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Both authors will hold the presentation

Abstract for 50nd CIECA Congress
Belfast, 30th and 31th of May 2018

“Role of demographic variables and training time in driving test performance”

How demographic variables and training time can influence in developing a responsible driver.

Demographic variables, such as age and gender, have a role in road safety behaviors and attitudes of drivers. For example, it is a well-known fact that, compared to the other driver groups, young and male drivers are at a higher risk of accident involvement. It is likely that demographic characteristics of the learner drivers also have a role in both their overall performance during the driver education process and the driving test performance. In addition to demographic variables, time spent during the driving training is critical for driving performance. There are research evidence that amount of time spent in driving training is positively associated with a good and safe driving performance both at the driving test and after the test.

Aims

In this study we will focus on the role of demographic variables and time-related variables (e.g. time used to complete the driver training, time distance between the training steps) in driving test performance of the learner drivers in Norway. The Norwegian driving education model consist of both driving test, mandatory courses and training with lay instructor. All three of them are important for implementation of the intentions and succeeding. The first aim of the study will be to provide descriptive information about the Norwegian driver education system. Gender and age distribution of the learner drivers, average time used to complete the whole driver education process and specifically time used to complete each step, and average time distance between the theory and practical test will be summarized based on the data. The second aim will be to examine whether there are some associations between demographic variables (e.g. age, gender), time-related variables and learner drivers' performance at the

driving test. Performance of the learner drivers will be determined based on several criteria, such as the result at the first attempt (pass or fail), how many attempts the learner driver took to pass the test and how many errors and violations the learner driver did at the test.

Methods

Norwegian Public Roads Administration database is will be used to access the information of the learner drivers, who have taken their driver license in May, 2017. A random sample of learner drivers from all regions of Norway will be obtained. In particular, information related to demographic information, start and end dates of the driver education process, time distances between the training steps, results and number of attempts for the driving test will be used for the purpose of the study.

Results

The results from the study will give important overview of the implementation of the driving education model and be important in future driver education and risk-prevention. The study will give us important information regarding the role of demographic variables and training time in driving test performance. These results will be presented at the CIECA congress.

Key words: demographic variables; training time; driver education; Norway