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## **INVESTIGATING STEREOTYPES: THE RELATIONSHIPS BETWEEN ACADEMIC INTRINSIC, EXTRINSIC, AND AMOTIVATION AMONG CHILDREN OF IMMIGRANT PARENTS**

Natasha Pooran

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INVESTIGATING STEREOTYPES: THE RELATIONSHIPS  
BETWEEN ACADEMIC INTRINSIC, EXTRINSIC, AND  
AMOTIVATION AMONG CHILDREN OF  
IMMIGRANT PARENTS

by

NATASHA POORAN

Presented to the Faculty of the Honors College of  
The University of Texas at Arlington in Partial Fulfillment  
of the Requirements  
for the Degree of

HONORS BACHELOR OF SCIENCE IN PSYCHOLOGY

THE UNIVERSITY OF TEXAS AT ARLINGTON

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April 19, 2021

## ABSTRACT

### INVESTIGATING STEREOTYPES: THE RELATIONSHIPS BETWEEN ACADEMIC INTRINSIC, EXTRINSIC, AND AMOTIVATION AMONG CHILDREN OF IMMIGRANT PARENTS

Natasha Pooran, B.S. Psychology

The University of Texas at Arlington, 2021

Faculty Mentor: Jared Kenworthy

An unrecognized component of the stereotype that Asian students achieve at a higher academic level than their counterparts is that many have immigrant parents; students may be affected by cultural differences in parenting styles and values, which in turn affects their motivations to succeed in school and unknowingly perpetuate the stereotype. To determine if differences exist in intrinsic, extrinsic, and amotivation among children of immigrant parents (CIPs), a 28-item survey adapted from the Academic Motivation Scale (AMS) was used. Survey data collected from 183 undergraduate students at the University of Texas at Arlington were analyzed through three chi-square tests of independence comparing the three types of motivation in CIPs and non-CIPs, and no significant differences were found. The findings suggest that no relationship exists between types of

academic motivation and CIP status. However, further research with a larger, more ethnically diverse sample should be considered.

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## CHAPTER 1

### INTRODUCTION

#### 1.1 Overview

An existing stereotype in the United States is that Asian students (including East and South Asians) tend to achieve at a higher academic level than their counterparts. Although the stereotype is not a statement said aloud, many people hold this belief unconsciously (Thompson et al., 2016). When attempting to understand why the stereotype exists, a component that must be considered is that many Asian college students have parents who immigrated to the United States. Due to this, parenting styles may differ due to cultural differences in the value of education, which may affect the motivations of Asian students, and ultimately perpetuate the stereotype.

In this study, there is an investigation of this stereotype to determine if there are empirical data to support this belief held by many, in terms of differences in motivation in children of immigrant parents. Through data collection, relationships between whether a student is a child of an immigrant parent and their intrinsic, extrinsic motivation, and amotivation will be evaluated. The latter factors may contribute to this stereotype but without recognition, as the popular belief only concerns ethnicity and academic performance.

This study will contribute to the body of knowledge concerning the possible relationships among immigrant families and academic motivation. This research is of critical importance now, as slightly more than half of all undergraduate college students in

the United States are first-generation students, meaning that the students' parents did not have a bachelor's degree (RTI International, 2019). Many of these first-generation students come from immigrant families across all ethnicities. Even though many undergraduate students come from immigrant families today, the stigma surrounding the potential academic success of certain ethnicities may discourage possible students from pursuing higher education.

This research examines whether the stereotype that exists has scientific support from a motivation perspective. If we can understand the data behind the beliefs, then colleges can make programs that focus on students that might be discouraged or unmotivated due to their background and home life, with the goal of increasing academic motivation and performance in college.

## 1.2 Literature Review

Previous research has been conducted on academic motivation and cultural identity among children of immigrant parents (CIPs). Urdan and Munoz (2012) utilized surveys, implicit association tests, and interviews with 94 college undergraduates who were either CIPs or non-CIPs to determine an association between cultural identity and academic motivation. Results showed that CIPs with a strong and positive cultural identity had some motivational benefits and few costs (Urdan & Munoz, 2012). The study provides a basis for the investigation on whether just being a member of a certain ethnicity, regardless of the degree an individual identifies with it, may affect academic motivation.

Another study employed survey data and university records of 998 college undergraduates to determine possible relationships between family interdependence and academic adjustment, motivation, and achievement (Tseng, 2004). Across all ethnic

groups, CIPs placed a greater emphasis on family interdependence, which can be defined as emotional, financial, and instrumental support to family members (Tseng, 2004). Furthermore, Tseng (2004) found that this increase in family interdependence was related to increased academic motivation but a decrease in achievement due to greater behavioral demands. Such results suggest that just by having an immigrant family, an individual's academic motivation can be affected. From this and the previous study, future research can determine if academic motivation is a function of both ethnicity and immigrant parent status.

In a structural equation model of data gathered from 947 medical students in Amsterdam, Isik et al. (2018) found a positive association between autonomous motivation and GPA for ethnic majorities, which for this study, was defined as a person whose parents were born in the Netherlands and thus not an immigrant parent (non-CIP). The study's survey consisted of ethnic background questions and questions from the Academic Self-Regulation Questionnaire (SRQ-A) (Isik et al., 2018). From these questions, the researchers were able to identify that a positive relationship existed in the ethnic majority for autonomous motivation and GPA. Based on this research, a further examination into an American population can explore whether GPA is a function of autonomous (intrinsic) motivation, ethnicity, and immigrant parent status.

### *1.2.1 Immigrant Parent Status and Intrinsic Motivation*

It is without a doubt that parents have a significant influence on the development of their children. The way that parents raise their children and their own awareness of the stigmas associated with who they are just two factors that can shape an individual's self-esteem and sense of self. In an interview-based study on 451 young (ages 6-11) and diverse

students, Gillen-O'Neel et al. (2011) found that ethnic-minority children reported higher stigma awareness than other ethnic groups. Not only does this provide evidence that children are quickly exposed to the social implications of their ethnicity, but it also shows that they are cognizant of stigma, and can in turn, be affected by it in other areas of their lives. For example, the researchers state that children from ethnic minorities and immigrant backgrounds develop their centrality (the extent to which they define themselves in terms of ethnicity) and private regard (evaluative beliefs about their ethnicity) based on their parents' racial socialization, or their parents' display of the behaviors, perceptions, values, and beliefs of their ethnic group (Gillen-O'Neel et al., 2011). This notion is logical when you consider the other finding in the study, that minority children reported higher levels of intrinsic motivation than their European American peers while accompanied by higher academic anxiety (Gillen-O'Neel et al., 2011). The presence of such findings in a young population may foreshadow that this stigma awareness and differences in intrinsic motivation may be present at an older age, since it began so early in their academic careers.

Although the above discusses significant results in terms of ethnic minorities, we can only assume that at least some percentage of the students in an ethnic minority have an immigrant parent. Therefore, it is important to consider immigrant-focused research as well. Based on the results from a combination of a Motivated Strategies for Learning Questionnaire (MSLQ) and a collection of backgrounds and grades of 650 tenth grade students, Blom and Severiens (2008) found that there were significant differences between non-immigrant and immigrant girls in their self-regulated deep learning (complex understanding and engagement in critical thinking of knowledge) and surface learning (factual and superficial knowledge). The article states that the differences in the way

students learn and their underlying motivational attitudes were influenced by their backgrounds (Blom & Severiens, 2008). Things such as aspiring for more than their parent's social status, wanting a better job, support of family values, all factor into the learning of an individual (Blom & Severiens, 2008). From this, it is reasonable to suggest that college students may exhibit the same differences in academic motivation if one or more of their parents is an immigrant.

Now, we must consider a study that focused on Black immigrant college students. Through questionnaires and interviews, students' academic motivation was seen to be a function of their family, in both ethnicity and nativity (Mwangi et al., 2017). Parental support was found to be distinct and predicted the academic goal orientations of students (Mwangi et al., 2017). Although this may seem strictly related to extrinsic motivation, the researchers identified that students with immigrant parents had internalized their parents' ideas of success in the United States (Mwangi et al., 2017). In turn, these students have a higher tendency to want to be motivated in order to please their families. As evidenced by this study, the influence of parental guidance is significant as it may change the source of students' intrinsic motivation. Since this finding was seen in Black college students, it can be hypothesized that intrinsic motivation scores for students with at least one immigrant parent would differ from those without immigrant parents.

### *1.2.2 Immigrant Parent Status and Extrinsic Motivation*

To make hypotheses of extrinsic motivation differences in a college-aged population, one must look at the existing research on motivations for millennials. Henstra and McGowan (2016) reviewed the personal statements of 40 graduate students to determine millennials' motivation to pursue a career in public services. From their review,

they found that salary, job security, opportunity for advancement, or flexible work hours were key motivating factors (Henstra & McGowan, 2016). However, they also found equal motivations to pursue a public service career due to an attraction to public policy making, commitment to civic duty and the public interest, compassion, and self-sacrifice (Henstra & McGowan, 2016). From this study, it seems that these college students were motivated to attend graduate school for equal reasons of passion and practicality. Although the researchers did not collect data on immigrant parent status, this study provides evidence that many students aspire to continue school for equal reasons, intrinsic and extrinsic, suggesting that there may not be a difference among the college-aged population tested in this study.

Another factor to consider is that although the presence of immigrant parents and culture-based importance on education may be beneficial to students and result in intrinsic motivation to succeed, it may, in fact, create the opposite. In their two experimental studies on Chinese students concerning their intrinsic and extrinsic motivation, Wang et al. (2013) state that emphasis on achievement as well as high standards imposed by Chinese parents resulted in students' relying on extrinsic motivations such as grades to maintain their interest in school. This provides evidence that it is possible for the overbearing nature of immigrant parents on the importance of success in education to inspire extrinsic motivation in their child. Although this is not necessarily a negative consequence, it does show that parental influence can change the way students view their education. Although the researchers do not mention if these college students had at least one immigrant parent, the possibilities are very high due to their ethnicity. In support of this, it can be hypothesized

that having immigrant parents can lead to significant differences in extrinsic motivation as well.

Another age group to consider is middle school-aged children. Unrau and Schlackman (2006) investigated the effects of intrinsic and extrinsic motivation on reading achievement for urban middle school students. In a multiple-groups SEM analysis of ethnicity, gender, grade level, intrinsic motivation, extrinsic motivation, and reading achievement, there was a significant difference between Asians and Hispanic students as Asian students had a higher positive relationship in terms of intrinsic motivation for reading achievement (Unrau & Schlackman, 2006). If Unrau and Schlackman (2006) and Wang et al., (2013) studies of middle school students indicate that Asians have both intrinsic and extrinsic motivations, then we can assume that children of immigrant parents may have significantly higher levels of both intrinsic and extrinsic motivation compared to other college students. Unrau and Schlackman (2006) explain these results in that sociocultural processes within schools may contribute to a more accurate explanation of differences in minority student performance. The current study will serve as a representation of college students attending a school in the United States, and may or may not be compared to the sociocultural context in which Unrau and Schlackman (2006) completed their study.

### *1.2.3 Immigrant Parent Status and Amotivation*

Based on the literature review and evidence shown for the possibility of children of immigrant parents to exhibit significantly different levels of intrinsic and extrinsic motivation, it can be hypothesized that students with an immigrant parent would show significantly different scores in amotivation as well compared to their counterparts. From the ratings of 51 Chinese fifth graders about their mother's parenting and school

motivation, Cheung and McBride-Chang (2008) came to the conclusion that repeated comparison of their own children's examination results with those of their better-performing classmates was associated with amotivation and extrinsic motivation. In contrast, practices such as parental involvement and vigilance over schoolwork were related to children's intrinsic motivation to learn in school (Cheung & McBride-Chang, 2008). This study provides evidence that having immigrant parents affects motivation levels in students. From this, it can be assumed that there will be significant differences in the amotivation of students with immigrant parents.



## CHAPTER 2

### METHODOLOGY

#### 2.1 Participants

The participants of the study were a sample of 183 undergraduate students (39 males, 144 females) from the University of Texas at Arlington recruited through SONA, the Student Research Participation website. Participants voluntarily signed up to partake in the study after reading a brief description, then proceeded to answer the questions provided. All responses were de-identified to maintain anonymity. Gender, race, ethnicity, classification, or if the students are a CIP were not factored into participant selection, and those who completed the survey received 0.50 SONA credits as compensation for their efforts.

#### 2.2 Materials

On an online version of the survey, participants first completed an informed consent page, where they were led to believe the study was about the processes underlying why undergraduate students chose to attend college. However, in the debrief, it was explained that the true purpose of the study was to evaluate relationships between academic intrinsic, extrinsic, and amotivation and whether a student is a child of an immigrant parent. The true purpose of the study was withheld, so participants' responses to the survey questions were spontaneous and not influenced by having this information.

Following the informed consent page, prompts guided participants to fill out demographic questions including gender (Male, Female), race/ethnicity (White, Black or

African American, American Indian or Alaska Native, Asian, Native Hawaiian or Pacific Islander, Other), classification (Freshman, Sophomore, Junior, Senior), and whether one or more of the student's biological parents is an immigrant (Yes, Maybe, No).

Then, the participants completed questions measuring academic intrinsic, extrinsic, and amotivation motivation adapted from the Academic Motivation Scale (AMS) (Vallerand et al., 1992). The scale is originally composed of 28-item seven-point Likert scales measuring intrinsic, extrinsic, and amotivation; it has high internal and external consistency and is a widely-used measure for motivation (Javaeed et al., 2019). In this study, all 28 questions were included in the survey.

### *2.2.1 Question Details*

Each question had a statement for the participant to answer on a Likert scale from 1 ("Does Not Correspond at All") to 7 ("Corresponds Exactly"). Questions 2, 9, 16, and 23 measured the intrinsic motivation "to know". Question 2 was, "Because I experience pleasure and satisfaction while learning new things." Question 9 was, "For the pleasure I experience when I discover new things never seen before." Question 16 was, "For the pleasure that I experience in broadening my knowledge about subjects which appeal to me." Question 23 was "Because my studies allow me to continue to learn about many things that interest me."

Questions 6, 13, 20, and 27 measured the intrinsic motivation "toward accomplishment". Question 6 was, "For the pleasure I experience while surpassing myself in my studies." Question 13 was, "For the pleasure that I experience while I am surpassing myself in one of my personal accomplishments." Question 20 was, "Because college allows me to experience a personal satisfaction in my quest for excellence in my studies."

Question 27 was “Because my studies allow me to continue to learn about many things that interest me.”

Questions 4, 11, 18, and 25 measured the intrinsic motivation “to experience stimulation”. Question 4 was, “For the intense feelings I experience when I am communicating my own ideas to others.” Question 11 was, “For the pleasure that I experience when I read interesting authors.” Question 18 was, “For the pleasure that I experience when I feel completely absorbed by what certain authors have written.” Question 25 was “For the "high" feeling that I experience while reading about various interesting subjects.”

Questions 3, 10, 17, and 24 measured the extrinsic motivation “identified”. Question 3 was, “Because I think that a college education will help me better prepare for the career I have chosen.” Question 10 was, “Because eventually it will enable me to enter the job market in a field that I like.” Question 17 was, “Because this will help me make a better choice regarding my career orientation.” Question 24 was “Because I believe that a few additional years of education will improve my competence as a worker.”

Questions 7, 14, 21, and 28 measured the extrinsic motivation “introjected”. Question 7 was, “To prove to myself that I am capable of completing my college degree.” Question 14 was, “Because of the fact that when I succeed in college I feel important.” Question 21 was, “To show myself that I am an intelligent person.” Question 28 was “Because I want to show myself that I can succeed in my studies.”

Questions 1, 8, 15, and 22 measured the extrinsic motivation “external regulation”. Question 1 was, “Because with only a high-school degree I would not find a high-paying job later on.” Question 8 was, “In order to obtain a more prestigious job later on.” Question

15 was, “Because I want to have "the good life" later on.” Question 22 was, “In order to have a better salary later on.”

Questions 5, 12, 19, and 26 measured amotivation. Question 5 was, “Honestly, I don't know; I really feel that I am wasting my time in school.” Question 12 was, “I once had good reasons for going to college; however, now I wonder whether I should continue.” Question 19 was, “I can't see why I go to college and frankly, I couldn't care less.” Question 26 was “I don't know; I can't understand what I am doing in school.” IBM SPSS Release 19.0.0.2 was used to analyze the data collected.

### 2.3 Procedure

Due to the large required sample size and the extension of online instruction into the Spring 2021 semester, the study took place entirely online. The SONA website directed participants to QuestionPro, where participants read and signed an informed consent document. Following the informed consent page, participants completed demographic and 28 Likert scale questions. After completing the survey questions, a debriefing statement appeared, at which point the participants had the opportunity to opt-out of allowing the use of their data once they learned of the study’s true purpose. If participants indicated their consent to the use of their data, responses were recorded anonymously and stored in QuestionPro, following which the participants were dismissed. If participants chose to withdraw their data, the survey was automatically terminated, and all responses were deleted. There were no penalties or negative consequences for them if they withdrew from the study. Even if they withdrew from the study, they were still entitled to 0.50 SONA credits. Participation took approximately 30 minutes; all participants received compensation in the form of 0.50 SONA credits, which were automatically delivered upon

completion. The data from all participants were then compiled and entered into SPSS for testing.

Gender was recoded to 1 (“Male”) and 2 (“Female”), race/ethnicity to 1 (“White”), 2 (“Black or African American”), 3 (“American Indian or Alaska Native”), 4 (“Asian”), 5 (“Native Hawaiian or Pacific Islander”), and 6 (“Other”), classification 1 (“Freshman”), 2 (“Sophomore”), 3 (“Junior”), and 4 (“Senior”), and whether one or more of the student’s biological parents is an immigrant 1 (“Yes”), 2 (“Maybe”), and 3 (“No”). Responses to questions 1-28 were entered into SPSS with scores ranging from 1 (“Does Not Correspond at All”) to 7 (“Corresponds Exactly”).

## CHAPTER 3

### RESULTS

#### 3.1 Demographic Data

A total of 183 undergraduate students were included in this study and, among them, 144 (78.7%) were females, and 39 (21.3%) were males. Student ethnicities varied, with 75 (41%) White, 47 (25.7%) Asian, 31 (16.9%) Other, 23 (12.6%) Black, and 7 (3.8%) American Indian or Alaskan Native. There were 81 (44.3%) Freshman in the sample, 45 (24.6%) Sophomores, 35 (19.1%) Juniors, and 22 (12%) Seniors. When asked if one or more of their biological parents is an immigrant, student responses were relatively equal, with 89 (48.6%) students answering “Yes”, 6 (3.3%) answering “Maybe”, and 88 (48.1%) answering “No”.

#### 3.2 Statistical Analyses

To test the hypothesis that differences in intrinsic motivation exists for students with differing immigrant parent status (Yes,  $\mu = 4.27$ ,  $\sigma = 1.23$ , Maybe,  $\mu = 4.43$ ,  $\sigma = 1.35$ , No,  $\mu = 4.32$ ,  $\sigma = 1.26$ ), a chi-square test of independence was used. A significant difference was not found,  $\chi^2(116, N = 183) = 94.03$ ,  $p = 0.93$ ,  $V = 0.51$ . This does not support the hypothesis that differences in intrinsic motivation exists for students with differing immigrant parent status (see Figure 1).

To test the hypothesis that differences in extrinsic motivation exists for students with differing immigrant parent status (Yes,  $\mu = 5.49$ ,  $\sigma = 0.87$ , Maybe,  $\mu = 5.10$ ,  $\sigma = 0.76$ , No,  $\mu = 5.14$ ,  $\sigma = 1.10$ ), a chi-square test of independence was used. A significant difference

was not found,  $\chi^2 (98, N = 183) = 81.17, p = 0.89, V = 0.47$ . This does not support the hypothesis that differences in extrinsic motivation exists for students with differing immigrant parent status (see Figure 2).

To test the hypothesis that differences in amotivation exists for students with differing immigrant parent status (Yes,  $\mu = 2.32, \sigma = 1.40$ , Maybe,  $\mu = 2.46, \sigma = 1.04$ , No,  $\mu = 2.00, \sigma = 1.12$ ), a chi-square test of independence was used. A significant difference was not found,  $\chi^2 (42, N = 183) = 38.33, p = 0.63, V = 0.32$ . This does not support the hypothesis that differences in amotivation exists for students with differing immigrant parent status (see Figure 3).

To assess differences in average academic motivation scores across types of motivation (intrinsic, extrinsic, or amotivation), a one-way randomized Analysis of Variance (ANOVA) was used. Significant differences were revealed by the ANOVA,  $F(2, 6) = 194.44, MSE = 0.04, p \approx 0.00, \eta^2 = 0.99$ . This supports the hypothesis that average academic motivation scores differ based on the type of motivation. Bonferroni post-hocs showed that specifically, average academic motivation scores for extrinsic motivation ( $M = 5.24, SE = 0.11$ ) were significantly higher than those for intrinsic motivation ( $M = 4.34, SE = 0.11$ ) and amotivation ( $M = 2.26, SE = 0.11$ ). Also, average academic motivation scores for intrinsic motivation were significantly higher than those for amotivation. This suggests that for this sample, academic motivation scores were significantly affected by type of motivation (see Figure 4).

## CHAPTER 4

### CONCLUSION

#### 4.1 Discussion

The goal of this study was to bridge the gap between types of motivations in children with immigrant parents to develop a more accurate understanding of how this variable may be related to the popular stereotype that Asians perform better in school. However, this goal was not reached as all analyses concerned immigrant parent status without consideration of ethnic background, which will be discussed in limitations. Despite this, the current sample of college students and how they compare to relevant literature may help in understanding which differences in types of motivation contribute to students' perspectives on education, which may shape their actual performance in school.

The first hypothesis, that differences in intrinsic motivation exist for students with differing immigrant parent status, was not supported in this sample. This was inconsistent with findings indicating that significant differences exist between non-immigrant and immigrant students in their self-regulated deep learning and surface learning (Blom & Severiens, 2008). However, much of the detailed work into the motivations of immigrant students can be generalized to the whole population – parents are undoubtedly influential in the development of an individual but are just one component that can contribute to academic motivation. Differences in intrinsic motivation could be based on non-immigrant related culture to attend college and perform well, or prestige related, or that many parents now place a value on education because it is something that they did not have for



themselves in the past – which are reasons that can apply to many parents and college students, regardless of immigrant status (Griffin et al., 2012).

The second hypothesis, that differences in extrinsic motivation exists for students with differing immigrant parent status, was not supported in this sample. This was inconsistent with findings indicating that having immigrant parents and accompanying grade anxiety and avoidance of parental toughness may contribute to differences in motivation (Wang et al., 2013). However, this does support Henstra and McGowan (2016) in that across all immigrant parent statuses, students have similar reasons and motivations for attending college.

The third hypothesis, that differences in amotivation exists for students with differing immigrant parent status, was not supported in this sample. This was inconsistent with findings by Cheung and McBride-Chang (2008), which suggested that Chinese students, with possible immigrant parents, showed increased amotivation when parents compared them to others. One thing to consider is that recurrent themes of motivation to attend college were found in a sample of immigrant parent children (Wang, 2014). However, these themes could be found in other children as well if they were interviewed in that study. In this particular study, there were almost equal amounts of CIPs and non-CIPs, so there is no hesitancy that this was not accounted for.

Although significance was not found for all types of motivation for students who do have, might have, or do not have immigrant parents, significance was found for motivation scores based on the type of motivation. The significance for the comparison of average motivation scores across types suggests that college students have significantly different levels of intrinsic, extrinsic, and amotivation in regard to academics. This supports

previous research that students have similar reasons and motivations for attending college (Henstra & McGowan, 2016).

#### 4.2 Limitations and Future Directions

In this study, data collection involved self-report surveys from college students that were recruited through UTA's online participant pool, SONA. As all data were collected from college students, the age range and education level were limited for this study. Although beneficial for applying this information to college populations, this limits the ability to apply this research to the general population. The survey aspect also limited the study in that participants may have altered their true answers to socially desirable ones due to the social desirability bias, thus skewing the data and the results obtained. The online format of the survey also potentially limited the accuracy of the data received, as a lack of supervision while completing the survey could have contributed to participants quickly reading through the survey and not giving their true answers. This is evidenced as the estimated amount of time of completion of the survey was 30 minutes, but the actual average completion time was 5 minutes, which is not sufficient time to answer 28 Likert scale questions accurately.

For all hypotheses, the current sample appears to be significantly inconsistent with the expectations based on previous research. This implies that extrinsic, intrinsic, and amotivation may not be interconnected with immigrant parent status, and this study can serve as the foundation for further research. In the future, correlational research can be conducted on these variables to see if there is a relationship between one independent variable and academic performance with GPA collection, whether the student themselves is an immigrant, or whether family members other than parents were immigrants. From

this, researchers can explore using Analysis of Variance tests to experiment with multiple variables simultaneously.

Most importantly, the initial focus of the research was to gather data in evidence of the stereotype that Asians perform better in school. However, as shown through data analysis, the research focus shifted to the differences in academic intrinsic, extrinsic, and amotivation in children of immigrant and non-immigrant parents. The lack of splitting the data by ethnic background compromised the opportunity to make connections between the collected data and the stereotype-related idea about Asians. This limitation could be addressed in future studies by performing statistical analyses accounting for immigrant parent status, ethnic background, and academic motivation scores.

To account for the demographic and age limitations of this study, future studies may advertise the survey in off-campus areas with varying demographics, like local dining areas, libraries, and coffee shops. The social desirability bias can be accounted for by assuring the participant that their answers will be kept confidential before they complete the survey, which may increase the likelihood of the participant responding truthfully. Also, offering monetary compensation or converting the online survey into a paper form with researcher supervision during completion can increase the accuracy of survey answers. Attention check questions inserted into the survey could also be a useful tool in determining which participants took a reasonable amount of time to complete the survey accurately.

Overall, this study aimed to examine how academic extrinsic, intrinsic, and amotivation in college students could be a function of immigrant parent status. Significance was not found for all types of motivation for students who do have, might have, or do not

have immigrant parents, but differences were found in the average scores of different types of motivation. Further study can determine what other internal or external factors such as general reasons for attending college and general parental care for education may contribute to their self-concepts, and therefore academic motivations as college students.

APPENDIX  
GRAPHS OF STATISTICAL ANALYSES

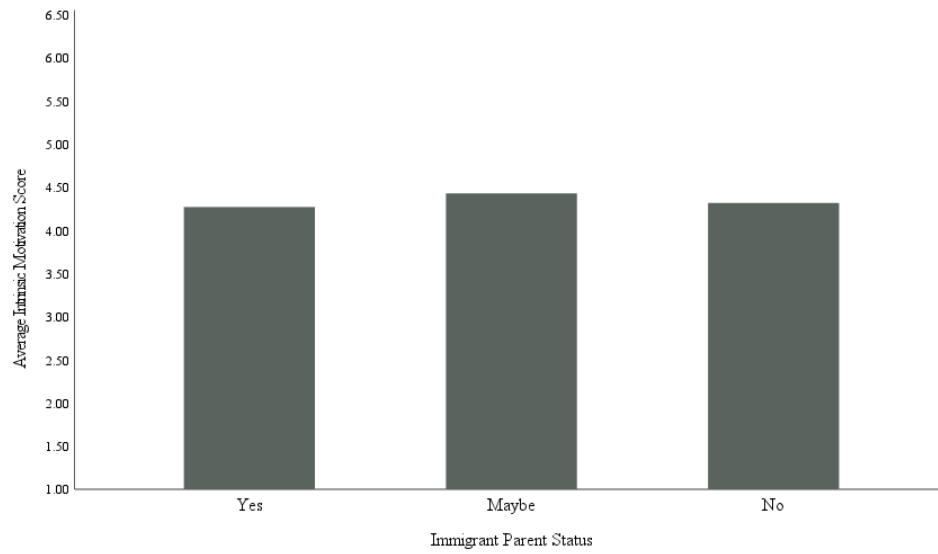


Figure 1: Average intrinsic motivation scores as a function of immigrant parent status.

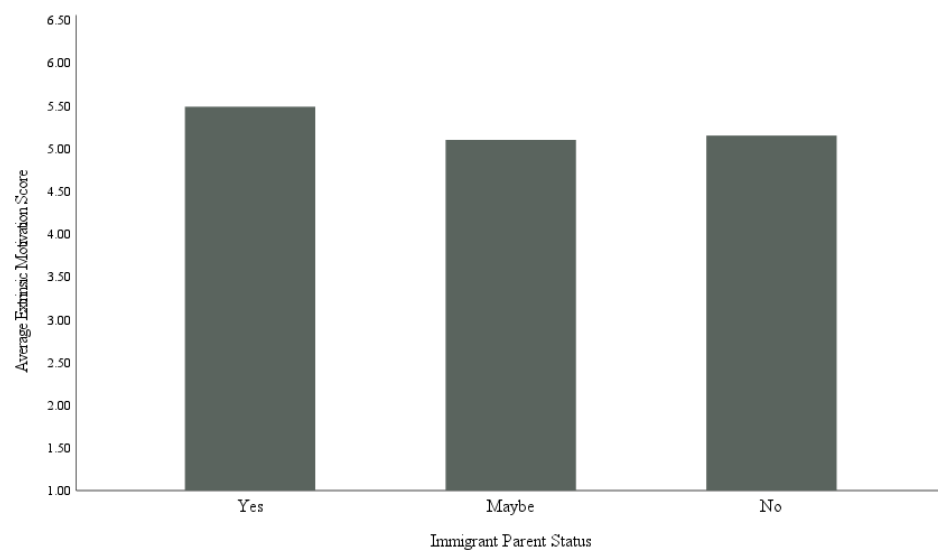


Figure 2: Average extrinsic motivation scores as a function of immigrant parent status.

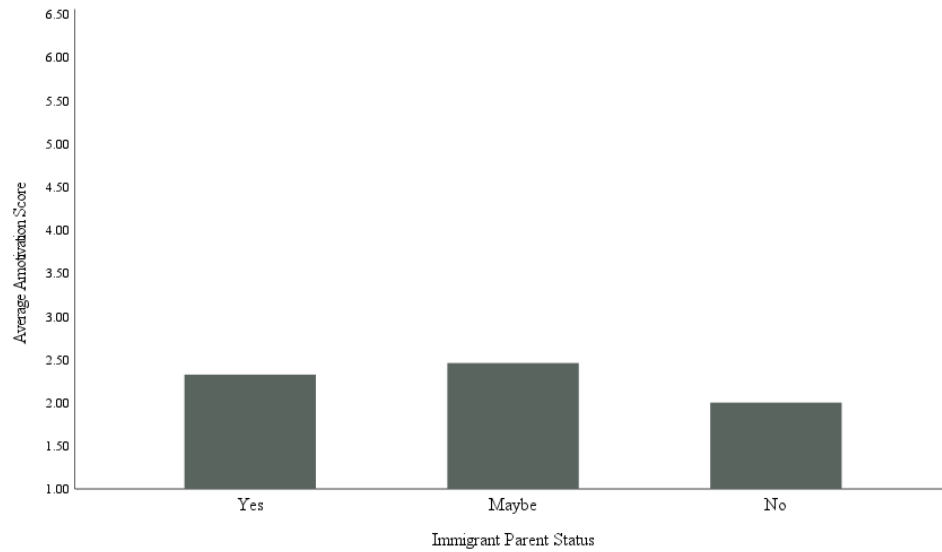


Figure 3: Average amotivation scores as a function of immigrant parent status.

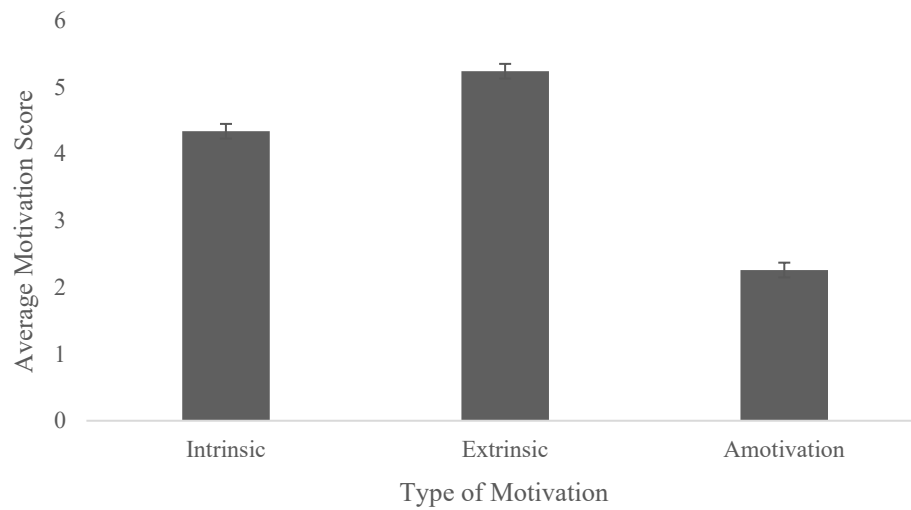


Figure 4: Average motivation scores as a function of a type of motivation.  
Error bars represent the standard error of the mean.

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## BIOGRAPHICAL INFORMATION

During her undergraduate experience at the University of Texas at Arlington, Natasha made it a priority to place herself in positions to interact with diverse populations of children, young adults, and adults. Throughout her experiences as a research assistant, teaching assistant, Little Mavs Movement Academy volunteer, Crisis Text Line volunteer, and intern at a private practice called The Telos Project, she realized that becoming a Licensed Psychologist would align with her intellectual and moral interests.

After completing an Honors Bachelor of Science in Psychology and a minor in Neuroscience at UTA, she plans to take a gap year to gain more research experience and prepare to apply to Ph.D. programs while working at The Telos Project as a mental health technician. Thus far, she aspires to focus on multicultural counseling and outreach aimed at normalizing therapy and increasing its accessibility to minorities after obtaining certification as a psychologist.