

The Relationship Between Parenting Style and Career Decision Making Self-Efficacy in Undergraduates: Mediating Effect of Work Values

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ABSTRACT

Objective: To explore the characteristics of parenting style, work values and career decision making self-efficacy in undergraduates and analyze the relationship among the above 3 variables. **Method:** Eight hundred and forty-nine undergraduates were selected by stratified random sampling from 7 universities in Guangdong province. Short-Form Egna Minnen av Barndoms Uppfostran (s-EMBU), Work Values Scale for College Students (WVS) and Career Decision Making Self-Efficacy Scale (CDMSES) were administered to them. **Results:** (1) The score of parental control was at a low level; The scores of parental care, social promotion, ease and stability, salary and reputation, benefits and welfare, total scores and five dimensions of CDMSES belong to the medium level; The scores of the other 6 dimensions of WVS belong to high scores. (2) Purposeful values play a partial mediating role in the relationship between parental care and career decision making self-efficacy, and the mediating effect accounts for 33.9% of the total effect; Instrumental values play a partial mediating role in the relationship between parental care and career decision making self-efficacy, with the mediating effect accounting for 11.1% of the total effect; Work values play a partial mediating role in the relationship between parental care and career decision making self-efficacy, and the mediating effect accounts for 30.4% of the total effect. **Conclusion:** Parental care can not only directly predict college students' career decision making self-efficacy, but also indirectly affect it through work values.

Keywords: College Students, Parenting Style, Work Values, Career Decision Making Self-Efficacy, Mediating Effect

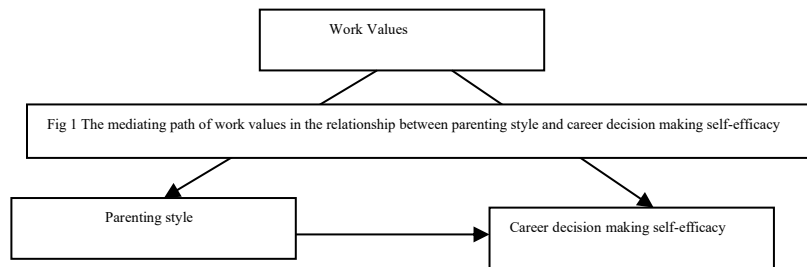
Work values are the individuals' criteria for career evaluation and selection, and the value orientation reflected in individual career selection. It reflects the work-related goals pursued by individuals, including their internal needs and the work characteristics or attributes they pursued [1]. Most scholars agree that work values directly affect the effect of individuals' job hunting and career development [1].

At present, college students' work values are generally positive and enterprising. However, under the influence of social transformation and foreign thoughts, college students' work values also have some problems, which are mainly reflected in the fuzziness of work values, the shortsightedness of professional goals, the contradiction of professional value orientation, and so on [2-5], resulting in their insufficient career planning [6], confusion, anxiety, a lack of confidence, and blind conformity when hunting a job [7], infeasibility of the job-selection schemes [8], daring not and being not good at entrepreneurship [9]. Due to the conflict between job and values, their career adaptation is often difficult and job hopping is frequently, which directly hinders their career development and brings losses to employers [10-11].

Career decision making self-efficacy is individuals' self-perception of the ability required to complete job-hunting related tasks and the belief in the ability to implement and adhere to job-hunting related behaviors [12]. Career decision making self-efficacy is not a kind of ability, but individuals' confidence in whether they can find a suitable job and adhere to job-hunting behavior. Career decision making self-efficacy not only directly or indirectly affects job-hunting behavior and enthusiasm and success rate of employment, but also has a far-reaching impact on individuals' career development. A large number of studies [7, 8, 13] have found that college students' career decision making self-efficacy is at a medium level, and college students with low career decision making self-efficacy have lower employability, higher anxiety in job-hunting and lower success rate of employment [14-15].

Parenting style refers to the collection of all words and deeds such as ideas, attitudes, and emotions embodied by parents in the process of raising children [16]. Because parents are the important others of their children, parenting style is very important to their children's healthy growth. Empirical research shows that parenting style is a predictor of many mental health indicators such as college students' self-confidence, self-esteem, sense of self-worth, sense of security, sense of social responsibility, interpersonal trust, resilience, learning engagement, internet addiction, suicidal attitude and ideation [17-22].

Previous studies have shown that there is a significant correlation between work values and career decision making self-efficacy, parenting styles and work values, parenting styles and general self-efficacy [7, 11, 20, 23], and career decision making self-efficacy is the embodiment of general self-efficacy in the field of job hunting. We can assume that there may be an intermediary variable in the three variables of work values, career decision making self-efficacy and parenting style. From the connotation of the above three variables, career decision making self-efficacy shows a series of explicit behavior and emotional reactions, which belongs to the result variable; parenting style is the external (family) influence, which belongs to the remote variable; work values are internal psychological quality which are proximal variables affected by distal variables (parenting style) and ultimately affect the expression of outcome variables (career decision making self-efficacy). In other words, career decision making self-efficacy should be mediated by work values. Therefore, we can assume that work values play an intermediary role between parenting style and career decision making self-efficacy, and the influence path is shown in Figure 1:



OBJECTS AND METHODS

Objects

A stratified random sampling is used to selected 1000 college students from 7 universities in Guangdong Province, including Guangzhou University, South China Agricultural University, Guangdong University of Technology, Guangdong Medical University, Guangzhou Academy of Fine Arts, Guangzhou Institute of Physical Education and Zhuhai College of Beijing University of Technology. Eight hundred and forty-nine valid questionnaires were collected, with an effective rate of 84.9%. The age ranged from 18 to 24 years (mean 20.61 ± 2.08 years). Among them, there are 419 boys and 430 girls; 207 freshmen, 191 sophomores, 181 junior, 185 senior and 85 fifth-year students.

Tools

Career Decision Making Self-Efficacy Scale, CDMSES

It is compiled by Peng Yongxin et al. (2003) [24]. CDMSES has 39 items which are divided into five dimensions: self-evaluation (SE), information collecting (IC), goal screening (GS), plan making (PM) and problem solving (PS). Likert 5-point scoring method is used to score from 1 to 5 points corresponding to "no confidence" to "full confidence". The higher the score, the stronger the sense of career decision making self-efficacy. A dimension or item score ≤ 2.5 indicates that the subject is at a low level in this dimension or item; $2.5 < \text{a dimension or item score} \leq 3.5$ indicates that the subject is at a medium level in this dimension or item; A dimension or item score > 3.5 indicates that the subject is at a high level in this dimension or item. In this study, the Cronbach's α coefficient of the total questionnaire is 0.822, and the Cronbach's α coefficient of each dimension is 0.721- 0.773.

Work Values Scale for college students, WVS

It is compiled by Jin Shenghua et al (2005) [25]. WVS has 34 items divided into two subscales: purposeful values (PV) and instrumental values (IV). Furthermore, 16 items of the purposeful values subscale are divided into four dimensions: family maintenance (FM), status pursuit (SP), achievement realization (AR) and social promotion (SPT), and 18 items of the instrumental values subscale are divided into six dimensions, including ease and stability (ES), interest and personality (IP), norm and morality (NM), salary and reputation (SR), career prospects (CP) and benefits and treatment (BT). Likert 5-point scoring method is used to score from 1 to 5 points corresponding to "very unimportant" to "very important". the higher the score of a subscale (dimension or item), the stronger the tendency of the subjects in the subscale (dimension or item). The score of a subscale, dimension or item ≤ 2.5 indicates that the subject is at a low level in the subscale, dimension or item; $2.5 < \text{the score of a subscale, dimension or item} \leq 3.5$, indicates that the subject is at a medium level in the subscale, dimension or item; If the score of a subscale, dimension or item is more than 3.5, it indicates that the subject is at a

high level in the subscale, dimension or item. In this study, the Cronbach's α coefficient of the total questionnaire is 0.840, the Cronbach's α coefficients of two subscales are 0.791 and 0.764, and the Cronbach's α coefficients of 10 dimensions are 0.713- 0.747.

Short-Form Egna Minnen av Barndoms Uppfostran, s-EMBU

Compiled by Marcus (2003) [26] and revised by Jiang Zong et al. (2010) [27], it is a self-reported questionnaire in Chinese. It is divided into father version and mother version, with 21 questions and the same content, including three dimensions: rejection, emotional warmth and over protection. Likert 4-point scoring method is used to score from 1 to 4 points corresponding to "never" to "always". The average score of each dimension represents the subjects' perceived parenting style. Liu Fanglin (2011) [28] conducted principal component analysis on the six dimensions of s-EMBU and obtained two high-order factors: parental control (PCT) and parental care (PCA). This study adopts the version revised by Liu Fanglin (a dimension or item score ≤ 2.0 indicates that the subject is at a low level in this dimension or item; $2.0 < \text{a dimension or item score} \leq 2.8$ indicates that the subject is at a medium level in this dimension or item; a dimension or item score > 2.8 indicates that the subject is at a high level in this dimension or item). In this study, the Cronbach's α coefficients of PCT and PCA are 0.816 and 0.754, respectively.

Data processing

SPSS 20.0 is used for statistical analysis. The average score and standard deviation of each scale are calculated by descriptive statistics; Pearson product moment correlation is used to explore the correlation between variables; Linear regression analysis is used to analyze the intermediary role of work values in the relationship between parenting style and career decision making self-efficacy.

RESULTS

Current situation of college students' parenting styles, work values and career decision making self-efficacy

It can be seen from table 1 that the score of parental control belongs to a low score; The scores of parental care, social promotion, ease and stability, salary and reputation, benefits and treatment, the total scores of CDMSES and scores of five dimensions belong to medium scores; Scores of the other 6 dimensions of WVS belong to high scores[24, 25, 28].

Table 1 Descriptive statistics of total scores and dimension scores of 3 scales (n=849)

Dimension	M	SD	Min	Max deviation	Item average	Item standard
Parental care	43.35	13.07	10.00	72.00	2.41	0.73
Parental control	40.60	10.15	16.00	73.00	1.69	0.42
Family maintenance	10.65	2.30	3.00	15.00	3.55	0.77
Status pursuit	17.77	3.34	7.00	25.00	3.56	0.67
Achievement realization	19.53	3.64	7.00	25.00	3.91	0.74
Social promotion	10.21	2.55	3.00	15.00	3.40	0.85
purposeful values	58.16	8.76	25.00	80.00	3.64	0.55
Easy and stable	9.85	2.16	3.00	15.00	3.28	0.72
Interest and personality	11.42	2.14	4.00	15.00	3.81	0.71
Norm and morality	11.75	2.15	3.00	15.00	3.92	0.72
Salary and reputation	9.11	2.25	3.00	15.00	3.04	0.75
Career prospects	11.84	1.96	6.00	15.00	3.95	0.65
Benefits and treatment	10.32	2.57	3.00	15.00	3.44	0.86
Instrumental values	64.29	8.51	36.00	90.00	3.57	0.47
Total score of WVS	122.45	17.02	67.00	169.00	3.60	0.50
Self evaluation	16.95	3.56	6.00	25.00	3.39	0.71
Information collecting	16.26	3.33	6.00	23.00	3.25	0.67
Goal screening	16.51	3.68	5.00	25.00	3.30	0.74
Plan making	15.89	3.73	5.00	25.00	3.18	0.75
Problem solving	16.26	3.52	5.00	24.00	3.25	0.70
Total score of CDMSES	81.88	16.22	29.00	119.00	3.28	0.65

Correlation analysis of scores of each scale

It can be seen from table 2 that there is a significant pairwise correlation among the total score of CDMSES, purposeful values and parental care ($r = -.401, .224, .242$; all $P < .001$); a significant pairwise correlation among the total score of CDMSES, instrumental values and parental care ($r = .167, .228, .242$; all $P < .001$); a significant pairwise correlation among the total scores of CDMSES, WVS and parental care ($r = .334, .264, .242$; all $P < .001$).

Table 2 Correlation analysis of scores of various scales and dimensions

	SE	IC	GS	PM	PS	CDMSES	PCA	PCT
FM	.130*	.166**	.111*	.051	.110**	.123*	.331**	-.080*
SP	.218**	.238**	.152**	.243**	.267**	.218**	.172**	.044
AR	.410**	.350**	.374***	.373***	.382**	.415**	.103**	.080*
SPT	.337**	.325**	.311**	.329***	.316**	.355**	.100**	-.020
PV	.385**	.374**	.333**	.356***	.381**	.401**	.224**	.023
ES	-.129*	-.085	-.124*	-.126*	-.076	-.116*	.044	.020
IP	.302**	.295**	.348***	.295***	.289***	.336**	.178**	-.003
NM	.167**	.157**	.163**	.157**	.145**	.173**	.193**	.022
SR	.040	.082*	.079	.089*	.096*	.085	.150**	.095*
CP	.182**	.203**	.192**	.209**	.214**	.220**	.217**	-.003
BT	-.030	.001	-.037	-.033	.030	-.016	.111**	.043
IV	.129*	.161**	.155**	.144*	.174**	.167**	.228**	.047
WVS	.302**		.286**		.325***	.334***	.264**	.041
		.314***		.293***				
PCA	.211**	.231**	.220**	.210**	.230**	.242**	.000	.132**
PCT	-.054	-.026	-.038	-.010	-.093*	-.048	.132*	1.000***

Note : * $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$ (The same below)

Mediating effect test of work values between parental care and college students' career decision making self-efficacy

The mediation effect test method proposed by Wen Zhonglin et al. [29] is used to analyze the possible intermediary effect of work values in the relationship between parental care and college students' career decision making self-efficacy. As shown in Figure 2, the score of parental care is taken as the independent variable x , the total score of CDMSES is used as the dependent variable y , and the intermediary variables m to be verified are the total score of WVS and the scores of two dimensions, respectively. The first step is to make regression analysis with the total score of CDMSES as the dependent variable and parental care as the predictive variable to obtain the regression coefficient c ; In the second step, taking the total score of WVS or score of a certain subscale (WVSS) as the dependent variable and parental care as the predictive variable, the regression analysis is carried out to obtain the regression coefficient a ; In the third step, taking the total score of CDMSES as the dependent variable and the scores of parental care and WVS (or WVSS) as the predictive variables, the regression analysis is carried out to obtain the regression coefficients b and c' , the test path is shown in Figure 2, and the results are shown in Table 3, table 4 and table 5.

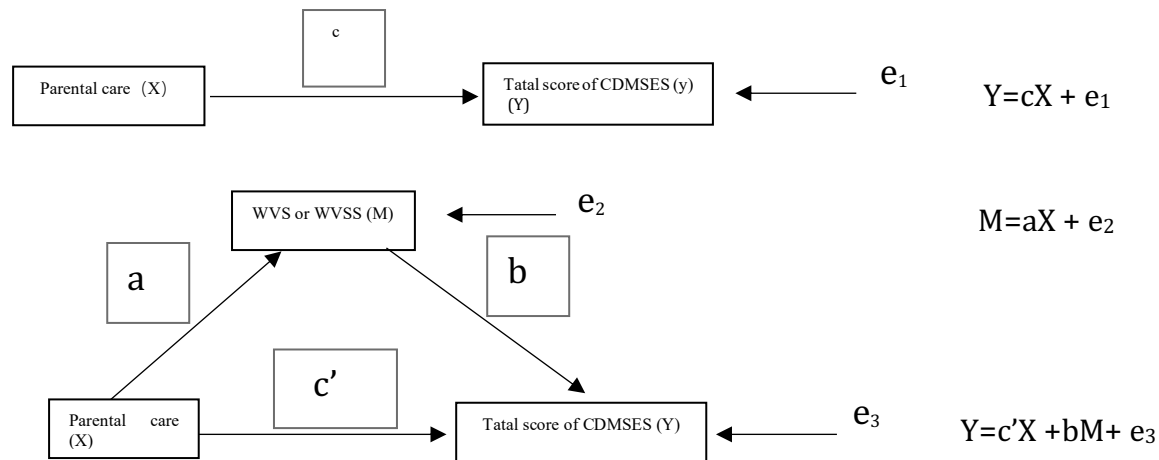


Fig. 2 Test steps of mediating effect of work values in the relationship between parental care and career decision making self-efficacy

Mediating effect test of purposeful values in the relationship between parental care and college students' career decision making self-efficacy

It can be seen from table 3 that in the first step, parental care positively predicts the total score of CDMSES, and the significant regression coefficient is 0.242, which can enter the second step; In the second step, parental care positively predicts purposeful values, and the significant regression coefficient is 0.224, which can enter the third step; In the third step, after controlling the influence of purposeful values on the total score of CDMSES, parental care can still positively predict the total score of CDMSES, and the significant regression coefficient is 0.160, that is, after adding the intermediary variable (purposeful values) between the dependent variable (the total score of CDMSES) and the independent variable (parental care), The absolute value of the regression coefficient between the total score of CDMSES and parental care decreased. It can be seen that purposeful values play a significant partial mediating effect in the relationship between parental care and career decision making self-efficacy, with an mediating effect accounting for 33.9% of the total effect (i.e. effect $m = ab / c = (0.224) \times (0.366) / 0.242 \times 100\% = 33.9\%$)

Table 3 Test of mediating effect of purposeful values in the relationship between parental care and career decision making self-efficacy

step	dependent variable	independent variable	B	β	t	R ²
Step 1 (c)	total score of CDMSES	Parental care	5.398	.242	4.308***	.148
Step 2 (a)	purposeful values	Parental care	2.705	.224	3.978***	.103
Step 3 (c')	total score of CDMSES	Parental care	3.568	.160	2.833**	.185
(b)		purposeful values	0.676	.366	6.813***	

Mediating effect test of instrumental values in the relationship between parental care and college students' career decision making self-efficacy

It can be seen from table 4 that in the first step, parental care positively predicts the total score of CDMSES, and the significant regression coefficient is 0.242, which can enter the second step; In the second step, parental care positively predicts instrumental values, and the significant regression coefficient is 0.228, which can enter the third step; In the third step, after controlling the influence of instrumental values on the total score of CDMSES, parental care can still positively predict the total score of CDMSES, and the significant regression coefficient is 0.215, that is, after adding the intermediary variable (instrumental values) between the dependent variable (the total score of CDMSES) and the independent variable (parental care), The absolute value of the regression coefficient between the total score of CDMSES and parental care decreased. It can be seen that instrumental values play a significant partial mediating effect on the relationship between parental care and career decision making self-efficacy, with an mediating effect accounting for 11.1% of the total effect (i.e. effect $m = ab / c = (0.228) \times (0.118) / 0.242 \times 100\% = 11.1\%$)

Table 4 Test of mediating effect of instrumental values in the relationship between parental care and career decision making self-efficacy

Step	Dependent variable	Independent variable	B	β	t	R ²
Step 1 (c)	total score of CDMSES	Parental care	5.398	.242	4.308***	.148
Step 2 (a)	instrumental values	Parental care	2.675	.228	5.409***	.078
Step 3 (c')	total score of CDMSES	Parental care	4.796	.215	3.413**	.109
(b)		Instrumental values	0.225	.118	3.779**	

Mediating effect test of work values in the relationship between parental care and college students' career decision making self-efficacy

It can be seen from table 5 that in the first step, parental care positively predicts the total score of CDMSES, and the significant regression coefficient is 0.242, which can enter the second step; In the second step, parental care positively predicts the total score of WVS, and the significant regression coefficient is 0.264, which can enter the third step; In the third step, after controlling the influence of total score of WVS on the total score of CDMSES, parental care can still positively predict the total score of CDMSES, and the significant regression coefficient is 0.177, that is, after adding the intermediary variable (total score of WVS) between the dependent variable (the total score of CDMSES) and independent variable (parental care), the absolute value of the regression coefficient between the total score of CDMSES and parental care decreased. It can be seen that work values play a significant partial mediating effect on the relationship between parental care and career decision making self-efficacy, with an mediating effect accounting for 30.4% of the total effect (i.e. effect $m = ab / c = (0.264) \times (0.279) / 0.242 \times 100\% = 30.4\%$)

Table 5 Test of mediating effect of work values in the relationship between parental care and career decision making self-efficacy

Step	Dependent variable	Independent variable	B	β	t	R ²
Step 1 (c)	total score of CDMSES	Parental care	5.398	.242	4.308***	.148
Step 2 (a)	total score of WVS	Parental care	3.240	.264	2.451*	.060
Step 3 (c')	total score of CDMSES	Parental care	3.396	.177	3.835**	.125
(b)		total score of WVS	0.426	.279	5.627***	

DISCUSS

First, this study finds that the score of parental control of college students is low; the scores of parental care, social promotion, ease and stability, salary and reputation, benefits and treatment, the total scores and scores of five dimensions of CDMSES belong to medium scores; and scores of the other 6 dimensions of WVS belong to high scores, which is consistent with the results of previous literature [3, 4, 7, 8, 13, 17-23]. It is suggested that the current college students generally believe that the parental care is moderate, and the level of parental control is low; their instrumental value orientation and instrumental value orientation are more obvious, but their sense of career decision making self-efficacy needs to be improved.

Second, there are direct and indirect effects between college students' parental care and career decision making self-efficacy.

On one hand, there is a significant positive correlation between college students' parental care and career decision making self-efficacy, indicating that there is a direct effect between them, which is consistent with the research results of Shen Qianru et al. [6]. In other words, the stronger the parental care, the higher the career decision making self-efficacy of college students, which is due to the promoting role of parental care, encouragement and guidance. If parents pay more attention to their children's growth, actively encourage them to explore reasonably and give appropriate guidance, their children will be more willing to participate in exploration activities (including career exploration), and are more likely to exercise their professional quality, improve their employability and obtain a higher sense of career decision making self-efficacy.

On the other hand, there is an indirect effect between parental care and career decision making self-efficacy. The specific ways of action are as follows: parental care – work values - career decision making self-efficacy, that is to say, work values play a partial intermediary role in the relationship between parental care and career decision making self-efficacy. College students with strong parental care tend to have more positive work values [7, 23]. They have more correct career assessment, more sufficient career planning, more reasonable career selection schemes, more appropriate career selection methods, and greater possibility of successful job-hunting, so they have a higher sense of career decision making self-efficacy.

CONCLUSION

This study preliminarily reveals the relationship between college students' parental care, work values and career decision making self-efficacy, and verifies the following theoretical hypothesis: Work values play a partial intermediary role in the relationship between parental care and career decision making self-efficacy. On one hand, there is a significant positive correlation between parental care and career decision making self-efficacy, which is a direct effect between them; On the other hand, there is an indirect effect between parental care and career decision making self-efficacy, which is reflected in the following ways: parental care – work values - career decision making self-efficacy.

To sum up, one of the important reasons why college students' career decision making self-efficacy is not high is that college students do not dare or are not good at career exploration due to inadequate parental care, which is difficult to improve their professional quality. According to the conclusion of this study, we put forward the following reference opinions for family and school education: The intervention of college students' vocational quality such as career decision making self-efficacy should start with strengthening college students' vocational education and vocational psychological quality training. In addition to paying attention to school systematic education and strengthening vocational social practice, we should also give full play to the influence and guiding role of parents. In the future, we can add longitudinal research data to further verify the relationship between college students' parenting style and career decision making self-efficacy.

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