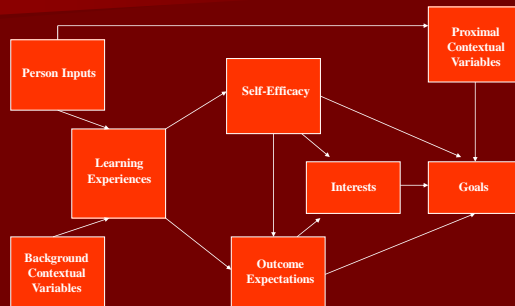


## Investigating the Role of SCCT Variables in Explaining Self-Efficacy and Outcome Expectations for Mexican American Students

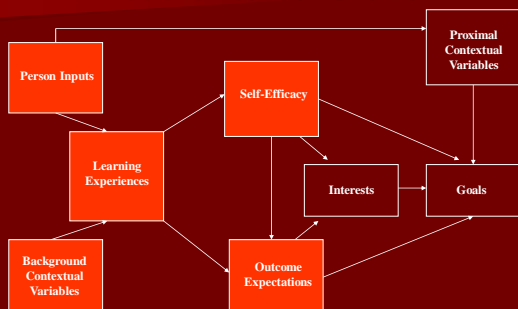
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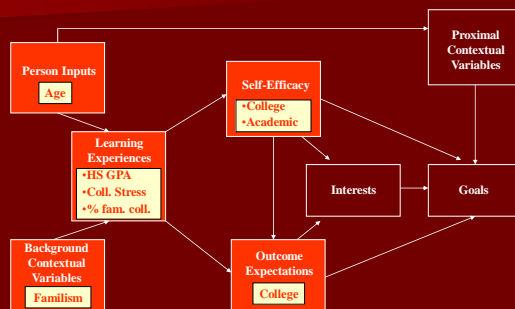
### Lent, Brown, & Hackett's (1994) Model of Career Choice



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### Measured Variables

Variable	Mean	SD	Range
Age	20.6	3.8	17 - 57
High School GPA	3.41	.50	1 - 5.90
Percentage of family members with at least some college	.41	.31	0 - 1.00

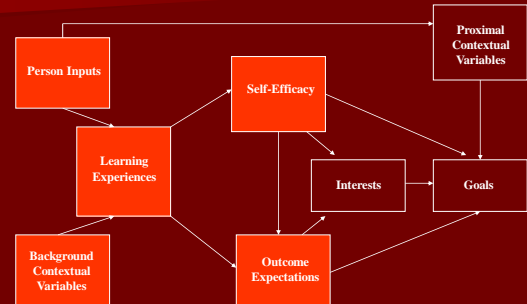
### Measured Variables cont'd.

Variable	Scale	No. of Items	$\alpha$	Mean	SD
Familism	Familism Scale; Lugo-Steidel & Contreras, 2003	18	.88	6.8	1.4
College Stress	College Stress Inventory; Solberg, Hale, Villareal, & Kavanagh, 1993	21	.90	1.3	.72
College Self-Efficacy	College Student Self-Efficacy; Solberg et al., 1993	22	.92	6.1	1.2
Academic Self-Efficacy	Multidimensional Scales of Perceived Self-efficacy; Bandura, 1990	25	.91	5.3	.90
College Outcome Expectations	College Outcome Expectations Scale; Flores et al., 2001	19	.91	8.5	1.2

## Hypothesis

- Person/background variables and learning experiences will have linear relationships with three outcome variables, namely,
  - college self-efficacy,
  - academic self-efficacy, and
  - college outcome expectations.

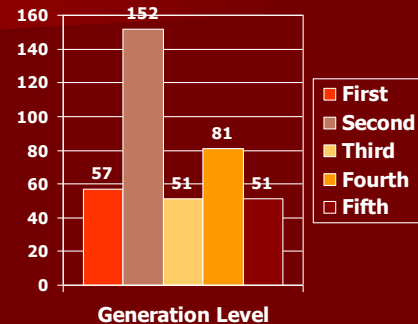
## Lent, Brown, & Hackett's (1994) Model of Career Choice



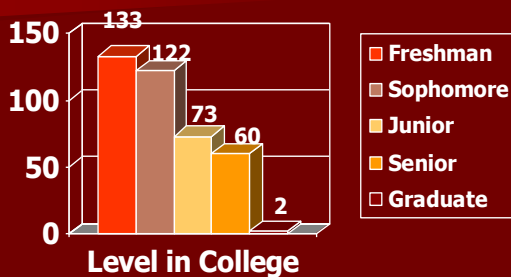
## Participants

- 392 self-identified Mexican American college students
- 54.8% female; 45.2% male
- Average age = 20.5 years (SD = 3.8)
- Average high school GPA = 3.41 (SD = .50)
- Average college GPA = 3.02 (SD = .55)

## Participants cont'd.



## Participants cont'd.



## Results

Three regression analyses were performed.

### 1<sup>st</sup> regression analysis

- Predictors: Age, familism, high school GPA, college stress, % family members
- Outcome: College Self-Efficacy

### 2<sup>nd</sup> regression analysis

- Predictors: Age, familism, high school GPA, college stress, % family members
- Outcome: Academic Self-Efficacy

### 3<sup>rd</sup> regression analysis

- Predictors: Age, familism, high school GPA, college stress, % family members, college self-efficacy, academic self-efficacy
- Outcome: College Outcome Expectations

## Correlations

	1	2	3	4	5	6	7	8
1. Age	-	.01	-.19**	.15**	-.13**	.08	.06	-.08
2. Familism		-	.04	.03	.00	.05	.08	.30**
3. High School GPA			-	-.07	-.04	.09	.12*	-.03
4. College Stress				-	-.06	-.46**	-.45**	-.16**
5. Fam. Members Attended College					-	.01	-.02	.02
6. College Self-Efficacy						-	.74**	.33**
7. Academic Self-Efficacy							-	.28**
8. College Outcome Expectations								-

Note: \* $p < .05$ ; \*\* $p < .01$ .

## (1) Regression Results for College Self-Efficacy

Predictors	B	t	Significance
Age	.18	3.9	Yes
HS GPA	.12	2.6	Yes
Coll. Stress	-.48	-10.8	Yes
Familism	.06	1.4	No
% of Fam.	-.01	-.23	No

■ Adjusted  $R^2 = .25$

## (2) Regression Results for Academic Self-Efficacy

Predictors	B	t	Significance
Age	.14	3.1	Yes
Familism	.10	2.4	Yes
HS GPA	.09	2.0	Yes
Coll. Stress	-.46	-10.1	Yes
% of Fam.	-.03	-.76	No

■ Adjusted  $R^2 = .22$

## (3) Regression Results for College Outcome Expectation

Predictors	B	t	Significance
Age	-.14	-2.8	Yes
Familism	.28	6.2	Yes
HS GPA	-.12	-2.5	Yes
CSE	.30	4.6	Yes
Coll. Stress	.00	.16	No
% of Fam.	.00	.07	No
ASE	.07	1.1	No

■ Adjusted  $R^2 = .21$

## Discussion

- Our results indicated partial support for our hypothesis.
- Our model shows that two consistently significant predictors are age and high school GPA.
  - Students that enroll in college when they are young, and if they have low high school GPA, are at a higher risk for low self-efficacy.
  - This may affect their retention and academic success.

## Discussion cont'd.

- Our results indicated that there is a significant relationship between college stress and academic self-efficacy
  - How do we recognize college stress and intervene?

## Familism

- We also found a significant relationship between familism and academic self-efficacy, as well as with college outcome expectations.
  - More research needed to understand the relationship between familism and college outcome variables.

## Discussion cont'd.

- We also found a significant relationship between college self-efficacy and college outcome expectations.
  - Confirms the specified relationship between college self-efficacy and college outcome expectations.