

Educational academic careers in Europe with gender perspective – an empiric german-norwegian analysis

Proposal Information

The proportion of women among the graduate european educational sciences is at about 80 percent. This gender ratio is almost reversed in a typical career course up to the A-grade-professorship and leadership positions in an educational academic field. In Germany, 65 percent of these positions are held by men – with a ratio of male graduates of 22.5 percent. The gender difference is allocating professorships in subjects with a high ratio of female students such as educational science particularly pronounced. This effect is not shown in the case of a reversed gender constellation. The Scandinavian countries and especially Norway are considered as pioneering countries concerning gender equality. Nevertheless 66 percent of the A-grade professorships in education science in Norway are held by men. The mechanisms of a »feminised« subject are apparently more efficient than the measures of gender equalisation.



Theoretical Frame

The Theoretical approach, which is relevant for the discussion of the results, is most probably based on decision theories according to Boudon, Esser and Gigerenzer, the habitus-theory/capital-theory according to Bourdieu, the motivation concept according to Lewin and the competence learning-theory according to Rychen and Salganik.

Research Questions

- Which factors motivate education scientists holding a PhD or a postdoctoral qualification to decide against a “classical” tenure track leading to a professorship and a leadership?
- Which role does gender play?
- To what extent can gender differences be found in international comparison?
- Which conclusion can be drawn for “feminised” subjects?

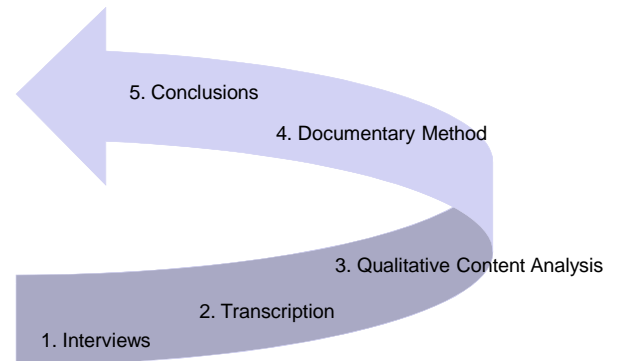
Sample

The sample consists of 21 educational scientists in Norway and Germany with PhD or postdoctoral qualifications and of a contrast group with professors and postdoctoral scientists. The selection took place according to Theoretical Sampling the data were collected with guided interviews.

Parts of Theoretical Sampling

Country	Sex	Age	Children	Post-doc
Germany	f	40-45	none	yes
Germany	m	55-55	2	no
Norway	f	40-55	3	yes

Methodology



In the evaluation it is assumed that there exists a result discrepancy between the argumentation of the reasons explicitly put forward on the one hand and the orientations which have a guiding effect on the other. To get a proper research design both evaluation methods are used. The former are collected by means of a Qualitative Content Analysis with a system of categories and for validation purposes coded a second time. After this orientations were reconstructed with the documentary method and are validated with an interpretation group.

Expected Outcomes

The final analysis is based on the method mix which combines Content Analysis and Documentary Method. It is expected to show a mix of reasons to leave the tenure track, individual and systemic reasons. Individually, neither the social background nor family context seem to be essential. Important is the motivation and volition to reach an academic leadership. Many of the interviewed persons got into a (post) doctoral education accidentally or for lack of other options. The systemic factor indicates the importance of the relationship to the (post) doctoral adviser and the patronage. It looks like there is no significant difference between men and women and between Germany and Norway. But there is a significant difference to them who still are on the tenure track or hold an A-grade-professorship and them who got off this track.

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