

# Satisfaction with training opportunities in EU24

„Education in Adulthood and the Labour market“,

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## Introduction

- Relevance of upgrading skills and reorienting skills will further increase with the ageing of the European workforce  
(Page and Hillage 2006)
- Lisbon targets for 2010 participation in vocational training will not be reached in all European countries (Cedefop 2009)
- Workers perceptions can shed more light on the process of participation in training



# Introduction

- How do workers perceive their training opportunities?
- What are the most important determinants of satisfaction with training opportunities in the EU?



## Importance of satisfaction with training opportunities

- An important job characteristic (Kalleberg et al. 2005; Morris et al.1992)
- Can enhance job performance
- May decrease intentions to quit (Page and Hillage 2006),
- Can increase overall job-satisfaction (cf. Clark 2005)
- Poor opportunities for advancement can lead to demoralization  
(Shields and Ward 2000)

→ little is known about the formation of satisfaction with training opportunities

# Formation of satisfaction with training opportunities



- It is a facet of job satisfaction
- Mechanisms of formation of job satisfaction apply



**Situational/structural perspective** job rewards  
job characteristics



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**Dispositional/individualistic  
perspective**

stable individual differences in:  
work values  
expectations  
personality characteristics



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**Values-rewards approach**

feelings about ones job are a function of both





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Adaptation processes

‘reference group’  
adjust expectations to conditions and opportunity structures of jobs

# Reasons for satisfaction with training opportunities



## Job and personal characteristics that increase individual chances to participate in training

- recent participation in training
- younger age
- higher level of education
- permanent contract
- job tenure
- sector of employment

## Low expectations with regard to training



**1) Does the previous career influence satisfaction with training opportunities?**



## Hypotheses

Successful previous careers are positive signals to employers.

**Voluntary last job changes increase satisfaction with training opportunities (H1).**

**A higher number of unemployment spells should decrease the satisfaction with training opportunities (H2).**

Stable individual differences in the value individuals attach to training  
***Persons for whom training and education are more important should be less satisfied with their training opportunities (H3).***

The fit of both should increase satisfaction with training opportunities.  
***People working in the public sector for whom training is important should be more satisfied (H4).***



## **Eurobarometer Mobility Survey 2005 (EB 64.1)**

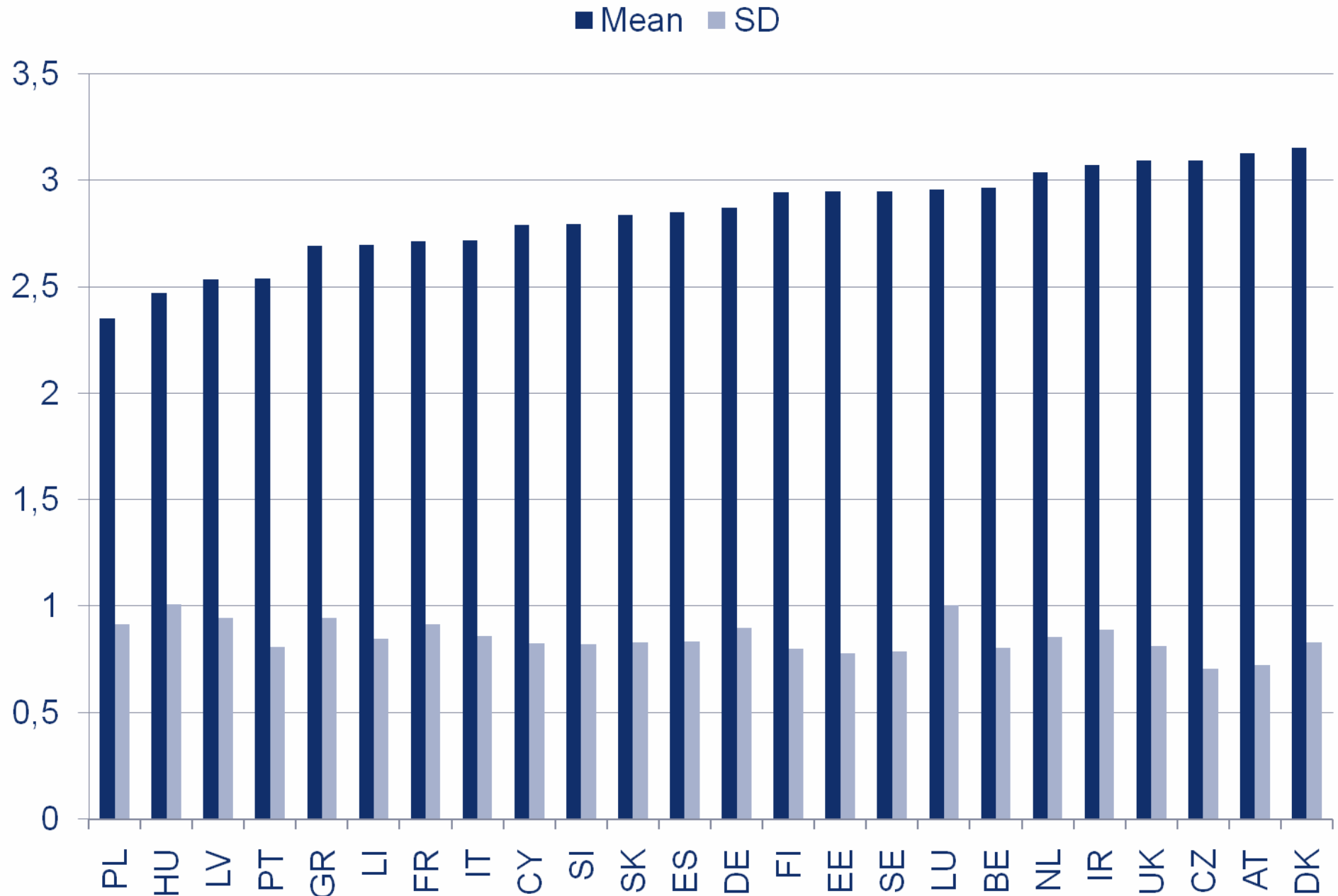
- 25 European countries with ~1000 cases per country

### **Sample**

- Age 25-64
- Employed
- 24 countries, excluding Malta (58 cases)
- N= 5.705

Dependent variable: satisfaction with training opportunities

- Generally speaking, when you think about your professional life, could you tell me whether you are... with your training opportunities?
- scale 1 (not at all satisfied) to 4 (very satisfied)





## Methodology

- Selection into employment is non-random
- Two step approach to test for sample selectivity
- 1) Calculation of inverse Mill's ratio  
Probit model on chance to be (self-)employed including:
    - Categorical age, gender, foreign birth, years of education, marital status, children <10, no. of unemployment spells, difference in unemployment rates 2000-2005
  - 2) OLS on satisfaction with training opportunities for EU24
    - Robust standard errors
    - Accounted for within-country correlation



# Specification of OLS model

Step	Independent variables	Operationalisation
1	Demographic variables	Continuous age, age <sup>2</sup> , years of education, partner
	Sample selection test	Inverse Mill's ratio
	Job characteristics	Occupational status, sector of employment, duration of contract, job tenure
	24 European countries	24 European countries
	Previous career	No. of unemployment spells, no. of job changes
	Quality of last job change	Interregional, voluntary, forced, application of skills
2	Importance of training	Training/ learning new skills are important to keep your job, training/education are important life domains, recent participation in training, respondents' cooperation
3	Interaction terms	importance of training*public sector employment/managerial position and voluntary last job change



OLS on satisfaction with training opportunities (SE)	Step 1	Step 2	Step 3
Age	0,004 (0,003)	0,005 (0,002)	0,005 (0,002)
Age <sup>2</sup>	0,000* (0,000)	0,000* (0,000)	0,000* (0,000)
Male (ref. female)	0,045 (0,037)	0,048 (0,033)	0,047 (0,034)
Low level of educ. (ref.medium)	0,001 (0,054)	0,025 (0,054)	0,026 (0,054)
High level of education	0,092 (0,035)	0,043 (0,036)	0,042 (0,036)
With partner	0,020 (0,025)	0,007 (0,022)	0,001 (0,021)
Lambda	0,016 (0,102)	0,042 (0,085)	0,016 (0,085)
Self-employed (ref. other white collar)	0,19*** (0,045)	0,21*** (0,045)	0,22*** (0,044)
Manager	-0,11** (0,030)	-0,066* (0,029)	-0,044* (0,033)
Manual worker	-0,084* (0,034)	-0,058 (0,031)	-0,059 (0,031)
Service sector (ref. production)	0,025 (0,039)	0,014 (0,037)	0,014 (0,037)
Public (ref. production)	0,018*** (0,047)	0,010* (0,042)	0,045 (0,042)
Permanent job (ref. other)	0,079* (0,040)	0,067* (0,038)	0,067 (0,038)
Job tenure	0,000 (0,002)	0,000 (0,001)	0,000 (0,001)
No. of employer changes	-0,0024 (0,004)	-0,0044 (0,004)	-0,0043 (0,004)
No. of unemployment spells	-0,048*** (0,009)	-0,040*** (0,009)	-0,040*** (0,009)
Last job change: interregional	-0,018 (0,032)	-0,042 (0,029)	-0,042 (0,028)
Last job change: voluntary	0,045 (0,026)	0,039 (0,026)	0,0064 (0,042)
Last job change: forced	-0,087** (0,024)	-0,081** (0,025)	-0,082** (0,025)
Usage of less skills after last job change (ref. same)	-0,46*** (0,054)	-0,43*** (0,052)	-0,42*** (0,053)
Usage of more skills after last job change	0,096** (0,031)	0,031 (0,033)	0,033 (0,033)
Usage of different skills after last job change	-0,079* (0,038)	-0,11* (0,042)	-0,11* (0,043)
Respondents' cooperation		0,11 (0,068)	0,10 (0,067)
Recently participated in training		0,44*** (0,041)	0,44*** (0,041)
Educ./training: important life domain		-0,013 (0,028)	-0,012 (0,028)
Training/learning new skills necessary to keep job		0,080*** (0,018)	0,037 (0,044)
Importance of training*public sector employment			0,084* (0,041)
Importance of training*managerial position			-0,084 (0,053)
Importance of training*voluntary move			0,048 (0,054)
cons	2,50*** (0,083)	2,18*** (0,102)	2,21*** (0,108)
N	5709	5709	5709
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<b>Permanent job (ref. other)</b>	<b>0,079* (0,040)</b>	<b>0,067* (0,038)</b>	<b>0,067 (0,038)</b>
Last job change: voluntary	0,075 (0,025)	0,055 (0,025)	0,055 (0,025)
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OLS on satisfaction with training opportunities (SE)	Step 1	Step 2	Step 3
Age	0,004 (0,003)	0,005 (0,002)	0,005 (0,002)
Age <sup>2</sup>	0,000* (0,000)	0,000* (0,000)	0,000* (0,000)
Male (ref. female)	0,045 (0,037)	0,048 (0,033)	0,047 (0,034)
Low level of educ. (ref. medium)	0,001 (0,054)	0,025 (0,054)	0,026 (0,054)
High level of education	0,092 (0,035)	0,043 (0,036)	0,042 (0,036)
With partner	0,020 (0,025)	0,007 (0,022)	0,001 (0,021)
Lambda	0,016 (0,102)	0,042 (0,085)	0,016 (0,085)
Self-employed (ref. other white collar)	0,19*** (0,045)	0,21*** (0,045)	0,22*** (0,044)
Manager	-0,11** (0,030)	-0,066* (0,029)	-0,044* (0,033)
Manual worker	-0,084* (0,034)	-0,058 (0,031)	-0,059 (0,031)
Service sector (ref. production)	0,025 (0,039)	0,014 (0,037)	0,014 (0,037)
Public (ref. production)	0,018*** (0,047)	0,010* (0,042)	0,045 (0,042)
Permanent job (ref. other)	0,079* (0,040)	0,067* (0,038)	0,067 (0,038)
Job tenure	0,000 (0,002)	0,000 (0,001)	0,000 (0,001)
No. of employer changes	-0,0024 (0,004)	-0,0044 (0,004)	-0,0043 (0,004)
Recently participated in training		0,44***	0,44***
		(0,041)	(0,041)
Training/learning new skills necessary to keep a job		0,080***	0,037
		(0,018)	(0,044)
Training is necessary * public sector			0,084*
			(0,041)
Training is necessary * managerial position			-0,084
			(0,053)
Training is necessary * voluntary move			0,048
			(0,054)
N	5709	5709	5709
R <sup>2</sup>	0,1318	0,1898	0,1906



GLS Random effects model	Baseline	Step 1	Step 2	Step 3
Age		0,005* (0,002)	0,006** (0,002)	0,006** (0,002)
Age <sup>2</sup>		0,000** (0,000)	0,001** (0,000)	0,001** (0,000)
Male (ref. female)		0,057 (0,030)	0,045 (0,030)	0,045 (0,030)
Low level of education		0,018 (0,039)	0,000 (0,039)	0,001 (0,039)
High level of education		0,068* (0,029)	0,034 (0,030)	0,032 (0,030)
With partner (ref. no)		0,018 (0,026)	0,013 (0,025)	0,012 (0,025)
Lambda		0,058 (0,090)	0,023 (0,089)	0,019 (0,089)
Self-employed (ref. other white collar)		0,20*** (0,042)	0,21*** (0,042)	0,21*** (0,042)
Manager		0,059 (0,031)	0,072* (0,031)	0,046 (0,035)
Manual worker		-0,069* (0,029)	-0,070* (0,029)	-0,072* (0,029)
Service sector (ref. production)		0,012 (0,029)	0,002 (0,029)	0,002 (0,029)
Public sector		0,10*** (0,029)	0,090** (0,029)	0,12*** (0,029)
Permanent contract		0,048 (0,030)	0,058 (0,030)	0,059 (0,030)
Job tenure		0,001 (0,003)	0,000 (0,003)	0,000 (0,003)
<b>Important life domain: education&amp;training</b>		<b>-0,016 (0,032)</b>	<b>-0,013 (0,032)</b>	<b>-0,013 (0,032)</b>
<b>Training/new skills necessary to keep job</b>		<b>-0,077*** (0,023)</b>	<b>-0,082*** (0,023)</b>	<b>-0,040 (0,041)</b>
<b>GDP per capita in PPS 2005</b>			<b>0,002*** (0,000)</b>	<b>0,002*** (0,000)</b>
<b>Total expenditure on education as % of GDP (public&amp;private) 2005</b>			<b>0,014 (0,009)</b>	<b>0,014 (0,009)</b>
<b>Importance of training*public sector employment</b>				<b>-0,083 (0,046)</b>
Importance of training*managerial position				0,095 (0,055)
Importance of training*voluntary move				-0,049 (0,046)
_cons	2,86*** (0,041)	2,21*** (0,097)	1,95*** (0,116)	1,94*** (0,116)
sigma_u	,1873533	0	0	0
sigma_e	,84585249	,78643915	,78641324	,78626772
rho	,04676628	0	0	0
N	5556	5556	5556	5556



## Summary

<b>Voluntary last job changes increase satisfaction with training opportunities (H1).</b>	<b>not supported</b>
<b>A higher number of unemployment spells should decrease the satisfaction with training opportunities (H2).</b>	<b>supported</b>
<b>Persons for whom training and education are more important should be less satisfied with their training opportunities (H3).</b>	<b>supported</b>
<b>People with higher chances to participate in training working in the public sector for whom training is important should be more satisfied (H4).</b>	<b>not supported</b>



## Conclusions

- Structural and previous career characteristics are most important for the formation of satisfaction with training opportunities

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