



## JUGEND – BILDUNG – ARBEIT

Wie Raum und Herkunft die Integration in Bildung  
und Beruf strukturieren  
(JuBilA)



**ABSTRACT  
BAND**

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## **Postersession**

(Chair: Oliver Winkler)

*Zeit: Donnerstag, 20.04.2023, 14.30 - 15.30 Uhr*  
*Ort: Freylinghausen-Saal*

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**„Biografische Perspektiven auf Übergänge nach der Sekundarstufe I von Schüler\*innen Integrierter Gesamtschulen. Rekonstruktion von Praktiken der Sorge im Kontext von Prekarisierung“**

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Stefan Immerfall, Anja Kürzinger, Martina Funk (Pädagogische Hochschule Schwäbisch Gmünd)

**P1: 7 Tenacious goal pursuit and flexible goal adjustment in transitions to VET: Do regions matter?**

Nele Theuer, Katarina Weißling

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Fatih Bahadir Kaya (Ruhr-Universität Bochum)

**„Nicht quasseln, machen“! Über welche herkunftsbezogenen Strategien verfügen Studierende aus dem Ruhrgebiet zur Bewältigung von Anforderungen im Studium?**

Stephan Otto (IU Internationale Hochschule)

## **P1: 7 Tenacious goal pursuit and flexible goal adjustment in transitions to VET: Do regions matter?**

**Nele Theuer<sup>1,2</sup>, Katarina Weßling<sup>1,3</sup>**

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### **Introduction**

The transition to vocational education and training (VET) is an important developmental goal in adolescents' life course (Buchmann & Kriesi, 2011), which lowers the risk of being over-/underskilled, unemployed, or unsatisfied with the job (Baas & Philipps, 2017; Baethge et al., 2007). One factor which influences successful transitions to VET and has increasingly become the focus of researchers' attention are regional opportunity structures (Weßling et al., 2015).

However, as indicators of opportunities and constraints, regional factors do not stand separately but rather interact with multiple individual, social and institutional influences. Thus, regional conditions are particularly important for selective groups of individuals, e.g., social and migration background, gender as well as attended school tracks (Malin & Jacob, 2019; Hartung et al., 2022; Hillmert et al., 2017). Only when these complex relationships are understood, is it possible to support different target groups effectively.

This study contributes to this research by focusing on the interrelation between individual psychological resources and regional factors. Whereas the relation between regions and socio-economic factors has been studied frequently, it remains unclear how regions interact with psychological factors. Specifically, this work focuses on two stable dispositions of self-regulation which are relevant for goal attainment: Tenacious goal pursuit (TGP) and flexible goal adjustment (FGA). These dispositions are linked to regional opportunity structures to answer the following research question:

*Does the degree to which individuals score on TGP and/or FGA scales influence the chances of VET attainment and the satisfaction with the obtained VET occupation?*

*Do regional opportunities and constraints (i.e., availability of training places) moderate the effect of TGP and/or FGA on VET attainment and the satisfaction with the obtained VET occupation?*

### **Conceptual framework**

In the *Dual-Process Framework of Goal Pursuit and Goal Adjustment* Brandtstädter and colleagues state that TGP and FGA are two adaptive preferences of self-regulation. Individuals high in TGP tend to use so-called assimilative strategies, which aim at changing a given situation to reach a certain goal. Individuals high in FGA prefer the so-called accommodative mode which means that they tend to adjust their goal to situational constraints. Brandtstädter's theory stresses the dependence of the success of both dispositions on situational factors: Highly tenacious people are especially successful in contexts when goal attainment is likely. Their assimilative goal striving efforts would be wasted, though, when a goal cannot be achieved in a given situation. Highly flexible people, on the other hand, would be successful in the latter context. They would not be able to reach their full potential in contexts when goal attainment is possible due to their tendency to switch to accommodative strategies early in the goal striving process (Brandtstädter & Renner, 1990; Brandtstädter & Rothermund, 2002).

These considerations show that contextual structures influence whether certain goal-striving strategies are helpful or harmful. It is suggested that this is also true for transitions to VET. Specifically, it is assumed that regional opportunity structures regarding the supply and demand of VET positions posit an influential regional context which impacts the effect of TGP and FGA on successful transitions to VET.

### **Data & methods**

We use data from the National Educational Panel Study (NEPS) – Starting Cohort 4 (9<sup>th</sup> graders; Blossfeld & Roßbach, 2019) and combine it with regional information on the ratio of VET positions and VET applicants (Bundesagentur für Arbeit, 2011). This data differentiates not only between employment agency districts but also between aspired VET occupations, which allows a fine-grained measurement of opportunity structures. Independent variables are measured using short versions of the well-established Tenacious Goal Pursuit and Flexible Goal Adjustment Scales (Brandtstädter & Renner, 1990). Transition success is operationalized threefold, namely as a) attainment of any VET position, b) attainment of the preferred VET position and c) satisfaction with the obtained position. The analyses

concentrate on students from intermediate-level secondary schools, who will be targeted until one year after graduation.

### **Preliminary results**

Preliminary results show no significant moderating effects of opportunity structures on the relationship between individual resources and transition success. However, results indicate that this study failed to detect these effects due to methodological constraints. Further analyses aim to shed light on these shortcomings.