Oct. 22, 2012@ Bali, Indonesia
EXLIMA international conference
Session D.: Curricula, Competencies and Work Tasks

The Early Stage of Graduates' Career in Japan

Comparison between University, Junior College and Professional Training College

Keiichi YOSHIMOTO, Kyushu University
Yuki INENAGA, RCUS, University of Tsukuba

Topics

1. Purpose
2. Methodology
   - 2.1. The framework and indicators
   - 2.2. Data
3. Analysis
   - 3.1. Required job level
   - 3.2. Utilization of acquired competencies
4. Conclusion

1. Purpose

- The Purpose
  - to investigate higher education experiences, initial career and competencies of graduates from different HEIs in Japan
  - particularly among different HEI sector of university (Daigaku), junior college (Tanki-Daigaku) and professional training college (Senmon-Gakkou) as well as among different institutional selectivity of universities.
- The core question
  - How graduates use their competencies acquired in higher education and developed at the phase of initial career at their working life ?

1. Purpose: background

- In JP, more studies from sociological perspective traditionally focus in the phase of just transition period and its selection and matching mechanisms, under the framework of so called “degree-ocracy”.

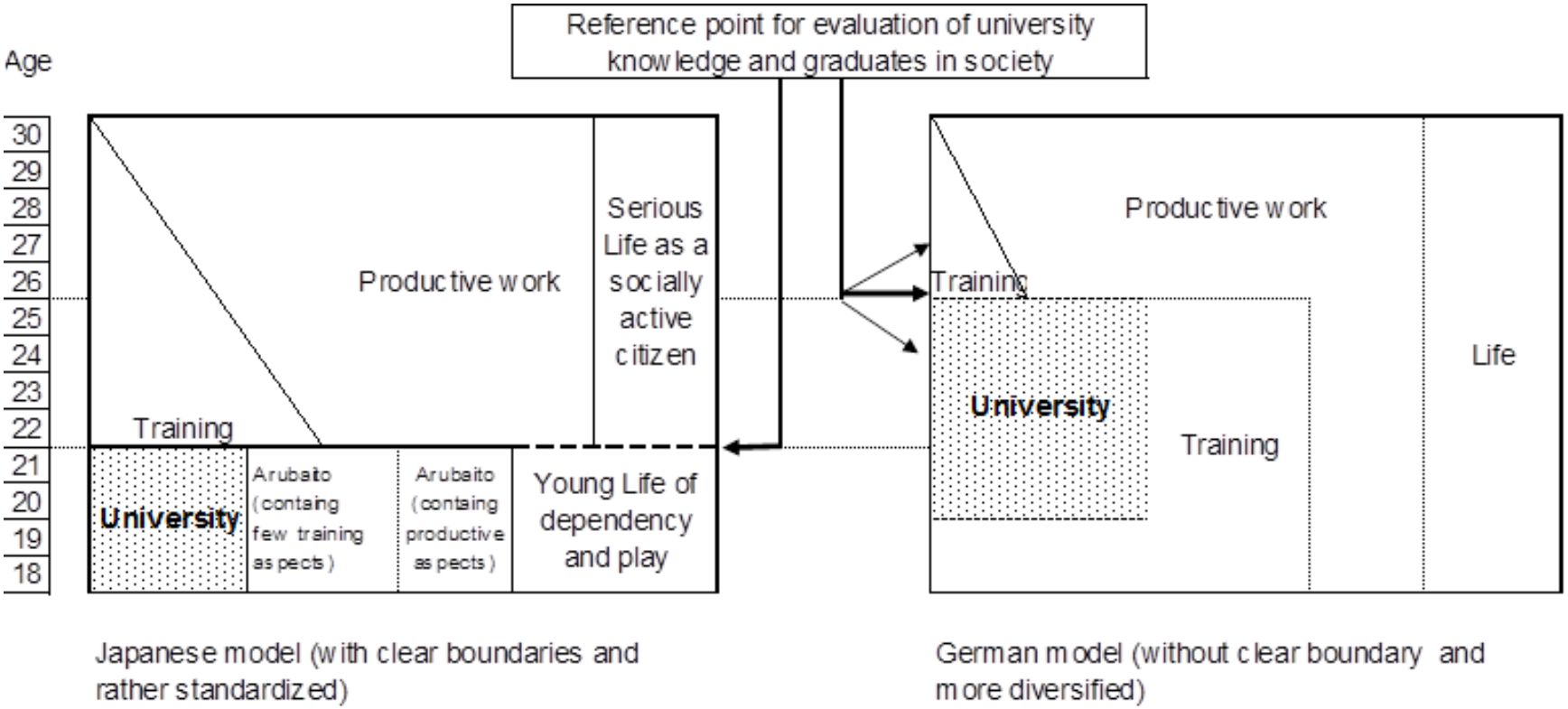
- But now, in the time of both universalisation of higher education and social concerns of accountability of public resources allocated in HEIs, learning outcome of higher education comes to be called into question as part of university evaluation
  - 40% of schools and faculties carried out graduates tracer survey in 2008

- After the 1990s, the JP research group led by Prof. Dr Keiichi Yoshimoto put academic interests in the occupational relevance of the higher education, along with the interests in trajectories of transition from higher education to initial occupational career.
- JP joined 2 European-wide graduate surveys: CHEERS and REFLEX
  - coordinated by Professor Dr. Ulrich Teichler, Dr. Harald Schomburg and colleagues

One of key findings from REFLEX and CHEERS

- **'deferred effect' of university education** (Yoshimoto 2001)
  - the effect of the university education are somewhat "deferred" and slow, rather than immediate and speedy, linked with Japanese mode of human resource developments based on OJT, job-rotation, and slow but steady promotion for university graduates
    - Employers do not concern the field of study of graduates, especially humanities and social sciences
    - the linkage between university knowledge and occupational competencies is assumed to be weak: 'trainability' concept

‘Deferred effect’ of university education (Yoshimoto 2001)

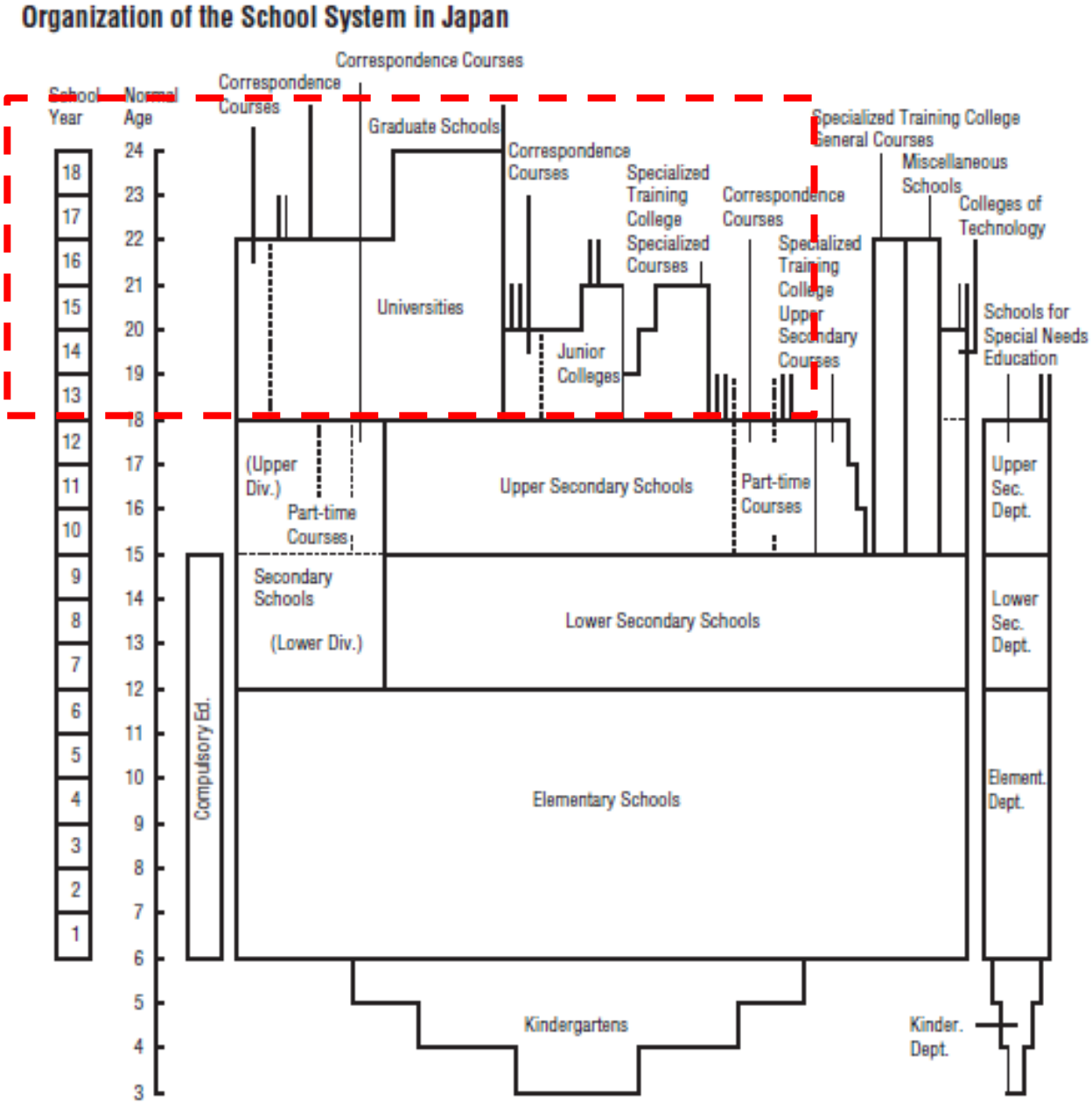


Question: Coverage of 'deferred' effect model in **higher education** (in Japan)

- **For other types of higher education?**
  - Professional Training College (PTC) and Junior College(JC) as ISCED 5B
  - more vocational/professional focus rather than academic focus
  - PTC historically focused on skill training (= relevance with work is high)
  - JC with 2 aspects: mainly for women, ' ½ university' (due to setting of legal standards)

- **For university itself?**
  - 1 of 2 high school graduates enter into university
  - university in massification of higher education; including not only 'elite' institutions but also 'non-elite' institutions
  - 'Deferred' model may be appropriate the former, but a part of latter university is expected that it is no appropriate.

Appendix 2.


Organization of the School System in Japan
School Year
Normal Age
Correspondence Courses
Correspondence Courses
Graduate Schools
Universities
Correspondence Courses
Specialized Training College Specialized Courses
Junior Colleges
Correspondence Courses
Specialized Training College Upper Secondary Courses
Specialized Training College General Courses
Miscellaneous Schools
Colleges of Technology
Schools for Special Needs Education
(Upper Div.)
Part-time Courses
Upper Secondary Schools
Part-time Courses
Upper Sec. Dept.
Secondary Schools
(Lower Div.)
Lower Secondary Schools
Lower Sec. Dept.
Compulsory Ed.
Elementary Schools
Element. Dept.
Kindergartens
Kinder. Dept.

Appendix 3.

- JP tertiary education

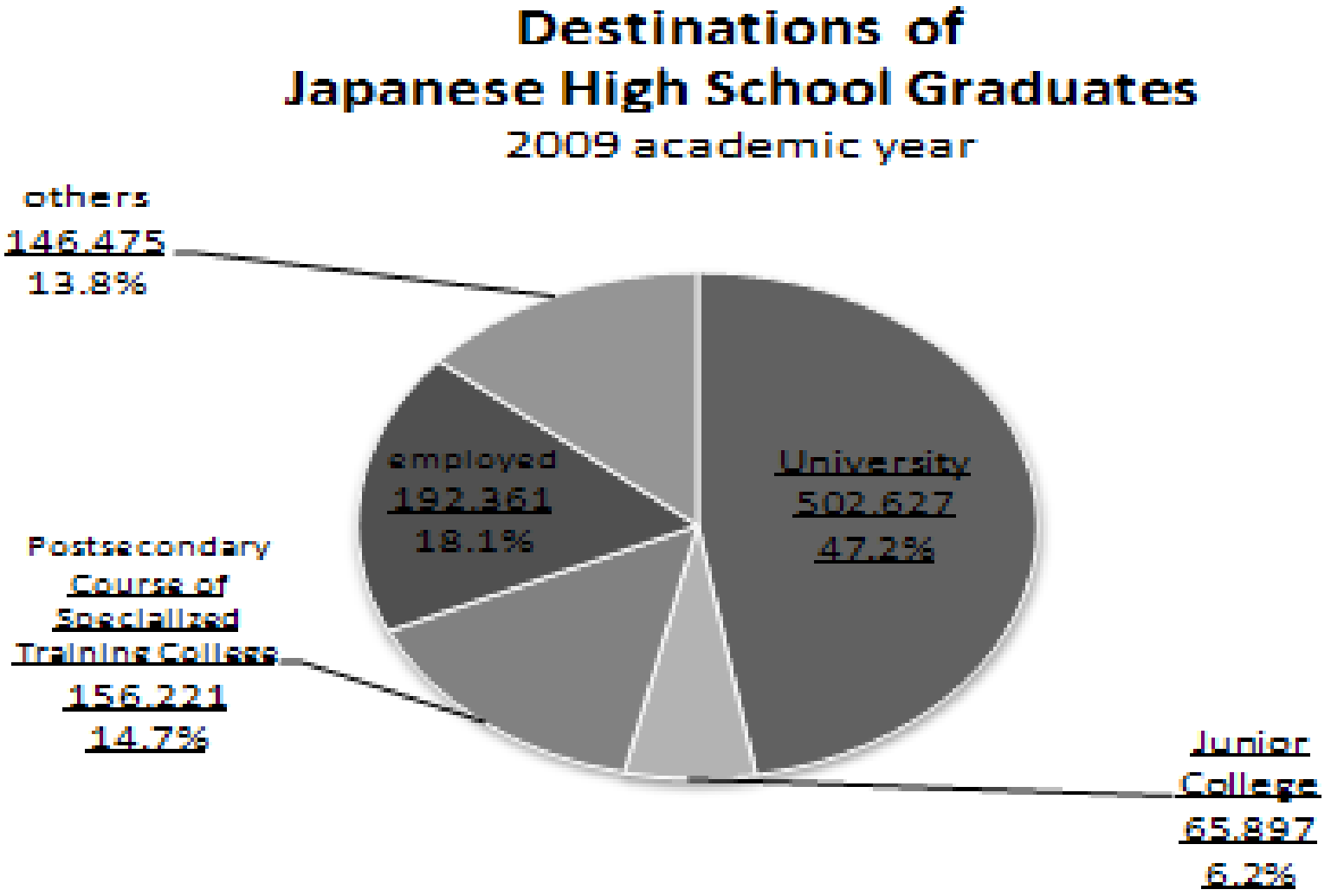
	duration	institution	requirement (mainly)	length of study (year)	qualification	transfer to HE	advanced course
ISCED6							
		university (doctoral course)	master	3	doctor's degree		N
ISCED5A							
	long	university (professional master course)	bachelor	1-2	professional master's degree		N
	long	university (master course)	bachelor	2	master's degree		N
	medium	university (undergraduate corse)	high school	4-6	bachelor's degree		Y
ISCED5B							
	short	Junior college	high school	1-2	associate degree	Y	Y
	short	college of technology	compulsory education	5	title of associate	Y	Y
	short	professional training college	high school	1-4	diploma(2years), advanced diploma (4 years)	Y	(N)

[ref.] Objectives as prescribed by the School Education Act

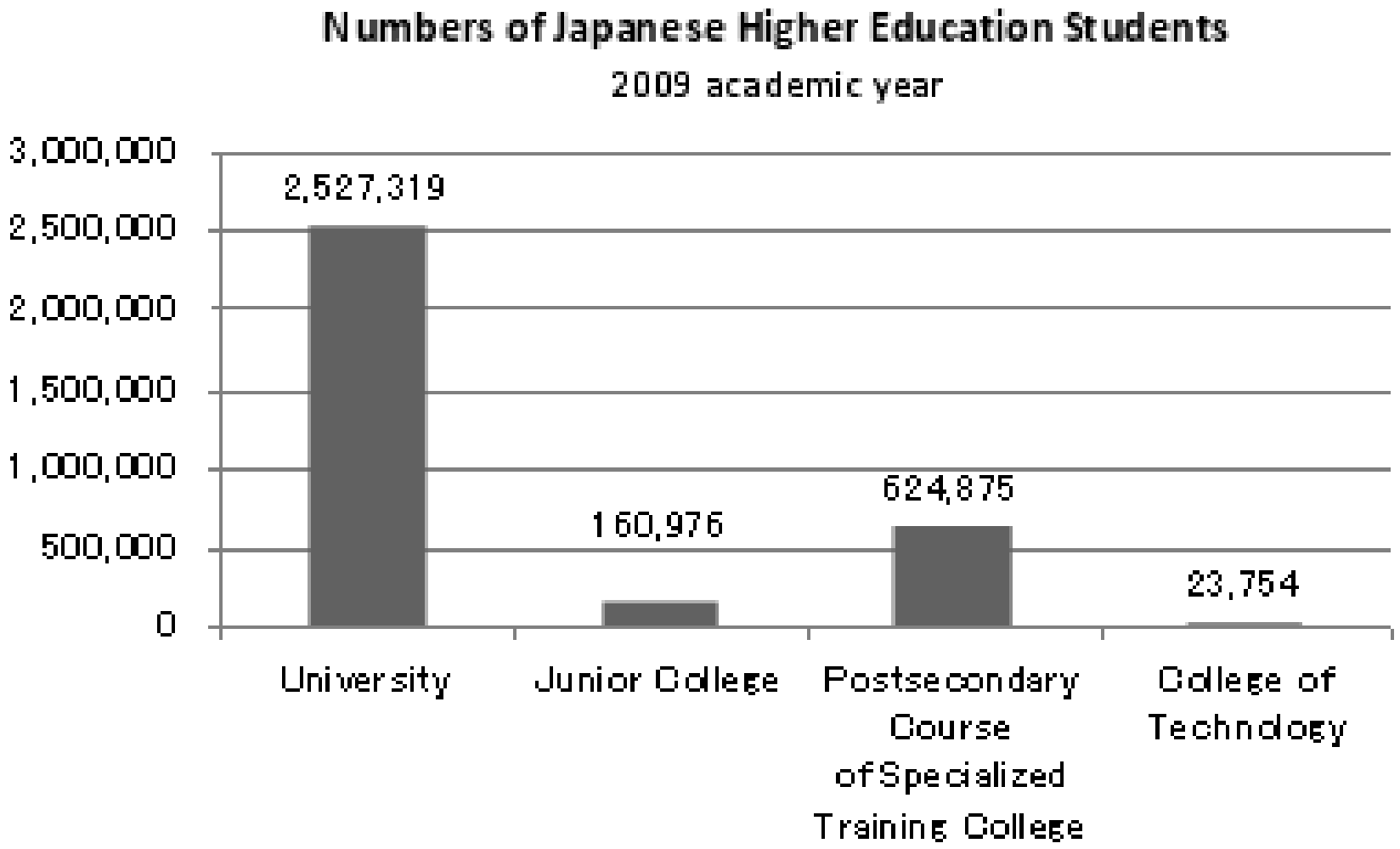
- University: as the center of academic research, to provide knowledge broadly and to teach and research specialised study deeply, and to develop intellectual, moral and practical abilities (article 83)
- Junior college: notwithstanding the provisions of Article 83, universities can set their main objectives to teach and research specialised study deeply, and to develop required abilities for vocation or actual life (article 108)

- Professional training college: Educational institutes except ones stipulated in Article 1, which provide any systematic education which falls under any of the following items with objectives to develop required abilities for vocation or actual life, or culture (or liberal arts, general education : *Kyouyou*) ---(article124)

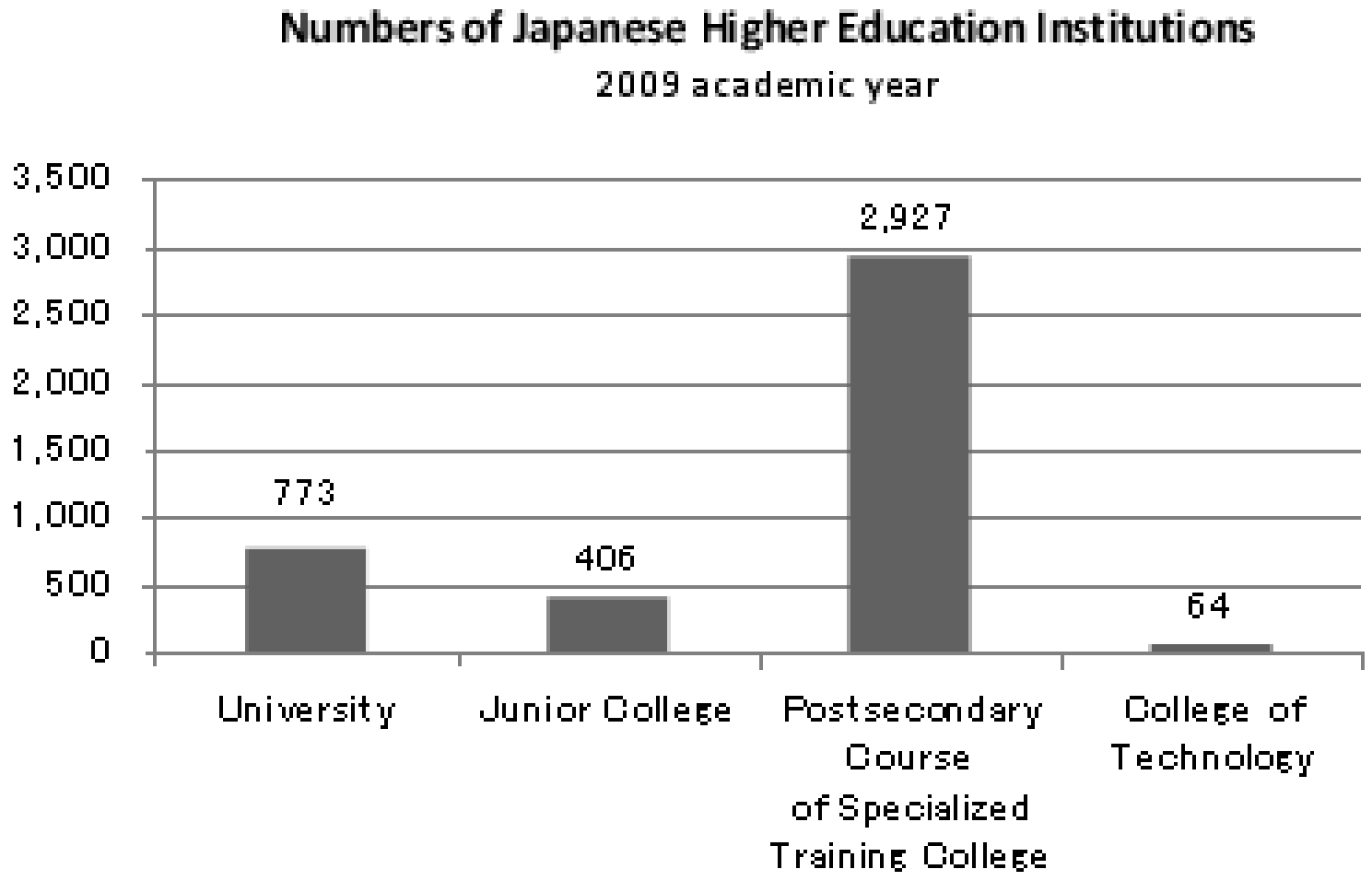
Appendix 4. Destination from senior high school



Appendix 5. a) Number of Students



Appendix 5. b) Number of HEIs



[Ref.] discussions in a national policy council

From “Career Education and Vocational Education” Discussion by Central Education Council….

- 2nd Interim report and final report (coming soon)
  - The restructuring of higher education with a special priority on vocational education explicitly
    - Differentiation of University
    - New type of HEI to be established
- Background
  - General education based expansion of school system and ‘trainability’ for Japanese mode of transition
  - Changing Employment practices and new requirement for Economy
  - Blurring of functions but clear division on legal framework

In this reports…..

- We clarify the differentiation in the higher education sector in the utilization to work of the higher education, by analyzing the three graduate survey datasets which we had taken in university, JC and PTC.
- The point of orientation of the type of institutions and programmes
  - academic vs. vocational
  - durations for emerging effects in graduate labour market; immediate vs. deferred.

2. Methodology

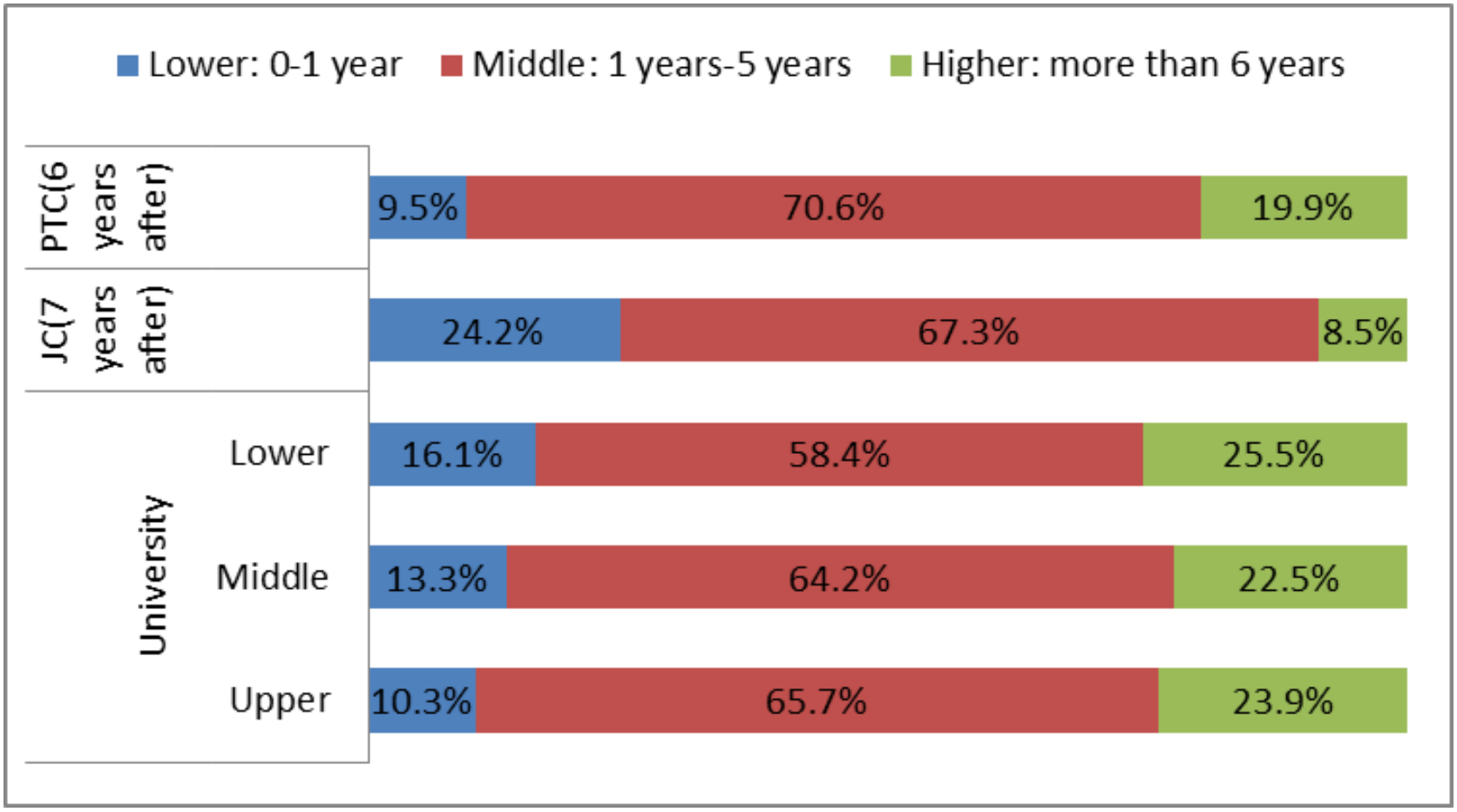
- Use 3 graduate survey: REFLEX, JC-GS and PTC-GS
- Indicators:
  - Required job level
    - Duration to become an expert in current his/her own work
    - appropriate educational level and field of study to work
  - Utility of knowledge and skills
- compare between professional technical college, junior college and university: its change (1) in first job and current job and (2) with the number of years after graduation.

2.Methodology

- Data
  - REFLEX-JP (2006-2007) *excl. sample of master level
    - 2,501 graduates from 59 Institutions
    - 5 years after graduation
    - Response rate: 18.1% (incl. master sample)
  - JC-GS (2005)
    - 2743 graduates from 14 Institutons
    - 1, 3 and 7 years after graduation
    - Response rate: 29.1%
  - PTC-GS (2010)
    - 1,007 graduates from 26 Institutions
    - 3, 6 and 9 years after graduation
    - Response rate: 8.3%
- JC-GS and PTC-GS referred REFLEX-JP with their own context

3. Analysis: 3.1 Required job level

- Duration to become a full-fledged worker for the current job



3. Analysis: 3.1 Required job level

- Most appropriate field of study: exclusively own field or a related field

a) Professional Training College

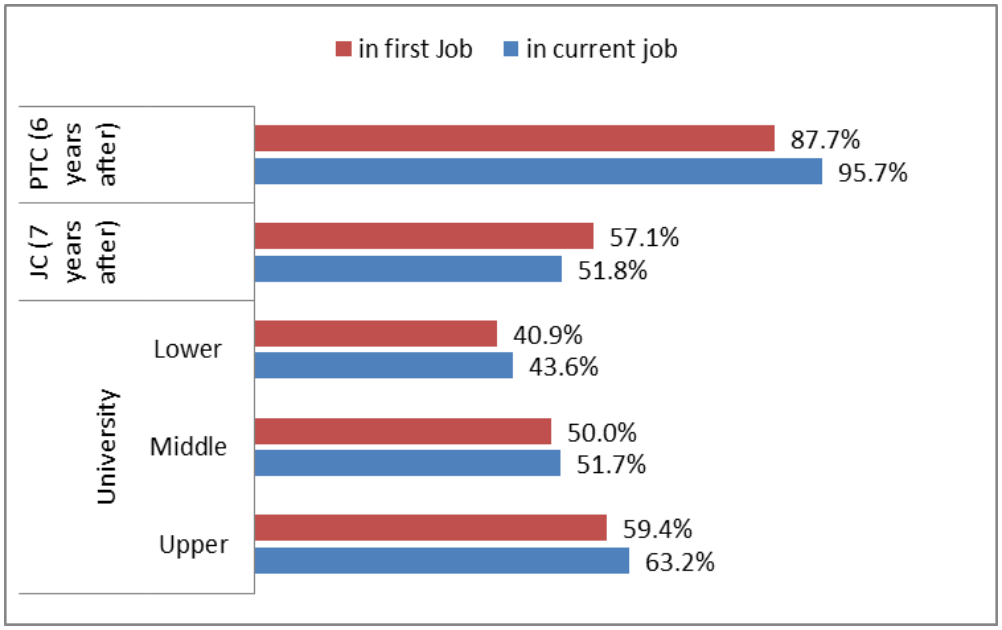
		3 years after	6 years after	10 years after	total
in first job		91.2%	87.7%	93.5%	90.9%
N		*171*	*212*	*231*	*614*
in current job		92.2%	95.7%	95.1%	94.5%
N		*167*	*207*	*224*	*598*

b) Junior College

	1 years after	3 years after	7 years after		total
in first job	73.0%	67.8%	57.1%		65.4%
N	*742*	*823*	*919*		*2484*
in current job	68.7%	63.7%	51.8%		60.6%
N	*670*	*771*	*878*		*2319*

c) University

			5 years after		total
in first job			51.3%		51.3%
N			*2061*		*2061*
in current job			54.0%		54.0%
N			*1933*		*1933*



3. Analysis: 3.1 Required job level

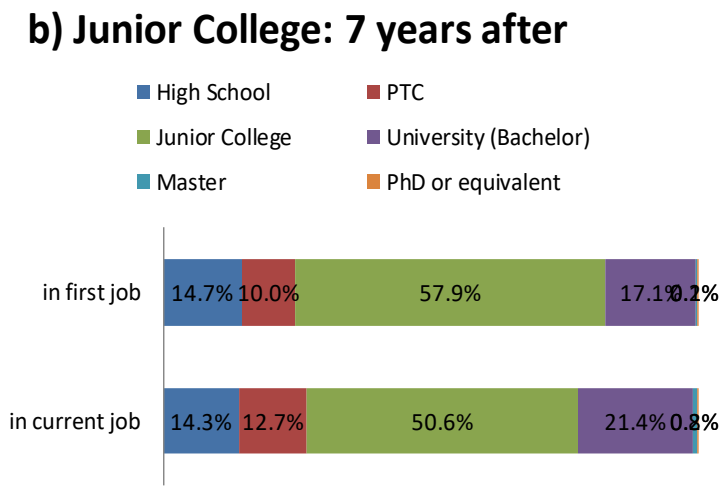
- Most appropriate level of education: Junior College

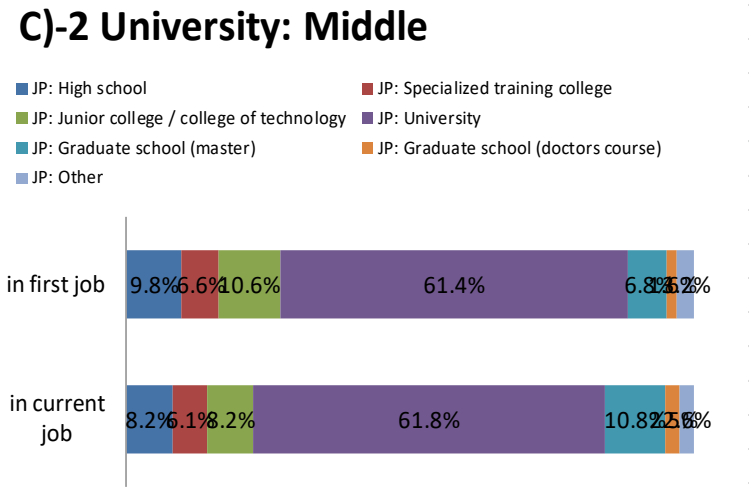
b) Junior College

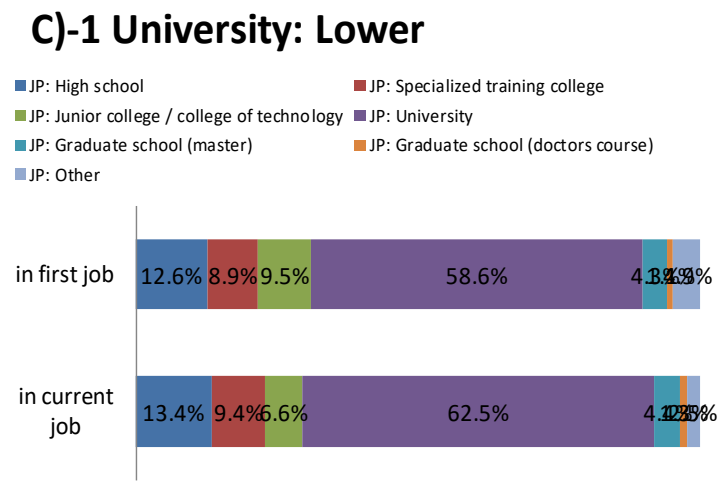
	1 years after		3 years after		7 years after	
	first	current	first	current	first	current
PhD or equivalent	0.1%	0.2%	0.2%	0.6%	0.2%	0.2%
Master	0.8%	0.9%	0.0%	0.3%	0.1%	0.8%
University (Bachelor)	16.2%	17.5%	17.1%	19.2%	17.1%	21.4%
Junior College	62.0%	60.2%	61.4%	58.3%	57.9%	50.6%
PTC	8.6%	8.0%	6.8%	9.5%	10.0%	12.7%
High School	12.3%	13.2%	14.4%	12.1%	14.7%	14.3%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
N	*734*	*661*	*819*	*770*	*909*	*868*

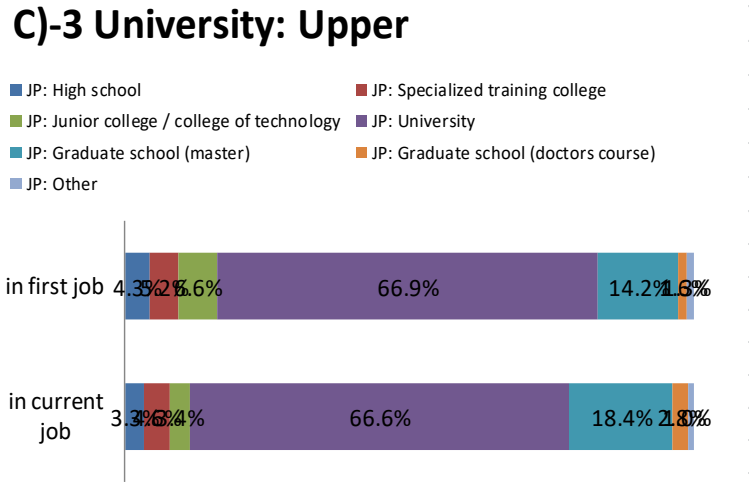
3. Analysis: 3.1 Required job level

- Most appropriate level of education









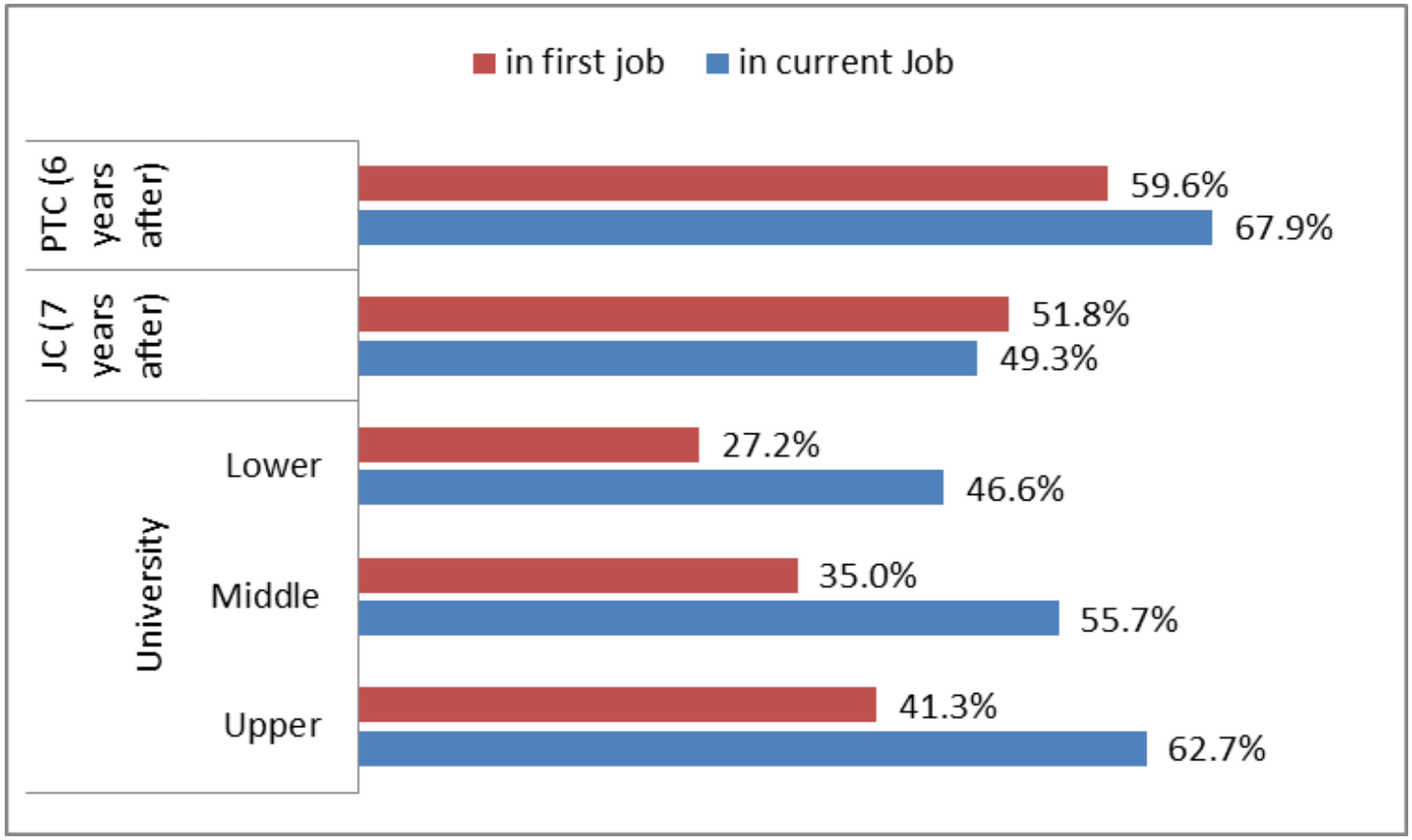
3. Analysis: 3.2 Utilization in job

- Utilization of knowledge and skills acquired in HEIs

a) Professional Training College *						
		3 years after	6 years after	10 years after	total	
in first job		70.5%	59.6%	63.7%	64.2%	
N		*173*	*213*	*234*	*620*	
in current job		67.0%	67.9%	73.4%	69.1%	
N		*230*	*209*	*169*	*608*	
b) Junior*						
	1 years after	3 years after	7 years after		total	
in first job	64.5%	58.5%	51.8%		57.8%	***
N	*764*	*838*	*938*		*2540*	
in current job	61.1%	55.3%	49.3%		54.7%	***
N	*683*	*788*	*899*		*2370*	
			* p<.05 ** p<.01 *** p<.001			
c) University *, **						
			5 years after			
in first job			35.5%			
N			*2065*			
in current job			56.3%			
N			*1933*			
* % in a cell is 4+5 (high extent) in 5 scale evaluation						
** In the case of University, Knowledge and skills in this questionaire is not limited that acquired in University.						

3. Analysis: 3.2 Utilization in job

- Utilization of knowledge and skills acquired in HEIs



4. Conclusion: Findings

- PTC: Without distinction of years after the graduation, around 90% for graduates work in their own or related field of study. Even if years after the graduation pass, the utilization of the knowledge and skills that graduates acquired still remain do not decrease, rather, a slight rise can be confirmed. There are not the data of ‘appropriate educational level’, but the trend on the duration of time to become a full-fledged worker in current job is the same as it of in university graduates.

4. Conclusion: Findings

- JC: The appropriate of their field of study in first job increases if years after the graduation are short. It may be said that the relevance with work in JC education increases for the times. However, a little over 10% of JC graduates do high school level job in both first job and current job regardless of years after the graduation. The appropriate of field of study are at the same level as a university even if passed after graduation in 7 years, but a quarter of graduates do low level job that less than 1 year experience is needed to become a full-fledged worker. The ratio of the utilization of knowledge and skills that graduates acquired decreases and it is difficult to confirm the increasing of the utilization from in first job to current job, even if years after the graduation pass.

4. Conclusion: Findings

- University: In each group, it can be confirmed that utilization of knowledge and skills graduate acquired is higher approximately a 20% point in current job than in first job, and a quarter of graduates who graduated 5 years ago do their job that need more than 6 years experiences to become a full-fledged worker. In upper rank university group, the utilization of the knowledge and skills graduates acquired in current job becomes close to it in PTC. Even if the utilization of knowledge and skills and the appropriate of field of study and education level for work, lower rank university group is lower than upper and there is some differentiation within university sector. Especially, the trends of lower rank university group are rather close to JC. The ratio of graduates who utilize their knowledge and skills in first job is less than 30 % and it in current job is the same as JC, although the utilization increases.

4. Conclusion: Implications

- Difficulty of transition: JC and the lower rank university group
  - Lower relevance of education with work
- Differentiation of 'deferred effect': PTC and upper rank university group
  - the appropriate of field of study is low from the stage of first job [upper rank univ.]
  - it is high from the stage of first job [PTC]

- Next analysis:
  - Concern the field of study
  - Use indicators of detailed competencies

Thank you for your attention.

Keiichi YOSHIMOTO: yoshimoto.keiichi.315@m.kyushu-u.ac.jp

Yuki INENAGA: inenaga.yuki.fw@u.tsukuba.ac.jp