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[„Actually I am different.“
Subjective constructions of
ethnic identity in a migration
context and new ways in
psychological acculturation
research]

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An integrated cost and performance model to inform capability selection during early- phase systems engineering: Case analysis and multi-objective optimization.

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Abstract [English]

"the paper examines the impact of underachievement on inequality of educational opportunities and of personality traits as a mediating mechanism between the two. the paper develops a definition that is suitable to identify underachievement in the german school system with its different types of secondary schools. underachievement is defined as attending a school type that is below the individual cognitive learning potential, measured by tests for fluid intelligence. the empirical analyses use the data of the german socio-economic panel (gsoep). they show that underachievement is dependent on social origin. this clearly violates the principle of equal opportunities. compositional differences in personality traits between children with different social background are not responsible for differences in the risk of underachievement. moreover, the influence of personality traits is larger for children from higher social classes, and not for children from lower social classes. a comparison of school grades of underachievers and non-underachievers reveals finally that not differences in school performance, but differences in educational decisions cause the higher risk of underachievement of children from lower classes." (author's abstract)

Keywords: Ethnic identity, acculturation orientations, domain specificity

Abstract [Deutsch]

"der beitrag untersucht, inwiefern ungleiche bildungschancen mit dem phänomen von underachievement verbunden sind und ob persönlichkeitsseigenschaften den zusammenhang von sozialer herkunft und bildungschancen vermitteln. underachievement ist - entsprechend dem mehrgliedrigen deutschen bildungssystem - als besuch eines schultyps definiert, der unterhalb des jeweiligen individuellen kognitiven lernpotenzials von jugendlichen liegt. die analysen basieren auf daten des sozio-oekonomischen panels (soep). sie zeigen, dass das risiko eines underachievement und damit die entdeckung vorhandener lernpotenziale stark von der sozialen