

EMOTIONAL FACTORS AND  
COMMITMENT IN CAREER  
OF YOUNG PEOPLE IN  
APPRENTICESHIP AT  
UNIVERSITY :  
*A FRENCH CASE*

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# Objectives



- Explore the conditions which favor workplace learning and notably the role of significant persons as tutors.
- What is the impact of role of the tutors on perceived stress by young adults following a university apprenticeship training (sandwich courses)?

## 2 points concerning the French training and work contexts



1/ For the last 15 years, the french governments finance more and more the development of system dual trainings at university level (from bachelor to master).

2/ A law has been voted in 2008 which constraints the firms to develop different actions to keep the employed persons from professional pressure and stressors

# Question :

- **Does the quality of relationships in firms, specially with a significant adult (tutor/mentor) play a role on stress perception and on the university apprentices' perception of their professional future?**

# Past researches



- It appeared that more frequent were the meetings with the tutors (the most was daily) more the young people wanted to commit themselves in their chosen career.
- So we chose to deepen the question of the quality of the relationships with the tutor on the stress perception and representations of the future career




# Theoretical framework

# Elements of the theoretical framework



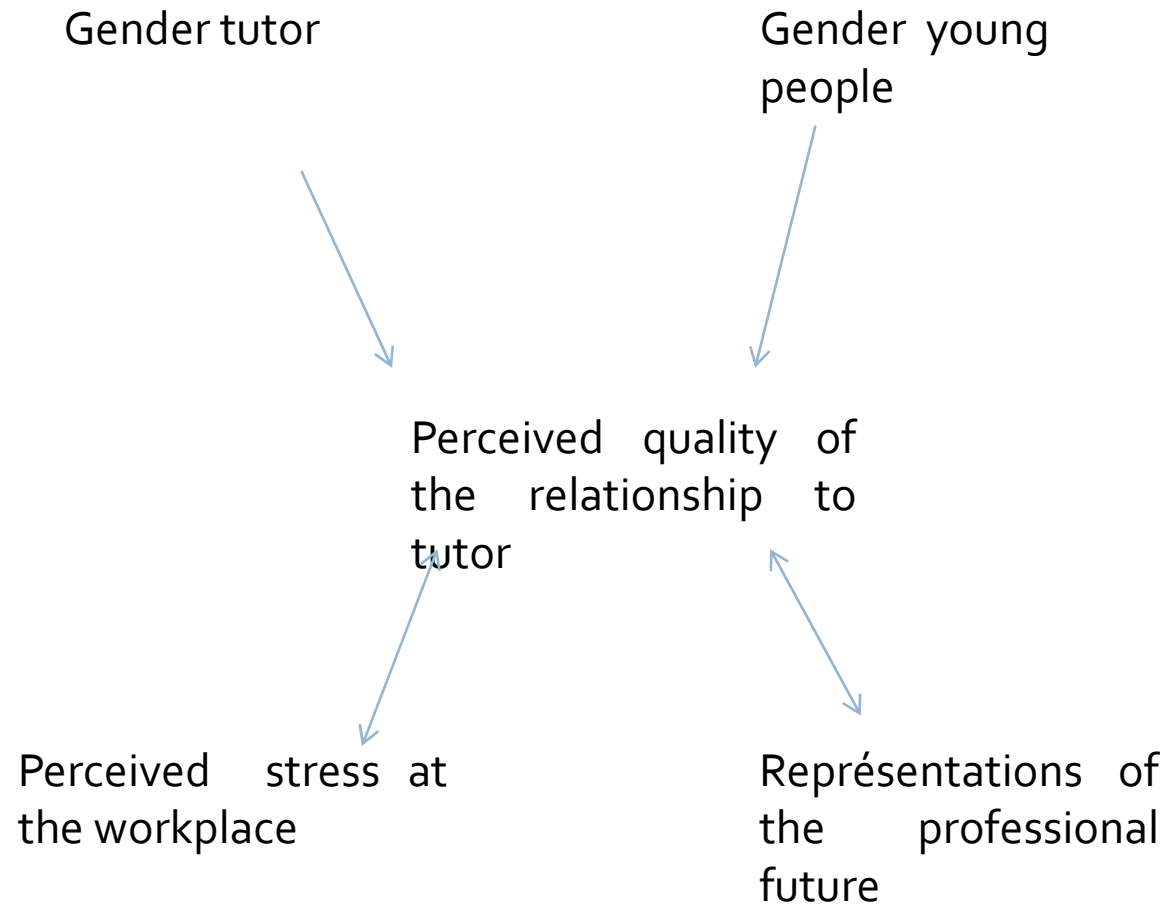
1 / Interpersonal relationships and professional self construction of young adults



2 / Organizational socialization and integration in firms

3 / Tutoring and Mentoring

# Main variables





# hypothesis



- H1: Positive perceived relationships with the tutor are linked with a low perceived stress by the young people.
- H2: Positive perceived relations with the tutor are linked with stronger career commitment
- H3: Regarding the literature, relations with men tutor may be perceived as more positive than those with women tutor.



# Methodology


# Methodology



- Population: 300 young people of 21 years (mean age) following a system dual training in the accounting sector have been interviewed with a questionnaire

# instruments


- **The inventory of the dimensions of emerging adulthood** (J. Arnett, 2007)
- **The Working conditions and control questionnaire** (de Keyser, 1999): with two levels of **stress** : positive and negative perceived stress; The positive perceived stress concerns the feeling of challenging work, strong motivation to improve the work, motivation to learn , stimulation. The negative perceived stress concerns difficulties at work expressed by nightmares, feeling of burn out, depressive feelings.
- The stress is defined as *a subjective phenomenon, depending on the evaluation made by the worker of his/her work constraints. Stress is linked to the feeling of control, mastering the environment.*

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- The **Commitment in career** (Blau in 8 items)
  - **The perceived quality of the relationship to the tutor** (Scandura & Ragins, 1993) assesses two dimensions :
    - Professional support
    - Social support
  - +Questions concerning prospects, perception of the integration and professional future.

# Some preliminary results



- 1 / At first it appears that the factorial analysis of correspondence concerning tutoring dimensions shows 2 main factors according to the theory and so, two dimensions of the relations with the tutor :
- A dimension related to **professional support**
- A dimension related to **social support**

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- 2/Concerning **stress perception** : the two stress scales appear to be quite independent with a tendency to vary in an opposite way weakly significant (-.30) : more we are positively stressed, less we are negatively stressed. But we find around 13% of the population are weakly positively and negatively stressed and 10% of the population are neither strongly positively and negatively stressed.




# Some results




# Test of the two first hypothesis: correlations

\*correlation <.0001

	Career commitment	Negative perceived stress	Positive perceived stress	Tutor Professional support	Tutor Personal support
Career commitment	1.000	<b>-0.36*</b>	<b>+0.42*</b>	<b>+0.36*</b>	+0.16(ns)
Negative perceived stress	/	1.000	<b>-0.35*</b>	<b>-0.36*</b>	-0.13 (ns)
Positive perceived stress	/	/	1.000	<b>+0.38*</b>	+0.29
Tutor Professional support	/	/	/	1.000	<b>+0.64*</b>
Tutor Personal support	/	/	/	/	1.000

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- H1: Positive perceived relationships with the tutor are linked with a low perceived stress by the young people
  
  - **The first hypothesis tends to be confirmed with some specificities :**
  
  - These correlations show a positive relation (not very strong) between tutor support and particularly **professional support** and **high positive perceived stress** (+.38). And the negative relations with tutor are linked with a high negative perceived stress (-.36).

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- H2: Positive perceived relations with the tutor are linked with stronger career commitment
  - This is confirmed, since we see that there is a positive relation between tutor professional support and career commitment (+.36).
  - We find a link between professional support and more precise professional projects.

# And



- There are positive relations between the career commitment and perceived stress also. More negative perceived stress is high, less young people feel committed into their career. More positive perceived stress is high and more they feel committed into their career.

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- H3: Relations with men tutors should be perceived as more positive than with women tutors.

# H3

	Male tutors		Female tutors				
	<i>N</i>	Mean	N	Mean	ddl	T	
<b>Professionnal support</b>	119	0.117	156	0.08	190	-1.74	Ns
<b>Personnal support</b>	119	0.17	156	0.11	190	2.53	<b>p&lt;0.05</b>

# H3



- Female and male tutors are not assessed the same way only concerning the personal support : women are perceived as more supportive. Concerning professional support, there is no difference.

Two additional results about tutoring  
 1 / repartition of the tutoring Male/Female  
 2 / stress and tutoring

Male apprentices		Female apprentices		Male apprentices		Female apprentices	
N	%	N	%	N	%	N	%
86	30	199	70				
Male tutor		Female Tutor		Male tutor		Female Tutor	
N	%	N	%	N	%	N	%
44	15.5	42	14.5	78	27	121	43

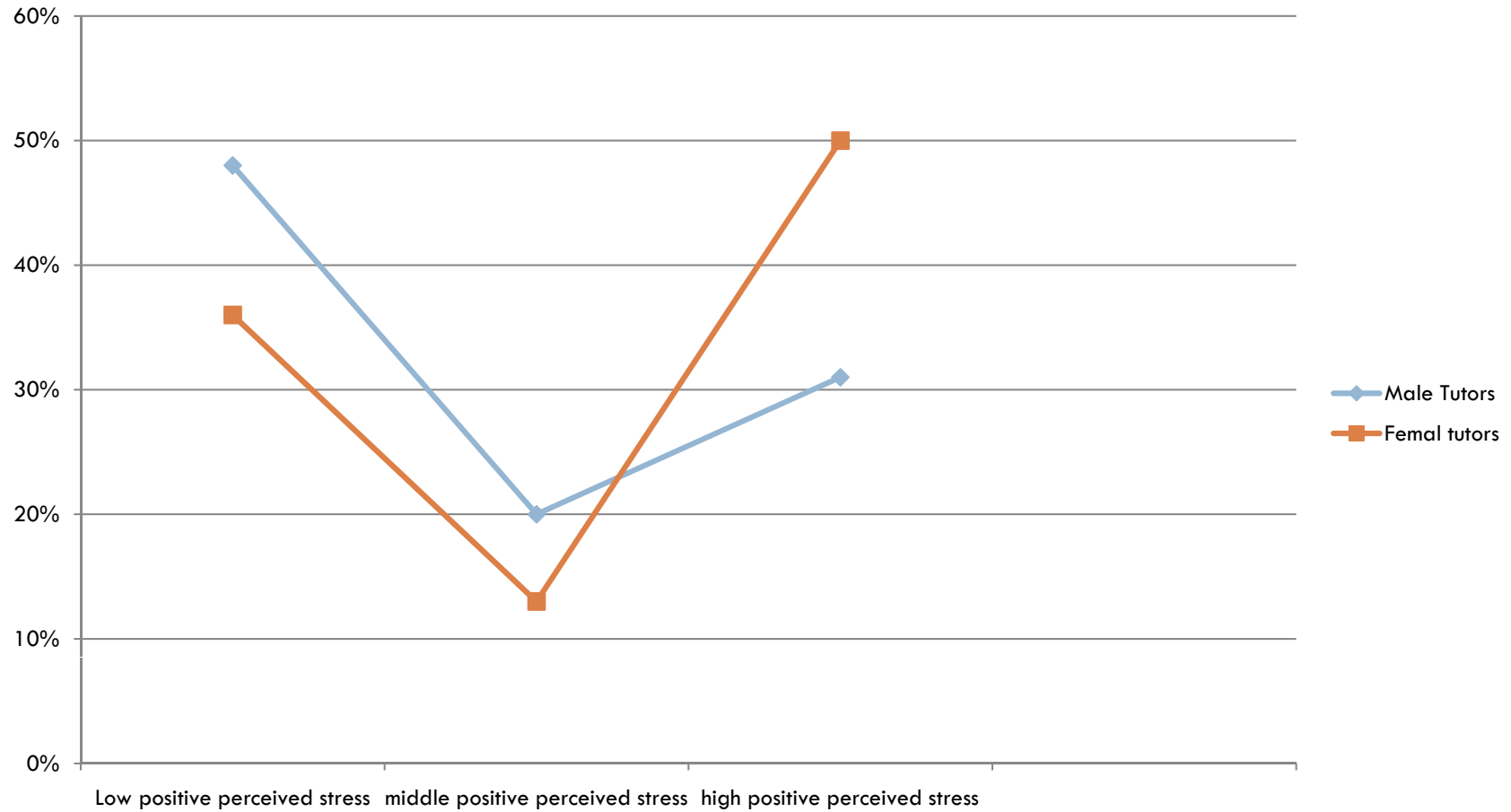



# Repartition of the tutors



- Female apprentices are significantly more often mentored by women than by men, compared to the boys who are tutored equally by men and women.

# Perceived stress and tutors gender



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- Female tutors are perceived as more associated with strong positive stress when male tutors are more often associated with weak positive stress.

# Conclusion

- As we have just seen, the perceived relation with the tutor is not the same whether the tutor is a woman or a man. Women are perceived as more socially supportive particularly by girls.
- But it appears that this socially supportive dimension is not important regarding stress and career commitment. To these factors, the professionally supportive dimension appears as the most important thing.
- More the relation with tutor is positively perceived regarding professional development lower is the negative perceived stress and higher is the positive perceived stress.
- We see that positive perceived relations are in connection with strong career commitment, a more optimistic and precise perception of what they want to become in the future.

# Some ideas to go further...



- Concerning workplace learning issues, these data could question the relationship between the cognitive aptitudes to learn on the workplace and the emotional dimensions in the work context. How the pressure or negative stress can break the learning process particularly ?
- Another point is that we don't know a lot about how do young people learn in their first job, what are the links between organizational socialization they live and how they learn to do their job.