

Chapter I

INTRODUCTION

In every child who comes into the world, hopes and dreams of the human race are born anew. This is the duty of the parents and then all people to give every child the best possible start in life, in a family environment that offers the love, the care and the nurturing that children need to grow, to learn and to develop to the fullfilled by using the resources (UN Special Session on Children, 2002).

As main purpose is to develop fulfilled children, one of the most important focus to attend on is the educational and participation rights of the children. It is defined that every child has the right of development and, related with that, has the right of attending to school - education. On the other hand, this is the fact that, all the people living in the world are distinguished and united by differences and similarities according to gender, age, language, culture, race and other factors. Such diversity challenges our intellect and emotions as people learn to work and live together in harmony. It is declared by J. Delors et al. (1997) that "Education is above all an inner journey whose stages correspond to those of the continuous maturing of the personality". Every culture teaches its child how to behave, every family shares its knowledge of the world with its children and every society has specialized moments of learning at different stages of life. Informal education in the family interacts with the years of formal education in schools from childhood to higher education and adult education. All through life, people acquire new skills while playing a role of transmitting traditional knowledge. Personal and social identity, expressed through language and

culture, is formed by the continuous role of transmitting knowledge and learning, as people move through the different stages of life (Matsuura, 2001).

Although every child has the right to education, leisure and cultural activities, the implementation of the child rights are changing from country to country, from culture to culture. It is known that the families are the smallest groups of the culture and the country and the preamble of the United Nations Convention on the Rights of Child recognizes the family as the “fundamental group of society and the natural environment for the growth and well-being of all its members and particularly children”. Familiar forms and practices vary with culture and, therefore, programs to implement the Child Rights need to address cultural issues.

It is stated that, there are 1.998.534 Turkish people living in Germany and %33 of them are children (Türkiye Araştırmaları Merkezi, 2000). 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.

Most of the Turkish students, attending on Turkish lessons in German schools, are the children of low-incomed parents. Some of the students can not see their parents due to their hard work. Most of the parents hear the school problems of their children from the complaints coming from teachers. These are the families who are most affected from unemployment. The psychological development of the children is negatively effected from the economic problems, uneasiness, violence between parents (Educational Department of Turkish Embassy in Berlin, 2001).

The majority of migrants in Germany came from their rural homes to metropolitan cities. The “first generation” Turks came to Germany from Anatolian villages. Guest-workers occupy the lowest strata of German society, and almost 90% find themselves in the lowest income brackets (Raoufi, 1981). There is a two-fold problem resulting from the social concern for schooling. On the one hand, such children confront a cultural environment which differs fundamentally from that of their origins and the behavior patterns of their families. On the other hand, unless special care is taken in their school, the culture shock leads to weak scholastic achievement and consequently to repetition, school failure, or transfer to a remedial school (Poonwassie and Ray, 1992).

Charbit (1977) indicated that the most common problems of Turkish children, living as an immigrant, are feeling of insecurity, shyness, sociability, need for affection and feeling of loneliness.

A statistical study of the school careers of foreign children in seven countries in EU shows that a substantial proportion experience difficulties in the school system of their host country. Proportionally, they are more often directed into special education, for example, or into the shorter secondary cycles, or vocational training. Conversely, they are less present in upper secondary classes, where the general education is given that is needed for going on to higher studies (OECD, 1987). Their children, even when raised in the receiving society and exposed to its opportunities, tend to attain less than do the average members of the majority, because of the impact of socio-economic disadvantages. Their 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).

According to Bernard (1999), healthy children with positive early learning experiences and supportive, involved parents are thus most likely to succeed in school. On the other hand, parents may not always have the tools and backgrounds to support their children’s cognitive and psychological development throughout their school years. Parents’ level of education, for example, has a multifaceted impact on children’s ability to learn in school. In the research of Williams (2000) children whose parents had primary school education or less have lower test scores or grade repetition than children whose parents had at least some secondary schooling.

It is also indicated that the parenting styles have an effect on the development of children. According to categorizing the parental styles whether they are high or low on parental demandingness and responsiveness creates a typology of four parenting styles: indulgent, authoritarian, authoritative, and uninvolved (Maccoby & Martin, 1983). The lack of warmth in the authoritarian parent-child relationship may then in turn produce a child with low self-esteem, moodiness and anxieties about social comparison (Attili, 1989). The authoritative style of parenting promotes high self-esteem, the child learns to be questioning but responsible and friendly, to relate to others and take account of their view, and to be independent, responsible and socially resilient (Roopnarine, 1987). The children of permissive parents are likely to show low self-esteem, aggressiveness and disobedience, and to be more impulsive and moody as adolescents (Maccoby & Martin, 1983). Parenting style has found to be predicting child well-being in social competence, academic performance,

psychosocial development and problem behavior (Baumrind, 1991; Weiss & Schwarz, 1996; Miller et al., 1993).

Of all social concepts self is the most basic. It enables the individual to adopt a particular stance from which to view the world as a source of reference, which mediates social experience and organizes behaviour toward others. It has a key role because it determines how each of us construes reality and what experiences we seek out in order to fit in with the self-image. Thus, to understand the nature of child development in general and of any given individual in particular, the self must be taken into account (Schaffer, 1996).

The self has traditionally been assigned an important place in formulations regarding the social nature of the individual and the character of social interaction (Turner, 1968). In parallel with this conception, the self, along with its descriptive component, self-concept, which reflects the beliefs or cognition a person holds about himself/herself, and its evaluative component, self-esteem, which reflects the general sense of personal worth an individual embraces for himself/herself, are considered to have substantial effects on human behaviour in many diverse areas, such as conformity, attraction, causal attribution, achievement, helping (Campbell, 1990), social comparison, persuasion, cognitive dissonance (Brown and Mankovski, 1993) and cognition, motivation and emotion (Markus and Kitayama, 1991).

Self-esteem is considered to be an important index of mental health. High self-esteem during childhood has been linked to satisfaction and happiness in later life, while low self-esteem has been linked to depression, anxiety, and maladjustment both in school and social relations (Harter, 1993). The self is a key locus of motivation and affect (Gaertner et al., 2002; Sedikides and Brewer,

2002). Moreover, according to the description of Gordon Allport (1961), a purposeful, rational man is aware of him/herself and able to control his/her future through his/her aspirations.

Coopersmith (1967) suggests that high self-esteem require two things: setting high goals and some success in reaching those goals. Contrary to popular opinion, self-esteem in children is not related to good looks, being tall, mother being at home and high socioeconomic status of the family. It is related with the parents' attitudes, such as, setting high standards, showing respect and love for the child.

Gecas and his colleagues (1974) suggest that the adolescent's self-concept is built from the interactions between him/her and the significant others in his/her environment. That is why, parents, classmates, friends, and teachers are the effective people in building the self-concept of the children (Harter, 1993). Parents are the most important persons in the adolescent's life and that this conception of him/herself is the product of "long, intense, and intimate" (p.23) interaction with them (Gecas et al., 1974).

Statement of the Problem

As constantly reported in the literature on the development of children, parents have an important effect on the self-concept and the school performance of the children. The school performance of the Turkish children living in Germany is not pleasant and there is a lack of related studies in the parental affects on the Turkish children.

Therefore, this research aimed to examine 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 the self-concept and their school performance. The data will be gathered from the view of students. The socio-economic status is taken as parental education and parental occupation. Moreover, some school-related characteristics of the children will be gathered and some of them will be analyzed in relation with their self-concepts and their school performance.

Significance of the Study

As mentioned before, 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. There is not any study found on the

parental affects on the self-concept levels and the school performance of the Turkish children living in Germany.

Thus, the significance of the study is 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 the self-concept 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.

It is hoped that the research will provide psychologists, counselor, teachers, policy makers, non-governmental organizations or people who are related with Turkish immigrants with a better understanding of the possible problems and finding solutions to those cases. Moreover, it is hoped that the conclusion of this research will give remarkable points and ideas for the future researchs about the situation of the Turkish immigrants living in Germany. Then, the results could be a light for approaching styles to the Turkish immigrants in Germany or other immigrants around the world, and also approaching styles to the Turkish parents with a better understanding.

Chapter II

REVIEW OF LITERATURE

In the review of literature section, there are four main parts that are immigrancy, parental effects on education of the children, self-concept, and German educational system. In the immigrancy part, the informations about the Turkish immigrants living in Germany, the socio-cultural situation of the Turkish

immigrants, and the children of Turkish immigrants and their educational situation are given. In the parental effects on education of the children part, family environment, the effect of family environment on school success and the effects of parental education on school success are provided. In the self-concept part, self and its development and the factors affecting the development of self-concepts are given. Then, German school system is mentioned in order to understand the basis of the school system, where Turkish immigrants are living.

Immigration

Immigration is a movement of people individually or in families, acting on their own individual initiative and responsibility without official support or compulsion, passing from one country to another with the intention of residing there permanently (Fairchild, 1928).

In the study on world minorities of UNESCO, the criteria that define minority groups were listed as follows (Marden and Meyer, 1968):

(1) Minorities are subordinate segments of complex state societies; (2) minorities have special physical or cultural traits which are held in low esteem by the dominant segments of the society; (3) minorities are self-conscious units bound together by the special traits which their members share and by the special disabilities which these bring; (4) membership in a minority is transmitted by a rule of descent which is capable of affiliating succeeding generations even in the absence of readily apparent physical or cultural traits.

Turkish Immigrants in Germany

Turkish Government and German Federal Government signed an agreement upon getting a work force in Oktober 30th, 1961. There were not any component related with the education and the cultural needs of the Turkish workers in this agreement and the "Agreement on Social Safety" signed in Bonn (Yalcin, 2003).

Guest-workers are forced to leave their home countries due to economic necessity, as pressures from poverty and unemployment become unbearable. In 1961, there were 6800 Turkish people living in Germany and in 1975 it was more than 1 million people. According to Beauftragte der Bundesregierung für Ausländerfrage (2006), there are 1.738.331 Turkish people living in Germany. The demographic statistics states that %33 of the Turkish people living in Germany are the children (Türkiye Araştırmaları Merkezi, 2004).

It is indicated in the statistics of Bundesregierung für Ausländerfrage (2002) that 51,7% of Turkish people are living in Germany since 15 years, 42,9% of them are since 20 years, 27% of them are since 25 years and 10% of them are more than 30 years. Moreover, 746.551 Turkish people were borned in Germany. The number of Turkish people, who changed their nationality to German, is 424.513.

The Socio-cultural Situation of Turkish Immigrants

In order to appreciate the educational problems faced by guest-workers' children in Germany, it is essential to emphasize a given set of socio-political and economic conditions determining the way of life of their parents. The economic function of guest-workers is to regulate Germany's employment. Whenever the need arises, depending on the whole mechanism of expansion and recession involved in the production process, this foreign labour army can be employed or dismissed immediately. The euphemistic term guest-worker conveys the notion of being entitled to integration into German society but, in reality, these foreign workers are treated merely as objects whose fate is determined by the fluctuations of the German economic health of the nation. In

1980s', it is considered that this term has lost its literal meaning, and the statistics showed that only 41% of foreign workers intend to return home. The majority stayed longer than initially intended, and meanwhile their children borned in the host country (Raoufi, 1981).

The majority of migrants in Germany have come from their rural homes to metropolitan cities. The "first generation" Turks has come to Germany from Anatolian villages, not from Istanbul. There is a two-fold problem resulting from the social concern for schooling. On the one hand, such children confront a cultural environment which differs fundamentally from that of their origins and the behavior patterns of their families. On the other hand, unless special care is taken in their school, the culture shock leads to weak scholastic achievement and consequently to repetition, school failure, or transfer to a remedial school (Poonwassie and Ray, 1992).

Guest-workers occupy the lowest strata of German society, and almost 90% find themselves in the lowest income brackets. The complicating factors contributing to the low chances of guest-workers have for upward mobility arise out of: a transition from less-developed regions to industrialised urban settings; their low degree of educational and vocational training, which is at least partially a function of a certain degree of illiteracy; their poor command of the German language, because of which they miss an important function of social communication (Raoufi, 1981).

Workers, low-incomed people and people who get social help, don't have warm relations with German people. Social control and gossip negatively affects the families and children. Most of the Turkish families hesitate from the gossip

attitudes of the Turkish society and hinder their children's integration to the German society.

The number of Turkish labourers living in the EU countries is declining as the time passes. When looking at the social development, it is seen that there is no longer a homogenous group of labourers among the Turkish migrants. There are now officers, artists, politicians, academics, sportsmen, etc in enough large numbers to indicate the formation of a heterogenous group among the Turks. As the first generation is retiring, the number of Turkish university graduates is increasing demonstrating the social change within the generations (Centre for Studies on Turkey, 2004).

It is indicated that, the percentage of Turkish people who are both Turkish and German speaking is, 87% in 14-18 age group, %75 in 19-29 age group and 67% in 30-39 age group (Presse und Informationsamt der Bundesregierung, 2001).

According to Ausländerbeauftragte des Senates von Berlin (2002), Turkish people get information from both German and Turkish media (TV, radio, newspaper, etc). It is mentioned that, 89% of Turkish people are graduated from any level of school and got diplom (Table 1).

Table 1. The educational situation of Turkish people living in Germany

Year	Primary school	Secondary school	High school	University	No diplom
2001	46	25	12	7	11
1999	49	23	10	6	12
1993	47	23	15	5	11

It is indicated that 55% of Turkish people are in contact with German friends many times in a week. The 81% of Turkish people have German friends. (Presse und Informationsamt der Bundesregierung. 2001).

Children of Turkish Immigrants and Their Educational Situation

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. Beside that, 22 301 students are attending to universities. However, there is not a definite information about the educational situation of the Turkish origin students who decided to pass a German nationality.

According to the statistics of Statistisches Bundesamt (2001), there were 407.459 students attending to school in the school year of 2000/2001 (Table 2).

Table 2. Turkish children attending to school in German schools

Type of school	Boys	Girls	Total
Elementary school	94.791	89.979	184.770
Orientation stage	8.043	7.245	15.288
Hauptschule	46.841	41.164	88.005
Realschule	16.637	17.953	34.590
Gymnasium	10.421	11.912	22.333
Integrierte Gesamtschule	16.423	16.498	32.921
Frei Waldorfschulen	55	67	122
Sonderschule	16.100	10.389	26.489
Abendhauptschule	86	86	172
Abendrealschule	830	665	1.495
Abendgymnasium	465	422	887
Kolegs	187	200	387
Total	210.879	196.580	407.459

The foreign child needs to be socialized in such a way as to distinguish between the value system of Germany and that of his homeland, and to apply the corresponding norms in a meaningful and constructive way to each. The present process of socialization does not accomplish this goal. The foreign family is not capable of providing help since it is exclusively or largely rooted in the values of its home culture. The school also does not succeed in mediating

between the two cultures and in allowing the foreign child to develop a bicultural personality (Raoufi, 1981).

A statistical study of the school careers of foreign children in seven countries in EU shows that a substantial proportion experience difficulties in the school system of their host country. Proportionally, they are more often directed into special education, for example, or into the shorter secondary cycles, or vocational training. Conversely, they are less present in upper secondary classes, where the general education is given that is needed for going on to higher studies (OECD, 1987).

It is indicated in Figure 1 (Alba et al, 1994) that the cause of the deviant behaviours of foreign workers' children is related with the discrimination against children from lower class and low level of integration of parents. Unequal opportunities and low level of integration causes low level of academic performance, then comes unemployment and at the end deviant behaviours occur.

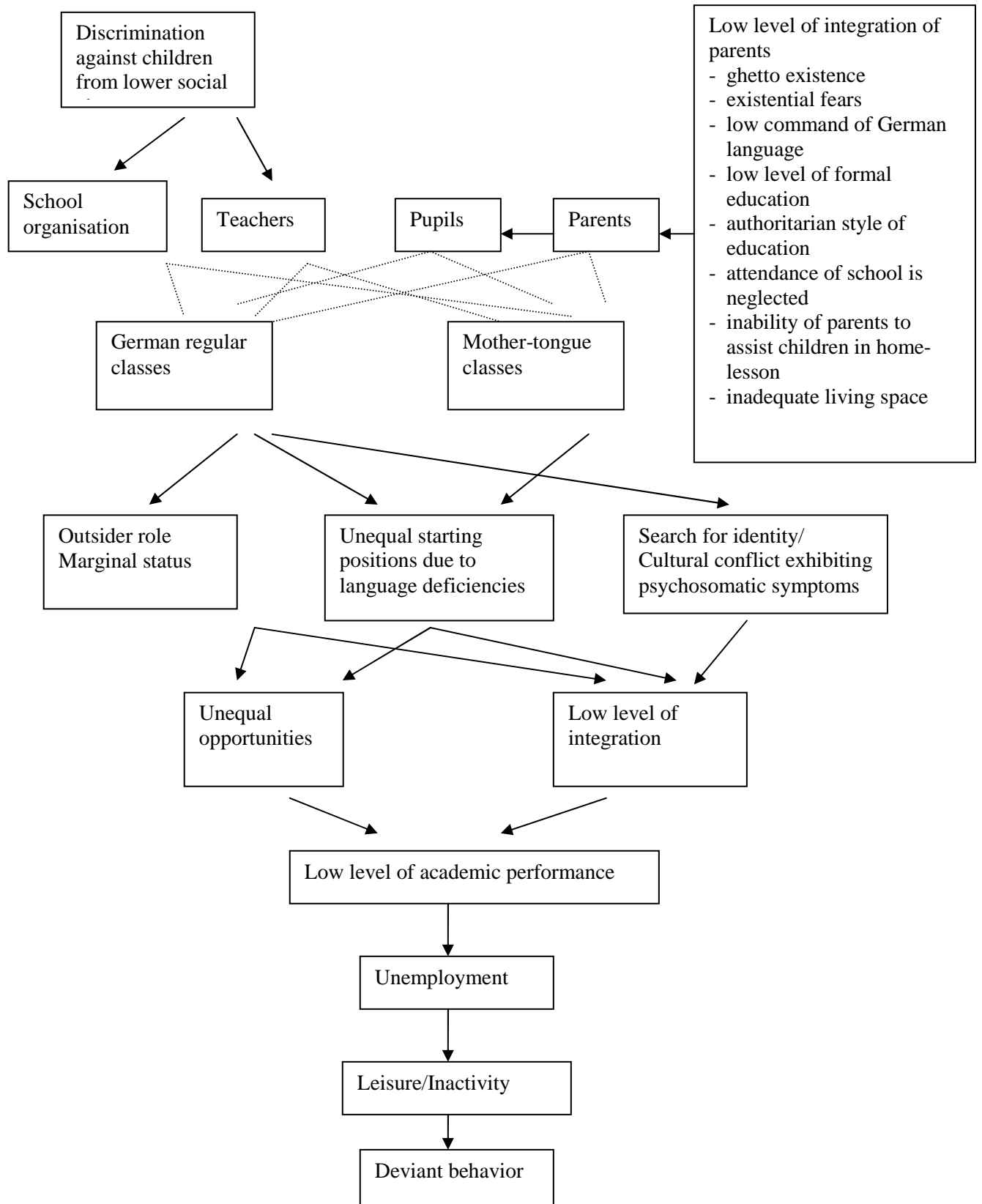


Figure 1: Factors affecting the low academic performance of foreign workers' children in Germany (Alba et al., 1994)

Recent years one of the biggest problems of Turkish students is the “Sonderschule”. Students, who have learning problems, attend on “Sonderschule”. In 1995, 28 998 students were attending to high school, while 24 689 students were attending to “Sonderschule”. In 2000-2001 school years, the situation was worst and 26 331 Turkish students attended on these schools (2001 Istatistiki Bilgi Formu, T.C. Berlin Büyükelciliği Egitim Müsavirliği Yayini). In 1996, 349 Turkish speaking children out of 10 000 children were attending to “Sonderschule”, while 299 foreigner children living in Germany out of 10 000 children and 162 German children out of 10 000 children were attending (Bonn Büyükelciliği Egitim Müsavirliği, Temel Veriler-T.C. Egitim Istatistikleri, Nisan 1996).

According to the observations of Yalcin (2003), who is working as a Turkish teacher in German schools since 1989, the problems of most of the students, who are attending to “Sonderschule”, are related with the following situations: living in districts where they are isolated from the German society, and where unemployment and social pressure is prevalent; and marrying with relatives, which is mostly resulted with genetic defeat of children.

Charbit (1977) indicated that the most common problems of Turkish children, living as an immigrant, are feeling of insecurity, shyness, sociability, need for affection and feeling of loneliness. Turkish people are living in better life conditions, than the first years of the migration, under the protection of the new Citizenship Law in 1999 (Türkiye Araştırmaları Merkezi, 2000).

It is argued that immigrants, who often come ultimately from rural areas in less industrialized societies, tend to enter the labor force of the receiving society on its lower rungs. Thus, their children, even when raised in the receiving

society and exposed to its opportunities, tend to attain less than do the average members of the majority, because of the impact of socio-economic disadvantages. Their 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).

Parental Effects on the Education of Children

In this section, the effects of parents on children are going to be given in three main parts, that are family environment, the effect of family environment on school success and the effects of parental education on school success.

Family Environment

Cross-cultural psychologists see culture both as a result of human social behavior and as a causal agent which shapes human behavior (Segall, 1979).

Whiting and Edwards (1988) have remarked that the settings frequented by adults and children strengthen, if not create, behavioral dispositions far beyond the conscious intent of the parents and teachers who supervise children's lives within them. The nature of the setting is largely determined by culture, most often in terms of patterns of economic activity, division of labour, patterns of settlement, etc. They propose that the most salient features of settings are the other individuals present – their number, age, kinship relation, etc. An important task undertaken by the cross-cultural researcher is to identify whether there are stable modes of peer interaction which are associated across cultures with particular patterns of interactions between children and specific categories of individuals in settings. They also illustrated impressive cross-

cultural similarity in children's social development, leading them to conclude that social behavior is intentional and driven by a maturationally-ralted striving to become competent. However, patterns of economic activity, differential child-rearing patterns and different propositions of time spent with various kinds of people are interrelated mechanisms by which culture seems to modulate this seemingly inherent striving.

Cultural diversity exists not only across but also within each society. Although certain societies may be more heterogeneous than others, there exists in nearly every society groups of individuals who, by virtue of their ethnicity, socioeconomic background, age, sex, or religion, constitute a minority or subculture distinguishable from the major cultural group. Such subcultures can exert a powerful influence on the behaviors, attitudes, and values of their members (Maehr, 1974a; 1974b; Maehr & Stallings, 1975).

Parenting styles capture two important elements of parenting: parental responsiveness and parental demandingness (Maccoby & Martin, 1983). Parental responsiveness refers to "the extent to which parents intentionally foster individuality, self-regulation, and self-assertion by being attuned, supportive and acquiescent to children's special needs and demands" (Baumrind, 1991). Parental demandingness refers to "the claims parents make on children to become integrated into the family whole, by their maturity demands, supervision, disciplinary efforts and willingness to confront the child who disobeys" (Baumrind, 1991).

According to categorizing the parental styles whether they are high or low on parental demandingness and responsiveness creates a typology of four parenting styles: indulgent, authoritarian, authoritative, and uninvolved

(Maccoby & Martin, 1983). Each of these parenting styles reflect different naturally occurring patterns of parental values, practices, and behaviors (Baumrind, 1991) and a distinct balance of responsiveness and demandingness. Indulgent parents (in other words, “permissive” or “non-directive”) are more responsive than they are demanding. They are non-traditional and lenient, do not require mature behavior, allow considerable self-regulation, and avoid confrontation. The parent is accepting and responsive to the child, but imposes relatively few limits and control (Kagan & Moss, 1962). The children of permissive parents have poor emotion regulation (under regulated), rebellious and defiant when desires are challenged, low persistence to challenging tasks and have antisocial behaviours. Authoritarian parents are highly demanding and directive, but not responsive. They are typified as detached and controlling, and somewhat less warm than other parents. They value obedience and status-oriented, and expect to obey their rules and not give any explanation. These rules are not open to negotiation and violations are likely to be punished. The emphasis on the power differential in the relationship and a lack of responsiveness can detract from the warmth expressed in the style of parenting. The children of authoritarian are anxious, withdrawn, and unhappy disposition, poor reactions to frustration (girls are particularly likely to give up and boys become especially hostile), do well in school (studies may show authoritative parenting is comparable), and not likely to engage in antisocial activities. Authoritative parents are flexible, responsive and nurturant style of parenting. They are controlling and demanding, but they are also warm, rational and receptive to the child's communication. They monitor and impart standards for their children that are clear. They are assertive, but not intrusive

and restrictive. The disciplinary methods of those parents are supportive rather than punitive. The children of authoritative parents have lively and happy disposition, are self-confident about ability to master tasks, well developed emotion regulation, developed social skills and less rigid about gender-typed traits. Uninvolved parents are low in both responsiveness and demandingness (Baumrind, 2003).

Palacios (1991) proposed a typology for parents' belief orientations, which emerged from his interview with parents in Southern Spain. Traditional parents, often living in rural areas and with little formal education, hold innate beliefs about the origins of their children's behaviors, and believe that they as parents can do little to influence the course of child development. Modern parents, in comparison, attribute children's behavior to the interaction of genetic and environmental factors, and are optimistic about the benefits of a facilitative environment. Finally, paradoxical parents hold very optimistic beliefs about the effects of the environment.

In a study based in China, Chen and Rubin (1994) reported that authoritarian parenting and punitive disciplinary practices were linked with childhood aggression and peer rejection; on the other hand, parental warmth and authoritative parenting predicted social competence, which, in turn, predicted peer acceptance.

Control that appears fair and reasonable to the child is far more likely to be complied with and internalized. Nurturing parents who are secure in the standards they hold for their children provide models of caring concern as well as confident, self-controlled behavior. A child's modelling of these parents provides emotion regulation skills, emotional understanding, and social

understanding. Parents who combine warmth and rational and reasonable control are likely to be more effective reinforcing agents. They praise children for striving to meet their expectations and making good use of disapproval, which works best when applied by an adult who has been warm and caring. Authoritative parents make demands that fit with children's ability to take responsibility for their own behaviours. Children subsequently learn that they are competent individuals who can do things successfully for themselves. This fosters high self-esteem, cognitive development, and emotional maturity (Baumrind, 2003).

Parenting style has been found to predict child well-being in the domains of social competence, academic performance, psychosocial development, and problem behaviour. Research based on parent interviews, child reports, and parent observations consistently finds that children and adolescents whose parents are authoritative rate themselves and are rated by objective measures as more socially and instrumentally competent than those whose parents are nonauthoritative. Children and adolescents whose parents are uninvolved perform most poorly in all domains. In general, parental responsiveness predicts social competence and psychosocial functioning, while parental demandingness is associated with instrumental competence and behavioural control (i.e., academic performance and deviance). These findings indicate that children and adolescents from authoritarian families (high in demandingness, but low in responsiveness) tend to perform moderately well in school and be uninvolved in problem behaviour, but they have poorer social skills, lower self-esteem, and higher levels of depression. Children and adolescents from indulgent homes (high in responsiveness, low in demandingness) are more

likely to be involved in problem behaviour and perform less well in school, but they have higher self-esteem, better social skills, and lower levels of depression (Baumrind, 1991; Weiss & Schwarz, 1996; Miller et al., 1993).

In reviewing the literature on parenting style, one is struck by the consistency with which authoritative upbringing is associated with both instrumental and social competence and lower levels of problem behavior in both boys and girls at all developmental stages. The benefits of authoritative parenting and the detrimental effects of uninvolved parenting are evident as early as the preschool years and continue throughout adolescence and into early adulthood. Although specific differences can be found in the competence evidenced by each group, the largest differences are found between children whose parents are unengaged and their peers with more involved parents. Differences between children from authoritative homes and their peers are equally consistent, but somewhat smaller (Weiss & Schwarz, 1996). Just as authoritative parents appear to be able to balance their conformity demands with their respect for their children's individuality, so children from authoritative homes appear to be able to balance the claims of external conformity and achievement demands with their need for individuation and autonomy.

The Effect of Family Environment on School Success

The lack of warmth in the authoritarian parent-child relationship may then in turn produce a child with low self-esteem, moodiness and anxieties about social comparison. The lack of personal initiative afforded the child by the parents can also result in a child that is isolated and has difficulties in initiating and maintaining social interaction with peers (Attili, 1989). The use of power

assertive discipline or the withdrawal of love may also lead to a self-centered orientation which inhibits prosocial behavior and fosters aggression and hostility (Brody & Shaffer, 1982; Parke & Slaby, 1983). If the use of discipline is not skillfully managed the child can become anxious and timid, or alternatively aggressive and uncontrolled (Patterson, 1986).

The authoritative style of parenting promotes high self-esteem; the child learns to be questioning but responsible and friendly, to relate to others and take account of their view, and to be independent, responsible and socially resilient. These parenting characteristics and the positive, prosocial characteristics, they promote in children have been associated with later psychological well-being, social adjustment and peer popularity (Roopnarine, 1987).

The children of permissive parents are likely to show low self-esteem, aggressiveness and disobedience, and to be more impulsive and moody as adolescents (Maccoby & Martin, 1983).

Parenting style has found to be predict child well-being in social competence, academic performance, psychosocial development and problem behavior. The consequences of the researchs based on interviews and observation with parents and child reports gives the effects of the parenting styles on children. The children of authoritative parents are seemed to be socially and instrumentally competent than those whose parents are non-authoritative. The children of uninvolved parents perform most poorly in all domains. On the other hand, children of authoritarian families perform well in school and be uninvolved in problem behavior, but they have poorer social skills, lower self-esteem and higher levels of depression. Regarding the

indulgent parents, children are more likely to be involved in problem behavior and perform less well in school, but they have higher self-esteem, better social skills and lower levels of depression (Baumrind, 1991; Weiss & Schwarz, 1996; Miller et al., 1993).

Van Aken, Riksen-Walraven and van Lieshout (1991) observed that children who were least liked by their peers and rated as antisocial by their teachers tended to have parents who were rated lowest in supportive presence and lowest in respect for the children's autonomy.

Withdrawn and aggressive youngsters were found to have less supportive relationships with their parents (East, 1991).

Putallaz and Heflin (1986) observed that the children of mothers who were agreeable, positive, and emotionally expressive and attentive to their children's conversation received higher ratings of social competence from their classmates.

Vernberg (1990) indicated that children, whose family moves, had significantly fewer peer contacts, and those contacts were rated as less intimate, than the residentially stable group.

Parents influence their children's social relationships not only through their direct interactions with their children. They also function as managers of their children's social lives (Hartup, 1979; Parke, 1978) and serve as regulators of opportunities for social contact with extra-familial social partners. Although peer influence increases as children develop (Rubin et al., 1998), parents continue to play an important regulatory role as gatekeeper and monitor of children's social choices and social contacts throughout middle childhood and into adolescence.

This view stands in marked contrast to some claims (Harris, 1998) that parental influence over peer-group activities does not extend beyond preadolescence.

The Effect of the Educational Background of Parents on School Success

The most important components of education are teachers, parents and students. They have a reciprocal influence on each other and they learn from each other in the same society (Yalcin, 2003).

According to Bernard (1999), healthy children with positive early learning experiences and supportive, involved parents are thus most likely to succeed in school. On the other hand, parents may not always have the tools and backgrounds to support their children's cognitive and psychological development throughout their school years. Parents' level of education, for example, has a multifaceted impact on children's ability to learn in school. In the research of Williams (2000) children whose parents had primary school education or less have lower test scores or grade repetition than children whose parents had at least some secondary schooling.

According to Jencks et al. (1972) family background and a school degree are the most important factors contributing to economic success.

Galambos and Silbereisen (1987) demonstrated the interactive effects of family income change and parental acceptance on the social adjustment of adolescents in Berlin. In families that experienced a drop in income, those adolescents who felt unaccepted by their parents tended to gravitate towards an antisocial peer context.

Families who come from impoverished socio-economic backgrounds are more likely to experience a number of stressors, which, in turn, could affect their

children's social relationships with peers. In addition to economic stressors, low income families are more likely to experience such stressful events as medical problems, overcrowding in the home or a large family size, parental psychopathology, parental criminality and/or imprisonment, marital discord and divorce (Duncan, Brooks-Gunn, & Klebanov, 1994; Hetherington, Bridges, & Insabella, 1998). Some have proposed that having any one of these stressors may not put a child at great risk for developing adjustment problems, but instead, it is the accumulation of many of such stressors that increases the likelihood of maladjustment (Rutter, 1987; Samroff, Bartko, Baldwin, Baldwin, & Seifer, 1998). Shaw and Emery (1988) found that the number of family-level stressors a child had experienced was related negatively to the child's perceived social competence.

Most of the Turkish students, attending on Turkish lessons in German schools, are the children of low-incomed parents. Some of the students can not see their parents due to their hard work. Most of the parents learn the school problems of their children from the complaints coming from teachers. These are the families who are most affected from unemployment. The psychological development of the children is negatively effected from he economic problems, uneasiness, violence between parents.

Most of the Turkish families do not have reading habit and their cultural life is limited with television and the knowledge picked up here and there. The lives of most families pass between work, Turkish cafe, mosque and home. There are so many families who never attend on any cultural activity, such as, theater, cinema, exhibitions, etc. The interest of the children decreases in such a family, who has a low interest in cultural activities (Yalcin, 2003).

On the other hand, the parents have already undergone an identity crisis while the children are still in the midst of a search for identity, standing between the worlds, not knowing who they are. Other factors associated with their parents that negatively affect the child's educational performance may be briefly related: since some parents have serious reservations about the German environment in which they find themselves, they do not encourage the development of the child's bilingual identity; the authoritarian style of upbringing, i.e. Koran classes among Turkish foreign workers; the preference of boys over girls as demonstrated by differential treatment – for example, parents discourage their girls from attending school, while they encourage them to babysit and clean the house; inability of parents to assist their children in homework; inadequate living space, so that pupils are unable to study at home (Raoufi, 1981).

It was founded that, social background, understood as the socio-economic category of the head of household, with all that implied for the child's environment and quality of life, was the most convincing explanatory factor. The effect of socio-economic category was, moreover, enhanced when combined with other, frequently related characteristics, such as family size and the degree of education of the parents (OECD, 1987).

Foreign children are more likely to be found in Hauptschulen. However, taking into account the German speaking ability of the child's parents reduces this disadvantage considerably. Children with at least one parent who speaks German badly are more likely than others to wind up in Hauptschulen (Alba et al., 1994).

Self-concept

Self-concept is the sense of self-worth. It helps people to understand themselves and regulate their behavior. The self-concept develops greatly during middle childhood; many aspects are strong and lasting.

The self is often considered to be the individual's overall answers to the question of who they are (Shaver, 1977) or simply as the way of defining themselves (Gergen and Gergen, 1968). Stroebe (1977) also defines self-concept as the cognitive component of self-attitude consisting of the beliefs and cognition a person holds about his/her self.

John Kinch (1963) describes the self as the individual's conception of himself /herself emerging from social interaction and in turn, guiding or influencing the behavior of the individual.

Individuals' search for their sense of self and their need to have a definite self-concept needs to be considered in a social context. Man is a social animal, as Aristotle implies, from the first day s/he's born into this world, and as Harmouth (1991) suggests, the self can be seen as a mediator between person and society. The existence of self-concept enables individuals to deal with the physical and social world by providing a frame of reference (Bardwick, 1975) and to get into social interaction by simplifying the world in general, by providing individuals with explicit goals, values, and patterns of interactions depending on the contents of their selves, and further enables them to preserve coordination in interpersonal relations which is necessary for maintaining the social order (Sampson, 1977).

The formulations about self by William James (1892), pointing to the existence of multiple social selves, and by Mead (1934) and Cooley (1902)

emphasizing the importance of others' views and social interaction in the formation of self-concept, can be taken as the first point of reference for social and psychological research on self (Shaver, 1977).

William James (1892) provides a comprehensive formulation of self by making distinctions between an empirical self (me) and a knowing self (I) which, he says, together formed the self. He conceptualized that "I" is the part of self that is the part of pure ego, which actively experiences, perceives, feels, imagines, chooses, remembers or plans, or in other words, it is the ongoing process of consciousness. On the other hand, "Me" constitutes an object of experience known to that consciousness and consists of the sum of all that a person can call his or her own. James (1892) perceives the self-as-known (Me), as being composed of the Material Me (e.g. body, clothes, immediate family, home, property, etc.), Social Me (e.g. reputation, recognition, fame, honor in the eyes of significant others, etc.) and Spiritual Me. These constituents of Me (Material, Social and Spiritual Me) could give rise to emotions and to a kind of self-appreciation. On the positive side, people could feel self-satisfaction in the form of pride, conceit, vanity, arrogance, higher self-esteem, on the negative side, they could fall into self-dissatisfaction, having feelings of modesty, humility, confusion, lower self-esteem, shame, despair, etc. Finally, these emotions aroused by the constituents of Me, could drive people to take actions for the benefit of the self, to engage in behaviors realizing their self-seeking or self-preserving motives. James (1892) points to an important distinction in his formulation of the self. Accordingly, although people have a single material and a single spiritual self, they are thought to have multiple social selves: the "Me"

known by parents, friends, teachers, etc. James' formulation of self is also an early realization that the self is multidimensional.

Although the multidimensionality of self is emphasized by James (1892) early in the history of psychology, Marsh (1989) points to the fact that empirical studies mainly relied on a general self-concept rather than more specific facets of self (e.g. Coopersmith 1967; Wylie, 1974; cited in Shavelson et al, 1976). However, with the work by Shavelson, Hubner and Stanton (1976) the multidimensionality of self is once again reemphasized, and empirical studies taking this theoretical position are conducted (e.g. Byrne, 1984). The Twenty Statements Test (TST) developed by Kuhn and McPartland (1954), which asks the question "Who am I?" twenty times, is among the first instruments created to elicit multiple domains of self-concept.

Shavelson et al. (1989) defines the self in terms of seven critical characteristics, so that self is conceptualized as organized, multifaceted, hierarchical, stable (general self-concept)/unstable (situational), developmental, descriptive and evaluative, and differentiable from other constructs.

The emphasis on the role of social processes in the emergence of self-concept by Cooley (1902) and Mead (1934) is important in the sense that it draws attention to the social dimension of the self. Cooley (1902), who is considered among the founding fathers of social constructionism, largely due to his work on social self (Gordon and Gergen, 1968), points to the importance, in the development of self-concept, of a person's interpretations of the other people's judgements about him/her. He suggests that the person's self-conceptions are initially developed from the views taken toward him/her by significant others in his/her environment. Cooley conceptualizes the result of

this self-development process as “the looking-glass self” which is composed of social meaning, that is the person's imagination of his/her appearance to the other people; a social value, that is the person's imagination of what evaluative judgements the other people would make about his/her behaviours; and a form of self feeling resulting from what evaluative judgements the person believes that the other people made of him/her.

Mead (1934) also draws attention to the effects of social interaction in the formation of self-concept. He states that the self rises from social experience, particularly of social interaction, and that a person's self-concept is altogether a reflection of the opinions communicated by significant others, and is an internalization of other's points of view. In Mead's conceptualization of self there is an idea that an individual would conceive of him/herself as s/he believes others conceived of him/her and s/he would tend to act in accordance with expectations s/he imputes to these significant others concerning the way people like him/her (Gordon and Gergen, 1968). Mead terms the basis of social influence on individuals as the generalized other and s/he also posits the person's capacity to see oneself from a more abstract community or societal standpoint (Sampson, 1977). Reflected appraisals and taking the perspective of others are therefore central to Mead's formulation of the self.

In both Cooley's and Mead's formulation of self, the development of self-concept includes a subjective interpretation of the person about what others thought about his/her self; and the work by Shraugher and Schoeneman (1979) provides support for the hypothesis of strong agreement between a person's definition of his/her self-concept and his/her perceptions about other people's evaluations about his/her self. However they also suggest that what others

actually think about the person has little agreement with the person's self-concept.

Going over the gender issue in self-concept indicates that the empirical evidence in this regard is inconsistent with some studies (Brown, 1986; Carson, 1989; Bush and his colleagues, 1978; Rosenberg and Simmons, 1975) showing lower self-concept among girls. According to Maccoby and Jacklin (1974) and Rosenberg (1965) self-concept shows little sex difference.

Self and Its Development

The development of self begins with the time the child first learns to distinguish self from what is not self. It begins with the awareness that s/he has a body. This is called "self-awareness", and it appears during the first year of life. Reviewing research on the development of the "sense of self" in infants, Maccoby (1980) concludes that by three-and-a-half to four years of age, children begin to have some conception of a private "thinking self" that is not accessible to the observation of others.

For Rogers, the growth of the organism involves the development of self. Growth or what he calls "self-actualization" is the basic striving of the organism. It stands for "greater differentiation, expansion, increasing autonomy and greater satisfaction" (Pervin, 1975). As the self develops, the self-concept becomes a differentiated part of the phenomenal field; and it gets increasingly complex.

Questions about the formation and the development of the self, and whether it remains stable for a lifetime or changes over time have also received attention from researchers. Maccoby (1980) argues that a sense of self is not

achieved in a single step and that it developed in degrees, incorporating more and more complex understandings. She further states that, as early as 18 months, children have already formed a self-concept that would become more complex as the child developed, and that three-year-old children have a sense of unique, psychological self, which differentiated them from other people.

Sullivan (1953), who formulated the interpersonal theory of psychiatry, also suggests that self-conceptions be formed very early in life, and has an influence that lasted life long. Sullivan (1953) further states that children do not develop one single self-concept, but instead they develop a sense of good-me, bad-me or not-me according to their experiences. According to his formulation of self, these self-conceptions are formed during social interaction, and thus interpersonal relations are of main importance for the formation of self-conceptions. Durkin (1995) finally concludes that the development of self-concept is an inherently social activity.

Factors Affecting the Development of Self-concept

According to Sullivan (1953) the self-concept arises out of interpersonal relations. The interpersonal relations that take place during the first five years of life are most important for the development of a healthy personality and a functional self-concept. In this respect the family has the most powerful influence on the development of self-concept of children. Samuels (1977) states:

The early childhood years are significant ones in the development of the core self-concepts. The influence of healthy or unhealthy parent-child relationships are reflected in children's attitudes toward themselves and are developed from birth onward. Positive self-concept in all its dimensions will result if trust, autonomy, and initiative are appropriately encouraged (p.73).

Merrill (1965; cited in Pietrofesa, 1969) notes that the most important group for social interaction is the family, because a child acquires first impressions of human conditions in the family.

Combs and Syngg (1959, cited in Kilgore, 1980) also emphasize the effects of the family on self-concept: No experience in the development of the child's concept of self is quite as important or far-reaching as his earliest experiences in his family. It is the family, which introduces a child to life, which provides him with his earliest and most permanent self-definitions. Here it is that he first discovers these basic concepts of self, which will guide his behavior for the rest of his life (p.20).

Sears (1970) investigates familial factors that are influential on the child's self-concept in a longitudinal investigation. Parental characteristics are investigated when the subjects of the study were 5 years old, and the subjects' self-concepts are measured when they are 12. The findings reveal that for both sexes high maternal and parental warmth are significantly related to high self-concept. Sears also find that high self-concepts are significantly associated with early ordinal position, and small family size. For boys only, high self-concept is also associated with low father dominance in husband-wife relations.

Coopersmith (1967) investigates the specific parental practices that influenced the development of self-esteem. Coopersmith emphasizes four dimensions of parental practices that are influential in the development of self-esteem in children: 1. Acceptance; 2. Permissiveness and punishment; 3. Democratic practices; and 4. Training for independence.

Coopersmith (1967) summarizes the antecedent parent practices that helped enhancement in self-esteem:

Total or nearly total acceptance of the children by their parents, clearly defined and enforced limits, and the respect and latitude for individual action that exist within the defined limit (p.236).

It does appear that warm family system is important for healthy self-concept. Children with high self-concept promote warmth from parents' and parental warmth promotes high self-esteem reflexively (Russell, 1989). Similarly, children's perceptions of family cohesion have been strongly associated with self-esteem (Kawash and Kozeluk, 1990).

Parental behavior is not the only source of individual differences in self-concept. As Harter (1993) has shown, the relationship of children's self-concept with other sources of social support must be also taken into account (Table 3). While the children are in the 8-11 age groups, classmates are mostly the source of social support, and then come parents. On the other hand, for the 11-13 age group children, situation becomes vice versa: parents are the first sources of support, and then comes classmates. Self-concept is wholly accounted for by external influences: what standards are set, how the children feel about meeting those standards or failing to meet them, and the precise implications this has for self-concept.

Table 3. Correlation of Self-concept and Four Sources of Social Support

Source of support	Age (8-11)	Age (11-13)
Parent	0.42	0.45
Classmate	0.46	0.42
Friend	0.38	0.30
Teacher	0.36	0.27

Source: Harter, 1993

Coopersmith (1967) also indicates specific variables that are related to self-esteem. Social class is found to have a weak non-significant relationship with self-esteem. However, the children in the upper middle class are more

likely to have high self-esteem than those children in the lower middle class, who are more likely to have low or medium self-esteem.

Parent education is another variable that affects the self-concept of children. The literature suggests that level of education has important implications for the parental attitudes, which affect children's psychological well-being (Bell and Schaffer, 1958; Küçük, 1987; Öner, 1986).

Father employment has a significant relationship with children's self-esteem. Children with low self-esteem are likely to have fathers who were chronically unemployed. No relation between maternal and children's self-esteem is found (Coopersmith, 1967).

Coopersmith finds a weak non-significant relationship between socioeconomic situation and self-esteem. In general, studies that tries to determine differences in self-concept of children of different SES found that low SES children have lower self-concepts (e.g., Ausubel and Ausubel, 1963; Deutch, 1960; Witty, 1967; Wylie, 1963 all cited in Trowbridge, 1972). However findings appear to be in conflict. Trowbridge (1972), Clark and Trowbridge (1969, 1970a, 1970b, all cited in Trowbridge, 1972) reports that children of low socioeconomic status scored significantly higher than children of middle socioeconomic status on the Coopersmith self inventory. The relationship between SES and self-concept is not clear.

Coopersmith (1967) also finds that personality characteristics of the parents are related to children's self-esteem. Mothers of children with high self-esteem are self-reliant and resilient. They accept their roles as mothers and had loving and close relationships with their children. Moreover, the mothers of children with high self-esteem tend to be high in their own self-esteem. The

fathers of children with high self-esteem are more likely to be attentive and concerned for their children.

Coopersmith (1967) also investigates the individual characteristics of children. Children with high self-esteem are more likely to be the first-born and the only children and were less likely to be “loners” in their childhood. These children also have good relations with siblings and peers.

Kirchner and Vondracek (1975) investigate the source of esteem in young children. They ask 282 daycare children aged three through five to identify people who liked them. The results indicate that peers and siblings are cited as esteem sources by higher percentages of children than are mothers and fathers. The findings therefore point to the power of age mates on the development of self-regard.

In a study of the correlations of self-concepts between children and teacher Loud (1977) find that teacher’s perception of social interaction is a critical factor in self-concept. Teacher perception of social interaction is the strongest predictor of self-concept among other variables like cognitive development, parental attitudes, and developmental and familial factors.

In summary, self-concept is an image of the kind of person we believe we are. Children gain their self-esteem initially from the love and recognition that they receive from the family and other significant people in their lives including their early educators. Their personality characteristics, social interactions, parenting styles, employment situations, and socioeconomic levels, number of siblings are all influential on the self-concept levels of the children.

German School System

The traditional type of education dispensed in “Gymnasien” is the most prestigious and academic path to university, whereas the type of education dispensed in the “Realschulen” can lead on either to second-cycle general education in Lycee (usually only for the brightest students), or to a technical or vocational school, or directly to employment combined with part-time vocational training. The “Gesamtschulen” is a combination of the different types of education provided by the “Realschulen”, the “Hauptschulen” and the “Gymnasien”. In other words, “Schulkindergarten” is as the preschool; “Grund” und “Hauptschulen” is the primary school; “Realschulen” und “Gesamtschulen” is the Secondary school 1st cycle; “Gymnasien” is the secondary school 1st and 2nd cycle; “Berufsschulen für Vollzeitschüler” is the vocational schools, short cycle (one year of intensive courses); “Berufsschulen für Teilzeitschüler” is the vocational schools, short cycle (alternative); “Berufsfachschulen” is the vocational schools, long cycle; “Berufsaufbauschulen” is the vocational extension schools; “Berufssonderschulen” is the special vocational schools; “Fachoberschulen” is the technical secondary schools; “Fachgymnasien” is the specialised technical schools; “Fachschulen” is the specialised technical secondary schools for adults; and “Sonderschulen” is the special schools (OECD, 1987).

Between the age of three and enrolment in primary school, children attend kindergartens. They spend all day or part of the day at the kindergarten. Attendance is voluntary. Kindergartens are to provide care for children, educate them and foster their development into responsible individuals with good communication skills. In some states there are also other institutions such as

pre-school classes or school kindergartens which prepare children for transition to primary school.

Grundschulen, primary schools cover the first four years of schooling, in Berlin and Brandenburg they cover six years. They are attended by all children and provide basic education, preparing children for secondary schooling. The subjects taught include German, mathematics, art and craft, music, physical education and the basics of biology, physics, chemistry, social studies, history and geography. More foreign language instruction is offered in all states.

Orientierungsstufe, orientation stage covers classes 5 and 6 which either form part of the various secondary schools or are separated from them. The aim is to promote pupils and to enable parents to decide what type of secondary education they wish to choose for their child.

Attendance at Hauptschule, secondary general school, is compulsory for all pupils who, have finished primary school, decide not to attend any of the other types of secondary school. Secondary general school covers classes 5 to 9 and in some states includes class 10. In most states, voluntary participation in class 10 at secondary general school is possible. Approximately 30% of secondary general school pupils stay on for a tenth year. Secondary general schools provide general education as a basis for practical vocational training.

Realschule, intermediate schools, are secondary schools covering classes 5 to 10 or 7 to 10. The final certificate awarded by these schools in general provides the basis for training in all types of medium level occupations. It qualifies holders for attendance at Fachoberschulen, specialized grammar schools or grammar schools with classes 11 to 13 only (Gymnasien in Aufbauform). Intermediate schools provide extended general education.

Gymnasien, grammar schools, are secondary schools which, as a rule, cover 9 or 8 years (classes 5 to 13 or 12) or 7 years (classes 7 to 13). Schools in Saxony and Thuringia consist of only 12 classes. Nearly all states meanwhile offer or plan to offer the possibility of acquiring the final certificate (Abitur) after 12 years of schooling. There are also grammar schools with classes 11 to 13 only, which as a rule are open to pupils with a final certificate from intermediate school. The final certificate awarded by grammar schools (Abitur) qualifies its holder for studies at all institutions of higher education.

Gesamtschule, comprehensive schools combine the different types of secondary school in various organizational and curricular forms. There are integrated comprehensive schools (joint classes for all pupils) as well as additive and cooperative comprehensive schools.

Fachgymnasien, specialized grammar schools are oriented towards occupations. They accept pupils who have earned an intermediate school certificate or equivalent. The final certificate awarded after three years (classes 11 to 13) qualifies its holder for studies at all institutions of higher education (Abitur).

Sonderschulen, special schools, apply special teaching concepts which meet the special needs of children and adolescents with handicaps. There are different schools for the different kinds of handicap. Special schools provide not only teaching at the primary and secondary levels, both stage I and stage II, (sometimes organized as boarding schools), but also practical advice for everyday life and support for social integration. Corresponding institutions are also available at the level of intermediate schools, grammar schools and vocational schools.

Abendschulen und Kollegs, Evening classes and full-time adult education colleges, are institutions offering second-chance programmes for adults enabling them to acquire the secondary general school certificate, the intermediate school certificate or the Abitur higher education entrance qualification. There are evening classes at secondary general school level, at intermediate school level and at grammar school level. Participants are working during the first few years. The full-time adult education college (Kolleg) gives an opportunity to acquire the Abitur certificate; it offers full-time schooling; participants are not working.

In Berufsgrundbildungsjahr, basic vocational training year, full-time or part-time classes provide basic general knowledge or basic vocational knowledge relating to a certain occupational field.

Duale Berufsausbildung, Dual vocational training, is called dual because education and training are provided at two places of learning: In companies and in parttime vocational schools. This is the main type of vocational training in Germany; more than 60% of an age-group is involved in dual vocational training. Training in individual occupations is governed by training directives (taking the form of Federal Government ordinances). At present there are about 350 recognized occupations for which the Federal Government has issued training directives.

Fachoberschulen, an intermediate school certificate or a recognized equivalent is required for entry to this type of school. Full-time attendance is for at least one year and part-time attendance for up to three years. The certificate awarded on successful completion qualifies its holder for studies at Fachhochschulen.

Berufsfachschulen, full-time vocational schools, offer courses of at least one year's duration. In general, attendance is voluntary. These schools can be entered after completion of compulsory full-time schooling. They prepare for an occupation or provide full vocational training for those who have previously not participated in practical vocational training. Participants who have passed their final examination are awarded a certificate; the certificate awarded to those who have completed a two-year course is equivalent to the intermediate school certificate and qualifies its holder for entrance to trade and technical school. Those who complete full-time vocational school can acquire the qualifications for a recognized occupation.

Berufsaufbauschulen, vocational extension schools, are attended by young people who are undergoing vocational training or who are employed. They can be attended after completion of compulsory part-time vocational schooling or in addition to such schooling after at least 6 months' attendance at part-time vocational school. Most vocational extension schools specialize in certain subjects. The duration of full-time courses is 12 to 18 months and that of part-time courses 3 to 3 1/2 years. On successful completion, participants are awarded certificates which are equivalent to intermediate school certificates and qualify them for entrance to trade and technical school.

Schulen des Gesundheitswesens, schools for nurses, midwives, etc., provide training for non-academic health-care occupations, for example for nurses and children's nurses, midwives (male and female), masseurs, occupational therapists and physiotherapists. Many of these schools are integrated with hospitals on whose premises they are located and where theoretical instruction and practical training take place.

Fachschulen, trade and technical schools are attended voluntarily after vocational training has been completed and practical work experience gained, in some cases even after many years of practical work, or on proof of special ability. These schools provide advanced vocational training (leading for example to masters' or technicians' qualifications). Full-time attendance is for between 6 months and 3 years and part-time attendance normally for 6 to 8 half-year periods.

Universitäten (Technische Universitäten), Universities (including technical universities), are the traditional type of higher education institution in Germany. They provide courses for a broad range of study subjects. Universities combine teaching and research and have the right to award doctor's degrees.

Kunst-, Musik-, Theologische und Pädagogische Hochschulen, Colleges of art and music, colleges of theology and colleges of education, offer study courses in the fine arts. Colleges of theology (Theologische Hochschulen) provide training for theologians. Colleges of education (Pädagogische Hochschulen) (which have survived only in Baden-Württemberg, Saxony-Anhalt, Schleswig-Holstein and Thuringia) provide training for teachers at the primary, secondary general and intermediate school levels and sometimes also for special school teachers. In the other states, teachers are trained at universities, technical universities, comprehensive universities and colleges of art and music.

Gesamthochschulen, comprehensive universities, are existing only in Hesse and North Rhine-Westphalia and they combine research and teaching functions of the universities, the colleges of education, the Fachhochschulen and to some extent also of the colleges of art and music. What are typical of

them are the integrated study courses they offer. Their official name is university-comprehensive university.

Verwaltungsfachhochschulen, Fachhochschulen and colleges of public administration, are to provide highly practice-related training for occupations which require the application of scientific knowledge and methods or creative ability in the artistic field. They offer study courses above all for engineers and in the fields of economics, social studies, agriculture and design. The colleges of public administration (Fachhochschulen für Öffentliche Verwaltung) run by the Federal Government and the states governments provide training for those wishing to carve out an executive career in the civil service.

Continuing education means continuing or resuming any form of learning (including informal learning) after completion of an educational phase, which may vary in duration, during childhood and adolescence. Continuing education includes two main areas, namely general and vocational continuing education. Most political and cultural courses are considered to be part of general continuing education. Higher education institutions and voluntary providers offer courses for further scientific training and distant education courses for both these areas. Continuing education is characterized by voluntary participation, a great variety of courses, a plurality of providers and the sub-sidiary role of government (Federal Ministry of Education and Research, 2004).

Chapter III

DESIGN AND METHODOLOGY

Conceptual Framework

The framework of this study is composed of the effect of the following two factors on the self-concept, family environment and the school performance of the children: nationality and socio-economic situation of the families. Moreover, the effects of self-concept, family environment and school performances on each other were also taken into account. This chapter consists of the conceptual framework of the research, research questions, sampling, data collection instruments, data collecting procedure and data analysis procedure.

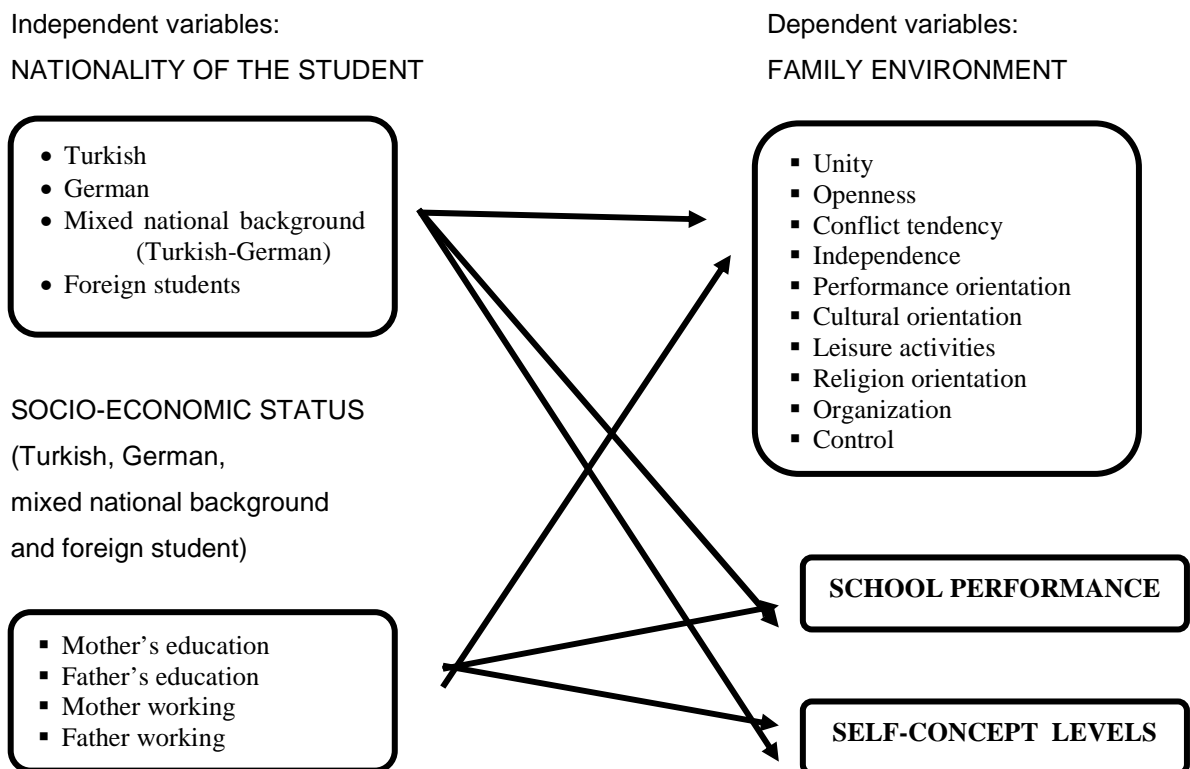


Figure II. Conceptual framework of the study

Research Questions

This study was designed to examine the self-concept levels of migrant children and their school performance; and whether the family environment and the socio-economic status of the parents have an effect on the self-concept and their school performance. Moreover, some demographic information about the migrant Turkish workers and their children are gathered and some of them are analysed in relation with their self-concept levels and their school performance.

1) What are the major demographic characteristics of Turkish, German, mixed national background (Turkish-German) and foreign students and is there any difference between those five groups in terms of the following characteristics?

- a. Number of siblings
- b. Home environment
- c. Attending on school
- d. Spare time activities
- e. Relationship with friends
- f. Having German friends or not
- g. From whom they get help
- h. Thoughts about school
- i. Future school and job expectations

2) What are the major socio-demographic characteristics of Turkish, German, mixed national background (Turkish-German) and foreign families living in

Germany and is there any difference between those five groups in terms of the following characteristics?

- a. Educational background
- b. Having an own house / houses
- c. Working situation of the father and mother

3) Is there any significant difference between the self-concept levels of Turkish, German, mixed national background (Turkish-German) and foreign students living in Germany?

A. Does family environment have an effect in terms of the following characteristics?

1. Unity
2. Openness
3. Conflict tendency
4. Independence
5. Performance orientation
6. Cultural orientation
7. Leisure activities
8. Religion orientation
9. Organization
10. Control

B. Does socio-economic situation of the family have an effect in terms of the following characteristics?

1. Mother's education
2. Father's education

3. Working situation of the mother
4. Working situation of the father

4) Is there any significant difference between the school performances of Turkish, German, mixed national background (Turkish-German) and foreign students living in Germany?

A. Does family environment have an effect in terms of the following characteristics?

1. Unity
2. Openness
3. Conflict tendency
4. Independence
5. Performance orientation
6. Cultural orientation
7. Leisure activities
8. Religion orientation
9. Organization
10. Control

B. Does socio-economic situation of the family have an effect in terms of the following characteristics?

1. Mother's education
2. Father's education
3. Working situation of the mother
4. Working situation of the father

5) Is there any significant difference between the socio-economic status and the family environment of Turkish, German, mixed national background (Turkish-German) and foreign students living in Germany?

6) Is there any significant difference between the self-concept levels and the school performances of Turkish, German, mixed national background (Turkish-German) and foreign students living in Germany?

Methodology

The following section presents sample, instruments and procedures used in this research, and the analysis of the data.

Sampling

This study was conducted with the 4th, 8th and 9th grade students in Karlsruhe, Germany. The purpose of choosing Karlsruhe as a research area was due to practical reasons. The sample was reached easily, as the area was known well by the researcher.

Sample of this study consisted of 9-11 age group 4th grade elementary school students and 14-17 age group 8th und 9th grade "Hauptschule", high school students in Karlsruhe, and it is divided into four groups: Turkish children, German children, mixed national background (Turkish-German) children and foreign children, whose parents are from different nationalities (Table 4).

Turkish children are the children whose mothers and fathers are both Turkish. German children are the children whose mothers and fathers are both German. Children who have mixed national background are the children whose mother or father is Turkish or German. Foreign children are the children whose

mothers and fathers are both from the other countries than Turkey and Germany.

When the research was conducting in the schools, it is seen that there were a lot of students from foreign countries other than Turkey, or students whose mothers or fathers are from different countries. Then, it is thought that in order not to miss data and also to see the situation of them, not only Turkish and German students are selected as a sample, but also foreign students are selected.

The reason of selecting “Hauptschule” as sample is that, most of the Turkish students are attending on those kinds of high schools.

Table 4. Age distribution of the children

Nat./ Age	Turkish		German		Mixed national background (Turkish- German)		Foreigner		Total	
	f	% in total	f	% in total	f	% in total	f	% in total	f	% in total
9	-	-	17	9.4	3	4.2	2	1.8	22	4.8
10	7	7.1	22	12.2	7	9.7	6	5.3	42	9.1
11	-	-	-	-	-	-	3	2.7	3	0.6
13	7	7.1	13	7.2	10	13.9	9	8.0	39	8.4
14	30	30.6	47	26.1	21	29.2	34	30.1	132	29.0
15	41	41.8	66	36.7	25	34.7	36	31.9	168	36.3
16	10	10.2	11	6.1	6	8.3	20	17.7	47	10.1
17	3	3.1	4	2.2	-	-	3	2.7	10	2.1
Total	98	100	180	100	72	100	113	100	463	100

* 6 students didn't give an answer.

The sample of the study was selected after the meeting with Educational Representative of the Turkish Consulate in Karlsruhe. The schools which have Turkish teachers are proposed by the Educational Representative to be the research schools. Turkish teachers in those schools are called and arranged meetings with the school directors. Then, the researcher visited each school one by one and the school directors proposed the classes which have more

Turkish students. During the school and class selection process, purposeful sampling method has been used. Thus, from the schools visited, the researcher selected seven schools (Table 5) that had Turkish students more than the other schools. Afterwards, the researcher met with the class teachers and decided on the time of the research.

The population of the study was 469 students: 99 of them are Turkish, 180 of them are German, 72 of them have mixed national background of Turkish and German, and 113 of them are foreigner (Table 6). There are 214 girls and 250 boys in the sample (Table 5).

Table 5. Gender distribution of the sample

Nation. Gender	Turkish		German		Mixed national background		Foreigner		Total	
	f	%	f	%	f	%	f	%	f	%
Girls	50	50.5	83	46.1	30	41.7	51	45.1	214	46.1
Boys	49	49.5	97	53.9	42	58.3	62	54.9	250	53.9
Total	99	100	180	100	72	100	113	100	464	100

*5 students did not give any answer to the question

Table 6. School-based sample distribution

Nationality / School Name	Turkish Children		German Children		Mixed national background		Foreigner Children		Total	
	f	% in total	f	% in total	f	% in total	f	% in total	f	% in total
Ernst-Reuter Schule										
8. class	3	3.0	23	12.8	4	5.6	8	7.1	38	8.2
9. class	4	4.0	19	10.6	8	11.1	4	3.5	35	7.5
Total in school	7	7.1	42	23.3	12	16.7	12	10.6	73	15.7
Grötzingen schule										
9. class	3	3.0	13	7.2	3	4.2	2	1.8	21	4.5
Gutenberg schule										
4. class	3	3.0	14	7.8	5	6.9	5	4.4	27	5.8
8. class	14	14.1	7	3.9	5	6.9	10	8.9	36	7.8
9. class	10	10.1	15	8.3	11	15.3	19	16.8	55	11.9
Total in school	27	27.3	36	20.0	21	29.2	34	30.1	118	25.5
Oberwald schule										
8. class	6	6.1	8	4.4	4	5.6	4	3.5	22	4.7
9. class	4	4.0	9	5.0	5	6.9	5	4.4	23	5.0
Total in school	10	10.1	17	9.4	9	12.5	9	8.0	45	9.7
Pestalozzi schule Durlach										
9. class	14	14.1	18	10.0	6	8.3	14	12.4	52	11.2
Pestalozzi Schule Ettlingen										
4. class	1	1.0	12	8.7	3	4.2	1	0.9	17	3.7
9. class	10	10.1	11	6.1	5	6.9	14	12.4	40	8.6
Total in school	11	11.1	23	12.8	8	11.1	15	13.3	57	12.3
Schillerschule Ettlingen										
9. class	4	4.0	7	3.9	1	1.4	4	3.5	16	3.4
Tullaschule										
4. class	3	3.0	13	7.2	2	2.8	5	9.4	23	5.0
8. class	6	6.1	3	1.7	2	2.8	4	3.5	15	3.2
9. class	7	7.1	6	3.3	7	9.7	10	8.9	30	6.5
Total in school	16	16.2	22	12.2	11	15.3	19	16.8	68	14.7
Uhlandschule										
9. class	7	7.1	2	1.1	1	1.4	4	3.5	14	3.0
Total	99	100	180	100	72	100	113	100	464	100

* 5 students did not give any answer to the question.

Of the entire sample, 402 of the children were born in Germany. 87.9% of the Turkish children were born in Germany (Table 7). Table 8 shows that, 39% of the families lived in other countries, and 53.5% of the Turkish children told that they or their families were lived in another country.

Table 7. Frequency distributions of how many years ago they started to live in Germany

Nation. / Years	Turkish		German		Mixed national background		Foreigner		Total	
	f	%	f	%	f	%	f	%	f	%
Born in										
Germany	87	87.9	179	99.4	65	90.3	71	62.8	402	86.6
1-3 years	2	2.0	1	0.6	2	2.8	8	7.1	13	2.8
4 – 7 years	7	7.1	-	-	1	1.4	18	15.9	27	5.8
8 - 14 years	3	3.0	-	-	4	5.6	16	14.2	22	4.7
Total	99	100	180	100	72	100	113	100	464	100

*5 students did not give any answer to the question.

Table 8. Frequency distributions of whether families lived in other countries or not

Nation. / Lived or not	Turkish		German		Mixed national background		Foreigner		Total	
	f	%	f	%	f	%	f	%	f	%
Ja	53	53.5	9	5.0	33	46.5	85	76.6	180	39.0
Nein	46	46.5	171	95.0	38	53.5	26	23.4	281	61.0
Total	99	100	180	100	71	100	111	24.1	461	100

*8 students did not give any answer to the question.

Table 9 shows that 70.1% of the entire sample have German passport, and 62.7% of the Turkish students do not have German passport.

Table 9. Frequency distributions of whether children have German passport or not

Nation. / German passport	Turkish		German		Mixed national background		Foreigner		Total	
	f	%	f	%	f	%	f	%	f	%
Ja	37	37.3	179	99.4	58	81.7	50	44.6	324	70.1
Nein	62	62.7	1	0.6	13	18.3	62	55.4	138	29.9
Total	99	100	180	100	71	100	112	100	462	100

*7 students did not give any answer to the question.

As the purpose of the study was to make a comparison between Turkish students and German students, comparison between the schools was not taken into account. Therefore, sample from the schools were taken as a whole and just separated in five groups: Turkish, German, mixed national background and foreigner. Moreover, when forming the tables, percentages in the nationalities, perpendicular line, are taken into account. In other words, the percentages are not taken from the whole sample (469 students). The reason for that is, the percentages of the different nationalities in themselves are meaningful than the percentages in the whole population.

Data Collection Instruments

As an instrument, Pier-Harris Self-concept Scale was applied to the students in classes in order to gather data about their self-concept levels (Appendix A). Moreover, Schneewind family environment scale was applied (Appendix D). Then, the demographic questionnaire was used to get a profile of Turkish and German students (Appendix B), and to learn the thoughts of those students about their parents, teachers and peers (Appendix C).

Piers-Harris Children's Self-Concept Scale

Piers–Harris Self-Concept scale, or the Way I Feel About Myself (WIFAM) is based on the theoretical assumption that a self-concept inventory for children should contain items on children's concerns about themselves. The items are developed from children's own statements on "what they liked and disliked about themselves" (Piers, 1969).

Piers (1969) describes the scale as a self-report instrument which is designed for children over a wide age range of approximately 9 to 16 years. It is a quickly completed (15-20 minutes), and easily administered scale. It contains 80 items in the form of simple descriptive statements with a “yes” or “no” response. A total score, or several cluster scores can be obtained. The total score yields a composite self-concept score that may range from 0 to 80. Items are scored in the direction of high (adequate) self-concept. The higher the score, the more positive (adequate) the self-concept is. The authors of the instrument supply the scoring key. There are sub-scales in the scale that are, behavior, intellectual and school status, physical appearance and attributes, anxiety, happiness and satisfaction.

WIFAM's standardization study was conducted to the children of 3rd to 12th grade. The reliability of the scale was tested with internal consistency and test-retest reliability. Internal consistency coefficients determined by Spearman Brown and Kuder Richardson 21 were between .78 and .93. Test-retest reliability coefficients over four month's intervals determined by Pearson product moment correlation were between .71 and .77. The standard error of measurement of the scale is approximately 6 points. Piers recommends that individual scores that show any change less than 10 points can be ignored.

Lippsitt-Student Problem checklist and significant positive correlation (.68 and .64) determined the construct validity of this form between the WIFAM and the Lippsitt. The factorial structure of the scale indicated 10 factors, 6 of which are considered to be large enough to warrant interpretation. Factor analysis indicated that 6 factors accounted for 42% of the total self-concept variance.

Schneewind Family Environment Scale

Schneewind (1987) reported satisfactory internal consistencies in his sample of 570 German parents of 9- to 14-year-olds. The concept of family cohesion includes emotional bonding, family boundaries, coalitions, time spent together, decision making, and so on. It is a quickly completed (20-25 minutes), and easily administered scale. It contains 99 items in the form of descriptive statements with "I agree" or "I don't agree" response. There are sub-scales that are, unity, openness, conflict tendency, independence, performance orientation, cultural orientation, leisure activities, religion orientation, organization, and control.

Questionnaire

A form was developed by the researcher to investigate the demographic characteristics of the Turkish and German students, and to learn the thoughts of those students about their parents, teachers and peers. A pilot application of the instrument was conducted with five Turkish children. After the application of the pilot study, unnecessary questions are removed, some other new questions are added, and the order of the questions is changed into the last form.

The questionnaire includes some questions about: Age, gender, city children come from, parental education, parental occupation and their educational level, social environment of children, the present and future expectations of children, thoughts about their parents, teachers and peers, thoughts about German and Turkish friends. The administration of the questionnaire took approximately 5-10 minutes.

Data Collecting Procedure

Appropriate legal procedures were followed to obtain permission from the “Oberschulamt”, Directorate of Baden-Württemberg Education to be able to conduct the research on the schools (Appendix E). After the permission is obtained, the researcher visited the Educational Representative of the Turkish Consulate in Karlsruhe. The schools which have Turkish teachers are proposed by the Educational Representative to be the research schools. Turkish teachers in those schools are called and arranged meetings with the school directors. Then, the researcher visited each school one by one and the school directors proposed the classes which have Turkish students. Afterwards, the researcher met with the class teachers and decided on the time of the research.

While conducting the research, the researcher explained the purpose of the study and the structure to answer in each class in order not to have misunderstandings. For the 9th classes, questionnaires and scales are expected to be answered in the same lesson. The administration of the research took approximately 35-40 minutes.

For the 4th classes, permissions are obtained from the families in order to apply the research on the students. Then, during the application process, it is asked to the each class teacher if it is better to read all the questions to the students or let them read and answer their own. All the class teachers told that it could be better to let them read alone and ask their own questions to the researcher when answering. As the reading and understanding ability of the 4th class may not be well-developed, the research is divided into two parts: first part was the demographic questionnaire and the Piers-Harris self-concept scale, and the second part was the family environment questionnaire and the

Schneewind family environment scale. Then, each 4th class is visited twice in order to finish the answering of the research. The administration of the first part took approximately 15-20 minutes, and the second part took approximately 25-30 minutes.

Before each application, researcher explained the procedure that has to be followed. Class teachers helped the researcher during the application process.

Data Analysis Procedure

All statistical analyses were conducted by use of the Statistical Package for Social Sciences (SPSS-PC) program where alpha was set .05 level of significance.

Research Question 1

In the data analysis of the first research question, which is stated below, the frequency analysis was used.

What are the major demographic characteristics of Turkish, German, mixed national background and foreign students and is there any difference between those five groups in terms of the following characteristics?

Then, the descriptive statistics of the Turkish, German, mixed national background and foreigner students, including the number of siblings, home environment, attending on school, spare time activities, relationship with friends, having German friends or not, from whom they get help when they need, thoughts about school, and future school and job expectations, were gathered.

Research Question 2

In the data analysis of the second research question, which is stated below, the frequency analysis was used.

What are the major socio-demographic characteristics of Turkish, German, mixed national background and foreign families living in Germany and is there any difference between those five groups in terms of the following characteristics?

Then, the descriptive statistics of the Turkish families including the educational background, having an own house / houses, working situation of the father and mother, and the self-employment status of the household head, were gathered.

Research Question 3

In this research question, which is stated below, self-concept is a dependent variable (interval) and nationality is an independent variable (categorical). In the data analysis of this research question, Kruskal Wallis test was applied.

Is there any significant difference between the self-concept levels of Turkish, German, mixed national background and foreign students living in Germany?

1. Does family environment have an effect in terms of the following characteristics? Unity, openness, conflict tendency, independence, performance orientation, cultural orientation, leisure activities, religion orientation, organization, and control.

In this research question, family environment (interval) and self-concept (interval) are dependent variables, and the nationality of the children (categorical) is an independent variable. Multivariate analysis of variance results are gathered for this research question.

2. Does socio-economic situation of the family have an effect in terms of the following characteristics? Mother's education, father's education, working situation of the mother, and working situation of the father.

Socio-economic situation (categorical) and the nationality (categorical) are independent variables, and the self-concept (interval) is a dependent variable. Then, one way ANOVA was applied to get the analysis of socio-economic situation of the family and self-concept levels.

Research Question 4

In the data analysis of the fourth research question, school performances of the children is a dependent variable (interval) and the nationality (categorical) is an independent variable. One way ANOVA was applied to this research question.

Is there any significant difference between the school performances of Turkish, German, mixed national background and foreign students living in Germany?

a. Does family environment have an effect in terms of the following characteristics? Unity, openness, conflict tendency, independence, performance orientation, cultural orientation, leisure activities, religion orientation, organization, and control.

In this research question, family environment (interval) and school performance (interval) are dependent variables, and the nationality (categorical) is an independent variable. Multivariate analysis of variance results are gathered for this research question.

b. Does socio-economic situation of the family have an effect in terms of the following characteristics? Mother's education, father's education, working situation of the mother, and working situation of the father.

In this research question, school performance is a dependent variable (interval) and nationality (categorical) and socio-economic situation (categorical) are independent variable. Then, Univariate analysis of ANOVA was applied.

Research Question 5

In the data analysis of the fifth research question, which is stated below, firstly one way ANOVA was applied to get the relation between family environment (interval-dependent variable) and the nationality of the children (categorical-independent variable). Secondly, one way ANOVA was applied to get the relation between socio-economic situation of the family and the family environment.

Is there any significant difference between the socio-economic status and the family environment of Turkish, German, mixed national background and foreign students living in Germany?

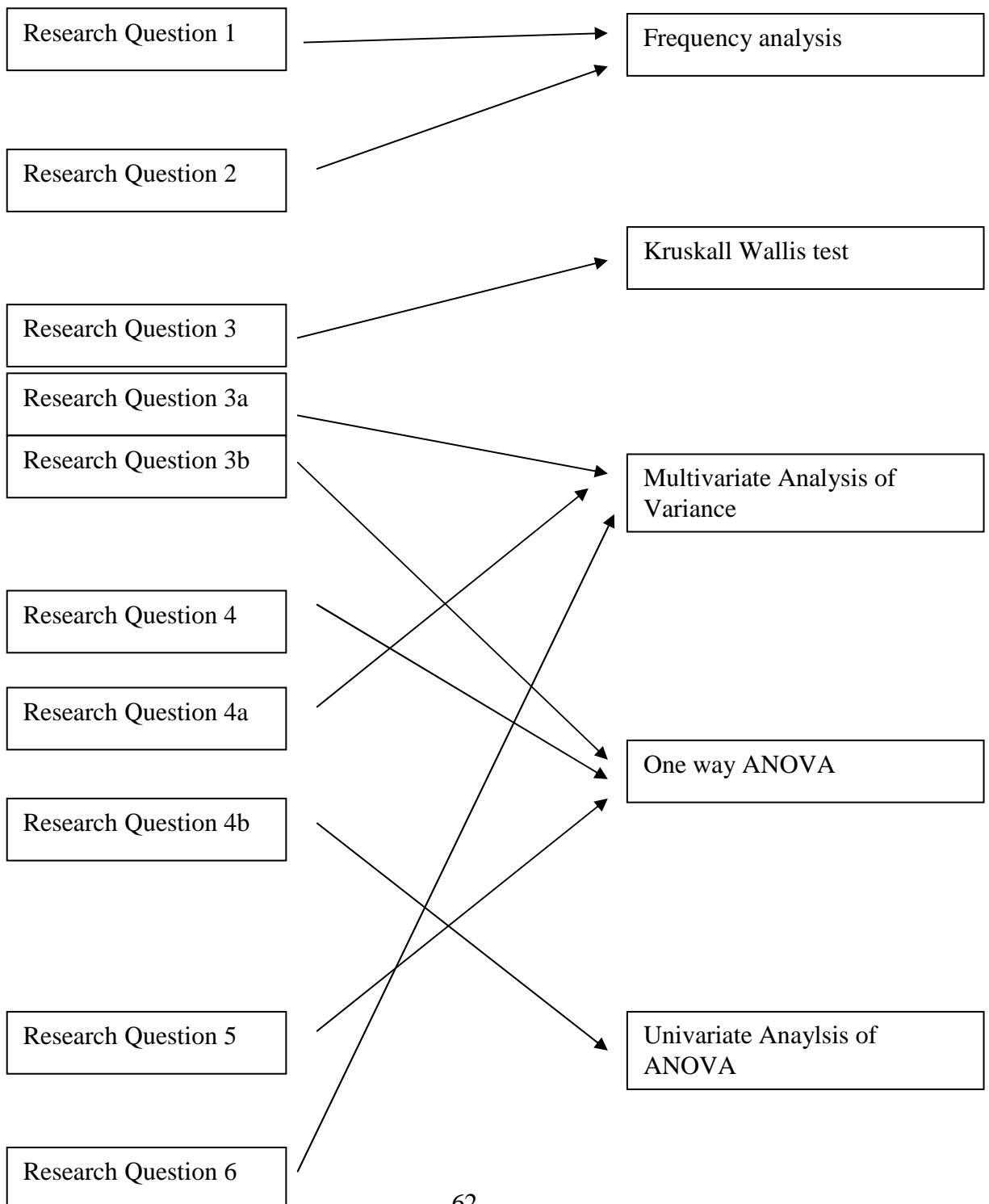
Research Question 6

In the data analysis of the sixth research question, which is stated below, self-concept (interval) and school performance (interval) are dependent

variables, and nationality is an independent variable (categorical). Multivariate analysis of variance was applied.

Is there any significant difference between the self-concept levels and the school performances of Turkish, German, mixed national background and foreign students living in Germany?

Figure 3. Data analysis of the study



CHAPTER IV

RESULTS

The purpose of the present study is to investigate the self-concept levels of Turkish, German, mixed national background 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.

In this section the results of the study are organised in the same order of the research questions. All statistical analysis was conducted by the use of the Statistical Package for Social Sciences (SPSS-PC) program where alpha was set .05 level of significance.

Of the entire sample, there are 469 students: 99 of them are Turkish, 180 of them are German, 72 of them have mixed national background of Turkish and German, and 113 of them are foreigner.

Research question 1

What are the major demographic characteristics of Turkish, German, mixed national background and foreign students and is there any difference between those five groups in terms of the following characteristics?

To have a better understanding of children's background, some demographic information about the children and their families were collected. These information were: Number of siblings, home environment, attending on

school, spare time activities, relationship with friends, having German friends or not, from whom they get help, thoughts about school, and future school and job expectations.

Results reveal that 68.5% of the sample has 1-2 siblings. Turkish children have mostly (75.5% of the Turkish students) 1-2 siblings, only 1 Turkish child have 5 or more siblings. This indicates that Turkish children of this sample population are not coming from crowded families (Table 10).

Table 10. Frequency distributions of the number of siblings

Nationality Number of Siblings	Turkish		German		Mixed national background		Foreigner		Total	
	f	%	f	%	f	%	f	%	f	%
No sibling	2	2.0	33	18.3	10	13.9	14	12.4	59	12.7
1- 2	75	75.8	122	67.8	48	66.7	73	64.6	318	68.5
3 – 4	21	21.2	23	12.8	11	15.3	24	21.2	79	17.0
5 or more	1	1.0	2	1.1	3	4.2	2	1.8	8	1.7
Total	99	100	180	100	72	100	113	100	464	100

*5 students did not give any answer to the question.

Results reveal that, four people are living in the house of 39.5% of the children, and 47.5% of the Turkish families consist of 5 people (Table 11). Beside this, 61 of the Turkish families live in rented houses and 38 of them have their own houses (Table 12).

Moreover, results state that 68% of all the children have their private rooms, but when it is looked at the situation of Turkish children, 58.6% of them do not have private rooms (Table 13).

Table 11. Frequency distributions of the number of people living at home

Nation. / Number of people	Turkish		German		Mixed national background		Foreigner		Total	
	f	%	f	%	f	%	f	%	f	%
2	2	2.0	20	11.2	12	16.7	5	4.4	39	8.4
3	9	9.1	46	25.7	25	34.7	29	25.7	109	23.5
4	34	34.3	72	40.2	21	29.2	56	49.5	183	39.5
5	47	47.5	29	16.2	7	9.7	8	7.1	91	19.7
6	5	5.1	10	5.6	4	5.6	12	10.6	31	6.7
7 or more	2	2.0	2	1.1	3	4.2	2	1.8	9	1.9
Im Heim	-	-	-	-	-	-	1	0.9	1	0.2
Total	99	100	179	100	72	100	113	100	463	100

*6 students did not give any answer to the question.

Table 12. Frequency distributions of the situation of the house they are living in

Nation. / Whose house	Turkish		German		Mixed national background		Foreigner		Total	
	f	%	f	%	f	%	f	%	f	%
Their own house	38	38.4	64	35.6	12	16.7	23	20.3	137	29.5
Rented	61	61.6	112	62.2	59	81.9	89	78.8	321	69.2
Another	-	-	4	2.2	1	1.4	1	0.9	6	1.3
Total	99	100	180	100	72	100	113	100	464	100

*5 students did not give any answer to the question.

Table 13. Frequency distributions of whether the children have private room

Nation. / Private room	Turkish		German		Mixed national background		Foreigner		Total	
	f	%	f	%	f	%	f	%	f	%
Yes	41	41.4	144	80.5	56	77.8	74	65.5	315	68.0
No	58	58.6	35	19.5	16	22.2	39	34.5	148	32.0
Total	99	100	179	100	72	100	113	100	463	100

* 6 students did not give any answer to the question.

Results stated that most of the students (48.6%) got 3 in German lessons, and most of the Turkish students (51.5%) got also three in their last records (Table 14).

Table 15 shows that the grades of the students in English lesson are mostly (35.4%) three. Students who do not have English lessons are the 4th

grade students, and they are the 14.5% of all the research population. Moreover, 41.4% of Turkish students got three in English lesson.

Results of the grades in Mathematics lesson show that 39.2% of the students got three. Moreover, 36.4% of Turkish students got three, and 35.3% of them got four in Mathematics (Table 16).

Table 14. Frequency distributions of the grades in German lesson

Nation. / Grades	Turkish		German		Mixed national background		Foreigner		Total	
	f	%	f	%	f	%	f	%	f	%
1	1	1.0	6	3.4	-	-	1	0.9	8	1.7
2	12	12.1	68	38.0	13	18.1	17	15.9	110	23.8
3	51	51.5	77	43.0	39	54.2	58	51.3	225	48.6
4	31	31.3	26	14.5	19	26.4	32	28.3	108	23.3
5	4	0.9	2	1.1	1	1.4	4	3.5	11	2.4
6	-	-	-	-	-	-	1	0.9	1	0.2
Total	99	100	179	100	72	100	113	100	463	100

*6 students did not give any answer to the question.

Table 15. Frequency distributions of the grades in English lesson

Nation. / Grades	Turkish		German		Mixed national background		Foreigner		Total	
	f	%	f	%	f	%	f	%	f	%
1	-	-	-	-	1	1.4	1	0.9	2	0.4
2	24	24.2	33	18.3	20	27.8	28	25.0	105	22.3
3	41	41.4	61	33.9	21	29.2	41	36.6	164	35.4
4	20	20.2	32	17.8	16	22.2	23	20.5	91	19.7
5	7	7.1	14	7.8	4	5.6	7	6.3	32	6.9
6	-	-	1	0.5	-	-	1	0.9	2	0.4
No English lesson	7	7.1	39	21.7	10	13.9	11	9.8	67	14.5
Total	99	100	180	100	72	100	112	100	463	100

*6 students did not give any answer to the question.

Table 16. Frequency distributions of the grades in Mathematics lesson

Nation. / Grades	Turkish		German		Mixed national background		Foreigner		Total	
	f	%	f	%	f	%	f	%	f	%
1	4	4.0	13	7.3	-	-	3	2.7	20	4.3
2	17	17.2	62	34.8	19	26.4	26	23.0	124	27.0
3	36	36.4	68	38.2	30	41.7	47	41.6	181	39.2
4	35	35.3	32	18.0	19	26.4	30	26.5	116	25.1
5	7	3.1	3	1.7	4	5.6	7	6.2	21	4.5
Total	99	100	178	100	72	100	113	100	462	100

*7 students did not give any answer to the question.

Results indicate that 30% of the students spare their time with their friends, and 25.4% of the students spare their time with sport activities such as, playing football, basketball (Table 17).

Table 17. Frequency distributions of the spare time activities

Nation. / Spare time activities	Turkish		German		Mixed national background		Foreigner		Total	
	f	%	f	%	f	%	f	%	f	%
Computer games	8	5.2	28	9.2	7	5.6	11	6.3	54	7.1
Sport activities	31	20.0	83	27.2	33	26.6	46	26.3	193	25.4
Going out with friends	48	31.0	83	27.2	33	26.6	63	36	227	30.0
Cultural activities	10	6.5	21	6.9	10	8.1	8	4.6	49	6.5
Reading	10	6.5	10	3.3	5	4.0	2	1.1	27	3.6
Listening music	6	3.9	16	5.2	4	3.2	3	1.7	29	3.8
Studying lesson	3	1.9	8	2.6	2	1.6	5	2.9	18	2.4
Something makes fun	3	1.9	2	0.7	-	-	1	0.6	6	0.8
Working	3	1.9	1	0.3	2	1.6	1	0.6	7	0.9
Shopping	3	1.9	2	0.7	4	3.2	9	5.1	18	2.4
Styling	-	-	-	-	-	-	1	0.6	1	0.1
Playing musical instrument	-	-	8	2.6	1	0.8	1	0.6	10	1.3
Chatting	5	3.2	5	1.6	2	1.6	2	1.1	14	1.8
Church	1	0.6	-	-	-	-	-	-	1	0.1
Working at home	6	3.9	2	0.7	-	-	-	-	9	1.2
Staying at home	2	1.3	6	2.0	4	3.2	2	1.1	14	1.8
Party	-	-	2	0.7	3	2.4	4	2.3	9	1.2
Something with family	2	1.3	2	0.7	1	0.8	2	1.1	7	0.9
Playing games	6	3.9	13	4.3	6	4.8	5	2.9	30	4.0
Watching film, tv	4	2.6	5	1.6	1	0.8	2	1.1	12	1.6
Internet	2	1.3	2	0.7	2	1.6	1	0.6	7	0.9
Bad habits	-	-	-	-	1	0.8	2	1.1	3	0.4
Everything possible	2	1.3	4	1.3	2	1.6	4	2.3	12	1.6
Nothing	-	-	2	0.7	1	0.8	-	-	3	0.4
Total	155	100	305	100	124	100	175	100	759	

* The total is more than 100 percent because respondents gave more than one reply.

Most of the students (87.4%) stated that they have a lot of friends, and 2 of them told that they don't have any friends. Most of the Turkish students (91.9%) told that they have several friends (Table 18). Moreover, 78.1% of the students stated that they may have sometimes trouble with their friends, and 78.8% of the Turkish students told that they may have sometimes trouble with their friends (Table 19).

Table 18. Frequency distributions of the relationship with friends

Nation. / Relation with friends	Turkish		German		Mixed national background		Foreigner		Total	
	f	%	f	%	f	%	f	%	f	%
Several friends	91	91.9	148	82.7	53	86.9	103	91.1	404	87.5
Few friends	8	8.1	31	17.3	7	11.5	9	8.0	56	12.1
No friends	-	-	-	-	1	1.6	1	0.9	2	0.4
Total	99	100	179	100	61	100	113	100	462	100

* 7 students did not give any answer to the question.

Table 19. Frequency distributions of whether they have trouble with friends

Nation. / Trouble	Turkish		German		Mixed national background		Foreigner		Total	
	f	%	f	%	f	%	f	%	f	%
Never	18	18.2	35	12.8	8	11.1	24	21.2	85	18.4
Sometime	78	78.8	136	76.8	60	83.3	86	76.1	360	78.1
Often	2	2.0	6	3.4	4	5.6	3	2.7	15	3.3
Always	1	1.0	-	-	-	-	-	-	1	0.2
Total	99	100	177	100	72	100	113	100	461	100

*8 students did not give any answer to the question

Table 20 shows that 85 of Turkish students' best friends are Turkish students and 55 of them stated that their best friends are German. German students have mostly German friends (163 of them).

Table 20. Frequency distributions of the nationality of best friends

Nation. / Best friends nation.	Turkish		German		Mixed national background		Foreigner		Total	
	f	%	f	%	f	%	f	%	f	%
German	55	30.4	163	55.4	53	38.1	61	30.7	332	40.8
Turkish	85	47.0	67	22.8	39	28.1	59	29.6	250	30.8
German- Turkish	1	0.6	-	-	-	-	-	-	1	0.1
Other	40	22.1	63	21.4	47	33.8	79	39.7	229	28.2
All nation.	-	-	1	0.3	-	-	-	-	1	0.1
Total	181	100	294	100	139	100	199	100	813	100

* The total is more than the number of students in the study because respondents gave more than one reply.

Results stated that parents of 65.7% of the students give always permission to their children to meet with their friends. German student can never get permission. Most of the Turkish students stated that they can always get permission (50.5%), 31.3% of them can often get permission, and 2 of them stated that they can never get permission (Table 21).

Table 21. Frequency distributions of whether they can get permission from parents to meet with friends

Nation. / Permission	Turkish		German		Mixed national background		Foreigner		Total	
	f	%	f	%	f	%	f	%	f	%
Always	50	50.5	128	71.1	50	69.4	77	68.1	305	65.7
Often	31	31.3	41	22.8	17	23.6	27	23.9	116	25
Sometime	16	16.2	10	5.6	4	5.6	9	8.0	39	8.4
Never	2	2.0	1	0.6	1	1.4	-	-	4	0.9
Total	99	100	180	100	72	100	113	100	464	100

*5 students did not give any answer to the question

Table 22 stated that 36.6% of the students get help from their friends and 29.4% of them get help from their mothers when they have a problem. It is indicated that 61 of Turkish children get help from their friends and 47 get help from their mothers.

Table 22. Frequency distributions of the person they get help when they have a problem

Nation. / Person help	Turkish		German		Mixed national background		Foreigner		Total	
	f	%	f	%	f	%	f	%	f	%
Nobody	2	1.3	7	2.2	3	2.1	-	-	12	1.5
Mother	47	29.9	97	30.9	37	26.4	55	28.5	236	29.4
Father	11	7.0	53	16.9	21	15	26	13.5	111	13.8
Sister/ Brother	24	15.3	35	11.1	15	10.7	32	16.6	106	13.2
Friends	61	38.9	110	35.0	51	36.4	72	37.3	294	36.6
Teacher	2	1.3	3	0.9	4	2.9	2	1.0	11	1.4
Aunt	2	1.3	1	0.3	4	2.9	3	1.6	10	1.2
Grandmother	1	0.6	2	0.6	4	2.9	1	0.5	8	1.0
Cousin	6	3.8	-	-	-	-	2	1.0	1	0.1
Sister in law	1	0.6	-	-	-	-	-	-	1	0.1
Diary	-	-	1	0.3	1	0.7	-	-	2	0.2
Somebody I trust	-	-	1	0.3	-	-	-	-	1	0.1
Therapist	-	-	2	0.6	-	-	-	-	2	0.2
Stepfather	-	-	1	0.3	-	-	-	-	1	0.1
Total	157	100	314	100	140	100	193	100	804	

* The total is more than 100 percent because respondents gave more than one reply.

Results show that 72.8% of the students like to go to school, and 75 of the Turkish children like to go to school (Table 23).

Table 23: Frequency distributions of if they like going to school or not

Nation. / Like school	Turkish		German		Mixed national background		Foreigner		Total	
	f	%	f	%	f	%	f	%	f	%
Yes	75	75.8	131	72.8	47	65.3	84	75.0	337	72.8
No	24	24.2	46	25.6	24	33.3	28	25.0	122	26.3
Sometimes	-	-	3	1.7	1	1.4	-	-	4	0.9
Total	99	100	180	100	72	100	112	100	463	100

*5 students did not give any answer to the question

Most of the students stated that going to school is boring (31.2%), 15.6% of them don't like to get up early, and 13.1% of them don't like to study a lot. Moreover, 30.4% of Turkish children think that school is boring, 21.7% of them don't like to get up early, and 10.9% of them don't like to go to school because

of some students and the arguments in class. Some of the Turkish students find school stressful (8.7%) and 8.7% of them don't like school due to some teachers (Table 24).

Table 24. Frequency distributions of the reasons of why they don't like school

Nation. / reasons	Turkish		German		Mixed national background		Foreigner		Total	
	f	%	f	%	f	%	f	%	f	%
Boring	14	30.4	24	32.0	10	27.8	14	33.3	62	31.2
Getting up very early	10	21.7	6	8.0	5	13.9	10	23.8	31	15.6
Stress	4	8.7	4	5.3	-	-	-	-	8	4.0
Some lessons	1	2.2	3	4.0	2	5.6	1	2.4	7	3.5
Some teachers	4	8.7	6	8.0	4	11.1	4	9.5	18	9.0
Mobbing	1	2.2	1	1.3	-	-	-	-	2	1.0
I want to do smth different	-	-	2	2.7	1	2.8	-	-	3	1.5
Very long, few sparetime	2	4.3	7	9.3	4	11.1	1	2.4	14	7.0
A lot of studying	2	4.3	11	14.7	5	13.9	8	19.0	26	13.1
Some students, class, argument	5	10.9	7	9.3	3	8.3	2	4.8	17	8.5
Exam stress	1	2.2	1	1.3	1	2.8	1	2.4	4	2.0
Nobody trust me that I study	1	2.2	1	1.3	-	-	-	-	2	1.0
When I forget smth	1	2.2	-	-	1	2.8	-	-	2	1.0
I cant see my future	-	-	1	1.3	-	-	-	-	1	0.5
Without diploma you are nothing	-	-	1	1.3	-	-	-	-	1	0.5
Because I am not a good student	-	-	-	-	-	-	1	2.4	1	0.5
Total	46	100	75	100	36	100	42	100	199	

* The total is more than 100 percent because respondents gave more than one reply.

According to the results, most of the students (51.7%) told that their teachers understand themselves “good”, and 41.6% of them gave an answer as “very good”. Most of the Turkish students (45.4%) told that, their teachers understand themselves “good”, and 41.4% of them told that, they understand “very good”. In addition, 6.3% of all the students and 13.2% of Turkish students mentioned that their teachers don’t understand them well (Table 25).

Table 25. Frequency distributions of whether teachers understand children or not

Nation. / Relation with teacher	Turkish		German		Mixed national background		Foreigner		Total	
	f	%	f	%	f	%	f	%	f	%
Very good	41	41.4	78	43.3	22	30.6	52	46.0	193	41.6
Good	45	45.4	96	53.3	42	58.3	57	50.4	240	51.7
Not good	13	13.2	6	3.3	6	8.3	4	3.5	29	6.3
Never	-	-	-	-	2	2.8	-	-	2	0.4
Total	99	100	180	100	72	100	113	100	464	100

*5 students did not give any answer to the question

Table 26 shows that most of the students want to work as a merchant (72 out of 552) or as hand worker (72 out of 552). Moreover, 68 of them have not any idea about what they want to be in the future. 50 of them want to work in a health profession and 50 of them want to work with mechanics. Turkish students told that they want to work as a merchant (22 out of 116) and in health professions (15 out of 116). Furthermore, 8 of them don’t have any idea about their future jobs and 8 of them wants to work as a security.

Table 26. Frequency distributions of what they want to be in the future

Nation. / Future job	Turkish		German		Mixed national background		Foreigner		Total	
	f	%	f	%	f	%	f	%	f	%
Have no idea	8		30		10		20		68	
Handicraft*	12		34		16		10		72	
Restaurant/ hotel	-		3		3		3		9	
Education	6		10		4		3		23	
Law	-		3		-		2		5	
Plants/ Animals	1		20		3		1		25	
Security	8		10		4		5		27	
Health	15		15		3		17		50	
Beauty	-		4		3		3		10	
Children	4		4		-		9		17	
merchant**	22		23		10		17		72	
Mechanics	10		17		10		13		50	
Art	5		4		3		2		14	
Sport	7		11		11		8		37	
IT	5		5		6		2		18	
Technical work	2		4		1		2		9	
Self-employed	2		-		1		2		5	
Car industry	-		5		1		1		7	
Train	1		3		-		1		5	
Plain	3		-		1		1		5	
Scientist	1		2		1		1		5	
Decorator	-		2		-		2		4	
Manager	2		-		1		1		4	
Others	2		6		2		1		11	
Total	116		215		94		127		552	

*Schreiner, Tischler, Friseurin, Fliesenleger, Straßen Lackierer, Bäcker, Koch-in, Maler, 5 Sterne Koch, stuckateur, friedhofsgärtnerin, schweisser, schlosser, etwas in handwerkbereich, stuckateur, bühnenmalerin, lackierer, zimmermann, dachdecker, konditorin, metzger, elektriker, elektroniker, Modellbauer, goldschmied, arbeiter, ampeln arbeiter wie mein vater
 **Bürokauffrau-mann, Automobilkaufmann, Kaufmann in Einzelhandel, einzelhandelkauffrau, Sozialversicherung Kaufmann, Versicherung Kaufmann, Bäckereifach Verkäuferin, Bankkaufmann-frau, Reiseverkaufsmann, Fachangestellte für Bürokommunikation, Einzelhandelskauffrau in der Schmuckbranche, Scheffin von einem Kaufhaus, einzelhandelkaufmann, industrierkaufmann, autoverkäufer, IT-system kauffrau, luftverkehrskauffrau, bankangestellter

Research question 2

What are the major socio-demographic characteristics of Turkish, German, mixed national background and foreign families living in Germany and is there any difference between those five groups in terms of the following characteristics? : Educational background, having an own house / houses, working situation of the father and mother, and the self-employment status of the household head.

Results show that 63.8% of the students told that their family understand themselves very good. Moreover, 65.7% of the Turkish students think that their families understand themselves very good (Table 27).

Table 27. Frequency distributions of whether parents understand themselves or not

Nation. / Understanding	Turkish		German		Mixed national background		Foreigner		Total	
	f	%	f	%	f	%	f	%	f	%
Very good	65	65.7	119	66.1	40	55.6	72	63.7	296	63.8
Good	28	28.3	56	31.1	26	36.1	37	32.7	147	31.7
Not good	5	5.1	5	2.8	5	6.9	4	3.5	19	4.1
Never	1	1.0	-	-	1	1.4	-	-	2	0.4
Total	99	100	180	100	72	100	113	100	464	100

*5 students did not give any answer to the question

Table 28 stated that, the attitude of the families of 67,9% of the students is to sit and talk with the child about the problem situation. Moreover, 24,6% of the students are very angry when children do something wrong.

Table 28. Frequency distributions of the attitude of the family when children do something wrong.

Nation. / Attitude	Turkish		German		Mixed national background		Foreigner		Total	
	f	%	f	%	f	%	f	%	f	%
Very angry	37	34.6	27	14.8	22	29.3	33	27.7	119	24.6
Not interested	2	1.9	10	5.5	7	9.3	1	0.8	20	4.1
We talk about the problem	65	60.7	139	76.4	44	58.7	80	67.2	328	67.9
Discussion	-	-	-	-	-	-	2	1.7	2	0.4
They hit me	2	1.9	-	-	-	-	2	1.7	4	0.8
It depends on the situation	1	0.9	3	1.6	-	-	-	-	4	0.8
Ignore me	-	-	1	0.5	-	-	-	-	1	0.2
Home arrest	-	-	2	1.1	1	1.3	1	0.8	4	0.8
Disappointed	-	-	-	-	1	1.3	-	-	1	0.2
Total	107	100	182	100	75	100	119	100	483	100

Table 29 shows that, 32.7% of the parents ask the thoughts of children when they are deciding on something related to the house or the family, 32.0%

of them ask often, and 31.2% of them ask always to their children. Most of the Turkish students (42.4%) told that they are sometimes asked about the family decisions.

Table 29. Frequency distributions of whether parents ask thoughts of the children when they decide on something related to the family

Nation. / Asking thoughts	Turkish		German		Mixed national background		Foreigner		Total	
	f	%	f	%	f	%	f	%	f	%
Always	23	23.2	67	37.2	23	30.7	31	27.9	144	31.2
Often	29	29.3	59	32.8	25	33.3	35	31.5	148	32.0
Sometimes	42	42.4	48	26.7	20	26.7	41	36.9	151	32.7
Never	5	5.1	6	3.3	4	5.3	4	3.6	19	4.1
Total	99	100	180	100	72	100	111	100	462	100

* 7 students did not give any answer to the question.

Table 30 stated that, 58.8% of the mothers are graduated from “Hauptschule”, and 56.8% of the mothers of Turkish students are graduated from “hauptschule”. Table 31 shows the educational situation of the fathers, 54.9% of the fathers are graduated from “hauptschule”, and 56.3% of the Turkish fathers are also graduated from “Hauptschule”.

Table 30. Frequency distributions of the mother’s education

Nation. / Mother’s education	Turkish		German		Mixed national background		Foreigner		Total	
	f	%	f	%	f	%	f	%	f	%
No idea	6	6.3	8	4.5	4	5.6	6	5.6	24	5.3
Can not read and write/no school	7	7.4	1	0.6	-	-	1	0.9	9	2.0
Can read and write	2	2.1	-	-	-	-	1	0.9	3	0.7
Element. School	6	6.3	1	0.6	-	-	1	0.9	8	1.8
Sonder Schule	-	-	-	-	1	1.4	-	-	1	0.2
Hauptschule	54	56.8	111	63.1	42	58.3	58	53.7	265	58.8
Realschule	6	6.3	24	13.6	16	22.2	20	18.5	66	14.6
Gymnasium	3	3.2	18	10.2	7	9.7	9	8.3	37	8.2
Universität/ Fachhochschule	7	7.4	11	6.3	1	1.4	9	8.3	28	6.2
Highschool in Turkey	2	2.1	-	-	-	-	1	0.9	3	0.7
Graduated from another country	2	2.1	2	1.1	1	1.4	2	1.9	7	1.5
Total	95	100	176	100	72	100	108	100	451	100

*8 students did not give any answer to the question

Table 31. Frequency distributions of the father's education

Nation. / Father's education	Turkish		German		Mixed national background		Foreigner		Total	
	f	%	f	%	f	%	f	%	f	%
No idea	9	9.4	13	7.5	7	10.8	6	5.6	35	7.9
Can not read and write/no school	5	5.2	-	-	-	-	1	0.9	6	1.4
Elementary school	5	5.2	2	7.5	1	1.5	1	0.9	9	2.0
Hauptschule	54	56.3	96	55.1	35	53.8	58	53.7	243	54.9
Realschule	10	10.4	34	19.5	13	20	20	18.5	77	17.4
Gymnasium	6	6.3	18	10.3	3	4.6	11	10.2	38	8.6
Universität/ Fachhoch Schule	6	6.3	9	5.2	2	3.1	9	8.3	26	5.9
Highschool in another country	-	-	-	-	2	3.1	1	0.9	3	0.7
Graduated from another country	1	1.0	2	7.5	1	1.5	1	0.9	5	1.1
Not alive	-	-	-	-	1	1.5	-	-	1	0.2
Total	96	100	174	100	65	100	108	100	443	100

* 16 students did not give any answer

It is stated that 41.8% of the mothers are working as a worker, and 22% of them are not working. Moreover, 41.8% of the Turkish mothers are working as a worker, and 31.6% of them are not working (table 32). Most of the fathers are working (53.1%) as a worker, and most of the Turkish fathers (59.2%) are also working as a worker (Table 33).

Table 32. Frequency distributions of the mother working situation

Nation. / Mother working	Turkish		German		Mixed national background		Foreigner		Total	
	f	%	f	%	f	%	f	%	f	%
No idea	1	1.0	-	-	2	2.8	1	0.9	4	0.9
Self-employed	11	11.2	25	14.0	3	4.2	11	9.9	50	10.9
Worker	41	41.8	68	38.2	27	37.5	55	49.5	192	41.8
Officer- Employee- Labourer	4	4.1	45	25.3	18	25	9	8.1	76	16.6
Trainer	-	-	2	1.1	2	2.8	1	0.9	5	1.1
Unemployed Housewife	31	31.6	31	17.4	13	18.1	26	23.4	101	22.0
Rentner	10	10.2	5	2.8	6	8.3	7	6.3	28	6.1
Other	-	-	-	-	-	-	1	0.9	1	0.2
Not alive	-	-	2	1.1	-	-	-	-	2	0.4
Total	98	100	178	100	72	100	111	100	459	100

Table 33. Frequency distributions of the father working situation

Nation. / Father working	Turkish		German		Mixed national background		Foreigner		Total	
	f	%	f	%	f	%	f	%	f	%
No idea	1	1.0	4	2.3	7	10.1	1	0.9	13	2.9
Self-employed	23	23.5	32	18.4	10	14.5	21	18.9	86	19.0
Worker	58	59.2	82	47.1	34	49.3	66	59.5	240	53.1
Officer – Employee– Labourer	5	5.1	43	24.7	13	18.8	10	9.0	71	15.7
Unemployed- houseman	4	4.1	4	2.3	-	-	6	5.4	14	3.1
Pensioner	7	7.1	6	3.4	3	4.3	6	5.4	22	4.9
Other	-	-	1	0.6	-	-	1	0.9	2	0.4
Not alive	-	-	2	1.1	2	2.9	-	-	4	0.9
Total	98	100	174	100	69	100	111	100	452	100

Research question 3

Is there any significant difference between the self-concept levels of Turkish, German, mixed national background and foreign students living in Germany?

Table 34 shows the descriptive statistics of self-concept scores of the children. Self-concept scores of the German students (M=57,28) are higher than those of Turkish children (M=55,66), mixed national backgrounded students and Foreigner students (M=55,19). There is a little difference between the self-concepts of the German, Turkish, mixed national background, and foreigner students. In Table 35, non-parametric test measures indicate that, there is no significant difference between the self-concept levels of those groups of students (chi-square (4) = 7,689, p= ,104)

Table 35. Non-parametric test measures of the self-concepts of children who are Turkish, German, mixed national background and foreign students living in Germany

	Chi-square	Df	P
Self- concept	7,689	4	0,104

Table 34. Descriptive statistics of the self-concepts of children who are Turkish, German, mixed national background and foreign students living in Germany

	Nationality	N	Minimum	Maximum	Mean	Sd
Self-concept	German	179	21	73	57,28	10,747
	Mixed national background	71	31	72	53,38	10,001
	Turkish	99	31	74	55,66	9,491
	Foreigner	113	14	72	55,19	11,150
	Total		14	74	55,95	10,506

A. Does family environment have an effect in terms of the following characteristics?

Table 36 shows the descriptive statistics of the family environment scores of the whole sample population. The highest mean score is the performance orientation family environment score, and it is 6,24. the lowest mean score is the religion orientation in the family, and it is 5,03.

Table 36. Descriptive statistics of the family environment scores of the students living in Germany

	N	Minimum	Maximum	Mean	Std. Deviation
FK – Conflict tendency	465	3	10	5,92	2,088
FK – Independence	465	1	8	5,09	1,928
FK – Performance orientation	465	1	10	6,24	1,700
FK – Cultural orientation	465	3	10	5,34	1,942
FK - Aktive sparetime activities	465	1	9	6,10	1,926
FK – Religion orientation	465	2	9	5,03	2,004
FK – Organisation	465	1	11	5,03	1,899
FK – Control	465	1	9	5,55	2,046
FK – Unity	465	1	8	5,57	2,007
FK - Openness	465	1	8	5,10	2,154

Instead of forming one family environment score, the scores of 10 groups of family environment scale are taken into consideration one by one. The reason for that is to consider the scores one by one prevents data missing.

1. Unity

Table 38 shows that, there is no significant difference is found between the nationality of the students, self-concept scores of the students and the unity of the family ($F(5,459)= 1,633, p= ,150$).

Table 37. Frequency distributions of the scores of the unity in the family

Nationality / Unity	Turkish	German	Mixed national background	Foreigner	Total
	f	f	f	f	f
1	1	12	4	3	20
2	10	8	5	9	33
3	7	7	5	8	27
4	14	11	9	14	48
5	21	16	13	11	61
6	14	40	13	17	85
7	20	48	10	31	111
8	12	38	11	19	80
Total	99	180	70	112	465

Table 38. Multivariate Analyses of Variance of Self-concept by the nationality and the unity scores

	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	piers	13034,261(a)	5	2606,852	21,310	,000
	FK - Unity	32,686(b)	5	6,537	1,633	,150
Intercept	piers	191230,834	1	191230,834	1563,210	,000
	FK - Unity	2671,672	1	2671,672	667,500	,000
Nationality	piers	13034,261	5	2606,852	21,310	,000
	FK - Unity	32,686	5	6,537	1,633	,150
Error	piers	56150,461	459	122,332		
	FK - Unity	1837,150	459	4,003		
Total	piers	1485396,000	465			
	FK - Unity	16307,000	465			
Corrected Total	piers	69184,723	464			
	FK - Unity	1869,837	464			

2. Openness

Table 40 shows the result of multivariate analyses of variance of Self-concept by the nationality and the openness scores. According to the results, there is a significant difference between the self-concept scores of the students, the nationality of the students and the openness scores of the family environment test ($F(5, 459) = 8,178, p = ,000$).

Table 39. Frequency distributions of the scores of the openness in the family

Nationality / Openness	Turkish	German	Mixed national background	Foreigner	Total
	f	f	f	f	f
1	17	7	10	10	44
2	9	10	4	4	27
3	12	5	11	15	44
4	15	19	6	13	53
5	11	22	10	20	64
6	10	34	10	23	77
7	22	51	11	14	100
8	3	32	8	13	56
Total	99	180	70	112	465

Table 40. Multivariate Analyses of Variance of Self-concept by the nationality and the openness scores

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	piers	13034,261(a)	5	2606,852	21,310	,000
	FK - Openness	176,047(b)	5	35,209	8,178	,000
Intercept	piers	191230,834	1	191230,834	1563,210	,000
	FK - Openness	2208,276	1	2208,276	512,902	,000
Nationality	piers	13034,261	5	2606,852	21,310	,000
	FK - Openness	176,047	5	35,209	8,178	,000
Error	piers	56150,461	459	122,332		
	FK - Openness	1976,202	459	4,305		
Total	piers	1485396,000	465			
	FK - Openness	14252,000	465			
Corrected Total	piers	69184,723	464			
	FK - Openness	2152,249	464			

3. Conflict tendency

Table 42 shows the result of multivariate analyses of variance of Self-concept scores by the nationality and the conflict tendency scores. According to the results, there is a significant difference between the self-concept scores of the students, the nationality of the students and the conflict tendency scores of the family environment test ($F(5, 459) = 2,418, p = ,035$).

Table 41. Frequency distributions of the conflict tendency in the family

Nationality / Conflict tendency	Turkish	German	Mixed national background	Foreigner	Total
	f	f	f	f	f
3	5	28	4	9	46
4	10	30	8	24	72
5	35	57	24	28	146
6	11	18	6	12	47
7	10	9	2	7	28
8	16	15	8	17	57
9	4	7	8	7	26
10	8	16	10	8	43
Total	99	180	70	112	465

Table 42. Multivariate Analyses of Variance of Self-concept by the nationality and the conflict tendency scores

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	piers	13034,261(a)	5	2606,852	21,310	,000
	FK – conflict tendency	51,928(b)	5	10,386	2,418	,035
Intercept	Piers	191230,834	1	191230,834	1563,210	,000
	FK – conflict tendency	3655,865	1	3655,865	851,242	,000
Nationality	Piers	13034,261	5	2606,852	21,310	,000
	FK – conflict tendency	51,928	5	10,386	2,418	,035
Error	Piers	56150,461	459	122,332		
	FK – conflict tendency	1971,285	459	4,295		
Total	Piers	1485396,000	465			
	FK – conflict tendency	18334,000	465			
Corrected Total	Piers	69184,723	464			
	FK – conflict tendency	2023,213	464			

a R Squared = ,188 (Adjusted R Squared = ,180)

b R Squared = ,026 (Adjusted R Squared = ,015)

4. Independence

Table 44 shows that, there is a significant difference between the self-concept scores of the students, the nationality and the independence scores of the students in the parental environment test ($F(5,459)=4,732, p=,000$).

Table 43. Frequency distributions of the scores of the independence in the family

Nationality / independence	Turkish	German	Mixed national background	Foreigner	Total
	f	f	f	f	f
1	14	10	4	7	35
3	14	13	6	12	45
4	23	33	13	27	97
5	27	49	20	32	130
7	17	49	18	22	106
8	4	26	9	12	52
Total	99	180	70	112	465

Table 44. Multivariate Analyses of Variance of Self-concept by the nationality and the independence scores

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	Piers	13034,261(a)	5	2606,852	21,310	,000
	FK – independence	84,585(b)	5	16,917	4,732	,000
Intercept	Piers	191230,834	1	191230,834	1563,210	,000
	FK – independence	2329,108	1	2329,108	651,549	,000
Nation.	Piers	13034,261	5	2606,852	21,310	,000
	FK – independence	84,585	5	16,917	4,732	,000
Error	Piers	56150,461	459	122,332		
	FK – independence	1640,800	459	3,575		
Total	Piers	1485396,000	465			
	FK - independence	13764,000	465			
Corrected Total	Piers	69184,723	464			
	FK - independence	1725,385	464			

a R Squared = ,188 (Adjusted R Squared = ,180)

b R Squared = ,049 (Adjusted R Squared = ,039)

5. Performance orientation

Table 46 shows that, there is a significant difference between the self-concept scores of the students, the nationality of the students and the performance orientationscores of the students in the family environment test ($F(5,459) = 5,644, p = ,000$).

Table 45. Frequency distributions of the scores of the performance orientation in the family

Nationality / performance orientation	Turkish	German	Mixed national background	Foreigner	Total
	f	f	f	f	f
1	-	-	1	-	1
2	1	2	1	-	4
3	1	14	2	1	18
4	8	28	5	10	54
5	18	29	15	13	75
6	17	40	21	30	109
7	21	35	11	24	91
8	17	22	9	21	69
9	10	9	5	11	35
10	6	1	-	2	
Total	99	180	70	112	465

Table 46. Multivariate Analyses of Variance of Self-concept by the nationality and the performance orientation scores

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	Piers	13034,261(a)	5	2606,852	21,310	,000
	FK – performance orientation	77,679(b)	5	15,536	5,644	,000
Intercept	Piers	191230,834	1	191230,834	1563,210	,000
	FK – performance orientation	3296,866	1	3296,866	1197,821	,000
Nationality	Piers	13034,261	5	2606,852	21,310	,000
	FK – performance orientation	77,679	5	15,536	5,644	,000
Error	Piers	56150,461	459	122,332		
	FK – performance orientation	1263,345	459	2,752		
Total	Piers	1485396,000	465			
	FK – performance orientation	19452,000	465			
Corrected Total	Piers	69184,723	464			
	FK – performance orientation	1341,024	464			

6. Cultural orientation

Table 48 shows that, there is no significant difference found between the self-concept scores, the nationality of the students and the cultural orientation scores of the students in the family environment test ($F(5,459) = ,262, p = ,934$)

Table 47. Frequency distributions of the scores of the cultural orientation in the family

Nationality / Cultural orientation	Turkish f	German f	Mixed national background f	Foreigner f	Total f
3	21	46	16	26	110
4	14	36	8	22	80
5	19	22	16	18	77
6	14	20	11	10	56
7	11	18	5	19	53
8	18	26	11	15	70
9	2	6	2	-	10
10	-	6	1	2	9
Total	99	180	70	112	465

Table 48. Multivariate Analyses of Variance of Self-concept by the nationality and the cultural orientation scores

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	Piers	13034,261(a)	5	2606,852	21,310	,000
	FK – cultural orientation	4,985(b)	5	,997	,262	,934
Intercept	Piers	191230,834	1	191230,834	1563,210	,000
	FK – cultural orientation	2598,165	1	2598,165	683,412	,000
Nationality	Piers	13034,261	5	2606,852	21,310	,000
	FK – cultural orientation	4,985	5	,997	,262	,934
Error	Piers	56150,461	459	122,332		
	FK – cultural orientation	1745,006	459	3,802		
Total	Piers	1485396,000	465			
	FK – cultural orientation	14998,000	465			
Corrected Total	Piers	69184,723	464			
	FK – cultural orientation	1749,991	464			

a R Squared = ,188 (Adjusted R Squared = ,180)

b R Squared = ,003 (Adjusted R Squared = -,008)

7. Active sparetime activities

Table 50 shows that, there is no significant difference between the self-concept scores of the students, the nationality and the sparetime activities scores of the students in the family environment test ($F(5,459) = 1,118, p = ,350$).

Table 49. Frequency distributions of the scores of the leisure activities in the family

Nationality / sparetime activities	Turkish	German	Mixed national background	Foreigner	Total
	f	f	f	f	f
1	1	-	1	2	4
2	5	17	5	7	34
4	15	18	12	16	61
5	15	14	4	7	40
6	29	49	17	33	129
7	17	29	16	16	80
8	13	30	9	14	67
9	4	23	6	17	50
Total	99	180	70	112	465

Table 50. Multivariate Analyses of Variance of Self-concept by the nationality and the leisure activities scores

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	Piers	13034,261(a)	5	2606,852	21,310	,000
	FK – leisure activities	20,721(b)	5	4,144	1,118	,350
Intercept	Piers	191230,834	1	191230,834	1563,210	,000
	FK - Aktive sparetime act.	3414,074	1	3414,074	921,405	,000
Nationality	Piers	13034,261	5	2606,852	21,310	,000
	FK - Aktive sparetime act.	20,721	5	4,144	1,118	,350
Error	Piers	56150,461	459	122,332		
	FK - Aktive sparetime act.	1700,729	459	3,705		
Total	Piers	1485396,000	465			
	FK - Aktive sparetime act.	19018,000	465			
Corrected Total	Piers	69184,723	464			
	FK - Aktive sparetime act.	1721,449	464			

a R Squared = ,188 (Adjusted R Squared = ,180)

b R Squared = ,012 (Adjusted R Squared = ,001)

8. Religion orientation

Table 52 shows that, there is a significant difference found between the self-concept scores, the nationality of the students and the religion orientation scores of the students in the family environment test ($F(5,459) = 32,722, p = ,000$).

Table 51. Frequency distributions of the scores of the religion orientation in the family

Nationality / Religion orientation	Turkish	German	Mixed national background	Foreigner	Total
	f	f	f	f	f
2	1	27	7	2	37
3	4	66	22	20	112
4	5	29	12	14	60
5	11	16	10	12	49
6	26	23	13	31	96
7	17	7	4	13	41
8	25	8	2	15	51
9	10	4	-	5	19
Total	99	180	70	112	465

Table 52: Multivariate Analyses of Variance of Self-concept by the nationality and the religion orientation scores

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	Piers	13034,261(a)	5	2606,852	21,310	,000
	FK – Religion orientation	489,742(b)	5	97,948	32,722	,000
Intercept	Piers	191230,834	1	191230,834	1563,210	,000
	FK - Religion orientation	2588,904	1	2588,904	864,885	,000
Nationality	Piers	13034,261	5	2606,852	21,310	,000
	FK - Religion orientation	489,742	5	97,948	32,722	,000
Error	Piers	56150,461	459	122,332		
	FK - Religion orientation	1373,948	459	2,993		
Total	Piers	1485396,000	465			
	FK - Religion orientation	13609,000	465			
Corrected Total	Piers	69184,723	464			
	FK - Religion orientation	1863,690	464			

a R Squared = ,188 (Adjusted R Squared = ,180)

b R Squared = ,263 (Adjusted R Squared = ,255)

9. Organization

Table 54 shows that, there is no significant difference found between the self-concept scores of the students, the nationality and the organization scores of the students in the family environment test ($F(5,459) = 1,397, p = ,224$).

Table 53. Frequency distributions of the scores of the organization in the family

Nationality / organization	Turkish	German	Mixed national background	Foreigner	Total
	f	f	f	f	f
1	2	5	4	2	14
2	12	21	11	12	56
3	9	15	8	8	40
4	17	17	6	10	51
5	16	22	9	17	65
6	30	55	23	43	151
7	6	30	7	11	54
8	4	12	2	9	28
9	3	2	-	-	5
11	-	1	-	-	1
Total	99	180	70	112	465

Table 54. Multivariate Analyses of Variance of Self-concept by the nationality and the organization scores

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	Piers	13034,261(a)	5	2606,852	21,310	,000
	FK - Organization	25,079(b)	5	5,016	1,397	,224
Intercept	Piers	191230,834	1	191230,834	1563,210	,000
	FK - Organization	2168,264	1	2168,264	603,721	,000
Nationality	Piers	13034,261	5	2606,852	21,310	,000
	FK - Organization	25,079	5	5,016	1,397	,224
Error	Piers	56150,461	459	122,332		
	FK - Organization	1648,499	459	3,592		
Total	Piers	1485396,000	465			
	FK - Organization	13439,000	465			
Corrected Total	Piers	69184,723	464			
	FK - Organization	1673,578	464			

a R Squared = ,188 (Adjusted R Squared = ,180)

b R Squared = ,015 (Adjusted R Squared = ,004)

10. Control

Table 56 shows that, there is a significant difference found between the self-concept scores of the students, the nationality and the control scores of the students in the family environment test ($F(5,459) = 4,225, p = ,001$).

Table 55. Frequency distributions of the scores of the control in the family

Nationality / control	Turkish	German	Mixed national background	Foreigner	Total
	f	f	f	f	f
1	-	6	-	1	7
2	6	24	10	7	47
3	3	14	5	3	26
4	6	23	9	14	54
5	26	34	16	20	96
6	11	24	8	17	60
7	17	16	8	20	61
8	28	37	13	26	105
9	2	2	1	4	9
Total	99	180	70	112	465

Table 56. Multivariate Analyses of Variance of Self-concept by the nationality and the control scores

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	Piers	13034,261(a)	5	2606,852	21,310	,000
	FK – control	85,492(b)	5	17,098	4,225	,001
Intercept	Piers	191230,834	1	191230,834	1563,210	,000
	FK – control	2766,439	1	2766,439	683,656	,000
Nationality	Piers	13034,261	5	2606,852	21,310	,000
	FK – control	85,492	5	17,098	4,225	,001
Error	Piers	56150,461	459	122,332		
	FK – control	1857,360	459	4,047		
Total	Piers	1485396,000	465			
	FK – control	16291,000	465			
Corrected Total	Piers	69184,723	464			
	FK - control	1942,852	464			

a R Squared = ,188 (Adjusted R Squared = ,180)

b R Squared = ,044 (Adjusted R Squared = ,034)

B. Does socio-economic situation of the family have an effect in terms of the following characteristics?: Mother's education, father's education, working situation of the mother, and working situation of the father.

Table 57 shows that, there is a significant difference between the self-concept scores of the children and the educational situation of the mother ($F(8, 460) = 2,034, p = ,041$), but there is no significant difference found between the self-concept scores of the children and the educational situation of the father ($F(9, 459) = 1,069, p = ,384$) (Table 58). On the other hand, there is a significant difference between the self-concept scores of the students and the working situation of the mother ($F(10, 458) = 2,062, p = ,026$) (Table 59), but there is no significant difference found between the self-concept scores of the students and the working situation of the father ($F(7, 461) = 1,650, p = ,119$) (Table 60).

Table 57. One way analysis of the self-concept by the educational situation of the mother

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	3,773	8	,472	2,034	,041
Within Groups	106,670	460	,232		
Total	110,443	468			

Table 58. One way analysis of the self-concept by the educational situation of the father

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2,268	9	,252	1,069	,384
Within Groups	108,176	459	,236		
Total	110,443	468			

Table 59. One way analysis of the self-concept by working situation of the mother

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	4,757	10	,476	2,062	,026
Within Groups	105,686	458	,231		
Total	110,443	468			

Table 60. One way analysis of the self-concept by working situation of the father

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2,700	7	,386	1,650	,119
Within Groups	107,743	461	,234		
Total	110,443	468			

Research question 4

Is there any significant difference between the school performances of Turkish, German, mixed national background and foreign students living in Germany?

Table 61 states that, school grades of the 233 of the students are three. Moreover, there is a significant relationship between the school performances of the children and their nationalities ($F(5, 463) = 157,296, p = ,000$) (Table 62). Table 63, 64 and 65 state that, there is a significant relationship found between the German grades ($F(5,462) = 343,777, p=,000$), English grades ($F(5,463) = 341,461, p =,000$), and Mathematics grades ($F(5,462) = 330,740, p =,000$).

Table 61. Frequency distributions of the school performances of the students

Nation. / School performances	Turkish	German	Mixed national background	Foreigner	Total
	f	f	f	f	F
1	-	4	-	1	5
2	16	60	14	17	108
3	52	81	34	66	233
4	30	32	23	23	108
5	1	2	1	6	10
Total	99	179	72	113	464

Table 62. One way analysis of the school performances by the nationalities of the students

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	28856,417	5	5771,283	157,296	,000
Within Groups	16987,759	463	36,691		
Total	45844,176	468			

Table 63. One way analysis of the German lesson grades of the students by the nationalities

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	29053,074	5	5810,615	343,777	,000
Within Groups	7808,849	462	16,902		
Total	36861,923	467			

Table 64. One way analysis of the English lesson grades of the students by the nationalities

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	29304,281	5	5860,856	341,461	,000
Within Groups	7946,964	463	17,164		
Total	37251,245	468			

Table 65. One way analysis of the Mathematics lesson grades of the students by the nationalities

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	28922,933	5	5784,587	330,740	,000
Within Groups	8080,303	462	17,490		
Total	37003,237	467			

A. Does family environment have an effect in terms of the following characteristics?

1. Unity

Table 66 shows that, there is no significant difference found between school performances of the students, nationalities and unity of the family ($F(5,460) = 1,606, p = ,157$).

Table 66. Multivariate analysis of variance between school performances, nationalities of the students and unity of the family

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	School performance	36377,246(a)	5	7275,449	353,754	,000
	FK – unity	32,604(b)	5	6,521	1,606	,157
Intercept	School performance	33908,872	1	33908,872	1648,753	,000
	FK – unity	2664,028	1	2664,028	655,949	,000
Nationality	School performance	36377,246	5	7275,449	353,754	,000
	FK – unity	32,604	5	6,521	1,606	,157
Error	School performance	9460,535	460	20,566		
	FK – unity	1868,213	460	4,061		
Total	School performance	53492,690	466			
	FK - unity	16307,000	466			
Corrected Total	School performance	45837,781	465			
	FK - unity	1900,818	465			

a R Squared = ,794 (Adjusted R Squared = ,791)

b R Squared = ,017 (Adjusted R Squared = ,006)

2. Openness

Table 67 show that, there is a significant difference found between school performances of the students, nationalities and openness of the family environment ($F(5, 460) = 8,171, p = ,000$).

Table 67. Multivariate analysis of variance between school performances, nationalities of the students and openness of the family

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	School performance	36377,246(a)	5	7275,449	353,754	,000
	FK - Openness	177,674(b)	5	35,535	8,171	,000
Intercept	School performance	33908,872	1	33908,872	1648,753	,000
	FK - Openness	2202,137	1	2202,137	506,355	,000
Nationality	School performance	36377,246	5	7275,449	353,754	,000
	FK - Openness	177,674	5	35,535	8,171	,000
Error	School performance	9460,535	460	20,566		
	FK - Openness	2000,540	460	4,349		
Total	School performance	53492,690	466			
	FK - Openness	14252,000	466			
Corrected Total	School performance	45837,781	465			
	FK - Openness	2178,215	465			

a R Squared = ,794 (Adjusted R Squared = ,791)

b R Squared = ,082 (Adjusted R Squared = ,072)

3. Conflict tendency

Table 68 states that, there is a significant difference between school performances, nationalities and conflict tendency of the family ($F(5,460) = 2,394, p = ,037$).

Table 68. Multivariate analysis of variance between school performances, nationalities of the students and conflict tendency of the family

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	School performance	36377,246(a)	5	7275,449	353,754	,000
	FK – conflict tendency	52,197(b)	5	10,439	2,394	,037
Intercept	School performance	33908,872	1	33908,872	1648,753	,000
	FK – conflict tendency	3646,480	1	3646,480	836,175	,000
Nationality	School performance	36377,246	5	7275,449	353,754	,000
	FK – conflict tendency	52,197	5	10,439	2,394	,037
Error	School performance	9460,535	460	20,566		
	FK – conflict tendency	2006,017	460	4,361		
Total	School performance	53492,690	466			
	FK – conflict tendency	18334,000	466			
Corrected Total	School performance	45837,781	465			
	FK – conflict tendency	2058,215	465			

a R Squared = ,794 (Adjusted R Squared = ,791)

b R Squared = ,025 (Adjusted R Squared = ,015)

4. Independence

Table 69 states that, there is a significant difference found between school performances, nationalities and independence of the family ($F(5,460) = 4,725$, $p = ,000$).

Table 69. Multivariate analysis of variance between school performances, nationalities of the students and independence of the family

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	School performance	36377,246(a)	5	7275,449	353,754	,000
	FK - Independence	85,552(b)	5	17,110	4,725	,000
Intercept	School performance	33908,872	1	33908,872	1648,753	,000
	FK - Independence	2322,742	1	2322,742	641,462	,000
Nationality	School performance	36377,246	5	7275,449	353,754	,000
	FK - Independence	85,552	5	17,110	4,725	,000
Error	School performance	9460,535	460	20,566		
	FK - Independence	1665,667	460	3,621		
Total	School performance	53492,690	466			
	FK - Independence	13764,000	466			
Corrected Total	School performance	45837,781	465			
	FK - Independence	1751,219	465			

a R Squared = ,794 (Adjusted R Squared = ,791)

b R Squared = ,049 (Adjusted R Squared = ,039)

5. Performance orientation

Table 70 shows that, there is a significant difference between school performances, nationalities and performance orientation of the family ($F(5, 460) = 5,133, p = ,000$).

Table 70. Multivariate analysis of variance between school performances, nationalities of the students and performance orientation of the family

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	School performance	36377,246(a)	5	7275,449	353,754	,000
	FK – Performance orientation	72,924(b)	5	14,585	5,133	,000
Intercept	School performance	33908,872	1	33908,872	1648,753	,000
	FK – Performance orientation	3286,760	1	3286,760	1156,810	,000
Nationality	School performance	36377,246	5	7275,449	353,754	,000
	FK – Performance orientation	72,924	5	14,585	5,133	,000
Error	School performance	9460,535	460	20,566		
	FK – Performance orientation	1306,965	460	2,841		
Total	School performance	53492,690	466			
	FK – Performance orientation	19452,000	466			
Corrected Total	School performance	45837,781	465			
	FK – Performance orientation	1379,888	465			

a R Squared = ,794 (Adjusted R Squared = ,791)

b R Squared = ,053 (Adjusted R Squared = ,043)

6. Cultural orientation

Table 71 shows that, there is no significant relationship found between school performances, nationalities and cultural orientation of the family ($F(5,460) = ,312, p = ,906$).

Table 71. Multivariate analysis of variance between school performances, nationalities of the students and cultural orientation of the family

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	School performance	36377,246(a)	5	7275,449	353,754	,000
	FK – Cultural orientation	6,003(b)	5	1,201	,312	,906
Intercept	School performance	33908,872	1	33908,872	1648,753	,000
	FK – Cultural orientation	2591,108	1	2591,108	672,477	,000
Nationality	School performance	36377,246	5	7275,449	353,754	,000
	FK – Cultural orientation	6,003	5	1,201	,312	,906
Error	School performance	9460,535	460	20,566		
	FK – Cultural orientation	1772,418	460	3,853		
Total	School performance	53492,690	466			
	FK – Cultural orientation	14998,000	466			
Corrected Total	School performance	45837,781	465			
	FK – Cultural orientation	1778,421	465			

a R Squared = ,794 (Adjusted R Squared = ,791)

b R Squared = ,003 (Adjusted R Squared = -,007)

7. Aktive sparetime activities

Table 72 states that, there is no significant difference found between school performances, nationalities of the students and aktive sparetime activities ($F(5,460) = 1,070, p = ,376$).

Table 72. Multivariate analysis of variance between school performances, nationalities of the students and leisure activities of the family

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	School performance	36377,246(a)	5	7275,449	353,754	,000
	FK - Aktive sparetime activities	20,219(b)	5	4,044	1,070	,376
Intercept	School performance	33908,872	1	33908,872	1648,753	,000
	FK - Aktive sparetime activities	3404,584	1	3404,584	900,918	,000
Nationality	School performance	36377,246	5	7275,449	353,754	,000
	FK - Aktive sparetime activities	20,219	5	4,044	1,070	,376
Error	School performance	9460,535	460	20,566		
	FK - Aktive sparetime activities	1738,347	460	3,779		
Total	School performance	53492,690	466			
	FK - Aktive sparetime activities	19018,000	466			
Corrected Total	School performance	45837,781	465			
	FK - Aktive sparetime activities	1758,567	465			

a R Squared = ,794 (Adjusted R Squared = ,791)

b R Squared = ,011 (Adjusted R Squared = ,001)

8. Religion orientation

Table 73 shows that, there is a significant difference found between school performances, nationalities of the students and religion orientation of the family ($F(5,460) = 31,728, p = ,000$).

Table 73. Multivariate analysis of variance between school performances, nationalities of the students and religion orientation of the family

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	School performance	36377,246(a)	5	7275,449	353,754	,000
	FK - Religion orientation	484,377(b)	5	96,875	31,728	,000
Intercept	School performance	33908,872	1	33908,872	1648,753	,000
	FK - Religion orientation	2581,436	1	2581,436	845,458	,000
Nationality	School performance	36377,246	5	7275,449	353,754	,000
	FK - Religion orientation	484,377	5	96,875	31,728	,000
Error	School performance	9460,535	460	20,566		
	FK - Religion orientation	1404,517	460	3,053		
Total	School performance	53492,690	466			
	FK - Religion orientation	13609,000	466			
Corrected Total	School performance	45837,781	465			
	FK - Religion orientation	1888,895	465			

a R Squared = ,794 (Adjusted R Squared = ,791)

b R Squared = ,256 (Adjusted R Squared = ,248)

9. Organization

Table 74 shows that, there is no significant difference found between school performances, nationalities of the students and organization of the family ($F(5, 460) = 1,294, p=,265$).

Table 74. Multivariate analysis of variance between school performances, nationalities of the students and organization of the family

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	School performances	36377,246(a)	5	7275,449	353,754	,000
	FK - Organisation	23,563(b)	5	4,713	1,294	,265
Intercept	School performances	33908,872	1	33908,872	1648,753	,000
	FK - Organisation	2161,859	1	2161,859	593,611	,000
Nationality	School performances	36377,246	5	7275,449	353,754	,000
	FK - Organisation	23,563	5	4,713	1,294	,265
Error	School performances	9460,535	460	20,566		
	FK - Organisation	1675,263	460	3,642		
Total	School performances	53492,690	466			
	FK - Organisation	13439,000	466			
Corrected Total	School performances	45837,781	465			
	FK - Organisation	1698,826	465			

a R Squared = ,794 (Adjusted R Squared = ,791)

b R Squared = ,014 (Adjusted R Squared = ,003)

10. Control

Table 75 states that, there is a significant difference found between school performances, nationalities of the students and control of the family ($F(5,460) = 3,949, p = ,002$).

Table 75. Multivariate analysis of variance between school performances, nationalities of the students and control of the family

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	School performance	36377,246(a)	5	7275,449	353,754	,000
	FK – Control	81,235(b)	5	16,247	3,949	,002
Intercept	School performances	33908,872	1	33908,872	1648,753	,000
	FK – Control	2758,154	1	2758,154	670,443	,000
Nationality	School performances	36377,246	5	7275,449	353,754	,000
	FK – Control	81,235	5	16,247	3,949	,002
Error	School performance	9460,535	460	20,566		
	FK – Control	1892,407	460	4,114		
Total	School performance	53492,690	466			
	FK – Control	16291,000	466			
Corrected Total	School performance	45837,781	465			
	FK - Control	1973,642	465			

a R Squared = ,794 (Adjusted R Squared = ,791)

b R Squared = ,041 (Adjusted R Squared = ,031)

B. Does socio-economic situation of the family have an effect in terms of the following characteristics?: educational situation of the mother, educational situation of the father, working situation of the mother and working situation of the father.

Table 76 states that, there is no significant difference between the school performances of the students, educational situation of the mother and the nationalities of the students ($F(1,462) = 3,855, p = ,050$). Table 77 states that, there is no significant difference between the school performances, educational situation of the father and the nationalities of the students ($F(1,462) = 2,971, p = ,085$).

Table 76. Univariate analysis of variance between the school performances of the students, educational situation of the mother and the nationalities of the students

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	28997,008(a)	6	4832,835	132,531	,000
Intercept	22218,487	1	22218,487	609,298	,000
Mother's education	140,591	1	140,591	3,855	,050
Nationality	25941,870	5	5188,374	142,281	,000
Error	16847,168	462	36,466		
Total	53514,690	469			
Corrected Total	45844,176	468			

a R Squared = ,633 (Adjusted R Squared = ,628)

Table 77. Univariate analysis of variance between the school performances of the students, educational situation of the father and the nationalities of the students

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	28964,955(a)	6	4827,492	132,133	,000
Intercept	22185,473	1	22185,473	607,237	,000
Father's education	108,537	1	108,537	2,971	,085
Nationality	26881,199	5	5376,240	147,153	,000
Error	16879,222	462	36,535		
Total	53514,690	469			
Corrected Total	45844,176	468			

a R Squared = ,632 (Adjusted R Squared = ,627)

Table 78 shows that, there is a significant difference between the school performances of the students, working situation of the mother and nationalities of the students ($F(1,462) = 18,968$, $p = ,000$). Table 79 shows that, there is a significant difference between the school performances of the students, working situation of the fathers and nationalities of the students ($F(1,462) = 6,023$, $p = ,014$).

Table 78. Univariate analysis of variance between the school performances of the students, working situation of the mother and the nationalities of the students

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	29526,373(a)	6	4921,062	139,328	,000
Intercept	16018,748	1	16018,748	453,533	,000
Mother working	669,955	1	669,955	18,968	,000
Nationality	18756,845	5	3751,369	106,211	,000
Error	16317,804	462	35,320		
Total	53514,690	469			
Corrected Total	45844,176	468			

a R Squared = ,644 (Adjusted R Squared = ,639)

Table 79. Univariate analysis of variance between the school performances of the students, working situation of the father and the nationalities of the students

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	29075,022(a)	6	4845,837	133,506	,000
Intercept	20626,509	1	20626,509	568,272	,000
Father working	218,604	1	218,604	6,023	,014
Nationality	24597,362	5	4919,472	135,534	,000
Error	16769,155	462	36,297		
Total	53514,690	469			
Corrected Total	45844,176	468			

a R Squared = ,634 (Adjusted R Squared = ,629)

Research question 5

Is there any significant difference between the socio-economic status and the family environment of Turkish, German, mixed national background and foreign students living in Germany?

Tables below states that, there is a significant difference between the openness of the family and the nationality of the students ($F(5,460) = 8,171, p = ,000$) (Table 81). Moreover, there is a significant difference between conflict tendency of the family ($F(5,460) = 2,394, p = ,037$) (Table 82); independence of the family ($F(5,460) = 4,725, p = ,000$) (Table 83); performance orientation of the

family ($F(5,460) = 5,133, p = ,000$) (Table 84); religion orientation of the family ($F(5,460) = 31,728, p = ,000$) (Table 87); control of the family ($F(5,460) = 3,949, p = ,002$) (Table 89) and the nationality of the students.

Table 80. One way analysis of the unity of the family by nationality

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	32,604	5	6,521	1,606	,157
Within Groups	1868,213	460	4,061		
Total	1900,818	465			

Table 81. One way analysis of the openness of the family by nationality

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	177,674	5	35,535	8,171	,000
Within Groups	2000,540	460	4,349		
Total	2178,215	465			

Table 82. One way analysis of the conflict tendency of the family by nationality

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	52,197	5	10,439	2,394	,037
Within Groups	2006,017	460	4,361		
Total	2058,215	465			

Table 83. One way analysis of the independence of the family by nationality

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	85,552	5	17,110	4,725	,000
Within Groups	1665,667	460	3,621		
Total	1751,219	465			

Table 84. One way analysis of the performance orientation of the family by nationality

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	72,924	5	14,585	5,133	,000
Within Groups	1306,965	460	2,841		
Total	1379,888	465			

Table 85. One way analysis of the cultural orientation of the family by nationality

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	6,003	5	1,201	,312	,906
Within Groups	1772,418	460	3,853		
Total	1778,421	465			

Table 86. One way analysis of the leisure activities of the family by nationality

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	20,219	5	4,044	1,070	,376
Within Groups	1738,347	460	3,779		
Total	1758,567	465			

Table 87. One way analysis of the Religion orientation of the family by nationality

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	484,377	5	96,875	31,728	,000
Within Groups	1404,517	460	3,053		
Total	1888,895	465			

Table 88. One way analysis of the Organization of the family by nationality

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	23,563	5	4,713	1,294	,265
Within Groups	1675,263	460	3,642		
Total	1698,826	465			

Table 89. One way analysis of the control of the family by nationality

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	81,235	5	16,247	3,949	,002
Within Groups	1892,407	460	4,114		
Total	1973,642	465			

According to Table 90, there is a significant difference between openness ($F(13,452) = 2,321, p = ,005$); independence ($F(13,452) = 2,396, p = ,004$);

cultural orientation ($F(13,452) = 2,792$, $p = ,001$); aktive sparetime activities ($F(13,452) = 2,529$, $p = ,002$); religion orientation ($F(13,452) = 2,339$, $p = ,005$); unity ($F(13,452) = 1,914$, $p = ,027$) and the educational situation of the mother.

Table 90. One way analysis of the family environment by the educational situation of the mothers

		Sum of Squares	df	Mean Square	F	Sig.
FK – Openness	Between Groups	136,296	13	10,484	2,321	,005
	Within Groups	2041,919	452	4,518		
	Total	2178,215	465			
FK – Conflict tendency	Between Groups	47,065	13	3,620	,814	,646
	Within Groups	2011,150	452	4,449		
	Total	2058,215	465			
FK – Independence	Between Groups	112,903	13	8,685	2,396	,004
	Within Groups	1638,316	452	3,625		
	Total	1751,219	465			
FK – Performance orientation	Between Groups	47,273	13	3,636	1,233	,252
	Within Groups	1332,616	452	2,948		
	Total	1379,888	465			
FK – Cultural orientation	Between Groups	132,205	13	10,170	2,792	,001
	Within Groups	1646,215	452	3,642		
	Total	1778,421	465			
FK - Aktive sparetime activities	Between Groups	119,239	13	9,172	2,529	,002
	Within Groups	1639,328	452	3,627		
	Total	1758,567	465			
FK – Religion orientation	Between Groups	119,061	13	9,159	2,339	,005
	Within Groups	1769,834	452	3,916		
	Total	1888,895	465			
FK - Organization	Between Groups	56,074	13	4,313	1,187	,286
	Within Groups	1642,752	452	3,634		
	Total	1698,826	465			
FK – Control	Between Groups	47,279	13	3,637	,853	,603
	Within Groups	1926,363	452	4,262		
	Total	1973,642	465			
FK – Unity	Between Groups	99,191	13	7,630	1,914	,027
	Within Groups	1801,626	452	3,986		
	Total	1900,818	465			

Table 91 shows that, there is a significant difference between openness of the family ($F(16,449) = 2,611$, $p = ,001$); independence ($F(16,449) = 2,035$, p

=,010); cultural orientation ($F(16,449) = 2,133$, $p = ,007$) and the educational situation of the fathers (Table 91).

Table 91: One way analysis of the family environment by the educational situation of the fathers

		Sum of Squares	df	Mean Square	F	Sig.
FK - Openness	Between Groups	185,385	16	11,587	2,611	,001
	Within Groups	1992,830	449	4,438		
	Total	2178,215	465			
FK – Conflict tendency	Between Groups	82,475	16	5,155	1,171	,287
	Within Groups	1975,740	449	4,400		
	Total	2058,215	465			
FK - Independence	Between Groups	118,417	16	7,401	2,035	,010
	Within Groups	1632,801	449	3,637		
	Total	1751,219	465			
FK – Performance orientation	Between Groups	47,343	16	2,959	,997	,459
	Within Groups	1332,546	449	2,968		
	Total	1379,888	465			
FK – Cultural orientation	Between Groups	125,652	16	7,853	2,133	,007
	Within Groups	1652,769	449	3,681		
	Total	1778,421	465			
FK - Aktive sparetime activities	Between Groups	96,752	16	6,047	1,634	,057
	Within Groups	1661,815	449	3,701		
	Total	1758,567	465			
FK – Religious oriented	Between Groups	56,020	16	3,501	,858	,619
	Within Groups	1832,874	449	4,082		
	Total	1888,895	465			
FK - Organization	Between Groups	52,743	16	3,296	,899	,570
	Within Groups	1646,083	449	3,666		
	Total	1698,826	465			
FK - Control	Between Groups	83,829	16	5,239	1,245	,230
	Within Groups	1889,813	449	4,209		
	Total	1973,642	465			
FK – Unity	Between Groups	82,432	16	5,152	1,272	,211
	Within Groups	1818,386	449	4,050		
	Total	1900,818	465			

Table 92 shows that, there is a significant difference between openness of the family ($F(24,441) = 1,821, p = ,011$); performance orientation($F(24,441) = 1,751, p = ,016$); aktive sparetime activities ($F(24,441) = 1,630, p = ,031$); religion orientation ($F(24,441) = 1,706, p = ,021$) and the working situation of the mothers.

Table 92. One way analysis of the family environment by the working situation of the mothers

		Sum of Squares	df	Mean Square	F	Sig.
FK – Openness	Between Groups	196,398	24	8,183	1,821	,011
	Within Groups	1981,817	441	4,494		
	Total	2178,215	465			
FK – Conflict tendency	Between Groups	142,361	24	5,932	1,365	,118
	Within Groups	1915,854	441	4,344		
	Total	2058,215	465			
FK - Independence	Between Groups	122,956	24	5,123	1,388	,106
	Within Groups	1628,263	441	3,692		
	Total	1751,219	465			
FK – Performance orientation	Between Groups	120,083	24	5,003	1,751	,016
	Within Groups	1259,805	441	2,857		
	Total	1379,888	465			
FK - Cultural orientation	Between Groups	119,283	24	4,970	1,321	,143
	Within Groups	1659,137	441	3,762		
	Total	1778,421	465			
FK - Aktive sparetime activities	Between Groups	143,325	24	5,972	1,630	,031
	Within Groups	1615,241	441	3,663		
	Total	1758,567	465			
FK – Religion orientation	Between Groups	160,465	24	6,686	1,706	,021
	Within Groups	1728,430	441	3,919		
	Total	1888,895	465			
FK - Organization	Between Groups	68,373	24	2,849	,771	,775
	Within Groups	1630,453	441	3,697		
	Total	1698,826	465			
FK – Control	Between Groups	112,587	24	4,691	1,112	,326
	Within Groups	1861,054	441	4,220		
	Total	1973,642	465			
FK – Unity	Between Groups	103,348	24	4,306	1,056	,392
	Within Groups	1797,470	441	4,076		
	Total	1900,818	465			

Table 93 shows that, there is a significant difference between performance orientation of the family ($F(24,441) = 1,797, p = ,012$); cultural orientation ($F(24,441) = 1,622, p = ,033$); controlle ($F(24,441) = 1,556, p = ,047$) and the working situation of the father.

Table 93. One way analysis of the family environment by the working situation of the fathers

		Sum of Squares	df	Mean Square	F	Sig.
FK – Openness	Between Groups	147,164	24	6,132	1,331	,137
	Within Groups	2031,051	441	4,606		
	Total	2178,215	465			
FK – Conflict tendency	Between Groups	143,771	24	5,990	1,380	,110
	Within Groups	1914,444	441	4,341		
	Total	2058,215	465			
FK - Independence	Between Groups	111,936	24	4,664	1,255	,190
	Within Groups	1639,283	441	3,717		
	Total	1751,219	465			
FK – Performance orientation	Between Groups	122,895	24	5,121	1,797	,012
	Within Groups	1256,994	441	2,850		
	Total	1379,888	465			
FK – Cultural orientation	Between Groups	144,265	24	6,011	1,622	,033
	Within Groups	1634,155	441	3,706		
	Total	1778,421	465			
FK - Aktive sparetime activities	Between Groups	100,212	24	4,176	1,110	,328
	Within Groups	1658,354	441	3,760		
	Total	1758,567	465			
FK – Religion Orientied	Between Groups	110,838	24	4,618	1,145	,289
	Within Groups	1778,057	441	4,032		
	Total	1888,895	465			
FK - Organization	Between Groups	70,531	24	2,939	,796	,743
	Within Groups	1628,295	441	3,692		
	Total	1698,826	465			
FK – Control	Between Groups	154,089	24	6,420	1,556	,047
	Within Groups	1819,552	441	4,126		
	Total	1973,642	465			
FK – Unity	Between Groups	86,561	24	3,607	,877	,635
	Within Groups	1814,256	441	4,114		
	Total	1900,818	465			

Research question 6

Is there any significant difference between the self-concept levels and the school performances of Turkish, German, mixed national background and foreign students living in Germany?

Table 94 shows that, there is no significant difference between the self-concept scores, school performances and the nationalities of the students ($F(5,463) = 1,606, p = ,157$).

Table 94. Multiple analysis of variance of self-concept levels by school performances and the nationality of the students

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	Piers	1,883(a)	5	,377	1,606	,157
	School performance	28856,417(b)	5	5771,283	157,296	,000
Intercept	Piers	182,327	1	182,327	777,609	,000
	School performance	26924,072	1	26924,072	733,813	,000
Nationality	Piers	1,883	5	,377	1,606	,157
	School performance	28856,417	5	5771,283	157,296	,000
Error	Piers	108,560	463	,234		
	School performance	16987,759	463	36,691		
Total	Piers	1003,000	469			
	School performance	53514,690	469			
Corrected Total	Piers	110,443	468			
	School performance	45844,176	468			

a R Squared = ,017 (Adjusted R Squared = ,006)

b R Squared = ,629 (Adjusted R Squared = ,625)

In summary, the results of the study show that there is no significant difference between the self-concept scores of all groups of children. Moreover, there is a significant difference found between the self-concept scores of the children, the nationality of the children and the following subgroups of the family environment test: openness, conflict tendency, independence, performance

orientation, leisure activities and control. Besides those, there is a significant difference found between the self-concept scores of the children and the educational situation of the mothers / working situation of the mothers.

There is a significant difference found between the school performances of the children and the nationalities. There is also a significant difference found between the nationality of the children, school performances and the following subgroups of the family environment test: openness, conflict tendency, independence, performance orientation, religion orientation and control. Besides those, there is a significant difference found between the nationalities of the children, school performances and the working situation of both mother and father.

There is a significant difference found between the nationalities of the children, socioeconomic situation of the family and the following subgroups of the family environment test: openness, conflict tendency, independence, performance orientation, religion orientation and the control. There is a significant difference found between the educational situation of the mother and the following subgroups of the family environment test: openness, independence, cultural orientation, leisure activities, religion orientation and unity. There is a significant difference found between the educational situation of the father and the following subgroups of the family environment test: openness, independence and cultural orientation. There is a significant difference found between the working situation of the mother and the following subgroups of the family environment test: openness, performance orientation, leisure activities and religion orientation. There is a significant difference found between the educational situation of the father and the following subgroups of

the family environment test: performance orientation, cultural orientation and control.

CHAPTER V

DISCUSSION AND LIMITATIONS

Discussions

The purpose of the present study is to investigate the self-concept levels of Turkish, German, mixed national background 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.

There were 469 students in the sample from 9-11, 13-17 age group. The sample consisted of five groups: 99 Turkish students, with Turkish mother and father; 180 German students, with German mother and father; 72 mixed national backgrounded students, with Turkish or German mother or father; 113 foreigners, with foreigner mothers and fathers.

Although there are not a lot of researches done about the family environments and the self-concept levels of the Turkish students living in Germany, the results of the study will be discussed in relation to other studies that are found in the literature.

In this section the discussions of the study organized in the same order of the research questions.

The purpose of the first research question was to compare Turkish, German, mixed national background and foreign children on their demographic characteristics. Those characteristics were number of siblings, home

environment, attending on school, spare time activities, relationship with friends, having German friends or not, from whom they get help, thoughts about school, future school and job expectations.

There are not a lot of researches found on the demographic information gathered by the first research question. Whiting and Edwards (1988) remarked that in cross-cultural researches, identifying stable modes of peer interaction which are associated across cultures with particular patterns of interactions between children and specific categories of individual in settings, are important in the social development of children. It is observed that the children of mothers who were agreeable, positive, emotionally expressive, attentative and supportive to their children's conversations are more intimate and have higher social competence (Van Aken, Riksen-Walraven and van Lieshout, 1991; East, 1991; Putallaz and Heflin, 1986; Vernberg, 1990). The results showed that most of the Turkish students stated as they have a lot friends like all the students stated. Moreover, they told that when they need help, most of them ask first to their friends and their mothers. This result shows that most of the mothers are interested with their children's needs, that's why, children can ask help when they need help. Moreover, most of the students have good relationship with their friends, thus, they can talk with their friends when they need help.

Researches about the home environment of the Turkish people living in Germany stated that, most of the Turkish families are consisted of four people and most of them are living in rented houses (Kaya & Kentel, 2005).

The results of the first research question stated that the comparison of Turkish children and the others in their major demographic profiles does not state a big difference between them. All those children are found to be so

similar in their major demographic characteristics, with the exception of the number of people living at home and having private room. Turkish families are mostly consisted of five people, although they have mostly 1-2 siblings, which is not parallel with the previous findings. That means relatives like grandmother/father, aunts, etc are also living in the same house. Other families are mostly consisted of four people. On the other hand, most of the Turkish students do not have a private room. Moreover, most of the Turkish people are living in rented houses like stated in the previous researches.

In this research question, it is gathered that Turkish students in “Hauptschulen” are not very different on some demographic questions than the other students who are studying in the same classes. The only difference is the family size is more and most of the Turkish students don't have their own rooms.

The second research question investigated the socio-economic characteristics of sample families. The indicators of the socio-economic status, having an own house, educational background and the working situation of the mother and father.

Many studies, in line with the results of the second research question, revealed that guest workers occupy the lowest strata of German society (Raoufi, 1981; Poonwassie and Ray, 1992). Most of the Turkish families do not have reading habit and their cultural life is limited with television (Yalcin, 2003). On the other hand, the research of Centre for Studies on Turkey (2004) told that there is no longer a homogenous group of labourers among the Turkish migrants. There are now officers, artists, politicians, academics, sportsmen, etc.

Researches stated that ethnicity, socioeconomic background, age, sex or religion, constitute a minority or subculture distinguishable from the major cultural group (Maehr, 1974a: 1974b; Maehr & Stallings, 1975). Families who come from impoverished socioeconomic backgrounds are more likely to experience a number of stressors, which, in turn, could affect their children's social relationships with peers (Duncan, Brooks-Gunn, & Klebanov, 1994; Hetherington, Bridges, & Insabella, 1998). Besides this, the effect of socio-economic category is enhanced when combined with other related characteristics, such as family size and the degree of education of the parents.

This research investigated that most of the Turkish mothers and fathers of the sample are graduated from "Hauptschulen" like all the other parents in the sample. Moreover, most of the Turkish mothers and fathers are working as a worker in a factory like all the other parents. The results are in paralalled with the previous findings. It seems like those families are not very high in socio-economic status. Their children are also attending on "Hauptschulen".

The purpose of the third research question was to investigate the significant difference between the self-concept levels of Turkish, German, mixed national background and foreign students.

Charbit (1977) indicated that the most common problems of Turkish children living as an immigrant, are feeling of insecurity, shyness, sociability, need for affection and feeling of loneliness. Social interactions are influential on the self-concepts of the children (Kirchner and Vondracek, 1975; Coopersmith, 1967; Merrill, 1965; Combs and Syngg, 1959; Sullivan; 1953).

The results indicated that self-concept scores of German students (M=57.28) are higher than those of Turkish children (M=55.66). Non-parametric

test results indicated that there is not a significant difference between the self-concept levels of all those groups of students (chi-square (4) =7,689, p=, 104). As it is stated before, most of the Turkish children in research sample stated that they have a lot of friends in all nationalities, which means they don't think they are shy in the society. That's why, the reason of no significant difference found between the self-concepts of Turkish, German, mixed national background and foreign students could be that, most of them stated that they have a lot of friends. Most of the Turkish students are social and social interactions are influential on the self-concepts of the children.

This research question has two parts. First part of the third research question explored the significant difference between the self-concepts of those groups of students and whether family environment has an effect. The indicators of the family environment are unity, openness, conflict tendency, independence, performance orientation, cultural orientation, leisure activities, religion orientation, organization, and control.

Parenting style has found to predict child well-being in the domains of social competence, academic performance, psychosocial development and problem behavior. Children and adolescents from indulgent homes (high in responsiveness, low in demandingness) are more likely to be involved in problem behaviour and perform less well in school, but they have higher self-esteem, better social skills, and lower levels of depression (Baumrind, 1991; Weiss & Schwarz, 1996; Miller et al., 1993). Moreover, researchers stated that interpersonal relations that take place during the first five years of life are the most important for the development of a healthy personality and a functional self-concept (Sullivan, 1953; Samuels, 1977; Merrill, 1965; Combs and Syngg,

1959). Besides that, warm family system (Kawash and Kozeluk, 1990; Attili, 1989) and the personality characteristics of the parents (Coopersmith, 1967) are important for healthy self-concept. In summary, children gain self-esteem initially from the love and recognition that they receive from the family.

The results investigated that there is a significant difference between the self-concept levels of Turkish, German, mixed national background and foreign students and the family environment subgroups of openness ($F(5,459)=8,178$, $p=,000$), conflict tendency ($F(5,459)=2,418$, $p=,035$), independence ($F(5,459)=4,732$, $p=,000$), performance orientation ($F(5,459)=5,644$, $p=,000$), religion orientation ($F(5,459)=32,722$, $p=, 000$), and control ($F(5, 459)=4,225$, $p=,001$). As the previous researches stated indulgent homes and warm family system are important on the well-being of the self-concept, some of the results of this study are parallel with them. Openness, no conflict tendency, independence and control are the characteristics of the indulgent and warm family environment.

The second part examined the significant difference between the self-concepts of those groups of students and whether socio-economic situation of the family has an effect. The indicators of the socio-economic situation are the educational background of the mother and father, and the working situation of the mother and father.

Although the previous findings are appeared to be in conflict, in general, there is a weak non-significant relationship found between socio-economic status and self-esteem (Coopersmith, 1967). On the other hand, some researchers indicate that low socio-economic class children have lower or middle self-concepts (Ausubel and Ausubel, 1963; Witty, 1967; Deutch, 1960;

Wylie, 1963 all cited in Trowbridge, 1972). This research indicates that Turkish, mixed national background and foreign students have lower self-esteem than German children. However, the socio-economic situations of all the groups are almost the same: most of the mothers and fathers are graduated from “Hauptschulen”, and most of the mothers and father are working as a worker in a factory. Moreover, Coopersmith (1967) found a relationship between father working situation and self-concept. In other words, the self-concept levels of children whose fathers are working are higher than children whose fathers are not working. Besides this, parent education is another variable that affects the self-concept of children, because level of education has important implications for the parental attitudes, which affect children’s psychological well-being (Bell and Schaffer, 1958; Küçük, 1987; Öner, 1986).

The results of this study investigated that there is a significant difference between the self-concept scores of the children and the educational situation of the mother ($F(8,460) = 2,034, p = ,041$). Moreover, there is a significant difference between the self-concept levels of the children and the working situation of the mother ($F(10,458) = 2,062, p = ,026$). Nevertheless, there is not any research found about the effect of the mother’s education and working situation on the self-concept levels of children, as it is the result of this research question.

The purpose of the forth research question was to investigate the significant difference between the school performances of Turkish, German, mixed national background and foreign students.

A statistical study of the school performances of foreign children in seven countries in European Union shows that, a substantial proportion experience difficulties in the school system of their host countries (OECD, 1987).

The research results stated that there is a significant difference between the school performances of Turkish, German, mixed national background and foreign students ($F(5,463) = 157,296, p = .000$). When it is searched by lessons, there is a significant relationship found between the German grades ($F(5,462) = 343,777, p = .000$), English grades ($F(5,463) = 341,461, p = .000$), and Mathematics grades ($F(5,462) = 330,740, p = .000$). The result of this research question is parallel with the previous findings. There is a significant difference found between the school performances and the nationality of the students.

Forth research question has two parts. First part searched the significant difference between the school performances of those groups of students and whether family environment has an effect. The indicators of the family environment are unity, openness, conflict tendency, independence, performance orientation, cultural orientation, leisure activities, religion orientation, organization, and control.

Many researchers stated that, children and adolescents whose parents are uninvolved, perform most poorly in all domains such as, academic performance, social competence, psychosocial functioning (Baumrind, 1991; Weiss & Schwarz, 1996; Miller et al., 1993; Bernard, 1999). If the use of discipline is not skilfully managed, child can become anxious, timid, aggressive and uncontrolled. That causes poor performance in social relations and in school (Broody & Shaffer, 1982; Parke & Slaby, 1983; Patterson, 1986).

Research investigated that there is a significant difference between the school performances of those groups of children and the family environment subgroups of openness ($F(5,460)=8,171, p=,000$), conflict tendency ($F(5,460)=2,394, p=,037$), independence ($F(5,460)=4,725, p=,000$), performance orientation ($F(5,460)=5,133, p=,000$), religion orientation ($F(5,460)=31,728, p=,000$), and control ($F(5,460)=3,949, p=,002$). As the precious findings stated, openness, in other words, involvement in the family, affects the academic performances of the children. Moreover, control in the family has an effect on the school performance of the children. Nevertheless, there is not any research found about the conflict tendency, independence, performance orientation and religion orientation characteristics of the family and its relation with the school performances.

The second part of the forth research question investigated the significant difference between the school performances of those groups of students and whether socio-economic situation has an effect. The indicators of the socio-economic situation are the educational background of the mother and father, and the working situation of the mother and father.

Previous findings revealed that, the cause of the low level of academic performance and deviant behaviours of foreign worker's children is related with unequal opportunities and low level of integration of parents (Alba et al., 1994). It is also argued by Alba et al. (1994) that immigrants, who often come ultimately from rural areas in less industrialized societies, tend to enter the labour force of the receiving society on its lower rungs. Their children are more likely to be placed in the lowest track of that system, the Hauptschulen. Parent's level of education has a multifaceted impact on children's ability to learn in

school (Williams, 2000; Yalcin, 2003). Most of the Turkish families do not have reading habit and their cultural life is limited with television, that's why the interest of the children decreases in such a family (Yalcin, 2003).

The results of this research question investigated that there is a significant difference between the school performances of the Turkish, German, mixed national background and foreign students and working situation of the mother ($F(1,462) = 18,968, p = .000$). Moreover, there is a significant difference between the school performances of the Turkish, German, mixed national background and foreign students and the working situation of the father ($F(1,462) = 6,023, p = .014$). These results are partly parallel with the previous findings. Previous findings stated that there is a relation between the parent's levels of education, but there is not any significant difference found between them in this research question. Nevertheless, some researchers stated that most of the foreign parents are working in the lower rungs of the labour force, and their children are studying in the lowest track of the school system. That is in parallel with the findings of this research question, there is a significant difference between the working situation of the parents and the school performances of the children.

The fifth research question investigated the significant difference between the socio-economic status and the family environment of Turkish, German, mixed national background and foreign students. Firstly it is searched if there is a significant difference between the nationalities of the children and the family environment subgroups, and then the difference between the socio-economic status.

Many studies revealed that, families who come from impoverished socio-economic backgrounds are more likely to experience a number of stressors,

which, in turn, could affect their children`s social and academic competence (Duncan, Brooks & Klebanov, 1994; Hetherington, Bridges & Isabella, 1998; Rutter, 1987; Samroff, Bartko, Baldwin & Seifer, 1998; Shaw & Emery, 1988).

The research results shows that there is a significant difference between the nationalities of the children and the family environment subgroups of openness ($F(5,460)=8,171, p=,000$), conflict tendency of the family ($F(5,460)=2,394, p =,037$), independence of the family ($F(5,460) =4,725, p =,000$), performance orientation of the family ($F(5,460) =5,133, p =,000$), religion orientation of the family ($F(5,460) =31,728, p =,000$), control of the family ($F(5,460) =3,949, p =,002$).

There is a significant difference between the educational situation of the mother and the family environment subgroups of openness ($F(13,452) =2,321, p =,005$); independence ($F(13,452) =2,396, p =,004$); cultural orientation ($F(13,452) =2,792, p =,001$); aktive sparetime activities ($F(13,452) =2,529, p =,002$); religion orientation ($F(13,452) =2,339, p =,005$); unity ($F(13,452) =1,914, p =,027$) and the educational situation of the mother.

There is a significant difference between the educational situation of the father and the family environment subgroups of openness of the family ($F(16,449) =2,611, p =,001$); independence ($F(16,449) =2,035, p =,010$); cultural orientation ($F(16,449) =2,133, p =,007$).

There is a significant difference between the working situation of the mothers and the family environment subgroups of openness of the family ($F(24,441) =1,821, p =,011$); performance orientation($F(24,441) =1,751, p =,016$); aktive sparetime activities ($F(24,441) =1,630, p =,031$); religion orientation ($F(24,441) =1,706, p =,021$).

There is a significant difference between the working situation of the father and the family environment subgroups of performance orientation of the family ($F(24,441) = 1,797, p = ,012$); cultural orientation ($F(24,441) = 1,622, p = ,033$); control ($F(24,441) = 1,556, p = ,047$).

The sixth research question investigated the significant difference between the self-concept levels and the school performances of Turkish, German, mixed national background and foreign students living in Germany.

Previous researchers stated that, self-concept is considered to be an important index of mental health. High self-esteem during childhood has been linked to satisfaction and happiness in later life, while low self-esteem has been linked to depression, anxiety, and maladjustment both in school and social relations (Harter, 1993; Gaertner et al., 2002; Sedikides and Brewer, 2002).

The research results explore that there is not a significant difference between the self-concept scores and school performances of Turkish, German, mixed national background and foreign students living in Germany. This result is not in line with the previous findings. Moreover, as it is stated before, self-concept scores of this sample were not found to be different, but there was a significant difference found between the school performances of the children. The result of the findings of the sixth research question is not in line with the previous findings, because self-concept scores of the students are not different than the others.

Limitations of the Study

The socio-economic situation of all the groups, Turkish, German, mixed national background and foreigners, are all similar. In order to investigate the

relationship between the socio-economic situation and the other variables, such as, self-concept and family environment, sample from all socio-economic levels should be taken. Nevertheless, as those children are from the same level of schools, Hauptschulen, where the majority is from low or medium socio-economic levels, there were not a lot of sample from high socio-economic levels.

This study is conducted in the schools of Karlsruhe, which is a city in Baden-Württemberg region of Germany. The sample of the study is selected only from the schools in Karlsruhe.

The study is thought to be conducted with the 4th class students at the beginning. As the students in Germany are selected to the different levels of school at the end of the 4th class, it is thought that there is more heterogeneous group than the students in 8th and 9th class students in Hauptschulen. However, 4th class students have not more information on the questions about their families, such as, working situation, educational situation.

In the demographic questionnaire, the questions of mother and father occupations are in groups. It could be more useful to ask the occupation of the mother and father directly and group them after getting the answers of the students.

When mother and father are able to speak the language of the foreign county that they are living, they are more interested on the school performances of their children. They can get more information about the situation of their children in school, because they can communicate with teachers and school directors. That's why, it could be useful in the evaluation of the results of this study to ask whether parents can speak German or not.

CHAPTER VI

SUMMARY AND RECOMMENDATIONS

Summary

The purpose of the present study was to investigate the self-concept levels of Turkish, German, mixed national background 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 4th grade elementary school students and 14-17 age group 8th und 9th 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.

The purpose of the first research question was to compare Turkish, German, mixed national background and foreign children on their demographic characteristics. In the data analysis of the first research question, the frequency analysis was used. The descriptive statistics of the number of siblings, home environment, attending on school, spare time activities, relationship with friends, having German friends or not, from whom they get help, thoughts about school, future school and job expectations are given.

The purpose of the second research question was to investigate the socio-economic characteristics of sample families. In the data analysis of the second research question, the frequency analysis was used. The descriptive statistics of the socio-economic status, having an own house, educational background and the working situation of the mother and father are given.

The purpose of the third research question was to investigate whether there is a significant difference between the self-concept levels of the Turkish, German, mixed national background and foreign children and whether parental environment has an effect. In the data analysis of this research question, firstly, Kruskal Wallis test was applied and it is investigated that there is not any significant difference between the self-concept scores of Turkish, German, mixed national background and foreign students. Then, multivariate analysis of variance results are gathered in order to see whether parental environment has an effect on it. At the end of separate analysis of all the subgroups of parental environment scale, there is a significant difference found between the self-concept scores of the children, the nationality of the children and the following subgroups of the family environment test: openness, conflict tendency, independence, performance orientation, leisure activities and control. Besides

this, the effect of the socio-economic situation of the family is also investigated. The indicators of the socio-economic situation were the educational situation of the mother and father, and the working situation of the mother and father. One way ANOVA was applied to get the analysis of socio-economic situation of the family and self-concept levels. There is a significant difference found between the self-concept scores of the children and the educational and working situation of the mothers.

The purpose of the fourth research question was to point out the significant difference between the school performances of the Turkish, German, mixed national background and foreign children and whether parental environment has an effect. Firstly, one way ANOVA was applied to this research question and it is investigated that there is a significant difference between the school performances of the children and the nationalities. Then, multivariate analysis of variance results are gathered for this research question and it is found that there is also a significant difference found between the nationality of the children, school performances and the following subgroups of the family environment test: openness, conflict tendency, independence, performance orientation, religion orientation and control. Besides this, the effect of socio-economic situation is also searched. Univariate analysis of ANOVA was applied. There is a significant difference found between the nationalities of the children, school performances and the working situation of both mother and father.

The purpose of the fifth research question was to reveal the significant difference between the socio-economic status and the parental environment of the Turkish, German, mixed national background and foreign children. One way

ANOVA was applied. There is a significant difference found between the nationalities of the children, socioeconomic situation of the family and the following subgroups of the family environment test: openness, conflict tendency, independence, performance orientation, religion orientation and the control. Besides this, one way ANOVA was applied to get the relation between socioeconomic situation of the family and the family environment. There is a significant difference found between the educational situation of the mother and the following subgroups of the family environment test: openness, independence, cultural orientation, leisure activities, religion orientation and unity. There is a significant difference found between the educational situation of the father and the following subgroups of the family environment test: openness, independence and cultural orientation. There is a significant difference found between the working situation of the mother and the following subgroups of the family environment test: openness, performance orientation, leisure activities and religion orientation. There is a significant difference found between the educational situation of the father and the following subgroups of the family environment test: performance orientation, cultural orientation and control.

The purpose of the sixth research question was to investigate the significant difference between the self-concept levels and the school performances of the Turkish, German, mixed national background and foreign children. Multivariate analysis of variance was applied. There is not any significant difference found between them.

Recommendations for the Educational Policies

On the basis of the results of the scale, questionnaire and researcher's insight gained through the conduct of the research study, the following are recommended:

1. Previous researchers stated indulgent homes and warm family system are important elements on the well-being of the self-concept (Russell, 1989; Kawash & Kozeluk, 1990). Many researchers stated that, children and adolescents whose parents are uninvolved, perform most poorly in all domains such as, academic performance, social competence, pschosocial fuctioning (Baumrind, 1991; Weiss & Schwarz, 1996; Miller et al., 1993; Bernard, 1999). If the use of discipline is not skilfully managed, child can become anxious, timid, aggressive and uncontrolled. That causes poor performance in social relations and in school (Broody & Shaffer, 1982; Parke & Slaby, 1983; Patterson, 1986). Some of the results of this study are parallel with them. One of the results of this study investigate that there is a significant difference between the self-concept levels of Turkish, German, mixed national background and foreign students and the family environment subgroups of openness, conflict tendency, independence, performance orientation, religion orientation and control. Another result of this study stated that, there is a significant difference between the school performances of those groups of children and the family environment subgroups of openness, conflict tendency, independence, performance orientation, religion orientation and control.

It can not be denied that openness, lack of conflict tendency, independence and control are the characteristics of the indulgent and warm family environment. As the previous findings stated, openness, in other words,

involvement in the family, affects the academic performances of the children. Moreover, control in the family has an effect on the school performance of the children. As family environment is found by the previous researchers and in this research study to be an important element on the development of self-concept and school performance, the aim is to create a better family environment for the children. Therefore, in the light of the results of this study, informing the teachers, school psychologists and families about the affect of those important aspects of family environment on the self-concept of children, is recommended as a first step of short term measures. When the family members are open to each other and do not hesitate to tell something; when the family members are not in conflict with each other; when the family members can do something independent and alone or with friends; when family members attend on some cultural activities together and share some time on spare time activities; when the mother and father have adequate control on their children, not an exaggerated control, it could be easier to reach a better family environment at home.

2. Some previous researchers indicated that low socio-economic class children have lower or middle self-concepts (Ausubel and Ausubel, 1963; Witty, 1967; Deutch, 1960; Wylie, 1963 all cited in Trowbridge, 1972). Moreover, self-concept levels of children whose fathers are working are found to be higher than children whose fathers are not working (Coopersmith, 1967). Besides this, parent education is another variable that affects the self-concept of children, because level of education has important implications for the parental attitudes, which affect children's psychological well-being (Bell and Schaffer, 1958; Küçük, 1987; Öner, 1986).

Moreover, previous findings revealed that, the cause of the low level of academic performance and deviant behaviours of foreign worker's children is related with unequal opportunities and low level of integration of parents (Alba et al., 1994). Parent's level of education has a multifaceted impact on children's ability to learn in school (Williams, 2000; Yalcin, 2003). Most of the Turkish families do not have reading habit and their cultural life is limited with television, that's why the interest of the children decreases in such a family (Yalcin, 2003). The results of this research question investigated that educational level and the working situation of the mother is important on the self-concept levels of the children. Moreover, school performances of the children are affected by the working situation of the mother and father.

Child may born in a family which is very rich and educated or the opposite. Child can not choose his/her family. However if the child is born in an uneducated and economically unlucky family, educators can not leave this child alone in his destiny. According to the results of the previous researches and this study, it is recommended to the educators and the school psychologists to be more interested on the needs of those children. The educational and occupational situations of the children can be asked during the application process to the school. Afterwards, if the child experiences some difficulties and problems with the school and his/her personality, it can be evaluated together with the family situation of the child. In spite of the evaluation of the problem on the school, there is not any result found, and then child should be directed to professionals outside the school, such as child psychologists.

Conclusions for Educational Sciences

On the basis of the results of the scale, questionnaire and the researcher's insight gathered through the conduct of the research study, the following are recommended for further research in educational sciences:

Many researchers indicate that peer relations have an effect on the development of self-concept (Van Aken, Riksen-Walraven & Van Lieshout, 1991; Vernberg, 1990; Rubin et al., 1998). Looking at self-concept from a peer relations perspective could be a different and important view for future research. Moreover, Putallaz and Heflin (1986) observed that the children of mothers who were agreeable, positive, emotionally expressive to their children's conversation received higher ratings of social competence from their classmates. It could be beneficial to investigate the difference between the family environment and the peer relations.

According to the results of the previous studies and this study, self-concept is influential on the school performance of the children. Therefore, teachers should be trained to care for the self-concept of the students. They should care for the promotions of personal competencies of students.

Due to lack of time and the distance, the scope of the sample is limited to the schools of Karlsruhe, which is a city in Baden-Württemberg region in Germany. Further research is needed to cover the cities from the diverse regions of Germany to enable generalisability.

The socio-economic situation of all the groups, Turkish, German, mixed national background and foreigners, are all similar. In order to investigate the relationship between the socio-economic situation and the other variables, such as, self-concept and family environment, sample from all socio-economic levels

should be taken. Nevertheless, as those children are from the same level of schools, Hauptschulen, where the majority is from low or medium socio-economic levels, there were not a lot of sample from high socio-economic levels. Thus, another study in other kind of schools, such as, Realschulen, Gymnasium, would be carried out in order to have heterogeneous sample about socio-economic levels.

Although, some of the teachers stated that there are very successful and integrated Turkish students in their classes, most of the teachers told before the conduction of the questionnaires that, there are a lot of differences between the Turkish and the other students. However, results of this study stated that, sample students are very similar with each other in every aspects of the study, especially in school performances, socio-economic situation and demographic results. It is recommended to future researches that, it could be useful to conduct the study in other dimensions, such as, other regions, schools and levels.

On the other hand, the result of this study stated that, teachers have some predigioses on the school performances and the personal behaviors of Turkish children. Teachers told that Turkish students are not successful as the others, and they are not happy with their behaviors in classroom. According to the observations of the researcher and the results of this study, all the students in this study are similar with eachother in school performances and classroom behaviors. Thus, teachers, especially who are working with foreign students, should be trained on the subjective theories of children and labeling. The expectations of the teachers were low from Turkish students, but the results of the students are the opposite of the expectations. In this case, although there

are empirical findings of almost no difference between students, the role of the teacher is very important, because low expectations from a people may affect the school performance and the self-concept. For this reason, there should be inservice trainings for teachers about the role of implicit theories, influence of the teacher expectations and labeling on the future of students.

In this study, focus of the study is Turkish, German, mixed national background and foreign students. Quantitative research is conducted on those children. Qualitative studies could gather more information. Thus, further studies could analyse the children and parents by in-depth interviews and observations in order to get more information on the factors affecting the self-concept levels and school performances of those children.

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APPENDIX A
PIERS-HARRIS SELF-CONCEPT SCALE
WAS ICH ÜBER MICH DENKE

Unten seht Ihr 80 Fragen, bitte antwortet bei Sätzen, die bei euch zutreffen mit ja, Dinge die nicht bei euch zutreffen mit nein. Bei manchen Fragen werdet Ihr Euch vielleicht nicht entscheiden können, bitte auch diese unbedingt beantworten.

Also nicht vergessen:

Fragen, die bei euch eher zutreffen mit JA,

Fragen die bei euch eher nicht zutreffen mit NEIN ankreuzen.

Die Antwort könnt nur Ihr am besten wissen, also schaut BITTE nicht bei euren Nachbarn. Das Testresultat wird eure Schulnoten nicht beeinflussen.

Achtet bitte auch darauf, dass Ihr die Antworten richtig nummeriert, also die Richtige Nummer zu eurer Antwort, sonst verfälscht es das Resultat.

1. Ich kann gut malen.
2. Es dauert lange mit meinen Hausaufgaben fertig zu werden.
3. Ich bin geschickt mit den Händen.
4. Ich bin ein guter Schüler.
5. Ich habe einen wichtigen Platz in meiner Familie.
6. Meine Klassenkameraden machen sich lustig über mich.
7. Ich bin glücklich.
8. Meistens bin ich nicht fröhlich.
9. Ich bin intelligent.
10. Ich bin aufgeregt, wenn mich die Lehrer beim Unterricht aufrufen.
11. Mein Aussehen stört mich.
12. Meistens bin ich schüchtern.
13. Es ist schwer für mich Freunde zu finden.
14. Als Erwachsener werde ich ein wichtiger Mensch sein.
15. Ich bereite meiner Familie Probleme.
16. Ich bin eher kräftig.
17. Vor Klassenarbeiten bin ich aufgeregt.
18. In der Schule bin ich wohlerzogen und harmonisch.
19. Ich bin jemand den nicht jeder mag.
20. Ich habe glanzvolle, gute Ideen.
21. Meistens möchte ich, daß das was ich sage passiert.
22. Ich kann leicht auf etwas, was ich will verzichten.
23. Ich bin gut in Musik.
24. Ich mache immer schlechte Sachen.
25. Zuhause bin ich oft launenhaft.
26. Meine Klassenkameraden können auf mich zählen.
27. Ich bin jemand, der gereizt ist.
28. Ich habe schöne Augen.
29. Wenn ich aufgerufen werde, kann ich ohne Schwierigkeiten mein Wissen vortragen.
30. Ich träume oft während dem Unterricht.
31. Ich belästige meine Geschwister (Fals Ihr Geschwister habt).
32. Meinen Freunden gefallen meine Ideen.
33. Ich gerate oft in Schwierigkeiten.
34. Zuhause höre ich meinen Eltern zu.
35. Ich werde oft traurig ,und mache mir Sorgen.
36. Meine Familie erwartet zu viel von mir.
37. Ich bin zufrieden so wie ich bin.

38. Zuhause und in der Schule habe ich des Gefühl, daß viele Sachen ohne meine Wissen passieren.
39. Ich habe schöne Haare.
40. Bei Schulaktivitäten bin ich oft freiwillig dabei.
41. Ich wünschte ich wäre anders wie ich jetzt bin.
42. Nachts kann ich gut schlafen.
43. Ich mag die Schule überhaupt nicht.
44. Wenn bei Spielen unter Freunden Gruppen gemacht werden, bin ich einer der letzten, die ausgewählt werden.
45. Ich werde oft krank.
46. Ich verhalte mich gut gegenüber anderen.
47. Meine Klassenkameraden sagen, ich habe gute Ideen.
48. Ich bin unglücklich.
49. Ich habe viele Freunde.
50. Ich bin fröhlich.
51. Ich weiß, daß ich nicht alles weiß.
52. Ich bin hübsch, gutaussehend.
53. Ich bin ein Mensch voller Leben.
54. Ich gerate oft in Streitereien.
55. Meine Freunde (Jungs) mögen mich.
56. Meine Freunde ärgern mich oft.
57. Ich habe die Gefühle meiner Familie verletzt.
58. Ich habe ein schönes Gesicht.
59. Zuhause beschäftigen sie sich immer mit mir.
60. Bei Spielen und beim Sport bin ich immer vorne.
61. immer wenn ich versuche etwas zu machen geht es schief.
62. Meine Bewegungen sind schwerfällig und ungeschickt.
63. Ich schaue bei Spielen und beim Sport lieber zu, als mitzuspielen.
64. Ich vergesse die gelernten Dinge ziemlich schnell.
65. Ich verstehe mich mit jedem Gut.
66. Ich schimpfe schnell.
67. Meine Freundinnen mögen mich.
68. Ich lese viel.
69. Ich mag es lieber allein zu arbeiten, als in der Gruppe.
70. Ich mag meine Geschwister (Fals ihr Geschwister habt).
71. Meinen Körper könnte man als schön bezeichnen.
72. Ich bekomme oft angst.
73. Ich lasse immer Sachen fallen und mache viel kaputt.
74. Ich bin jemand auf den man sich verlassen kann.
75. Ich bin anders als die anderen.
76. Ich denke an Schlimme Sachen.
77. Ich weine schnell.
78. Ich bin ein guter Mensch.
79. Wegen mir geht alles schief.
80. Ich bin ein Glückspilz.

APPENDIX B
DEMOGRAPHIC FRAGEBOGEN

1. Dein Alter:
2. Geschlecht () Mädchen () Junge
3. Seit wie vielen Jahren lebst du in Deutschland?

4. Hast du oder deine Familie außer in Deutschland anders wo gelebt?

5. Bist du deutscher Staatsbürger? () Ja () Nein
6. Welchen Schulabschluss haben deine Eltern?

	Mutter	Vater
Hauptschule	()	()
Realschule	()	()
Gymnasium	()	()
Universität oder Fachhochschule	()	()
Sonstiges (bitte angeben)	_____	_____
Können nicht lesen und schreiben	()	()
7. Was machen deine Eltern?

	Mutter	Vater
Selbstständig	()	()
Arbeiter	()	()
Beamter/Angestellter	()	()
Rentner	()	()
Arbeitslos/Hausfrau/Hausmann	()	()
Sonstiges (bitte angeben)	_____	_____
8. Wie viele Geschwister hast du? _____
9. Wie viele Personen wohnen bei euch zuhause in der Wohnung? _____
10. Eure Wohnung:
() gehört euch () Miete () sonstiges
11. Hast du dein eigenes Zimmer zu Hause?
() ja () nein
12. Welche Noten hast du im letzten Zeugnis gehabt?

	1	2	3	4	5	6
Deutsch	()	()	()	()	()	()
Englisch	()	()	()	()	()	()
Mathematik	()	()	()	()	()	()
13. Aus welchem Land stammen deine Eltern ursprünglich?
Mutter _____ Vater _____

APPENDIX C
FAMILIENKLIMA FRAGEBOGEN

1. Verstehst du dich gut mit deiner Familie?
 sehr gut eher gut eher nicht gut gar nicht
2. Was macht deine Familie wenn du einen Fehler machst?
 sie schimpfen sehr
 es interessiert sie nicht
 wir setzen uns zusammen und reden darüber
 sonstiges _____
3. Wenn Zuhause etwas beschlossen wird, oder irgendein Problem besprochen wird, wirst du dann auch nach Deiner Meinung gefragt?
 immer häufig manchmal nie
4. Was machst du in deiner Freizeit? _____
5. Hast du Freunde?
 ja, viele Freunde ja, einige wenige
 nein, ich habe keine Freunde
6. Deine besten Freunde sind:
 Deutsch Türkisch Deutsch und Türkisch
 Andere _____
7. Gibt es Streit mit Deinen Freunden?
 nie manchmal häufig immer
8. Erlaubt dir deine Familie, Zeit mit deinen Freunden zu verbringen?
 immer häufig manchmal nie
9. Wenn du ein Problem hast, wem erzählst Du es, wen bittest du um Hilfe, mit wem teilst du dein Problem?
 Mit meiner Mutter Mit meinem Vater
 Mit meinen Geschwistern Mit meinen Freunden
 Mit meinem Lehrer sonstige _____
10. Gehst du gerne zur Schule? ja nein
11. Wenn du nicht gerne in die Schule gehst, warum?

12. Verstehst du dich gut mit deinen Lehrern?
 sehr gut eher gut eher nicht gut gar nicht
13. Was willst du werden wenn du mal groß bist?

APPENDIX D

DAS FAMILIANKLIMA AUS DER SICHTWEISE DES KINDES

Im Folgenden findest Du eine Reihe von Feststellungen, die sich auf Deine Familie beziehen. Es geht dabei darum, wie Du das Klima oder die Atmosphäre in Deiner Familie erlebst. Du sollst Dich nun entscheiden, welche der Aussagen auf Deine Familie zutrifft und welche nicht. Für jede Aussage hast Du zwei Antwortmöglichkeiten:

Kreuze bitte das STIMMT an, wenn Du der Meinung bist, dass diese Aussage ganz oder teilweise auf Deine Familie zutrifft.

Kreuze bitte das STIMMT NICHT an, wenn Du der Meinung bist, dass diese Aussage nicht oder kaum auf Deine Familie zutrifft.

Wenn Du trotzdem keine eindeutige Mehrheitsentscheidung treffen kannst, dann urteile bitte nach Deinem allgemeinen Eindruck und kreuze das Entsprechende an.

Bedenke bitte doch folgendes: Uns geht es vor allem darum zu erfahren, WIE DU DEINE FAMILIE ERLEBST. Versuche deshalb bitte nicht, die Meinung anderer Familienmitglieder wiederzugeben.

Abschließend noch eine Bitte: Beantworte die einzelnen Feststellungen ZÜGIG UND LASSE BITTE KEINE DER AUSSAGEN AUS.

No		Stimmt	Stimmt nicht
1	In unserer Familie geht jeder auf die Sorgen und Nöte des anderen ein.		
2	Wir können zu Hause über alles ganz offen sprechen.		
3	Streitigkeiten werden bei uns nicht mit Schimpfen und Schreien ausgetragen.		
4	In unserer Familie kann jeder seinen eigenen Interessen und Vorlieben nachgeben, ohne dass die anderen deswegen saurer wären.		
5	Wir halten wenig davon, dass man sich immer wieder anstrengt, um noch ein bisschen mehr zu schaffen.		
6	Wenn wir verreisen, wollen wir möglichst viel über Geschichte und Kultur des Landes erfahren.		
7	Außerhalb von Schule und Beruf haben wir in unserer Familie wenige Freizeitinteressen.		
8	Wir haben uns schon mal überlegt, ob wir aus der Kirche austreten sollen.		
9	Bei uns zu Hause weiß keiner so recht, wie die Aufgaben in der Familie verteilt sind.		
10	In unserer Familie gibt es nur wenige Regeln, an die man sich halten muss.		
11	Bei uns interessiert sich eigentlich niemand richtig dafür, was der andere denkt und tut.		
12	In unserer Familie wird es nicht gerne gesehen, wenn man sagt, dass einem etwas nicht passt.		
13	In unserer Familie geht es harmonisch und friedlich zu.		
14	In unserer Familie achten wir darauf, dass jeder möglichst unabhängig und auf sich selbst gestellt sein kann.		
15	In unserer Familie wird häufig darüber geredet, wie tüchtig jemand ist.		
16	Bei uns zu Hause begeistern wir uns wirklich für Musik, Kunst und Literatur.		

No		Stimmt	Stimmt nicht
17	Das Gefühl von Langeweile und Leere kann in unserer Familie nicht aufkommen: bei uns ist immer was los.		
18	Wir lassen uns weder von unserer Religion noch von sonst jemandem vorschreiben, wie wir uns verhalten sollen.		
19	Bei uns achtet jeder darauf, dass die Wohnung ordentlich und sauber ist.		
20	Bei uns wird großer Wert darauf gelegt, dass man sich an die vereinbarten Regeln hält.		
21	In unserer Familie fällt es manchmal schwer, alle unter einen Hut zu bringen.		
22	In unserer Familie müssen wir mit der Wahl unserer Worte vorsichtig sein.		
23	In unserer Familie regen wir uns schon über Kleinigkeiten auf.		
24	In unserer Familie ist es nicht möglich, mal für sich zu sein.		
25	In unserer Familie wollen wir nicht um jeden Preis erfolgreich sein.		
26	Wir unterhalten uns selten über intellektuelle Dinge wie Kunst, Literatur usw.		
27	Jeder in unserer Familie hat mindestens ein oder zwei Hobbys.		
28	In unserer Familie halten wir uns streng an die Richtlinien des Glaubens.		
29	In unserer Familie gibt es niemanden, der die Fäden richtig zusammenhält.		
30	An den Regeln, die es in unserer Familie gibt, wird ziemlich starr festgehalten.		
31	So etwas wie ein echtes Zusammengehörigkeitsgefühl gibt es bei uns zu Hause kaum.		
32	In unserer Familie geht es häufig ausgesprochen lebhaft und ausgelassen zu.		
33	In unserer Familie legen wir es häufig darauf an, die anderen zu reizen und zu ärgern.		
34	Es ist bei uns schwierig, mal für sich zu sein, ohne dass deswegen jemand beleidigt ist.		
35	Für uns ist es nicht so wichtig, wie viel Geld jemand verdient.		
36	Bei uns zählen praktische Dinge mehr als kulturelle Interessen.		
37	Unsere Familie ist wenig aktiv und unternehmungslustig.		
38	Bei uns glaubt eigentlich keiner so recht an Gott.		
39	Bei uns zu Hause weiß man nie genau, was im nächsten Augenblick passiert.		
40	„Erst die Arbeit, dann das Spiel“, heißt bei uns die Regel.		
41	Bei uns zu Hause tut jeder etwas anderes, einen richtigen Zusammenhalt gibt es nicht.		
42	In unserer Familie muss man aufpassen, dass man nicht ständig jemandem auf die Zehen tritt.		
43	Bei uns zu Hause kommt es kaum vor, dass einem mal der Kragen platzt.(durchdreht)		
44	In unserer Familie kann sich jeder frei entscheiden und muss dabei nicht Rücksicht auf die anderen nehmen.		
45	Wenn wir etwas erreicht haben, versuchen wir es beim nächsten mal noch ein bisschen besser zu machen.		
46	Bei uns kommt es selten vor, dass wir Vorträge, Theaterstücke und Konzerte besuchen.		

No		Stimmt	Stimmt nicht
47	In unserer Familie treibt niemand aktiv Sport.		
48	In unserer Familie wird nicht gebetet.		
49	In unserer Familie werden Unternehmungen ziemlich sorgfältig geplant.		
50	Wenn bei uns etwas festgelegt ist, werden auch keine Ausnahmen gemacht.		
51	In unserer Familie hat jeder das Gefühl, dass man ihm zuhört und auf ihn eingeht.		
52	In unserer Familie kann jeder ohne Scheu sagen, was er denkt und wie ihm zu Mute ist.		
53	Wenn es bei uns mal Meinungsverschiedenheiten gibt, lassen wir es erst gar nicht zum großen Krach kommen.		
54	In unserer Familie können wir ohne größere Einschränkungen machen, was wir wollen.		
55	Ob jemand besonders tüchtig ist oder nicht, spielt in unserer Familie keine große Rolle.		
56	Bei uns besucht kaum mal jemand ein Museum oder eine Ausstellung.		
57	Wir gehen oft ins Kino, besuchen Sportveranstaltungen oder machen Ausflüge.		
58	In unserer Familie denken wir darüber nach, was Weihnachten, Ostern Ramadan oder andere religiöse Feiertage eigentlich bedeuten		
59	Bei uns wird alles erst in der letzten Minute erledigt.		
60	Bei uns zu Hause ist ziemlich genau festgelegt, was getan werden kann und was nicht.		
61	Bei uns zu Hause muss schon ein ziemlicher Druck von außen kommen, damit wir als Familie wirklich zusammenhalten.		
62	Wenn bei uns zu Hause jemand etwas zu sagen hat, dann sagt er es auch offen heraus.		
63	In unserer Familie werden Meinungsverschiedenheiten ganz sachlich geregelt.		
64	Bei uns ist man eher großzügig wenn bestimmte Dinge nicht so hundertprozentig gemacht werden.		
65	Bei uns zu Hause halten wir wenig von Ehrgeiz und Erfolgsstreben.		
66	Wir gehen oft in Buchhandlungen oder Bibliotheken.		
67	In unserer Familie gibt es eine ganze Menge Freunde und Bekannte, mit denen wir häufig zusammen sind.		
68	Wir gehen ziemlich regelmäßig in die Kirche oder Moschee.		
69	Bei uns muss viel improvisiert werden, weil nichts so recht geplant wird.		
70	Bei uns ist es nicht tragisch, wenn sich mal jemand nicht an die Abmachungen hält.		
71	Es kommt bei uns zu Hause häufiger vor, daß man dem anderen nur ungerne und widerwillig hilft.		
72	Bei uns hat jeder die gleiche Stimme, wenn etwas entschieden wird, was für die ganze Familie wichtig ist.		
73	In unserer Familie gibt es viel Streit.		
74	In unserer Familie imponiert es niemandem, wenn einer unbedingt zu den Besten gehören will.		
75	In unserer Familie wird mehr ferngesehen als gelesen.		

No		Stimmt	Stimmt nicht
76	Bei uns vergeht kein Wochenende, ohne dass wir etwas unternehmen.		
77	Was in der Bibel, Koran steht, spielt für uns eine wichtige Rolle.		
78	Bei uns zu Hause geht es häufiger „drunter und drüber“, weil nichts so richtig geplant ist.		
79	Bei uns gibt es feste Regeln, wie man bestimmte Dinge tun muss.		
80	In unserer Familie lässt keiner den anderen im Stich.		
81	In unserer Familie ist es eher so, dass man seine Gefühle nicht zeigt.		
82	In unsere Familie sind wir selten richtig ärgerlich aufeinander.		
83	Bei uns ist oft die Rede davon, wie gut wir in der Schule oder im Beruf abschneiden.		
84	In unserer Familie geben wir wenig Geld für anspruchsvolle Unterhaltung wie etwa für Theater und Konzertbesuche aus.		
85	Zu uns kommen oft Freunde zum Essen oder Besuch.		
86	Wir sind der Meinung, dass es Dinge gibt, wo einem nur noch der Glaube hilft.		
87	Wenn wir mal gerade Lust zu einer Sache haben, überlegen wir nie lange, sondern fangen gleich damit an.		
88	Bei uns zu Hause lässt man nichts durchgehen, was der Familie nicht passt.		
89	Am Wochenende geht es bei uns zu Hause häufig ziemlich eintönig und langweilig zu.		
90	Bei uns zu Hause sind wir eher zurückhaltend, wenn es darum geht, seine Meinung offen zu sagen.		
91	In unserer Familie kommt es oft zu Reibereien, Streit.		
92	Wir gehen oft aus.		
93	In unserer Familie kommt es häufiger vor, dass irgend jemand ganz plötzlich eine verrückte Idee hat.		
94	Bei uns zu Hause sind die Pflichten sehr genau aufgeteilt, und jeder weiß genau, was er zu tun hat.		
95	Bei allem was wir zu Hause tun, sind wir mit Begeisterung dabei.		
96	Abends und an den Wochenenden unternehmen wir selten etwas, sondern bleiben lieber zu Hause.		
97	In unserer Familie stimmen wir uns genau ab, bevor wir etwas unternehmen.		
98	In unserer Familie haben wir genau Vorstellungen darüber, was „gut“ und „böse“ ist.		
99	Wenn zu Hause etwas gemacht werden soll, versucht sich fast jeder zu drücken.		