

Public Abstract

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Title:Testing a Social Cognitive Model of Math/Science Career Goals in Low-Income Prospective First Generation College Students

The present study examined the development of career goals in math and science among a sample of 308 low-income prospective first generation college students. Study participants completed a survey that assessed parental support, intrinsic motivation for math and science, math/science learning experiences, self-efficacy, outcome expectations, interests, goals, and proximal supports. Social Cognitive Career Theory (SCCT; Lent, Brown, & Hackett, 1994) was used to test relationships among variables. Results indicated that variables examined in this study did not relate as hypothesized in the SCCT model. These results have implications for the use of SCCT when designing interventions to promote math/science goal-setting among low-income prospective first generation college students.