

Professional Practicum in German Higher Education



Acquisition of Competences and their Influence
on Labour Market Entry

Presentation at the

„First National and International Conference on Professional Practicum. The Professional Practicum and Educational Models: Concepts, Implementation and Development of Professional Competences in a National and International Context“ at the

Benemérita Universidad Autónoma de Puebla
Complejo Cultural Universitario

8th June 2011 | Andreas Sarcletti, Ph. D.

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1 Introduction

- University degree often not sufficient for labour market entry
- Internships to complete competence profile
- Significance of internships depends on field of study

- Acquisition of competences in internships
 - Practical competences vs. theoretical competences
 - Information technology skills
 - Intercultural skills (internships in foreign countries)

- Internships also important for contacts to employers

2 Theoretical Background: Human Capital Theory

Human Capital Theory

- competences are decisive for success in the labour market

Human Capital Theory and Internships

- Fields of study with clear vs. diffuse reference to labour market
- profit: general/company-specific competences, income
- costs: accommodation, travel, lost income, mark, duration of study

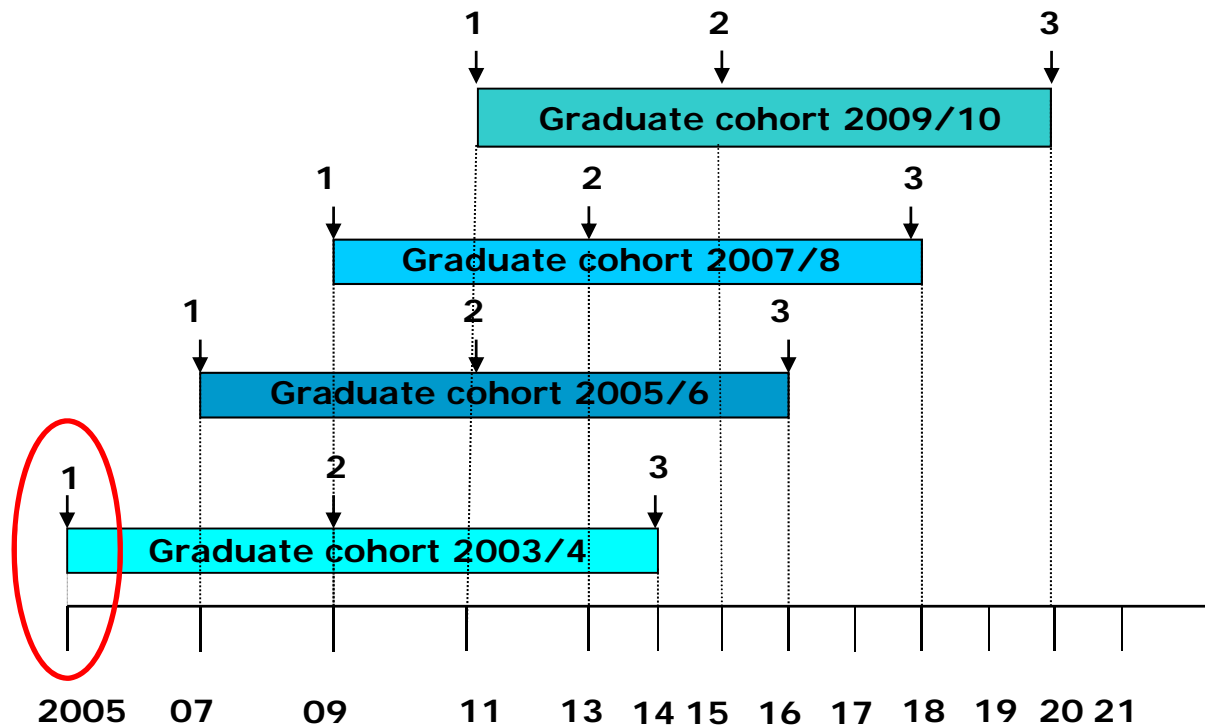
3 Methods

3.1 The Bavarian Graduate Panel

- Bavarian graduates who finished their studies in 2003/04
- Survey about one and a half years after graduation
- 4,573 graduates (Diploma and Magister)
- Graduates of five groups of field of study:
 - Language and culture sciences (613 persons)
 - Social sciences (461 persons)
 - Economics (1,701 persons)
 - Mathematics and natural science (773 persons)
 - Engineering sciences (971 persons)
- Universities and Universities of applied sciences

3 Methods

3.1 The Bavarian Graduate Panel



3 Methods

3.2 Characteristics of Internships

- Information about acquisition of competences: first/last internship
 - Acquisition of professional competences*
 - Acquisition of extra-professional competences*
- Acquisition of professional and extra-professional competences:
independent variables concerning labour market entry models
(last internship only)

*1=very useful to acquire these competences

5=not useful at all to acquire these competences

3 Methods

3.2 Characteristics of Internships

- Further information about first/last internship:
 - Usefulness: contact to employers for future labour market entry
(1=very useful, 5=not useful at all)
 - Included in models concerning labour market entry (last internship only)
 - Usefulness: orientation concerning own composition of studies
(1=very useful, 5=not useful at all)
 - Usefulness: more exact picture of possible occupations
(1=very useful, 5=not useful at all)
 - Both not included in models concerning labour market entry, but important aspects concerning the usefulness of internships

3 Methods

3.2 Characteristics of Internships

- Further information about first/last internship (continuation):
 - Duration (in weeks)
 - Obligatory versus voluntary internship
 - Position in the studies (semester in which internship is absolved)
 - Assistance/support at the firm, where internship is absolved
(1=very good, 5=very bad, 6=not at all)
 - Assistance/support from university/university of applied sciences
(1=very good, 5=very bad, 6=not at all)
 - All included as independent variables in models concerning usefulness of internships

3 Methods

3.3 Impact on Labour Market Entry

- Characteristics of first employment (dependent variables)
 - Limited in time or not (logistic regression)
 - Income (gross per hour) (OLS regression)
 - Adequacy concerning level of tasks* (OLS regression)
 - Adequacy concerning field of study* (OLS regression)
 - Adequacy concerning professional status* (OLS regression)
- Duration until labour market entry
 - Piecewise constant exponential model
 - Competing risks: first employment vs. Ph. D. fellowship

*1=yes, definitively; 5=not at all

3 Methods

3.3 Impact on Labour Market Entry

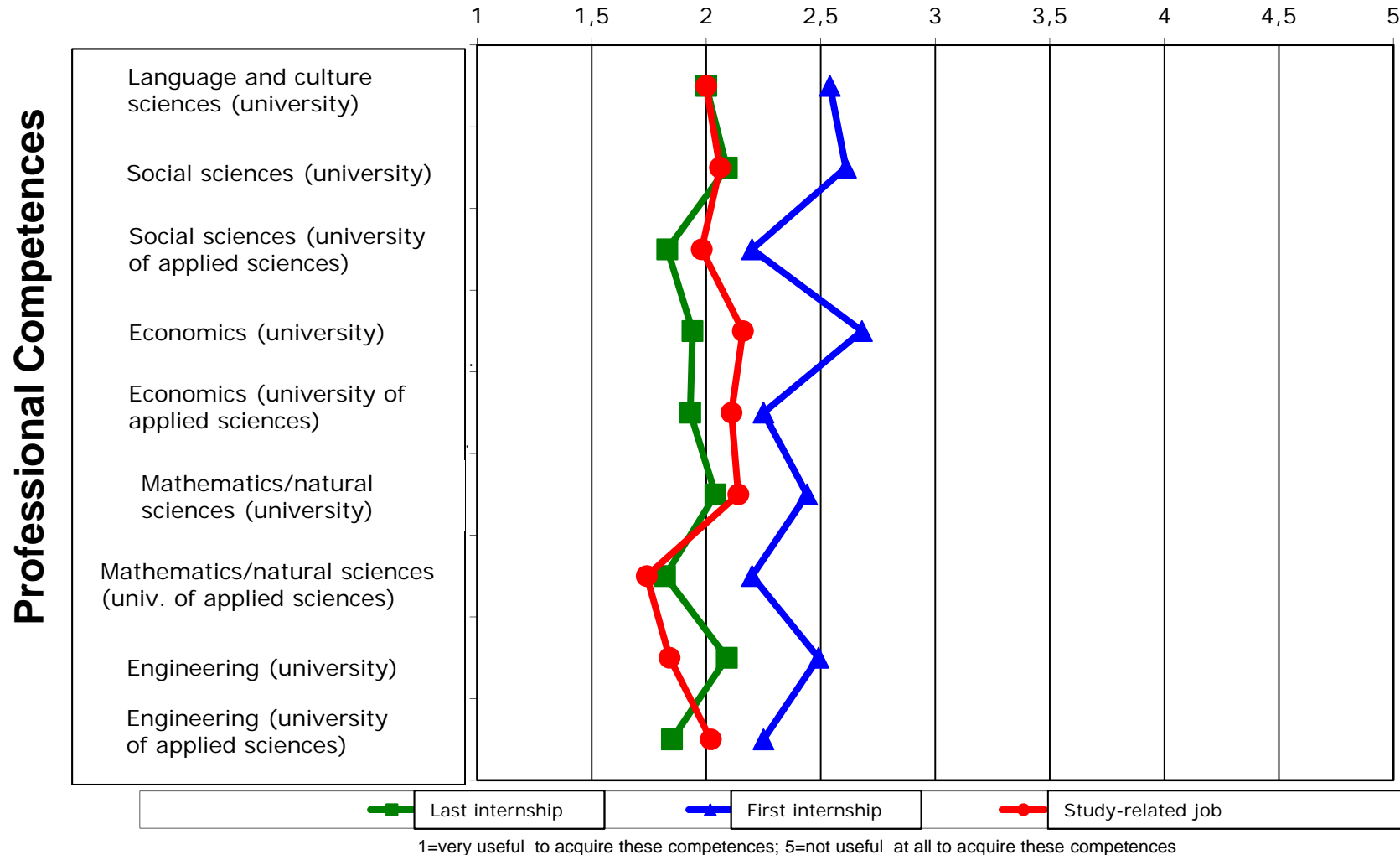
- Independent variables beside those concerning internships
 - Familial conditions (gender, partner, parents' education)
 - Course of education (study-related stay abroad, study-related vocational training, change of field of study)
 - Results of the studies (final mark in exam, duration of studies)
 - Further variables (disposition for mobility, time when job search began, job combined with writing a Ph. D. thesis*, first employment in public service*, field of study of the graduate)

*not in models concerning duration until labour market entry

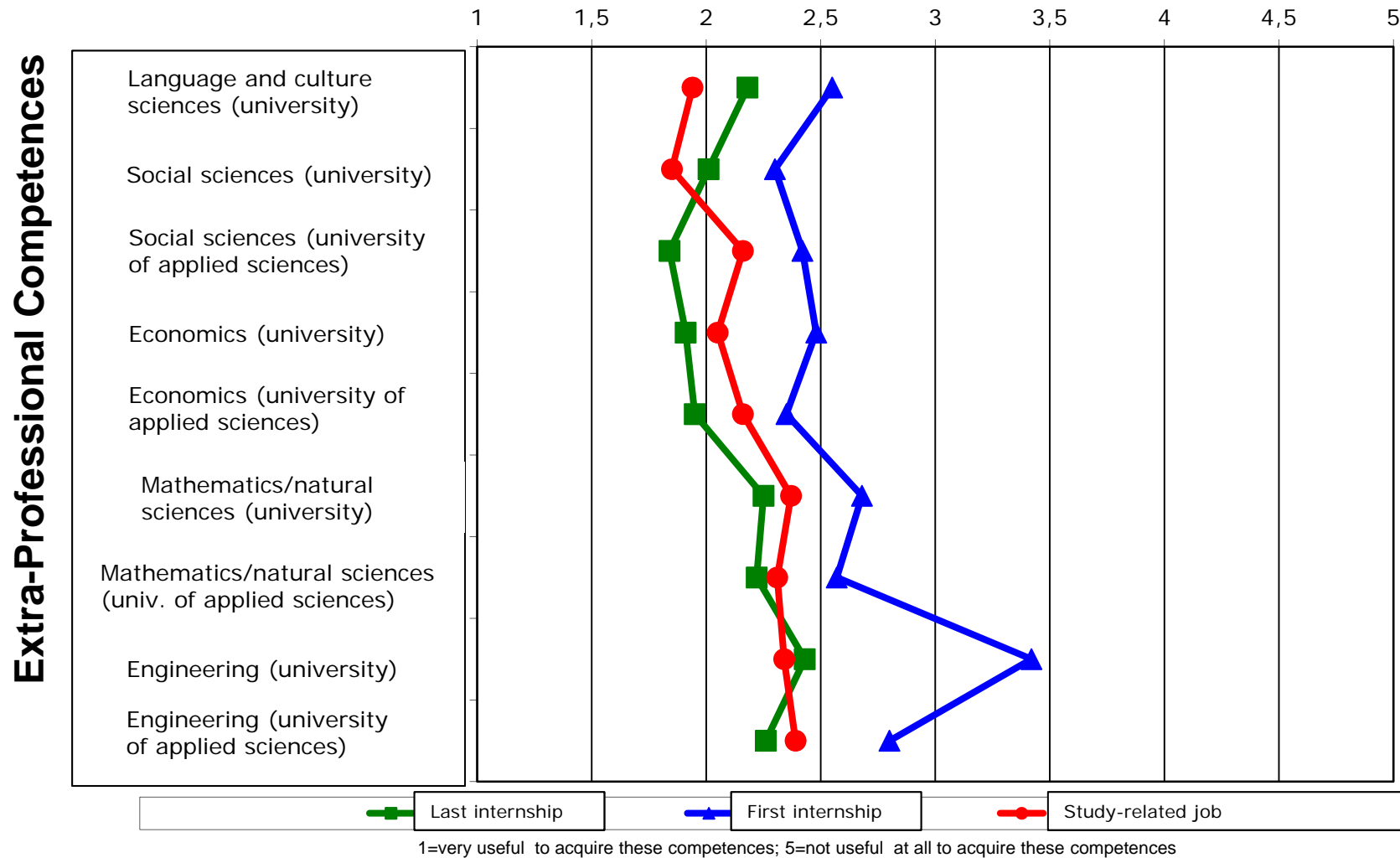
4 Results concerning Quality of Internships with Regard to Competences

- On which factors does the usefulness depend primarily ?
 - Assistance/support at the firm
 - Duration
 - Assistance/support at HE institution (university of applied sciences only)
 - Last internship (much) more useful than the first one
 - Differences between fields of studies (see next two slides)

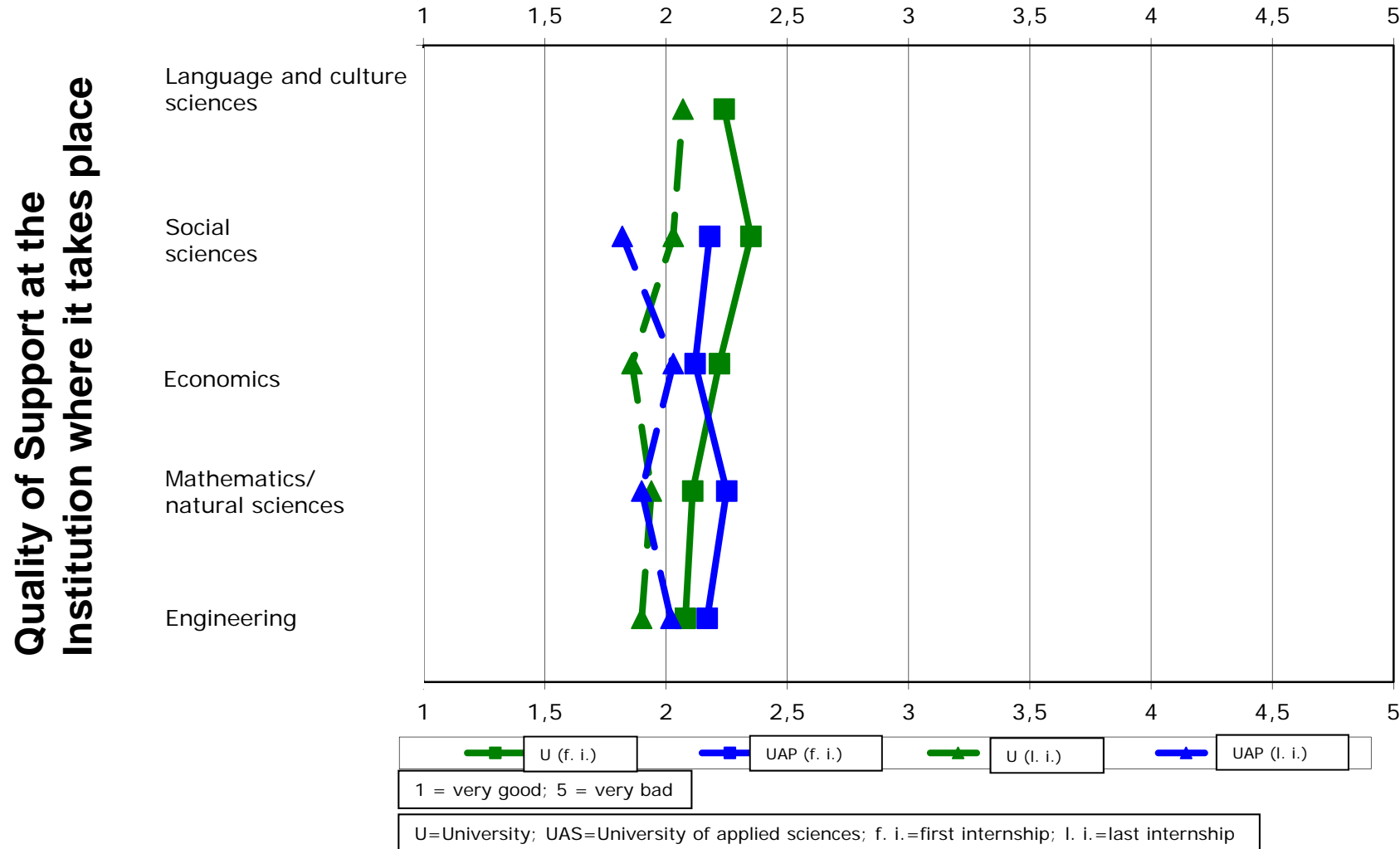
4 Results concerning Quality of Internships with Regard to Competences



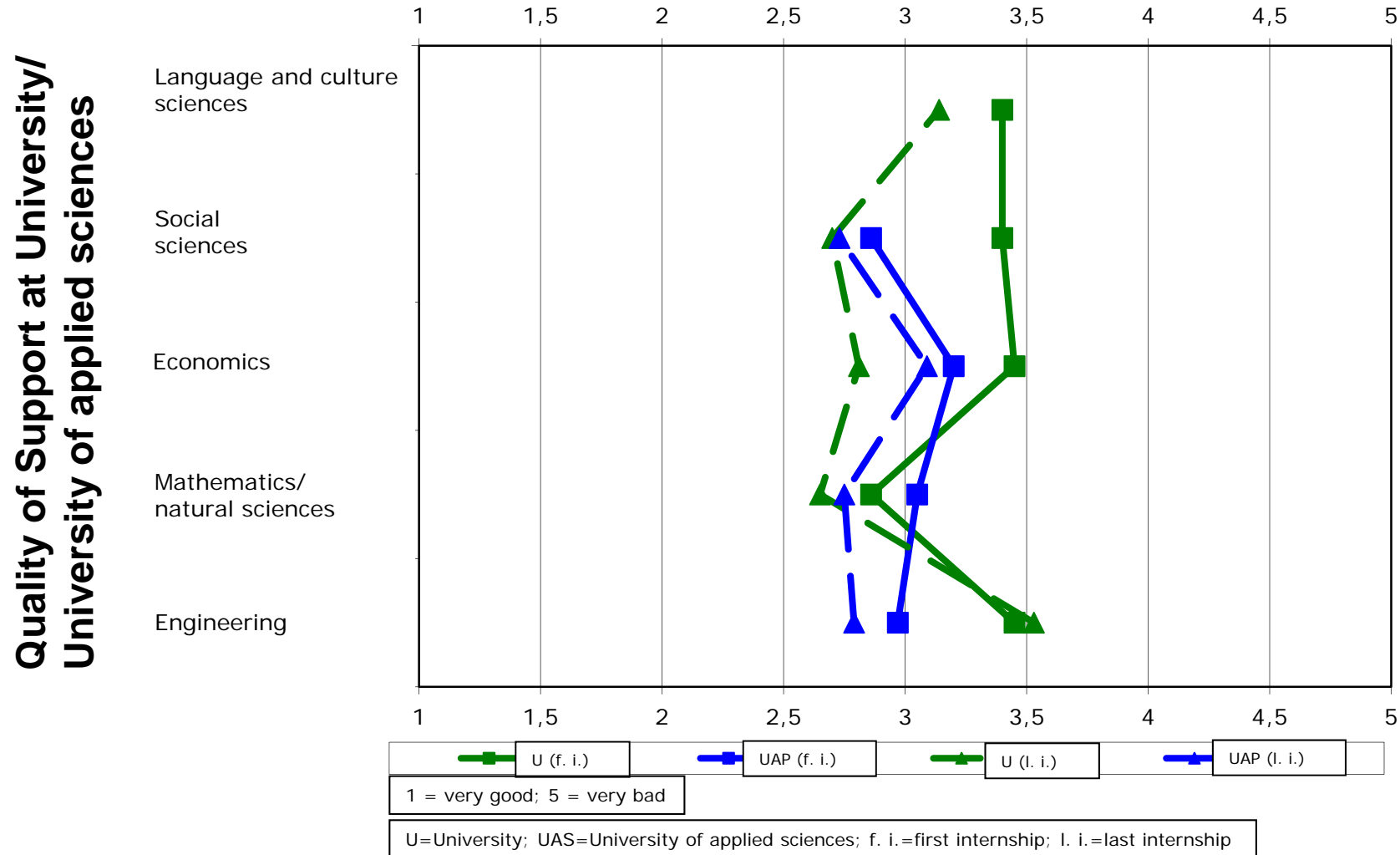
4 Results concerning Quality of Internships with Regard to Competences



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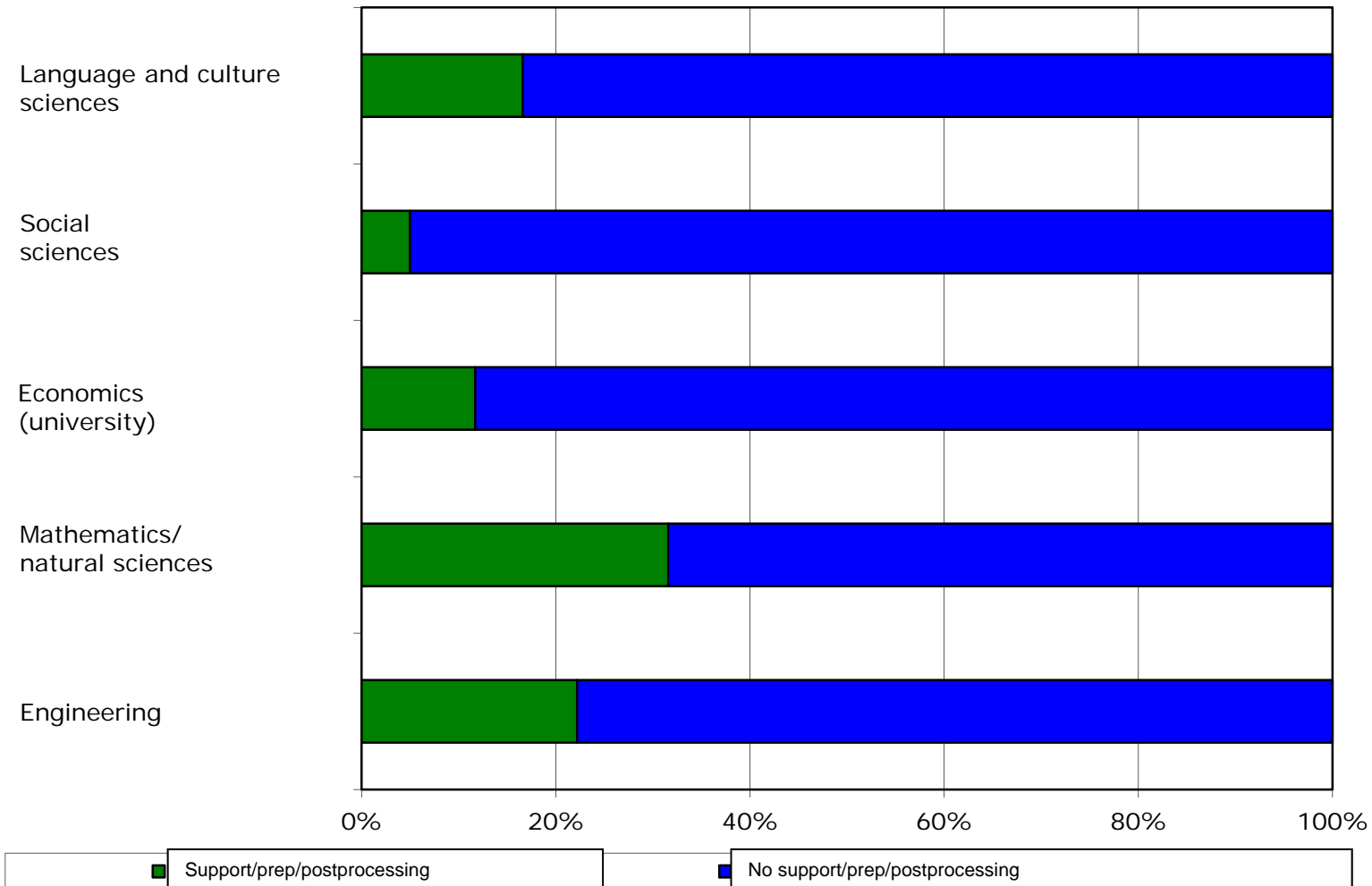


4 Results concerning Quality of Internships with Regard to Competences

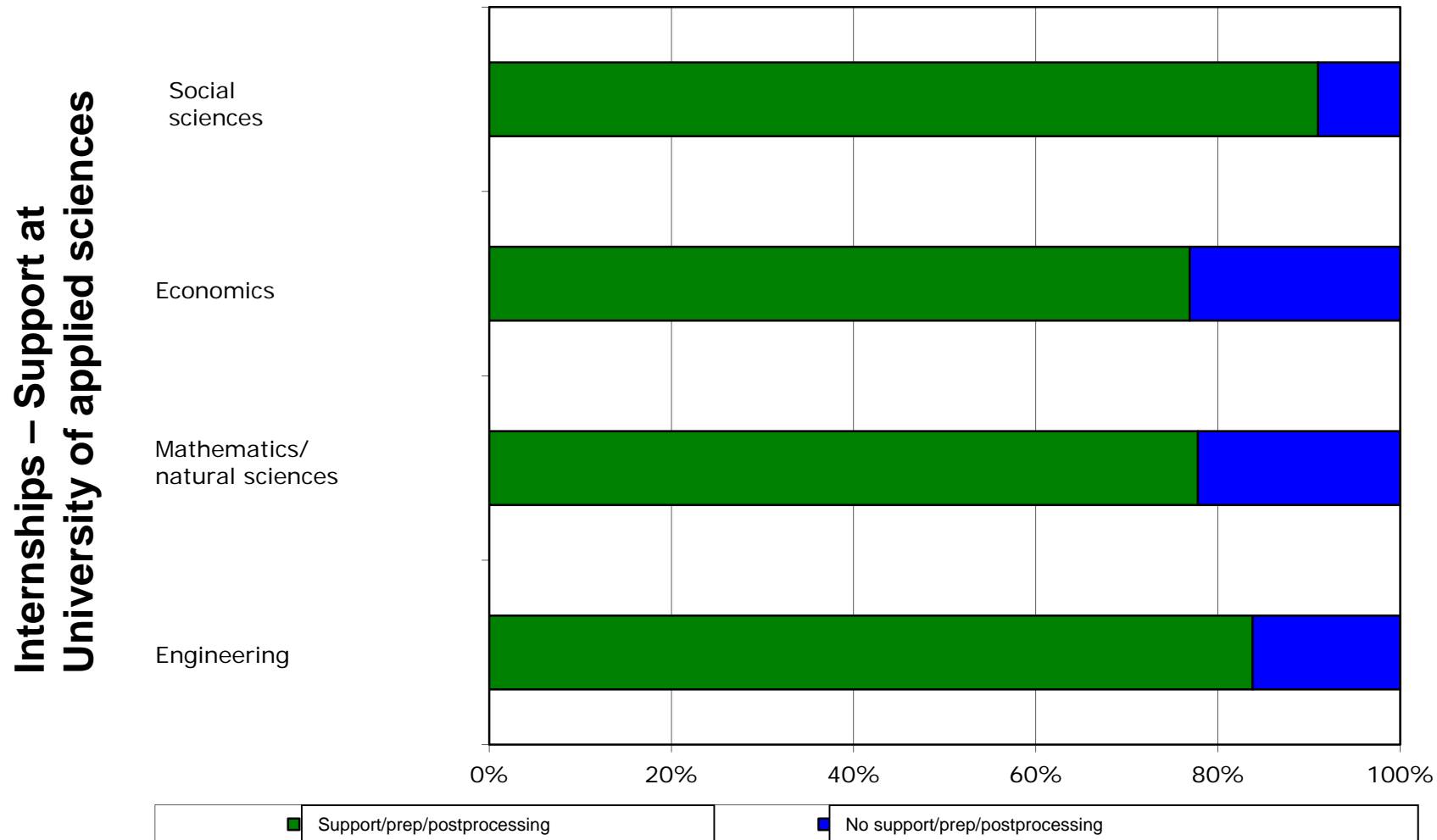


4 Results concerning Quality of Internships with Regard to Competences

Internships – Support at University



4 Results concerning Quality of Internships with Regard to Competences



5 Impact of Competences acquired in Internships on Labour Market Entry

▪ Influence of Internships on First Employment

→ Results for all Bavarian graduates

	Number of internships	Prof. competences (1=very useful; 5=not useful at all)	Extra-prof. competences (1=very useful; 5=not useful at all)	Way to first employment after studies through contact (1=yes)
First employment limited in time(1=no, 0 = yes)	n. s.	n. s.	n. s.	n. s.
Income (gross) per hour	n. s.	n. s.	n. s.	1,936***
Adequacy: level of tasks (1=yes, definitively, 5=not at all)	n. s.	0,070**	0,064**	-0,189*
Adequacy: field of study (1=yes, definitively, 5=not at all)	n. s.	0,110***	n. s.	-0,186*
Adequacy: professional status (1=yes, definitively, 5=not at all)	n. s.	n. s.	0,096***	-0,199*
Duration until first employment	n. s.	n. s.	n. s.	0,460***

Significance: ***1%-level; **5%-level; *10%-level

5 Impact of Competences acquired in Internships on Labour Market Entry

▪ Influence of Internships on First Employment

→ Results for graduates of fields of study with **clear** reference to the labour market

	Number of internships	Prof. competences (1=very useful; 5=not useful at all)	Extra-prof. competences (1=very useful; 5=not useful at all)	Way to first employment after studies through contact (1=yes)
First employment limited in time (1=no, 0 = yes)	n. s.	n. s.	n. s.	n. s.
Income (gross) per hour	n. s.	n. s.	n. s.	2,068***
Adequacy: level of tasks (1=yes, definitively, 5=not at all)	n. s.	0,080**	0,081**	-0,187*
Adequacy: field of study (1=yes, definitively, 5=not at all)	n. s.	0,130***	n. s.	-0,253**
Adequacy: professional status (1=yes, definitively, 5=not at all)	n. s.	0,074**	0,098***	n. s.
Duration until first employment	n. s.	n. s.	n. s.	0,449***

Significance: ***1%-level; **5%-level; *10%-level

5 Impact of Competences acquired in Internships on Labour Market Entry

▪ Influence of Internships on First Employment

→ Results for graduates of fields of study with **less clear** reference to the labour market

	Number of internships	Prof. competences (1=very useful; 5=not useful at all)	Extra-prof. competences (1=very useful; 5=not useful at all)	Way to first employment after studies through contact (1=yes)
First employment limited in time (1=no, 0 = yes)	-0,258**	n. s.	n. s.	1,132*
Income (gross) per hour	n. s.	n. s.	n. s.	n. s.
Adequacy: level of tasks (1=yes, definitively, 5=not at all)	-0,155***	n. s.	n. s.	n. s.
Adequacy: field of study (1=yes, definitively, 5=not at all)	-0,149***	0,102*	n. s.	n. s.
Adequacy: professional status (1=yes, definitively, 5=not at all)	n. s.	n. s.	n. s.	-0,686**
Duration until first employment	n. s.	n. s.	n. s.	0,673**

Significance: ***1%-level; **5%-level; *10%-level

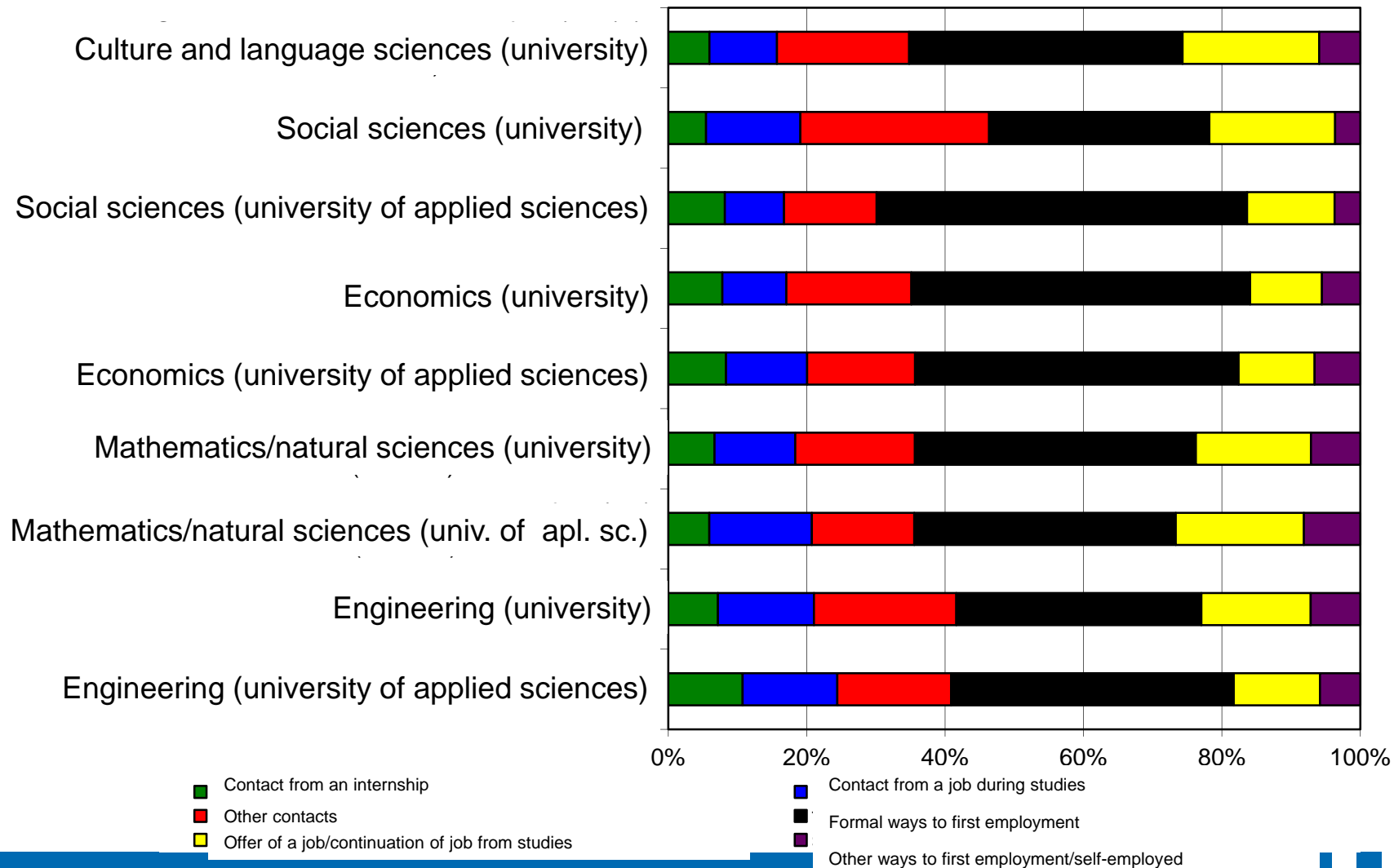
5 Impact of Competences acquired in Internships on Labour Market Entry

- Influence of Internships on First Employment
 - Acquisition of professional and extra-professional competences useful to get a more adequate first employment (graduates of fields of study with clear reference to the labour market)
 - For graduates of fields of study with less clear reference to the labour market, the number of internships is associated with a more adequate first employment
 - No direct effect of competences acquired in internships neither on income in the first employment nor on duration until labour market entry

5 Impact of Competences acquired in Internships on Labour Market Entry

- Influence of Internships on First Employment (continuation)
 - Acquisition of professional and extra-professional competences important to get into contact with employers
 - About eight percent of graduates realise their labour market entry after graduation through a contact acquired in an internship
 - Labour market entry through contacts is associated with a shorter duration until labour market entry and a better first employment
 - Acquisition of competences in internships also has an indirect positive effect on labour market entry

5 Impact of Competences acquired in Internships on Labour Market Entry



6 Conclusion

- Acquisition of competences in internships
 - Depends primarily on assistance/support at the firm/organisation
 - Depends strongly on duration and temporal position in the studies
 - Depends also on field of study and position in the studies
 - Depends also on assistance/support at university of applied sciences

- Effect of competences from internships on labour market entry
 - To some extent associated with a higher adequacy of 1st employment
 - Neither effect on income nor on duration until first employment
 - Competences acquired in internships important to get into contact with employers

Further information

Sarcletti, A. (2009). *Die Bedeutung von Praktika und studentischen Erwerbstätigkeiten für den Berufseinstieg*. München: Bayerisches Staats-Institut für Hochschulforschung und Hochschulplanung

Online available:

http://www.ihf.bayern.de/?download=IHF_Studien%20Hochschulforschung-77.pdf

Contact data:

Dr. Andreas Sarcletti,

HIS Hochschul-Informationen-System,

Goseriede 9, 30159 Hannover, Germany

E-Mail: sarcletti@his.de | Tel.: +49 (0) 511 1220 472

Thank you for your attention!