

Damage of Dropping-out?

Occupational status of early school leavers at
entry into the labor market in Suriname,
cohorts 1940-1990

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Dropout: not completing last level

Table 1: % Dropout by Level of Education			
BELOW PRIMARY	0 ILLIT	100.0%	183
	1 LIT	100.0%	46
	2 BO	72.7%	11
PRIMARY	3 GLO	66.5%	945
LOWER SECONDARY	4 ENO	47.2%	53
	5 LBGO	56.6%	565
	6 LTO	53.6%	222
	7 MULO	61.2%	583
HIGHER SECONDARY	8 NATIN	58.0%	131
	9 PI	29.5%	237
	10 IMEO	45.2%	157
	11 HAVO	37.3%	102
	12 VWO	34.2%	73
TERTIARY	13 HBO	23.0%	122
	14 WO	49.1%	110
TOTAL	All	57.6%	3540

Overall, some 58% of Surinamese did not complete their highest attended level of education

Prevalence of Dropout by Background

- Dropout more frequent among males than among females
- Only moderately strong effects of social and ethnic backgrounds
- Drop-out decreased sharply at the primary level, but rises at secondary and tertiary levels.

Source: Riedewald & Ganzeboom (2015)

Research Questions

- What are consequences of dropping out of school for socio-economic careers?
 - How different by level of education?
 - How different by cohort and life cycle?
 - How different by gender, ethnicity and parents SES?

Theories

- Human Capital Theory: both level attendance and level completion (diploma) build up human resources
- Signalling / Scarring Theory: dropout damages human resources beyond grade
- Social Capital Theory: resources through available networks may weaken dropout damage

Hypotheses

- Dropout effect is stronger in the earlier career than in the later career
- Dropout effect is stronger now than it was earlier
- Dropout effect is stronger for men than for women
- (Drop-out effect is stronger in the formal economy than in the informal economy)
- Dropout effect is weaker with high status parents
- Dropout effect is weaker in Asian-Surinamese families than Afro-Surinamese families

Survey data

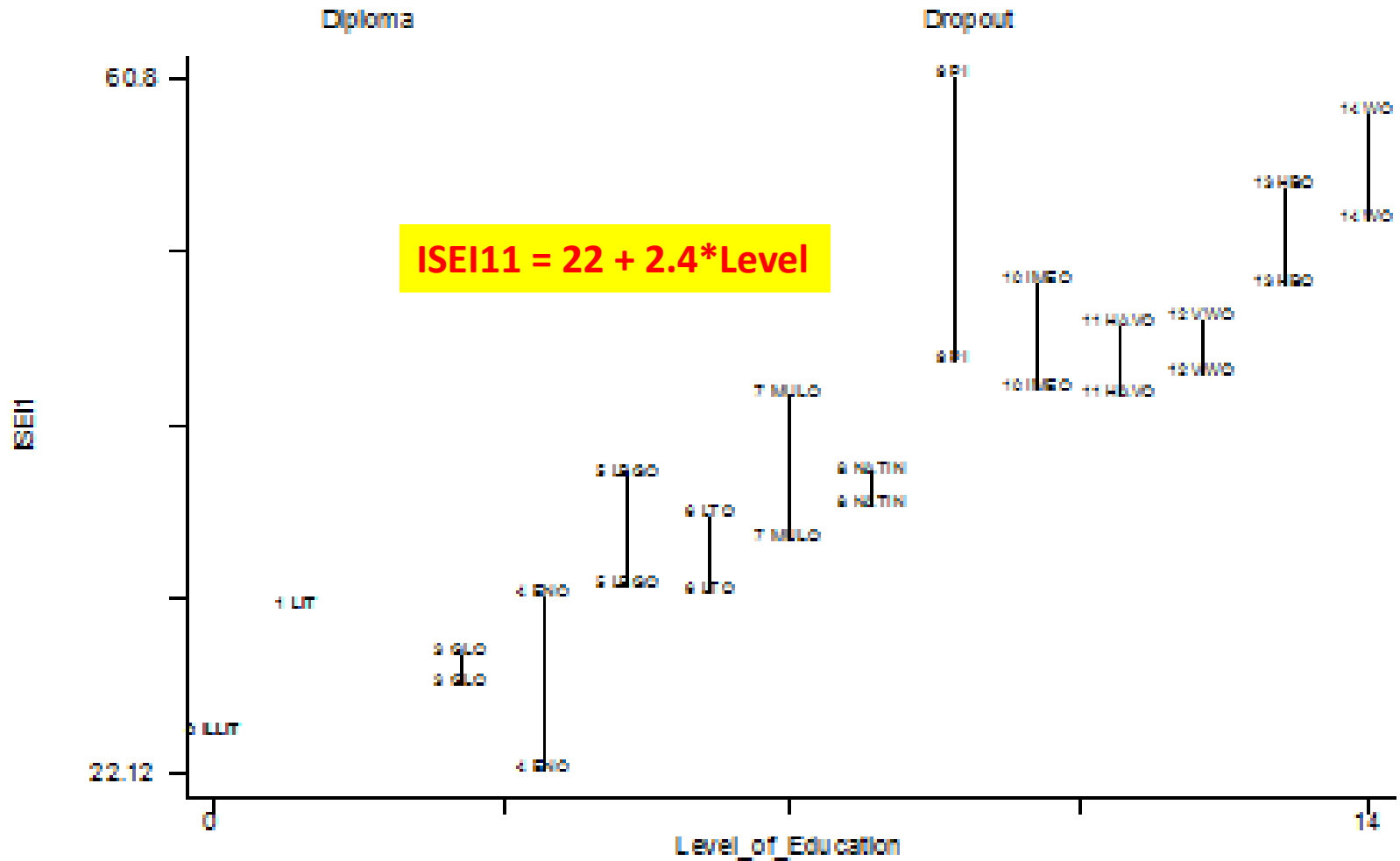
- Sno & Ganzeboom: Social Stratification and Social Mobility in Suriname 2012-2014, N=3929.
- Stratified random sample of households, respondent randomly selected (birthday method).
- Full retrospective educational careers, cohorts 1940-1990.
- Advantages:
 - Cohort comparison
 - Complete careers
 - Multiple dropout
 - Full information background

Damage of Dropout

Table 2: Socio-Economic Outcomes for Diploma's and Dropouts

	Diploma	Dropout
Never worked	7.5%	+6.7%
Years of unemployment	3.7	+1.1
Informal employment at entry	29.6%	+10.0%
Informal employment at present	28.0%	+10.6%
ISEI at entry	32.0	-6.0
ISEI at present	34.5	-6.3
Monthly earnings (SRD)	1152	-273
Controlled for Level of Education and Gender. Expected values for Diploma refer to men with primary education (GLO)		

ISEI1 by Education Level by Dropout



Moderators: Job status at entry

Table 3: Damage of Dropout (0/1) in ISEI1 by conditions

	Effect (min → max)	T-value
Mean damage of dropout	-6.0	11.9
*Level of Education	-4.0 → -8.7	2.8
*Cohort	-5.4 → -5.9	ns
*Female	-4.0 → -7.1	3.5
*ParentsStatus	-5.5 → -5.4	ns
*Ethnicity	8 groups	ns

Results

- Dropping-out damages ISEI at labor market entry and even stronger in the further career, especially for women
- The damage of dropout is stronger at higher levels of education
- The damage of dropout has not changed over cohorts.
- Ethnicity and parental SES do not influence the damage of dropout.