RELATIONSHIPS AMONG PARENTAL PSYCHOLOGICAL CONTROL, AUTONOMY SUPPORT , AND CAREER ADAPTABILITY OF UNIVERSITY STUDENTS: THE MEDIATING ROLE OF CAREER DECISION-MAKING AUTONOMY

[1]EUNKYO JUNG, [2]DOEHEE AHN

Chung-Ang University
E-mail: [1]silverk127@naver.com, [2]dahn@cau.ac.kr

Abstract - This study was to examine the mediating role of university students' career decision making autonomy in the links between parenting styles(psychological control, autonomy support) and career adaptability of university student. The number of 320 students in Seoul, Korea, were participated in the study. The structural equation modeling showed that psychological control decreased career decision making autonomy and career adaptability of university student children, whereas autonomy support increased them. Moreover, the effect of parenting styles on career adaptability was mediated by career decision making autonomy. In particular, the effect of parental autonomy support on career decision making autonomy and career adaptability of their children is significantly stronger than the effect of parental psychological control. These results suggest that focusing on parental autonomy support is essential for career development of university student.

Index Terms - Psychological control, Autonomy support, Career decision making autonomy, Career adaptability, University students

I. INTRODUCTION

Over the past decade, there has been a fast growing interest in career adaptability as the career circumstances change rapidly([1],[4]). Career adaptability, conceptualized by career construct theory, is defined as "a psychosocial construct that denotes an individual's resources for coping with current and anticipated tasks, transitions, traumas in their occupational roles that, to some degree large or small, alter their social integration." ([4],p.2).

The purpose of this study was to investigate environmental factorsthat predict career adaptability of university students in Korea, especially focusing on parenting style. At the same time, in this study, career decision making autonomy was considered as a mediation variable in the relationship between parenting style and career adaptability. Career Decision Making Autonomy (CDMA) is defined as the autonomous motivations underlying career decision making, and has been regarded as a crucial factor for understanding career development processes ([2]).The proposed model in present study is as follows(Fig. 1).

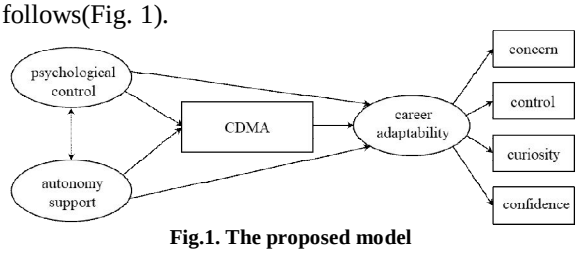

Fig.1. The proposed model

II. METHOD

A. Participants

The sample was consisted of 320 Korean university students (males=220; females=100).Participant's mean age was 23.31 years.

B. Measures

Parenting style (psychological control, autonomy support) were assessed by the scales which developed and validated by [5]. It is consisted of 16 items, 8 items each for psychological control and autonomy support. Items were rated on a 7-point Likert-type ranging from 1(not agree at all) to 7(totally agree). Cronbach's alphas of psychological control were .91 and .89 each for father and mother. And Cronbach's alphas of autonomy support were .88 and .84 each for father and mother, excluding 2 items which were eliminated as a result of confirmatoryfactor analysis for under the .40 of factor loading. Career Decision Making Autonomy was assessed by the CDMAS(Career Decision Making Autonomy Scale, [2]). It was composed of 4 types of motivation (intrinsic motivation, identified regulation, introjected regulation, external regulation, a total of 32 items). Items were rated on a 7-point Likert-type. Cronbach's alphas for the scales were .90 ~ .96. In this study, career decision making autonomy indexes were computed using following formula([3]): (i.e., intrinsic motivation + identified regulation) - (introjected regulation + external regulation), and were used in the analysis. Career adaptability was assessed by the Korea form ofCAAS(Career Adapt-Abilities Scale, [6]), which was originally developed by [4]. It was consisted of concern, control, curiosity, confidence with a total of 24 items. Items were rated on a 5-point Likert-type ranging from 1(not agree at all) to 5(totally agree). Cronbach's alphas for the scales were .81~.85.

III. RESULTS

The correlations between variables are given in Table 1.Results indicated that parental psychological control were negatively associated with career decision

making autonomy(paternal: r= -.26, p<.001; maternal: r=-.27, p<.001) and career adaptability(paternal: r= -.13, p<.05; maternal: r=-.14, p<.05). Conversely, parental autonomy supports were positively associated with career decision making autonomy(paternal: r= .30, p<.001; maternal: r= .32, p<.001) and career adaptability(paternal: r= .32, p<.001; maternal: r= .35, p<.001). Career decision making autonomy was also positively associated with career adaptability(r= .47, p<.001).

Table 1: correlations between variables

		1	2	3	4	5	6
1.	paternal psychological control						
2.	maternal psychological control	.50***					
3.	paternal autonomy support	-.49***	-.24***				
4.	maternal autonomy support	-.32***	-.41***	.61***			
5.	CDMA	-.26***	-.27***	.30***	.32***		
6.	career adaptability	-.13*	-.14*	.32***	.35***	.47***	
	M	2.78	2.52	5.14	5.24	3.05	3.92
	SD	1.33	1.19	1.08	.99	3.27	.53
	skewness	.52	.73	-.37	-.38	.52	-.27
	kurtosis	-.51	-.24	-.15	-.07	-.21	.30

*p<.05, **p<.01, ***p<.001.

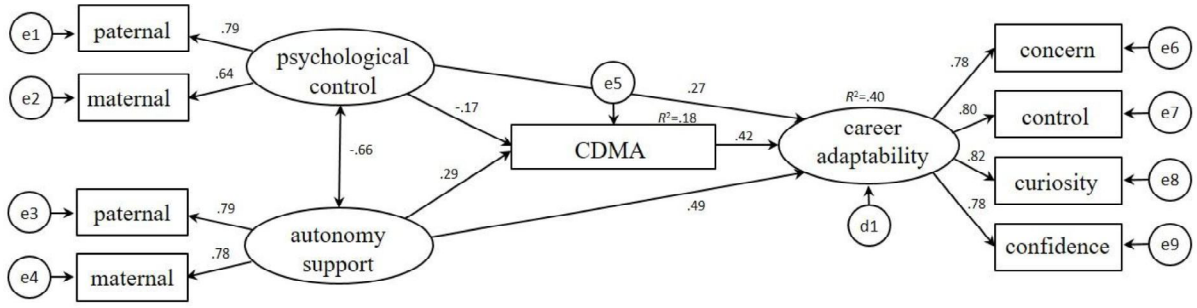

Fig.2. Results of the structural model.

Table 2:

			B	S.E.	□□	C.R.
paternal	←	psychological control	1.37	.19	.79***	7.69
maternal	←	psychological control	1.00		.64	
CDMA	←	psychological control	-.72	.42	-.17*	-1.72
career adaptability	←	psychological control	.17	.07	.27**	2.59
paternal	←	autonomy support	1.09	.10	.79***	10.82
maternal	←	autonomy support	1.00		.78	
CDMA	←	autonomy support	1.24	.41	.29**	3.05
career adaptability	←	autonomy support	.32	.07	.49***	4.64
career adaptability	←	CDMA	.06	.01	.42***	6.83
concern	←	career adaptability	1.00		.78	
control	←	career adaptability	.96	.07	.80***	14.75
curiosity	←	career adaptability	1.06	.07	.82***	15.12
confidence	←	career adaptability	1.01	.07	.78***	14.29

N=320, *p<.05, **p<.01, ***p<.001.

The results of the structural equation modeling are given in fig. 2 and Table 2.The fit of the measurement model was acceptable, x^2=83.936, df=22, p<.001, CFI=.947, NFI=.931, RMSEA=.094, AIC=147.936, SRMR=.038. Results indicated that parental psychological control negatively predicted career decision making autonomy(β=-.17, p<.05), whereas autonomy support positively predicted it (β=.29, p<.01). Moreover, the stronger parental psychological control (β=.27, p<.01), autonomy support (β=.49, p<.001), and career decision making autonomy of the university students(β=.42, p<.001), the higher career adaptability of university students. In particular, the effects of autonomy support on career decision making autonomy(Δ x^2=43.549, Δdf=1, p<.001)and career adaptability(Δ x^2=7.728, Δdf=1, p<.001) are significantly stronger than the effect of psychological control. In total, 40% of the variance in career adaptability was explained by parenting style and career decision making autonomy in this model.

To confirm the mediating effect of career decision making autonomy in the links between parenting style and career adaptability, significances of indirect effect wereverified by performing bootstrapping (BC: Bias-Corrected Percentile). The results indicated that both indirect effect of psychological control and autonomy support on career adaptability were significant(p<.05).

DISCUSSION

This indicated that parenting style influenced on career adaptability of their university student. Especially, the effect of autonomy support on career development of their children was stronger than the effect of psychological control. Therefore, to enhance career adaptability of university student, it is more important for parents to focus on supporting autonomy. In addition, it was also found that career decision making autonomy prompts career adaptability of university students. It suggests that university students who are more autonomously motivated about their careers can also have the ability to adjust to the rapidly changing working environment. This study could be helpful understand underlying processes of career development of university students.

REFERENCES

[1] P. Guan, A. Capezio, S. L. D. Restubog, S. Read, J. A. L. Lajom, and M. Li, “The role of traditionality in the relationships among parental support, career decision-making self-efficacy and career adaptability,” Journal of Vocational Behavior, vol. 94, pp. 114-123, 2016.

[2] F.Guay, “Motivations underlying career decision-making activities: The career decision-making autonomy scale (CDMAS),”Journal of Career Assessment, vol. 13, pp. 77-97, 2005.

[3] F.Guay, C. Senécal, L.Gauthier, andC. Fernet, “Predicting career indecision: A self-determination theory perspective,”Journal of counseling psychology, vol. 50, pp. 165-177, 2003.

[4] M. L. Savickas, and E. J. Porfeli, “Career Adapt-Abilities Scale: Construction, reliability, and measurement equivalence across 13 countries,” Journal of Vocational Behavior, vol. 80, pp. 661-673, 2012.

[5] J. S. Silk, A. S. Morris, T. Kanaya, and L. Steinberg, “Psychological control and autonomy granting: Opposite ends of a continuum or distinct constructs?” Journal of Research on Adolescence, vol. 13, pp. 113-128, 2003.

[6] J. Tak, “Career adapt-abilities scale—Korea form: Psychometric properties and construct validity,” Journal of Vocational Behavior, vol. 80, pp. 712-715, 2012.

★★★