Predictors of Career Adjustment for Immigrant Women in Canada

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by

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Abstract

The current study aimed at investigating factors that influence the career adjustment of immigrant women in Canada. Drawn from a multidisciplinary literature review, a preliminary model of career adjustment for immigrant women was developed. The model includes two categories of factors--psychosocial and situational-- which may contribute to the career adjustment of immigrant women. The psychosocial factors included motivation for immigration, expectations-experience congruency, acculturation, coping strategies, perceived discrimination, perceived social support, and identity status. Situational factors were language and career management skills, accreditation, length of education in the home and host countries, previous job experience, parenthood, access to financial resources, age, and number of years living in Canada. To examine the relevance of the identified factors, an exploratory interview study was conducted with ten immigrant women. The results led to changes in two predictors—language and career management skills—and also change in the direction of proposed relation between previous job experience and career adjustment. The hypotheses concerning the relation between the psychosocial and situational factors with career adjustment in the refined model were then tested through conducting surveys with 202 immigrant women. Using hierarchical multiple regression to analyze the survey data, the factors that could significantly predict the career adjustment of immigrant women were identified and kept in the model. Expectations-experience congruency, perceived discrimination, acculturation and career management self-efficacy were significant psychosocial predictors of career adjustment for immigrant women. Education in the host country, number of years living in Canada and accreditation were significant situational predictors of career adjustment for immigrant women. The model in this study is the first proposed model on career adjustment for immigrant women that presents novel application of several psychological theories. Further, the results may greatly aid in the design of effective interventions to facilitate the integration of immigrant women in the Canadian work force.

*In the memory of my beloved mother who taught me to dream big
and is always watching me with proud eyes as my big dreams come true.*

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Predictors of Career Adjustment for Immigrant Women in Canada

Immigration is a major transition in one's life that results in numerous changes, among which can be a temporary or even permanent loss of one's job and employment status. Career transition and the need for adjustment are inevitable consequences of immigration for those who are employed. A career that is compatible with the interests, experience, skills, and qualifications of immigrants is important for their psychological adjustment and general sense of well-being (Aycan, 1996; Aycan & Berry, 1996; Berman, 1981; Kats, 1982; Shuval & Bernstein, 1997). Therefore, it is important to identify factors that influence the career adjustment of immigrants. Career adjustment has been defined as one's psychological comfort toward different aspects of her or his career (Black, 1988).

The research on the career experience of immigrants is primarily about males, thereby neglecting the experience of immigrant women (e.g., Dustmann & Schmidt, 2001; Pedraza, 1991; Raghuram & Kofman, 2004; Stier, 1991). Investigating the career issues of immigrant women is important as the number of skilled immigrant women entering Canada and their participation in the Canadian labour market is on the rise (Citizenship and Immigration Canada, 2006). Inspired by Black, Mendenhall, and Oddou's (1991) model of expatriates' cross-cultural adjustment, a model of the predictors of immigrant women's career adjustment is proposed in the present research. Two categories of predictors, psychosocial and situational predictors, that could have contributed to the career adjustment of immigrant women have been identified through conducting an initial literature review. The proposed model was refined and tested in two stages, through interviews and a survey study. This research resulted in the elimination of insignificant factors and a revised model. Moreover,

several theoretical frameworks have been applied to explain and understand the role of the significant factors left in the final model of career adjustment for immigrant women.

Immigrants are those people who voluntarily leave their country of origin and settle in a new country with a more or less different culture than theirs (Boekeestijn, 1988). A career is defined as a sequence of paid employment positions occupied by a person during the course of a life-time (Super & Hall, 1978). The terms “work” and “job” are used interchangeably in the current study to refer to a paid employment that individuals currently hold.

Career transition happens when individuals leave a familiar work setting and enter an unfamiliar one (Black et al., 1991). Career transition in the case of immigrants often includes changes in career status, type of work, income, and employment structure (Berry & Sam, 1997). Such transition creates psychological uncertainty because some old behaviours may be considered unacceptable and inappropriate (Black et al., 1991). It has been observed that career transition often involves greater disruption of old routines (e.g., type of work, career status) for immigrants when compared to native-born individuals (e.g., Aycan & Berry, 1996; Yost & Lucas, 2002). In addition, immigrants must often overcome substantial barriers to successfully integrate into the Canadian work force. Recognition of credentials, becoming proficient in the English language, completing occupational tests, gaining Canadian work experience, and discrimination are examples of such barriers (Yost & Lucas, 2002). Because the magnitude of the transition, the number of career barriers, and the uncertainty involved after immigration are higher for immigrants when compared to native-born individuals, the career transition of immigrants is considered as form of “career crisis” in the current study.

A career crisis is generally followed by a period during which individuals attempt to reduce uncertainty and adjust to their new setting by learning behaviours and attitudes that are appropriate versus inappropriate (Black et al., 1991). Career adjustment is a dynamic process that is influenced by an individual and her/his environment (McWhirter, Torres, & Rasheed, 1998), with “work adjustment” and “career satisfaction” being the final outcomes of this process.

In their theory of work adjustment, Dawis and Lofquist (1984) proposed that work adjustment is achieved if two conditions are met. The first condition called “satisfactoriness” is achieved when there is a fit between an employee’s abilities and the ability requirements of the workplace. The second condition, “satisfaction”, is achieved when an employee’s needs are fulfilled by the reinforcements and rewards available in the workplace. Accordingly, job satisfactoriness and job satisfaction are the two conditions of work adjustment.

Dawis and Lofquist’s (1984) view has been reflected in several definitions of work adjustment offered by other researchers. For example, Black (1988) defined work adjustment as one’s psychological comfort toward different aspects of her or his work. In addition, job (or work) satisfaction and work adjustment have often been used interchangeably in the literature (e.g., Bowman, 1998; Leong, 2001; Subich, 1998). Job satisfaction refers to a positive (or negative) evaluative judgment one makes about one’s job or job situation (Weiss, 2002). Derived from both Black (1988) and Weiss’s (2002) definitions, work adjustment in the current study is defined as employed immigrant women’s positive or negative evaluation of different aspects of their current job. Work adjustment is not simply finding a job; rather, it is the degree of subjective comfort in terms of job status, job role, salary, and, for immigrants also with working within the Canadian work system.

Career satisfaction is the result of an individuals' positive or negative evaluation of their career in a number of aspects including one's role, one's rewards, and the career development and advancement opportunities. These aspects are evaluated relative to the individual's own goals and expectations (Aryee & Debrah, 1993; Seibert & Kraimer, 2001). Thus, career satisfaction is an internal career outcome and includes satisfaction in relation to work experience such as managing multiple roles and satisfaction in relation to occupational transitions (Subich, 1998). Work adjustment and career satisfaction differ in that work adjustment is an evaluation of one's current job whereas career satisfaction is an evaluation of one's career(s).

Work adjustment and career satisfaction could be measured as attitudes, beliefs, or affective experiences (for a review see Weiss, 2002). Petty, Wegener, and Fabrigar (1997) defined attitudes as "summary evaluations of objects (oneself, other people, issues, etc.) along a dimension ranging from positive to negative" (p. 611). Accordingly, in the current study, the definitions of both work adjustment and career satisfaction refer to the attitudes of individuals. In sum, work adjustment and career satisfaction (for immigrant women) are the two outcome variables in the current study. Work adjustment measures the psychological comfort of employed immigrant women with their current job. Career satisfaction is an additional outcome variable for both employed and unemployed immigrant women measuring these women's satisfaction of their career since arriving in Canada. In the rest of this document, career adjustment will be used as an umbrella term to refer to both work adjustment and career satisfaction.

A brief background relevant to the career issues of immigrant women will be presented in the next section. A discussion on the limitations of the existing literature about

the career issues of immigrant women will follow. The chapter will end with the proposed research question that was investigated in the course of this research.

Background

Changes in immigration policies of countries such as Canada, Australia, and the United States, have created a high demand for individuals with technical certificates, work experience and skills, and college and university degrees (Shih, 2005). Consequently, this well-educated population makes up a significant portion of the general immigration flow (Shih, 2005). Canada's immigration policy places great emphasis on skills and job experience as a major criterion for the granting of immigration status and this policy has affected Canadian immigrant demographics over the last decade (Citizenship and Immigration Canada, 2006). In 2006, the immigration of skilled individuals or "skilled worker class" immigration accounted for about half of all immigration into Canada. This ratio represents those who entered through the skilled worker category and were granted permanent residency status along with their dependents (Citizenship and Immigration Canada, 2006). These trends can also be found elsewhere, such as in the United States, England, Australia, and New Zealand (Raghuram & Kofman, 2004).

Although skilled immigration programs recognize the importance of immigrants' skills in the context of immigration, they do not necessarily validate the skills of immigrants (Man, 2004). In other words, the skills of individuals are essential for accruing the necessary points to obtain the skilled worker class immigration level, but they do not necessarily help immigrants to gain employment. This is mainly because of difficulties associated with accreditation or recognition of immigrants' qualifications in the marketplace after immigration (Iredale, 2005). As a result, many immigrants are unable to access employment

compatible with their skills (Basran & Zong, 1998; Reitz, 2001; Salaff, Greve, & Ping, 2002; Spitze, 1984). This suggests that immigrants not only need to adjust to general life issues, but also to challenges associated with employment in the host country (Lee & Westwood, 1996).

Academic research on the difficulties of immigrants integrating into their host country labour market has focused on the experience of skilled immigrant males, ignoring nearly 50% of immigrants who are female (e.g. Chiswick, 1978; Dustmann & Schmidt, 2001). Between 1994 and 2003, over 1.1 million women were admitted to Canada as immigrants, making up 51% of all immigrants admitted to Canada in this period (Statistics Canada, 2006). Typically, women are assumed to be “dependents” who immigrate to accompany or join their partners or family abroad (Shih, 2005). However, most women, both single and married, intend to work in the host country regardless of whether or not their original immigration status classified them as “dependents” in relation to their family members (Kelson & DeLaet, 1999; Shih, 2005; Stier, 1991).

Traditional career theories have been widely criticized for their exclusion of minorities and for generalizing the white male development experience to that of cultural and racial minority groups (Alfred, 2001; Brown, 1997; Cheatham, 1990; Johnson-Bailey & Tisdale, 1998; Thomas & Alderfer, 1989). Despite their rapidly growing presence in the work force, racial minorities and women of colour in general and immigrant women in particular have not been well-represented in the career literature (Rakhsha, 1999). Terms such as racial, ethnic and cultural minorities here refer to subgroups of people who, because of certain physical or cultural characteristics are prone to being singled out from others in the society in which they live and may receive unequal treatment or be subject to discrimination (Smith, 1983).

The nature and extent of the 'brain waste' that happens to immigrants as a result of not having their foreign-earned credentials recognized is not the same for women and men (e.g., Ip, 1993; Raghuram & Kofman, 2004). Feminist scholars were among the first to highlight the presence of women in immigration streams (Morokvasic, 1991), to recognize immigrant women's contribution to a wide range of sectors in the labour market (Morokvasic, 1991; Raghuram & Kofman, 2004; Yeoh & Huang, 2000), and to identify the effects of gender on the immigration experience (Barber, 2000; Phizacklea, 1983). As a result of this scholarly contribution, it is now generally accepted that immigrant women experience some unique barriers that make the process of their career adjustment different from the process of career adjustment of native-born women and immigrant men.

Immigrant women may be particularly affected by career difficulties in the host country for several reasons (Ip, 1993; Raghuram & Kofman, 2004). The presence of sexism and racism in the employment process and in work environments has been well documented (e.g., Wittebrood & Robertson, 1991). Bowman (1998) discussed how research has focused on women or minorities as two separate "oppressed" groups, overlooking the fact that some people are women and also belong to a racial minority.

The consequences of being doubly disadvantaged (racism and sexism) are reflected within the economic and social realms of the lives of women in minority situations (Betz & Fitzgerald, 1995). For example, Hispanic-American and Asian-American women have generally been subjected to more traditional gender-role expectations (Betz & Fitzgerald, 1995). Yang (1991) also discussed the dilemmas of Chinese-American women caught between the Chinese emphasis on traditional female roles and the more important place that career has for women in the United States. Johnson-Bailey and Tisdale (1998) examined

issues of diversity in the career development of women and suggested that stereotypical images of women of color also complicate their career endeavours. These authors concluded that negative images of women of colour create obstacles for their career development and take away opportunities from them (Johnson-Bailey & Tisdale, 1998).

According to Statistics Canada (2006), although foreign-born women are generally better educated than their Canadian-born counterparts, they are less likely to be employed. For example, among women between the ages of 25 and 64, only 64% of foreign-born women were part of the paid workforce in 2001, compared to 70% for non-immigrant women, and 80% for male immigrants. Immigrant women are also more likely to have part-time jobs and non-standard work schedules (Statistics Canada, 2006). These statistics support the claim that immigrant women could face a double disadvantage from existing barriers that are applied to both women and racial minorities in Canada.

The effects of immigration on women's careers could also be intensified by factors such as marital status, family structure (Powers & Seltzer, 1998), and parenthood. For example, although skilled women are encouraged to immigrate because of their potential contribution to the labour market, they often end up withdrawing from the labour market after immigration. This is because they have little or no access to publicly funded childcare (Raghuram & Kofman, 2004) and cannot afford private childcare while they are underemployed, looking for employment, or going through the costly and time consuming process of seeking accreditation for their qualifications. This is a direct consequence of the neglect of the multiple roles and responsibilities that women have in their families and in their work. Furthermore, it has been demonstrated that immigrant men usually have greater ease in learning the host language and in exploring economic opportunities due to their

greater exposure to host nationals when their wives take care of children, elders, and daily living arrangements (Remennick, 2005, 1999a, b).

In sum, while immigrant women make up almost 50% of the migration flow and actively participate in the work force in Canada, they have been underrepresented in the research literature. Moreover, immigrant women are generally at high risk of unemployment and underemployment because of factors such as racism, sexism, and family responsibilities. Therefore, the career issues of immigrant women need to be studied further.

Limitations of the existing literature

Scholarly literature has made contributions to the recognition and understanding of the career issues faced by female immigrant workers and professionals. However, two areas require further attention in order to enhance our understanding of the career issues facing immigrant women: 1) development of a model that would include the role of multiple factors, especially contextual and structural factors and 2) stronger theorizing regarding the role of various factors on the career adjustment of immigrant women.

A review of the literature shows that beyond the discussion of sex and race discrimination (Gabaccia, 1989; Manrique & Manrique, 1999), studies of immigrant women are limited, especially in the field of psychology. Only a limited number of studies have looked at the role of factors such as parenthood (Duleep & Sanders, 1993; MacPherson & Stewart, 1989) and skill accreditation (Iredale, 2005) on the economic integration of immigrant women. The emphasis on the role of gender and race only, or on single factors such as parenthood, has resulted in the neglect of several contextual and structural factors. Although each factor is important, it may not be sufficient in itself to clarify the career adjustment process for immigrant women. A more comprehensive approach to the study of

immigrant women's career adjustment is needed. For example, acculturation has been proven to have an important role in the adjustment of immigrants (e.g., Berry & Sam, 1997). It could be argued that due to their childcare responsibilities, immigrant mothers do not have as much opportunity to interact with people of the host culture and properly familiarize themselves with the culture of the host country. Thus, parenthood and acculturation together may better explain the adjustment of immigrant women. This example demonstrates how multiple factors may interact and together affect the adjustment of immigrant women.

The second limitation of the existing literature is that a theoretical framework has seldom been applied or suggested for understanding the career development and adjustment of immigrant women. The extant research on the impact of ethnicity and/or gender on career development has primarily focused on identifying differences between groups (e.g., Brown, Minor, & Jepsen, 1991; Fouad & Keeley, 1992; Leong, 1991; Lucas, 1993; Sullivan, 1992). Typical investigations of such matters include studies of the differences in a range of work-related attitudes, perceptions, and behaviours between Caucasians and other ethnic groups, such as African Americans, Asians, and Latinos. Although finding such group differences helps to describe members of a given group, they do not help us to understand the meaning of the differences (Cook, 1991). What is needed are theoretical accounts of the underlying causes of such differences (Alfred, 2001; Rakhsha, 1999).

The current research is a preliminary step toward addressing the existing gaps in the literature by: (1) going beyond sex and race discrimination to identify other important factors that could facilitate or hinder the career adjustment of immigrant women, and (2) developing a conceptual model to explain the process of career adjustment among immigrant women.

The model will also enable us to explain the role played by some of these factors in the career adjustment of immigrant women from several theoretical perspectives.

Research question

The current study aims to address the following research question: What are the factors that affect the career adjustment of immigrant women in Canada? In order to answer this question, a variety of factors that could facilitate or hinder the career adjustment of immigrant women have been identified through a multidisciplinary literature review. Those factors were integrated into a cohesive model, informed by Black et al. (1991) model of expatriate adjustment. This preliminary model comprised one of the first attempts to develop a comprehensive model of immigrant women's career adjustment. The model was then tested and further revised through conducting interview and survey based studies.

A review of the literature will be provided in the next chapter. The chapter ends with the presentation of a preliminary model of career adjustment for immigrant women. The interview study conducted to refine the preliminary model will be reported in Chapter 3. Based on the results of the interview study, the model was revised. The revised model was then examined through a survey study that will be discussed in Chapter 4. The findings of the survey study resulted in further revision of the model. The final version of the model along with the scholarly contributions of the current research and a number of associated limitations will be discussed in Chapter 5.

Chapter 2: Literature review

Given the dearth of models and theoretical frameworks in the literature on the adjustment of immigrants, relevant literature on expatriates' work adjustment was explored. Research efforts on expatriate adjustment can make significant theoretical and empirical contributions to the literature on immigrants' career adjustment because expatriates and immigrants both work in foreign cultural and job systems. There are a number of differences between expatriates and immigrants. The most significant difference is that expatriates are on temporary assignments whereas immigrants are embarked on a permanent residency. Further, most expatriates have a secure job, whereas many immigrants do not and must obtain employment after their arrival to the host country (Wang & Sangalang, 2005). Despite these differences, there are also some important similarities. The status of both groups often changes from belonging to a majority group to becoming part of a minority culture. Both groups also experience adjustment difficulties regarding their life and career in a foreign culture (Wang & Sangalang, 2005). Considering these similarities in the adjustment of both groups, a model of expatriates' cross-cultural adjustment has been used as the basis for developing a preliminary model of immigrant women's career adjustment in this research.

Expatriates' cross-cultural adjustment

One of the most cited adjustment models in the expatriate literature is Black et al.'s (1991) model of cross-cultural or international adjustment. In their proposed model, Black et al. (1991) distinguish between three dimensions of adjustment: (1) adjustment to work; (2) adjustment to interacting with host nationals; and (3) adjustment to the general non-work environment. Black et al. (1991) suggest that the adjustment process actually begins prior to arrival in a foreign country. Factors such as previous international experience and the

accuracy of expectations contribute to the expatriates' anticipatory adjustment. In-country adjustment, which occurs after arrival in a foreign country, is affected by other factors such as individual factors (e.g., expatriate's self-efficacy), job factors (e.g., role conflict), the organizational culture (e.g., social support), organizational socialization (e.g., tactics and content), and the non-work environment (e.g., cultural novelty). Together, these factors predict the three types of adjustment: work adjustment, interaction adjustment, and general non-work adjustment (Black et al., 1991).

This theoretical framework of international adjustment has been supported with some modifications by several empirical studies of expatriates (Bhaskar-Shrinivas, Harrison, Shaffer, & Luk, 2005; Black & Gregersen, 1990, 1991a, b, c; Shaffer, Harrison, & Gilley, 1999). McEvoy and Parker (1995) also supported the three dimensions of Black et al.'s (1991) adjustment model. Due to its relevancy and strong empirical support, the structure of Black et al.'s (1991) model will be applied in the current study.

Developing a preliminary model of immigrant women's career adjustment

Applying Black et al.'s (1991) model to the immigration context would suggest that the adjustment of immigrants in the host country would have three dimensions: 1) adjustment to work, 2) adjustment to interacting with host nationals, and 3) adjustment to the general non-work environment. However, only the first dimension, adjustment to work will be the focus of this study. While it is acknowledged that the three dimensions of adjustment interact with each other and could be influenced by similar factors, only career adjustment and the factors that contribute to career adjustment regardless of their interaction with other domains of adjustment will be discussed in the current study. Including all dimensions of adjustment in the current study could result in a very broad model, which would be difficult to test.

The predictors of work adjustment in Black et al's (1991) model were mostly related to an organizational setting and suitable only for individuals who hold a job (e.g., role conflict). However, the concept of career adjustment in the current study was applied to both employed and unemployed immigrant women. Therefore, in this study, it was necessary to include factors relevant to the career adjustment of both employed and unemployed immigrant women. A literature review to identify the factors that might be important in the career adjustment of immigrant women was conducted to serve this purpose. While there were some similarities between the factors identified in the literature review and those identified in the Black et al's (1991) model (e.g., expectations), there were also some unique variables related to the immigrant women's circumstances (e.g., parenthood, discrimination).

According to the proposed model in this study, a "career crisis" which includes incidents such as changes in career status, type of work, income, and employment structure often happens after immigration (see Figure 1). A career crisis is followed by a period of adjustment during which several factors may facilitate or hinder the process of career adjustment for immigrant women. Work adjustment is the outcome of the career adjustment process for employed immigrant women, while career satisfaction is an outcome for both employed and unemployed immigrant women.

The factors or predictors of career adjustment have been divided in two categories; psychosocial and situational. Psychosocial factors are intrinsic and reflect individual differences in attitudes, values, and beliefs. These factors are related to an individual's perception of self, others, and the social environment in which they live. Situational factors are related to the extrinsic conditions under which each individual is living and also objective characteristics attributed to individuals (e.g., age). In addition, the second set includes

structural factors such as governmental policy and/or attitudes of the populace in the host country.

It should be emphasized that the author does not claim that the factors to be discussed in this chapter may apply exclusively to immigrant women. In fact, many of these factors may apply to the career adjustment process of immigrant men and also women in general. However, the scope of this study is limited to proposing and testing the relations between those factors and the career adjustment of immigrant women. The applicability of the proposed model to other population groups requires future research.

Figure 1. A preliminary model of immigrant women's career adjustment.

Psychosocial factors

Psychosocial factors include motivation for immigration, expectations-experience congruency, acculturation, coping strategies, perceived discrimination, identity status, and perceived social support.

Motivation for immigration

Motivation for immigration is defined as the reasons for which people decide to leave their home country to reside in another one. These factors that instigate immigration from

the country of origin are also called push factors (Berry, 1992). Immigrants who have made the decision to settle in a new country are likely to be motivated and in a state of readiness to change and adjust themselves to their new environment (Akhtar, 1995; Antonovsky & Katz, 1979; Ben-Sira, 1997; Berman, 1981; Boekestijn, 1988; Goldlust & Richmond, 1974; Hanassab, 1991; Lee & Westwood, 1996). Although individuals' level of motivation for immigration is believed to influence their consequent adjustment, little empirical data exist to support this claim. Only two studies, namely from Ayman and Berry (1996) and Winter-Ebmer (1994), have provided limited support for a role of economic motivation in the psychological and economic adjustment of immigrants.

Winter-Ebmer (1994) compared the economic success of individuals who immigrated to Austria with three different motives: economic, family, and political. Derived from survey data, the results showed that of all the different motives for immigration, none could explain the differences in the economic success of immigrants. He further divided the economically motivated individuals into two groups: those who "search for success" and those with a "fear of failure". Individuals who immigrated in search of success experienced higher wages by about 11-13% compared to individuals immigrating for family or political reasons. It is possible that those with a "search for success" motivation simply worked harder and for longer hours to earn more money. No data on the career adjustment and/or general life adjustment of the participants was provided. Therefore, no conclusions can be made about the possible contribution of "motivation for immigration" to career adjustment.

In another study, Ayman and Berry (1996) studied the role of economic motivation on the general adjustment of Turkish immigrants in Montreal. The results showed that an interaction between duration of unemployment and immigration motivation could

significantly predict the psychological adaptation of Turkish immigrants. Among individuals who immigrated to Canada for employment-related reasons, those who experienced a shorter period of unemployment were more satisfied with their life than those who experienced a longer period of unemployment. This finding implies that there was a positive effect of economic motivation in immigration, and that this positive effect in the adjustment of immigrants was minimized in cases where a long period of unemployment was experienced.

The role of immigration motivation among female immigrants has often been overlooked in the literature. Many women immigrate as a family dependent and consequently, it is assumed that they lack motivation for career and economic advancement. Instead, they are characterized as mere followers of a skilled worker sponsor-- normally their spouse. However, most individuals, including immigrant women who are categorized as "family dependents," are looking for career and economic advancement (Hiller & McCaig, 2007; Vernez, 1999). The motivation for career advancement could be particularly strong for women who immigrate from countries in which traditional beliefs limit women's access to career opportunities. Accordingly, motivation for career and economic advancement may be an important factor in immigrant women's choices to reside in a new country.

The role of motivation in the career adjustment of immigrant women can be explained from the perspective of McClelland's achievement motivation theory. McClelland (1987) described the need for achievement as competing internally with standards of excellence through individual efforts. Individuals driven by the achievement motive are more likely to test themselves against their environment and attain standards of excellence. Similarly, immigrants who have a high motivation for career and economic advancement may try harder and cope better in the face of career barriers to reach their goals. In sum,

based on the limited support in the literature and the theoretical argument provided above, the following hypothesis is proposed:

Hypothesis 1. Higher motivation for career and economic advancement prior to immigration will be positively related to the work adjustment and career satisfaction of immigrant women.

Expectations-experience congruency

Pre-immigration expectations are characterized as the beliefs entertained by individuals, prior to their arrival, in relation to how easy or difficult it will be to establish themselves, to find their desired job, and to reach their career and financial goals in Canada. The extent to which immigrants are able to adjust in the host country may depend upon how their pre-immigration expectations match the post-immigration realities (Lee & Westwood, 1996; Murphy, 2003; Shih, 2005; Yost & Lucas, 2002).

The effect of pre-immigration expectations of life conditions in a host country on the psychological adjustment of immigrants after arrival has been investigated in a number of studies. The results generally indicate that pre-immigration expectations that are not congruent with post-immigration experiences have a negative effect on mental health (Baptiste, Hardy, & Lewis, 1997; Misra & Kilroy, 1992; McKelvey & Webb, 1996; Murphy & Mahalingam, 2006) and the psychological adjustment of immigrants (Landau-Stanton, 1990). Overall, realistic expectations may be significant predictors of psychological and socio-cultural adjustments.

Pre-immigration expectations about career opportunities and economic conditions in the host country also affect the psychological, socio-cultural, and career adjustment of immigrants (Al-Hihi, 1999; Aycan & Berry, 1996; Mak, 1991; Searle and Ward, 1990).

Immigrants carrying unrealistically high expectations of career opportunities that are not congruent with post-immigration experience often experience disappointment, confusion, and frustration which in turn, may negatively affect all aspects of their adjustment and new life (Shih, 2005). Mak (1991) conducted a study on Hong Kong professionals who immigrated to Canada, the United States, or Australia. Participants of his study were highly educated Hong Kong immigrants who were devastated when they realized they could no longer hold their career status.

Watkins, Plant, Sang, O'Rourke, and Nguyen (2003) studied the relation between personal characteristics (e.g., socio-demographic characteristics) and expectations about future socio-economic and employment opportunities among a group of prospective Vietnamese immigrants prior to their immigration to Australia. Prospective immigrants generally believed that future educational, socio-economic and employment opportunities in Australia were better than in Vietnam. The authors concluded that such expectations could negatively influence the adjustment of the participants after immigration. However, no follow-up study was conducted to support the authors' prediction.

In another study, thirty-one Chinese males and females who immigrated to the United States were interviewed. Woo (1985) found that the United States had long been portrayed by the Chinese as the "Gold Mountain." Many Chinese immigrants come to the United States with high hopes and aspirations about their new life in "America" without realizing the economic and psychological costs involved with moving there (Shih, 2005). In fact, stereotyping [North] America as a land of opportunity and wealth seems to have persisted in the thinking of different ethnic groups of immigrants around the world (Lbodzinska, 1986).

Modest (Weissman & Furnham, 1987) and realistic expectations (Searle & Ward, 1990) that are more congruent with the economic conditions in the host country may result in an anticipation of potential challenges before immigration, which in turn may encourage immigrants to develop the skills required for effective adjustment. In a qualitative interview study, Al-Hihi (1999) found that Arab immigrants whose expectations were more congruent with life and economic conditions they were experiencing in Canada were more willing to compromise on their professional status for example in order to integrate into the labour market. In another study, Searle and Ward (1990) assessed the role of expected difficulties regarding employment opportunities in the socio-cultural adjustment of temporary residents (e.g. international students) in New Zealand. The results showed that realistic expectations were significant predictors of socio-cultural adjustment.

The research evidence seems to be congruent with cognitive theories of depression and anxiety (Furnham, 1987) suggesting that a match between expectations and outcomes for life events will result in optimal functioning. High expectations paired with poor outcomes generally lead to poor mental health symptoms such as depression or anxiety (Murphy & Mahalingam, 2006). Taken together, the evidence provided above suggests that pre-migration expectations may be an important factor in the career adjustment of immigrants. Therefore, the following hypothesis is proposed:

Hypothesis 2. Higher congruency between pre-immigration expectations and post-immigration experience will be positively related to the work adjustment and career satisfaction of immigrant women.

Acculturation

Acculturation is a multidimensional process of change that occurs when individuals of different cultural groups come into continuous contact (Berry & Sam, 1997). Such continuous contact inevitably results in a change in cultural values of either or both groups (Bhagat & London, 1999). Graves (1967) also made a distinction between two types of acculturation; collective acculturation refers to group-level change while psychological acculturation is concerned with changes at the individual level. Although acculturation could happen for the members of both majority and minority groups (Berry, 2001), the acculturation of members of minority groups at the individual level is the topic of interest in the present research. At the individual level, acculturation is defined as change in attitudes, behaviours, beliefs, and values in individuals that result from exposure to another culture and lead to integrating a dominant culture within a minority culture (Graves, 1967). The psychological acculturation of an individual has two dimensions; one's identification with the society of origin or minority culture and one's association with the dominant society or majority culture (Stephenson, 2000).

The importance of acculturation as a major predictor variable in the psychological adjustment of immigrants has been well supported in the literature (e.g., Ataca & Berry, 2002; Aycan & Berry, 1996; Ostovar, 1997). Although previous scholars have acknowledged acculturation as a potential predictor of career adjustment for immigrants (e.g., Berry 1980; Goldlurst & Richmond, 1974; Krau, 1982), only a few studies can be found that examine the relation between the two variables (e.g., Leong, 1995 & 2001). For example, Leong (2001) found that acculturation was positively related to job satisfaction and negatively related to occupational stress in a sample of Asian American employees. In another study with twenty-

seven Asian American employees, acculturation was positively related to supervisors' performance ratings of their Asian American employees (Leong, 2001).

According to Berry's (1992) acculturation theory, acculturation affects the adjustment of immigrants by changing their attitude towards the culture of the dominant society which plays a role in decreasing the feeling of being discriminated against, creates positive feelings about their situation in the host country, and promotes the expansion of their social networks. People experience change as a result of acculturation so they can "fit in" to the dominant society which may in fact lead to psychological, socio-cultural, and economic adaptation (Berry, 1992). Throughout the process of acculturation, immigrants may learn more easily about specific cultural skills involved in performing tasks such as job searching and professional networking, and eventually, find a suitable job. Therefore, the following hypothesis is proposed:

Hypothesis 3. Acculturation will be positively related to the work adjustment and career satisfaction of immigrant women.

Coping strategies

The concept of coping refers to individuals' cognitive and behavioural efforts to manage specific external and/or internal demands that are appraised as exceeding their resources (Lazarus & Folkman, 1984). Coping strategies play an important role in an individual's physical and psychological well-being during stressful life situations (Endler & Parker, 1990). The majority of coping strategies serve either a problem-focused coping function or an emotion-focused coping function (Lazarus & Folkman, 1984). Problem-focused strategies aim to change or remove the troublesome person-environment relation

causing the distress by taking actions to fix the problem. Emotion-focused strategies are efforts aimed at regulating stressful emotions.

The concept of coping strategies seems to be relevant when applied to a stressful life event such as immigration (DeAnda, 1984; Nah, 1993; Vega & Rumbaut, 1991). Although, the distinction between problem-focused and emotion-focused does not cover all potential coping strategies, these two modes of coping may be general enough to cover many strategies used by immigrants to cope with employment issues. For example, an unemployed immigrant may use the problem-focused group of coping strategies by attending a training program in her or his field of work, or may use emotion-focused strategies by trying to regulate her or his disappointment and frustration about being unemployed.

Despite their relevance and importance in immigrants' life, coping strategies have not been explored much in the immigration literature. However, the role of coping strategies in adjustment related to job changes and transitions have been extensively studied in both native-born individuals (e.g., Ashford, 1988; Cooper, 1990; Feldman & Brett, 1983) and expatriates (e.g., Adler, 1992; Feldman & Thomas, 1992; Selmer, 2001; Tung, 1998; Vanderwielen, 2001).

Adler (1992), for example, described successful expatriates as contributing actively to their adjustment in a number of ways. For example, they take a problem-solving approach, find ways to get the information they need, do not blame others for their frustrations, and exercise patience and creativity to find solutions to their frustrations. In another study, Feldman and Thomas (1992) found that problem-focused strategies (e.g., obtaining skills) were significantly and positively related to the effectiveness of managers from the United States on international assignments whereas emotion-focused coping strategies (e.g.,

psychological withdrawal) were inversely related to these expatriates' effectiveness.

Similarly, a survey of managers from the United States in fifty-one countries by Tung (1998) showed that problem-focused coping strategies (e.g., learning more about the host country) were more useful in the cross-cultural adjustment of expatriates than were emotion-focused coping strategies (e.g., consuming alcohol). Selmer (1999) also found similar results with a sample of Western managers in China. Taken together, one implication of the evidence discussed above is that problem-focused coping strategies may be positively related to cross-cultural adjustment, whereas emotion-focused coping strategies may be negatively related to cross-cultural adjustment.

As coping strategies have successfully been applied to the adjustment of expatriates, they may also be applicable to the general adjustment and also career adjustment of immigrants. A few studies (Lewis, 2000; Plante, Manuel, Menendez, & Marcotte, 1995; Sameyah-Amiri, 1998) have focused on the relation between coping strategies and psychological adjustment of immigrants. Plante et al. (1995) found that one of the most successful strategies for dealing with cultural stressors used by Mexican and Salvadoran immigrants in the United States was a work-hard attitude. In another study, Lewis (2000) interviewed six African immigrants to study their psychological adjustment in the United States. She found that most of the participants in her study employed a cognitive appraisal approach to problem-solving which appeared consistent with problem-focused strategies in which a combination of internal psychological processes and external factors were mobilized to deal with stress (Lewis, 2000). The author concluded that the use of problem-solving strategies contributed to the psychological adjustment of the participants.

In another study Sameyeh-Amiri (1998) studied the role of acculturation and coping style as predictors of psychological symptomatology among Iranian female immigrants. She found that “planful” problem-solving and acculturation were related to the best mental health outcomes. Conversely, escape/avoidance was related to the worst mental health outcomes. These few examples indicate that the use of active, problem-focused coping strategies amongst immigrants leads to better adjustment than the use of passive, emotion-focused responses.

The empirical findings presented above can be explained from the perspective of the theory of psychological stress and coping developed by Lazarus and his colleagues (Lazarus & Folkman, 1984; Lazarus, Kanner, & Folkman, 1980). The theory proposes that after an initial cognitive evaluation of a situation as being stressful and/or threatening, individuals begin coping. Cognitive appraisal and coping are two critical mediators of person-environment relations and influence the outcome of this relation (Folkman, Lazarus, Dunkel-Schetter, DeLongis, & Gruen, 1986). Accordingly, upon identifying the loss of their career status as threatening and stressful, immigrants begin using various coping strategies in order to resolve the stressful employment situation. To the extent that they choose effective coping strategies, their adjustment should be enhanced.

In sum, the evidence provided above suggests that problem-focused strategies could facilitate the process of career adjustment in immigrants. On the other hand, an over-reliance on emotion-focused strategies could negatively influence the career adjustment of immigrants. Therefore, the following hypotheses are proposed:

Hypothesis 4a. The use of problem-focused strategies will be positively related to the work adjustment and career satisfaction of immigrant women.

Hypothesis 4b. The use of emotion-focused strategies will be negatively related to the work adjustment and career satisfaction of immigrant women.

Perceived Discrimination

Discrimination in hiring and promoting immigrants is an obstacle that many immigrants face (Lee & Westwood, 1996; Yost & Lucas, 2002). Lee and Westwood (1996) point out that native employees and employers tend to perceive immigrants as less popular and less respected among fellow employees. Therefore, employers are less likely to promote immigrants to higher positions. Racism and negative cultural stereotypes are sometimes applied to immigrants from various countries (Lee & Westwood, 1996). These may limit the career options for these immigrants (Williams, 1999). Discriminatory attitudes toward immigrants from the people that were born in the host country may negatively affect the career adjustment of immigrants by restricting their economic and career opportunities in the host country (Bowman, 1998; Williams, 1999).

Not properly recognizing professional experience and requiring immigrants to have Canadian job experience is a form of discriminatory behaviour that has been observed with employers (e.g., Mojab, 1999; Preston & Man, 1999). Canadian employers very often do not recognize the foreign earned expertise and skills of immigrants and require them to have Canadian work experience (Chiu, 1994; Mak, 1991; Man 1997). Consequently, many of these professionals become unemployed or resigned to underemployment (Salaff et al., 2002; Shih, 2005).

Several reports and studies have shown that immigrant women are at higher risk of unemployment and underemployment and also earn less compared to native-born women and immigrant men (Duleep & Sanders, 1993; Dustmann & Schmidt, 2001; Khosla, 2003;

Preston & Giles, 2004; Statistics Canada, 2005 & 2006). One explanation for this gap is that immigrant women may be more discriminated against than are immigrant men and native-born women due to experiencing both race and gender discrimination at the same time (Bingham & Ward, 1997; Farmer, 1976; Hagey et al. 2001; Iredale, 2001; Man, 1995, 2002, & 2004; Mojab, 1999; Preston & Giles, 2004; Preston & Man, 1999; Remennick, 2005; Shih, 2005).

To explore the experiences of women in middle-class Hong Kong immigrant families in Canada, Man (1997) interviewed thirty highly educated Chinese women. These women were all married and many of them were professionals prior to entering Canada. While talking about their husbands and their own career adjustment in Canada, the women reported that even with their English proficiency and outstanding credentials, they had great difficulty in finding work that corresponded to their qualifications and experience levels. Man (1997) concluded that discrimination could have affected the integration of these professional women in the Canadian labour market.

Using semi-structured interviews, Hagey et al. (2001) documented the experiences of nine immigrant nurses of colour who had filed grievances concerning their employers' discriminatory practices. These nurses came to Canada from seven different countries between 1960 and 1980. All nine nurses in this study felt that they were being marginalized and described discriminatory practices that limited their professional upward mobility. Only two participants believed they had positions consistent with their qualifications but still, they continued to experience daily discriminatory attitudes in the form of comments describing them as being "less than" white employees. The nurses also reported several instances in which they received differential treatments and were denied privileges granted to Caucasian

nurses. It should be noted that studying a selective group of immigrants who had experienced discriminatory acts does not reflect the overall prevalence of discrimination in Canadian work environments. Nevertheless, Hagey et al.'s (2001) study provides a case in point regarding implicit or explicit discriminatory practices in a Canadian work environment.

Taken together, the evidence from the literature suggests that discrimination has a negative influence on the career adjustment of immigrant women. However, discriminatory acts and attitudes are diverse and often implicit and therefore difficult to assess. Perceived discrimination is defined as an individuals' subjective belief about being discriminated against because of their minority status. In addition to the actual discriminatory actions and attitudes of the members of the host country, immigrants' perceptions of discriminatory actions and attitudes may also affect their adjustment. While the influence of discrimination is acknowledged, for the purpose of this study, only the role of perceived discrimination in the career adjustment of immigrant women will be investigated. Thus, the following hypothesis is proposed:

Hypothesis 5. Perceived discrimination will be negatively related to the work adjustment and career satisfaction of immigrant women.

Identity status

According to Erikson's (1959, 1968) developmental theory, individuals experience eight major developmental issues in a chronological sequence throughout their life span. At each stage, a certain developmental task confronts the individual, resulting in a crisis. A "crisis" ends with a decisive or critical turning point at which an individual attains either greater mental health or maturity, or increased weakness (Munley, 1977). The resolution of a

crisis involves the development of a particular set of attitudes toward oneself, one's world, and one's relationship to one's world.

The fifth stage is known as "identity versus identity confusion." Identity is defined as a sense of self and knowing where one is going (Erikson, 1959). An identity crisis, on the other hand, is a sense of confusion and of not knowing how to make major life decisions. Building on Erikson's theory, Marcia (1966) introduced identity status as a methodological and conceptual device designed to examine identity empirically. Marcia (1966) operationalized the process of identity development using the degree of personal exploration and commitment as dimensions. Identity status is defined by Marcia in terms of the presence or absence of a decision-making period (exploration and crisis) and the extent of personal investment (commitment) in two areas: occupation and ideology.

The diffusion status is characterized by an absence of both exploration and commitment. As shown in Table 1, in the "Identity Diffusion" group are people who have not experienced an exploration period and have not set an occupational or ideological direction. Individuals who have attained a firm level of commitment by uncritically adopting the attitude of their surroundings (e.g., parents) without engaging in exploration have attained what is called a "Foreclosure" status. They show little or no evidence of "crisis". On the other hand, the "Moratorium" group are individuals who are currently struggling with occupational and/or ideological issues; they are in an identity crisis and not yet committed to any vocational choice. Finally, the "Identity Achieved" represents individuals who have experienced a decision-making period and are pursuing self-chosen occupational and ideological goals (Marcia, 1980).

Identity status may be a relevant factor for career adjustment because a career (or vocation in Erikson's term) is one of three major components (vocation, ideology, and family) of one's identity (Erikson, 1968). The process of identity formation and the outcome of this process known as identity status may in fact influence and be influenced by individuals' decisions about their career, their career exploration, and career experience. Therefore, individuals' identity status and their career development are closely related (Blustein, Devenis, & Kidney, 1989; Blustein & Phillips, 1990; Marcia, 1980; Munley, 1977; Skorikov & Vondracek, 1998; Vondracek, 1992; Vondracek, Schulenberg, Skorikov, Gillespie, & Wahlheim, 1995). Therefore, during the process of career development, a person takes on different roles and deals with career change, transitions, and adjustment (Chen, 1998). Career development represents one of the central challenges of the identity formation process.

Table 1

Marcia's identity status model (adapted from Meijers, 1998)

		Exploration	
		No	Yes
Commitment	No	Identity Diffusion	Moratorium
	Yes	Foreclosure	Identity Achievement

Various career development variables such as career choice and career exploration have been investigated within the framework of identity theory and in relation to the identity formation process (Lucas, 1997). The basic assumption of studies on career and identity development is that the more successful one is in resolving an identity crisis, the more successful she or he will be in dealing with career development tasks such as career decision-making and career exploration. Overall, the empirical evidence supports the theoretical linkages between identity formation and career development variables. In particular, positive relations have been found between selected career development variables and achieved and moratorium identity statuses. On the other hand, negative relations have been found between selected career development variables and foreclosure and diffusion identity statuses (e.g., Blustein & Phillips, 1990; Cohen, Chartrand, & Jowdy, 1995; Lucas, 1997; Vondracek et al., 1995). This suggests that progress in resolving career development tasks through general exploration could be viewed as an attempt by individuals to clarify their identity (Lucas, 1997).

While significant empirical support for the relation between identity formation processes and career development variables in younger adults (e.g. college students under the age of 20) exists, no study has looked at the relation between these two variables in older adults. It is argued that the career adjustment of immigrants could also be viewed in the framework of identity theory and identity status. Identity status should not be viewed as signifying the final outcome of identity crisis, rather, it should be viewed as an ongoing process (Marcia, 1966). The process of identity formation does not necessarily end in adolescence (Marcia, 1966) and may be subject to many revisions in adulthood. There is evidence that identity crises may occur in one's life again and again as a result of certain life

events (Akhtar, 1995). This may be especially common among immigrants who have to redefine their identity and reconstruct their career in a new country.

The process of immigration can shake one's identity to its core (Levy-Warren, 1987) and it involves important psychological changes that take place before and after arrival in the new country. These changes continue to take place throughout the life of immigrants and include the development of a new identity (Akhtar, 1995; Espin, 1999; Garza-Guerrero, 1974). Immigrants face the overwhelming task of learning to adjust to a completely new environment (Boekstijn, 1988; Lee & Westwood, 1996) and this adjustment involves a profound personal transformation (Sanchez, Spector, & Cooper, 2000). Such a profound personal transformation involves redefining one's identity in order to respond to the requirements of the new environment (Sanchez et al., 2000). This process of identity transformation seems comparable to the identity crisis process described in adolescence, during which young adults try to reach a sense of self and define themselves in relation to the society in which they live.

Moreover, similar to adolescents, immigrants are involved in several career development-related tasks such as training for a specific job and seeking credentials to gain membership in a specific professional area. A temporary or permanent loss of one's employment status could create a sense of career crisis which is often interpreted by immigrants as a feeling of "starting all over again" (Mitchell, 2000). Hence, as one's career is subjected to change, identity is also subject to change and this reformation process is carried on throughout the entire life span. Accordingly, as there is a relation between identity status and career development in adolescence, there could also be a relation between immigrants' identity status and their career development and adjustment. Therefore, identity status may

be a pertinent factor in studying the career adjustment of immigrant women. The following hypotheses are proposed:

Hypothesis 6a. A diffusion identity status will be negatively related to the work adjustment and career satisfaction of immigrant women.

Hypothesis 6b. A foreclosure identity status will be negatively related to the work adjustment and career satisfaction of immigrant women.

Hypothesis 6c. A moratorium identity status will be positively related to the work adjustment and career satisfaction of immigrant women.

Hypothesis 6d. An achieved identity status will be positively related to the work adjustment and career satisfaction of immigrant women.

Perceived social support

Support from family and intimate personal relations could facilitate the career adjustment of individuals in a foreign land (e.g., Berman, 1981; Boekstijn, 1988; Caligiuri, Hyland, Joshi, & Bross, 1998; Goldlust & Richmond, 1974). Family support has been found to positively correlate with work adjustment (Caligiuri et al., 1998). For example, in a qualitative study conducted by Pearson and Bieschke (2001), it was found that the most salient variables related to the career development of fourteen African American women included family emphasis on education, relationship with family members, and family's social and economic resources.

Marital support is one of the most important sources of support for immigrants (Aycan & Berry, 1996). Golding and Burnam (1990), in their study of Mexican immigrants, found that lack of marital support and conflict with spouses were associated with depression. Similarly, other studies have shown that satisfaction with family life and satisfaction with

one's partner were predictors of mental health for immigrants (e.g., Hurh & Kim, 1990; Scott & Scott, 1989; Westermeyer, 1989). Taken together, the research evidence suggests that family support plays a critical role in the career adjustment of immigrants.

In addition to family, support from social networks could facilitate the adjustment of immigrants. Immigration often disrupts individuals' networks of friends, (Goldlust & Richmond, 1974; Portes & Borocz, 1989; Salaff & Greve, 2004; Westwood & Ishyyama, 1991; Yost & Lucas, 2002), resulting in them having to build new social networks. Social support networks can serve diverse functions for immigrants (Delechat, 2001; Portes & Borocz, 1989). Social support facilitates the career adjustment of immigrant women by providing them with emotional support which includes caring, trusting, and communicating a sense of empathy (Ganellen & Blaney, 1984). Those networks also provide instrumental support such as helping immigrants to find a place to live or find a job and also providing information and advice to them (Man, 2002; Parrenas, 2001; Preston & Man, 1999; Willis & Yeoh, 2000; Wittebrood & Robertson, 1991).

Perceived social support has to do with the availability of support and has been defined by Cohen and Wills (1985) as the perception of resources provided to an individual by other people. Wang and Sangalang (2005) found that there was a significant positive correlation between the career adjustment of Filipino immigrant employees in Canada and their reported support from peer immigrants and Canadian-born co-workers (Wang & Sangalang, 2005). This finding indicates that in addition to the actual social support, immigrants' perceptions of the availability of social support may also affect their career adjustment. While the influence of actual social support is acknowledged, for the purpose of

this study, only the role of perceived social support in the career adjustment of immigrant women will be investigated.

A number of writers have studied how social networks meet the needs of working immigrants (Hondagneu-Sotelo & Avila, 1997; Salaff & Greve, 2004; Schwarzer, Hahn, & Fuchs, 1994; Wang & Sangalang, 2005). For example, Schwarzer et al. (1994) studied unemployed East German immigrants over the course of three years and found that continued unemployment was associated with depressive affect for men and women, but the depressive affect was alleviated for women if social support was available to them. These results suggest that a social support network may be particularly important for the adjustment of women (Schwarzer et al., 1994). This finding is congruent with the theories of gender socialization highlighting the relational orientation of women (Surrey, 1991). The self-in-relation theory proposes that for women, the primary experience of self is organized and developed in the context of important relationships (Surrey, 1991). This perspective highlights the importance of social support for the career adjustment of immigrant women. Consequently, a link is proposed between perceived social support and career adjustment for immigrant women:

Hypothesis 7. Perceived social support will be positively related to the work adjustment and career satisfaction of immigrant women.

Situational factors

Situational factors include language skills, career management skills, accreditation, job experience, education in the country of origin, education in the host country, parenthood, availability of financial resources, number of years living in Canada, and age. These factors will be discussed in turn.

Language skills

Language skills are the ability to write, read, and speak the language of the host country. There is ample evidence in the literature suggesting the importance of language skills for economic integration and career adjustment of immigrants. Language competency has been a major barrier, especially for professional workers, in gaining employment in countries such as Canada, the United States, and Australia (Ishiyama & Westwood, 1992; Lee & Westwood, 1996; Mak, 1991; Race & Masini, 1996; Selmer, 2006; Yost & Lucas, 2002). Without fluency in English, immigrants are unable to access sources of information about careers, the job market, or business practices (Westwood & Ishiyama, 1991). Language skills have also been shown to be positively related to the earnings of immigrants (Chiswick & Miller, 1995 & 2003; Dustmann, 1994; Green, 1999; McManus, 1985; Park, 1999; Race & Masini, 1996).

Compared to those involved in general labour, language skills seem to be more important for the employment and career adjustment of professional immigrants who are involved in careers which demand high levels of training and expertise (Atkins & Kent, 1989; Lee & Westwood, 1996). In addition to the expectation of professional writing and reading, professional immigrants are required to have advanced communication skills such as oral presentation, conflict resolution, and negotiation skills (Lee & Westwood, 1996). In his study on new Hong Kong immigrants with employment issues in Canada, Mak (1991) reported that even with appropriate licensure, immigrant professionals had greater difficulty competing with native-born professionals for positions in counselling, law, and teaching because these professions require near-native proficiency in the English language.

Although the language skills of immigrants may seem to be a psychological factor, it is argued otherwise in the current research. Language skills are often evaluated based on societal defined criteria. For example, in their qualitative study with African descent immigrant women in Canada, Creese and Kambere (2003) demonstrated that an accent may imply limited English skills and limit employment opportunities for these women. These authors concluded that the socially defined “foreign accent” may shape the perception of immigrants’ language fluency. As Creese and Kambere’s (2003) example shows, it is often the socially and structurally defined language skills that influence the career adjustment of immigrant women. Therefore, language skill was categorized as a situational factor in the current study.

In Canada, language learning difficulties may exist more amongst immigrant women than immigrant men. A large proportion of immigrant women enter Canada as sponsored family members or as “dependents” of their skilled worker partner (Kilbride et al., 2007). In the Canadian point system, only the fluency of the principal applicant in English or French is a major criterion in the granting of immigration status (Kilbride et al., 2007). Therefore, these women may have less motivation to learn English before their arrival. In addition, once relocated, childcare and household responsibilities often limit the interaction of immigrant women with native language speakers (Remennick, 2005) which contributes to slowing down the pace of language learning. Therefore, language skills are likely to be a critical factor in the career adjustment of immigrants in general and immigrant women in particular.

Hypothesis 8. Language skills will be positively related to the work adjustment and career satisfaction of immigrant women.

Career management skills

Career management is the process by which individuals collect information about their interests and skills, strengths and weaknesses, identify a career goal, and engage in career strategies that increase the probability that their career goals will be achieved (Greenhaus, 1987). Acquiring the skills necessary to obtain employment is important for career adjustment (Lee & Westwood, 1996; Yost & Lucas, 2002). While English language skills render information about careers, the job market, or business practices more accessible (Westwood & Ishiyama, 1991), career management skills seem to equally affect various aspects of immigrants' career development. This would include the ability to effectively apply for, interview for, and secure one's job, and also to make and maintain professional networks, deal with people, and solve problems at work.

Similar to the argument made for language skills, career management skills are categorized as situational factors because they are cultural-specific and often defined by the members of the host country. The skills that immigrants learned in their home country could help them advance their career while living there. However, those skills no longer seem relevant in the host country. In fact, immigrants often lack knowledge about how to effectively search for jobs, explore career options and opportunities, or access and use career information in their new country (Ishiyama & Westwood, 1992; Yost & Lucas, 2002). Moreover, because of their unfamiliarity with the new culture, immigrants may not know culturally appropriate employment seeking skills such as resume writing and interviewing (Ishiyama & Westwood, 1992; Lee & Westwood, 1996; Mak, 1991; Shih, 2005). Compared to immigrant men, these skills may be more problematic for immigrant women who may have limited exposure to native-born populations due to family responsibilities.

Despite some acknowledgement of the importance of such skills (Lee & Westwood, 1996; Yost & Lucas, 2002), no study has actually examined the role of “career management” skills in the career adjustment of immigrants. One reason for this could be the difficulty in measuring such skills. Career management skills such as job seeking strategies are diverse and are often pursued tacitly. Due to their importance and the strong connection with language skills, career management skills should be taken into account when studying the career adjustment of immigrant women. Accordingly, the following hypothesis is proposed:

Hypothesis 9. Career management skills will be positively related to the work adjustment and career satisfaction of immigrant women.

Accreditation

Accreditation refers to the validation of foreign-earned degrees and credentials in Canada. Despite the recognition of the importance of skills within the immigration process, programs with mechanisms to recognize and validate the educational and professional qualifications of immigrants are limited in Canada (Salaff et al., 2002). Therefore, entering a country through the skilled immigration category does not necessarily mean that immigrants' qualifications will be recognized and they will be able to take up jobs that utilize their skills (Remennick, 2005). Evidence shows that despite having a high level of education and training, immigrants' foreign-earned skills and experience are either only partially recognized or not recognized at all in the host country (Ben-Sira, 1997; Duvander, 2001; Glenn, 1983; Lee & Westwood, 1996; Man, 1997; Salaff et al., 2002; Woo, 1985). To remain in a particular field of interest often means that immigrants must retrain and sometimes completely start over. Starting over in a new culture can be frightening for immigrants (Lee

& Westwood, 1996) who are going through the overwhelming process of adjustment in all aspects of their life.

It should be noted that not everybody faces the accreditation problem. Generally, immigrants who work in occupations that do not require culturally specific skills are less affected by the problem of accreditation. Using data from the Decennial Census and the current population surveys, Vernez (1999) systematically investigated the work experience of immigrant women in the United States from 1967 to 1997. The results showed that among the college educated, immigrant women were as likely as native-born women to work in occupations such as engineering, health professions, and technical fields. However, immigrant women were far less likely than native born women to be teachers, lawyers, and social workers. Hence, immigrant women were underrepresented in professions that demand more culturally specific skills such as interaction with people. The author concluded that occupations that do not require culturally specific skills are less affected by the problem of accreditation. Taken together, this evidence suggests that accreditation is a major factor in the career adjustment of immigrants. Therefore, the following hypothesis is proposed:

Hypothesis 10. Experiencing problems with accreditation negatively affects the work adjustment and career satisfaction of immigrant women.

Job experience

Job experience is a key asset to the career development of individuals (e.g., Ng, Eby, Sorensen, & Feldman, 2005; Tesluk & Jacobs, 1998). According to the human capital theory, through their job experience over time, individuals develop the skills that improve their job performance (Benson, Levenson, & Boudreau, 2006). Improved job performance may in turn result in the increase of one's income and career satisfaction. One of the most common ways

of measuring job experience is the number of years in a job or profession (e.g., McDaniel, Schmidt, & Hunter, 1988a; Ouinones, Ford, & Teachout, 1995; Tesluk & Jacobs, 1998). In the current study, job experience is measured in a quantitative fashion and refers to the number of years of job experience prior to immigrating to Canada.

Research with native-born individuals has shown that job experience is positively correlated with career satisfaction and also objective measures of career success such as income level (Benson, Levenson, & Boudreau, 2006). In addition, a positive relation between job experience and job performance was found (e.g., Kolz, Mafarland, & Silverman, 1998). Research on the relation between job experience and career outcome for immigrants is scarce. In one study, Schaafsma and Sweetman (2001) found that previous work experience yielded no economic return for immigrants in their host country. In addition, in a number of qualitative studies, researchers noted that previous job experience of highly skilled immigrant did not help them find employment that was commensurate with their education and work experience (Mojab, 1999; Preston & Man, 1999; Wittebrood & Robertson, 1991).

No study has looked at the relation between job experience and subjective career outcomes such as work adjustment or career satisfaction for immigrants. Nevertheless, relying on the evidence from research with native-born individuals, it is suggested that job experience can contribute to the career adjustment of immigrants. Using the human capital theory, it is argued that job experience has helped immigrants develop professional and technical skills that are transferable in the Canadian context. Therefore, it is likely that job experience facilitates the process of career adjustment of immigrants by helping them perform well in their work. Accordingly, the following hypothesis is proposed:

Proposition 11. Previous job experience will be positively related to the work adjustment and career satisfaction of immigrant women.

Education in the country of origin

It is generally assumed that having a higher education should facilitate the integration of immigrants in the labour market of the host country (Berman, 1981; Goldlust & Richmond, 1974; Penalosa, 1971; Schoeni 1998). To examine job finding experiences, Salaff et al. (2002) interviewed thirty-two Chinese immigrant couples who were living in Toronto in 1999–2001. One of the findings was that those with higher education such as PhD and Masters degree levels were able to avoid the total “deskilling” often reserved for those with less education. Those with lower levels of education were generally subject to unemployment or low-paying unskilled workers’ types of jobs. Overall, the results indicated that although those having higher education in their home country were more likely to experience underemployment and downward occupational mobility, they often had a better chance than those with Bachelor degrees or diplomas for employment that to some extent corresponded to their qualifications. Therefore, it may be that higher education is more transferable internationally (Salaff et al., 2002). Higher education appears to protect immigrant job-seekers to some extent from falling into low-education jobs (Galarneau & Morissett, 2004).

In sum, the evidence in the literature indicates that higher levels of education in the country of origin may facilitate the career adjustment of immigrants. The following hypothesis is proposed:

Hypothesis 12. Education in the country of origin will be positively related to the work adjustment and career satisfaction of immigrant women.

Education in the host country

Host country education has a positive effect on immigrants' labour market position (Duvander, 2001; Scott, 1999). It has been suggested that an education obtained in the host country is valued more highly than similar levels of education attained in the country of origin (Bratsberg & Ragan, 2002; Duvander, 2001). Using data from the United States census and the 1999 National Longitudinal Survey of adult ages 25-64, Bratsberg and Ragan (2002) showed that male immigrants in the United States who had been educated in the United States schooling system earned higher wages than those without American degrees. These results held true for immigrants of most countries. The authors, however, did not compare the wages of immigrants and American-born individuals with equal levels of education in the United States.

Education in the host country is believed to provide an opportunity for immigrants to learn the language at a deeper level, become familiarized with the host culture at a faster rate, learn about the job market within their profession, and make connections with professionals in their field. Therefore, the following hypothesis is proposed:

Hypothesis 13. Education in the host country will be positively related to the work adjustment and career satisfaction of immigrant women.

Parenthood

Parenthood is a critical factor in the career adjustment of women in general and immigrant women in particular (Goldlust & Richmond, 1974; Remennick, 2005; Salaff & Greve, 2004; Shih, 2005). To the author's knowledge, no study of the economic integration of immigrant men has discussed parenthood as an important factor for their career adjustment. This issue reflects the common belief that childcare is mainly the responsibility

of women. Because women in general are more likely to be responsible for the care of their young children, they often leave the job market, seek part-time jobs or accept positions where they are under-employed (Salaff & Greve, 2004). Similarly, immigrant women typically play a central role in childcare; therefore, their careers are more likely to be affected by childcare responsibilities than the careers of immigrant men (Salaff & Greve, 2004; Willis & Yeoh, 2000).

Canadian childcare is largely the private responsibility of parents (Doherty, Rose, Friendly, Lero, & Hope, 1995). Therefore, parents seek alternative solutions, such as private childcare, in order to combine professional work and family roles (Hochschild, 1990). The lack of subsidized childcare facilities may represent an obstacle for immigrant women who often have difficulty finding employment that allows them to afford private childcare. In addition, parenthood may affect the career adjustment of immigrant women by limiting their access to other resources that facilitate adjustment such as participating in language classes (Kilbride et al., 2007) or interacting with the broader society.

Salaff and Greve (2004) examined the problems that dual-career Chinese immigrant parents faced in rebuilding their professional careers in Canada. Fifty Chinese couples, in their 30s and 40s, with young children, who immigrated to Canada after 1996 in the skilled worker class were interviewed. In China, childcare is provided by a web of formal institutional and informal arrangements, where family plays an important role. Arriving as professionals in Canada, where their qualifications were not being recognized, with small children to care for and a household to run, these couples were under tremendous pressure. Because the social arrangements in Canada did not match their needs, women either left the labour force or called on previous arrangements. That is, they either brought their parents to

Canada or sent their children back to China. Although these arrangements facilitated the adjustment process, such solutions did not guarantee a revived career for these Chinese immigrant women. While some women succeeded in reconstituting their careers, others suffered considerable downward professional mobility (Salaff & Greve, 2004).

Taken together, existing evidence suggests that parenthood may slow down the process of career adjustment for immigrant women. Therefore, the following hypothesis is proposed:

Hypothesis 14. Parenthood will be negatively related to the work adjustment and career satisfaction of immigrant women.

Financial resources

Immigrants in Canada are often obligated to begin working as soon as they arrive in order to ensure their financial security while they are struggling to make major life adjustments, overcome language difficulties, and obtain recognition for their education and work experience by the host country (Berman, 1981; Penalosa, 1971; Wang & Sangalang, 2005). Often, financial difficulties may force immigrants to accept any available job instead of pursuing the process of retraining or validation of their skills and degrees. On the other hand, immigrant women with financial resources may be able to afford the costs associated with university or college education, or the often costly procedures involved in pursuing reacquisition of the credentials. Therefore, the availability of financial resources may be a pertinent factor that could explain some of the differences in the career adjustment of immigrant women. The following hypothesis is proposed:

Hypothesis 15. The availability of financial resources will be positively related to the work adjustment and career satisfaction of immigrant women.

Number of years living in Canada

The duration of residence in a host country is critical for the economic integration of immigrants (Aguilar & Gustafsson, 1994; Ekberg, 1994; Lalonde & Topel, 1997; Powers & Seltzer, 1998; Scott, 1999; Zhou, 1997). Time spent in the new country signifies the acquisition of country-specific skills, such as language and cultural interaction skills (Lalonde & Topel, 1997), and knowledge about the job market. Therefore, the longer individuals live in a country, the more adjusted they will be (Black et al., 1991; Church, 1982; Furnham & Bochner, 1986; Hanassab, 1991). For instance, in a number of Swedish studies, it was found that the length of time immigrants spent in Sweden had a positive impact on the position of immigrants in the labour market (Aguilar & Gustafsson, 1994; Ekberg, 1994; Scott, 1999). Thus, the following hypothesis is proposed:

Hypothesis 16. The number of years living in Canada will be positively related to the work adjustment and career satisfaction of immigrant women in Canada.

Age

The age at which individuals immigrate seems to be important for their career adjustment, as it was observed that younger individuals adjust more easily than their older counterparts (Akhtar, 1995; Berman, 1981; Drachman & Halberstadt, 1992; Hanassab, 1991; Lee & Westwood, 1996). For example, Race and Masini (1996) found that there were far fewer employment placements for immigrants between the ages of 51 and 54 years. This may be related to language skills, as Race and Masini (1996) observed that younger individuals in their study tended to have better English skills than older ones. Experiencing other structural barriers such as age-related discrimination could be another reason for this finding (Race & Masini, 1996).

Although age often confers enriched job experience and qualifications, host country employers may believe that younger immigrants can adapt more easily to a new culture (Salaff et al., 2002). It has been suggested that advanced age makes the acculturation process, more difficult and acculturation is in itself related to career adjustment. Research shows that language acquisition and cultural adjustment are negatively correlated with age (Hanassab, 1991; Lee & Westwood, 1996). In a study of Iranian women who immigrated to the United States, Hanassab (1991) found that age was one of the factors related to the quality of cross-cultural adjustment of these women. Seventy-seven Iranian women in Los Angeles between the ages of 17 and 32 who, on average, left Iran at the age of 15 were studied to assess the extent to which they kept their traditional values and the extent to which they identified with the values introduced to them in the United States. A negative correlation was found between the age at which individuals left Iran and the acceptance of American values. Moreover, a positive correlation existed between acculturation and the length of time individuals had been away from Iran. Overall, the existing evidence indicates that age may play a role in the economic integration and career adjustment of immigrants.

Hypothesis 17. The older individuals are at the time of immigration, the lower their level of work adjustment and career satisfaction.

Summary of Chapter 2

Building on Black et al.'s (1991) model of expatriates' cross-cultural adjustment and including the factors identified in the literature review, a model of career adjustment for immigrant women in Canada was proposed and discussed. While the important factors in the career adjustment of immigrant women were identified through a literature review, this model of expatriates' adjustment helped to organize these factors in a cohesive fashion so that their relation with work adjustment and career satisfaction could be further examined. According to this model, two categories of factors, psychosocial and situational taken together may predict the career adjustment of immigrant women (see Figure 2). Supported by the literature, relations between each of the factors and the work adjustment and career satisfaction of immigrant women were proposed. In addition, to understand how these factors may influence the career adjustment of immigrant women, theoretical accounts were offered wherever possible. To examine the validity of this proposed model, an interview study and a survey study were conducted. This research will be discussed in the following two chapters.

Figure 2. A proposed model of immigrant women's career adjustment.

Chapter 3: Interview study

Purpose

Many of the factors assumed to be important for the career adjustment of immigrants have not been well-supported with actual data. While theoretical logic can help to identify factors affecting the career adjustment of immigrant women, qualitative research can enhance our understanding of potential influences and the underlying theoretical mechanisms. Therefore, a qualitative study was conducted before testing the model with a large sample.

The aim of the interview study was to explore in greater depth the factors identified in the preliminary model that affect the career adjustment of immigrant women. The results of the interview study provide preliminary support for the factors identified through the literature review and also complement the literature review by shedding light on those factors that have not been identified in the research literature on immigrants' career adjustment.

Method

Sample

The participants in this qualitative interview study were ten women who were recruited either through personal contact of the author or were referred to the author by friends and acquaintances. Although all the themes emerged by the sixth interview, four additional interviews were conducted to ensure saturation and decrease the risk of missing any important insights into the career experience of immigrant women.

The participants were required to have immigrated under the following categories of immigration: "skilled workers and professional", "investors, entrepreneurs and self-employed persons," or "family dependents." Therefore, those who had entered Canada as a refugee, international student, visitor, or temporary worker were not included in the study.

Canadian Citizenship was not a required criterion. Moreover, the participants had to be the first generation of immigrants who had immigrated to Canada at least a year prior to the study, at the age of 20 or older from any country except the United States.

All the participants were living in the province of Ontario at the time of the interview. The sample offered variety across ethnicity, country of origin, and the types of degrees and careers obtained. All participants were over 30 years of age ($M = 39.8$). Eight women were married, one was in a common-law relationship, and one was divorced and currently single. All participants had a university degree from their country of origin. Eight of them had worked in their country of origin or another country prior to their immigration to Canada. Two had moved to Canada after finishing their degree. A descriptive summary of the demographic characteristics of the participants is provided in Table 2.

Measures

Semi-structured interviews were used in this study. The interview protocol covered questions related to 1) the factors and barriers that influenced the career adjustment of the participants, 2) how they coped with career barriers, 3) what helped them to cope with those barriers, 4) possible personal changes as a result of immigration and the degree to which such personal changes contributed to the process of career adjustment, and 5) their current adjustment and satisfaction with their career status (see Appendix A). Career adjustment and career satisfaction are used interchangeably throughout the interview study and refer to the degree of the participants' satisfaction with their career status and also their perceived comfort with their career advancement.

Table 2

Demographic information of the participants

Pseudonym	Age	Region of origin	Years lived in Canada	Marital status	No. of children	Degree outside of Canada	Degree obtained in Canada	Current job
1. Vanessa	44	East Europe	17	married	1	BEng.	BA and MA	Office administrator
2. Niki	42	East Asia	13	Lived with partner	1	MSc	PhD and post doc	Senior program officer
3. Monika	33	South Asia	3	Married	1	Medical	None	unemployed
4. Joanne	35	East Asia	5	Married	1	BA	BA (in process)	student
5. Bea	54	Europe	29	Married	2	Medical	Master's	policy analyst
6. Arezoo	38	Middle East	6	Married	1	Medical specialist	Internship	Intern
7- Darya	40	Middle East	11	Divorced	1	BA	BA	Product quality officer
8- Mina	33	East Asia	9	Married	0	BA	2 Master's	Policy analyst
9- Ayshe	40	East Europe	6	Married	2	BSc	MSc	Part-time clerk
10- Suzanna	39	South America	1.5	Married	1	PhD	None	Program coordinator

Procedure

Five participants were identified through personal contacts of this author and five others were introduced to this researcher through mutual friends. The interviews took place face-to-face at a convenient time either at the interviewees' house or at their office and

ranged from 40-120 minutes. The interviewees were first briefed about the purpose of the study and were given a chance to ask questions. Once they agreed to participate, they signed a consent form. All interviews were recorded with a digital voice recorder in order to be transcribed verbatim. Following the interview protocol, the interviewer and participants selectively discussed the education, work history and barriers that the immigrant women faced in finding a career matching their qualifications in Canada. The majority of interviewees found the interview an interesting review of their life after immigration. In addition, several interviewees found the interview a healing experience declaring that looking at what they have achieved made them feel proud.

Data analysis

Content analysis is a systematic quantitative description of a text by coding its content into categories. The categories may be defined and developed in advance or may emerge during the analysis (Kvale & Brinkmann, 2009). The coding of contents into categories enables researchers to quantify the frequency of hearing specific themes and their relation with each other. Therefore, by providing an overview of large amounts of data, categorization allows for comparisons and hypothesis testing (Kvale & Brinkmann, 2009).

A combination of deductive and inductive content analysis was simultaneously applied in the current study. Taking a deductive content analysis approach to interview data analysis, the interview transcripts were coded into a number of pre-defined categories. These categories were the psychosocial and situational factors identified in the proposed model and believed to be positively or negatively related to the career adjustment of the interviewees. The relations between the coded categories and career adjustment of each interviewee were further examined.

Since one of the goals of the interview study was to gain in-depth insight into the career experience of immigrant women, it was necessary not to limit the analysis to examining the pre-defined categories but also to explore the emerging themes that might not have been addressed in the existing literature. Therefore, taking an inductive content analysis approach, new codes were created for the themes that were not identified in the model. The comparison of the similarities and differences of the new codes allowed for the identification of emerging themes and resulted in the development of a few new categories. Overall, the simultaneous use of deductive and inductive approaches proved to be complementary as both approaches provided novel insights into the career experience of the interviewees.

The creation of new codes for emerging themes continued until “saturation” was obtained. Saturation happens when no new insights or themes seem to emerge from further coding (Kvale & Brinkmann, 2009). No new themes were identified after six interviews. However, four more interviews were conducted to ensure saturation and decrease the risk of missing any important insights into the career experience of immigrant women. Overall, although the sample size was small, the issues raised in the interviews provided for a rich understanding of the factors that played a role in the career adjustment of these women and also helped this researcher to revise the preliminary model of career adjustment for immigrant women. The use of small number of participants is a common practice in interview research (Crouch & McKenzie, 2006).

Results

A challenge in qualitative research using interview narratives is the tendency to cut the interview into tiny sound bites and present them in response to a particular question (Kvale & Brinkmann, 2009; Mishler, 1986). This practice tends to isolate the interview

situation as a whole from frameworks of meaning (Kvale & Brinkmann, 2009; Mishler, 1986). In order to minimize the risk of using isolated quotes separated from their context and to provide a more in-depth understanding of the experiences of these women, each woman is briefly introduced, while ensuring anonymity.

1. *Vanessa*, currently 44 years old, has lived in Canada with her husband for 17 years. Prior to immigrating to Canada, she had worked as an engineer and as a self-employed business owner in Eastern Europe for about 4 years. In Canada Vanessa took extensive courses in English and completed a college degree in business and marketing as well as Bachelor and Master's degrees. She worked on a one-year contract job after finishing her Master's degree. Upon the termination of the job contract, Vanessa began to actively look for a job in her field while she was pregnant and the economy was in a recession period. She finally settled on a part-time job where her responsibilities were mostly secretarial. At the time of this interview Vanessa's contract for the part-time job that she had been doing for five years was going to end in two months, and she was looking for a full-time job.

2. *Niki*, currently 40 years old, has been living in Canada for 13 years. Having a degree in medicine and a Master's degree in science, Niki had worked as the director of a health department in a university in East Asia for five years prior to immigration. After arriving in Canada, she pursued a PhD while her husband and one-year-old daughter stayed in their home country. Shortly before Niki's graduation, her husband and daughter joined her in Canada. However, her husband did not like Canada and decided to go back home. Niki, however, liked Canada and decided to stay, a decision that resulted in the divorce of the couple.

Niki kept her daughter and went on to do a post-doctoral fellowship right after finishing her

PhD. After two years working as a post-doctoral fellow, Niki found a job in her field and has been working at that job for seven years.

3. *Monika*, currently 33 years old, moved to Canada after marrying her husband who was already living in North America. She was a medical doctor and had been working in a hospital in South Asia for three years prior to immigration. Determined to continue working as a medical doctor, Monika started to study and take the required credential exams even though the process was interrupted a few times due to her difficult pregnancy and child care responsibilities. To gain Canadian job experience, Monika also applied for jobs such as an assistant to doctors. At the time of the interview Monika had passed two of the credential exams and was preparing herself for the third one. She was also working part-time at a medical centre where she was responsible for secretarial work such as arranging appointments.

4. *Joanne*, currently 35 years old, has lived in Canada for six years. Having a Bachelor degree in literature, she worked as a journalist in East Asia for seven years. Joanne first moved to the United States and worked in an East Asian environment for one year without any need to speak English. She then met her future Canadian husband and moved to Canada after marrying him. Joanne spent the first three years in Canada learning the English language. Not having any luck in finding a job after a one-year search, she decided to start all over again by going back to university. At the time of this interview, Joanne was beginning the third year of her undergraduate studies in social sciences.

5. *Bea*, currently 54 years old, has been living in Canada for 29 years. She was a medical student from a French speaking country in Europe when she met her future Canadian husband. A year later, she graduated from the medical school and moved to Montreal,

Canada, to live with her husband. Shortly after her arrival, Bea found a job in a hospital lab. Advised by her co-workers, Bea started to take the required credential exams to enable her to redo her residency and practice as a medical doctor in Canada. Having passed all the exams, she spent two years applying for all the available residency programs in Canada, but was not admitted to any. Still determined to practice medicine in Canada, Bea decided to start all over again and go to a medical school. However, she was told that she would not be accepted because she already had the medical training from another country. Unable to pursue her medical career, Bea went back to university and completed Bachelor and Master's degrees in a health care related field. Since graduation, she has enjoyed working in several health-related jobs which suit her interests and qualifications.

6. *Arezoo*, currently 38 years old, moved to Canada with her husband and one-year-old daughter seven years ago, right after she completed her medical specialty in the Middle East. She spent her first year in Canada taking care of her little daughter. Arezoo started going to language training in her second year of living in Canada. She then started working in a research lab at a university while taking the credential exams to be able to redo the residency training. Arezoo successfully passed all the exams, and started her specialty residency training. She expects to complete the training in two years and begin her practice in Canada.

7. *Darya*, currently 40 years old, moved to Canada with her preschool-aged son 11 years ago. She spent the first year in Canada learning English. With a Bachelor degree from her home country, Darya searched for a job for a few months. Unsuccessful in finding a job, Darya decided to start over and do a Bachelor degree again. As she was unsuccessful in finding a suitable job even with a Bachelor degree from a Canadian University, she began

working in low-paying jobs such as in coffee shops and retail stores. A single mother and a full-time employee, Darya continued looking for a job in her field. Finally, after two years, she found a contract job with a government department through a job placement agency. After working there for one year, Darya received an official job offer from the same department and accepted that. She has been working as a full-time government employee for three years.

8. *Mina*, currently 33 years old, moved to Canada by herself when she was 24. In Canada she first took language courses and after passing them, she started a Master's degree in linguistics. Her mother who lived in East Asia was supporting her financially during her education. Having difficulty finding a job in Canada, she went back to her home country a few months after completing her Master's degree. She worked as a teacher for six months in her home country and decided to move back to Canada. Upon arrival in Canada, she began another Master's degree in business administration. During the two and half years of the master's program she worked part time at minimum wage to support herself and also continued to receive the financial support of her mother. Near the end of her graduation she worked in a government department under the umbrella of a co-op program. After graduation she found a job at a government department through a contact that she had made during the co-op work period. Since then she has been working in different departments of the federal government.

9. *Ayshe*, currently 40 years old, moved to Canada with her husband and two sons six years ago. She had previously completed Bachelor and Master's degrees in her country but had not worked. For the first few years in Canada she was busy with child care and taking some advanced English courses. Three and a half years after her arrival in Canada she began

a Master's degree in the same program that she had completed in her home country. She graduated from the program about seven months ago. After graduation she found a job in a hospital as a clerk for a few months. She is currently looking for a permanent job in her field and continues to work as a casual worker in the hospital.

10. Suzanna, currently 39 years old, originally from South America, moved to Canada with her husband and two-year-old son more than a year ago. Previous to that she had lived in four different countries in Europe for six years. An engineer by profession, she had worked in her home country for an American company for eight years before moving to Europe, where she completed master's and PhD degrees and worked as a professional for a few years. A few months after settling in Canada she began learning French while she was already fluent in Spanish, English, and German. She also actively participated in employment workshops offered to immigrants in order to familiarize herself with the process of job-finding in Canada. She has been working as a part-time program coordinator in two community-based organizations for about two months.

The results of the qualitative data analysis, with demonstrative quotes from the interviews, will be discussed in the rest of the results section. More specifically, in an iterative fashion, by traveling back and forth between the analysis and the quotes from interviews, the components of the model will be examined to illustrate the various relations hypothesized.

Psychosocial factors

Motivation for immigration. Three major motivations for the participants of the study to immigrate to Canada were: 1) to advance their career and economic condition, 2) to join their partner, and 3) to ensure a better future for their children. Throughout the interviews it

was noted that even the participants who immigrated for family reasons were looking for career and economic advancement. Therefore, the question of interest was whether or not those who immigrate to Canada with a higher degree of motivation for career and economic advancement would adjust better than those with a lower degree of such motivation. The lower degree of motivation for economic and career advancement could imply that other motivations such as family reasons played a key role in people's decision to immigrate.

The majority of the participants who moved to Canada to improve their life condition seemed to be satisfied with their career status in Canada. For example, Niki, the scientist from East Asia, decided to immigrate to Canada because she "*was looking for [an] opportunity to study abroad.*" Niki was very satisfied with living in Canada and with her career and thought of the difficulties associated with immigration as something minor because immigration was something that she "*wanted to do.*"

Although working part-time in a position that was not commensurate with her education and qualifications, Ayshe was satisfied with her career journey. In response to the question as to what she attributed her satisfaction, Ayshe stated:

Because we were not pushed to come here. We chose to come here, we wanted to experience the difference in a different country and in a diverse environment. I think it's because we were eager to come here. As a family, my husband and I decided to immigrate because we believed it was a good experience for our kids and us. ... And this belief and way of thinking helped us to survive.

Suzanna, who moved to Canada to advance in her career, was also working part-time in a position that was not commensurate with her qualifications. However, she was satisfied with her career status and confident that she would obtain a suitable career in the near future. Suzanna believed that she was taking the necessary steps to reach her career goals. It should

be mentioned that not all individuals with a high motivation for career and economic advancement were satisfied with their career. For example, Vanessa, who immigrated to Canada with high motivation for career advancement seventeen years ago, did not seem satisfied with her career advancement. Nevertheless, most of the individuals who immigrated to Canada to advance their career were satisfied with their career and life.

The majority of the individuals who mainly immigrated to Canada to join their partners or to ensure a better future for their children were not satisfied with their career and were having difficulties accepting and dealing with the loss of their career status. Joanne, for example, who used to be a journalist in East Asia, married a Canadian and moved to Canada. Although taking constructive steps to rebuild a new career, she was experiencing major difficulties in adjusting to the loss of her status.

Taken together, the results of the interviews seemed to support the proposed hypothesis that a higher degree of motivation for career and economic advancement may be related to a higher level of career adjustment. Therefore, it was decided to keep this factor in the proposed model and to further examine it in the survey study.

Expectations-experience congruency. With two exceptions, none of the interviewees knew what would happen to their career after immigration. The role of having accurate and realistic expectations in the adjustment of these women can be demonstrated in Niki's smooth adjustment in Canada:

Before I left my country I was the director of the department of health science so I was kind of established. But when I got here, I came from that position and I was a student. So it was a big change. But it was something I really wanted. I really wanted to have a PhD. It is a thing that I really wanted to do and I never regret anything.

Niki's clear idea of what she wanted and what to expect helped her to accept the loss of her status easily. Suzanna, who had been living in Europe for a few years prior to her immigration to Canada, was familiar with "*what it is to be an immigrant*:"

... I could confront that [career difficulty] very good. Because I had been an immigrant several times in different countries and believe me this [Canada] is the best. I went to study in the UK and I was living there 3 years, both in Scotland and England... . The second time, I was an immigrant in Vienna, in Austria, and that was really tough. Very, very tough. So I was five years there, I did not speak a word of German so, I came blank and I had to learn everything there and I know what is to be an immigrant in these types of countries, it's very hard. So I overcame that and I lived four years in Germany so then by the time I came to Canada I already had experience as a newcomer in a country. So, I was expecting many things, and I was not surprised with many.

Suzanna's recollection of her experience of living in a few European countries led her to form fairly precise expectations of the immigration experience. As a result, she did not experience much frustration and could reconcile herself to necessary changes.

In contrast, in describing her first year in Canada, Arezoo, the medical specialist from the Middle East, said:

... [Before coming to Canada] I didn't know that I could not get into the residency program, and what I would end up doing. I did not have any idea.

Arezoo did not realize that she would be losing her career status upon her arrival in Canada and, facing the reality, she went through a period in which she felt depressed and homesick. Similarly, other participants spoke of being naïve, not knowing the consequences of immigration for their career, and being shocked by facing the reality.

Overall, the results indicated that having realistic pre-immigration expectations that matched the post-immigration experience facilitated the process of career adjustment for the participants. Therefore, the proposed hypothesis regarding the positive relation between career adjustment and the congruency of pre-immigration expectations and post-immigration reality was supported. Accordingly, it was decided to keep this factor in the model and further examine it in the survey study.

Acculturation. The results of the interview study indicated that acculturation could facilitate the process of career adjustment. For example, Bea, the medical graduate from Europe, expressed her immigration experiences as follows:

... It [immigration] has enlarged my view. I really like being in a country that is open to all cultures because my home country is not and that was one part I didn't like. It is really good that it [Canada] has a short history. It doesn't limit you. My country has so many years ... There are so many traditions. If you like old stuff, and old cultures, and old things that do not change, then it is fine. But I don't. I like when there is nothing and it is open and we can just change. ... I like that there are some aboriginals, people from Asia, from Africa, and they can keep their customs. ... I think this ... [reflects the] richness of values and I like that.

Bea further expressed her satisfaction with her work and her career journey. Overall, she was very satisfied and adjusted well to her career. Darya also spoke of several positive aspects of Canadian society and her satisfaction with living in Canada:

First of all the freedom [that you have here], you just can't really put a price on it. After revolution, what women went through in my home country and they are still going: you don't feel you are a human being and you are like a second citizen in your own country and as far as law nothing really backs up women. But here they treat you with respect. Here you have peace of mind, you can travel, you can do anything you want, as long as you respect the rules of the country and you know where is the boundaries. And the opportunities [are] there,

many opportunities, many opportunities. I see my son, there is opportunity for him to [go to other countries through] exchange students [program at University], and travel, and I love it! I wish I had this opportunity when I was a teenager.

Darya's positive attitudes towards living in Canada were reflected in her behaviour at work as she received positive feedback from her co-workers and employer:

They [employer and co-workers] liked me and how I interacted with people. So, they told me that you are a good fit for this job.

Ayshe also expressed her satisfaction with living in a multicultural society and believed that immigration is an eye-opening experience that everyone should try to experience:

My point of view has changed [after immigration]. Because diversity affects you and maybe makes you more open. In your own country, everybody is the same. But here the environment is different and people are different. ... Actually, I love being in here, because it's better to be in a diverse environment, and I believe it's a good environment for the kids, it's a good opportunity being here. I'm happy being here. Immigration is a good change. Everybody should take a chance to immigrate and experience something different. I advise our friends to go and try to live in a different country.

Arezoo's particular satisfaction with the workplace culture in Canada seemed to positively contribute to her career adjustment:

In my home country, whatever you do, no matter how good, they don't appreciate it. There we don't get positive feedback at all. But here you feel that you are being appreciated if you are doing well. When you get positive feedback it encourages you to go more and more and improve yourself. This is very positive for me and an important difference that I see between here [Canada] and there [my home country].

A discomfort with the Canadian society made general and career adjustment difficult for some of the interviewees. For example, Joanne had tremendous difficulties with her career adjustment and at the same time was struggling to adjust to Canadian values and culture:

I try to adjust some of my values. They [Canadians] like to please people in order to promote the positive sides of humans and I accept that. But in my home country we were picked out. In this country [Canada] they don't say bad things to people, [but in my home country] we did. This is a big difference. Sometimes I criticize my husband [who is Canadian] and he becomes uncomfortable. So, now I praise people. I do not criticize people very much. ... But in big picture, it is difficult to change. I don't know. Sometimes I am confused. I think I did not adjust very well for the values. It is a mess. It is a mess. I am still trying to adjust but sometimes I feel it is too late for me.

Overall, the examples provided above indicate that participants' positive attitude towards Canadian society seemed to positively contribute to their career adjustment. Therefore, the results of the interviews provided initial support for the proposed hypothesis regarding the relation between acculturation and career adjustment. Acculturation was retained in the model to be further examined in the survey study.

Coping strategies. The results of the interview study indicated that immigrant women often used both problem-focused and emotion-focused coping strategies simultaneously. However, participants tended to use one group of strategies more than the other. Specifically, those participants who used more problem-focused strategies seemed to have slightly better career adjustment than those who used emotion-focused coping strategies. For instance, Joanne had major difficulties in accepting and adjusting to the loss of her career status. In

response to the question about what strategies could help immigrant women to adjust better, she expressed her emotions and feelings about her situation:

... I feel very passive. It is not what I can control. It is like I had to do this and [I] was pulled by the situation. ... I can control one course for example. I can organize what I am studying. I may be able to pass [a course] ... but that is all I can do. The future is totally blind. Sometimes I think what I am doing? If one day I graduate who is going to hire me? ... I do things step by step. But you don't really know. ... It is not positive.

When asked about how she coped with career challenges in Canada, Monika talked about her emotions towards her private life and career. She expressed a sense of discouragement because of not being able to work in her field:

... Sometimes I am happy because my husband is working and making good money. Many people don't have this kind of support. So, I have that. Besides, I have a daughter and it is nice. I have a family. But sometimes when I think for myself, I studied 6.5 years in medical school and after that I worked for five years and now what am I doing? Nothing. So, sometimes it is very frustrating.

Both Joanne and Monika were dissatisfied with their career status and felt that they were not adjusted career-wise in Canada. On the other hand, Darya, who could not find a job after graduating from a Canadian university, utilized what she called “*solution-focused coping strategies*”:

I did not focus on problems at that time, I focused on solutions. I had my student loan where they called me and they were taking money out of my account. I was trying to find a job and at the same time I had to provide things for my son, I had to pay my bills. It was like, everything was on my shoulders and I had to make a balance and at the same time be physically and emotionally healthy and available for my son. So, I said OK, now this is the situation, if I have to work two jobs, I do two jobs [as a cashier]. It was really hard to

balance but I always had hope that something would open up. I couldn't just let go of all the effort that I put.

Bea, who also lost her career status upon arriving in Canada, looked at the situation differently:

... I don't remember how I came to that conclusion but it was one of the best decisions I made in my life. I stopped blaming whatever person or circumstance for everything that was happening to me. I changed my way of thinking. My belief became and still is that I am the only one responsible for myself (my thoughts, my words, my actions) and that I am not responsible for

what is not under my control, i.e., other people's actions, perceptions, decisions, etc. I can try to influence other people but the final decision is theirs.

... I think it [career adjustment] depends on the beliefs of the individual, her perception of the world and her attitude: if she believes that she can change and adapt to any situation, then she does. Those who have the greatest difficulties to change are those who think that the system around them needs to change, that problems are external and that they are the helpless victims of an unfair situation.

The use of problem-focused strategies was also clear in Arezoo's statement, "... and I tried a lot. I tried to do my best," and Niki's approach, "I focused on my studies because I knew my goal in my mind and I wanted to get that." All four women had successfully overcome their career difficulties, were working in their field of expertise, and were satisfied with their career advancement in Canada.

Taken together, the results of the interview study provide initial support for the proposed hypothesis that a positive relation exists between the use of problem-focused coping strategies and the career adjustment of immigrants. In addition, a negative relation was observed between the use of emotion-focused coping strategies and the career

adjustment of interviewees. Therefore, the problem-focused and emotion-focused coping strategies remained in the model and were further investigated in the survey study.

Perceived Discrimination. The majority of interviewees talked about occasions in which they felt they were being discriminated against because they were asked for “Canadian work experience.” For example, Monika, the unemployed medical doctor from South Asia, spoke of the following experience:

...Last year, when I passed the two exams, I tried to apply for different medical schools' hospitals but I did not get any interviews. The main reason was that I did not have any experience here.

Mina, who finally found a job in the government after many years of doing what she called “odd jobs,” described her experience as follows:

I was discriminated against because everywhere I applied for a job, I was required to have Canadian work experience. But I think European and white immigrants are treated better than Asian or South American immigrants. I feel immigrants help each other. Canadians are like “don't bother me and I don't bother you.”

The participants also spoke of several other occasions in which they were subject to discriminatory treatment in Canada. Monika recalled the following incident:

I got an interview with a doctor for physician assistant position. It took about 45 minutes. He was smiling but the whole time he was very rude. He said that we [international medical graduates] were desperate and we didn't have knowledge. We weren't real doctors but what he called medics. Medics are like hospital staff or nurses. He even accused me that I was lying about a part of my work experiences in my resume and I had to explain and then he believed me. But he wasn't even sorry or didn't apologize for accusing me. I was desperate and I was being interviewed so I could not say anything...

Bea, who decided to redo her internship in order to be able to practice as a physician, successfully passed the required exam for a residency program. However, she did not get accepted in any hospital:

... And I passed the exams. I think it was 1984 and then they said: "you need to redo your internship and for that you need to find a hospital that would be taking you and it should be a university teaching hospital." At that time there were 33 or 34 hospitals across Canada. I wrote to all of them and the answer was no. So, I was disappointed but I thought maybe I should try the second year. Because I had 3 or 4 years to get accepted [after passing the exam]. The second year it was the same [didn't get accepted] and I thought now time is running away and if I had no chance in the second year, probably I will have no chance after that. And at that time, [I did not know] there was some kind of policy that they were supposed to take Canadians first and Canadian born individuals and people from commonwealth countries. I learned about that not too long after I went to Health Canada and I was; aha, that is why [I got rejected] because I couldn't see any reason.

After being rejected from residency programs, Bea decided to start over by returning to medical school but that door was also blocked to her:

... It was 1986 that, I thought "OK, I am going to try to register to the faculty of medicine here and do all the studies again." So, I went to the university and met some kind of, he was not the dean, but he was in charge of the registration of students. And he said: "well, you cannot register because you have already done the studies and you would be taking the place of a true Canadian student." At that time I was a Canadian citizen and I thought "why not? I am ready to do the four years again." So, that was blocked.

Arezo, the medical specialist who was doing her last year of residency at the time of the interview, described her experience after entering the residency program in Canada as follows:

... But again [after starting residency] I was facing different issues. Financially, it was much better but I had to deal with something new. I had to work and show that I am able to do my job because it is different when you are graduated from a university from a different country especially what they call developing countries. And I was feeling that I had to prove myself. I had to work and work especially in the first six months which was assessment period.

Darya's comments also speak to perceived discrimination. In describing her current workplace, Darya further explained:

In our department actually, there are many immigrants. I mean not immigrants but many minorities who were born here in Canada. So it is really a multicultural type of place. They [managers] respect me as they respect others, but, I still feel if there is a job opening, like to go for a higher position and it's me and there is a Canadian, the Canadian would win the competition, because that is a consideration.

Interviewer. In employer's mind or in the law?

Darya. No, in the managers' head. Because even though people who are immigrants work much harder because they want to cover up for things like if their language is not as good as them [Canadians], and they [immigrants] want to show that how capable they are in terms of the quality and the quantity of the work they do, they are not being promoted.

I have friends who are Middle Eastern and when there are some job openings, they write the test and pass it but they don't pass the interview. You know when you see the whole picture, I think the truth is that the higher position in the government belongs to white people.

Darya was given advice that is commonly given to immigrants who are looking for a job:

I applied, god knows how many different places, and sent resumes and went there personally, and I wasn't even getting any interview... . Some people mentioned [advised] to change my name on my resume.

Interviewer. Why did they recommend changing your name?

Darya. Because they said this name, my family name is middle Eastern, like it is long or [looks] Islamic I guess some managers when they look at the resume and they see the name, they right away judge.

Finally, Suzanna described the career challenges of an immigrant woman of colour as follows:

My husband who is European got a job [in Canada] immediately [after immigration]. So he is not Canadian and he is not speaking a word of French but he got a job. I know that being a male or a female makes a difference, anywhere in this world, no matter where, even when you are speaking of a civilized country like this one [Canada]. When I say civilized I refer to [being] organized and strong economically. I am convinced it [career challenges] has something to do, with the fact that you are a woman. But the fact that you are a woman and you are born in a poor country makes it worse. So it was not the same if I would have been a European woman rather than a South American woman. So unfortunately, that had a lot to do with my situation, I can say that, because although my husband and me were graduated from the same university, he never got questions about his studies. And me, I got questions. I had to give them [immigration officials] three times, my original certificates, three times, only originals, not copies. My husband handed in a copy - they never asked him for the original.

The discrimination perceived by the interviewees influenced them differently. The frustration with the perceived discrimination remained with some of the interviewees for a long time. For example, Joanne and Monika repeatedly expressed their frustration and discouragement with the discriminatory attitudes and behaviour in Canadian society and recalled them as the main barrier to their career advancement in Canada. On the other hand, after a period of feeling depression and disappointment, some other interviewees decided to

work harder to overcome the career barriers. This was the case for Bea, Arezoo, Mina, Darya, and Suzanna, who decided to accept the existence of discrimination and overcome it through extra effort. Nevertheless, perceived discrimination seemed to negatively influence the career adjustment of the participants to varying degrees. Therefore, the results support the proposed hypothesis regarding the negative relation between perceived discrimination and the career adjustment of immigrant women. Accordingly, perceived discrimination remained in the model and was further examined in the survey study.

Identity status. Relations between different types of identity status and career adjustment could be identified through the analysis of the interviews. The diffusion identity status is characterized by an absence of both exploration and commitment. Joanne seemed to be experiencing an “*identity crisis*” as a result of immigration:

... You are just in a circle that doesn't belong to you. You are lost in a transition, more psychologically. ... That is called identity crisis. I don't know who I am. ... Sometimes I am lost in transition not psychologically, but in my physical appearance too. I don't know what I should wear.

In addition, Joanne seemed to have difficulties exploring the cultural values that were different from her East Asian ones:

On the other hand, ideologically it is [I am] a mess... because there are so many cultural values that contradict with what I was brought up. And I don't know how to adjust this part. It is very hard. It is very hard ... And values, I cannot clearly show you what values I adopted but it is mess... .

Joanne was also extremely dissatisfied with her career status. Consistent with the prediction of identity theory, Joanne's diffusion identity status seemed to be related to her low level of career adjustment.

Individuals with a foreclosure identity status have attained a firm level of commitment by uncritically keeping the beliefs they had formed in their country of origin without engaging in exploration after immigration. They show little or no evidence of crisis. Monika, the former medical doctor from South Asia who was taking the required exam to be able to get into a medical residency program, did not think that her values and beliefs had changed as a result of immigration:

The thing is when I came here I was 30. So, I was adult. I don't think at this point anything can change my values or beliefs. Maybe my daughter will be different. Definitely she will be but not me.

From Monika's comments throughout the interview it could be interpreted that she was in a foreclosure identity status wherein she did not change the values and beliefs that she had adopted while living in her home country. Monika was also very dissatisfied with the loss of her career and with her current career status in Canada. Supporting the argument of identity theory, Monika's foreclosure identity status seemed to be related to her low level of career adjustment.

A moratorium is experienced by individuals who are currently struggling with occupational and/or ideological issues; they are in an identity crisis and are not yet committed to any vocational choice. Arezoo, the specialist from the Middle East who was doing her last year of residency in Canada, seemed to be in a moratorium status. In response to the question as to whether she had changed as a result of immigration Arezoo stated:

... Actually, at the beginning I was so homesick and then I had to deal with those exams [the required exams to enter the residency program] and I didn't get any chance to think about myself. After starting the residency program I started to think about myself. I never thought about it [before]. ... And now what I see about myself; I am not that patient. I am not that optimistic. I

hear comments about my personality that some of them are 180 degrees different [from who I am] and that makes the internal conflict that I have worse. And the main thing is what the reality is when you see different comments about one object, then what is the reality? I am so confused!

After securing her career and entering the residency program, Arezoo started her identity exploration:

I have to start to redefine things, and often the values for myself in this new environment.

Because something that you consider good values over there [in her country], doesn't work here. Then I have to redefine something to be able to live in this new society.

Arezoo thought that a clear link existed between her personal changes and career adjustment:

Because when I am dealing with different people with different personalities, then I have to know their language to deal with them and I have to modify myself.

This indicates that as Arezoo “modifies” herself, she can interact with patients and her colleagues better and thus have a better career adjustment. Although Arezoo’s personal changes are an indication of her exploration, her lack of commitment to any specific ideology can be inferred from her response to how she described herself:

I don't know. It's not a good time. I am searching. I am reading to know myself better. I cannot define myself now.

Arezoo believed that her career adjustment was influenced by the changes in her values and beliefs. She was able to adjust some of her values, beliefs and behaviour in order to advance in her work. However, she had not yet succeeded in integrating these newly adopted values and beliefs into her life and she had not committed to an ideology.

Nevertheless, Arezoo seemed to be comfortable with her exploration and determined to resolve it. Further, Arezoo was satisfied with her career advancement. Taken together, there

seemed to be a positive link between Arezoo's moratorium identity status and her satisfaction with her career advancement.

Identity achieved individuals experience a decision-making period and pursue a self-chosen occupation and ideological goals. Ayshe and Suzanna both seemed to have obtained an achieved identity status. They both encountered career challenges upon immigration to Canada. However, both women recounted those challenges as a natural process of immigration and were confident that they would achieve their career goals over time. Ayshe and Suzanna were both working part-time in positions below their levels of education and work experience. However, they expressed satisfaction with their current career status as they saw it as a preliminary step to their ultimate career goals. Ayshe's and Suzanna's clear vision of who they were and what they wanted to achieve in their lives, defined as achieved identity status, seemed to be related to their satisfaction with their career journey.

The stories of Darya and Bea also reflected a journey from a moratorium identity status to an achieved identity status over time. Darya recounted how her dissatisfaction with her role in life motivated her to leave her home country:

I was totally lost. Because there was no need for me to work, because in my home country, usually men make more money and the money I was making did not make any difference. I did not feel I was contributing to our life, and do my part, my share as far as making quality life. So, I was not happy with that. But I guess I was busy with family responsibilities, friends and relatives. So, that life was very routine and you could predict what it was going to be. I remember one day I just thought: "OK so that is going to be my whole life? Living the same routine until I die? That's not what I want. I really want to go, travel and learn more about the world, about other people, what they do, how they look at the world." I really felt I needed to move out. And I chose this path because I knew I was capable of doing more.

Darya further reviewed the challenges of immigrating to a new country and how facing those challenges resulted in a change in who she was:

Interviewer. Do you think you have changed as a result of immigration?

Darya. Oh! Yeah, Oh! Big time, Oh! Big time... Just the fact of leaving your country, and coming to somewhere, that you don't know the culture, you don't know the language, you don't know the rules... you don't know anything. I think it's like going to the military! It's just about discipline. It's just constant catch up. I was feeling that there is a train going on at 100 km per hour and I am standing there and I need to just jump in there and go to that speed. It took me like seven years really to get to the train because I felt "oh! my god there is an ocean of information out there, I don't know nothing, I have to start and learn."

Everything was challenging. At my home country, career was not really my focus. When I was in Canada... there was nobody else [I was alone] and I really had to put my act together to do something. I would say, if that would not have happened, I would never be the person who I am today. Yeah, that was a huge, huge change.

Having overcome most of the challenges of immigration and working in a position that was commensurate with her educations and skills, Darya expressed her current feelings towards her life and career:

I would say I am very content about my life and work. I work with people that they are educated and I am learning a lot from them every day and it's a secure job if you stay there, ... there are many positive things about that. I [also] have my own little projects that fulfill my other needs so I am kind of balancing and at the same time looking for opportunities. You never know, there are many possibilities out there.

Overall, Darya's account of the changes that occurred within her after immigration indicated that as she progressed from a moratorium identity status to an achieved identity

status, her satisfaction and adjustment with her career also increased. Therefore, there seemed to be a relation between Darya's achieved identity status and her career adjustment.

Bea, the former physician from Europe who could not practice in Canada, is another example of an identity-achieved individual who has explored her options and committed to a self-chosen career goal. After being rejected twice from a residency program in Canada, Bea went through an identity exploration period during which she re-examined her career goals, life ideology and values:

In 1985, when I applied for those hospitals [to get into the residency program] and the answer was no, I thought well I passed the exams, where is the problem? ... It felt really dark, dark moments. I had to really think about what is important for me. Is it the status? ... Did I become a physician just because of that [status] or because I like to take care of people. Because if it is just for the status then I should probably do some business and become rich..

... So, I went through a soul searching period I would say. [I thought about] what I do next. I could do delivering pizza. You know. We've heard about all kinds of things happening to physicians.

Bea's exploration brought her to the conclusion that she should go back to school and start a new program:

... I thought what I really wanted was to take care of people. I thought being the closest [to a physician] is being a nurse and because I have never done nursing studies they may take me. So I went there.

Bea's identity exploration continued during the nursing program:

And then when I was in nursing studies and doing a practicum at different hospitals, something had changed. I didn't like [medicine] anymore. It is as if during I would say the age of 13 to 27 I really wanted to be a physician and then [I was] not so sure after that.

Bea was very well-adjusted and satisfied with her career. She attributed her career adjustment to her identity exploration and identity transformation. In response to what contributed to her career adjustment in Canada, she spoke of her identity exploration or, in her words, “soul searching”:

That soul searching period. When I decided “do I really want to go to nursing studies?” That time when you decide “is this really what I want?”

Bea’s achieved identity status seemed to contribute to her career adjustment, which is consistent with the prediction of identity theory.

Taken together, the analysis of the interviews provides support for the hypothesized relation between different identity statuses and the career adjustment of immigrant women. However, due to the small number of participants it is acknowledged that these results are preliminary and need further investigation. This is especially the case for diffused, foreclosure, and moratorium identity statuses, as only one participant could be categorized in each of those identity statuses. Therefore, the relation between the four identity statuses and career adjustment of immigrant women was further explored in the survey study.

Perceived social support. The importance of having support from family and partner was a repeated theme in the interview study. In response to what helped them to face the career barriers in Canada, several interviewees talked about their family and partners:

Bea: ... [I had a] very supportive family; both my mother and my children and my husband of course.

Vanessa: The only thing that I could see is my husband.

Niki: My mom, my parents all supported education. There was no problem for them.

Monika: My husband is very supportive. He is very good.

Arezoo: My husband helped me a lot.

The results also indicated that lack of networking and interacting with both Canadians and compatriots seemed to have a negative impact on the career adjustment of immigrant women. For example, Vanessa spoke of the importance of having social networks in Canada:

Networking is a big issue, communication is a big issue. We don't have the social network and communication. And those are the major problems... The biggest problem here is that people don't share experiences like this.

Joanne and Arezoo talked about the loss of their friends and social network which were important for their career and general life adjustment. Monika also spoke of the lack of friends and social networks in Canada:

... There (in her home country) you know everyone. You know your friends. If you work in a hospital ... they go to each other's houses often. I don't think this is very common here. Every week we used to have something like lunch or dinner.

Taken together, the evidence from the interviews showed that several participants recalled the social support as an important factor that helped them to face the career challenges they encountered. The participants who did not have much social support available to them, acknowledged the downfall of not having it. Therefore, the results of the interview study support the proposed hypothesis regarding the positive relation between perceived social support and the career adjustment of immigrant women. Accordingly, perceived social support remained in the model and was further examined in the survey study.

Situational factors

Language skills. The majority of the interviewees repeatedly highlighted the critical role of language and its importance in the process of their career adjustment. For example,

Vanessa viewed the language barrier as the biggest problem for her in Canada. She repeatedly emphasized the critical role of language skills using terms such as “problem” and “obstacle”:

I think language is a problem. When I arrived in Canada English was a big problem. I always saw this as a big obstacle. Because most works require you to speak and write.

Highlighting the importance of learning the language, Joanne reflected on her evaluation of her language skills upon her arrival in Canada. She emphasized the magnitude of this problem, especially in the first few years after immigration, because language is a key means of communication:

[After immigration] I found my English was really terrible. [It] was very poor. So, [I realized] if I want to pursue further education, I have to learn the language. Because it [learning language] was so big. You come here and you start from zero. That was so hard. For people who cannot understand English the start point is very hard.

Acknowledging the importance of knowing English for their career advancement, a majority of the participants began the process of career adjustment by taking English language courses. Learning English seemed to be vital not only to the career adjustment of these women but also to their social and psychological adjustment. For instance, Arezoo spoke of the advantages of learning English and its importance in her adjustment process:

Going to that English class was a good start for me to see other people, to start communicating with other people and improve my English. Because when you don't know the language, you cannot think about different things in the new society. Because the way that you think depends on the way you can express yourself. And at the beginning it was very difficult.

Overall, the results supported the findings of previous research and also the proposed hypothesis that English language skills seem to be positively related to the career adjustment of immigrant women. Further analysis of the interview transcripts suggested, however, that in addition to actual language skills, language self-efficacy, defined as the interviewees' subjective beliefs about whether they had effective language skills, also influenced their career adjustment.

The effects seemed to be independent of the actual language skills of the participants as noted by the interviewer. Interviewees could be fluent in English but *believe* that they were not good enough. Language self-efficacy beliefs were reflected in the participants' comments about their skills. For example, Vanessa, who has lived in Canada for seventeen years, demonstrated a low level of language self-efficacy despite her fluent English:

... When I arrived in Canada, English was a big problem and it is funny because I feel this problem stays with me. I can speak to a certain degree but it is not perfect. ... I was a good writer in my home country. Here I cannot and I will never be good too. ... I wouldn't like to do a PhD because again it is really because of the language that stays with me; because I am not fluent in English. I can speak but I am not that good.

Vanessa was also very conscious of her accent and believed that it was an indication of a lack of fluency in English. Joanne, who could also speak English fluently, described her language skills as just “*good enough*” to be understood by the listener. Despite having sufficient language skills Joanne did not try to find a job in her field – journalism – because she thought, “*It is impossible because they are related to language.*”

In addition to their comments regarding their language abilities, language self-efficacy issues were also reflected in these interviewees' multiple efforts to participate in

language classes. Both of these interviewees spent a considerable amount of time learning English thereby delaying their economic integration and career advancement. For example, Joanne spent three years in English classes before starting her Bachelor degree at university.

... So, I went to the ESL [English as Second Language] for a couple of years and transferred to different classes to improve [my] writing, speaking, general reading and these kinds of skills.

... I ... went to ESL courses everyday for three hours. Everyday for three years... .

Vanessa went to ESL classes several times for over three years because she felt that her English was not good enough:

[After coming to Canada] I went to English as a second language programme and I finished that programme and [went there again until] ... the teacher kicked me out and said: "I taught you everything. You don't need to be here anymore."

Vanessa and Joanne were both very dissatisfied with their career advancement.

Vanessa's under-employment could be partially related to the fact that she was not confident enough to explore and apply for different jobs or to be able to perform well in critical situations such as job interviews. Joanne's concern about her language skills had prevented her from even looking for a job in her field. Both Vanessa and Joanne demonstrated low levels of career adjustment.

Things were different, however, for Niki, who was much less fluent in English than the rest of interviewees. Niki did not go to any language classes in Canada and started a PhD in science right after her immigration to Canada. After graduation, Niki worked in a research lab as a post-doctoral fellow. Spending most of her time in research laboratories, Niki did not have much opportunity to communicate and improve her English skills in her environment.

Regardless, she was very comfortable with her language proficiency and did not see language as a major issue for immigrant women except for the first few years after immigration:

I think for immigrant women if they had higher education it is just the matter of time, and just [learning] language. After 2 years I'm sure they are going to find a job.

Niki did not see her language skills as a problem even though she was employed at the time of the interview in a role in which communication is important. Niki had high language self-efficacy despite her lower language proficiency compared to other interviewees. Niki also exhibited a high level of adjustment.

Vanessa, Joanne and Niki demonstrate the extreme cases on the spectrum of self-efficacy – both low and high. However, self-efficacy is a dynamic construct and can change over time (Bandura, 1995), which was the case for four other interviewees – Arezoo, Darya, Mina, and Ayshe. These women talked about their lack of confidence¹ in their language skills upon their arrival in Canada. However, they gradually gained language self-efficacy as they took English classes and lived in Canada for a number of years. For example, although Arezoo successfully passed her credential exams, she was not accepted for a medical residency program because she did not obtain the required score on the TOEFL language test. This, however, did not stop her, as she went to English classes and took the TOEFL exam again:

And again I started to write these exams. [This time] with having the required score for TOEFL. Finally, I got into residency programme.

Ayshe's view of having an accent in English was totally different from that of Vanessa:

¹ In the psychological literature, the terms "confidence" and "self-efficacy" may have different meanings. However, in common usage and for the purpose of this study, the two terms are used interchangeably to refer to individuals' beliefs about how capable they are in certain areas.

Of course, we are immigrants and we will keep our accents forever. I don't feel unhappy having an accent but I just want to use English more fluently, if possible. Of course we are not grown up here; we are grown up in our country. Our English will have an accent. Even in our university, my professor has an accent. He is also from other country Almost everybody has an accent. ... So accent is not the point. Because over time, you understand people's accent or you try to understand.

Arezoo, Darya, Mina, and Ayshe were very satisfied with their career advancement in Canada at the time of the interview. Among several other factors, their high level of language self-efficacy seemed to contribute to their high level of career adjustment. All these women emphasized that they continued to learn and as they learned more, they adjusted better to their lives and careers in Canada.

Two other interviewees did not see language as a barrier to career adjustment. Monika was confident in her English skills because she had graduated from an English high school in her home country. Bea, a French speaking immigrant, moved to a predominantly French city in Canada. The employment problems of both Bea and Monika arose from foreign credential evaluation rather than their difficulties with language.

In total, the results suggest that both language skills and language self-efficacy beliefs may contribute to the career adjustment of immigrant women. Language self-efficacy beliefs were apparent from the interviewees' comments about their language skills and the amount of time they spent learning the language before seeking employment in Canada. Further, language self-efficacy beliefs seemed to have an impact independent of actual language abilities. Therefore, language self-efficacy as a new psychosocial factor was added to the model so it could be further examined in the survey study.

Career management skills. The role of career management skills was investigated by asking immigrant women about what helped them to overcome any career barriers they faced and the strategies they used to find their desired career. Resume writing, interview and job search skills were some of the career management skills mentioned by participants. According to interviewees' comments, however, networking seemed to be the most important skill for the career adjustment of these women.

Networking refers to the "banding together of like-minded people for the purposes of contact and friendship and support" (Vinnicombe & Colwill, 1996, p. 88). Although the majority of participants were aware of the importance of networking at the time of these interviews, some learned about its critical role only after living in Canada for many years. This seemed to contribute to a delay in career adjustment for some of the participants. For instance, after completing Bachelor and Master's degrees in Canada and being underemployed for a few years, Vanessa began to learn about the importance of networking:

I think the big thing was that I was not clear about the system. ... I was completely clueless about many things. Even right now I think I am just learning. Step by step as I go [I learn] how to be smart about finding a job. [I had no idea that] I had to network, I had to go to different association meetings. ... So there are all kinds of tricks and strategies that you have to use which I learn as I go. If I would have known this, I had to do this when I started the programme. ... I had no idea how to be successful at work. I did not understand that I have to network from day one.

Monika also felt her career advancement was suffering from the lack of networking. Although aware of the importance of networking, Monika has not had much success in finding the connections that could potentially facilitate her career advancement:

I talked to people about my experience and they told me that it is very difficult here. No one wants to take you if you don't know them personally. You don't have any reference, any friends, so what are you going to do. I have reference letter from my country. I have reference from full professors but who cares.

Darya's story illustrates a developmental process of increasing recognition and sophistication regarding the role of networking. Darya also described difficulties associated with networking in her first few years in Canada:

I had no connection so that was the most difficult part to just kind of put myself in the market so people really know I am capable of doing such a good job; I am dedicated, I am disciplined, I have work ethics and many many other skills. But now that I am in government, I see how connection is important. I would say connection is the key.

Darya, however, managed to learn how to network and successfully use this skill in subsequent years. Recalling the first time she found a job through a job placement agency, Darya stated:

I remember my co-worker at the retail store got a job through a job placement agency. A few months later she dropped by the store and I asked her how she found her job. She told me to go to that particular job agency and tell them her name. It is a kind of you make yourself recognized by saying for example "Kelly sent me to you."

In another incident, advised by her friend, Darya accepted a low-paying secretarial job in a government department with the intention of developing a career network:

They called me and said "there is a job in help desk of [a government organization]. Are you interested?" I said "whatever. I am glad just to do something." It did not pay much but it was kind of put your feet in the government. So it was good to start. And it was ridiculous because

I was getting paid less than what I was getting in the retail store and I was debating [whether I should do it]. My friend said "I know it is not paying much but it is good [because] you make connections. You see people." And I accepted that.

This strategy eventually worked as she received another contract from another government department that led her to secure a permanent position within the government.

Mina also learned gradually about the importance of networking during her studies and began to acquire networking skills. She then actively used these skills during her internship and succeeded in finding employment through a person whom she met during her internship:

I realized that the most important thing to get a job in Canada is networking so I made sure that I make contacts and I keep my contacts. When I wanted to do my internship I was debating between two organizations: [government department A and government department B]. I ended up doing my internship in [department A] but I kept my contact at [department B]. I knew a manager there. When I finished my internship at [department A], I contacted him and he invited me to a job interview and I eventually got hired.

While some interviewees only learned gradually about the importance of networking, others seemed to be aware of the importance of networking very early in their adjustment process. Networking opened doors to the career advancement of both Bea and Arezoo who managed to find jobs shortly after their arrival in Canada. Both Bea and Arezoo found jobs through friends who introduced them to their eventual employer.

All of the interviewees viewed networking as one of the most important career management skills in Canada. The results suggest that using networking for the purpose of career advancement positively contributed to the career adjustment of participants. In

addition, the analysis suggests that the beliefs of interviewees regarding their proficiency in networking also played a role in their career adjustment. Some of these immigrant women did not feel they were competent at networking even after several years of living in Canada. For example, Vanessa who has lived in Canada for seventeen years, doubted that she had certain skills that could assist her in advancing her career:

I have ideas why can't I get ahead. Maybe I cannot know important people. Maybe I am not political enough to contact important people. Maybe I don't understand politics enough. That could be also an issue. Not just working but the politics that are behind certain things.

Among other factors such as child care responsibilities, the low level of self-efficacy Vanessa showed in relation to several career management skills seemed to contribute to her dissatisfaction with her career status.

Joanne was also uncomfortable with networking. She often avoided career networking because she did not feel valued by the people of the host country:

I feel nobody taking me seriously [in] some parts. And they [Canadians] look at you [and think]: "[you are] just immigrant. I know you are a low-paid type. So, what else are you going to do?" So, I have no self-esteem in this part.

Joanne's apparent lack of confidence in her ability to deal with those who doubted her qualifications made her avoid career networking. As noted previously, Joanne also exhibited a low level of career adjustment.

While learning about the importance of networking seemed to negatively affect Joanne's career-management self-efficacy, it positively influenced Mina's career adjustment. Mina, confident in her professional skills, used networking to reach her career goals:

I knew that I was capable and I knew that having a contact is very very important so I made sure that I kept my contacts. I did not know many people. I only knew two people in my field but I always kept in touch with them.

Interviewees' career management self-efficacy was also influenced by their other experiences. For example, Darya's career management self-efficacy seemed to increase as a result of professional interactions at work:

I had equipped myself with all the skills and was waiting for only one opportunity to show how capable I was and when that opportunity came, I really put lots of effort into it because I was waiting for it for a long time. So, they told me at work that they liked how I interacted with people and they said "you are a good fit for this job."

Arezoo's self-efficacy also increased when she received positive feedback from her co-workers:

... When I started my internship, I could make diagnosis and the staff were appreciating it. This was giving me good feeling and confidence and helped me to improve myself. ... When you get positive feedback it encourages you to go more and more and improve yourself.

Both Darya and Arezoo expressed directly their ideas regarding the important role of confidence in immigrants' general life and career adjustment. Darya said:

I guess when you go through a rough time in your life or through pain. You feel discomfort and there is nobody to help you. You tap into your power within. So through that you discover how capable you are and how you can adapt to different situations.

Similarly, Arezoo commented:

When they [immigrants] are in a path that they want to be, it gives them confidence and when they are confident, for sure it helps them in terms of the feeling that they have and

consequently the way they are living their life here with their family. When you have confidence it changes your ideas and horizon of vision and everything could change.

Bea expressed even more strongly the importance of personal beliefs in career adjustment:

I think it depends on the beliefs of the individual, her perception of the world and her attitude: if she believes that she can change and adapt to any situation, then she does.

Taken together, the results suggest that both career management skills and career management self-efficacy can influence the career adjustment of immigrant women. The majority of participants viewed networking as one of the key factors contributing to their career advancement. The results also indicated that in addition to immigrant women's networking skills, their self-efficacy beliefs about their skills seemed to contribute to their career adjustment. Those who learned networking skills and applied them in the professional realm seemed to be satisfied with their career, whereas those who did not have such skills or did not have confidence in their skills were generally dissatisfied with their career.

According to the results presented, career management self-efficacy as a new psychosocial factor was added to the model to be further examined in the survey study.

Accreditation. This was one of the most significant barriers mentioned by the interviewees. All participants but one had faced the problem. Vanessa, the former engineer from East Europe, did not attempt to have her degree recognized in Canada:

... I feel that I had to start all over again. I mean to get my degree recognized would have taken me as much time. You have to pass an examination which means you have to study. You have to be a certified engineer in Ontario.

Vanessa further elaborated on the problem:

... What I am seeing the most is that people are coming here with degrees. ... What I am seeing is that Canada is importing, bringing all of these educated people with degrees but

when they come here they are given a hard time to go to their own field. Most of the time they are pushed back to the university and they have to redo the whole schooling again from scratch or almost scratch. Then they have a hard time to find positions [after graduation]. What I see is that there are many educated people not using their knowledge, degree, and their experiences at all. ... You can't just have a career and come here and continue. You always have to come back to school.

The results of the interview study indicated that in certain fields accreditation seemed to be less of a barrier for immigrant women. Niki, the former scientist, was the only participant who was able to continue her science related career in Canada and to benefit from her previous education and experience for the development of her career. On the other hand, Bea's degree in medicine was not recognized in Canada, forcing her to pursue another career. Similarly, Monika and Arezoo had to go through the time-consuming and expensive process of degree recognition in order to be able to practice as medical doctors in Canada. Joanne, who used to be a journalist in East Asia, expressed her concern that it was "*impossible*" for her to work in her field because of the accreditation problem. Mina too did not attempt to continue her career as an elementary school teacher in Canada because of the same concern.

Overall, the evidence from the interviews indicates that facing the accreditation problem could negatively influence the career adjustment of immigrant women. Therefore, the proposed hypothesis regarding the relation between accreditation and career adjustment of immigrant women was supported. Accreditation remained in the model and was further examined in the survey study.

Job experience. Contrary to the proposed hypothesis, the evidence from the interviews indicated that the participants who had little or no job experience prior to immigration found it slightly easier to adjust than those who had several years of prior work

experience. For example, Bea and Arezoo, who came to Canada right after finishing internship programs in their home country, began to take constructive steps towards their career goals and eventually reached a satisfactory level of adjustment. Ayshe, who had no work experience prior to immigration, took a similar approach and began building her career in Canada. Darya and Mina each had less than two years of work experience in their home country. Both women began rebuilding their career in Canada without the concern of losing many years of work experience.

In contrast, Vanessa and Joanne came to Canada with more than five years of work experience in their home country. Both women were highly affected by the lack of recognition of the work experience that they had accumulated over years. Compared to other participants, these two women were less satisfied with their career status and the efforts that they had to make in order to rebuild their career in Canada. Joanne, for example, explained her feelings as follows:

... Stop[ping] every thing and starting again I find [is the] most uncomfortable [thing]. ...I feel what you have achieved is not respected in this value system [Canadian system].

Overall, the results implied that the participants who had more work experience were less satisfied with their career. This finding did not support the proposed hypothesis regarding the positive relation between job experience and career adjustment of immigrant women. Therefore, although job experience remained in the model, the direction of its proposed relation with the career adjustment of immigrant women was changed from positive to negative.

Education in the country of origin. The interview results showed that the participants with higher educational degrees were able to find jobs in a professional field, though not commensurate with their qualifications. For example, both Bea and Arezoo who each had a

medical degree from their home country succeeded in finding a job in a hospital and a research laboratory respectively, shortly after their arrival in Canada, though not at the level of their skills. Similarly, Suzanna who had management education and training succeeded in finding work as a program coordinator, which she believed was a preliminary step to being a manager. Conversely, Vanessa, Joanne, Darya, and Mina who had bachelor degrees from their home country were not able to find jobs and went back to school to start new programs of study. Except for Joanne, who was supported by her partner, the other participants had to work at minimum wage jobs to support themselves financially during their study period.

Overall, the results indicated that having a higher educational degree was associated with finding a job in one's professional field, which in turn, could facilitate the process of career adjustment. Therefore, the proposed hypothesis regarding the positive relation between an education in the country of origin and the career adjustment of immigrant women was retained in the survey study.

Education in the host country. Realizing the value of education attained in Canada for career advancement and despite having a university degree, most of the interviewees went back to university and obtained at least one degree in Canada. Vanessa, Joanne, Bea, Darya, and Mina went back to school to study a completely new program. Ayshe obtained a Master's degree in a field in which she had already earned a Master's from her home country. Arezoo too had to totally redo her medical internship. If Monika successfully completes all the required exams and is accepted in a residency program, she too will be redoing her residency in Canada. Finally, Niki who continued her education in Canada by attaining a PhD and doing a post doctoral fellowship, emphasized the importance of education in Canada:

I think education [and a degree from] here is important. From my own experience, I think the education I got here helped me to get a job and things go smoothly.

The majority of participants believed that earning a degree from a Canadian university was an important step in their career development and facilitated their career adjustment in Canada. However, a degree earned in Canada did not always result in full economic integration and career adjustment. For example, although holding Bachelor and Master's degrees from Canada, Vanessa was underemployed and dissatisfied with her career status. Nevertheless, the results indicated that an educational degree obtained in Canada was positively related to the career adjustment of the majority of participants. Therefore, the associated hypothesis was further examined in the survey study.

Parenthood. The majority of the participants had children and had to find a balance between their childcare responsibilities and their quest for a suitable career in Canada. Darya, a single mother, described her struggle as follows:

Some people they don't go through all this rough time to get a job. Some people have connection, and right after graduation they have a job or they are in a co-op program so they already know people. But none of that happened for me because of my son. In summer time, basically when the school time was over, my other friends had the opportunity to go for summer jobs or get co-op but I had nobody to take care of my son. The community center was taking care of him from 9-12 so I was trapped. So, I was angry because I knew that if I'd go for co-op it gives me opportunity to see people, but at the same time I was a mom so I said which one is more important? I mean it was just about trying to find a balance in life and to work everything, and working at the same time! It was hard because I had to be a father, a mother, a student, a worker, and basically take care of everything ... but I went through it.

Childcare duties also created difficulties for the career adjustment of the participants who had a partner. For example, Vanessa accepted a part-time job for which she was overqualified after receiving her master's degree from a Canadian university because of her childcare responsibilities:

... But I have chosen to go to this path and somehow I feel that it was something to do with my son... It is hard to say whether the fact that I got pregnant put me in this position. Or the fact that I am an immigrant makes it harder to get ahead

Vanessa further highlighted the importance of the conflict that childcare responsibilities create for immigrant women who want to pursue their career in Canada:

... I think women in general, ... but maybe immigrant women if they don't have a kid when they come here they should understand what having a kid will do to their career.

While some of the interviewees tried to find a balance between working and their childcare responsibilities, some others decided to leave the labour market for one or more years in order to raise their children. For example, Monika, Bea, Arezoo, and Ayshe did not start making any effort to find a job in Canada before their children were at least one year old. Monika recalled the event as follows:

I delivered the baby in 2005. So, I was thinking she needs to be at least one year old before I try anything. So, the first two years I did not try anything.

Finally, realizing the weight of childcare responsibilities, Joanne totally avoided having a child:

... Sometimes I want to have a child. [But] I have to take care of the child. ... Then I think you have to be honest with yourself. What do you want? You want to be respected. You want to have income

Similarly, Mina spoke of her concerns about having a child and its implication for her career.

Taken together, the results indicated that parenthood had delayed the career advancement of the majority of women, which in turn, influenced their career adjustment. Therefore, the results supported the proposed hypothesis regarding the negative relation between parenthood and the career adjustment of immigrant women. Accordingly, parenthood was further investigated in the survey study.

Financial resources. The majority of the interviewees went back to school or retrained themselves with the financial help of their partners. Indeed, these women acknowledged that the financial support from their partners made returning to education or taking the required exams possible. In response to the question regarding what was helping her to face her career challenges in Canada, Monika stated:

Two things; one, I don't have any economic problem at this point because my husband is working and making good money and second, my husband is very supportive.

On the other hand, Darya and Mina, who did not have much financial support available to them, had to work for minimum wage during their study period and after graduation when they were looking for a job. Overall, the results supported the proposed hypothesis indicating that the availability of financial resources facilitated the process of career adjustment for the participants. Therefore, financial resources remained in the model for further investigation in the survey study.

Number of years living in Canada. The results of the interviews clearly indicated that the longer the participants lived in Canada, the better their level of career adjustment. It seemed that after a few years of living in Canada, the participants managed to obtain a degree from a Canadian institution and also Canadian work experience. Making such progress, in turn, allowed the interviewees to feel positive about their career path and move more easily towards their career adjustment.

Overall, the result was supportive in that the number of years living in Canada was positively related to the career adjustment of the participants. Therefore, the associated hypothesis was supported and further examined in the survey study.

Age. The participants who immigrated to Canada at a younger age seemed to adjust more easily than those who immigrated to Canada later in life. Although there is no empirical study to indicate the approximate age at which adjustment becomes difficult, the age of thirty seemed to be a critical point for some of the interviewees. For example, in response to whether she thought her beliefs and values had changed after immigration, Monika mentioned:

The thing is when I came here I was 30. So, I was [an] adult. I don't think at this point anything can change my values or beliefs.

Joanne, who immigrated to North America at the age of thirty, also highlighted the difficulty of changing in adulthood:

... It is reconstructing everything. But in adulthood it is very hard to reconstruct yourself. So this process is very difficult.

Joanne further expressed the difficulty involved in facing the fact she had passed age thirty and did not have an established career:

... At my age (now) actually, I think something should be established. ... How many years more? ... You are 30 years or more, in your 30s range, but still have nothing in your mind.

Moreover, it seems that age creates a discomfort in immigrant women when they are lumped with younger individuals in university. For example, Joanne who, at the time of the interview, was 35 years old enrolled in university for a Bachelor degree, expressed her feeling as:

...every time I go to campus [it] is stressful because I see my classmates. They are 18 or 20. You are just embarrassed of yourself. What they are talking matches their age, [which is] 18. You cannot join them. We are totally at different age. We [are] interest[ed in] different things. My classmates talk about boy friends. I have totally passed that age.

Bea also felt this age gap when she went back to university in Canada, though she managed to overcome her discomfort:

So, I went for the four years nursing studies and I was with people who were around 18 or 19 [years old]. Just a couple of people who were around my age, 30... and I thought "hmm, that is quite interesting".

Furthermore, it seemed age affected the adjustment of immigrants by creating the feeling of "it is too late to start or to change". For example, Monika avoided going back to university altogether because:

I just crossed my thirty. I don't have time to do it. I don't really want.

Taken together, the results supported the proposed hypothesis that immigrating to Canada at a younger age was positively related to the career adjustment of immigrant women. Therefore, age remained in the model and was further examined in the survey study.

Discussion

Based on the literature and existing psychological theories, a model of career adjustment for immigrant women was developed and introduced in chapter 2. This was a preliminary model that had not been previously tested. Thus, an exploratory interview study was undertaken to assess the suitability of the psychosocial and situational factors assumed to be important for the career adjustment of immigrant women. The interview results supported the suitability of the proposed factors and helped to revise the model before testing it through conducting a survey study with a large sample of participants.

The psychosocial factors that were examined include motivation for immigration, pre-immigration expectations, acculturation, coping strategies, perceived discrimination, identity status, and perceived social support. Although the results seemed to support the suitability of all the psychosocial factors, the supporting evidence for some of the factors was stronger. For example, the relation between perceived discrimination and career adjustment was strongly supported with the evidence from the interviews. However, the relations between three out of four identity statuses and career adjustment were not as clear. Due to the small number of participants in the interview study, it was possible that there were not enough participants who belonged to each condition, making it difficult to draw strong conclusions. Therefore, it was left to the survey study with a larger sample to provide more evidence regarding the proposed hypotheses.

Among the situational factors, the important roles of accreditation, education in the country of origin and in the host country, parenthood, financial resources, number of years living in Canada, and age were supported with the data from the interviews. However, changes were made to three factors: language skills, career management skills, and previous job experience.

Throughout the analysis of the interviews it became apparent that in addition to language and career management skills, the self-efficacy of the participants in performing those skills influenced their career adjustment. In addition, it was recognized that it would be difficult to measure and compare the language skills and career management skills of immigrant women through conducting a survey study. However, it was possible to measure the language self-efficacy and career management self-efficacy of immigrant women by directly asking them about their level of confidence in having such skills and performing the

related tasks. Therefore, it was decided to replace the hypotheses related to the language and career management skills with the following:

Hypothesis 8. Language self-efficacy will be positively related to the career satisfaction and work adjustment of immigrant women.

Hypothesis 9. Career management self-efficacy will be positively related to the career satisfaction and work adjustment of immigrant women.

Furthermore, because they are defined as individuals' subjective evaluation of their skills, language self-efficacy and career management self-efficacy were placed under the psychosocial category of factors.

The results of the interview study about language and career management self-efficacy are in agreement with the literature on social cognitive career theory. Bandura (1986) has defined self-efficacy expectations, a central construct in his social cognitive theory (1977, 1982, 1986), as "people's judgments of their capabilities to organize and execute courses of action required to attain designated types of performance" (1986, p. 391). Self-efficacy expectations arise from learning experiences and environmental conditions and can be described as the individual's belief in her/his ability (efficacy expectation) to master a wide variety of tasks (outcome expectation). Accordingly, self-efficacy expectations affect individuals' choice and initiation of behaviour, effort, persistence, and thus, level of performance (Bandura, 1977, 1982).

Previous research suggests that self-efficacy has a direct and moderating effect on adjustment and job satisfaction (Fisher, 1986; Jex & Bliesse, 1999; Saks, 1995; Saks & Ashforth, 2000; Waung, 1995; Wang & Sangalang, 2005). Relevant research has also examined and demonstrated the critical role of self-efficacy in work, and generally, in career development (e.g., Betz, 1994; Betz & Hackett, 1981; Gist, 1987; Holden, Meenaghan,

Anastas, & Metrey, 2002; Judge & Bono, 2001; Kumar, 1986; Lent & Brown, 1986; Lent, Brown, & Hackett, 1996; Poidevant, Loesch, & Wittmer, 1991; Schaubroeck, Jones, & Xie, 2001).

Drawn from Bandura's (1986) social cognitive theory, social cognitive career theory proposed by Lent, Brown, and Hackett (1994) reflects the interplay between self-efficacy and other key variables, such as outcome expectations and personal goals, in individuals' career development. Career self-efficacy is defined as confidence in pursuing career related tasks (Lent et al., 1994). Lent et al. (1996) proposed that self-efficacy expectations are a central mechanism through which career interests are formed, interests are translated to goals, and goals to action. In sum, self-efficacy expectations are believed to influence the likelihood of engaging and persisting in a behaviour. Thus, self-efficacy expectations could function as a barrier to the extent that they are unrealistically low, by reducing the likelihood that a person will behave in a manner that increases her or his success and satisfaction at work (McWhirter et al., 1998).

The results of the interviews indicated that the language and career management self-efficacies of the participant were positively related to their career adjustment. High language and career management self-efficacies could give these women confidence to perform well in work-related situations, and thus, contribute to their career advancement and career adjustment.

The results of the interviews led to further revision of previous job experience as a situational factor. Based on the evidence from research with native-born individuals, it was originally hypothesized that previous job experience was positively related to the work adjustment and career satisfaction of immigrant women. However, the results of the

interviews revealed opposite; indicating that those with less job experience in their home country were more satisfied with their career in Canada. Therefore, the associated hypothesis was changed to the following:

Hypothesis 11. Previous job experience will be negatively related to the career satisfaction and work adjustment of immigrant women.

Compared to less experienced immigrants, more experienced immigrants may have high expectations of finding employment that is commensurate with their qualifications and skills. As noted previously, when expectations and the reality of the foreign job market do not match, immigrants may experience frustration and disappointment which in turn negatively affect their career adjustment. On the other hand, immigrants with less job experience may not have as much expectations as skilled and experienced ones, which would mean that they would be less affected by employment difficulties in the host country. The validity of this new hypothesis will be tested in the survey study.

The small number and the non-random selection of the participants may call into question the generalizability of the findings of the current study. Kvale and Brinkmann (2009) proposed that “analytical generalization may be drawn from interview investigation regardless of sampling and mode of analysis.” (p. 265). In addition, the main objective of the interview study was to provide deep insight into the career experience of immigrant women and to assess the usefulness and relevance of the proposed model, rather than testing the hypotheses proposed in the model and generalizing the findings to the population of immigrant women living in Canada. Although small, the current sample helped capture the factors that seem to be important in the career adjustment of immigrant women in Canada.

The factors discussed in this chapter are likely common in the career adjustment of immigrant women from different countries of origin and ethnic backgrounds. Although they

were not observed in the current study, additional factors may exist and emerge from future research with immigrant women. However, such additional factors are more likely to be related to the career adjustment of women from a specific country, ethnicity or occupation than being related to the career adjustment of women of diverse countries, ethnic backgrounds or occupations.

A number of themes appeared in the interviews but were not strongly supported. For example, it has been observed that compared to Caucasian immigrants, especially those from European countries, immigrants from African descents are more likely to be unemployed or underemployed (Statistics Canada, 2008). Indeed, two of the interviewees of the present study indicated that European immigrants are less likely to be discriminated against and face less barriers in pursuing their desired career in Canada. Due to a limited amount of evidence in the interviews and literature, this factor was not included in the model. However, the information regarding the country of origin was collected in the survey study and the potential role of this factor in the career adjustment of immigrant women was examined.

Taken together, the results of the interview study provided relevant evidence to evaluate the appropriateness of the proposed model. Based on these results, the proposed model of career adjustment for immigrant women in Canada has been revised and presented in Figure 3. This revised model has been tested in a survey study with a large number of immigrant women. This survey study will be discussed in detail in Chapter 4.

Figure 3. A revised model of immigrant women's career adjustment.

Chapter 4: The Survey Study

Purpose

The main objective of the current thesis is to enhance the understanding of immigrant women's career adjustment. A preliminary model for the career adjustment of immigrant women was proposed in chapter 2. In this preliminary model, hypotheses regarding the relation between a number of independent variables and two dependent variables were proposed. The outcome of the interview study resulted in the revision of the model and its associated hypotheses. Study 2, the survey study, was designed and conducted to examine the validity of the revised model by identifying the significant psychosocial and situational factors that were related to the career adjustment of immigrant women in Canada.

To test the proposed hypotheses a correlational design was used wherein the relations between psychosocial and situational predictors with the outcome variables, work adjustment and career satisfaction, were examined. In the next sections of this chapter, the sample, the procedure, the measures, the results, and the discussion will be presented.

Method

Participants

According to Kline (1998) a sample of 200 is considered to be a large sample in survey research. Participants in this study were 202 employed and unemployed immigrant women who were recruited through a snowball sampling method and the assistance of several organizations that serve immigrant clients across Ontario. The participants responded to either the hardcopy survey (which was mailed) or its equivalent online.

The participants were required to have immigrated under the following categories of immigration: "skilled workers and professional," "investors, entrepreneurs and self-

employed persons,” or “family dependents.” Therefore, those who had been living in Canada for less than a year and/or had entered Canada as a refugee, international student, visitor, or temporary worker were not recruited for the study. Canadian Citizenship was not a selection criterion.

The demographic characteristics of participants are summarized in Table 3. The participants were first generation immigrants who had immigrated to Canada at least a year ago. They immigrated at the age of 20 or older from any country other than the United States. Most of participants had arrived in Canada in their 20’s (32%) and 30’s (32%) followed by those who came in their 40’s and 50’s. The average age of arrival to Canada was 33 ($SD = 8.8$). At the time of the survey, the majority of participants were between 31 to 50 years of age with a mean age of 42 ($SD = 9.5$). The average length of residence in Canada was 9.5 years.

About half of the participants reported coming to Canada as an independent skilled worker (49%) while the rest came to Canada as a sponsored family member. The majority of participants were married or living with a partner (66%; see Table 3). About 28% of the participants did not have a child (see Table 3). The sample represented immigrant women from approximately 55 different countries of origin. About half of the participants (48%) were from Asia (South Asia, East Asia, and the Middle East; see Table 3). The majority of the participants were living in Toronto (40%) and Ottawa (38%) and the rest were living in other cities in Ontario (London, Hamilton, Waterloo, Kingston, Brampton; see Table 3).

Table 3

Demographic Characteristics of the sample

Age at the time of immigration	Percentage %
20-30	33
31-40	30
41-50	13
51-60	2
Missing	22
Age at the time of the survey	Percentage %
20-30	8
31-40	33
41-50	30
51-66	13
Missing	16
Marital Status	Percentage %
Never Married	14
Married or living with a significant other	66
Separated, divorced or widowed	17
Missing	3
Number of children	Percentage %
None	28
One	23
Two	27
Three	12
Four	2
Five	1
Missing	7
Continent of origin	Percentage %
Asia	48
Africa	20
Europe	15
South America	15
Missing	2
City currently living	Percentage %
Ottawa	38
Toronto	41
Other	17
Missing	4

Note. n= 202

Sixty-six percent of participants had taken some English lessons in their home country prior to immigrating to Canada. In addition, 45% reported attending English classes while in Canada. Only 7% of participants reported that they knew French very well. Fifty-six percent did not know French and the rest were either taking French courses or knew a little of the language.

Generally, all the participants had received an education higher than a post-secondary education level. A majority of participants had completed at least a Bachelor (39%) or a Master's (29%) degree education. A PhD or a medical degree were the least frequent degrees obtained by the participants (3%; see Table 4). Thirty-five percent of participants had completed at least one university or college degree or obtained a professional certificate in Canada. Table 4 represents the distributions for the type of degrees that participants obtained in Canada.

About 63% of participants were currently employed; of which 72% were working full-time and 21% were working part-time. In addition, 85% of participants indicated that they had previously or were currently experiencing unemployment in Canada and 59% of participants indicated having experienced underemployment in Canada either previously or currently. In total, 91% of participants reported that they had experienced either unemployment or underemployment in Canada.

Table 5 represents the distribution of participants working in different sectors in their home country and in Canada. Only 9% were unemployed in their home country but the proportion goes up to 34% while in Canada. In addition, the career of those who worked in highly specialized areas (e.g., professionals, managers) was affected the most by

immigration. Twenty percent of participants were involved in professional work prior to immigration but only 5% were currently working as professionals.

Table 4

Education

Overall Educational Degree	Percentage %
College, certificate	16
BA, BSc., BEng.	39
Masters	29
PhD, Medical doctor	3
Missing	13
Type of Degree obtained in Canada	Percentage %
College, certificate	49
BA, BSc, BEng	20
Masters	27
PhD, Medical doctor	4

Note: n= 202 for Overall educational degree, n= 71 for Type of degree obtained in Canada

Table 5

Job sectors in their home country and in Canada

Job Categories	% at Home Country	% in Canada
Unemployed	9	34
Teaching, education, research	22	12
Administration, clerical, accounting	20	21
Health care	10	10
Science, engineering	9	5
Retail, customer support	4	7
Professional, management, senior [policy] analyst	20	5
General labour	1	2
Trade, self-employed	1	2
Missing	4	2

Procedure

An invitation letter (Appendix B) and a short proposal (Appendix C) were emailed to the directors of selected organizations. A number of organizations responded and expressed their interest in participating in the study. Through follow-up face-to-face meetings, it was agreed that a liaison from each organization would help the researcher to conduct mail and/or web surveys as they deemed appropriate. The organizations that helped to recruit participants were Immigrant Women Services Ottawa, Ottawa Community Immigrant Services Organization, Jewish Family Services of Ottawa, Lebanese and Arab Social Services Agency, and LASI World Skills in Ottawa; MicroSkills, CareerBridge, and The Ontario Metropolis Centre in Toronto; Focus For Ethnic Women in Waterloo; and St Joseph Immigrant Women's Centre in Hamilton. These organizations offer several employment-related services such as job search and resume writing workshops and also one-on-one career counselling to immigrants. Past clients of these organizations who could have been employed at the time of recruitment were also recruited. Only clients who received services in English were recruited.

Mail survey. Mail packages were provided to the participating organizations. Career counsellors and workshop facilitators then agreed to inform their clients about the study and deliver the survey package to those who expressed interest in participating in the survey study. Each mail package contained a cover letter, the survey questionnaire, and a stamped return envelope with the researcher's address on it.

The cover letter (Appendix D) contained information about the purpose of the study, the procedure for selecting participants, the risks and benefits involved in participation, and the rights of participants. Potential participants were also informed that participation was

voluntary, that information obtained from the study was confidential and used only for the purposes of the study. In addition, if they were interested to know about the study results, potential participants were invited to contact the liaison from the organization who was responsible for giving them the survey within six months time. Lastly, if they wished to participate, potential participants were asked to keep the cover letter, complete the questionnaire and return it within three weeks from the date of receipt. The questionnaire took between 25 to 40 minutes to complete. Since the cover letter addressed all of the issues that typically need to be raised in informed consent and debriefing forms, no consent and debriefing forms were provided. Moreover, as it is common practice in survey research, the completion and return of the survey implied the consent of participants (Dillman, 2000). Therefore, no signature from participants was needed.

Web survey. To provide flexibility for participants, to reach participants at diverse geographical locations across Ontario, and also to decrease the cost of conducting surveys by regular mail, the survey were also made available online. In that case, liaisons of participating organizations sent emails to their clients inviting them to participate in an online survey about the career experience of immigrant women by following the URL link (www.immigrantwomen.net) provided. The URL link brought potential participants to the survey webpage hosted by a third party. The survey was introduced with a welcome page which was essentially the same as the cover letter mentioned above with minor modifications (Appendix E). At the end of the welcome page, participants who wished to participate in the study could click on the “continue” button to begin answering the questionnaire. Those who were not interested in participating could decline by clicking on the “quit” button. To make the presentation of questions as similar as possible to what was presented in the mail survey,

questions were presented in one page so that vertical scrolling was possible. Once participants clicked on the “submit” button, any personal identifiers were stripped by the third-party server and then, the responses were stored in the researchers’ secure online account.

Out of 450 hardcopy surveys distributed, 140 were returned, three of which were blank. There was no correspondence by mail or phone to follow up. Therefore, the response rate for hardcopy surveys was about 30% which was a high response rate considering that surveys of immigrants tend to have a low response rate. Several career counsellors working in settlement agencies helped the researcher to distribute the surveys among their clients. These counsellors indicated that the response rate in the population of study was often very low and did not exceed 5%.

In addition to mail surveys, 69 surveys were completed online, four of which were only partially completed and excluded from the database. Several settlement agencies working with immigrants across Ontario forwarded the online survey link to potential participants. In addition, using a snowball sampling method, potential participants were encouraged to send the link to other immigrant women whom they might know. Given that the online surveys were forwarded through snowball sampling technique, it was impossible for the researcher to calculate the response rate for the online survey.

All the data collected from the 202 completed hardcopy and online surveys were included in the analyses to examine the relation between the independent variables and the dependent variable, career satisfaction. Only the participants who were employed were required to answer the work adjustment scale. Therefore, the relation between the

independent variables and the second dependent variable, work adjustment, was examined in a sub-sample of 128 employed participants.

Measures

The survey questionnaires were specifically designed to measure the psychosocial and situational factors identified in the model as well as to gather demographic information about participants. The order in which questions appear in a survey has a great impact on the response rate (Dillman, 1978, 2000). According to Dillman's (1978, 2000) total design method, it is better to have the questions that seem most relevant to the topic of a survey at the beginning of the survey, to cluster questions with similar content together, and to put personal questions such as age and income at the end. Accordingly, the questionnaires that were used in the current study were clustered in five sections so that each section addressed homogenous content. The survey began with questions on the immigration experience including motivation for immigration, expectations-experience congruency, and perceived discrimination followed by career experience including the identity status, career satisfaction, and work adjustment scales. The focus of the third section was involvement in the host culture including acculturation, career management, and language self-efficacy. The fourth section, identified as coping resources, measured cognitive appraisal, coping strategies, and social support scales. Finally, the survey ended with questions related to career history and demographics (see Appendix F).

Table 6 provides a summary of the scales that were used to measure the independent and outcome variables. These scales will be introduced and described in turn.

Table 6

List of scales

List of scales for dependent and independent variables		
Scale name	Source	N of items
Work Adjustment Scale	Wang & Sangalang, 2005	5
Career Satisfaction Scale	Greenhaus et al., 1990	5
Immigration Motivation Scale	Aycan & Berry, 1996	5
Expectations-experience Congruency Scale	Aycan & Berry, 1996	4
Language Self-efficacy Scale	Developed by the researcher	4
Career Management Self-efficacy Scale	Schowerer, 1990	29
Stephenson Multigroup Acculturation Scale (SMAS)	Stephenson, 2000	26
Cognitive Appraisal Scale	Walter, 2003	2
The Coping Inventory for the Stressful Situations: Situation Specific Scale (CISS: SSC)	Endler & Parker, 1994	14
Occupational subscale of the Extended measure of ego-Identity Status- Revised (EOM-EIS-Revised)	Bennion & Adams, 1986	8
Perceived Racial Discrimination Scale	Hocoy, 1993	10
Perceived Gender Discrimination Scale	Developed by the researcher	4
Index of Sojourner Social Support Scale (ISSS)	Ong & Ward, 2005	18

Work adjustment (Outcome variable). The adjustment of participants in their current job was evaluated with a scale developed by Wang and Sangalang (2005) that inquired about the psychological comfort of immigrant employees working in the Canadian employment system. Salary range could contribute to the career adjustment of individuals (e.g., Lee &

Wilbur, 1985; Smith, Kendall, & Hulin, 1969). Therefore, one more question that measured the overall comfort of employed immigrants with their current salary was added to the scale.

To avoid ambiguity about the meaning of adjustment, the word “adjusted” was replaced by “comfortable” in all items. An example is “How comfortable are you with your current job?” The answers were on a 7-point scale ranging from 1 (not at all comfortable) to 7 (highly comfortable) (see Appendix G, Section A). Only immigrants who were employed at the time of the survey responded to the work adjustment scale. Wang and Sangalang (2005) reported a high internal reliability of .89 for this 4-item scale. The Cronbach’s alpha of the work adjustment scale in the present study was .87.

Career satisfaction (outcome variable). Greenhaus, Parasuraman, and Wormley’s (1990) career satisfaction index was used in the current study. This scale comprised five items regarding satisfaction with success and progress in terms of career goals, income, advancement and development. An example item is “I am satisfied with the success I have achieved in my career.” The items were rated on 5-point Likert scales ranging from 1 (strongly disagree) to 5 (strongly agree) (see Appendix G, Section B).

The career satisfaction scale had high internal reliability for samples from the United States, with Cronbach’s alphas ranging from .83 to .94 (Aryee & Debrah, 1993; Greenhaus et al., 1990; Lee, 2003; Seibert & Kraimer, 2001; Wallace, 2001). The scale also had high internal consistency in Bulgaria, Canada, Norway, the Philippines, and Singapore, with Cronbach alphas ranging from .79 to .88 (Burke, 2001). The Cronbach’s alpha of the career satisfaction scale in the present study was .90. Both employed and unemployed participants responded to this scale. Thus, this scale provided a proxy measure of career adjustment of unemployed immigrant women who were screened out of the “work adjustment scale.”

Motivation for immigration. In a study of the role of employment in the general life adjustment of Turkish immigrants in Montreal, Aycaan (1996) developed a short scale to measure immigration motivation. This scale was used in the current study.

The original scale used by Aycaan (1996) had two questions. One question inquired into the extent to which four negative economic related factors such as “economic difficulties” and “high rate of inflation” motivated immigrants to leave their home country. The second question inquired as to the extent to which four positive socioeconomic factors such as “excellent social security” and “an opportunity for a new start to life” motivated immigrants to move to Canada. The responses were on a Likert-type scale where 1 represented “not important at all” and 5 represented “very important.” Aycaan (1996) reported a high internal reliability of .89 for this scale.

Since economic motivation was the concern of this study, this scale was modified for the current study so participants were asked to indicate to what extent five economic and employment-related factors led them to leave their country of origin. Three of the five factors were similar to the ones in the original scale. “High rate of inflation” from the original scale was changed to “economic instability” and “low earning potential,” as a concrete indication of economic motivation, was added to the scale (see Appendix G, Section C). The internal reliability of the motivation for immigration scale in the present study was .90.

Expectations-experience congruency. In the same study mentioned above, Aycaan (1996) developed a seven-item scale to measure the expectations of immigrants before leaving their home country. Four questions inquired into participants’ expected level of difficulty in finding a desired job, becoming financially secure soon after arrival, and earning money. In addition, two more questions asked about the source and reliability of the

information gathered about Canada prior to immigration. Finally, respondents were asked to state to what extent the reality of life in Canada corresponded to their prior expectations of economic and employment conditions in Canada. Aycan found a low internal reliability of .62 for the “expectations before immigration” scale resulting in the elimination of this scale/variable from her final analysis. One possible reason for the low internal reliability observed is that two concepts have been mixed in this scale; first, expectations of individuals before immigration and, second, the source of information leading individuals to develop those expectations.

In the current study, a shorter modified version of the “Immigration Expectations Scale” was used. The two questions about “the source and reliability of information gathered about Canada prior to immigration” were eliminated from the modified scale because they did not really measure the expectations of immigrants but how the expectations were created. Four items were similar to the ones from Aycan’s (1996) original scale. To investigate the expectations of participants about their career, an additional item inquired about the expectation of participants about “advancing in their career.”

In studying the role of expectations-experience congruency in the adjustment of immigrants after immigration, Murphy (2003) had asked his participants to indicate the extent to which their pre-immigration expectations matched their post-immigration experience. Similar to the approach used by Murphy (2003), the respondents of the current study were asked to state to what extent their experience in Canada matched their pre-immigration expectations regarding five career and economic related topics. The responses were on a Likert-type scale where 5 represents “the conditions were much better than what I had expected, and 1 represents “the conditions were much worse than what I had expected”

(Appendix G, Section D). The internal reliability of the expectations-experience congruency in the present study was .91.

Acculturation. The Stephenson Multigroup Acculturation Scale (SMAS) was used in the present study. SMAS only measures behaviours that reflect the degree of access to new experiences, but not the acquisition of the content of cultural beliefs and values prevalent in the dominant society. SMAS comprises two factors-- Ethnic Society Immersion (ESI) and Dominant Society Immersion (DSI). There are a total of 32 items in the SMAS from which 17 items belong to ESI and 15 items belong to DSI. SMAS measures the degree of individuals' immersion in the dominant and their own ethnic societies in the domains of language, interaction, food, and media. The responses were on a Likert scale with four options (false, partly false, partly true, and true). The Coefficient alpha for the entire scale (both factors combined) was .86 (Stephenson, 2000).

In order to suit the current study, some changes were made to the SMAS. First "the United States" and "Americans" were replaced by "Canada" and "Canadians" respectively throughout the scale. An example is "I regularly read a Canadian newspaper." Second, to use a more familiar word, "functions" was replaced by "events" in two items. An example is "I attend social events with Canadian people" (see Appendix G, Section E). Third, six items were deleted from the scale because they addressed the acculturation issues of the second, third, or forth generations of immigrants. Items 1, 4, 8, 10, 16, and 18 measure participants' ability to speak, read, and write in their native language and also their knowledge of the history of their home country. Since the participants of this study were the first generation of immigrants who typically left their home country in adulthood, these questions were

redundant. Examples of the deleted items are “I have never learned to speak the language of my native country” and “I am familiar with the history of my native country.”

The final version of the SMAS that was used in the current study consisted of 26 items. Potential participants of the current study were recruited from Ontario which is primarily an English-speaking province. Therefore, only the acculturation of the participant with respect to English Canadian culture was measured in the current study. The internal reliability of the acculturation scale in the present study was .75.

Cognitive appraisal. To assess the cognitive appraisal of participants about their career issues, two questions (Walter, 2003) inquired about 1) the extent of stress that participants had felt from the challenges they might have faced in pursuing their desired career, and 2) what was their (subjective) view of the importance of finding their desired career. The response options were on a Likert scale ranging from “not at all” (1) to “extremely” (5) (see Appendix G, Section F). The Cronbach’s alpha of the cognitive appraisal scale in the present study was .85.

No hypothesis related to cognitive appraisal was proposed. However, the cognitive appraisal scale was included in the survey to address the existing notion regarding the status of immigrant women as dependent family members. Through their responses to the cognitive appraisal scale, it was ensured that regardless of their status upon entering Canada, the participants of the study were concerned with their career development and advancement in Canada.

Coping strategies. The Coping Inventory for the Stressful Situations: Situation Specific Scale (CISS: SSC) (Endler & Parker, 1990) was used to measure coping strategies. The CISS: SSC is a twenty-one item, self-report instrument measuring task-oriented

(problem-focused), emotion-oriented, and avoidance-oriented coping strategies. The CISS has significant empirical support for the use of the three coping dimensions across diverse sample populations (Endler & Parker, 1994). Only the problem-focused and emotion-focused subscales of the CISS: SSC were used in the current study which decreased the number of items to 14 (see Appendix G, Section G). An example of a problem-focused strategy is "Focus on the problem and see how I can solve it." An example of an emotion-focused strategy is "Feel anxious about not being able to cope." The respondents indicated how often they had done each activity, in response to career challenges, on a Likert scale ranging from 1 (never) to 5 (always). Internal alpha reliability coefficients for problem-focused and emotion-focused subscales have been high (respectively, .84 and .81 for women, and .84 and .78 for men; Endler & Parker, 1994). The Cronbach's alphas for the problem-focused and emotion-focused subscales in the present study were .83 and .82.

Perceived Discrimination. The perceived discrimination scale that was used in the current study consisted of two parts: perceived racial discrimination and perceived gender discrimination. To measure the subjective perception of participants about racial discrimination in Canada, a ten-item scale developed by Hocoy (1993) was used. The perceived racial discrimination scale (Hocoy, 1993) was shown to be a reliable scale in Aycan and Berry's (1996) study with a Cronbach's alpha of .85. This scale was modified to suit the current study; that is, terms that referred to a specific ethnic group (e.g., Turkish, Indian) were replaced so the scale could be used for any ethnic group. For example, Item 2 ("I try not to show parts of me that are distinctly Turkish") was replaced by "I try not to show parts of me that are distinctly not Canadian." Another example is item 6 ("I never feel

dismissed by non-Turkish Canadians”) which was replaced by “I never feel dismissed by Canadians.”

In addition, based on previous research (Blau & Tatum, 2000), four items were generated by the researcher to measure participants’ subjective perception of gender discrimination in Canada. An example of a perceived gender discrimination item is “I feel I am a person who has been deprived of career opportunities in Canada because of my gender.” These four items were combined with the 10 items from the perceived racial discrimination scale (Hocoy, 1993) resulting in a 14-item scale where items 3, 8, 10, 14 measured perceived gender discrimination and the rest of the items measured perceived racial discrimination (see Appendix G, Section H). Participants reported their level of agreement with each statement on a 5-point scale (1: strongly disagree, 5: strongly agree).

The internal reliability of the perceived discrimination scale in the present study was low (Cronbach’s $\alpha = .51$). Further examination of the scale showed that item 4 (“Often I feel I am not wanted in Canadian society”) and item 5 (“I never feel dismissed by Canadians”) substantially decreased the Cronbach’s alpha of the scale to .51. These items were negatively worded and seemed to be difficult for second language speakers to interpret. To enhance the inter-reliability of the scale, those two items were eliminated from the scale, which resulted in an increase in the Cronbach’s alpha level to .80.

Identity status. The occupational subscale of the Extended Objective Measure of Ego Identity Status-Revised (EOM-EIS-Revised; Bennion & Adams, 1986) was used. The EOM-EIS-Revised is a 64-item self-report scale that assesses the degree to which participants have resolved the identity versus identity diffusion psychosocial task in eight domains. The scales in the ideological domain are about occupation, politics, religion, and lifestyle philosophy.

The interpersonal domain scales are related to friendship, dating, sex roles, and recreation. There are eight items for each domain resulting in the total of 64 items. The items were explicitly derived from identity formation theory and research (Blustein & Phillips, 1990).

Since the development of one's identity in relation with the occupational domain was the particular focus of this study, only the occupational subscale (eight items) of the EOM-EIS-Revised was used in the current study. The use of single subscales instead of the whole scale seems to be common among scholars (e.g., Lucas, 1997, Turkson, 2003). Some minor changes were made in two items that measure the foreclosure identity status in adolescents. These two items referred to the influence of parents on the occupational choice that young adults make. For example, one item was "I might have thought about a lot of different jobs, but there's never really been any question in my mind since my parents said what they want." In order to adapt these two items for older adults the wording of the two items was changed so they reflected the influence of one's family on her or his occupational choice. For example, the above item was changed to "I might have thought about a lot of different jobs, but there's never really been any question in my mind since my family expressed what they expected from me." The instrument uses a six-point Likert response format ranging from 1 (strongly disagree) to 6 (strongly agree) (see Appendix G, Section I).

Measures of internal consistency have not been reported for single sub-scales (e.g., occupation, recreation). However, internal consistencies for four identity statuses in the two broad domains-- interpersonal and ideological-- exist. For example, Blustein et al. (1989) reported internal consistency alpha coefficients for the combined scales as: diffusion: .68; foreclosure: .90; moratorium: .73; and achievement: .66. The internal reliabilities of the identity status subscales in the present study were as: diffusion: .32; foreclosure: .65;

moratorium: .44; and achievement: .72. Because of the low Cronbach's alphas for the diffused and moratorium identity statuses, it was decided to exclude the four identity statuses from the regression analysis. Instead, these four variables were transformed into a categorical variable and its relation with career satisfaction and work adjustment was investigated by performing an analysis of variance.

Perceived social support. The Index of Sojourner (temporary resident) Social Support Scale (ISSS; Ong & Ward, 2005) was used to measure participants' perceived access to social support in Canada. The ISSS measures perceived functional social support defined as "the perceived availability of supportive behaviours that serve particular types of functions" (Ong & Ward, 2005, p. 2). It also takes into account qualitative differences in the types of problems temporary residents face (e.g., homesickness, language difficulties) and the circumstances under which such problems are encountered (a new and unfamiliar environment).

The ISSS comprises 18 items from which 9 items measure perceived socioemotional support and 9 items measure perceived instrumental support. The statements include a list of helpful behaviour that might help a temporary resident to have an easier and more pleasant time in a foreign country. Sample items include: "listen and talk with you whenever you feel lonely or depressed" (socioemotional support); and "provide necessary information to help orientate you to your new surroundings" (instrumental support). Respondents are asked to read each item and consider if they know persons inside the country in which they live who would perform these helpful behaviours, using a 5-point, Likert-type rating scale; including 1 (no one would do this), 2 (someone would do this), 3 (a few would do this), 4 (several would do this), and 5 (many would do this; see Appendix G, Section J). The Cronbach's alphas of

the socioemotional support and the instrumental support subscales were .92 and .91, respectively, and .94 for the entire ISSS Scale (Ong & Ward, 2005). The Cronbach's alphas in the present study were .95 for both the socioemotional support and the instrumental support subscales, and .96 for the entire scale.

Language Self-efficacy. Language self-efficacy has been examined in a few studies with scales that have been specifically designed for the context of the Internet use (e.g., Yang, Lay, Tsao, Liou, & Lin, 2007) and learning English as a Second Language (e.g., Han, 2003). Since the questions in those scales were specific to the use of English in the Internet context (e.g., I am comfortable to write an email message in English) a new scale was developed to measure language self-efficacy.

Participants' level of confidence in four areas including speaking, reading, writing, and understanding conversations in English language were evaluated (see Appendix G, Section K). Participants determined their level of confidence in each area on a 5-point scale from 1 (not confident at all) to 5 (completely confident). The Cronbach's alpha of the language self-efficacy scale in the present study was .90.

Career Management Self-efficacy. The Career Management Self-Efficacy (CMSE) scale (Schwoerer, 1990) was used to measure the self-efficacy beliefs of participants with respect to managing their careers. This scale measured respondents' confidence in performing 24 career-management related behaviours in five areas of self-assessment, environmental assessment, action planning, career management initiative, and reacting calmly to externally imposed requirements (Schwoerer, 1990). Participants determined their level of confidence in performing each behaviour on a 5-point scale from 1 (not confident at all) to 5 (highly confident). Examples of the items from Schwoerer's original scale are "I am

able to set short-term goals for career progress” and “I am able to learn new skills easily.” In their studies, Scourtoudis and Dyke (2007) found high Cronbach’s alphas of .95, .93, and .96 with different samples of adult women for this scale.

In order to suit the present study and avoid complex language, one item was deleted from the original scale (“I am able to challenge a performance appraisal with which I disagree”). One item was also changed from “I am able to remain optimistic even in the face of setbacks” to “I am able to remain optimistic even when things are not going well at work.”

To reflect some of the specific career-related issues that immigrants deal with, six items were added to the CMSE scale. These items reflect some of the most common career-related tasks that immigrants have to deal with in a new country (Lee & Westwood, 1996; Yost & Lucas, 2002). The Career Decision Self-efficacy Scale (CDMSE-Short form; Betz & Taylor, 2001) assesses young adults’ confidence in accomplishing a variety of tasks necessary for making career decisions. Using the CDMSE-Short form as a starting point, six items related to career management behaviours were generated for the present study. These six items addressed participants’ level of confidence in employment-related tasks such as job search, resume preparation, and applying for jobs. Two items were added to the “action planning” subcategory of CMSE (item 14 and 15) and four items were added to the “career management initiative” subcategory of this scale (item 20-23). An example item generated by the researcher is “I am able to search for jobs that I am interested in” (see Appendix G, Section L). Overall, participants were asked to indicate their level of confidence in their ability to perform 29 career management behaviours. The Cronbach’s alpha of the career management self-efficacy scale in the present study was .96.

Demographic information. Information on age, marital status, the year of arrival in Canada, number of children, availability of financial resources and education, as well as participants' employment, unemployment, and underemployment history in the country of origin and in Canada were collected in the demographic section of the questionnaire (see Appendix G, Section M). Participants' answers to this section of the survey provided data for the following variables: accreditation, length of job experience, parenthood, availability of financial resources, education obtained from the country of origin and Canada, age at the time of immigration, and number of years living in Canada.

Results

The results of the survey will be reported in this section. The treatment of missing data will be described first followed by descriptive information about the variables. The results of testing univariate and multivariate assumptions will be briefly discussed next. Finally, the results of hypotheses testing, including bivariate correlations, multiple regression, and analysis of variance (ANOVA) will be discussed. These analyses were carried out using the SPSS statistics package.

Missing data

Using SPSS missing value analysis (MVA), the percentage and possible patterns of missing data were dealt with at the item level, before the scale means were calculated. The psychosocial and outcome variables were investigated first. Several items had missing data for more than 5% of the sample and are discussed below. In the acculturation scale, item 18 had 6.9% missing data and items 19 and 25 both had 6% missing data. Items 18 and 25 inquired into the language (native language and English) in which people speak to their partner. Those who did not answer these items were either single or mentioned that they had

an English speaking partner. Item 19 was related to the language in which participants pray (“I pray in English”). Several participants had indicated that they did not pray at all. To have a consistent measure of acculturation, items 18, 19, and 25 were deleted from the scale and the mean of acculturation was calculated excluding the items.

The percentage of missing data for six items from the career management self-efficacy scale was 5% to 7%. These items enquired into participants’ self-efficacy in relation to their supervisor and co-workers (e.g., “I am able to assess my boss’s opinion of me”). Some of the unemployed participants left these items unanswered, assuming that the items did not apply to them. To ensure the consistency of measurement across both employed and unemployed participants, the mean of career management self-efficacy was calculated with the exclusion of the six items which had more than 5% missing data.

Missing data for the rest of the scales were less than 5% and no particular pattern was observed in the missing data. Mean substitution and expectation maximization (EM) approaches were used to identify the values for replacing missing data through the “missing value replacement” function in SPSS. There was no significant difference in the values suggested by either of the two approaches. Tabachnick and Fidell (2001) suggest that in the absence of all other information, the mean is the best guess for the value of a variable. Therefore, the missing data were replaced with mean substitution in the following scales: motivation for career and economic advancement, expectations-experience congruency, language self-efficacy, career management self-efficacy, acculturation, perceived discrimination, coping strategies, perceived social support, career satisfaction, and work adjustment.

The situational variables had more missing data compared to the psychosocial variables. Length of job experience in the home country (5%), length of education in the home country and length of residence in Canada (8% each), length of education in Canada and parenthood (6% each), and age (17%) had more than 5% missing data. The current survey was fairly long, taking about 25 to 40 minutes to complete, and the questions about situational variables were in the last section of the questionnaire. Therefore, the fatigue of participants may have contributed to their not responding to some of the questions at the end of the exercise. The most missing data was for age. Although the survey was anonymous, some participants may have felt uncomfortable with revealing their age, and a few participants mistakenly reported the age of their children instead of their own age. Mean substitution and expectation maximization (EM) approaches were used to identify the values for replacing missing data through the “missing value replacement” function in SPSS. There was no significant difference in the values suggested by either of the two approaches. As recommended by Tabachnick and Fidell (2001), the mean substitution approach was used to replace the missing data for the situational variables. All the analyses were performed once without missing data and once again with missing data replacement and no major differences were observed between the two. The results from the data set with replaced missing data will be presented in this chapter.

Univariate outliers

After calculating the mean of the scales, all variables were examined using the explore function, scatter plots, and also the casewise plot of standardized residuals in SPSS. In total, eight univariate outliers were found for acculturation, career management self-efficacy, problem-focused and emotion-focused coping strategies. Eighteen outliers were

found in the demographic variables including those in length of residence in Canada, length of education in Canada, length of job experience in the home country and length of education in the home country. The outliers were examined individually to detect the possibility of random responding or inclusion of cases that did not belong to the targeted population of study. The analysis indicated that all outliers were from the population and no evidence of random responses was observed. In addition, the associated z values for all the univariate outliers were within the acceptable range of ± 3 (Tabachnick & Fidell, 2001). Therefore, the outlier cases remained in the data set without making any changes or applying any treatments.

Multivariate outliers and influential data points

Multivariate outliers were investigated using Mahalanobis Distance and Cook's Distance. Three cases were identified as outliers in the Mahalanobis distance test; however, their Cook's Distance values were less than one, indicating that they were not influential data points (Stevens, 2002). Therefore, the multivariate outliers remained in the data set because they were not found to influence the results dramatically.

Testing univariate and multivariate assumptions: Normality, Linearity, and Homoscedasticity

Prior to conducting the main analysis, the assumptions of univariate and multivariate statistics were examined. This was accomplished through the performance of various tests of normality, linearity and homoscedasticity.

The Shapiro-Wilk test is one of the most common tests for identifying the violation of normality. However, the null hypothesis indicating the violation of normality is likely to be rejected with a large sample when in fact there are minor deviations from normality (Meyers,

Gamst, & Guarino, 2006). In a large sample, a variable with statistically significant skew often does not deviate enough from normality to make a substantive difference in the analysis (Tabachnick & Fidell, 2001). Instead of formal inference tests, looking at the shape of a distribution has been suggested as an appropriate way of examining normality in a large sample (Tabachnick & Fidell, 2001). The distributions of all variables were examined through frequency histograms compared to a normal curve. Work adjustment, language self-efficacy, accreditation, and availability of financial resources were negatively skewed. Length of residence in Canada, length of job experience in the home country, and length of education in Canada were positively skewed. However, no serious violation of normality was noted. In addition to the application of the Shapiro-Wilk test and the examination of histograms, the z values for all variables were calculated and examined. No z value was above or under ± 3 indicating that no serious violation of normality existed in the distribution of variables.

Pair-wise bivariate scatterplots were used to examine the linearity and homoscedasticity assumptions (Tabachnick & Fidell, 2001). No serious violation of linearity and homoscedasticity was observed through the investigation of scatterplots. In addition, the expected normal probability plots and detrended expected normal probability plots were examined to verify the normality and linearity assumptions (Tabachnick & Fidell, 2001). Overall, the results supported the earlier conclusion regarding the normal and linear distribution of variables.

Multicollinearity

Multicollinearity, or moderate-to-high intercorrelations, among independent variables was examined using the bivariate correlation matrix and Variance Inflation Factors (VIFs). No independent variables were correlated at above .50, indicating that the independent

variables were not seriously intercorrelated. In addition, all VIF values were under 10, indicating that there was no multicollinearity among independent variables. Overall, the results of the two analyses indicated that multicollinearity was not a concern in the current data set.

Description of variables

The means and standard deviations for multiple-item dependent and independent variables were calculated. Table 7 represents the means and standard deviations of the scales in the current study compared to previous studies whenever such information was available. The means of career satisfaction ($M = 2.97$) and work adjustment ($M = 4.79$) of the current sample were lower than the means reported in two previous studies with a sample of Asian/Pacific Island American faculty members ($M = 3.87$ for career satisfaction) and a sample of male employed immigrants ($M = 5.56$ for work adjustment). In addition, the mean of economic motivation ($M = 2.86$) in the current sample was slightly lower than the one reported in a previous study ($M = 3$) with a sample of male and female Turkish immigrants in Montreal, Canada (Aycan & Berry, 1996). Compared with the study conducted by Aycan and Berry (1996) ($M = 2.3$), the mean of perceived racial discrimination was higher in the current study ($M = 2.72$). This could reflect the higher degree of perceived racial discrimination among female immigrants compared to the mixed sample of male and female immigrants in the Aycan and Berry's study.

Table 8 represents the means and standard deviations of situational variables. The length of job experience and education have been calculated in months. It should be noted that the means and standard deviations of situational variables were calculated before the replacement of missing values.

Table 7

Mean and Standard Deviation (SD) for dependent variables and independent psychosocial variables

Variables	Range	Mean	SD	Mean and SD in previous studies
Independent variables				
Career Satisfaction	1 - 5	2.97	1.04	<i>M</i> : 3.87, <i>SD</i> : .72 (Nguyen, 2004)
Work Adjustment	1.40 - 7	4.79	1.38	<i>M</i> : 5.56, <i>SD</i> : 1.02 (Wang & Sangalang, 2005)
Dependent variables				
Motivation for immigration	1 - 5	2.86	1.19	<i>M</i> : 3, <i>SD</i> : .9 (Aycan & Berry, 1996)
Expectations-experience congruency	1 - 5	2.46	1.12	NA
Career Management Efficacy	2 - 5	3.79	.63	NA
Language Efficacy	1.75 - 5	4.11	.80	NA
Problem-focused Coping	2.29 - 5	4.05	.52	NA
Emotion-focused Coping	1 - 5	2.98	.69	NA
Acculturation	2.12 - 4	3.1	.34	<i>M</i> : 3.14, <i>SD</i> : .77 (Stephenson, 2000)
Perceived racial-gender discrimination	1.25 - 4.33	2.71	.66	NA
Perceived gender discrimination	1 - 5	2.70	.72	NA
Perceived racial discrimination	1.25 - 4.5	2.72	.72	<i>M</i> : 2.3, <i>SD</i> : .6 (Aycan & Berry, 1996) (10 items)
Perceived Social Support	1.11 - 5	2.70	.89	NA

Note. *n* = 202

Table 8

Mean and Standard Deviation for independent situational variables

Variables	N	Range	Mean	SD
Age	169	20 - 66	41.8	9.3
Length of Residence in Canada	191	1 - 35	9.5	8
Length of Job Experience in Home Country*	192	0 - 350	111	83
Length of Education in Home Country*	191	0 - 156	60.5	34
Length of Education in Canada*	187	0 - 100	20	26
Number of Children	187	0 - 5	1.3	1

Note. *: The means and standard deviations of these variables are reported in months.

Two situational variables-- availability of financial resources and accreditation-- were dummy-coded. Those who did not have any financial resources were coded as zero for availability of financial resources and those who had some form of financial resources (partner, family, loan, personal savings, welfare, employment insurance) were coded as one.

About 70% of participants reported that they had access to some financial resources while about 30% reported that they did not have access to any financial resources. Based on participants' responses to multiple choice and open-ended questions about their employment experience in Canada, a dummy-coded variable representing accreditation was created.

Those who reported that they experienced unemployment or underemployment because their foreign-earned education or training was not recognized in Canada were considered to have faced an accreditation problem and were coded as one. Those who indicated that they did not experience unemployment or underemployment in Canada along with those who attributed their unemployment or underemployment experience in Canada to factors such as having a

baby or the need for sick leave were considered not to have faced the accreditation problem and were coded as zero. Overall, about 80% had faced an accreditation problem and only 20% of participants had not faced this problem.

Preliminary analyses

Using t-tests, the differences between employed and unemployed immigrant women in career satisfaction and situational and psychosocial predictors were investigated. The only significant differences were related to career satisfaction, expectations-experience congruency, and perceived social support. Employed immigrant women were significantly more satisfied with their career than unemployed immigrant women, $t(200) = 3.11, p < .01$. In addition, compared to unemployed immigrant women, the employed individuals reported a significantly higher expectations-experience congruency, $t(200) = 3.51, p < .001$. Finally, immigrant women reported a higher level of perceived social support than unemployed immigrant women, $t(200) = 2.17, p < .05$. However none of the differences were significant after using the Bonferroni correction.

Correlations of the two components of acculturation; immersion in the dominant society and immersion in the ethnic society, with career satisfaction and work adjustment were calculated. Fisher's Z transformation was used to compare the correlations. The test of differences showed that the correlation of career satisfaction with immersion in the dominant society was significantly higher than its correlation with immersion in the ethnic society, $z = 1.86, p < .05$. Similarly, the correlation of work adjustment with immersion in the dominant society was significantly higher than its correlation with immersion in the ethnic society, $z = 2.98, p < .01$. Based on the information about the country of origin, immigrant women were divided into four groups; Asian, European, African, and South American. Two ANOVAs

were run to investigate the potential differences in career satisfaction and work adjustment of immigrant women from different continents of origin. However, no significant differences in the career satisfaction, $F(3, 193) = 3.06, p < .06$, and work adjustment, $F(2, 122) = .99, p < .4$ were found.

Hypothesis testing

The main objective of this study was to assess the relation between a number of psychosocial and situational variables and two outcome variables: career satisfaction and work adjustment. Table 9 provides a summary of hypotheses that are examined in this section. All hypotheses except those related to identity status (6a-d) were tested using bivariate correlations and multiple regression. Given the exploratory nature of the current study and the fact that the proposed model was novel and had not been tested before, the use of regression analyses was preferred to Structural Equation Modeling. Regression analysis determines how each predictor relates to the criterion (e.g., work adjustment) when all the other predictors in the equation are simultaneously taken into account. The general purpose of multiple regression is to learn more about the relation between several independent or predictor variables and a dependent or criterion variable. Thus, multiple regression was applied to examine which set of independent variables were the most significant predictors of the outcome variables. Two sets of multiple regression were conducted to estimate the significant predictors of the two outcome variables: career satisfaction and work adjustment. For each set of multiple regression analyses, the number of years living in Canada was used as a control variable and was entered first into the regression model.

Table 9

List of hypotheses

Predictor variables	Relation with career satisfaction and work adjustment
1. Motivation for career and economic advancement	+
2. Expectations-experience congruency	+
3. Acculturation	+
4a. The use of problem-focused strategies	+
4b. The use of emotion-focused strategies	—
5. Perceived discrimination	+
6a. Diffusion identity status	—
6b. Foreclosure identity status	—
6c. Moratorium identity status	+
6d. Achieved identity status	+
7. Perceived social support	+
8. Language self-efficacy	+
9. Career management self-efficacy	+
10. Accreditation	—
11. Length of job experience in the home country	—
12. Length of education in the home country	+
13. Length of education in the host country	+
14. Parenthood	—
15. Availability of financial resources	+
16. Number of years living in Canada	+
17. Age	—

Ample research evidence (e.g., Ben-Sira, 1997; Duvander, 2001; Lee & Westwood, 1996; Man, 2004; Salaff et al., 2002) in addition to the evidence from the interviews all point toward the critical role of situational factors. Further, the prevalence of certain barriers in the survey such as accreditation indicates that facing certain situational barriers is almost inevitable. Given the impact that barriers such as accreditation can have on the career advancement and adjustment of immigrants, hierarchical multiple regression was applied for the current data set with situational variables being entered the model first followed by psychosocial predictors. Given the large number of predictors, bivariate correlations provided an initial insight into the relation among variables and helped to screen out the insignificant variables before conducting the two hierarchical regression analyses.

In the following sections, the bivariate correlations and hierarchical multiple regression results with career satisfaction as outcome variable will be discussed. A similar procedure will be applied and presented for the second outcome variable-- work adjustment. Finally, the hypotheses on identity status (6a-d) will be tested using ANCOVA for both career satisfaction and work adjustment as outcome variables.

Testing hypotheses predicting career satisfaction

Bivariate correlations. The correlations between the independent variables and career satisfaction were calculated for the sample of 202 participants. Table 10 includes the correlations between situational variables and career satisfaction. The highest correlation was between accreditation and career satisfaction, indicating that those who faced an accreditation problem showed lower career satisfaction, $r = -.29, p < .001$. As expected, length of job experience in the home country was negatively correlated with career satisfaction, $r = -.18, p < .01$. However, the correlation between length of education in the

home country and career satisfaction was negative and the opposite of what was hypothesized, $r = -.20, p < .01$. Number of years living in Canada and length of education in Canada were both positively correlated with career satisfaction, $r = .24, p < .001$; $r = .22, p < .001$, respectively. Finally, age, availability of financial resources, and number of children did not have significant correlations with career satisfaction.

Table 11 represents the correlation between career satisfaction and the psychosocial factors. The highest correlation was between expectations-experience congruency and career satisfaction, $r = .56, p < .00$. That is, the more the immigrant women's post-migration experience matched or exceeded their pre-migration expectations, the higher their career satisfaction. The correlations between two components of perceived discrimination, perceived racial discrimination and perceived gender discrimination, with career satisfaction have also been presented in Table 12. Both variables were significantly and negatively related to career satisfaction, $r = -.24, p < .001$; $r = -.24, p < .001$, respectively. Finally, motivation for career and economic advancement, and language self-efficacy were not significantly correlated with career satisfaction.

Overall, the results of bivariate correlations show that age, availability of financial resources, number of children, motivation for career and economic advancement, and language self-efficacy were not significantly correlated with career satisfaction. Accordingly, the hypotheses related to these variables were rejected. These variables that were not significantly correlated with career satisfaction were excluded from further analyses. The hypothesis related to the length of education in the home country was rejected because the relation was the opposite of that predicted. However, this variable was included in the regression analysis because its negative relation with career satisfaction was significant.

Table 10

Correlations among situational factors and outcome variables

Variables	1	2	3	4	5	6	7	8	9
(1) Career satisfaction	-	-	-	-	-	-	-	-	-
(2) Work adjustment	.63***	-	-	-	-	-	-	-	-
(3) Age	.02	.03	-	-	-	-	-	-	-
(4) Years living in Canada	.24***	.27***	.44***	-	-	-	-	-	-
(5) Length of job experience in the home country	-.18**	-.12	.38***	-.29***	-	-	-	-	-
(6) Length of education in the home country	-.20**	-.20*	.04	-.26***	.33***	-	-	-	-
(7) Length of education in Canada	.22***	.18*	.08	.42***	-.24***	-.05	-	-	-
(8) Financial resources	-.07	-.09	.05	.08	-.07	.10	.04	-	-
(9) Number of Children	.00	.02	.43***	.26***	.12*	.07	.07	.29**	-
(10) Accreditation	-.29***	-.28***	.06	-.14	.21**	.29***	.01	.07	.05

Note. n= 202 for career satisfaction; n= 131 for work adjustment
Two-tailed sig. level: * $p < .05$; ** $p < .01$; *** $p < .001$

Table 11

Correlations among psychosocial factors and outcome variables

Variables	1	2	3	4	5	6	7	8	9	10	11	12
(1) career satisfaction	-	-	-	-	-	-	-	-	-	-	-	-
(2) Work adjustment	.63***	-	-	-	-	-	-	-	-	-	-	-
(3) Motivation for immigration	.03	-.07	-	-	-	-	-	-	-	-	-	-
(4) Expectation-experience congruency	.56***	.49***	.14*	-	-	-	-	-	-	-	-	-
(5) Perceived discrimination	-.26***	-.36***	.09	-.23***	-	-	-	-	-	-	-	-
(6) Perceived racial discrimination	-.24***	-.36***	.09	-.22***	-	-	-	-	-	-	-	-
(7) Perceived gender discrimination	-.24***	-.28***	.06	-.20**	-	-	-	-	-	-	-	-
(8) Acculturation	.30***	.43***	.05	.22***	-.02	.01	-.04	-	-	-	-	-
(9) Career Management self-Efficacy	.28***	.37***	-.06	.12*	-.13*	-.17**	-.10	.30	-	-	-	-
(10) Language self-efficacy	.04	.15*	-.08	-.04	.06	.04	.06	.24***	.33***	-	-	-
(11) Problem-focused coping	.15*	.13	-.02	.15*	-.11	-.18**	-.06	.12*	.31***	.15*	-	-
(12) Emotion-focused coping	-.12*	-.29***	.09	-.13*	.14*	.06	.16*	-.20**	-.22***	-.20**	-.03	-
(13) Perceived social support	.26***	.26***	.02	.27***	-.26***	-.24***	-.23***	.35***	.29***	.14*	.23***	-.20**

Note. n= 202 for career satisfaction; n= 131 for work adjustment
Two-tailed sig. level: *p < .05; **p < .01; ***p < .001

Hierarchical multiple regression. To test the overall role of each predictor variable on career satisfaction, a hierarchical multiple regression was conducted in three stages. First, number of years living in Canada was entered in the model as a control variable. Situational factors including length of job experience in the home country, length of education in the home country, length of education in Canada and accreditation were added in step 2. The psychosocial factors, which were added in step 3, included expectations-experience congruency, perceived discrimination, acculturation, career management self-efficacy, problem-focused coping, emotion-focused coping, and perceived social support.

As shown in Table 12, the number of years living in Canada accounted for 5% of variance in career satisfaction, $R^2 = .05$, $F(1, 201) = 11.27$, $p < .001$. Situational factors, added in step 2, accounted for an additional 9% of the variance in career satisfaction, $R^2 = .15$, $F(5, 197) = 6.7$, $p = .000$. Length of education in Canada positively contributed to the R^2 , $\beta = .16$, $t(5, 197) = 2.11$, $p < .05$. As expected, the beta for accreditation was negative, $\beta = -.24$, $t(5, 197) = -3.45$, $p < .001$. With the addition of situational factors, number of years living in Canada was no longer significant in step 2. The standardized coefficient for number of years living in Canada decreased from .23 ($p < .001$) in step 1 to .10 in step 2 ($p < .18$).

Psychosocial factors accounted for an additional 28% of the variance in career satisfaction, $R^2 = .42$, $F(12, 190) = 11.55$, $p < .000$. The standardized coefficients associated with expectations-experience congruency and career management self-efficacy positively contributed to the R^2 , $\beta = .42$, $t(12, 190) = 6.23$, $p = .000$; $\beta = .15$, $t(12, 190) = 2.51$, $p < .05$, respectively. As expected, the beta for perceived discrimination was negative, $\beta = -.17$, $t(12, 190) = -2.9$, $p < .01$. Also, the beta for acculturation contributed slightly to the overall R^2 , $\beta =$

Table 12
Hierarchical Multiple Regression Analysis for Career Satisfaction

Model	β	t	R ² change	R ²	F change	df
Step 1			.05	.05***	11.27	(1,201)
Years living in Canada	.23	3.36***				
Step 2			.09	.15***	6.7	(5, 197)
Years living in Canada	.10	1.36				
Length of job experience in the home country	-.03	-.42				
Length of education in the home country	-.08	-1.13				
Length of education in Canada	.16	2.11*				
Accreditation	-.24	-3.45***				
Step 3			.28	.42***	11.55	(12, 190)
Years living in Canada	.05	.74				
Length of job experience in the home country	.01	.14				
Length of education in the home country	-.04	-.64				
Length of education in Canada	.15	2.29*				
Accreditation	-.06	-.93				
Expectations-experience congruency	.42	6.23***				
Perceived discrimination	-.17	-2.9**				
Acculturation	.11	1.72				
Career management self-efficacy	.15	2.51*				
Problem-focused coping	.01	.13				
Emotion-focused coping	.05	.47				
Perceived social support	.03	.36				

Note. $n = 202$

* $p < .05$; ** $p < .01$; *** $p < .001$.

.11, $t(12, 190) = 1.72, p < .1$. The standardized coefficient for number of years living in Canada decreased even more at this step. As for length of education in Canada, it remained significant, whereas accreditation was no longer significant at this step.

Overall, the result of hierarchical multiple regression indicated that a number of situational and psychosocial factors accounted for 42% of the total variance in career satisfaction. In addition, by explaining 28% of the variance in career satisfaction, psychosocial predictors had greater explanatory power than situational variables which accounted for about 15% of the variance in career satisfaction.

Conclusions of hypotheses testing for career satisfaction. The results of hierarchical multiple regression supported hypotheses related to a number of variables. Longer residence in Canada, more education in Canada and not having to face the problem of accreditation positively contributed to the career satisfaction of participants. In addition, congruency between pre-migration expectations and post-migration experience, lower levels of perceived discrimination and higher levels of career management self-efficacy positively contributed to the career satisfaction of participants. Number of years living in Canada was a significant predictor of career satisfaction when there were no other variables in the model. However, this factor was not significant when situational factors were introduced into the model. In addition, while accreditation was a significant predictor of career satisfaction in step 2, it was not significant when psychosocial factors were included in the model.

Based on the results of hierarchical multiple regression, hypotheses related to the relation between career satisfaction and length of job experience in the home country, length of education in the home country, acculturation, the use of problem-focused coping strategies, the use of emotion-focused coping strategies, and perceived social support were

rejected. In addition, based on the results of bivariate correlations, the hypotheses related to the associations between career satisfaction and age, availability of financial resources, number of children, motivation for career and economic advancement, and language self-efficacy were rejected.

Testing hypotheses predicting work adjustment

Bivariate correlations. The correlations between the independent variables and work adjustment were calculated with a sample of 128 participants because only employed individuals were required to respond to the work adjustment scale. Table 10 includes the correlations between situational variables and work adjustment. The highest correlation was between accreditation and work adjustment indicating that those who have faced the accreditation problem showed lower work adjustment, $r = -.28, p < .001$. Length of job experience in the home country was negatively correlated with work adjustment, but not in a significant fashion. As with career satisfaction, in contrast to what was hypothesized, length of education in the home country was negatively correlated with work adjustment, $r = -.20, p < .05$. Number of years living in Canada and length of education in Canada were both positively correlated with work adjustment. Age, availability of financial resources, and number of children did not have a significant relation with work adjustment.

All of the psychosocial variables except for motivation for career and economic advancement, and problem-focused coping strategies had a significant correlation with work adjustment (see Table 11). Similar to its relation with career satisfaction, expectations-experience congruency had the highest correlation with work adjustment, $r = .49, p < .001$. The results indicated that the more immigrant women's post-immigration experience matched or exceeded their pre-migration expectations, the better their work adjustment.

Based on the bivariate correlations, hypotheses related to the relation between work adjustment and age, length of job experience in the home country, availability of financial resources, number of children, motivation for economic and career advancement, and problem-focused coping strategies were rejected. Therefore, those variables were excluded from further analyses. To further test the remaining hypotheses, a hierarchical multiple regression analysis was run. These hypotheses had to do with the relation between work adjustment and number of years living in Canada, length of education in Canada, expectations-experience congruency, perceived discrimination, acculturation, language self-efficacy, career management self-efficacy, emotion-focused coping strategies, and perceived social support. The hypothesis related to the length of education in the home country was rejected because the relation was the opposite of that predicted. However, this variable was included in the regression analysis because its negative relation with work adjustment was significant. Therefore, variables found to have a significant correlation with work adjustment were included in the regression analysis.

Hierarchical multiple regression. The hierarchical multiple regression for work adjustment was similar to that for career satisfaction. The control variable, number of years living in Canada, was added to the model first. Length of education in the home country, length of education in Canada, and accreditation, as situational variables, were added to the model in step 2. Finally, psychosocial factors including expectations-experience congruency, perceived discrimination, acculturation, language self-efficacy, career management self-efficacy, emotion-focused coping, and perceived social support were added in step 3.

As shown in Table 13, the beta associated with number of years living in Canada in step 1 was .27. This variable accounted for 7% of variance in work adjustment, $R^2 = .07$, F

(1, 127) = 9.46, $p < .05$. Situational factors together accounted for an additional 7% of variance for work adjustment in step 2, $R^2 = .14$, $F(3, 124) = 3.52$, $p < .05$. Only the standardized coefficient for accreditation was significant at this step, $\beta = -.24$, $t(3, 124) = -2.7$, $p < .01$. As expected, the beta for accreditation was negative. Neither length of education in the home country nor length of education in Canada was significant. The beta for number of years living in Canada decreased with the inclusion of situational factors and was only marginally significant at step 2, $\beta = .18$, $t(3, 124) = 1.84$, $p < 0.1$.

The psychosocial factors, which were added in step 3, accounted for an additional 37% of the variance in work adjustment, $R^2 = .51$, $F(7, 117) = 12.64$, $p < .000$. The beta coefficient values for expectations-experience congruency, perceived discrimination, acculturation, and career management self-efficacy were significant. Expectations-experience congruency, acculturation, and career management self-efficacy all positively contributed to the R^2 (see Table 13). As predicted, the beta coefficient for perceived discrimination was negative, $\beta = -.30$, $t(7, 117) = -4.23$, $p < .001$. The use of emotion-focused coping strategies was negatively correlated with work adjustment even though it was only marginally significant, $\beta = -.13$, $t(7, 117) = -1.82$, $p < 0.1$. Similarly number of years living in Canada sustained an effect contributing to the slight increase of R^2 , $\beta = .13$, $t(7, 117) = 1.68$, $p < 0.1$. With the inclusion of the psychosocial factors, the variable accreditation was no longer significant.

Overall, the results of the hierarchical multiple regression indicated that a number of situational and psychosocial factors accounted for 51% of the total variance in work adjustment. By explaining 37% of the variance in work adjustment, psychosocial predictors

had greater explanatory power than situational variables which accounted for 14% of the variance in work adjustment.

Table 13
Hierarchical Multiple Regression Analysis for Work Adjustment

Model	β	t	R^2 change	R^2	F change	df
Step 1			.07	.07**	9.64	(1,127)
Years living in Canada	.27	3.11**				
Step 2			.07	.14*	3.52	(3, 124)
Years living in Canada	.18	1.84				
Length of education in the home country	-.08	-.89				
Length of education in Canada	.09	.99				
Accreditation	-.24	-2.7**				
Step 3			.37***	.51	12.64	(7, 117)
Years living in Canada	.13	1.68				
Length of education in the home country	-.04	-.60				
Length of education in Canada	.09	1.22				
Accreditation	-.07	-.91				
Expectations-experience congruency	.26	3.35***				
Perceived discrimination	-.30	-4.23***				
Acculturation	.24	3.15**				
Career management self-efficacy	.21	2.87**				
Language self-efficacy	.00	.01				
Emotion-focused coping	-.13	-1.82				
Perceived social support	-.07	-.94				

Note. $n = 128$

* $p < .05$; ** $p < .01$; *** $p < .001$.

Conclusions of hypotheses testing for work adjustment. The results of hierarchical multiple regression supported hypotheses related to the relation between work adjustment and number of years living in Canada, accreditation, expectations-experience congruency, acculturation, career management self-efficacy, and perceived discrimination. Longer residence in Canada was correlated with higher work adjustment. Those who faced problems associated with accreditation showed lower work adjustment. The greater the match between pre-migration expectations and post-migration experience, in addition to higher acculturation and career management self-efficacy, the higher the work adjustment. Finally, higher perceived discrimination was associated with lower work adjustment.

While number of years living in Canada was a significant predictor of work adjustment in step 1, it was only marginally significant with the inclusion of the situational and psychosocial factors in steps 2 and 3. In addition, while accreditation was a significant predictor of work adjustment in step 2, it was not significant with the inclusion of the psychosocial factors in step 3.

In addition, the results of hierarchical multiple regression led to the rejection of a number of hypotheses. Length of education in the home country and length of education in Canada were not significant predictors of work adjustment. Also, language self-efficacy, emotion-focused coping strategies, and perceived social support did not seem to contribute significantly to the work adjustment of participants. Based on the bivariate correlations, work adjustment was not significantly correlated with age, length of job experience in the home country, availability of financial resources, number of children, motivation for career and economic advancement, and problem-focused coping strategies. Therefore, the associated hypotheses were rejected.

Testing hypotheses predicting the relation between identity status and outcome variables

The identity status scale was composed of four subscales measuring four identity statuses, namely diffusion, foreclosure, moratorium, and achieved. The low reliability of the diffusion and moratorium subscales led to the transformation of the four continuous variables into a categorical variable. Adams (1998) has provided a series of three rules to transform four continuous variables into one categorical variable. Using those rules, an individual's raw subscale scores could be compared against the cut-off points or the population norm. An individual can then be classified into a single identity status or into a transition identity status category. The procedure suggested by Adams (1998) could not be applied to the current data set for two reasons. First, the norms were provided for the complete version of identity scale which has 64 items. Second, the norms were developed based on studies with adolescents and may not be suitable for an adult population. Therefore, an alternative procedure was required.

The researcher developed a procedure similar to the one provided by Adams (1998) to transform the continuous identity status data into categorical data. All data were first transformed into z scores. Individuals were categorized into a particular identity status (e.g., moratorium) if their score on that sub-scale was one or more standard deviations higher than the other remaining subscales. For example, if an individual's scores in the four identity status subscales were -2 for diffused, .5 for foreclosure, 1.9 for moratorium, and .85 for achieved, the individual was given a moratorium identity status. If there was less than one standard deviation difference between the scores of two or more sub-scales, the individuals were categorized into the least sophisticated identity status. Diffusion is the least advanced,

foreclosure the next most advanced, followed by moratorium, with identity achievement as the highest level of identity development (Adams, 1998). For example, if an individual's scores on diffused, foreclosure, moratorium and achieved subscales were .9, -1, -1.8, and 1 respectively, the individual was categorized as being in diffused identity status. The reason is that there is less than one standard deviation difference between the score of diffused (.9) and achieved (1) identity subscales. This procedure was used in the current study to identify one single identity status category for each individual.

The number of participants in each category of identity status along with the means and standard deviations of outcome variables in each category are presented in Table 14. Levene's test of homogeneity of variance was not significant for both career satisfaction and work adjustment indicating that the variance within each group was approximately equal. Two separate one-way ANCOVAs were conducted for career satisfaction and work adjustment wherein number of years living in Canada was the covariate. No significant differences were observed for either of the dependent variables: career satisfaction, $F(3, 198) = .94$, n. s., and work adjustment, $F(3, 125) = .75$, n. s.. These results led to the rejection of the associated hypotheses on the relation between different identity statuses and the outcome variables: career satisfaction and work adjustment.

Table 14

Means and Standard Deviations of identity statuses

Dependent variables	Identity Status	N	Mean	SD
Career satisfaction	Diffusion	86	2.88	.98
	Foreclosure	53	2.88	1.03
	Moratorium	33	3.07	1.1
	Achieved	30	3.21	1.08
	Total	202	2.96	1.03
Work adjustment	Diffusion	45	4.75	1.34
	Foreclosure	40	4.57	1.34
	Moratorium	20	5.03	1.55
	Achieved	23	5.10	1.36
	Total	128	4.79	1.38

Exploring interactions between independent variables

A number of potential interactions among independent variables were examined. To more easily interpret the coefficients, target variables were first centred using the procedure suggested by Tabachnick and Fidell (2001). Centering refers to the practice of subtracting a constant (e.g., mean) from predictors before fitting a regression model (Tabachnick & Fidell, 2001).

Drawn from earlier research (Hanassab, 1991; Goldlust & Richmond, 1974) the interaction between age and acculturation was investigated. In addition, as argued earlier, number of years living in Canada plays a critical role in the development of several other factors for immigrants. Therefore, the interaction of number of years living in Canada with acculturation, language self-efficacy, career management self-efficacy, and perceived social support were examined. The results indicated that none of the interaction terms were significant for either career satisfaction or work adjustment.

Summary of the results

The results of testing the hypotheses have been summarized in Table 15. Overall, the results indicated that a number of situational and psychosocial factors significantly predicted some of the variance in the career satisfaction and work adjustment of immigrant women. The findings led to the development of a revised model including only the significant predictors of career satisfaction and work adjustment (see Figure 4). These findings will be discussed in the next section.

Table 15

The results of testing the hypotheses

Research hypotheses	Direction of the relation	Career satisfaction		Work adjustment	
		Correlation	Regression	Correlation	Regression
1. Age	-	n. s.	---	n. s.	---
2. N of years living in Canada	+	$p < .001$	$p < .001$	$p < .001$	$p < .01$
3. Length of job experience in the home country	-	$p < .01$	n. s.	n. s.	---
4. Length of education in the home country	+	n. s.	n. s.	n. s.	n. s.
5. Length of education in Canada	+	$p < .001$	$p < .05$	$p < .05$	x
6. Financial resources	+	n. s.	---	n. s.	---
7. Parenthood	-	n. s.	---	n. s.	---
8. Accreditation	-	$p < .001$	$p < .001$	$p < .001$	$p < .01$
9. Motivation for career and economic advancement	+	n. s.	---	n. s.	---
10. expectation-experience congruency	+	$p < .001$	$p < .001$	$p < .001$	$p < .001$
11. Perceived discrimination	-	$p < .001$	$p < .01$	$p < .001$	$p < .001$
12. Acculturation	+	$p < .00$	n. s.	$p < .001$	$p < .01$
13. Language self-efficacy	+	n. s.	---	$p < .05$	n. s.
14. Career management self-efficacy	+	$p < .00$	$p < .05$	$p < .001$	$p < .01$
15a. Problem-focused coping	+	$p < .05$	n. s.	n. s.	---
15b. Emotion-focused coping	-	$p < .05$	n. s.	$p < .001$	n. s.
17. Perceived social support	-	$p < .001$	n. s.	$p < .001$	n. s.
		ANCOVA		ANCOVA	
16a,b. Diffusion, Foreclosure	16a,b. -	n. s.		n. s.	
16c,d. Moratorium, Achieved	16c,d. +	n. s.		n. s.	

Note. n. s. = Not significant

Figure 4. Final models of career satisfaction and work adjustment for immigrant women. The upper figure represents a model of career satisfaction for both employed and unemployed immigrant women. The lower figure represents a model of work adjustment for employed immigrant women. The factors identified with a ** sign were significant in the third step of hierarchical multiple regression. The factors identified with a * sign were significant in either first or second step of hierarchical multiple regression. The other factors (not identified with a sign) were only significant in the bivariate correlation analyses.

Discussion

The aim of the survey study was to test the validity of the model of career adjustment for women in Canada (see Figure 3). The model was tested through conducting two hierarchic regression analyses. The first model aimed to identify the significant predictors of career satisfaction for unemployed and employed immigrant women. The second model aimed to identify the significant predictors of work adjustment for employed immigrant women only. Although both the situational and the psychosocial predictors explained the significant variance in career satisfaction and work adjustment, the psychosocial predictors had a stronger explanatory power. Generally, the significance of situational predictors tended to decrease when the psychosocial predictors were taken into account. Potential explanations for the findings will be discussed throughout the rest of this chapter. The results of the survey study will be discussed in two categories-- situational and psychosocial predictors. Within each category the significant findings will be discussed first followed by a discussion on the predictors found to be insignificant.

Situational predictors

Number of years living in Canada. In the present study the number of years that immigrant women had lived in Canada was strongly related to both career satisfaction and work adjustment. These results support the arguments made by a number of scholars (Lalonde & Topel, 1997; Powers & Seltzer, 1998; Scott, 1999; Zhou, 1997) and the findings of a number of previous studies (Aguilar & Gustafsson, 1994; Ekberg, 1994; Hanassab, 1991; Scott, 1999) suggesting that a positive relation exists between the number of years living in a host country and the career adjustment of immigrants. It is important to note, however, that number of years living in Canada was not a significant predictor of career

satisfaction when combined with other situational and psychosocial predictors. Further, number of years living in Canada remained only a marginally significant predictor of work adjustment after taking into account the other situational and psychosocial predictors.

The time that individuals spend in a new country reflects their opportunity to learn the language and the culture of the host country. In addition, as immigrants continue to live in a host country, they build and expand their social and professional networks and may pursue additional education or training. Learning the language and the culture of the host country, building social and professional networks, and obtaining an educational degree all increase the chances of immigrants finding a suitable career and thereby increase their career satisfaction and work adjustment.

The decreased significance of number of years in Canada in the presence of other situational and psychosocial predictors indicates that this factor may have shared variance with those predictors. Therefore, with the inclusion of those situational and psychosocial predictors, the explanatory power of number of years living in Canada substantially declined. In addition, the results of hierarchical multiple regression indicate that the relations of number of years living in Canada with career satisfaction and work adjustment are potentially mediated by other situational and psychosocial predictors.

Taken together, the results partially supported the proposed hypothesis indicating that number of years living in Canada is significantly related to the career satisfaction and work adjustment of immigrant women. Number of years living in Canada is a significant predictor of career adjustment for immigrant women because it signifies the acquisition of skills and qualifications that are necessary to obtain suitable employment including learning the language and culture of the host country, developing social and professional networks, and

obtaining an education or training. Once those later factors (e.g., length of education in the host country, acculturation) were added to the model, the significance of number of years living in Canada substantially decreased.

Accreditation. Accreditation is a major structural barrier that may prevent immigrants from working in their professional field for a long time. By limiting their access to their professional field, the time-consuming and often costly process of accreditation can negatively influence the work adjustment and career satisfaction of immigrants. Supporting the findings of previous studies (Ben-Sira, 1997; Duvander, 2001; Glenn, 1983; Lee & Westwood, 1996; Man, 1997; Salaff et al., 2002; Woo, 1985), accreditation was found to negatively correlate with both career satisfaction and work adjustment of immigrant women. However, accreditation did not account for significant variance in either career satisfaction or work adjustment when the psychosocial predictors were taken into account, which suggests there is shared variance between accreditation and a number of psychosocial predictors, such as expectation-experience congruency and perceived discrimination.

Canada's immigration policy places great emphasis on skills and job experience as a major criterion for the granting of immigration status (Citizenship and Immigration Canada, 2006). Canada's government actively recruits skilled and educated individuals across the world promising them great opportunities for career development and advancement in Canada (Man, 2004). As a result, many immigrants leave their home country assuming that they can continue working in their professional field in the host country without any interruption. Facing accreditation issues in the host country can be a major source of frustration and also create incongruency between pre-immigration expectations and the post-immigration experience. Therefore, the negative effect of accreditation on the career

satisfaction and work adjustment of immigrant women could be reflected in participants' responses to the expectation-experience congruency scale. In addition, not recognizing immigrants' foreign-earned degrees is often considered as discrimination by scholars (e.g., Man, 2004) and is also perceived as a form of discrimination by immigrants. Therefore, the participants' responses to the perceived discrimination scale could reflect their reaction to accreditation issues they faced in Canada.

The results of the hierarchical regression and the explanation provided above suggest that a mediation model in which the role of accreditation in the career satisfaction and work adjustment of immigrant women is mediated by a number of psychosocial predictors. As an example, expectations-experience congruency and perceived discrimination could mediate the relation between accreditation and outcome variables. Therefore, in the presence of the psychosocial predictors, accreditation no longer has a direct effect on the career satisfaction and work adjustment of immigrant women. Nevertheless, accreditation is an important predictor of career satisfaction and work adjustment for immigrant women.

Length of job experience in the home country. Length of job experience in the home country was related to career satisfaction but not work adjustment. Interestingly, there was a negative relation between length of job experience in their country of origin and their career satisfaction in Canada, such that women with less work experience in their home countries were more likely to be satisfied with their careers in Canada. This surprising finding is particularly important as there is no published research on the association of length of work experience in home country and career adjustment after immigration. However, length of job experience in the home country did not have a direct effect on career satisfaction once other situational and psychosocial factors were taken into account.

The negative association of work experience and career satisfaction could be due to several reasons. Immigrants who have more work experience may expect to find employment that is commensurate with their qualifications. Not being able to find suitable employment, these individuals may feel that their years of work experience have been wasted. Therefore, compared to less experienced immigrants, more experienced immigrants may experience a greater perception of loss, which in turn, results in dissatisfaction with their career status. In addition, compared to less experienced immigrants, more experienced immigrants may not be interested in learning new skills, especially employment-seeking skills, because they believe they are highly qualified job candidates. In other words, more experienced immigrants may not easily acknowledge the role of culturally-specific skills such as career networking in finding suitable employment. Lack of familiarity with culturally-specific skills can decrease the chance of experienced immigrants finding their desired job and in turn, result in their dissatisfaction with their career status. The negative relation between length of job experience and career satisfaction could also reflect employers' perception of immigrants with more job experience. Employers may be less willing to hire more experienced immigrants because they may think that immigrants with more work experience are used to their previous work setting and are less likely to easily adjust to the Canadian work environment.

The lack of direct effect of length of job experience on career satisfaction in the presence of the psychosocial predictors indicates a mediation model. The role of length of job experience on career satisfaction could be mediated by the psychosocial predictors such as expectations-experience congruency and perceived discrimination. For example, a mismatch between pre-immigration expectations and post-immigration experience could

explain why the more experienced immigrant women are more likely to be less satisfied with their careers in Canada.

Length of education in the home country. Length of education in the home country was negatively related to both career satisfaction and work adjustment contrary to the prevalent notion that there is a positive relation between education and career adjustment of immigrants (Berman, 1981; Goldlust & Richmond, 1974; Penalosa, 1971; Schoeni 1998). Although previous research suggests that higher education protects immigrant job-seekers to some extent from falling into low-education jobs (Galarneau & Morissett, 2004; Salaff et al., 2002), it does not seem to enhance their career satisfaction and work adjustment. It should be noted, however, that length of education did not account for significant variance in career satisfaction and work adjustment when other situational and the psychosocial predictors were taken into account.

A higher education in the country of origin may lead to an expectation in immigrant women that they are qualified job candidates. However, even when their degree is formally accredited in Canada, immigrants often have difficulty finding a job that is commensurate with their level of education. As a result, they may feel that the time and energy spent on obtaining a higher education in their home country and obtaining accreditation in Canada was wasted. In addition, immigrants who have already obtained a degree from their home country may find it difficult and frustrating to go back to university and re-educate themselves. This may be particularly true for immigrants who move to Canada in their 30s or 40s and feel that it is too late for them to go back to university. Immigrants' foreign earned degrees are often not valued in Canada and not being able to work in a job that is commensurate with their level of education may cause dissatisfaction with their career status.

Length of education in the home country did not have a direct effect on the career satisfaction and work adjustment of immigrant women in the presence of other situational predictors. Again, these results may imply a mediation model in which the negative effect of length of education in the home country could be explained by accreditation. This means that length of job experience in the home country negatively influences the career adjustment of immigrant women because their foreign-earned degrees are not properly recognized in Canada. Taken together, the results indicate that contrary to what is believed, not only does length of education in the home country not increase the career adjustment of immigrant women, it actually slightly decreases their career adjustment.

Length of education in Canada. As predicted, length of education in Canada was significantly correlated with both career satisfaction and work adjustment, which supports the findings of other studies (Bratsberg & Ragan, 2002; Duvander, 2001). Length of education in Canada accounted for a significant amount of variance in the career satisfaction of immigrant women in the presence of other situational and psychosocial factors. However, length of education in Canada was not a significant predictor of work adjustment when other situational and psychosocial predictors were taken into account.

Employers often find a degree obtained in Canada more credible than a degree obtained in another country mainly because they are familiar with the Canadian education system and can easily evaluate the quality of the former. In addition, by attending an educational institute in Canada, immigrants have an opportunity to learn the language and culture at a deeper level and also develop professional networks, which in turn, may increase immigrants' chances of finding employment in their professional field and eventually contribute to their career satisfaction and work adjustment.

The different effects of length of education in Canada on career satisfaction and work adjustment indicate that Canadian education may not have a strong effect on adjustment to their current job, but it does contribute to the overall career satisfaction of immigrant women. Immigrant women may believe that although education in Canada may not have an immediate positive influence on their career status, it can improve their career status over time. In addition, by pursuing an education in Canada, immigrant women may experience a sense of achievement and this may contribute to their overall sense of career satisfaction.

Other situational predictors. In general, age, the availability of financial resources, and parenthood had no significant relation with either career satisfaction or work adjustment. The lack of a significant relation between age and the outcome variables does not support the claim made in the literature (Akhtar, 1995; Berman, 1981; Drachman & Halberstadt, 1992; Lee & Westwood, 1996) that compared to younger immigrants, older immigrants are less likely to find employment that is commensurate with their qualifications which results in poorer adjustment. In addition, contrary to Hanassab's (1991) findings, no negative relation between age and acculturation was found in the current study. It is generally believed that acculturation is more difficult for older individuals. However, this presumable negative influence of age could be balanced out in light of the fact that older individuals may be equipped to face their adjustment challenges with useful resources and strategies accumulated over years. It should also be noted that the participants of the present study were at least 20 years old or older. Age could be a significant predictor of career adjustment when comparing individuals who immigrated in adolescence versus adulthood.

The availability of financial resources was also not significantly related to the career satisfaction and work adjustment of immigrant women, which may be related to the sources

of financial support most prevalent among this population which included loans, parents, and one's partner. The financial resources available to immigrant women were occasionally in the form of a loan, and the prospect of repaying the loan with no secured employment may be frightening. In addition, adult immigrant women may experience a psychological discomfort with being financially dependent on their family (e.g., parents) often after being economically independent in their home country for a number of years. Finally, financial support from their partner may not have a positive role in the career adjustment of immigrant women because their partners are often immigrants themselves who may face their own career challenges and be working in low-paying jobs to support their families. A low income may not be adequate to cover the costs associated with retraining or accreditation for immigrant women. Overall, due to the psychological discomfort with the source of financial support and inadequacy of the financial support, the availability of financial support did not seem to contribute to the career satisfaction and work adjustment of immigrant women.

Contrary to what has been argued (Goldlust & Richmond, 1974; Remennick, 2005; Willis & Yeoh, 2000) and often supported with qualitative data (Salaff & Greve, 2004; Shih, 2005), parenthood did not have a significant negative relation with the career satisfaction and work adjustment of immigrant women. This finding could be due to several reasons. Having children may provide satisfaction in their personal life and such personal satisfaction may balance out the possible negative influence of parenthood on the career adjustment of immigrant women. In addition, being aware of the challenges of parenthood and career adjustment in their new country, immigrant mothers may lower their career expectations and may feel satisfied with less. Finally, one of the motivations of many women who immigrate from less developed countries to Canada is to provide a promising future for their children.

Therefore, having children may encourage immigrant women to cope with career challenges so they can ensure a better future for their children.

Psychosocial predictors

Expectations-experience congruency. The preliminary analysis showed that employed immigrant women reported a significantly higher expectations-experience congruency than unemployed immigrant women. This result could be explained by recall bias of employed women, meaning that their employment status led them to respond to expectations-experience congruency scale more positively.

Among all the psychosocial predictors, the highest correlation belonged to the relation between expectation-experience congruency and the outcome variables, career satisfaction and work adjustment, which remained significant in the presence of other situational and psychosocial variables for both career satisfaction and work adjustment. This finding supports the argument of other researchers (Lee & Westwood, 1996; Yost & Lucas, 2002) that a match between pre-immigration expectations and post-immigration experience is critical to the general and economic adjustment of immigrants. In addition, the current results are consistent with findings in other quantitative (e.g., Al-Hihi, 1999; Aycan & Berry, 1996; Mak, 1991; Searle and Ward, 1990) and qualitative studies (e.g., Shih, 2005) that the higher the congruency between pre-immigration expectations and post-immigration experience, the better the adjustment of immigrants.

Expectations may lead immigrants to psychologically prepare themselves for their lives after immigration. If immigrants do not accurately estimate the adjustment challenges involved in settling in a new country, they may not equip themselves with adequate psychological resources to go through the adjustment process. In addition, a mismatch

between the expectations of immigrants and their post-immigration experience may create negative emotions such as frustration, anger, and disappointment. These negative emotions may in turn decrease the pace of their career adjustment. This explanation is in accordance with the cognitive theories of depression and anxiety (Furnham, 1987) which suggest that a match between expectations and outcomes for life events will result in optimal functioning. A poor match between expectations and experience generally lead to poor psychological outcomes such as depression or anxiety (Murphy & Mahalingam, 2006). Overall, the mismatch between expectations and experience seems to have negative influence on the career satisfaction and work adjustment of immigrant women by creating negative emotions such as depression and anxiety.

Perceived discrimination. Perceived discrimination was negatively related to both career satisfaction and work adjustment. In addition, perceived discrimination remained a significant factor negatively affecting both career satisfaction and work adjustment even after accounting for the other situational and psychosocial predictors. The results of the current study support the arguments made in the literature (Lee & Westwood, 1996; Yost & Lucas, 2002) and are consistent with the findings of previous studies (Bingham & Ward, 1997; Farmer, 1976; Hagey et al. 2001; Iredale, 2001; Man, 1995, 2002, & 2004; Mojab, 1999; Preston & Giles, 2004; Preston & Man, 1999; Remennick, 2005; Shih, 2005).

Due to practical reasons, it was difficult to measure the existence of discrimination in hiring and promoting immigrant women in the job market. However, their perceptions of discrimination are likely to have been formed as a result of their actual experience in the job market. The importance of perceived discrimination to both employed and unemployed

immigrants may imply the existence of discrimination not only in hiring practices but also in organizational decisions such as promotions or work adjustment.

Discrimination in hiring practices limits the access of immigrant women to job opportunities (Bowman, 1998; Williams, 1999). Discriminatory attitudes toward immigrants in the workplace may also prevent them from advancing in their career and being promoted based on their performance and qualifications. The feeling of being discriminated against may provoke negative emotions such as frustration, anger, sadness, disappointment, and anxiety in immigrant women. Those feelings, in turn, may negatively influence their career satisfaction and work adjustment. In addition, perceived discrimination may lead immigrant women to believe that because of discrimination, no matter how hard they try, they will not find their desired job. This belief may prevent them from working hard towards their career goals and as a result, they may not reach those goals. If they do not succeed in achieving their career goals, immigrant women may feel dissatisfaction with their career. Overall, perceived discrimination may negatively influence the career adjustment of immigrant women by creating negative emotions such as anger and disappointment and also by discouraging them from working hard towards their career goals.

Acculturation. Acculturation was significantly related to work adjustment of immigrant women even after taking into account the other situational and psychosocial predictors. The results were similar to Leong's finding (1995, 2001) wherein he found a positive relation between the acculturation level of immigrant employees and their work adjustment in Canada. By contrast, acculturation had less influence on career satisfaction of immigrant women in the presence of other situational and psychosocial predictors. These results suggest that acculturation may play a more important role in the adjustment of

immigrant women to their current job than in their overall career satisfaction. Acculturation may be particularly important in a Canadian work setting in which immigrants constantly interact with non-immigrant co-workers.

The positive role of acculturation in the career adjustment of immigrant women can be understood from the perspective of Berry's (1992) acculturation theory. Berry (1992) proposed that acculturation affects the adjustment of immigrants by changing their attitude towards the culture of the dominant society. By getting involved in the culture of the dominant society immigrants can expand their social networks, feel less discriminated against, and also maintain a positive attitude towards their life in their adopted country. Overall, acculturation results in changing people's attitudes and behaviours so they can "fit in" to the dominant society, which may in fact lead to psychological, socio-cultural, and economic adaptation (Berry, 1992).

While the role of acculturation in the psychological adjustment of immigrants has been well supported (e.g., Ataca & Berry, 2002; Aycan & Berry, 1996; Hanasaab, 1991; Ostovar, 1997), its critical role in the career adjustment of immigrants has been investigated in only a few studies (Leong, 1995 & 2001). The results of the current study indicate that the changes that occur in individuals as a result of acculturation could also extend to their professional life. Accordingly, throughout the process of acculturation, immigrants have an opportunity to learn about specific cultural skills involved in finding a job and advancing in their career, and also in how to "fit into" their workplace. Overall, the current results provide additional support for Berry's acculturation theory by highlighting the importance of acculturation in the professional life of immigrants.

Language self-efficacy. The only significant relation for language self-efficacy was its relation with the work adjustment of employed immigrant women. Language self-efficacy did not contribute to a significant amount of variance in the work adjustment of employed immigrant women when the other situational and psychosocial predictors were taken into account. In addition, language self-efficacy was not significantly related with the career satisfaction of immigrant women, and was thereby excluded from the regression model aimed at identifying the predictors of career satisfaction. One reason for this finding is that the role of language self-efficacy in career satisfaction may be significantly smaller than its role in work adjustment. Therefore, this smaller effect could not be detected with the current sample.

Measurement issues could be another reason for the current findings. Looking at the information provided by the survey participants and reading the comments provided by some of them, it was noted that some participants were from countries (e.g., India) in which English was one of the official spoken languages. In addition, some participants mentioned that they were fluent in English because they had attended an English school in their home country since childhood. The proposed hypothesis related to the relation between the language self-efficacy of immigrant women and their career adjustment was intended to reflect the experience of individuals who had learned English after immigration and as adults. The mix of individuals who had learned English from childhood and individuals who had learned English as adults may have created a measurement problem in this survey which resulted in the insignificance of language self-efficacy in the correlation and regression analysis. Although participants were asked about their English language training before and after immigration, many left that section of the questionnaire blank. Therefore, an alternative

analysis which excluded individuals who had learned English as children in their home country did not change the results significantly.

Nevertheless, the significant relation between the language self-efficacy of employed immigrant women and their career adjustment may highlight the importance of this factor for employed individuals. Communication through language is one of the key means for individuals to demonstrate their work competency and skills. Therefore, by giving them confidence, language self-efficacy may lead immigrant women to be actively involved in their job responsibilities and feel adjusted to their current job.

Career management self-efficacy. Career management self-efficacy was significantly related to both career satisfaction and work adjustment of immigrant women. In addition, career management self-efficacy contributed a significant amount of variance to career satisfaction and work adjustment in the presence of the other situational and psychosocial predictors.

These current results are particularly important because no previous study has looked at the role of career management self-efficacy in the career adjustment of immigrants. The current findings can be compared to the studies in which the role of career self-efficacy in the career development of women has been investigated from the perspective of Social Cognitive Career Theory (SCCT; e.g., Betz, 1994; Betz & Hackett, 1981; Gist, 1987; Judge & Bono, 2001; Lent et al., 1996). The current results support the argument of SCCT in that the beliefs of immigrant women regarding their career management skills are likely to affect their engagement in and performance of career related behaviours and contribute to their subsequent career adjustment. Low career management self-efficacy could prevent immigrant women from engaging in activities such as professional networking, thus limiting

their opportunities to access suitable employment. Conversely, high career management self-efficacy may contribute to the active participation of immigrant women in career management related activities thereby increasing their chance of finding suitable employment or being promoted in their current job. Overall, the results of the current study indicated that self-efficacy may be an important mechanism through which career management skills affect the career adjustment of immigrant women.

Problem-focused coping. The only significant relation for problem-focused coping was its association with career satisfaction of immigrant women. An explanation for this finding is that a proactive personality may underlie both career satisfaction and the use of problem-focused coping strategies. Therefore, people who take steps to address their career issues are more likely to feel satisfied even if their career problems have not been resolved.

Problem-focused coping did not account for a significant amount of variance in career satisfaction in the presence of other situational and psychosocial predictors. In addition, problem-focused coping was not significantly related with the work adjustment of employed immigrant women, and was thereby excluded from the regression model aimed at identifying the significant predictors of work adjustment. Overall, these results indicate that although the use of problem-focused strategies may contribute to the career satisfaction of immigrant women in the long run, it may not contribute to their immediate adjustment within their current job.

These results do not support the proposition suggested by a few researchers ((DeAnda, 1984; Nah, 1993; Vega & Rumbaut, 1991) and the findings of previous studies with expatriates (e.g., Adler, 1992; Feldman & Thomas, 1992; Selmer, 2001; Tung, 1998; Vanderwielen, 2001). The results also bring into question the applicability of the theory of

psychological stress and coping (Lazarus & Folkman, 1984; Lazarus, Kanner, & Folkman, 1980) to the context of career adjustment for immigrant women. The theory proposes that problem-focused coping strategies applied by individuals in stressful situations would mediate the person-environment relations and result in positive outcomes such as psychological well-being (Folkman et al., 1986). Applying this theory to the context of immigrant women's career adjustment implies that the use of problem-focused coping should contribute to their career satisfaction and work adjustment. However, the results did not fully support this prediction.

A potential explanation for the current findings is that the career challenges of immigrants often cannot be resolved in a short period of time. Even when using problem-focused strategies, it may take months and even years for immigrants to go through the transition period during which they have to learn the language of the host country and also the cultural skills involved in finding a job, develop professional networks and find their desired job. Some of the career challenges facing immigrants are related to structural barriers such as the time-consuming accreditation process. The use of problem-focused strategies may not seem as effective while immigrant women have to wait for the results of accreditation assessment before they can apply for a job in their professional field. In addition, the existence of racial and gender discrimination in hiring and promoting immigrant women in the job market may minimize the positive influence of applying problem-focused coping strategies to the career challenges facing these women.

Emotion-focused coping. Emotion-focused coping was negatively related to both career satisfaction and work adjustment. Emotion-focused coping did not contribute

significantly to the variance in career satisfaction and work adjustment when the other situational and psychosocial predictors were taken into account.

The results do not support the findings of previous studies with expatriates (e.g., Adler, 1992; Feldman & Thomas, 1992; Selmer, 2001; Tung, 1998; Vanderwielen, 2001). In addition, these results only partially support the prediction of the theory of psychological stress and coping (Lazarus & Folkman, 1984; Lazarus, Kanner, & Folkman, 1980). One possible explanation for these findings is that emotion-focused strategies may have a significant amount of shared variance with perceived discrimination. Both emotion-focused coping strategies and perceived discrimination may provoke similar negative emotions such as frustration, anger and disappointment in immigrants. Therefore, once included with perceived discrimination in the regression models, the use of emotion-focused coping strategies may no longer be significant.

Perceived social support. In the present study, employed immigrant women reported a significantly higher level of perceived social support than unemployed immigrant women. This could be due to the fact that employed immigrant women could have a greater opportunity to interact with native-born individuals especially their co-workers. Their enhanced interactions could result in the expansion of their social ties in general, which in turn would increase their level of perceived social support.

Perceived social support was significantly associated with both career satisfaction and work adjustment of immigrant women. However, perceived social support was not a significant predictor of career satisfaction and work adjustment in the presence of other situational and psychosocial predictors. These results indicate that perceived social support is related to the career adjustment of immigrant women but it is not as important as other

situational and psychosocial predictors with which it shares variance. Hence these results only partially support the findings of a few other studies (Schwarzer, Hahn, & Fuchs, 1994; Wang & Sangalang, 2005) and the proposition suggested in previous research (e.g., Berman, 1981; Goldlust & Richmond, 1974; Man, 2002; Parrenas, 2001; Portes & Borocz, 1989; Preston & Man, 1999; Salaff & Greve, 2004; Westwood & Ishiyama, 1992; Willis & Yeoh, 2000; Wittebrood & Robertson, 1991; Yost & Lucas, 2002).

Although related to the immigration context, the perceived social support measured in the current study was related to general aspects of life adjustment in Canada. Therefore, one possible explanation for the current results is that perceived social support as measured in the current study was not directly related to the contexts of work and employment. Future studies in which different types of social support are distinguished could better inform us of the importance of social support in the adjustment of immigrants in different realms of their life. For example, Wang and Sangalang (2005) found a positive relation between the career adjustment of male employed immigrants and their report of having support from their Canadian-born co-workers.

Differentiating the types of social support and their contribution to different aspects of immigrant women's lives may also have theoretical implications. The relational orientation of women is highlighted in the theories of gender socialization (Surrey, 1991). The self-in-relation theory proposes that for women, the primary experience of self is organized and developed in the context of important relationships (Surrey, 1991). Differentiating between different types of relationships and their role in different types of adjustment could help to expand the self-in-relation theory and also better understand the complex role of social relations and support in the career satisfaction and work adjustment of

immigrant women. This is especially valuable because immigrant women often come from countries in which social relations are a crucial component of one's life. Therefore, it is possible that social relations and support at work could be an important source of work satisfaction and adjustment for immigrant women. Future studies may shed light on this issue.

Motivation. Motivation for career and economic advancement was not significantly related to the career satisfaction and work adjustment of immigrant women, and was thereby excluded from both regression models. This finding does not support the proposition offered by several scholars (Akhtar, 1995; Antonovsky & Katz, 1979; Ben-Sira, 1997; Berman, 1981; Boekestijn, 1988; Goldlust & Richmond, 1974; Hanassab, 1991; Lee & Westwood, 1996) that immigrants with higher motivation for career advancement and achievement are likely to do better than immigrants with lower levels of such motivation.

In addition to responding to the motivation for immigration scale, some of the participants of the current study recounted several other reasons which led them to decide to immigrate to Canada. For example, some of the immigrant parents indicated that they moved to Canada to ensure a better future for their children. "Experiencing something new" was also another motivation for some of the participants. Perhaps looking at the relation between different types of motivation and different aspects of adjustment in future research may better explain the role of motivation for immigration in the adjustment of immigrant women.

Identity status. No significant relation between the four identity statuses and outcome variables, career satisfaction or work adjustment was found. This may be due to measurement issues. The low reliability of the diffusion and moratorium subscales of the identity status questionnaire led to the transformation of the four continuous variables into a

categorical variable. However, the procedure suggested by Adams (1998) could not be applied to the current data because the norms provided by Adams (1998) were provided for the complete version of the identity scale and also were based on studies with adolescents. The alternative procedure applied by the researcher was exploratory and could not be refined psychometrically. Thus, the problem with measuring identity statuses may have reduced the power to detect any potential relations. Given the unique characteristics of adult immigrants, perhaps a new measure of identity status derived from interviews, can best capture the concept of identity status and identity transformation in adult immigrants. This issue could be addressed in future research.

Conclusion of chapter 4

The results of the survey study indicated that both situational and psychosocial predictors help to explain the satisfaction of immigrant women with their career since moving to Canada, and also the adjustment of the employed immigrant women to their current job. The explanatory power of the psychosocial predictors was slightly more than that of the situational predictors, which could be due to the similarity between psychosocial predictors and outcome variables in that both measure individuals' attitudes and evaluations on different issues. The results might be different if we were to use an objective outcome variable such as income level. Another reason for the greater explanatory power of psychosocial factors is that, due to the difficulties with measurement, discrimination, an important situational predictor, could not be captured in the current study. Instead, perceived discrimination, which is a psychosocial predictor, was measured. This, in turn could have added to the explanatory power of psychosocial predictors at the expense of decreasing the importance of situational predictors. The greater explanatory power of psychosocial

predictors may also simply highlight the important and critical contribution that immigrant women themselves can make to their career satisfaction and work adjustment. When there is little control over certain situational barriers such as accreditation or discrimination, immigrant women can be active agents who can substantially improve their career satisfaction and work adjustment through familiarizing themselves with the culture of the host country, learning culturally-specific skills, enhancing their language and career self-efficacy, and also developing social and professional networks.

Overall, the results showed that the majority of the predictors of career satisfaction and work adjustment were similar. However, some minor differences were observed. Acculturation was a significant predictor of work adjustment for employed immigrant women but it was not significant for the career satisfaction of either employed or unemployed immigrant women. This difference may indicate that, due to constant interactions with the people of the host country at their work place, the role of acculturation may be more salient for employed individuals. It is also possible that employed immigrant women become more acculturated because they have more opportunity to interact with the host country nationals at work. In addition, length of education in Canada was a significant predictor of career satisfaction for both employed and unemployed immigrant women but it was not significant for the work adjustment of employed women. This result indicates that an education obtained in Canada may not immediately result in obtaining a job that is commensurate with one's qualifications and thereby may not contribute to the adjustment of immigrant women to their current job. However, an education obtained in Canada can over time contribute to the satisfaction of immigrant women with their career advancement. In addition, as mentioned earlier, obtaining an education in Canada may create a sense of

achievement in immigrant women and this in turn may contribute to their overall career satisfaction.

Taken together, several situational and psychosocial predictors seem to play a role in the career adjustment (including career satisfaction and work adjustment) of immigrant women. However, some factors may be more salient for the adjustment of immigrant women to their current job while other factors could be more salient in their satisfaction with their overall career advancement since moving to Canada.

Chapter 5: General discussion and future research directions

The proposed model of career adjustment for immigrant women was tested through conducting both interviews and survey studies. The results of qualitative and quantitative studies supported the proposed relations between several situational and psychosocial predictors and two outcome variables, career satisfaction and work adjustment. The findings supported the applicability of a number of psychological theories to the context of immigrant women's career adjustment, but raised questions with regard to the applicability of some other theories.

The results supported the applicability of cognitive theories of depression and anxiety (Furnham, 1987) by demonstrating the importance of expectations-experience congruency for the career adjustment of immigrant women. The findings provided initial support for the application of this theory to the context of immigration and also highlighted the importance of further investigating the role of expectations. For example, future studies could explore when and how expectations with regard to life conditions in the host country are formed and whether or not these influence the relation between expectations-experience congruency and the career adjustment of immigrant women. Given the importance of this factor, such research will provide a deeper understanding of the role of expectations-experience congruency in the career adjustment of immigrant women and also expand our knowledge of how the theory applies to the context of immigration.

The current study provided an opportunity to assess the potential usefulness of Social Cognitive Career Theory in explaining how language and career management self-efficacy affect the career adjustment of immigrant women. Lent, Brown, and Hackett (1996) proposed that self-efficacy expectations are a central mechanism through which career interests are

formed, interests are translated into goals, and goals into action. Self-efficacy expectations are believed to influence the likelihood of engaging and persisting in a behaviour. The results suggested that career management self-efficacy beliefs have a role in immigrant women's career adjustment as significant relations were found between career management self-efficacy and the outcome variables. In addition, the results of the interview study particularly highlighted the importance of language self-efficacy for the career adjustment of immigrant women. However, the role of language self-efficacy was not strongly supported by the survey results. As discussed in the previous chapter, this could be due to either the small effect of language self-efficacy or the mix of individuals from English speaking and non-English speaking countries. Overall, the findings of the present research with regard to language and career management self-efficacy indicate that Social Cognitive Career Theory can provide a useful platform to understand how the process of career adjustment for immigrant women functions in relation to certain factors. However, further studies are required to examine the validity of these findings.

It should be noted that the researcher did not investigate how the self-efficacy beliefs of the participants were formed. Environmental conditions are likely one of the key contributing factors in the formation of self-efficacy beliefs. Accordingly, the feedback that immigrant women may have received from their surroundings, including people in the host country or potential employers, may have contributed to the development of their self-efficacy beliefs regarding their language and career management skills. There was some evidence of this amongst the interview study participants. Vanessa's supervisor at work, for example, constantly reminded her of inadequacies in her second language, English, whereas both Darya and Arezoo recalled several incidents in which they received positive feedback at

work. The high career management self-efficacy of both Darya and Arezoo could be partly due to having received positive feedback from their co-workers. Investigating how self-efficacy beliefs of immigrant women are formed and changed could be an interesting topic of future research that may also make theoretical contributions.

The findings largely supported Berry's acculturation theory (1992) in that acculturation not only influences psychological adjustment but can also improve the career adjustment of immigrants. The findings also raised an interesting issue for further investigation. Berry noted that a balance between engaging with the culture of the dominant society and engaging with one's own minority culture is associated with the best adjustment outcome. However, the results of the current study indicated that engaging with the culture of the dominant society was important to outcomes while engaging with one's own minority culture had no significant relation with the outcome variables. These results challenges Berry's notion of the conditions of optimal adjustment outcome. Further research is required to clarify how different modes of acculturation are related to different aspects of adjustment.

The results of this study also bring into question the applicability of psychological theories of stress and coping to the context of immigrant women's career adjustment. The concepts of problem-focused and emotion-focused coping strategies have been developed in a Western context. Within this context, it is generally believed that problem-focused coping strategies are positive and emotion-focused strategies are negative. However, people might choose a solution to their problem that turns out to be negative, but express their emotions in a positive way. For example, a few of the participants of the survey study mentioned that they went to settlement agencies to ask for advice (a problem-focused strategy). However, they received inadequate or what they referred to as "wrong advice" and this delayed the

process of their career adjustment. Similarly, some participants mentioned that having the emotional support of their family members was the most useful contribution to their adjustment to all aspects of life in Canada. These examples show that the concept of coping strategies needs to be broadened in studies with individuals from different cultural backgrounds in which the meaning and usefulness of problem-focused and emotion-focused coping strategies may differ.

The lack of a significant relation between perceived social support and the career adjustment of immigrant women brought into question the applicability of self-in-relation theory. This could be due to measuring only general social support in the current study. One direction for future research could be to explore the relation of different types of social support to different aspects of adjustment. For example, general perceived social support may contribute to the psychological adjustment of immigrant women, while professional networks may contribute to their career adjustment. Further investigation of this issue may contribute to expanding the self-in-relation theory.

The results of both the interview and the survey studies spoke to the positive role of education in Canada and the negative role of education in the home country, work experience in the home country, and accreditation. In addition, the survey results showed that the significance of those situational predictors in the career adjustment of immigrant women decreased in the presence of the psychosocial predictors. These findings provide preliminary evidence for the development of a mediation model in which the role of situational predictors is mediated by psychosocial predictors. Such a model could be tested in future studies with a large sample of immigrants using advanced statistical methods such as Structural Equation Modeling.

Although a number of interactions among situational and psychosocial predictors were expected, no significant interaction was found in the survey study. The study sample may not have been large enough to find any significant interactions. Investigating potential interactions among situational and psychosocial predictors with a higher number of participants in future studies will help to develop a better understanding of the complexity involved in the adjustment process of immigrant women and also provide a more cohesive picture of their adjustment. Nevertheless, the current results indicated that psychological and situational predictors together better predict the career adjustment of immigrant women.

Taken altogether, the current model of immigrant women's career adjustment could be used as a starting point for researchers to further investigate career adjustment in this population. Only through testing the proposed relations and the underlying theoretical mechanisms with a large sample of immigrant women will we be able to better understand the process of immigrant women's career adjustment. In addition, the current model can be extended by investigating and including other aspects of adjustment, namely psychological adjustment and sociocultural adjustment. Adding other aspects of adjustment will provide a more comprehensive picture of the adjustment of immigrant women to their life in the host country and also help to develop a better understanding of the complexity involved in the lives of these women.

Limitations

There are a number of limitations in both the interview and the survey studies. In the interview study, the lack of a random sampling process may have created a sample that did not represent the ethnic diversity of immigrant women in Canada. On the other hand, the researcher interviewed immigrant women until saturation was achieved and thus no

additional themes were emerging in the last few interviews. Another limitation of the interview study relates to the fact that the participants were interviewed a few years after they immigrated to Canada, hence, recall bias may have influenced their responses. Nevertheless, the participants of the interview study did raise many critical issues which provided for a richer understanding of the major factors which play a role in their career adjustment and also helped to refine the proposed model.

Similar to the interview study, the sampling process in the survey study was not random and this may have created a sample that did not represent the diversity of the immigrant women population in Canada. However, the researcher actively approached many organizations across the province of Ontario and reached diverse groups of women who immigrated from approximately 55 different countries. It should be mentioned that the majority of the participants of both interview and survey studies were highly educated. This may limit the generalizability of the model to immigrant women with less education and professional skills. Another limitation of the survey study is related to the design. The cross-sectional design limits the extent to which cause-and-effect can be determined, thus all findings in the study are subject to interpretations of reverse causality.

Some of the instruments that were used in the current study (e.g., perceived gender discrimination) were fairly new and still need to be validated through further research. At the same time, some new instruments have been added to the literature and will be available for use in future research on immigrants. Ample evidence indicates that both language skills and discrimination are critical to the career adjustment of immigrants. However, difficulties with measuring those variables resulted in excluding them from the current model. Instead, language self-efficacy as one of the variables through which language skills influence the

career adjustment of immigrant women was measured. In addition, perceived discrimination as a proxy measure for the influence of discrimination was measured in the current study. Developing alternative measures to objectively measure language skills and discrimination could provide valuable additional tools for researchers to investigate the role of these two variables in the career adjustment of immigrants in future studies.

Finally, due to the lack of strong integrative theories in the areas of immigrant women and career adjustment, the nature of this research was to some extent exploratory. Nevertheless, several valuable findings emerged from the current study which are important and timely contributions to the existing body of knowledge regarding the career adjustment of immigrant women.

Contributions

Several theoretical and practical implications are evident from this research. By focusing on the employment and career issues that immigrant women face in the labour market, the current study has enhanced current knowledge about the experiences of immigrant women and has contributed to a greater understanding of the lives of women in Canada. The findings of the current study have also contributed to illuminating the process of career adjustment in immigrant women, an issue that has often been neglected in the literature by the exclusive focus on immigrant men.

The findings of the current study showed that the adjustment process begins prior to entering the host country. The critical role of expectations in the consequence adjustment of immigrant women indicates that by seeking accurate information and learning about the labour market conditions of their target country, immigrants can properly prepare themselves for the potential challenges of life after immigration. The finding related to the role of

expectation also highlights the role of the government in providing accurate information to prospect immigrants so they can make informed decisions as to whether or not to immigrate to Canada.

The current findings regarding the role of psychosocial factors all pointed toward the importance of learning the cultural skills and behaving in a culturally sensitive manner for immigrants. Job competencies alone do not ensure a suitable employment for immigrants if they do not present and perform those competencies in a culturally appropriate manner. Language and career management skills, networking, and acculturation all highlight the critical role of the knowledge of host culture in the process of career adjustment for immigrants. However, immigrants' effort to "fit in" will not be as fruitful if the government simultaneously does not intervene to remove the structural barriers (e.g., accreditation obstacles) for immigrants. Existing evidence shows that while immigrants have taken constructive steps to fill in their knowledge and skill gap in the Canadian job market, the Canadian institutions are not acting accordingly to remove the existing structural barriers for immigrants. Only a mutual cooperation and efforts of both sides-- immigrants and the government-- will resolve the career crisis immigrants often face and the problem of human capital shortage that the Canadian economy is currently facing.

As the demographic features of workers are changing and minority groups such as immigrant women are becoming a significant portion of the work force in North America, the meaningfulness of existing career concepts for the career development of immigrant women needs to be re-examined (Alfred, 2001). This would help to determine whether the existing theories could be applied to the career of immigrants or they need to be modified to be applicable to this group. Indeed, the current study provided an opportunity to examine the

potential usefulness of a number of psychological and career theories to explain how specific factors affect the career adjustment of immigrant women.

Immigration is the most important source of human capital supply in Canada (Statistics Canada, 2006) and adds substantial talent and motivation to the Canadian workforce. Yet, despite the talent and wealth this population confers on Canada, relatively little is known about the career adjustment of immigrants and especially that of immigrant women. One of the main practical contributions of this research is to offer intervention solutions and strategies, especially to settlement agencies and community centres in their effort to facilitate the career adjustment process of immigrants in Canada. For example, the findings of the present study pointed towards the importance of language and career management self-efficacy. It is also known that self-efficacy is a dynamic construct and subject to change (Bandura, 1995). Thus, changes in environmental conditions may result in changes in the self-efficacy beliefs of immigrants. This highlights the potential for positive interventions to improve the language and career management self-efficacy of immigrants whose career advancement might have been affected by those factors.

The findings of the current study can also be applied to the development of immigration policies in Canada. For example, the importance of expectations-experience congruency for the career adjustment of immigrant women indicates that the government can play a critical role during the recruitment of immigrants. By providing accurate information and a valid depiction of the adjustment processes, the government can help individuals to make informed decisions as to whether or not they would be willing to reside in Canada. In addition, the present findings once again highlighted the need to facilitate the accreditation process for foreign-educated immigrants.

Finally, by showing the importance of the psychosocial factors in the career adjustment of immigrant women, the current study highlights the major role that these women themselves can play in their career advancement and adjustment after immigration. The findings indicate that even in the presence of major structural barriers such as accreditation and discrimination, immigrant women can substantially improve their career adjustment in Canada by undertaking activities such as familiarizing themselves with Canadian society, learning culturally specific career management skills and also constructing a strong sense of self-efficacy with regards to their skills.

The current research was a preliminary effort to focus attention on the career issues of an under-represented group. The strengths of this research were its multidisciplinary theoretical base and comprehensive approach, strong linkages with both academia and the community, and relevance to an important current issue. There are many more questions about the career adjustment of immigrant women that need to be addressed in future research. The model developed in the course of this research may serve as a useful conceptual framework to guide future research on the career adjustment of immigrant women.

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Appendix A

Interview Protocol

Thank you for agreeing to participate in this interview. As I mentioned I am a psychology student at Carleton University working on my PhD dissertation which is about immigrant women's career experiences. I am interested in hearing your story and hearing about how you think of your career, and any challenges you faced in pursuing and developing your career before and after immigration. Before we start the interview, do you have any questions that you would like to ask?

- Where are you from originally?
- How long have you been in Canada?
- Did you come to Canada by yourself or with your family?
- Did you know anybody here when you arrived?
- Why did you decide to come to Canada?

As you know your career experience is the main theme of this interview. But in order to understand your career, I think it would be useful for me to first know a bit about your educational background.

- What is the highest level of education you have completed in your home country?
- When did you complete this? And how old were you then?
- Why did you choose this program?
- What did you do after completing this program?
- What other jobs did you hold before immigration? (Questions about length of each job and possible promotions will be asked where necessary).
- How did your family feel about your career/education?

I would like to turn now to some questions about your education and work experiences after immigration.

- Did you pursue any additional education after coming to Canada?
[If the answer is yes]
 - What program was this? Did you complete it? When?
- Are you currently working?
[If the answer is yes]
 - What do you do now?
 - How long have you been doing this job?
- What other jobs have you held since coming to Canada (after immigration to Canada)? (Questions about length of each job and possible promotions will be asked where necessary).

Now, I would like to know a little more about your view of your career after immigrating to Canada.

- Was moving to Canada a major transition for you?
- Did you change your career path/goals after immigration? If yes, how and why?
[If the answer is yes]
 - How did you feel about these changes?
- Did you have any problem finding the job that you wanted in Canada?
- Did you face any challenges in trying to continue your desired career?
[If the answer is yes]

- Were these challenges different from the ones that you had in your home country when you tried to enter your desired career? If yes, how?
- What helped you to face and overcome the challenges you had (in Canada) to enter your desired career?
- Do you think your previous education/career (before immigration) helped your career adjustment after immigration? How?
- Do you feel that what you are doing now really suits you (your education, skills, and experiences)?
- How satisfied are you with your current career/educational status?
- Do you see any difference in the career adjustment of immigrant women who come to Canada with previous career experience and those who come to Canada without previous career experience?

Now, that I have a picture of your career experiences, I would like to ask a few more general questions about your view of yourself. I would like to know how you saw yourself both before and after immigration. Let's go back to the time that you were in ... [e.g., India, Mexico].

- When you look back at yourself in the last 3-5 years before immigration how would you describe that person?
- Did immigration affect your values or beliefs?
- Do you think you are different now from who you were in your home country? If yes, in what ways?

[If the answer is yes]

- If you see yourself differently now, what do you think contributed to that change?
- Do you think such personal changes affected your career goals, decisions, and development? How?
- How would you describe yourself now?
- Finally, what do you think are the most important factors that could help the career adjustment and career development of immigrant women?
- Do you have any comments or suggestions to add? Is there anything else that we did not discuss that you think would help me to understand your career?
- Demographic information
 - Age
 - Parent's occupation
 - Marital status
 - Spouse's occupation (if have one)
 - Number of children and age of children if have any

Thank you very much for your time.

Appendix B

Recruitment letter to organizations

Dear ...,

I am a PhD student in Psychology at Carleton University working on my dissertation on the factors that influence the career adjustment and career satisfaction of immigrant women in Canada. Currently, I am looking for advocacy, non-profit, and government organizations as well as community centers that might be able to help me reach potential participants for my survey study. I am hoping that the results of my study will benefit immigrant women and the organizations that serve them. The results can help participating organizations in the design of effective interventions to facilitate the integration of immigrant women in the Canadian work force. The results may also be helpful to organizations seeking resources to support the career adjustment of immigrant women clients.

In appreciation for your assistance, I will provide you a copy of the report presenting key findings and recommendations overall. In addition, while ensuring the anonymity of your clients, I will provide you with a customized report presenting the survey results for the clients of your organization, thereby, providing an opportunity for you to learn more about your clients. If you would like, your organization could also be acknowledged in my dissertation and future publications for its leadership on the career issues facing immigrant women.

I am requesting your help in conducting my survey by having you mail out (postal or electronic mail) questionnaires to your eligible clients (immigrant women). Participation in this study is voluntary and anonymous. The survey questions are easy to answer and will take approximately 30 minutes to complete. Participants can either answer the survey online or on a hard copy which will be provided to them via mail. The survey will be conducted during the winter and spring of 2008. If you are interested, I would be happy to provide you with a copy of the survey questionnaire. Also attached to this message is a short summary of my research proposal for your review.

Please contact me or my advisors at the addresses provided below if you have any questions regarding my request or the survey.

I thank you for your time and appreciate your consideration of this proposal.

I look forward to hearing from you.

Regards,
 Maria Rasouli
 Carleton University,
 Ottawa, Ontario
 Email: mrasouli@connect.carleton.ca
 Phone : (613) 233-7407

Dr. Lorraine Dyke: Email : lorraine_dyke@carleton.ca
 Phone : (613) 520-2650
 Dr. Janet Mantler : Email : janet_mantler@carleton.ca
 Phone : (613) 520-2600 Ex-4173

Appendix C

Short proposal for organizations

A Proposal for Research on Predictors of Career Adjustment for Immigrant Women in Canada

Maria Rasouli

PhD Candidate, Psychology Department, Carleton University

Thesis Advisors

Lorraine Dyke, PhD

Eric Sprott School of Business, Carleton University

Janet Mantler, PhD

Psychology Department, Carleton University

Introduction

Evidence shows that many immigrants may find it difficult to find employment which matches their skills, often because of difficulties in obtaining accreditation for their qualifications once in Canada. Since having a career that is commensurate with qualifications is key to individuals in their personal and professional adjustment, it follows that the career adjustment of immigrants is an important area of study. Up to now, academic research on the subject of the career adjustment of immigrants has mostly focused on the experience of immigrant males, ignoring the nearly 50% of immigrants who are female. Further, immigrant women are at higher risk of unemployment and underemployment than their Canadian counterparts and immigrant males. In an attempt to address some of the existing gaps in the literature, the current study aims to investigate the factors that influence the career adjustment of immigrant women in Canada.

Research questions

The aim of this study is to investigate the following two questions:

- 1- What are the factors that facilitate or hinder the career adjustment of immigrant women in Canada?
- 2- How do such factors affect the career adjustment of immigrant women?

Research Background

Based on interviews with immigrant women, a preliminary model has been developed which includes three categories of factors; psychological, situational, and social factors, which may contribute to the career adjustment of immigrant women. Psychological factors include factors such as immigration motivation, language self-efficacy, employability, and coping skills. Examples of situational factors could be parenthood, previous education level, job experience, discrimination experienced, and age at the time of immigration. Finally, social factors could include family support and social support networks. Together, psychological, situational, and social factors may predict career adjustment and career satisfaction.

A number of hypotheses concerning the relationship between these factors and career adjustment have been developed. The researchers plan to test these hypotheses through conducting surveys with a large sample of immigrant women. The goal is to identify and recruit potential participants for this study through advocacy, non-profit, and government agencies along with community centres across Ontario that serve immigrant women clients.

Benefits to participating organizations

The results of this research will identify the critical factors that affect the career adjustment of immigrant women. These results can help participating organizations in the design of effective interventions to facilitate the integration of immigrant women in the Canadian work force. With a clear understanding of the factors that contribute to the career adjustment of immigrant women in Canada, organizations will be in a better position to offer targeted services that benefit this population.

In addition, as a participating organization you will receive the following benefits:

- A copy of the report presenting key findings and recommendations overall;
- A customized report presenting the survey results for the clients of your organization, thereby providing an opportunity for you to learn more about your clients. To ensure anonymity of participants, the number of individuals from each participating organization should exceed five in order for us to provide a customized report. If five or less clients of an organization participate in the survey, the results may be segregated (with other small groups from other organizations) to preserve anonymity and at the same time provide a report in the most tailored fashion.
- If you would like, you could be acknowledged in my dissertation and future publications for your leadership on the career issues facing immigrant women.

Research process

- Participating organizations will be asked to:
 - Identify potential participants from their client database
 - Facilitate contact between the researchers and potential participants by forwarding survey packages to potential participants through postal or electronic mail)
 - Ask a senior executive to encourage the participation of potential participants, typically through a letter from the executive director that will be mailed along with the questionnaires
- Each survey package will contain a letter inviting individuals to participate in the survey, a letter from a senior executive of a participating organization, a copy of the questionnaire, and a return stamped envelope. Potential participants (immigrant women) will be asked to fill out the questionnaire anonymously. This will require approximately 30 minutes of their time. They can then mail it back to the researchers using the stamped envelope supplied.
- All mailing costs will be covered by the researchers.
- The survey may also be completed on-line in which case an email with a URL link to the survey will be sent to eligible participants inviting them to complete the survey online.

Time commitment

- The research will take place between February and May 2008.
- The sample selection and mail preparation should take at most one day of staff time.
- The total time commitment of survey respondents will be about 30 minutes.

For more information

For more information, please contact:

Maria Rasouli,
Psychology department, Carleton University
1125 Colonel By Drive
Ottawa, ON, K1S 5B6

Phone: 613-233-7407

Email: mrasouli@connect.carleton.ca

The research team

Lorraine Dyke, M.B.A., PhD. (Queen's), is the founder and current Director of the Centre for Research and Education on Women and Work, and the Management Development Program for Women in the Eric Sprott School of Business at Carleton University. In addition she teaches Organizational Behaviour, Interpersonal Skills, Women in Management and Workforce Diversity courses. Her areas of research interest, for which she has received extensive funding, include entrepreneurship, careers, and women in management. Current research topics include career management, women's careers and workforce diversity.

Janet Mantler, PhD. (Windsor), is an Associate Professor of Organizational Psychology and is a founding member of the Centre for Stress, Coping, and Well-being at Carleton University. She teaches courses in Organizational Psychology, Work, Stress, and Health, and Work Motivation. Her areas of research interest include work stress, employee recruitment and retention, and employee engagement.

Maria Rasouli is a PhD candidate in the Psychology Department at Carleton University. She has a B.A. (Honours) in clinical psychology and an M.A. in experimental psychology, both from Tehran University in Iran. Maria has extensive experience as a research and teaching assistant, both in Iran and in Canada. She is currently working on her doctoral dissertation project entitled "Predictors of Career Adjustment for Immigrant Women in Canada".

Appendix D

Cover letter for mail survey

A survey of the career experience of immigrant women in Canada

Survey Conducted by Maria Rasouli, Dr. Lorraine Dyke, Dr. Janet Mantler
Carleton University
Ottawa, Ontario

Dear immigrant woman,

You have heard a lot about immigrants who have difficulties finding a job in Canada. In fact, you may be one of those immigrants who has experienced or is experiencing this problem. Statistics show that immigrant women are at higher risk of unemployment and underemployment than immigrant men and Canadian born women. However, there is little known about the employment experience of immigrant women in Canada. That is why, for my dissertation, I (an immigrant woman and a graduate student) and my advisors Dr. Dyke and Dr. Mantler at Carleton University decided to study the employment experience of immigrant women in Canada. We believe that the result of studies like the present one may ultimately help to provide more career opportunities for immigrant women in Canada.

In order to achieve our goal in this study, it is extremely important for us to hear your opinion. We would like to ask you to participate in this research by filling out the enclosed questionnaire. We will be most grateful if you would be willing to help us in this research. The questions will ask about your career history and experiences before and after immigration, the career barriers that you might have faced in Canada and your feelings about your experience. If you wish to participate in this survey please read the following paragraphs first to learn about the survey process in detail.

Duration

The survey takes about 30 minutes to complete. Filling out the questionnaire is easy and mostly involves checking the box that corresponds to your response.

Anonymity and confidentiality

This survey has been sent to you through [name of the organization], therefore, we had no access to your name and contact information. As you will see shortly all answers are anonymous and no information that can identify you has been asked in the questionnaire. In addition, all data collected during the study will remain confidential only being available to the research team, Maria Rasouli, Dr. Dyke, and Dr. Mantler. The results of this study will be published in Maria's dissertation and possibly in professional journals in the future. However, only group responses will be reported, no individual responses will be identified.

Potential risk:

Although there will be no risk to you, either psychologically or physically, you may experience a range of feelings, both positive and negative, during and after the survey session. Negative feelings might include sadness and homesickness. Positive feelings may include pride in your accomplishments. Should you feel uncomfortable because of any emotions that arise, you are free to withdraw from the study at any time (before mailing out the completed questionnaire).

Benefits:

The personal benefits for participation include your contribution to the understanding of immigrant women's career experiences, feeling positive about having made such a valuable contribution, and having an opportunity to share your story and examine your career development. In addition, a copy of the results will be given to the [organization name]. Should you be interested, you may contact [the name of the liaison from the organization] in the Fall of 2008 to inquire about the report.

Withdrawal:

Your participation in this research is completely voluntary. You may withdraw at any time during the survey and before you mail out the completed questionnaire. You may also decline to answer any question that you do not wish to answer.

For further information:

Should you have any questions about any aspect of the research at any time, you may contact the research team, Maria Rasouli at (613) 233-7407 (mrasouli@connect.carleton.ca), Dr. Lorraine Dyke at (613) 520-2650 (lorraine_dyke@carleton.ca), or Dr. Janet Mantler at (613) 520-2600 Ex-4173 (janet_mantler@carleton.ca).

In addition, if you have any ethical concerns about this study, you may contact Dr. Avi Parush (Chair of the Carleton University Research Ethics Committee for Psychological Research) at (613) 520-2600 Ext-6026 (avi_parush@carleton.ca), Or Dr. Anne Bowker (Departmental Chair) at (613) 520-2600 Ex-2664 (psychchair@carleton.ca).

To participate in the survey:

If you wish to participate in this survey, please complete the questionnaire and return it in three weeks time using the enclosed self-addressed envelope. You do not need to write your address on the return envelope. You may also keep this letter for your future reference. If you prefer to answer the survey online you may go to the following link [...].

We look forward to receiving your completed questionnaire. We very much appreciate your time and support.

Warm regards,
Maria Rasouli, PhD candidate
Carleton University
Ottawa, Ontario

Appendix E

Welcome page for Web survey

Welcome to the survey on the career experience of immigrant women in Canada

Survey Conducted by Maria Rasouli, Dr. Lorraine Dyke, Dr. Janet Mantler

Carleton University

Ottawa, Ontario

Dear immigrant woman,

You have heard a lot about immigrants who have difficulties finding a job in Canada. In fact, you may be one of those immigrants who has experienced or is experiencing this problem. Statistics show that immigrant women are at higher risk of unemployment and underemployment than immigrant men and Canadian born women. However, there is little known about the employment experience of immigrant women in Canada. That is why, for my dissertation, I (an immigrant woman and a graduate student) and my advisors Dr. Dyke and Dr. Mantler at Carleton University decided to study the employment experience of immigrant women in Canada. We believe that the result of studies like the present one may ultimately help to provide more career opportunities for immigrant women in Canada.

In order to achieve our goal in this study, it is extremely important for us to hear your opinion. We would like to ask you to participate in this research by filling out the enclosed questionnaire. We will be most grateful if you would be willing to help us in this research. The questions will ask about your career history and experiences before and after immigration, the career barriers that you might have faced in Canada and your feelings about your experience. If you wish to participate in this survey please read the following paragraphs first to learn about the survey process in detail.

Duration

The survey takes about 30 minutes to complete. Filling out the questionnaire is easy and mostly involves checking the box that corresponds to your response.

Anonymity and confidentiality

The email that you received regarding this study has been sent to you through [name of the organization], therefore, we had no access to your name and email address. As you will see shortly all answers are anonymous and no information that can identify you has been asked in the questionnaire. Once you submit your responses, any electronic personal identifiers will be stripped from the file by another server and then anonymous responses will be saved in the researcher's secure online account. Only the research team will see any of the actual responses. The third-party server does not open or keep any information from this survey. In addition, all data collected during the study will remain confidential only being available to the research team, Maria Rasouli, Dr. Dyke, and Dr. Mantler. The results of this study will be published in Maria's dissertation and possibly in professional journals in the future. However, only group responses will be reported, no individual responses will be identified.

Potential risk:

Although there will be no risk to you, either psychologically or physically, you may experience a range of feelings, both positive and negative, during and after the survey session. Negative feelings might include sadness and homesickness. Positive feelings may include pride in your

accomplishments. Should you feel uncomfortable because of any emotions that arise, you are free to withdraw from the study at any time.

Although there will be no risk to you, either psychologically or physically, you may experience a range of feelings, both positive and negative, during and after the survey session. Negative feelings might include sadness and homesickness. Positive feelings may include pride in your accomplishments. Should you feel uncomfortable because of any emotions that arise, you are free to withdraw from the study at any time before mailing out the completed questionnaire.

Benefits:

The personal benefits for participation include your contribution to the understanding of immigrant women's career experiences, feeling positive about having made such a valuable contribution, and having an opportunity to share your story and examine your career development. In addition, a copy of the results will be given to the [organization name]. Should you be interested, you may contact [the name of the liaison from the organization] in the Fall of 2008 to inquire about the report.

Withdrawal:

Your participation in this research is completely voluntary. You may withdraw at any time during the survey by simply quitting this web site, and you may decline to answer any question that you do not wish to answer. Even after you complete the questions, you can choose to submit or clear your answers.

For further information:

Should you have any questions about any aspect of the research at any time, you may contact the research team, Maria Rasouli at (613) 233-7407 (mrasouli@connect.carleton.ca), Dr. Lorraine Dyke at (613) 520-2650 (lorraine_dyke@carleton.ca), or Dr. Janet Mantler at (613) 520-2600 Ex-4173 (janet_mantler@carleton.ca).

In addition, if you have any ethical concerns about this study, you may contact Dr. Avi Parush (Chair of the Carleton University Research Ethics Committee for Psychological Research) at (613) 520-2600 Ext-6026 (avi_parush@carleton.ca), Or Dr. Anne Bowker (Departmental Chair) at (613) 520-2600 Ex-2664 (psychchair@carleton.ca).

To participate in the survey:

If you wish to participate in this survey, please click on the "continue" button below. If you do not want to continue please click on the "Quit" button. If you prefer to receive a paper copy of this survey, please either directly contact me (Maria Rasouli) at the addresses provided above or contact [the name of the liaison from the organization]. You may also print this page for your future reference.

We look forward to receiving your completed questionnaire. We very much appreciate your time and support.

Warm regards,
Maria Rasouli, PhD candidate
Carleton University
Ottawa, Ontario

Appendix F

Final format of the survey questionnaire

A survey of the career experience of immigrant women in Canada

Survey Conducted by Maria Rasouli, Dr. Lorraine Dyke, Dr. Janet Mantler
Carleton University
Ottawa, Ontario

Dear immigrant woman,

You have heard a lot about immigrants who have difficulties finding a job in Canada. In fact, you may be one of those immigrants who has experienced or is experiencing this problem. Statistics show that immigrant women are at higher risk of unemployment and underemployment than immigrant men and Canadian born women. However, there is little known about the employment experience of immigrant women in Canada. That is why, for my dissertation, I (an immigrant woman and a graduate student) and my advisors Dr. Dyke and Dr. Mantler at Carleton University decided to study the employment experience of immigrant women in Canada. We believe that the result of studies like the present one may ultimately help to provide more career opportunities for immigrant women in Canada.

We are looking for women who entered Canada as landed immigrant (permanent resident) at the age of 20 or older, have been living in Canada for at least one year and currently live in Ontario.

If you fit the above description, we would like to ask you to participate in this research by filling out our survey questionnaire. In order to achieve our goal in this study, it is extremely important for us to hear your opinion. We will be most grateful if you would be willing to help us in this research. The questions will ask about your career history and experiences before and after immigration, the career barriers that you might have faced in Canada and your feelings about your experience. The following paragraphs describe the survey process in detail.

Duration

The survey takes about 30-40 minutes to complete. Filling out the questionnaire is easy and mostly involves checking the box that corresponds to your response. You may take a break at any point during the survey.

Anonymity and confidentiality

This survey has been given or sent to you through a third party, therefore, we had no access to your name and address. As you will see shortly this survey is totally anonymous and no information that can identify you has been asked in the questionnaire. All data collected during the study will remain confidential. The results of this study will be published in Maria's dissertation and possibly in professional journals in the future. However, only group responses will be reported, no individual responses will be identified.

Benefits and potential risk

The personal benefits for participation include feeling positive about having made a valuable contribution to the understanding of immigrant women's career experiences, having an opportunity to share your story and examine your career development, and feeling pride in your accomplishments. In addition, you may read the results of this study on the following website (www.immigrantwomen.net) in the Fall of 2008. Although there will be no risk to you, either psychologically or physically, you may experience negative feelings such as sadness and homesickness. Should you feel uncomfortable because of any emotions that arise, you are free not to answer the questionnaire.

Withdrawal

Your participation in this research is completely voluntary. You may withdraw at any time during the survey and before you mail out the completed questionnaire. You may also decline to answer any question that you do not wish to answer.

For further information

Should you have any questions about any aspect of the research at any time, you may contact Maria Rasouli at (613) 233-7407 (mraserouli@connect.carleton.ca), Dr. Lorraine Dyke at (613) 520-2650, or Dr. Janet Mantler at (613) 520-2600 Ex-4173. In addition, if you have any ethical concerns about this study, you may contact Dr. Avi Parush (Chair of the Carleton University Research Ethics Committee for Psychological Research) at (613) 520-2600 Ext-6026 (avi_parush@carleton.ca), or Dr. Anne Bowker (Departmental Chair) at (613) 520-2600 Ex-2664.

To participate in the survey

If you wish to participate in this survey, please complete the questionnaire and return it within three weeks time using the enclosed postage paid envelope. You do not need to write your address on the return envelope. You may also keep this letter for your future reference. If you prefer to answer the survey online you may go to the following link: www.immigrantwomen.net.

By completing and submitting the survey, you acknowledge that you read and understood what is required from you and agree to participate in the survey.

We look forward to receiving your completed questionnaire. We very much appreciate your time and support.

Warm regards,
Maria Rasouli

SECTION A. IMMIGRATION EXPERIENCE

In this section, we are interested in learning about the reasons for your immigration and your immigration experience in Canada.

1. Please indicate how important each of the following factors was in your decision to leave you home country. Please circle the number that corresponds to your response.

	NOT IMPORTANT AT ALL (1)	NOT IMPROTANT (2)	NEUTRAL (3)	IMPORTANT (4)	VERY IMPORTANT (5)
(a) Economic instability	1	2	3	4	5
(b) Limited opportunity to achieve a better standard of life	1	2	3	4	5
(c) Personal economic difficulties	1	2	3	4	5
(d) Limited opportunity to find an appropriate job	1	2	3	4	5
(e) Low earning potential	1	2	3	4	5

(f) Please indicate any other reason for which you immigrated to Canada.

2. Please rate how well your **ACTUAL EXPERIENCES IN CANADA** have matched or are matching the expectations that you had **BEFORE LEAVING YOUR HOME COUNTRY** in the areas listed below.

Please use the scale below to evaluate each item.

- 1= Much worse than what I expected
- 2= Somewhat worse than what I expected
- 3= Just the same as what I expected
- 4= Somewhat better than what I expected
- 5= Much better than what I expected

	MUCH WORSE (1)	SOMEWHAT WORSE (2)	JUST THE SAME (3)	SOMEWHAT BETTER (4)	MUCH BETTER (5)
(a) My experience in finding my desired job has been	1	2	3	4	5
(b) My experience in earning money has been	1	2	3	4	5
(c) My experience in advancing my career has been	1	2	3	4	5
(d) Overall, my experience of economic and employment conditions in Canada has been	1	2	3	4	5

Now, we would like to learn about your general experience in Canada as both a woman and an immigrant. Please indicate how much you agree/disagree with each statement by circling the number that corresponds to your response.

	STRONGLY DISAGREE (1)	DISAGREE (2)	NEUTRAL (3)	AGREE (4)	STRONGLY AGREE (5)
3. I feel that I have to change myself to fit in, in Canada.	1	2	3	4	5

4. I try not to show the parts of me that are distinctly not Canadian.	1	2	3	4	5
5. I feel my success in having a career in Canada has been limited because I am a woman.	1	2	3	4	5
6. I can't really talk to Canadians about my family or culture.	1	2	3	4	5
7. Often I feel I am not wanted in Canadian society.	1	2	3	4	5
8. I never feel left out by Canadians.	1	2	3	4	5
9. I sometimes feel discriminated against because I am not Canadian.	1	2	3	4	5
10. I feel I am a person who has been deprived of career opportunities in Canada because I am a woman.	1	2	3	4	5
11. I sometimes feel I get singled out because I am not Canadian.	1	2	3	4	5
12. I feel being a woman has not affected my career advancement in Canada.	1	2	3	4	5
13. I never really feel completely accepted by Canadians.	1	2	3	4	5
14. I sometimes feel uncomfortable by the way Canadians look at me.	1	2	3	4	5
15. I don't think Canadians make fun of us (immigrants) behind our backs.	1	2	3	4	5
16. As a woman, I feel I have not been the subject of discrimination in Canada.	1	2	3	4	5

SECTION B. CAREER THOUGHTS

In this section, we are interested to know how you think or feel about your career.

Please think of your current feelings about your career and indicate the extent to which you agree or disagree with each statement as a whole. Please circle the number that corresponds to your response.

	STRONGLY DISAGREE (1)	MODERATELY DISAGREE (2)	DISAGREE (3)	AGREE (4)	MODERATELY AGREE (5)	STRONGLY AGREE (6)
17. I haven't chosen the occupation I really want to get into, and I'm just working at what is available until something better comes along.	1	2	3	4	5	6
18. I'm still trying to decide how capable I am as a person and what work (jobs) will be right for me.	1	2	3	4	5	6
19. I might have thought about a lot of different jobs, but there's never really been any question since my family expressed what they expected from me.	1	2	3	4	5	6
20. I'm not really interested in finding the right job, any job will do. I just seem to flow with what is available.	1	2	3	4	5	6
21. It took me a while to figure it out, but now I really know what I want for a career.	1	2	3	4	5	6
22. It seems that my family decided a long time ago what I should go into for employment and I'm following through on these plans.	1	2	3	4	5	6
23. It took me a long time to decide but now I know for sure what direction to move in for a career.	1	2	3	4	5	6
24. I just can't decide what to do for an occupation. There are so many possibilities.	1	2	3	4	5	6

We would like to know how satisfied you are with your career in general. Please think of your career since arriving in Canada up to now and indicate how much you agree or disagree with each statement by circling the number of your response.

	STRONGLY DISAGREE (1)	DISAGREE (2)	NEUTRAL (3)	AGREE (4)	STRONGLY AGREE (5)
25. I am satisfied with the success I have achieved in my career.	1	2	3	4	5
26. I am satisfied with the progress I have made towards meeting my overall career goals.	1	2	3	4	5
27. I am satisfied with the progress I have made towards meeting my goals for income.	1	2	3	4	5
28. I am satisfied with the progress I have made towards meeting my goals for career advancement.	1	2	3	4	5
29. I am satisfied with the progress I have made towards meeting my goals for the development of new skills.	1	2	3	4	5

Please answer the next questions (30-34) if you are **CURRENTLY EMPLOYED**. If you are currently unemployed please go to the next page (Section C, Question 35).

The following statements measure your psychological comfort toward different aspects of your current job. For each statement please make an evaluation of the degree to which your requirements, interests, and needs are met at your current job and indicate how much you are comfortable with that particular aspect of your job.

	NOT AT ALL COMFORTABLE (1)	(2)	(3)	SOMEWHAT COMFORTABLE (4)	(5)	HIGHLY COMFORTABLE (6)	(7)
30. How comfortable are you with your job responsibilities?	1	2	3	4	5	6	7
31. How comfortable are you with working in Canada?	1	2	3	4	5	6	7
32. How comfortable are you with the management system in Canada?	1	2	3	4	5	6	7
33. How comfortable are you with your current job?	1	2	3	4	5	6	7
34. How comfortable are you with your current salary?	1	2	3	4	5	6	7

SECTION C. INVOLVEMENT IN THE HOST CULTURE

In this section, we are interested to learn about the changes that you might have experienced and the skills that you have might have developed as a result of living in Canada.

Below are a number of statements that evaluate changes that occur when people meet others of different cultures or ethnic groups. For questions that refer to "COUNTRY OF ORIGIN" or "NATIVE COUNTRY", please refer to the country from which you and your family originally came. For questions referring to "NATIVE LANGUAGE", please refer to the language you learned as a child and you speak to your family (e.g., your parents). Please circle the number that best matches your response to each statement.

	FALSE (1)	PARTLY FALSE (2)	PARTLY TRUE (3)	TRUE (4)
35. I am informed about current affairs in Canada.	1	2	3	4
36. I speak my native language with my friends and acquaintances from my country of origin.	1	2	3	4
37. I feel totally comfortable with Canadian people.	1	2	3	4
38. I eat traditional foods from my native culture.	1	2	3	4
39. I have many Canadian acquaintances.	1	2	3	4
40. I am informed about current affairs in my native country.	1	2	3	4
41. I feel at home in Canada.	1	2	3	4
42. I attend social events with people from my native country.	1	2	3	4
43. I feel accepted by Canadians.	1	2	3	4
44. I speak my native language at home.	1	2	3	4
45. I regularly read magazines of my ethnic group.	1	2	3	4
46. I know how to prepare North American foods.	1	2	3	4

47. I regularly read a Canadian newspaper.	1	2	3	4
48. I like to listen to music of my ethnic group.	1	2	3	4
49. I like to speak my native language.	1	2	3	4
50. I feel comfortable speaking English.	1	2	3	4
51. I speak English at home.	1	2	3	4
52. I speak my native language with my spouse or partner.	1	2	3	4
53. When I pray, I use my native language.	1	2	3	4
54. I attend social events with Canadian people.	1	2	3	4
55. I think in my native language.	1	2	3	4
56. I stay in close contact with family members and relatives in my native country.	1	2	3	4
57. I am familiar with important people in Canadian history.	1	2	3	4
58. I think in English.	1	2	3	4
59. I speak English with my spouse or partner.	1	2	3	4
60. I like to eat North American foods.	1	2	3	4

Please indicate how confident you are in performing the following career-related tasks.

	NOT AT ALL CONFIDENT (1)	(2)	(3)	SOMEWHAT CONFIDENT (4)	(5)	HIGHLY CONFIDENT (6)	(7)
61. I am able to accurately assess my strengths.	1	2	3	4	5	6	7
62. I am able to identify areas where I can improve.	1	2	3	4	5	6	7
63. I am able to accurately assess my weaknesses.	1	2	3	4	5	6	7
64. I am able to accurately assess my boss's opinion of me.	1	2	3	4	5	6	7
65. I am able to tell how well I am performing.	1	2	3	4	5	6	7
66. I am able to anticipate my performance evaluation ratings.	1	2	3	4	5	6	7
67. I am able to accurately assess my co-workers' opinions of me.	1	2	3	4	5	6	7
68. I am able to anticipate the feedback I receive.	1	2	3	4	5	6	7
69. I am able to set short-term goals for career progress.	1	2	3	4	5	6	7
70. I am able to set long-term goals for career progress.	1	2	3	4	5	6	7
71. I am able to identify steps that will help me achieve my goals.	1	2	3	4	5	6	7
72. I am able to develop a timetable for achieving my goals.	1	2	3	4	5	6	7
73. I am able to re-evaluate my goals and adjust my plans as time passes.	1	2	3	4	5	6	7
74. I am able to identify employers, firms, and institutions relevant to my career possibilities.	1	2	3	4	5	6	7
75. I am able to talk with a person already employed in a field I have worked in or I am interested in.	1	2	3	4	5	6	7
76. I am able to ask my supervisors for opportunities I feel that I deserve.	1	2	3	4	5	6	7

77. I am able to monitor the progress I make towards my goals.	1	2	3	4	5	6	7
78. I am able to ask for feedback if I am not sure how I am doing.	1	2	3	4	5	6	7
79. I am able to ask for an assignment that I'd like.	1	2	3	4	5	6	7
80. I am able to search for jobs I am interested in.	1	2	3	4	5	6	7
81. I am able to apply for jobs.	1	2	3	4	5	6	7
82. I am able to prepare a good resume.	1	2	3	4	5	6	7
83. I am able to manage the job interview process.	1	2	3	4	5	6	7
84. I am able to react to changes in the organization calmly.	1	2	3	4	5	6	7
85. I am able to remain optimistic even when things are not going well.	1	2	3	4	5	6	7
86. I am able to take advantage of career opportunities.	1	2	3	4	5	6	7
87. I am able to learn new skills easily.	1	2	3	4	5	6	7
88. I am able to accept new responsibility with little stress.	1	2	3	4	5	6	7
89. I am able to adapt to changes in my job.	1	2	3	4	5	6	7

90. Please indicate how confident you are in your English language skills?

	NOT CONFIDENT AT ALL (1)	SOMEWHAT CONFIDENT (2)	MODERATELY CONFIDENT (3)	VERY CONFIDENT (4)	COMPLETELY CONFIDENT (5)
(a) Speaking	1	2	3	4	5
(b) Reading	1	2	3	4	5
(c) Writing	1	2	3	4	5
(d) Understanding conversations	1	2	3	4	5

SECTION D. COPING RESOURCES

We are interested in learning about how you feel or felt about your career challenges. In answering the following two questions, please think of any challenge you may have faced in pursuing your desired career in Canada. Please circle the number that corresponds to your response.

91. How stressed did you feel about problems you faced regarding your employment?

NOT AT ALL STRESSED (1)	(2)	(3)	(4)	EXTREMELY STRESSED (5)
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92. How important was or is it to you to achieve a good resolution to the challenges you identified above?

NOT AT ALL IMPORTANT (1)	(2)	(3)	(4)	EXTREMELY IMPORTANT (5)
--------------------------------	-----	-----	-----	-------------------------------

The following are activities that you may have done in response to your career challenges in Canada. After each activity, please indicate the frequency with which you have or would use this as a way of dealing with career challenges or stresses.

	NEVER (1)	RARELY (2)	SOMETIMES (3)	OFTEN (4)	ALWAYS (5)
93. Focus on the problem and see how I can solve it.	1	2	3	4	5
94. Blame myself for having gotten into this situation.	1	2	3	4	5
95. Feel anxious about not being able to cope.	1	2	3	4	5
96. Think about how I solved a similar problem.	1	2	3	4	5
97. Determine a course of action and follow it.	1	2	3	4	5
98. Blame myself for being too emotional about the situation.	1	2	3	4	5
99. Work to understand the situation.	1	2	3	4	5
100. Become very upset.	1	2	3	4	5
101. Take corrective action immediately.	1	2	3	4	5
102. Blame myself for not knowing what to do.	1	2	3	4	5
103. Think about the event and learn from my mistakes.	1	2	3	4	5
104. Wish that I could change what had happened or how I felt.	1	2	3	4	5
105. Analyze the problem before reacting.	1	2	3	4	5
106. Focus on my general inadequacies.	1	2	3	4	5

Below is a list of helpful behaviours that might make your life in Canada easier or more pleasant. Please read each description carefully and consider if you know people IN CANADA who would perform the behaviours described. Please circle the number that indicates how many people would do each behaviour for you:

- 1= **NO ONE** would do this
2= **SOMEONE** would do this
3= **A FEW** would do this
4= **SEVERAL** would do this
5= **MANY** would do this

	NO ONE (1)	SOMEONE (2)	A FEW (3)	SEVERAL (4)	MANY (5)
107. Listen and talk with you whenever you feel lonely or depressed.	1	2	3	4	5
108. Give you assistance in dealing with any communication or language problems that you might face.	1	2	3	4	5
109. Explain things to make your situation clearer and easier to understand.	1	2	3	4	5
110. Spend some quiet time with you whenever you do not feel like going out.	1	2	3	4	5
111. Explain and help you understand the local culture and language.	1	2	3	4	5
112. Accompany you somewhere even if he/she doesn't have to.	1	2	3	4	5
113. Share your good times and bad times.	1	2	3	4	5
114. Help you deal with some local institutions' official rules and regulations.	1	2	3	4	5
115. Accompany you to do things whenever you need someone for company.	1	2	3	4	5

116. Provide necessary information to help orient you to your new surroundings.	1	2	3	4	5
117. Comfort you when you feel homesick.	1	2	3	4	5
118. Help you interpret things that you don't really understand.	1	2	3	4	5
119. Tell you what can and cannot be done in Canada.	1	2	3	4	5
120. Visit you to see how you are doing.	1	2	3	4	5
121. Tell you about available choices and options.	1	2	3	4	5
122. Spend time chatting with you whenever you are bored.	1	2	3	4	5
123. Reassure you that you are loved, supported and cared for.	1	2	3	4	5
124. Show you how to do something that you didn't know how to do.	1	2	3	4	5

SECTION E. CAREER HISTORY AND DEMOGRAPHIC INFORMATION

In order to better understand your responses to the previous questions, we need to have some information about your employment history and education in both your country of origin and Canada. Please fill in the information which best describes your situation or circle the most appropriate response for each question.

125. What was your last job in your home country?

126. What was your first job in Canada?

127. What is your current job in Canada?
☐

☐ The same as 126

☐ Currently unemployed

128. Please indicate the job status (full-time or part-time) and the number of years and months of job experience for the following.

	Duration		Occupational status	
	Year(s)	Month(s)	Full-time	Part-time
Example	5	7	✓	
(a) Your last job in your home country				
(b) Your first job in Canada				
(c) Your current job				

129. Below, please list the post-secondary (after high school) educational degree(s) that you have completed. Please also write down the name of your major of study, the country in which you graduated, and the year of your graduation. If you are currently attending a program, instead of writing the year of graduation indicate "currently taking".

	Type of degree (e.g., Bachelor, Masters),	Name of degree	Country in which graduated	Year of graduation
(a) Last degree				
(b) Second last degree				
(c) Third last degree				
(d) Forth last degree				

130. Please indicate the duration of the following. Please divide the duration of part-time job or education into "2".

	Year(s)	Month(s)
(a) The total number of years and months of job experience in Canada		
(b) The total number of years and months of job experience in your home country		
(c) The total number of years and months of post-secondary (after high school) education completed in Canada		
(d) The total number of years and months of post-secondary (after high school) education completed in your home country		

131. In which year did you arrive in Canada to settle?

132. Under which category did you receive your landed residency (immigration) status?

- ☐ Independent skilled worker
☐ Family dependent
☐ Other (please specify)

133. What is your marital status?

- ☐ Never Married
☐ Married or living with a significant other
☐ Separated, divorced or widowed
☐ Other (please specify)

134. How many children do you have?

135. How old are you?

136. Have you experienced unemployment in Canada?

- ☐ Yes. In total, for how long? _____ year(s) and _____ month(s)
- ☐ No

If your answer to the previous question is "No" please skip question 137 and go to question 138.

137. Please specify the reasons for your unemployment in Canada (please mark as many reasons as apply):

- ☐ I could not find appropriate work
- ☐ I had/have a baby
- ☐ I went to language school
- ☐ I went to college/university
- ☐ I applied but did not get any job
- ☐ My degree was not recognized
- ☐ I did not have Canadian work experience
- ☐ Other (please specify) _____

138. Please indicate the sources of income that you have had in your household since living in Canada. Please mark as many options as apply.

- ☐ Myself
- ☐ My partner
- ☐ Other (please specify) _____

139. Please indicate whether or not you have been UNDERemployed in Canada. An example of underemployment is doing a job below the level of one's skills and education. If your answer is "yes" please specify why?

☐ Yes. Please indicate why _____

☐ No

140. How different is the work that you are doing or will be doing in Canada from the work that you used to do in your country of origin? An example is taking a job completely different from the job you used to do in your home country.

Not at all different	Very little	Somewhat	Much	Completely
(1)	(2)	(3)	(4)	(5)
☐	☐	☐	☐	☐

141. How much have your previous education, skills, and job experience helped you to find a job in Canada?

Not at all	Very little	Some	Much	Very much
(1)	(2)	(3)	(4)	(5)
☐	☐	☐	☐	☐

142. Have you taken any English course in CANADA?

☐ Yes. Please indicate for how long. _____ Year(s) _____ Month(s)

No

☐

143. Have you taken any English course in your home country?

☐ Yes. Please indicate for how long. Year(s) Month(s)

No

144. ☐ Do you speak the French language?

Yes, very well ☐ Yes, moderately well ☐ Yes, a little ☐ No ☐ Currently taking ☐

145. What is your country of origin?

146. In which city are you currently living?

147. How did you hear about this survey?

Finally, please add any other comments that might help us better understand your experiences or improve this research.

Please return the completed questionnaire using the self-addressed envelop.

Thank you for your kind help.

Please kindly refer the survey site (www.immigrantwomen.net) to other immigrant women who might be interested in helping us by participating in this survey. You may also contact me to receive additional copies of this survey.

Appendix G

Survey Questionnaire

Section A. Work Adjustment Scale

The following statements measure your psychological comfort toward different aspects of your current job. For each statement please make an evaluation of the degree to which your requirements, interests, and needs are met at your current job and indicate how much you are comfortable with that particular aspect of your job.

	NOT AT ALL COMFORTABLE (1)	(2)	(3)	SOMEWHAT COMFORTABLE (4)	(5)	(6)	HIGHLY COMFORTABLE (7)
1. How comfortable are you with your job responsibilities?	1	2	3	4	5	6	7
2. How comfortable are you with working in Canada?	1	2	3	4	5	6	7
3. How comfortable are you with the management system in Canada?	1	2	3	4	5	6	7
4. How comfortable are you with your current job?	1	2	3	4	5	6	7
5. How comfortable are you with your current salary?	1	2	3	4	5	6	7

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Section B. Career Satisfaction Scale

We would like to know how satisfied you are with your career in general. Please think of your career since arriving in Canada up to now and indicate how much you agree or disagree with each statement by circling the number of your response.

	STRONGLY DISAGREE (1)	DISAGREE (2)	NEUTRAL (3)	AGREE (4)	STRONGLY AGREE (5)
1. I am satisfied with the success I have achieved in my career.	1	2	3	4	5
2. I am satisfied with the progress I have made towards meeting my overall career goals.	1	2	3	4	5
3. I am satisfied with the progress I have made towards meeting my goals for income.	1	2	3	4	5
4. I am satisfied with the progress I have made towards meeting my goals for career advancement.	1	2	3	4	5
5. I am satisfied with the progress I have made towards meeting my goals for the development of new skills.	1	2	3	4	5

.....

Section C. Immigration Motivation Scale

Please indicate how important each of the following factors was in your decision to leave you home country. Please circle the number that corresponds to your response.

	NOT IMPORTANT AT ALL (1)	NOT IMPORTANT (2)	NEUTRAL (3)	IMPORTANT (4)	VERY IMPORTANT (5)
(a) Economic instability	1	2	3	4	5
(b) Limited opportunity to achieve a	1	2	3	4	5

better standard of life

(c) Personal economic difficulties	1	2	3	4	5
------------------------------------	---	---	---	---	---

(d) Limited opportunity to find an appropriate job	1	2	3	4	5
--	---	---	---	---	---

(e) Low earning potential	1	2	3	4	5
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(f) Please indicate any other reason for which you immigrated to Canada.

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Section D. Immigration Expectations Scale

Please rate how well your **ACTUAL EXPERIENCES IN CANADA** have matched or are matching the expectations that you had **BEFORE LEAVING YOUR HOME COUNTRY** in the areas listed below.

Please use the scale below to evaluate each item.

- 1= Much worse than what I expected
- 2= Somewhat worse than what I expected
- 3= Just the same as what I expected
- 4= Somewhat better than what I expected
- 5= Much better than what I expected

	MUCH WORSE (1)	SOMEWHAT WORSE (2)	JUST THE SAME (3)	SOMEWHAT BETTER (4)	MUCH BETTER (5)
(a) My experience in finding my desired job has been	1	2	3	4	5
(b) My experience in earning money has been	1	2	3	4	5
(c) My experience in advancing my career has been	1	2	3	4	5
(d) Overall, my experience of economic and employment conditions in Canada has been	1	2	3	4	5

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Section E. Stephenson Multigroup Acculturation Scale (SMAS)

Below are a number of statements that evaluate changes that occur when people meet others of different cultures or ethnic groups. For questions that refer to "COUNTRY OF ORIGIN" or "NATIVE COUNTRY", please refer to the country from which you and your family originally came. For questions referring to "NATIVE LANGUAGE", please refer to the language you learned as a child and you speak to your family (e.g., your parents). Please circle the number that best matches your response to each statement.

	FALSE (1)	PARTLY FALSE (2)	PARTLY TRUE (3)	TRUE (4)
1. I am informed about current affairs in Canada.	1	2	3	4
2. I speak my native language with my friends and acquaintances from my country of origin.	1	2	3	4
3. I feel totally comfortable with Canadian people.	1	2	3	4
4. I eat traditional foods from my native culture.	1	2	3	4
5. I have many Canadian acquaintances.	1	2	3	4

6. I am informed about current affairs in my native country.	1	2	3	4
7. I feel at home in Canada.	1	2	3	4
8. I attend social events with people from my native country.	1	2	3	4
9. I feel accepted by Canadians.	1	2	3	4
10. I speak my native language at home.	1	2	3	4
11. I regularly read magazines of my ethnic group.	1	2	3	4
12. I know how to prepare North American foods.	1	2	3	4
13. I regularly read a Canadian newspaper.	1	2	3	4
14. I like to listen to music of my ethnic group.	1	2	3	4
15. I like to speak my native language.	1	2	3	4
16. I feel comfortable speaking English.	1	2	3	4
17. I speak English at home.	1	2	3	4
18. I speak my native language with my spouse or partner.	1	2	3	4
19. When I pray, I use my native language.	1	2	3	4
20. I attend social events with Canadian people.	1	2	3	4
21. I think in my native language.	1	2	3	4
22. I stay in close contact with family members and relatives in my native country.	1	2	3	4
23. I am familiar with important people in Canadian history.	1	2	3	4
24. I think in English.	1	2	3	4

25. I speak English with my spouse or partner.	1	2	3	4
26. I like to eat North American foods.	1	2	3	4

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Section F. Cognitive appraisal

In answering the following two questions, please think of any challenge you may have faced in pursuing your desired career in Canada.

1. How stressed did you feel about problems you faced regarding your employment?

NOT AT ALL STRESSED (1)	(2)	(3)	(4)	EXTREMELY STRESSED (5)
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2. How important was or is it to you to achieve a good resolution to the challenges you identified above?

NOT AT ALL IMPORTANT (1)	(2)	(3)	(4)	EXTREMELY IMPORTANT (5)
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Section G. The Coping Inventory for the Stressful Situations:

Situation Specific Scale (CISS: SSC)

The following are activities that you may have done in response to your career challenges in Canada. After each activity, please indicate the frequency with which you have or would use this as a way of dealing with career challenges or stresses.

	NEVER (1)	RARELY (2)	SOMETIMES (3)	OFTEN (4)	ALWAYS (5)
1. Focus on the problem and see how I can solve it.	1	2	3	4	5
2. Blame myself for having gotten into this situation.	1	2	3	4	5
3. Feel anxious about not being able to cope.	1	2	3	4	5
4. Think about how I solved a similar problem.	1	2	3	4	5
5. Determine a course of action and follow it.	1	2	3	4	5
6. Blame myself for being too emotional about the situation.	1	2	3	4	5
7. Work to understand the situation.	1	2	3	4	5
8. Become very upset.	1	2	3	4	5
9. Take corrective action immediately.	1	2	3	4	5
10. Blame myself for not knowing what to do.	1	2	3	4	5
11. Think about the event and learn from my mistakes.	1	2	3	4	5
12. Wish that I could change what had happened or how I felt.	1	2	3	4	5
13. Analyze the problem before reacting.	1	2	3	4	5
14. Focus on my general inadequacies.	1	2	3	4	5

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Section H. Perceived Discrimination Scale

We would like to learn about your general experience in Canada as both a woman and an immigrant. Please indicate how much you agree/disagree with each statement by circling the number that corresponds to your response.

	STRONGLY DISAGREE (1)	DISAGREE (2)	NEUTRAL (3)	AGREE (4)	STRONGLY AGREE (5)
1. I feel that I have to change myself to fit in, in Canada.	1	2	3	4	5
2. I try not to show the parts of me that are distinctly not Canadian.	1	2	3	4	5
3. I feel my success in having a career in Canada has been limited because I am a woman.	1	2	3	4	5
4. I can't really talk to Canadians about my family or culture.	1	2	3	4	5
5. Often I feel I am not wanted in Canadian society.	1	2	3	4	5
6. I never feel left out by Canadians.	1	2	3	4	5
7. I sometimes feel discriminated against because I am not Canadian.	1	2	3	4	5
8. I feel I am a person who has been deprived of career opportunities in Canada because I am a woman.	1	2	3	4	5
9. I sometimes feel I get singled out because I am not Canadian.	1	2	3	4	5
10. I feel being a woman has not affected my career advancement in Canada.	1	2	3	4	5
11. I never really feel completely accepted by Canadians.	1	2	3	4	5
12. I sometimes feel uncomfortable by the way Canadians look at me.	1	2	3	4	5

13. I don't think Canadians make fun of us (immigrants) behind our backs.	1	2	3	4	5
14. As a woman, I feel I have not been the subject of discrimination in Canada.	1	2	3	4	5

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**Section I. The Extended Objective Measure of Ego Identity Status-Revised
(EOM-EIS-Revised)- Occupation Subscale**

Please think of your current feelings about your career and indicate the extent to which you agree or disagree with each statement as a whole. Please circle the number that corresponds to your response.

	STRONGLY DISAGREE (1)	MODERATELY DISAGREE (2)	DISAGREE (3)	AGREE (4)	MODERATELY AGREE (5)	STRONGLY AGREE (6)
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1. I haven't chosen the occupation I really want to get into, and I'm just working at what is available until something better comes along.

1	2	3	4	5	6
---	---	---	---	---	---

2. I'm still trying to decide how capable I am as a person and what work (jobs) will be right for me.

1	2	3	4	5	6
---	---	---	---	---	---

3. I might have thought about a lot of different jobs, but there's never really been any question since my family expressed what they expected from me.

1	2	3	4	5	6
---	---	---	---	---	---

4. I'm not really interested in finding the right job, any job will do. I just seem to flow with what is available.

1	2	3	4	5	6
---	---	---	---	---	---

5. It took me a while to figure it out, but now I really know what I want for a career. 1 2 3 4 5 6

6. It seems that my family decided a long time ago what I should go into for employment and I'm following through on these plans. 1 2 3 4 5 6

7. It took me a long time to decide but now I know for sure what direction to move in for a career. 1 2 3 4 5 6

8. I just can't decide what to do for an occupation. There are so many possibilities. 1 2 3 4 5 6

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Section J. Index of Sojourner Social Support Scale (ISSS)

Below is a list of helpful behaviours that might make your life in Canada easier or more pleasant. Please read each description carefully and consider if you know people IN CANADA who would perform the behaviours described. Please circle the number that indicates how many people would do each behaviour for you:

- 1= NO ONE would do this
2= SOMEONE would do this
3= A FEW would do this
4= SEVERAL would do this
5= MANY would do this

	NO ONE (1)	SOMEONE (2)	A FEW (3)	SEVERAL (4)	MANY (5)
1. Listen and talk with you whenever you feel lonely or depressed.	1	2	3	4	5
2. Give you assistance in dealing with any communication or language problems that you might face.	1	2	3	4	5
3. Explain things to make your situation clearer and easier to understand.	1	2	3	4	5

4. Spend some quiet time with you whenever you do not feel like going out.	1	2	3	4	5
5. Explain and help you understand the local culture and language.	1	2	3	4	5
6. Accompany you somewhere even if he/she doesn't have to.	1	2	3	4	5
7. Share your good times and bad times.	1	2	3	4	5
8. Help you deal with some local institutions' official rules and regulations.	1	2	3	4	5
9. Accompany you to do things whenever you need someone for company.	1	2	3	4	5
10. Provide necessary information to help orient you to your new surroundings.	1	2	3	4	5
11. Comfort you when you feel homesick.	1	2	3	4	5
12. Help you interpret things that you don't really understand.	1	2	3	4	5
13. Tell you what can and cannot be done in Canada.	1	2	3	4	5
14. Visit you to see how you are doing.	1	2	3	4	5
15. Tell you about available choices and options.	1	2	3	4	5
16. Spend time chatting with you whenever you are bored.	1	2	3	4	5
17. Reassure you that you are loved, supported and cared for.	1	2	3	4	5
18. Show you how to do something that you didn't know how to do.	1	2	3	4	5

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Section K. Language Self-efficacy Scale

Please indicate how confident you are in your English language skills?

	NOT CONFIDENT AT ALL (1)	SOMEWHAT CONFIDENT (2)	MODERATELY CONFIDENT (3)	VERY CONFIDENT (4)	COMPLETELY CONFIDENT (5)
(a) Speaking	1	2	3	4	5
(b) Reading	1	2	3	4	5
(c) Writing	1	2	3	4	5
(d) Understanding conversations	1	2	3	4	5

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Section L. Career Management self-efficacy Scale

Please indicate how confident you are in performing the following career-related tasks.

	NOT AT ALL CONFIDENT (1)	(2)	(3)	SOMEWHAT CONFIDENT (4)	(5)	HIGHLY CONFIDENT (6)	(7)
a) Self-assessment							
1. I am able to accurately assess my strengths.	1	2	3	4	5	6	7

2. I am able to identify areas where I can improve.	1	2	3	4	5	6	7
3. I am able to accurately assess my weaknesses.	1	2	3	4	5	6	7

b) Environmental assessment

4. I am able to accurately assess my boss's opinion of me.	1	2	3	4	5	6	7
5. I am able to tell how well I am performing.	1	2	3	4	5	6	7
6. I am able to anticipate my performance evaluation ratings.	1	2	3	4	5	6	7
7. I am able to accurately assess my co-workers' opinions of me.	1	2	3	4	5	6	7
8. I am able to anticipate the feedback I receive.	1	2	3	4	5	6	7

c) Action planning

9. I am able to set short-term goals for career progress.	1	2	3	4	5	6	7
10. I am able to set long-term goals for career progress.	1	2	3	4	5	6	7
11. I am able to identify steps that will help me achieve my goals.	1	2	3	4	5	6	7
12. I am able to develop a timetable for achieving my goals.	1	2	3	4	5	6	7
13. I am able to re-evaluate my goals and adjust my plans as time passes.	1	2	3	4	5	6	7

14. I am able to identify employers, firms, and institutions relevant to my career possibilities.	1	2	3	4	5	6	7
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15. I am able to talk with a person already employed in a field I have worked in or I am interested in.

d) Career management initiative

6. I am able to ask my supervisors for opportunities I feel that I deserve.	1	2	3	4	5	6	7
7. I am able to monitor the progress I make towards my goals.	1	2	3	4	5	6	7
8. I am able to ask for feedback if I am not sure how I am doing.	1	2	3	4	5	6	7
9. I am able to ask for an assignment that I'd like.	1	2	3	4	5	6	7
20. I am able to search for jobs I am interested in.	1	2	3	4	5	6	7
21. I am able to apply for jobs.	1	2	3	4	5	6	7
22. I am able to prepare a good resume.	1	2	3	4	5	6	7
23. I am able to manage the job interview process.	1	2	3	4	5	6	7
e) Reacting calmly to externally imposed requirements							
24. I am able to react to changes in the organization calmly.	1	2	3	4	5	6	7
25. I am able to remain optimistic even when things are not going well.	1	2	3	4	5	6	7
26. I am able to take advantage of career opportunities.	1	2	3	4	5	6	7
27. I am able to learn new skills easily.	1	2	3	4	5	6	7
28. I am able to accept new responsibility with little stress.	1	2	3	4	5	6	7
29. I am able to adapt to changes in my job.	1	2	3	4	5	6	7

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Section M. Demographic Information

In order to better understand your responses to the previous questions, we need to have some information about your employment history and education in both your country of origin and Canada. Please fill in the information which best describes your situation or circle the most appropriate response for each question.

1. What was your last job in your home country?

2. What was your first job in Canada?

3. What is your current job in Canada?

☐

☐ The same as 126

☐ Currently unemployed

4. Please indicate the job status (full-time or part-time) and the number of years and months of job experience for the following.

	Duration		Occupational status	
	Year(s)	Month(s)	Full-time	Part-time
Example	5	7	✓	
(a) Your last job in your home country				
(b) Your first job in Canada				
(c) Your current job				

5. Below, please list the post-secondary (after high school) educational degree(s) that you have completed. Please also write down the name of your major of study, the country in which you graduated, and the year of your graduation. If you are currently attending a program, instead of writing the year of graduation indicate "currently taking".

Type of degree (e.g., Bachelor, Masters),	Name of degree	Country in which graduated	Year of graduation
(a) Last degree			
(b) Second last degree			
(c) Third last degree			
(d) Forth last degree			

6. Please indicate the duration of the following. Please divide the duration of part-time job or education into "2".

	Year(s)	Month(s)
(a) The total number of years and months of job experience in Canada		
(b) The total number of years and months of job experience in your home country		
(c) The total number of years and months of post-secondary (after high school) education completed in Canada		
(d) The total number of years and months of post-secondary (after high school) education completed in your home country		

7. In which year did you arrive in Canada to settle?

8. Under which category did you receive your landed residency (immigration) status?

☐ Independent skilled worker

☐ Family dependent

☐ Other (please specify) _____

9. What is your marital status?

- ☐ Never Married
- ☐ Married or living with a significant other
- ☐ Separated, divorced or widowed
- ☐ Other (please specify) _____

10. How many children do you have?

11. How old are you?

12. Have you experienced unemployment in Canada?

- ☐ Yes In total, for how long? _____ year(s) and _____ month(s)
- ☐ No

If your answer to the previous question is "No" please skip question 137 and go to question 138.

13. Please specify the reasons for your unemployment in Canada (please mark as many reasons as apply):

- ☐ I could not find appropriate work
- ☐ I had/have a baby
- ☐ I went to language school
- ☐ I went to college/university

☐ I applied but did not get any job

☐ My degree was not recognized

☐ I did not have Canadian work experience

☐ Other (please specify) _____

14. Please indicate the sources of income that you have had in your household since living in Canada. Please mark as many options as apply.

☐ Myself

☐ My partner

☐ Other (please specify) _____

15. Please indicate whether or not you have been UNDERemployed in Canada. An example of underemployment is doing a job below the level of one's skills and education. If your answer is "yes" please specify why?

☐ Yes. Please indicate why _____

☐ No

16. How different is the work that you are doing or will be doing in Canada from the work that you used to do in your country of origin? An example is taking a job completely different from the job you used to do in your home country.

Not at all different (1)	Very little (2)	Somewhat (3)	Much (4)	Completely (5)
☐	☐	☐	☐	☐

17. How much have your previous education, skills, and job experience helped you to find a job in Canada?

Not at all	Very little	Some	Much	Very much
(1)	(2)	(3)	(4)	(5)
☐	☐	☐	☐	☐

18. Have you taken any English course in CANADA?

☐ Yes. Please indicate for how long.	Year(s) _____	Month(s) _____
☐ No		

19. Have you taken any English course in your home country?

☐ Yes. Please indicate for how long.	Year(s) _____	Month(s) _____
☐ No		

20. Do you speak the French language?

☐ Yes, very well	☐ Yes, moderately well	☐ Yes, a little	☐ No	☐ Currently taking
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21. What is your country of origin?

22. In which city are you currently living?

23. How did you hear about this survey?