

Systematic Review of the Impact of Chinese American Parents' Acculturation on their Children's Career Development

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Abstract: This study performed a systematic review to examine the status of existing research on the acculturation of Chinese American parents and its impact on their children's career choices. To maximize the review coverage, a Python-based automated method was utilized for article retrieval from several databases. Keywords aligned with the research topic were used to screen initial search results in several iterative steps, resulting in 18 articles for the final analysis. The results of the systematic review highlighted the gap in empirical studies on the impact of parental acculturation on children's career choices and underscored the need for further research on intergenerational acculturation and its effects on the career development of Chinese Americans.

Introduction

The Asian population in the United States nearly doubled from 2000 to 2019 and is projected to exceed 46 million by 2060, potentially surpassing the Hispanic population to become the largest immigrant group in the United States (Budiman & Ruiz, 2022). According to the 2020 Census, Chinese Americans represented the second-largest Asian-alone group in the United States, totaling 4.1 million, closely following Asian Indians at 4.4 million (Census, 2020). Notably, 25% of United-States-born Chinese Americans are under 18 years old (Rosenbloom & Batalova, 2023), which implies that a substantial proportion of these Chinese Americans are school-age children and youth, who are poised to make critical career decisions soon (Okubo et al., 2007).

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Career choices for Chinese American children may not be individual decisions but rather a collective decision-making process involving both parents and children (Leong & Gupta, 2007).

A fundamental characteristic of Chinese Americans revolves around their emphasis on achievement. Within Chinese cultural norms, parents hold strong expectations for their children's success in both education and career aspirations (Yang, 2007). Traditionally, in China, a child's academic and overall life accomplishments have been perceived as the responsibility of the parents, who exert considerable pressure on the youth to excel, driven by a desire to uphold the family's reputation and ensure their offspring's success (Li, 2004; Stevenson & Lee, 1996).

Comparative studies have highlighted distinctive parenting approaches, noting that Chinese mothers exhibit higher levels of control and place a greater emphasis on achievement compared to Caucasian American mothers (Tsui, 2006). Within Chinese cultural frameworks, success and achievement are regarded not

merely as individual pursuits but as communal endeavors essential for fulfilling societal obligations (Tao, 2016). This societal perspective underscores the collective responsibility for achievement, shaping the intense focus and expectations placed on Chinese American youth in their pursuit of success. Similarly, for Chinese Americans, career choices are not simply individual decisions but may also result from family influence (Okubo et al., 2007; Tang et al., 1999).

The financial standing of Chinese immigrant families considerably impacts the educational and career prospects available to their children. Variances in economic circumstances among these families can notably influence the opportunities accessible to the next generation (Shen et al., 2016). The quality of education, resources, and career development avenues encountered by Chinese immigrant children in their host country becomes instrumental in shaping their career trajectories. Access to esteemed educational institutions, mentorship programs, and diverse career development opportunities can substantially broaden the scope of career options that these individuals are inclined to explore.

Family influence positively affects career decision-making self-efficacy (Kocak et al., 2021). Within Chinese cultural frameworks, there exists a positive correlation between cultural orientation and parental involvement in youth's school and career activities (Sun & Mulvaney, 2021). Indeed, research suggests that Asian Americans frequently select careers based on parental expectations (Leong & Gupta, 2007; Fiske et al., 1998; Mun & Hertzog, 2019; Kantamneni et al., 2017). However, it is essential to acknowledge that parents' expectations, often bound by internal biases, can pose barriers to a child's autonomy in making career choices (Hill et al., 2021).

In addition to the significance of familial relationships emerging as a fundamental variable, particularly among Asian American individuals who strongly identify with their

cultural roots (Suinn, 2010), many studies have highlighted the intricate link between acculturation and academic performance, with parental attitudes emerging as a significant influencing factor (Huntsinger et al., 2000; Suinn, 2010; García-Vázquez, 1995; Andriessen, 2002). Furthermore, numerous studies have demonstrated that acculturation plays an important role in career development (Leong, 2001; Nadermann, 2018; Rivera et al., 2007; Holloway-Friesen, 2016).

Acculturation refers to the psychosocial process through which individuals originating from different cultural backgrounds adjust and adapt to a new culture (Berry, 1980). Berry's model highlights that individuals who maintain positive perspectives on both their native and host cultures often experience the most comprehensive benefits from both (Berry, 1980). Notably, younger generations often embrace the local culture at a faster pace compared to their immigrant parents, resulting in generational differences in acculturation rates (Wu & Chao, 2011). This influence extends beyond mere adaptation, playing a substantial role in predicting both physical and mental health outcomes (Suinn, 2010).

The acculturation process significantly influences the career choices of the children of Chinese immigrants (Leong & Tata, 1990). Their career paths can be shaped by a complex interplay of cultural, familial, educational, and socioeconomic factors. Some may follow traditional paths, while others may adopt a more diverse and individualized approach, drawing from the best of their Chinese heritage and the culture of their host country (Shen, et al., 2016). Some children of Chinese immigrants may develop a bicultural identity, blending elements of both their Chinese heritage and the culture of their host country. This can lead to more diverse and flexible career choices as they draw from the strengths and values of both cultures.

Several studies have highlighted the relationship between acculturation and various career-related factors (Miller & Kerlow-Myers,

2009; Shen et al., 2014). Specifically, the career choices of Asian American college students have shown significant associations with acculturation levels, family involvement, and self-efficacy (Tang et al., 1999). Acculturation and assimilation processes have been identified as pivotal elements in the career development of the Asian population (Leong & Tata, 1990; Tang et al., 1999). The degree of acculturation varies across Chinese immigrant families. Some may prioritize preserving their Chinese cultural identity, while others may encourage their children to assimilate into the new culture. This can influence the career choices of their children. Individuals who are more assimilated may be more likely to pursue careers that are common in their host country, while those who maintain a strong connection with their Chinese heritage may seek careers related to the Chinese culture or language (Zhu et al., 2023).

While familial influence and acculturation's role are recognized as significant factors in Asian American career development, as stated above, current research tends to focus on the acculturation levels of children. The specific role of parents, particularly their acculturation levels, in shaping younger generations' career choices remains unknown. Additionally, studies usually treat Asian Americans as a single group, despite their acknowledged within-group differences. Overlooking these differences, as well as the impact of both parents' and children' acculturation on career development, may lead to failure in accounting for the nuanced interaction of familial relationships and dynamics within Chinese immigrant families (Tu & Okazaki, 2021). Therefore, the overall goal of this study is to conduct a comprehensive search of available sources to determine the status of current literature on parental acculturation among Chinese Americans and its impact on children's career development choices. This research aims to achieve two specific purposes: to identify empirical studies on the impact of parental acculturation on children's career development and to summarize

the status of research on the role of parental acculturation in Chinese American career development.

Methods

Data Collection Strategy and Process

To identify as many relevant articles as possible, we chose an automated method instead of the traditional manual search, leveraging the vast amount of online content to maximize our data collection. This approach relied on a custom software developed by our team, which included extraction and filtering functionalities. From the initial over 40,000 relevant papers discovered across six major corpora, our team identified 18 highly relevant papers that met our evaluation criteria through automated and semi-automated means. However, this process of paper discovery revealed certain limitations and unknowns, which have been documented in the Limitations section.

We designed a specialized Python program to automate the initial phase of the literature review. The data pipeline comprised two major components: crawling and scraping. Web crawling is a powerful technique for collecting data from the web by finding all possible URLs for one or multiple domains. Web scraping is the process of collecting and parsing raw data from the web into a standardized format. Our crawling procedure begins by following links on the root page to a specified depth, retrieving relevant webpages based on our search keywords. The scraping process then extracts the content from the page and structures it into a predefined schema. During this process, we sanitize and isolate relevant information. The resulting data are exported to a CSV file following the schema.

Our automated system efficiently scoured through six proprietary databases (APA PsycINFO, SocINDEX, Education Research Complete, Education Full Text, Sociological Collection, and ERIC), which were accessed via the University Library system, and was supplemented by Google Scholar. The keywords

used in the search were Asian Chinese/Asian parent* (Asian was used in addition to Chinese to ensure an exhaustive search), acculturation impact on child*, and career choice. The asterisk (*) symbol is commonly used in and referred by linguistics or pattern matches to indicate a broad

match, which in this case describes the possibility of various plural forms including parents and children. The initial search resulted in the identification of over 40,000 papers matching these search criteria.

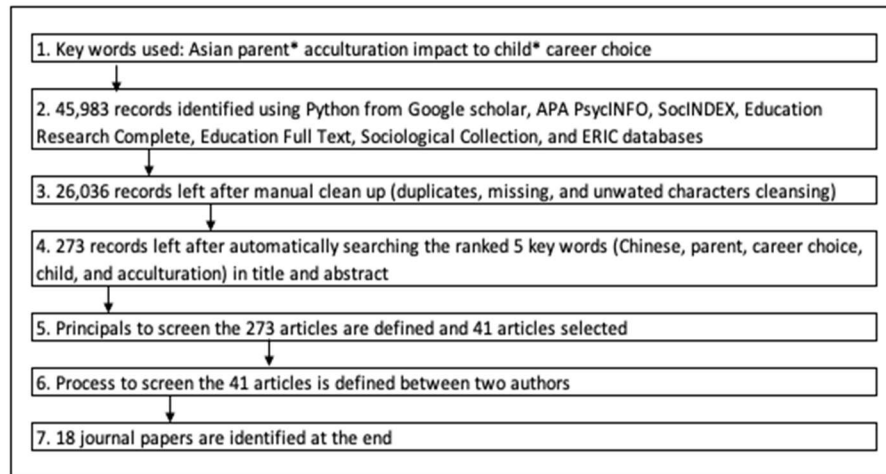


Figure 1
Flow diagram of the article selection process

The program successfully extracted essential metadata and abstracts from seven data sources: APA PsycINFO, SocINDEX, Education Research Complete, Education Full Text, Sociological Collection, ERIC, and Google Scholar. Following this, a comprehensive data clean-up process was undertaken. This process involved eliminating duplicates (to account for same papers appearing in multiple databases), addressing missing fields (particularly abstracts from Google Scholar), and rectifying non-standard characters that could cause issues in subsequent processing. According to the criteria, each paper had to feature a title, be written in English, and be classified as a journal publication.

Following the above data cleansing process, approximately 26,000 records were retained. These records were then systematically organized and securely stored in an Excel file. From the initial set of 26,036 records, a refined selection criterion based on keywords in titles and abstracts was applied. The keywords “Chinese,” “parent,” “career choice,” “child,”

and “acculturation” were used to filter and identify relevant articles. Articles containing at least four out of these five keywords in either the title or the abstract were deemed eligible for inclusion. This threshold of four keywords was set to maximize the inclusiveness of the filtering step so that the identified pool was optimal for final selection.

Ultimately, 273 articles were identified as the starting point for the subsequent manual review process. The full-text versions of these 273 articles were downloaded to facilitate an in-depth systematic review, marking the initiation of the manual assessment phase to distill and finalize the selection of articles for further analysis.

An additional semi-automated screening process was performed on these 273 articles using the following parameters: peer-reviewed, empirical studies, recent years, and high citation numbers. Only articles that were classified as empirical studies and had undergone peer reviews were retained. Papers from more recent years (after 1997) and those with high citation

numbers (if all other profiles were equal) were assigned a higher rank. The remaining articles were examined for their relevance to the research topic based on criteria such as focus on Chinese Americans as the primary subjects, immigrant parent acculturation, and children's career choices or educational decisions. This phase of semi-automated screening yielded 41 articles.

We independently reviewed these 41 articles by applying the same principles and criteria for inclusion and individually selected suitable articles for the final review. This resulted in two lists that were cross-referenced and discussed, and only articles agreed upon were retained in the final selection. This meticulous process resulted in a final set of 18 journal papers. Figure 1 presents a summary of the article selection process.

Analysis of the Selected Articles

The full texts of these 18 articles were retrieved and reviewed with an emphasis on the investigated variables, including sample characteristics, sample size, measurement methods used, and conclusions. In addition, publication details of the articles, such as authors and publication year, were included in the data presentation. The variables considered in each article were categorized into predicting or independent variables and outcome variables. The independent variables were further categorized into three groups—family-related, personal characteristics, and acculturation-related. The results of this study are presented in Table 1, and all articles selected for analysis are marked using an asterisk (*) in the references.

Results

Investigated Variables

Among the 18 articles, the outcome variables were predominantly related to career choices. Other outcome variables included occupational outcomes, decision-making difficulties, career plans and processes, college majors, and academic achievement. Except one article, which focused on parents' expectations, all

others considered youth career and educational variables.

We grouped the independent variables into three categories: family, personal, and acculturation. Among these, family-related variables included family influence, parental values, parental/family expectations, parental success, parental self-perception, parental educational experiences, parental involvement, language usage (English or other), parental pressure, parental expressions, family cohesion, family dynamics, family support, and family socioeconomic status (SES).

Personal variables encompassed personal traits, identity, sense of control, internalization of stereotypes, awareness of labor market discrimination, language proficiency, immigrant status, academic performance, role models, individuation, general self-efficacy, and motivation. In the context of career domains, the examined variables included interests, career aspirations, career self-efficacy, and outcome expectations.

Eleven articles included acculturation as an independent variable, in addition to familial and personal variables. The acculturation scales utilized by these studies comprised the Asian American Multidimensional Acculturation Scale, Suinn-Lew Asian Self-identity Acculturation Scale, Revised Marin Acculturation Scale, adapted versions of the Acculturation Rating Scale, Cross-Cultural Adjustment Questionnaires, Vancouver Index of Acculturation, Kim and Hong's Asian Values Scale-Revised, and the Demes and Geeraert Revised Scale (more details about these scales could be found in the original articles). However, all these scales were used to assess youth's acculturation levels or statuses, while none focused on parents' acculturation levels.

Table 1
Profiles of the Studies

Index	Profiles			Variables (Outcome and Independent)			Conclusion		
	Authors	Year	Sample	Outcome Variable	Family	Personal	Acculturation	Primary Conclusion	Secondary Conclusion
1	Mau	1997	K-12/14,493	Academic achievement	Perceived parental educational expectations and parental involvement	SES, non-school activities, and homework		Both Asian immigrants and Asian Americans spend significantly more time doing homework and perceive higher parental educational expectations than White American students.	Parents with limited English proficiency are the least likely to help their children with schoolwork or participate in school activities.
2	Tang, Fouad, and Smith	1999	College/187	Career choices	Parental education and occupational status, family SES, and parental involvement	Conversion of self-efficacy and interest and confidence inventory	Suinn-Lew Asian Self-Identity Acculturation Scale	Less-acculturated individuals tend to choose more typical occupations.	Family background influences career choices. Interests may not necessarily be related to it.
3	Li	2001	Parent and Child/7	Parental expectation	Expectations from their life experience	Career aspiration and minority ideology	Acculturation attitude	Parents expect their children to specialize in science and technology fields and secure a good life.	Parental expectations play a significant role in a child's school achievement.
4	Buki, Ma, Strom, and Strom	2003	Mother//95		Parental success, perceived acculturation gap, and parenting self-perceptions		Suinn-Lew Asian Self-Identity Acculturation Scale	Mothers perceive their children as more acculturated than themselves.	A larger perceived acculturation gap is associated with more parenting difficulties.

5	Young, Ball, Valach, and Turkel	2003	Parent and Youth Dyad/6	Career development	Parental agenda, joint goals, communication, goal-step congruence, and relationship	Individuation and identity	Cultural project	Career development is central compared to relationship and cultural projects.	Parents significantly rely on convincing reasoning and soliciting information from adolescents as steps in conversations.
6	Leong, Kao, and Lee	2004	College/100	Career choices	Expressiveness, cohesion, conflict, and dynamic		Suinn-Lew Asian Self-Identity Acculturation Scale	More acculturated Chinese Americans show career patterns similar to those of European Americans.	Family dynamics affect career interests differently in Chinese Americans and European Americans.
7	Ma and Yeh	2005	Youth/129	Career decision-making difficulties	FCS	RISC (self-construal)		High intergenerational family conflict predicts career indecision.	High relational-interdependent self-construal predicts career certainty. Financial concerns, family obligations, and cultural expectations influence the career decision-making process of Chinese American youth.
8	Okubo, Yeh, Fujita, and Shea	2007	Youth/8	Career choices	With whom to discuss	Role model	Semi-structured interview	Parents' academic and career expectations influence the career decisions of Chinese youth.	Finding a major or career that fits the individual aligns more with cultures emphasizing individualism rather than collectivism.
9	Dundes, Cho, and Kwak	2009	College/61	Career choices	Parental influence, parenting technique, and parental expectation			Asian students' parents prioritize prestige over happiness in their children's college decisions.	

10	Ji and Koblinky	2009	Parent/29		Parental knowledge, expectations, and involvement and barriers to parental involvement in school activities	Parents report high academic expectations, but only half are aware of their child's school performance.	No parents participate in school decision-making or community collaboration.	
11	Ma and Yeh	2010	K-12/265	Career plans	Career-related parental support scale and parental values measure	English language, perceptions of Voc/Ed barriers, Voc/Ed aspirations, Voc/Ed expectation, and outcome expectation Aware of labor market discrimination, influence from peer networks, and fear of being tokenized in a particular occupation Internalization of Asian American stereotypes	Higher self-reported English language fluency and career-related support from parents positively predict career and educational aspirations and plans to pursue college education. Faced with expectations, many Asian Americans learn to navigate social pressures and personal vocational interests to pursue atypical pathways.	Students who receive career-related parental support are more likely to have higher aspirations and plans to pursue college education.
12	Poon	2014	College/5	Career choices	Immigrant parent pressure		Family influences can play an important role in student's academic and career choices.	
13	Shen, Liao, and	2014	College/229	3 Occupational outcomes	Parental pressure and influence of others on		Differential effects of parental pressure and support, as well as the mediating effects of Relevant and contextual factors (i.e., parental pressure and support, meeting	

	Abraham				academic and career decisions scale (parental support)	scale and living-up-to-parental expectations inventory (self-efficacy)		meeting parental expectations and internalized stereotyping, on Asian Americans' occupational outcomes.	parental expectations, and internalized stereotyping) are associated with Asian American college students' self-efficacy, outcome expectations, and interests in stereotypical occupations.
14	Ghosh and Fouad	2015	Parent and College Dyad/30	Career choices	Family influence and intergenerational conflicts		Asian American Multidimensional Acculturation Scale	Values, acculturation, and intergenerational conflict predict differences between parents and children.	These differences predict the variations in family expectations regarding careers.
15	Shen, Kim, and Wang	2016	Families /K-12/444	Adolescent academic outcomes	Parent and family characteristics (education and income)	Attitudes toward education: Four items adapted from Michelson's work (1990)	American Cultural Orientation Scale of the Vancouver Index of Acculturation	Significant two-way interactions among parental education, income, and acculturation predict parent's concurrent positive educational attitudes, which, in turn, predict adolescents' attitudes at Wave 2.	Adolescents' positive educational attitudes at Wave 2 are positively associated with their concurrent academic achievement and engagement.
16	Hui and Lent	2018	College/802	Career choices	Family support and family expectation and influence	Career self-efficacy questionnaire, RIASEC interest marker scale form A, and Soresi from Gore and Leuwerke's Outcome Expectations Scale	Kim and Hong's (2004) Asian Values Scale-Revised	Stronger adherence to Asian values is likely to perceive support from family to pursue science-related careers.	Asian values are negatively related to family support for pursuing social careers.

17	Polenov a, Vedral, Brisson, and Zinn	2017	College/ 12	Career choices	Parental value, parental pressure, family obligation, and parent's lack of knowledge	Identity style, locus of control, and motivation/dri ve evidence		Career identity formation for Asian American college students is characterized by acculturation yet is moderated by students' characteristics.	Identity formation is impacted to some degree by "acculturative stress," but individual "end goals" and differences play a major role in success.
18	Tao, Zhang, Lou, and Lalonde	2018	Child/Y oung adults/1 94	Career choices	21-item family allocentric scale	General self- efficacy scale, aspiration index, identity style inventory, work and meaning inventory, eudaimonic well-being, career commitment, and reasons for choosing the current career	20-item Vancouver index of acculturation	The more Chinese biculturals acculturate to Canadian culture, the more likely they are to adopt an informational style in career decision- making.	Biculturals can incorporate both cultures into their lives.

Sample Characteristics

Among the final set of articles, 11 considered a sample of college students and young adults. Of the six articles considering K-12 students as their sample, three included both parents and children in the sample. Two articles focused on only parents/mothers. Four studies included parents in their sample, with two being quantitative studies and two adopting a dyad design.

Regarding sample size, one study (Mau, 1997) involving K-12 students had a sample size of 14,493, and this study extracted data from a national longitudinal study on academic achievement against perceived parental educational level and SES. Another study with a large sample size (802) focused on college students in the Mid-Atlantic area. Other studies had sample sizes ranging from 30 (student and parent dyad) to 802 in quantitative studies, while qualitative studies had sample sizes of 5 to 29.

Discussion

As stated previously, the primary objective of this systematic review was to examine the existing literature on the impact of parental acculturation on a child's career choices. The review process and analysis revealed a notable absence of studies exploring this influence, specifically for Chinese Americans. Out of the 18 papers identified overall, only three considered parents as the subjects, and two of these considered both parents and children (one qualitative and one quantitative). None of the identified articles focused on the impact of parental acculturation on a child's career development. Although one study examined parental acculturation (Ghosh & Fouad, 2015) for congruence between parents' and children's level of acculturation, the outcome variable focused on familial expectation congruence and not the child's career development. It is evident that while both acculturation and familial influence are recognized as key factors among Chinese Americans, no specific studies have yet

examined the impacts of parents' acculturation on children's career development.

A noticeable gap is the scarcity of qualitative studies. Among the 18 reviewed studies, four were qualitative, with only one interviewing seven families with both parents and their children through open-ended interviews (Li, 2001). These qualitative studies revealed that Chinese American parents emphasize the importance of education and career success for their children to live a good life. Another noticeable point, consistent with most research criticisms, is the predominant use of college students as the sample pool. Of the 18 studies reviewed, 12 focused on college students.

Many Chinese immigrants uphold strong traditional values and prioritize specific professions, such as medicine, engineering, and law. Upon migrating to a new country, they often harbor expectations for their children to excel in these fields, which can create significant pressure on their children to pursue careers aligned with their parents' aspirations (Li, 2001). The intergenerational transmission of traditional values and expectations regarding educational achievement and goals impact a child's educational attitudes and aspirations (Hill et al., 2022; Shen et al., 2016). Further exploration of the acculturation levels of parents could enhance our understanding of how the dynamic between parents' and children's acculturation influences the career decision-making process of youth.

Family and Acculturation

Most reviewed studies investigated youth acculturation and its relationship with career development, focusing primarily on career choices and decision-making. Many studies explored the direct link between acculturation and career choices. Familial expectations and support are often examined as influencing factors in youth's career development. As acculturation increases, family cohesion also rises (Index 6 in Table 1; only numbers will be listed hereafter). The acculturation process helps individuals establish their career identity, yet it

is the student's character that moderates it (18). Acculturation impacts participants' self-efficacy, interests, and career choices (2). Because families make career decisions as a unit, the acculturation level of the family can also play a role (5). Despite the significant gap between the host culture and the culture of origin, the high parental expectations rooted within the Chinese cultural heritage (3) persist and adapt to the new cultural context in response to evolving demands. Career expectations from families can vary based on differences in endorsing the cultural values of the host country (14). Greater adaptation to the host culture leads to increased parental support and more positive parenting (12). Chinese acculturation is associated with a normative career identity style, which can be negatively related to well-being measures (17). Furthermore, mothers perceive their children as more acculturated than themselves (4). Asian values are negatively related to familial support for pursuing careers other than science and technology-related ones (16).

This systematic review confirms the role of acculturation on the career development of Chinese American youth. While there is no specific study on the direct impact of parents' acculturation on Chinese youth's career development, family influence (i.e., family SES) and parental involvement, expectations, values, and support are strongly related to a child's career choice. Several studies focusing on the influence of families on career development-related behaviors also explore family relationships and dynamics. However, discussions of intergenerational interaction or conflict lack operational definitions and empirical evidence to understand their impact on individuals' career decision-making.

Furthermore, conflicts between parents and children are often centered on the children's choices of college majors and occupations. Parents generally want their children to choose more secure and financially stable occupations, often in STEM fields, while children, particularly those who are more acculturated,

tend to favor careers in their fields of their interest. Tu and Okazaki (2021) criticized the current career development research for overrepresenting high-achieving samples and aggregating various Asian ethnic groups. The findings of our systematic review also show a similar pattern: Most studies focus on college students and consider Asians rather than specific ethnic groups. Although the purpose of this research was to examine the impact of parental acculturation on the career development of Chinese American youth, many reviewed studies predominantly focused on Asian Americans, as noted by Tu and Okazaki. To identify effective and culturally accommodating career intervention strategies, understanding intragroup differences among Asian Americans, intergenerational dynamics, and the acculturation levels of family members is essential. In addition, the career choices of individuals must be based on considerations of the dynamic and complex factors encountered throughout their life (De Vos & et. Al., 2019). The Asian American Intergenerational Model of Psychology of Working, which is built upon the Psychology of Working Theory (Duffy et al., 2016), expands the definition of work beyond mere success and offers a theoretical framework for more inclusive and socially just studies and practices concerning Asian Americans and work (Tu & Okazaki, 2021).

Limitations and Future Studies

Our data aggregation and filtering process, developed using Python, demonstrated limitations during the manual review of data. The first limitation was the difficulty in relying on simple pattern-matching algorithms without performing more sophisticated contextual analyses. Initially, the program used only title searches. More relevant information, such as abstracts and references, and multiple databases were gradually introduced, resulting in a richer array of sources. However, owing to the progressive nature of this learning process, some inconsistencies or omissions inevitably occurred. In hindsight, a more streamlined

process and/or the introduction of natural language processing could have produced a more consistent and time-efficient outcome.

Our code development process followed a progressive approach, gradually incorporating additional article databases as our expertise in Python advanced. However, this incremental expansion introduced inconsistencies in the article selection process. Efforts to refine the code to encompass broader search parameters and streamline the use of abstracts could significantly enhance its effectiveness and accuracy.

Some databases were more difficult to work with than others. A limitation encountered during the data collection process was that each database (including Google Scholar) had a cap on the maximum number of retrievable records. Furthermore, the quality of the collected metadata was sometimes poor. For example, Google Scholar's abstracts were sometimes inaccurate.

Finally, we introduced a technique to address bias. One related bias was the subjective nature of the selection criteria used, as these criteria were established by researchers. To address this concern, the criteria for filtering can be refined through multiple trials considering various keyword combinations.

Future studies need to refine the Python search function to achieve truly exhaustive results. In addition to improving this search method, the programming process could be advanced by distinguishing various terms rather than grouping them together to ensure completeness. Future systematic analyses should include contextual analysis by incorporating abstracts in the initial search and full texts during the review process, ideally using artificial-intelligence-assisted technology rather than manual processes.

Nevertheless, the findings of this systematic review clearly illustrate the need for more research on the impact of parents' acculturation levels on the career decision-making processes and trajectories of Asian American youth.

Additional studies should investigate within-group characteristics and conduct comparative analyses across varying ethnic groups among Asian Americans. Family dynamics, intergenerational relationships, and community and societal influences should also be explored to understand the career development of Chinese Americans. Future research could examine whether parental acculturation moderates the relationship between personal and contextual factors in the context of career development. Additionally, the lack of qualitative studies, as identified by this review, highlights the importance of more detailed data for understanding family dynamics and the nuances affecting career decision-making processes and choices.

Implications for Theory and Practice

Despite the scarcity of empirical research on the impact on Chinese American parents' acculturation on their children's career development, the findings of this systematic review highlight its importance. Most career development theories are based on individualistic cultures and emphasize self-actualization. Although recent theories, such as systematic career development theories (e.g., MaMahon & Watson, 2017), consider contextual factors, they still fail to adequately recognize the interplay between varying levels of individual and parental acculturation and the impact of such family dynamics on the children of immigrants. Career development theories and practices could benefit from considering the interactions between personal inputs and family expectations, particularly the acculturation levels of both children and their parents. As suggested by Chen (2022), potential intergenerational conflicts arising from different acculturation levels should be incorporated into interventions when helping youth make their career decisions. Children from immigrant families often struggle to choose between fulfilling family obligations and personal aspirations. Given that acculturation and family influence are critical factors influencing the

career development of Chinese Americans, career practitioners need to consider the interplay of these factors in the career decision-making process. For instance, examining how youth and their parents perceive career development may help validate youth's feelings and help understand the sources of their struggles.

Conclusion

The career choices of Chinese American youth vary widely and are influenced by a combination of factors, including acculturation, several cultural elements, parental expectations, individual traits, and contextual components such as the labor market. The influence of Chinese immigrant parents on their children's career choices is deemed significant. However, according to our comprehensive literature search and systematic review, only limited studies have focused on the impact of parental acculturation on their children's career choices. These findings highlight the need for further research examining parental acculturation and its impact on youth's career decision-making process.

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