

**“Educational Achievement of Immigrant-origin and Native Students: A Comparative
Analysis Informed by Institutional Theory”**

Claudia Buchmann

The Ohio State University

Emilio A. Parrado

University of Pennsylvania

Published in 2006

The Impact of Comparative Education Research on Institutional Theory 335-366

<http://www.emeraldinsight.com/books.htm?chapterid=1757969>

Theme: Child Wellbeing

Regions: North America, Western Europe, Australia & Oceania

Age Range: 12-17

Keywords: Cognitive/Education, Public Policy

Abstract: In this chapter, we compare countries with different immigrant incorporation regimes and investigate the degree to which immigrant/native achievement differences correspond to these institutional variations in the host societies. After controlling for individual and family background factors, we find that immigrant achievement gaps are largest in nations with exclusionary immigration regimes and smallest in nations with inclusionary regimes. In light of the very limited comparative research on immigrants educational experiences, these findings help advance the study of how immigrants' experiences are different across Western, industrialized societies. Moreover, they demonstrate the utility of comparative research for developing institutional theory and at the same time they underscore the value of Educational Achievement of Immigrant-Origin and Native Students 347 institutional arguments for providing a more complete understanding of cross-national variations in the achievement gaps between native-born and immigrant-origin students. Because this chapter is only a first step in the study of the impact of institutional variations in immigrant incorporation; we conclude with suggestions for future research on how variations in immigration regimes may impact host societies and the individuals, both immigrant and native born, within them.