

Social Cognitive Theory:

Parenting, SES, Career Decision Making Self Efficacy, and Career Outcome Expectations

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Introduction

Social Cognitive Theory

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graph TD
    A[Personal Factors] --> B[Behavioral Factors]
    A --> C[Environmental Factors]
    B <--> C
    
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Theoretical Framework

Hypothesized Model

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graph LR
    A[Socioeconomic Status] --> D[Career Decision Making Self-Efficacy]
    B[Parental Control] --> D
    C[Parental Autonomy-granting] --> D
    D --> E[Career Outcomes/Expectations]
    
```

Methodology

Participants

201 3rd year students

Schooling:

- 50.25% Private
- 49.75% Public

SES:

- Cluster 1 – 25.1%
- Cluster 2 – 25.1%
- Cluster 3 – 15.0%
- Cluster 4 – 21.4%
- Cluster 5 – 13.4%

Methodology

Measures

Parental Control ($\alpha=.85$)

- "My parents are always trying to change how I feel or think about things"

Parental Autonomy-Granting ($\alpha=.65$)

- "My parents respect my opinion and encourage me to express it"

CDMSE ($\alpha=.93$)

- "Make a plan of your goals for the next five years"

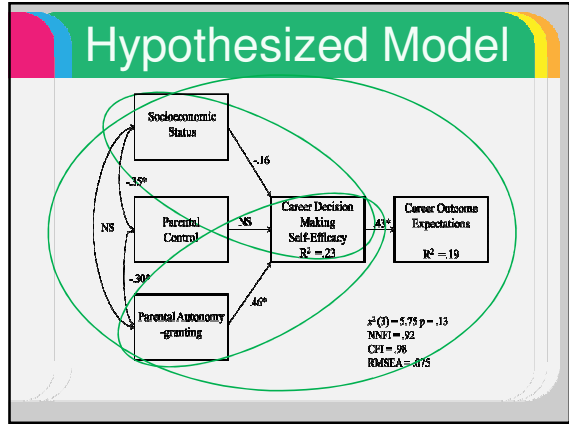
COE ($\alpha=.86$)

- "If I do well in school, then I will be better able to achieve my future goals"

Results

Hypotheses

- 1) SES predicts CDMSE. ✔
- 2) Parental control predicts CDMSE. ✘
- 3) Parental autonomy-granting predicts CDMSE. ✔
- 4) CDMSE mediates the relationship between environmental factors, SES and parenting, and COE. ✔



Discussion

Parental control does not predict CDMSE.

Parental autonomy-granting predicts CDMSE.

Parental Autonomy-granting
 - Self-expression and Self-efficacy

Parental Control
 - Collectivistic Culture
 - Notion of Control

Discussion

SES predicts CDMSE

Differ from previous findings
 Out-of-school youth representation
 Lack of career options

CDMSE mediates the relationship between environmental factors, such as parental autonomy-granting and SES, and COE

Implications

Shaping Parental Attitudes
 Role-playing during Career Counseling
 Measuring, Setting, and Striving towards Goals

Limitations and Recommendations

Limitations

- Sample
- Size
- Representation
- Path Analysis

Recommendations

- Increase sample size and representation (demographics)
- Participants outside Metro Manila and Philippines
- Use SEM instead of Path Analysis
- Extend to SCCT framework

Conclusion


Applies SCT in examining COE of Filipino college students

Extends literature by showing importance of SES and Parenting as Environmental variables

SES & Parental Autonomy-granting → CDMSE → COE

These findings have practical implications:

- Parental Psychoeducation
- Role-playing during Career Counseling
- Goal setting



Thank you for your time!

