

The Relationship between the Five Types of Social Support and Career Thoughts in College Students

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Literature Review

Social Support

Person-Environment Fit Theory (Brown, 2002)

Satisfaction with Five Types of Social Support (Brown, Alpert, Lent, Hunt, & Brady, 1988)

- Acceptance and Belonging
- Appraisal and Coping Assistance
- Behavioral and Cognitive Guidance
- Tangible Assistance and Material Aid
- Modeling

Career Thoughts

Cognitive Information Processing Theory (Peterson, Sampson, & Reardon, 1991)

Method

Participants

272 College Students

- Athletes (118, 43.4%), Non-Athletes (154, 56.6%)
- Males (146, 53.7%) and Females (126, 46.3%)
- Freshmen (43, 15.8%), Sophomores (65, 23.9%), Juniors (94, 34.6%), Seniors (70, 25.7%)
- Caucasian (162, 59.6%), African American (74, 27.2%), Hispanic (15, 5.5%), Native American (0, 0.0%), Asian American (1, 0.4%), Other (12, 4.4%), More than one apply (8, 2.9%)
- ATHLETES: Baseball (13, 11.0%), Basketball (14, 11.9%), Football (37, 31.4%), Golf (5, 4.2%), Soccer (7, 5.9%), Softball (8, 6.8%), Swimming & Diving (8, 6.8%), Tennis (3, 2.5%), Track & Field (18, 15.3%), Volleyball (4, 3.4%), Unknown (1, 0.8%)
- ATHLETES: Sample accounts for 25% of athletic population at FSU

Instrumentation

Demography Information Survey

Social Support Inventory-Subjective Satisfaction (Brown, Brady, Lent, Wolfert, & Hall, 1987)

Career Thoughts Inventory (Sampson, Peterson, Lenz, Reardon, & Saunders, 1996)

Measures three types of negative career thoughts

- Decision making confusion
- Commitment Anxiety
- External Conflict

Results

All bivariate correlations significant at $p < .01$

Satisfaction with social support accounts for 17% of variance in negative career thoughts

All hierarchical regression models significant at $p < .01$

- Satisfaction with social support accounts for 16% of variance in decision making confusion
- Satisfaction with social support accounts for 10% of variance in commitment anxiety
- Satisfaction with social support accounts for 9% of variance in external conflict

Acceptance-Belonging significantly related to Decision Making Confusion at $p < .10$

Significant difference between athletes and non-athletes regarding their scores on the Acceptance-Belonging subscale of the SSI-SS and the Decision Making Confusion subscale of the CTI at $p < .01$

Discussion

Implications

Practice

- Know type of social support to give (Faculty and Administrators)
- Know type needed (College Students)

Research

- Foundation for future research
- Development of new measures

Limitations

Large number of underclassmen

- First step in CASVE cycle not reached

Convenience sampling

Strong relationships between social support types in SSI-SS

Future Directions

Additional variables (i.e., career maturity, self-efficacy, motivation, and personality characteristics)

Negative aspects of social support

Additional populations

Specific phases of career development process (i.e., major, internship, or job search)