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Predictors of Academic Procrastination in Asian International College Students

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Predictors Of Academic Achievement Among Asian American And White Students College Board Report 8811

Jayjia Hsia



Predictors Of Academic Achievement Among Asian American And White Students College Board Report 8811:

Predictors of Academic Achievement Among Asian American and White Students Stanley Sue, Jennifer Abe, 1988

Los Angeles Magazine, 2003-11 Los Angeles magazine is a regional magazine of national stature Our combination of award winning feature writing investigative reporting service journalism and design covers the people lifestyle culture entertainment fashion art and architecture and news that define Southern California Started in the spring of 1961 Los Angeles magazine has been addressing the needs and interests of our region for 48 years The magazine continues to be the definitive resource for an affluent population that is intensely interested in a lifestyle that is uniquely Southern Californian

Asian Americans in Higher Education and at Work Jayjia Hsia, 1988 What drives Asian American youth to pursue excellence in higher education so relentlessly This volume investigates the motivations abilities and achievements of the so called educational model minority from native born fourth generation Japanese Americans to newly arrived Southeast Asian refugees The educational performance of Asian Americans is one of today s fastest growing minority groups enrolled in higher education programs This unique resource integrates empirical data from national testing programs longitudinal studies and academic and extracurricular records along with the higher educational and career aspirations reported by Asian American students It is the definitive guide for social scientists and educators by informing them of the reliability and validity of standard admissions tests for assessing the potential of Asian Americans students and their subgroups for success in higher education and careers

Components of the Authoritative Parenting Style Alison J. Terry, 2007 **College**

Persistence and Grade Outcomes J. Daniel House, 1996

Asian American Students in STEM Fields Menglu

Peng, 2021 This dissertation aims to advance our understanding of Asian American students choices and trajectories in Science Technology Engineering and Mathematics STEM fields especially in math intensive STEM sub fields by investigating Asian American female and male students math related motivational beliefs held in high school and whether how these motivational beliefs are associated with their intended major choices in college Specifically using a nationally representative dataset the first analytic chapter of this dissertation offers a descriptive picture of three aspects of Asian American female male high school students math related motivational beliefs i e math self efficacy math interest and math utility value by disaggregating them into five Asian ethnic subgroups Disparities in high school math performance and similarities in math related motivational beliefs among Asian American students from different ethnic subgroups are revealed Additionally a mismatch between East Asian American female students high math achievement and relatively low motivational beliefs in math after family socioeconomic status generational status and prior math performance are adjusted for is observed The second analytic chapter provides a rich descriptive picture of Asian American female male high school students math related motivational beliefs in comparison with those held by their peers from other racial ethnic backgrounds The researcher finds that although Asian American students gained the highest level of math performance in 9th grade they do not necessarily

report higher levels of math related motivational beliefs than students in other racial ethnic groups do In fact net of family socioeconomic status generational status and prior math performance Asian American male and female students report significantly lower levels of math self efficacy than their African American Black counterparts The third analytic chapter explores whether motivational beliefs toward math held in high school are associated with White and Asian American female male students subsequent college major choices Findings from the third chapter reveal that high school motivational beliefs in math are significant and positive predictors of White male White female and Asian American male students intended college major choices in math intensive STEM sub fields vs non STEM fields but are not associated with Asian American female students choices of a math intensive STEM major vs a non STEM major in college

Potential Predictors of Academic Achievement for African-American Students at California State University, Fresno Henry Ifeanyi-Chukwu Oputa,2000

The Asian American Achievement Paradox Jennifer Lee,Min Zhou,2015-06-30 Asian Americans are often stereotyped as the model minority Their sizeable presence at elite universities and high household incomes have helped construct the narrative of Asian American exceptionalism While many scholars and activists characterize this as a myth pundits claim that Asian Americans educational attainment is the result of unique cultural values In *The Asian American Achievement Paradox* sociologists Jennifer Lee and Min Zhou offer a compelling account of the academic achievement of the children of Asian immigrants Drawing on in depth interviews with the adult children of Chinese immigrants and Vietnamese refugees and survey data Lee and Zhou bridge sociology and social psychology to explain how immigration laws institutions and culture interact to foster high achievement among certain Asian American groups For the Chinese and Vietnamese in Los Angeles Lee and Zhou find that the educational attainment of the second generation is strikingly similar despite the vastly different socioeconomic profiles of their immigrant parents Because immigration policies after 1965 favor individuals with higher levels of education and professional skills many Asian immigrants are highly educated when they arrive in the United States They bring a specific success frame which is strictly defined as earning a degree from an elite university and working in a high status field This success frame is reinforced in many local Asian communities which make resources such as college preparation courses and tutoring available to group members including their low income members While the success frame accounts for part of Asian Americans high rates of achievement Lee and Zhou also find that institutions such as public schools are crucial in supporting the cycle of Asian American achievement Teachers and guidance counselors for example who presume that Asian American students are smart disciplined and studious provide them with extra help and steer them toward competitive academic programs These institutional advantages in turn lead to better academic performance and outcomes among Asian American students Yet the expectations of high achievement come with a cost the notion of Asian American success creates an achievement paradox in which Asian Americans who do not fit the success frame feel like failures or racial outliers While pundits ascribe Asian American success to the assumed superior traits intrinsic to Asian

culture Lee and Zhou show how historical cultural and institutional elements work together to confer advantages to specific populations An insightful counter to notions of culture based on stereotypes The Asian American Achievement Paradox offers a deft and nuanced understanding how and why certain immigrant groups succeed The Misrepresented Minority Samuel D. Museus, Dina C. Maramba, Robert T. Teranishi, 2023-07-03 While Asian Americans and Pacific Islanders AAPIs are growing faster than any other racial group in the U S they are all but invisible in higher education and generally ignored in the research literature and thus greatly misrepresented and misunderstood This book presents disaggregated data to unmask important academic achievement and other disparities within the population and offers new insights that promote more authentic understandings of the realities masked by the designation of AAPI In offering new perspectives conceptual frameworks and empirical research by seasoned and emerging scholars this book both makes a significant contribution to the emerging knowledge base on AAPIs and identifies new directions for future scholarship on this population Its overarching purpose is to provide policymakers practitioners and researchers in higher education with the information they need to serve an increasingly important segment of their student populations In dispelling such misconceptions as that Asian Americans are not really racial minorities the book opens up the complexity of the racial and ethnic minorities within this group and identifies the unique challenges that require the attention of anyone in higher education concerned with student access and success as well as the pipeline to the professoriate

Predictors of Academic Persistence Decisions in a Sample of Asian American Undergraduate Students Nima Patel, 2006 The participants in this study were 205 self identified Asian and Asian American undergraduate students at the University of California Irvine Hierarchical regression analyses were used to examine predictors of academic persistence decisions and Pearson R correlations were used to examine the relationships between the variables investigated in the study A t test was used to determine gender differences and an ANOVA was used to examine generational status differences *Predictors of Academic Success Among African American College Students* La Toya Bianca Smith, 2014 The Characteristics of Academic Achievement Among Asian-American Students in Texas Eun-Hee Koo, 1998

Factors Discriminating the Academically High, Average, and Low-achievers Among Junior College Asian-American Students Lap Tak Chu, 1991 *Influences of Personal Standards and Perceived Parental Expectations on Worry for Asian American and White American College Students* Anne Saw, 2010 Previous research suggests that Asian American college students experience higher levels of pressure for academic success and higher levels of parental expectations and criticism compared to White Americans Moreover perceived discrepancies between parental expectations and academic outcome have been found to be related to psychological distress for Asian Americans In studies with White Americans discrepancies between expectations and outcome have been specifically connected to worry a central feature of Generalized Anxiety Disorder However worry remains an understudied psychological phenomenon in Asian Americans who may be particularly vulnerable to this form of distress The current study examines perceptions of living up to parental

expectations and personal standards as possible mediators of the relationship between race and worry in a sample of 836 Asian Americans and 856 White Americans. Results indicate that Asian Americans and White Americans do not differ in levels of pathological worry as measured by the Penn State Worry Questionnaire but Asian Americans report higher frequency of worry across multiple domains as measured by the Worry Domains Questionnaire. Perceptions of living up to parental expectations of current academic performance and personal standards for preparation for a future career partially explain racial differences in frequency of worry about school. Standards for respect for the family partially explain racial differences in frequency of worry about the family. The findings highlight the importance of considering personal and perceived parental expectations to understand Asian Americans' worry.

Predictors of Academic Achievement Among Students at Hillsborough Community College Warren T. Smith, 2010 ABSTRACT In the United States today significant gaps exist among the races along a variety of measures of academic success including standardized test scores, grade point averages, and drop out and graduation rates. In recent decades social scientists and educators alike have sought to uncover the reasons for these gaps and many have focused on the role of cultural and institutional factors within the school setting. In recent years researchers have examined such factors as a student's school identification (Osborne 1997, Voelkl 1997), students' opportunities to learn and the classroom climate (Oakes 1985), students' sense of school belonging (Goodenow 1993), and of particular interest to this researcher, sense of school engagement (Fredricks, Blumenfeld, and Paris 2004). Using data drawn from the Community College Survey on Student Engagement (CCSSE) administered by Hillsborough Community College (HCC) in the spring semester of 2007, I explore 1) whether students' levels of academic achievement as measured by grade point average vary across racial groups as much of the literature has shown, and 2) whether any of the observed racial differences in academic achievement can be explained by differing levels of school engagement. Results show that black students at HCC do in fact report lower academic achievement compared to their white counterparts but that these racial differences persist even after controlling for levels of school engagement. In other words, school engagement predicts academic achievement for all students, blacks as well as whites. The strongest predictors of academic achievement for students at HCC are class attendance, quality of student-faculty relations, and hours spent studying.

Parental Acculturation and Child Language Preference as Predictors of Cognitive Ability and Academic Achievement in Asian-American Children Kevin M. Kenney, 2001

Three Essays on Asian Americans' Educational Outcomes Yuanyuan Liu, 2021 This dissertation explores patterns and sources of Asian American students' educational success, focusing on their greater likelihood of selecting and completing a science, technology, engineering, or mathematics (STEM) major in college, their lower self-assessed math ability, and their differential patterns of residential segregation by race, income, and household structure. First, using the Educational Longitudinal Survey of 2002 (ELS), I show that Asian-white differences in STEM outcomes in college are strongly predicted by Asian students' stronger academic preparation and greater likelihood of planning to enter STEM occupations in high school.

but partially offset by Asian students lower self assessed math ability than whites with similar academic preparation Moreover Asian students initial choice of STEM majors is more elastic than whites with respect to academic achievement in STEM and they are more likely to initiate STEM majors in college even if they don t articulate an occupational plan or take advanced STEM courses in high school Second I show that the Asian disadvantage in mathematics self assessment is only pronounced among students who take advanced mathematics courses Among students who take advanced mathematics courses Asian students lower mathematics self assessment relative to whites is largely driven by the higher level of Asian concentration in the schools in which Asian students are enrolled However among students who take nonadvanced mathematics courses there is a psychological premium in assessing one s mathematics ability for Asian students relative to whites especially among the lowest achieving ones Finally using census tract level data from the American Community Survey linked to school district boundaries I find that the residential segregation of poor Asian households from nonpoor White households is less driven by sorting across school district boundaries than it is for poor Black or Hispanic Households but that within race segregation of poor from nonpoor households is greater among Asian households than for other racial and ethnic groups These findings are consistent with the hypotheses that nonpoor White parents have lower level of resistance toward poor Asian than toward poor Black and poor Hispanic households but are not consistent with the notion that poor Asian parents are able to draw on their unique resources from their ethnic communities for their children to access similar school options as nonpoor Asian parents

Self-appraised Problem-solving Ability and Hope as Predictors of African-American, White, and Asian-American College Student Performance Cheri L. Marmarosh,1993 *Great Expectations* Amardeep Kaur Kahlon,2012 Asian Indian Americans are a highly successful subset of Asian Americans According to a 2012 Pew Center report this population has the highest level of degree attainment among Asian Americans as well as the highest median income among Asian Americans The Rise of Asian Americans 2012 However there is a cloak of invisibility surrounding this population There is little research on how second generation Asian Indian Americans navigate the expectations of academic excellence and cultural adherence in their relationships with their first generation parents There is limited knowledge and understanding of this population that is burdened by family expectations community expectations institutional expectations and their own self expectations of academic excellence The paucity of research on this population creates the invisible minority where students needs may be ignored based on unfounded assumptions on part of the community and the institution This phenomenological study adds to the sparse literature on Asian Indian Americans by exploring the intergenerational relationships of Asian Indian American undergraduate students in a narrowly focused area of academic choices and academic performance This study examined students perceptions of the communication between first generation parents and second generation children who are currently enrolled at Southern State University Further this study examined the stress generated by the intergenerational relationships and the coping strategies employed by the

students for dealing with the aforementioned stress Findings from this study indicate that first generation parents stress academic excellence and enrollment in certain majors based on their own experiences as new immigrants as well as to uphold the honor and prestige of the family While the expectations of academic excellence from parents create stress for the students the students remain grateful to their parents for instilling such values in them However the findings reveal that students felt stress from the expectation of excellence from the community family and institution to perform well The findings of varying levels of intergenerational issues suggest that the parent child relationships in this population were complex and non linear

Enjoying the Melody of Expression: An Emotional Symphony within **Predictors Of Academic Achievement Among Asian American And White Students College Board Report 8811**

In some sort of eaten by monitors and the ceaseless chatter of instant connection, the melodic elegance and emotional symphony produced by the prepared term usually disappear in to the backdrop, eclipsed by the persistent noise and disruptions that permeate our lives. Nevertheless, set within the pages of **Predictors Of Academic Achievement Among Asian American And White Students College Board Report 8811** a marvelous literary prize overflowing with fresh feelings, lies an immersive symphony waiting to be embraced. Constructed by an outstanding musician of language, that charming masterpiece conducts readers on a psychological trip, well unraveling the concealed songs and profound affect resonating within each cautiously constructed phrase. Within the depths with this moving examination, we shall investigate the book is key harmonies, analyze their enthralling publishing model, and surrender ourselves to the profound resonance that echoes in the depths of readers souls.

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Introduction

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