

Michael Schemmann (Hg.)

2024 Internationales
Jahrbuch der
Erwachsenenbildung

International
Yearbook of
Adult Education

Coordination of Action in Adult Education Organizations

wbv

E-Journal Einzelbeitrag
von: Sara Reiter, Harm Kuper

Professional commitment of staff in continuing education – a professional characteristic compared across different working conditions

aus: Internationales Jahrbuch der Erwachsenenbildung /
International Yearbook of Adult Education 2024
(9783763977017)
Erscheinungsjahr: 2024
Seiten: 77 - 90
DOI: 10.3278/I77017W005

Das Personal in Weiterbildungseinrichtungen übt seine Tätigkeit auf der Grundlage differenter arbeitsvertraglicher, arbeitsorganisatorischer und qualifikatorischer Voraussetzungen aus. Vor dem Hintergrund dieser besonderen Bedingungen für die Professionalisierung in der Weiterbildung wird im Beitrag untersucht, inwiefern das berufliche Engagement als eine einstellungsbezogene Komponente professioneller Kompetenz in einem Zusammenhang mit dem Beschäftigungsverhältnis, der Tätigkeiten und der (akademischen) Qualifikation steht. Für die Analysen werden Daten des wb-personalmonitors herangezogen. Zielsetzung des Beitrags ist es, die Desiderata der Forschung zur Professionalisierung der Weiterbildung weiter zu spezifizieren und Anknüpfungspunkte für die Personalentwicklung in Weiterbildungseinrichtungen aufzuzeigen.

Staff in continuing education institutions work on the basis of various contractual, organisational, and qualification requirements. Regarding these unique circumstances for professionalisation in continuing education, this article examines to what extent professional commitment as an attitude-based component of professional competence is related to employment status, activity profiles, and (academic) qualifications. This study was conducted using data from the wb-personalmonitor. The purpose of this article is to provide additional clarity regarding the research requirements for the professionalisation of continuing education and to outline potential paths for personnel development in institutions of continuing education.

Schlagworte: continuing education; professionalisation; professional commitment; Weiterbildung; Professionalisierung; berufliches Engagement

Zitiervorschlag: Reiter, Sara & Kuper, Harm (2024). *Professional commitment of staff in continuing education - a professional characteristic compared across different working conditions*. In: *Internationales Jahrbuch der Erwachsenenbildung 2024*.

Coordination of Action in Adult Education Organizations, S. 77-90.
Bielefeld: wbv Publikation. <https://doi.org/10.3278/177017W005>

Professional commitment of staff in continuing education – a professional characteristic compared across different working conditions

SARA REITER & HARM KUPER

Abstract: Staff in continuing education institutions work on the basis of various contractual, organisational, and qualification requirements. Regarding these unique circumstances for professionalisation in continuing education, this article examines to what extent professional commitment as an attitude-based component of professional competence is related to employment status, activity profiles, and (academic) qualifications. This study was conducted using data from the *wb-personalmonitor*. The purpose of this article is to provide additional clarity regarding the research requirements for the professionalisation of continuing education and to outline potential paths for personnel development in institutions of continuing education.

Keywords: continuing education; professionalisation; professional commitment

Zusammenfassung: Das Personal in Weiterbildungseinrichtungen übt seine Tätigkeit auf der Grundlage differenter arbeitsvertraglicher, arbeitsorganisatorischer und qualifikatorischer Voraussetzungen aus. Vor dem Hintergrund dieser besonderen Bedingungen für die Professionalisierung in der Weiterbildung wird im Beitrag untersucht, inwiefern das berufliche Engagement als eine einstellungsbezogene Komponente professioneller Kompetenz in einem Zusammenhang mit dem Beschäftigungsverhältnis, der Tätigkeiten und der (akademischen) Qualifikation steht. Für die Analysen werden Daten des *wb-personalmonitors* herangezogen. Zielsetzung des Beitrags ist es, die Desiderata der Forschung zur Professionalisierung der Weiterbildung weiter zu spezifizieren und Anknüpfungspunkte für die Personalentwicklung in Weiterbildungseinrichtungen aufzuzeigen.

Schlüsselwörter: Weiterbildung; Professionalisierung; berufliches Engagement

1 Introduction

With a critical comment in 2016, the Authoring Group Educational Reporting provided suggestions for a research agenda on professionalism in continuing education. “Despite its high proportion of academics, the sector appears rather semi-professional, as a unifying professional criterion is not recognisable” (155; our translation) – is the conclusion of the indicator-based presentations on employment and income relationships,

the main areas of activity and qualifications of staff in continuing education. Their key points can be summarised as follows: among continuing education staff, part-time employment and self-employment on a fee basis dominate with shares of 42 per cent and 57 per cent respectively. The proportion of employment relationships varies according to the type of institution. The income of those for whom it is the main source of employment is below the general average income of full-time employees. The majority of part-time employees have other sources of income that secure their livelihood. Teaching activities dominate quantitatively – especially among part-time employees; however, a significant proportion of staff also carry out planning or management activities – especially among full-time employees. Two thirds of staff have an academic education, two thirds of staff have no previous academic training in education. In this respect, too, the proportions vary between the types of institution.

The keywords “institutional heterogeneity”, “instability of forms of employment” and “the question of a professional core and a professional identity” (ibid.) suggest starting points for a more detailed definition of the research desiderata. The Authoring Group Educational Reporting is in broad agreement with the state of the debate in educational science on personnel in continuing education, which addresses the special features of practical work in institutionally diversified continuing education (cf. Dobischat et al. 2018; Nittel 2018).

In this article, we address a specific aspect of research into professions in continuing education in the form of professional commitment. We place it within the framework of institutional conditions of professionalisation in continuing education, in which some desiderata of professions research are also specified (2.). We then substantiate it theoretically with models of professions research and the job-demands-resources model, which provide a link to an international discussion (3.). Thereafter, we present the design and descriptive results of an explorative analysis of data from the *wb-personalmonitor* (4. /5.).

2 Professionalisation in a heterogeneous field of activity

The historically observed development of practical single-path professions into other pedagogical fields of action based on academic professionalisation paths can only be found in adult and continuing education to a limited extent at best. It has also remained rudimentary in respective political initiatives. By way of example, reference is made to the relevant passages from the two policy advisory reports that mark the development stages of institutionalised educational work with adults. The German Committee (Deutscher Ausschuss 1960, 71; our translation) did not assign those working in adult education (“*Volksbildner*”) a professional category, but rather a “type” that “does not necessarily require the knowledge and experience of the teaching profession”. Full-time and part-time activities were seen as a matter of course, also in order to allow “members of many occupations to participate in adult education in a teaching and educational capacity”. In anticipation of an expansion of continuing education following

the implementation of its ambitious plans for institutionalisation, the German Education Council (Deutscher Bildungsrat 1970, 208; our translation) did aim to “significantly increase the number of full-time teachers for continuing education [...]” and to “test new job profiles [...] for continuing education”. However, no detail at all is given about the outlines of such job profiles. There is no use even of the points of reference introduced into the discussion (“possibilities of reactivating what has been learned”, “blunting of motivation to learn through the routine of everyday professional and non-professional life”, “the constantly occurring informal learning processes [as] the basis for systematic continuing education”, 206; our translation) and instead it is assumed that “individual functions from the complex role of the teacher [...] will be replaced by technical media” even before any professionalised job profile is defined. The path of a professional concept that leads to scientifically sound expertise for adult or continuing education therefore remains conceptually undefined. The discussion of a professional model that develops knowledge based on empirical research as the foundation of professional expertise is much more recent (e. g. Digel & Schrader 2013). It refers to many valuable elements and approaches, but does not form an integrated concept for the development of a required reference discipline. In particular, it remains unclear how the teaching of content-specific knowledge – the heterogeneity of which, in terms of topics and levels of demand, results in an extremely diversified curriculum in continuing education – can be integrated with the professionalisation of educational work with adults. The lack of regard given to content-specific didactic considerations in continuing education (see Nolda 2001) requires widespread, if not regular, consideration of specialist expertise via lateral entry into educational work with adults. The institutional constellation has not changed to this day, so that the statement continues to be true that there is “still a lack of a common system of basic adult education that is independent of the provider” (Tippelt & Lindemann 2018, 79; our translation). Against this background, the focus of the discussion has been on professionalisation in the course of practical professional experience. “Association-based socialisation” (*“Verbandliche Sozialisation”*) (Gieseke 2018, 63) should compensate for the lack of a common scientific basis for the development of professional competence. This model points to the responsibility of providers and institutions to promote professional competence. It also raises the question of the organisational conditions under which this is possible and how professional skills and attitudes relate to the organisational conditions under which the work is carried out.

The findings from the education report mentioned in the introduction suggest that the professionalisation of continuing education should be addressed under three organisational aspects:

- employment relationships, taking into account main and secondary employment (or permanent employment and fee-based work);
- the qualification paths, taking into account pedagogical and content-specific competences as well as academic and non-academic qualifications;
- the job requirements, taking into account teaching and, in the broadest sense, planning, organising and administrative tasks.

3 Professional commitment as a facet of professional self-regulation

Professional competencies and professional attitudes are divided into many dimensions. In a comparison of comprehensive competence models for school teaching positions on the one hand (cf. Baumert & Kunter 2006) and for continuing education on the other (cf. Strauch et al. 2020), it is noticeable that the competence dimensions of content-specific teaching and learning have a far greater significance for teachers in schools than for those in continuing education. Generic competencies, by contrast, dominate the professional model of continuing education. They must be conceptually distinguished from those cognitive dimensions that can be differentiated into content-specific, content-related-didactic and educational science knowledge. In addition to the convictions which guide teaching and learning, attitudes also include motivational orientations, which are of paramount importance for coping with professional demands and self-regulation in professional activities. Professional commitment is considered one of the “primary factors of psychological regulation” (Baumert & Kunter 2006, 504; our translation). It belongs to a complex of work-related resources that are not only closely related to the individual’s well-being and ability to cope with demands, but also have an influence on the quality of their professional work.

In this article, we focus on professional commitment as a generic, attitude-related component of professional competence and enquire about the connection between the level of professional commitment and the organisational conditions of work in continuing education.

A connection between the above-mentioned organisational conditions – in particular the employment relationships and job requirements – and professional commitment is also apparent in the approaches of work-related and organisational psychology. In an empirically well-established *Job Demands-Resources model*, Bakker and Demerouti (2007, Fig.1) understand commitment as a dependent variable of work-related resources and demands in a motivational process. This interacts with an impairment process in which resources and demands affect the experience of stress. The main effects and interactions of both processes – impairment (strain) and motivation – result in the individual and organisational performance.

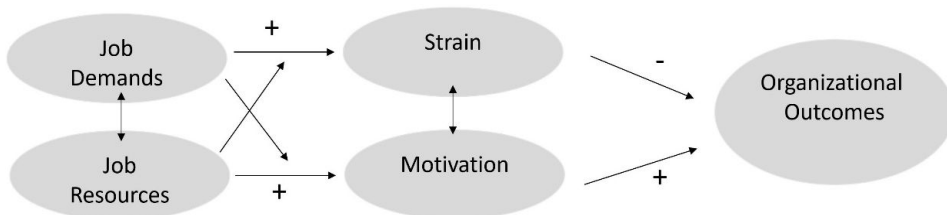


Figure 1: Job Demands-Resources model (Bakker & Demerouti 2007, 313; own simplified illustration)

The model assumes that organisational resources can provide motivational incentives and thus influence professional commitment – and indirectly also performance. These include working conditions (e. g. pay, job security, career opportunities), the type of tasks (e. g. skill variety, personal responsibility) and social relationships in the work context (e. g. support) (cf. Demerouti & Nachreiner 2019). Studies in the educational context have found positive effects from resources such as support from superiors/colleagues, appreciation, work autonomy, availability of information, learning opportunities and a positive organisational climate on the professional commitment of teachers (cf. Hakanen et al. 2006; Bakker et al. 2007; Bakker & Bal 2010). These favourable conditions for professional commitment have also been confirmed for teachers and academic staff at universities (cf. Alzyoud et al. 2015; Mudrak et al. 2018). In addition, findings indicate that work resources are particularly important for maintaining professional commitment in situations with high work demands (including challenging student behaviour) (cf. Bakker et al. 2007). In some studies, the Job Demands-Resources model was also supplemented by personal resources (cf. Demerouti & Nachreiner 2019; Xanthopoulou et al. 2007). For example, Kunz-Heim et al. (2014) were able to demonstrate positive correlations between teachers' self-concept of competence and their professional commitment. This justifies the additional consideration of the connection between qualification paths and professional commitment.

Overall, the theoretical arguments and findings suggest that the extent of professional commitment in continuing education also develops in connection with the conditions of the work situation and the associated organisational and personal resources. The first indications of such a connection can be found in an analysis by Martin (2016), who points to differences in the level of professional commitment between temporary versus permanent employees and between freelance staff in different organisational contexts, whereby the relatively low level of professional commitment among freelance staff in state-run adult education centres (*Volkshochschulen*) is striking. This differs from the professional commitment of staff at private-commercial continuing education institutions, for which more favourable values tend to be reported.

Against the background of the particular institutional and organisational conditions for the professionalisation of continuing education, this article presents descriptive findings. These relate to the level of professional commitment as an attitude-related component of professional competence according to differences in employment relationships, activities and (academic) qualifications. With this objective in mind, we follow on exploratively from the findings of Martin (2016) and supplement them with further contextual characteristics relevant to professionalisation. The connection between the conditions and strains or impairment is not considered here, as the focus is on the dimension of professional commitment that is relevant to the profession.

4 Data and operationalisation

4.1 Data and sample

The data from the standardised personnel survey of the *wb-personalmonitor*¹ ('*continuing education – personnel monitor*') as part of a cooperation project with the German Institute for Adult Education – Leibniz Centre for Lifelong Learning (DIE) (Prof. Dr. Josef Schrader; Prof. Dr. Andreas Martin) is used to analyse the level of professional commitment in continuing education. As part of this survey, staff in openly accessible continuing education in Germany were asked about their employment situation there. The respondents only include people who are entrusted with tasks in continuing education. In addition to teachers, this also includes those who work in areas such as management/controlling, administration, consulting or programme and offer planning. The respondents were recruited via the employing continuing education institutions (for details on the study population, survey and response rate of the staff survey, see Koscheck & Martin 2016). The survey was conducted in a two-stage procedure. As part of the first survey (field phase: June to August 2014), key aspects of employment and socio-demographic characteristics were initially collected. The second in-depth survey (on topics such as professional commitment) (field phase: October to November 2014) was then aimed at those respondents in the first survey who agreed to take part in the follow-up survey (cf. Koscheck & Martin 2016). The following analyses are based on data from respondents from the second stage of the survey. Information on the topics of both the first and second survey is available for these respondents. With regard to the correlation between employment relationships and professional commitment, we focus on salaried and freelance staff in continuing education. Due to the low number of cases, part-time staff on limited hours (*mini-jobs*), employees in the context of an internship or federal voluntary service, volunteers and temporary workers were not included in the analyses. In addition, cases were excluded if information was missing for the variables included in this analysis ($n = 81$). The sample for the following analyses contains 1117 cases. The case numbers and distributions of the sample by employment relationship, activity and (academic) qualification are shown in Table 2.

4.2 Operationalisation

Professional commitment

The object of the study is the professional commitment of staff in continuing education. Professional commitment was recorded as part of the *wb-personalmonitor* staff survey using short scales based on the AVEM Inventory for recording work-related behaviour and experience patterns (*arbeitsbezogene Verhaltens- und Erlebensmuster*) according to Schaarschmidt and Fischer (2003). The AVEM Inventory comprises eleven dimen-

¹ The *wb-personalmonitor* is a research project of the German Institute for Adult Education – Leibniz Centre for Lifelong Learning e.V., the Federal Institute for Vocational Education and Training and the Department of Business Education/Vocational Education and Training at the University of Duisburg-Essen, the aim of which was to collect representative data on employees and employment conditions in continuing education institutions. The project was funded by the Federal Ministry of Education and Research (BMBF).

sions that can be categorised into the three overarching areas of professional commitment (*berufliches Engagement*), resilience to stress (*Widerstandskraft gegenüber Belastungen*) and emotions (*berufsbegleitende Emotionen*). According to the AVEM Inventory, the five dimensions associated with professional commitment are the subjective significance of work (*subjektive Bedeutsamkeit der Arbeit*), professional ambition (*beruflicher Ehrgeiz*), commitment (*Verausgabungsbereitschaft*), striving for perfection (*Perfektionsstreben*) and emotional distancing (*Distanzierungsfähigkeit*), where emotional distancing also represents a dimension of perceived resilience to stress (cf. Schaarschmidt & Kieschke 2013). In the *wb-personalmonitor*, three of the five dimensions assigned to professional commitment were recorded with 4 items each (AVEM short scale). These include the subjective significance of work (example item: “Work is the most important thing in my life”; our translation), professional ambition (example item: “As far as my professional development is concerned, I consider myself to be quite ambitious”; our translation) and commitment (“If I have to, I will work to the point of exhaustion”; our translation) (for information on how the dimensions are recorded in the *wb-personalmonitor*, see Martin 2016). The items were assessed by the respondents on a 5-point Likert scale (1 “strongly disagree” to 5 “strongly agree”).

Organisational conditions for professional commitment

The organisational conditions for professional commitment included in the analysis are employment relationships, academic or pedagogical qualifications and the work activity. With regard to employment relationships, a distinction is made between employees, civil servants, self-employed owners/partners and self-employed persons on fee-based contracts. Against the background of heterogeneous qualification paths in continuing education, we distinguish between non-academically qualified persons and academically qualified persons with and without a degree in education or educational science. With regard to the tasks of continuing education staff, we focus on three central fields of activity for continuing education, namely teaching, i. e. the delivery of seminars/events (teaching/training/coaching etc.), management/controlling and programme planning/concept development. For the recording of activities, a variable is available in the data that provides information on how the working time is proportionately distributed across the individual activities. In the present analyses, we differentiate according to whether the respondents are entrusted with the above-mentioned activities and therefore spend a proportion of their working time on them or not. The information on the employment relationship and the activity was reported by the respondents in relation to the organisation through which they were invited to participate in the survey (see questionnaire stage 1).

5 Empirical analysis: level of professional commitment in continuing education

5.1 Examination of the factorial structure

The confirmatory factor analysis (CFA) using the software R (version: 4.3.0) and the lavaan package (version: 0.6–16) (Rosseel 2012)² was used to confirm the factorial structure of the utilised ADEM short scales (see also Martin 2016). The results of the CFA indicate a satisfactory model fit ($\chi^2(51) = 237.16$; $p < 0.05$; Comparative Fit Index (CFI) = 0.95; Root Mean Square Error of Approximation (RMSEA) = 0.06; Standardised Root Mean Square Residual (SRMR) = 0.04; for an evaluation of the model quality, see Schermelleh-Engel et al. 2003). Table 1 shows that all three scales (subjective significance of work, commitment, professional ambition) have sufficient internal consistency with values of $\alpha > 0.7$. The factor loadings of the indicator variables are significant and are also in the satisfactory range for the scales with values > 0.6 (cf. Weiber & Mühlhaus 2014)³. The scale means show that the respondents' professional ambition and commitment are slightly more evident overall than the subjective significance of work.

Table 1: Descriptive statistics (scale means), factor loadings, internal consistency (Cronbach's alpha) and correlations between the latent constructs (Source: *wb-personalmonitor 2014*; $n = 1117$; unweighted, own calculations)

Scale	M (SD)	Factor Loading	α	1	2
1. Subjective significance of work (4 Items)	2,44 (0,86)	0,63–0,72	0,77		
2. Commitment (4 Items)	2,89 (0,89)	0,63–0,74	0,79	0,54***	
3. Professional ambition (4 Items)	3,17 (0,81)	0,63–0,74	0,77	0,53***	0,43***

To describe the professional commitment of the staff in continuing education, the following analyses are based on the standardised factor scores of the subjective significance of work, commitment and professional ambition. The factor scores have an overall mean value of zero and a standard deviation of 1.

5.2 Professional commitment according to organisational conditions

Table 2 shows the levels of the subjective significance of work, commitment and professional ambition according to employment relationship, qualification and activity. Based on normally distributed data and given variance homogeneity, the inferential

2 The model estimation was achieved using the robust maximum likelihood estimation method ("MLR") according to Yuan & Bentler (2000).

3 A multi-group factor analysis was employed to evaluate the measurement invariance across groups, which is required for mean value comparisons. To assess (configural, metric, and scalar) measurement invariance, we used chi-square difference tests and analysed changes in goodness of fit measures (CFI; RMSEA; see Chen 2007; Cheung & Rensvold 2002) among models with increasing restrictions. The findings supported at least partial metric and scalar measurement invariance between the groups based on employment relationship, qualification, and areas of activity.

statistical testing of group mean values was carried out using a T-test for groups with two levels and using one-factor analysis of variance (ANOVA) for groups with more than two levels. The post-hoc test with Bonferroni correction was used to determine deviations between three or more groups.

As the findings in Table 2 show, the subjective significance of work differs significantly only according to the level of qualification, with staff members in continuing education with non-academic qualifications demonstrating a higher level of the subjective significance of work compared to those with academic qualifications without a degree in education.

Table 2: Professional commitment according to organisational characteristics (Source: *wb-personalmonitor 2014*; n = 1117; unweighted, own calculations.)

	Subjective significance of work				Commitment			Professional ambition		
	n (%)	M (SD)	t/F	Post-hoc Test	M (SD)	t/F	Post-hoc Test	M (SD)	t/F	Post-hoc Test
Employment relationship										
<i>self-employed owner/partner</i>	44 (3,9)	0,33 (1,05)	1,781		0,14 (1,02)	3,181*	3 > 2	0,58 (0,88)	5,989**	1 > 2
<i>self-employed hourly/service contract</i>	424 (38,0)	-0,03 (1,01)			-0,12 (0,99)			-0,08 (1,03)		1 > 3
<i>employed</i>	604 (54,1)	-0,01 (0,99)			0,06 (1,00)			0,02 (0,98)		1 > 4
<i>civil servant</i>	45 (4,0)	0,06 (0,87)			0,11 (0,96)			-0,06 (0,99)		
Qualification										
<i>non-academic qualification</i>	320 (28,6)	0,10 (1,02)	4,033*	1 > 2	0,11 (0,98)	3,933*	1 > 2	0,04 (1,03)	1,077	
<i>academic qualification (no pedagogical component)</i>	375 (33,6)	-0,11 (0,97)			-0,10 (1,02)			-0,06 (0,98)		
<i>academic qualification (with pedagogical component)</i>	422 (37,8)	0,02 (1,01)			0,00 (0,99)			0,02 (1,00)		
Areas of activity										
<i>active in teaching (yes)</i>	879 (78,7)	0,00 (0,98)	0,079		0,01 (0,98)	-0,459		0,00 (1,01)	-0,217	
<i>active in teaching (no)</i>	238 (21,3)	0,00 (1,06)			-0,03 (1,06)			-0,01 (0,97)		
<i>active in management (yes)</i>	442 (39,6)	0,04 (0,98)	-1,187		0,11 (0,98)	-3,112**		0,12 (0,96)	-3,231**	
<i>active in management (no)</i>	675 (60,4)	-0,03 (0,01)			-0,08 (1,00)			-0,08 (1,02)		
<i>active in programme planning (yes)</i>	711 (63,7)	0,01 (0,96)	-0,597		0,06 (0,98)	-2,843**		0,06 (0,98)	-2,651**	
<i>active in programme planning (no)</i>	406 (36,3)	-0,02 (1,06)			-0,11 (1,02)			-0,10 (1,03)		

***: p < 0,001 ; **: p < 0,01 ; *: p < 0,05

With regard to commitment, it can be seen that this is lower among self-employed persons with fee-based contracts compared to employees. The differences in the mean values of commitment compared with the groups of self-employed owners and civil servants are probably not significant due to the small group sizes. As with the subjective significance of work, there is also a difference in commitment between staff members with non-academic and academic training without a degree in education, with the former showing a higher commitment. In addition, commitment is more evident among staff members who work in management and/or programme planning than among staff members who stated that they do not work in these areas. The average commitment among academically trained staff with a pedagogical study component and teaching staff has unremarkable levels in the medium range.

With regard to professional ambition, it is initially noticeable that this is higher among self-employed owners/partners compared to the other groups. There are also differences according to activity. As already shown in commitment, professional ambition is also more evident among staff members who are entrusted with activities in management and/or programme planning than in the respective comparison group who do not perform such activities. There are no differences between the qualification groups.

6 Summary and discussion

The aim of this article was to establish links between organisational conditions and the professional commitment of staff in continuing education.

With regard to the findings of this article, it should be noted that the calculations of the mean values for owners/partners and civil servants were based on relatively small numbers of cases. It should also be noted that the analyses did not take into account the fact that staff members in continuing education can also be employed by more than one provider in continuing education (Elias 2016) and consequently the professional commitment of these individuals can also be related to different employment conditions. A distinction should also be made between professional commitment in part-time continuing education activities and commitment where it is the main occupation.

With regard to employment relationships in continuing education institutions, the findings suggest a comparatively low level of commitment and professional ambition among self-employed persons with fee-based contracts compared to employees or self-employed owners/partners. Following on from the perspective of the Job Demands-Resources model, this first raises the question of the extent to which the lower level of professional commitment among self-employed persons with fee-based contracts is related to a lack of resources (e. g. job security, salary, organisational support opportunities). From this theoretical perspective, the comparatively higher level of commitment and professional ambition of staff members entrusted with management and/or programme planning activities can also be interpreted as an initial indication

that beneficial resources (e. g. autonomy, variety of tasks, collegial support) may be more evident in these fields of activity. These results point to the conditions within the organisation of employment relationships and the division of labour which can be shaped in continuing education institutions as part of personnel development and which – according to theory – can have a beneficial effect on professional commitment.

According to the findings, however, neither academic training nor a degree in education appears to be a sufficient prerequisite for the development of professional commitment. The classic qualification markers of professionalism are not positively associated with professional commitment. The comparatively higher level of significance of the work and commitment even shows that those with non-academic qualifications are more committed than those with academic qualifications. The question is what role professional competences play in this context. With regard to personnel development, continuing education qualification paths for staff in continuing education institutions are of interest.

Overall, the findings make it clear that it seems worthwhile to consider professional commitment in continuing education from a resource-oriented perspective. In view of the institutional heterogeneity, questions also arise regarding the conditions for professional commitment and its development in relation to providers and institutions following the thesis of “association-based socialisation”. As already mentioned, findings by Martin (2016) indicate divergent levels with regard to professional commitment between private-commercial and public institutions. The composition of staff in the types of organisation differs significantly with regard to the independent variables of qualification, employment relationships and activity included in the study. This confounding of the type of institution and the organisational and qualification conditions of the profession raises the theoretically and practically relevant question of the extent to which differences in the average levels of professional attitudes between the types of institution can be explained by the prevailing organisational conditions in each case. Answering this question calls for more complex approaches to analyses; it determines the further path for personnel development. The question of whether different professional attitudes are the result of institution-typical patterns of staff selectivity or whether the institution types offer different development environments for professional attitudes and competences must be addressed. It will only be possible to answer this question reliably by using more complex research data.

Bibliography

- Alzyoud, A. A. Y., Othman, S. Z., & Mohd Isa, M. F. (2015). Examining the role of job resources on work engagement in the academic setting. *Asian Social Science*, 11(3), 103–110. doi: 10.5539/ass.v11n3p103.
- Autorengruppe Bildungsberichterstattung (2016). *Bildung in Deutschland 2016. Ein indikatorengestützter Bericht mit einer Analyse zu Bildung und Migration*. Bielefeld: W. Bertelsmann Verlag. doi: 10.3278/6001820ew.

- Bakker, A. B., & Bal, P. M. (2010). Weekly work engagement and performance: A study among starting teachers. *Journal of Occupational and Organizational Psychology*, 83(1), 189–206. doi: 10.1348/096317909X402596.
- Bakker, A. B., & Demerouti, E. (2007). The Job Demands-Resources model: State of the art. *Journal of Managerial Psychology*, 22(3), 309–328. doi: 10.1108/02683940710733115.
- Bakker, A. B., Hakanen, J. J., Demerouti, E., & Xanthopoulou, D. (2007). Job resources boost work engagement, particularly when job demands are high. *Journal of Educational Psychology*, 99(2), 274–284. doi: 10.1037/0022-0663.99.2.274.
- Baumert, J., & Kunter, M. (2006). Stichwort: Professionelle Kompetenz von Lehrkräften. *Zeitschrift für Erziehungswissenschaft*, 9, 469–520. doi: 10.1007/s11618-006-0165-2.
- Chen, F. F. (2007). Sensitivity of Goodness of Fit Indexes to Lack of Measurement Invariance. *Structural Equation Modeling*, 14(3), 464–504. doi: 10.1080/10705510701301834.
- Cheung, G. W., & Rensvold, R. B. (2002). Evaluating Goodness-of-Fit Indexes for Testing Measurement Invariance. *Structural Equation Modeling*, 9(2), 233–255. doi: 10.1207/S15328007SEM0902_5.
- Demerouti, E., & Nachreiner, F. (2019). Zum Arbeitsanforderungen-Arbeitsressourcen-Modell von Burnout und Arbeitsengagement – Stand der Forschung. *Zeitschrift für Arbeitswissenschaft*, 73, 119–130. doi: 10.1007/s41449-018-0100-4.
- Deutscher Ausschuss für das Erziehungs- und Bildungswesen (1960). *Gutachten des Deutschen Ausschusses für das Erziehungs- und Bildungswesen „Zur Situation und Aufgabe der Erwachsenenbildung“*. Bonn.
- Deutscher Bildungsrat (1970). *Strukturplan für das Bildungswesen, Empfehlungen der Bildungskommission*. Stuttgart: Ernst Klett.
- Digel, S., & Schrader, J. (2013). *Diagnostizieren und Handeln von Lehrkräften. Lernen aus Videofällen in Hochschule und Erwachsenenbildung*. Bielefeld: Bertelsmann. doi: 10.3278/6004363w
- Dobischat, R., Elias, A., & Rosendahl, A. (2018). Vorwort der Herausgeber. In Dobischat R., Elias A. & Rosendahl A. (Eds.), *Das Personal in der Weiterbildung* (pp. 1-18). Wiesbaden: Springer VS. doi: 10.1007/978-3-658-17076-9_1.
- Elias, A. (2016). Erwerbstätigkeit. In Martin A., Lencer S., Schrader J., Koscheck S., Ohly H., Dobischat R., Elias A. & Rosendahl A. (Eds.), *Das Personal in der Weiterbildung: Arbeits- und Beschäftigungsbedingungen, Qualifikationen, Einstellungen zu Arbeit und Beruf* (pp. 69–97). Bielefeld: W. Bertelsmann Verlag. doi: 10.3278/85/0015w.
- Gieseke, W. (2018). Professionalisierung der Erwachsenenbildung/Weiterbildung. Historische Prozesse und strukturelle Herausforderung der Gegenwart. In Dobischat R., Elias A. & Rosendahl A. (Eds.), *Das Personal in der Weiterbildung* (pp. 57-77). Wiesbaden: Springer VS. doi: 10.1007/978-3-658-17076-9_3.
- Hakanen, J. J., Bakker, A. B., & Schaufeli, W. B. (2006). Burnout and work engagement among teachers. *Journal of School Psychology*, 43(6), 495–513. doi: 10.1016/j.jsp.2005.11.001.

- Koscheck, S., & Martin, A. (2016). Standardisierte Befragungen des Personals in der Erwachsenen- und Weiterbildung. In Martin A., Lencer S., Schrader J., Koscheck S., Ohly H., Dobischat R., Elias A. & Rosendahl A. (Eds.), *Das Personal in der Weiterbildung: Arbeits- und Beschäftigungsbedingungen, Qualifikationen, Einstellungen zu Arbeit und Beruf* (pp. 30–52). Bielefeld: W. Bertelsmann Verlag. doi: 10.3278/85/0015w.
- Kunz-Heim, D., Sandmeier, A., & Krause, A. (2014). Effekte von arbeitsbedingten und personalen Ressourcen auf das Arbeitsengagement und das Engagement für die Schulentwicklung bei Lehrpersonen. *Empirische Pädagogik*, 28(2), 147–170.
- Martin, A. (2016). Einstellungen zur Erwerbstätigkeit in der Weiterbildung. In Martin A., Lencer S., Schrader J., Koscheck S., Ohly H., Dobischat R., Elias A. & Rosendahl A. (Eds.), *Das Personal in der Weiterbildung: Arbeits- und Beschäftigungsbedingungen, Qualifikationen, Einstellungen zu Arbeit und Beruf* (pp. 131–142). Bielefeld: W. Bertelsmann Verlag. doi: 10.3278/85/0015w.
- Mudrak, J., Zabrodska, K., Kveton, P., Jelinek, M., Blatny, M., Solcova, I., & Machovcova, K. (2018). Occupational Well-being Among University Faculty: A Job Demands-Resources Model. *Research in Higher Education*, 59, 325–348. doi: 10.1007/s11162-017-9467-x.
- Nittel, D. (2018). Professionalisierung der Erwachsenenbildung: Die Grenzen eines ambitionierten Projekts. In Dobischat R., Elias A. & Rosendahl A. (Eds.), *Das Personal in der Weiterbildung* (pp. 21–55). Wiesbaden: Springer VS. doi: 10.1007/978-3-658-17076-9_2.
- Nolda, S. (2001). Vom Verschwinden des Wissens in der Erwachsenenbildung. *Zeitschrift für Pädagogik*, 47(1), 101–120. doi: 10.25656/01:5263.
- Rosseel, Y. (2012). lavaan: An R Package for Structural Equation Modeling. *Journal of Statistical Software*, 48, 1–36. doi: 10.18637/jss.v048.i02.
- Schaarschmidt, U., & Fischer, A. W. (2003). *AVEM - Arbeitsbezogenes Verhaltens- und Erlebensmuster. Handanweisung*. Frankfurt: Swets & Zeitlinger.
- Schaarschmidt, U., & Kieschke, U. (2013). Beanspruchungsmuster im Lehrerberuf Ergebnisse und Schlussfolgerungen aus der Potsdamer Lehrerstudie. In Rothland M. (Ed.) *Belastung und Beanspruchung im Lehrerberuf* (pp. 81–97). Wiesbaden: Springer Fachmedien. doi: 10.1007/978-3-531-18990-1_5
- Schermelleh-Engel, K., Moosbrugger, H., & Müller, H. (2003). Evaluating the Fit of Structural Equation Models: Tests of Significance and Descriptive Goodness-of-Fit Measures. *Methods of Psychological Research*, 8(2), 23–74.
- Strauch, A., Alberti, V., & Schneider, M. (2020). Professionelle Handlungskompetenzen Lehrender in der Erwachsenen- und Weiterbildung anerkennen mit dem GRETA PortfolioPlus. *Hessische Blätter für Volksbildung*, 70(1), 90–98. doi: 10.3278/HBV2001W010.
- Tippelt, R., & Lindemann, B. (2018). Professionalität in der Weiterbildung – Anspruch und Wirklichkeit. In Dobischat R., Elias A. & Rosendahl A. (Eds.), *Das Personal in der Weiterbildung* (pp. 79–93). Wiesbaden: Springer VS. doi: 10.1007/978-3-658-17076-9_4.
- Weiber, R., & Mühlhaus, D. (2014). *Strukturgleichungsmodellierung. Eine anwendungsorientierte Einführung in die Kausalanalyse mit Hilfe von AMOS, SmartPLS und SPSS*. Berlin, Heidelberg: Springer Gabler. doi: 10.1007/978-3-642-35012-2.

Xanthopoulou, D., Bakker, A. B., Demerouti, E., & Schaufeli, W. B. (2007). The role of personal resources in the job demands-resources model. *International Journal of Stress Management*, 14(2), 121–141. doi: 10.1037/1072-5245.14.2.121.

Yuan, K.-H., & Bentler, P. M. (2000). Robust mean and covariance structure analysis through iteratively reweighted least squares. *Psychometrika*, 65(1), 43–58. doi: 10.1007/BF02294185.

Author

Dr. Sara Reiter is a research associate at the Department of Continuing Education and Education Management at Freie Universität Berlin. Current topics of her research are digitalization in continuing education as well as analyses of continuing education participation and motivation of continuing education staff.

Contact

Dr. Sara Reiter
Habelschwerdter Allee 45, 14195 Berlin
sara.reiter@fu-berlin.de

Author

Prof. Dr. Harm Kuper is Professor of Continuing Education and Education Management at Freie Universität Berlin in the Department of Education and Psychology. In his research, he is concerned with educational institutions and educational monitoring.

Contact

Univ.- Prof. Dr. Harm Kuper
Habelschwerdter Allee 45, 14195 Berlin
harm.kuper@fu-berlin.de