

Roles of Parental Influences, Personality and Career Decision-making Self-efficacy in  
Predicting Vocational Interests and Choice Goals among Hong Kong  
Secondary School Students

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Abstract of thesis entitled: Roles of Parental Influences, Personality and Career Decision-making Self-efficacy in Predicting Vocational Interests and Choice Goals among Hong Kong Secondary School Students

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This study investigated the roles of parental influences, personality and gender variables in career-related self-concept development among secondary school students in Hong Kong. Two key career constructs, namely vocational interests and choice goals (i.e., aspirations and expectations), were included to assess the career-related self-concept. The incongruence between aspirations and expectations, in terms of interest types, occupational status and gender-typicality, was also estimated. The six major goals of this study include: (1) to determine to what extent the choice model of Social Cognitive Career Theory (SCCT) is applicable to Hong Kong students, (2) to expand the SCCT by examining how individual (i.e., career decision-making self-efficacy, personality and gender-related variables) and contextual variables (i.e., parental influences) may account for the aspirations and expectations as well as the aspiration-expectation incongruence, (3) to identify the value of culture-relevant, relationship-oriented personality dimension beyond the culture-general dimensions in explaining interests and aspiration-expectation incongruence, (4) to estimate the specific roles of paternal and maternal influences, including parental socio-economic variables, collective contributions to career efficacy, perceived parental expectation and parental support, in the development of aspiration-expectation incongruence, (5) to explore the parents' perceived expectation on their child's academic achievement and career choices, as well as their efficacy in assisting their child's career decision-making, and (6) to investigate the differential effects of gender and gender-related variables (i.e., gender role traditional attitudes)

on the development of aspiration-expectation incongruence among boys and girls. A total of 1382 secondary school students and a sub-sample of 114 parent-child dyads were used in this study. Results from structural equation modeling (SEM) indicated that the choice model of SCCT was applicable to Hong Kong students. In addition, both culture-general and culture-specific personality factors were useful in explaining vocational interests and self-efficacy in interest types in the SCCT models. In relation to students' aspirations, expectations and aspiration-expectation incongruence, these factors were directly associated with career decision-making self-efficacy, parental socio-economic variables and gender role attitudes. Perceived parental influences from mother (i.e., collective contributions to career efficacy, perceived parental expectation and parental support) were directly associated with students' career decision-making self-efficacy and indirectly related to outcomes of aspirations and expectations (via career decision-making self-efficacy). The effects of perceived parental influences from father on career variables were insignificant in general. Most personality factors were predictive of career decision-making self-efficacy. Furthermore, Interpersonal Relatedness was related to perceived parental influences from both parents. Gender differences in interests, self-efficacy, gender role attitudes, and gender-typicality in aspiration-expectation incongruence were observed. As demonstrated in the parent-child dyads, there was a good degree of concordance in interest types and gender-typicality between parents' expectation and students' choice goals. Parents' efficacy in assisting child's career decision-making was positively associated with students' perceived career-related parental support. On a theoretical level, this study expanded the current western-based theoretical frameworks by incorporating individual, contextual and cultural variables relevant to the Chinese culture into the existing career models. On an applied level, the findings would inform researchers, practitioners and educators about the career development of secondary school students in Hong Kong.

*Keywords:* vocational interests, career decision self-efficacy, adolescents, personality,  
parental influences

## 摘要

這項研究探討父母角色、性格及性別相關的變量對香港中學生於事業相關的自我概念發展的影響。事業相關的自我概念包括兩個關鍵構念：職業興趣和職業選擇目標(即抱負和實際期望)。同時，這項研究量度職業抱負和實際期望之間的不一致性(包括興趣類型、職業地位及性別典型性)。研究的六大目標包括：(1)確定社會認知事業理論於香港學生的適用程度，(2)研究個人(即職業決策自我效能、性格及性別相關的變量)及環境變量(即父母的影響)對職業選擇目標的影響，以拓展社會認知事業理論，(3)識別具文化獨特性的性格維度，以解釋職業興趣和職業選擇目標，(4)估計父母對學生職業選擇目標的影響因素，包括父母社會經濟地位、學生感知的集體職業決策效能、父母期望及支持，(5)探索父母個人對孩子的學業成就和職業選擇的期望，以及對於協助孩子作職業決策的自我效能，及(6)調查性別和性別相關變量(即性別角色的傳統觀念)對於職業選擇目標的影響。一共有 1382 名中學生參與這項研究。另外，其中 114 位參加者的父或母親亦參加了這項研究，組成 114 對親子二人組合。結構方程模型顯示社會認知事業理論中的選擇模型適用於香港學生。此外，具文化普遍性及具文化特定價值的性格因素有效解釋了社會認知事業理論模型中的職業興趣和對興趣類型的自我效能。學生的職業選擇目標及抱負和實際期望的不一致性，亦與職業決策自我效能、父母社會經濟地位、及性別角色觀念直接相關。學生感知的母親影響因素，與學生的職業決策自我效能有直接關係。父親因素對事業發展的影響並無顯著性。大多數性格因素都有效預測職業決策自我效能，而人際取向因素亦與感知的父母影響因素相關。研究亦發現男生和女生於職業興趣、自我效能、性別角色觀念及職業選擇目標有顯著的性別差異。親子二人組合的子樣本顯示父母的期望和學生的選擇目標具一致性。這項研究將個人及文化相關因素融入現有的理論模型，在理論層面上擴大了西方的事業理論框架。在應用層面上，研究結果將有助研究員及教育工作者理解香港中學生的事業發展。

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Self-translated Scales:

RIASEC markers (Armstrong, Allison, & Rounds, 2008; Ludwikowski, 2010)

<p><b>Instructions:</b> Please rate how much interest you have in performing each activity listed below using the following scale:  1 = Strongly Dislike  2 = Dislike  3 = Neutral  4 = Like  5 = Strongly Like</p>	<p><b>指示：</b>我們所喜歡做的事能幫助我們確認自己想探索的職業。  以下將有六組不同的活動。試想想你是否喜歡做這些活動，而不論是否有能力去做這些活動。  請根據以下量表，指出你對以下每項活動的喜歡程度。  1 = 非常不喜歡  2 = 頗為不喜歡  3 = 一般  4 = 頗為喜歡  5 = 非常喜歡</p>
Test the quality of parts before shipment	在貨品運出前測試零件的質素
Lay brick or tile	砌磚或鋪瓦片
Work on a offshore oil-drilling rig	在離岸鑽油台上工作
Assemble electronic parts	組合電子零件
Operate a grinding machine in a factory	在工廠中操作打磨工具
Fix a broken faucet	修理破爛的水龍頭
Assemble products in a factory	在工廠中組合產品
Install flooring in houses	為房屋安裝地板
Study the structure of the human body	研究人體結構
Study animal behavior	研究動物行為
Do research on plants or animals	做關於植物或動物的研究
Develop a new medical treatment or procedure	發展一套新的醫藥療法或療程
Conduct biological research	做生物學研究
Study whales and other types of marine life	研究鯨魚及其他海洋生物
Work in a biology lab	在生物學研究室工作
Make a map of the bottom of an ocean	為海洋的海床繪製地圖
Conduct a musical choir	指揮合唱團
Direct a play	導演一齣話劇
Design artwork for magazines	為雜誌設計藝術圖稿
Write a song	寫歌
Write books or plays	寫書或話劇劇本
Play a musical instrument	演奏一種樂器
Perform stunts for a movie or television show	在電影或電視節目中做特技演出
Design sets for plays	為話劇設計場景
Give career guidance to people	為別人提供關於職業選擇的指引
Do volunteer work at a non-profit organization	在非牟利機構做義工

Help people who have problems with drugs or alcohol	幫助有吸毒或酗酒問題的人
Teach an individual an exercise routine	教人一種常規運動的做法
Help people with family-related problems	幫助有家庭問題的人
Supervise the activities of children at a camp	在營地中監督小孩的活動
Teach children how to read	教小孩閱讀
Help elderly people with their daily activities	協助老人進行日常活動
Sell restaurant franchises to individuals	售賣餐廳的特許經營權
Sell merchandise at a department store	在百貨公司售賣商品
Manage the operations of a hotel	管理一所酒店的營運
Operate a beauty salon or barber shop	營運一間美容院或理髮店
Manage a department within a large company	在一所大公司裡面主管一個部門
Manage a clothing store	管理一間服裝店
Sell houses	賣房子
Run a toy store	經營一間玩具店
Generate the monthly payroll checks for an office	幫一間辦公室出每月的工資支票
Inventory supplies using a hand-held computer	使用手提電腦點算庫存物資
Use a computer program to generate customer bills	使用電腦程式製作客戶賬單
Maintain employee records	保存僱員記錄
Compute and record statistical and other numerical data	對統計或其他數字數據進行計算及記錄
Operate a calculator	操作一部計算器
Handle customers' bank transactions	處理客戶的銀行交易
Keep shipping and receiving records	為寄出貨物和收到貨物做記錄

<p><b>Instructions:</b> Please rate how much confidence you have in your ability to perform each activity listed below using the following scale:</p> <p>1 = Very Low Confidence  2 = Little Confidence  3 = Moderate Confidence  4 = Above Average Confidence  5 = Very High Confidence</p>	<p><b>指示：</b>我們有信心做的事能幫助我們確認自己想探索的職業。</p> <p>以下將有六組不同的活動。試想想你對自己做這些活動的能力有多大信心，而不論是否喜歡做這些活動。</p> <p>請根據以下量表，指出你對做該項活動有信心的程度。</p> <p>1 = 非常少信心  2 = 很少信心  3 = 一般信心  4 = 很有信心  5 = 非常有信心</p>
Perform lawn care services	執行草地保養服務
Repair household appliances	維修家具電器

Build kitchen cabinets	建造廚櫃
Guard money in an armored car	在裝甲車內看守金錢
Operate a machine on a production line	在生產線上操作一部機器
Repair and install locks	維修及安裝鎖
Set up and operate machines to make products	設置及操作一部機器以生產產品
Build a brick walkway	築一條磚路
Study ways to reduce water pollution	研究減少水污染的各種方法
Study the movement of planets	研究星體的軌跡
Examine blood samples using a microscope	使用顯微鏡檢測血液樣本
Study genetics	研究基因
Determine the infection rate of a new disease	判定一種新病毒的傳染率
Diagnose and treat sick animals	診斷及醫治生病的動物
Do laboratory tests to identify diseases	透過在實驗室做測試去辨認病毒
Develop a new medicine	研發一種新機器
Paint sets for plays	為話劇繪畫佈景
Sing in a band	在樂隊中獻唱
Act in a movie	在電影中演出
Conduct a symphony orchestra	指揮一隊交響樂團
Create special effects for movies	為電影製作特別效果
Compose or arrange music	作曲或編曲
Write reviews of books or plays	寫書評或劇評
Draw pictures	繪畫
Work with juveniles on probation	協助被判處緩刑的少年
Take care of children at a day-care center	在日間託管中心照顧小孩
Teach an elementary school class	教授小學的班別
Work with mentally disabled children	協助智障兒童
Teach disabled people work and living skills	教殘疾人士一些工作和生活的技能
Organize field trips for disabled people	為殘疾人士組織旅行
Teach a high-school class	教授中學高年級的班別
Help conduct a group therapy session	協助施行小組治療
Sell newspaper advertisements	報紙廣告
Sell a soft drink product line to stores and restaurants	將一個汽水系列賣給商店和餐廳
Give a presentation about a product you are selling	為一種你售賣的產品作演講介紹
Sell hair-care products to stores and salons	將頭髮護理產品賣給商店和美容院
Negotiate contracts for professional athletes	為專業運動員的合約作談判
Manage a retail store	管理一間零售店
Start your own business	創業
Market a new line of clothing	推銷一個新的服裝系列

Keep inventory records	做庫存記錄
Keep accounts payable/receivable for an office	為辦公室應繳和應收的賬款記帳
Calculate the wages of employees	計算僱員的工資
Develop a spreadsheet using computer software	使用電腦軟件建立一張電子表格
Assist senior level accountants in performing bookkeeping tasks	協助高級會計師執行記帳的工作
Transfer funds between banks using a computer	使用電腦在銀行間調動資金
Enter information into a database	將資料輸入數據庫
Keep records of financial transactions for an organization	為一個組織的金錢交易做記錄

*Gender Role Egalitarian Attitudes Test (Chang, 1999)*

<p><b>Instructions:</b> If you think it is more important or more appropriate for men than it is for women, please use 1, 2, 3, or 4 next to "more for men" to indicate the degree to which you think it is more important or more appropriate for men than it is for women. If you think it is equally important or appropriate for men and women, please check zero. If you think it is more important or more appropriate for women than it is for men, please use 1, 2, 3, or 4 next to "more for women" to indicate the degree to which you think it is more important or more appropriate for women than it is for men.  <b>Scale:</b> 4 3 2 1 More for men --- 0 Same --- 1 2 3 4 More for women</p>	<p><b>指示：</b>就著以下各項描述，如果你認為它對男性較對女性重要，或它適用於男性多於適用於女性，請以“對男性較重要/較適用於男性”那邊的 1，2，3，或 4 標示（數字越大，代表相對於男性來說越重要，或適用於男性的程度越大）。          如果你認為它對女性較對男性重要，或它適用於女性多於適用於男性，請以“對女性較重要/較適用於女性”那邊的 1，2，3，或 4 標示（數字越大，代表相對於女性來說越重要，或適用於女性的程度越大）。          如果你認為它對於男性和女性同樣重要，或它同樣程度地適用於男性和女性，請選 0。  <b>量表：</b>4 3 2 1 對男性較重要/較適用於男性--          - 0 --- 1 2 3 4 對女性較重要/較適用於女性</p>
Be a leader	當領袖
Do housework	做家務
Conduct business	做生意
Cook at home	在家做飯
Receive highest education possible	獲取能力範圍內的最高教育水平
Shop for groceries	購買日用品
Take care of children	照顧小孩
Make money	賺錢
Have a successful career	事業有成
Do laundry	洗衣服

*Perceived Career-Related Parent Support Scale* (Turner, Alliman-Brissett, Lapan, Udipi, & Ergun, 2003)

Instructions: Nil.	指示：請指出你有多同意以下各項關於你 <u>父親/母親</u> 的描述，並在適當的空格上畫上√。
My parents reward me for doing my schoolwork well.	會因為我在學校表現優秀而獎勵我。
My parents teach me things that I will someday be able to use at my job.	會教我一些我將來在工作上用到的東西。
My parents help me pick out classes that help me in my career.	會協助我選出對我將來的職業有幫助的科目。
My parents give me chores that teach me skills I can use in my future career.	安排給我的雜務教會我一些在我將來工作上可以用到的技能。
My parents help me do my homework.	會在我做功課時給予協助。
My parents let me do activities outside of school that teach me future job-related skills.	允許我在校外進行一些可以讓我學到跟我未來工作相關的技能的活動。
My parents talk to me about how what I am learning will someday be able to help me on the job.	會跟我談論我現在所學的東西將如何幫助我日後的工作。
My parents help me take pride in my work	使我為我做的事感到自豪。
My parents tell me about their jobs.	會告訴我他/她所做的是什麼工作。
My parents show me the kind of things they do at work.	會展示給我看他/她工作上做的是什麼。
My parents have taken me to their work	曾帶我一起上班。
My parents had me meet someone they work with	曾讓我跟某個和他/她一起工作的人見面。
My parents have shown me where they work.	讓我看過他/她工作的地方。
My parents tell me about things that happen to them at work	會告訴我他/她在工作上發生的事情。
My parents tell me about the kind of work they do.	會告訴我他/她的工作是怎麼樣的。
My parents praise me when I learn job-related skills.	當我學到一些跟工作相關的技能時，他/她會稱讚我。
My parents encourage me to learn as much as I can at school.	鼓勵我盡量在學校能學到多少東西就學多少東西。
My parents encourage me to make good grades.	鼓勵我拿取好成績。
My parents encourage me to go to technical school or college or get a job after I graduate.	鼓勵我畢業後入讀職業訓練學校、入讀大學、或找份工作。
My parents told me they expected me to finish school.	告訴我他/她期望我能完成學業。
My parents talk to me about what kind of job	跟我說他/她想我從事什麼工作。



they would like me to have.	
My parents talk to me when I am worried about my future career.	當我為將來的職業感到憂慮時，他/她會開解我。
My parents say things that make me happy when I learn something I might use in a job sometime	當我學到一些我將來在工作上可能會用到的東西時，他/她會說一些讓我高興的話。
My parents talk to me about what fun my future job could be.	會跟我談論我將來的工作會多有趣。
My parents tell me they are proud of me when I do well in school	當我在學校表現理想時，他/她會告訴我他們為我感到驕傲。
Sometimes my parents and I get excited when we talk about what a great job I might have someday.	有時當我和他/她談到我將來有機會獲得一份很好的工作時，我們會變得很雀躍。

*Living Up to Parent Expectation Scale (Academic Achievement subscale; Wang & Heppner, 2002)*

<p><b>Instructions:</b> The following questions consist of two parts, which are (a) perceived parental expectation, and (b) perceived self performance. Please respond according to your real life situation. If the expectations from father and mother are inconsistent, please answer according to the parental expectation you perceived more often. If you think the situation has not yet occurred but might occur in the future, please answer according to what you consider as most likely to occur.</p> <p><b>Scale:</b></p> <p>(a) Perceived parental expectation (PPE): How strong do you currently perceive this expectation from your parents - 1 = Not at all expected; 2 = Rarely expected; 3 = Sometimes expected; 4 = Fairly often expected; 5 = Strongly expected; 6 = Very strongly expected</p> <p>(b) Perceived self performance (PSP): To what extent do you currently perform this manner - 1 = Not at all expected; 2 = Rarely expected; 3 = Sometimes expected; 4 = Fairly often expected; 5 = Strongly expected; 6 = Very strongly expected</p>	<p>指示：以下每題均包含兩個作答題目：分別是 (a)父 / 母親期望及 (b)個人實際做到的程度。</p> <p>作答時，請依你的實際狀況來回答，並將適當的數字填在相應的空格上。</p> <p>如果你覺得該情況尚未發生、但未來可能會發生，請以你認為最有可能發生的情況作答。</p> <p><u>量表：</u></p> <p>(a)父 / 母親期望：你感受到父/母親期望的強度。1 = 從不；2 = 很少；3 = 有時；4 = 適度；5 = 強烈；6 = 非常強烈</p> <p>(b)做到的程度：你個人實際做到的程度。1 = 從來沒有做到；2 = 很少會做到；3 = 偶爾會做到；4 = 部分做到；5 = 大部分做到；6 = 完全做到</p>
<p>My parents expect me to have excellent academic performance</p>	<p>傑出的課業表現。</p>
<p>My parents expect my academic performance to make them proud</p>	<p>課業表現能讓父母引以為傲。</p>
<p>My parents expect me to study hard to get a high-paying job in the future</p>	<p>為未來有一份高薪的工作努力。</p>
<p>My parents expect me to share the financial burden of the family</p>	<p>分擔家庭經濟。</p>
<p>My parents expect me to study their ideal program/major</p>	<p>就讀父母心目中熱門的科系。</p>
<p>My parents expect me to perform better than others in all academic aspects</p>	<p>課業表現樣樣比別人好。</p>
<p>My parents expect me to pursue their ideal careers (doctors, teachers,</p>	<p>努力追求父母心目中理想的職業。</p>
<p>My parents expect me to honor my parents and family's ancestors</p>	<p>光宗耀祖。</p>
<p>My parents expect me to study at their ideal college/university</p>	<p>就讀父母心目中理想的大學。</p>

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