

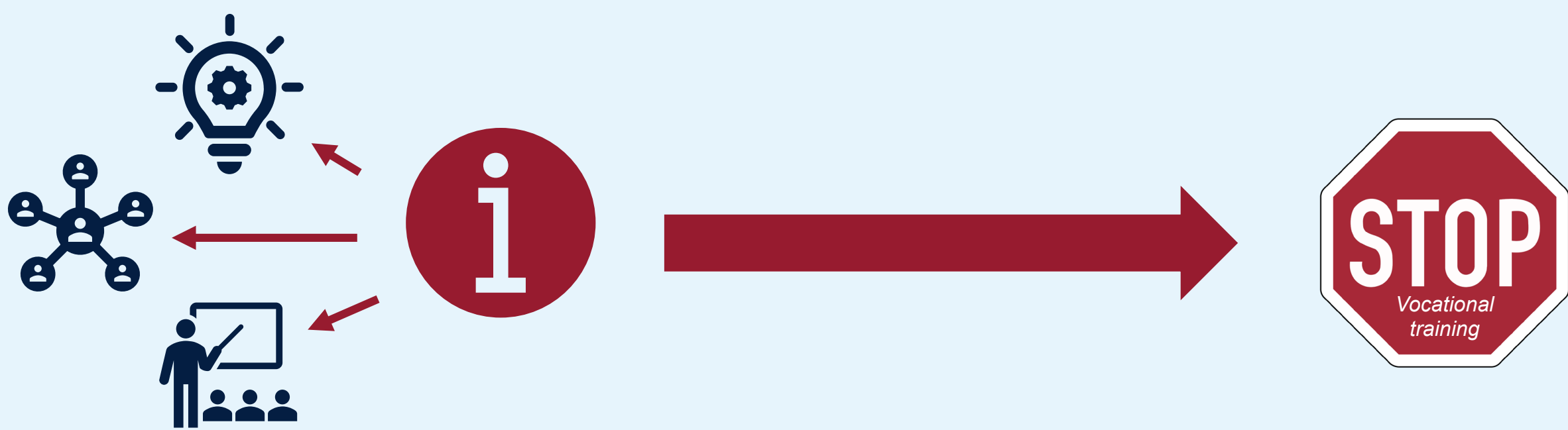
More information - fewer dropouts? The influence of being informed on dropping out of vocational training

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Background and Motivation

- Since 2005, the proportion of training contracts terminated prematurely is rising steadily (Bundesinstitut für Berufsbildung, 2021)
- Costs on all sides (employer, trainee, society) (Schuster, 2016)
- Distinction between company/occupational and personal determinants of contract termination risk (Rohrbach-Schmidt & Uhly, 2015)
- So far, influence of information is rarely taken into account

RQ: What is the impact of apprentices' level of information on dropout of vocational training?



Theory

- hiring decision is characterized by uncertainty on both sides, provision of information can minimize these uncertainties and enable rational decisions

Apprentices' subjective knowledge (Richter, 2016)

- objective information about different job fields and their tasks can be used to form a *concrete occupational orientation* and therefore reduce dropout rates

Social networks (Granovetter, 1973)

- strong ties* provide redundant information and do not contribute to an improved level of information
- weak ties* provide new information and can reduce dropout

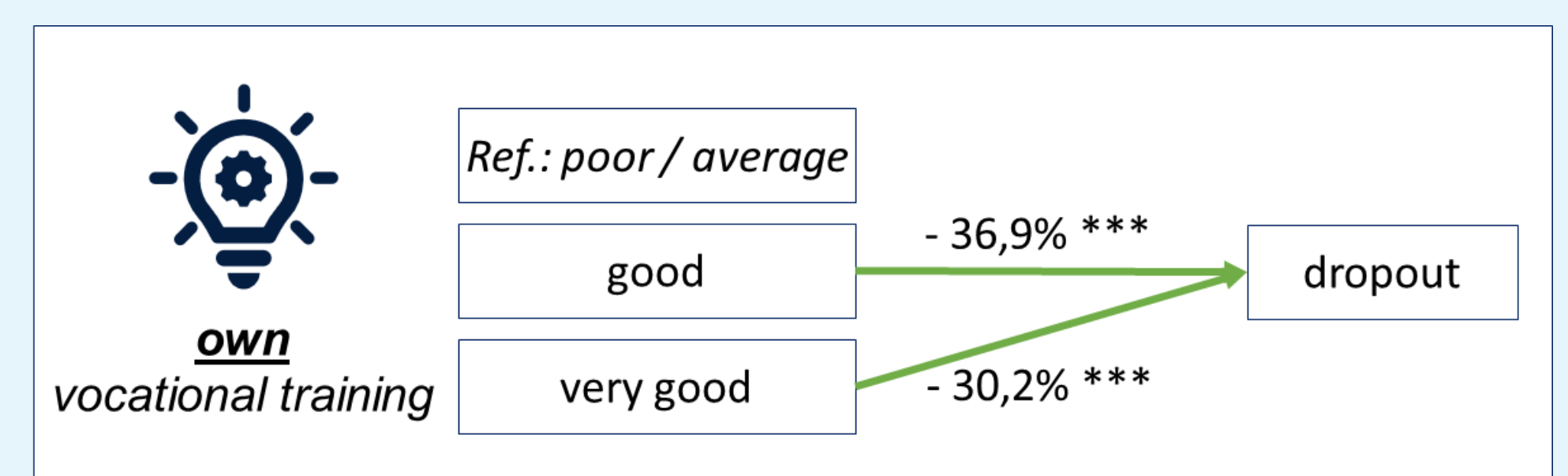
School-based career preparation (Schudy, 2002)

- institutionalized information resource for all pupils, which requires a certain quality, but which is unfortunately rather criticized

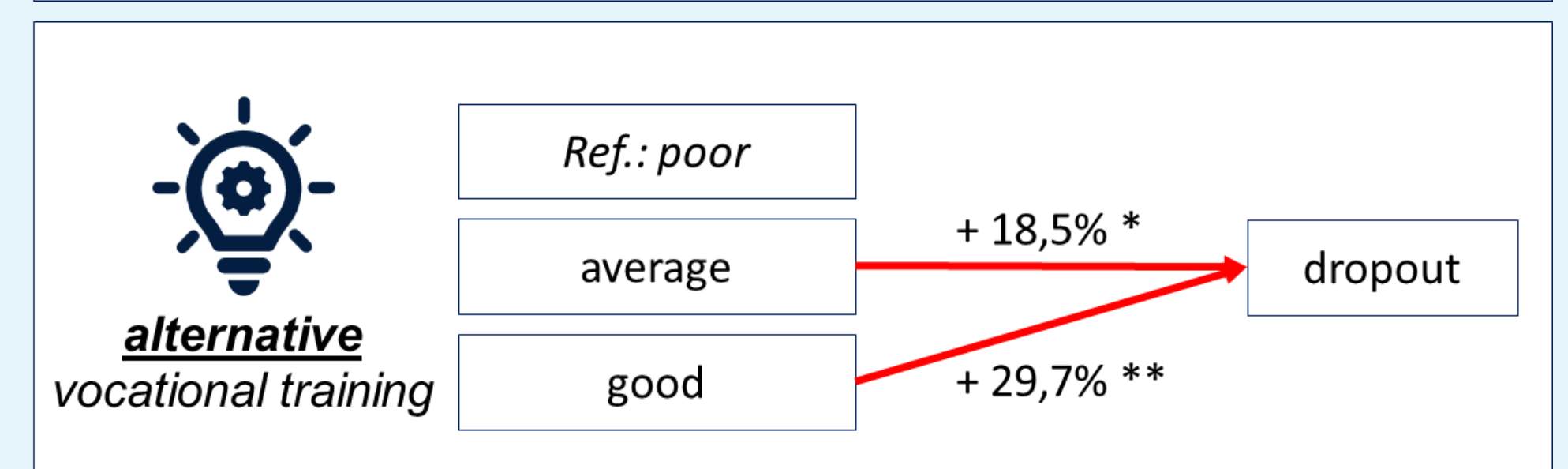
Hypotheses and Results

Apprentices' subjective knowledge

H1: The better the trainees' knowledge of the requirements of their own training, the less likely they are to drop out.

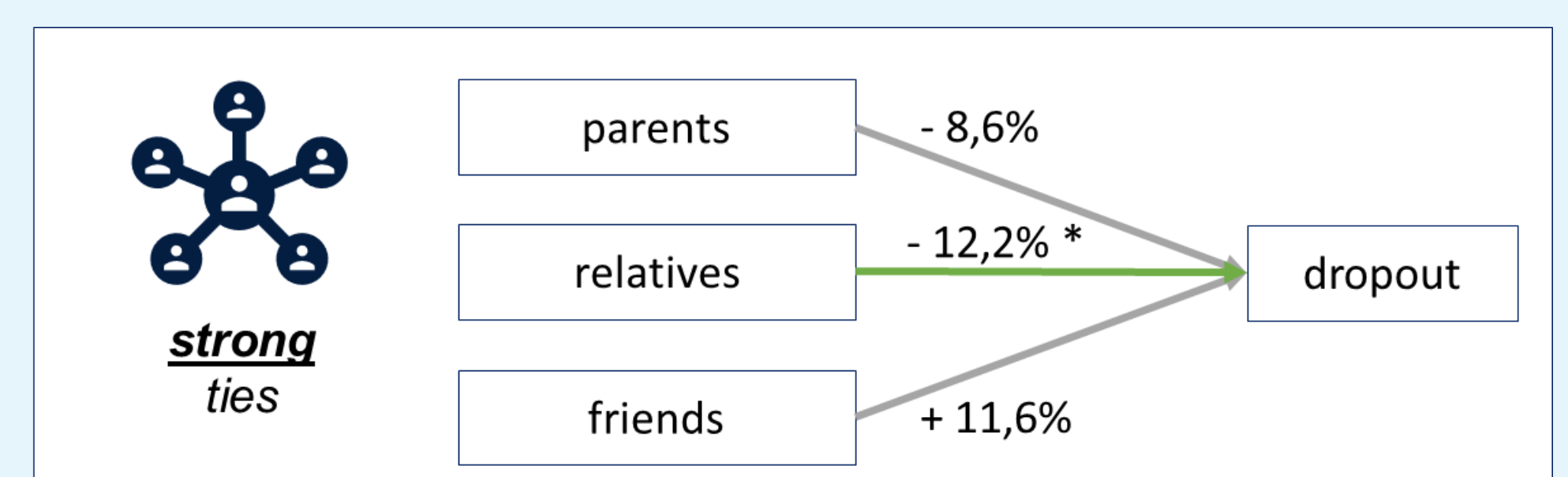


H2: The better the trainees' knowledge of the requirements and tasks in other trainings, the less likely they are to drop out.

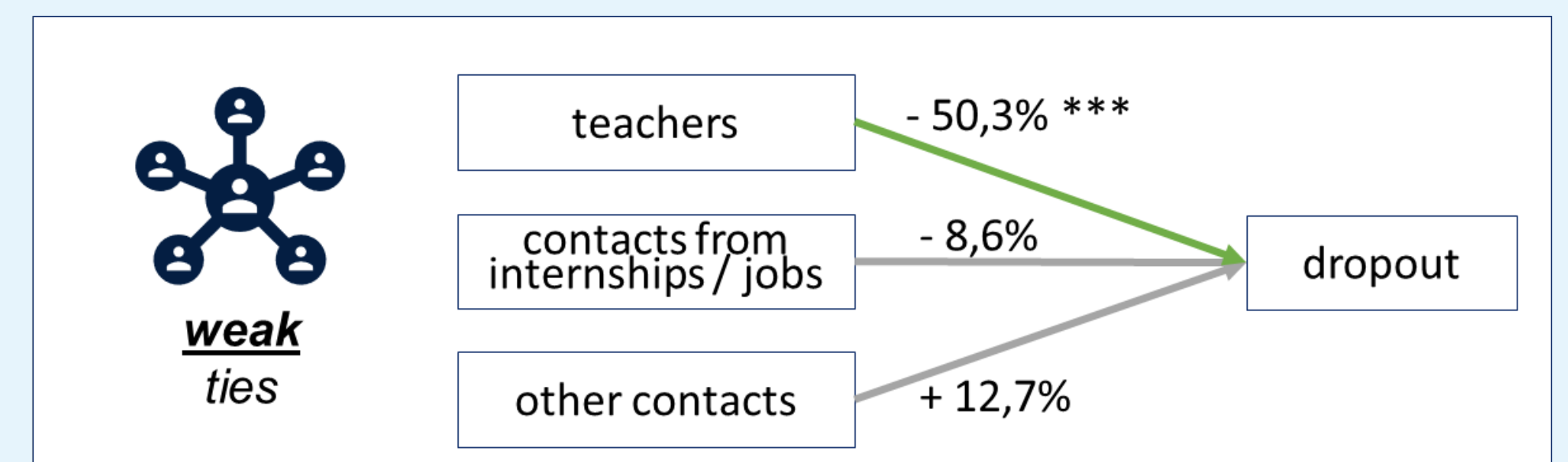


Social networks

H3: Trainees who obtain information from strong networks are more likely to drop out of training.

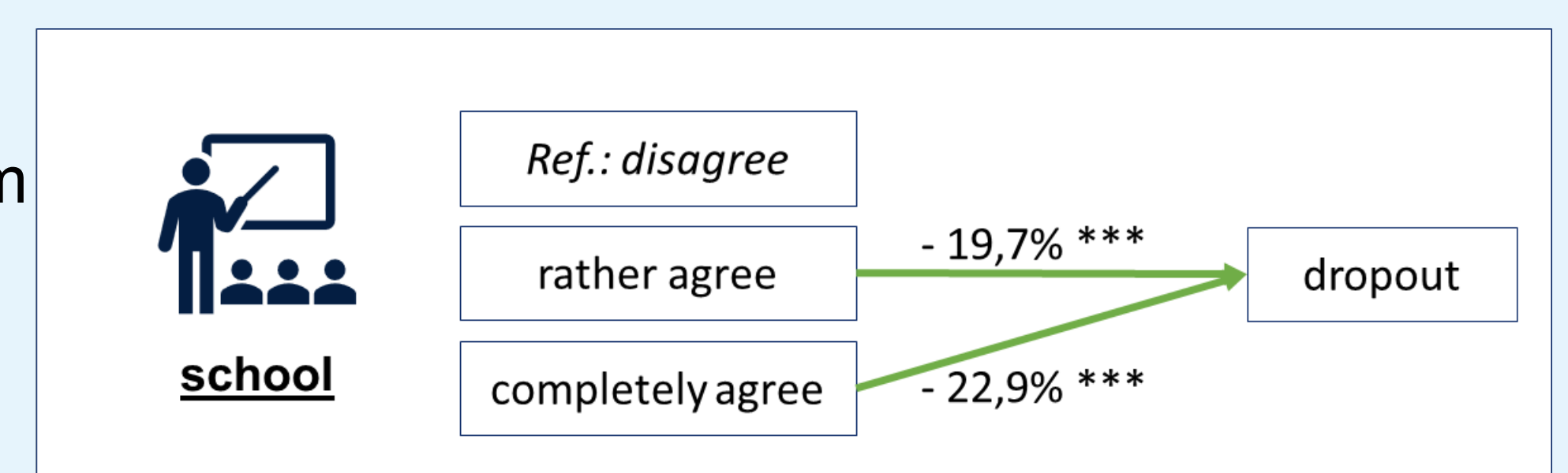


H4: Trainees who obtain information from weak networks are less likely to drop out of training.



School-based career preparation

H5: The higher the trainees' subjective perception that the school has provided them with sufficient information about training opportunities, the less likely they are to drop out.



* $p < 0.1$; ** $p < 0.05$; *** $p < 0.01$

Data and Design

National Educational Panel Study (NEPS): Starting Cohort 4 (students in grade 9 and higher)

Analysis Sample: exclusion of students from special needs schools, incorporation of persons with data on their first vocational training

IV: Information that is acquired around the beginning of the training

Control variables: school type, gender, migration background, state (former east/west Germany)

Estimation strategy: event history analysis, piecewise constant exponential model, destination state: dropout

Calculation of dropout probability: $(e^{\beta}-1)*100 \%$

Interpretation: Percentage by which the dropout probability is reduced (-) or increased.

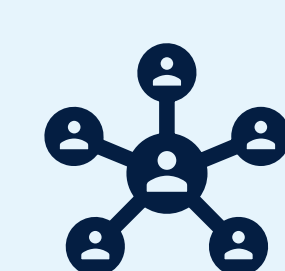
Conclusion

The level of information is not a single construct or variable, but rather a composition of different sources and processes.



To reduce dropout, it is important that trainees are well informed about the requirements of their *own vocational training*.

High knowledge of *alternative trainings* does not lead to a more stable choice but instead increases dropout.



We find that the distinction between information from *strong and weak ties* however is not the decisive aspect for the probability of dropout.



Instead, good *vocational guidance* provided by teachers and the school is crucial for the probability of dropping out of a vocational training started after graduation from school.