

PRACTICAL TRAINING AND ITS IMPACTS ON EMPLOYABILITY AFTER GRADUATION

Markéta Šnýdrová, Lucie Vnoučková, Ivana Šnýdrová*

Abstract

This paper is a case study on the influence of students working during their studies and its impacts on their employability after graduation. Data for this research were collected at a private business university in Prague, the Czech Republic. The aim of the paper is to identify approaches of business university graduates to employment during their study and to evaluate the role of students' employment in their future career. A partial aim is to evaluate relations between student employment and future job position. The data were obtained through primary research: a questionnaire survey, two in-depth interviews and four focus groups. The results show that practical training during studies does affect applicability of study results, but graduates are not promoted immediately after their university graduation regardless of their gender. The only disadvantages mentioned regarded demands on time. In the qualitative research, graduates most often reported demands on family support, time, problem coping and necessity of such behaviour.

Keywords: Professional experience and education, practical training, study, student, impact, employability

JEL Classification: A22, I23, J24

1. Introduction

This article examines the impact of students working during their studies and its impacts on their employability after graduation. Research shows that many students work part-time, or sometimes even full-time, during their studies. In the Czech Republic and also in other countries, the number of students involved in the working process already during

* Markéta Šnýdrová, University of Economics and Management, Prague, Czech Republic (marketa.snydrova@vsem.cz);
Lucie Vnoučková, University of Economics and Management, Prague, Czech Republic (lucie.vnouckova@vsem.cz);
Ivana Šnýdrová, University of Economics and Management, Prague, Czech Republic (ivana.snydrova@vsem.cz).
This contribution is a follow-up on University of Economics and Management project No. GCES1117.

their studies is growing (Fischer and Lipovská, 2014; Tessema *et al.*, 2014). Financial consideration had been identified as a major reason for working during studies as well as the effort to get practical experience and get to know the labour market (Fischer and Lipovská, 2014). This position gives students-employees many positives as well as negatives, but a conflict often occurs between the student role and the employee role. The family environment from which the student comes also plays a role in the approach to work during studies (Fischer and Lipovská, 2014). Students whose parents have a university education are more optimistic about getting good working positions and their career possibilities compared to students whose parents do not have a university education (Fischer and Lipovská, 2014). Research shows that students working during their studies are classified into two groups: students working in the field of their study, and students working outside the field of their study (Curtis, 2007; Robert and Saar, 2012). Research also shows that men work in the field of their study more often than women (Robert and Saar, 2012). Working during university studies has both positives and negatives (Curtis, 2007; Hall, 2010; Evans *et al.*, 2014; Tessema *et al.*, 2014; Tuononen *et al.*, 2016). Creed *et al.* (2015) focus on the conflict between the simultaneous roles of a student and an employee.

This article primarily deals with the influence of work during studies on employability of graduates. The aim of the paper is to evaluate the role of students' employment in their future career. A partial aim is to test defined hypotheses in order to evaluate relations between students' employment and future job position. Hypotheses formulated upon the theoretical basis have been tested and the defined research assumption has been answered.

In the introduction and the theoretical basis, a broader framework of the surveyed topic is made using recent articles and publications. The chapter devoted to the results summarizes primary data obtained through a questionnaire, focus groups and individual interviews. The data is further examined and analysed. In the discussion and conclusion sections, the main findings from the primary research are summarized and compared with research already carried out on the surveyed issues.

2. Theoretical Background

Participation of students on the labour market already during their studies is not a phenomenon of the recent times (Tessema *et al.*, 2014). Research shows that this phenomenon has existed since the mid 1960s; nevertheless, in recent years we see an increase in the numbers of students working at least part-time already during their studies (Hall, 2010; Callender, 2008; Kalenkoski and Pablonia, 2008).

2.1 Causes and consequences of students working during their studies

Richardson *et al.* (2009) and McGregor (2015) state that the primary reason for at least part-time employment of students of full-time study is to acquire financial means. Only a part of students want to get practical working experience as their main motivation for working during their studies (Richardson *et al.*, 2009). Also, Hall (2010) found that some students emphasized the benefits of getting any working experience, including working experience from a field other than the field of their study. Wang *et al.* (2010) found that the acquisition of practical skills was an important motivation, while Curtin (2007) also emphasized the effect of socialization and establishing new contacts. Evans *et al.* (2014) confirmed the previous authors' results, but added that most students do not see the parallel between their work during their studies (part-time job) and their subsequent career after graduation. On the contrary, Robert and Saar (2012) clearly demonstrated the influence of working during studies on students' better employability after graduation. The authors mention especially finding a job faster by graduates who worked during their studies compared to graduates who studied only. Richardson *et al.* (2009) also added that working during studies can show that the student is sufficiently ambitious. Another benefit is that working students get their study goals straight and learn how to apply gained theoretical knowledge in practice (Hall, 2010).

Tuononen *et al.* (2016) identified the negative effects of working during studies, including the increase in the number of students leaving university before graduation and deterioration of their study results. Research carried out by Babcock and Marks (2011) showed gradually decreasing numbers of hours that full-time students spend on their studies and home preparation for school. Among other negative consequences of working during studies, there are also fatigue and less time for social and other extracurricular activities (Robotham, 2009). Research by Miller *et al.* (2008) showed that insomnia, alcohol consumption or drug abuse increase among students who work more than 20 hours a week. Callender (2008) mentions the negative impacts of workload on study duties. Hall (2010), on the other hand, identified that when students work during their studies in the field of their study, it can be considered a practical complement to studies, getting practical skills. Curtis (2007) identified that students themselves do not think that working during studies could negatively impact their study results. Creed *et al.* (2015), who focused on the conflict relating to the simultaneous roles of a student and an employee, postulated that it must be taken into account that working during studies has positives as well as negatives. Tessema *et al.* (2014) identified that students working less than 10 hours a week are more satisfied and have better results in their studies compared to students who do not work at all. However, with increasing numbers of working hours, students' satisfaction and achievements decrease. When assessed as a whole, working students

show less satisfaction with studies and worse study results compared to students who do not work according to the results of (Tessema *et al.* (2014). Curtis (2007) and Nonis and Hudson (2006) also came to similar conclusions.

Devlin *et al.* (2008) concluded that despite many negative impacts of working during studies, we must consider working students the matter of fact nowadays and universities should cope with this fact. Arthur *et al.*, (2012) emphasized the necessity and benefits of cooperation between schools and employers, not only because students learn how to get involved in the working process, but especially because they learn how to do business. Barron and Anastasiadou (2009) also recommend that universities cooperate more with employers who employ students in part-time positions, because they are often flexible and can provide students with advice and opportunities to get working positions. The authors also mention that many prestigious universities play an active role when mediating adequate part-time working positions for active students (Barron and Anastasiadou, 2009).

2.2 Influence of gender on working during studies

According to research by Sianou-Kyrgiou (2012), the numbers of women studying at universities have increased in recent years, but despite this, women are often discriminated at the highest education levels; thus, there is also gender inequality (Šmídová, 2008; Sianou-Kyrgiou, 2012). Weterer (2017) mentions the correlation between the achieved level within the education system and the position on the labour market. At the same time, however, we can say that there have been gender dissimilarities in this sphere, because men more often than women work in adequate positions (Weterer, 2017). While there is a relatively high correlation between the achieved level of education and the level of working position in the case of men, the situation for women is different (Mora and Ferrer-i-Carbonell, 2009; Stier and Herzberg-Druker, 2017; Weterer, 2017). According to the OECD (2017), women frequently work at lower positions and in branches with statistically lower wages compared to men. Despite the gender imbalance on the labour market, which is disadvantageous for women, we can mention the gender paradox of job satisfaction, because women are more satisfied with their wages and generally more satisfied in the working process compared to men (Kaiser, 2007; Kifle and Hailemariam, 2012).

However, research also shows that in terms of working during studies, a number of students work at least part-time regardless of gender: men and women students work (Hall, 2010; Callender, 2008; Kalenkoski and Pabilonia, 2008). This is also confirmed by Robert and Saar (2012), whose work showed that students' gender does not play a role in a group of students looking for work outside the field of their study during studies. However, we must mention that research also shows that men more often seek work in the field of their study (Robert and Saar, 2012).

3. Materials and Methods

Data for this primary research were collected using three methods: a questionnaire survey, focus groups and two individual in-depth interviews with students enrolled at a private university in the Czech Republic.

3.1 Questionnaire

Respondents of the primary questionnaire survey were contacted by e-mail. These respondents included all graduates of a private business university: the University of Economics and Management in Prague, Czech Republic. The university has only one faculty with the following departments: Human Resources, Marketing, Economics, Management, and Business. All graduates in the previous five years (*i.e.*, from 2012 to October 2017) were contacted. The total number of the contacted graduates was 870 people. The return rate was 238 questionnaires, *i.e.*, 27.4% of the total number of questionnaires sent. The number of graduates for the research was drawn from the formula:

$$\frac{z^2 * N * r * (1 - r)}{(d^2 * (N - 1)) + (z^2 * r * (1 - r))} , \quad (1)$$

where:

- N total number of graduates,
- z level of significance (95%),
- d error rate (0.05),
- r expected deviation rate (0.5).

Based on the results of this formula, the number of the surveyed graduates is adequate and representative for all the graduates of the studied university in past five years.

The questionnaire focused on the benefits and disadvantages of working during studies and employability of graduates. The questionnaire contained a total of 31 questions, including 6 open questions, 24 multiple-choice questions and 1 question using a scale (where 1 means absolutely agree and 5 means absolutely disagree). The questionnaire focused on the following areas: working during studies, its focus and connection with the studied programme, employment after graduation, use of skills, development of abilities and competencies, necessary competencies for practice, socio-demographic questions (gender, age, type of programme studied, and length of study. All the questions also allowed the respondents to add comments or supplementary information.

The data were collected using the CAWI method (on-line questionnaire; Computer Assisted Web Interviewing) and subsequently processed using statistical software (Excel

and SPSS). The questionnaire was placed in Google docs and respondents received a request by e-mail to complete it together with the link to it. This procedure ensured the respondents' anonymity, as they could complete the questionnaire without giving their names or any other identification information. The data collection was made between mid May 2017 and the end of November 2017. The results were then processed. Only graduates of this one university were invited to participate in the survey.

As mentioned above, 238 respondents participated in the questionnaire survey, 81 of them were men (34%) and 157 were women (66%), which corresponds to the gender division within the total number of graduates. There were 122 bachelor graduates, *i.e.*, 51.3% (one of the bachelor graduates is just studying for the master's degree), 70 master graduates (29.4%), 32 respondents graduated as bachelors as well as masters (13.5%), 12 MBA graduates (5%), 1 graduate from a three-month study module (0.4%) and 1 graduate who did not mention the study type (0.4%).

3.2 Focus groups

Further information was gathered using qualitative research, namely focus groups. During September 2017, four focus groups took place focusing on the benefits and disadvantages of working during studies and employability of graduates. The qualitative research included only graduates declaring their interest in further cooperation with their alma mater. All the focus groups were carried out according to the same scenario, and all four focus groups were asked the same questions. These focus groups included graduates from both bachelor and master degree programmes. Each focus group lasted for 60 minutes and included three to seven participants. A total of 18 graduates participated in these focus groups. For each group, two observers were present (one of them was a psychologist) who recorded the course of the interview. Information gathered during the focus groups was subsequently put into the written form and then analysed using the content analysis based on key words already used in the quantitative research.

3.3 Individual interviews

Each of the two individual interviews was attended by one graduate, an interviewer and a record-keeper. The record-keeper and observer at the same time was a psychologist who controlled the correct interpretation of the data. Each of the individual interviews was partially structured and lasted for an hour. The interviews were also subsequently transferred into the written form and further analysed using the content analysis based on the key words already used in the quantitative research.

3.4 Data processing

The qualitative data were processed using quantitative content analysis. The analysis was used because this method makes it possible to reveal those aspects of the text that are not apparent at first sight in a given amount of information. The procedure of the quantitative content analysis implemented reflected the steps according to Disman (2002) with partial modifications according to the context of the research. First, we defined statistically surveyed elements, *i.e.*, words, phrases or other parts of the text with a similar meaning, which were classified into categories, and we defined units to be analysed – units for analysis included particular terms, relating to practice/employment during studies, repeatedly mentioned by respondents. Terms were observed as a whole (in a certain context), but attention was also paid to their components (words, phrases).

The categories were created while reading the interview and focus group transcripts, and the selected qualitative variables were observed, while nouns and their logical clusters were primarily recorded. In particular, the following terms and their synonyms were used: working during studies, equivalent practice, combining, beneficial, limitation, free time, part-time employment, full-time employment, temporary work, family (support from family), managing stress, time management, neglecting studies, motivation, organization, employment/improvement, knowledge/skills, demands, preparation for transition (into the practice), necessity, no problem/managing problems, higher position.

Furthermore, in some cases, where appropriate, additional second and third-level categories were created, broadening the main categories even more. Thus, the research goal was covered and, moreover, the large amount of data was reduced and the less important data were eliminated, which facilitated their interpretation. For the creation of the qualification system, a nominal qualification was chosen observing the frequency of the occurrences of the particular units in each category. The subcategories were then merged under one main category and the number of occurrences for each category was recorded.

The results obtained by the quantitative research were subsequently evaluated and processed. All the primary data were first evaluated using the descriptive statistical tool. Subsequently, the data were put into tables. For further data analysis, correlation analysis was used; the statistical dependence was evaluated using the Spearman correlation coefficient. This test was used because of the type of variables. It is a nonparametric correlation coefficient that is not affected by outlying values and deviations from normalities, as it only works with the sequence of the observed values. The test was carried out at the statistical significance level of 0.05.

It was not possible to omit the study limitations. The first one is subjectivity when choosing the particular definitions used for content analysis and the step of devising

categories of the analysed content and the classification of particular words or phrases into these categories. Another limitation is that the study drew its data from graduates of one university; as such, this study is a case study. Furthermore, it may be perceived as a limitation that the information and data are obtained only from graduates who participated voluntarily in the questionnaire survey as well as in the focus groups and individual interviews, and thus it does not include the point of view of all graduates.

4. Results

Results from the focus groups showed that it is possible to combine work and studies, although it is particularly demanding especially in terms of the students' time. It is clear that students must do with limited leisure time, they must also learn how to plan their time and activities. It is necessary for students to focus on time management, to organize their activities so that the school does not conflict with the work. Thus, it is necessary to be able to arrange occasional free time or holidays. The fact that the higher demands on combining work and studies lead to better time planning and learning time management can be considered a benefit of working during studies. The respondents also mentioned that it helps when students perceive work and studies as a hobby. In all the focus groups and in both individual interviews, participants mentioned that everything is a question of motivation and inner setting of each individual, his or her goals, attitudes and interests.

Graduates also stated that students who only study and have no practical experience have difficulties on the labour market. It is necessary to engage in the real working process, which improves the students' position after graduation and also directly influences their study goals, as students make more effort to gain and apply knowledge. Graduates stated that the main benefit is the combination of theoretical knowledge and practice, which leads to better understanding of the studied subject. The studied subject can be applied in practice, tested immediately, there is development in negotiations with other people, communication improves, and such a student has a different point of view of a company and its management. There is also a better understanding of company processes, students have wider and deeper insight into company management. The graduates stated that, in general, studies bring a more global view of corporate practice and, on the contrary, corporate practice brings a more realistic view of study and issues studied.

The respondents also mentioned the benefit of a certain level of stress that helps them to grow and manage studies, work and family. According to the respondents, new knowledge applied in practice often brings the possibility of career advancement in an organization already during studies or immediately after graduation. Among other benefits of working during studies, the participants of the focus groups classified self-development,

acquiring a better job after graduation or acquiring interesting work in the field already during studies, personal shift, and assessment of the reality of personal goals. According to the respondents, work brings a more comprehensive view of the subject studied. Experience from the working process in as well as outside the field of study during studies brings an advantage when it comes to acquiring a job thanks to having a better idea of the work acquisition process and at least minimal experience of being in the working process. The responses also included that it is beneficial to work especially in the field of study or in a relative field, but also temporary work outside the field of study is beneficial thanks to acquiring working habits. In particular, respondents mentioned that the transition into the practice as such after graduation is subsequently facilitated. In one focus group, respondents also mentioned that practical experience from the working process during studies also brings, besides the better working position mentioned above, the possibility to obtain higher wages after graduation.

Among the main impediments of working while studying, besides the mentioned time demands relating to the necessity to combine work, studies, family, hobbies and other areas, the participants of the focus groups and interviews mentioned that part-time temporary work and work positions are often very poorly valued. Students who work outside their field of study do not receive tasks that would help them grow. In one focus group, it was also mentioned that people in the practice often have an outdated view of the innovations suggested by students and ignore new approaches. Furthermore, the respondents mentioned concerns of the management of some companies about adopting new approaches. In all the focus groups, it was mentioned that in some cases students may either neglect school due to work tasks or neglect work tasks due to their study duties.

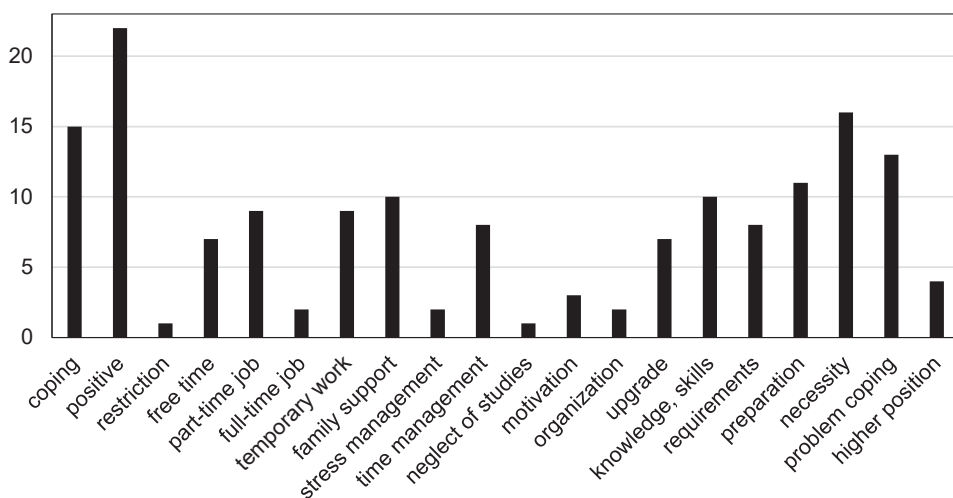
The quantitative content analysis combined summary results when graduates who participated in the focus groups (18 respondents in total) and interviews (2 interviews) expressed their opinions on the partial criteria mentioned in the methodology as follows, where 9 of them worked part-time during their studies, 2 worked full-time and 9 respondents had temporary jobs during their studies.

Figure 1 shows the division of key words used by respondents during interviews and focus groups. It is possible to mention much higher values for positive key words than for those that represent restrictions or negative impacts of working during studies on the graduates interviewed. The highest occurrences are in the key words “positive”, “necessity” and “coping”. Family support during studies is also important for partly or fully employed students.

In total, the respondents mentioned the necessity to work or acquire practical training during their studies 115 times. The necessity to combine or manage work and studies at the same time was mentioned 15 times. Working during studies was mentioned as beneficial 22 times. Some 16 respondents mentioned working during studies as the necessity,

while 11 respondents perceived working during studies as a preparation for transition into the practice. Among the benefits of working during studies, the respondents mentioned the ability to manage problems (13 occurrences), employability and interconnection of obtained knowledge and skills (10 occurrences), the ability to use and learn time management (8 occurrences), increase in motivation (3 occurrences), 11 respondents mentioned an increase in the chance of employment or higher working positions, and 2 respondents mentioned the ability to cope with stress.

Figure 1: Analysis of use of key words related to working during studies by graduates



Source: Own processing.

On the contrary, work and study limits were mentioned by the questioned graduates especially in the areas of increased demands on the students (8 occurrences), time-consuming demands (7 occurrences) and necessity of support and understanding within the family (10 occurrences). Surprisingly, only one respondent mentioned simultaneous work and study as limiting, and two respondents mentioned demands on organization. The fact that working during studies would lead to neglecting studies was mentioned only once.

In connection with the specifics of benefits of studies for graduates, the particular observed variables were tested. It was assumed that particular variables characterizing assessment of working during studies would not have any significant relation among themselves and there would be no correlations. However, the testing should verify the impact of working during studies on the graduates' subsequent employment and determine whether it would be reflected by acquiring higher or managerial positions, or whether working in the field of study during studies leads to acquiring a higher or managerial position,

in the case of both men and women. For all the variables, this assumption was achieved, as can be seen in Table 1 in hypotheses H_{01} to H_{11} , which characterize not proving statistically significant correlations. Table 1 shows that for all the hypotheses, H_0 about no-correlations cannot be refused.

Table 1: Test of the hypotheses relating to the benefits of working during studies for graduates (N = 238, p = 0.05)

Hypothesis		Spearman correlation	refusal H_0
H_{01}	There is no correlation between working during studies at least part-time and the level of the position after graduation.	0.007	No
H_{02}	There is no correlation between working during studies at least part-time and working in a managerial position.	0.129	No
H_{03}	Graduates who worked during studies in the field of their study do not work in a better position after graduation compared to graduates who did not work in the field of their study. (Better working position means a specialized position or a managerial position.)	0.167	No
H_{04}	There is no correlation between working during studies in the field of study and working in a managerial position.	0.129	No
H_{05}	There is no correlation between the gender of students and working during studies.	0.116	No
H_{06}	There is no correlation between the gender of students and working in the field of study.	0.164	No
H_{07}	There is no correlation between the gender of students and working in a managerial position.	0.150	No
H_{08}	There is no correlation between the gender of students and getting a better working position after graduation.	0.080	No
H_{09}	There is no correlation between working during studies and the perceived benefits of studies.	-0.008	No
H_{10}	There is no correlation between working in the field of study and the perceived benefits of studies.	0.003	No
H_{11}	There is no correlation between working in a managerial position and the perceived benefits of studies.	-0.040	No

Source: Own processing.

A total of 85 out of the 238 surveyed graduates got a better position after graduation; 233 (97.5%) graduates worked during studies, in both temporary jobs and part-time or full-time jobs. Only 5 of the surveyed graduates stated that they did not work during their

studies. A total of 191 (79.9%) of the surveyed graduates worked in the field of their study (or predominantly in the field of study), while 48 (17.57%) graduates worked outside the field of their study. A total of 93 (39%) respondents worked in managerial positions. Overall, 194 (81.5%) respondents evaluate their studies retrospectively as beneficial (in terms of using acquired knowledge).

As we can see in Table 1, the hypotheses determined retained valid. Students' working during their studies of economic and managerial fields does not correlate with the level of their working positions after graduation (H_{01} a H_{03}). No correlation was proven between part-time working or full-time working during studies and the subsequent acquisition of managerial or specialized positions (H_{02}). These positions were acquired by students who worked as well as students who worked only in temporary jobs or did not work (even if there was a minimum of such students). Even work in the field of study during studies does not correlate with the acquisition of a higher position after graduation (H_{04}). Only minimal and negligible correlations were detected in the case of the influence of gender. As Table 1 shows, gender does not correlate with the surveyed students' working during their studies (H_{05}), or with their work in the field of study (H_{06}), or with acquiring a better working position after successful graduation (H_{08}), or with acquiring a managerial position after graduation (H_{07}). Both genders express the same way in those areas: women and men work already during their studies without any significant differences in the field of study as well as outside the field of study. Women and men acquire better or managerial positions after graduation regardless of their previous experience during their studies.

Another area of attention (H_{09} to H_{11}) was the perceived benefits of studies and utility of knowledge and skills after graduation. Students who worked during their studies as well as those who did not work perceive the benefits without any significant differences. No correlation was found between benefits of study and work during studies, or work in or outside the field of study, or graduates working in a managerial position. It can be summarized that practice during studies does not have any significant relation to subsequent higher employability of graduates (since basically all of them had already been employed during their studies) and they are not promoted immediately after graduation from university. These results were obtained in the case of both men and women. All the surveyed graduates perceive the benefits of their studies regardless of whether they worked during studies or not.

5. Discussion

According to Weterer (2017), there exists a correlation between the working position and the achieved level of education; this statement differs from the results of our primary research. Weterer (2017) further mentions that men work in adequate positions more often

compared to women, which also differs from the results of our primary research, showing that women and men work already during their studies without any significant differences whether working in or outside the field of study, and both genders acquire better or managerial positions after graduation regardless of their previous practice during studies.

It is possible to confirm the results of Hall (2010) and Wang *et al.* (2010), who stated gaining working experience and skills to be the main reason for working during studies. This is in accordance with the results of our quantitative primary research, which identified gaining practice and interconnection of gained knowledge to be the main reasons for working during studies (mentioned as the main reasons by all the respondents in all the focus groups). The research assumption that the main reason for working during studies is to acquire more financial means did not prove true (this fact was mentioned in the focus groups only once as a supplementary reason). This is again in contravention of the research mentioned.

The research by Robert and Saar (2012) proved the influence of working during studies on better employability of graduates after graduation. Our research shows that, with the exception of two graduates (0.008%) who are still unemployed, all of the graduates have already found job after graduation. However, since only 2.5% of the graduates did not work during their studies, this is not a significant influence because almost all of them were working already before graduation. Similarly, the surveyed graduates who worked during their studies (both in and outside the field of study), as well as the graduates who did not work during their studies, see the benefits of university education. Working during studies or, on the contrary, full study orientation does not have any influence on the perception of the usability of the gained knowledge and skills.

It is possible to agree with the results of the study carried out by Hall (2010), which states that students will clarify their goals when working during studies and will learn how to apply the gained theoretical knowledge in practice. The same statement was repeatedly found in reports from the interviews and focus groups with students.

According to Babcock and Marks (2011), it has become clear that simultaneous studying and working is very demanding on time, its organization and family relationships. As Robotham (2009) states, the excessive stress causes tiredness and less time for social and other extra-curricular activities for some students.

It is possible to agree with Devlin *et al.* (2008) based on our results that despite the partial negative effects of working during studies on studying, working students are quite common today and universities must be able to adapt to this trend (for example with greater flexibility, using modern communication technologies and high-quality educational support). Similarly, as stated by Barron and Anastasiadou (2009), universities must take an active role to mediate adequate part-time working positions for active students.

This primary research confirms the research of Hall (2010), Callender (2008) and Kalenkoski and Pabilonia (2008) that gender does not play any role in the increase

in the numbers of students working at least part-time. The primary research shows only minimal and negligible correlations in the case of the gender influence. Results of Robert and Saar (2012) are only partially in compliance with the results of our primary research, as they show that gender does not play any role for the group of students who are looking for work outside their field of study during their studies, but also show that men are looking for work in the field of their study more often than women (Robert and Saar, 2012).

We may add to the discussion that the overall development of influence of working during studies on employability of graduates continues in the way of crucial need for students' skill and ability development. The results of ongoing graduate surveying and interviewing at the studied university show an overall perception of the need for employment during studies by a broad majority of students. When we compare these results with international studies, we may perceive the same results and trends everywhere. Business education has to be tightly linked to the practice to be able to ensure full applicability of students' learning outcomes and gaining the best value for higher business education. As the respondents of the present study stated, it is deeply motivating and crucial to be able to apply or connect the knowledge gained from higher business education in real time in practical training or employment.

6. Conclusions

The article deals with a topic that is discussed today nationally and internationally: the role of practical training and its impacts on employability after graduation. This topic is contradictory in terms of students' insufficient focus on studying and, on the other hand, insufficient practical experience of graduates who did not work during their studies. This article therefore verifies approaches of business graduates of the studied private Business University in Prague, the Czech Republic, to work during studies, its consequences and impacts on their career as well as their perceptions of the university education. We tested effects of gender, working in the field of study already during studies and reasons for acquiring a better or managerial position after graduating from university. It was found out that practical training or part-time or full-time employment during studies do not correlate with the consequential higher employability of graduates, and that graduates who worked in the field of study during their studies are not promoted immediately after graduation from university. No difference was found among those who worked in and outside the field of their study during their studies. These results were proven consistently regardless of graduates' gender. Men and women work during their studies and their employability is consequently without any significant differences. Likewise, working during studies does not have any significant influence on the perception of benefits of university education in the case of all the surveyed graduates. The graduates mentioned

applicability of their education results regardless of their work experience, practice intensity or not doing any practical training during studies. The results are representative for the studied university.

The results of the qualitative research show the possibility of combining work and study. The graduates mentioned benefits as well as problems caused by working during studies. Among the problems, they included mainly: demands on time; low financial reward for part-time positions; tasks that do not help the student grow in the case of working outside the field of their study; outdated view of people from the practice on innovations suggested by students; ignoring new approaches; neglecting school due to work tasks and, on the contrary, neglecting work tasks due to study duties.

Among the benefits, students included: learning working habits; learning time management and activity planning; improvement in position on the labour market after graduation; combining theoretical knowledge with practice leading to better understanding of the studied subject; a more global view of company practice and also the studied subject; personal development and increased motivation.

The research assumption that the main reason for working during studies is acquisition of financial means did not prove true, because the qualitative research showed that the main reason for working during studies for the graduates of the surveyed university is gaining of practical experience and skills. The quantitative content analysis showed that students perceive working during studies as beneficial and as a preparation for the transition to the practice, but they mentioned especially the necessity to combine work, study and family. Sixteen respondents mentioned work as a necessity. The graduates see the benefits of working during studies mainly in the ability to manage problems (13 occurrences), interconnection of the gained knowledge (10 occurrences), time management training (8 occurrences) and 11 respondents mentioned increasing chances to acquire a better working position. On the contrary, not many disadvantages were mentioned. We recorded increased demands (8 occurrences), demands on time (7 occurrences), and the necessity of family support (10 occurrences). Other disadvantages were mentioned only once, indicating a common ability of students to study and work at the same time while graduating successfully (all the respondents were successful graduates). The results of the quantitative and qualitative research are thus completely in accordance.

Based on the continuous research among the case university graduates, we may generalize the results as they prove to replicate the same results for the past years. The differences between men and women are disappearing and students' employment during their studies is constantly high and reaching almost 100 per cent for both full-time and part-time students or at least as temporary work. The graduates' need for practical experience is rising and students respond to this trend.

The theoretical contribution of this article is the systemic formulation of the positives and the negatives of working during studies and its influence on study results, completion of education and employability on the labour market. The practical contribution of this article is application of the theoretical knowledge among the graduates of the surveyed university, while the research did not find any impact of practice during studies on the level of the job position after graduation. The main reason and shift can be seen in the fact that almost all students work already during their studies and this is standard in current society. Furthermore, all graduates evaluate work during studies positively, with very limited disadvantages. The limit of this article was that the research focused only on graduates of a single university and also the fact that participation in the research was voluntary. In spite of this, the article provides an insight into the importance of working during studies for further employability of graduates.

References

- Arthur, S., J., Hisrich, R., D., Cabrera, A. (2012). The Importance of Education in the Entrepreneurial Process: a World View. *Journal of Small Business and Enterprise Development*, 19(3), 500–514, <https://doi.org/10.1108/14626001211250180>
- Babcock, P., Marks, M. (2011). The Falling Time Cost of College: Evidence from Half a Century of Time Use Data. *Review of Economics and Statistics*, 93(2), 468–478, https://doi.org/10.1162/rest_a_00093
- Barron, P., Anastasiadou, C. (2009). Student Part Time Employment: Implication, Challenges and Opportunities for Higher Education. *International Journal of Contemporary Hospitality Management*, 21(2), 140–153, <https://doi.org/10.1108/09596110910935642>
- Callender, C. (2008). The Impact of Term-time Employment on Higher Education Students' Academic Attainment and Achievement. *Journal of Education Policy*, 23(4), 359–377, <https://doi.org/10.1080/02680930801924490>
- Creed, P. A., French, J., Hood, M. (2015). Working while Studying at University: The Relationship between Work Benefits and Demands and Engagement and Well-being. *Journal of Vocational Behavior*, 86, 48–57, <https://doi.org/10.1016/j.jvb.2014.11.002>
- Curtis, S. (2007). Students' Perceptions of the Effects of Term-time Paid Employment. *Education and Training*, 49(5), 380–390, <https://doi.org/10.1108/00400910710762940>
- Devlin, M., James, R., Grigg, G. (2008). Studying and Working: A National Study of Student Finances and Student Engagement. *Tertiary, Education and Management*, 14(2), 111–122, <https://doi.org/10.1080/13583880802053044>
- Evans, C., Gbadamosi, G., Richardson, M. (2014). Flexibility, Compromise and Opportunity: Students' Perceptions of Balancing Part-time Work with a Full-time Business Degree. *The International Journal of Management Education*, 12(2), 80–90, <https://doi.org/10.1016/j.ijme.2014.02.001>

- Fischer, J., Lipovská, H. (2014). The Work-study Dilemma of Czech Undergraduates. *Journal on Efficiency and Responsibility in Education and Science*, 7(3–4), 45–52, <https://doi.org/10.7160/eriesj.2014.070301>
- Hall, R. (2010). The Work-study Relationship: Experiences of Full-time University Students Undertaking Part-time Employment. *Journal of Education & Work*, 23(5), 439–449, <https://doi.org/10.1080/13639080.2010.515969>
- Kaiser, L. C. (2007). Gender-job Satisfaction Differences Across Europe: An Indicator for Labour Market Modernization. *International Journal of Manpower*, 28(1), 75–94, <https://doi.org/10.1108/01437720710733483>
- Kalenkoski, C., Pablonia, S. (2010). Parental Transfers, Student Achievement, and the Labor Supply of College Students. *Journal of Population Economics*, 23(2), 469–496, <https://doi.org/10.1007/s00148-008-0221-8>
- Kifle, T., Hailemariam, I. (2012). Gender differences in domains of job satisfaction: Evidence from doctoral graduates from Australian universities. *Economic analysis and policy*, 42(3), 319–338, [https://doi.org/10.1016/S0313-5926\(12\)50032-9](https://doi.org/10.1016/S0313-5926(12)50032-9)
- McGregor, I. P. (2015). How does Term-time Paid Work Affect Higher Education Students' Studies, and What can be Done to Minimise any Negative Effects? *Journal of Perspectives in Applied Academic Practice*, 3(2), 3–14, <https://doi.org/10.14297/jpaap.v3i2.127>
- Miller, K., Danner, F., Staren, R. (2008). Relationship of Work Hours with Selected Health Behaviors and Academic Progress among a College Student Cohort. *Journal of American College health*, 56(6), 675–679, <https://doi.org/10.3200/jach.56.6.675-679>
- Mora, T., Ferrer-i-Carbonell, A. (2009). The Job Satisfaction Gender Gap among Young Recent University Graduates: Evidence from Catalonia. *Journal of Socio-Economics*, 38(4), 581–589, <https://doi.org/10.1016/j.soc.2009.02.003>
- Nonis, S. A., Hudson, G. I. (2006). Academic Performance of College Students: Influence of Time Spent Studying and Working. *Journal of Education for Business*, 81(3), 151–159, <https://doi.org/10.3200/joeb.81.3.151-159>
- OECD (2017). *Gender Publication - Closing The Gender Gap: Act Now*. [Retrieved 2018-01-28] OECD. Available at: <http://www.oecd.org/els/family/closingthegap.htm>
- Richardson, M., Evans, C., Gbadamosi, G. (2009). Funding Full-time Study through Part-time Work. *Journal of Education and Work*, 22(4), 319–334, <https://doi.org/10.1080/13639080903277394>
- Robert, P., Saar, E. (2012). Learning and Working: The Impact of the 'Double Status Position' on the Labour Market Entry Process of Graduates in CEE Countries. *European Sociological Review*, 28(6), 742–754, <https://doi.org/10.1093/esr/jcr091>
- Robotham, D. (2009). Combining Study and Employment: a Step Too Far? *Education + Training*, 51(4), 322–332, <https://doi.org/10.1108/00400910910968337>
- Sianou-Kyrgiou, E. (2012). Gender, Social Inequalities and the Transition of Graduates to the Labour Market under Crisis Conditions. *Journal of Critical Studies in Business & Society*, 3(1), 112–128.

- Stier, H., Herzberg-Druker, E. (2017). Running ahead or Running in Place? Educational Expansion and Gender Inequality in the Labor Market. *Social Indicators Research*, 130(3), 1187–1206, <https://doi.org/10.1007/S11205-015-1210-4>
- Šmídová, I. (2008). Muži na okraji: systémové znevýhodnění mladých mužů bez maturity. *Gender, rovné příležitosti, výzkum*, 9(2), 23–27.
- Tessema, M. T., Ready, K. J., Astani, M. (2014). Does Part Time Job Affect College Students' Satisfaction and Academic Performance (GPA)? The Case of a Mid-Sized Public University. *International Journal of Business Administration*, 5(2), 50–59, <https://doi.org/10.5430/ijba.v5n2p50>
- Tuononen, T., Parpala, A., Matsson, M., Lindblom-Ylänne, S. (2016). Work Experience in Relation to Study Pace and Thesis Grade: Investigating the Mediating Role of Student Learning. *Higher education*, 72(1), 41–58, <https://doi.org/10.1007/s10734-015-9937-z>
- Wang, H., Kong, M., Shan, W., Vong, S. (2010). The Effects of Doing Part-Time Jobs on College Student Academic Performance and Social Life in a Chinese Society. *Journal of Education and Work*, 23(1), 79–94, <https://doi.org/10.1080/13639080903418402>
- Weterer, A. (2017). Arbeitsteilung und Geschlechterkonstruktion Gender at Work in theoretischer und historischer Perspektive Theorie und Methode, Köln: Halem.