

ERRATUM

Competence-based Vocational and Professional Education

Bridging the Worlds of Work and Education

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Technical and Vocational Education and Training: Issues, Concerns and
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Erratum to:

Chapter 37 in: Michael Sailer, Jan Hense, Heinz Mandl, and Markus Klevers,
Fostering Development of Work Competencies and Motivation via Gamification,
DOI [10.1007/978-3-319-41713-4_37](https://doi.org/10.1007/978-3-319-41713-4_37).

The original version of this chapter was inadvertently published with incorrect
F values in the results of MANCOVA listed in page 811 and 812. The comma in the
brackets was erased which resulted “F(1100)” instead of “F(1,100)”

The updated original online version for this chapter can be found at
DOI [10.1007/978-3-319-41713-4_37](https://doi.org/10.1007/978-3-319-41713-4_37) and DOI [10.1007/978-3-319-41713-4_48](https://doi.org/10.1007/978-3-319-41713-4_48)

The value of 21.98 was published incorrectly as 21,98 in the original version of the book. It is updated in page 811.

- Regarding *quantitative performance*, the gamification group achieved 62.44 ($SD=15.92$) picks on average, while the control group achieved 46.82 ($SD=18.92$) picks. A MANCOVA indicates that this quantitative performance is significantly higher in the gamification group than in the control group, $F(1,100)=72.49, p<.01, \eta_p^2=.420$.
- Regarding *qualitative performance*, the gamification group achieved an accuracy rate of 94% ($SD=.07$) on average. The control group achieved an accuracy rate of 87% ($SD=.14$) on average. A MANCOVA indicates that this qualitative performance is significantly higher in the gamification group than in the control group, $F(1,100)=21.98, p<.01, \eta_p^2=.180$.

2. *To what extent can gamification work-integrated training environments foster experiences of competence, autonomy regarding task meaningfulness, autonomy regarding decision freedom and relatedness?*

- Regarding the *experience of competence*, the gamification group scored 4.81 ($SD=1.40$) on a seven-point Likert scale, while the control group scored 4.11 ($SD=1.13$). A MANCOVA indicates that participants from the gamification group have significantly higher experiences of competence than participants from the control group, $F(1,100)=8.11, p<.01, \eta_p^2=.075$.
- Regarding the *experience of task meaningfulness (autonomy)*, the gamification group scored 5.46 ($SD=1.06$) on a seven-point Likert scale, while the control group scored 4.34 ($SD=1.38$). A MANCOVA indicates that participants from the gamification group have significantly higher experiences of task meaningfulness than participants from the control group, $F(1,100)=18.90, p<.01, \eta_p^2=.159$.
- Regarding the *experience of decision freedom (autonomy)*, the gamification group scored 4.03 ($SD=1.49$) on a seven-point Likert scale, while the control group scored 3.64 ($SD=1.58$). A MANCOVA indicates that participants from the gamification group have significantly higher experiences of decision freedom than participants from the control group, $F(1,100)=4.03, p<.05, \eta_p^2=.039$.
- Regarding the *experience of relatedness*, the gamification group scored 3.31 ($SD=1.47$) on a seven-point Likert scale, while the control group scored 1.93 ($SD=.99$). A MANCOVA indicates that participants from the gamification group have significantly higher experiences of relatedness than participants from the control group $F(1,100)=27.85, p<.01, \eta_p^2=.218$.

Erratum to:

Chapter 48 in: Susan Seeber and Eveline Wittmann, Social Competence Research: A Review, DOI [10.1007/978-3-319-41713-4_48](https://doi.org/10.1007/978-3-319-41713-4_48).

The original version of this chapter was inadvertently published without reference for figure 1. The reference is updated in the reference list as : “Kanning, U. (2009b). *Inventar sozialer Kompetenzen*. Göttingen: Hogrefe”.