

## Abstract

Migration is a global phenomenon and leads to questions about the integration of students with a migration background into the existing school system. The aim of the education system should be to provide education to all students according to their talents and abilities, regardless of their origin. For this reason, several questions were addressed in three articles. Since students with a migration background live in the area of tension between the host society and the society of origin, it is of interest how social adaptation processes take place and what effects result from them. Therefore, the first article asked which patterns of acculturation orientation (Berry, 1997) are present within Germany among students with a migration background in the 9th grade. To show this, acculturation profiles were estimated using *Latent Profile Analysis* (LPA). Building on this preliminary work, the question was explored to what extent the relative chances of achieving a particular school-leaving qualification are related to the acculturation profiles found.

In addition, the second article explored the questions of whether there is a connection between reading competence and the estimated acculturation profiles. In the third article, the relationship between the development of reading literacy and the respective acculturation profile was investigated.

In the study: *Acculturation as an effective mechanism on immigrant students' academic achievement and well-being. An analysis of data of the National Educational Panel Study*, these questions were addressed with the help of Start Cohort 4 (SC 4) of the National Educational Panel Study (NEPS). In addition to the LPA, statistical methods of logistic and hierarchical linear regression were used to address the other research questions. The hypotheses set out in the third article, relating to the development of reading literacy over several measurement points, were estimated using latent growth curve models. In the first article, four acculturation profiles (*assimilated*, *integrated*, *separated* and *indifferent*) were found when identifying the acculturation profiles of the students with a migration background. In addition, it could be shown that the acculturation profile of *separation* has an unfavourable effect on the chance of achieving the desired Abitur.

With regard to the question of the connection between reading competence and the acculturation profile at the individual and at the class level, it could be shown that at the individual level, especially students with a *separated* or *indifferent* acculturation profile have lower competences in reading. At the

class level, it was shown that the reading competence decreases with an increasing proportion of students with a *separated* profile. However, when further predictors were added, this could no longer be secured against statistical chance.

In the third article, the development of reading competence and the connection with the individual acculturation profile were examined. It was shown that students with an *integrated*, *separated* or *indifferent* profile have lower reading competences than their peers without a migration background. The findings with regard to the development of reading skills of students with a *separated* acculturation profile are astonishing. Here, it was shown that this group of students exhibited the strongest growth in reading competence over the measurement time points.

The results shown here can only partly confirm the previously found empirical findings for Germany. Both the content of acculturation orientation according to Berry (1997) and the interpretation of the interplay between school issues and certain acculturation orientations can only be replicated to a limited extent for Germany. The research findings of this thesis offer the possibility to add a new facet to the discussion on the connection between migration background and performance in the school context.

Future research should therefore focus more on the use of acculturation profiles in order to obtain a more comprehensive picture of the complex interrelationships of acculturation events and educational participation.

Keywords:

Educational inequality, acculturation orientation, acculturation profile, latent profile analysis, school completion, reading literacy, reading literacy development