

**SO, WHAT ARE YOU? AND DOES THIS MATTER?
SECOND GENERATION IDENTITIES: FORMATION AND EFFECTS**

Zsoka Koczan, University of Cambridge

Introduction

- Why do we care about identity?
- How is identity formed?

My question

- city-level data on Turkish and ex-Yugoslavian second generation immigrants in Austria and Germany
- identity formation mechanism - Bisin *et al* (2006)
- effects of identity on education, employment and political orientation – main identification mechanism: language raised
- Turkey's prime minister, Recep Tayyip Erdoğan: 'our children must learn German, but they must learn Turkish first' (Düsseldorf, February 2011)

Literature review

- no explicit model of identity formation (e.g. Waters 1994; Portes and MacLeod 1996; Zéphir 2001; Clark 2008; MacFadden 2004; Zimmermann, Zimmermann and Constant 2006; Lewandowska 2007; Manning 2009; Manning and Roy 2006)
- endogeneity problems when linking identity to outcome variables (e.g. Battu and Zenou 2009; Nekby and Rodin 2007; Pendakur and Pendakur 2005; Dustmann 1996)

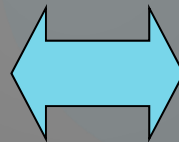
Theory

First stage:

- *Bisin et al. (2006)*

Second stage:

Standard economics
identity as a 'label'



Akerlof & Kranton (2000)
identity as a parameter in the utility function

Sen (1999)
identity as a conscious choice

Fang & Loury (2005)
identity as a coordination device

Data – TIES survey

- The Integration of the European Second Generation
- 10,000 respondents
- 15 cities in 8 European countries (Austria, Belgium, France, Germany, the Netherlands, Spain, Sweden and Switzerland)

Data – special thanks for data access to...

Austria

- The data were made available by the Principal Investigator Barbara Herzog-Punzenberger.
- Herzog-Punzenberger, Barbara (2010). Appendix: Stichprobendesign, Befragung und Evaluation. In: Herzog-Punzenberger, Barbara “40 Jahre und eine Generation später – die Kinder der angeworbenen Arbeitskräfte in Österreich sind erwachsen.” Unpublished report to the Ministry of Science, Vienna. pp. 57-62.

Germany

- The data were made available by Ms. Maren Wilmes, IMIS, University of Osnabrück.

Data – TIES survey

| | Austria | | Germany | |
|--------------------------|---------|--------|---------|-----------|
| | Vienna | Linz | Berlin | Frankfurt |
| <i>Population</i> | | | | |
| Turkish | 13,125 | 5,432 | 35,363 | 8,456 |
| Ex-Yugoslavian | 26,269 | 3,817 | 6,477 | 4,477 |
| Natives | 217,623 | 60,845 | 388,343 | 61,725 |
| <i>Sample</i> | | | | |
| Turkish | 252 | 206 | 253 | 250 |
| Ex-Yugoslavian | 253 | 242 | 202 | 204 |
| Natives | 250 | 234 | 250 | 253 |
| <i>Response rate (%)</i> | | | | |
| Turkish | 40.0% | 70.0% | 31.2% | 24.8% |
| Ex-Yugoslavian | 38.0% | 38.0% | 22.1% | 22.9% |
| Natives | 43.0% | 42.0% | 25.7% | 24.3% |

Estimation strategy – first stage

People can think of themselves as members of various groups in the wider society. The following questions are about how you think of yourself in this respect. I will read you a list of various groups in society. How strongly do you feel that you belong to these groups? To what extent do you feel...

- *[National]*
- *Turk/ [Ex-Yugoslav]*
- *[Inhabitant of city]*
- *European*
- *Muslim/ Orthodox*
- *[other minorities in country of parents' origin if relevant]*
- *[regional categories in country if relevant]*
- *[other religious categories if relevant]*

Estimation strategy – first stage

- determinants of minority identity
 - Turkish/ Serbian
- determinants of a multiple identity variable
 - dominant minority identity
 - dominant majority identity
 - two weak identities
 - two strong identities

Estimation strategy – second stage

- 2SLS: effect of identity on economic/ political outcomes -> language raised as instrument

| | | |
|----------------------------|---|--|
| exogenous variables | personal characteristics | <i>age, gender, number of siblings, whether has survey country citizenship, religion, German language skills</i> |
| | parental/ family characteristics | <i>parents' education, whether the father was employed/ the mother was home when the respondent was 15 years old, siblings' education</i> |
| | peer effects/ education | <i>whether any friends left education while in secondary school, attended kindergarten, proportion of children of immigrant origin in primary/ secondary school, type of secondary school (public/ private/ religious)</i> |
| | dummy variables | <i>group, city</i> |
| instrument | <i>language raised</i> | |

Results – first stage

minority identity

| | | <i>coefficient</i> | <i>standard error</i> |
|------------------------------------|---|--------------------|-----------------------|
| raised in minority language | | 0.800 | 0.127** |
| pers. char.s | male | 0.179 | 0.083* |
| | survey country citizenship | -0.465 | 0.124** |
| parental characteristics | father's education level | -0.061 | 0.052 |
| | mother's education level | -0.129 | 0.058** |
| | father employed when respondent 15 years old | -0.293 | 0.216 |
| | mother at home when respondent 15 years old | 0.067 | 0.095 |
| peer effects | attended kindergarten | -0.196 | 0.093** |
| | has relatives in city of residence | 0.126 | 0.156 |

Results – first stage

multiple identities

| base: dominant minority identity | | dominant majority identity | | two weak identities | | two strong identities | |
|----------------------------------|--|----------------------------|-----------|---------------------|-----------|-----------------------|-----------|
| | | coef. | std. err. | coef. | std. Err. | coef. | std. err. |
| raised in minority language | | -0.915 | 0.429** | -1.540 | 0.430** | 0.030 | 0.417 |
| personal char.s | age | 0.736 | 0.308** | 0.279 | 0.276 | 0.340 | 0.257 |
| | age ² | -0.013 | 0.006** | -0.005 | 0.005 | -0.006 | 0.005 |
| | has survey country citizenship | 2.249 | 0.461** | 0.777 | 0.356* | 1.014 | 0.338** |
| parental char.s | mother's education level | 0.443 | 0.185* | -0.039 | 0.176 | 0.437 | 0.164** |
| | mother at home when respondent 15 years old | -0.665 | 0.309* | -0.103 | 0.274 | -0.690 | 0.263** |
| peer effects | attended kindergarten | 0.772 | 0.308* | 0.410 | 0.261 | 0.118 | 0.243 |
| | has friends who left education while in secondary school | -0.137 | 0.290 | -0.106 | 0.259 | -0.704 | 0.247** |
| | prop. of children of imm. origin in sec. school | -1.020 | 0.307* | -0.627 | 0.259* | -0.725 | 0.248** |

Results – second stage

| | | education | | employment | | political orientation | |
|--------------------------|---|--------------|------------------|--------------|------------------|-----------------------|------------------|
| | | <i>coef.</i> | <i>std. err.</i> | <i>coef.</i> | <i>std. err.</i> | <i>coef.</i> | <i>std. err.</i> |
| minority identity | | -0.026 | 0.095 | -0.029 | 0.134 | -0.001 | 0.098 |
| personal char.s | age | 0.622 | 0.107** | -0.075 | 0.131 | -0.026 | 0.110 |
| | age² | -0.010 | 0.002** | 0.001 | 0.002 | 0.001 | 0.002 |
| | male | -0.078 | 0.096 | 0.767 | 0.123** | 0.333 | 0.097** |
| par. char.s | father employed when respondent 15 years old | 0.491 | 0.237* | 0.503 | 0.259 | -0.075 | 0.275 |
| peer effects | has friends who left educ. while in secondary school | -0.503 | 0.109** | 0.155 | 0.126 | -0.073 | 0.107 |
| | prop. of children of imm. origin in primary school | -0.266 | 0.100** | -0.060 | 0.116 | -0.170 | 0.106 |
| | prop. of children of imm. origin in secondary school | -0.158 | 0.101 | -0.257 | 0.119* | 0.063 | 0.109 |

Robustness checks

- different instruments
- sub-samples
- multiple identities first stage
- difficult-to-reach respondents

Conclusions

- significant link between language raised & identity
- identity does not have a significant effect on education, employment or political orientation

-> not a constraint