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**YOUNG PROFESSIONALS IN TRANSITION:
FAMILY INFLUENCE ON CAREER RELATED
OUTCOMES IN COLLEGE AND ORGANIZATIONAL SETTINGS**

A Thesis in

Human Resources and Employment Relations

by

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ABSTRACT

The thesis explores the impact of family career influence on the performance, satisfaction, and commitment of young professionals at college and organizational settings. Surveying 231 college juniors and seniors in diverse disciplines, Study 1 examines the role of family career expectation and career congruence on academic performance, satisfaction with major choice, and commitment to chosen major. Study 2 examines the same variables with 174 young professionals in an IT firm in India. Both studies found strong relationships between family career congruence and higher career related outcomes in both studies; family career expectation leads to mixed career related outcomes. These findings support the impact of family career influence at college and organizational settings to a large extent. Implications for practitioners and suggestions for future research are also discussed.

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Chapter 1

Introduction

In an increasingly globalized and competitive business environment, there is a greater urgency among organizations to focus on attracting and retaining top talents. Highly satisfied and top performing employees are more motivated to contribute and are more committed to the organization. Research often focuses on internal organizational factors (i.e, the role of supervisor, co-workers, and organizational culture) in predicting job performance, satisfaction (e.g, Allen, 2006; Kammeyer-Mueller et al., 2013; Morrison, 2002), and commitment (Shore and Wayne, 1993; Vandenberghe and Panaccio, 2012). However, consideration of external influence on employee outcomes is also important. External factors, such as family influence, certainty with one's career choice, and previous professional exposure, shape the motivation and attitude employees bring to their job, and consequently affect their performance and satisfaction (e.g Kowtha, 2011; Li and Kerpelman, 2007; Swaney and Prediger, 1985).

This is especially relevant to consider for young professionals newly graduated from college with little work experience. The National Center for Education Statistics estimated that about 1.3 million college students graduated in 2013. Aside from those pursuing further education, finding a job and adapting to the professional world is the most common transition fresh college graduates are facing. They bring with them what they learned from college, their family members and peers. With a limited amount of professional experience, they are more uncertain and anxious about their role and adjustment to the organizational setting. Therefore, it makes job performance, satisfaction, and commitment of young professionals especially unique and interesting to study.

This thesis studies the job performance, satisfaction, and commitment of young professionals as a result of family influence on career decision making and as an extension of their college experience. Family members, especially parents, play a critical role in molding young adult's career decision making and professional interest. These include providing information about different occupations, financial support on career related training (e.g. college education), and emotional support such as words of encouragement (Fouad et al, 2010; Middleton and Loughead, 1993). In addition, family influence extends onto different life stages, even after young professionals gain financial and residential independence from family members (Soenens and Vansteenkiste, 2005; Frank, Avery, and Laman, 1988). Despite the importance the family has in shaping young professional's attitude toward career there is no research to date that examines job performance, satisfaction, and commitment from the perspective of family career influence.

Family career influence can also vary by culture. House, Hanges, and Ruiz-Quintanilla (1997) defined culture as "a set of common (or shared) attributes (assumptions, values, beliefs, meanings, social identities, and motives) that permit meaningful interaction among members of the collective and differentiate one collective from another" (cited by Meyer et al., 2012, p226). For example, while the family in certain culture focuses largely on immediate family members; extended relatives are considered integral parts of family in other cultures. Parents with different cultural backgrounds also exhibit different parenting patterns (Julian, McKenry, & McKelvey, 2013). For example, Caucasian children are encouraged from young age to value individualism, material well-being and problem solving skills. On the other hand, traditional Asian families are more patriarchal with a greater value places on filial piety (Julian, McKenry, & McKelvey, 2013). Thus, cultural differences can shape family members' attitude and behavior toward young

professionals' career planning, the process of decision making, and their attitude toward career related outcomes.

The thesis provides a further understanding of job performance, satisfaction, and commitment as outcomes of family career influence. To achieve these aims, the research first examines the role of family influence on career decision making in the college setting and then expands the same influence to young professionals in the organizational setting. Specifically, the research consists of two separate studies. Study 1 examines the effect of family career influence on academic performance, satisfaction, and commitment with college major. Study 1 is conducted in the culturally diverse US context, with people from diverse backgrounds, including European, Asian, African American, and Hispanic heritages. Study 2 analyzes the same family influence on young professional's job performance, satisfaction, and commitment post-graduation. Study 2 takes place in the relatively culturally homogenous context of India, where family plays a critical role in individuals' lives.

The thesis is organized in the following way. First, it will provide a theoretical background on career decision making process and the two family career influence the research will focus on: family career expectation and family career congruence. Chapter 2 will establish Study 1 and Study 2 hypotheses based on the literature on the topic. Chapter 3 will examine in detail the methods and research design used in both studies. Chapter 4 will report the research results. Chapter 5 will analyze the research findings, practical implications, limitations, and suggestions for future research. By doing so, the thesis aims to provide a comprehensive understanding of family influence at different stages of young professionals' career development. More importantly, they also draw a parallel comparison between college related outcomes with job related outcomes in a cross-cultural context.

Theoretical Background

College is a critical setting where students formally declare their career intent through enrolling in a specific field of study. According to Harren's career decision making model (1979), career decision making consists of "awareness," "planning," "commitment," and "implantation" stages. During the awareness stage, an individual becomes conscious of his or her past, present, and future plan; one becomes aware of the need to explore different career interests and opportunities. The planning stage consists of information gathering and exploration of various interest fields. The commitment stage is when a career decision crystallizes and when the individual assesses the "rightness" of one's commitment. At the commitment stage, the individual receives and evaluates feedback from different social sources and factors, such as parental attitude, peer feedback, or grades obtained from a related course. At the implementation stage, the individual actualizes the career decision plan made into reality and assimilates to the new social context.

However, one rarely makes a career decision without any social influence. Bubany et al. (2008) interviewed college student about how they came to their career decisions. The result cites family members, advisors and friends as the most immediate sources students turn to for advice on topics such as declaring a major, graduating with a specific degree, and getting a job. In addition, according to Fouad and et al. (2010), family members influence student's career decision making through emotional, financial, information sharing, and value support. In addition, family members provide different elements of social support: guidance (advice and information), reliable alliance (tangible aid), attachment (expressions of caring and love), reassurance of worth (respect for abilities and personal qualities), and social integration (mutual interests and concerns and belonging to a group of similar others) (Cutrona, 1985).

Family Career Expectation

One way family can exert influence on the career decision making of young professionals is through setting and communicating expectation. The concept of family expectation is very vaguely defined in literatures. Yamamoto and Holloway defined parental expectation as the “realistic beliefs or judgments that parents have about their children’s future achievement” (2010, p191).” Taking a sociological perspective of family role, Yamamoto and Holloway (2010) observed that “parents in a society are thought to develop goals and care strategies that maximize the likelihood that children will attained culturally valued skills and characteristics” (p190). It is no surprise that family members want the best for students—to achieve academically and to attain a socially and cultural desirable career.

Literature to date consistently suggests two main characteristics of family career expectation: its “content” and “magnitude.” “Content” highlights the expectation on career decision making process and the actual career choice. Meanwhile, the “magnitude” focuses on the exertion of expectation onto young adults. Fouad and et al. (2010) described family expectation on career decision as a summation of different social expectations family members hold and the extension of those expectations onto students. Specifically, the family expects young adults to make a career choice that aligns with their gender role, social, and cultural background. Career choice is a reflection of one’s social status, prestige, and monetary income, so there are preferential differences among different occupations. Not surprisingly, in a study on occupational prestige ranking (Chartrand and et al, 1987), physician and lawyer are among the highest ranking occupations while janitor, barber, and carpenter are on the low end of the prestige ranking. In addition, persisting societal stereotypes continue to shape occupations that are considered “acceptable” to women, men, and people of different cultural backgrounds. For

example, nursing is stereotypically considered a woman's job; men comprise less than 10% of the registered nurse population in the US in 2011 (U.S. Census Bureau). On the other hand, the engineering profession is largely dominated by men.

The "magnitude" of family expectation on career also differs across different backgrounds. For example, parents with higher educational attainments tend to have higher educational expectations for students than parents with lower educational attainments (Yamamoto and Holloway, 2010). In addition, studies reveal that a greater level of family expectation among Asian students than their non-Asian counterparts (Yamamoto and Holloway, 2010).

As Yamamoto and Holloway suggested (2010), parental expectation is a judgment of individual's future achievement that is partly based on observation of individual's past performances. Social expectation can be a powerful tool as it directs family's motivation and behavior toward supporting young adults in career decision making (Hoorens, 2012). It can manifest into actions that shape the level of parental involvement with student's academic work or explicit discussion of expectation.

However, family career expectation can produce both positive and negative outcomes. A study on the career decision making of Greek adolescents shows male participants who perceived loose or no parental control experienced higher career decision difficulty than peers with some level of parental control (Koumoundourou, Tsaousis, & Kounenou, 2010). This suggests that a certain level of family career expectation and support is needed to facilitate individual's career development. However, when family career expectation amounts to a controlling level, it becomes a challenge and obstacle to students (Koumoundourou, Tsaousis, &

Kounenou, 2010). Thus, the psychological element of a need to gain social approval and to make a career choice that aligns with expectation can become a negative social pressure.

Family Career Congruence

While family career expectation highlights the expectation set forth by family members, family career congruence focuses on the extent in which family and young adult are agreeable with regard to the career decision made. The idea of congruence in general became most popular with Holland's Congruence Theory (Tsabari, 2005). The theory asserts the importance of "interaction" between individual (e.g. characteristics such as personality and interests) and one's environment (e.g. work environment and organizational culture) and outcomes produced as the result of such "interaction."

Sawirti and et al. (2013) described the importance of congruence between an individual's own career intent and the contextual environment of family. For one, congruence between student's career intent and the family environment suggests the need for a fit. Kristof (1996) divided such "fit" into complementary and supplementary components. Complementary fit occurs when "an individual provides what the other needs or wants," such as when young adults and parents meet half way in between or when one party attempts to support the goal of the other party despite disagreement (Sawitri et al., 2012, p213). Supplementary fit describes the similar career characteristics, goals, and values young adults and their families shared. Many researchers have found shared occupational interests and values between parents and young adults, but not always. As the fit theory points out, achieving such fit is not always easy. Nevertheless, it suggests a decision outcome that takes both parties into consideration

According to Harren's model (1979), young adults have a high need for support and assurance of significant others. This is consistent with the congruence and ecological system

theory that “individuals will be better adjusted and more satisfied in environments that match their attitudes, values, and experiences” (Sawitri and et al., 2013, p212). The congruence between young adult’s career intent and that of the family indicates a mutually agreed career goal and the amount of family support welcoming to young adults. It provides a sense confidence to the individuals. On the other hand, incongruence between young adults’ career intent and family members produces disagreement. Such conflict can have negative impact on young adult’s motivation and confidence with regards to their career decision.

Chapter 2

Hypotheses

Study 1

The role of family career influence becomes prominent during the time period when students make decision about their college majors. Choosing a college major is a big stepping step forward in the career development process. Literature to date on young professional's career decision making has largely used college major as indication of career interest and future career intent (e.g. Tang, Fouad, & Smith, 1999; Tracey & Robbins, 2006).

Meanwhile, family career influence helps to reinforce or discourage student's choice of major decision. For example, Bubany and et al. (2008) revealed that immediate family members are the first people college students often turn to for career related advices, such as declaring a major and getting a job. Therefore, college students seek the opinion and support of family members. Meanwhile, family members also translate career expectation through instilling work values, ideas of occupational prestige and social status, and reinforcement of gender and culturally appropriate behaviors. Additionally, the financial resources family members provided to students helps to enhance the role of family members in the decision making process.

Therefore, Study 1 tests the impact of family career expectation and family career congruence in the college setting. Academic performance, satisfaction with major, and continuance commitment with major are the three outcome variables of the study.

Academic Performance

Academic performance is the most important indicator of student's academic success in college. Consistent with other research, the thesis uses student's cumulative grade point average (GPA) as an indicator of their academic performance throughout college career. In most college

settings in the U.S, GPA is calculated each semester based on student's performance in each class. GPA is not a perfect measure as it does not reflect the rigor of academic programs and classes. Nevertheless, GPA reflects students' success in their field of study and provides a basis for comparison of academic achievement (Wise, 1975). Employers very often use GPA as a criterion to select candidates into their organizations.

Family career expectation and college performance. If family career expectation influence students' decisions regarding college majors, it follows logically that it is likely to play a role in their college performance. Nevertheless, there is no research to date that examines the direct linkage between family career expectations and college performance. Nevertheless, literature on family expectation of academic achievement provides a strong hint of the possible linkage between career expectation and academic performance. Expectation of academic achievement and attainment relates closely with career opportunities because higher performance provides better and more career opportunities for young adults (e.g. most colleges, academic majors, and employment opportunities have a GPA requirement). Career expectation should parallel with family's expectation with academic achievement.

Meanwhile, overwhelming studies suggest that higher parental expectation results in higher academic performance (e.g. Sanders, Field, & Diego, 2001; Bowen et al., 2012). For example, Bowen and et al. (2012)'s longitudinal study of middle school students found the perception of high parental expectation is predictive of higher reading and math scores among 8th graders. One possible reason could be that those parents with higher expectation are more likely to be involved with students' academic work, such as helping with their homework. Additionally, according to the meta-analysis Yamamoto and Holloway conducted (2010), parental expectation on academic achievement is motivated by their observations of past

performance. Higher parental expectation can help to reinforce a higher level of self-efficacy among students about their own academic ability. Students can also internalize such family expectation and are more motivated to work hard to achieve a higher grade (Bowen et al., 2012). While high expectation can heighten a student's self-efficacy, it can also contribute to higher performance through the stimulation of fear of the failure to live up to parental expectation. This is especially prevalent among collectivist cultures. Interestingly, Eton and Dembo (1997) found that while Asians students have lower self-efficacy than non-Asian peers, they have highest academic performance overall.

Despite the lack of research on family career expectation and academic performance at the college level, the linkage established between parental expectation and academic performance in general provides valuable insight. Accordingly, Study 1 predicts a similar positive relationship between family career expectation and academic performance.

H1a: Family career expectation is positively related to academic performance

Family career congruence and college performance. Research on congruence provides hints to the possible positive relationship between family career congruence and academic performance. Tracey and Robbins (2006) showed the fit between one's academic interest and major is positively related to college GPA. However, literature has only recently started to examine the congruence between family and individual career intent and its impact on academic performance. It makes sense that a high level of compatibility between parents and students' career intent provides a supportive environment that will allow students to excel. It enhances student's motivation to excel and to seek out for resources when needed.

Student-family career congruence also depicts a situation in which students are in agreement and satisfied with the level of family involvement. As Sawitri, Creed, and Zimmer-

Gembeck (2012) found, students who perceived higher career congruence with parents also perceived them to be more supportive. In addition, Cutrona and et al. (1994)'s study shows that students' perception of parental social support is positively related to GPA. It is known that family members are involved directly through homework assistance, academic preparation, and active involvement with school and teachers (Yamamoto and Holloway, 2010). When students and parents are on the same page regarding career and academic goals, family members are clearer on where and how to support students to allow them to achieve academically.

H1b: Family career congruence is positively related to academic performance.

Satisfaction with College Major

Harren (1979) defined satisfaction as the feeling of fulfillment of one's "need-value satisfaction and self-actualization." Career decision making process involves the discovery and affirmation of one's identity (Harren, 1979). A commonly cited predictor of satisfaction with academic major is the congruence between individual interest and academic major (Tsabari, O., Tziner, A., & Meir, E., 2005). In addition, perception of social support motivates students and enhances their academic experience. Thus, examining satisfaction with one's chosen major provides a comprehensive understanding of young adults' academic experience in college.

Family career expectation and satisfaction with college major. Although family expectation is expected to lead to better performance, college students are not necessarily satisfied with their chosen major. Family expectation can induce dissatisfaction and stress in college students when expectation becomes social pressure. This includes not only the stress of choosing a specific career track but also the expectation on academic performance needed to get into the chosen track. For example, most programs often have minimum GPA requirement to enter and stay with their major. Although students often appreciate the support and advice from

family members regarding career matters, they are not always satisfied with the level of involvement parents have on their decision makings (Sawitri and et al., 2012). In fact, college students often cite family members as both the biggest support and the biggest barriers to their career decision making (Lent and et al., 2002).

Asian students with a more collectivist cultural background also tend to report higher frequency of family and academic related worries. Living-up-to-family-expectation is reported as a major source of psychological distress among Taiwanese college students (Wang, 2002; Saw, Berenbaum, & Okazaki, 2013). In addition, Leung, Hou, and Li (2011) found that perceived parental pressure is significantly related to career decision making difficulties among Chinese university students. In a comparison between Latin and Asian parental academic expectation, Naumann, Guilume, and Funder (2012) found that Asian participants experiencing higher family pressure also reported their parents to be least supportive of their choice of major. The result shows that Asian students are less satisfied with their academic performance than Latino participants who perceived their parents as more supportive. Similarly, students who find their parents to be more supportive also report a higher level of life satisfaction (Sawitri, Creed, and Zimmer-Gembeck, 2012).

The boundary between family expectation and support may be subtle, but its impact on student's satisfaction with their chosen major is significant. As discussed in previous sections, family career expectation can provide as much discouragement as it provides encouragement. Therefore, Study 1 predicts an inverse relationship between high family expectation and satisfaction with chosen major.

H2a: High family expectation is inversely related to satisfaction with college major

Family career congruence and satisfaction with major. Current studies on congruence and satisfaction has mainly focused on person-environment fit and they have largely suggested the link between congruence and greater satisfaction (e.g. Tracey and Robbins, 2006). On the other hand, incongruence has also shown to create barrier to one's career development, adjustment to a new environment, and one's sense of wellbeing (Gati et al., 1996; Schulthesiss, Kress, Manzi, & Glasscock, 2001). For example, a discrepancy between family members and individuals' career intent creates conflict and the need to negotiate to come to an agreement. (Rehfuss & Borges, 2006; Li & Kerpelman, 2007).

Satisfaction related to career congruence is two-fold. One influence is satisfaction that derives from social approval. This is because young adults often confide in significant others for emotional, social and financial support (e.g., money provided by parents to attend college). In addition, young adults also consider and assess the potential impact of their decisions on significant others, of (Harren, 1979). Therefore, they will aim to maximize social support and approval when making their decision. Consequently, family career congruence provides the confirmation young adults need in making and "declaring" a career commitment. The support of the family members extends a sense of confidence that is reassuring. According to Harren's model (1979), social support and feedback are important contextual factors that move young adults from the "commitment" stage to the career "implementation" stage, when career intent actualizes into reality. It implies an affirmation of their identity (Harren, 1979). Therefore, the support of family members and fit between young adults' career intent and family will increase their satisfaction with chosen major.

H2b: Family career congruence is positively related to satisfaction with college major.

Commitment to Major

Commitment to major measures the level of motivation students have toward their chosen major and provides an indication about their intent to pursue a career in the same field post graduation. Meyer and Allen (1991) conceptualized commitment into three types: affective, normative, and continuance commitment. Affective commitment describes commitment based on a strong emotional bond with one's chosen major. Normative commitment focuses on the obligation to stay on with current major mainly because of loyalty. Continuance commitment is defined as commitment due to a lack of alternatives and a high perceived cost associated with changing major. For the purpose of the thesis, Study 1 focuses specifically on continuance commitment with student's chosen major.

The antecedents and consequences of the three types of commitment are not the same. For example, Jha (2011) found that while psychological empowerment is positively related to affective and normative commitment, it is not significantly related to continuance commitment. On the other hand, Vandenberghe and Panaccio (2012)'s study further examined continuance commitment through its two sub-dimensions—"perceived sacrifice" and "few alternatives." They found that while the "few alternatives" dimension is negatively related to empowerment, the "perceived sacrifice" dimension is positively related to empowerment. This makes continuance commitment an interesting one to study, especially in the context of family career influence and career outcomes.

Family career expectation and commitment to major. To my knowledge, there is no literature on family career expectation and continuance commitment with college major. Family plays an essential role and a positive family relationship contributes to overall life satisfaction that most people want to maintain.

Research suggests the importance of following family obligation and choosing a career path in align with family wishes (Tang, Fouad & Smith, 1999). Consistent with the continuance commitment theory, when the perceived cost of choosing a major that deviates from family wishes is higher than staying with the current major, young adults are likely to choose the latter. In Kerpelman and Li's study (2007) of parental influence on young women's certainty about their career choice, connectedness with parents predicted how willing young women were to change their career decision intent to align with family wishes. Women who were closer with either mother or father expressed more willingness to change their career plan despite their personal career aspiration. Therefore, interest is not the sole determinant in career decision making. The closer students are with their family members and the higher the family expectation, the greater incentive they have to maintain a positive family relationship and thus are more committed to their chosen major.

H3a: Family career expectation is positively related to continuance commitment to college major.

Family career congruence and commitment with major. Similarly, higher family career congruence will likely lead to a higher continuance commitment to college major. Literature on congruence, career certainty, and commitment provides insight into the linkage of family career congruence and commitment. For example, Durr II and Tracey (2009) studied the relationship between person-environment fit and career certainty among undergraduates, specifically parental support of occupation and students' major choices. They found that parental support of a chosen major is significantly correlated with students' major and occupational certainty. Consequently, Schulenberg, Vondracek, & Kim (1993) suggested that certainty is linked to stronger commitment toward one's career aspiration.

In relations to continuance commitment toward chosen major, it is logical to reason that the congruence between family and student's career intent will lead to a greater level of mutual effort and motivation on a certain field of study. Thus, students are likely to perceive a greater cost with changing college major at a later stage after they and their parents have invested much effort in the chosen field. In addition, family career congruence also suggests a close family relationship, and such closeness also means greater cost if the relationship is impaired. As the result, students are more motivated to commit to the chosen choice because the alternative is more costly.

H3b: Family career congruence is positively related to continuance commitment to college major.

Moderating Effect of Collectivism and Individualism

Study 1 also examines the potential moderating role of collectivism and individualism in shaping the relationships between family career influence and college outcomes. For the purpose of the thesis, Study 1 aims to capture the potential moderating effect of collectivist and individualist cultural characteristics at individual level. Collectivism and individualism describe two opposite environments in which people interact socially and identify themselves. According to Hofstede, "individualism stands for a society in which the ties between individuals are loose...collectivism stands for a society in which people from birth onwards are integrated into strong, cohesive in-groups" (cited by Brewer and Venaik, 2011, p438). Several Asian (e.g. India, Hong Kong, China, Singapore, Philippine, and Thailand), South American, African, and East European (e.g. Yugoslavia) countries have collectivist cultural characteristics that prioritize collective belongingness over independence. On the other hand, many western countries (e.g.

United States, Canada, UK, and Netherland) rank higher on the individualism scale, where individualistic behavior is more socially valued. (Lefebvre & Franke, 2013).

Such differences have important implications for career related and decision making behaviors. Collectivism research suggests that people in collectivist society tend to subordinate their interests to group expectation and needs. For example, Hartung et al.'s study (2009) examined the work and occupational value differences between the more collectivistic African American students and the more individualistic White students. The study found higher interdependence and relationship-orient work values and a less emphasis on self-interest and personal gain working style among participants with higher collectivist orientation (Hartung et al., 2009). Therefore, there are cultural variations at subgroup and individual levels.

Additionally, while families have expectations regarding young adults' career choices in general, parents with a stronger collectivist cultural influence often have higher expectations in comparison to families with individualistic orientation. Students with a higher collectivist orientation are also more likely to choose a career path with family approval (Wong & Liu, 2010). In Fouad's qualitative analysis of Asian American's career development process, a participant in the field of computer science expressed, "[That] was partly also to satisfy both, my own and my family's ideas too—because Chinese families prefer the technical areas to the non-technical areas" (2008, p50). In addition, an examination of the parental influence of hospitality and tourism management students in China indicates "perceived parental support of the industry," and "perceived parental career concerns about welfare and prestige," as two major motivational factors in shaping student's career intent the in hospitality and tourism management field (Wong and Liu, 2010). Thus, higher family career expectation within the Asian American community narrows the career options available to Asian Americans.

When comparing attitude toward family obligations among American adolescents with Asian, Latin American, and European backgrounds, both Latin and Asian adolescents (from a more collectivist background) exhibit a stronger value for respect and obligation toward family members than their European peers (from a more individualist background). This included treating elders with respect, following parents' advice, and living closer to family members (Fuligni and et al., 1999). Thus it follows that people with high collectivist orientation is likely to place greater emphasis on family role in regards career decision making than students with higher individualist orientation. Consequently, high individualism and high collectivism will lead to different expected main effects between family influence and college outcomes.

H4a: High collectivism strengthens the relationships between family career expectation and college outcomes (i.e. college performance, satisfaction with major, and commitment with major)

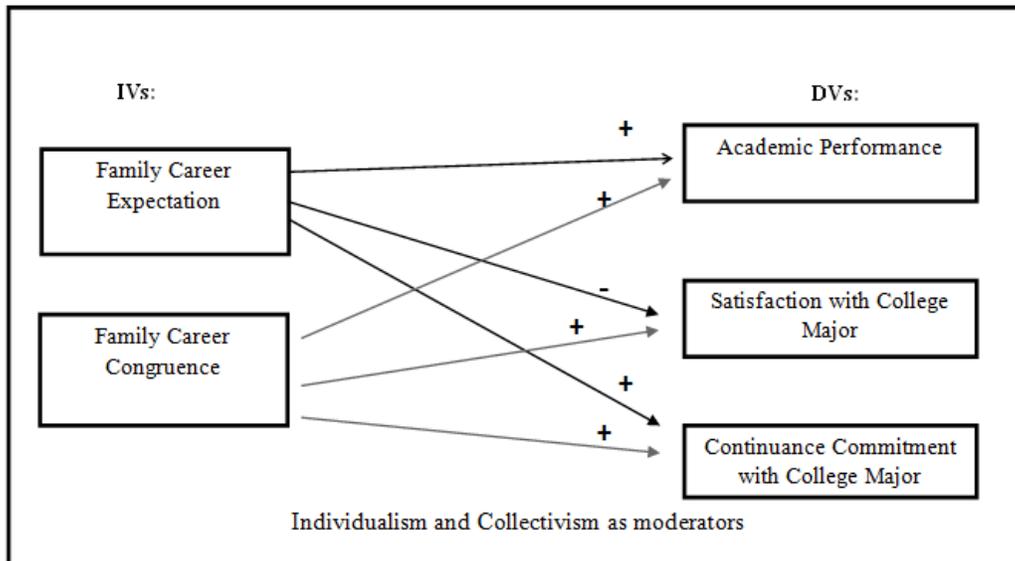
H4b: High individualism weakens the relationships between family career expectation and college outcomes (i.e. college performance, satisfaction with major, and commitment with major)

H5a: High collectivism strengthens the relationships between family career congruence and college outcomes (i.e. college performance, satisfaction with major, and commitment with major)

H5b: High individualism weakens the relationships between family career congruence and college outcomes (i.e. college performance, satisfaction with major, and commitment with major)

Figure 1 below displays the predicted relationships Study 1 aims to test.

Figure 1: Study 1 Model



Study 2

Transition from College to Organizational Setting

Young professionals in transition from college to the workplace are often new employees with limited professional experience. Thus, Study 2 frames job performance, satisfaction, and commitment of young professionals within the context of newcomer adjustment. According to Allen, newcomer adjustment consists of three broad stages: “the anticipatory socialization stage that occurs prior to organization entry, an encounter stage in which the newcomer enters the organization, and an adjustment stage in which newcomer adapts and settles in” (2006, p239). New employees undergo the newcomer adjustment process to become organizational insider. From an organization’s perspective, newcomer adjustment is an important socialization process that sets the tone for an employee’s experience with the company. Within their first year on the

job, newcomers learn and adapt to the technical and social structure of the organization (i.e. specific role and tasks, resources, organizational history, social hierarchy and structure, and etc.) (Simosi, 2010).

Newcomer adjustment is also a highly stressful process. According to Ashford and Black described (1996), “individuals lose and proactively attempt to gain feelings of control” during the transition into a new organizational setting (p200). For fresh graduates, the process is even more stressful. According to Harren’s model (1979), adjustment into the organization is the “implementation” stage of a young adult’s career decision making process where the envisioned career decision unfolds into the “reality.” Despite numerous uncertainties and anxieties, how well young professionals perform and how satisfied they are with their new role provides insights into their career related outcomes.

Job Performance

Judge and et al. defined job performance as the “performance of specific job tasks,” that reflects the quality and/or quantity of employee work (e.g. productivity, sales) (2001, p381). Organizations commonly have process in place to assess and evaluate employee performance against organizational standard. High job performance is also a major determinant of employee salary, promotion, and success within the organization (Wise, 1975). Consistent with other literature, Study 2 uses employee job rating as a reflection of their work quality. In this case, job performance is important to measure for newcomers because it reflects how well they have adjusted to the work environment in accordance with the organization’s standard.

Family career expectation and job performance. A major difference between college and organizational settings is the ability of family members to be directly involved in the professional lives of young adults. In the college setting, family members have more

opportunities to intervene and involve themselves with a young adult's academic life. Family members may provide financial assistance to students that need tutoring. Additionally, family members want to help students excel academically so that desirable career opportunities are available after graduation.

The situation after graduation differs from that of university life. The employment structure at the societal level discourages direct family involvement within the workplace. Therefore, family members have minimal influence on how young professionals perform their job tasks at the organizational level. Additionally, family career expectation focuses on the pursuit of a certain career path, but not necessarily the quality of job performance (Hoffman, Hofacker, & Goldsmith, 1992; Middleton & Loughhead, 1993).

The sudden loss of family involvement after the transition from graduation to employment leads to impact on newcomer job performance. Newcomer adjustment is a process with immense psychological and social demands where young professionals learn the job tasks and social network to fit into the organization. While the actual support side of family expectation is missing at the organizational setting during newcomer's adjustment process, the psychological impact of family expectation and the need to fulfill family expectation remains. Youniss and Smollar (1985) suggested that young adults are still sensitive to meeting parental expectation and continue to seek their support and approval (Shulman and Ben-Artzi, 2003). Thus, high family career expectation can become a pressure to newcomers during the adjustment period.

H6a: Family career expectation is inversely related to job performance

Family career congruence and job performance. To my knowledge, there is no research examining the linkage between family career congruence and job performance.

Nevertheless, based on current literature on the importance of family support in career decision making and newcomer socialization, Study 2 hypothesizes that family career congruence has a positive impact on newcomer job performance. As discussed previously, newcomers have to navigate through great uncertainties to perform job tasks. Bray and Brawley (2012) suggested a positive relationship between efficacy, clarity, and performance. It makes sense that the greater clarity and self-efficacy one has about the tasks to be performed, the better the performance. In this case, newcomers are able to exert more effort in the right direction, which leads to higher performance.

Meanwhile, research has also suggested the importance of family career congruence in regards to a young professional's job and career choice. Family career congruence provides a level of clarity, certainty, and assurance to young professionals in regards to their current role and situation (Bray and Brawley, 2002; Harren, 1997; Wong and Liu, 2010). With a clearer goal in mind, young professionals will have an easier time adjusting and, as such, exhibit more proactive behavior in regards to the work environment. Consequently, newcomers who are more proactive are more likely to seek out information and ways to achieve a high level of job performance, which will eventually does lead to a higher job performance (Ashforth and Black, 1996). Thus, family career congruence and support not only provides the emotional encouragement young professionals need, but also provide a clearer career goal that motivates individuals to work hard and perform better. At the end, young professionals are able to reach the career goal that they and their families aspire to achieve.

H6b: Student-family career congruence is positively related to job performance

Job satisfaction

Job satisfaction describes the attitude and feeling employees have toward specific job tasks. High job satisfaction is characterized as “a pleasurable or positive emotional state resulting from the appraisal of one’s job or job experience” (Locke, 1976, p1304; Van Dick et al., 2004). Job satisfaction indicates how well new employees have adapted to the organizational and job environment through the use of their own perceptions and attitude about the experience. The concept of job satisfaction is also often used as a comparison with college major satisfaction since both provide insights into a young adult’s career related experience (Astin, 1965). In addition, both college and organizational environments both involve the affirmation of young adult’s career interests and identity (Nauta, 2007). Researchers have correlated higher job satisfaction with lower employee turnover intention and higher job performance and career success (Swaney and Prediger, 1985; Van Dick etc al., 2004; Wang, 1986; Yang, 2008).

Family career expectation and job satisfaction. Although there is no direct linkage between family career expectation and job satisfaction, Study 2 predicts a similar negative relationship between the two variables. Literature has shown that the pursuit of self-autonomy and independence from family are the trademarks of the transition to adulthood (Soenens and Vansteenkiste, 2005). Hogan and Astone (1986) described that adulthood “calls for some degree of reckoning with... financial and residential independence [and] independence from parental influence” (Shulman and Ben-Artzi, p218). High family career expectation—of obtaining a career choice that aligns with a certain social status/gender role and that reflects family wishes—contradicts with young adults’ pursuit of autonomy and independence. Yet, at the same time, Yerushalmi (1997) suggested that young adults become more sensitive to satisfying family needs; as individuals become more mature, they come to respect the worldview and concern of

their parents more. The internal conflict between fulfilling family expectation and pursuing one's own independence may cause a more stressful adjustment process and consequently lowering job satisfaction.

In the same way that individuals tend to internalize family expectation, high family career expectation can also color young professional's perception of the adjustment process and the expected outcome, which may not be aligned with reality. Jusoh, Simun, and Chong (2011) studied the impact of expectation gaps on job satisfaction among fresh graduates and suggested a negative relationship between expectation gap and job satisfaction. In this case, the gap between family career expectation of the job and what the actual job experience may be can lead to job dissatisfaction. In addition, the need to live up to family expectation can add contextual pressure to the already stressful adjustment process. As a result, high family career expectation can create pressure for newcomers, color their own expectation, and create negative feelings associated with the expectation gap.

H7a: High family career expectation is inversely related to job satisfaction

Family career congruence and job satisfaction. Research has often connected social support within the organization, such as perceived organizational support and relationship with coworkers, to employee job satisfaction (Judge and Watanable, 1993; Jansses and Yperen, 2004; Yang, 2008; Gillet et al. 2013). The concept of social support within the organization is similar to the social support family members provide to young professionals, such as feedback, encouragement, and information sharing. Yet very little research has connected external family career congruence to job satisfaction. The only known area of research that connects the importance of external factors with job satisfaction is the work-family balance. The spill-over model in the work-family balance literature suggests that private life "spills over" to influence

individual behavior and emotion at the job (Adams, King, & King, 1996). For example, Judge and Watanabe (1993)'s study found that job satisfaction and life satisfaction are significantly related to each other.

Literature on person-environment fit and the congruence theories have similarly found that employee who perceives a fit between their own characteristics and the organizational environment experience higher job satisfaction (Mount and Muchinsky, 1978; Elton and Smart, 1988; Swaney and Prediger, 1985). In this case, family support and congruence with young adult's career intent becomes a part of the "personal characteristic" that young professionals bring to the organization. The congruence between young adults and their families signals a mutual agreement and positive family support, which in turn can facilitate positive and proactive newcomer behaviors and attitude. Ashford and Black (1996) showed that newcomers with positive framing of their situation will have a more successful entry into the organization and are more satisfied. On the other hand, incongruence and disagreement signals a lack of family support that can hinder a newcomer's adjustment process by adding more pressure to the already stressful process.

H7b: Family career congruence is positively related to job satisfaction

Job Commitment

Study 2 uses the same theoretical framework of commitment introduced in Study 1 to measure a newcomer's level of continuance commitment toward their chosen career. Unlike affective and normative commitment, continuance commitment highlights commitment as the result of perceived cost if one is to change their career or if they lack alternative career options. Generally, literature supports higher commitment with lower employee turnover rates and better performance (Yang, 2008). However, within the organizational context, the implication of

continuance commitment should be examined with caution. While employees with higher commitment are more likely to stay on with their chosen career and organization, continuance commitment does not necessarily lead to positive career related and organizational behaviors. For instance, Shore and Wayne (1993) found that continuance commitment leads to lower organizational citizenship behavior. On the other hand, Vandenberghe and Panaccio (2012) suggested that a part of the continuance commitment – “perceived sacrifice”—leads to greater career success and feedback seeking behavior although the “lack of alternatives” component does not. For the purpose of this thesis, Study 2 examines the relationship between family career influence and young professional’s continuance commitment with their chosen career.

Family career expectation and job commitment. Study 2 hypothesizes that there is a positive relationship between family career expectation and career commitment. Similar to the reasoning outlined in Study 1, family career expectation narrows the career options available to young professionals (Tang, Fouad, & Smith, 1999). Thus there are fewer alternative options, especially if family members provide financial support to prepare young professionals strictly for a certain career field (Lent and et al., 2002).

The premise of family career expectation is the achievement of a certain career that aligns with family wishes. The chance of family influence to keep young professionals in their current career is greater since they are already at the organization level. In addition, young professionals in the organizational setting are more likely to be more invested in the chosen career field than at the college setting if not equally. Newcomers have just been through the job seeking, recruitment, and training processes in order to get to where they are currently, so to start the entire process all over again can be logistically and emotionally challenging. In addition, forgoing the professional connections they have established within the career, the industry, and

coworkers can diminish their chance of future success. With that in mind, young professionals are likely to have higher continuance commitment in their chosen career.

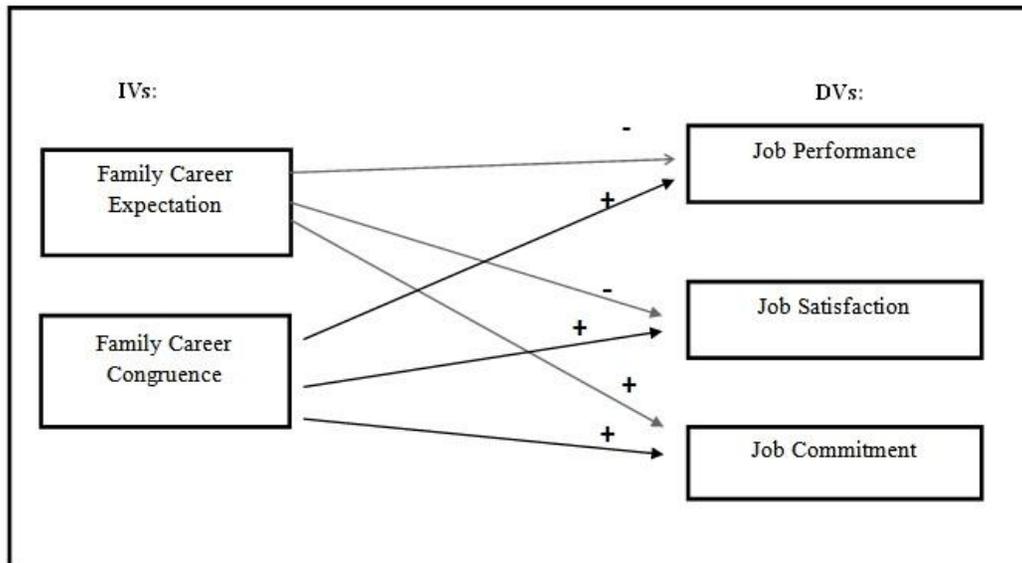
H8a: Family career expectation is positively related to continuance commitment with chosen career.

Family career congruence and job commitment. Similarly, family career congruence predicts a positive relationship with continuance commitment. As mentioned in previous sections, if the college setting is the preparatory stage of career planning, then organizational setting is the “implementation” and “actualization” stage of young professionals’ career development (Harren, 1979). At the organizational setting, young professionals adapt to the new work environment, learn the ins and outs of their daily role, form relationships with colleagues and supervisors, and build their own reputation within the organization and industry (e.g. Ashford & Black, 1996; Chao and et al., 2011). Therefore, there are more factors at stake if they are considering other career options, not only about the cost of losing their current job but the prospects of alternative jobs as well. In addition, higher career congruence also means that the perceived cost of losing family support and encouragement, which already existed previously is also likely to be higher. Thus, forgoing all the preparatory efforts that young professionals and family members have put forth mutually can also outweigh the benefits of changing to a different career path.

H8b: family career congruence is positively related to continuance commitment with chosen career

Figure 2 displays the predicted relationships Study 2 aims to test.

Figure 2: Study 2 Model



Chapter 3

Methodology

Study 1

Research design

Study 1 employed cross-sectional research design and survey method to gather participants' thoughts and attitudes regarding family career influence and career related outcomes. A pilot was conducted with four people and the survey questions were modified according to pilot feedback, before it was distributed to participants. The study was also approved by the Institutional Review Board.

With regard to research sampling, a mixture of random, stratified and convenient sampling was used. Surveys were available in electronic (81%) and paper (19%) versions, and some surveys were conducted in person and some were completed through online access. In the random sampling, the survey link was sent to staffs/counselors in different academic departments and resources centers (Office of Student Affairs, Global Program, and Multicultural Resources Center) to be distributed to undergraduate students via list-servs. In the stratified sampling method, the researcher randomly selected five undergraduate courses through the school's course scheduling system. The five courses included both upper level and general education courses. Specifically, the five selected courses were related to Nursing, Information Science and Technology, Spanish, Labor Relations and Human Resources, and Sociology. The researcher distributed surveys to students in person during class sessions after obtaining their permissions. With convenient sampling, the survey was also distributed through researcher's personal social media accounts (i.e. Facebook). Among the three sampling methods, 91% of the data was

collected through stratified sampling, 15% from random sampling, and 4% from convenient sampling. Survey data were then integrated together for data analysis.

Participants

Study 1 was conducted at a large university in the northeastern region of the United States. Table 1 shows the participants demographics. The reason to choose undergraduate junior and senior for Study 1 was that they were at a critical stage of career development and planning. They already declared their academic major at that stage, which means they had likely considered their future career plan in a serious manner. There were a total of 392 respondents. After eliminating incomplete and un-qualifying responses, 231 responses were included in the analysis. Participants were undergraduate juniors and seniors with a mean age of 21 from diverse backgrounds and academic majors. The characteristics of the participants reflected the proportional demographics of the student population at the university—60% of the sample was White, 14% Asian, 13% African Americans, and 10% Hispanics. 48% of the respondents were male and 52% of them were female. The three most common academic majors reported by the sample group were Social Science and Law (32%), IST related (25%), and Health and Medicine (16%).

Measures

There were 39 questions in total on the survey, including questions about participant's background information (i.e. academic major, class standing, gender, race and ethnicity, and age). To ensure accuracy, participants were instructed to refer to their primary choice of major. The survey included three sections asking participants about their attitude regarding social relationships, their perception of family career expectation, and career congruence. See Appendix A for a complete list of questions.

With regard to the dependent variables, participants self-reported their college GPA on a 4.0 scale. They were asked to provide their most recent cumulative GPA as accurately as possible. Satisfaction with major was measured as a single-item question; specifically “please indicate how satisfied you are with your current college major.” The question is measured on a 7-point Likert scale, from 1=extremely dissatisfied to 7=extremely satisfied.

Table 1: Study 1 Sample Characteristics

Variables	Frequency	Percentage
Gender N= 231		
Male	110	48%
Female	120	52%
Race and Ethnicity N= 231		
Asian	33	14%
African Americans	29	13%
Hispanics	23	10%
Whites	139	60%
Others	3	1%
College Status N=231		
Junior	122	53%
Senior	109	47%
College Major N=231		
Agriculture Science	4	2%
Art and Music	1	0%
Business and Management	25	11%
Communication	12	5%
Computer Science and IST	57	25%
Engineering and Architecture	5	2%
Health and Medicine	38	16%
Linguistic	4	2%
Math and Actuarial Science	3	1%
Physical Science	2	1%
Social Science and Law	74	32%
Others	6	3%
Sampling Strategy N=231		
Stratified Sampling	188	81%
Random Sampling	34	15%
Convenient Sampling	9	4%
Survey Versions		
Electronic Survey	188	81%
Paper Survey	43	19%

Continuance commitment. Items on commitment with chosen major were modeled upon Allen and Meyer (1990)'s items on continuance commitment, which were widely used measures for commitment. The commitment measure used in Study 1 consisted of four items. Some of the questions included were "I am extremely glad that I choose the current major over others I was considering," and "too much in my life would be disrupted if I decided to change my chosen major." All four items were multiple choice responses on a 7-point scale, with 1=strongly disagree to 7= strongly agree.

Family career expectation. The family expectation scale was based on Fouad and et al.'s Family Influence Scale (2010). It included six items about family expectation on career decision making process, which aligns closely with the family expectation concept the thesis intends to study. The scale was modified to fit the purpose of Study 1 about college major specifically. Among the questions included were "my family expects me to select a college major that has a certain social status," "my family expects that my college major will reflect their wishes," and "my family's expectation to me to study a certain college major is based on my gender" (Fouad et al. 2010). The six items were on a 7-point Likert scale, with 1=strongly disagree to 7= strongly agree.

Family career congruence. To measure family congruence with participant's choice of major decision, the items were modified from the Adolescent-Parent Career Congruence Scale developed by Sawitri and Zimmer-Gembeck (2012). Although the scale was initially developed for adolescents, the scale assesses different aspects of compatibility between adolescent's career interest and family support that are applicable to college participants. Study 1 used a total of three items to measure family member support of student's choice of major. The questions included were "My family thinks that my current chosen major is a good match for me, "my

family believes that I have opportunity to excel with my current chosen major,” and “my family is proud that I study my current chosen major.” The three items were on a 7-point Likert scale, with 1=strongly disagree to 7= strongly agree.

Collectivism. To test the moderating effect of collectivism, Study 1 replicated Singeli’s Interdependent Self Construal (1994) five-item scale to measure participant’s collectivism orientation. The scale assesses collectivist belief and attributes, including relatedness to others, sense of duty to in-group, and working in groups (Fernandez, Paez, & Gondalez, 2005). The questions included were “My happiness depends on the happiness of those around me,” it is important to me to respect decision made by the group,” and “even when I strongly disagree with group members, I avoid an argument.” The three items were on a 7-point Likert scale, with 1=strongly disagree to 7= strongly agree.

Individualism. Triandis and et al.’s Idiocentrism Scale (1985) on individualism was replicated on a 7-point Likert Scale, with 1=strongly disagree to 7=strongly agree. The scale measures attitude and attributes closely related to individualism, such as goal seeking. Five out of the original nine items were included in the survey. Among the items included were “One should live one’s life independently of others as much as possible,” “the most important thing in my life is to make myself happy,” and “I tend to do my own things and most people in my family do the same.”

To account for gender and potential cultural differences, Study 1 used gender and race and ethnic backgrounds as control variables. The categorical variables were coded into dummy variables for data analysis. For gender, male was coded as 1 and female was used as the comparison group. As for race and ethnicities, Hispanic was used as the comparison group since it has the smallest participant size. Three separate dummy coded variables were created for Asian

(=1, else=0), African American (=1, else=0), and White (=1, else=0). In addition, the survey included items about the level of influence each family member has. Specifically, participants were asked to rate the influence of father, mother, and siblings have on decisions regarding their current major. The rating was reverse coded for analysis, with 1=least influential and 7=most influential.

Study 2

Research design

Study 2 took place in a multinational Indian IT firm, using cross-sectional research design and utilized survey method to collect participant's attitude toward family career influence and levels of job satisfaction, and job commitment.

The study recruited all new employees in the June-July 2011 campus recruiting batch. The survey was distributed and completed online through the help of management. Participants were given several weeks to complete and return the surveys electronically. The survey invitation was sent to 335 individuals; out of which, 205 employees returned the survey. Their performance data were provided by the organization and matched with their responses. Permissions were obtained from both employees and the organization for the study, and participants' responses were kept confidential from the organization.

Participants

There were a total of 205 respondents and after eliminating missing and incomplete responses, 174 responses were used for analysis. Participants were fresh university graduates from various Indian schools. They were all new to the organization with about a year of tenure and had newly gone through the training program at the time of survey. 65% of the participants were male and 35% were female; majority of them were also single (87%). All of them were in

engineering and computer science related technical branch. For example, 39% of the participants were in computer application and 24% of them were in electronics telecommunication and engineering branch. 81% of the participants worked in Bangalore, India, with 13% in Chennai and 6% in Pune, India.

Table 2: Study 2 Participant Demographics

Demographics	N	%
Gender N=174		
Male	113	65%
Female	61	35%
Marital Status N=170		
Single	160	87%
Married	10	5%
Technical Branch N=174		
Automobile	2	1%
Bio Technology	5	3%
Chemical/ Civil Engineering	4	2%
Computer Application/ Science	68	39%
Electronics Telecomm and Engineering	42	24%
Information Technology and Engineering	28	15%
Mechanical/Material /Instrumentation Industrial Engineering	27	16%
Geographical Location N=174		
Bangalore, India	140	81%
Chennai, India	23	13%
Pune, India	11	6%

Measures

The survey gathered participant's background information (i.e., gender and marital status) and their thoughts on family influence related to career/job choices and their own

thoughts about the chosen career. See Appendix B for a complete list of Study 2 survey questions.

With regard to dependent variables, participant's job performance data was provided directly from the management, on a 5-point scale, ranging from a minimum of 1 to an exceptional performance rating of 5. Job satisfaction was measured on a single-item using a 5-point slider scale, from 1=extremely dissatisfied to 5=extremely satisfied.

Continuance commitment. To ensure consistency, items on job commitment were modeled from Allen and Meyer (1990)'s items on continuance commitment. Similar to Study 1, the commitment measure in Study 2 consisted of four items. The questions included were "too much in my life would be disrupted if I decided to change my chosen major," and "I have too few options to consider in changing my current major." All four items were on a 7-point Likert scale, from 1=strongly disagree to 7=strongly agree.

Family career expectation. Similar to Study 1, questions on family expectation were modeled from Fouad and et al.'s Family Influence Scale (2010). There were six items measuring the various aspects of family expectation, such as "my family expects me to select a career that has a certain social status," "my family expects me to make career decision so that make them feel proud." All items were on a 7-point Likert scale, from 1=strongly disagree to 7=strongly agree.

Family career congruence. Sawitri, Creed, and Gembeck's Adolescent-Parent Career Congruence Scale (2012) was modified to fit the purpose of Study 2. There were three questions measuring family congruence and support of employee's current career, such as "my family thinks that ABC Company is a good match for me," "my family believes that I have opportunity for growth at ABC Company," and "my family is proud that I work for ABC Company."

Study 2 used distance away from family, family member influence and gender as the three control variables. The survey asked participants about the physical distance between where their family lived and where they worked to control for work-family distance. The question was on a 5-point Likert Scale from 1=same city to 5= different state, overnight journey. Study 2 also asked to what extent does family has influence on their job decision on a 5-point Likert Scale (1= no influence to great amount of influence). Female was used as the comparison group and male was converted to dummy code (=1, else=0) for data analysis.

Chapter 4

Results

Study 1

The statistical analysis focuses on four main stages. First, the study uses descriptive statistics (i.e. mean and standard deviation) to get a basic understanding of participants' attitudes and opinions toward family career influence and career related outcomes as a whole. Then, the research conducts correlation analysis to gauge the possible relationships among variables of interests. Next, the analysis involves multiple regressions to establish firm conclusions between family career influence and college outcomes.

Descriptive Statistics

Because several variables of interest are measured as multiple items on the survey (i.e., family career expectation, family career congruence, commitment with major, collectivism, and individualism), the study first calculates the alpha scores to assess the internal reliability of multiple items in measuring each variable. Then, the aggregated mean for each variable is calculated for each participant before the overall sample means are calculated. Table 3: Study 1 Variable Means displays the mean and standard deviation of major variables.

Table 3: Study 1 Variable Means

Variables	N	Minimum	Maximum	Mean	Std. Deviation	Alpha
Age	230	19	30	21.07	1.17	
Family Career Expectation	228	1	7	2.84	1.33	0.86
Family Career Congruence	228	1	7	5.94	1.24	0.92
GPA	218	2	4	3.28	0.42	
Satisfaction with Major	230	1	7	5.97	1.22	
Commitment with Major	229	1	7	5.12	1.07	0.52
Collectivism	230	1	7	4.34	1.02	0.67
Individualism	229	1	7	4.74	1.08	0.74

Family career expectation has 6-items ($\alpha = 0.86$) with a sample mean of 2.84 ($\sigma = 1.33$) (on a Likert scale of 1 to 7). The mean shows that participants perceive a low level of family career expectation in general. There are 3 items measuring family career congruence ($\alpha = 0.92$) and the mean is 5.94 ($\sigma = 1.24$). In contrast with the low level of family career expectation, participants report a high level of family career congruence.

For the dependent variables, GPA has a mean of 3.28 ($\sigma = 0.42$). The minimum GPA reported was 2.0, which is the lowest acceptable GPA for many majors; the maximum GPA reported is 4.0, the highest possible. In addition, the mean for satisfaction with major is 5.97 ($\sigma = 1.22$). Commitment with major is measured by a total of 4 items ($\alpha = 0.52$), with a sample mean of 5.12 ($\sigma = 1.07$). Thus, on average, participants reported a “B” level of academic performance with above average levels of satisfaction and commitment with major.

Collectivism and individualism are measured by two different scales and analyzed separately for the purpose of Study 1. Collectivism has 5 items ($\alpha = 0.67$), mean = 4.34 ($\sigma = 1.02$). Similarly, individualism has 5 items in total ($\alpha = 0.74$), mean = 4.74 ($\sigma = 1.08$). As the result indicates, participants report similar level of collectivism and individualism, although individualism is rated relatively higher on average.

The survey also asks participants to rate the influence each family member has on decisions regarding their college majors (1=least influential, 7=most influential). Table 4 shows the mean influence of individual family members has on the decision. Among the family members, mother has the most influence on participants with a mean influence of 5.17 compares to other family members. Father has a mean influence of 4.94, and siblings have a mean influence of 3.41.

Table 4: Family Member Influence on College Major Decision

	N	Minimum	Maximum	Mean	Std. Deviation
Influence of father	213	1	7	4.94	2.10
Influence of mother	214	1	7	5.17	2.01
Influence of siblings	197	1	7	3.41	2.04

Note: 1=least influential, 7= most influential

Correlation

The next stage of analysis establishes significant correlations among variables of interests. Gender was dummy coded (male=1, female=0) for correlation analysis; each ethnic subgroup was also dummy coded, with Hispanics used as the omitted group for the purpose of comparison. Table 5 shows that 22 out of 66 correlations return statistically significant result and they are marked with superscript symbols.

Family career expectation shows a negative correlation with family career congruence ($r=-.299, p\leq 0.01$) indicating the opposite effect of the two variables. With regard to its correlation with dependent variables, family career expectation is negatively correlated with satisfaction with major ($r=-.166, p\leq 0.05$) and it shows no significant correlation with GPA and commitment with major. Family expectation also shows a slight positive correlation with collectivism ($r=.127, p\leq .10$). On other hand, family career congruence is correlated positively with GPA ($r=.155, p\leq .05$), and strongly with satisfaction with major ($r=.497, p\leq 0.01$), and commitment with major ($r=.427, p\leq 0.01$). In addition, family career congruence is correlated positively with individualism ($r=.153, p\leq .05$), indicating potential interaction effect. The table also indicates interesting correlations among dependent variables. Commitment with major is positively correlated with satisfaction with major ($r=.453, p\leq 0.01$).

Among control variables, gender (male=1, female =0) is significantly correlated with GPA ($r = -.219, p \leq 0.01$), which indicates that female is correlated with higher college performance. Asian participants are correlated with higher family career expectation ($r = .387, p \leq 0.01$), lower family career congruence ($r = -.128, p \leq 0.1$), and a higher level of collectivism ($r = .195, p \leq 0.05$). In addition, African Americans participants are correlated with lower GPA ($r = -.151, p \leq 0.05$), a slightly lower level of commitment with major ($r = -.142, p \leq 0.05$), and a lower level of collectivism ($r = -.145, p \leq 0.05$). Next, White participants are correlated with lower family career expectation ($r = -.242, p \leq 0.01$), a higher level family career congruence, ($r = .273, p \leq 0.01$), and higher satisfaction with major ($R = .130, p \leq 0.05$). Study 1 also assessed correlations between family member influence on college major with family career expectation and career congruence. The result indicates no significant correlations.

Multiple regressions

Although correlation analysis indicates possible relationships among variables, it is not sufficient to establish predictive relationships between independent and dependent variables, especially when additional factors are added for control. Therefore, multiple regression analysis is used to test hypotheses 1b to 4b. Table 7: Multiple Regressions displays the result. The multiple regression analysis is organized in three hierarchical models. Model 1 tests the relationships between control variables and dependent variables; model 2 tests for main effects between independent variables and dependent variables. Model 3 tests the interaction effects of collectivism and individualism on main effects. Standardized beta (β) is reported for each relationship.

Table 5: Correlations of College Outcomes and Family Career Influence

	1	2	3	4	5	6	7	8	9	10	11
1. Gender	1										
2. Asian	.057	1									
3. African American	-.073	-.155*	1								
4. White	.032	-.502**	-.466**	1							
5. Family Career Expectation	.081	.387**	-.060	-.242**	1						
6. Family Career Congruence	-.023	-.128 ⁺	-.105	.273**	-.299**	1					
7. GPA	-.219**	.078	-.151*	.041	.066	.155*	1				
8. Satisfaction with Major	-.066	-.100	-.055	.130	-.166*	.497**	.090	1			
9. Commitment with Major	-.075	.010	-.142*	.063	.001	.427**	.089	.453**	1		
10. Collectivism	.104	.195*	-.145*	-.080	.127 ⁺	.008	-.109	.012	.077	1	
11. Individualism	-.098	.007	-.015	.020	-.038	.153*	-.054	-.032	.251**	.017	1

Note:

1. Gender: 1=male, 0=female
2. Significant level: ⁺ ≤ 0.1, * ≤ 0.05, ** ≤ 0.01

For the dependent variable of GPA, hypothesis 1a predicts a positive relationship with family career expectation and hypothesis 1b predicts a positive relationship with family career congruence. Result shows that controlled variables alone account for 7.9 % of total variance of GPA ($F=4.578$, $p \leq 0.01$). When independent variables are added in Model 2, the model accounts for 9.9% of total variance of GPA ($F=3.749$, $p \leq 0.01$), with a 2% increase in R^2 contributed to independent variables. Family career congruence is significantly predictive of college performance ($\beta=0.179$, $p \leq 0.05$) while family career expectation is not significantly related to college performance. Therefore, hypothesis 1a is not supported and hypothesis 1b is supported by the regression.

Hypotheses 4 and 5 predict that collectivism will strengthen the main effects between the two independent variables and college performance; high individualism will weaken the main effects between the two independent variables and performance. To test for interaction effects on GPA, individualism and collectivism are added simultaneously in model 3. Model 3 as a whole accounts for 18.2% of the total variance of GPA, with a 8.3% increase in R^2 related to the moderating variables. Model 3 shows a negative relationship between individualism and GPA ($\beta= -0.640$, $p \leq 0.10$). The interaction between family career expectation and individualism produces a significant relationship with GPA ($\beta=0.936$, $p \leq 0.05$), and Study 1 will examine the exact nature of the interaction next. On the other hand, collectivism does not show any significant relationship and interaction effect with both independent variables and GPA. Therefore, the hypotheses that collectivism strengthens the relationships between the two independent variables and GPA are not supported.

To further assess the exact nature of the interaction effect, the individualism data is split into high individualism and low individualism groups at its median (4.8) for analysis.

Individualism scores from 1-4.8 is determined as low individualism (coded as 0) and scores above 4.8 is determined as high individualism (coded as 1). Figure 3 depicts the exact effect of high individualism vs. low individualism have on the main effect between family career expectation and GPA. The figure shows that when individualism is low, family career expectation accounts for close to 0% of total variance of GPA, meaning no relationship with GPA. However, when individualism is high, the relationship between family career expectation and GPA becomes slightly positive ($R^2 = 0.022$). This is inconsistent with the hypotheses that high individualism weakens the relationships between independent variables and GPA, and thus the hypotheses are not supported.

For the dependent variable of satisfaction with major, hypothesis 2a predicts an inverse relationship with family career expectation and hypothesis 2b predicts a positive relationship with family career congruence. In Model 1, control variables are not predictive at significant level. In model 2, the model accounts for 25.3% of all variance of satisfaction with major ($F=12.247$, $p \leq 0.01$). Among which, family career congruence is the only significant predictor ($\beta=0.496$, $p \leq 0.01$) and family career expectation does not indicate any significant relationship. Therefore, hypothesis 2a is not supported and hypothesis 2b is supported by the regression.

In model 3 of the regression analysis, when the interactions of collectivism and individualism are included, family career congruence no longer has a significant relationship with satisfaction. On the other hand, family career expectation becomes a significant predictor ($\beta= -0.988$, $p \leq 0.05$). As for the moderators, both collectivism ($\beta= -0.518$, $p \leq 0.1$) and individualism ($\beta= -0.653$, $p \leq 0.05$) lead to lower satisfaction with major. Similar to GPA, collectivism does not indicate any significant interaction effect; thereby the hypotheses about moderating effects of collectivism on satisfaction with major are no supported.

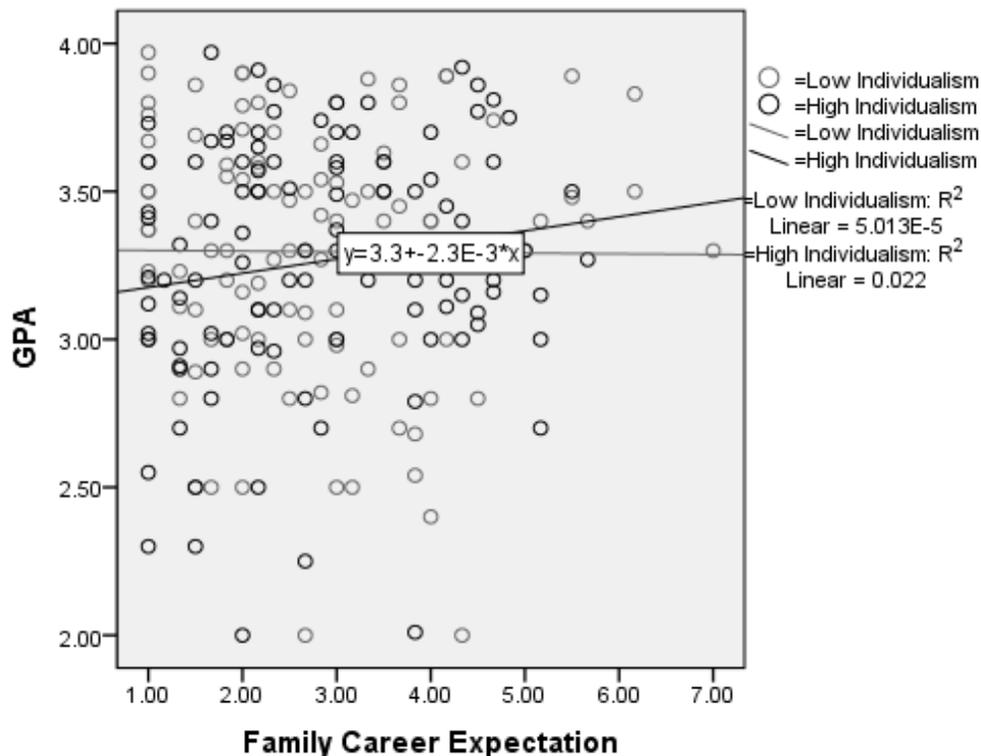
Table 7: Study 1 Multiple Regressions of College Outcomes and Family Career Influence

	DV= GPA			DV= Satisfaction with Major			DV= Commitment with Major		
	Model 1	Model 2	Model 3	Model 1	Model 2	Model 3	Model 1	Model 2	Model 3
Step 1= Control Variables									
Gender	-.232**	-.226**	-.221**	-.069	-.043	-.056	-.085	-.080	-.082
Asian	.65	.033	.073	-.052	-.058	-.078	-.019	-.105	-.087
African American	-.154 ⁺	-.127	-.175*	-.025	-.029	-.009	-.159 ⁺	-.200*	-.161*
Whites	.003	-.036	-.061	.095	-.049	-.073	-.017	-.170 ⁺	-.097
Step 2 = Main Effects									
Family Career Expectation		.096	-.467		-.014	-.988*		.158*	-.532
Family Career Congruence		.179*	.389		.496**	-.018		.482**	1.060**
Step 3 = Interaction Effects									
Collectivism			.226			-.518 ⁺			-.157
Individualism			-.640 ⁺			-.653*			.776*
Family Expectation * Collectivism			-.334			.480			.660*
Family Expectation * Individualism			.936*			.662 ⁺			.117
Family Congruence * Collectivism			-.373			.443			-.130
Family Congruence * Individualism			.166			.405			-.964*
F	4.578**	3.749**	3.635**	1.350	12.247**	6.216**	1.598	10.867**	7.928**
R ²	.079	.099	.182	.023	.253	.264	.028	.232	.315
R ² Adj	.062	.072	.132	.006	.232	.222	.010	.211	.275
Change in R ²		.02	.083		.23	.011		.204	.083

Note:

1. Standardized Beta Reported
2. Gender: 1=male, 0=female
3. Significant level: ⁺ ≤ 0.10, * ≤ 0.05, ** ≤ 0.01
4. DV= Dependent Variable

Figure 3: Interaction of Individualism and Family Career Expectation on GPA



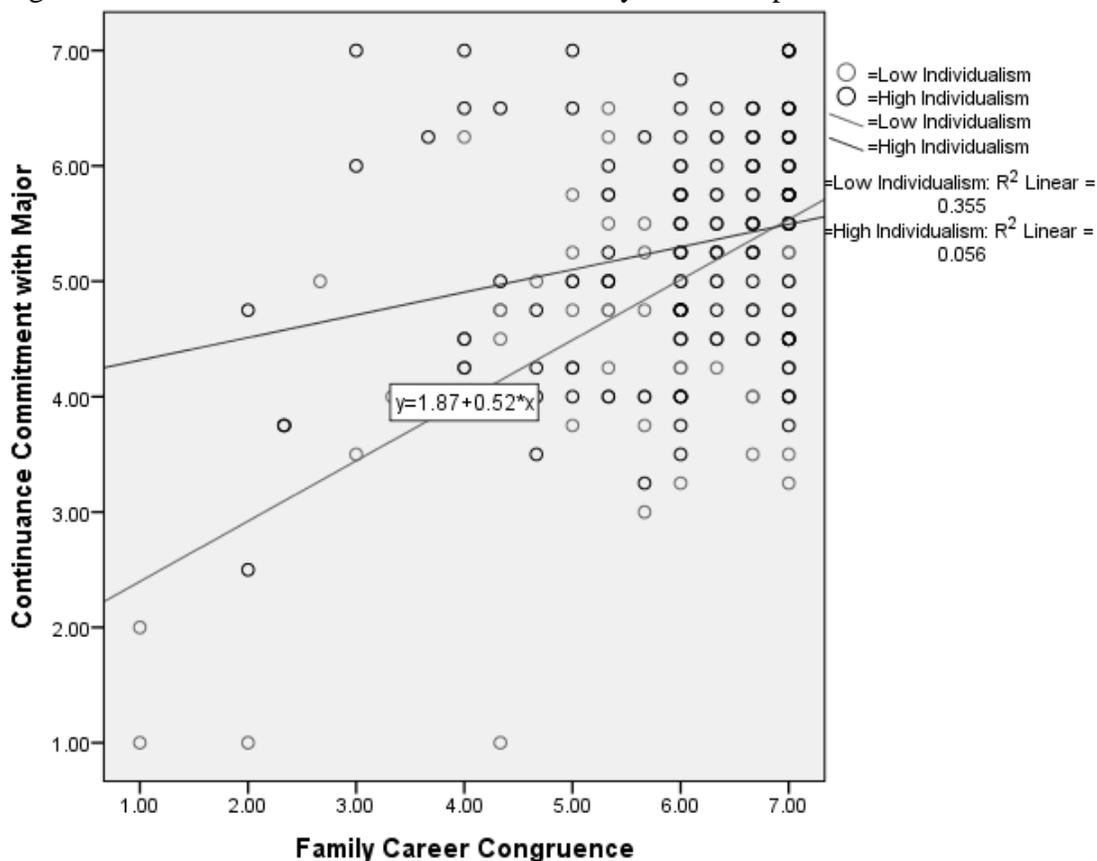
Note: High Individualism dummy code=1, Low Individualism dummy code=0

On the other hand, the interaction between individualism and family career expectation leads to higher satisfaction with major ($\beta=0.662$) at a significant level above .05 but below .1.

Next, the study assesses the exact effect of interaction between individualism and career expectation on satisfaction with major. Figure 4 depicts the interaction effect.

In this case, individualism does not weaken the main effect of high career expectation and satisfaction with major as predicted. Instead, high individualism ($R^2=0.029$) intensifies the negative relationship slightly more than low individualism ($R^2=0.024$). Again, this is inconsistent with the prediction that individualism weakens the relationship between family career expectation and satisfaction with major.

Figure 4: Interaction of Individualism and Family Career Expectation on Satisfaction



Note: High Individualism dummy code=1, Low Individualism dummy code=0

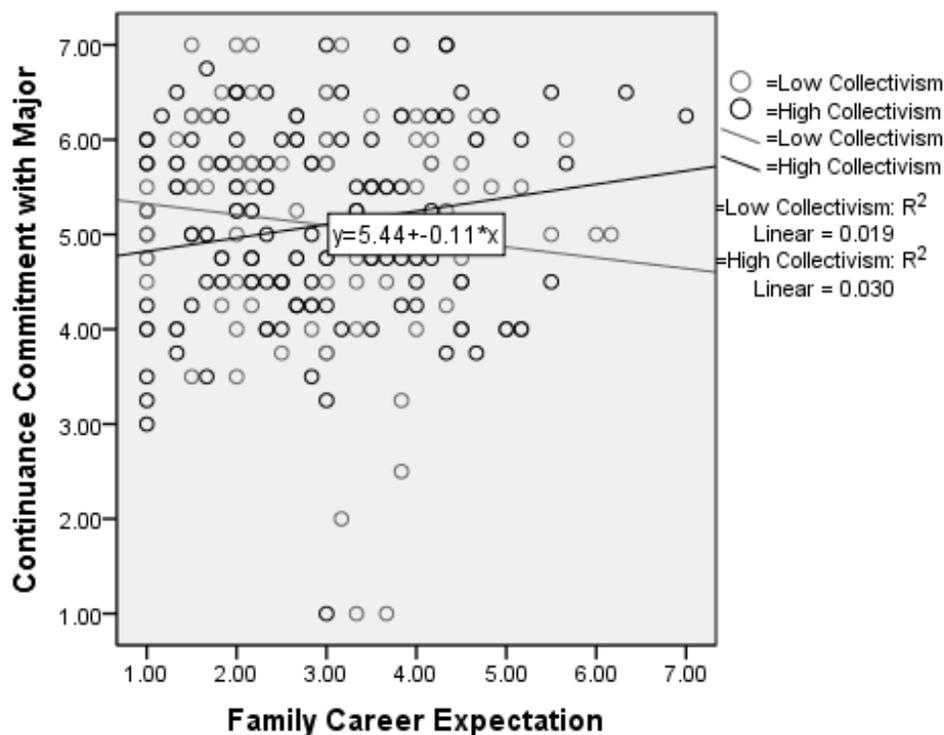
For the third dependent variable—continuance commitment with major—hypotheses 3a and 3b establish positive relationship with both family career expectation and family career congruence. Model 2 accounts for 23.2% of total variance of commitment with major. Additionally, family career congruence ($\beta=0.482$, $p\leq 0.01$) and family career expectation ($\beta=0.158$, $p\leq 0.05$) are significant predictors of commitment, and thus hypotheses are supported

In regards to the moderators, both collectivism and individualism indicate significant interaction effects. Individualism has a direct relationship with commitment with major ($\beta=0.776$, $p\leq 0.05$) and a significant interaction effect with family career congruence ($\beta= -0.946$,

$p \leq 0.05$). Collectivism suggests significant interaction effect with family career expectation ($\beta = 0.660$, $p \leq 0.05$)

To test the interaction effect of collectivism, the collectivism data is categorized into high and low collectivism at its median ($=4.4$). Rating from 1-4.4 is categorized as low collectivism and dummy coded ($=0$). Rating greater than 4.4 to 7 is categorized as high collectivism and dummy coded ($=1$). Figure 5 displays the interaction effect of collectivism and family career expectation on commitment with major.

Figure 5: Interaction of Collectivism and Family Career Expectation on Commitment



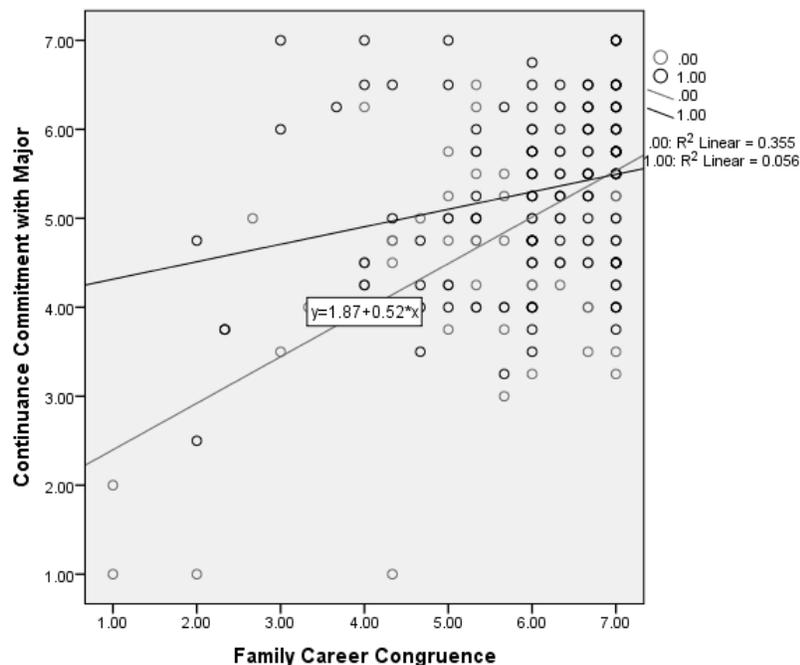
Note: High Collectivism dummy code=1, Low Collectivism dummy code=0

Interestingly, the figure shows that high collectivism and low collectivism leads to opposite main effects between family career expectation and continuance commitment. The

interaction of high collectivism with family career expectation leads to greater continuance commitment with major. On the other hand, the interaction of low collectivism with family career expectation leads to inverse relationship with continuance commitment. The result is consistent with the hypothesis and thus supports the prediction that high collectivism strengthens the relationship between family career expectation and commitment with major.

The exact interaction between individualism and family career congruence on commitment is depicted in Figure 6. In this case, although high individualism has a higher starting point than low individualism, low individualism has a greater rate of change. At the intersection point, the interaction between high individualism with family career congruence leads to lower commitment than the interaction between low individualism and career congruence. Therefore, the hypothesis that high individualism weakens the relationships between family career congruence and commitment is supported.

Figure 6: Interaction of Individualism and Family Career Congruence on Commitment



Note: High Individualism dummy code=1, Low Individualism dummy code=0

To sum it up, some hypotheses are supported and some are not supported in Study 1. The interaction effect of collectivism and individualism are partially supported. Aside from the family career influence, Study 1 also finds interesting result with control variables that should be noted. In Study 1, women perform better academically than men and they exhibit lower continuance commitment with their major as well. Unlike what the previous studies have suggested, there are no significant variations in three college outcomes among African Americans, Whites, Asians, and Hispanics.

Study 2

Study 2 follows similar statistical procedures as Study 1, including descriptive statistics, correlation analysis, and multiple regressions. However, since Study 2 does not have moderating variable, the multiple regressions will test for main effects only and not interaction effects.

Descriptive Statistics

Table 8 reports the sample means calculated for all variables of interests. As the table shows, family career expectation ($\alpha = 0.804$) has a mean of 4.13 ($\sigma = 1.37$). Recall from the sample mean reported in Study 1 (mean = 2.84), participants in the Indian setting reported a much higher mean for the same variable. In addition, the sample mean for family career congruence is 5.23 ($\sigma = 1.17$), indicating a high level of congruence between family and individual's career planning.

As for the dependent variables, the mean for job performance is 3.60 ($\sigma = 0.50$). The job performance score is reported by the company on a 5-point scale, and among which, the minimum score reported for the sample is 1.63 and the highest is 4.94. In addition, job satisfaction has a mean of 3.63 ($\sigma = 1.03$). Job commitment ($\alpha = 0.773$) has a higher mean of 4.60 ($\sigma = 1.17$).

Table 8: Study 2 Variable Means

	Minimum	Maximum	Mean	Std. Deviation	Alpha
Family Distance	1	5	3.14	0.80	
Family Member Influence	1	5	3.22	1.41	
Family Career Expectation	1	7	4.13	1.37	0.804
Family Career Congruence	1	7	5.23	1.17	0.891
Job Performance	1.63	4.94	3.60	0.50	
Job Satisfaction	1	5	3.63	1.03	
Job Commitment	1	7	4.60	1.17	0.773

Correlation

Next, bivariate correlation is conducted to assess potential relationships among variables of interest. Table 9: Correlations of Employee Outcomes displays the result, and 14 of the total 29 correlated items are significant. Among them, family career expectation is positively correlated with family career congruence ($r=.243, p\leq.05$), negatively correlated with job performance ($r= -.189, p\leq .05$), and positively correlated with job commitment ($r= .232, p\leq.05$). Although there is a slight positive correlation between family career expectation and job satisfaction ($r=.066$), the result is not statistically significant. In addition, the positive correlation between family career expectation and congruence in contrast with the negative correlation between the two variables shown in study 1 indicates that the connotation of expectation may be culturally defined. On the other hand, family career congruence is positively correlated with job satisfaction ($r=.470, p\leq 0.01$) and job commitment ($r=.457, p\leq 0.01$) although it does not indicate a significant correlation with job performance.

Control variables also indicate interesting and significant results with family career influence and career related outcomes. Gender (male coded as 1 and female as 0) is positively correlated with family distance ($r=.315, p\leq 0.01$), negatively with family member influence ($r= -$

.267, $p \leq 0.01$), and negatively with family career congruence ($r = -.221$, $p \leq 0.05$). In addition, distance from family is negatively correlated with job performance ($r = -.135$, $p \leq 0.1$). Moreover, family member influence also shows positive correlation with family career congruence ($r = .373$, $p \leq 0.01$), job satisfaction ($r = .188$, $p \leq 0.022$), and job commitment ($r = .168$, $p \leq 0.05$)

Table 9: Correlations of Employee Outcomes and Family Career Influence

	1	2	3	4	5	6	7	8
1. Gender	1							
2. Distance from Family	.315**	1						
3. Family Member Influence	-.267**	-.082	1					
4. Family Career Expectation	.014	-.023	.040	1				
5. Family Career Congruence	-.221*	-.054	.373**	.243**	1			
6. Job Performance	-.012	-.135 ⁺	.078	-.189*	.025	1		
7. Job Satisfaction	-.003	-.132	.188*	.066	.470**	.284**	1	
8. Job Commitment	.038	-.079	.168*	.232*	.457**	.093	.354**	1

Note:

1. Gender: 1=male, 0=female
2. Significant level: ⁺ ≤ 0.1 , * ≤ 0.05 , ** ≤ 0.01

Multiple regressions

The last stage of the analysis is multiple regressions. Model 1 assesses any significant effect between control variables and employee outcomes, and model 2 tests for main effects of family career expectation and family career congruence with dependent variables while accounting for control variables. Table 10: Multiple Regressions reports the standardized beta for all relationships.

For job performance, hypothesis 6a predicts an inverse relationship with family career expectation and hypothesis 6b predicts a positive relationship with family career congruence. In model 1, the result shows that control variables together accounts for 3.3% of all variance of job performance rating and the F-statistics shows that its not statistically significant. Model 2

accounts for 7.8% of all the variance of job performance when control variables are held constant, with 4.5% change in R^2 explained by family career expectation and family congruence. Among which, family career expectation is predictive of job performance with $\beta = -.217$ ($p \leq 0.05$). On the other hand, family career congruence is not a significant predictor of job performance. Therefore, hypothesis 6a is supported, and hypothesis 6b is not supported.

Table 10: Multiple Regressions of Employee Outcomes and Family Career Influence

	Job Performance		Job Satisfaction		Job Commitment	
	Model 1	Model 2	Model 1	Model 2	Model 1	Model 2
Step 1 = Control Variables						
Gender	.064	.079	.095	.147 ⁺	.108	.168*
Family Distance	-.171*	-.175*	-.134	-.139 ⁺	-.077	-.094
Family Member Influence	.081	.070	.204*	.008	.189*	.024
Step 2 = Main Effects						
Family Career Expectation		-.217*		-.064		.109
Family Career Congruence		.074		.524**		.451**
Model Summary						
F	1.817	2.632*	2.791*	9.872**	2.192 ⁺	9.446**
R^2	.033	.078	.055	.265	.040	.238
R^2 Adj	.015	.049	.035	.238	.022	.213
Change in R^2		.045		.21		.198

Note:

1. Gender: 1=male, 0=female
2. Significant level: ⁺ ≤ 0.10 , * ≤ 0.05 , ** ≤ 0.01
3. DV= Dependent Variable

For job satisfaction, hypothesis 7a predicts a negative relationship with family career expectation and hypothesis 7b predicts a positive relationship with family career congruence. Result shows that variables in model 2 account for 26.5% of total variance for job satisfaction, with independent variables explaining 23.8% of change in R^2 . Family career expectation does not indicate any significant relationship with job satisfaction. In contrast, family career congruence is

predictive of job satisfaction ($\beta = .524, p \leq 0.01$). Thus, hypothesis 7a is not supported and 7b of higher family career congruence leading to greater job satisfaction is supported.

Hypothesis 8a and 8b predict positively relationships between job commitment and the two independent variables. Model 2 accounts for 23.8% of total variance of job commitment, with the independent variables accounting for 19.8% of change in R^2 . While family career expectation is not significantly related to job commitment, higher family career congruence ($\beta = .451, p \leq 0.01$) is predictive of greater job commitment. Therefore, hypothesis 8a is not supported and hypothesis 8b is supported.

Among control variables, Study 2 also finds inverse relationship between family and work distance. This is very plausible since longer distance can lead to a more stressful commute or less access to immediate family support that leads to lower performance.

Chapter 5

Discussion

The thesis sets out to examine the impact of family career expectation and family career congruence on career related outcomes at both college and organizational settings. Based on the research result, some hypotheses are supported and some are not supported.

In Study 1, family career congruence is significantly related to all three college outcomes. Based on regression table, congruence between the career intent of young professionals and their family members leads to better college performance, higher satisfaction, and higher continuance commitment with chosen major. This is consistent with the past research that shared goal and value as the result of congruence produces positive career related outcomes (e.g. Tracey & Robbins, 2006; Sawitri and Zimmer-Gembeck, 2012). On the other hand, only the relationship between family career expectation and continuance commitment is significant. One possible reason is that the perception of family career expectation is more culturally contingent than family career congruence. That is, the interpretation of family career expectation may be culturally defined. This is highly possible as cultural factors influence how people interpret the role of family and the meaning of different social interactions (Julian, Mckenry, & Mckelvey, 2013). Therefore, this suggests the relevant importance of cultural context in understanding family career expectation. In addition, the presence of family career expectation may be more relevant and prominent within certain cultural contexts. For example, the stronger main effect of family career expectation observed in the Indian context also suggests the same possibility. On the other hand, since the size of different subgroups in Study 1 is relatively small, it can diminish any significant effect of family career expectation on college outcomes.

With regard to the moderating variables of individualism and collectivism, interaction effects are partially supported. As the result indicates, family career expectation has significant interaction effects with both collectivism and individualism on two college outcomes. Family career congruence indicates no significant interaction with collectivism-individualism in predicting GPA and satisfaction, with the exception of continuance commitment. Consistent with research hypothesis, individualism partially weakens the relationship between family career congruence and continuance commitment. Thus, it supports the notion that those participants with higher individualistic orientation are more likely to change major to align with their own interests even it means going against with family members (e.g. LeFebvre & Franke, 2013).

Collectivism is not significantly related with most of the predicted main effects, with the exception of family career expectation and continuance commitment. Its significant interaction effect with family career expectation and commitment with major confirm that young adults with high collectivism orientation have the tendency to stay on with their college major due to lack of alternatives or perceived cost associate with changing major. On the other hand, young adults with lower collectivism orientation have lower continuance commitment toward their major.

The lack of significant observable relations between collectivism and other variables may be due to the smaller sample size of subgroups.

Three out of the six hypotheses established for Study 2 are proven significant. For one, the inverse impact of family career expectation on job performance is significant in Study 2, but its relationship with job satisfaction and commitment is not established. The lack of practical family support at the organizational setting with the continued presence of psychological element of expectation leads to lower performance. Since Study 2 is taking place in a highly collectivist society as assumed in Study 2, this may also explain the stronger presence of family career

expectation and its impact on employee job performance. As research suggested, people in collectivist society place higher priority on family relationship and group interests (LeFebvre & Franke, 2013). On the other hand, family career congruence leads to higher satisfaction and continuance commitment with job. This is consistent with past research on the linkage between congruence and satisfaction and commitment (Elton & Smart, 1988).

The significant relationships observed between family career influence and career related outcomes in both Study 1 and 2 support the extension of family influence beyond college into the work place settings. That is, there is a continued presence of family member influence into the adulthood. Additionally, when comparing the effects of family career expectation and family career congruence on career related outcomes, both studies suggest family career congruence as a much stronger predictor of career related outcomes at both college and organizational settings. Additionally, the result not only shows family career congruence as a stronger predictor of outcomes, but it leads to more positive career related outcomes to a large extent than family career expectation as well. While family career expectation leads to lower job performance, congruence motivates higher employee performance and satisfaction. The differentiation between the two will be important at conceptual and practical levels.

In sum, the thesis to a large extent supports the impact of family career influence on college outcomes. More importantly, family career influence extends beyond college into the organization to affect employee outcomes.

Implication for Practitioners

The research findings have important implications for HR and career development practitioners. For HR practitioners, the research expands the existing insight on job performance, satisfaction, and commitment to factors outside the organization. Recognizing the unique needs

and motivations of young professionals in transition from college to organizational settings, companies are able to better prepare and plan their marketing, recruitment, and staffing strategies. This is especially relevant for organizations that recruit heavily from universities and colleges. For example, aside from marketing a positive brand image to young job candidates, companies can potentially target family members of young professionals in its marketing campaign, recognizing the critical role family members can play. In addition, by understanding the motivation of young professionals, organizations should develop and train young employees from the perspective of career development, thereby enhancing their performance, satisfaction, and commitment.

The research findings have practical implications for career development counselors. It reiterates the importance of contextual and social factors in student's career decision making process. Significant others are not only integral parts of the career decision making process; their impact can be long lasting. Their involvement not only shapes student's college experience but also their future jobs. More importantly, their influence is not always positive. Therefore, it is important that students are aware of the impact family members can have on their career decision making process. By recognizing the complexity of the career decision making process, counselors are able to design more effective communication plan for students to facilitate healthy family discussions about students' future career plans.

Limitation and Future Research

Nevertheless, the thesis has several shortcomings that are important to note and take into consideration for future studies in the area. First of all, the conclusions and implications of the thesis are limited by the use of cross-sectional-between-case design. Because different participants are recruited for study 1 and study 2, the ability to extend the conclusion of study 1

to study 2 at the organizational settings is somewhat limited. While Study 1 sample comprises of students in various academic majors, study 2 sample focuses on a very specific industry, thereby limits the conclusion of study 2 to employees mainly in that industry. Secondly, although the thesis controls for the effect of individualism and collectivism, there are other cultural factors that can influence the results observed in the US and India contexts that the thesis cannot and did not account for. For example, this includes the social value placed on family expectation, gender role, occupational prestige, and organizational value in different cultural contexts.

Study 1 is also vulnerable to several limitations specifically. First of all, the survey was distributed and collected both in person and electronically. With surveys that are conducted in person, they also took place in different classrooms outside researcher's control. Therefore, the different physical environments and settings under which participants engaged in the survey can lead to potentially biased responses. In addition, researcher's physical presence during the surveying process in some settings can also create confirmation bias, thereby leading participants to provide socially desirable responses. There is also potential time pressure among participants since some of the surveys are conducted while classes are in sessions. Secondly, students' GPA data are collected through the self-reporting method. As with all self-reporting data, they are vulnerable to biases and inaccuracies. Students may not provide the most accurate performance data or may exaggerate their GPA information in an effort to appear more socially desirable.

As for Study 2, despite researcher's effort to create a parallel data collection process as Study 1, the two studies are not exactly parallel. First of all, Study 2 does not use collectivism and individualism as moderators. Instead, the collectivist nature of Study 2 is assumed. Therefore, the exact nature of collectivism and individualism orientation on Study 2 sample is unclear. In addition, the data was collected in an Indian firm via a third party involvement.

Therefore, the lack of control over the data collection process can lead to potential bias and errors. The lack of research presence is also inconsistent with how study 1 was conducted and thus can impact the consistency of the research environment. Moreover, study 2 survey was distributed via the help of company's management; participants might provide biased and socially desirable information.

In addition to the potential limitations listed above, potential researcher errors in general throughout the research process—e.g. data measuring, data organizing, and analysis— can impact the reliability and conclusion of the thesis. Personal and situational factors, such as participant mood and the amount of time available to complete the survey, are all possible limitations to the thesis.

With those limitations in mind, future research on family influence and career related outcomes among young professionals can expand the topic in different ways. For example, future research can utilize longitudinal research design to observe the changes in same participants before graduation and post-graduation. In addition, future research should expand on the across-cultural framework of the study to include other cultural and social factors, such as paternalism and gender role differences in different cultures. Moreover, future studies can compare and contrast the differences observed across different occupations and industries, and thus strengthen the external validity. To ensure information accuracies, future research can also work to obtain participants' college performance data directly from the university. In addition, they can also include parents and family members in the survey to provide a different perspective about family career influence. All in all, the possibility to expand the knowledge of family career influence on career related outcomes is endless and the results will be beneficial to all.

Appendix A: Study 1 Questionnaire

1. Current year in college (e.g. junior, senior)
2. Age
3. Gender
4. Current college major (If you have multiple majors, please refer to your primary major):
5. Approximately how many years of accumulated work experience do you have (e.g part-time job, internship)
6. Please rank the following individuals in regards to their influence on your decision concerning your current college major (1=most influential; 7= least influential):
 Father__ Mother__ Siblings__ Relatives__
 Peers__ Counselor/adviser__ Professor__ Other:__
7. Considering the person who has the most influence on decision concerning your current college major, what is his/her occupation?

Please indicate to what extent you agree with each of the statements in the following sections.
 1=Strongly Disagree, 2=Disagree, 3=Somewhat Disagree, 4= Neutral 5=Somewhat Agree, 6=Agree, 7=Strongly Agree

8. *When considering your family and your primary college major:*

- My family expects me to select a major that has a certain social status.
- My family expects me to select a certain major so that I make them feel proud.
- My family is only willing to support me financially if I chose a certain major which they approved.
- My family expects that my major will reflect their wishes.
- My family expects people from our social background to choose a certain major.
- My family's expectation of me to study a certain major is based on my gender.
- My family thinks that my current major is a good match for me.
- My family believes that I have opportunity to excel with my current major.
- My family is proud that I study my current college major.
- Both of my parents agree on the major best suited for me

9. *When considering your thoughts about your primary college major:*

- My current major will provide me with future opportunities that build on my acquired knowledge, skills and contacts.
- I am confident that I will achieve my academic goals with my current major.
- There are enough opportunities to pursue with my current major.
- I am clear about my current major.
- For me, my current major is the best of all possible.
- I am extremely glad that I chose the current major over others I was considering.
- I would consider changing my major to align more with my own career interest.
- Too much in my life would be disrupted if I decided to change my major.
- I have too few options to consider in changing my current major.
- I intend to pursue a career related to my college major after graduation.

10. *When considering your thoughts on social relationships:*

- One should live one's life independently of others as much as possible.
- When faced with a difficult personal problem, it is better to decide what to do myself, rather than to follow the advice of others.
- I tend to do my own things, and most people in my family do the same.
- The most important thing in my life to make myself happy
- What happens to me is my own doing.
- My happiness depends on the happiness of those around me.
- I will sacrifice my self-interest for the benefit of the group I am in.
- I often have the feeling that my relationships with others are more important than my own accomplishment.
- It is important to me to respect decisions made by the group.
- Even when I strongly disagree with group members, I avoid an argument.

11. Please indicate how satisfied you are with your current college major:

Extremely Dissatisfied	Dissatisfied	Somewhat Dissatisfied	Neutral	Somewhat Satisfied	Satisfied	Extremely Satisfied
1	2	3	4	-	6	7

12. Race and Ethnicity

13. What is your approximate and most recent overall GPA (on a 4.0 scale)?

Appendix B: Study 2 Questionnaire

1. To what extent did the following influence your decision to join Company X?
 - Your faculty at College
 - Your friends in College
 - Your family
2. Your Family and Your Career:
 - My family expects me to select a career that has a certain social status
 - My family expects me to make career decisions so that I make them feel proud
 - My family was only willing to support me financially if I chose a career which they approved
 - My family expects that my choice of occupation will reflect their wishes
 - My family expects people from our culture to choose certain careers
 - My family's career expectations for me are based on my gender
 - My family thinks that Company X is a good match for me
 - My family believes that I have opportunity for growth at Company X
 - My family is proud that I work for Company X
3. Your thoughts about your career:
 - Company X will provide me with future positions that build on my acquired knowledge, skills and contacts.
 - I am confident that I will achieve my career goals within Company X.
 - There are enough opportunities to pursue my career goals.
 - I am clear about my professional / career goals
 - I am extremely glad that I chose this career over others I was considering
 - Too much in my life would be disrupted if I decided to change my career
 - I have too few options to consider in changing my career
 - For me, my chosen career is the best of all possible
4. Please indicate how satisfied you are with your current job: Use the slider scale below the smiley to indicate your response.
5. Marital status
6. Gender
7. Employee performance (company provided data on job performance)
8. How far do you live from your closest family members?

Appendix C: Study 1 Consent Form

Title of Project: Social Factors Affecting Career Decision, Performance, and Satisfaction

Principal Investigator:

Advisor:

1. **Purpose of the Study:** The research explores the role of family influence on the career decision, performance, and satisfaction of young professionals at both college and organizational settings.

Your participation is extremely important as it is the only way that consistent and accurate data on this important topic can be obtained.

2. **Procedures to be followed:**

- You will be asked to answer 39 questions on a survey.
- Please complete the questionnaire as related to your primary field of study (or field of study that you are most aligned with if you have multiple majors).
- Please do not omit any question. Occasionally you will find items that do not quite fit your circumstances. In this case, give the answer closest to your views.
- Feel free to provide any additional comment you think would be useful, either by the side of the question or at the end.

3. **Duration/Time:** It will take about 5 minutes to complete the survey

4. **Statement of Confidentiality:** Your participation in this research is confidential. The survey does not ask for any information that would identify who the responses belong to. In the event of any publication or presentation resulting from the research, no personally identifiable information will be shared because your name is in no way linked to your responses.

5. **Right to Ask Questions:** Please contact Lan Li at ly15082@psu.edu with questions or concerns about this study.

6. **Voluntary Participation:** Your decision to participate in this research is voluntary. You can stop at any time. You do not have to answer any questions you do not want to answer.

You must be 18 years of age or older to take part in this research study.

Completion and return of the survey implies that you have read the information in this form and consent to take part in the research. Please keep this form for your records or future reference.

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EDUCATION

The Pennsylvania State University, University Park, PA
Schreyer Honors College
M.S. Human Resources and Employment Relations May, 2014
B.S. Labor Studies and Employment Relations May, 2014
B.A. International Politics May, 2014
Beijing Foreign Studies University, Beijing, China January 2012-May 2012
Thesis Title—Young Professionals in Transition: Family Influence and Career Related Outcomes
in College and Organizational Settings

WORK EXPERIENCES

Teaching and Research Assistant August, 2013- Present
School of Labor Studies and Employment Relations, University Park, PA

- Assisting in teaching LER 100 Labor Relations, by assisting students, grading assignments, and carrying out class administrative duties
- Providing assistance to different faculty member in the department on a range of research and presentation projects

Research Assistant August, 2013- Present
PNC Leadership Assessment Center, University Park, PA

- Design and structure leadership case study exercises in collaboration with a team of graduate students
- Plan and facilitate assessment day that evaluates candidates leadership competencies

HR Performance Improvement Intern June, 2013- August, 2013
EY LLP., McLean, VA

- Assisted in 2 engagement projects involving HR transformation and employee benefits process audit, by attending client meetings, recording meeting notes, conducting research and providing administrative assistance
- Designed and drafted 2 client proposal materials related to Affordable Care Act and Federal government workforce
- Assisted senior consultants in a range of business development tasks and attended various developmental seminars

Mock Interview Intern August 2012-December 2012
College of Liberal Arts Career Enrichment Network, University Park, PA

- Conducted mock interviews and provided articulate feedback to undergraduates about their interview skills
- Scripted and filmed for a video about interview preparation; created promotional materials for the program

Associate Consultant Intern May 2012-July 2012
RMG Selection, Beijing, China

- Assisted international companies in sourcing qualified candidates to 5 IT engineer and managerial positions by making more 40 calls daily and reviewing over 100 resumes daily
- Assisted candidates in interview preparation in both English and Chinese
- Drafted candidate reports to submit to clients

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- Mayor's Intern June 2011-August 2011
City of Philadelphia, Philadelphia
- Conducted an audit project measuring City's requisition process and personnel cost by interviewing employees to gather data and conducting data analysis using Excel
 - Drafting and publishing an online training manual for City's supervisory employees in collaboration with the HR department

ACADEMIC HONORS

- Lenfest Scholarship September 2009-Present
 - Provides 4-year full ride college scholarship to students with strong academic merit
- The College of Liberal Arts Academic Excellence Award September 2009- Present
John Strands Award May, 2013
 - Recognizes an outstanding paper related to Labor Studies and Human Resources
- Dilip and Bharati Sha Academic Excellence Award May, 2011
 - Recognizes a junior and senior with highest GPA in the Labor Studies and Employment Relations major at The Pennsylvania State University (Received for highest junior GPA)
- President's Freshmen Award May, 2010
 - Recognizes first year Penn State students with a 4.0 GPA

ACTIVITIES

- Students Engaging Students
- Outreach Director August 2012-Present
 - Into the Street Volunteer Program Liaison August 2010-December 2011
- Global Engagement and Leadership Experience
- Student Coordinator January, 2011-December 2011
- Leaders Emerging Today
- Facilitator August, 2010-November 2011
- Martin Luther King Commemoration Week
- Campus Event Committee Member April, 2010-January, 2011
- Penn State Student Orientation Program (FTCAP)
- FTCAP Student Leader May 2010-July 2010

SKILLS

Microsoft Office: Excel, Access; SPSS; social media; native fluency in Mandarin Chinese; strong research and quantitative analysis skills; strong time management and organizational skills