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Who chooses my future? The Role of Personality and Acculturation in First and Later Generation Immigrant College Students' Career Decision Making

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Who chooses my future?

The Role of Personality and Acculturation in First and Later Generation Immigrant College Students' Career Decision Making

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Abstract:

Career choice is often reflected by a student's choice of major. Personality, vocational interests, and cultural influences are also significant factors in the process of choosing a major. For Latino students, maintaining cultural norms is an important part of career choice, although the influence of cultural norms tends to decrease from first to later generations. The current study examined the influences of acculturation and personality (introversion/extraversion) among 57 Latino/Hispanics students: first-generation immigrant students, those who migrated to the US during childhood/adolescence, and later generation students. We hypothesized that later-generation students are more likely to major in business and social sciences, while first-generation students would be more likely to major in STEM. We found that 75% of first-generation students were business majors; while only 24.49% of later-generation students' were business majors. Among both groups personality appears to be more closely related to choice of major than acculturation.

Introduction

Selecting a major is a critical part of a college student's life, one that marks the first steps in beginning a career. Choosing one can be difficult because there are many factors to be considered. In an individualistic culture, there is an emphasis on the "I" when choosing a major, students are encouraged to pursue "what I want" or "what am I interested in?" and as a result, they tend to pursue careers that closely match their interests (Hofstede and McCrae, 2004). According to John L. Holland's theory of vocation, individuals choose careers that match the desired environment in which they wish to work and that is correlated with their personality (Holland, 1959). In order to make a more comprehensive theory of vocation, he created six personality types: Realistic, Investigative, Artistic, Social, Enterprising, and Conventional. Each personality type contains a specific learning environment that matches the students' vocational interests. For example, enterprising individuals tend to have the quality of a leader; they are gregarious, persuasive and prefer an environment that requires verbal and social skills. This type is more common in business and communications fields (Pike 2006). Realistic are individuals who are practical and enjoy working with tools, and so Holland (1959) felt that they would enter the engineering field. Investigative are those who prefer to focus on research and discoveries, and as a result they lack social skills, which is common in the math and science fields. Social individuals enjoy working with people, but unlike enterprising, they are more empathetic and want to help others instead of being a leader, and so they choose fields, such as nursing, psychology, and liberal arts. Artistic are those who express themselves through art, and so they

choose careers in art. Finally, conventional are those who prefer doing repetitive tasks and are comfortable in the same work environment, which Holland felt that those would choose majors in accounting and data processing. Holland notes that when a student chooses a career path his satisfaction with his choice will depend on how well he knows himself, or his personality, and his knowledge of his chosen field and whether it matches his expectations and it satisfies the needs of his personality. For example, according to Holland, people who are introverts are more likely choose to be scientists, because introverts prefer to avoid interpersonal conflicts, and scientists are seen as individuals who work independently and does not require the use of verbal skills (Holland, 1959). From Holland's theory, one can conclude that extraverts will choose majors that requires an individual to be sociable and assertive, while introverts will choose a major that allows them to avoid interpersonal relationships.

Although personality and interest does play a role in choosing a career, cultural influences have been overlooked in the role of a students' career choice. Holland (1959) mentions that preferences can be influenced by certain factors, such as culture and close peers, such as parents and friends. This means that not every student's choice of major is solely based on personal preference. In a collectivist culture, the emphasis is on "we" or the in-group. Students are encouraged to pursue the career that will bring success for the group; careers that offer the most money or stability. For example, according to Carey, Koroma, and Roysircar (2010), "Asian Indian parents stress on professions, which they perceive to provide occupational and financial security" (328). Students often feel pressured by parents to pursue a certain major because not only do they agree with their parents' beliefs but also because they want to avoid intergenerational conflicts with them. This is particularly true among Asian immigrant students, where the majority tends to major in the field of science and math not necessarily because of

personal preference but rather it is a “compromise between their parents’ expectations and their personal preference” (Cheung, et al. 2012). Past research with Asian populations, which are collectivist cultures, supports this finding, but few have been conducted on other collectivist culture, such as a Latino population (Duffy and Risco, 2011).

For Latinos, family obligations and support are valued in their traditions, and this may cause them to feel that they need to choose careers that are supported by their parents’ beliefs and culture. In a Latino population, students are encouraged to find a career that will support their family and themselves financially (Keller and Whiston, 2004). Students are encouraged to seek careers that provide financial stability, and there have been an increase in choosing majors in the engineering and science fields (Crisp, Nora, Taggart, 2009). These cultures value the in-groups and seek to maintain family relationship and traditions, and as a result career seekers choose to follow their cultural norm in order to maintain a close family relationship.

This pattern is not as prevalent in later generation students who tend to deviate from the cultural norms and choose major in art and social sciences because they have acculturated into an individualistic culture that emphasizes liberal ideals (Carey, Koroma, and Roysircar, 2010). Students who have been influenced by an individualistic culture tend to feel less constrained or limited when choosing a major, and so they do not feel bound to satisfy their parents’ ideals. There is evidence that the differences in choice among first-generation immigrants and second-generation immigrants revolve on the concept of acculturation and personality.

Personality: Introversion and Extroversion

Extraverts are defined as gregarious, friendly, individualist, and socially facile, meaning that if they are place in an unfamiliar social environment, they would be more capable of adapting to it (Mooradian and Swan, 2006). As a result, extraverts are more likely to acculturate,

because they are more willing to break away from the original group and adapt to the new one. Individualists are more willing to compete and form new social contacts in order to pursue personal goals, while collectivists are already integrated into a group, and so they are not encouraged to form new social contacts as a mean towards success (Hofstede and McCrae, 2004). The outcome is that extraverts are more common in individualistic cultures than collectivistic cultures. Perhaps when Latino children acculturate into an individualistic culture they become more extraverted than previous generations, and choose majors that are not in the field of math or science?

Extraverts, being defined as pro-social and excitement seekers, tend to make decisions based on intuition and tend to take risks (Batool, Riaz, and Riaz, 2012). Introverts, on the other hand, tend to be reserved, self aware, and they tend to avoid risks, which prevents them from making spontaneous decisions. As a result, introverts tend to remain in the in-group because they perceive the out-group negatively and leaving the in-group means that they are leaving their source of protection (Olson, 2007). Despite their views on the cultural norm, introverts are more willing to comply, in order to maintain the relationship between the in-group and to provide for their needs. However, extraverts are more likely to leave the in-groups when they do not agree with the cultural norm because they tend to see themselves or the “I” as an important aspect to protect; they would consider their own needs before the needs of the group (Porter and Umbach, 2006).

The five-factor model (FFM) uses five basic personality traits, extraversion being one of them, in order to describe individuals. Under the FFM, extraversion is defined as talkative, assertive, excitement-seeker, and competent (Knafo, Roccas, Sagiv, Schwartz, 2004). Although Holland created six personality types to highlight the vocational interests that matches with

career environments, the FFM’s big five personalities (Extraversion, Agreeableness, Conscientious, Openness, Neuroticism) tend to overlap with Holland’s theory. According to Murray R. Barrick, Michael K. Mount, and Rashmi Gupta (2003), “FFM personality dimensions focus on individuals’ characteristic ways of acting, thinking, and feeling, whereas RIASEC types focus on individuals’ interests and preferences” (63). Holland uses the term “personality” to describe the individual’s preferences and interests, while the five dimensions of personality are used to define an individuals’ behavior and characteristics of dealing with the environment. Despite the differences, they are related because the five personalities reflect motivational factors in the performance of vocational interests. Extraverts are more likely to feel motivated when they are in a setting that emphasizes competitiveness and socialization, and so it is logical that they will pursue a career that matches a setting where they will feel highly motivated (Barrick, Mount, Gupta, 2003). Most academic major have been classified under one of Holland’s typology with most business majors and communications included under enterprising types (Ethington, C.A, Feldman, K.A, Smart, J.C. 2000):

Table 1. Academic Disciplines Included Within Holland Types

<i>Realist</i>	<i>Social</i>
Electrical Engineering	History
Mechanical Engineering	Philosophy
Marine Science	Theology/ Religion
Drafting/Design	Elementary Education
Military Science	Physical Education/ Recreation
<i>Investigative</i>	Nursing
General Biology	Political Science
Biochemistry/Biophysics	Psychology
Botany	Social Work
Marine (Life) Science	Women’s Studies
Microbiology/Bacteriology	Law Enforcement
Zoology	<i>Enterprising</i>
Finance	Journalism
Aeronautical/ Astronautical Engineering	Business Administration
Civil Engineering	Industrial Engineering
Astronomy	Communications
Chemistry	Computer Science
Earth Science	<i>Conventional</i>
Mathematics	Accounting
Physics	Data Processing

Economics
Anthropology
Sociology
Artistic
Arts
English
Language/Literature
Music
Theater/Drama
Architecture

Ethington, C.A., Feldman, K.A., Smart, J.C. (2000). *Academic disciplines; Holland's Theory and the Study of College Students and Faculty*. Nashville, TN: Vanderbilt University Press.

Extraverts are more likely to choose majors that are seen as more socially active because they enjoy interacting with others and being able to express their ideas, which is seen to be appropriate in the field of business and social science (Ashton, Pozzebon, and Visser, 2014).

Unlike extraverts, introverts prefer to work alone, are more likely to tolerate others, and avoid interpersonal conflicts. Also introverts prefer fewer interactions with new people and are unwillingly to damage the relationship between families and so they choose math and science (Ashton, Pozzebon, and Visser, 2014). As a result, introverts are more likely to choose majors under the investigative type. Investigative types are classified as “task-oriented people who generally prefer to ‘think through,’ rather than to ‘act out,’ problems” (Holland, 1959, 36). This type prefers to avoid interpersonal conflict and persuading others, and prefer to focus on problem-solving activities and puzzles that require them to explore and understand their surroundings. Extraverts prefer to interact with others and dominate their surroundings, which makes them move away from a collectivist culture that requires them to conform to norms and choose careers that require persuasion and social contacts. Introverts prefer to understand and explore their surroundings, and so they are more tolerate of cultural norms and prefer majors in math and sciences.

To summarize, extraverted students are more likely to choose business and social sciences majors because they match their desire for socialization and competition. Introverted

students are more likely to choose math and science majors because they prefer to handle abstracted problems without the requirements of socializing with others. Extraverts are also more likely to be found in an individualistic culture than a collectivistic culture, which means that students in an individualistic culture are more likely to choose majors in the field of business and social sciences.

Acculturation

Culture can be defined as common standard or similarities that individuals share in relation to norms, values, and environment (Suh and Triandis, 2002). For example, in a collectivistic culture, the people share the same value of cooperation and they focus on the needs of the group, while in an individualistic culture the people share the same value of autonomy and competition in order to obtain personal goals (Hofstede and McCrae, 2004). In a Latino culture, there is an emphasis on familismo, which means maintaining family tradition and close family ties (Duffy and Risco, 2011). As a result many Latinos are family oriented and are more willing to maintain the relationship with their parents', which causes them to find careers that comply with there parents' beliefs (Duffy and Risco, 2011).

Acculturation is defined as “cultural changes that occurs as a result of a variety of cultural contacts including experiences of immigrant groups and individuals, their descendants, ethnic minorities, and colonized indigenous people” (Birman and Simon, 2014). Acculturation occurs when immigrants migrate to a country that contains a different culture than the one they have followed, and this causes them to decide how should they integrate the new culture into their daily lives. The result of adopting the new culture is that their values and traditions began to change through the generations. However, acculturation does not necessarily means abandoning one's original culture and adopting a new one, instead it is more seen as “whereby individuals may hold on to aspects of their culture of origin while also acquiring beliefs and attitudes of the

new culture” (Blumberg, Chen, Flores, Ponterotto, Rivera, 2007, pp. 49). Meaning that immigrants, who acculturate, still hold on to the ideals of their heritage culture, but also adopt certain beliefs and attitude from the new culture, and integrate it into their own.

The reason for acculturation among immigrants is that it is an adaptive and survival strategy when arriving to a new culture because in order to succeed economically, adopting the new culture, such as the language, customs, and behaviors helps immigrants maintain a stable economic status in their new culture (Birman and Simon, 2014). As a result, since the US is an individualistic culture, competitiveness and individualism is necessary for social mobility and financial stability, which results in acculturated students to enter fields that are competitive and socializing with people outside their traditional culture. However, due to the increase in globalization, immigrants are capable of finding individuals from their own culture, meaning that they can find support within their own culture in order to deal with the difficulties of their new home. This causes a decline in acculturation among first-generation immigrants because they choose to integrate in groups with people of their old culture, which allows them to maintain their tradition and values (Birman and Simon, 2014). As a result, they place more emphasize on their original culture than the new culture, and find themselves still capable of maintaining stability without the need of acculturation.

The generation status of an individual plays a role in acculturation because in order for an individual to adopt a certain culture, he would need to be expose to that culture and learn the requirements and behaviors that follow that culture, a process called enculturation (Birman and Simon, 2014). As a result, children of immigrant parents are more likely to acculturate into a new culture because they have not been fully exposed to the culture of their parents. They have not fully grasped the meaning of their parents’ culture, making the new culture much easier for

them to understand. Among the Latino population, first-generation immigrants are more likely to identify themselves through their original ethnicity, such as Mexicans, Puerto Ricans, etc., but children of first-generation are more likely to identify themselves as sharing both cultures, such as Mexican-Americans. This is because later generations tend to feel that they need to gain a sense of belonging in their mainstream culture (the culture of their host country). They feel that in order to gain acceptance they need to include both culture in their identity (Phinney, 2003). Adults who migrated to a new culture have more difficulty acculturating because they have developed a pride and closeness to their traditional culture, and so adopting a new culture can make them feel conflicted (Birman and Simon 2014). The reason being that acculturation for immigrant adults make them feel that they are breaking ties with their tradition and that their culture will soon be lost. Those who migrated to a foreign country at a young age vary in their likelihood to acculturate because they have been exposed to their original culture and may still have their parents who continue to follow their traditions and norms and have passed those value to them (Birman and Simon,2014). As a result, they feel conflicted when being educated into a new culture because even though they tend to be more open, they want to maintain the connection to their original culture in order to feel more connected to their family. In order to resolve this conflict, most individuals seek a compromise between the old and new culture by maintaining the values and customs of the old culture and emphasizing certain values of the new culture.

The personality of immigrants and the circumstances they encounter in their host country play a role in the type of strategies they decide to choose (Hofstede and McCrae, 2004).

Extraverted immigrants are more likely to be open to new experience and to form new social contact, which makes them more likely to choose integration, maintaining one's original cultures

and traditions but still engaging with others from different cultures, or assimilation, “relinquishing” of one’s original culture and completely adopting the traditions and values of the new culture (Alder, Paulhus, Ryder, 2000). However, between integration and assimilation, the majority chooses integration, because even though they are willing to form new social contacts they are not willing to eliminate their cultural heritage and still wish to pass on the values and traditions to the later generation. Extraverts are least likely to marginalize or separate (Bhowon and Ramdhonee, 2012), because immigrants who choose separation, sees the out-group as a threat and those who choose marginalization finds it difficult to avoid contact, but do not feel that they should easily accept integration, so they cope with this dilemma by not adhering to either one. Extraverts do not feel threatened by the out-group, they enjoy forming new social groups, and they are not indecisive rather they choose what they perceive to be better for themselves. As the generation increases, children of immigrant parents begin to have more contact with the culture of the host country, which leads them to assimilate more easily into the new culture. As a result, later generation immigrants are more likely to assimilate into the adopted culture than first-generation immigrants.

For Latinos, acculturation plays a role in their culture and beliefs. As previously mentioned, in a Latino culture, the individual has “a strong identification and attachment with nuclear and extended families as well as feelings of loyalty, reciprocity, and solidarity” (Marin and Gamba, 2003, p. 86). A majority of Latino immigrants arrive to the United States without any support from the out-group, which causes them to be heavily reliant on there a nuclear family or those who share the same culture (Marin and Gamba, 2003). However, through acculturation, children of immigrant parents are more likely to engage in activities outside the

family, such as schools, neighborhood, and friends, which makes them more likely to accept people outside their culture and gain support from the out-group.

Acculturation also affects the concept of family obligation and traditional gender roles within the Latino culture. Throughout the generation, ethnic loyalty, which is having a priority to support those within one's ethnic group, within the Hispanic population declines, as well as familiarity of one's culture (Phinney, 2003). Later generations feel less affiliated with their heritage culture, and as a result, through acculturation, they do not feel obligated to support their family, or comply with their families' traditions. This is more predominate that not many female Hispanics who have less power in the traditional family. As a result of acculturation, women begin to feel dissatisfied with the traditional and social norms of their heritage culture and identify themselves more with the new culture (Marin and Gamba, 2003). Acculturated Latina women tend to become more independent and more active in the families dynamics and teaching. This also leads them to choose careers that are not traditionally expected of them, and to feel more confident in their career-decision making.

First generation and Later generation

First-generation immigrants are defined as individuals born in another country who migrated later in life, while later generation immigrants are children of immigrants, who were born in the adopted country. Although, Holland theory of vocation has proven valid for White students, it is not always valid in a cultural context, mainly among Asian Americans and Mexican Americans (Hartung, Leong, and Pearce, 2014). This means that there are more factors, other than personality to be considered when determining a student's reasoning for choosing a major. In a collectivist culture, the emphasize is on in-group and strong social ties, which means that people feel that the best career choice would be one that contributes to the group and that

avoids integrating or socializing with the out-group. In an individualistic culture, the ties between individuals are loose, meaning that they will not choose a career that will directly benefit the group, but rather what would benefit themselves (Hofstede and McCrae, 2004). Individualism emphasizes competition and a hierarchical system, so the people of these culture would be encourage to compete with one another in order to move to a higher place in the hierarchy, which means that they would not mind integrating with other groups as long as it is a means towards success. Later generation Latino students tend to be more competitive and individualistic then first-generation because they have acculturated into the individualistic culture that encourages individualism (Marin and Gamba, 2003).

First-generation immigrant students tend to choose careers in math and science because of the parental support in those careers (Carey, Koroma, and Roysircar, 2010). For Latino students, having a culture that values family, are expected to maintain tradition, and not meeting their family's expectation may lead to a strain in their relationship and lead to a loss in support from those they value (Duffy and Risco, 2011). Students have reported that parents' have a preferred major for them to pursue, and that career/major choice plays a major role in the relationship between parent and child (Duffy and Risco, 2011). If the child does not pursue the career of his parents' choice, the relationship between them becomes strain, and the child is often filled with guilt or shame (Carey, Koroma, and Roysircar, 2010). However, this is more prevalent among first-generation than later-generation, mainly because later generation have been raised separately from their native culture, and as a result, they do not feel pressure to comply to their cultural norms. Later generation immigrant students in an individualistic culture are more likely to find support outside their native culture and to feel that they should seek careers based on their own personal preferences (Carey, Koroma, and Roysircar, 2010). First

generation immigrant students from a collectivist culture value the relationship between in-group, which includes their family, and so they are least likely to damage the relationship between their families. This causes them to comply with their family's expectations and so the career they choose is one that is accepted by their culture.

However, the likelihood of later generation immigrants to assimilate or integrate depends on the parents' autonomy support. According to Neetu S. Abad and Kennon M. Sheldon (2008), although children of immigrant parents have the desire to adopt the new culture, they fear of disappointing their parents, who wish that they would maintain their heritage culture. First-generation immigrant parents are unwilling to allow their children to lose their heritage culture and they have the desires to pass on their values and tradition to them. Children of first-generation parents often feel conflicted when they are educated in the new culture because they feel pressured by their parents to continue and preserve their heritage culture (Akutsu and Chun, 2003). Later-generation students tend to find more support of their autonomy, which allows them to explore different careers and also choose one that matches their own preferences and interests (James, Luna, Luzzo, 1996). Later generation immigrant students in an individualistic culture feel a greater sense of autonomy than previous generation, and as a result they feel that they have more control in their career decision-making, and are more encourage in exploring various careers and interests.

Parental support is also necessary for the child to develop career maturity, which is defined as "the constellation of physical, social, cognitive, and affective components that constitutes an individual's degree of readiness to cope with internal and external career demands appropriate for his/her age group" (Keller and Whiston, 2003, p. 3). This indicates a students' understanding of what the career will demand from them and if they feel that they are ready to

handle these demands. If the student believes that he is capable of meeting the demands of a certain career, then he would most likely pursue it, but if they believe that they lack competency then they would most likely avoid it. This concept of self-efficacy is supported by how the student perceives their parents' support in their career decision-makings (Keller and Whiston, 2003). Students seek their parents' support when deciding their career because knowing that their parents support them gives them confidence in their decision-making abilities and also their self-efficacy. As a result, parents who support their child's autonomy and openness, give the child the opportunity to explore their career choices, which enhances their confidence and values when selecting a vocation or career (Abad and Sheldon, 2008). This is most likely to be seen among later-generation parents than first generation parents because later-generations are more likely to acculturate into the individualistic culture that values autonomy and individual differences. A first-generation family tends to value cooperation and tradition, which is mainly seen among a Latino family, and so parents would be more authoritarian in order to restrict their child's autonomy (Akutsu and Chun, 2003). This results in the student to have doubt in his self-efficacy and career-decision makings, which then inhibits his desire to explore different careers. These students avoid challenging themselves in obtaining their preferred career because they do not see themselves as capable of overcoming challenges and so they choose the career that their parents expect from them because they see this choice as a safer choice in maintaining stability and success (Blumberg, Chen, Flores, Ponterotto, Rivera, 2007).

Among Hispanics, gender role expectations also play a part in career choice, such as perceived barriers, self-efficacy, and parental support. According to the study of Fran Blumberg, Eric C. Chen, Lisa Y. Flores, Joseph G. Ponterotto, Loudres M. Rivera(2007), Hispanic women who perceived greater barrier were more likely to choose careers that were more female oriented,

which is also influenced by the gender roles that they encounter in a traditional family. However, acculturating into an individualistic culture increased Hispanic's self-efficacy, and encouraged them to consider more prestigious career, that may or may not be gender dominated (Blumberg, Chen, Flores, Ponterotto, Rivera, 2007).

Also, the social environment of various careers plays a role in the career decision-making process among immigrant students. First generation immigrant students are more likely to feel threatened by the out-group and they feel more comfortable with people of their shared heritage culture. This is seen among less acculturated Latinos, who are more likely to perceive discrimination, and so they are more likely to remain close to their family, because they see them as their only source of support (Duffy and Risco, 2011). As a result, they are more likely to follow the expectation of their culture because they find themselves having more support being around people of their culture. Also because certain career choices are perceived as more favorable and successful for the people of their culture, first-generation are more likely to continue the tradition and meet their cultures expectation (Carey, Koroma, and Roysircar, 2010). Later generation tend to see this differently; instead of looking what has been successful for their heritage culture, they look at what is successful in their host culture. Although, they do feel comfortable being in an environment with people of their heritage culture, they feel that success can be found by integrating in the host culture (Carey, Koroma, and Roysircar, 2010). Consequently, later generations are more likely to adopt an individualistic culture, which leads them to become more extraverted and competitive. As a result, later generation are less likely to meet the expectation of their heritage culture, and instead explore various career choices in order to find one that meets the values of the host culture.

Western cultures are more likely to highlight the importance of independence and emphasize liberal ideals, which causes students to pursue majors in social science (Porter and

Umbach, 2006). As a result, because later generations in the US are more likely to acculturate into the new culture, they are more likely to develop liberal ideals which makes them more likely to choose majors in social sciences or contradictory to their parents' expectation. First generation, however, still maintain the cultural values of their natal country, and as a result they are more likely to emphasize the importance of maintaining familial relationships. As a result, because they wish to maintain the bond between their parents and culture, they are more likely to feel pressure to comply with their parents' expectation in order to avoid intergenerational conflict.

Hypothesis

Business and social science majors are more likely to be perceived as careers that require verbal and social skills, meaning that they are more likely to engage in forming new social contacts. This causes more extraverted students to choose careers that are more socially oriented and engage in more social activity. In contrast, introverted students are more likely to engage in careers that require less social activities, and more analytic skills. Later generation Latino immigrants who are more acculturated tend to adopt the values of an individualistic culture, making them more competitive and extraverted. Thus it can be hypothesized that, among a Latino population, later generation immigrant students are more likely than first generation immigrant students to score higher on extraversion and they are more likely to choose majors that are more socially oriented, such as business and social sciences.

Research Methods and Sample

For this study, 57 participants from the Pace University New York City campus, from a Latino/Hispanic background, were asked to answer a survey, either online or paper format. Participants were recruited through mass email sent through various Pace community listservs, flyers posted throughout the Pace University New York campus, and invitations to classes, through professors, and visiting clubs/organizations. The sample consisted of 19 male students and 38 female students, whom either described themselves as Puerto Rican (24.56%), Dominican (17.54%), Mexican (15.8%), Cuban (3.5%), or Other (49.12%), as shown in Table 1.

Table 1. Frequency of Latino origin

		Frequency	Percent
Valid	Puerto Rican	14	24.56
	Mexican	9	15.3
	Dominican	10	17.54
	Cuban	2	3.4
	Other	28	49.12
	Total	57	96.6
Missing	System	2	3.4
Total		59	109.92

For measures, the sample was divided into two groups: first generation college immigrant students (n=8) and later generation college immigrant students (n=49). The survey was distributed to participants as a paper format or as a link to be filled online. Participants who were given the online survey, clicked the link that was posted in their emails, and the link directed them to the informed consent page. Upon reading the informed consent, participants were informed of the purpose of the study, the risks, the benefits, what they will be doing, and the contact information for any questions or concerns. Once the participants have read and accepted the informed consent they were directed to the survey page.

The survey contained questions concerning their background information, such as their age, gender, their ethnicity (Puerto Rican, Mexican, Cuban, etc.), the major they are pursuing, their classification as first or later generation, and if they are a first generation, the year that they migrated. If they have not decided on a major prior to taking the test, they will be asked to indicate under which field will they most likely to choose their major. The option available will be business, science, social science (humanities, politics, psychology, philosophy, etc.), and art. The survey also measured their degree of extraversion, the reasoning for their choice of major, and the extent to which they have acculturated into their new culture.

The measures used in the survey were the *Vancouver Index of Acculturation*, *Extraversion Measures*, and *Assessment of Attribution for Career Decision-Making*. The *Vancouver Index of Acculturation* consists of 20 items regarding their affiliation with their heritage culture (the culture of their family's origin), and the American culture. Each question was responded using a scale from 1 to 9 (1= Strongly disagree, 9 = Strongly agree). Examples of the questions were "I enjoy participating in my heritage culture," "I enjoy participating in North American culture." The *Extraversion Measures* consist of 4 items where the participants will indicate how accurate each statement describes them using a scale from 0 to 3 (0= not at all, 3= very well). The *Assessment of Attribution for Career Decision-Making* consists of 9 items asking their control in their decision. Using a scale from 1 to 5 (1= strongly disagree, 5= strongly agree), this will reveal how much control they had in their decision, and if their choice were based on the skills and abilities or the influence of others.

Results

The participants' majors were group into 5 categories: Business, Social Science, STEM, Liberal Arts, and Arts. A chi-square of independence was calculated, comparing the results of major choice and generation status. As seen in Table 2.1, No significant relationship was found ($\chi^2 (4) = 8.712, p < 0.05$). Generation status appears to be unrelated to choice of major. Similarly, no significant relationship was found between generation status and level of acculturation and degree of extraversion. However, from Table 2, most first-generation Latino immigrant students chose majors in business (75%), while later-generation chose majors in social science (42.9%).

Table 2. Generation Status and Major choice

			Major Groups					Total
			Business	Social Science	Science/ STEM	Liberal Arts	Arts	
Generation Status	First generation	Count	6	2	0	0	0	8
		% within Generation Status	75.0%	25.0%	0.0%	0.0%	0.0%	100.0%
		% within Major Groups	33.3%	8.7%	0.0%	0.0%	0.0%	14.0%
		% of Total	10.5%	3.5%	0.0%	0.0%	0.0%	14.0%
	Later generation	Count	12	21	6	8	2	49
		% within Generation Status	24.5%	42.9%	12.2%	16.3%	4.1%	100.0%
% within Major Groups		66.7%	91.3%	100.0%	100.0%	100.0%	86.0%	
	% of Total	21.1%	36.8%	10.5%	14.0%	3.5%	86.0%	
Total		Count	18	23	6	8	2	57
		% within Generation Status	31.6%	40.4%	10.5%	14.0%	3.5%	100.0%
		% within Major Groups	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
		% of Total	31.6%	40.4%	10.5%	14.0%	3.5%	100.0%

Table 2.1: Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	8.712 ^a	4	.069
Likelihood Ratio	9.734	4	.045
Linear-by-Linear Association	6.178	1	.013
N of Valid Cases	57		

a. 6 cells (60.0%) have expected count less than 5. The minimum expected count is .28.

For the acculturation and extraversion measures, a mean comparison was conducted, but, due to the small sample size, no significant difference was reported. For the results of the extraversion test, there is no significant difference among the two groups, but the means of the

scores as seen in Table 3, suggests that first generation immigrant students are more extraverted than later generation immigrants, which contradicts the hypothesis that later generation would be more extraverted than first-generation.

Table 3: Mean Report of Extraversion

Generation Status	Mean	N	Std. Deviation
First generation	2.4375	8	.56300
Later generation	2.0969	49	.55155
Total	2.1447	57	.56091

Discussion and Limitations

Due to the small population size of first-generation immigrant students in this study, no significant data was gathered, but the results do suggest that first-generation Latino/Hispanic immigrant students prefer majors in business than STEM, and are more extraverted than later generation immigrant students. This could be the result of the majority being business majors that resulted in higher extraversion among first-generation because the field of business requires the student to be pro-social. Also because the university places a stronger emphasis on Lubin School of Business and the Dyson College of Arts and Science, the majority of the students would be expected to be majoring in business and social science. However because more opportunity for business careers are offered in this location, it may still imply that majoring in business will lead to financial stability for immigrants raised in the city.

Limitations to this study include that although this study is looking at the cultural influences on a student’s career choice, the study is looking at majors, which may or may not be correlated with the students’ future career path. Also, first-generation immigrant students were difficult to gather due to the lack of understanding on the distinction between first-generation and

later generation, because there is various definition. For example, there were some Puerto Ricans who consider being a part of the United States, and as a result have not migrated.

Conclusion

Due to small sample size, no significant difference was found between generation status and choice of major. However, contrary to the hypothesis, first-generation immigrant students prefer business than STEM. Also personality appears to be more relevant in career choice than acculturation, but further study, using a larger sample, should be conducted to verify this. Further research with first-generation immigrant students is warranted. Studies with larger sample sizes would allow any difference to be detected. Although our hypothesis was not supported by the results, it is likely first-generation immigrant students see business majors and careers as more financially rewarding and stable than other fields; as a result they may choose them regardless of personal preferences.

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