

Wen-Chen Hu, Jyh-haw  
Yeh, Lixin Fu , Hung-Jen  
Yang

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

Theologische Hochschule  
Friedensau

## Handheld Computing and Programming for Mobile Commerce.

Wen-Chen Hu, Jyh-haw Yeh, Lixin Fu , Hung-Jen Yang von Wen-Chen  
Hu, Jyh-haw Yeh, Lixin Fu , Hung-Jen Yang

### Abstract [English]

'researchers an educational inequality dispute whether the development of the educational system and the different educational reforms that have taken place in germany since the 60s have led to a reduction of the effects of social background an educational participation. the empirical analyses of this question are based an large samples of official microdata an participation of education for 14 to 18-yearold youths. the second question this paper deals with is whether the sequential logit model that was suggested for the analysis of educational inequality in the usa can also be used for the analysis of the educational inequality in the german tripartite educational system. during the discussion of this previously unconsidered issue, fit was discovered that the statistical and decision-theoretical assumptions of sequential logit models do not fit the decision situation in the german educational system. in contrast, multinomial logit models can be considered as an appropriate method for the german situation. the empirical results show that educational participation is still closely connected to social background. in addition, statistically significant changes took place between 1950 and 1989 that led to a reduction of inequality. this particularly applies to the odds of attending a middle or upper secondary school in place of a lower secondary school. this dismantling of inequality is closely connected with the declining effects of the occupational position of the head of the family. however, regarding the odds of attending upper versus middle secondary school, inequality by and large remains unchanged.' (author's abstract)|

Keywords: Ethnic identity, acculturation orientations, domain specificity

### Abstract [Deutsch]

'in der forschung zur bildungsungleichheit ist es umstritten, ob der ausbau und die verschiedenen reformen des bildungswesens in deutschland seit den sechziger jahren zu einem abbau der herkunftsspezifischen ungleichheiten in der bildungsbeteiligung geführt haben. für die empirischen analysen zu dieser fragestellung werden umfangreiche amtliche mikrodaten zur bildungsbeteiligung 14-18jähriger deutscher jugendlicher genutzt. des weiteren setzt sich der