

A3.6 Competencies and Educational Choices Across Gender and Immigrant Background in Germany



Director/ Irena Kogan
Researcher/ Manuel Siegert
Funding/ German Research Foundation (DFG)



Objectives

The project focuses on the gender gaps in competencies, school attendance, school leaving certificates and entry into vocational education among students with and without migration background.

The project's two major goals:

1. Explore educational careers of young men and women with and without migrant background in the German educational system.
 - ☞ *At which points of the educational paths are meaningful differences revealed?*
2. Examine underlying mechanisms: specific focus lies on establishing the importance of gender-specific socialisation.
 - ☞ *Gender-specific differences in communication and reading habits and the consequent development of language competencies.*
 - ☞ *Differences in educational and vocational decisions.*
 - ☞ *Differences in teachers' assessments in terms of grades in major subjects and school recommendations.*

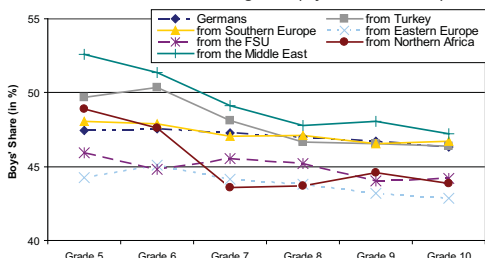
Motivation

Gender-specific as well as ethnic inequalities have been subject of scientific, political and public interest for decades now – but they have never really been connected so far in empirical research in Germany.

Previous evidence:

- Regardless of ethnic background: girls are more successful in school than boys.
- However: size and development of the gender gaps in educational attainment/success differ across ethnic groups ...

Share of Boys at Gymnasiums in North Rhine-Westphalia between 5th and 10th grade (Synthetic Cohort)

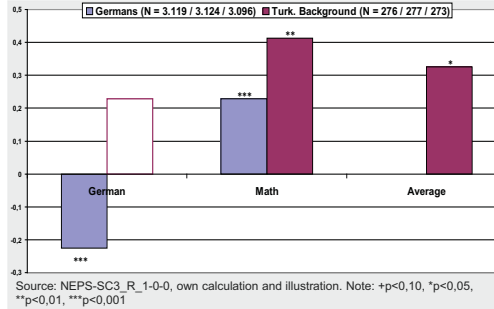


Source: Roth/Siegert 2013: 176

Data

National Educational Panel Study (NEPS)
 ■ Starting Cohort 3 (5th graders)
 ■ Starting Cohort 4 (9th graders)

Preliminary Findings



Source: NEPS-SC3_R_1-0-0, own calculation and illustration. Note: +p<0,10, *p<0,05, **p<0,01, ***p<0,001

Marks in Math and German in Grade 4: Differences Between Boys and Girls (Reference)

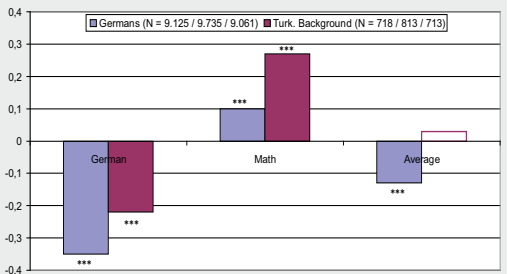
Turkish boys tend to do slightly better in primary school than Turkish girls, largely due to better math performances. This possibly explains why the gender gap regarding the transition from primary school to the Gymnasium is much smaller among Turkish than among German students.

The gap tends to be smaller between boys than between girls of German and Turkish origin (results not shown here).

Marks in Math and German in Grade 9: Differences Between Boys and Girls (Reference)

In the course of secondary education, boys fall behind – regardless of their ethnic background. At the same time, the overall pattern seems to be pretty stable: The gender gap is smaller among Turkish than among German students in German but larger in Mathematics.

Although the Turkish boys are the worst performing group, the comparison with the German peers is still less favourable for the Turkish girls (results not shown here).

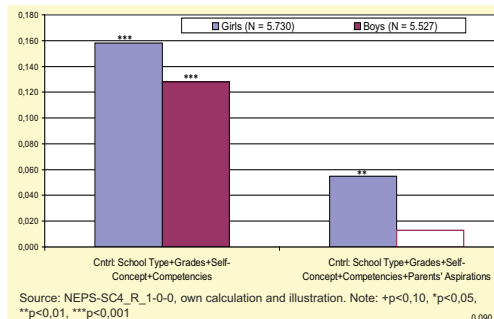


Source: NEPS-SC4_R_1-0-0, own calculation and illustration. Note: controlling for school type: +p<0,10, *p<0,05, **p<0,01, ***p<0,001

The Wish to Attain the Abitur (9th Graders): Differences Between Turkish and German Students (Reference) - AME

Turkish students have much higher idealistic aspirations than German students (e.g. Salikutluk 2013) – and this is especially true for Turkish girls.

Whereas high aspirations among Turkish boys can be traced back to the elevated aspirations of their parents, this is not the case for Turkish girls.

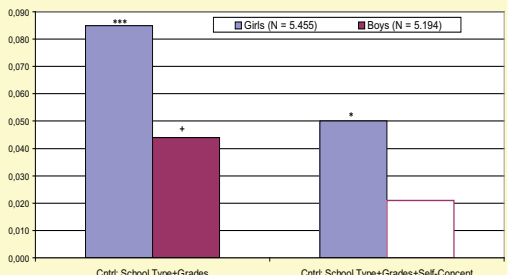


Source: NEPS-SC4_R_1-0-0, own calculation and illustration. Note: +p<0,10, *p<0,05, **p<0,01, ***p<0,001

Expectation to Attain the Abitur in 9th Grade: Differences Between Turkish and German Students (Reference) - AME

Turkish students are also more confident that they will succeed in attaining the Abitur than German students – and again the gap is larger between girls than between boys.

The high expectations of Turkish students are to a large extent due to their relatively high academic self-concept. However, even after controlling for self-concept, the expectation gap between the girls remains statistically significant.

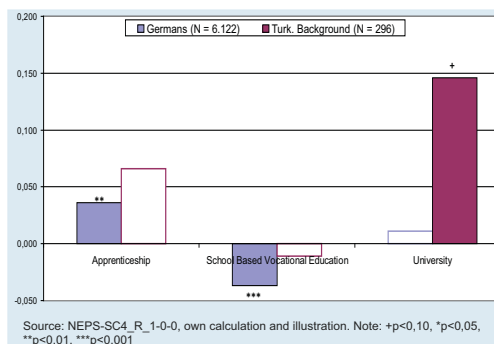


Source: NEPS-SC4_R_1-0-0, own calculation and illustration. Note: +p<0,10, *p<0,05, **p<0,01, ***p<0,001

Parents' Aspirations regarding the Vocational Education of their Child: Differences Between Sons and Daughters (Reference) - AME

Although there is no evidence that the school related aspirations of Turkish parents differ with regard to the gender of their child (e.g. Siegert/Roth 2013), the picture seems to differ when it comes to post-secondary education and vocational aspirations.

Turkish parents are also more often uncertain about the type of vocational education their daughters should attain compared to their sons (results not shown here).



Source: NEPS-SC4_R_1-0-0, own calculation and illustration. Note: +p<0,10, *p<0,05, **p<0,01, ***p<0,001