THE “WORK INTEGRATED LEARNING WORKPLACE SUPPORT SYSTEM”: CONSEQUENCES ON STUDENT-WORKERS COMMITMENT TO THE HOST ORGANIZATION, THE WORK, AND THE TEAM

Dr. Antoine Pennafort, Cnam, Lise-Cnrs Paris, France & WatCACE, Ontario
Ms. Judene Pretti, Waterloo Centre for the Advancement of Co-operative Education, Ontario
• Student-workers in the workplace
• Role of stakeholders support
• The social exchange norm of reciprocity (Gouldner, 1960; Blau, 1964)
• The relationship between perception of support and commitment (Eisenberger et al, 2001)
QUESTION AND HYPOTHESES

• What are the different supports perceived by WIL student-workers? Do those supports contribute to the development of specific bonds of commitment to the host, team, or work?
  » Newcomers in WIL programs perceive organizational supports
  » In WIL programs, student-workers’ perception of support develops commitment to organizational targets
RESEARCH DESIGN

- Perceived coworkers’ support
- Perceived supervisor support
  - Commitment to the team

- Perceived coworkers’ support
- Perceived supervisor support
- Perceived organizational support
- Perceived university support
  - Commitment to the work

- Perceived coworkers’ support
- Perceived supervisor support
- Perceived organizational support
- Perceived university support
  - Commitment to the host organization
METHODS

• Respondents:
  » 2457 (808) engineers enrolled in coop
  » 4 to 24 months of work experience
  » Ethics approval; $6 remuneration
  » Online questionnaire
  » Response rate: 33.12%
  » 70.9% Male, 29.1% females; age: 21

• Measurement instrument
  » Likert-type scale from 1 to 5
  » POS, Eisenberger et al (2001)
  » Commitment (Klein et al, 2014)
  » Reliability with Cronbach’s alpha
## RESULTS (1)

<table>
<thead>
<tr>
<th></th>
<th>M</th>
<th>SD</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>1- Sex</td>
<td>1.31</td>
<td>.51</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2- Length of experience</td>
<td>4.27</td>
<td>.010</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3- Perceived Organizational Support</td>
<td>3.71</td>
<td>.69</td>
<td>.044</td>
<td>.027</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4- Perceived University Support</td>
<td>3.09</td>
<td>.90</td>
<td>-.085*</td>
<td>-.172**</td>
<td>.069</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5- Perceived Supervisor Support</td>
<td>4.02</td>
<td>.73</td>
<td>.000</td>
<td>.008</td>
<td>.586**</td>
<td>.118**</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6- Perceived Co-workers Support</td>
<td>4.02</td>
<td>.85</td>
<td>-.005</td>
<td>-.026</td>
<td>.371**</td>
<td>.210**</td>
<td>.478**</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7- Commitment to Work</td>
<td>3.84</td>
<td>.83</td>
<td>.026</td>
<td>.010</td>
<td>.392**</td>
<td>.183**</td>
<td>.472**</td>
<td>.431**</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8- Commitment to Team</td>
<td>4.04</td>
<td>.70</td>
<td>.031</td>
<td>-.010</td>
<td>.379**</td>
<td>.075*</td>
<td>.511**</td>
<td>.436**</td>
<td>.701**</td>
<td></td>
</tr>
<tr>
<td>9- Commitment to Host Organization</td>
<td>3.75</td>
<td>.91</td>
<td>.008</td>
<td>-.007</td>
<td>.447**</td>
<td>.159**</td>
<td>.468**</td>
<td>.412**</td>
<td>.760**</td>
<td>.690**</td>
</tr>
</tbody>
</table>

**Note.** **p<.001; *p<.01; N= 808; M=mean; SD= standard deviation**
## RESULTS (2)

<table>
<thead>
<tr>
<th></th>
<th>Commitment to host organization</th>
<th>Commitment to work</th>
<th>Commitment to team</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Beta</td>
<td>t</td>
<td>Beta</td>
</tr>
<tr>
<td>Perceived host organizational support</td>
<td>.242**</td>
<td>6.36</td>
<td>.149**</td>
</tr>
<tr>
<td>Perceived University support</td>
<td>.071</td>
<td>2.12</td>
<td>.089</td>
</tr>
<tr>
<td>Perceived supervisor support</td>
<td>.220**</td>
<td>5.41</td>
<td>.281**</td>
</tr>
<tr>
<td>Perceived co-workers support</td>
<td>.196**</td>
<td>5.45</td>
<td>.204**</td>
</tr>
<tr>
<td>Model F</td>
<td>79.846**</td>
<td></td>
<td>77.240**</td>
</tr>
<tr>
<td>$R^2$</td>
<td>.297</td>
<td></td>
<td>.290</td>
</tr>
</tbody>
</table>

**p<.001; N= 808**
IMPLICATIONS (1)

- The activation of the social exchange norm of reciprocity through coop
- A hierarchical order in the perception of support
- A hierarchical order in the development of bonds of commitment
- The support from the educational institution?
IMPLICATIONS (2)

- Support provided by several stakeholders in the workplace
- The importance of co-workers and team
- Job complexity
- Strengthen the articulation in the stakeholders support
LIMITATIONS AND FURTHER RESEARCH

• Sample
• Self-reported data

• Theoretical foundation for WIL studies?
• Role of co-workers, team, group, informal supports
• Outcomes / targets?
REFERENCES


THANK YOU

CONTACT INFORMATION

Dr. Antoine Pennafort
antoine.pennafort@cnam.fr

Ms. Judene Pretti
tjpretti@uwaterloo.ca