

# EXPLORING WOMEN EMPOWERMENT IN AIRBNB. AN ANALYSIS OF THE WOMEN HOSTS.

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## INTRODUCTION

The model of sharing economy has been rapidly growing and developing in contemporary society with a well-known example being the platform of Airbnb. Found in 2008 and providing accommodation rental services, Airbnb can be found in more than 191 countries and approximately 200 million users have been using it (Airbnb, 2019a). Rather, academic research on Airbnb has mostly focused on the attributes of guests (Belk, 2014), guest satisfaction (Tussyadiah, 2016), regulatory issues (Nieuwland & Van Melik, 2018), impacts on the hotel industry (Zervas, Proserpio, & Byers, 2014) and the local community (Stergiou & Farmaki, 2019) as well as host practices including discrimination (Farmaki et al, 2020). However, it is well noted that there is a research gap on hosts' perspectives and especially on women hosts. Women have a dynamic role as they constitute 56% of Airbnb hosts (Airbnb, 2019b). This study aims to fill this research gap and examine women empowerment in the Airbnb female host community; hence, gaining insights on how the platform may contribute to the achievement of SDG5. There is a consensus that suggests the need to empower women to achieve gender equality. Women empowerment is a multidimensional process (Aghazamani & Hunt, 2017). It includes increasing a woman's sense of self-worth, decision-making power, access to opportunities and resources, power and control over her own life inside and outside the home, and ability to effect change (Baltiwala, 1994). Regarding the tourism industry, a lot of studies have analyzed several dimensions of empowerment. For instance, economic empowerment through tourism has been shown to challenge entrenched perspectives about the woman's role in local society (Moswete & Lacey, 2015). In addition, Tourism has also

expanded the opportunities of education and engagement in social organizations that result in further empowerment of women (Marcinek & Hunt, 2015). So far, there is limited interest in the existing literature involving the sharing economy and the SDGs. Many academics have highlighted the contribution of sharing economy to the SDGs (Heinrichs, 2013). Within hospitality, the need for sustainable development by promoting gender equality and women empowerment is well documented (Dashper, 2020; Segovia-Perez et al., 2019). However, the extent to which Airbnb can promote gender equality and empower women remains an underexplored area.

## METHOD

The research philosophy is followed by an interpretivism approach which seeks to explore reality by interpreting the truth from individuals (Veal, 2011). It is of vital importance especially when the research purpose is to explore a phenomenon during its early stage (Flick, 2014). A qualitative research approach was conducted with semi-structured interviews being performed via Zoom allowing for deeper knowledge and understanding (Gillham, 2000). In total, 30 women hosts from Greece were interviewed. To ensure whether the sample was adequate, the researcher followed the data saturation method. In the beginning, the sample was purposively selected from Facebook groups owing to the difficulty to find Airbnb hosts through the platform. This Purposive sampling enabled the researcher to choose respondents well-suited to the topic under study (Schutt, 2018). During the purposive selection process, we asked for participants to suggest women hosts, they are familiar with. To find an adequate sample a combination of purposive sampling and snowball technique was applied. The criteria

involved in gathering the sample follow: a) the participants had to be active hosts on the Airbnb platform at the time of the research, but we permitted an absence of the last 6 months period due to the lockdowns imposed by the Greek Government, b) be the only host in the listed property (not a co-host) and c) exist on the platform for at least one year. Before the interview, an informed consent form with information about the study was provided. Each audio recording was transcribed shortly after the interviews, and transcriptions were analyzed following the principles of a qualitative thematic analysis process. Every participant filled the consent form before the interview. Thematic analysis revealed several key themes.

## FINDINGS

Although analysis is ongoing, preliminary findings indicate that women's involvement in the Airbnb platform grants them several forms of empowerment. Concerning economic empowerment women hosts claimed that they felt independent as they gained extra money to cover their needs, support their family and invest in future entrepreneurial opportunities. A group of women hosts claimed that hosting became their primary job occupation after a certain period of success. What is more, social empowerment was recognized as an outcome for all participants. For instance, women Airbnb hosts referred to feelings of 'being part of a team and how vital is for them.

Likewise, power to women seems to be granted through hosting as all the participants admitted willingness to help others, in that experienced women hosts said that they frequently advise other hosts, therefore enhancing what they acknowledge as 'leadership skills' of a host. This seems to be promoted especially to social active groups through Facebook where hosts feel they really can help each other by promoting hosting practices and giving friendly advice. Moreover, for a small number of participants elements of political empowerment such as improved participation in decision making at the community level as well as improved capabilities to interact with the local government were noted.

## IMPLICATIONS or CONCLUSION

In this study, the contribution of Airbnb to the achievement of SDG5 by promoting women empowerment was examined. The importance of gender equality is highly associated with the tourism industry which presents as a favorable industry for women's employment. The study findings indicate that women empowerment may be achieved through hosting on Airbnb at various levels, namely economically, socially, and politically. Therefore, these results may be in contrast with future studies in other cultural environments. Theoretical and practical implications arise as a result. Despite its interesting findings, this study is not without limitations. First, the researchers analyzed the data manually, which may introduce bias. Second, due to the COVID -19 pandemic, it was hard to find active Airbnb hosts as many Airbnb hosts have either closed their properties or exited the platform. Therefore, for many participants the pandemic had negative effects not only on their earnings but also on their psychology, causing indirect effects on their willingness to participate. For future research, a quantitative approach is necessary to further explore the weights of each dimension. In addition, this study result was gained only based on 30 in-depth interviews, hence the patterns identified in this study should be explored with a generalizable quantitative study.

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# CENTENNIALS AND THEIR MOTIVATIONS FOR ENVIRONMENTALLY RESPONSIBLE TRAVEL: EVIDENCE FROM INTERNATIONAL STUDENTS IN JAPAN

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## INTRODUCTION

Together with the development of tourism industry, various negative impacts on the environment have been proved to be associated with tourism activities including the huge emission of carbon dioxide in travelling, accommodation and other recreational activities (Dwyer, Forsyth, Spurr, & Hoque, 2010). In addition, tourists' inappropriate behaviors at the destination such as littering or damaging the sites have contributed to environmental degradation. The present study aims to tackle the issue of environmental sustainability, particularly at: 1) how centennials perceive environmentally responsible travel; and 2) their motivations and de-motivations for such kinds of behaviors.

The reason for choosing this target group is that centennials have been quickly contributing to the travel industry of the world and are updated with the new trend and tend to travel differently from previous generations. They are also quickly becoming the growing class of consumers and employees (Gaidhani, Arora, & Sharma, 2019), so it is worth studying about them. Once having a proper understanding about their motivations or barriers for environmentally responsible behaviors, relevant stakeholders can focus on triggering those motivations and at the same time eliminating the constraints.

## METHOD

This study adopts a qualitative research method in the form of interviews. A sample of 23 participants (n=23) was invited to take part in the study in June 2020, 12 of which were conducted in the form of semi-structured interviews via Zoom and the rest was through online survey with the

same open-ended questions. When conducting this study, the author was an international undergraduate student in Japan and due to limited connection, convenience sample was used.

## FINDINGS

### *Perception and environmentally responsible behavior:*

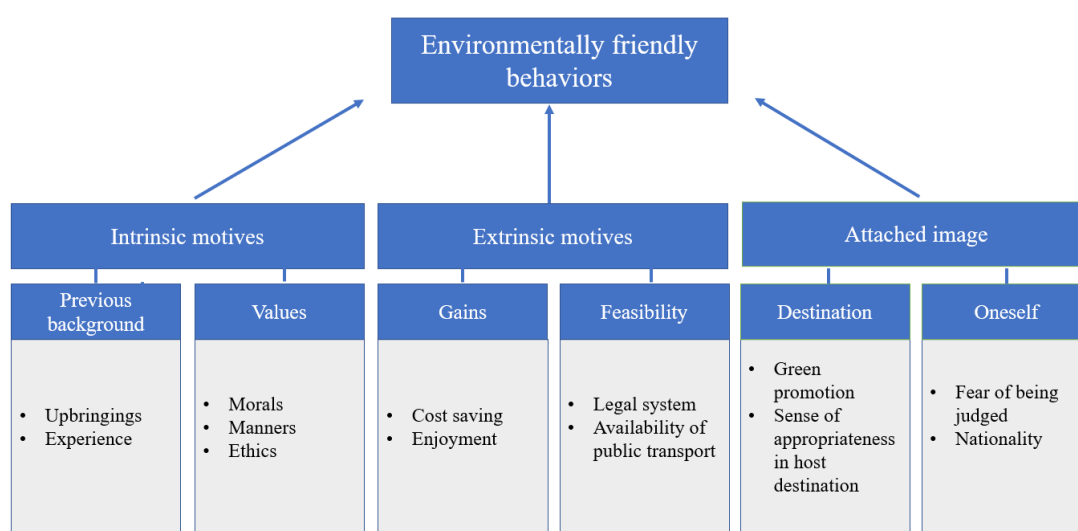
Generally, participants are familiar with environmentally friendly travel. However, regarding the influence degree of their perception about environmentally responsible travel on the actual behaviors, the finding is that a high or low level of perception does not always equal the existence of environmentally friendly behaviors, and that various factors come into play during the decision-making process. This is because there are cases when high influence of perception was seen with environmentally responsible behaviors but with little effort. Most of these behaviors are at the site such as cleaning up your own trash, not damaging the site. These kinds of behaviors require little effort because it does no harm to the tourists and tourists only need to refrain from causing damage to the site such as littering. Most centennials regard these behaviors as norms, basic ethics and demonstrate a high awareness towards environmental conservation. There are also cases when the degree of perception does not matter much because actual behaviors require much effort. The clearest example can be witnessed in the trip planning stage. Whether they are aware of green travel or not does not make much difference to their plans because they are either not thinking much about environmental factor or not willing to put more effort to make their trip greener such as paying more for green hotel. They exist in the forms of what the author call "passive green", "constrained non-green" or "neutral

non-green” groups. Finally, sometimes environmentally responsible behaviors were still seen to exist with little influence of perception. These are usually the outcomes of various variables. The choice of transport searching for pleasure while walking or cost saving by using the bus can exemplify this case.

***(De-)Motivations for environmentally friendly behaviors:***

Motivation theory by Frey, B.S and Jegen (2001) suggests two types of motives namely intrinsic and extrinsic motives which were found

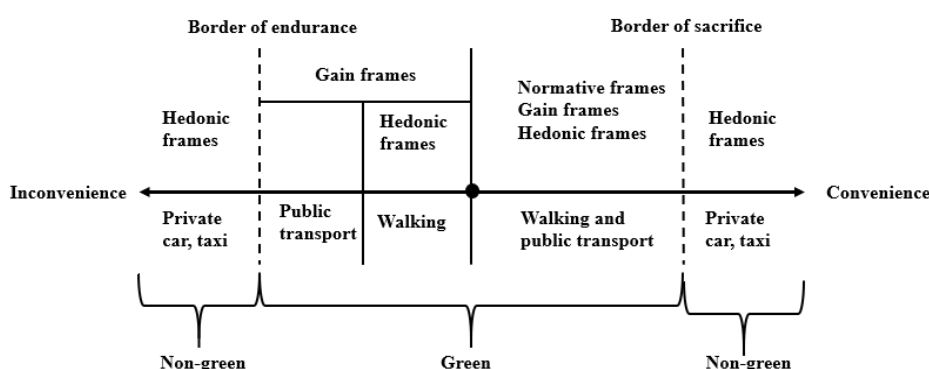
in the form of previous background, values, gains and feasibility under the scope of this study. Another element found to manipulate the participants’ behaviors is attached image (Figure 1). Participants were seen to develop certain images about Japan and adopt new sense of appropriateness for their behaviors when travelling. Their behaviors, therefore, are headed towards maintaining that image. At the same time, these students tend to form an individual image about themselves or identify themselves with a larger group such as nationality and tend to act greener in order not to get judged by other people.



**Figure 1: Reasons for environmentally friendly behaviors**

To explain further on particularly transportation choice, a model (Figure 2) is used. It takes into account the key concept that was mentioned the most during the data collection stage – “convenience”. This model makes use of the goal

frames suggested by Lindenberg and Steg (2007), namely normative frames, gain frames and hedonic frames to group the participants’ incentives, then the borders emerged from the data are set to separate between green and non-green groups:



**Figure 2: Border of transportation choice**

Generally, as the travelers go further to the left or right side, they are looking for certain gains, and at the same time the degree of inconvenience and sacrifice increases. As long as they stay within those borders, they are considered as being green travelers. However, there are cases when travelers go for the taxi option in the very first place, that is when they prioritize their convenience over other options such as bus or train during the selection process.

Regarding persuasive action such as encouraging other people to be green, very few find themselves active due to different constraints namely fear of interference, insufficient knowledge about green travel, level of closeness and assumption on common understandings. Some may engage in the encouragement while travelling but not in daily context and only when getting asked about it or travelling in intimate group like family or close friends.

## IMPLICATION

The study reveals some characteristics of centennials when travelling which may be significant in studying their behaviors. First, many of them have a decent background and are familiar with environmentally friendly behaviors. They view protecting the environment as the basic ethics and usually expect others to have to behave in the same manners while travelling. Second, they tend to value time and convenience while travelling. Nevertheless, as budget remains to be a matter to consider to most of them, they have the tendency to find a balance between their convenience and how much they have to pay or sacrifice. They are also seeking for a sense of independence and control when travelling, that is why some of them opt for

private vehicle instead of public transport. Lastly, centennials are concerned about privacy and tend not to interfere with someone else's trip by telling them to be green while traveling. They prefer to evaluate the relationship and intimacy level before engaging in encouraging action. Managerial implications include upgrading public transportation network to generate convenience while travelling. Relevant authorities can also emphasize on promoting the green image of the destination, to a point where tourists relate it with greenness and act towards sustaining that image. Considering the fact that insufficient knowledge remains to be a constraint of persuasive action, spread of information on green travel should still be focused.

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# SOCIAL IDENTITY AND RISK: CHINESE TOURIST VISIT HONG KONG

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## INTRODUCTION

In recent years the increase in nationalist sentiment, and the rise in populism in national politics, have been felt globally. This has been coupled with an increased sense of cultural homogeneity, leading to social identity conflicts, and a drive to re-establish unique identities for nations, as evidenced in numerous global debates (Bouchard, 2013). Before the Covid-19 pandemic, one of the most striking examples of such socio-political moments in 2019 is the ongoing series of protests in Hong Kong. For many, “being HongKonger and being Chinese, long complementary, suddenly came to feel exclusive” (Fisher, 2019). The identity crisis presented here is evident from the fact that only 3.1 % of the younger generation, aged between 18-29, identify themselves as Chinese (PORI, 2020). It has been 23 years since the handover and the process of nation-building of Hong Kong as a part of China has got more and more complicated at various levels.

What is certain is that the protests have transformed Hong Kong’s image from one of the safest destinations in the world into one associated with danger and risk. This is pertinent due to the importance of international tourism to the Hong Kong economy. Tourism is traditionally conceptualized as an industry devoid from politics. In post WWII global politics, international tourism has been promoted as bringing peace through interactions of people from different cultures. The Chinese government certainly believed in this outcome from tourism. Through encouraging Chinese tourists to Hong Kong and vice versa, the government aimed to promote mutual understanding through interactions among compatriots. Chinese tourists were fewer than 5% of Hong Kong’s annual tourist arrivals in 1990s but comprised over 80%

in 2018. Over 5% of Hong Kong’s GDP comes from the tourism sector, a large component is derived from Chinese tourists (HK partnernet, 2020). However, mainland Chinese tourists have become the target of much of the ire in the protests, for they are both visible reminders of the influence China has on Hong Kong and are perceived to receive preferential treatment over local residents. Incidents such as children urinating on the street, tourists driving through red lights and being excessively noisy formulate a negative image of Chinese as “*强国人*” (people from powerful country) to symbolise uncivilised behaviour and arrogant attitudes. These negative images have often been utilised as key evidence to define and differentiate Hong Kong from (and thus create boundaries between) the Chinese. Now, visitor numbers have reduced by more than 40%, and are expected to continue to shrink since late 2019 ((HK partnernet, 2020). The largest proportion of this decrease is from visitors from mainland China.

This paper utilises social identity theory and decision-making theory to guide the inquiry. Social identity has been well-established in the domain of social psychology to understand intergroup relations and behaviour. An individual’s self-perception builds heavily on social identity, which is best conceptualised as the emotional and evaluative consequences of belonging to a specific, readily labelled group (Tajfel, 1982). When social identity defines the sense of belonging and stresses the salient group characteristics, it comes from an evaluative comparison between “us” and “others” for group differentiation (Hogg et al., 2017). The differentiation from mainland China that defines Hong Kong’s identity makes this a unique case for investigation. On one hand, the Chinese should be positioned as members of the “in” group as having the same political entity and ethnicity. On the other hand, the contested identity politics embedded

within the continuous protests have led to the Chinese as being positioned as the “out” group, who are regarded as international (as opposed to domestic) tourists to Hong Kong.

This sense of “othering” has been mirrored by the Chinese, who have realized these negative attitudes towards them and have recently started to signify HongKongers as “others” and not “us”. “Do not go to Hong Kong again” has become popular in Chinese social media. The idea of perceived risks strongly guides tourists’ decision to avoid unsafe destinations (Lepp & Gibson, 2003). Apart from the rising concern of public security, it is acknowledged that a tourist destination has a higher level of risk when there is a clash of identities, including gender, nationality, religion, etc (Hughes, 2002). Here, the social attitudes of avoiding risky Hong Kong presented by the Chinese are strongly associated with their reflective reactions towards the clear identity boundaries created during the protests. This research therefore aims to examine Chinese tourists’ reflections on the protest movements and draw out dominant themes that underpin this reflection on their social identity and their sense of risk.

## METHOD

This article employs a social constructionist paradigm that conceptualises identity and risk as a socio-culturally embedded concept. Empirically the study draws on qualitative interviews with 31 Chinese tourists who have visited Hong Kong in the past 4 years. Following the grounded theory methodology, all of the transcribed interviews were analysed inductively in three steps: open coding, axial coding and selective coding.

## FINDINGS & CONCLUSION

The study utilized qualitative data to show Chinese tourists’ reflections on the protest movements and draw out the dominant themes that underpin this reflection on their social identity and their sense of risk. While identity is focused on interactions between “us” and “others”, we have largely focused on the story of “us” rather than

“others”. In the case of Hong Kong, it is the complex boundaries between “us” and “others” that make the view of Chinese tourists important. The study also aims to contribute to the underdeveloped area of dynamic relationships between social identity and risk. At the moment, the data collection is still in process. More detailed findings and a conclusion will be presented at the conference.

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# 'STAY WITH US!' CAREER CHANGE OF APPRENTICES IN HOSPITALITY VOCATIONAL EDUCATION AND THE INFLUENCE OF KNOWLEDGE TRANSFER ON VOCATIONAL COMMITMENT

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## INTRODUCTION

The hospitality industry in developed countries has long faced problems regarding human resource attraction and retention (e.g., Enz, 2009; Davidson and Wang, 2011). The strong service and customer orientation of hospitality employees makes them highly attractive for other industries (Baum, 1995) which often results in career changes towards a professional path outside the sector. In his empirical study, Richardson (2010) found that more than 50% of undergraduate tourism and hospitality students are considering careers outside the sector, and one third indicated that they would definitely not work in the industry after graduation.

Apart from higher education, vocational educational and apprenticeships are another pillar for the development and training of human resources for the hospitality sector. In their study, Marrero-Rodríguez et al. (2020) find that vocational training is the most required educational level in tourism and hospitality jobs. However, many vocational school leavers change their career (e.g., Wolbers, 2003) and they do not even seek a job in the industry they have been specializing for. Students'/apprentices' career changes are hence an additional threat for the hospitality sector that increases its human resource shortages despite the financial effort made by public administrations and some private institutions to train individuals for the sector.

In this line, apprentices' career changes after having completed their apprenticeship program are often caused by a reduction or lack of vocation or 'calling' to start a career in the hospitality sector.

Prior research on commitment in an educational context has been rather devoted to analyzing commitment to a particular academic institution (e.g., DeShields et al., 2005), to students' commitment to career choices and career expectations during their undergraduate degrees (e.g., Chuang et al., 2007) or to self-commitment in the course of internships (e.g., Chen and Shen, 2012). An extensive search of hospitality research literature failed to reveal any details regarding the specific role of commitment in apprenticeship-based vocational education and its potential influence on career choices. Nachmias and Walmsley (2015) state that there is a need for deeper empirical studies that shed light on how career decisions in the hospitality sector are actually made. Attempting to bridge the research gap on apprentices' career decisions that prevent them from leaving the hospitality industry from the knowledge view, the goal of this work is to identify knowledge transfer-related aspects of vocational education that exert a relevant influence on hospitality apprentices' vocational commitment as a prerequisite of reducing their career change intentions.

## LITERATURE REVIEW

The term 'career change' may be defined as a worker's change of employer in order to start a new job in either a different industry or occupation from the one that s/he was previously employed in (Carrillo-Tudela et al., 2016). Though career changes within the hospitality sector may be very positive not only for individuals but also for firms and for the whole industry if they result in more

motivated employees and managers, career changes that imply leaving the sector can dramatically increase its traditional human resource problems in many developed economies. Higher rates of career changes may be found among young professionals who are still shaping their vocational identities (Bieger et al., 2005).

An individual's vocational commitment describes the psychological relationship to his/her vocation (Lee et al., 2000). The more someone identifies with their occupation and the more positive feelings they have about it, the higher their vocational commitment (Blau, 2003). According to Yang and Dong (2013), education affects vocation.

Knowledge transfer is relevant in education (Wringe, 2009). Moreover, knowledge transfer is the core of the school-enterprise cooperation in vocational education (Tan and Tang, 2010). The loss or increase of vocational commitment and hence the attraction and retention of staff in sectors such as the tourism one can be partially explained by knowledge transfer dynamics. In vocational education, knowledge transfer processes can affect the student's vocation due to the characteristics and quality of the educational center-based learning and of the workplace learning.

After reviewing the literature on knowledge transfer, several transfer-related factors or processes have been identified as potential determinants of vocational commitment. The potential relationship of these factors with vocational commitment is analysed, leading to the presentation of five research hypotheses:

- H1: The apprentice's applied academic background positively influences his/her vocational commitment.
- H2: The apprentice's satisfaction with the training in the educational center positively influences his/her vocational commitment.
- H3: The existence of mentorship during the workplace learning of the apprenticeship positively influences the apprentice's vocational commitment.
- H4: The existence of training possibilities during the workplace learning of the apprenticeship positively influences the apprentice's vocational commitment.
- H5: The existence of a personalized system of training during the workplace learning of the

apprenticeship positively influences the apprentice's vocational commitment.

## METHOD

In order to meet the goal of this study, the German apprenticeship-based educational system, also known as dual education, provides a relevant context for this research due to its dual nature. Apprentices work as professionals in a firm while they learn in school for one or two days a week (Achtenhagen and Grubb, 2001). Firm-provided, on-the-job training is combined with state-provided, school-based education (Dustmann and Schönberg, 2012) and both vocational schools and workplaces are seen as conducive learning environments (Gulikers et al., 2008).

The data to test the research hypotheses were collected in Bavaria, the largest state in Germany. Regarding the population of the study, there were 9,552 apprentices in the dual hospitality vocational education system of Bavaria in 2017. The majority of those apprentices were enrolled in the program of hotel clerk (4,491), followed by 3,421 apprentices in the program leading to become a cook/chef (DEHOGA Bayern, 2017). Only second- and third-year apprentices were selected. Accordingly, the overall population size was 3,599 individuals.

The dependent variable was measured with a five-point Likert scale and four items adapted from the work by McKay et al. (2007). With regard to the independent variables, the prior applied knowledge was measured by a dichotomous variable. The satisfaction with the training in the educational center of the vocational school was measured with the six items of the 5-point Likert scale on good teaching by Byrne and Flood (2003). The existence of mentorship, training possibilities during the workplace learning, and a personalized system of training in the firm were asked directly through three single items, respectively.

The questionnaire, which was prepared in German, was applied online and anonymously. As a result of the fieldwork, 331 valid questionnaires were obtained. The adjusted response rate is 9%, and the margin of error is 5.13% at a confidence level of 0.95. Data were analyzed using SPSS.

## FINDINGS

In general, apprentices show relatively high levels of vocational commitment to the hospitality sector, but with a clear exception. Though most trainees consider the sector is a good place to work (58.5%), highly inspiring (49.3%) and highly motivating (44.2%), there are objective doubts as to recommending the sector as a place to work.

A regression analysis was conducted to test the linear relationship between the trainee's vocational commitment and the five independent variables stated in the theoretical framework. Three additional aspects were used in the equation as control variables: the apprentice's gender, his/her age, and whether s/he is doing his/her internship in a restaurant or not. One independent variable was continuous (satisfaction with training) and the four remaining ones were inputted in the regression equation as dummy variables. Regarding the control variables, age was included in the regression analysis as continuous variable, and gender and internship in a restaurant were introduced as dummy variables.

Four variables exert a significant influence on the apprentice's vocational commitment. The first one is their satisfaction with training in the educational center, and consequently H2 can be accepted. The relevance of the scholastic part in the apprenticeship-based educational system is then highlighted. The professional part of the apprenticeship-based educational system also influences the apprentice's vocational commitment through two factors: The existence of a mentor or professional individual in the organization who will guide the trainee in the learning process at the workplace and a personalized training system. Hence H3 and H5 can be accepted too. The results of the multiple regression analysis also show that the apprentice's gender influences vocational commitment: male apprentices tend to be more committed to the career in the sector than female ones. The other two control variables do not exert a significant influence on an apprentice's commitment.

Two research hypotheses (H1 and H4) have not been supported. Regarding prior applied knowledge (H1), apprentices with a lack of prior sectorial knowledge could keep up due to the

teaching methods in the school, and the elements of learning personalization in the firm commented above. With regard to general training possibilities in the firm (H4), the unnecessary or useless knowledge offered in the courses, seminars, or other training activities organized in or by the firm in a general way could explain the lack of effect of this variable.

## CONCLUSION

The knowledge-based view is a solid theoretical framework that can be used to understand knowledge dynamics in many topics. The empirical approach of this work has revealed that knowledge transfer processes in the educational system can have an impact on hospitality apprentices' career aspirations. Specifically, the satisfaction with training in the educational center, the existence of direct mentorship and a personalized corporate training system for the apprentice tend to be relevant to keep the decision to stay in the sector after the educational stage.

The academic implications of the results of this work are mainly related to the usefulness of the knowledge-based view to explore educational dynamics that affect hospitality apprentices and students in their career path beyond the years spent in educational institutions. From a practical perspective, the results of this work also allow for issuing some recommendations to increase the vocational commitment of students in the apprenticeship-based educational system. Vocational schools should formulate a knowledge strategy to align their knowledge resources and capabilities to their strategy (Ferreira et al., 2018). With regard to the satisfaction with training in the educational center, the decision makers of vocational education must be open to analyze trends and new aspects to be included in the curricula. Moreover, quality evaluation programs should detect teachers' pedagogical needs, and training possibilities should be offered subsequently. The firm system as a complement of the education in the apprenticeship-based educational system must be carefully designed as well. One of the strategic decisions is the configuration of the network of the companies to be included. Firms with a genuine interest to collaborate and with a disposition to

assign mentors to the students should be the basis of that network. In addition, feedback about the mentor and the personalization of training should be included in the apprentice reports about their learning experience in the companies.

Regarding the limitations of this work, the use of a questionnaire to collect data on the variables of the work may limit the understanding of the phenomena studied. Besides, the geographical extrapolation of the results must be done with caution. Moreover, the specific characteristics of the dual apprenticeship system hamper the generalization of results to programs of vocational education. However, those programs in which internships are a relevant part of the training may experience similar dynamics. Hence, the findings of this study may be transferable to other countries utilizing an applied approach in vocational education by taking the aspects identified to have an influence on German apprentices' vocational commitment as a basis for refining vocational training.

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