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The influence of the partner on the academic success

The problem of dropout in higher education affects almost all OECD countries, albeit to varying degrees (OECD 2009). In Germany, almost 25% of students leave the university without a first degree (Heublein et al. 2017). Key areas of students' lives, such as students' partnership, have rarely been considered in this context.

The life course approach emphasizes that individual decisions take place in different contexts. It is assumed that individual decisions and individual motivation are to a large extent influenced by other reference persons (Huinink & Schröder 2008).

There are numerous findings on the significance of the partner for the profession (Blossfeld & Drobnič 2001; Solga & Rusconi 2011; Vohlídalová 2017). Analyzes for academic success are lacking, though various studies have suggested that friends and fellow students can have an impact on academic success (Johnes & McNabb 2004; Poldin et al. 2016; Pokorny et al. 2017).

The present article aims to answer the following questions:

1. What influence does the partner have on the success of the study?
2. What significance do the educational aspirations of the partner and the relationship quality have?

The analysis is based on data from the panel study LAST (Life Course Perspective and Dropout from Higher Education). The dataset was developed to analyze the importance of students' central areas of life over time. In order to approach the research question, structural equation models ($n = 1364$) were calculated. First results confirm the findings of other studies, according to which the motivation of the student is a key determinant of academic success (Suhlmann et al. 2018). It turns out that the learning motivation is positively influenced by the expectation of the partner. Further calculations analyze the effects of the partner in a longitudinal perspective.

Keywords: dropout, higher education, partner, academic success, structural equation model

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