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The Dutch case

Work related learning: a sensitive matter?

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How to approach and analyze the data?

- › many items, many concepts, at least three levels of thinking (individual, organizational and societal (or general));
- › understanding and learning always something on the individual level (my personal belief);
- › Ford's ideas of motivation (to learn) as a process of goal (content), beliefs (context and personal) and emotion directed my approach (integrates ideas about pressure, compulsion, volition)
- › be thoughtful and cautious with outcomes and conclusions

Three main questions

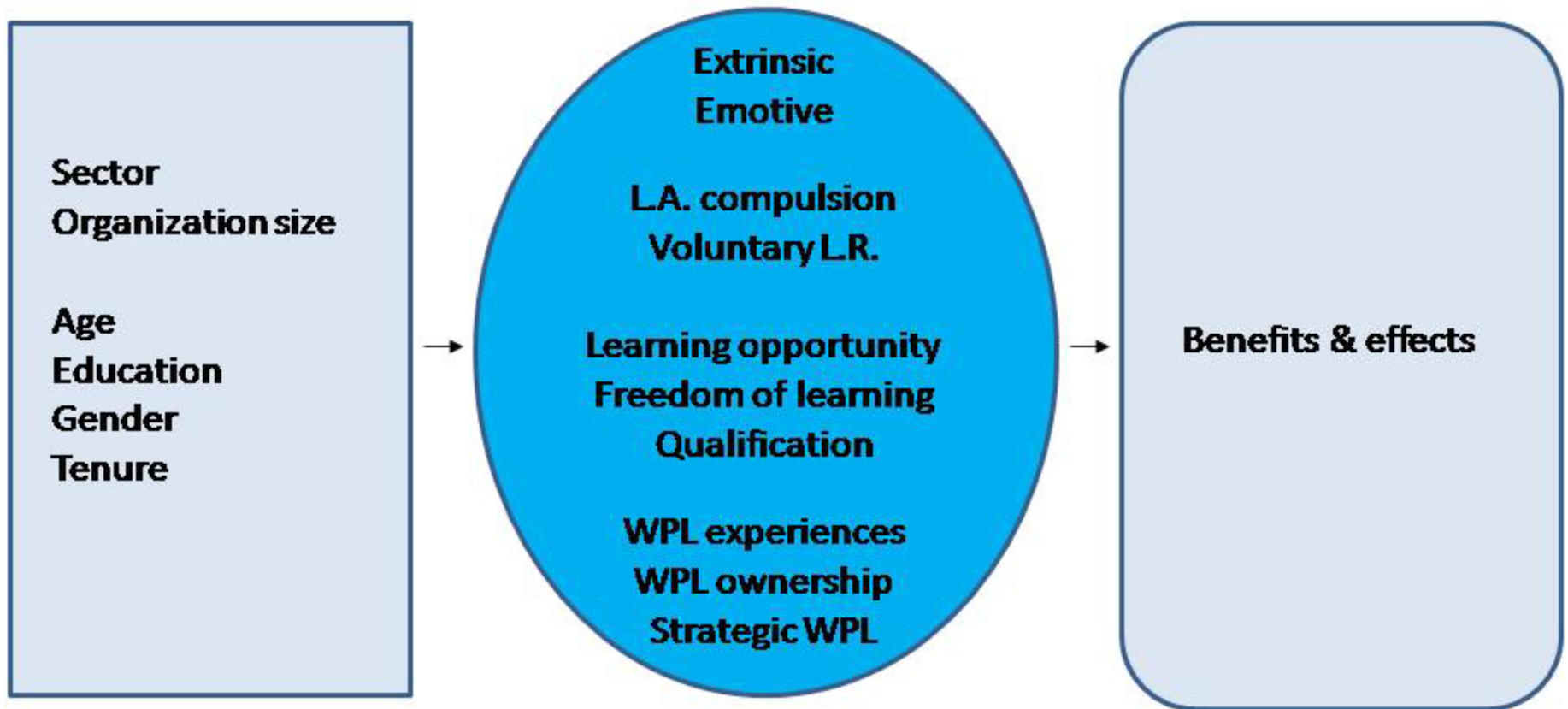
- Do employees experience work related learning as mandatory **or** voluntary?
- Do employees' perceptions of work related learning and the context of the learning **influence** their perceptions, benefits and effects of the learning?
- Do employees from various sectors of labour have **different** experiences and perceptions in this respect?

Methodology

| 4

- **online survey questionnaire**
- **direct and hearty approach of 212 people**
- **83% response; final complete sample of 168**
- **self-reports**
- **frequencies**
- **factor analyses**
- **correlations**
- **multiple regression**

Conceptual model





The Dutch case

Sectors	N (168) # (64)
Public Services	37 (11)
Healthcare and Welfare	58 (19)
Technical Installation	28 (11)
Commercial Services	34 (14)
Various	11 (9)



Sector
Organization size

Age
Education
Gender
Tenure

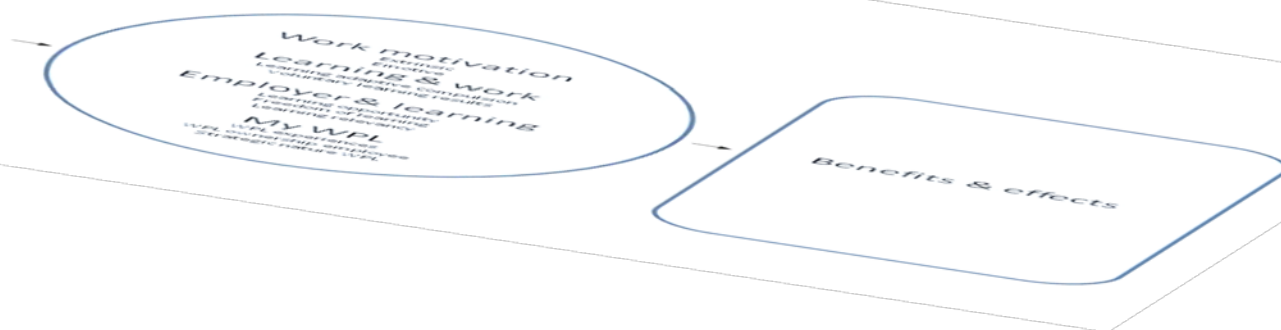
O-size: 23% (up to 20), 24% (20-100), 53% (>100)

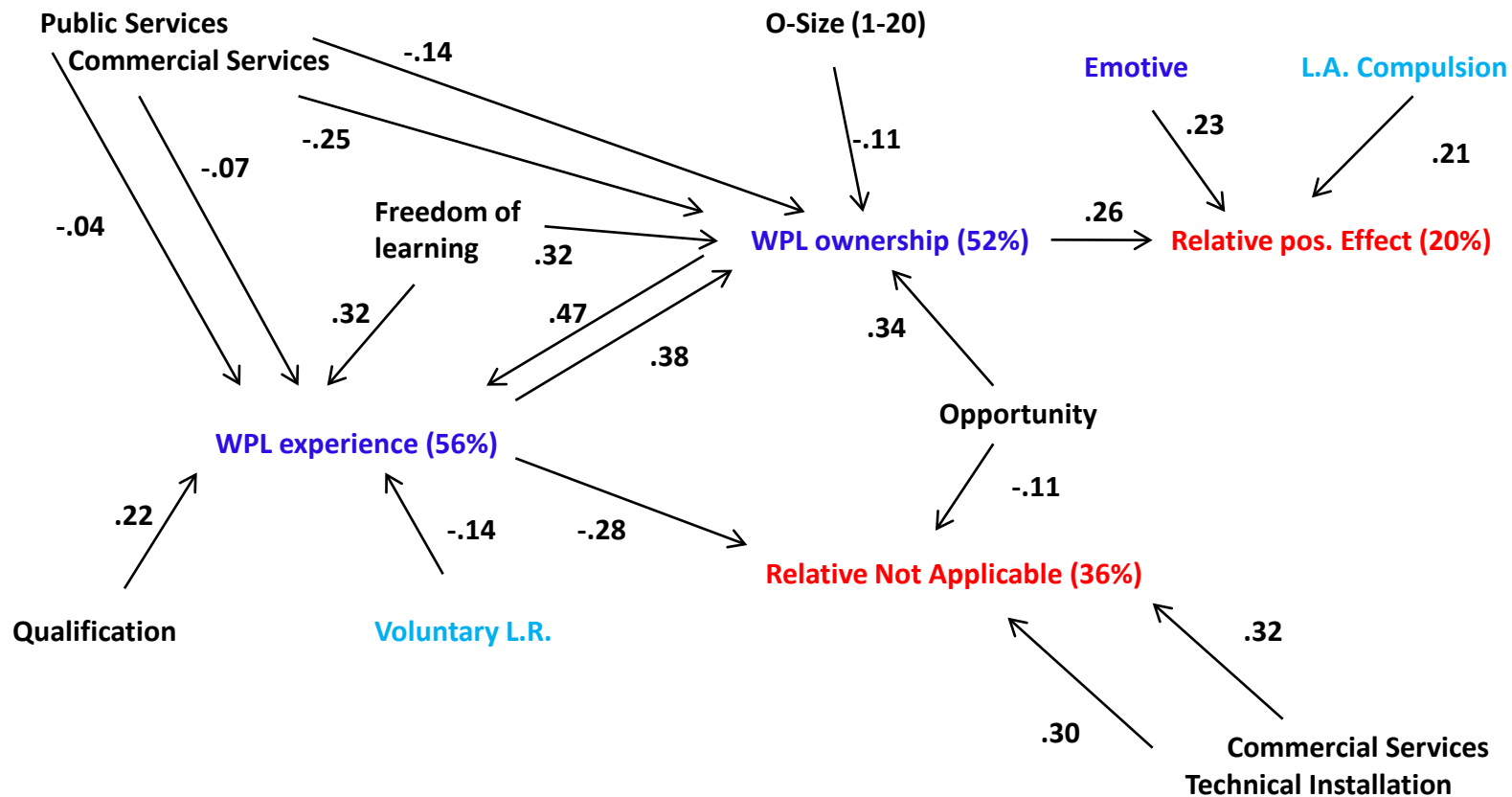
Age: 29% (20-30), 25% (30-40), 24% (40-50) , 21% (>50)

Education: 47.3% (secondary), 53% (higher education)

Gender: 47% Male, 53 % Female

Tenure: 57% (0-8), 23% (8-15) , 20% (>15)





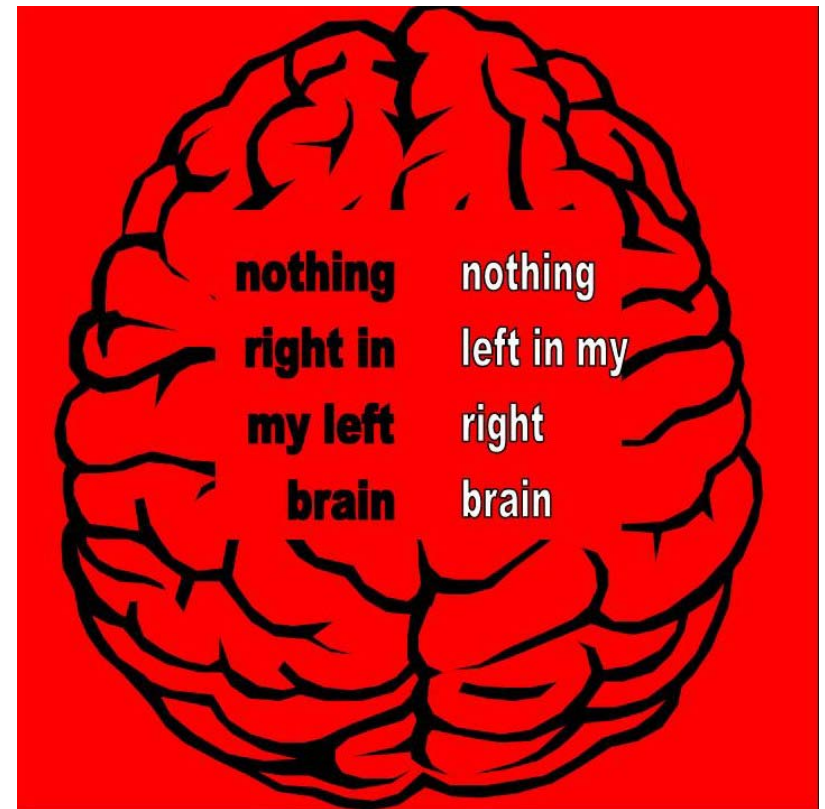
Speculative empirical model (regression β)

Three temporary answers

- Yes, employees experience work related learning in some respect as mandatory **and** voluntary, but it depends on the contextual level (individual, organizational, or societal).
- Yes, their perceptions of effects of work related learning **are influenced** by these contextual experiences.
- Yes, various sectors are different with respect to these experiences and perceptions.



Work related learning is a sensitive matter!





Thank you very much
for your attention



The benefit top priorities

1. Personal growth and self-identity (101)
2. Sense of autonomy and judgment (74)
3. Doing my job better (61)
4. Confidence and self-respect (46)



Table 9. Mean relative effect scores 'not applicable'

	Sector	Courses	Workplace Learning	Total (n)
		Mean relative effect (n)	Mean relative effect (n)	
Knowledge and Skills	Public Services	.27 (30)	.26 (30)	.27 (30)
	Health Care and Welfare	.31 (52)	.26 (51)	.28 (51)
	Technical Installation	.54 (24)	.47 (25)	.51 (24)
	Commercial Services	.39 (21)	.36 (23)	.38 (21)
	Various	.33 (8)	.31 (8)	.32 (8)
	Total	.36 (135)	.32 (137)	.34 (134)
Quality of Life	Public Services	.34 (30)	.33 (30)	.33 (30)
	Health Care and Welfare	.33 (51)	.20 (51)	.25 (50)
	Technical Installation	.55 (24)	.47 (25)	.50 (24)
	Commercial Services	.60 (22)	.53 (23)	.56 (22)
	Various	.34 (8)	.36 (8)	.35 (8)
	Total	.41 (135)	.34 (137)	.37 (134)
Total (n)	Public Services	.31 (30)	.29 (30)	.30 (30)
	Health Care and Welfare	.32 (51)	.23 (51)	.27 (50)
	Technical Installation	.54 (24)	.47 (25)	.50 (24)
	Commercial Services	.50 (21)	.45 (23)	.48 (21)
	Various	.33 (8)	.34 (8)	.34 (8)
	Total	.39 (134)	.33 (137)	.36 (133)



Table 10. Relative positive effect scores (n yes / n yes + n no)

		Courses	Workplace Learning	Total (n)
		Mean Effect Score (n)	Mean Effect Score (n)	
Knowledge and Skills	Sector			
	Public Services	.74 (30)	.78 (30)	.76 (30)
	Health Care and Welfare	.74 (49)	.81 (51)	.77 (49)
	Technical Installation	.76 (20)	.85 (23)	.78 (19)
	Commercial Services	.68 (19)	.81 (21)	.74 (19)
	Various	.66 (8)	.77 (8)	.72 (8)
Total		.73 (126)	.80 (133)	.76 (125)
Quality of Life	Public Services	.49 (29)	.53 (28)	.52 (28)
	Health Care and Welfare	.56 (46)	.63 (50)	.60 (46)
	Technical Installation	.51 (20)	.71 (21)	.59 (18)
	Commercial Services	.50 (16)	.61 (18)	.53 (16)
	Various	.58 (8)	.65 (8)	.61 (8)
Total		.53 (119)	.62 (125)	.57 (116)
Total (n)	Public Services	.62 (29)	.65 (28)	.64 (28)
	Health Care and Welfare	.64 (46)	.72 (50)	.68 (46)
	Technical Installation	.60 (18)	.78 (20)	.67 (16)
	Commercial Services	.57 (15)	.71 (18)	.63 (15)
	Various	.62 (8)	.71 (8)	.67 (8)
Total		.62 (116)	.71 (124)	.66 (113)



**Extrinsic
Emotive**

**L.A. compulsion
Voluntary L.R.**

**Learning opportunity
Freedom of learning
Relevancy
Qualification**

**WPL experiences
WPL ownership
Strategic WPL**

	Cronbach α	Mean	Sd
Extrinsic	$\alpha = .65$	2.96	0.82
Emotive	$\alpha = .62$	3.97	0.82

Benefits & effects



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	Cronbach α	Mean	Sd
Extrinsic	$\alpha=.65$	2.96	0.82
Emotive	$\alpha=.62$	3.97	0.82
L.A. Comp.	$\alpha=.58$	3.09	0.69
Vol . L.R.	$\alpha=.47$	3.56	0.72

Benefits & effects



Table 3. The 'learning and work' items and scales constructed in this study

Learning adaptive compulsion (macro) ($\alpha = .58$)

Everyone has to keep on learning because society expects it.

Everyone has to keep on learning because otherwise they risk becoming unemployed.

Most employees insist that their employees follow training courses at regular interval.

People who do not keep up their learning should be punished by their employer (e.g. no merit payments or bonus, no promotion, be fired).

Voluntary learning results ($\alpha = .47$)

People have to be able to choose freely what, how and when they want to learn, otherwise they will not want to participate in work-related education and training.

The more you force people to learn, the less they will want to learn and the worse the results will be.

When people can decide for themselves about learning, they learn more and get better results.



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L.A. Comp.	$\alpha = .58$	3.09	0.69
Vol . L.R.	$\alpha = .47$	3.56	0.72
Opportunity	$\alpha = .76$	2.85	0.88
Freedom	$\alpha = .64$	3.64	0.87
Relevancy	$\alpha = .81$	3.95	1.02
Qualification		2.79	1.15

Benefits & effects



Table 4. The employers and learning items in this study

Learning opportunity ($\alpha = .76$)

My employer offers such attractive learning opportunities that most of us want to take them up.

In my organization everyone expects you to take courses sometimes.

My employer offers a lot of learning opportunities compared with other similar employers in my kind of work.

My employer offers me more learning opportunities compared with employees at lower levels of the organization/company.

My employer tries to make sure that there's enough time and space to learn in working times.

Freedom in learning given by employer ($\alpha = .64$)

My employer never agrees to my participation in work related courses (recoded item).

My employer is open to all sorts of proposals for work related learning.

My employer only lets me participate when the course is required by the organization (recoded item).

Learning relevance by the employer wanted ($\alpha = .81$)

If work related learning takes place in working hours, my employer wants to see its relevancy for my job.

If work related learning costs a lot, my employer expects me to show why it is important for my job.

Qualification needed for getting support

My employer is willing to support work related learning, but only when it leads to a recognized qualification.



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Opportunity	$\alpha = .76$	2.85	0.88
Freedom	$\alpha = .64$	3.64	0.87
Relevancy	$\alpha = .81$	3.95	1.02
Qualification		2.79	1.15
WPL Exp.	$\alpha = .72$	3.45	0.75
WPL Own.	$\alpha = .65$	2.57	0.89
WPL Strat.	$\alpha = .51$	3.12	0.78



Table 5. Workplace learning in my organization in this study

WPL experience ($\alpha = .72$)

In my organization workplace learning activities are mostly enjoyed by participants.

In my organization workplace learning activities receive strong support and engagement from employees.

In my organization workplace learning activities help employees to do their jobs better.

In my organization workplace learning activities reflect the fact that individual exchange of knowledge and experience is important.

WPL employees ownership ($\alpha = .65$)

In my organization workplace learning activities are mainly set up by employees themselves.

In my organization workplace learning activities enable employees to come up with good ideas to improve their work.

In my organization workplace learning activities are something emotionally important for the participant.

Strategic nature of WPL ($\alpha = .51$)

In my organization workplace learning activities are mostly strategic in nature.

In my organization workplace learning activities are imposed on everyone by the management.

In my organization workplace learning activities are set up in a top-down way.



	1	2	3	4	5	6	7	8	9	10
1 Extrinsic										
2 Emotive	-.32									
3 L.A. Comp.										
4 Vol. L.R.										
5 Opportunity			.35							
6 Freedom					.27					
7 Relevancy			.28		.19					
8 Qualification					.17					
9 WPL Exp.	-.18	.28			.48	.38	.19	.18		
10 WPL Own.					.39			.24	.52	
11 WPL Strat.					.30					.21



Table 14. Multiple regression analyses between the dependent mean effect 'not applicable' and the independent predictors (see Table 9)

	Mean effect 'not applicable'		
	B	SE B	β
Sector Commercial Services	.27	.07	.32**
Sector Technical Installations	.20	.05	.30**
Learning opportunity	-.05	.03	-.11
Positive experiences with WPL	-.12	.04	-.28**
R^2			.36
R^2_{adj}			.33

Weighted (by Organization) Least Squares Regression; * $p < .05$ and ** $p < .01$, two-tailed



Table 15. Multiple regression analyses between the dependent mean relative effect and the independent predictors (see Table 10).

	Mean relative effect		
	B	SE B	B
WPL employees	.07	.03	.26**
Learning adaptive compulsion	.09	.04	.21*
Positive emotive motivation	.07	.03	.23*
R ²			.20
R ² _{adj}			.17

Weighted (by Organization) Least Squares Regression; * $p < .05$, two-tailed; ** $p < .01$, two-tailed



Table 16. Multiple regression analyses between the dependent positive experience with WPL and the independent predictors (see Table 9 and Figure 1)

	Positive experiences with WPL		
	B	SE B	β
Sector Commercial Services	-.06	.12	-.04
Sector Public Services	-.13	.12	-.07
WPL owned by employees	.40	.06	.47**
Freedom of learning	.27	.05	.32**
Qualification needed	.14	.04	.22**
Voluntary learning result	-.15	.06	-.14*
R ²			.56
R ² _{adj}			.54

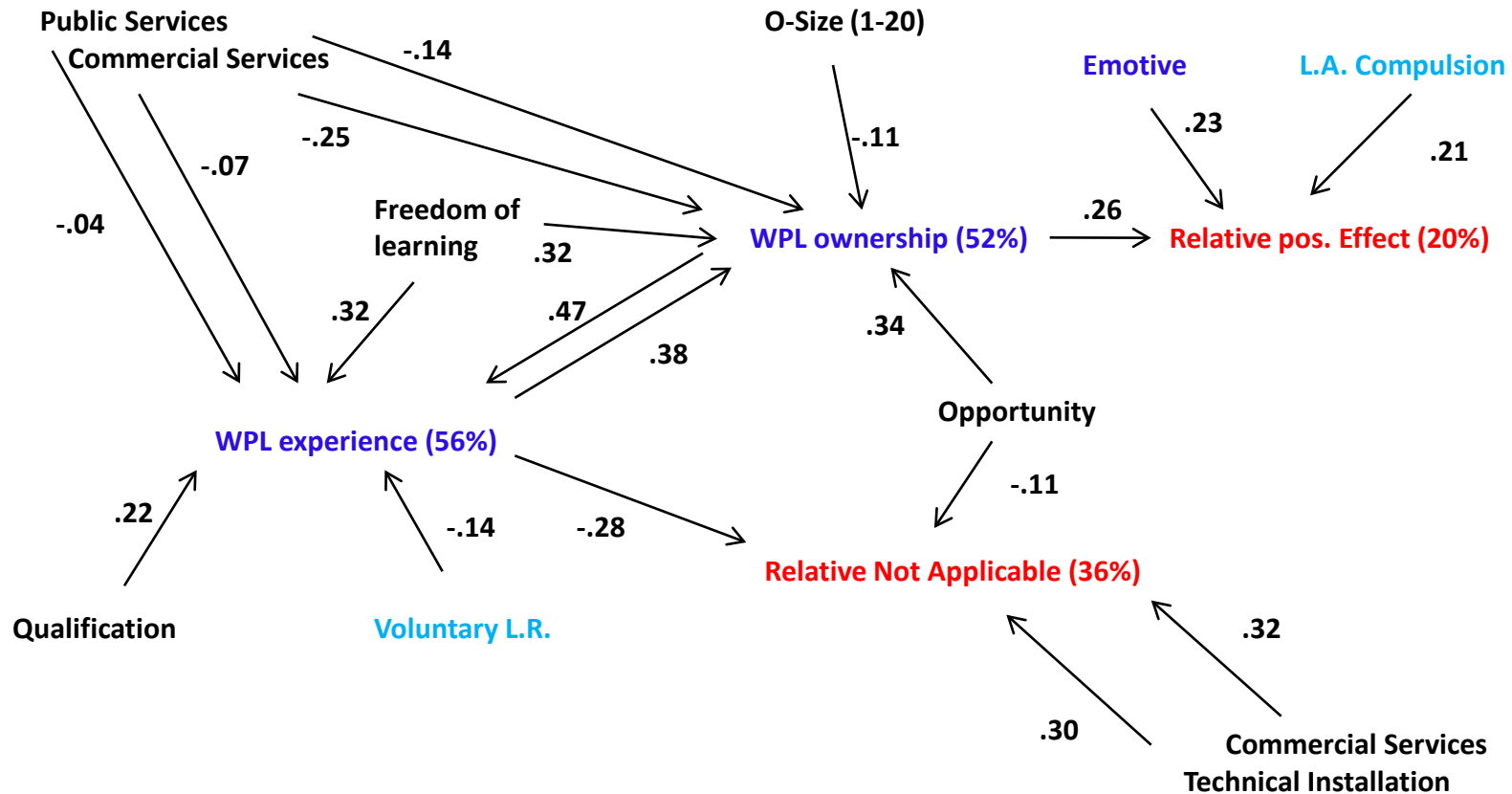
Weighted (by Organization) Least Squares Regression; * $p < .05$ and ** $p < .01$, two-tailed



Table 17. Multiple regression analyses between the dependent WPL owned by employees and the independent predictors (see Table 9 and Figure 1)

	WPL owned by employees		
	B	SE B	β
Sector Commercial Services	-.51	.14	-.25**
Sector Public Services	-.31	.15	-.14*
Size organization 1-20	-.24	.15	-.11
Freedom of learning	.27	.05	.32**
Positive experiences with WPL	.44	.09	.38**
Learning opportunities	.35	.08	.34**
R^2			.52
R^2_{adj}			.50

Weighted (by Organization) Least Squares Regression; * $p < .05$ and ** $p < .01$, two-tailed



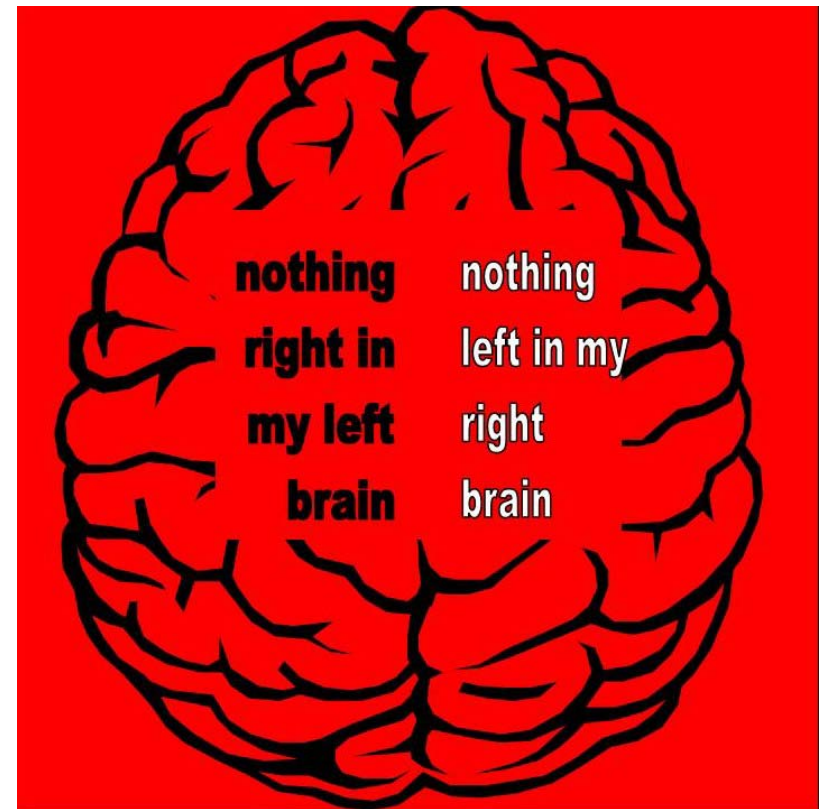
Speculative empirical model

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