Abitur degree, 10-11, 19-21, 23	doctoral education, 156-158, 161,
Academic ability, 74	163, 166, 167, 170, 171,
Academic achievement, 18-19	173 <i>n</i> 8
educational aspirations and, 18-19	extending prior research, 161–162 international vs domestic, 159–161
gender gaps in, 181–208, 211–218	limitations, 165–166
relationship with prevalence of	research productivity, 168–170,
shadow education, 88–91, 98 <i>n</i> 2, 103	173 <i>n</i> 5
Academic high-school qualification	socialization, 157-159
(AHSQ), 7, 17, 19, 25, 27,	variables, 163-164, 165, 179
28, 30, 31, 33	Aspiration—achievement paradox,
Academic undermatch, 108	6-7, 8, 10
Adjustment process, 10	Australia, shadow education in, 91
Aggression	Autonomy, 109, 111, 112, 116, 121–123, 125
physical, 42, 44, 45, 62	121 123, 123
psychological, 42, 44	Bamboo ceiling, 173
sexual, 44, 63	Blocked opportunities framework, 8,
Albania, shadow education in, 79, 84,	10, 19, 30, 32, 35
88	Brazil, shadow education in, 98 <i>n</i> 7
American Society for Cell Biology,	
American Society for Cell Biology, 162	California State University (CSU)
American Society for Cell Biology, 162 Anticipation of discrimination, 31–32	California State University (CSU) high-achieving students enrollment,
American Society for Cell Biology, 162 Anticipation of discrimination, 31–32 Anticipatory family obligations,	California State University (CSU) high-achieving students enrollment, 109
American Society for Cell Biology, 162 Anticipation of discrimination, 31–32 Anticipatory family obligations, 117–121	California State University (CSU) high-achieving students enrollment,
American Society for Cell Biology, 162 Anticipation of discrimination, 31–32 Anticipatory family obligations, 117–121 Apprenticeship (<i>Berufsausbildung</i>), 22	California State University (CSU) high-achieving students enrollment, 109 Campus climate, and doctorate education, 179 Center for the Integration of
American Society for Cell Biology, 162 Anticipation of discrimination, 31–32 Anticipatory family obligations, 117–121 Apprenticeship (<i>Berufsausbildung</i>), 22 Arrival of migrants, 11, 15–17	California State University (CSU) high-achieving students enrollment, 109 Campus climate, and doctorate education, 179 Center for the Integration of Research, Teaching, and
American Society for Cell Biology, 162 Anticipation of discrimination, 31–32 Anticipatory family obligations, 117–121 Apprenticeship (<i>Berufsausbildung</i>), 22 Arrival of migrants, 11, 15–17 Asian American students,	California State University (CSU) high-achieving students enrollment, 109 Campus climate, and doctorate education, 179 Center for the Integration of Research, Teaching, and Learning (CIRTL)
American Society for Cell Biology, 162 Anticipation of discrimination, 31–32 Anticipatory family obligations, 117–121 Apprenticeship (<i>Berufsausbildung</i>), 22 Arrival of migrants, 11, 15–17	California State University (CSU) high-achieving students enrollment, 109 Campus climate, and doctorate education, 179 Center for the Integration of Research, Teaching, and Learning (CIRTL) Network, 162
American Society for Cell Biology, 162 Anticipation of discrimination, 31–32 Anticipatory family obligations, 117–121 Apprenticeship (<i>Berufsausbildung</i>), 22 Arrival of migrants, 11, 15–17 Asian American students, socialization experiences of, 159	California State University (CSU) high-achieving students enrollment, 109 Campus climate, and doctorate education, 179 Center for the Integration of Research, Teaching, and Learning (CIRTL) Network, 162 Child Behavior Check List, 53
American Society for Cell Biology, 162 Anticipation of discrimination, 31–32 Anticipatory family obligations, 117–121 Apprenticeship (<i>Berufsausbildung</i>), 22 Arrival of migrants, 11, 15–17 Asian American students, socialization experiences of,	California State University (CSU) high-achieving students enrollment, 109 Campus climate, and doctorate education, 179 Center for the Integration of Research, Teaching, and Learning (CIRTL) Network, 162 Child Behavior Check List, 53 Children of immigrants
American Society for Cell Biology, 162 Anticipation of discrimination, 31–32 Anticipatory family obligations, 117–121 Apprenticeship (<i>Berufsausbildung</i>), 22 Arrival of migrants, 11, 15–17 Asian American students, socialization experiences of, 159 Asians and Pacific Islanders (APIs),	California State University (CSU) high-achieving students enrollment, 109 Campus climate, and doctorate education, 179 Center for the Integration of Research, Teaching, and Learning (CIRTL) Network, 162 Child Behavior Check List, 53
American Society for Cell Biology, 162 Anticipation of discrimination, 31–32 Anticipatory family obligations, 117–121 Apprenticeship (<i>Berufsausbildung</i>), 22 Arrival of migrants, 11, 15–17 Asian American students, socialization experiences of, 159 Asians and Pacific Islanders (APIs), model minority stereotype of, 155–174 analyses, 164–165	California State University (CSU) high-achieving students enrollment, 109 Campus climate, and doctorate education, 179 Center for the Integration of Research, Teaching, and Learning (CIRTL) Network, 162 Child Behavior Check List, 53 Children of immigrants educational attainment of, 131–133 group differences, 138–141
American Society for Cell Biology, 162 Anticipation of discrimination, 31–32 Anticipatory family obligations, 117–121 Apprenticeship (<i>Berufsausbildung</i>), 22 Arrival of migrants, 11, 15–17 Asian American students, socialization experiences of, 159 Asians and Pacific Islanders (APIs), model minority stereotype of, 155–174 analyses, 164–165 Asian American students,	California State University (CSU) high-achieving students enrollment, 109 Campus climate, and doctorate education, 179 Center for the Integration of Research, Teaching, and Learning (CIRTL) Network, 162 Child Behavior Check List, 53 Children of immigrants educational attainment of, 131–133 group differences, 138–141 high-brow cultural capital, 130,
American Society for Cell Biology, 162 Anticipation of discrimination, 31–32 Anticipatory family obligations, 117–121 Apprenticeship (<i>Berufsausbildung</i>), 22 Arrival of migrants, 11, 15–17 Asian American students, socialization experiences of, 159 Asians and Pacific Islanders (APIs), model minority stereotype of, 155–174 analyses, 164–165	California State University (CSU) high-achieving students enrollment, 109 Campus climate, and doctorate education, 179 Center for the Integration of Research, Teaching, and Learning (CIRTL) Network, 162 Child Behavior Check List, 53 Children of immigrants educational attainment of, 131–133 group differences, 138–141

highest math course in high school,	gender gaps in student academic
136	achievement, 182, 183, 186,
home-country cultural capital, 131,	187, 191, 192, 195, 200,
135, 138, 141, 143, 146, 148	207, 208, 212-215,
initial college major in STEM, 137	217-218
multivariate analysis, 141-146	shadow education in, 97n3
race-ethnicity/immigrant	
generation, 137	Decision-making of students,
STEM bachelor's degree,	109–114, 117, 118, 120,
completion of, 137	122, 125
STEM education, 129–150, 154	Denmark, shadow education in, 88
China	Discrimination
academic performance, 43	
doctoral education, 161	anticipation of, 31–32
homeroom teacher system, 43	in doctorate education, 159, 172,
New Curriculum, 43	173 <i>n</i> 7
one fee system, 49	Disruptive behavior, 47
risk factors associated with	Doctoral education, 156–159, 161,
teachers and classrooms, 53	163, 166, 167, 170, 171,
school violence in, 41–65	173 <i>n</i> 8
Classroom climate, 43, 63–64	academic motivation and, 161
Classroom risk factors, 53–54, 60–61	international vs domestic, 159-161
	language deficiency and, 160
Coauthorship, 158	opportunity costs and, 160
Cognition framework of high-	psychological burdens and, 160
achieving students apply to	social relationships and, 160
college, 113–114	socialization process of, 158–159,
Community support, for education,	166–168, 170–171
48	Duration of stay, and educational
Compulsory education, 49	aspirations, 18, 28–31
Confucianism, 75	dopirations, 10, 20 21
Cultural capital	Economic deprivation, 47
high-brow, 130, 131, 133–135,	Economic model, 76–77
137–138, 141, 143, 145,	
147, 148	Educational aspirations
home-country, 131, 135, 138, 141,	and academic achievement, 18–19
143, 146, 148	anticipation of discrimination and,
Cultural framework of high-achieving	31–32
students apply to college,	bivariate results, 19–22
113–114	duration of stay and, 18, 28–31
Cultural path-dependent model,	generation status and, 15–17, 18,
75–76	28-31
Cultural repertories, 113	hypothesis, 22, 25
Cyprus, shadow education in, 79	among immigrant families,
Czech Republic	formation of, 8–10
educational systems, features of,	among immigrant students, in
211	Germany 5–36

Index 221

of parents, 23–28	mean and variance of test scores,
school tracking and, 10–11	191–195
socioeconomic status and, 18–19	methods and data, 187–191
Educational attainment, 6, 7, 9, 10,	model estimates, 196–202, 203,
12, 15, 17, 18, 33	204
of immigrant children, 131–133	multilevel-MIMIC models, model
Educational enrollment rate, 77–78,	fit of, 195–196
109	previous research, 183–186
Educational inequality, 11	set-up and hypotheses, 186–187
Educational policy, implications on	Gender inequality, 182, 183,
shadow education, 96-97	185–187, 192, 195, 208
EEOC	Gender status, 184
Asian American and Pacific	Gender stratification, 185
Islander (AAPI) Work	Generation status, and educational
Group, 173	aspirations, 7, 9, 10, 15–18
England, school violence in, 47	25, 28-31, 36n10
Enrollment, 131	Georgia Tech
high-achieving students, 107–126	"Jumping on the M train,", 132
rate, 77–78, 109	Germany
Equity in academic achievement, 185	educational aspirations among
Ethnicity, 137	immigrant students in,
in doctoral education, 158	5-36
,	educational systems, features of,
Familism, 112	211
Family decision-making, and shadow	gender gaps in student academic
education, 74–75	achievement, 182, 183, 186,
Family relationships, impact on high-	187, 191, 192, 195, 200,
achieving students apply to	207, 208, 212–215,
college, 107–126	217–218
Fee-paying out-of-school classes,	shadow education in, 97 <i>n</i> 3
73–74, 88, 91, 93–94, 97,	Gymnasium degree, 11, 12, 191
98 <i>n</i> 4	
Financial barriers to school access, 50	Hauptschule (vocational schools),
Finland, shadow education in, 88	11–13, 19–21, 23, 31, 191
	Heterogeneity among lower-SES
Frames, 113	students, 121
C C CC111 1	High-achieving students apply to
Gansu Survey of Children and	college
Families (GSCF), 50, 51	higher-SES students, narratives of
Gender equity, 185	interdependence among,
Gender gaps, in student academic	121–124
achievement, 181–208,	literature review, 110–113
211–218	lower-SES students, narratives of
adjusted gender gaps, 202,	interdependence among,
205-207	116-121

method of analysis, 114–116	Internalizing behavior, 53
narratives, 113-114	International Socio-Economic Index
social class and family	of Occupational Status
relationships, impact of,	(ISEI), $98-99n10$, 190
107-126	International Standard Classification
High-brow cultural capital, 130, 131,	of Education (ISCED),
133–135, 137–138, 141,	98 <i>n</i> 10
143, 145, 147, 148	Interpersonal violence, 47
Higher-SES students, narratives of	Israel, school violence in, 42
interdependence among,	Ivy League universities, high-
121-124	achieving students
High school, highest math course in,	enrollment in, 108, 109
136	• • • • • • • • • • • • • • • • • • •
Hispanic serving institutions (HSIs)	Japan
doctorate education in, 162	doctorate education, 161
Historically black colleges and	educational systems, features of,
universities (HBCUs)	211
doctorate education in, 162	gender gaps in student academic
Home-country cultural capital, 131,	achievement, 182, 183, 191
135, 138, 141, 143, 146, 148	212, 213, 216–217
Homeroom teacher system, 43	juku, 73
Hong Kong, physical victimization in,	school violence in, 42
55	,
Hostility, and doctorate education,	K-12 education, 171, 172
159	Kaplan, 72
Human capital model, 74–75	Kardash's Research Self-Efficacy
•	Scale, 164
Identity confusion, 159	Korea
Immigrant education, 5–36	doctoral education, 161
Immigrant generation, 137	educational systems, features of,
Immigrant incorporation, 130, 135,	211
147	gender gaps in student academic
Immigrant optimism, 7–11, 18, 22,	achievement, 183, 191, 212,
27, 28, 30, 32, 33, 35	213, 216–217
Indonesia, shadow education in, 88	shadow education in, 75, 91, 98 <i>n</i> 8,
Inequality	98 <i>n</i> 9
gender, 182, 183, 185–187, 192,	see also South Korea
195, 208	
in higher education, 166, 170	Language achievement test, 58
Information deficit, 7–9, 22, 27, 28,	Language deficiency, 160
30, 32, 33, 35	Lawson's Test of Scientific
Institutional habitus, 111	Reasoning, 164
Institutional model, 77–78	Liberal arts colleges, high-achieving
Intergenerational attainment process,	students enrollment in, 108
6, 8	109
~, ~	

Index 223

Lower-SES students, narratives of interdependence among,	victimization, 44, 54, 56–60
116–121 anticipatory family concerns,	Narrative causality, 114
118-121	Narrative closure, 114
heterogeneity, 121	Narratives of interdependence,
immediate and anticipatory family	113-114
obligations, 117–118	among higher-SES students, 121–124
Malaysia, shadow education in, 88	among lower-SES students,
Massachusetts Institute of Technology	116-121
(MIT), 119	National Center for Education
Math course, in high school, 136	Statistics (NCES), 135
Median odds ratio (MOR), 54–56,	National Educational Panel Study
58-59, 64 <i>n</i> 2	(NEPS), 6, 11, 17, 19, 22, 35 <i>n</i> 1, 36 <i>n</i> 9
Mental ability	National Education Longitudinal
and educational attainment, 6	Study (NELS), 135–136,
and occupational aspiration, 6	138, 150 <i>n</i> 8
Middle class children, choice and	National influences of shadow
autonomy among, 112	education, 75–78
MIMIC model, 183, 186–191	cultural path-dependent model,
multi-level, 183, 186, 187	75–76
model fit of, 195–196	economic model, 76-77
two-level, 187, 188, 191, 202, 208	institutional model, 77-78
Model minority stereotype of Asians	National Research Council
and Pacific Islanders,	Expanding Underrepresented
155-174	Minority Participation:
analyses, 164–165	America's Science and
Asian American students,	Technology Talent at the
socialization experiences of,	Crossroads, 130
159, 166–168, 170–171	National Student Loan Data System
doctoral education, 156–158, 161,	150 <i>n</i> 3
163, 166, 167, 170, 171,	Nation at Risk, 74
173 <i>n</i> 8	New Curriculum (China), 43
extending prior research, 161–162	New Curriculum Reform, 53
international vs domestic, 159–161	New Zealand
limitations, 165–166	school violence in, 42
research productivity, 168–170,	shadow education in, 91
173 <i>n</i> 5	No Child Left Behind (NCLB) Act,
socialization, 157–159	96
variables, 163–164, 165, 179	Nonvictims, profiles of, 55-56
Monte Carlo error (MCE), 36n7	Norway
Multilevel logistic regression analysis (MLRA), of physical	gender gaps in student academic achievement, 183

school violence in, 42 shadow education, 73, 78, 79, shadow education in, 88 83-84, 88, 93, 97n2, 98n3, 99n11Psychological aggression, 42, 44 Occupational aspiration, 6 Occupational attainment, 6 Race, 137 One fee system, 49 in doctoral education, 158, 159 Opportunity structures, 11, 15–17 Rational choice framework of high-Organisation for Economic Coachieving students apply to operation and college, 110-113 Development (OECD), 78, Realschule (comprehensive schools), 187, 207 11, 12, 20, 21, 23, 191 Organizational habitus, 111 Reproduction model, 75 Research productivity, 168-170, Parents, parenting 173n5 career aspirations of, 23-28 Rural China educational aspirations of, 23–28 school violence in, 43, 46, 50, 55 among higher-SES families, 125 see also China parental education, 98n10 Peer networks, negative influence of, 8 SAT preparation services, 76 Peer victimization, 44, 47, 63 School climate, 43, 47, 62 Physical aggression, 42, 44, 45, 62 School risk factors, 54 Physical victimization, 44, 45, 48, School tracking, and educational 51-52, 63, 64aspirations, 10-11, 35n5, multilevel logistic regression analysis of, 44, 54, 56-60 School violence, in China, 41–65 prevalence of, 55, 56 analytic procedure, 51 risk factors of, 48, 51, 61 analytic sample, 51 analytic strategy, 54–55 Positive discipline, 47 bullying, 42, 44–46, 63 Positive role models, lack of, 8 conceptualization of victimization, Poverty, and victimization, 47–48 44 - 45Prejudice, and doctorate education, hypothesis, 48-49, 60-61 159, 172, 179 implications of, 63–64 Private supplementary tutoring, see limitations of, 63 Shadow education measurement, 51-54Private tutoring, shadow education in, peer victimization, 44, 47, 63 73, 76, 93, 96, 97, 104–105 physical victimization, 44, 45, 48, Programme for International Student 51-52, 54-61, 63, 64 Assessment (PISA) risk factors of, 42, 44-48, 51-54, gender gaps in student academic 61 achievement, 182, school risk factors, 54 185-187, 190-192, 205, social ecological framework, 208, 216, 217 45 - 48immigrant optimism, 9, 35n3 student risk factors, 52–53

Index 225

teachers and classroom risk	process of doctoral education,
factors, 53-54, 60-61	158-159
Secondary education or schooling, 7,	Social stratification
10-12, 17, 18, 27, 33, 35,	impact on high-achieving students
35 <i>n</i> 5, 186	apply to college, 108, 126
Second generation, 130, 131, 137, 148	system, 33
Self-efficacy, 184	Socioeconomic status (SES)
Sexual aggression, 44, 63	and educational aspirations,
Sexual victimization, 44	18–19, 22
Shadow education, 71–99, 102–105	and educational attainment, 6
academic achievement and	narratives of interdependence
prevalence, relationship	among high-achieving
between, 88-91, 103	students apply to college,
analytical strategies, 84, 88	116–124
country-level variables, 79–84	and occupational aspiration, 6
educational policy, implications	and shadow education, 74, 77, 84,
for, 96–97	88, 91, 93–95, 97 <i>n</i> 2, 98 <i>n</i> 3,
family decision-making and,	98 <i>n</i> 4
74-75	South Korea
future research, directions for, 97	gender gaps in student academic
methods, 78–79	achievement, 182
multilevel regression results, 91–93	hagwon, 73
national influences on, 75–78	see also Korea
prevalence of, 72, 88–91, 102	STEM (science, technology, math and
student-level variables, 84, 85–87	engineering), 129-150, 156,
theories and prior research, 74	166, 171
Shanghai-China, shadow education	bachelor's degree, completion of,
in, 79, 84, 88	137
Singapore, shadow education in, 98 <i>n</i> 7	initial college major in, 137
Social capital, 8	Student risk factors, 52–53
Social class, impact on high-achieving	Student-teacher closeness, 47
students apply to college, 107–126	Survey of Earned Doctorates,
	165–166
Social competition, 43 Social ecological framework of	Survey of Graduate Students and
student victimization,	Postdoctorates in Science
45–48	and Engineering, 166
contextual perspectives on school	Sweden
violence, 46–48	gender gaps in student academic
individual risk factors of student	achievement, 183
victimization, 45–46	,
Social exclusion, 44, 63	Taipei, shadow education in, 91,
Socialization 44, 03	98 <i>n</i> 6, 98 <i>n</i> 7
defined, 157–158	Taiwan
experiences, of Asian American	educational systems, features of,
students, 159	211
biddellio, 137	211

gender gaps in student academic achievement, 182, 183, 186, 191, 192, 195, 200, 212–217	gender gaps in student academic achievement, 182, 183, 191, 200, 208, 212, 213, 217–218
physical victimization, 55	Kumon, 73
Teachers	No Child Left Behind Act, 96
evaluation, 43	school violence in, 42, 47
rankings, 43	shadow education in, 76, 96
risk factors associated with, 53–54,	University of California (UC)
60-61	high-achieving students enrollment,
Tertiary education, 40	109
Third International Mathematics and	University of Wisconsin-Madison
Science Study (TIMSS), 42,	Social Science Computing
72, 73, 97 <i>n</i> 1, 185	Cooperative, 36n8
Tracking system in schools, and	
educational aspirations,	Verbal victimization
10-11, 35n5, 36n6	direct, 44
Tunisia, shadow education in, 79, 84,	indirect, 44
88	Victimization
Turkey	bullying, 42, 44–46, 63
educational aspirations among	conceptualization of, 44-45
immigrant students in, 8	peer, 44, 47, 63
school violence in, 42	physical, 44, 45, 48, 51–52, 54–61, 63, 64
UC Berkeley, 120	risk factors of, 42, 44-48, 51, 61
UCLA, 120	sexual, 44
United Arab Emirates, shadow	verbal, 44
education in, 98 <i>n</i> 7	Victims, profiles of, 55–56
United States (US, USA)	Viet Nam, shadow education in, 88
Asians and Pacific Islanders, 156	Violence, see School violence, in
Department of Commerce	China
""STEM: Good Jobs Now and	
for the Future,", 149	Wisconsin model of status attainment,
doctoral education, 160, 172	6
educational aspirations among	Working class families, interactions
immigrant students in, 6	in, 112
educational systems, features of,	
211	Youth Self Report, 53