

Specific Purpose Training – Searching for Ways Succeed in Labour Market

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Abstract The aim of this article is to show that (1) providing university education regarding the experience needs is insufficient, (2) high unemployment rate of graduates, (3) students' approaches to business enterprise as a new way of the labor market employment are rather negative. Research part presents only some results of the research that we consider being determining regarding the reflection of future career development with the emphasis on detecting the purpose to run the business. We recommend to introduce the subject of all-university purpose that would help to promote the attractiveness of entrepreneurship as an opportunity for future self-employment, to strengthen active approach of students to their own future in starting their business thinking, attitude or purpose.

Key words quality of university education, research detections, introducing all-university subject

1. PREPARATION OF THE UNIVERSITIES FOR LABOR MARKET

Principal mission of all the universities is education, research and development in general, "the power of mind", i.e. to get the graduate ready for the practice at European and international level through its professional preparation (Anderson, 2010). Quality, specialization and availability – emphasis on these values is considered to be priority criteria even within university study. In spite of such an ambitions, charts of success of many agencies show that Slovak universities are not the world and even European top ones in the long term. These attributes are supported by other factor – applicability on labor market after graduation. It's very hard for graduates to employ themselves at labor market – the reason is an increase of employees' requirements for the quality of work force (Bertánus, Camberová, 2013). Corporation sphere, predominantly industry and services, shows reserves at the labor market preparation. Universities prepare students for practical needs insufficiently, education is theoretical and keeps behind the real life (Kremský, 2014). Therefore, it's more than desirable to prepare university students for higher employers' demands, practical requirements and environment dynamics. The needs for innovation of educational content are centered in supporting the general and even specific skills, flexibility, the need for adaption to various requirements of employer, client, permanent maintenance and widening the knowledge, ability to be responsible and active.

1.2 How does the practice refer to unemployment

Applicability at labor market is strongly determined by global factor such as economic crisis for many years. According to International Labor Organization analysis (2013, p. 10), unemployment rate growth is presumed to be 6 % in 2014 with the perspective till 2017. In spite of the chances to find the job not demanding university education and degree, high unemployment rate is made by graduates with insufficient practice and lack of work habits (Sadovská, 2013). There are less unemployed graduates than unemployed academicians of lower educational level who increase unemployment rate in Slovakia. Although graduates are the least risk group from unemployment point of view, unemployment of this group is one of the highest among other European states (Strnáková, 2005, p. 20). Values of this indicator pass the average of European Union – overestimated work force is limited factor lowering the chances of young people to employ themselves directly after graduation. According to the author, labor market development was positively influenced by social reform launched in 2004 consisting of more measures leading to stimulation of working places, to more effective employment services, greater motivation of people towards economic activity and the support of their effort to improve their employability. According to available data (ÚPSVaR, 2011), approximately 50 % of graduates have social, thus economic, law, philosophical specializations. Specializations are usually not preparing graduates sufficiently for their practice or the market is overloaded. According to UPSVaR data, there are 22, 2 % of unemployed of all the unemployed graduates in terms of study specializations of technical sciences. Even though data can be changed every year, there is serious influence of social policy and labor policy change made by Slovak government within its social reform on graduates' unemployment development. Analysis of approach of graduates' work force at labor market can provide an important knowledge in the sphere of educational politics of departmental politics of Ministry of Education of Slovak Republic and is a challenge for institutions offering the education. Designing the state politics in the field of education is daily confronted by the move and the changes in European and global area. The most important factor influencing the labor market situation in recent five years globally was economic crisis demanding universities to prepare more qualitative and vital graduates able to be successful at labor market.

1.3 Is there any interest in business enterprise in practice?

According to European Working Conditions Survey data, as we talk about labor market in the area of Europe, there is a knowledge that crucial part of the workers (82%) is categorized as employees, just 15% are employed by themselves, almost ¾ of employees work steadily at employer's workplace and that is fundamental characteristics of European labor market (Parent-Thirion, 2012) and trends of its development in last decade.

One of the possibilities, how not to become unemployed, is a possibility of independent enterprise. Education system, especially teaching plans, are not sufficiently aimed at business and do not provide basic skills entrepreneurs need (EU, 2013). According to critics, universities achieved too little during their several years of existence. They even didn't increase the effectiveness and production of educated man, but it seems that they even resigned the production of perspective graduate. The call for "useful" education means that universities should serve this day (Bowen, 2013). Universities have to take into their consideration that it's necessary to have changes, innovation, education and specialized preparation closely-knit together. There is reinforcement of innovativeness and creativity including entrepreneurship at all levels of education and professional preparation as one of four strategic goals within operating program Education and professional preparation 2020 (European Commission, 2013). Young people's interest in carrier of businessman is rising in Slovakia recently, though we are still one of the last in European Union, in spite of this improvement (Solík, 2013). Graduates wish to be independent earners the least. It's not just Slovak specificity. Results of Euro barometer survey for 2010 aimed at entrepreneurship, its development and motivation of people in question of decision making in case of being independently earners or employees didn't change in comparison with 2007. Generally, 45 % of Europeans would be rather independent earners and 49 % would rather work as employee. 65 % of Slovaks want to be rather employees and they stated regular incomes, guaranteed work and stable working time as their main reasons of this fact. Decision of becoming independent earner in Slovakia would make approximately 26 % interviewees that's the worst result among EU countries. Slovaks stated insufficiency of initial capital, negative environment for doing the business and even missing business idea as an obstacle in their business. 62 % of Slovaks have never thought of doing the business (Euro barometer, 2010). Entrepreneurs associated in Association of Slovak Entrepreneurs (ZPS) and even universities are aware of education importance and the support of young generations towards their entrepreneurship, need for improving business education. The need to reflect, predict and adapt the education to the needs of labor market result from the stated. University students rightly expect providing and provision of worthy and modern way of education for their professional growth. It's important to have talented able people ready to employ at labor market and develop our economy right after their graduation (Chudoba, 2013)

1.4 Research study

It's supposed to improve the preparation of students for business activities based on literary resources on current state of solution and elaborating the education of entrepreneurship at various universities in Slovakia, to construct measuring instrument able to obtain wide-spectrum data from the students of Technical University of Kosice (TUKE) that would regard their attitudes, experiences, knowledge, current situation, expectations and carrier planning after their graduation. We focus our attention on already obtained business experiences of students who do their business during their studies in questionnaire.

Respondents express their opinion in the first part of the questionnaire scaled as 1. *Disagree*, 2. *Rather disagree*, 3. *Agree as well as disagree*, 4. *Rather agree*, 5. *Agree*, in order to express what they consider to be influential in acquiring their occupation, for successful hiring, what conditions their current study provided for them and what knowledge, skills they obtained that they would use later when entering their work.

Respondents present their actual experiences with business and targets for their future business in next part of the questionnaire.

1.5 File characteristic

The survey took place at six faculties of Technical University of Kosice. The choice of the faculties was consistent with our plan and we realized it at faculties where the Department of Social Sciences leads the seminars of social subjects at Bachelor and Engineer study degree. Students of the third year of study of Bachelor degree and students of the second year of study of Engineer degree were respondents of the survey. The choice of the respondents was purposeful. Random choice of surveyed students was done with the students present at taught classes. There are 2823 students in these years of studies. There was a representative sample of 147 students of Bachelor study degree and 136 students of Master or Engineer study degree.

Data collection was performed in October – November 2013. We processed obtained data with statistics packet MS Excel and later with MS WinStat.

1.6 Research results

We state just key discoveries concerning the knowledge regarding wide database of obtained results that we use in order to prepare future graduates for labor market.

H₀₁: We suppose that there won't be any difference in both files between students' expectations that they can be easily employed within the specialization they study now.

Results of the differences test between averages t- test did not bring any statistically significant differences between students of Bachelor and Master/Engineer study degrees – AM at Bachelor study degree is 2,25, SD 1,25; AM at Master/Engineer study degree was 2,45, SD 1,24 ($t=-1,336$, $p=0,183$), thus we cannot reject the null hypothesis. Students rather expect that looking for the job of their specialization they study now will be more difficult.

H₀₂: We suppose that there won't be any difference in both files between students' evaluation that they acquire the latest knowledge by their present study.

Results of the differences test between averages t- test did not bring any statistically significant differences between students of Bachelor and Master/Engineer study degrees – AM at Bachelor study degree is 3,07, SD 1,15; AM at Master/Engineer study degree was 3,07, SD 1,08 ($t=0,019$, $p=0,985$), thus we cannot reject the null hypothesis.

H₀₃: We suppose there is no difference between the students of Bachelor/Master study degree in evaluation of their present study in which they acquire and develop the practice.

We didn't find any statistically significant difference between students of Bachelor and Master/Engineer study degree – AM at Bachelor study degree is 2,56, SD is 1,31; AM at Master/Engineer

study degree was 2,55. SD 1,14 ($t=0,040$, $p=0,968$), thus we cannot reject the null hypothesis.

H₀₄: We suppose there won't be any difference in evaluation of present study between students of Bachelor/Master study degree in which they could develop their competencies important for their professional practice.

We didn't find any statistically significant difference between students of Bachelor and Master/Engineer study degree – AM at Bachelor study degree is 2,82, SD is 1,13; AM at Master/Engineer study degree was 2,87. SD 1,05 ($t=-0,392$, $p=0,695$), thus we cannot reject the null hypothesis.

H₀₅: We suppose there won't be any difference in evaluation of present study between students of Bachelor/Master study degree in which they acquired professional education at good scientific level.

We didn't find any statistically significant difference between students of Bachelor and Master/Engineer study degree – AM at Bachelor study degree is 2,90, SD is 1,20; AM at Master/Engineer study degree was 2,93. SD 1,04 ($t=-0,210$, $p=0,834$), thus we cannot reject the null hypothesis.

H₀₆: We suppose there won't be any difference in evaluation of present study between students of Bachelor/Master study degree in evaluation of acquiring good business knowledge and business competences during their study.

We didn't find any statistically significant difference between students of Bachelor and Master/Engineer study degree – AM at Bachelor study degree is 2,08, SD is 1,24; AM at Master/Engineer study degree was 1,90. SD 1,28 ($t=1,194$, $p=0,233$), thus we cannot reject the null hypothesis.

H₀₇: We suppose there won't be any difference in evaluation of present study between students of Bachelor/Master study degree in evaluation of acquiring good business knowledge and business competences in planning their own carrier during their study.

We didn't find any statistically significant difference between students of Bachelor and Master/Engineer study degree – AM at Bachelor study degree is 2,31, SD is 1,26; AM at Master/Engineer study degree was 2,44. SD 1,26 ($t=-0,878$, $p=0,381$), thus we cannot reject the null hypothesis.

H₀₈: We suppose there won't be any difference in evaluation of present study between students of Bachelor/Master study degree in evaluation of acquiring good knowledge and information for establishing the company during their study.

We didn't find any statistically significant difference between students of Bachelor and Master/Engineer study degree – AM at Bachelor study degree is 2,41, SD is 1,41; AM at Master/Engineer study degree was 2,12. SD 1,35 ($t=1,813$, $p=0,071$), thus we cannot reject the null hypothesis.

We didn't find any statistically significant difference between averages of t-test ($t=0,541$, $p=0,589$) when asking the question whether students consider the competency to satisfy the needs of employers important for acquiring the work after their graduation. AM at Bachelor study degree is 3,91, SD is 1,14; AM at Master/Engineer study degree was 3,84. SD 1,02. Approach of students is neutral in both cases.

We didn't find any statistically differences when asking whether practice sufficiency is crucial. AM at Bachelor study degree is 3,99,

SD is 1,14; AM at Master/Engineer study degree is 3,89, SD is 1,22 ($t=0,678$, $p=0,503$).

We didn't find any statistically differences when asking whether acquiring good conditions for developing important attributes necessary for professional practice. AM at Bachelor study degree is 2,77, SD is 1,03; AM at Master/Engineer study degree is 3,01, SD is 1,12 ($t=1,812$, $p=0,071$).

Results after answering the question concerning practice development didn't find statistically any significant answers ($t=0,392$, $p=0,695$).

In spite of the fact that stated results didn't bring statistically significant differences between Bachelor study degree and Master/Engineer study degree students, we consider the subjective statements of students that don't need to correspond with the state of objective evaluation and don't need to lead to their real preparedness for doing the business. We understood their answers as one of the source of knowledge, pilot survey that we use further in designing the textbook as well as valuable source of knowledge for planning our further education of socio-scientific subjects.

1.7 Recommendations

There is a question how and with a help of what to educate under specific conditions of university study for better, more professional, active preparedness of graduates for the needs of labor market and its competitiveness within intentions and knowledge of the students of TUKE of Kosice (targeted research, individual consulting, students' statements). The need for increasing the interconnection between education, research and business environment with three parts of so-called "knowledge triangle" seems to be important. That means:

- to execute all-society edification about the significance of entrepreneurship for the future of Slovak Republic;
- to integrate even education to entrepreneurship into curriculum either through new independent subject or through the possibility of broadening the education of business skills within already existing subjects by trainings etc.;
- to develop so-called meta-skills through which transmission education does not pay enough attention, because it's more concentrated to theoretical-professional knowledge;
- it's necessary to move from education based on the courses to education based on the results and professional qualifications;
- to implement international reliable practices and methods within education to entrepreneurship and successful employability;
- to stimulate business ambitions, develop business potential and business skills of potential businessmen.

The aim of the authors is to implement given recommendations for the conditions of TU of Kosice through the aimed practical preparation – introduce the subject *The Rudiments of Entrepreneurship Competences for Non-economy Students* that would be focused on the education and training of elementary economic competences within non-economic study programs of university education to support active approach of students towards their own future, increasing the attractiveness of entrepreneurship as an opportunity, the development of their business thinking, the support of business approaches and development of cross-sectional competences (social, personal), special key competence of "entrepreneurship and innovativeness".

2. CONCLUSION

Economic instability of labor market and the threat of unemployment requires constant raise of education and qualification level and also the need to accept responsible decisions what conditioned the necessity of transition of educational process into the approach forming the competences of graduate in his/her relation to business. Non-economic subjects dominate within business education at universities. The importance to pay attention even to possible developmental impulses, e.g. in clarifying expectations, carrier direction, competences development, experience acquiring made by experiential education, providing the space for personal growth result from the research detections (regarding the first part of the research). Even if students do not think about the business as their primary carrier choice, acquired "qualities" enable them to employ themselves better in the position of employee.

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