlessness. In the more sexist societies, where women have a lower status than men, the predominant 'solutions' to childlessness are divorce, or where acceptable, polygamy. In the more non-sexist societies, adoption and foster parenting are considered appropriate 'solutions' to childlessness (Rosenblatt et al., 1973). These findings suggest that the acceptance of the parenting role as a normal and necessary part of adult development is pervasive across many cultures.

Individuals confronting the parenthood question, therefore, face a choice between a socially acceptable and a socially unacceptable alternative. Research results suggest that individuals are aware to various degrees of the influential nature of pronatalistic pressures and of the negative perspective from which voluntarily childless individuals are viewed (Veevers, 1980). The consequences of accepting either choice and the impact of societal

pressures and sanctions regarding both options, may be important considerations influencing the reproductive decisions which individuals make.

In summary, the literature reviewed in the present section indicates serious research gaps in the area of reproductive-related decision making. While factors such as an individual's values, attitudes, beliefs and perceptions of internal and external pressures regarding the parenthood option have been identified as influential in determining reproductive choice, little is known about the dynamics of the decision making process itself, and about how these factors interact to determine choice selection or to enhance decision difficulty. Considerable emphasis is placed upon the need in decision making for accurate information regarding the available alternatives and their consequences (Bombardieri, 1981; Cammaert & Larsen, 1979; Festinger, 1967; Haas, 1974), and for a weighing of this information in relation to one's personal valuations and characteristics; however, an informational deficit in the area of reproductive decision making appears to exist. That the decision difficulty exists is apparent; however, the specific nature of this difficulty and the most effective manner in which it can be alleviated remains in question.



### Reproductive Decision Making Programs

Until recently, little help has been available for those individuals and couples who are conflicted over the decision to accept or reject parenthood (Prochaska & Coyle, 1979). Since the early seventies, however, several books and articles have appeared on the market, each emphasizing the difficulty of the parenthood choice (Booth, 1981, Dreifus, 1977; Rollin, 1970; Schultz, 1979), and some providing self-help guides to assist in alleviating this decision difficulty (Bombardieri, 1981; Whelan, 1980). A small percentage of mental health professionals throughout the United States have begun offering workshops and educational programs, in an attempt to meet the needs of individuals experiencing difficulty with the parenthood option (Kimball & McCabe, 1981; Potts, 1980; Prochaska & Coyle, 1979; Thoen, 1979). The format, content and focus of these programs vary considerably, and their results require close examination and review in terms of their effectiveness in meeting the needs of the participants involved.

Russell, Hey, Thoen and Walz (1978) designed a 12-hour, six-week pilot program for 25 couples who were conflicted over the parenthood dilemma. Group members interacted in large and small group settings, with the topics of conversation being determined by participant-

generated suggestions and expressed concerns. Whether the 50 participants in the pilot workshop reached any conclusive decision regarding the choice to have or not have children is not reported; however, their evaluations of the workshop indicate that the small group discussion, focusing on each individual's needs and concerns, was the most valuable aspect of their program experience. The need for a flexible, supportive and nonjudgmental atmosphere within the group, was also emphasized by the pilot workshop members.

Based upon the information gleaned from the pilot workshop, Russell et al. (1978) formulated a program design for further childfree workshops. The six-hour program ran one night per week for three weeks and was limited to 15 couples, for the purpose of allowing greater amounts of contact time between group participants and leaders, and also to reduce the amount of time required for the processing of small group sessions. The revised program focused on facilitating each couple's decision making and on increasing their level of commitment to their preferred choice, through the illumination of conceptual and practical issues associated with voluntary childlessness. Large and small group discussion, combined with various awareness enhancing and skill-oriented exercises, characterized

the format of the three sessions. The focus of the proposed workshop was on illuminating participants' interests, values, stereotypes, motivations and attitudes, and on enhancing their decision making and assertiveness skills.

The effectiveness of the workshop proposed by Russell et al. (1978), in facilitating the decision making of individuals conflicted over the parenting dilemma, remains unknown, as no research utilizing this program format has been published to date. One may, however, question the feasibility of adequately dealing with the content areas proposed by this workshop design, in a time span of only six hours. Also, with their emphasis on exploring the childfree lifestyle, Russell et al. (1978) appear to have eliminated consideration of the parenting alternative, and, as such, they may not have addressed all of the relevant issues and alternatives which comprise the decision to have children or to remain childfree.

Thoen (1979), building on her work with the above-mentioned research team, published a manual for helping professionals, to assist them in aiding individuals who experience difficulty in resolving the parenthood dilemma. With an emphasis on assisting individuals in evaluating the parenthood option and the childfree option, and on

providing support for informed and responsible choice, Thoen (1979) outlined a one-day, eight-hour workshop plan for exploring the parenthood question. A combination of lectures, film presentations, small and large group discussions, and structured exercises, constituted the program format which Thoen (1979) designed in an attempt to provide participants with a balanced sequence of cognitive and affective learning experiences. Expansion and reduction of the proposed one-day workshop format was also encouraged, depending on the particular needs and objectives of the participants involved. The content of the proposed program focused primarily upon exploration of "the advantages and disadvantages of the childfree lifestyle" (Thoen, 1979, p. 1 - 3), and, as such, may have paid only limited attention to the advantages and disadvantages of the parenting alternative. Operating on the assumption that informed decision making involves exploration of the available alternatives and their consequences (Cammaert & Larsen, 1979; Festinger, 1967), the effectiveness of a program which does not place equal emphasis upon the consideration of all alternatives and their consequences may be in question. Also, while many of the techniques proposed by Thoen (1979) may be valuable tools to assist individuals with their parenting decisions, the effectiveness of the proposed one-day program has yet to be determined and/or reported in the

literature. "Studies which utilize rigorous research designs and systematic evaluation of....workshops are badly needed in order to assess the effectiveness of this approach" (Thoen, 1979, p. IV-40), in dealing with reproductive decision making. Without controlled, systematic research, the value of reproductive decision making workshops in assisting individuals to make responsible and satisfying reproductive decisions, remains in question.

Kimball and McCabe (1981), having adapted and modified Thoen's (1979) workshop design, provided a parenthood exploration workshop for married couples who were experiencing difficulty with the decision of whether or not to have children. Participants ranged in age from 26 to 37 years, and all were engaged in professional career pursuits. A screening interview was conducted with each couple for the purpose of determining their appropriateness for the group, and for assisting the group leaders in structuring the content of the group sessions. Each session was two hours in length, and ran one night per week for seven weeks. A combination of mini-lectures, guest speakers, structured exercises, article reviews and skill training comprised the format of the program. Participants were encouraged to explore the parenthood and childfree options on both a cognitive and affective level. Issues which were of primary concern to the four couples involved in the workshop centered on economic

and time concerns. The risks involved in making a wrong choice selection also weighed on the minds of the group members. Evaluative procedures involved completion of a subjective questionnaire and a personal interview with each couple by group leaders, following the final session. Results indicate that while only one couple felt closer to making a final decision about accepting or rejecting parenthood, most participants felt less anxious and more aware of their feelings and the feelings of their spouse regarding the parenthood option by the program's conclusion. The guest speakers were considered by most to be very helpful, and a recommendation was made to include more speakers in future sessions. Also, participants indicated that same-sex small group discussions were extremely helpful in clarifying their feelings and concerns.

Research support for utilizing a group format to assist individuals with their parenting decisions may be gained from this study by Kimball and McCabe (1981). Despite the small sample utilized in their research, the evidence appears to suggest that their program did help to increase communication between spouses, and it also assisted in decreasing the anxiety felt by participants when confronting the parenthood option. The ability of the program to facilitate the decision making process

itself, however, remains in question. Support for the inclusion of guest speakers in reproductive decision making programs may be interpreted from the subjective evaluations of the program participants (Kimball & McCabe, 1981). As well, a preference for same-sex discussion groups may be evidence of a need for individuals to have the opportunity to explore and evaluate the parenting and childfree options with members of the same sex. More extensive research is required to test the validity of these assumptions.

In response to the difficulty experienced by many couples in resolving the parenting conflict, and to the lack of professional help available for these individuals, Prochaska and Coyle (1979) developed and implemented a six-session family life education program. In a relatively non-threatening environment, five couples were provided with an opportunity to explore and evaluate both the parenthood and the childfree options, through a series of mini-lectures, discussions and group exercises. Guest speakers who had children, and speakers who were voluntarily childless, were also brought into the workshop to speak to the participants and to field their questions regarding the quality and satisfaction of their respective lifestyles. The agenda for the program was formulated

from participants' responses to a list of 22 suggested topics. A subjective participant evaluation of the program, utilizing a questionnaire designed by the two female group leaders, indicates that group members responded most favorably to topics dealing with their personal experiences and feelings, rather than with facts. Opportunities for discussion and group-oriented exercises were favored modes of interaction and learning for the program participants. Group members felt that six sessions provided adequate time in which to explore the issues, and some couples expressed a desire for a male/female leadership team as opposed to having only female group leaders in a mixed gender group. A positive, long-range evaluation of the program was made by those participants who attended a one-year follow-up reunion. At this point in time, all group members, including those who remained undecided, "spoke of having less conflictual feelings about the subject of childbearing", and of feeling "less hostile toward those people who felt differently than they, and less defensive about their decisions" (Prochaska & Coyle, 1979, pp. 295).

Whether in fact the program offered by Prochaska and Coyle (1979) facilitated the decision making of the couples who attended the sessions remains unknown, as an objective evaluation procedure was not utilized in this study.



While certain guidelines for program development and content may be gleaned from this research, the question of program effectiveness remains unanswered. Also, the sexual composition of the group may be a factor which merits further consideration when determining group structure and composition.

In an attempt to learn more about the reproductive decision making process, and in response to the need for mental health professionals to provide assistance to individuals experiencing difficulty with the parenthood decision, Potts (1980) designed and implemented seven 'Considering Parenthood' groups, over a time period of three years. While her groups were restricted solely to women or to couples in ongoing relationships, only the five groups attended by couples have been reported in the literature. The groups were designed to increase participants' awareness of the conflicts and fears which compound the parenthood dilemma and which serve to increase decision difficulty, and also for the purpose of reducing participants' anxiety level regarding the parenting decision. Potts (1980) hoped to increase the ease with which group members could make this and other critical life decisions. Offered in a variety of different settings and communities, the groups contained 4 couples each, and ran from 12 to 16

hours, with two-hour sessions once per week for a maximum of 8 weeks. A combination of small and large group discussions and structured exercises characterized the session format, with one group of participants also including the presence of guest speakers in one of their sessions. Group members were encouraged to examine and explore a number of critical issues impinging on the parenting decision, such as their own values and goals, childhood experiences, present lifestyle, marital relationship, and usual pattern of decision making. Results obtained through subjective evaluations of the program indicate that while "most frequently, couples did not make final decisions by the conclusion of the group. . . a majority of couples left the group feeling clearer about the decisions they would ultimately make" (Potts, 1980, pp. 636). Six-month reunions for the five groups indicated that, to date, 50% of the 20 couples reached a firm decision to have children, and only 10% of the couples decided not to have children. The remaining 40% were undecided; however, a majority of these couples leaned towards becoming parents at some time in the future.

Potts (1980) concluded from her research that groups appear to be optimal settings for couples who are struggling with the decision of whether or not to have a child. Group settings provide an opportunity for individuals to

share information and perceptions regarding the various consequences of either choice, they assist individuals in clarifying and dealing with issues and concerns which are impeding their decision making, and they provide an atmosphere of support and acceptance within which individuals facing the same difficulty may be assisted in making a conscious and responsible choice (Potts, 1980).

From the report of Potts' (1980) research, it would appear that the 'Considering Parenthood' program did assist participants in becoming more aware of and more comfortable with the issues and concerns which comprise the parenting decision. Due to a lack of objective testing prior to and following the workshops, however, it is uncertain whether the programs facilitated the decision making process itself. Also, with only the all-couple groups being reported in the literature, the impact and effectiveness of these workshops for all women groups remains unclear.

Elvenstar (1980) conducted research on the effect of rational treatment versus emotional treatment in reducing the conflict and distress felt by couples who were experiencing difficulty in making a decision to accept or reject the parenthood role. Using a more tightly controlled research design than had been used in previous reproductive decision making programs, Elvenstar (1980) randomly assigned

65 couples to one of two treatment groups or to a control group. The week-long 'emotional' treatment consisted of couples imagining that they were having a child and that the wives were pregnant for three consecutive days, followed by a three-day period during which they imagined that they were infertile. Couples were asked to closely gauge their emotional response to both 'conditions'. The 'rational' treatment consisted of the completion of questionnaires and the dissemination and review of information related to the parenting and childfree lifestyles. The control group received no treatment. All participants attended a two-hour meeting prior to the treatment, for the purpose of completing personal information sheets and for assignment to their treatment groups; and all attended a two-hour meeting at the end of the week for the purpose of evaluation. Results of the study indicate that women were found to exhibit more intense and more frequent distress than men regarding the parenthood decision, and this stress level was seen to increase with age for all participants. While a significant reduction in conflict did not occur between partners or within subjects individually, the rational treatment appeared to reduce the personal conflict within the female subjects more successfully than the emotional treatment. Elvenstar (1980) also identified three sub-groups of individuals within the larger group, including

those who were experiencing extensive conflict regarding the parenting choice, those who were relatively unconflicted but who faced time pressures because of their age, and those younger individuals who were relatively unconflicted regarding the decision and who hoped to carefully explore their options in an attempt to make a more satisfying, responsible, and deliberate choice. Whether the effect of the various treatments differed according to these group distinctions is not reported in the literature.

Elvenstar's (1980) research appears to indicate the need for a more rational and informative approach to providing assistance for those individuals conflicted over the parenting decision; however, the type of 'emotional' treatment approach utilized in this study may have been a factor in determining the lack of effectiveness of the emotional treatment, as this approach was dependent upon the individual's ability to imagine and accurately gauge his/her respondent affect. The greater effectiveness of the 'rational' treatment may perhaps be indicative of an informational deficit which enhances the decision difficulty of individuals who are conflicted over the parenthood choice. Factual and personal information may therefore need to be incorporated into reproductive decision making programs, as a necessary element in increasing decision ease. The fact

that women experience more intense and frequent distress regarding the parenthood question, is supported by many research findings (Bram, 1974, 1978; Cooper et al., 1978; Ory, 1978; Rosenblatt et al., 1973; Scott et al., 1981; Veevers, 1980), and may be interpreted as further support for the need to provide assistance which specifically addresses the needs of women who are experiencing difficulty in making a choice about parenthood.

In summary, several questions remain unanswered regarding the effectiveness of reproductive decision making programs as an appropriate intervention for individuals who are experiencing difficulty in dealing with the parenting decision. A deficit in the area of program evaluation has resulted in uncertainty regarding the ability of these workshops to facilitate the reproductive decision making process and to assist individuals in making more satisfying parenting decisions. The emphasis of past and present programs on providing services to individuals who are in long-term relationships only, neglects the recent advances in reproductive technology, the increasing trend towards single parenthood, and the possible need for women to be provided with an opportunity to explore the relevant issues and concerns among themselves prior to making a joint decision with their partner or spouse (if indeed they are

involved in an intimate relationship). The programs developed to date have largely focused on more affective issues, and may benefit from a more informational orientation and a balanced focus on both the emotional and cognitive aspects of the parenting decision. Finally, several programs appear to primarily emphasize exploration of the childfree lifestyle (Russell et al., 1978; Thoen, 1979), when, in fact, an examination of all the available alternatives and their respective consequences may be more conducive to responsible and informed decision making (Cammaert & Larsen, 1978; Festinger, 1967; Haas, 1974; Whelan, 1980). With the present lack of experimental research in the area of reproductive decision making and intervention strategies (Potts, 1980; Thoen, 1979; Veevers, 1980), the areas ripe for study are numerous.

#### Personality Variables Related to the Parenting Decision

Perhaps due to the fact that in the past, the majority of married men and women accepted the role of parenthood, little research has been conducted to determine specific personality variables which are characteristic of individuals who voluntarily choose to become parents, those who choose to voluntarily accept a childfree lifestyle, or those who remain indecisive regarding the parenthood

decision and who may, as a result, fall into parenthood or non-parenthood by 'default' rather than through a conscious and deliberate choice process. The limited research which does exist tends to focus on the personality characteristics of voluntarily childfree women, perhaps because of the deviant perspective from which this lifestyle has been viewed in the past. With more men and women experiencing decision difficulty when confronting the parenthood question, and with the increasing number of individuals who are consciously assessing their desire and aptitude for parenthood prior to accepting or rejecting this role, however, it would appear that social scientists must begin examining the personality characteristics of those individuals who choose one alternative or the other, and of those who continue to experience decision difficulty in resolving the parenthood dilemma. In time, this information may help to identify specific personality characteristics which are associated with satisfaction in one or the other role, and may be useful in assisting individuals who are experiencing difficulty in resolving the parenthood conflict.

A study by Jones (1979) was conducted for the purpose of comparing 36 employed, voluntarily childless women, 33 employed, voluntary mothers, and 22 unemployed, voluntary mothers, on several personality-related dimensions.



Utilizing questionnaires based upon the Bem Sex Role Inventory, the Allport, Vernon and Lindzey Study of Values Test, the Gough and Heilburn Adjective Check List, and the Nevill and Damico Lifestyle Questionnaire, Jones (1979) found that of the women tested, the childfree women were more autonomous and viewed themselves as being less nurturant than the women with children. The lowest autonomy scores were obtained by the women who were raising children and who were not employed outside of the home. The voluntarily childfree women were also seen to experience more conflicts in the areas of expectations of others and expectations of self, than the groups of mothers. This study was nonexperimental in that it was based upon responses to mailed questionnaires, and as such, the results must be interpreted with caution. The significant differences between the two groups of mothers and the childfree women in the study on the personality variables of nurturance and autonomy, however, may be an appropriate focus for future research in this area.

A study by Teicholz (1977) utilized the California Personality Inventory (CPI) including three special scales; the Levanthol Anxiety Scale, the Gough Social Maturity Index and the Strodbeck Femininity Scale, for the purpose of measuring the personality traits of 38 voluntarily

childfree, married women, and 32 married women who were planning to have their first child within two years. Subjects were 23 to 38 years of age. The personality traits measured in the study were those pertaining to social adjustment, mental health, and sexual identity. The Bem Sex Role Inventory was also used in this study. Results indicate that there were no significant differences between groups on any of the regular CPI scales or on the three special scales. The voluntarily childless group, however, was more likely to score in the androgynous, masculine sex-typed or neither/nor category, while the women planning to have children tended to score in the feminine sex-typed category, as measured by the Bem Sex Role Inventory. Teicholz (1977) concluded on the basis of this study that no real personality differences related to mental health, sexual identity or social adjustment, existed between the voluntarily childfree, married women and the married women who were planning to have a child within two year's time. Teicholz (1977) does not specify, however, the criterion used to select the group of voluntarily childless women who were not planning to have children, and who were reportedly committed to a permanently childfree lifestyle. If the subjects were selected strictly on the basis of

their stated intentions to bear a child or not, a question may arise as to the validity of attempting to draw conclusions regarding differences in the samples, based exclusively upon subjects' stated fertility intentions.

Houseknecht (1978) carried out personal, in-depth interviews with 27 undergraduate, unmarried women who expressed a desire to remain permanently childless, and 27 undergraduate, unmarried women who expressed a desire to have children in the future. The subjects were matched on seven demographic variables ranging from sex, race and marital status, to the size of their adolescent place of residence, their religion, their father's occupation and their own desired occupation. While the small sample used in this study may not be considered representative per se, and standardized instruments were not reportedly used in this research, Houseknecht (1978) concludes that those who desired a childfree lifestyle appear to have been reared in families which were instigative in facilitating the development of autonomy, independence and achievement motivation within these women. An examination of the family background factors of 51 voluntarily childfree, married women, who were married for a period of five years or more or who had been sterilized, was also conducted by Houseknecht (1979). Similar conclusions were drawn from this study, suggesting that the encouragement of autonomous and achievement-oriented

behavior in childhood contributed to the development of these stereotypically, non-feminine traits in adulthood, and as such expanded the lifestyle selections and preferences of these women.

Lott (1973) utilized a paper and pencil survey to explore the relationship between individuals' attitudes towards children, the quality of their remembered childhood and parenting-related experiences, and the extent to which they agreed with the philosophical stance of the Women's Liberation Movement. The sample surveyed included 109 undergraduate males and 133 undergraduate females, 47 of whom were older women. Results of the study indicate that the women who were less interested in rearing children were those who had stronger proliberation views and who felt less positively about their own family upbringing and experiences. Also, the proliberation women were found to have stronger desires for autonomy, independence and personal control, than those who did not as strongly support the women's movement. For the males in the study, however, the men who had the most positive attitudes towards childrearing, were those men who also felt more favorably towards the women's movement. While the results of this study must be interpreted with caution due to sample constraints and the survey procedure utilized,

questions may be raised concerning the possible relationship between a woman's lessened interest in childrearing, a more proliberation orientation, and a desire for personal autonomy, independence and control. If indeed a relationship does exist, the nature of the interaction between these factors in terms of determining reproductive choice selection remains to be explored.

From a review of the limited literature in the area of personality factors as they relate to reproductive decision making and choice selection, it becomes apparent that a serious gap exists in this specific area of understanding and being able to predict human behavior. In the past, parenthood was prescribed for all married couples (Veevers, 1974), despite their preferences and their personal compatibilities or incompatibilities with the role. However, times are changing and many couples appear to be facing the parenthood option with some hesitation and with certain reservations. With a growing number of appealing and fulfilling role options becoming available, particularly for women, there is a need for individuals to carefully assess their options and to select those roles which will bring them the greatest degree of personal satisfaction and fulfillment. Identification of personality characteristics which differentiate between those indivi-

duals who choose parenthood, those who choose alternative sources of satisfaction in a childfree lifestyle, and between those who remain indecisive regarding parenthood, may be a first step in delineating the personality factors which are correlated with reproductive decision making and with reproductive choice selection.

#### Statement of the Hypotheses

In discussing the decision making process, Tyler (1961) states that "our task as counseling psychologists is to find out what we need to know in order to facilitate this process and then to put our knowledge to work" (p. 201). Decisions about parenthood appear to be highly complex, and there is a limited amount of information and few available resources which focus on the reproductive decision making process itself (Scott et al., 1981), and which are oriented towards assisting individuals who are struggling with the parenthood dilemma (Prochaska & Coyle, 1979). That there is a need for helping professionals to provide assistance and support for individuals who are conflicted over the baby decision, is supported by the literature. While previously reported programs provide

valuable suggestions regarding the content of reproductive decision making workshops, the usefulness of this approach in assisting individuals with their reproductive decision making difficulties remains in question. There is a definite need, therefore, for rigorous research and systematic evaluation of reproductive decision making programs, to assess the effectiveness of this approach in increasing decision ease and in assisting in the facilitation of the reproductive decision making process.

As well, the time has come for social scientists to begin examining and exploring the personality characteristics which may differentiate between those individuals who voluntarily choose to accept parenthood, those who voluntarily choose to reject parenthood, and those who remain undecided regarding their parenting intentions. If we can learn about the possible relationship between personality variables, reproductive decision making and reproductive choice selection, we will be providing information which may, in time, enhance reproductive decision making ease, and may facilitate reproductive choice selection and satisfaction.

Based upon a review of the relevant literature, the following hypotheses were generated:

Hypothesis I:

- $H_0$  Participants' attitudes, feelings and inclinations towards parenthood, as measured by the overall Optional Parenthood Questionnaire (OPQ) balanced scale score, obtained prior to and following the "Children: Yes or No" program, will not differ significantly from pre-test to post-test.
- $H_1$  Participants' attitudes, feelings and inclinations towards parenthood, as measured by the overall OPQ balanced scale score, obtained prior to and following the "Children: Yes or No" program, will differ significantly from pre-test to post-test.

Hypothesis II:

- $H_0$  Participants' attitudes, feelings and inclinations towards parenthood, as measured by the eight OPQ subscale scores obtained prior to and following the "Children: Yes or No" program, will not differ significantly from pre-test to post-test.
- $H_1$  Participants' attitudes, feelings and inclinations towards parenthood, as measured by the eight OPQ subscale scores obtained prior to and following the "Children: Yes or No" program, will differ significantly from pre-test to post-test.



Hypothesis III:

- $H_0$  No significant difference will exist between the scores obtained by the women who chose to have children, the women who chose not to have children, the women who postponed their decision for a specific time period, and the women who remained undecided at the conclusion of the workshop, on the fourteen personality variables measured by the Personality Research Form (PRF).
- $H_1$  A significant difference will exist between the scores obtained by the women who chose to have children, the women who chose not to have children, the women who postponed their choice for a specific time period, and the women who remained undecided at the conclusion of the workshop, on the personality variables measured by the PRF. Those women who chose to have children will score significantly higher on the nurturance scale and significantly lower on the autonomy scale and the women who chose not to have children will score significantly lower on the nurturance scale and significantly higher on the autonomy scale of the PRF.

## CHAPTER THREE

### METHODOLOGY

#### Subjects

A self-selected sample of 20 career-oriented, voluntarily childless women, was utilized in the present study. Factual and demographic information on the characteristics of the participants was obtained through the use of an experimenter-generated 'Information Sheet' (Appendix A).

Subjects in the study ranged in age from 25 to 39 years old, with the mean age of participants being 29.55 years old. Of the women in the sample, 14 women were married, two women were divorced, and four were living in a commonlaw relationship. The average duration of intact relationships was 3.4 years, with a range of from one month to 10 years characterizing the length of time participants had been involved in their present relationships.

Ninety-five percent of the subjects in the study classified themselves as being in a middle or upper-middle income bracket, with only 5% of the sample having indicated a lower-middle, socio-economic status. The educational level of the participants in the study was relatively high, with 5% of the subjects having completed Grade 12 Matricu-

lation, 15% having been presently involved in or having completed college, and with 20% having obtained or been presently completing a graduate degree. The remaining 60% of the sample had attained or were in the process of completing an undergraduate degree.

Participants in the study were reared in families ranging from one to six children. In terms of their own sibling position, 25% of the participants were first-borns, 25% were last-borns, and 10% were only children. The remaining 40% of the women in the study were in one of the middle sibling positions in their families. Fifty percent of the participants were raised in all-female families, with the remaining 50% of the subjects having been reared in a family of males and females.

Ninety-five percent of the subjects in the study were raised with a religious orientation of either Protestant (70%) or Catholic (25%). Only one subject in the study had a non-denominational upbringing. Thirty percent of the participants indicated that they had maintained a religious affiliation, and of these individuals, only 50% were actively involved in their religion at the time of the study. In summary, therefore, only 15% of the total number of participants in the study were actively involved

in the pursuit of their chosen religion.

The occupations engaged in by the women in the study ranged from waitressing and secretarial careers (30%), to professional occupations such as dietician, speech pathologist, psychologist, geologist, etc. (60%). Two of the participants in the study were students who were pursuing graduate degrees, and all but one of the remaining subjects were employed on a full-time basis. Thirty-five percent of the program participants indicated a desire to advance and/or alter their present occupations at some point in the future. In response to a question regarding occupational change, however, none of the subjects expressed a desire to take on a homemaker or motherhood role as their primary occupational pursuit in the future. When questioned regarding their intentions to make a long-term commitment to their careers, 85% of the subjects responded in the affirmative, and 15% were undecided regarding their future occupational intentions.

An examination of the background factors of the women in the study indicated that 25% of the participants were reared in families where their fathers were in what may be considered to be blue collar occupations, 60% were reared in families where their fathers were involved in white

collar occupations, and 15% were uncertain of their father's occupation and/or reported that their father was deceased or unemployed.

When questioned regarding their mother's occupations, 50% of the subjects indicated that their mothers were homemakers, while 45% described their mother's occupations as ranging from retail clerking and secretarial, to the practice of law or psychology. The remaining subject indicated that her mother was deceased. Only 35% of the subjects in the study reported that their mothers were employed outside of the home for a period of two or more years during the time their mothers were raising children. Of these women, 71% were employed on a full-time basis and 29% alternated between full-time and part-time work.

Forty percent of the women in the study perceived their parents as having shared equally in the household and childcare responsibilities, with 55% perceiving a less egalitarian and more traditional allocation of responsibilities within their parents' relationship. One woman in the study having been raised solely by her mother, was unable to respond to this question. Of the women in the program, 65% perceived their parents' marriage to be a happy one, and 35% perceived their parents' marriage to be

unhappy. Forty percent of the participants had childcare responsibilities within their families when growing up, and 60% did not have similar responsibilities. In recalling their upbringing, 50% of the women in the study were raised with the belief that the primary role of a woman is that of wife, homemaker and mother, 45% were not raised with this traditional belief, and 5% did not respond positively or negatively to this question.

The women in the study began looking at the parenthood alternative from a time period of 3 months to over 10 years prior to the program, with an average deliberation time of 4.6 years characterizing the group. Ninety-five percent of the participants in the workshop were reportedly feeling pressured to make a decision regarding the parenthood question, with 31.6% perceiving this pressure to be self-induced, 36.8% perceiving the source of the pressure to be external, in the form of family, friends, employers and/or spouse, and with 31.6% perceiving the source of this pressure to be a combination of internal and external factors. Only two of the women in the study felt pressured by their spouse or 'significant other', to make an immediate decision regarding parenthood.

When questioned regarding their perceptions of their

partner's feelings regarding parenthood, 25% indicated that their partners would prefer to have or definitely wanted to have children, 35% felt that their partners were leaning towards or were supportive of a childfree lifestyle, 15% of the women felt that their partners would support whatever decision they made, and 20% felt that their partners were quite undecided themselves regarding the parenting question. One subject did not respond to this question as she was considering parenting without a partner.

Without exception, all of the women in the program were actively practicing some form of birth control at the time of their participation in the study.

### Instrumentation

The 'Optional Parenthood Questionnaire' (OPQ), developed by Beach, Townes and Campbell (1978), was utilized in the present study prior to and following the program, for the purpose of determining if the workshop served to alter and/or clarify participants' attitudes, feelings and perceptions regarding the many issues involved in the decision to have a child or remain childfree. Jackson's (1974) 'Personality Research Form' (PRF), Profile A,

provided information on the personality characteristics of the women in the study. Finally, a program evaluation questionnaire, entitled 'Children: Yes or No Course Evaluation' (Appendix B), which had been designed by the experimenter, was utilized in the study for the purpose of providing the participants with an opportunity to subjectively evaluate the workshop itself, and to comment upon their experiences in the program.

#### Optional Parenthood Questionnaire (OPQ)

The OPQ is an instrument which was developed for the purpose of aiding individuals in making fertility decisions, based upon "a rational process in which couples weigh the relative costs and benefits of having children" (Townes et al., 1977, p. 84). Based upon 'subjective expected utility theory', the OPQ presents a hierarchically organized set of values related to having a child, which the decision-maker evaluates in terms of the potentially positively and/or negatively valued consequences, and in terms of the probabilities that these consequences would actually occur should the particular course of action be selected (Beach, Campbell & Townes, 1979). According to 'subjective expected utility' (SEU) theory, individuals will choose the decision alternative which they perceive



to have the maximum expected benefits to themselves (Townes et al., 1977).

Derived from a study with 29 men and 29 women (Beach, Townes, Campbell & Keating, 1976), and tested for its ability to predict fertility behavior (Beach et al., 1979; Beach, Hope, Townes & Campbell, 1982; Townes et al., 1977), the OPQ divides the parenthood problem into manageable sections, and assists individuals in clarifying their own thinking and in balancing the pros and cons of the parenting decision in an orderly manner, so that a rational perspective may be obtained on the available options (Beach et al., 1976). The OPQ was constructed on the assumption that, "where maximum expected benefit will be derived from having a (another) child, a pregnancy will occur and where maximum expected benefit will be derived from not having a (another) child, a pregnancy will not occur" (Townes et al., 1977, p. 73).

Subjective expected utilities can range from .00 to 1.00, and are calculated for the decision-maker's inclination towards having a child, and for his/her inclination towards not having a child. The degree to which one subjective expected utility score exceeds the other, therefore, may be regarded as indicative of the dominance of

one alternative over the other (Beach et al., 1976). Consistent with this theory, the decision-maker should select the decision which has the larger subjective expected utility score, and the greater the larger score relative to the smaller one, the more clear cut the decision is assumed to be (Beach et al., 1976). Recent research utilizing the OPQ suggests that the threshold for making fertility-related decisions is not at neutral, but is more conservative, thereby supporting the need for 'fairly high' or 'fairly low' expectations prior to taking action on a decision (Beach et al., 1982).

Research conducted to test the OPQ has resulted in acquiring support for the instrument in predicting fertility-related behavior. In a study of 188 married couples, Beach et al. (1979) found that joint subjective expected utilities were predictive of desired family size in 70% of the cases studied. The majority of prediction errors were found to be false positives, and in examining this trend, Beach et al., (1979) suggested that wives' attitudes and feelings were weighted roughly at about .6, with the husbands being rated at .4, thereby suggesting that the womens' score was slightly more predictive of desired family size (Beach et al., 1979), and of the couple's fertility behavior (Townes et al., 1977). Further support

for the predictive validity of the OPQ is derived from a study of 74 married couples, which found these OPQ values associated with birth planning decisions to be good predictors, one year later, of pregnancy status (Townes et al., 1977). The woman's attitudes toward having or not having children were found in this study to be the best predictors of a couple's fertility behavior.

The OPQ requires considerably more testing and research in the form of longitudinal studies, to adequately support its reliability and validity in predicting decision making outcomes and fertility-related behavior. The OPQ is one of the only reproductive decision making instruments available, however, which has undergone any scientific testing and which has received any support for its ability to categorize individuals' attitudes and feelings regarding parenting and to predict fertility behavior. As such, the OPQ was utilized in the present research as a pre-program and post-program measurement.

#### Personality Research Form (PRF)

Based upon Murray's (1938) theoretical conceptions of personality, the PRF is a test instrument designed to measure 14 personality traits which are characteristic of

normally functioning individuals, within a wide variety of settings.

Form A of the PRF consists of 300 items, to which the respondent indicates a 'True' or False' response. The PRF is divided into 15 scales, consisting of 20 items each; 10 items being written in terms of one dimension of the scale and 10 items being written in terms of the other. Specific personality variables measured by this instrument include: Achievement, Affiliation, Aggression, Autonomy, Dominance, Endurance, Exhibition, Harmavoidance, Impulsivity, Nurturance, Order, Play, Social Recognition, and Understanding. The 15th and final scale of the PRF is an Infrequency scale which has been designed to measure implausible or pseudo random response patterns. A score of 3 or higher on this scale may indicate carelessness in responding, poor comprehension of the test items, confusion and/or noncompliance.

Raw scores obtained on the PRF are converted to standard (t) scores, which have a mean of 50 and a standard deviation of 10, resulting in a profile which reflects a given subject's standing with respect to the normative group.

The PRF was normed on separate samples of over 1,000 female and over 1,000 male college students from more than 30 North American colleges and universities. High stability of normative statistics from one college and region to another was reported. The median reliability for the 14 content scales of the PRF ranges from .89 to .94, with a median reliability of .93. The lower bound Kuder-Richardson formula 20, indicates a median score of .91 and a range of .87 to .94 for the 14 Form A PRF scales. Lower bound reliability coefficients for the 14 content scales range from .77 (Autonomy) to .90 (Harmavoidance), indicating a satisfactory stability of test scores.

In an attempt to achieve convergent and discriminant validity, equal numbers of true and false keyed items were placed in the PRF, to reduce the role of response style and to suppress acquiescence. Also, in an attempt to reduce response bias, items selected for the PRF were those with minimum desirability saturation. When correlating eight PRF scale scores with peer evaluations and judgments of 94 subjects, a median value validity coefficient of .47 was obtained for subjects sharing common living quarters, with a range of .35 to .71. Jackson (1974) cites several other studies which measure the convergent and discriminant validity of the PRF and which serve to provide support for

the validity of the PRF personality scales.

Research evidence appears to support the usefulness of the PRF in measuring several of the personality variables which have been found to characterize women who choose to remain voluntarily childless. Given this information, the PRF Form A was considered an appropriate instrument for use in the present study.

#### Children: Yes or No Course Evaluation

A final program evaluation instrument was designed by the experimenter, for the purpose of determining participants' subjective impressions of their program experience. The evaluation took the form of a questionnaire which was divided into four parts.

Part one of the questionnaire examined participants' perceptions of the 8 guest speakers in terms of the interest of their presentation, the quality of their presentation and the usefulness of their presentation. Section two of the evaluation provided participant feedback on the performance of the group leaders, while section three provided participants with an opportunity to evaluate the course design and content. The final section of the

questionnaire involved a subjective evaluation of participants' program experience, including their position on the baby issue, and the action which they had implemented as a result of their experience in the workshop.

### Procedure

Based on the relevant literature, and drawing from the recommendations derived from previous parenthood decision making workshops (Elvenstar, 1980; Kimball & McCabe, 1981; Potts, 1980; Prochaska & Coyle, 1979; Russell et al., 1978; Thoen, 1979), a nine-week decision making program was designed for career-oriented women who were experiencing difficulty in deciding whether to have a child or to remain childfree.

A more extended format was chosen for the program for three primary reasons. First, it was hoped that an extended program format would serve to facilitate group cohesiveness, which in turn would increase the level of sharing and trust among participants. Second, the extended format would allow time for group members to assimilate and process the content of each session, thereby encouraging personal growth between sessions. Finally, the literature on voluntary childlessness strongly supports

the need for those who choose to forego parenthood to have reference group support for their choice. To this end, a more extended format was felt to provide greater opportunity for participants to develop a support system within the group.

The workshop was limited only to women who were working and/or were planning a career, and who were concerned with the decision to have or not have children, now or in the future. The workshop was limited to women and to 'career-oriented women' only for several reasons. Primarily, research findings support the fact that the decision to accept or reject parenthood is far more difficult a choice for those women who aspire to career goals outside of the home. Also, the issues involved in the choice to accept or reject motherhood may be quite different for career-oriented women than for women who accept the more traditional role of homemaker. By restricting the workshop to women only, both those women who were involved in a relationship and those who were considering single parenting, were provided with the opportunity to explore together the many facets of the parenthood option. Also, society and physiology dictate that a woman's lifestyle and person undergoes the greatest degree of change when the parenthood role is adopted, and as such the present



workshop was designed to allow women to explore these important parenthood issues in an intimate, open and non-threatening environment, without the pressures which may have been imposed by the presence of a significant other.

The workshop sought to assist participants in openly exploring and clarifying their reasons for accepting or rejecting motherhood on both a cognitive and affective level. Examination of the possible consequences inherent in choosing parenthood or a childfree lifestyle was emphasized, to assist in facilitating the decision making process and to provide participants with accurate information on the implications involved in living with the consequences of either choice. The program was an attempt to balance the dissemination and presentation of factual information and decision making strategies, with an exploration of participants' values, attitudes, motivations, lifestyles, and life goals.

A proposal for the nine-week program entitled, "Children: Yes or No" was presented to the Faculty of Continuing Education at the University of Calgary. The proposal was accepted under the agreement that the course would run 150 minutes per night, one night per week, for an eight-week period. The cost of the program was set at \$60.00 a person.

From the proposal which had been submitted, the program sponsors designed and distributed a flier containing information on the course, and a registration form (Appendix C), which individuals interested in the program were requested to return to the Faculty of Continuing Education. Arrangements for ordering course materials, processing registrations and securing an appropriate location for the course were made by the program sponsors. The experimenter assumed responsibility for contacting resource people to serve as guest speakers for five of the eight group sessions.

Approximately two weeks prior to the onset of the program, registrations were very low. A limit of 24 people had been placed on the course, and only four individuals had registered up to two weeks prior to the program's starting date. Efforts were then made by the experimenter to distribute program fliers to professional womens' clubs, womens' centers and places of employment which had a substantial number of female employees, in an attempt to solicit further participation in the program. Also, the evening before the workshop began, an article appeared in the Calgary Herald informing readers of the availability and orientation of the program, thereby generating more support for, and participation in the program. With the added

advertising, enrollment for the course reached 20 participants by the second week of the program, with two participants registering for the course after the first session had already been completed.

Utilizing a decision making framework, the workshop combined a large group orientation with the dissemination of information by various resource people; information related to the lifestyle and life cycle implications of choosing to accept or reject parenthood and living comfortably with the consequences of one's choice. Within a small group setting, emphasis was also placed on the clarification of individual participant's values, attitudes, motivations and life goals, and on understanding the origin and perpetuation of social stereotypes and pressures impinging on the decision to have children or to remain childfree. The workshop orientation was one of non-judgmental inquiry, which placed emphasis on the provision of support for informed choice. A detailed description of the assumptions upon which the workshop was based, and of the program goals, leadership, recommended readings, agenda and sessional content, is found in Appendix D.

During the first session, participants were required to complete the OPQ for the purpose of obtaining a pre-

program measure of their individual attitudes, feelings, and personal inclinations regarding the choice to have a child or to remain childfree. Errors or omissions detected in the completed questionnaires were corrected by participants prior to the beginning of session two. The OPQ was again administered to participants during the final group session, for the purpose of obtaining a post-program measure of their individual feelings, attitudes, and inclinations towards the parenthood question. The OPQ, therefore, served as a pre-program and post-program measure of changes in participants' attitudes, perceptions and inclinations towards the parenting alternative, following their experience in the "Children: Yes or No" program.

Completion of the PRF took place during the second and third sessions, with half of the participants having completed the instrument at home and returned it during session two, and with the remaining participants having completed the instrument at home and returned it during session three. Based upon the assumption that adult personality traits remain relatively stable over time, and also due to the limited availability of PRF test booklets, the experimenter saw no detriment in having participants complete the PRF at different time periods.

The experimenter-designed final evaluation entitled, "Children: Yes or No Course Evaluation", was completed by the group members at the close of the eighth session. Information gleaned from this evaluation provided feedback on participants' thoughts and feelings regarding the course itself, their personal program experience, and their perceptions of specific changes which had occurred for them as a result of their participation in the "Children: Yes or No" program.

Nineteen of the 20 program participants completed the eight-week course, with only one group member having unofficially withdrawn from the workshop following the sixth session. Attendance was high throughout the eight sessions, with only sessions five, six and seven having suffered from an absentee rate of three or more participants. All guest speakers were audio-taped, however, and individuals who had missed a session were provided with an opportunity to hear the taped version of the speaker for whom they had been absent.

### Statistical Analysis

Data obtained from the OPQ pre-test and post-test was treated in the following manner: (1) A one-way analysis

of variance was conducted on the overall OPQ score obtained by all participants prior to and following completion of the program. Only the score obtained in favor of having a child was utilized in the analysis, as any change in an individual's score in favor of not having a child was correspondingly reflected in a change in her score on the affirmative end of the balanced scale. In other words, the results would not differ if the scores obtained by participants on the negative end of the balance scale were utilized in the analysis, as these scores corresponded to the scores obtained on the positive end of the scale with the combined plus and minus scores totaling 10 points. The analysis was carried out for the purpose of determining a change in participants' inclinations towards or against having children, from the pre-test to the post-test measure; (2) A one-way analysis of variance was conducted on the mean pre-test and post-test scores obtained by all participants, on the eight areas which comprise the OPQ. The eight areas include 'the impact of having a child on':

- 1) You and your partner as persons;
- 2) You and your partner as parents;
- 3) You and your partner as a family;
- 4) Children in your family;

- 5) Well-being of children;
- 6) Relatives;
- 7) Friends; and
- 8) Society.

Each variable was considered separately for the purpose of determining if any significant differences existed between the scores obtained by participants from the pre-test to the post-test measure; (3) A nonparametric Sign Test was conducted on the overall OPQ scores of all participants, and on the overall scores of the four choice position groups of participants for the purpose of determining if any trends existed for all participants and/or for the groups of participants prior to and following the program.

In treating the data from the PRF, the following statistical procedures were utilized: (1) A discriminant analysis was conducted to determine which of the 14 personality variables measured by the PRF differentiated significantly between the women who reportedly remained undecided, the women who reportedly postponed their decision for a specific time period, the women who reportedly chose to have children, and the women who reportedly chose not to have children; (2) A one-way analysis of variance was conducted on each of the 14 personality variables separately,

for the purpose of determining if any of these variables were individually predictive of personality characteristics specific to one or more of the four choice selection groups of participants; (3) Two sample t-tests were conducted, contrasting each of the four choice selection groups of participants on each of the 14 personality variables measured by the PRF. The purpose of the procedure was to determine the significance of the difference between any two of the groups on each of the 14 personality variables measured.

Due to the low power efficiency of nonparametric tests and to the increased probability of producing a Type II error utilizing nonparametric procedures, the researcher determined that the use of parametric statistical analyses would better serve to discriminate between choice selection groups on the variables measured in the study.

Data obtained from the completed "Children: Yes or No Course Evaluation" were collated and reported in terms of frequency distributions and percentages.



## CHAPTER FOUR

### RESULTS

The results obtained from statistical and supplementary analysis of the data, will be presented in the present chapter. Only the data obtained from the 19 participants who completed the program were utilized in the analyses. The hypotheses were accepted or rejected on the basis of these analyses, at a  $p \leq .05$  level of significance.

At the conclusion of the "Children: Yes or No" program, participants were asked to complete a subjective evaluation of the program itself and of their personal experience in the workshop. Table 1 presents a summary of the frequency and percentage of participants' reported decision positions at the conclusion of the eight-week program. A review of these data indicates that 42% of the women in the program remained undecided regarding the choice to have children or to remain childfree, while 16% chose to postpone making a decision regarding parenthood for a specific time period. Of the 42% of the women in the program who made a definite choice selection by the workshop's end, half chose to have children and half chose to remain childfree:

TABLE 1

Decision Positions of Participants Following Their  
Participation in the "Children: Yes or No"  
Program as Indicated in the  
Final Course Evaluation

Decision Position	Frequency	Percentage
Not Decided	8	42
Postponed Decision	3	16
Children	4	21
No Children	4	21

Participants were also asked to indicate which of the specified actions they had implemented as a result of their participation in the "Children: Yes or No" program. Table 2 presents a summary of the frequency and percentage of actions which were reportedly implemented by participants as a result of their program involvement. Of the 10 actions indicated in the evaluation, the 'establishment of better communication with one's spouse' was reported with the greatest frequency (89%). Sixty-three percent of the women in the program reportedly established better communication with their friends regarding the baby issue, sought further information regarding issues related to the parenthood question, and developed a greater self-awareness and awareness of others in relation to reproductive concerns, as a result of their participation in the program. Other actions reportedly implemented by participants as a result of their involvement in the workshop, included the establishment of better communication with family members regarding the baby issue (42%), having sought medical counsel regarding pregnancy, contraception or sterilization-related concerns (37%), and the establishment of one or more contacts with other participants in the course with whom group members hoped to maintain contact (32%).

TABLE 2

Frequency and Percentage of Reported Actions Implemented  
By Participants as a Result of Their Participation  
In the "Children: Yes or No" Program

Action	Frequency	Percentage
Established Greater Communication with Spouse	17	89
Established Better Communication with Family	8	42
Established Better Communication with Friends	12	63
Sought Medical Counsel for Fertility-Related Concerns	7	37
Sought Professional Counselling	0	0
Actively Sought Further Information	12	63
Ceased Using Contraception or Intend to in Near Future	1	5
Self or Spouse Became Sterilized or Scheduled an Appointment	1	5
Established One or More Contacts with Other Participants and Wish to Maintain These Contacts	6	32
Developed Greater Self Awareness and Awareness of Others Regarding Fertility-Related Concerns	12	63
n = 19		

To test Hypothesis I, a one-way analysis of variance was conducted on the overall OPQ scores obtained by participants prior to and following completion of the program. Table 3 presents a summary of the means, standard deviations and the F ratio, calculated for the overall balanced scale score obtained by the women in the program from the pre-test to the post-test measure. A significant difference in participants' attitudes, feelings and inclinations towards parenthood from the OPQ pre-test to the OPQ post-test measure was not apparent at the  $p \leq .05$  level; therefore the null hypothesis was accepted and the alternate hypothesis was rejected.

To test Hypothesis II, a one-way analysis of variance was conducted separately on the mean pre-test and post-test scores obtained by all participants on each of the 8 subscale scores which comprise the OPQ. Table 3 presents a summary of the means, standard deviations and F ratios calculated for the 8 subscale scores obtained by the program participants from the pre-test to the post-test measure. A significant difference in participants' attitudes, feelings and inclinations towards parenthood, as measured by the 8 OPQ subscale scores obtained prior to and following the workshop, was not apparent at the  $p \leq .05$  level; therefore the null hypothesis was accepted and the alternate hypothesis was rejected.

TABLE 3

Means, Standard Deviations and F-ratios on the OPQ  
 Overall Score and Eight Subscores for Women  
 Prior to and Following the Program

Score	Pre-Test		Post-Test		F-Ratio
	Mean	S.D.	Mean	S.D.	
Overall	4.11	2.13	4.53	2.27	.347
Self & Partner as Persons	-2.07	2.20	-1.38	3.25	.585
Self & Partner as Parents	0.72	2.98	0.34	2.43	.182
Self & Partner as A Family	-0.28	2.44	-0.84	2.53	.476
Children in the Family	0.83	1.95	2.00	2.46	2.625
Well-Being of Children	-1.66	2.75	-0.92	2.16	.842
Relatives	1.04	1.79	0.95	2.25	.018
Friends	-1.28	4.97	0.23	6.43	.656
Society	1.05	2.52	0.51	3.34	.319
n = 19 df = 1,36 $p \leq .05$ critical F = 4.17					

A nonparametric Sign Test was conducted on the overall OPQ balanced scale scores obtained by all program participants, and on the overall OPQ balanced scale scores of each of the four choice selection groups of participants, for the purpose of determining if any trends existed in the scores obtained by participants from the pre-test to the post-test measures. Table 4 presents a summary of the Sign Test results for determining trend in the overall OPQ scores. A significant trend in the scores from pre-testing to post-testing was not indicated at the  $p \leq .05$  level of significance.

Table 5 presents a summary of the means and standard deviations of the fourteen personality variables measured by the PRF for women in the "Children: Yes or No" program and for women in the normative sample of college students ( $n > 1,000$ ).

To test Hypothesis III, a one-way analysis of variance was conducted on each of the 14 personality variables measured by the PRF, based upon participants' reported choice selection at the conclusion of the workshop. Table 6 presents a summary of the means, standard deviations and F ratios of the 14 personality variables measured by the PRF, for the women who remained undecided, for the women who

TABLE 4

Sign Test Results for Determining Trend in the Overall  
OPQ Scores from Pre-test to Post-test

Group	n	Significance
Not Decided	8	.234
Postponed Choice	3	.125
Chose Children	4	.125
Chose No Children	4	1.000
Total Group	19	.087
$p \leq .05$		



TABLE 5

Means and Standard Deviations of the Personality Variables  
 Measured by the PRF for Women in the "Children: Yes or  
 No" Program and for Women in the Normative Sample

Personality Variables	College Women		Program Participants	
	Mean	S.D.	Mean	S.D.
Achievement	12.29	3.41	13.53	3.41
Affiliation	16.15	3.18	14.21	2.42
Aggression	5.86	3.23	5.16	2.57
Autonomy	7.08	3.43	7.11	2.90
Dominance	8.68	4.28	10.26	2.81
Endurance	10.11	3.70	11.89	2.94
Exhibition	9.74	3.92	8.89	3.74
Harmavoidance	10.27	4.38	11.32	3.23
Impulsivity	10.30	3.67	10.21	4.22
Nurturance	15.54	2.97	14.68	2.50
Order	10.66	4.38	11.05	3.39
Play	12.00	3.36	10.84	3.89
Social Recognition	11.32	3.73	9.00	3.40
Understanding	12.78	3.19	13.00	3.21

TABLE 6

Means, Standard Deviations and F Ratios of Personality Variables Measured by the PRF, for Women Who Remained Undecided, for Women Who Postponed Their Choice, for Women Who Chose to Have Children, and For Women Who Chose Not to Have Children

Personality Variables	No Choice		Postponed		Children		No Children		F Ratio
	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	
Achievement	12.75	3.01	14.33	1.53	15.00	1.83	13.00	6.16	.431
Affiliation	14.63	2.72	15.33	2.51	12.25	2.50	14.50	0.58	1.238
Aggression	5.38	3.02	4.67	2.31	4.75	2.06	5.50	3.11	.096
Autonomy	8.12	2.17	7.67	4.73	4.00	1.15	7.75	2.63	2.419
Dominance	9.88	2.99	11.67	3.06	11.25	2.36	9.00	2.94	.700
Endurance	11.63	3.07	12.33	0.58	12.50	3.70	11.50	3.87	.106
Exhibition	10.63	3.38	9.33	1.15	6.25	3.30	7.75	5.12	1.488
Harmavoidance	11.88	2.75	11.00	3.61	12.00	5.35	9.75	1.71	.417
Impulsivity	11.25	5.01	8.67	1.53	8.50	2.89	11.00	5.35	.515
Nurturance	13.88	2.36	14.67	3.21	16.50	2.38	14.50	2.38	.992
Order	10.88	3.36	11.33	1.53	12.25	5.38	10.00	2.94	.271
Play	11.38	4.24	11.00	3.46	8.25	3.77	12.25	3.77	.789
Social Recog.	8.25	2.92	7.67	4.93	12.00	3.27	8.50	2.65	1.450
Understanding	13.00	3.59	14.67	1.53	11.50	1.91	13.25	4.57	.522

n = 19

df = 3,15

p ≤ .05

critical F = 3.29

chose to have children and for the women who chose to remain childfree, by the conclusion of the program. A significant difference between the personality scores obtained by the four groups of women was not indicated at the  $p \leq .05$  level of significance; therefore the null hypothesis was accepted and the alternate hypothesis was rejected.

Two sample t-tests were conducted, contrasting each of the four choice selection groups of participants on each of the 14 personality variables measured by the PRF. Results of the group t-test contrasts for each of the 14 personality variables measured by the PRF may be found in Appendix E.

Table 7 indicates that the women in the program who reportedly remained undecided, scored significantly higher on the autonomy variable of the PRF, than the women in the program who chose to have children, at a .002 level of significance.

Table 8 indicates a significant difference in the autonomy scores obtained by the women in the program who chose to have children and the women who chose not to have children, with those who chose to remain childfree. scoring significantly higher at a .059 level of significance.

TABLE 7

Two Sample t-Test Contrast of Autonomy Scores Obtained  
On the PRF by Women Who Remained Undecided and  
Women Who Chose to Have Children

Group	N	Mean	S.D.	df	t-Value	Level of Significance
Not Decided	8	8.13	2.17	9.8	-4.30	0.002
Children	4	4.00	1.15			

TABLE 8

Two Sample t-Test Contrast of Autonomy Scores Obtained  
On the PRF by Women Who Chose to Have Children  
and Women Who Chose Not to Have Children

Group	N	Mean	S.D.	df	t-Value	Level of Significance
Children	4	4.00	1.15	4.1	2.61	0.059
No Children	4	7.75	2.63			

Table 9 indicates a significant difference in the understanding scores obtained on the PRF by the women in the program who postponed their decision for a specific time period and the women who chose to have children, with those who postponed their choice scoring significantly higher at a .059 level of significance.

A step-wise discriminant analysis was conducted to determine which of the 14 personality variables measured by the PRF, differentiated significantly between the women in the program who reportedly remained undecided, the women who reportedly postponed their decision for a specific time period, the women who reportedly chose to have children and the women who reportedly chose not to have children. The variables that were identified as discriminating were Autonomy, Nurturance and Affiliation, with the Affiliation variable being the most significant of the three variables ( $p = .0103$ ). Table 10 presents a summary table of the discriminating variables identified by the step-wise discriminant analysis conducted on the 14 personality variables measured by the PRF. Canonical discriminant functions and standardized canonical discriminant function co-efficients for the three personality variables identified as discriminating by the step-wise discriminant analysis, are presented in Table 11 and Table 12, respectively. Canonical discriminant functions evaluated at group means for the four choice selection groups of women in the program, are presented in Table 13.

TABLE 9

Two Sample t-Test Contrast of Understanding Scores Obtained  
on the PRF by Women Who Postponed Their Decision and  
Women Who Chose to Have Children

Group	N	Mean	S.D.	df	t-Value	Level of Significance
Postponed	3	14.67	1.53	4.9	-2.43	.059
Children	4	11.50	1.91			

TABLE 10

Summary Table of the Discriminating Variables  
 Identified by the Step-Wise Discriminant  
 Analysis Conducted on the PRF  
 Personality Variables

Personality Variable	Wilks' Lambda	Significance
Autonomy	0.673905	.1066
Nurturance	0.461531	.0726
Affiliation	0.223517	.0103 *
*p ≤ .05		

TABLE 11

Canonical Discriminant Functions of the Discriminating  
 Personality Variables Identified by the  
 Step-Wise Discriminant Analysis

Function	Percentage of Variance	Chi-Squared	df	Significance
1	99.33	21.7250	9	0.0098 *
2	0.63	0.3287	4	0.9879
3	0.04	0.2066	1	0.8857
*p ≤ .05				

TABLE 12

Standardized Canonical Discriminant Function Coefficients  
 For the Three Personality Variables Identified as  
 Discriminating by the Step-Wise  
 Discriminant Analysis

Personality Variable	Function 1	Function 2	Function 3
Affiliation	-1.09241	0.72314	0.30037
Autonomy	-1.09400	-0.25493	-0.59313
Nurturance	1.28091	0.38702	-0.61829

TABLE 13

Canonical Discriminant Functions Evaluated at Group  
 Means for the Four Groups of Women in  
 the Program

Group	N	Function 1	Function 2	Function 3
Not Decided	8	-1.03327	-0.09852	0.02126
Postponed	3	-0.76161	0.02849	0.01910
Children	4	3.13574	-0.01352	0.00730
No Children	4	-0.49799	-0.00318	-0.06415



Results of the discriminant analysis indicate that a positive score on Function 1 was most predictive of those women in the program who chose to have children, that a positive score on Function 2 was most predictive of those women who postponed their parenthood decision for a specific time period, and that a negative score on Function 3 was most predictive of those women in the program who chose to remain childfree.

## CHAPTER FIVE

### DISCUSSION

The present chapter will include a restatement of the purpose of the study, a discussion of the subject sample, and a summary and discussion of the results obtained from testing the hypotheses. Information obtained from the final course evaluation completed by all participants at the conclusion of the workshop, will also be examined. Finally, the chapter will conclude with a discussion of the implications for further research, which the present study has identified.

#### Restatement of the Purpose

The purpose of the present study was twofold. First, the study was designed for the purpose of determining if decision making assistance, in the form of a 20-hour workshop, would facilitate the decision making of career women who were conflicted over the parenthood dilemma. It was hoped that a program which emphasized a balanced focus on both the emotional and cognitive aspects of the parenting decision would assist participants in overcoming their decision making difficulties, and in making more conscious and informed choices regarding parenthood. An emphasis on

systematic evaluation of the program was undertaken in an attempt to determine the ability of this type of psycho-educational group format, to facilitate the reproductive decision making process.

Second, the study was conducted for the purpose of examining the personality characteristics which may have served to differentiate between those women who chose to have children, those women who chose to remain childfree, and those women who continued to experience difficulty in resolving the parenthood dilemma.

#### Discussion of the Sample

The self-selected sample of women who participated in the "Children: Yes or No" program was demographically characteristic of individuals who have reportedly attended other reproductive decision making workshops in the past (Elvenstar, 1980; Potts, 1980; Prochaska & Coyle, 1979). Similar to the group membership discussed by Prochaska and Coyle (1979), program participants were primarily first or last borns (50%), or only children (10%). Reared largely in intact, middle and upper middle income families, in which the fathers primarily were employed in white collar occupations (60%), and the mothers generally remained in

the home (65%), half of the women in the program were raised with the traditional belief that the primary role of a woman is that of wife, homemaker and mother.

Averaging around 30 years of age, program participants were predominantly well-educated, non-religious members of the upper middle socio-economic stratum. The women in the program held semi-professional and professional occupational positions, and were largely committed to their long-term career pursuits (85%).

A review of Table 5 indicates that group members were relatively similar to the normative sample of over 1,000 college women, on the 14 personality variables measured by the PRF. Although they were one or more points higher than the normative sample on the variables of achievement, dominance, endurance and harmavoidance, and one or more points lower on the affiliation, play and social recognition variables, the mean scores obtained by the women in the program on all 14 variables of the PRF, fell within one standard unit above or below the mean.

On the basis of the above information, it would appear that the women in the program were characteristic of many of today's women, who were raised in a traditional

manner and who were now leading less traditional lives, particularly in terms of their career aspirations. These women had been carefully considering the parenthood option for a period of anywhere from 3 months to 10 years, and all of the program participants had felt internal and/or external pressure to make a decision regarding parenthood. Pressures experienced by the program participants were in the form of biological time limitations, pressures from friends, family members or partners, and personal dissatisfaction with being undecided regarding parenthood and therefore being unable to make other important life decisions.

Far from fitting the stereotypic image of the selfish, immature, unstable woman who is denying her very essence as a woman by questioning the parental role (Veevers, 1974, 1980), participants attending the "Children: Yes or No" program appeared to be "sophisticated consumers" who,

have weighed conception/contraception alternatives and planned their lives carefully. They (were) eager for accurate, up-to-date information, for the chance to ask questions, and for an opportunity to talk with others who (were) struggling with the same concern. They (were) looking for expert opinion, decision-making tools, and support. (Scott et al., 1981, pp. 104)

### Summary and Discussion of Results

The first and second hypothesis tested, stated that participants' attitudes, feelings and inclinations towards parenthood, as measured by the overall OPQ balanced scale score and by the eight OPQ subscale scores obtained prior to and following the "Children: Yes or No" program, would differ significantly from the pre-test to the post-test measure. Statistically significant differences were not found, and the null hypotheses were therefore accepted. Results obtained from the subjective "Children: Yes or No Course Evaluation", however, indicated that 42% of the women in the program reportedly did shift from being undecided at the program's outset, to making a definite decision regarding parenthood by the conclusion of the workshop (see Table 1).

Several reasons may exist to explain these discrepant findings. Primarily, the OPQ scoring system itself was not conducive to group statistical analysis. Individual participants varied in terms of their feelings, attitudes and inclinations towards parenthood, as reflected by their wide range of scores on the OPQ overall balanced scale and on the eight subscales. Mean scores calculated for all participants and/or for the four choice selection groups of participants tended to average out, thereby eliminating any

individual indication of change. While some group members did shift their scores from the pre-test to the post-test measure, these shifts were in a positive direction for some and in a negative direction for others, and as such, the scores tended to balance each other out. Also, some members of the group who did in fact make a choice selection, had already indicated their inclination towards or against having children, as reflected in their pre-test OPQ balanced scale score and in several of their subscores. Changes in their scores from the pre-test to the post-test measures were not necessarily significant, therefore, as their eventual choice confirmed their original position regarding parenthood. Others who made a decision regarding having a child or remaining childfree did not alter their OPQ scores significantly from the pre-test to the post-test measure, indicating that they perhaps continued to see certain negative and positive aspects to both choice alternatives; however, one or another component of the decision was personally valued more for them than the other components, and therefore received greater weighting in their actual choice selection.

Herein lie the major difficulties in utilizing an instrument such as the OPQ which assumes an equal weighting is attributed to each of the eight areas which comprise the questionnaire. While an individual may in fact have per-

ceived that there were several disadvantages or advantages to having children, she may personally have considered one area to be more important and/or relevant to her choice selection than several of the other areas combined. As such, this personal value factor may have resulted in a choice selection which did not correspond to the results reflected in her OPQ balanced scale score and subscale scores.

Being a reproductive decision making aide based upon a 'rational' decision making process (Townes et al., 1977), the OPQ was constructed on the premise of equal weighting of the various components of the parenthood decision. The emotional component was not considered per se, and as such, individuals may indeed have made a choice selection which was not purely rational and therefore was not reflected in their OPQ score, but which nonetheless was congruent with their feelings, beliefs and values.

Another problem in statistically analyzing the data obtained from the OPQ pre-test and post-test measures involved the size of the subject sample from which the data were drawn, as well as the small size of the scores which were generated by this instrument. Small score values, similar means and the limited subject sample, resulted in



large variances in the analysis, and in an increased probability of making a type II error.

Of particular interest regarding the OPQ scores obtained by participants prior to and following the program, were the results of the nonparametric trend analysis. The Sign Test results for determining trend in the overall OPQ scores from the pre-test to the post-test measures for all participants, although not significant at the  $p \leq .05$  level, appeared to suggest a tendency for participants' scores to reflect more positive feelings, attitudes and inclinations in favor of having a child (see Table 4), by the program's conclusion. A review of Table 1, however, indicates that only 21% of the women in the program in fact made a choice selection in favor of having a child. These results suggest, therefore, that the women in the program perceived the parenthood choice less negatively by the program's conclusion than they had upon entering the course, although the parenthood alternative was not necessarily the choice which was personally acceptable for them. Perhaps the program served to increase participants' awareness of the 'positive' and 'negative' aspects of both choice alternatives, thereby providing group members with a more realistic and informed vantage point from which to evaluate the available alternatives

and their consequences. As one group member indicated, it was only after she was able to clearly see the positive aspects of having children, that she was able to evaluate what she would be giving up if she chose not to have a child; a choice which she was then able to make, comfortably and with a sense of surety.

The OPQ did not serve the desired function of indicating significant change in participants' feelings, attitudes and inclinations towards parenthood, and the instrument did not provide a gauge of more or less decisiveness on the part of the group members regarding parenthood. Participants did indicate, however, that the OPQ was a useful instrument in initially stimulating thought regarding the many aspects which encompass the baby decision and which deserve careful consideration. Perhaps, therefore, the OPQ should be utilized in future reproductive decision making workshops for the purpose of stimulating thought, rather than as a gauge of change or of decisiveness.

The third hypothesis tested, stated that a significant difference would exist between the PRF scores obtained by the women who chose to have children, the women who chose not to have children, the women who postponed their

choice for a specific time period, and the women who remained undecided at the conclusion of the workshop. It was hypothesized that the women who chose to have children would score significantly higher on the nurturance variable and significantly lower on the autonomy variable, than the other three groups of women. A statistically significant difference between the personality scores obtained by the four groups of women was not indicated at the  $p \leq .05$  level; therefore, the null hypothesis was accepted and the alternative hypothesis was rejected.

A review of the data suggests that the variables of affiliation, autonomy, exhibition, nurturance and social recognition, while not significantly different between the four groups of women in the present study, may in fact have some degree of influence in determining reproductive choice selection and/or in differentiating between those who chose to accept parenthood, those who decided to remain childfree, and those who postponed their choice or continued to experience decision difficulty in this area. Results of the step-wise discriminant analysis served to support the interactive effect of the autonomy, affiliation and nurturance variables in predicting the choice selections and/or decision positions of the women in the program who chose to have children, who postponed

their choice and who chose not to have children, by the conclusion of the "Children: Yes or No" program. However, further research is required, utilizing larger subject samples, to determine the exact nature of the relationship between these personality variables and reproductive decision making and choice selection.

Two sample t-tests contrasting each of the four choice selection groups of participants, on each of the 14 personality variables measured by the PRF, again indicated few significant differences in the scores obtained by the four groups of women on each of the 14 personality variables measured by this instrument. The variable of autonomy appeared to significantly differentiate between the women who remained undecided and the women who chose to have children, and between those who chose to accept parenthood and those who chose to remain childfree. Those who chose to have children obtained a significantly lower mean score on the autonomy variable of the PRF. According to Jackson (1974), those who score high on the autonomy variable tend to reject "restraints, confinement, or restrictions of any kind" (p. 6). Personal freedom appears to be important to the more autonomous individual (Jackson, 1974), and this type of freedom may indeed be more characteristic of the childfree lifestyle. Results of the present study

concur with those obtained by Jones (1979), suggesting that there may indeed be a relationship between the desire for personal freedom and autonomy and a reluctance to accept a role in life which may hinder an individual's personal freedom and independence.

Another significant difference identified by the two sample t-test contrasts conducted on the 14 personality variables, was observed between those who chose to have children and those who postponed their choice for a specific time period, on the 'understanding' variable of the PRF. According to Jackson (1974), those individuals who score high on 'understanding' desire to "understand many areas of knowledge" and "value synthesis of ideas, verifiable generalization, (and) logical thought" (p. 7). Perhaps those individuals who postponed their choice for a specific time period felt the need for more information and a greater understanding of all of the issues which comprise the parenthood question, prior to making an informed choice selection, as suggested by their significantly higher 'understanding' scores.

A review of the two sample t-test contrast indicates that of the personality variables which tended to differentiate between the groups of women in the program, the

greatest difference in scores was between those women who chose to have children, and the other three groups of program participants. While previous research has focused on the personality characteristics of those women who choose to remain childfree (Houseknecht, 1978, 1979; Jones, 1979; Teicholz, 1977), the results of the present study suggest that there may be specific personality traits which serve by their presence or absence, to identify those women who tend to accept the parental role. With further research and validation, information regarding personality characteristics and reproductive choice selection, may become a valuable decision making aid for individuals who are conflicted over the decision to have a child or to remain childfree.

In conclusion, with samples of from three to eight participants in each of the four choice selection groups, the personality results obtained from the present exploratory study must be interpreted with caution, and should be utilized for the purpose of generating questions for, and directions of future research. The use of larger and more varied subject samples, and of more rigorous research design is necessary, if indeed the relationship between personality variables and reproductive decision making and choice selection is to be clearly determined.

### Participants' Evaluation of the Program

At the conclusion of the workshop, participants were requested to complete the "Children: Yes or No Course Evaluation"; a summative evaluation designed by the experimenter for the purpose of gauging group members' impressions of the program itself and of their personal experience in the workshop. Although subjective in nature, valuable information regarding the content and impact of the program was extracted from these evaluations, and further elaboration is therefore warranted.

In evaluating the course design, participants emphasized the meaningfulness of both the guest speakers and the small and large group discussions. Examples of comments made by the women in the program are as follows:

It was great to have the opportunity to share ideas and thoughts. Often, saying things aloud helps to clarify otherwise confused thoughts.

The chance to interact with the other women on this issue was invaluable.

Guest speakers and discussions were both excellent and both essential to the success of the course.

I found the speakers without exception to be interesting, very self-revealing in a helpful way, and thought-provoking.

Good realistic information and facts about childrearing presented by all speakers.

These results are consistent with those obtained by Kimball and McCabe (1981), who indicated that guest speakers and same-sex small group discussions were reported as being extremely helpful in clarifying workshop participants' feelings and concerns. Prochaska and Coyle (1979), and Russell et al. (1978) supported the value of group discussion and exercises as facilitative modes of interaction and learning in reproductive decision making programs of this nature.

In response to a request for feedback regarding the least meaningful segments of the workshop, participants indicated general overall satisfaction with all aspects of the program, as suggested by the following comments:

Everything had some meaning, just to different degrees.

The sessions covered such varied topics that everything was meaningful.

Each segment had a particular meaning - none were meaningless.

Several participants, however, indicated that the session dealing with single parenting was not particularly relevant to their present circumstances. Also, a number of respondents questioned the inclusion of the shared responsibility session which, although interesting in itself, was perceived as being dependent on the particular



couple involved.

All of the 19 program participants felt that the handouts provided during the workshop were helpful, and all respondents also supported the value of the recommended readings. Participants indicated that it was "very difficult to obtain information on this topic" and that the suggested readings and handouts were therefore "a valuable part of the course". Several women in the program reportedly passed on the course readings to their friends, family members and/or spouse or partner. Perhaps the sharing of this information served as a vehicle to assist in opening the lines of communication regarding the various aspects of the parenthood question, between participants and those with whom they most closely interacted (see Table 2).

While most of the group members expressed their satisfaction with the length of the "Children: Yes or No" program (83%), several participants suggested that the workshop, in fact, could have run even longer than the 8 sessions. Some participants felt that a longer program would have provided "more time to hear other group members' views" and to "cover more issues". None of the women in the program expressed a desire for the program

to be shortened, and in fact, a number of the workshop participants emphasized that the program should "definitely not (be) shorter". These results are consistent with those obtained by Prochaska and Coyle (1979), and appear to support the experimenter's contention that an extended program format provided more time and opportunity for participants to explore the issues, to assimilate and process the content of each session, and to approach the parenthood question in a more comfortable and informed manner. A question may arise, therefore, regarding the value and effectiveness of brief, one-day reproductive decision making programs such as that recommended by Thoen (1979), which are designed to explore issues related to the parenthood question and to assist individuals with their reproductive choice selections. Further research is required to determine if in fact the effectiveness of reproductive decision making programs differs, depending on the duration of the programs.

All participants in the "Children: Yes or No" program expressed their satisfaction with the overall format of the workshop, and several group members suggested providing even more time in future workshops for both large and small group discussion. Prochaska and Coyle (1979) indicated that reproductive decision making program par-

Participants respond most favorably to topics dealing with their personal feelings rather than facts, and Elvenstar (1980) on the contrary, found a 'rational' treatment approach to be more successful than an 'emotional' approach in reducing personal conflict surrounding the parenthood issue. Results of the present study, however, appear to suggest that a balanced presentation of mini-lectures, guest speakers and structured exercises, combined with considerable opportunity for large and small group discussion and processing, proved to be an effective and desirable format for these types of reproductive decision making programs. With this format, both the 'rational' and the 'affective' components of the decision making process were focused upon. Participants were presented with information in the form of handouts, lectures, guest speaker presentations and structured exercises, and they were provided with an opportunity to integrate and process this information during the question periods and group discussions.

In evaluating their personal workshop experience, participants were asked to indicate where they stood regarding the parenthood decision, at the conclusion of the program. Although over half of the group members (58%) remained undecided regarding their choice, or had chosen

to postpone making a decision for a specific time period, 42% of the women in the program had made a definite decision regarding parenthood by the program's conclusion (see Table 1). Of those who made a decision regarding parenthood, half chose to have children and half chose to remain childfree.

These results are considerably higher than the results reported in the research on other reproductive decision making programs (Kimball & McCabe, 1981; Potts, 1980), perhaps suggesting that the "Children: Yes or No" program design was more effective in actually facilitating the reproductive decision making of the program participants. More research is required, however, to determine specifically which components of the present program served to effectively facilitate the decision making process of several of the program participants. Leadership, group composition, program content and duration, are but a few of the many program components which require further research to determine their impact on the effectiveness of reproductive decision making programs.

Other reproductive decision making programs have reported that participants concluded these workshops feeling

less conflicted, more comfortable with their decision, and more aware of the concerns and issues surrounding the parenthood question (Potts, 1980; Prochaska & Coyle, 1979). Consistent with these findings, all participants in the "Children: Yes or No" program indicated that their workshop experience served to increase their level of comfort in dealing with the parenthood decision. When asked how the workshop influenced their decisions regarding the choice to have a child or to remain childfree, a number of the women in the group indicated that by the workshop's conclusion, they felt "much better equipped to cope with whatever decision" they made or would ultimately make. The following statements are examples of the types of comments made by participants regarding the impact which the workshop had on their decision:

It has made me more objective about the choice - really analyze all the issues which are important and think a great deal about how much they are or are not a factor in our choice.

I feel more aware of the consequences, positive and negative, of either decision. I have a better balanced view. I feel less rushed about making a decision and more confident about making a good one.

This class just gathered my deepest feelings on the subject and cemented them neatly for me.

It would appear that while only 42% of the program's participants actually made a definite decision regarding acceptance or rejection of the parenthood alternative, the program was very helpful in increasing the group members' comfort level regarding dealing with the parenthood decision, and in preparing participants for the possible consequences of either choice alternative. The provision of information and the facilitation of self-awareness and awareness of the relevant issues within a group setting served, therefore, to assist individuals in making more conscious and satisfying decisions regarding parenthood, as indicated in the following final evaluation comments:

I made the decision . . . Mentally I now feel relaxed about it . . . no longer defensive or touchy - just great.

I feel I have considered all alternatives, etc., and feel comfortable with the decision to have children.

It has made me more secure that I've made the right decision.

I know I have chosen the right path for me and it gives me a quiet sense of surety in my future.

All participants in the program indicated in the final evaluation that the workshop was indeed a worthwhile experience, and one which they would and/or had already recommended to others who were experiencing

difficulty in resolving the parenthood dilemma.

One of the critical aspects of the decision making process involves taking action to carry out one's commitment or plans regarding choice selection and implementation (Cammaert & Larsen, 1979; Festinger, 1967). Without acting to make and carry out her reproductive choice selection, for example, an individual may find herself childless or pregnant by default. Action is essential, therefore, from the predecision stages of information gathering and evaluation, to the postdecision period of choice implementation (Festinger, 1967).

The women in the "Children: Yes or No" program acted to alleviate their decision difficulties by their registration in the program itself. Further action was then taken by many participants, as a result of their involvement in the program (see Table 2). Consistent with the results reported by Prochaska and Coyle (1979), participants in the present program reportedly established better communication with their spouses (89%), friends (63%), and family members (42%), regarding the parenthood issue, as a result of their participation in the "Children: Yes or No" program. Participants also reportedly developed greater self-awareness and awareness of others regarding fertility-

related concerns (63%). These results are of interest, particularly due to the fact that many of the women in the program initially reported experiencing considerable difficulty in discussing their parenthood concerns with their friends, family members and 'significant others'. Perhaps their participation in the program assisted the women in opening these lines of communication, and in becoming more aware of their own thoughts and feelings, and of the thoughts and feelings of others regarding the parenthood question.

Other important actions implemented by participants as a result of their program participation, included the seeking of further information regarding issues related to the parenthood question (63%), and the seeking of medical counsel for fertility-related concerns (37%). The program appears to have acted as a catalyst for action, encouraging the women in the workshop to seek answers to their questions and concerns, and thereby supporting informed and responsible decision making.

Research in the area of voluntary childlessness indicates the need for women who choose to remain childfree to have some type of reference group support for their choice selection (Houseknecht, 1977; Veevers, 1980).



Perhaps women who choose to have children also require reference group support in making the transition from a childfree lifestyle to parenthood. The present workshop appears to have provided an opportunity for some participants to develop such a support system within the group, as reflected by the fact that 32% of the women in the workshop indicated that they had established one or more contacts with other women in the program, with whom they hoped to maintain contact. Perhaps, therefore, parenthood decision making programs of this type provide a supportive atmosphere for choice consideration and selection, which may continue for some individuals throughout the later stages of choice implementation, after the workshop has concluded.

Finally, while the "Children: Yes or No" program was designed specifically for the purpose of facilitating participants' reproductive decision making and to assist group members in making more informed and satisfying parenthood decisions, an added benefit of the program was its impact on the overall decision making skills of the women in the course. In response to the question, "Do you feel that what you have learned in this course will help you in your future decision making?", all of the program participants responded in the affirmative. Per-

haps, therefore, decision making workshops of this nature serve the added function of teaching general decision making skills which may be applied to other life decisions as they arise at a later time.

In conclusion, it would appear that the "Children: Yes or No" program was indeed successful in meeting its program goals (see Appendix D). While the results of the OPQ pre-test and post-test measures did not indicate a statistically significant change in participants' attitudes, feelings and inclinations towards parenthood, results obtained from the final program evaluation, support the success of the program.

#### Implications for Further Research

Being exploratory in nature, the present study has served to identify several areas which require further research, utilizing larger samples and more rigorous experimental design. Recommendations for further study are as follows: (1) More research is required to determine specifically which of the many components that comprise reproductive decision making programs, serve to facilitate the decision making process itself and to assist individuals in making informed, responsible and satisfying reproductive choice selections. Questions arise regarding the

effectiveness of a) same sex or male/female leadership combinations; b) same sex, couples or mixed membership group composition; c) program content which emphasizes the informational aspects of the parenthood question, the emotional aspects of the issue, or both; and d) one-day programs versus workshops which extend over a period of several weeks. (2) Comparative studies are required to determine if an individual, couple or group setting is most effective in meeting the needs of those individuals who are conflicted over the parenthood dilemma, and in assisting individuals in making more informed and satisfying reproductive decisions. (3) The development of an instrument which may aid individuals in determining their orientation toward parenthood, and in making more satisfying reproductive choice selections, is required. This instrument must realistically take into account the rational and affective complexities of the parenthood question, and should be adaptable for both individuals and/or couples who are considering whether to have a child or to remain childfree. (4) More longitudinal research is required to determine if in fact, the reproductive decisions which individuals make, are more or less satisfying if they have been made through an informed and conscious choice process. (5) More rigorous research, utilizing larger and more varied subject samples, is required to

determine the nature of the relationship between personality variables, reproductive decision making and reproductive choice selection. If indeed an identifiable relationship does exist between certain personality variables and the reproductive choices which individuals make, as suggested by the present exploratory study, then this information may, in time, serve to enhance reproductive decision making ease, and may facilitate reproductive choice selection and satisfaction.

# REFERENCES

Bardwick, J.M. In transition. New York: Holt, Rinehart & Winston, 1979.

Barnett, R., & Baruch, G. The competent woman. New York: Irvington Publishers, 1978.

Beach, L.R., Campbell, F.L., & Townes, B.D. Subjective expected utility and the prediction of birth-planning decisions. Organizational Behavior and Human Performance, 1979, 24, 18-28.

Beach, L.R., Hope, A., Townes, B.D., & Campbell, F.L. [The expectation-threshold model of reproductive decision making.] Population and Environment, 1982, 5(2). (A decade of voluntary childlessness: a bibliography, 1981, Appendix A, 1.)

Beach, L.R., Townes, B.D., & Campbell, F.L. The optional parenthood questionnaire: a guide to decision making about parenthood. Washington, D.C.: National Alliance for Optional Parenthood, 1978.

Beach, L.R., Townes, B.D., Campbell, F.L., & Keating, G. W. Developing and testing a decision aid for birth planning decisions. Organizational Behavior and Human Performance, 1976, 15, 99-116.

Beckman, L.J. Exchange theory and fertility-related decision making. The Journal of Social Psychology, 1977, 103 (2), 265-276.

Bombardieri, M. The baby decision: How to make the most important choice of your life. New York: Rawson Wade Publishers, 1981.

Booth, C. To have a child or not. Glamour, July, 1981, 168-169, 222-223.

Bram, S. To have or have not: a social psychological study of voluntarily childless couples, parents-to-be, and parents. (Doctoral dissertation, University of Michigan, 1974). Dissertation Abstracts International, 1974, 35, 4250B.

Bram, S. Through the looking glass: voluntary childlessness as a mirror of contemporary changes in the meaning of parenthood. In W.B. Miller and L.R. Newman (Eds.), The first child and family formation. North Carolina: Carolina Population Center, 1978, 368-391.

Cammaert, L., & Larsen, C. A woman's choice: A guide to decision making. Illinois: Research Press, 1979.

Cooper, P.E., Cumber, B., & Hartner, R. Decision-making patterns and postdecision adjustment of childfree husbands and wives. Alternative Lifestyles, 1978; 1, 71-94.

Dreifus, C. Do I want a baby? McCall's, November, 1977, 203, 263-271.

Elvenstar, D. Counseling treatments for the reduction of conflict and distress in couples deciding whether or not to have children. (Doctoral dissertation, University of California, 1980). Dissertation Abstracts International, 1980, 41, 105A.

Fabe, M., & Wikler, N. Up against the clock. New York: Random House, 1979.

Festinger, L. Conflict, decision and dissonance. Stanford California: Stanford University Press, 1967.

Haas, P.H. Wanted and unwanted pregnancies: a fertility decision-making model. Journal of Social Issues, 1974, 30 (4), 125-165.

Harris, W.H., Durkin, H., & Flores, A. Choosing to be childfree: The Journal of School Health, 1979, 49 (7), 379-382.

Hoffman, L. Effects of maternal employment on the child: a review of the research. Developmental Psychology, 1974, 10 (2), 204-228.

Holahan, C.K., & Gilbert, L.A. Conflict between major life roles: women and men in dual career couples. Human Relations, 1979, 32 (6), 451-467.

Houseknecht, S.K. Reference group support for voluntary childlessness: evidence for conformity. Journal of Marriage and the Family, 1977, 39, 285-294.

Houseknecht, S.K. Voluntary childlessness: a social psychological model. Alternative Lifestyles, 1978, 1 (3), 379-402.

Houseknecht, S.K. Timing of the decision to remain voluntarily childless: evidence for continuous socialization. Psychology of Women Quarterly, 1979, 4, 81-96.

Jackson, D.N. Personality research form manual. Goshen, New York: Research Psychologists Press, 1974.

Janis, I.L., & Mann, L. Decision making: A psychological analysis of conflict, choice and commitment. New York: The Free Press, 1977.

Jones, S.L. Towards a psychological profile of voluntary childfree women. (Doctoral dissertation, California School of Professional Psychology, 1978). Dissertation Abstracts International, 1979, 40, 895B.

Kimball, K.K., & McCabe, M.E. Should we have children? A decision-making group for couples. The Personnel and Guidance Journal, 1981, 60, 153-156.

Lott, B.E. Who wants the children? Some relationships among attitudes toward children, parents and the liberation of women. American Psychologist, 1973, 28, 573-582.

Marciano, T.D. Male pressure in the decision to remain childfree. Alternative Lifestyles, 1978, 1, 95-112.



- McBride, A.B., A married feminist. New York: Harper & Row, 1976.
- Movius, M. Voluntary childlessness - the ultimate liberation. The Family Coordinator, 1976, 25 (1), 57-63.
- Murray, H.A. Exploration in Personality. Cambridge: Harvard University Press, 1938.
- Ory, M. The decision to parent or not: Normative and structural components. Journal of Marriage and the Family, 1978, 40, 531-539.
- Payne, J. Talking about children: An examination of accounts about reproduction and family life. Journal of Biosocial Science, 1978, 10, 367-374.
- Peck, E., & Senderowitz, J. (Eds.), Pronatalism: The myth of mom and apple pie. New York: Thomas E. Crowell, 1974.
- Pohlman, E. The psychology of birth planning. Cambridge, Massachusetts: Schenkman, 1969.
- Potts, L. Considering parenthood: Group support for a critical life decision. American Journal of Orthopsychiatry, 1980, 50 (4), 629-638.
- Prochaska, J., & Coyle, J. Choosing parenthood: A needed family life education group. Social Casework: The Journal of Contemporary Social Work, 1979, 60 (5), 289-295.

Rollin, B. Motherhood: Who needs it? Look, September, 1970, 34 (9), 15-17.

Rosenblatt, P.C., Peterson, P., Portner, J., Cleveland, M., Mykkanen, A., Foster, R., Holm, G., Joel, B., Reisch, H., Kreuscher, C., & Phillips, R. A cross-cultural study of responses to childlessness. Behavior Science Notes, 1973, 8, 221-231.

Rossi, A.S. Transition to parenthood. Journal of Marriage and the Family, 1968, 30, 26-39.

Russell, M.G., Hey, R.N., Thoen, G.A., & Walz, T. The choice of childlessness: A workshop model. The Family Coordinator, 1978, 27 (2), 179-184.

Russo, M.F. The motherhood mandate. Journal of Social Issues, 1976, 32, 143-153.

Schultz, T. Should I have a baby? Working Woman, November, 1979, 36-38.

Scott, L., Blachman, L., Scott, C., & Zola, J. Parenthood after thirty: Resource manual. Berkeley, California: Parenthood After Thirty Project, 1981.

Stolka, S.M., & Barnett, L.D. Education and religion as factors in women's attitudes motivating childbearing. Journal of Marriage and the Family, 1969, 31, 740-750.

Teicholz, J.G. A preliminary search for psychological correlates of voluntary childlessness in married women. (Doctoral dissertation, Boston University School of Education, 1977). Dissertation Abstracts Interna-

tional, 1977, 38, 1865B.

Thoen, G.A. The parenthood option: A manual for professionals helping people decide whether to have children or remain childfree. Washington, D.C.: National Alliance for Optional Parenthood, 1979.

Thoen, G.A., & Russell, M.G. The childfree option: A workshop model for making one of life's major decisions. In N. Stinnett, B. Chesser and J. DeFrain (Eds.), Building family strengths: Blueprints for action. Lincoln, N.B.: University of Nebraska Press, 1979, 339-359.

Thompson, K.S. Similarities and differences in the beliefs and values of young married couples relating to having children: A preliminary study. International Journal of Sociology of the Family, 1978, 8 (2), 171-184.

Townes, B.D., Beach, L.R., Campbell, F.L., and Martin, D.C. Birth planning values and decisions: The prediction of fertility. Journal of Applied Social Psychology, 1977, 7 (1), 73-88.

Tyler, L. Research explorations in the realm of choice. Journal of Counseling Psychology, 1961, 8, 195-201.

Veevers, J.E. Voluntarily childless wives: An exploratory study. Sociology and Social Research, 1973, 57, 356-366.

Veevers, J.E. The parenthood prescription. Alternatives: Perspectives on Society and Environment, 1974, 3, 32-37.

Veevers, J.E. Childless by choice. Scarborough, Ontario: Butterworth, 1980.

Welds, K. Voluntary childlessness: How free a choice?  
Paper presented at the American Psychological Association Convention in New York City, September, 1978.

Wells, J.G. Current issues in marriage and the family. New York: MacMillan, 1979.

Whelan, E. A baby? . . . maybe. New York: Bobbs-Merrill, 1980.

APPENDIX A

PERSONAL INFORMATION SHEET

INFORMATION SHEETSECTION A: PERSONAL INFORMATION

Name: \_\_\_\_\_

Address: \_\_\_\_\_  
\_\_\_\_\_

Phone: \_\_\_\_\_ Age: \_\_\_\_\_

Marital Status: Married \_\_\_\_\_ Divorced \_\_\_\_\_

Single \_\_\_\_\_ Commonlaw \_\_\_\_\_

Other \_\_\_\_\_

If Married, Divorced or in a Commonlaw Relationship, for  
how long? \_\_\_\_\_Present Occupation (if 'student', indicate your future  
occupation): \_\_\_\_\_

Full-Time \_\_\_\_\_ Part-Time \_\_\_\_\_

Desired Occupation (if different from above):  
\_\_\_\_\_Indicate last level of education completed or presently  
being completed: \_\_\_\_\_Present Socio-Economic Status (e.g. Middle-Class, etc.):  
\_\_\_\_\_Do you plan on making a long-term commitment to your  
career? Yes \_\_\_\_\_ No \_\_\_\_\_

SECTION B: BACKGROUND INFORMATION

How many children were in your family? \_\_\_\_\_

Brothers \_\_\_\_\_ Sisters \_\_\_\_\_

What was your sibling position in your family (e.g. first born, last born, etc.)? \_\_\_\_\_

Religious Upbringing: \_\_\_\_\_

What is your present religious orientation? \_\_\_\_\_

Are you actively involved in your religion? \_\_\_\_\_

Indicate your father's occupation: \_\_\_\_\_

Indicate your mother's occupation: \_\_\_\_\_

Did your mother maintain employment outside of the home for a period of 2 or more years while you were a child? \_\_\_\_\_

If so, in what occupation? \_\_\_\_\_

Full-Time \_\_\_\_\_ Part-Time \_\_\_\_\_

Did your parents equally share in household and childcare responsibilities, finances, etc.? \_\_\_\_\_

How would you rate your parents' marriage?

Happy \_\_\_\_\_ Unhappy \_\_\_\_\_

Were you raised with the belief that the primary role of a woman is that of wife, homemaker and mother? \_\_\_\_\_

Did you have childcare responsibilities within your family when growing up (e.g. responsibility for younger siblings)?  
\_\_\_\_\_

SECTION C: DECISION-RELATED INFORMATION

When did you first begin looking at the parenthood alternative? \_\_\_\_\_

Are you presently feeling pressured to make a decision regarding parenthood, and if so, where do you perceive this pressure to be coming from? \_\_\_\_\_

If married or in a commonlaw relationship, how do you perceive the feelings of your partner in regard to the parenthood option? \_\_\_\_\_

Are you presently practicing birth control? \_\_\_\_\_

Are there any specific areas which you wish to be covered in this workshop? (Please indicate) \_\_\_\_\_

How did you find out about this workshop? \_\_\_\_\_



APPENDIX B

CHILDREN: YES OR NO

COURSE EVALUATION

CHILDREN: YES OR NO

COURSE EVALUATION

For the purpose of evaluating the value and effectiveness of this course and to assist in future program development, please respond to the following questions:

A) EVALUATION OF GUEST SPEAKERS:

On a scale from 1 to 5, with 5 indicating the MOST positive response and 1 indicating the LEAST positive response, please rate the guest speakers on the following dimensions by circling the response which most accurately represents your perceptions. If you were absent for any speakers, please leave their questions blank.

Voluntarily Childless  
Speaker

i)	Interest of the Presentation	1	2	3	4	5
ii)	Quality of the Presentation	1	2	3	4	5
iii)	Usefulness of the Presentation	1	2	3	4	5

Mother of 2 Preschool  
Children

i)	Interest of the Presentation	1	2	3	4	5
ii)	Quality of the Presentation	1	2	3	4	5
iii)	Usefulness of the Presentation	1	2	3	4	5

Mother of 2 Teenage Sons

i)	Interest of the Presentation	1	2	3	4	5
ii)	Quality of the Presentation	1	2	3	4	5
iii)	Usefulness of the Presentation	1	2	3	4	5

Single Parent

i)	Interest of the Presentation	1	2	3	4	5
ii)	Quality of the Presentation	1	2	3	4	5
iii)	Usefulness of the Presentation	1	2	3	4	5

## Infertility Specialist

i)	Interest of the Presentation	1	2	3	4	5
ii)	Quality of the Presentation	1	2	3	4	5
iii)	Usefulness of the Presentation	1	2	3	4	5

## Shared Responsibility Couple

i)	Interest of the Presentation	1	2	3	4	5
ii)	Quality of the Presentation	1	2	3	4	5
iii)	Usefulness of the Presentation	1	2	3	4	5

City of Calgary Day Care  
Coordinator

i)	Interest of the Presentation	1	2	3	4	5
ii)	Quality of the Presentation	1	2	3	4	5
iii)	Usefulness of the Presentation	1	2	3	4	5

B) EVALUATION OF GROUP LEADERS:

1. I sincerely welcome feedback on my part in facilitating the workshop. Please comment on any aspect of my presentation that comes to mind (e.g. Was the optional parenthood issue treated objectively? Were group members made to feel comfortable in openly expressing their views within the group? etc.)

---



---



---



---

2. Please comment on the helpfulness of the small group leaders in clarifying issues and helping members examine alternatives within the small group sessions.

---



---



---



---

C) EVALUATION OF COURSE DESIGN:

1. Which segments of the workshop were most meaningful to you and why? (e.g. Guest speakers - specify particular speakers if applicable; Discussions with other members of the group, etc.)

---

---

---

---

2. Which segments of the workshop were least meaningful to you and why?

---

---

---

---

3. Were the handouts provided during the workshop helpful?

YES \_\_\_\_\_ NO \_\_\_\_\_

4. Were the recommended readings helpful?

YES \_\_\_\_\_ NO \_\_\_\_\_

Comment:

---

---

---

---

5. Were you satisfied with the length of the workshop? If not, please elaborate.

YES \_\_\_\_\_ NO \_\_\_\_\_

Comment:

---



---



---

6. Were you satisfied with the overall format of the workshop (e.g. guest speakers, small and large group segments, exercises, etc.)?

YES \_\_\_\_\_ NO \_\_\_\_\_

Comment:

---



---



---

7. Do you feel that 'Continuing Education' is an appropriate sponsor for the program?

YES \_\_\_\_\_ NO \_\_\_\_\_

8. Did the sponsorship of the workshop influence your decision to register in the program?

YES \_\_\_\_\_ NO \_\_\_\_\_

D) EVALUATION OF YOUR WORKSHOP EXPERIENCE:

1. Where do you stand at the present time in regard to the baby decision? I have:

Decided to Have Children	_____
Decided Not to Have Children	_____
Decided to Postpone the Choice for a Specific Time Period	_____
Not Decided	_____

2. In what way, if any, has the workshop influenced your decision regarding the choice to have children or remain childfree?

---

---

---

---

3. Please indicate which, if any, of the following actions you have implemented as a result of your experience in the Children: Yes or No program (Check✓ as many as are applicable):

- a) I have established greater communication with my spouse (partner) regarding the parenthood issue \_\_\_\_\_
- b) I have established better communication with my family regarding the baby issue \_\_\_\_\_
- c) I have established better communication with my friends regarding the baby issue \_\_\_\_\_
- d) I have sought medical counsel regarding pregnancy, contraception or sterilization-related concerns. \_\_\_\_\_
- e) I have sought professional counselling (Individual \_\_\_\_\_ or Couple \_\_\_\_\_) \_\_\_\_\_
- f) I have actively sought further information regarding issues related to the parenthood question (literature, workshops, community agency services, etc.) \_\_\_\_\_
- g) I have ceased using contraception or I intend to, within the time period recommended by my physician. \_\_\_\_\_

h) I or my spouse have become sterilized or have scheduled an appointment with a physician for sterilization \_\_\_\_\_

i) I have established one or more contacts with other participants in the course, with whom I hope to maintain contact \_\_\_\_\_

j) I have developed a greater self-awareness and awareness of others in relation to fertility-related concerns \_\_\_\_\_

4. What effect has the workshop had on your level of comfort, regarding dealing with the parenthood decision? (Check one)

I feel: More Comfortable \_\_\_\_\_

Less Comfortable \_\_\_\_\_

About the Same \_\_\_\_\_

Comment:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5. Do you feel that what you have learned in this course will help in your future decision making?

YES \_\_\_\_\_ NO \_\_\_\_\_

6. How would you sum up your feelings regarding attending the workshop?

a) Was it a worthwhile experience? \_\_\_\_\_

\_\_\_\_\_

b) Would you recommend it to others? \_\_\_\_\_

\_\_\_\_\_

7. What is your overall evaluation of the workshop?  
(Check one)

Excellent \_\_\_\_\_ Good \_\_\_\_\_ Fair \_\_\_\_\_ Poor \_\_\_\_\_

THANK YOU FOR YOUR PARTICIPATION IN 'CHILDREN:  
YES OR NO'. I HAVE REALLY ENJOYED WORKING WITH  
YOU, AND WISH YOU ALL, BOTH HAPPINESS AND SUC-  
CESS IN WHATEVER LIFESTYLE YOU PURSUE.

Note: Please indicate a mailing address below, if you  
wish a copy of test results to be forwarded to  
you at a later date.



APPENDIX C

PROGRAM FLIER

# CHILDREN: YES OR NO:

## A Decision-Making Course Especially for Women

- WHEN:** 8 Wednesday evenings, 7:30 p.m. - 10:00 p.m.  
February 3 - March 24, 1982
- WHERE:** The University of Calgary
- COST:** \$60.00
- INSTRUCTOR:** Judith Daniluk
- DESCRIPTION:** Recent research indicates that women who are presently in their childbearing years face a serious conflict in terms of determining which life style is most congruent with their values, interests and motivations, and which will bring them the greatest degree of personal satisfaction. Today's women have been raised with traditional values and stereotypes and yet they are presently living in a time when modern values and life style pressures conflict with these traditional values and life styles. Economically as well, times have changed and the lifestyles of the past have been radically altered.
- Of the many decisions women must now face, the choice to accept or reject motherhood carries with it far-reaching future implications. This decision is bound by time, health, financial constraints, societal and family pressures and relationship factors, as well as by individual values, interests, preferences and motivations.
- Little concrete information is as yet available on the implications of making a choice to have children or remain childfree, while concurrently pursuing a career (either full or part-time), and as such the difficulty in making such a decision becomes apparent.
- The proposed workshop will explore and help participants to clarify reasons for accepting or rejecting motherhood, to provide accurate information on the implications involved in living with the consequences of one's choice. Guest resource people from a variety of areas will be invited for input.
- The workshop is designed for women who are presently working and/or are planning a career, and who are concerned with the decision to have or not have children (now or in the future). Participants may be single or married, and should be willing to invest considerable effort and energy in self-exploration and in group-exploration of the many facets comprising this difficult and important choice. Participants must also be willing to complete a short battery of inventories prior to and following the workshop, for purposes of research. Limited enrollment.
- TO REGISTER:** Please complete the form below, detach and mail with a cheque for \$60.00 to:
- The Faculty of Continuing Education  
The University of Calgary  
2500 University Drive N.W.  
Calgary, Alberta T2N 1N4

**CHILDREN: YES OR NO****Course No. 23646****Fee: \$60.00**

NAME \_\_\_\_\_ PHONE: \_\_\_\_\_

ADDRESS: \_\_\_\_\_ POSTAL CODE: \_\_\_\_\_

\_\_\_\_\_ BUSINESS PHONE: \_\_\_\_\_

Fee in full must accompany registration unless employer is to be invoiced. Please remit by cheque or money order payable in Canadian funds to: THE UNIVERSITY OF CALGARY.

## APPENDIX D

CHILDREN: YES OR NO

PROGRAM DESCRIPTION

ASSUMPTIONS

The "Children: Yes or No" program was based on the following assumptions:

1. Individuals are more content with decisions that they feel they have control over and where there has been an element of personal choice involved in the decision making process (Thoen, 1979).
2. Individuals have the right to choose a lifestyle compatible with their own individual values, goals, and needs, and they also have a responsibility to themselves and to their unborn children to make an informed choice regarding parenthood.
3. Individuals require accurate information and support for making appropriate and satisfying life choices, particularly during a time of transition when expanded and conflicting personal and social roles are available.
4. It is better to reach an enlightened decision regarding parenthood by grappling with the complex issues, than to risk finding oneself childless by 'default' or in a panic pregnancy (Fabe & Wikler, 1979).
5. Wanted and planned children, born to informed individuals who accept the responsibilities of parenting, have a better chance of growing up in a healthy family environment than unwanted children born to parents who are not ready and/or able to accept parental responsibilities.

6. Informed and supported choice leads to greater satisfaction, for both the individual concerned and society at large.

PROGRAM GOALS

The "Children: Yes or No" program was designed in an attempt to meet the following goals:

1. To assist participants in making a more informed and personally satisfying choice regarding the decision to accept or reject motherhood.
2. To assist in increasing participants' level of comfort in dealing with the parenthood decision.
3. To increase participants' knowledge of the medical, personal and social implications of choosing a parenting or childfree lifestyle.
4. To assist individual participants in more clearly delineating their positions regarding the choice to accept or reject motherhood, thereby facilitating the reproductive decision making process.
5. To assist participants in developing decision making skills which may be utilized in making other critical life decisions.

GROUP LEADERSHIP

The experimenter operated in the capacity of group leader, and was responsible for the following tasks:

1. Arranging for the guest speakers;
2. Implementing the program according to the stated goals, format and orientation;
3. Organizing and conducting each session in an open and facilitative manner;
4. Administering and ensuring the correct completion of all test instruments;
5. Assisting participants in the processing and understanding of information presented;
6. Conducting ongoing, informal, formative evaluations of the program;
7. Making alterations in the program agenda when necessary and facilitative to meeting the needs of the program participants;
8. Conducting a summative evaluation at the close of the program;
9. Determining the necessity for further assistance and providing appropriate referrals to other mental health professionals as required.

The services of two other counsellors operating in the capacity of small group facilitator, served to greatly enhance the continuity and effectiveness of the small group sessions, while concurrently increasing the level of professional assistance available to group members. The small group leaders attended each session and became active members of the group, in an attempt to facilitate a more cohesive and open pattern of interaction and expression within the group. Small group leaders also accepted responsibility for providing feedback on the needs and progression of individual participants and monitored the degree to which the program was indeed meeting these needs.



AGENDA

- 02 FEBRUARY: Introduction, Orientation, Getting Acquainted, Testing.
- 03 FEBRUARY: Goal Setting, Values Clarification, Examination of Attitudes, Stereotypes and Societal Pressures Contributing to the Difficulty Inherent in the Parenthood Choice.
- 17 FEBRUARY: Discussion Regarding the Personal Relationship and Social Implications of Choosing NOT to Have Children.  
Voluntarily Childless Resource Person.
- 24 FEBRUARY: Discussion Regarding the Personal Relationship and Social Implications of Choosing to HAVE Children.  
Two Resource People - One with Young Children and One with Teenage Children.
- 03 MARCH: Discussion of the Implications of Choosing to Become a Single Parent.  
Single Parent Resource Person.  
Mid-Course Evaluation.
- 10 MARCH: Discussion of the Medical Implications Involved in the Choice to Have Children or to Remain Childfree.  
Medical Specialist Resource Person.  
Discussion of the Financial Implications of Child Rearing.
- 17 MARCH: Discussion Regarding Shared Responsibility for Childcare.  
Resource Couple Presently Sharing Childcare.  
Discussion Regarding the Availability, Quality and Costs of Childcare Services.  
Resource Person from the City of Calgary.
- 24 MARCH: Review of Participants' Goals and Evaluation of Changes.  
Course Evaluation and Suggestion for Future Sessions.  
Post-Testing.

RECOMMENDED COURSE READINGS

1. Bombardieri, Merle. The baby decision. New York:  
Rawson, Wade Publishers, 1981.
2. Dorwick, Stephanie, & Grundberg, Sibyl. Why children?  
London: The Women's Press, 1980.
3. Veevers, Jean, E. Childless by choice. Toronto:  
Butterworths, 1980.
4. Whelan, Elizabeth, M. A baby? . . . Maybe. New York:  
Bobbs-Merrill Company, 1980.

All recommended readings may be purchased from the University of Calgary Bookstore, except for Dorwick and Grundberg's Why children?, which is available through the University Library but is not at present available for sale in Canada.

COURSE HANDOUTS

Bombardieri, M. The baby decision: how to make the most important choice of your life. New York: Rawson Wade, 1981, Chapter 13.

Byrne, S. To breed or not to breed? That is the question. Playgirl, 1977, September, 35-38.

Levine, J. Real kids vs. 'the average' family. Psychology Today, 1978, June, 42-53, 114.

Lilley, W. The bottom line on baby. The Financial Post Magazine, 1981, October, 14-20.

Mayleas, D. The impact of tiny feet on love: the pros and cons of having children today. Self, 1980, August, 105-110.

Maynard, J. My career as a mother. Newsweek, 1978, July, 15.

McClelland, D., Contantian, C., Regaldo, D., & Stone, C. Making it to maturity. Psychology Today, 1978, June, 42-53, 114.

Parke, R.D., & Sawin, D.B. Fathering: its a major role. Psychology Today, 1977, November, 108-112.

Pines, M. Only isn't lonely (or spoiled or selfish). Psychology Today, 1981, March, 15-19.

Wallerstein, J.S., & Kelly, J.B. California's children of divorce. Psychology Today, 1980, January, 67-76.

Whelan, E. A baby? . . . maybe. New York: Bobbs-Merrill, 1980, Chapter 9, 10.

PROGRAM CONTENTSESSION ONE

Objective #1: Participants will feel that open communication, honest self-disclosure and an atmosphere of nonjudgmental inquiry has been established.

Objective #2: Participants will be more aware of their motivations for attending the workshop and will experience an increased level of comfort within the group.

Objective #3: Participants will have identified issues and attitudes influencing the parenting decision, through their completion of the OPQ.

---

Activity #1: An introductory statement was made by the facilitator and small group leaders, indicating their interest in the workshop, their qualifications, and their personal position regarding the choice to accept motherhood or to remain childfree.

Activity #2: Participants were arbitrarily divided into dyads, and requested to interview each other for the purpose of learning more about their partner and about why she chose to attend the workshop. After approximately ten minutes, participants were requested to return to the larger group and one by one, introduce their partner to the other group members. The group facilitator encouraged interaction among members and drew attention to the parallels and differences among participants' reasons for coming to the program.

Activity #3: The OPQ was administered to the group members, following which, participants were requested to complete the personal information sheet.

SESSION TWO

- Objective #1: Participants will become aware of their personal goals and objectives for the workshop.
- Objective #2: Participants will be more aware of their own personal value system and how this influences the choice process in terms of the decision to accept or reject motherhood.
- Objective #3: Participants will become more aware of their motivations regarding the choice to have children or to remain childfree, and of the impact of sex-role stereotypes, social pressures and past social indoctrination on these motivations.
- 

- Activity #1: Participants were arbitrarily divided into three groups of eight members each. The facilitator and two small group leaders assumed responsibility for leading the groups. Group leaders facilitated discussion of participants' needs, with an emphasis upon clarifying how these needs could best be met within the workshop. By answering the question, "What do I hope to get out of this workshop?", the goals of each member were more clearly defined. Group leaders attempted at this time, to sensitize themselves to the particular issues relevant to individual participants. After approximately forty-five minutes, participants returned to the large group and a brief synopsis of the leader's and members' goals for the workshop were presented in a discussion format. Suggestions regarding possible alterations in the agenda were put forth and discussed at this time, in an attempt to meet the needs of as many of the participants as possible.
- Activity #2: A progressive relaxation exercise was carried out followed by a guided fantasy exercise, adapted from: Morgan, J.I., & Skovholt, T.M. Using inner experience: fantasy and daydreams in career counseling. Journal of Counseling Psychology, 1977, 24, (5), 391-397.
- Upon completion of the guided fantasy

exercise, participants were brought out of their relaxed state and allowed a few minutes to individually process their fantasy and the corresponding feelings which it may have aroused. Small group leaders then facilitated discussion of each participant's fantasy, emphasizing the presence or absence of children in the fantasy, etc. Participants were encouraged to examine the content of their fantasies and the affect which accompanied the fantasy, in an attempt to discern the possible values and lifestyle implications of the experience.

Activity #3: Within small groups, participants were requested to compile a list of reasons for having children, and a list of reasons for not having children. Upon completion of the lists, group members returned to the large group and these reasons were examined, with emphasis being placed on the contribution of societal pressures and sex-role stereotypes to participants' motivations to become mothers or to remain childfree.

### SESSION THREE

Objective #1: Participants will have greater knowledge of the implications involved in choosing a voluntary childfree lifestyle, for the career-oriented woman.

---

Activity #1: A 44-year-old voluntarily childless career woman, discussed the personal, relationship and social implications of choosing NOT to have children. The presentation was made to the group members from the speaker's personal perspective, and involved issues such as how she fills her life, whether she regrets her choice now, etc. Participants were encouraged to interact freely with the speaker and to openly discuss their concerns regarding the childfree alternative.

Activity #2: Within the large group, participants were encouraged to participate in a discussion revolving around the childfree alternative and the possible consequences associated with choosing to reject parenthood. Group members shared their thoughts and concerns (e.g. how they would fill their lives; whether they would regret their decision; whether they would be lonely in their old age, etc.), and examined these issues within the context of the guest speaker's presentation.

#### SESSION FOUR

Objective #1: Participants will have greater knowledge of the personal, relationship and lifestyle implications for career women who choose to have children. Participants will also experience a greater awareness of the different demands required by children during the various stages of the life cycle.

---

Activity #1: A presentation was made by a 43-year-old career woman who was raising younger children while concurrently pursuing her career. The presentation was made from the speaker's personal perspective, and involved issues such as how she made her choice to have children, how she copes with combining a career and motherhood, and the problems of late motherhood, the effect of children on her marital relationship and her career aspirations, whether she now regrets her choice, etc. Participants were encouraged to interact freely with the speaker and to openly discuss their concerns regarding acceptance of the motherhood alternative.

Activity #2: A career woman who was raising teenage children discussed the personal, relationship, career, life cycle and lifestyle implications of combining a career with the raising of teenage children. The presentation was made from the speaker's personal perspective, and involved issues such as how she made her



choice to have children, the direction of her career as a result of her mothering role, the effect of children on her own personal growth and on her marital relationship, etc. Participants were encouraged to interact freely with the speaker and to openly discuss their concerns regarding acceptance of the motherhood alternative.

#### SESSION FIVE

- Objective #1: Participants will have greater knowledge of the financial, social, psychological and lifestyle implications of raising children as a single parent career woman.
- Objective #2: Participants will have an increased awareness of their present positions regarding the decision to accept or reject motherhood, and of their progress within the workshop.

---

Activity #1: A career woman who was raising children without the presence and/or support of her partner, discussed the implications of single parenthood. The presentation was made from the speaker's personal perspective, and included issues such as how she copes with rearing children alone, the type of support system required and how she has developed this support, the impact that being a single parent has had on her and her children, the problems inherent in raising children alone, etc. The issue of raising a handicapped child was also addressed by the speaker. Participants were encouraged to interact freely with the speaker and to openly discuss their concerns regarding single parenthood and the implications of having a handicapped child.

Activity #2: The group facilitator requested that the participants break into three groups of eight members each. Small group leaders then attempted to assist the members in evaluating their progress to date, in terms of their decision making. Emphasis was placed on providing each participant with

the opportunity to clarify her present position, and to discuss within the group specific concerns which required further attention. At this time, participants also reviewed their workshop goals, to determine the degree to which these goals were being met.

### SESSION SIX

Objective #1: Participants will have greater knowledge of the medical implications for women who choose to have children, at various stages in the life cycle, and for women who choose to forego pregnancy and motherhood.

Objective #2: Participants will have greater knowledge of the costs involved in raising a child in Canada, to the age of 18 years..

---

Activity #1: A medical professional who is presently specializing in the area of obstetrics and gynecology, addressed issues relevant to women who choose to accept or reject the motherhood alternative. Emphasis was placed on the provision of up-to-date medical information on the complications and difficulties of late motherhood, birth control procedures and their effects on later conception, sterilization techniques and their effectiveness, amniocentesis, ultrasound, artificial insemination, availability of services in Calgary, etc. Group members were encouraged to actively participate in the session by questioning the speaker and openly discussing their medical concerns within the group.

Activity #2: The facilitator distributed copies of Wayne Lilley's article, "The \$200,000 Daughter", taken from The Financial Post Magazine, October 31, 1981, p. 14-20. A brief overview of the article was presented by the group leader, with emphasis being placed on the cost chart presented on page 16 of the article. Differences in costs for mothers who remain in the home and for those who

must utilize daycare services were reviewed. Paper and pencil strategies for financial planning during maternity leave were examined (e.g. RRSP savings cashed in for pregnancy leave).

#### SESSION SEVEN

Objective #1: Participants will have greater knowledge of the realities and difficulties involved in arranging for shared responsibility for child care between couples.

Objective #2: Participants will have greater knowledge of the child care facilities and services available in the City of Calgary.

---

Activity #1: A couple who is presently sharing responsibility for the care of their children, discussed the realities of preparing for a sharing of child care responsibilities between partners. The presentation was made to the group members from the speakers' personal experience perspectives, and involved issues such as preparation and planning prior to the child's arrival, the need for flexibility in accommodating unplanned circumstances and situations, how the sharing of responsibilities are determined, how to deal with uncertainty and/or resistance on the part of either spouse, etc. Participants were encouraged to interact freely with the speakers and to openly discuss their concerns regarding the sharing of responsibility for child care.

Activity #2: The coordinator of Day Care Services for the City of Calgary spoke to the group members, addressing issues such as the availability and cost of services, the quality of programs, government standards, etc. Participants questioned the speaker regarding their concerns about day care services.

NOTE: Upon agreement by all group participants, partners and spouses were invited to attend this session. Approximately 8 men took advantage of this opportunity.

### SESSION EIGHT

- Objective #1: Participants will have greater knowledge of changes in their attitudes and feelings regarding issues relevant to the baby issue.
- Objective #2: Participants will be more clearly aware of changes in their inclinations towards having or not having children and of the impact of the workshop on their thoughts and perceptions.
- 
- Activity #1: The OPQ was administered to all participants and was collected by the group leader upon completion.
- Activity #2: Within the large group, participants discussed where they were at in terms of their parenting decisions, prior to and following the "Children: Yes or No" program. Emphasis was placed on how they felt their workshop experience had influenced and/or affected their choice process. Those who had made a definite decision discussed how they had reached their decision, and those who remained undecided clarified the source of their indecision and were assisted by the other group members in identifying possible avenues which may have been beneficial in overcoming these difficulties (e.g. individual counselling, couple counselling, more extensive information seeking, postponement of the choice for a specific time period, etc.).
- Activity #3: A final course evaluation was completed by all participants, following the summation statements of the small group leaders and the group facilitator.

APPENDIX E  
BY GROUP  $t$ -TEST CONTRASTS  
FOR EACH  
PRF PERSONALITY VARIABLE

TABLE A

Two Sample t-Test Contrast for Each of the Four Groups  
of Women on the Achievement Variable of  
the PRF

Contrast	t-Value	df	t-Probability
Not Decided/Postponed	1.15	7.5	.285
Not Decided/Children	1.60	9.3	.143
Not Decided/No Children	.08	3.7	.943
Postponed/Children	.53	4.9	.622
Postponed/No Children	-0.42	3.5	.705
Children/No Children	-0.62	3.5	.568

TABLE B

Two Sample t-Test Contrast for Each of the Four Groups  
of Women on the Affiliation Variable of  
the PRF

Contrast	t-Value	df	t-Probability
Not Decided/Postponed	0.41	3.9	.705
Not Decided/Children	-1.51	6.6	.176
Not Decided/No Children	-0.12	8.2	.904
Postponed/Children	-1.61	4.4	.183
Postponed/No Children	-0.56	2.2	.630
Children/No Children	1.75	3.3	.178

TABLE C

Two Sample t-Test Contrast for Each of the Four Groups  
of Women on the Aggression Variable of  
the PRF

Contrast	t-Value	df	t-Probability
Not Decided/Postponed	-0.42	4.8	.696
Not Decided/Children	-0.42	8.6	.684
Not Decided/No Children	0.07	5.9	.949
Postponed/Children	0.05	4.1	.963
Postponed/No Children	0.41	5.0	.701
Children/No Children	0.40	5.2	.704

TABLE D

Two Sample t-Test Contrast for Each of the Four Groups  
of Women on the Autonomy Variable of  
the PRF

Contrast	t-Value	df	t-Probability
Not Decided/Postponed	-0.16	2.3	.886
Not Decided/Children	-4.30	9.8	.002
Not Decided/No Children	-0.25	5.1	.815
Postponed/Children	-1.32	2.2	.319
Postponed/No Children	0.03	2.9	.980
Children/No Children	2.61	4.1	.059

TABLE E

Two Sample t-Test Contrast for Each of the Four Groups  
of Women on the Dominance Variable of  
the PRF

Contrast	t-Value	df	t-Probability
Not Decided/Postponed	0.87	3.6	.433
Not Decided/Children	0.87	7.6	.411
Not Decided/No Children	-0.48	6.2	.647
Postponed/Children	-0.20	3.7	.854
Postponed/No Children	-1.16	4.3	.310
Children/No Children	-1.19	5.7	.278

TABLE F

Two Sample t-Test Contrast for Each of the Four Groups  
of Women on the Endurance Variable of  
the PRF

Contrast	t-Value	df	t-Probability
Not Decided/Postponed	0.62	8.1	.550
Not Decided/Children	0.41	5.2	.700
Not Decided/No Children	-0.06	5.0	.957
Postponed/Children	0.09	3.2	.935
Postponed/No Children	0.42	3.2	.700
Children/No Children	-0.37	6.0	.722



TABLE G

Two Sample t-Test Contrast for Each of the Four Groups  
of Women on the Exhibition Variable of  
the PRF

Contrast	t-Value	df	t-Probability
Not Decided/Postponed	-0.94	9.0	.370
Not Decided/Children	-2.15	6.2	.076
Not Decided/No Children	-1.02	4.4	.367
Postponed/Children	-1.73	3.9	.159
Postponed/No Children	-0.60	3.4	.592
Children/No Children	0.49	5.1	.643

TABLE H

Two Sample t-Test Contrast for Each of the Four Groups  
of Women on the Harmavoidance Variable of  
the PRF

Contrast	t-Value	df	t-Probability
Not Decided/Postponed	-0.38	2.9	.729
Not Decided/Children	0.04	3.8	.967
Not Decided/No Children	-1.64	9.2	.135
Postponed/Children	0.30	5.0	.780
Postponed/No Children	-0.56	2.7	.617
Children/No Children	-0.80	3.6	.468

TABLE I

Two Sample t-Test Contrast for Each of the Four Groups  
of Women on the Impulsivity Variable of  
the PRF

Contrast	t-Value	df	t-Probability
Not Decided/Postponed	-1.31	9.0	.224
Not Decided/Children	-1.20	9.6	.256
Not Decided/No Children	-0.08	5.7	.940
Postponed/Children	-0.10	4.7	.925
Postponed/No Children	0.83	3.6	.454
Children/No Children	0.82	4.6	.448

TABLE J

Two Sample t-Test Contrast for Each of the Four Groups  
of Women on the Nurturance Variable of  
the PRF

Contrast	t-Value	df	t-Probability
Not Decided/Postponed	0.39	2.9	.723
Not Decided/Children	1.81	6.0	.121
Not Decided/No Children	0.43	6.0	.682
Postponed/Children	0.83	3.6	.452
Postponed/No Children	-0.08	3.6	.943
Children/No Children	-1.19	6.0	.280

TABLE K

Two Sample t-Test Contrast for Each of the Four Groups  
of Women on the Order Variable of  
the PRF

Contrast	t-Value	df	t-Probability
Not Decided/Postponed	0.31	8.2	.764
Not Decided/Children	0.47	4.2	.664
Not Decided/No Children	-0.46	6.9	.658
Postponed/Children	0.32	3.6	.762
Postponed/No Children	-0.78	4.6	.472
Children/No Children	-0.73	4.7	.496

TABLE L

Two Sample t-Test Contrast for Each of the Four Groups  
of Women on the Play Variable of  
the PRF

Contrast	t-Value	df	t-Probability
Not Decided/Postponed	-0.15	4.5	.888
Not Decided/Children	-1.30	6.8	.236
Not Decided/No Children	0.36	6.8	.727
Postponed/Children	-1.00	4.7	.363
Postponed/No Children	0.46	4.7	.668
Children/No Children	1.50	6.0	.185

TABLE M

Two Sample t-Test Contrast for Each of the Four Groups  
of Women on the Social Recognition Variable  
of the PRF

Contrast	t-Value	df	t-Probability
Not Decided/Postponed	-0.19	2.5	.860
Not Decided/Children	1.94	5.5	.110
Not Decided/No Children	0.15	6.7	.886
Postponed/Children	1.32	3.3	.279
Postponed/No Children	0.27	2.9	.808
Children/No Children	1.67	5.8	.147

TABLE N

Two Sample t-Test Contrast for Each of the Four Groups  
of Women on the Understanding Variable of  
the PRF

Contrast	t-Value	df	t-Probability
Not Decided/Postponed	1.08	8.5	.312
Not Decided/Children	-0.94	9.8	.367
Not Decided/No Children	0.10	4.9	.928
Postponed/Children	-2.43	4.9	.059
Postponed/No Children	-0.58	3.8	.594
Children/No Children	0.71	4.0	.519