

TESTING A SOCIAL COGNITIVE MODEL OF MATH/SCIENCE CAREER GOALS IN LOW-INCOME PROSPECTIVE FIRST GENERATION COLLEGE STUDENTS

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ABSTRACT

The present study used Social Cognitive Career Theory (SCCT; Lent, Brown, & Hackett, 1994) to examine the math/science career goals of a sample (N = 308) of low-income, prospective first generation college students. Specifically, the relations among contextual (i.e., parental support, intrinsic motivation for math/science, learning experiences, proximal supports) and social cognitive (math/science self-efficacy, outcome expectations, interests, and goals) factors were examined. Results of structural equation modeling analyses suggested significant relationships between variables, but poor fit of the SCCT model to the data. Mediation tests were statistically significant, but model-fit data suggested these results should be interpreted with caution. A moderation test was not statistically significant, indicating proximal supports did not moderate the relationship between math/science interests and goals. Findings are discussed in relation to implications for future research and practice.