

Who's Becoming A Teacher In Switzerland? The Role Of Gender And Migrant Background

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Overview

1. Becoming a teacher – How, who and why?
2. Migrant Background – A matter of definition
3. Data, Operationalizations and Method
4. Results
5. Conclusions

1) Becoming a Teacher (in Switzerland) – How?

- 1830s – 2000: Specialized teacher training seminars («Lehrerseminar»)
- Training for Secondary Stage II teachers (ISCED 3): Universities (not the topic here)
- After 2000: Establishment of «Universities of Teacher Education (UTEd)»
 - General qualification for university entrance needed («Matura»)
 - Authority lies within the cantons (not the federal state)
 - Primary school teachers: Bachelor, 3 years
 - Secondary school teachers: Master, 4 – 4 ½ years

1) Becoming a Teacher (in Switzerland) – Who?



- Females without migrant background (Beck et al. 2014, FOS 2014)

1) Becoming a Teacher in Switzerland – Why?

- Good pay and lots of vacation...?
- Choice of field of study (or profession) as a rational process of weighting preferences, costs (including non-monetary) and the probability of successful completion of the chosen track
- Value-expectancy model (Wigfield and Eccles 2000, Pohlmann and Möller 2010): intrinsic and extrinsic motivation as well as expectancy to complete training successfully

1) Becoming a Teacher in Switzerland – Why?

- Women: (At least theoretically) Absence of wage discrimination, differing career preferences (Denzler et al. 2005; Denzler & Wolter, 2008; Neugebauer 2013)
 - Stronger (intrinsic) social motivation (Neugebauer 2013, Denzler and Wolter 2008)
 - Lower (extrinsic) career expectations as well as stronger time preference (Denzler and Wolter 2008)
- both higher with aspiring teachers and rather higher with women
- Immigrant Background: Not much research in Switzerland (although high proportion of people with an immigrant background)

1) Becoming a Teacher in Switzerland – Who cares?



- Feminisation of teaching staff possibly leads to inferior school performance of boys and is interfering with the development of their gender identity (although not much evidence for that claim, see Neugebauer/Helbig/Landmann 2010)
- Rising numbers of pupils with a migrant background is creating a demand for a likewise teaching staff (Bräu et al. 2013, Edelmann 2014)
 - role models
 - more respect for diverse biographies
- Public schools should represent society as a whole (EKA 2015)

2) Immigrant Background – A Matter of Definition

- Empirical studies on educational matters sometimes have to work with data, that originally wasn't gathered with the study's topic in mind (public data, statistical offices ...) (Dubowy et al. 2011, Gresch and Kristen 2011, Kemper 2010)
- To deal with research questions concerning immigrants, one sometimes has to work with insufficient data (risk of bias)
- Nationality, country of birth (respondent and/or parents), mother tongue, ...
- Depending on the research question, all can be valid as an operationalization of "immigrant background".
 - Nationality: political matters...
 - Country of birth: "Cultural identity", comparability with people from same country of birth...
 - Mother Tongue: School achievement reading...

3) Data, Operationalizations and Method

- Data:
 - "Social and Economic Conditions of Student Life“, FOS Switzerland 2014 (gathered 2013)
 - Allows for comparison of all students in higher education institutions in Switzerland
 - Allows for differentiation with respect to migration background
 - Representative sample of 18.192 students from all higher education institutions of Switzerland

3) Data, Operationalizations and Method

Country of Birth (CoB)	Nationality	Parents' CoB		
		Both CH	One CH	Both abroad
CH	Born CH	NF, NB, NN	<i>NF, 2B, NN</i>	<i>2F, 2B, NN</i>
	Naturalized CH	NF, NB, NN	<i>2F, 2B, NN</i>	<i>2F, 2B, NN</i>
	Foreign	<i>2F, NB, FN</i>	2F, 2B, FN	2F, 2B, FN
Abroad	Born CH	<i>NF, 1B, NN</i>	<i>NF, 1B, NN</i>	<i>1F, 1B, NN</i>
	Naturalized CH	<i>1F, 1B, NN</i>	<i>1F, 1B, NN</i>	<i>1F, 1B, NN</i>
	Foreign	1F, 1B, FN	1F, 1B, FN	1F, 1B, FN

F: Operationalization FOS; B: Operationalization CoB, without Nationality; N: Operationalization Nationality, without CoB; N: «No Migration Background»; 1: «1st Gen.»; 2: «Second Gen.»; F: «Foreigner»

3) Data, Operationalizations and Method

- 3 different constructions of migrant background, gender and interactions of migrant background and gender
- Motives for choice of higher education institution:
 - 1 item intrinsic (professional interest), 4 items extrinsic (career motivation), 1 item expectancy
- Shares of gender and migrant background: frequencies and tables
- Motives for choosing higher education institution: multivariate regressions (with parental education and ISEI as controls)
- Higher education institution: University of Teacher Education (UTEd) vs. University and University of Applied Sciences (UAS)

4) Results

	UTEd (N = 10.225)			University (N = 49.404)			UAS (N = 30.510)		
	F	B	N	F	B	N	F	B	N
No MB	84%	69%	90%	69%	51%	78%	73%	58%	81%
MB	16%	31%	10%	31%	49%	22%	27%	42%	19%
1st Gen.	10%	12%		22%	25%		18%	21%	
2nd Gen.	6%	19%		9%	24%		9%	21%	

Data: FOS 2014, weighted data, deviations because of rounding.

4) Results

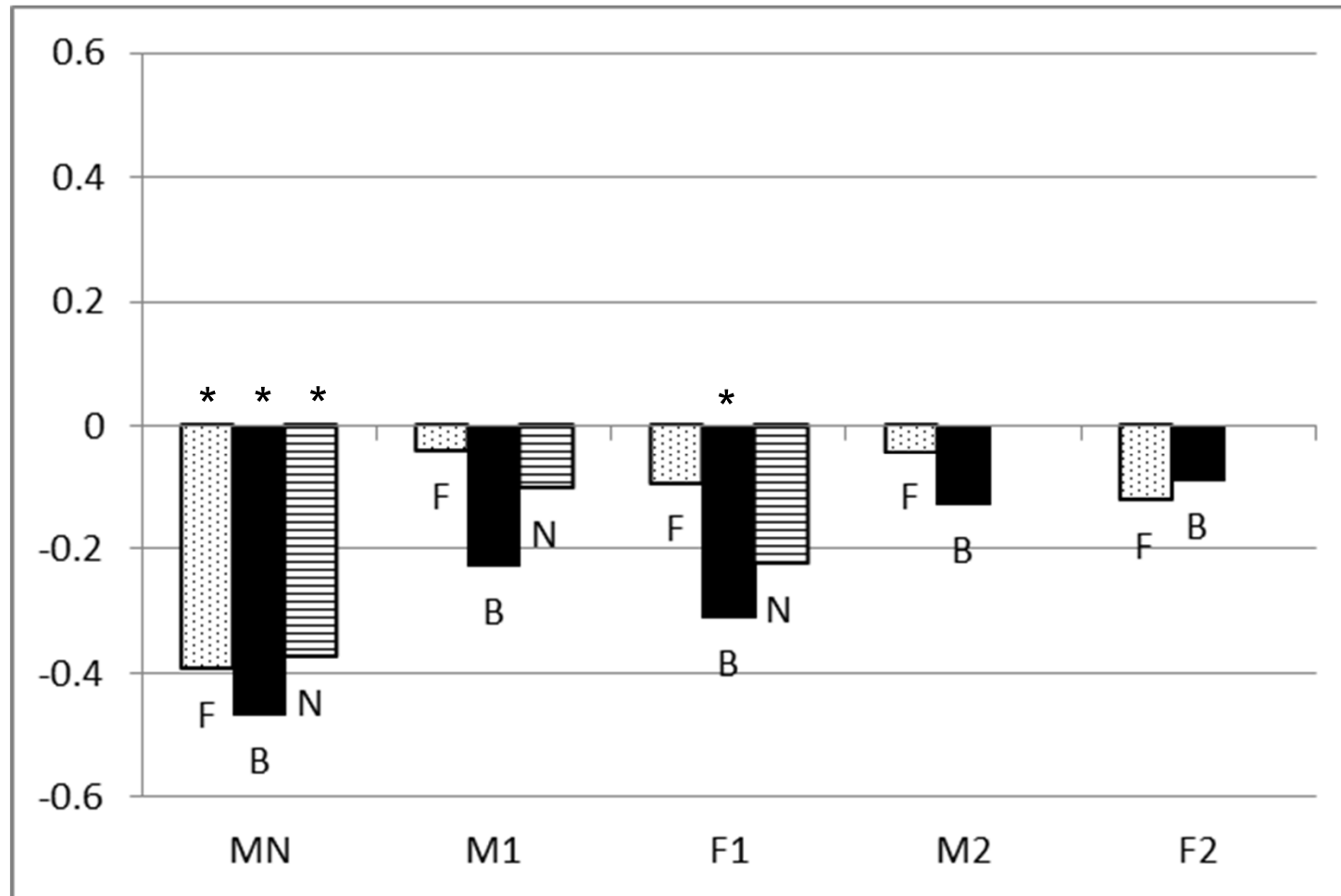
	F		B		N	
	male	female	male	female	male	female
No MB	25%	75%	25%	75%	25%	75%
MB	22%	78%	24%	76%	20%	81%
1st Gen.	21%	79%	21%	79%		
2nd Gen.	23%	77%	26%	74%		
Total	25%	75%	25%	75%	25%	75%

Data: FOS 2014, N=10.225 (weighted data), deviations because of rounding.

4) Results

- Shares of students with a migrant background vary quite a lot depending on operationalization
- There doesn't seem to be much intersectionality within the teacher students body (slight disadvantages for 1st Gen. males)

4) Results: Intrinsic Motivation

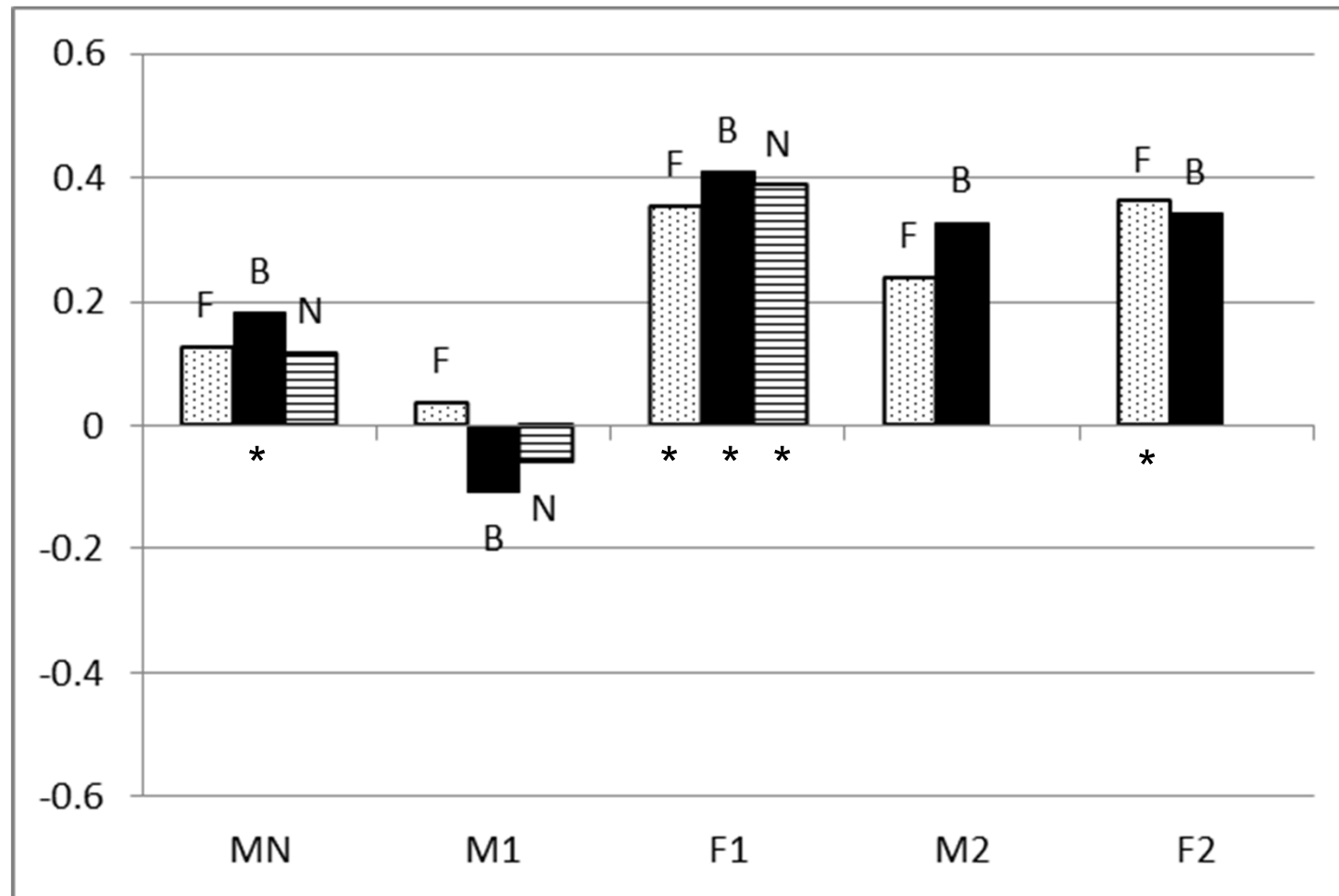


Standardized Coefficients

MN: Male, without MB M1: male 1st Gen., W1: female 1st Gen., M2: male 2nd Gen., W2: female 2nd Gen.;

*: $p < 0.05$, Data: FOS 2014a; N=1.379, weighted data

4) Results: Extrinsic Motivation

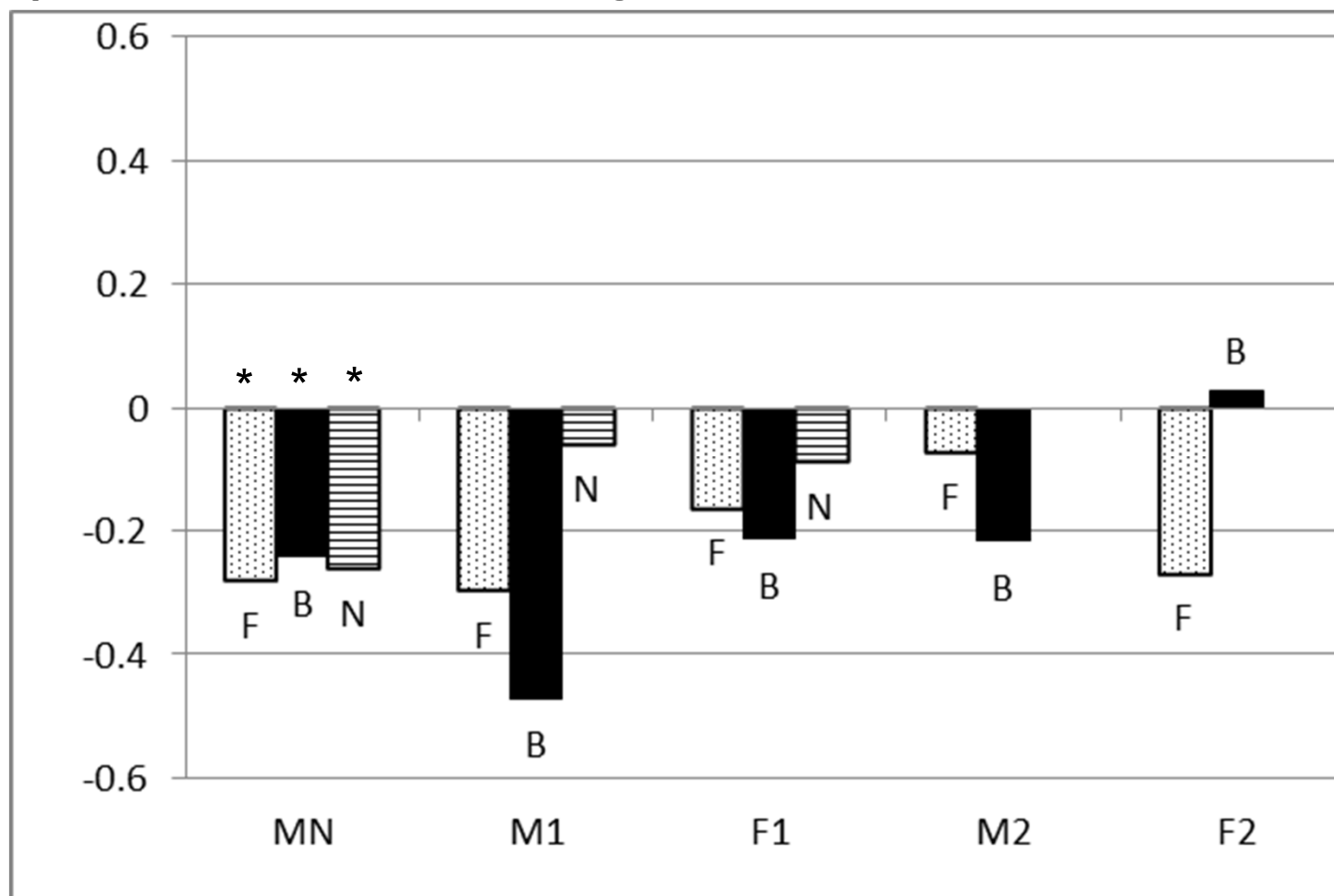


Standardized Coefficients

MN: Male, without MB M1: male 1st Gen., W1: female 1st Gen., M2: male 2nd Gen., W2: female 2nd Gen.;

*: $p < 0.05$, Data: FOS 2014a; N=1.379, weighted data

4) Results: Expectancy



Standardized Coefficients

MN: Male, without MB M1: male 1st Gen., W1: female 1st Gen., M2: male 2nd Gen., W2: female 2nd Gen.;

*: $p < 0.05$, Data: FOS 2014a; N=1.379, weighted data

5) Conclusions

- Gender and migrant background: clearly two determinants of choosing to become a teacher
- «Why» remains rather unclear: very low explanatory power of statistical models (at least with this data)
- «Construction of difference» matters: obvious differences depending on operationalization with regard to migrant background
- Motives:
 - Females without migration background show higher intrinsic motivation and higher expectancy
 - 1st Gen. females show higher extrinsic motivation (teaching profession as a mean for social mobility?)
 - 1st Gen. Males show lowest expectancy

5) Conclusions

- Benefit of data:
 - Large, representative sample
 - Comparing with other students

- Shortcomings:
 - Choice is modeled post hoc
 - Maybe they don't choose to study, they choose to learn a profession
 - Insufficient items regarding motivations

Thank You very much for listening!

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Visit: <https://blogs.phsg.ch/dival/>

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