



The Impact of Family on Ethical Decision Making by First-Generation and Non-First-Generation College Students Internationally

Susan M. Fredricks & Nicola DiFronzo-Heitzer, Penn State Brandywine

Abstract

Family or kinship affects how we make decisions including those of an ethical nature. Research has shown that family is an important component and influencer for First Generation College Students. The influence of family spans the globe from the United States to various international locations. This study replicates a previous study on kinship and ethical decision making (Tilley et al., 2012) while further delineating participants by their First Generational standing and geographic location specifically United States, New Zealand, Czech Republic, and Slovakia. The results indicated that there were significant differences for two of the four scenarios but not overall. First Generation complexities, implications, and future research are also discussed.

Keywords: *ethical scenarios, first-generation college students, cross-cultural research, ethical decisions, higher education*

Introduction

Call it a clan, call it a network, call it a tribe, call it a family. Whatever you call it, whoever you are, you need one (The Quotations Page, n.d.).

The dynamics of a family and their influence has changed over the years—over the centuries. A change from the more stable married, monogamous, life style to families composed of non-married, co-parenting, and extended families (Luscombe, 2014). A more generalizable definition of family is, “a group of people who create and maintain a mutual identity emotional bonds, and communication boundaries...” (McCornack, 2010). The impact of such diverse family dynamics affects our way of life, our values, and our beliefs and as Jane Howard states, it is a necessity. Research has shown that families play a key role in our interpersonal connections and our choices. We learn basic and foundational lessons from our family interactions (Fitzpatrick & Caughlin, 2002; McCornack, 2010). Because the dynamics of the family are so intrinsic, so necessary, and so key to our development, we often use the metaphor of kinship to describe the ties (Rubin, 1996). Essentially kinship affects our decision-making abilities including those related to ethics.

Family relationships are some of the longest interpersonal relationship experienced in our lifetime (McCornack, 2010) and therefore have the longest and perhaps strongest influence on

how we handle conflict and ethics. Early studies show that personal ethical development occurs over time, in moral stages and over the life of the individual (Kohlberg et al., 1983). So our ethical development includes the dynamic of family or kinship and has its own implications (Tilley et al., 2012). This study was designed to further test the kinship research (Fredricks et al., 2010; Fredricks & Hornett, 2007; Tilley et al., 2012) of ethical decision making of first-generation college students (FGS) and their demographic locations. Utilizing the same scenarios in the previous mentioned study (see Appendix 1), this article specifically examines; (1) the kinship relationship between FGS and Non-FGS ethical choices and (2) the kinship relationship by geographic locations from the surveyed countries; United States, New Zealand, Czech Republic, and Slovakia, between FGS and Non-FGS ethical choices.

Review of Literature

First Generation students are most studied in the United States with inclusion in research lacking from other countries. The review of literature starts with an understanding of the definition of FGS. It is then followed up by demographic breakdowns of the FGS in the countries researched and issues facing these students. The review ends with their family and cultural impacts on their education.

Definition of First-Generation

Unfortunately, there is no clear definition of the term “First Generation College Student.” “A commonly held definition for First Gen is that these students are the first in their immediate family to attend college—period. However, a literature review shows that this is not a universally held notion” (Schauer 2005, no page). For European countries, this definition is not a direct equivalent due to the educational system that imposes testing prior to entering post-secondary non-tertiary, short-cycle tertiary education, or bachelor’s or equivalent levels (Education, Audiovisual and Culture Executive Agency. Eurydice., 2018). For FGS, the tertiary level and/or bachelor’s degree is closely related to the United States higher education. Also, this definition may not be sufficient due to students’ lack of parental knowledge or embarrassment about their status (Bostic 2013). FGS often need to self-identify (Schauer, 2005). The least restrictive definition is that of the federally funded TRIO program: neither of the student’s parents (guardians) earned a four-year college degree. The most restrictive definition is that used by the National Center for Educational Statistics (NCES): the student is the first in the family to pursue education beyond high school” (Schauer, 2005, no page). For purposes of this study, FGS are those students whose parents or guardians have not obtained a four-year college degree. According to D’Amico (1998), FGS are older than the typical 18-year-old freshman. Warburton, Bugarin, and Nuñez, (2001), found that FGS are also more likely to attend part-time, and to work full-time while in college.

Demographic Breakdowns

Current United States’ research has discussed the lack of information regarding FGS (Banning, 2014), and ethical decision making. First-generation students make up a third of all college students in the U.S. (Whitford, 2018). Breaking it down further, and from the National Center for Education Statistics; 48.5% of Latino and Hispanic students, 45% of Black or African-American, 32% of Asians, 35% of Native Americans, and 28% of Caucasians are from parents with a high

school education or less (Lynch, 2013). First generation college students are more likely to be from ethnic minorities, speak a language other than English at home, and come from families that are considered lower income (Bui, 2002; Nunez et al., 1998; Terenzini et al., 1995).

Data on FGS from in countries is sporadic and hard to come by. Whereas being a FGS is often a question asked of incoming students, that is not the case for many countries. The Organisation for Economic Co-Operation and Development (OECD) maintains data collection and reports on various topics for bettering the lives of its 38 member countries (*About the OECD - OECD*, n.d.). For all the member countries, the OECD has found that “people whose parents are not tertiary-educated represent 65% of the population aged 18-24, but only 47% of 18-24 year old entrants” (OECD 2018, p.236). This particular report did not have data specific for Czech Republic, New Zealand, or Slovak Republic. Earlier OECD findings show that the Czech Republic, in 2012, indicated that 38% of students (20-34 yrs. old) in tertiary education (had parents with a tertiary education as well, compared with 55% of other countries with available data (*Education at a Glance 2014: OECD Indicators--Czech Republic*, 2014). This same year, for the Slovak Republic, illustrated that 39% of students (20-34 yrs. old) had parents that had a tertiary education degree (*Education at a Glance 2014: OECD Indicators- Slovak Republic*, 2014). And then again in 2012, the United States had a 58% of non-FGS (OECD, 2014). Other resources indicated that New Zealand demographics illustrate that roughly 48% of the Maori and 50% of Pasifika students are considered first generation (Theodore et al., 2016, 2017; Theodore, Taumoepeau, Kokaua, et al., 2018; Theodore, Taumoepeau, Tustin, et al., 2018; Wilson, 2020). These demographics reflect in the complexity of issues surrounding FGS. The following will be a review of issues and the complexities surrounding first-generation students.

Issues and Challenges for FGS

FGS face a myriad of challenges including but not limited to academic challenges, financial difficulties, and a sense of a lack of belonging. In addition, there is a low (27%) four-year graduation rate among first generation students, a need for support services, and while 80% of the institutions surveyed now identify first-generation status at the point of admission, only 61 percent track outcomes for those students (Whitford, 2018). Bolante (2002) points to the fact that FGS are twice as likely to leave college before the 2nd year and Warburton, et al. (2001) state they are less likely to enroll in 4-year universities (and are even less likely to enroll in research universities). Specifically New Zealander FGS have been found to view higher education at a means to an end—a job- rather than the more esoteric aspects of learning as whole; which is a derivative from their family orientation (Spronken-Smith et al., 2009). While these statements tend to focus on the negatives for FGS, being the first in one in a family to attend college can also be empowering and exciting.

FGS and Family

After identifying themselves, certain issues and complexities surrounding FGS become apparent including the dynamic push-pull tendencies of their family (Banks-Santilli, 2015). “First Generation College Students (First Gens) often receive mixed messages from their families—make us proud/don’t leave us. These students are “breaking,” not “keeping” the family tradition. Without guidance, First Gens often get lost in the maze of college life” (Schauer, 2005).

Family support and its importance are a major contingency for these students. FGS see college as a means to help their family, bring honor to their family, support their community, and a means of upward mobility (Banks-Santilli, 2015; Stephens et al., 2012). Research has indicated that families, especially in American life, play an important role in all college attendance, but FGS may put an unjustified and exaggerated emphasis on the importance of their family involvement, which may in turn affect their college career (*The Internal Psychology of First-Generation College Students - The Importance and Impact of Personal Relationships* | *Tomorrow's Professor Postings*, n.d.). In fact, many FGS find a conflict between their college student role, one with new experiences, education, and perspectives and their roles within the family. They inevitably have to navigate both roles, and the subsequent influence on their decisions (Banks-Santilli, 2015; Longwell-Grice et al., 2016).

Although it is not always available, positive family support is a key component to their success (Banning, 2014; McCarron & Inkelas, 2006). There is also a yearning to do well for themselves and their family, thus pushing them to make decisions affecting their academics amongst other reasons (Espinoza, 2013). As Baldwin (2012) states; “Those who truly want you to succeed will be proud of you when they know you have achieved your heart’s desire, not theirs” (p. 4). In addition, the parental guidance, life experiences, and to translate a college degree into a successful career may fall short with first-generation students (Lynch, 2013).

First generation college students also have dialectical tensions regarding personal and social identities between fitting in on campus but maintaining their identification of first-generation students (Lowery-Hart & Pacheco, 2011). Often times, those that were successful were able to find their place and a fit with their university (Byrom & Lightfoot, 2012).

Overall these family dynamics indicate that FGS are often torn because they are breaking the family structure by going to college (Banks-Santilli, 2015). FGS are pursuing a path different from their parents causing disconcerting emotional support (London, 1989; Wilson, 2020) and a lack of parental personal experience and understanding that limits empathy for the student (Sy et al., 2011). But even with this family tension, as research has shown, FGS go to college in order to help their family rather than hinder it (Banks-Santilli, 2015; Stephens et al., 2012). Therefore, the family is a significant component in the college selection, enrollment, major, and graduation decision making of the FGS.

Family and Culture

The dimension and influence of the family on our personality and subsequently our choices, is well documented. Hofstede identified it as part of a collective versus individual cultural dynamic (Hofstede, 1980). Those in an individual culture are more motivated by one’s self rather than a collective culture which is connected and motivated by the group (Neuliep, 2012). Furthermore, collective cultures have family ties to not just immediate family members but sometimes the extended family and even ancestors (Martin, 2018). When reviewed from this perspective, the more individualistic cultures are the United States and New Zealand thus indicating lesser family ties (Neuliep, 2012, p. 44).

The World Survey (*WVS Database*, 2014) has furthered this cultural study by utilizing the Inglehart-Welzel cultural map. Countries are plotted based upon four dimensions of values including: *Traditional values* versus *Secular-rational values*, and *Survival values* versus *Self Expression values*. Traditional values emphasize the importance of religion, parent-child ties, defer-

ence to authority, and traditional family values. People who embrace these values also reject divorce, abortion, euthanasia, and suicide. These societies have high levels of national pride and a nationalistic outlook. *Secular-rational values* have the opposite preferences to the traditional values. These societies place less emphasis on religion, traditional family values and authority. Divorce, abortion, euthanasia, and suicide are seen as relatively acceptable. *Survival values* place emphasis on economic and physical security. They are linked with a relatively ethnocentric outlook and low levels of trust and tolerance. *Self-Expression Values* give high priority to environmental protection, growing tolerance of foreigners, gays and lesbians and gender equality, and rising demands for participation in decision-making in economic and political life (*WVS Database*, 2014). Each country is granted its own unique characteristic (see Chart 1).

For our purposes, the four countries researched have distinct WVS data points. The United States is a self-expression and traditional values country. New Zealand is self-expression and secular rational value. Both the Czech Republic and Slovakia are survival and secular rational valued countries with the Czech Republic having a higher secular value. When focusing specifically on family and its cultural application; only the United States has a more traditional approach to family. This implies; “The importance of the family is a major theme: in traditional societies, a main goal in most people’s lives is to make their parents proud; and one must always love and respect one’s parents regardless of how they behave; conversely, parents must do their best for their children, even at the cost of their own well-being; and people idealize large families (and actually have them: high scores on this dimension correlate strongly with high fertility rates)(Inglehart et al., 2014)” So the family ties are stronger in the United States than the other three countries and are more likely to have an impact on FGS. Based upon this literature review, it is believed, when testing ethical scenarios, that there will be a significant difference between FGS and non-first-generation students and their choices. And secondly, due to geographical locations, there would also be significant differences between first-generation and non-first-generation students based upon geographic location. Using the methodology of scenarios, these hypotheses were tested.

Methodology

This study replicated prior research on kinship and ethical decisions (Tilley et al., 2012). The research indicates an affect between a family connection and ethical choices (Fredricks et al., 2010; Fredricks & Hornett, 2007). The initial data collection was done solely in the United States. Working with colleagues, it was expanded to include New Zealand undergraduates. This particular article sets forth to further expand the data base to include students attending a university in the Czech Republic and drawing from the significant number of students from Slovakia that attended the Czech university as well, and further delineated by first generation college students (FGS) and non-first-generation college students (Non-FGS). Undergraduate students in the United States, New Zealand, Czech Republic, and Slovakia were given a total of ten scenario surveys, in paper copy, aimed at testing their ethical choices. These scenarios emerged from ethical dilemmas created from classroom discussion and professional convention discussions. Students were asked to indicate their preferred course of action from among a variety of possible responses to ethical dilemmas. They were also given opportunities to provide other answers, answers of their own construction. Four of these scenarios test the family connections and are utilized in this article.

Special consideration was given to the language difference for the scenarios in the Czech Republic. First, the scenarios were translated into Czech, then translated back into English, and finally translated back to Czech. This was done to assure that the consistency and meaning of each

scenario was fully understandable in each language. Any nuances between the two languages were accounted for by the translation from Czech to English and back to Czech.

Students (N=855) were asked demographic questions including their first-generation status (n=243) and geographic location leading to United States (n=370), New Zealand (n=111), Czech Republic (n=300), and Slovakia (n=28) selections. Accordingly, the data was sorted by their demographics to provide a more in-depth analysis of the data and to delineate additional geographic significance.

Limitations

While surveys can be strong on reliability, they can be weak in validity and artificial in testing thus creating a snapshot of this exact moment in time (Babbie, 1998). Since the survey questions are experientially based but artificial, how participants respond does not necessarily mean that they will take that particular action in real life. Also, this study could not test what might happen after the survey or after an ethics course or discussion. We also did not ask what courses they have taken related to ethics.

However, the strength of the survey approach is the reliability of asking the same standard questions of all the participants. Therefore, we can provide a comparison of answers at this particular time for a large number of respondents. Frequencies were conducted for each scenario. The frequencies were further delineated by two specific demographic questions; first-generation (choice of “yes” or “no”) and geographic location.

Many vignettes used in the literature have uncertain construct validity if the purpose of research was to elicit respondent impressions of self-interested ethically questionable behaviors...In such instances, if some (but not all) respondents clearly perceived, for example, the implicit dilemma or choice that almost seem to be “hiding in plain sight,” then not all respondents would have evaluated the same vignette in all the same way. Under such circumstances, construct validity concerns create heretofore unconsidered plausible rival explanations for result, typically the absence of significant results. A specific proposition may guide future research is that if the appropriateness of self-interested protagonist behavior is to be investigated, then vignettes presented to respondents must feature self-interested protagonist behavior. (Mudrack and Mason 2013 p.649)

To alleviate this, to test for the self-interested perspective, the scenarios were developed with a self-interested behavior selection. In fact, a few of the options provide a self-interested alternative.

Results

Each of the four scenarios is presented with a brief explanation of the findings. Those that showed significant variance by FGS status and FGS by geographic location findings are presented in a chart and a table. To test for significance variance in the answers by the association of FGS and FGS geographic location, Pearson’s Chi Square values were calculated using SPSS. This nonparametric test is considered appropriate for the nominal data presented in these scenarios (*Chi-Square Test for Association Using SPSS Statistics--Procedure, Assumptions and Reporting the Output*, n.d.). Scenario III and IV showed significance at the .05 level or stronger for the Pearson Chi-Square thus the association is due to FGS and/or FGS and geographic location. For some

of the scenarios, a significant difference may not have been indicated but the frequencies suggest that there are some influences related to family and ethical decisions.

Scenario I

You are shopping at the local supermarket and are second in line at the checkout. The man in front of you has emptied his cart on the conveyor belt. You start to empty your cart and notice that he has a large package of chicken down below on the bottom rung of the cart. It is hidden from the cashier's view. The cashier does not notice. What do you do?

The results indicate no significance difference between FGS (n=243) and Non-FGS (n=612) nor any significance difference for the geographic locations; United States (n=369), New Zealand (n=113), Czech Republic (n=221), and Slovakia (n=28). Thus, the kinship influence was not apparent for this incident in a grocery store.

Scenario II

You are shopping at the local supermarket and are second in line at the checkout. The man in front of you has emptied his cart on the conveyor belt. You start to empty your cart and notice that he has a large package of chicken down below on the bottom rung of the cart. It is hidden from the cashier's view. The cashier does not notice. Your closest relative is the manager of the meat department in this store and personally pays for inventory shortages. What do you do?

Both FGS and Non-FGS responses indicated no significance difference or by geographic location either. The difference between Scenario I and Scenario II, with the introduction of the closet relative dynamic, does indicate higher percentages for both FGS and Non-FGS and at all geographic locations responses to select an action rather than do nothing. Notice that the difference in the scenario is the introduction of the relative. Although the choices did not lead to a significant result, the frequency level for FGS and Non-FGS and by geographic location changed (see *Table 1* and *Chart 2*).

Scenario III

You are beginning a new semester at your college/university. Your financial aid has not arrived on time and if you do not pay your tuition, you will have to drop out. Although you do not live at home, you call your parents and ask to borrow some money. They are pretty broke right now, but they reluctantly agree and send you the money needed, and you pay your bill. The financial aid arrives, and you now have more money than expected. Your parents did not know that you would be getting financial aid. What do you do?

The FGS combined with geographic location illustrated a significance difference for only United States. Both FGS (n=84, 85.7%) and Non-FGS (n=252, 92.6%) chose to "Pay their parents back" once they received their financial aid. However, when comparing second and third choices, percentage wise more Non-FGS selected to do this and more Non-FGS chose to "Pay some of the money back" (n=8, 8.2%) or "Other" (n=4, 4.1%) than FGS (see *Table 4 & 5*, *Chart 4*).

Scenario IV

You work in a retail establishment and see your supervisor taking home merchandise at least once a week. Your uncle got you this job and is a good friend with the owner of the store. What do you do?

The responses indicate that FGS and Non-FGS have chosen predominately to “Contact your Uncle” but more Non-FGS (17.3%) are willing to do “Nothing” percentage wise than FGS (14.9%). In addition, the FGS students (n=47, 19.4%) have chosen another course of action as “Other” as their second choice over Non-FGS (n= 82, 13.4%) (see Table 2 & 3, Chart 3). The Slovakian FGS and Non-FGS chose to “Contact your Uncle” as their first response. The difference was illustrated a significance difference where the FGS were split for their second and third choices on “Nothing” (n=1, 25.0%) and “Other” (n=1, 25.0%) (see Table 6 &7, Chart5).

Discussion

As indicated, this study utilized the same scenarios in the previously mentioned study and examines; (1) the kinship relationship between FGS and Non-FGS ethical choices and (2) the kinship relationship by geographic location (i.e. United States, New Zealand, Czech Republic, and Slovakia) between FGS and Non-FGS ethical choices. The element of family and its significance on ethical decision making was illustrated for several demographics within the four scenarios. Both FGS and geographic location indicated family connections that lead to difference responses. There appears to be a correlation between the influence on family and the ethical choices made, but in most cases it wasn't as significant as hypothesized. This becomes clearly evident when examining the overall data. The expectation was that FGS would favor family choices; to do more for the family, over Non-FGS (e.g. more would choose to “Pay their parents back” in Scenario III than Non-FGS in Scenario III, but no significance occurred.) However, in Scenario I and Scenario II (see Table 1 and Chart 2) a change occurred when a family interest was added to the same scenario which indicated an overall familial influence. The change in the nominal data for each choice, although not tested for significance, does indicate that family ties affect ethical decisions as FGS and Non-FGS chose to “speak to the man” more so in Scenario II than Scenario I. This in itself demonstrates that the literature of the family's influence and dynamic pull on first generation and even location is noteworthy and influential.

First-generation Family Issues and Complexities

The primary issue of family played out in a few of the scenarios. One scenario that contained a possible selection of involving your family showed significance for both FGS versus Non-FGS and by geographic location, Scenario IV. This scenario illustrates the importance of family connections for FGS as the literature has explained (Banning, 2014). Scenario IV has the specific component of having the Uncle connected to both the employee and the company's owner. Although the charts show that both sets of students clearly would talk to their uncle about the thefts, there appears to be more of an alliance with FGS and the uncle than perhaps with the Non-FGS. By geographic location, the alliance seems to be with the Slovak respondents more so than any other location. However, once again, all locations chose to “contact your uncle” as their number 1 choice.

Geographic Location

Two of the family-oriented scenarios yielded significance for the FGS at one particular geographic location, the United States. In Scenario III, regarding the use of a loan from their parents most FGS and Non FGS in the United States would pay their parents back followed by paying some of the money back. But more FGS would do something else with the money as the third most frequent choice while Non-FGS would keep all the money for themselves. So, comparing the frequency, Non FGS are more interested in themselves and their financial well-being as a third choice rather than FGS. Thus, in this instance as a potential choice money overcomes family connection and family needs for some of the Non FGS.

Scenario IV yields similar results are illustrated for the Slovakia geographic location where both groups chose “Contact your Uncle” and then “Nothing”, but the percentages of the population illustrate a significant difference as indicated in Table 2.

Limitations

One limitation is the number of FGS in the sample. Statistics indicate that FGS account for almost one third of college students (Whitford, 2018). However, in this data, only 28.5% were FGS. This limitation may in fact influence the overall outcomes. But it is important to note that 857 students did participate in the study.

And second, as previously identified, the use of scenarios or vignettes can provide validity issues (Murdack & Mason, 2013). This limitation, as indicated, was developed to include a self-interested behavior, but the issue of significant results was not fully developed. These results do illustrate that there are no significant results for the scenarios.

Implications

Ethics education also needs to adjust to incorporate FGS and their complexities. Several studies discuss the needs for a variety of ethical curriculum, courses, and inclusive programs in business schools (Cant & Kulik, 2009; Cavico & Mujtaba, 2009; May et al., 2014; Wolcott, 2015). However, the complexities of FGS and cross-cultural influences need to be incorporated into these models in order to yield the best possible outcomes which in turn leads to a more ethical society (Auletto & Miller, 2017).

FGS students have a number of challenges that affect their college outcomes including the push and pull of the family dynamics. The implications from this study include the need to incorporate ethical decisions into those programs already established to support the FGS such as summer and Bridge programs along with the federally funded programs like TRIO and the Robert McNair programs. These programs, which are aimed at providing academic support, mentoring, and additional services have shown success with the FGS population (Banning, 2014 and Lynch, 2013). Overall, incorporating an ethical dimension can only assist with that moral growth and development that all students need while additionally touching on the specific issues affecting FGS, along the lines of Kohlberg’s moral stages (1983).

Future Research

Future research should focus on further delineation of first-generation student demographics; including socio-economic and specific township locations. It has been discussed that FGS often come from low-income areas which leads to academic success issues and complexities (Bui 2002, Nunez and Cuccaro-Alamon, 1998, Terenzini, Springer, Yeager, Pascarella and Nora, 1996). By narrowing the focus of the demographics, additional tests and specific significant differences can be determined.

Furthermore, more FGS need to be included in any future studies. With FGS making up almost 50% of the student population (Lynch, 2013), more FGS students need to be involved in this research methodology. This will have broad implications for academic courses, programs, services, and curriculum with more data the more applicable information.

A need for further explorations of intercultural implications needs to be investigated, particularly since these variations are not significant but are geographically centered. There are two areas of cross-cultural research that needs to be explored. First, is the issue that cultures are not limited by national boundaries, those of virtual ethnicities (Henderson et al., 2013). Second, as the context and dilemmas issues arose, research exploring the psychological components behind student choices needs to be conducted. The idea that perhaps peer pressure, a belief that others will know their choices, or that their choices are not of their free will but rather their belief how others will view them has an impact on this research. Exploring these areas could lead to additional and more in-depth discussions and further the ethical research agenda.

Conclusion

This study takes a nod towards the limited research on FGS. Besides the complexities and issues regarding FGS and their academic success, ethical decisions are a component of that academic success. This limited research evaluates FGS and non-FGS and their ethical decisions as well. The literature illustrates that family allegiance is strong for first-generation students and that it is displayed in their ethical decisions. Also, cultural difference occurred regarding a specific ethical scenario. Further research needs to be conducted to acknowledge these differences, to delineate those differences, and to better apply the best practices for ethics education.

Declaration of Interest Statement

No potential conflict of interest was reported by the authors.

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Susan Fredricks, Ph.D. is an Associate Professor of Communication Arts and Sciences at the Pennsylvania State University—Brandywine campus located in Delaware County. She serves as the Communications degree coordinator. Previously, Dr. Fredricks is serving as the Division Coordinator for the Business, Communications, and Information Science and Technology degrees.

Dr. Fredricks' primary research areas include intercultural communication, organizational leadership development, management studies, communication applications principles in business education, and media studies. She has presented at national and international conferences and conventions. Dr. Fredricks has authored and co-authored numerous articles published in refereed journals pertaining to intercultural communication, ethics, leadership training and development, as well as a book chapter on ethics education.

She has been teaching courses in Law and the Media, Mass Media and Society and Communication Research, to name a few. For the past decade, Susan has been in charge of the internship program which is a mandatory course.

Nicola DiFronzo-Heitzer, Ed.D. is the Director of Enrollment Management at the Pennsylvania State University—Brandywine campus located in Delaware County. Dr. DiFronzo-Heitzer has worked in higher education for the past twenty-five years, serving at several institutions as an Assistant, Associate, and Director of Admissions, an adjunct faculty member teaching psychology courses, and a College Diagnostician. Most of her experience has been working in the college admissions realm. A first-generation collegian, Dr. DiFronzo-Heitzer finds purpose and passion in assisting first-generation and underserved student populations navigate the complexities of the college enrollment process. Her research has largely been focused on the positive impacts of mentoring, and she has attended and presented at numerous enrollment management conferences. Additionally, she has served as a faculty member at the Stephen R. Merritt Enrollment Management Institute through the Pennsylvania Association for College Admission Counseling.

Appendix B

Scenarios

Scenario I:

You are shopping at the local supermarket and are second in line at the checkout. The man in front of you has emptied his cart on the conveyor belt. You start to empty your cart and notice that he has a large package of chicken down below on the bottom rung of the cart. It is hidden from the cashier's view. The cashier does not notice. What do you do?

- Nothing*
- Speak to the man*
- Speak to the cashier*
- Other (please explain):* _____

Scenario II:

You are shopping at the local supermarket and are second in line at the check out. The man in front of you has emptied his cart on the conveyor belt. You start to empty your cart and notice that he has a large package of chicken down below on the bottom rung of the cart. It is hidden from the cashier's view. The cashier does not notice. Your closest relative is the manager of the meat department in this store and personally pays for inventory shortages. What do you do?

- Nothing*
- Speak to the man*
- Speak to the cashier*
- Other (please explain):* _____

Scenario III:

You are beginning a new semester at your college/university. Your financial aid has not arrived on time and if you do not pay your tuition, you will have to drop out. Although you do not live at home, you call your parents and ask to borrow some money. They are pretty broke right now but they reluctantly agree and send you the money needed and you pay your bill. The financial aid arrives and you now have more money than expected. Your parents did not know that you would be getting financial aid. What do you do?

- Pay your parents back*
- Keep all the money and not tell your parents*
- Pay off your credit cards with the money*
- Pay some of the money back to your parents*
- Other (please explain):* _____

Scenario IV:

You work in a retail establishment and see your supervisor taking home merchandise at least once a week. Your uncle got you this job and is a good friend with the owner of the store. What do you do?

- Nothing*
- Contact your uncle*
- Start taking merchandise too!*
- Other (please explain): _____*

Appendix C

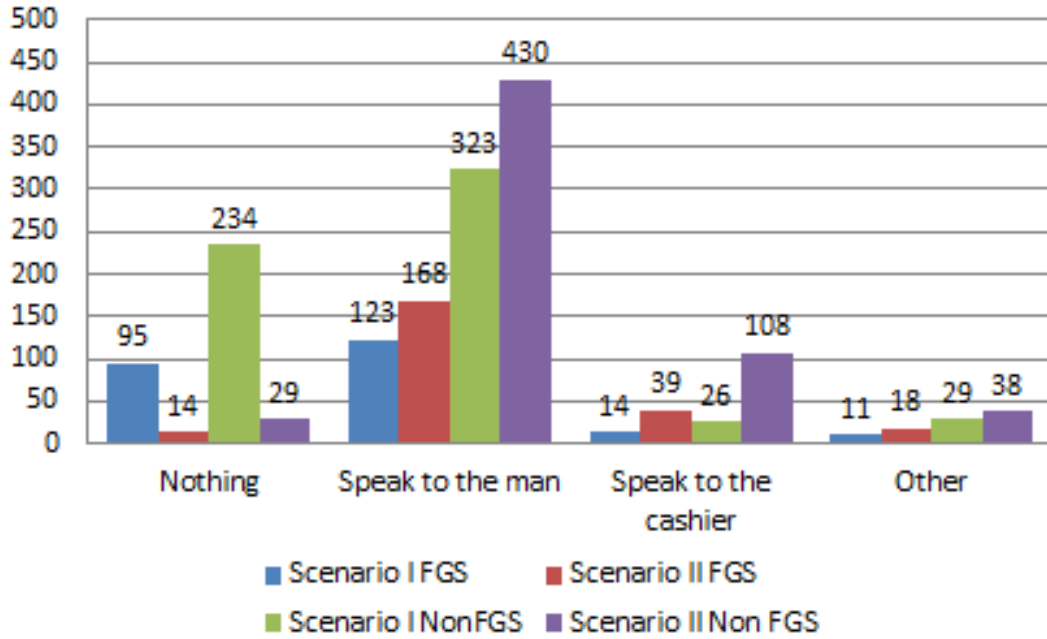
Table 1: Scenario I & Scenario II Frequencies and Percentages by FGS and Non-FGS

			Scenario I & II Difference								Total	
			Nothing		Speak to the man		Speak to the cashier		Other			
			I	II	I	II	I	II	I	II	I	II
First. Gen	First Gener- ation Col- lege Stu- dent	Count	95	14	123	168	14	39	11	18	243	239
		% withi n First .Gen	39.1 %	5.9 %	50.6 %	70.3 %	5.8 %	16.3 %	4.5 %	7.5 %	100. 0%	100 %
		% withi n Sce- nario I	28.9 %	32.6 %	27.6 %	28.1 %	35.0 %	26.5 %	27.5 %	32.1 %	28.4 %	28.3 %
		% of Total	11.1 %	1.7 %	14.4 %	19.9 %	1.6 %	4.6 %	1.3 %	2.1 %	28.4 %	28.3 %
	Not a First- Gener- ation Col- lege Stu- dent	Count	234	29	323	430	26	108	29	38	612	605
		% withi n First. Gen	38.2 %	4.8 %	52.8 %	71.1 %	4.2 %	17.9 %	4.7 %	6.3 %	100. 0%	100. 0%
		% withi n Sce- nario I	71.1 %	67.4 %	72.4 %	71.0 %	65.0 %	73.5 %	72.5 %	67.9 %	71.6 %	71.1 %
		% of Total	27.4 %	3.4 %	37.8 %	50.9 %	3.0 %	12.8 %	3.4 %	4.5 %	71.6 %	71.1 %
	Total	Count	329	43	446	598	40	147	40	56	855	844
		% withi n First. Gen	38.5 %	5.1 %	52.2 %	70.9 %	4.7 %	17.4 %	4.7 %	6.6 %	100. 0%	100. 0%

	% within Scenario I	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
	% of Total	38.5%	5.1%	52.2%	70.9%	4.7%	17.4%	4.7%	6.6%	100.0%	100.0%

Appendix D
Chart 2

Scenario I & Scenario II Differences by First Generation versus Non First Generation



Appendix E

Table 2: Scenario IV by FGS and Non-FGS

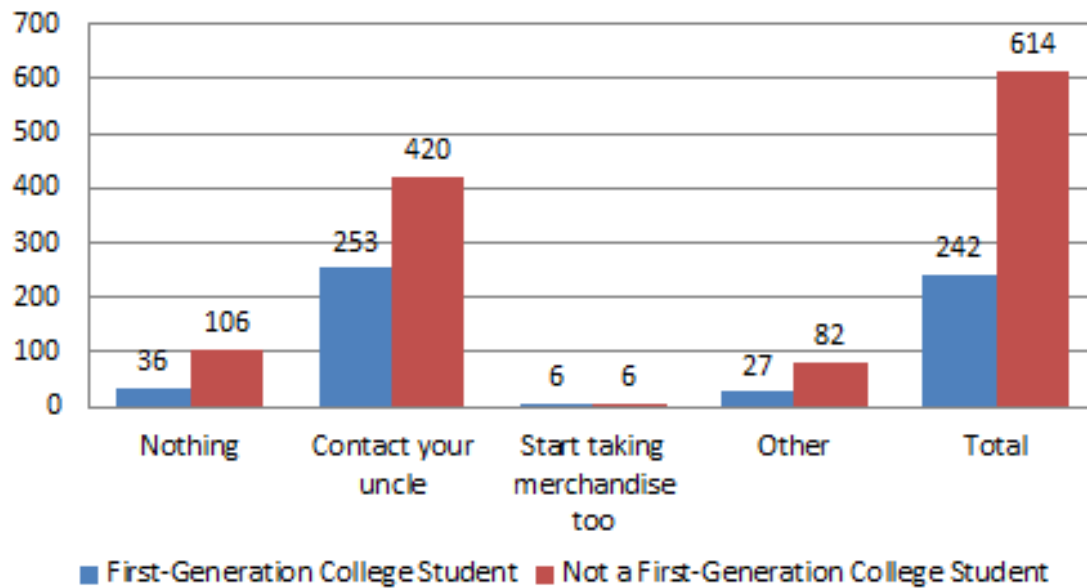
			Scenario IX				Total	
			Noth- ing	Contact your un- cle	Start taking mer- chan- dise too	Other		
First.Gen	First Generation College Student	Count	36	153	6	47	242	
		% within First.Gen	14.9%	63.2%	2.5%	19.4%	100.0%	
		% within Scenario.IV	25.4%	26.7%	50.0%	36.4%	28.3%	
		% of Total	4.2%	17.9%	0.7%	5.5%	28.3%	
	Not a First-Gen- eration College Student	Count	106	420	6	82	614	
		% within First.Gen	17.3%	68.4%	1.0%	13.4%	100.0%	
		% within Scenario.IV	74.6%	73.3%	50.0%	63.6%	71.7%	
		% of Total	12.4%	49.1%	0.7%	9.6%	71.7%	
	Total		Count	142	573	12	129	856
			% within First.Gen	16.6%	66.9%	1.4%	15.1%	100.0%
% within Scenario.IV			100.0%	100.0%	100.0%	100.0%	100.0%	
% of Total			16.6%	66.9%	1.4%	15.1%	100.0%	

Appendix F*Table 3: Scenario IV Chi-Square Tests*

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	8.326 ^a	3	.040
Likelihood Ratio	7.856	3	.049
Linear-by-Linear Association	5.854	1	.016
N of Valid Cases	856		
a. 1 cells (12.5%) have expected count less than 5. The minimum expected count is 3.39.			

Appendix G
Chart 3

Scenario IV by FGS and Non-FGS



Appendix H

Table 4: Scenario III Frequencies and Percentages by FGS and Non-FGS Level and Geographic Location

Geo.Location				Scenario III					Total
				Pay your parents back	Keep all the money and not tell your parents	Pay off your credit cards with the money	Pay some of the money back to your parents	Other	
United States	First.Gen	First Generation College Student	Count	84	2	0	8	4	98
			% within First.Gen	85.7%	2.0%	0.0%	8.2%	4.1%	100.0%
			% within Scenario.III	25.0%	28.6%	0.0%	40.0%	80.0%	26.5%
			% of Total	22.7%	0.5%	0.0%	2.2%	1.1%	26.5%
		Not a First-Generation College Student	Count	252	5	2	12	1	272
			% within First.Gen	92.6%	1.8%	0.7%	4.4%	0.4%	100.0%
			% within Scenario.III	75.0%	71.4%	100.0%	60.0%	20.0%	73.5%
			% of Total	68.1%	1.4%	0.5%	3.2%	0.3%	73.5%
	Total	Count	336	7	2	20	5	370	
		% within First.Gen	90.8%	1.9%	0.5%	5.4%	1.4%	100.0%	
		% within Scenario.III	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	
		% of Total	90.8%	1.9%	0.5%	5.4%	1.4%	100.0%	
New Zealand	First.Gen	First Generation College Student	Count	46	1	3	2	3	55
			% within First.Gen	83.6%	1.8%	5.5%	3.6%	5.5%	100.0%
			% within Scenario.III	49.5%	33.3%	60.0%	33.3%	75.0%	49.5%
			% of Total	41.4%	0.9%	2.7%	1.8%	2.7%	49.5%
		Count	47	2	2	4	1	56	

	Not a First-Generation College Student	% within First.Gen	83.9%	3.6%	3.6%	7.1%	1.8%	100.0%	
		% within Scenario.III	50.5%	66.7%	40.0%	66.7%	25.0%	50.5%	
		% of Total	42.3%	1.8%	1.8%	3.6%	0.9%	50.5%	
	Total	Count	93	3	5	6	4	111	
		% within First.Gen	83.8%	2.7%	4.5%	5.4%	3.6%	100.0%	
		% within Scenario.III	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	
		% of Total	83.8%	2.7%	4.5%	5.4%	3.6%	100.0%	
Czech Republic	First.Gen	First Generation College Student	Count	69	0	0	9	1	79
			% within First.Gen	87.3%	0.0%	0.0%	11.4%	1.3%	100.0%
			% within Scenario.III	26.4%	0.0%	0.0%	37.5%	20.0%	26.3%
			% of Total	23.0%	0.0%	0.0%	3.0%	0.3%	26.3%
	Not a First-Generation College Student	Count	192	7	3	15	4	221	
		% within First.Gen	86.9%	3.2%	1.4%	6.8%	1.8%	100.0%	
		% within Scenario.III	73.6%	100.0%	100.0%	62.5%	80.0%	73.7%	
		% of Total	64.0%	2.3%	1.0%	5.0%	1.3%	73.7%	
	Total	Count	261	7	3	24	5	300	
		% within First.Gen	87.0%	2.3%	1.0%	8.0%	1.7%	100.0%	
		% within Scenario.III	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	
% of Total		87.0%	2.3%	1.0%	8.0%	1.7%	100.0%		
Slovakia	First.Gen	First Generation College Student	Count	4			0		4
			% within First.Gen	100.0%			0.0%		100.0%
			% within Scenario.III	16.7%			0.0%		14.3%

		% of Total	14.3%			0.0%		14.3%
	Not a First-Generation College Student	Count	20			4		24
		% within First.Gen	83.3%			16.7%		100.0%
		% within Scenario.III	83.3%			100.0%		85.7%
		% of Total	71.4%			14.3%		85.7%
	Total	Count	24			4		28
		% within First.Gen	85.7%			14.3%		100.0%
		% within Scenario.III	100.0%			100.0%		100.0%
		% of Total	85.7%			14.3%		100.0%

Note: Deleted were those countries with less than 20 respondents including Belarus, Russia, Vietnam, Korea, Kazakhstan, Ukraine, and USA attending college outside country.

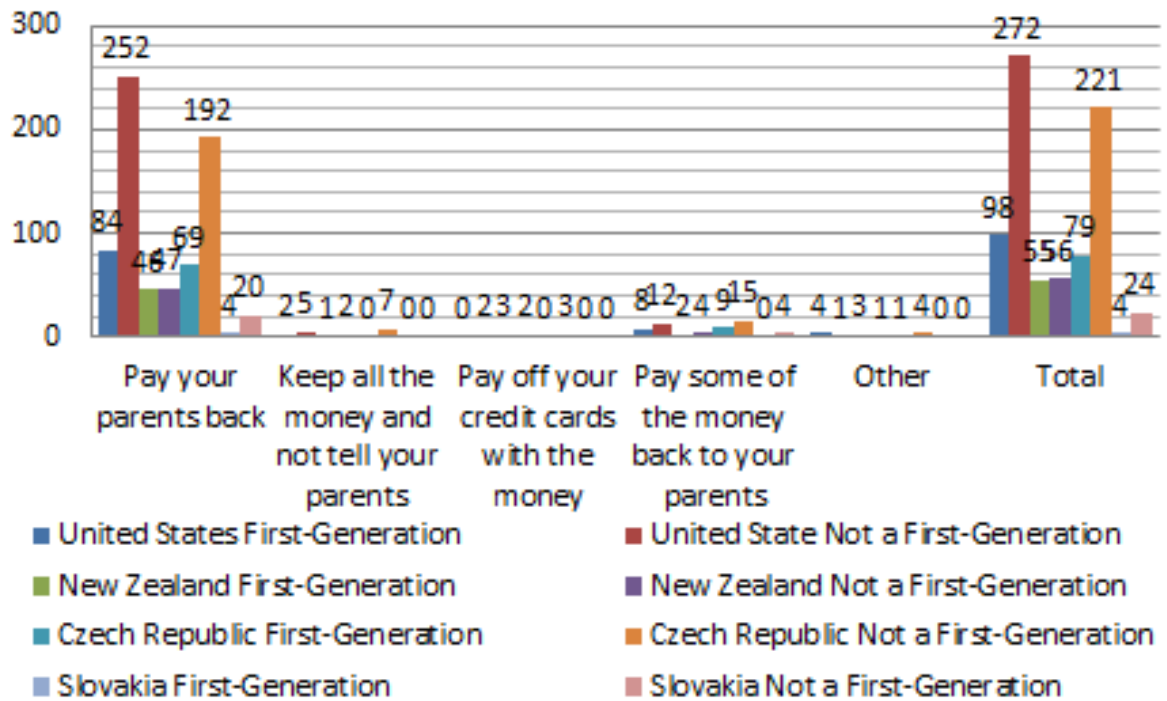
Appendix I

Table 5: Scenario III Chi-Square Test by FGS and Non-FGS and Geographic Location

Chi-Square Tests				
Geo.Location		Value	df	Asymp. Sig. (2-sided)
United States	Pearson Chi-Square	10.347 ^c	4	.035
	Likelihood Ratio	9.593	4	.048
	Linear-by-Linear Association	6.494	1	.011
	N of Valid Cases	370		
New Zealand	Pearson Chi-Square	2.202 ^d	4	.699
	Likelihood Ratio	2.269	4	.686
	Linear-by-Linear Association	.096	1	.757
	N of Valid Cases	111		
Czech Republic	Pearson Chi-Square	5.222 ^e	4	.265
	Likelihood Ratio	7.655	4	.105
	Linear-by-Linear Association	.207	1	.649
	N of Valid Cases	300		
Slovakia	Pearson Chi-Square	.778 ^f	1	.378
	Continuity Correction ^g	.012	1	.912
	Likelihood Ratio	1.340	1	.247
	Fisher's Exact Test			
	Linear-by-Linear Association	.750	1	.386
	N of Valid Cases	28		
a. 3 cells (30.0%) have expected count less than 5. The minimum expected count is 3.12.				
b. No statistics are computed because First.Gen is a constant.				
c. 5 cells (50.0%) have expected count less than 5. The minimum expected count is .53.				
d. 8 cells (80.0%) have expected count less than 5. The minimum expected count is 1.49.				
e. 5 cells (50.0%) have expected count less than 5. The minimum expected count is .79.				
f. 3 cells (75.0%) have expected count less than 5. The minimum expected count is .57.				
g. Computed only for a 2x2 table				
h. 3 cells (75.0%) have expected count less than 5. The minimum expected count is .24.				
i. No statistics are computed because Scenario.III is a constant.				
j. No statistics are computed because First.Gen and Scenario.III are constants.				
k. 4 cells (100.0%) have expected count less than 5. The minimum expected count is .17.				

Appendix J
Chart 4

Scenario III by First-Generation and Geographic Location



Appendix K

Table 6: Scenario IV Frequencies and Percentages by FGS and Non-FGS and Geographic Location

Geo.Location			Scenario IV				Total	
			Noth- ing	Contact your un- cle	Start tak- ing mer- chandise too	Other		
United States	First.Gen	First Generation College Student	Count	10	69	2	15	96
			% within First.Gen	10.4%	71.9%	2.1%	15.6%	100.0%
			% within Scenario.IV	24.4%	25.8%	40.0%	26.8%	26.0%
			% of Total	2.7%	18.7%	0.5%	4.1%	26.0%
		Not a First-Generation College Student	Count	31	198	3	41	273
			% within First.Gen	11.4%	72.5%	1.1%	15.0%	100.0%
			% within Scenario.IV	75.6%	74.2%	60.0%	73.2%	74.0%
			% of Total	8.4%	53.7%	0.8%	11.1%	74.0%
	Total		Count	41	267	5	56	369
			% within First.Gen	11.1%	72.4%	1.4%	15.2%	100.0%
			% within Scenario.IV	100.0%	100.0%	100.0%	100.0%	100.0%
			% of Total	11.1%	72.4%	1.4%	15.2%	100.0%
New Zealand	First.Gen	First Generation College Student	Count	5	33	4	15	57
			% within First.Gen	8.8%	57.9%	7.0%	26.3%	100.0%
			% within Scenario.IV	41.7%	47.1%	100.0%	55.6%	50.4%
			% of Total	4.4%	29.2%	3.5%	13.3%	50.4%
		Not a First-Generation College Student	Count	7	37	0	12	56
			% within First.Gen	12.5%	66.1%	0.0%	21.4%	100.0%
			% within Scenario.IV	58.3%	52.9%	0.0%	44.4%	49.6%
			% of Total	6.2%	32.7%	0.0%	10.6%	49.6%
	Total		Count	12	70	4	27	113

		% within First.Gen	10.6%	61.9%	3.5%	23.9%	100.0%	
		% within Scenario.IV	100.0%	100.0%	100.0%	100.0%	100.0%	
		% of Total	10.6%	61.9%	3.5%	23.9%	100.0%	
Czech Republic	First.Gen	First Generation College Student	Count	19	45	0	15	79
			% within First.Gen	24.1%	57.0%	0.0%	19.0%	100.0%
			% within Scenario.IV	27.5%	23.6%	0.0%	38.5%	26.2%
			% of Total	6.3%	15.0%	0.0%	5.0%	26.2%
	Not a First-Generation College Student	Count	50	146	2	24	222	
		% within First.Gen	22.5%	65.8%	0.9%	10.8%	100.0%	
		% within Scenario.IV	72.5%	76.4%	100.0%	61.5%	73.8%	
		% of Total	16.6%	48.5%	0.7%	8.0%	73.8%	
	Total	Count	69	191	2	39	301	
		% within First.Gen	22.9%	63.5%	0.7%	13.0%	100.0%	
		% within Scenario.IV	100.0%	100.0%	100.0%	100.0%	100.0%	
		% of Total	22.9%	63.5%	0.7%	13.0%	100.0%	
Slovakia	First.Gen	First Generation College Student	Count	1	2		1	4
			% within First.Gen	25.0%	50.0%		25.0%	100.0%
			% within Scenario.IV	10.0%	11.8%		100.0%	14.3%
			% of Total	3.6%	7.1%		3.6%	14.3%
	Not a First-Generation College Student	Count	9	15		0	24	
		% within First.Gen	37.5%	62.5%		0.0%	100.0%	
		% within Scenario.IV	90.0%	88.2%		0.0%	85.7%	
		% of Total	32.1%	53.6%		0.0%	85.7%	
	Total	Count	10	17		1	28	
		% within First.Gen	35.7%	60.7%		3.6%	100.0%	

		% within Scenario.IV	100.0%	100.0%		100.0%	100.0%
		% of Total	35.7%	60.7%		3.6%	100.0%

Appendix L

Table 7: Chi-Square Tests by FGS and Non-FGS and Geographic Location

Chi-Square Tests				
Geo.Location		Value	df	Asymp. Sig. (2-sided)
Non available	Pearson Chi-Square	. ^b		
	N of Valid Cases	6		
United States	Pearson Chi-Square	.586 ^c	3	.900
	Likelihood Ratio	.542	3	.910
	Linear-by-Linear Association	.101	1	.751
	N of Valid Cases	369		
New Zealand	Pearson Chi-Square	4.887 ^d	3	.180
	Likelihood Ratio	6.434	3	.092
	Linear-by-Linear Association	1.265	1	.261
	N of Valid Cases	113		
Czech Republic	Pearson Chi-Square	4.489 ^e	3	.213
	Likelihood Ratio	4.778	3	.189
	Linear-by-Linear Association	1.496	1	.221
	N of Valid Cases	301		
Slovakia	Pearson Chi-Square	6.238 ^f	2	.044
	Likelihood Ratio	4.150	2	.126
	Linear-by-Linear Association	3.087	1	.079
	N of Valid Cases	28		
Total	Pearson Chi-Square	8.326 ^a	3	.040
	Likelihood Ratio	7.856	3	.049
	Linear-by-Linear Association	5.854	1	.016
	N of Valid Cases	856		
a. 1 cells (12.5%) have expected count less than 5. The minimum expected count is 3.39.				
b. No statistics are computed because First.Gen is a constant.				
c. 2 cells (25.0%) have expected count less than 5. The minimum expected count is 1.30.				
d. 2 cells (25.0%) have expected count less than 5. The minimum expected count is 1.98.				
e. 2 cells (25.0%) have expected count less than 5. The minimum expected count is .52.				
f. 4 cells (66.7%) have expected count less than 5. The minimum expected count is .14.				
g. 5 cells (83.3%) have expected count less than 5. The minimum expected count is .12.				
h. 6 cells (100.0%) have expected count less than 5. The minimum expected count is .33.				
i. No statistics are computed because First.Gen and Scenario.IV are constants.				
j. 6 cells (100.0%) have expected count less than 5. The minimum expected count is .17.				

Appendix M
Chart 5

Scenario IV by First-Generation and Geographic Location

