The Effectiveness of the Strength-Centered Career Adjustment Model for Dual-Career Women in Taiwan

Yu-Chen Wang
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The authors investigated the effectiveness of a Strength-Centered Career Adjustment Model for dual-career women ($N = 28$). Fourteen women in the experimental group received strength-centered career counseling for 6 to 8 sessions; the 14 women in the control group received test services in 1 to 2 sessions. All participants completed the Personal Growth Initiative Scale (PGIS), Job Satisfaction Inventory (JSI), and Satisfaction With Life Scale (SWLS) before and after the counseling sessions or test services. Analysis of covariance indicated that there were significant differences between the scores of the experimental and the control group on the PGIS and SWLS but not on the JSI.

It is now very common for women to continue working after marriage. The reasons that women enter into the workforce are the same as those for men. In addition to financial independence, women also strive for the sense of achievement, professional identity, and meaning in their life. Their career adaptation is actually an integrating process that involves both the traditional and the modern roles women play in society. Clark (2001) stated that a dual-career woman was one who had a career and was the main home-care provider. Women who play the simultaneous roles of worker, mother, wife, and daughter are inclined to experience difficulties in maintaining the quality of their life and personal growth initiative as they struggle with taking care of both their family and their work. During the counseling process, therefore, it is necessary to investigate ways of maintaining the balance between family and work.

Career Adjustment

Career adjustment cannot be isolated from one’s life. Hansen (1997, 2001) identified an emerging trend—the investigation of the combination of work, family, and life on an individual’s career adjustment. Different lifestyles result from an individual’s life experiences and environment.

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Jobs have different meanings at different stages of an individual's career adjustment. It is important for dual-career women to realize the multiple roles they play in their life and to understand how to integrate their work life with their family life (Phillips & Imhoff, 1997). There are two main concepts of career adjustment: (a) Adjustment is viewed across the life span, which includes the combination of the multiple dimensions of one's life experience, and (b) adjustment involves the process of identifying individuals' responses to life experiences and the ability to maintain balance relative to one's external environment.

In the current study, we focused on the concept that marriage and family considerably influence women's career adjustment. Netemeyer, Boles, and McMurrian (1996) found that work and family interfered greatly with each other. Dual-career women find more conflicts within their multiple role playing in society than do men (Hammer, Allen, & Grigsby, 1997; Tipping, 1997). Haddock, Zimmerman, Ziemba, and Current (2001), Cook, Heppner, and O'Brien (2002), and Coogan and Chen (2007) suggested that balancing the work and family roles was closely related to women’s gender role experiences and observations experienced in childhood. Livingston and Judge (2008) indicated that dual-career women were inclined to feel guilty about how well they fulfilled their family role. Hammer et al. (1997) suggested that dual-career women had fewer resources and less flexibility in society.

Tien (2007) found that dual-career women were not satisfied with their choices regarding maintaining work–family balance. Chuang (2004) also found that the roles that dual-career women played were associated with their job types and their children's age. Netemeyer et al. (1996) stated that dual-career women found less conflict when they had a stable and flexible job, and they experienced greater conflict when their children were younger. Phillips-Miller, Campbell, and Morrison (2000) found that most women could not get sufficient support from their spouses with housework and child care. The lack of sufficient support from society is a significant dimension for dual-career women to consider.

Huang and Sverke (2007) pointed out that a dual-career woman's job satisfaction was closely connected to the meaning she experienced in her personal life. Many other factors in a woman's life also had a great impact on her level of job satisfaction. Behson (2002) indicated that family life had an influence on the job satisfaction level of dual-career women. However, Namasivayam and Mount (2004) stated that when a dual-career woman’s job interfered with her family life, the level of job satisfaction decreased. Clark (2001) indicated that job satisfaction was related to community resources and work type. Gati, Osipow, and Givon (1995) found that higher job flexibility could increase an individual's job satisfaction. Job satisfaction is not the only index to evaluate the adjustment of dual-career women; they must also review and examine their life in a more comprehensive way to understand their adjustment to life and work.

According to some studies, the multiple roles of dual-career women also contribute many positive experiences to the work–family role and provide positive meaning in their life. Participants who were able to balance family and work found that it was very helpful in maintaining their health (Hibbard & Pope, 1991; Lahelma, Arber, Kivel, & Roos, 2002), enhanced feelings of happiness (Baruch & Barnett, 1986), pro-
moted women’s self-esteem (Pietromonaco, Manis, & Frohardt-Lane, 1986; Reitzes & Mutran, 1994), allowed women to feel easily satisfied with their work and life (Adams, King, & King, 1996; Schoon, Hansson, & Salmela-Aro, 2005), and helped them discover that their family role could buffer stress that was related to their jobs (Barnett, Marshall, & Singer, 1992). In addition, Gottman (1999) found that a harmonious relationship was an important foundation in a successful marriage. Jackson, Tal, and Sullivan (2003) found that parents who were successful in balancing family–work responsibilities could positively influence their children’s education through their own feelings of happiness. Job satisfaction has positive effects on family life and also brings happiness to family life. Life adaptation also helps women gain confidence and higher self-esteem. All of these elements have positive functions and values within the family–work combination. Furthermore, increasing the life satisfaction of dual-career women may also increase their happiness with life and work.

The Strength-Centered Career Adjustment Model for Dual-Career Women

Strength-centered therapy (ST; Wong, 2006a, 2006b) is a counseling approach that has its foundation in positive psychology. It makes use of personal character strength to make changes. According to ST, both problem-solving ability and positive strength evaluation are important. Among the advocates of ST, Smith (2006), Wong (2006b), and Schutt (2007) focused on therapeutic orientation. Their theories are focused on an individual’s positive strength using a systematic intervention strategy, which is the main feature in ST. Accordingly, these authors have different starting points. Smith targets young people for counseling treatment, Wong advocates a viewpoint from a combination of social constructive orientation and positive psychology, and Schutt focuses on career counseling.

The Strength-Centered Career Adjustment Model (SCA) in this study was developed for dual-career women and is based on strength-related theories (Schutt, 2007; Smith, 2006; Wong, 2006a, 2006b). It is a short-term individual counseling model that has been modified for use with dual-career women (Wang, 2008). The model consists of four stages, 10 substages, and 29 elements. The four stages are Exploration, Understanding, Transformation, and Taking Action. Exploration, which is similar to the initial phase of the counseling process, is the foundation of the whole process of counseling treatment. It includes three substages: defining the problem; stating the problem; and then exploring, evaluating, and understanding life experience and individuals’ roles in their current life.

During the second stage, Understanding, participants can learn to understand their needs and values. It contains four substages: gaining insights into their intrinsic values and needs; integrating both positive and negative experiences; perceiving the content of social, culture, and gender experience; and being aware of the conflicts between different roles and responses. By engaging in the process of Understanding, participants start to discover and integrate self-understanding after exploring and evaluating the problems that arise from their life experiences and roles in their current life.
Transformation, the third stage, comprises two substages: obtaining and applying the strength, and reconstructing. Through exploration and understanding during the counseling process, participants begin to have the motivation and strength to initiate self-transformation. The participants start to deconstruct negative self-esteem and confront individual problems and begin to reconstruct and prepare for the future with positive self-esteem.

The last stage, Taking Action, has two stages: creativeness and actions. During the creativeness substage, participants learn how to make plans for the future and how to apply or connect the strength to create an integrated and balanced life. The substage of action involves the individual in taking action, changing perspective, promoting self-efficacy, and engaging with more actions and new behaviors.

Purpose of the Study

This study was designed to investigate the effectiveness of SCA in dual-career women’s job satisfaction. A pretest–posttest control group design was used to identify the cause and effect of the treatment on the dependent variables. We hypothesized that dual-career women who received SCA would obtain higher scores on the postmeasures, specifically the Personal Growth Initiative Scale (PGIS), the Job Satisfaction Inventory (JSI), and the Satisfaction With Life Scale (SWLS).

Method

Participants

Twenty-eight dual-career women participated in this study. They were randomly assigned to an experimental and a control group with 14 participants in each group. They were between 28 and 47 years old ($M = 35.5, SD = 4.33$). Regarding marital status, 25 were married, two were divorced, and one was widowed. Nine participants did not have children and lived with parents-in-law, eight had one child, 10 had two children, and one had three children. As for the two divorced participants, one had one child, and the other had two children. The participant who was widowed had one child. In Taiwan, after a woman gets married, she plays at least two roles in the family: wife and daughter-in-law. The Chinese culture takes it for granted that taking care of one’s in-laws is the wife’s responsibility. Thus, although some married participants did not have children, they were still expected to care for their parents-in-law after work.

As for the participants’ occupation, 10 worked in the educational field, six worked in commercial business, five worked in counseling, four were office workers, one worked in the medical field, one worked in military services, and one worked in the aviation industry. Two participants temporarily changed their job from full time to part time while participating in the study.

Instruments

The instruments used in the current study were the PGIS, JSI, SWLS, and the Belief About Dual-Career Family Role Scale (BDFR). All participants
completed the PGIS, JSI, and SWLS before and after the counseling or test services. The BDFR was administered to the control group only as comparison with the SCA (experimental group). In addition, background information was collected including age, work experience, education, marital status, number and age of children, whether they live with elderly adults, as well as time spent at work, doing chores, and taking care of their family (i.e., the children, parents, and in-laws).

**PGIS (Robitschek, 1998).** The PGIS is a self-report instrument that yields a single scale score for personal growth initiative, which is a person's active and intentional involvement in changing and developing as a person. It includes nine items that ask questions or make statements about one's personal growth initiative, such as "I know where my life will lead to." As reported by Robitschek (1998), internal consistency estimates have been found to range from .78 to .90, and test-retest reliabilities among samples of college students and adults in transition have been reported to be .74 over a 2-month interval. The internal consistency coefficient based on 725 Taiwanese adult workers was .90 (Tien & Wang, 2008). The internal consistency was .81 with a sample of 76 adult workers (Tien, Chu, & Yang, 2009) and was .83 in the current study.

**JSI (Tien & Wang, 2008).** This instrument was developed to measure adult workers' satisfaction with their jobs. It comprises 13 items that are rated on a 6-point scale and contains questions and statements concerning one's job satisfaction, such as "I am very satisfied with my current job." The internal consistency coefficient based on 725 adult workers was .85 (Tien & Wang, 2008), and the internal consistency was .91 with a sample of 76 school teachers (Tien et al., 2009). The alpha coefficient in the current study with the sample of 28 adults was .93.

**SWLS (Diener, 1980).** The SWLS is widely used to measure subjective well-being. Diener, Emmons, Larsen, and Griffin (1985) defined life satisfaction as a conscious cognitive judgment of life wherein individuals compare their life circumstances with a self-imposed standard. The five items that make up the scale are rated on a 6-point Likert scale, with higher values corresponding to a higher degree of satisfaction. The questions or statements on the scale are related to one's satisfaction with life, for example, "My current life is brilliant." In our study, the mean score was calculated to represent the level of satisfaction. All items were rated on a 6-point scale ranging from strongly disagree (1) to strongly agree (6). The higher the score, the stronger the degree of happiness. The original version of the SWLS has shown good reliability and validity (Pavot & Diener, 1993). In the Taiwan-published Chinese-translated version, Wu and Yao's (2006) study confirmed the single-factor structure of the SWLS Taiwan version. It also revealed that the SWLS-Taiwan version was factor invariant across gender. The Cronbach alpha of the scale in their study was .87; the Cronbach alpha based on the 725 Taiwanese adult workers was .89 in Tien and Wang's (2008) study. The internal consistency for the SWLS was .88 with a sample of 76 adult workers (Tien et al., 2009) and was .86 with the sample of 28 adults in the current study.

**BDFR (Bai, 2006).** The BDFR was completed by participants in the control group in the current study. Its purpose was to investigate the multiple roles of dual-career women as spouse, mother, house worker,
and worker. Eighty-one items are divided into 10 subscales: Demanding Appreciation, High Self-Expectation, Blame-Oriention, Frustration Response, Uncontrollable Emotions, Over-Anxiety, Problem Avoidance, Perfectionism, Passive Dependence, and Learned Helplessness. The items were rated on a 5-point scale, ranging from *I have never thought of that before* (1) to *I always think so* (5). An example of one of the questions is “As a career woman, I feel irresponsible and guilty for not being able to take care of my family and make meals for them.” The higher the score, the stronger the maladaptive belief held by the participant. The overall internal consistency reliability coefficient with a sample of 1,142 dual-career women was .96. All the subscale coefficients were over .95 with the Chinese sample in Taiwan.

**Procedure**

During the study, we trained the counselors, recruited participants, and developed an ST career adjustment counseling program. All participants completed the PGIS, JSI, and SWLS before and after the interview treatment. The collected data were then analyzed.

*Counselor training.* Four career counselors (one of whom was the first author) were invited and trained to conduct ST career adjustment counseling. They also provided test interpretation to the control group. The four counselors were women between the ages of 31 and 43 years. They were all experienced in counseling women with career-related issues. Three of the counselors were married and had children. Regarding professional seniority, the four counselors had earned a master’s degree in counseling, with a major in career counseling; three counselors were doctoral students in a counseling program. They were all licensed psychologists.

To standardize the counseling process based on the SCA, we provided an 8-hour training workshop for the four counselors to ensure that they would establish a coherent structure during the counseling process. We also provided a session of group supervision and two sessions of individual supervision for the counselors.

To determine the accuracy of the counseling session provided, we checked the interrater coherence by examining the verbatim transcripts. The degree of consensus was 99.28%, which indicated that the experiment adhered to the SCA.

*Participant recruitment.* The participants were recruited from middle and northern Taiwan via the Internet and personal contact. In the invitation letter, we explained the nature and purpose of the study. The participants were dual-career women who experienced work–family conflicts. Information about ethical principles was also provided. In addition, intake interviews were conducted to understand the women’s motivation for participating in the study. Finally, 30 participants who met the criteria were randomly assigned to either the experimental group (*n* = 15) or the control group (*n* = 15). Participants in the experimental group were provided six to eight sessions of ST career adjustment counseling. Control group participants attended one to two sessions of test services. All participants signed the informed consent before the treatment.

*Treatment in the experimental group.* Participants in the experimental group received six to eight sessions of ST career adjustment counseling.
SCA consists of four stages: Exploration, Understanding, Transformation, and Taking Action. The focus of the treatment was participants' issues of concern relative to family and career. One of the 15 participants could not regularly attend the weekly sessions because of her tight schedule and dropped out. Two participants received six sessions, five participants received seven treatments, and seven participants received eight treatments. All of the 14 participants completed the PGIS, JSI, and SWLS after the last session.

Test service for the control group. Instead of receiving strength-centered career counseling, participants in the control group completed the BDFR. After participants completed the scale, we provided them with our interpretation of test results. One of the 15 participants in the control group dropped out because of her intensive work schedule. Therefore, there were 14 participants in the control group.

Results

Preliminary Analysis

The background information of the 28 participants is shown in Table 1. The ages ranged from 28 to 47 years ($M = 35.57$ years, $SD = 4.33$); the average years of work experience was 11.29 years, ranging from 1 year to 20 years. Participants' work hours per week ranged from 8 to 65 hours ($M = 38.07$, $SD = 17.03$). All participants had full-time jobs. Only one participant quit a full-time job and worked 8 hours during this research study. In addition, participants' time spent on doing chores varied from zero to 35 hours per week ($M = 10.54$, $SD = 8.73$). The time participants spent on taking care of their family varied from zero to 100 hours ($M = 25.07$, $SD = 26.00$). These data reflected the situation at the time of the study. As noted earlier, all of the participants had full-time jobs; needed to do housework chores; and took care of family members, either children or parents-in-law. It is possible that when they completed the survey, they had hired international employees to do chores and/or to take care of the parents-in-law and/or children.

Analysis of Covariance for the PGI, JSI, and SWLS

Table 2 lists the mean and standard deviations of participants' scores on the PGIS, JSI, and SWLS. Before conducting the analysis of covariance (ANCOVA), we tested the assumption of homogeneity of within-group

![Table 1](image)

Descriptive Statistics of Participants' Background Information

<table>
<thead>
<tr>
<th>Variable</th>
<th>Experimental Group ($N = 14$)</th>
<th>Control Group ($N = 14$)</th>
<th>Total ($N = 28$)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$M$</td>
<td>$SD$</td>
<td>$M$</td>
</tr>
<tr>
<td>Age</td>
<td>36.64</td>
<td>5.40</td>
<td>34.50</td>
</tr>
<tr>
<td>Work experiences/year</td>
<td>11.43</td>
<td>5.69</td>
<td>11.14</td>
</tr>
<tr>
<td>Working hours/week</td>
<td>33.93</td>
<td>19.69</td>
<td>42.21</td>
</tr>
<tr>
<td>Hours spent doing chores/week</td>
<td>11.64</td>
<td>9.12</td>
<td>9.43</td>
</tr>
<tr>
<td>Hours spent caring for family/week</td>
<td>31.29</td>
<td>29.84</td>
<td>18.86</td>
</tr>
</tbody>
</table>

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TABLE 2
Mean and Standard Deviations of Participants’ Scores on Personal Growth Initiative Scale (PGIS), Job Satisfaction Inventory (JSI), and Satisfaction With Life Scale (SWLS)

<table>
<thead>
<tr>
<th>Scale</th>
<th>Experimental Group</th>
<th></th>
<th>Control Group</th>
<th></th>
<th>Partial (\eta^2)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pretest</td>
<td>Posttest Adj. M</td>
<td>Pretest</td>
<td>Posttest Adj. M</td>
<td></td>
</tr>
<tr>
<td></td>
<td>M</td>
<td>SD</td>
<td>M</td>
<td>SD</td>
<td></td>
</tr>
<tr>
<td>PGIS</td>
<td>4.55</td>
<td>0.81</td>
<td>5.02</td>
<td>4.91</td>
<td>0.69</td>
</tr>
<tr>
<td></td>
<td>4.15</td>
<td>0.55</td>
<td>4.31</td>
<td>4.43</td>
<td>0.52</td>
</tr>
<tr>
<td>JSI</td>
<td>3.85</td>
<td>1.12</td>
<td>4.28</td>
<td>4.41</td>
<td>1.06</td>
</tr>
<tr>
<td></td>
<td>4.18</td>
<td>0.60</td>
<td>4.18</td>
<td>4.06</td>
<td>0.68</td>
</tr>
<tr>
<td>SWLS</td>
<td>3.83</td>
<td>0.77</td>
<td>4.36</td>
<td>4.32</td>
<td>0.81</td>
</tr>
<tr>
<td></td>
<td>3.69</td>
<td>0.94</td>
<td>3.69</td>
<td>3.73</td>
<td>0.69</td>
</tr>
</tbody>
</table>

regression coefficient for both the experimental and control groups. The results were not statistically significant for the three scales: \(F(1, 24) = 0.87, p = .362\) for the PGIS; \(F(1, 24) = 0.61, p = .444\) for JSI; and \(F(1, 24) = 2.15, p = .155\) for SWLS. These results suggest that the assumption complied with the homogeneity of the within-group regression coefficient. We then conducted one-way ANCOVA with pretest as the covariate and posttest scores as the dependent variable. The independent variable was the treatment group assignment, that is, experimental group versus control group.

PGI Results
Results of the ANCOVA showed that the posttest differences score between the experimental group and the control groups on their PGIS was statistically significant, \(F(1, 25) = 6.987, p = .014\), after adjusting for the pretest differences with the experimental treatment in the PGIS. The adjusted mean of the experimental group was 4.91, higher than the 4.43 for the control group. Therefore, the treatment of the counseling model on career adjustment had a significant effect for dual-career women.

JSI Results
Results of the ANCOVA did not indicate significant differences between the experimental and control groups on the JSI after adjusting for the pretest differences, \(F(1, 25) = 2.60, p = .119\). The adjusted mean of the experimental group was 4.41, greater than the 4.06 for the control group, but it was not statistically significant. The treatment of the counseling model on career adjustment for dual-career women was not significantly meaningful for improving their career adjustment.

Satisfaction With Life Results
The ANCOVA indicated a significant difference between the experimental and the control group on the SWLS after adjusting for the pretest differences, \(F(1, 25) = 7.08, p = .013\). The adjusted mean of the experimental group was 4.32, greater than the 3.73 for the control group. The SCA treatment on career adjustment for dual-career women had a significant effect. In general, SCA was effective in increasing the women’s personal growth initiative and satisfaction with life. However, it was not effective in increasing their job satisfaction.
Discussion

The purpose of the study was to test the effectiveness of SCA for dual-career women in Taiwan. The results indicated that the model was effective for dual-career women in their personal growth initiative and life satisfaction. As shown in Table 2, the effect results of personal growth initiative and satisfaction with life were .218 and .221, respectively, with high statistical power (Cohen, 1988), demonstrating that the effect of the experimental treatment was stable. This finding was similar to the results reported by Seligman, Steen, Park, and Peterson (2005) and those of Diener et al. (1985). All of the studies showed that the SCA indeed helped dual-career women in personal initiative growth and satisfaction with life. Our model was valuable when applied in career counseling.

Components of the SCA and Counseling Effects

This study indicated that the effect of the model on job satisfaction was not significant. We believed that the reasons related to an individual’s job satisfaction were complicated; the components in the SCA were not enough to increase participants’ job satisfaction. The model was designed for dual-career women and was focused on their past experiences to identify successful components and clarify values among multiple roles. It also helped the participants set up future goals and generate coping strategies to increase their self-efficacy and maintain life-work balance. This model does not focus on helping individuals to improve or acquire communication abilities or release the pressure from work. This focus of the model might be why it did not show any significant effect on the participants’ job satisfaction.

In their study, Logan and Ganster (2005) tested the effects of a control-enhancing stress intervention. Their results indicated that the intervention increased participants’ job satisfaction but not their general well-being. In our study, SCA increased the women’s life satisfaction but not their job satisfaction. We suspect it might be that one of the important components of SCA was to enhance individuals’ positive feelings, including being optimistic, happy, grateful, and hopeful, and having a feeling of dominance. These positive feelings can enhance the feeling of happiness and strengthen personal growth initiative as related to motivation and emotional and behavioral response.

Regarding the embeddedness of the concept of self-efficacy in SCA, we believe that this model can improve an individual’s self-efficacy. Scott and Ciani (2008) found that career intervention had a significant effectiveness for women’s self-efficacy in career adaptation. They asserted that there was a great need for career interventions with dual-career women. The SCA is a suggested intervention because it views career/life problems with a positive attitude and increases the life satisfaction of dual-career women.

Because one of the elements in SCA for dual-career women is to raise awareness related to the impact of multiple roles and strengthen positive cognitive style (Wang, 2008), participants can learn how to respond to the problems they encounter and have high self-confidence in making positive self-adjustments. Kushner and Harrison’s (2002)
study found that it was important to develop a flexible and positive counseling model to help clients balance multiple roles. In Taiwan, Tien (2007) examined the effects of the strength-centered counseling model on school teachers. The strength-centered counseling model in her study was developed and adopted from Schutt's (2007) *Strength-Based Approach to Career Development*. She compared the one-session counseling effects among strength-centered dream analysis and life-theme treatments for school teachers. The results indicated no significant differences among the three approaches on teachers’ life satisfaction and job satisfaction. Short-term therapy might be more effective than the one-session therapy.

Moreover, one characteristic of SCA was that it also emphasized relationship. A good counseling relationship by itself would help to produce positive feelings. In Masdonati, Massoudi, and Rossier's (2009) study, the results showed that the working alliance was a benefit to the participants’ satisfaction with the intervention and with life satisfaction.

**Application of SCA**

SCA is also meaningful for dual-career women in terms of gender awareness. The gender role experience is an important topic for dual-career women (Cook et al., 2002; Haddock et al., 2001). Because SCA was built on Wong’s (2006a, 2006b) concepts, one of the characteristics of this model was to understand the woman’s growth experiences from the gender culture viewpoint. SCA helps to elevate the dual-career women’s sense of independence instead of staying connected to others (Gilligan, 1982).

Young (1996) noted that job satisfaction was strongly related to participants’ satisfaction with their role in the family and at work, the expectation with work, and the conflict with the roles. The factors of job satisfaction include self-efficacy, conflicts, and balance with work–family roles. The intervention of the current study emphasized improving the balance of work and family. Regarding the effectiveness of elevating one’s job satisfaction, Logan and Ganster (2005) and McNatt and Judge (2008) found that job satisfaction could apparently be improved if the workers have instructors or supporters in their workplace. For the job satisfaction of dual-career women, SCA should put more emphasis on supportive resources from society or on communication skills.

**Limitations**

The components of SCA were effective for dual-career women in general life satisfaction but not in specific job satisfaction. The Hawthorne effect or experimenter effects may have contributed to the effectiveness of SCA. Therefore, the cause–effect relationship between specific components of the model and the counseling effects needs to be examined further.

A limitation of the current study was that the sample size was small. We could not include too many participants because each participant received six to eight counseling sessions and we did not have enough counselors to conduct that many sessions with a larger sample size. There were differences in the background information of study participants,
such as work experience, number of children, and time spent on chores and work. Because problems of dual-career women with young children, with teenage children, with no children, and/or with elderly relatives are very different, this may limit the generalizability of the findings of the study. These background variables may influence the effects. A quantitative study could be conducted to examine the relationship between these background elements and counseling effects. In addition, most participants were from northern Taiwan. The results cannot be generalized to all the dual-career women in Taiwan.

Conclusion and Implications for Future Research

The study indicated that SCA seems to be effective in promoting dual career women’s personal growth initiative and life satisfaction, but not job satisfaction. To thoroughly understand the specific component effects of the model, qualitative research could be conducted. In addition, for individuals who are not satisfied with their current work, the narrative approach of this model could be applied because the ST career adjustment model showed no significant effects in the current quantitative study. Regarding the background of dual-career women, other variables could be examined, such as marital status, number of years married, number of children, the age of children, extended or nuclear family style, and work experience. These aspects were not addressed in this study. Moreover, different aspects of job satisfaction, as measured by the JSI, could be investigated in the future. Finally, the relevant issues of dual-career women are closely related to the social culture, which could be examined in the future. Career counselors ought to be sensitive to the issues of multicultural influences in order to provide assistance to dual-career women.

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