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## ABSTRACT

A comparative study on the family environment, self-concept and school performances of Turkish, German and foreign students living in Germany

by

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There are 1.998.534 Turkish people living in Germany (Beauftragte der Bundesregierung für Ausländerfrage, 2002). According to Educational Department of Turkish Embassy in Berlin (2001), it is indicated that 517 552 Turkish students are attending to preschools, elementary schools, special education schools, and vocational schools. The most common problems of Turkish children, living as an immigrant, are feeling of insecurity, shyness, sociability, need for affection and feeling of loneliness (Charbit, 1977). Those children are more likely to be placed in the lowest track of that system, the Hauptschulen, and to leave it with its least valuable credential, a Hauptschule diploma without an apprenticeship. (Alba et al., 1994). It is also indicated that parenting style (Maccoby & Martin, 1983; Baumrind, 1991; Kagan & Moss, 1962; Palacios, 1991) and the parental education (Attili, 1989; Roopnarine, 1987; Maccoby & Martin, 1983; Baumrind, 1991; Weiss & Schwarz, 1996; Miller et al., 1993) have affect on the education of the children and the self-concept of the children.

Therefore, this comparative research aimed to investigate the self-concept levels of Turkish, German, mixed national background (Turkish-German) and foreign children and their school performance; and whether the family environment and the socio-economic status of the parents has an effect on their self-concepts and their school performance. Moreover, some

demographic information about the children of migrant Turkish workers is gathered and some of them are analysed in relation with their self-concept levels and their school performance.

Sample of this study consisted of 9-11 age group 4<sup>th</sup> grade elementary school students and 14-17 age group 8<sup>th</sup> und 9<sup>th</sup> grade “Hauptschule”, high school students in Karlsruhe, and it is divided into four groups: Turkish children, German children, mixed national background children and foreign children, whose parents are from different nationalities. The population of the study was 469 students: 99 of them are Turkish, 180 of them are German, 72 of them are mixed national background with Turkish or German mother or father, and 113 of them are foreigner.

As an instrument, Piers-Harris Self-concept Scale was applied to the students in each class in order to gather data about their self-concept levels. Moreover, Schneewind family environment scale was applied. Then, the demographic questionnaire was used to get a profile of Turkish and German students, and to learn the thoughts of those students about their parents, teachers and peers. Although most of the teachers stated as the Turkish children have lower performance in school performances, results indicated that Turkish, German and foreign students are very similar in school performances, family environment and self-concept levels.

## Übersicht

Eine vergleichende Studie in Hinsicht auf das Familienklima, Selbstkonzept und die schulische Leistung von Türkischen, Deutschen und ausländischen

Schülern in Deutschland

von

Aysegül Somcelik-Köksal

In Deutschland leben 1.998.534 Türken (Beauftragte der Bundesregierung für Ausländerfrage, 2002). Gemäß dem Amt für Erziehung des Türkischen Generalkonsulats in Berlin (2001), gehen 517 552 Türkische Schüler auf die Vorschule, Grundschule, Sonderschule und Berufsschule. Im Allgemeinen haben Kinder türkischer Zuwanderer häufig das Gefühl von Unsicherheit und Einsamkeit, sind Scheu, haben Schwierigkeiten mit der Sozialisierung und haben einen besonderen Bedarf an Zuneigung (Charbit, 1977). Diese Kinder finden ihren Platz eher im unteren Bereich des Schulsystems, den Hauptschulen, und verlassen diese Schulen mit einem schlechten Hauptschulzeugnis ohne Ausbildung (Alba et al., 1994). Es wird gezeigt, dass der Erziehungsstil (Maccoby & Martin, 1983; Baumrind, 1991; Kagan & Moss, 1962; Palacios, 1991) und die Schulbildung der Eltern (Attili, 1989; Roopnarine, 1987; Maccoby & Martin, 1983; Baumrind, 1991; Weiss & Schwarz, 1996; Miller et al., 1993) eine Wirkung auf die Erziehung und das Selbstkonzept der Kinder haben.

Das Ziel dieser vergleichenden Studie ist, den Selbstkonzept Level von Türkischen, Deutschen Kindern, Kindern mit gemischt nationalem Hintergrund (Türkisch- Deutsch) und Ausländischen Kindern, und der Leistung in der Schule zu erforschen und den Vergleich anzustellen, ob das familiäre Umfeld

und der Sozioökonomische Status der Eltern eine Auswirkung auf ihr Selbstkonzept und ihre schulische Leistung haben. Darüber hinaus wurden einige demographische Informationen über türkische Migrantenkinder gesammelt und einige von diesen Informationen anhand der Beziehung von Selbstkonzept Level und der schulischen Leistung ausgewertet.

In dieser Studie wurden neun bis elf Jährige Schüler aus der vierten Klasse und Hauptschüler zwischen 14 und 17 Jahren der achten und neunten Klasse aus Karlsruhe ausgewählt. Hierbei wurde in vier Gruppen aufgeteilt: Türkische Kinder, Deutsche Kinder, Kinder aus gemischt nationalem Hintergrund und Kindern mit Eltern aus anderen Nationen. Bei dieser Studie haben insgesamt 469 Schüler teilgenommen: 99 Türkische, 180 Deutsche, 72 mit gemischt nationalem Hintergrund, also mit Deutscher oder Türkischer Mutter bzw. Vater und 113 anderen Ausländern.

Zur Messung des Selbstkonzepts der Schüler wurden in jeder Schulklasse die Daten anhand der Piers- Harris Selbstkonzept Tabelle gesammelt. Zudem wurde das Familienumfeld Skala von Schneewind angewendet. Im Anschluss dazu wurde ein demographischer Fragebogen genutzt, um ein Profil der Türkischen und Deutschen Kinder zu erhalten und zu lernen, was die Kinder über ihre Eltern, Lehrer und Gleichaltrigen denken.

Obwohl die meisten Lehrer behaupteten, dass Türkische Kinder eine geringere Leistung in der Schule haben, zeigt die Studie, dass Türkische, Deutsche und Ausländische Schüler sehr ähnlich in ihrer schulischen Leistung, dem Familienumfeld und ihrem Selbstkonzept Level sind.

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