

INTERRELATION DISTORTION IN THE LABOR MARKET SUPPLY WITH DEMAND FOR EDUCATION

Loredana Maria Păunescu

Assist., PhD, Petroleum-Gas University of Ploiești

Abstract: Analysis insertion of graduates into the labor market is very important in the current economic climate fluctuations in unemployment who knows both overall and among young people. In this context intensify efforts to find solutions by developing human capital through education, research and innovation.

This paper presents an analysis of the process of insertion of university graduates in the labor market based on a survey of regional conducted on a sample of promotions in 2013, 2014 and 2015 in order to identify solutions for improving the insertion of young people into the labor market.

Keywords: youth insertion in the labor market, education, economic university graduates, desire for affirmation students, future professionals.

JEL Codes: A, A2, A23.

REL Codes: 4B, 12B, 4D, 16E, 8G, 12I.

Introduction

Assuming that the Romanian higher education should be the foundation for preparing the young generation in various fields to find a suitable job according to the specialization in the labor market, will be presented some general aspects as much as possible balanced, which to present some of the economic realities in this part. Thus, it tries to be found at least one explanation for the blockage occurred immediately after graduation when an institute of higher education by young people. Presumably, since the outset, as the initial expectations of young people not in line with the real situation on the labor market.

Research methodology

At the moment, young people constitute a group in flux, characterized by a late access to employment and to found a family rather late. They are seeking concrete financial stability

and long-term and commute between work, education and the need for retraining contributing to loss of interest in academic studies and outlining realization of individual routes. This creates a permanent state of uncertainty and mistrust in a system that appears most often exceeded. In concrete terms, the situation of young people translates into a sense of fragility to their own condition, loss of confidence in decision-making systems and / or detachment from traditional forms of participation in public life.

Research methods and techniques

Regarding youth employment, it is considered that there is a correlation between labor market needs with education programs and thus should be considered, adapting training standards and academic training to employers' needs. Involving employers and social partners is limited in terms of planning university education. Links between universities and industry is extremely weak, so in terms of relevance of higher education to labor market requirements are the following difficulties:

The educational system is not related to the needs of a dynamic labor market;

Lack of systematic study and analysis of the requirements of the labor market and the changes so that educational programs are always adapted to new needs;

The active involvement of young people in voluntary programs to gain real work experience.

It is obvious that an academic is an extremely important element in the portfolio of any young person wishing to enter the labor market and experience gained by it, in time, would come to complete his capacity for adaptability in the workplace and personal development. Interest for the present research was to understand the development stage of the Romanian higher education and grounding in modern functioning economy and setting emphasizing the relationship between society and the individual.

Directions from which we started the present study were generated by confrontations with new decisions that young students and master had to take them upon graduation. Often, faced for the first time with new requirements coming from future employers, alumni, new situation be challenging. Bottlenecks encountered in their quest to find a job were varied, ranging from lack of experience and to offer a very low income, argued in the early stages of employment in a private company or an institution.

In this paper we present some of the methods and tools of research that formed the basis of the analysis performed. Thus, based on a survey conducted on a sample of regional promotions last year tried to identify solutions for improving the insertion of young people in

the labor market. It is known that, often, graduates had to accept positions inconsistent with their field of study or theoretical expertise. Where not find a job for an extended period of time graduates chose or continue academic studies in the hope of obtaining a job much better or retraining in a whole new field, but that was requested labor market at a time. Choosing the latest version proves the high level of graduates to (re) adapt to new conditions, but also involves a waste of time regarding their first area of expertise which, if not applied will be lost in time, becoming useless. The survey consisted of a set of open questions that respondents answered honestly, concise, even with clear arguments and relevant to the subject under discussion. For example, responses to the question on measures that could lead to the elimination of bottlenecks insertion of graduates in the labor market were varied, from the mentality change regarding young workforce, providing better wages in the state facility insertion of students, placing young people in various places in which to gain practical experience and unlock positions in the public system. After conducting focus groups among youth sites that were part of the group of subjects analyzed qualitative data confirmed the results that emerged from the interpretation piloting questionnaires.

When asked "How useful you believe you are theoretical knowledge acquired during academic studies for insertion in the labor market?" The responses were diverse, depending on the age of the subjects and the situation they were in when participating in the focus group sites. Thus, for most respondents, knowledge gained are extremely useful when there is a correlation between the work they perform and their expertise. There are cases, however when the young people working has no direct connection with their field of study (eg most of the subjects are employees of a private phone companies in various functions, from the operator and to the team - manager). Although some respondents working in this company since the beginning of the faculty, their expertise, namely finance and banking, trade, tourism and services, cyber, statistics and computer science or business administration has no immediate relevance to the tasks they have met at work. Respondents hoped that once the university graduation can be placed on better paid positions, even if they do not work in their field. For many, the phrase "I wanted to have a diploma" is quite frequently used, although the areas selected for study are not of the easiest and these diplomas at the end of a cycle university could offer them opportunities much greater success.

The next debate was focused on the importance of self-supporting, which for the majority (89%) is very important. If for some self-support is designed to help supplement the income from their parents or relatives for others is the only way to survive. Employment, even

for a fixed period, makes them feel valued and gives them instant gratification, to obtain best results School, which, although extremely important, they also offer immediate income.

So, for subjects, self-support is one of the wishes of the majority, hoping that after college or master can remain in the same position / position or to be promoted and received salary will be substantially improved. Regarding the retraining of respondents in 43%, they agreed to retrain, but with the condition mentioned by almost all respondents to be assured a job "while you waste time to learn something, even know why," answered one subject. The

conditions hoped subjects to benefit from employment are: "propyl office, a good salary, up to eight hours of work, bonus, break for lunch or meal vouchers, phone and car, the possibility of promotion, assessment work, as before nepotism, paid leave ". Regarding the necessary qualities you need to have an employee can exemplify: "punctuality, professionalism, easy communication with team members, optimism, adaptability, enthusiasm, motivation, attitude, personality, attention to detail, self-motivation, achievement in May several tasks at the same time, respect for deadlines, confidence, positive attitude, open to gaining experience, appearance and attitude, determination, manners, domain knowledge, creativity, new spirit. "

Finally were detailed and bottlenecks encountered in attempts to get a job, as follows: limited offer, jobs unsuitable for that, or were unqualified or were over-qualified, low salary offered frivolity from employers conclude a contract legal work, hard working conditions (overtime incurred and unpaid), unrealistic requirements on professional experience ("Theoretically how can a student have experience? Even a graduate?" "Why do not appreciate the good results at school or can not be allocated according to the results?" "Why can not we take part in internship programs after to be employed? ", etc.).

Research results and discussion

After analyzing the reactions and responses given by subjects can notice the anxiety about the uncertainty of their future. Lack of self-confidence and on the labor market system is becoming more pronounced. Many of the subjects had high expectations from their future jobs and the reality shows them that the image created by them is not exactly true. Also, the reverse situation occurs in that, not taking into account years of study, but turns to any kind of job with the hope of being "well paid".

It was also found, however, that a small number of respondents (12%) felt that the labor market is normal to receive them with reluctance, having practical training.

After interpretation of responses expressed in the focus group sites, he followed in ternary research, interviewing scholars with specific economic faculties. Interviews were well received by the interviewed subjects, meaning that they could be debated subjects are analyzed only from the perspective of subjective and usually without a clear purpose, which could lead to positive changes. The interviews contained five questions for each interviewee. Regarding the criteria which they choose young people in choosing a domain, the vast majority of subjects (87% of respondents) believe that students do not have a clear vision and hard about choosing a field of study. The general opinion is that only a handful of students are really passionate about the subjects taught and tries constantly to improve their knowledge, the rest being guided either family or entourage.

"You know it was in the years 98-2000 fashion for law school or in the period before the Revolution specializations in engineering, chemistry, petro-chemistry ...; Well, now fashion is headed by Finance and Banking, students believing that bankers will come directly from university, "said one of the interviewees.

Related to the consistency with which students / master willing and motivated to improve their skills, subjects answered:

"I think we should make a clear distinction between the aspirations of graduate studies and a masters license. The graduate-level faculty is, most often, at the beginning. Looking for a job and if it is not satisfied with what he found or want more motivated to continue their education with a master in the field. "

Other opinions were different in the sense that some graduates will make a master, because, *"with the Bologna system - complete cycle of studies includes the master and some graduates choose to continue their studies that are required or because they can not advance without ... Whatever the motivation, I always encouraged young people to continue their studies. "*

On preparing graduates for academic studies to obtain a job according to their qualifications, respondents felt that *"theoretically, should be prepared and the answer to this question lies in their results after an examination session, why not? But it is also true that young people have expectations about future job have no relation to what actually would expect. Some of them engage in law school at the expense of participation in courses, which is not good at all ... try to skip some steps in their evolution, which I do not think it will come to the rescue ... or maybe others will be better, in that they will always gain experience required by employers. "*

Other interviewees wished to stress the importance of training a theoretical foundation and further deepening under a master:

"It is difficult to understand how a person wants a well-paid job in conditions that has no academic training or even a solid base of knowledge in a field. Is not all just get experience without a theoretical basis. In this way we can all just skilled craftsmen who stole some items from each other ... And then, the idea that "anything goes" do not need to continue in our consciousness in general, regardless of age or status. "

Another view pointed out that "if a student knew how to organize professional training activity during college, obtaining satisfactory, good or very good, then I believe will be able to adapt and employers' demands for respect deadlines, deepening various problems or degree of adaptability. "

Finally, the question "who do you think should be the next steps a graduate academic studies ought to do to get the job you want after a qualification?" Generated the following reactions:

"When choosing a university was made in choosing a trade perspective, the graduate should be motivated enough to know very well that that is the aim. But if the choice was haphazard, the situation in which the young person is unbalanced, and unfortunately many students see quite confused ... " or, "Whether or not graduate wanted to become an engineer, financier, accountant, etc., in the current labor market, I think it needs counseling. It is imperative that young people are very well informed and be prepared for presentation at an interview, designing a resume to highlight skills, ... all aspects that can be vital in getting a job. Many graduates are disappointed by the lack of well-paid jobs, or to provide stability and did not understand why a college hoping to become engineers when the only jobs for carpenters and welders are ... " and, "I think it would be *pregătescă* to" outline "a track on choosing a job before completing academic courses ... It is true that last year of his studies" deplete "some of them because they supported and final exams and preparing the dissertation or dissertation and it is hard for her ... However, we assume that matured long enough to know which path to follow and what to watch for to see his goal reached".

Conclusions

Interviewing teachers came to help form a picture of the various visions of undergraduate, postgraduate and those guiding their steps in obtaining the skills necessary to get a suitable job. The group of subjects undergoing investigation included 120 teachers and 2,000 students

and master. Teachers participating in this investigation were given time to respond to requests from the analytical instrument proposed.

Their monitoring was achieved through regular meetings, assuring them of the confidentiality of their responses.

Author's contributions

As we have seen, the research objectives focused on a literature review, data collection, as well as some concrete information. The research was both qualitative and quantitative. By using existing data from the analysis of documents (the preferred primary method of collecting data for the present study), used in conjunction with other methods (survey, poll students / graduates, interview teachers, focus groups, and even observation), both with order completion information and the purpose of examining the validity of the data was performed a quantitative analysis of them.

Proposals and recommendations

Among the measures that higher education institutions should apply in order to meet the needs of employers, we notice the conditions for admission to the faculties, which would create in the minds of youth, an analysis more clearly their needs to be assigned to college to study a particular field, consciously chosen and long term.

Acknowledgement

This paper has been developed within the period of sustainability of the project entitled "Horizon 2020 - Doctoral and Postdoctoral Studies: Promoting the National Interest through Excellence, Competitiveness and Responsibility in the Field of Romanian Fundamental and Applied Scientific Research", contract number POSDRU/159/1.5/S/140106. This project is co-financed by European Social Fund through Sectoral Operational Programme for Human Resources Development 2007-2013. Investing in people!

References

1. Aceleanu, M.I., *Lifelong Learning – Necessity For Romanian Labour Market Flexibility*, Proceedings of the 6th International Conference on Business Excellence, Vol 2, 2011;

2. Aceleanu, M. I., *The Relationship Between Education And Quality Of Life. Implications Of The Labour Market In Romania*, Journal of International Scientific Publications, Vol 9, Part 2, 2011;
3. Câmpeanu-Sonea, E., Osoian, C., *Managementul Resurselor Umane, Recrutarea, selecția și dezvoltarea profesională*, Ed. Presa Universitară Clujană, Cluj Napoca, 2004;
4. Dobre, M.H., Aceleanu, M.I., Negoitei, I., *Rolul educației în inserția tinerilor pe piața muncii. Cazul României*, în Angelescu, C., Ailenei, D., Dachin Anca (coord.), *România în Uniunea Europeană. Calitatea integrării*, Facultatea de Economie, 2006;
5. Gal, D., *Educația și mizele ei sociale*, Editura Dacia, Cluj-Napoca, 2002;
6. Gama, B., Popescu, D. (2000). *Piața muncii. Salariul, Economie politică*, Sibiu, Editura Universității „Lucian Blaga”;
7. Georgescu, M. A. (2005). *Provocări socio-economice* , Ed.Casa Cărții de Știință, Cluj Napoca;
8. Pîrciog, S., Ciucă, V., Blaga, E. (2006). *Evoluția ocupațiilor pe piața forței de muncă din România*, Ministerul Muncii Solidarității Sociale si Familiei, Bucuresti.