



VCU

Virginia Commonwealth University
VCU Scholars Compass

Graduate Research Posters

Graduate School

2020

Family Perception, Levels of US Acculturation and School Contextual Effects on Achievement of Second-Generation Immigrants: Multi-Level Modeling

Beatrice Lele
Virginia Commonwealth University

Follow this and additional works at: <https://scholarscompass.vcu.edu/gradposters>



Part of the [Education Commons](#)

Downloaded from

Lele, Beatrice, "Family Perception, Levels of US Acculturation and School Contextual Effects on Achievement of Second-Generation Immigrants: Multi-Level Modeling" (2020). *Graduate Research Posters*. Poster 32.

<https://scholarscompass.vcu.edu/gradposters/32>

This Poster is brought to you for free and open access by the Graduate School at VCU Scholars Compass. It has been accepted for inclusion in Graduate Research Posters by an authorized administrator of VCU Scholars Compass. For more information, please contact libcompass@vcu.edu.

Family Perception, Levels of US Acculturation and School Contextual Effects on Achievement of Second-Generation Immigrants: Multi-Level Modeling

Beatrice Lele

Background: Many factors influence student's academic success, attainment, and achievement. In addition, compared to the native-born, second-generation immigrant children are faced with acculturation effects that impact on their achievement.

Purpose: The purpose of this study was to examine the individual, family, levels of U.S acculturation and school contextual effects on the academic achievement of second-generation immigrant children.

Methods: The data used comes from Children of Immigrants Longitudinal Study (CILS) that involved 5,262 respondents. Level 1 and level 2 independent variable and the dependent variable GPA are indicated on the figure.

Results: Summary of result are given in Table 1.

Conclusions: Family Socioeconomic Status, levels of U.S acculturation (children's proficiency in English, children's perception of family), and School Social Economic Status were strong and significant positive predictors of GPA.

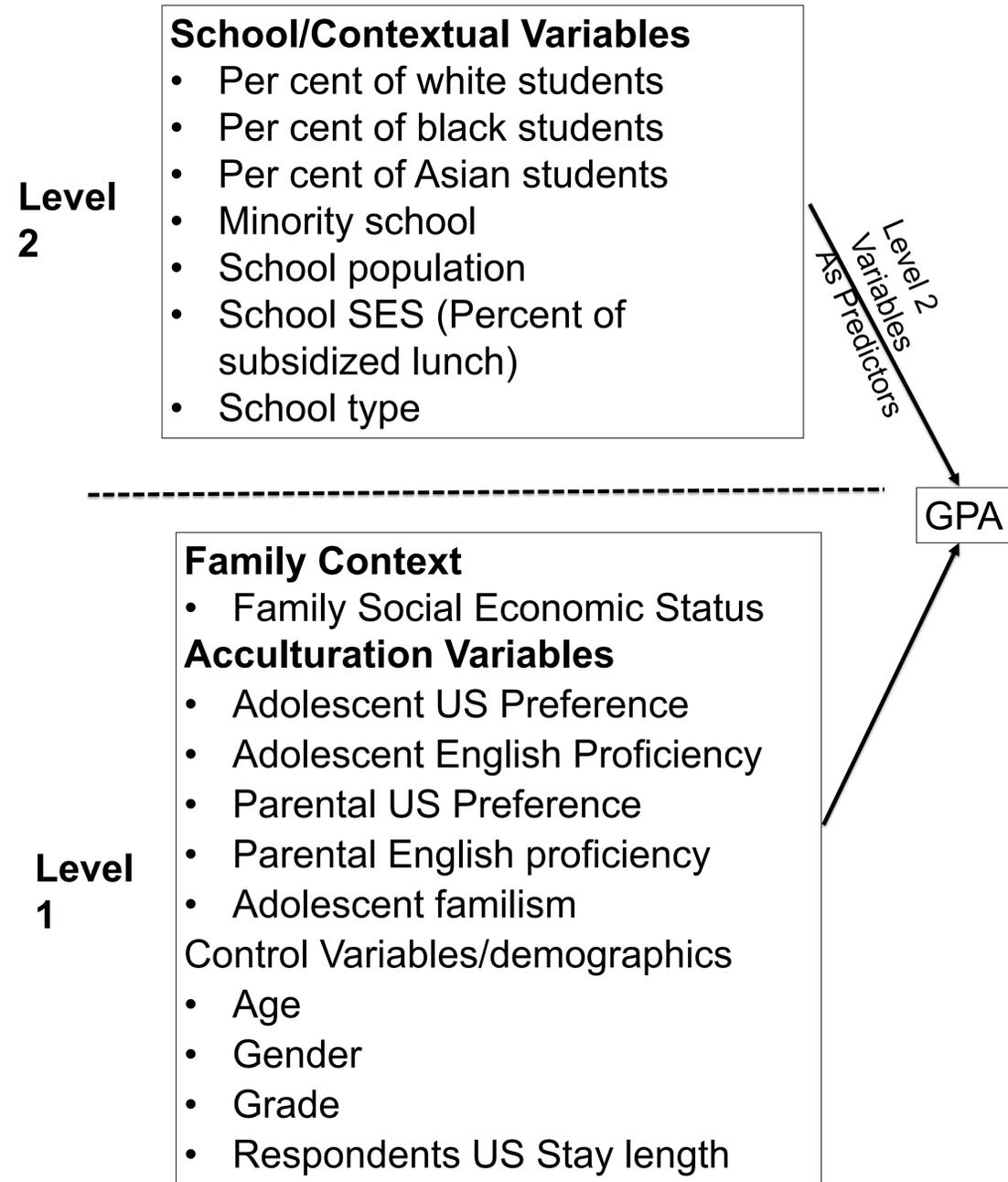


Table 1: Effects of the Individual Level, Family, and School Level on student GPA

	Model 1 (Null)	Model 2 Control Variables	Model 3 Individual and family variables	Model 4 School Variables	Model 5 Random Slope
Constant	2.546223	2.720102	1.0458	5.214285	4.897666
<i>Dependent Variable</i>					
Grade Point Average GPA					
<i>Control Variables/demographics</i>					
Age		-			-.1078501***
Sex		.1657023***			.3437119***
Grade		.3361831***			.2729032***
Respondents US Stay length		.1777009***			.1449354***
<i>Level-1 Variables</i>					
<i>Family Context</i>					
Family SES			.1200013***		.1544303***
<i>Acculturation Variables</i>					
Adolescent English Proficiency			.1607927***		.1630736***
Adolescent Us Preference			-.0335299		-.0366725
Parental US Preference			.0314271		.0377003
Parental English proficiency			.007811		.015938
Adolescent Familism			.0868183***		.0931399***
<i>Level-2 Variables</i>					
<i>School Context Variables</i>					
Number of school (School-id)					
Per cent of white students				-.0518985	-.049072
Per cent of black students				-.0504461	-.0474434
Per cent of Hispanic student				-.048903	-.0459408
Per cent of Asian students				-.0438884	-.0409659
Minority school				-.2427819*	-.2335956*
School population				-.0001101*	-.0001151*
School SES (Percent of subsidized lunch)				.0036509*	.0035521*
School type				-.1200031	-.1249518
ICC	.1510012				
Variance Component (Var_residual)	.6863601	.6402733	.5969575	.5889733	.582481
AIC	11347.37	11036.95	5217.927	5191.546	5185.063
BIC	11366.63	11081.9	5291.937	5311.099	5310.309
Likelihood ratio	416.05***	418.00***	171.48***	25.64***	34.13***