

TITLE OF THE DISSERTATION:

**Migrant Teacher Education. Factors influencing the decision to study
and the course of study.**

An analysis based on the National Educational Panel Study.

Source reference: Gülen, Şeyma (2021): Lehramtsstudium mit Migrationshintergrund. Einflussfaktoren auf die Studienfachentscheidung und den Studienverlauf. Wiesbaden: Springer VS.

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SUMMARY

While family-related social background characteristics have been discussed as the primary causal factor for educational inequalities in the past, the educational system and teachers have increasingly become the focus of academic and public debates in recent years. In the context of education policy debates, the focus is also on teachers with a migrant background - linked to the expectation that they counteract ethnic educational inequalities. However, the question of why there are so few teachers with a migration background has not yet been answered. This issue is also important because immigrant teachers are a major untapped resource for addressing the current teacher shortage.

In line with this debate, the dissertation project examines the *research question* of why there are so few teachers with a migration background by focusing on the teacher training program as the object of investigation. The first step is to investigate why students with a migration background are less likely to choose a teaching degree program than students without a migration background. In a second step, we analyze whether and to what extent there are differences in academic success after taking up a teaching degree program. On the basis of these two questions, it is possible to take a differentiated look at the reasons for the low proportion of teachers with a migration background and to find out on whether the reasons can be traced back to differences in the choice of studies or in success of the course.

For this purpose, the *data* of the National Educational Panel Study (NEPS) are used for a quantitative secondary analysis. The analysis sample is the starting cohort 5, which includes first-year students at universities in Germany in the winter semester 2010/11. The first research question about the differences in the study choice behavior of a teaching degree is investigated using the *method* of logistic regression analysis. The second research question concerning differences in the academic success of student teachers with and without a migration background is analyzed using event data analysis methods.

The *results* show that the causes of the underrepresentation of teachers with a migration background are primarily rooted to their choice of studies than to their academic success. In their career choice, students with a migration background are characterized by characteristics that favor the choice of a non-teaching degree program. These include a high upward orientation as well as a high willingness to take risks in the context of career choice and a bilingual habitus. While the teacher training program particularly is attractive for individuals who strive for professional and financial security, individuals with a migration background are more performance oriented.

In the context of their family migration biographies, they show a much stronger desire for career advancement and high prestige. In addition, experiences of failure at school have a negative impact on the choice of a teaching degree program for students with a migration background. For students without a migration background, on the other hand, negative performance experiences from the school biography favor the choice of the teaching profession. In their academic success, student teachers with and without an immigrant background differ only slightly from one another, in favor of those without a migration background. This is reflected in a slightly longer study period. In addition, this is shown in the grades at the beginning of the course in slight differences in favor of the teacher training students without a migration background, whereby these level out towards the end of the course.