

## Abstracts

Klaus Birkelbach

### **Teachers' Evaluations over the Life Course: Valid Prognosis or Self-Fulfilling Prophecy?**

In a longitudinal study of former German high school students between age 15 and 43 it is shown that teachers' evaluations with prognostic claims may influence the students' educational decisions by shaping their success expectations. Initially false teacher evaluations may work like a 'self-fulfilling prophecy' in the sense of Merton (1948). Because of the path dependency and cumulation of educational and occupational career processes they still indirectly affect the occupational prestige at the age of 43. Finally, the following analysis offers prospects in terms of fruitfully connecting the longitudinal perspective of life course research to the action-theoretical perspective of a theory of subjective expected utility.

Uwe Wilkesmann and Christian J. Schmid

### **Teaching Does (Not) Pay? – Results of a Nationwide Survey on the Effects of Performance-Oriented Steering on Academic Teaching in Germany**

After two decades of reforming the system of higher education in accordance with the principles of New Public Management (NPM) time has come to evaluate the actual outcomes of this process on a national scale. Based on well documented knowledge on the impact of the managerial governance on research performance, this article focuses on possible impacts of performance-oriented steering mechanisms (pay-for-performance, performance related budgeting, Management by Objectives and teaching awards) on academic teaching. Do selective incentives, as they are recommended by NPM and its theoretical underpinning (principal-agent theory), really help to overcome the alleged professors' shirking? To provide answers we first developed theory-driven hypotheses and enriched the axiomatic of economic theorizing on organizations with a cultural-cognitive perspective. Then, we tested our theoretical consideration with the help of data from a survey among 1,119 German university professors. The purpose is to capture 'academic production' at the micro-level of organizing universities. Regression analyses show no direct effects of managerial steering tools on self-reported teaching behavior. However, we can confirm the hypotheses on cultural schemes of perception beyond economic explanations of interests (intrinsic teaching motivation, teaching approach, gender). At last, general differences in attitudes (e.g. teaching motivation, acceptance of managerial governance) can be shown between the groups of professors paid in the old salary system and those who are subjected to pay-for-performance.

Andreas Pöge

### **Music Typologies and Juvenile Delinquency**

The lifestyles of young people are shaped by forms of collectivization (milieu) which are strongly based on musical taste. It is often assumed that in some musical youth milieus, deviant or even delinquent behavior is more common than in other and that some milieus are characterized by special forms of such behavior (e. g. spraying graffiti in the hip-hop scene). The presented analysis is based on three data sets of a German school survey in Münster (2003) and Duisburg (2003, 2005) and explores the musical tastes as well as crime rates in the se-

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condary school. With the help of Latent Class Analyses the adolescents are classified on the basis of their musical preferences. The so found typologies are being described with the help of further lifestyle characteristics and examined regarding their crime rates. As a result, classes with a wide spread musical preference for Techno and House and a simultaneous rejection of all other music styles show higher rates of alcohol and drug rates. Classes with preferences for Hip-Hop and Rap and simultaneous rejection of all other music styles have higher crime rates. The results for the classes with preferences for Blues, Jazz and classical music are not as clear but still, strong hints of lower crime rates can be found here.

Otto Hüther and Georg Krücken

### **Employment Conditions and Career Perspectives – An Organizational Sociology Perspective on the Limits of New Governance Models at German Universities**

Employment conditions and career perspectives at universities are of central importance for sociological research and higher education policy. However, the perspective of organizational sociology is lacking so far. Consequently, the specificity of the university as a formal organization has to be considered. Based on Luhmann's distinction between 'organizational power' and 'personnel power' (Quote), we show that both sources of power in organizations can hardly be found at German universities. Unlike business firms, the membership of the individual is not at the organization's disposal (lack of "organizational power"). Unlike public administrations, the single university organization can hardly offer distinct career tracks and opportunities (lack of "personnel power"). In this, we see specific limits to the use of new managerial instruments at universities. We discuss these limits against the background of both organizational sociology and new public management research. In addition, comparative perspectives concerning other national higher education systems are highlighted.