

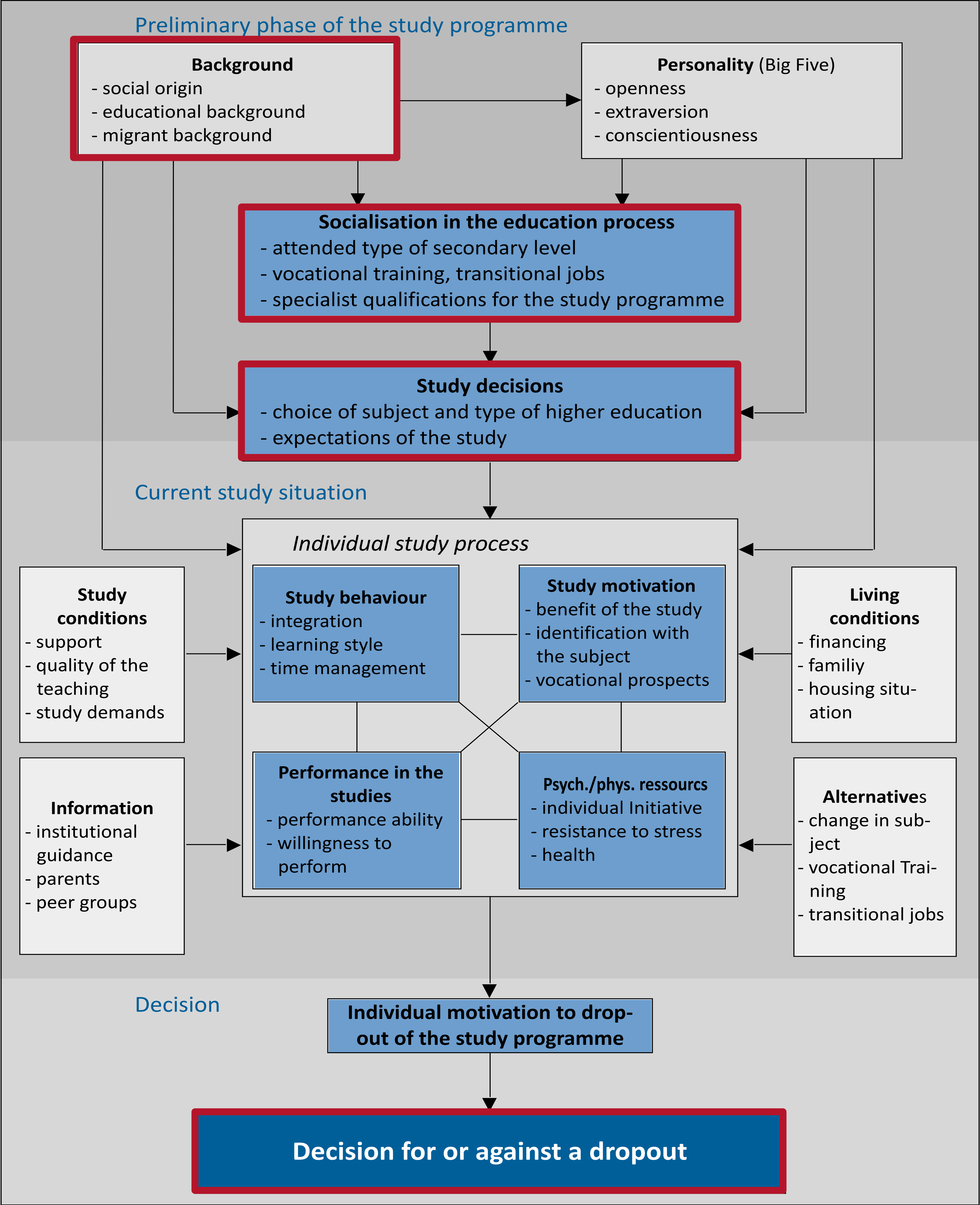
# SOCIAL BACKGROUND AND HIGHER EDUCATION DROPOUT

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## ABSTRACT

Based on a cross-theoretical model it was tested whether social background has an impact on higher education dropout. The findings show that social background has an effect which is mainly mediated by educational socialisation prior to higher education entrance and its resulting study decisions.

Theoretical model of the dropout process by DZHW, red marks = focus of analysis



## THEORY

- cross-theoretical approach in an integrated model of the dropout process
- model combines social-integrative, psychological, economic and habitual theories
- focus on phase prior to higher education entrance (see red marks in the model)

## ASSUMPTIONS

- social background has an impact on higher education dropout
- effect is mediated by educational socialisation prior to study
- social background = parents professional qualification
- educational socialisation
  - performance
  - type of school
  - vocational education
  - subjective preparation for study
- study decisions = choice of subject and type of institution

## DATA/METHOD

- dataset: german exmatriculation study, exmatriculation in 2007/2008 (N=4429)
- contains dropouts, graduates and changers of subject or institution
- analysis sample defined by 1. dropouts and graduates, 2. age < 31, 3. degrees Bachelor, Diploma, Magister, state examination and 4. german citizenship (N=2642)
- logistic regression with estimated average marginal effects (AME)

## CONCLUSIONS

- controlling for study decisions social background has an impact
- influence of social background is mediated by educational socialisation
- relation between social background and educational socialisation may cause certain types of dropout
- strong effect of assessment of own study performance indicates that there is at least one a type of dropout which is performance-related (problem: assessment is given retrospective)

Logistic regression for the explanation of higher education dropout (dependent variable)

	Model 1	Model 2	Model 3
<b>Parents professional qualification</b> (Ref. <sup>1)</sup> : not academic)			
At least one academic	-0.087***	-0.028	-0.023
<b>Grade point average HEEQ</b> <sup>2)</sup>		0.012***	0.007***
<b>Type of HEEQ</b> (Ref.: other HEEQ)			
German Abitur		-0.147***	-0.114***
<b>Vocational education</b> (Ref.: no vocational education)		0.142***	0.128***
<b>Subjective preparation for study</b> (Ref.: rather low)			
Rather good		-0.055***	-0.036*
<b>Assessment of own study performance</b> (Ref.: rather high)			
rather low			0.184***
<b>Pseudo-R<sup>2</sup></b>	0.284	0.353	0.393
<b>Number of observations</b>	2642	2642	2642

\* p<0.05, \*\* p<0.01, \*\*\* p<0.001

Model also controlled for: sex, age, type of institution, study subject and type of study degree

<sup>1)</sup> reference category

<sup>2)</sup> Higher Education Entrance Qualification