



P4LLL-tec Commitment Study -- Synthesis of results

IO 3 impact analysis

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Compiled 2017 by P4LLL-tec* Projectteam (Coordinator U. Hauschildt)
Bremen. 2017
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P4LLL-tec Commitment Study -- Synthesis of results

IO 3 impact analysis

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1. NUMBER OF PARTICIPANTS

Total sample size was 896 (among which 841 fully completed questionnaires), and thus much higher than announced in the original project target.

- A) Germany 195 (fully completed questionnaires: 189)
- B) Greece 84 (fully completed questionnaires: 84)
- C) Ireland 18 (fully completed questionnaires: 16)
- D) Latvia 400 (fully completed questionnaires: 353)
- E) Spain 199 (fully completed questionnaires: 199)

The majority of project partners was able to build on a good cooperation with institutions or learning venues that were known from previous research steps in the P4LLL project or earlier VET research in this domain.

2. General information about the sample

The majority of all learners were male, except for the Latvian sample, see Figure 1.

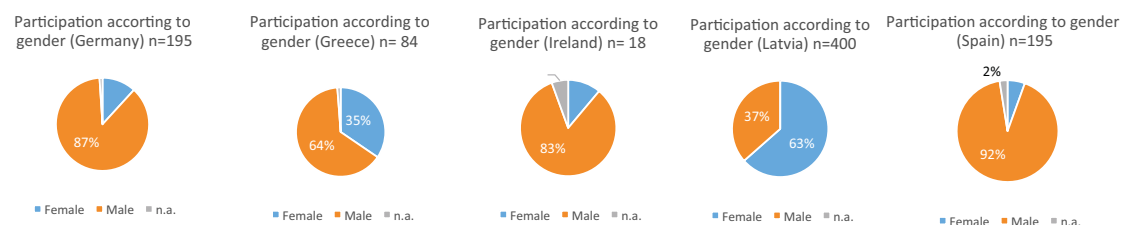


Figure 1: Gender

When looking at the different countries, the composition varies. Highest shares of female participants were found in Latvia (63%) and Greece (35%).

About 50% of the total sample were in the first year of training (see Figure 2), a result that particularly refers to the group of German and Latvian sample. In Greece, almost 100% of students were in their first year of training and in Spain, the group consisted of

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nearly equal shares of learners in a first and in a second year of training (for details see Synthesis presentation “P4LLL-tec Results Learner Survey-country comparison”).

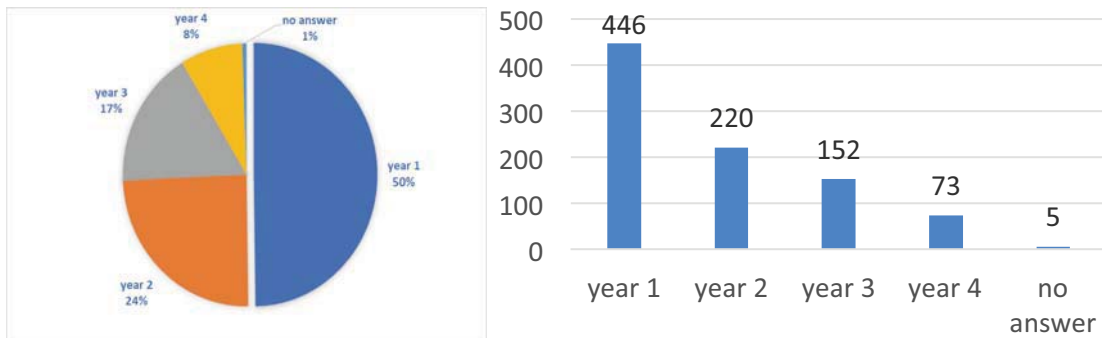


Figure 2: Participants according to the year of training

With regard to the age groups of learners, they particularly belonged to an age group between 15 and 19 years (447 learners) or 20 – 24 years (305 learners). The only country, where all learners were much older than on average was Ireland where about 99% of the program participants were older than 30 years (but as the sample size of the Irish sample was very small, so this issue was not further analysed).

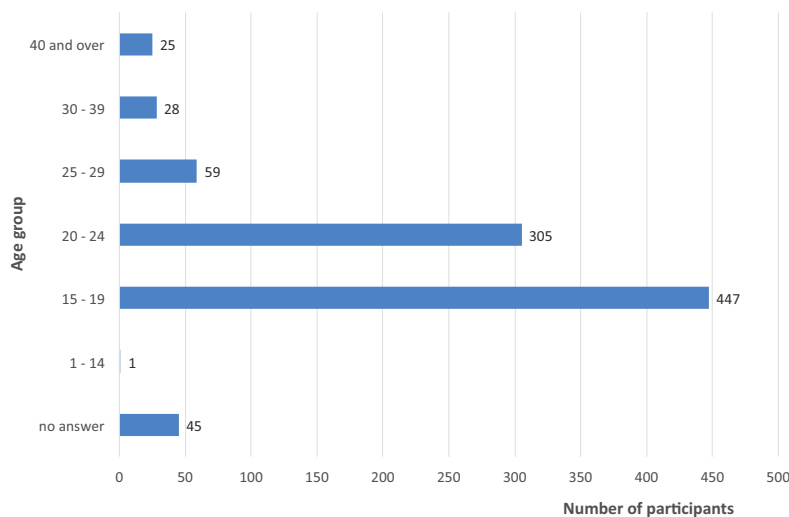


Figure 3: Age groups

3. Duration of training

Most of the learners were enrolled in programs with duration of 4 years. In Spain, about half of the sample belonged to a group of learners, trained at IMHs 2 year program, and the other half was in the four-year study program. In Germany – as a matter of fact, some learners were participating in traditional dual VET courses of 3 years or longer, others were participants of a double qualifying dual VET study program, which takes about 4 year in total (see figure 4). In Latvia, about two thirds of the sample was in a four-year program (281 of 400 learners), while the remaining third was composed of participants of a mix of programs lasting one, two or three years.

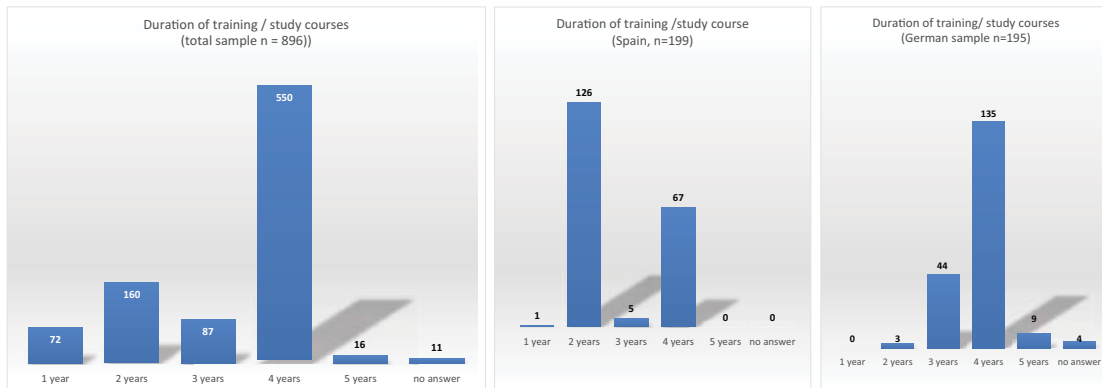


Figure 4: Duration of studies (entire sample), in Spain and in Germany

4. Practical training within the programs

Almost all learners stated that they were enrolled in programs that included some sort of practical training (Figure 5a), but the actual share of practical training differed a lot (Figure 5b).

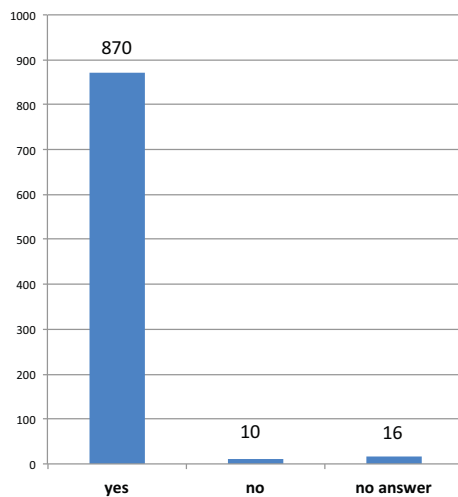


Figure 5a: Answer to the question: Does your training include practical training (entire sample)

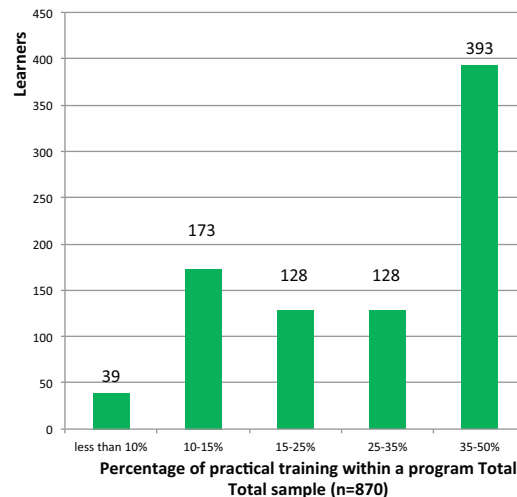


Figure 5b): Percentage of practical training within a program (entire sample)

If one looks at the results of the different countries, the differences become clearer. In this regard, it is not only necessary to look at the amount of practical training as a share of an entire program but also at the actual places of learning, in other words finding an answer to the question: “Where does practical training take place? – In a company, in a variety of companies, at college?”

The following figure illustrates the findings of the survey in this context.

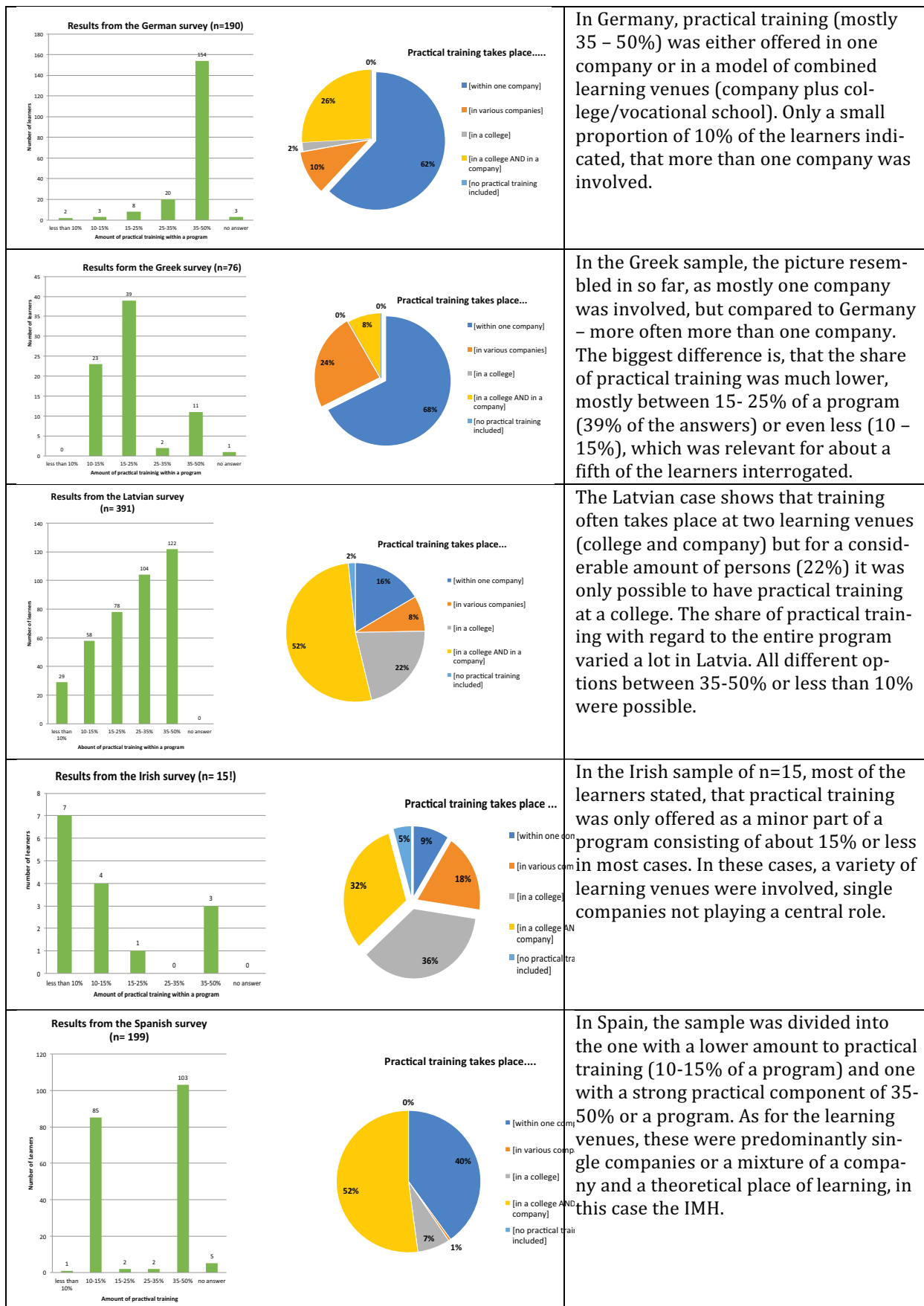


Figure 6: Amount of practical training and places of learning in all partner countries

5. Reasons for taking up a study/training program

A central question of the survey was to find out about the major reasons to take up a certain study or training course. To this end, the questionnaire was structured in a way that this question could be answered free. Learners were asked to provide up to three major reasons to explain this decision. The analysis then was to cluster these answers into main reasons, which could be subsumed into nine major categories. The following figure shows the result of the entire sample, which indicates that „acquiring competence or skills/knowledge“ was one the major reason, followed by a general interest in the profession learnt.

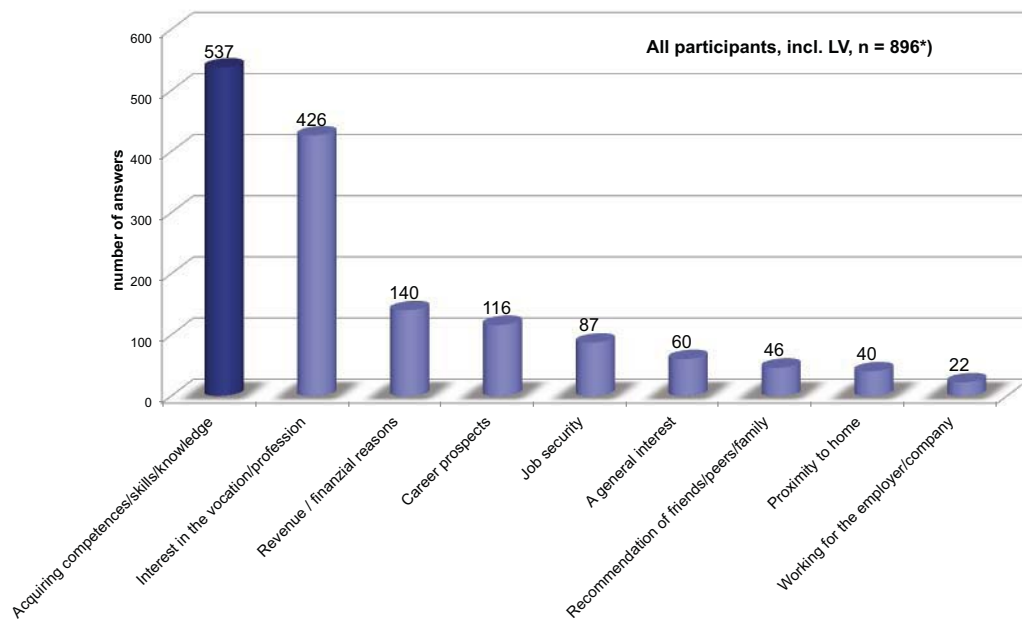


Figure 7: Learners motivation for taking up a study/training program

However, this analysis would be a bit misleading because the major reasons (acquiring skills....etc) was predominantly given by the Latvian participants.

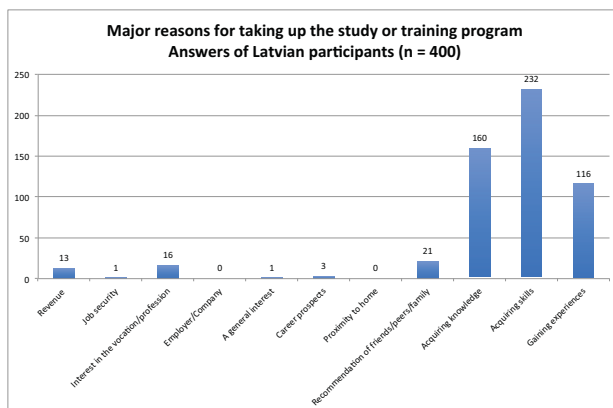
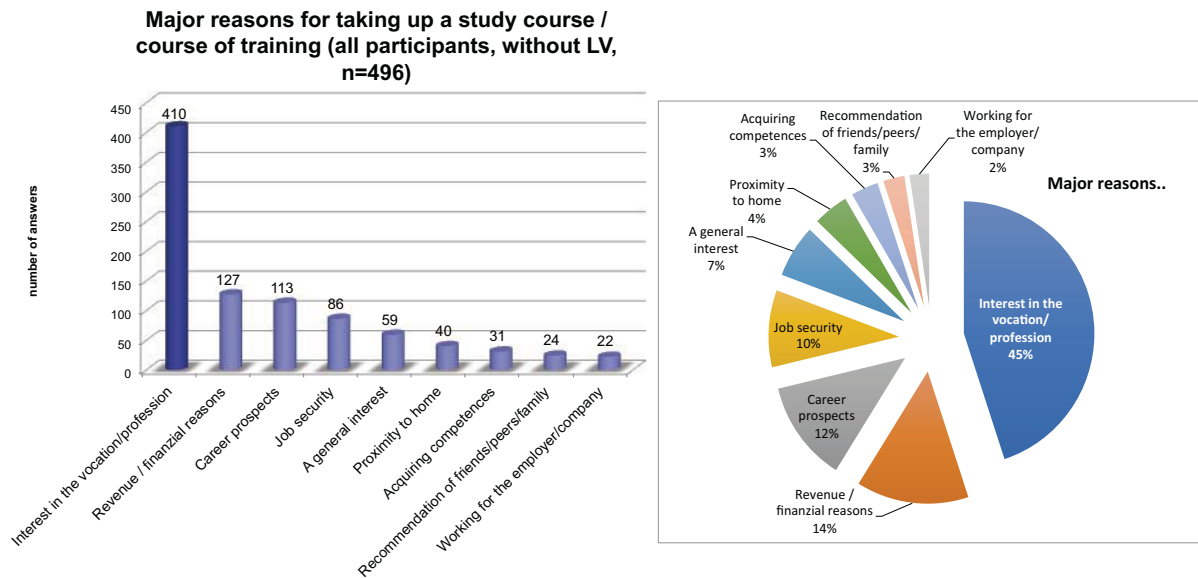


Figure 8:
Latvian result to the question:
„What were the major reasons for taking up your study / training program?“

An analysis without the Latvian group thus leads to a different picture: A very strong interest in the vocation/profession trained counts for a strong majority of the learners over all countries. Apart from this reason, those which were the most relevant were related to future earnings (revenue/financial reasons), general career prospects and a believe in a certain job security (see Figure 9 blow)..



* multiple response option: three major reasons could be provided by participant.

Figure 9: Major reasons for taking up a study course (all countries, except Latvia).

Because in Germany and in Spain, it was possible to analyse the findings according to different groups of learners, the same questions were analysed again and according to these different groups.

In Germany, it was possible to distinguish between three types: Traditional dual VET apprentices, students in a double qualifying program, participants at one of the P4LLL-tec case study environments (LEAG/Schwarze Pumpe) with regard to the average values of the total sample. The analysis shows however, that there was not so much difference in between the learners’s estimations. On the other hand, it was visible, that participants of double qualifying programs were not only clearer regarding the general interest in the profession but also for the reasons of job security. Apart form this all groups provid-ed almost similar reasons (see Figure 10).

In Spain, the analysis distinguishes between participants of the Dual University Degree program and participants of the program called Higher VET Degree, both programs were offered at the IMH. Also in the Spanish case the leaners’/students’ attitudes were quite close to each other (see Figure 11). Compared to the German sample, the third major reasons was a general career prospect, as opposed to financial reasons, which was more important in Germany.

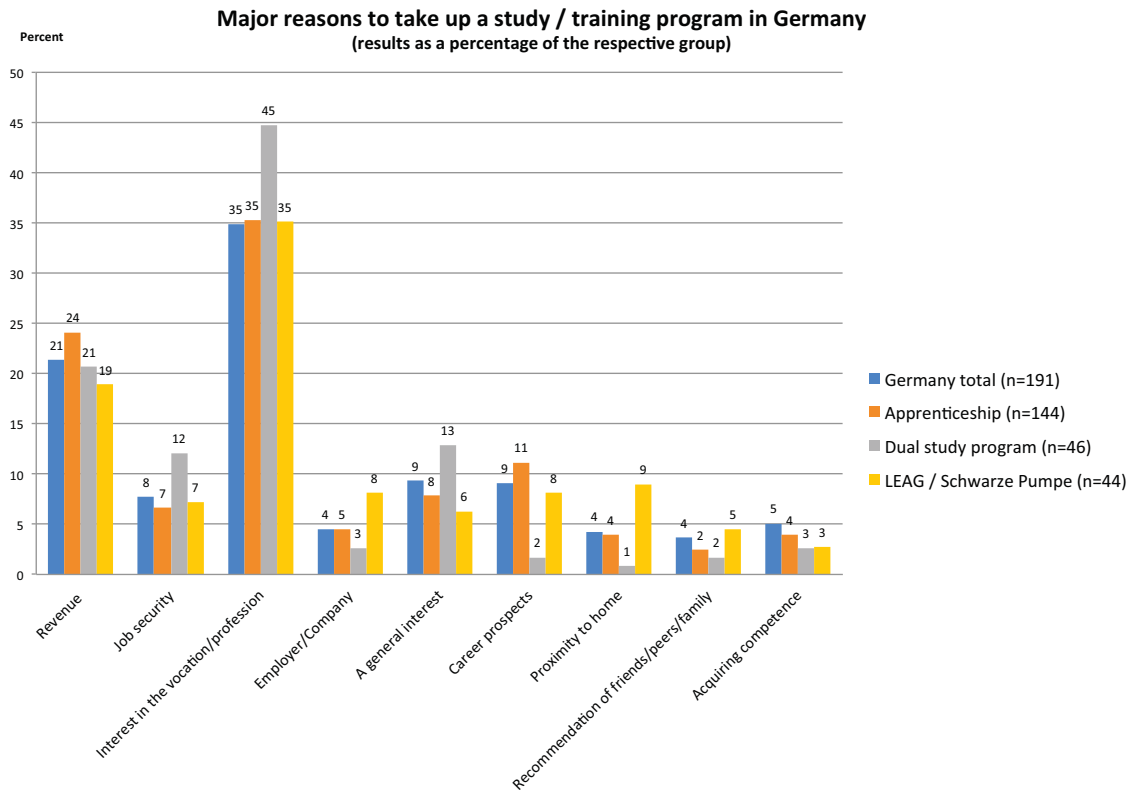


Figure 10: Major reasons for taking up a training/study program in Germany

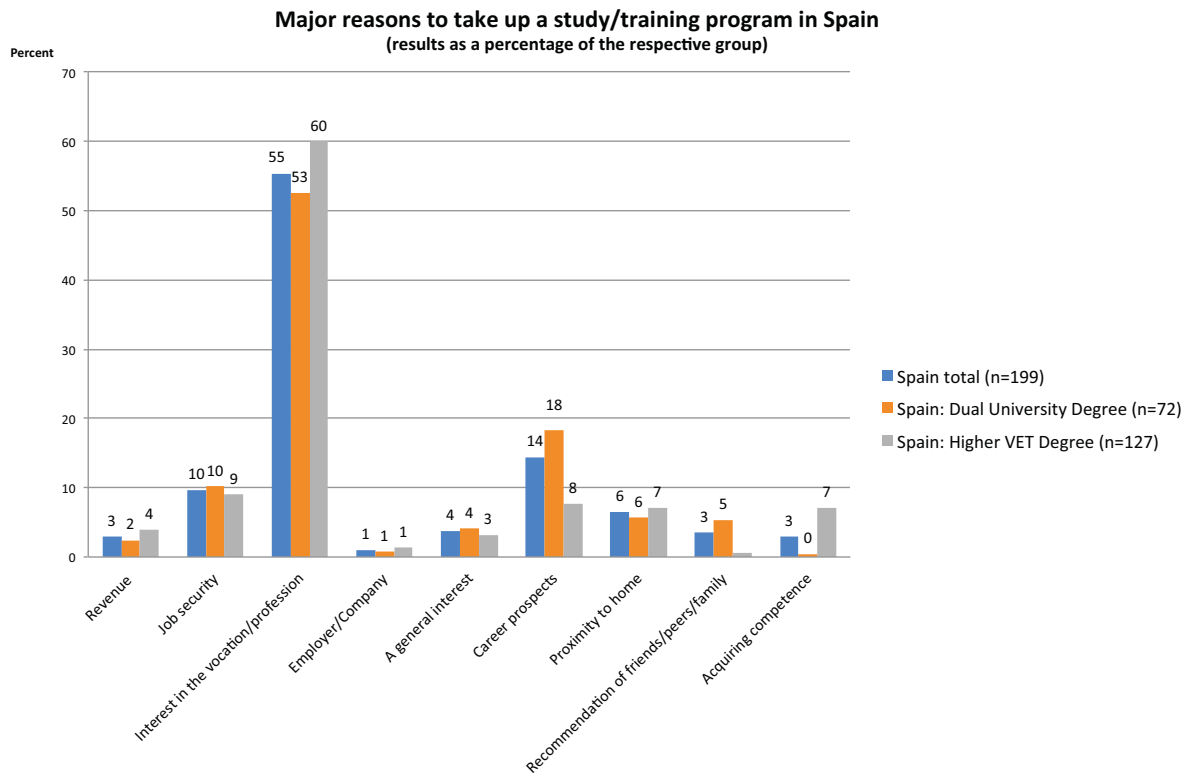


Figure 11: Major reasons for taking up a training/study program in Spain

If one looks at the other partner countries, these could only be analysed as a total sample. The following picture illustrates, that for most of the major reasons already mentioned, the results of the analysis of Greek and Irish data does not so much differ from what has been shown for the German and Spanish case.

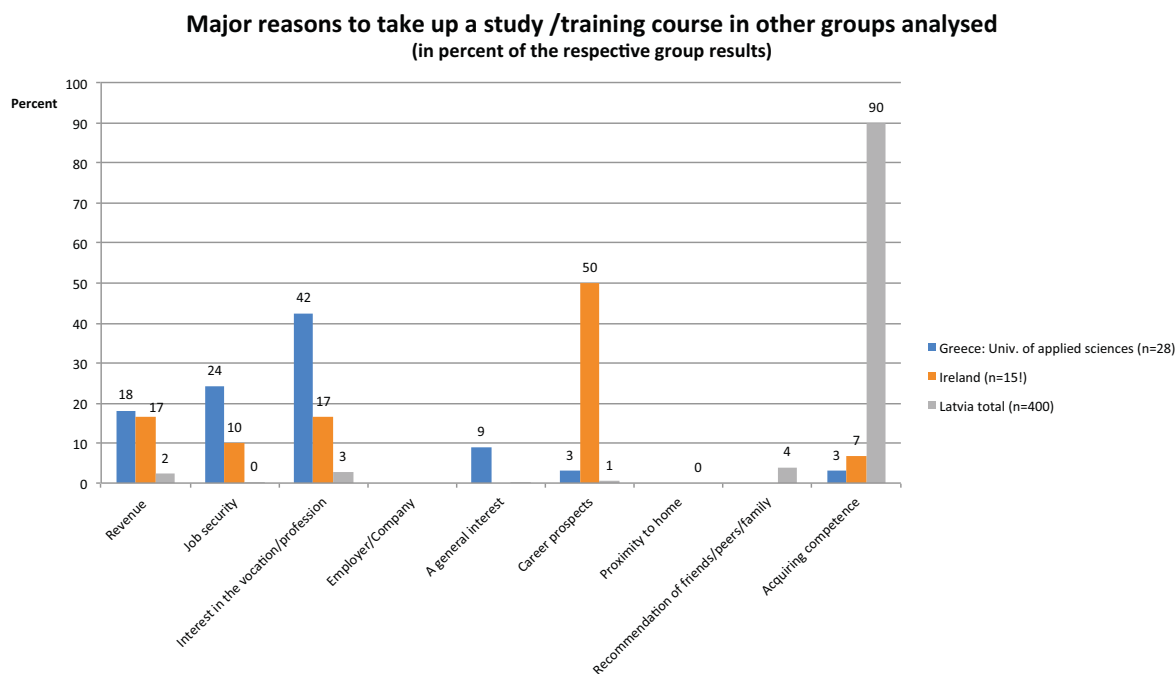


Figure 12: Major reasons for taking up a training/study program in Spain

The Latvian learners however again stated, that acquiring competence was counting for the major reason. Our Latvian partner commented on this issue as follows:

“Most interesting was that learners choose VET because of skills gained not qualification or profession. It contrasted a lot with other countries. First we thought that is lack of carrier guidance or –maybe lack of concrete workplaces or willingness of learners to work is this concrete profession. But then we think that the in VET education comparing with academic education- learners gain more practical skills and that’s a reason why they choose VET. Also professions are changing all the time and each person changes profession few times per working life – so gaining skills therefore is best reason for learners to choose VET and fulfills concept of learning outcomes”

Some explanation may also refer to the understanding of the questions of the survey itself. In order to find out about the participants understanding about the notions “Vocation”, “Profession”, “Job” or “Occupation”, which have all a very different meaning – at least in some countries, the questionnaire also included a few questions on this general issue and it was interesting to note, that except for the Latvian participants, most of the interrogated learner in stated that there IS a difference between the notions profession, job, occupation (for details see Synthesis presentation “P4LLL-tec Results Learner Survey-country comparison”).

Our Latvian partner also commented on this result:

“In Latvia 3 concepts- "job" "occupation" "vocation" is almost the same – profession is confused with qualification (vocation). Profession is used for statistical reasons and it's mandatory for employer to set profession code in labor contract and show it with wage taxation payment to State Revenue Service. But mostly qualification gained in VET has the same name as profession”

6. Results of the commitment survey

The P4LLL-tec learner survey included a series of questions linked to the evaluation of learner's identity and motivation. More specifically, the learner's identification and commitment with

- a) the occupation and
 - b) the organisation (the company)
- was analysed.

In the following four graphs (Figure 13-16), an overview on these issues is provided, and - where possible - always with regard to different learning opportunities in the five partner countries.

Highest degrees of occupational and organisational identity and commitment were found in Greece (applied science university degree program) as well as in the German dual study programs, but especially the programs offered at LEAG. In two cases (the Greek one and the German LEAG example, the P4LLL teams had evaluated these programs as cases of best practise (case study Greece and Germany), so that the analysis in this part of the survey also supports the previous findings.

Compared to other countries Latvian learners were often less motivated / committed to the vocation and *also* less to the training company compared to learners in other countries. Here, it is possible to argue, that this needs to be linked to the duration of training in a company (or in different companies). In Latvia, internships don't take any longer than 6 months – a period, probably too short to develop high degrees of commitment and identity. Moreover, there is no employer obligation to pay remunerations during the times of internship. This may count for another reason of not being as motivated as learners are in other circumstances.

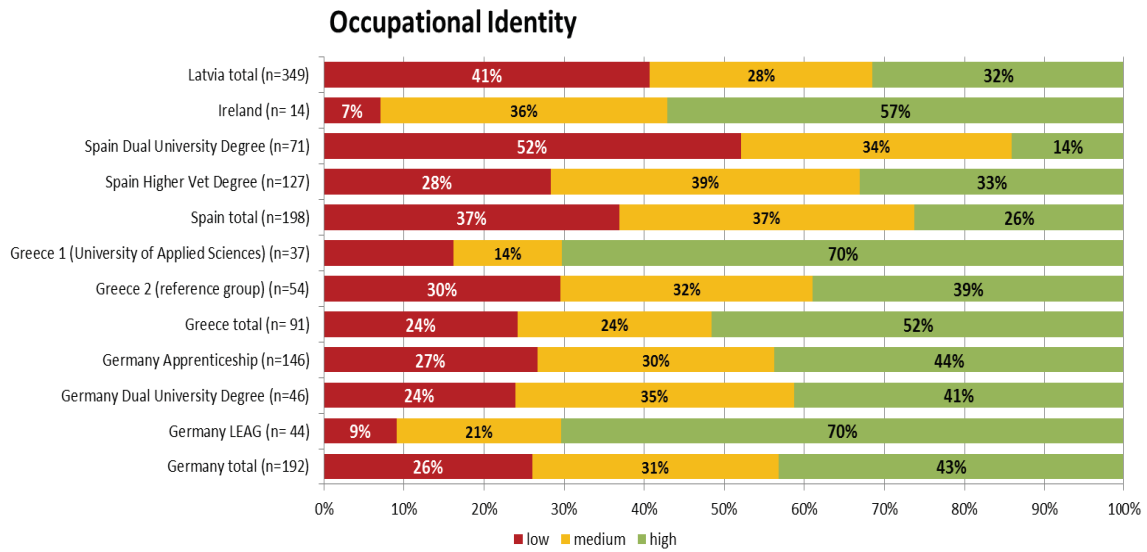


Figure 13: Occupational Identity of learners/students enrolled in different programs in five European countries

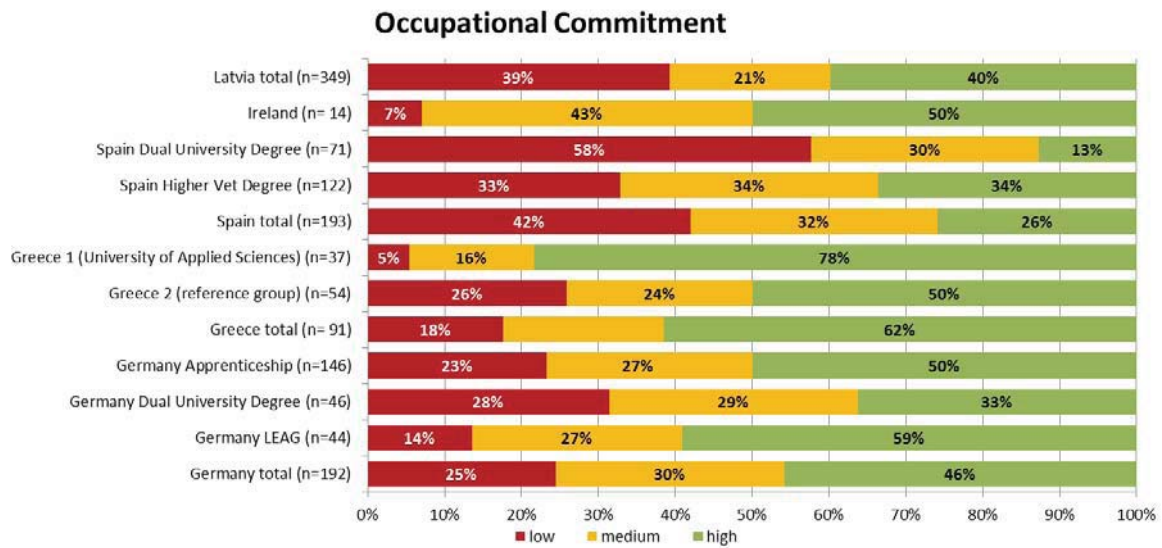


Figure 14: Occupational commitment of learners/students enrolled in different programs in five European countries

Organisational Identity

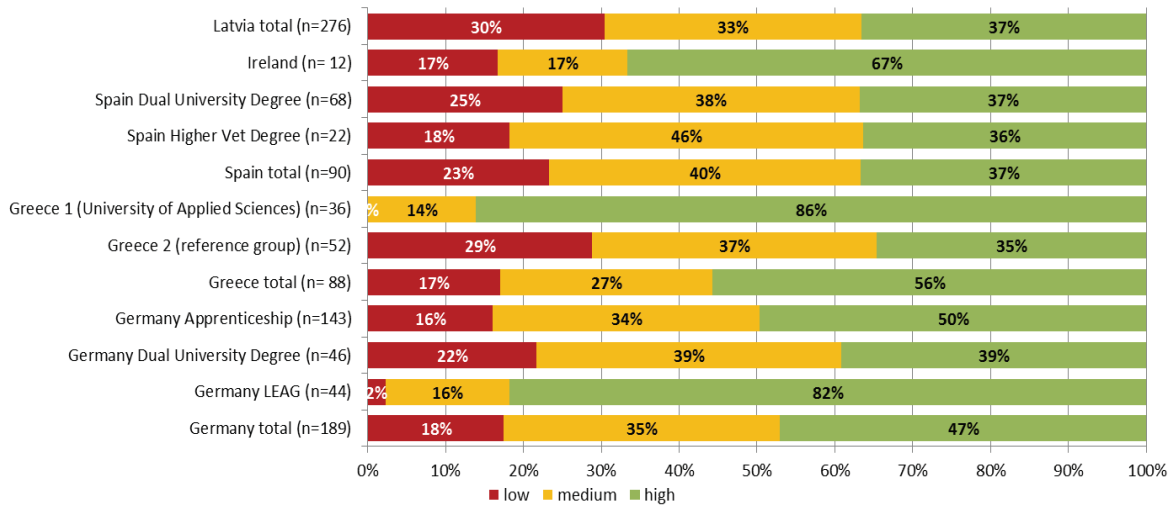


Figure 15: Organisational identity of learners/students enrolled in different programs in five European countries

Organisational Commitment

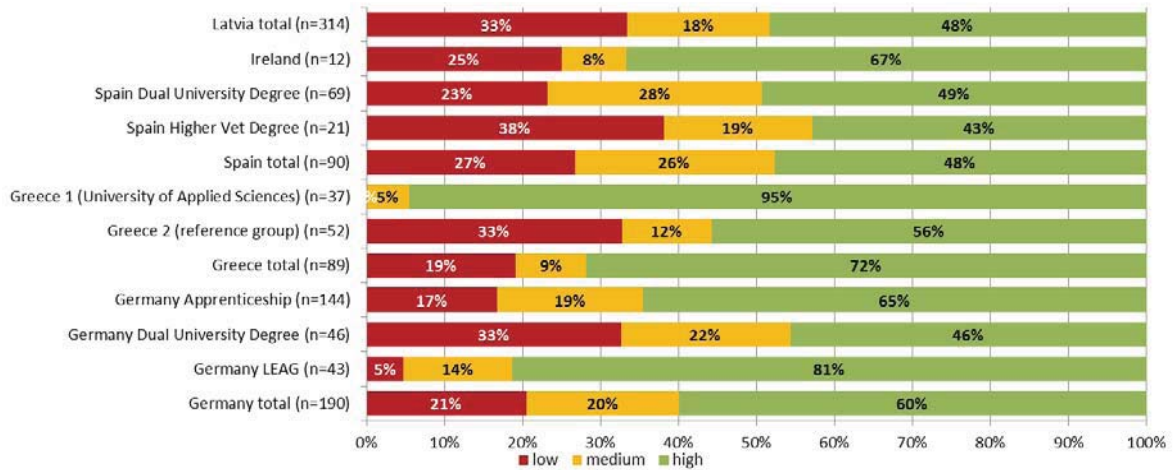


Figure 16: Organisational commitment of learners/students enrolled in different programs in five European countries