Career Decision-Making Self-Efficacy in Undergraduate Latinas

Not too long ago, I was a Latina undergraduate student working towards a psychology degree and navigating the choppy waters of a large Liberal Arts institution. I spent years in my undergraduate program and acquired all of my job acquisition skills outside of the courses I was required to take in college.

I believe it is important to help students find ways to increase their career decision-making self-efficacy, their understanding of career development interventions and hope to make a case for the need to modify the curriculum for units within Liberal Arts to include career-oriented courses.

For the purposes of this study, I will be focused on students from a small academic unity within the Liberal Arts major that identify as Latina.

RQ. 1
How and to what extent does career decision-making self-efficacy impact occupational outcomes for Latina Liberal Arts majors?

RQ. 2
How and to what extent can we improve occupational outcomes for Latina undergraduate students in the Liberal Arts Major?

RQ. 3
What types of career development interventions are typically offered at higher education institutions and to what extent are services provided, being utilized by Latina undergraduate students?

What are the career decision-making self-efficacy beliefs of Latina liberal arts majors that effect them and to what extent are they able to access new learning experiences in order to promote positive self-efficacy beliefs and positive occupational outcomes.
The Theories

Social Cognitive Career Theory (SCCT) is a model of career development that puts particular interest in the following three things: how basic academic and career interests develop, how educational and career choices are made and how academic and career success is obtained (Lent, Brown, Hackett, 2002). SCCT holds that a person’s career-related self-efficacy, outcome expectations, and intentions can all be influenced by verbally persuasive messages, and can, in turn, all influence a person’s level of career behavior.

Career decision-making self-efficacy (CDSME) is one of the most important constructs in understanding career development. CDSME refers to beliefs in one’s ability to successfully complete tasks required in making career decisions (Betz, & Klein, & Taylor 1996). In addition, it has been shown that undergraduates of color anticipate more career-related barriers than their White counterparts (Luzzo & McWhirter, 2003).

References:


The Research

Research using SCCT and Career Decision-making process in Latinas in STEM concluded that campus climate, academic involvement, and faculty support and encouragement played an important role in Latinas’ STEM career decision-making process. I would like to expand upon this to include the importance of including career-oriented course into the curriculum is just as important as well, how students in the liberal arts need all of these to increase their CDSME.


The Methods

The Career Decision Self-Efficacy Scale (CDSE) measures an individual’s degree of belief that he/she can successfully complete tasks necessary to making significant career decisions. The CDSE short-form I intend to use includes 25-items. (Pending approval) and will be given to Latina students in STS. The unit is relatively small so the population sample will be around 20 students. The CDSE is strongly linked to positive educational and career decisional outcomes.

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