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The Correlation Between Work Empowerment and the Ownership of Feminist Beliefs in Working College Women

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ASSESSING THE RELATIONSHIP BETWEEN WORK EMPOWERMENT AND THE
OWNERSHIP OF FEMINIST BELIEFS IN WORKING COLLEGE WOMEN

An Honors Thesis

Presented to

The Williams Honors College of The University of Akron

In Partial Fulfillment

of the Requirements for the Degree

Bachelor of Arts

Taylor Marino

May, 2022

ABSTRACT

Feminism and related constructs have been a popular subject of psychological research in recent years (Eagly et al., 2012). Women who adopt feminist attitudes generally have a higher overall level of well-being when compared to women who do not hold feminist beliefs (Yoder et al., 2012). Despite this finding, there has been little research regarding feminist attitudes and positive outcomes in work contexts. One construct of interest is work empowerment, or one's feelings of self-efficacy in their working environment (Spreitzer, 1995). The current study assessed the relationship between possessing feminist attitudes and feeling work empowerment in college-aged women. The scales used were the Frederick, Eliot, and Myra Scale (FEM; Smith et al., 1975) and the Work Empowerment Scale (WES; Spreitzer, 1995). The Clance Imposter Phenomenon Scale (Clance, 1985) was included to account for imposter phenomenon, and the Rosenberg Self-Esteem Scale (Rosenberg, 1965) accounted for self-esteem. No significant correlation was found between the scores of the FEM Scale and the WES. However, bivariate analyses determined that imposter phenomenon was positively correlated with each subscale of work empowerment, and work empowerment as a whole. These findings are intended to fill a gap in the literature while providing inspiration for future research directions.

ASSESSING THE RELATIONSHIP BETWEEN WORK EMPOWERMENT AND THE OWNERSHIP OF FEMINIST BELIEFS IN COLLEGE WOMEN

As the field of psychology grows and expands, research focusing on women, feminism, and feminist issues has increased significantly. Over the previous fifty years, many psychological professionals have shifted their focus to study these topics (Eagly et al., 2012). Societal changes, such as the rise in popularity of the feminist movement, have also served as a catalyst for new research in this area (Eagly et al., 2012). One particular research focus involves exploring the relationship that exists between possessing feminist attitudes and well-being. Research findings have provided evidence to suggest that women who hold feminist beliefs more strongly tend to have an overall higher level of well-being (Yoder et al., 2012). This is particularly true regarding specific aspects of well-being, such as self-efficacy (Eisele & Stake, 2008).

Although impactful findings have been uncovered, research in this area has neglected to explore the potential correlation between the ownership of feminist attitudes and positive mental outcomes in work contexts. One concept that is of particular interest is work empowerment, or a motivational concept of one's self-efficacy in their working environment (Spreitzer, 1995). The goal of the present study was to determine the nature of the relationship between work empowerment and the ownership of feminist beliefs. Because work empowerment is a construct that can lead to favorable outcomes, such as innovative behavior, resilience, and efficiency completing work-related tasks (Spreitzer, 1995), and feminist attitudes have previously been positively correlated with beneficial outcomes (Yoder et al., 2012), it can be reasonably expected that work empowerment and feminist attitudes will be positively correlated.

Self-esteem is a construct that has previously been found to affect women more frequently and intensely than men, and therefore, women experience the most negative psychological outcomes as a result (McMullin & Cairney, 2004). McMullin and Cairney (2004) found that this difference in self-esteem is particularly applicable to the workplace. Because women experience lower self-esteem, but having feminist attitudes generally leads to higher overall well-being (Yoder et al., 2012), including a measure for self-esteem may help to provide a clearer picture of the relationship between work empowerment and having feminist attitudes.

Imposter phenomenon is another construct that was included in the present study. Since self-efficacy is a major component of work empowerment (Spreitzer, 1995), and imposter phenomenon can have an effect on self-efficacy (Wester et al., 2020), accounting for imposterism may help researchers to best understand the nature of the relationship between the FEM Scale and the WES.

Hypothesis Summary

Hypothesis 1: There will be a significant positive correlation between the ownership of feminist beliefs and work empowerment.

METHODOLOGY

Participants and Procedure

The present study received approval from The University of Akron's institutional review board (IRB) prior to the onset of data collection. Usable data were collected from 92 participants. Survey subjects were recruited online through Sona Systems, a website that provides opportunities for university students to participate in research in exchange for Sona credit, which can be applied as extra credit to a participating psychology course. Individuals who registered for the study were redirected to a Qualtrics survey consisting of survey questionnaires (see Appendices A-D), informed consent form (see Appendix E), and a debriefing statement (see Appendix F). Participants were able to choose their preferred time and location to complete the study.

Participants ranged in age from 18-51 ($M = 20.49$, $SD = 5.39$). A majority of participants identified as cisgender women ($n = 90$, 97.8%), followed by genderqueer ($n = 1$, 1.1%) and an identity that was not listed ($n = 1$, 1.1%). Participants were asked to indicate one or more races with which they identify. Most participants identified as White/European American ($n = 75$, 81.5%), followed by Black/African American ($n = 14$, 15.2%), Asian/Asian American/Pacific Islander ($n = 9$, 9.8%), Hispanic/Latino/a/x ($n = 4$, 4.3%), Middle Eastern/Arab American ($n = 1$, 1.1%), and American Indian/Alaska Native/Native American ($n = 1$, 1.1%).

Participants were asked to disclose their current relationship status. Most participants identified as currently single ($n = 45$, 48.9%), followed by currently dating exclusively ($n = 36$, 39.1%), currently engaged/married or in a civil union or other legally recognized partnership ($n = 5$, 5.4%), currently partnered without legal recognition ($n = 3$, 3.3%), and currently dating

casually ($n = 3$, 3.3%). Participants were also asked to indicate their sexual orientation. A majority of participants identified as heterosexual ($n = 76$, 82.6%), followed by bisexual ($n = 10$, 10.9%). Some respondents selected the “other: please specify” option ($n = 5$, 5.4%), writing in asexual ($n = 2$, 2.2%), demisexual/pansexual ($n = 2$, 2.2%) and pansexual ($n = 1$, 1.1%). The final response option was “prefer not to answer” ($n = 1$, 1.1%).

Measures

Four psychological constructs were measured in the present study, which used unique instruments for each. The first construct, feminist attitudes, was measured using the Frederick, Eliot, and Myra Scale (FEM; Smith et al., 1975; see Appendix A). Work empowerment, the second construct, was measured using the Work Empowerment Scale (WES) developed by Spreitzer (1995; see Appendix B). Imposter phenomenon was measured using the Clance Imposter Phenomenon Scale (CIPS; Clance, 1985; see Appendix C). The final construct, self-esteem, was measured using the Rosenberg Self-Esteem Scale (RSES; Rosenberg, 1965; see Appendix D).

FEM Scale

The FEM Scale (Smith et al., 1975) was developed for the purpose of measuring one’s attitudes toward feminism. The scale does not assess one’s attitudes toward those who identify as feminists, but rather the extent to which the respondent accepts or rejects the core beliefs of feminism (Smith et al., 1975). The measure includes twenty items with response options consisting of a 5-point Likert scale (1 = *strongly disagree*, 5 = *strongly agree*). This measure is scored by calculating the average of all responses, giving a total score range of 1-5. Examples of scale items include “a woman who refuses to bear children has failed in her duty to her husband”

and “realistically speaking, most progress so far has been made by men and we can expect it to continue that way.”

Work Empowerment Scale (WES)

The WES (Spreitzer, 1995) was created in order to measure feelings of empowerment in the context of the workplace. This scale consists of twelve items and four subscales, with three items corresponding to each subscale. The subscales include Meaning (the value of a work goal in relation to one’s own ideals), Competence (self-efficacy), Self-determination (one’s sense of having a choice in initiating and regulating actions), and Impact (the degree to which one feels they are able to influence outcomes at work). Response options consist of a 7-point Likert scale (1 = *strongly agree*, 7 = *strongly disagree*). A lower score indicates stronger feelings of work empowerment. This measure is scored by calculating the average of all responses, with a total possible score range of 1-12. Two examples of scale items include “I am confident about my ability to do my job” and “I have considerable opportunity for independence and freedom in how I do my job.”

Clance Imposter Phenomenon Scale (CIPS)

The CIPS (Clance, 1985) was developed to determine the extent to which individuals are experiencing characteristics of imposter phenomenon. The scale includes 20 items, and response options are along a 5-point Likert scale (1 = *not at all true*, 5 = *very true*). If a respondent’s score is lower than 40, they have few imposter traits. A score of 41 to 60 indicates moderate imposter characteristics, whereas 61 to 80 indicates frequent imposter traits. A score higher than 80 means that the respondent has frequent and intense feelings of imposter phenomenon. Examples of scale

items include “it’s hard for me to accept compliments or praise about my intelligence or accomplishments” and “I can give the impression that I’m more competent than I really am.”

Rosenberg Self-Esteem Scale (RES)

The Rosenberg Self-Esteem Scale (Rosenberg, 1965) is a unidimensional scale consisting of ten items that measure both one’s positive and negative feelings about themselves. Response options include a 4-point Likert scale (1 = *strongly agree*, 4 = *strongly disagree*). After calculating the sum of scores for all items and accounting for items that must be reverse-coded, a higher overall score indicates that a participant has a stronger sense of self-esteem. Two examples of scale items include “I feel that I’m a person of worth, or at least on an equal plane with others” and “I am able to do things as well as most other people.”

RESULTS

All analyses were conducted using SPSS. The data collected were cleaned prior to running any statistical analyses. Participants were removed for not meeting the criteria of either identifying as a woman or currently holding at least a part-time job ($n = 2$, 2.1% of original data set) and for quitting partway through the study ($n = 3$, 3.1% of original data set).

No significant correlation was found between the overall scores of the WES and the FEM Scale, $r(90) = .006$, $p = 0.957$. According to this statistic, as attitudes toward feminism changed, there was no noticeable corresponding change in work empowerment. In order to analyze the data further, bivariate correlations were assessed between the FEM Scale and the individual subscales of the WES. The FEM Scale and the WES subscale of meaning, $r(90) = .088$, $p = .406$, did not have a significant correlation. This also held true for the FEM Scale and the WES subscale of competence, $r(90) = -.039$, $p = .713$, the FEM Scale and the WES subscale of self-determination, $r(90) = .032$, $p = .760$, and finally, the FEM Scale and the WES subscale of impact, $r(90) = .017$, $p = .871$. Therefore, no significant correlations were observed between the FEM Scale and any of the four subscales of the WES.

The FEM Scale was not found to be significantly correlated with self-esteem, $r(90) = .001$, $p = .990$, or imposter phenomenon, $r(90) = .087$, $p = .411$. Although the FEM Scale was not significantly correlated with these constructs, there were other significant relationships among other constructs. Specifically, self-esteem was positively correlated with work empowerment, $r(90) = .29$, $p < .01$, and imposter phenomenon, $r(90) = .64$, $p < .001$. As self-esteem increased, work empowerment and imposter phenomenon also increased. Imposter phenomenon was also significantly and positively related to work empowerment, $r(90) = .64$, $p <$

.05. This means that higher levels of imposter phenomenon indicated higher levels of work empowerment. To probe this correlation, bivariate correlations were run between imposterism and the four subscales of empowerment. Results indicated that imposterism was significantly and positively related to all subscales of work empowerment, including meaning, competence, self-determination, and impact.

In order to better understand the implications of these correlations, a deeper understanding of each empowerment subscale must be established. The first subscale, meaning, is the value of a work goal or purpose (Spreitzer, 1995). This goal is judged based on whether it aligns with an individual's own values and standards. If this alignment occurs, it is likely that the person will experience feelings of meaning. A positive relationship exists between meaning and imposterism, $r(90) = .636, p < .001$. The positive correlation between these constructs means that, as imposterism increases, survey participants generally felt that their work responsibilities and goals correspond with their personal values.

The second subscale, competence, is one's confidence in their ability to skillfully perform activities (Spreitzer, 1995). Components of competence include beliefs about one's agency, personal mastery, and expectations of effort and performance. Competence in this context refers to one's feelings of efficacy specifically in their working environment. The correlation between competence and imposterism, $r(90) = .836, p < .001$, means that, as feelings of imposter phenomenon increase, survey participants overall felt more confident in their capacity to successfully perform work tasks.

Self-determination, the third subscale, is one's sense of having a choice in the work actions they participate in (Spreitzer, 1995). Specifically, self-determination concerns whether

one feels they are able to initiate and regulate their actions at work. If one feels that they have autonomy in work processes, it is likely that they experience self-determination. Specific examples include making decisions about the pace at which work is being completed and the amount of effort put into work. The constructs of self-determination and imposterism were positively correlated, $r(90) = .800, p < .001$. For the purpose of the present study, this means that as participants experienced higher levels of imposterism, they felt more autonomous in making work-related decisions.

Impact, the final subscale, is the extent to which an individual feels they are able to affect outcomes at their workplace (Spreitzer, 1995). This includes outcomes in areas such as strategy, administration, and operations. Spreitzer (1995) notes that impact is the opposite of learned helplessness. Because impact was positively correlated with imposter phenomenon, $r(90) = .848, p < .001$, this means that as imposterism increases, participants generally felt more able to affect outcomes at their place of work.

DISCUSSION

Although the original hypothesis was not supported and no significant relationship was found between possessing feminist attitudes and the other included constructs, the findings of the present study were still notable. Imposter phenomenon having a significant positive correlation with each subscale of work empowerment after running bivariate correlations was a surprising discovery. One potential explanation for this is that participants do not experience imposterism in the workplace (total scores; $M = 3.13$, $SD = 0.40$). They may feel confident in their ability to perform their job responsibilities, but they may feel they are an imposter in other areas, such as academics. The positive correlation between imposter phenomenon and self-esteem may exist for similar reasons. There are a number of areas unrelated to work that participants may have high self-esteem in, which could explain the seemingly contradictory relationship between these constructs.

Limitations and Future Directions

One limitation to note is that a ceiling effect may be present among the FEM Scale (total scores; $M = 3.99$, $SD = 0.40$; total possible scores range from 1-5). This potential effect may be due to the relatively small pool of participants. It is also possible that participants generally had stronger feminist attitudes, so it may be necessary to replicate this study with a more diverse sample in order to produce more accurate findings. A second possible limitation is that, since the sample consisted entirely of college students, they simply are not employed in positions that they feel are meaningful or relevant to their lives. This may be due to several factors, including accepting undesirable jobs out of necessity to afford expenses such as tuition and other related

costs. This may also be a result of being unable to pursue a job they are passionate about due to a lack of a college degree in the professional field they plan to enter.

The age of the FEM Scale (Smith et al., 1975) may also be a limiting factor. This is because the concerns of the feminist movement, as well as perceptions of feminism, have changed since the creation of the scale. Expectations for the ways in which women are expected to live, both personally and professionally, have also changed. These societal shifts may have caused the scale to become outdated, and researchers could possibly benefit from the development of a new scale to assess attitudes toward feminism.

Conclusions

To the best of the author's knowledge, this is the first study to assess the possible correlation between possessing feminist attitudes and having feelings of work empowerment. Although the study's hypothesis was not supported by the data, interesting and surprising relationships between other constructs were revealed. These correlations suggested that, despite the findings of existing literature, psychological constructs can interact with each other in a variety of unexpected ways. As psychological science studies feminist issues in relation to the workplace with increasing regularity, further research must be conducted in order to determine whether the relationship between feminist attitudes and work empowerment is truly nonexistent.

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APPENDIX A**FEM SCALE**

(Smith et al., 1975)

Instructions: Please rate the degree to which you agree or disagree with the following statements.

Scale: 1 = *Strongly disagree*, 2 = *Disagree*, 3 = *No opinion*, 4 = *Agree*, 5 = *Strongly agree*

1. Women have the right to compete with men in every sphere of activity.
2. As head of the household, the father should have final authority over his children.
3. The unmarried mother is morally a greater failure than the unmarried father.
4. A woman who refuses to give up her job to move with her husband would be to blame if the marriage broke up.
5. A woman who refuses to bear children has failed in her duty to her husband.
6. Women should not be permitted to hold political offices that involve great responsibility.
7. A woman should be expected to change her name when she marries.
8. Whether or not they realized it, most women are exploited by men.
9. Women who join the Women's Movement are typically frustrated and unattractive people who feel they lose out by the current rules of society.
10. A working woman who sends her six month old baby to a daycare center is a bad mother.
11. A woman to be truly womanly should gracefully accept chivalrous attentions from men.
12. It is absurd to regard obedience as a wifely virtue.
13. The "clinging vine" wife is justified provided she clings sweetly enough to please her husband.
14. Realistically speaking, most progress so far has been made by men and we can expect it to continue that way.
15. One should never trust a woman's account of another woman.
16. Parental authority and responsibility for the discipline of the children should be equally divided between husband and wife.
17. No woman is too cultured to take complete responsibility for housework.
18. It is unjust to say that women think in more personal terms than men do.
19. In reality, most men are at least unconscious sexists.
20. Women are fine, but all in all, men can only relax in the company of other men.

APPENDIX B**WORK EMPOWERMENT SCALE**

(Spreitzer, 1995)

Instructions: Please rate the degree to which you agree or disagree with the following statements.

Scale: 1 = *Strongly agree*, 2 = *Agree*, 3 = *Somewhat agree*, 4 = *No opinion*, 5 = *Somewhat disagree*, 6 = *Disagree*, 7 = *Strongly disagree*

1. The work I do is very important to me.
2. My job activities are personally meaningful to me.
3. The work I do is meaningful to me.
4. I am confident about my ability to do my job.
5. I am self-assured about my capabilities to perform my work activities.
6. I have mastered the skills necessary for my job.
7. I have significant autonomy in determining how I do my job.
8. I can decide on my own how to go about doing my work.
9. I have considerable opportunity for independence and freedom in how I do my job.
10. My impact on what happens in my department is large.
11. I have a great deal of control over what happens in my department.
12. I have significant influence over what happens in my department.

Subscales and their items:

Meaning:

- (1) The work I do is very important to me.
- (2) My job activities are personally meaningful to me.
- (3) The work I do is meaningful to me.

Competence:

- (4) I am confident about my ability to do my job.
- (5) I am self-assured about my capabilities to perform my work activities.
- (6) I have mastered the skills necessary for my job.

Self-determination:

- (7) I have significant autonomy in determining how I do my job.

(8) I can decide on my own how to go about doing my work.

(9) I have considerable opportunity for independence and freedom in how I do my job.

Impact:

(10) My impact on what happens in my department is large.

(11) I have a great deal of control over what happens in my department.

(12) I have significant influence over what happens in my department.

APPENDIX C**CLANCE IMPOSTER PHENOMENON SCALE**

(Clance, 1985).

Instructions: For each question, please select the response that best indicates how true the statement is of you. It is best to give the first response that enters your mind rather than dwelling on each statement and thinking about it over and over.

Scale: 1 = *Not at all true*, 2 = *Rarely*, 3 = *Sometimes*, 4 = *Often*, 5 = *Very true*

1. I have often succeeded on a test or task even though I was afraid that I would not do well before I undertook the task.
2. I can give the impression that I'm more competent than I really am.
3. I avoid evaluations if possible and have a dread of others evaluating me.
4. When people praise me for something I've accomplished, I'm afraid I won't be able to live up to their expectations of me in the future.
5. I sometimes think I obtained my present position or gained my present success because I happened to be in the right place at the right time or knew the right people.
6. I'm afraid people important to me may find out that I'm not as capable as they think I am.
7. I tend to remember the incidents in which I have not done my best more than those times I have done my best.
8. I rarely do a project or task as well as I'd like to do it.
9. Sometimes I feel or believe that my success in my life or in my job has been the result of some kind of error.
10. It's hard for me to accept compliments or praise about my intelligence or accomplishments.
11. At times, I feel my success has been due to some kind of luck.
12. I'm disappointed at times in my present accomplishments and think I should have accomplished much more.
13. Sometimes I'm afraid others will discover how much knowledge or ability I really lack.
14. I'm often afraid that I may fail at a new assignment or undertaking even though I generally do well at what I attempt.
15. When I've succeeded at something and received recognition for my accomplishments, I have doubts that I can keep repeating that success.
16. If I receive a great deal of praise and recognition for something I've accomplished, I tend to discount the importance of what I've done.

17. I often compare my ability to those around me and think they may be more intelligent than I am.
18. I often worry about not succeeding with a project or examination, even though others around me have considerable confidence that I will do well.
19. If I'm going to receive a promotion or gain recognition of some kind, I hesitate to tell others until it is an accomplished fact.
20. I feel bad and discouraged if I'm not "the best" or at least "very special" in situations that involve achievement.

APPENDIX D**ROSENBERG SELF-ESTEEM SCALE**

(Rosenberg, 1965).

Instructions: Below is a list of statements dealing with your general feelings about yourself.

Please indicate how strongly you agree or disagree with each statement.

Scale: 1 = *Strongly agree*, 2 = *Agree*, 3 = *Disagree*, 4 = *Strongly disagree*

1. On the whole, I am satisfied with myself.
2. At times I think I am no good at all.
3. I feel that I have a number of good qualities.
4. I am able to do things as well as most other people.
5. I feel I do not have much to be proud of.
6. I certainly feel useless at times.
7. I feel that I'm a person of worth, or at least on an equal plane with others.
8. I wish I could have more respect for myself.
9. All in all, I am inclined to feel that I am a failure.
10. I take a positive attitude toward myself.

APPENDIX E

INFORMED CONSENT

Consent Form for Research Participation

Title of Study: The Correlation Between Work Empowerment and the Ownership of Feminist Beliefs in Working College Women

Introduction: You are being invited to participate in a research study conducted by Taylor Marino (an undergraduate student majoring in psychology at The University of Akron), Ginelle Wolfe (a doctoral student) and Dr. Ingrid Weigold (a faculty member in the Department of Psychology at The University of Akron).

Purpose: The purpose of this study is to examine the relationship between attitudes of work empowerment and the possession of feminist beliefs in women who work while attending college. We would like complete data from 200 people.

Procedures: If you agree to participate, you will be asked a series of questions about your attitudes of work empowerment, feminist beliefs, feelings of imposter syndrome, and self-esteem. This will take you about 30 minutes or less.

Exclusion: You must be at least 18 years old, identify as a woman, have at least a part-time job, and be an undergraduate student at The University of Akron to participate in this study.

Risks and Discomforts: No adverse events are anticipated beyond those encountered in daily life. Contact information for counseling services available to you on campus will be provided upon completion of the study.

Benefits: You will receive no direct benefit from your participation in this study, but your participation may help researchers better understand several factors that could impact working college women.

Payments to Participants: Upon completion of the study, you will receive 1 Sona credit to be applied to a psychology class of your choosing that you are enrolled in for the current semester.

Right to Refuse or Withdraw: Participation in this study is completely voluntary. You can quit at any time and you will not lose anything, although if you do not complete the study, you might not receive Sona credits.

Confidential Data Collection: You will be asked at the end of the study to provide your name and email address in order for the researcher to assign credit on Sona. Your name and email address will not be associated with the questionnaires you complete. All data will be kept confidential, and only the researchers will have access to the data. Participants will not be

identified individually in any publication or presentation of the research results. Only aggregate data will be used.

Confidentiality of Records: Your answers will be put into a computer file by a code which will not include your name. The raw data will be kept for no less than 5 years and will be destroyed after that time in accordance with APA guidelines.

Who to Contact with Questions: If you have any questions about this study, you may email Taylor Marino at tjm224@uakron.edu, or Dr. Ingrid Weigold at weigold@uakron.edu. This project has been reviewed and approved by The University of Akron Institutional Review Board. If you have any questions about your rights as a research participant, you may call the IRB at (330) 972-7666.

Acceptance: I have read the information provided and all of my questions have been answered. I voluntarily agree to participate in this study. Checking “Yes” below will serve as my consent. I may request a copy of this consent statement for future reference.

Yes (I agree to participate in this study, and I am at least 18 years old and an undergraduate student at The University of Akron)

No (I do not agree to participate in this study)

APPENDIX F**DEBRIEFING STATEMENT**

This study was designed to develop a greater understanding of the ways in which working college women are affected by their feelings of work empowerment (a motivational concept of one's self-efficacy in their working environment) and the degree to which they hold feminist beliefs. Previous literature has shown that women who have higher feminist attitudes generally have a higher overall well-being (Yoder et al., 2012). Thus, we have predicted that women who hold feminist beliefs will have a stronger sense of work empowerment than women who do not hold as many feminist beliefs. We also predict that these factors could be influenced by imposter syndrome and self-esteem, thus why we also included measurement scales for these variables.

People have varying levels of work empowerment, feminist beliefs, imposter syndrome, and self-esteem. If you feel that you are struggling with any of these issues, or others, please see the information below for resources.

Listed below is contact information for counseling and mental health services available to students like yourself on The University of Akron's campus.

Counseling & Testing Center

Simmons Hall 306

330-972-7082

<https://www.uakron.edu/counseling/>

Psychology Department Counseling Clinic

College of Arts and Sciences 342

330-972-6714

<https://www.uakron.edu/psychology/clinic/>

Clinic for Individual and Family Counseling

C.P. and Cornelia Chima Family Center

330-972-6822

<https://www.uakron.edu/cifc/index.dot>

Thank you very much for your participation in this study!

References: Yoder, J. D., Snell, A. F., & Tobias, A. (2012). Balancing multicultural competence with social justice: feminist beliefs and optimal psychological functioning. *The Counseling Psychologist, 40*(8), 1-32. <https://doi.org/10.1177%2F0011000011426296>

APPENDIX G**DEMOGRAPHICS QUESTIONNAIRE**

1. Are you over the age of 18?

Yes

No

2. What is your age?

3. Please indicate your gender:

Cisgender woman

Transgender woman

Genderqueer

My identity is not listed (please specify)

4. Please indicate the race or races with which you identify (choose one or more):

American Indian / Alaska Native / Native American

Asian / Asian American / Pacific Islander

Black / African American

Hispanic / Latino/a/x

Middle Eastern / Arab American

White / European American

Other (please specify)

Prefer not to answer

5. Please indicate your relationship status (click one button):

Currently engaged/married or in a civil union or other legally recognized partnership

Currently partnered without legal recognition

Currently dating exclusively

Currently dating casually

Currently single

Divorced

Widowed

Other (please specify)

Prefer not to answer

6. Please indicate your sexual orientation (click one button):

Straight/heterosexual

Gay

Bisexual

Other (please specify)

Prefer not to answer

Think of this ladder as representing where people stand in the United States. At the **top** of the ladder are the people who are the best off – those who have the most money, the most education, and the most respected jobs. At the **bottom** are the people who are the worst off – those who have the least money, least education, the least respected jobs, or no job. The higher up you are on this ladder, the closer you are to the people at the very top; the lower you are, the closer you are to the people at the very bottom.

Where would you place yourself on this ladder?

Please place a large “X” on the rung where you think you stand at this time in your life relative to other people in the United States.

