

AVOIDING SKILLS MISMATCH BY ADEQUATE EDUCATION

Weronika Toszewska-Czerniej
Koszalin University of Technology
wtoszewska@gmail.com

INTRODUCTION

Introduction In 2000, the EU's Stated Strategic was to get the status 'to become the most competitive and dynamic knowledge-based economic in the world capable of sustainable economic growth with more and better jobs and greater social cohesion'. After more than 20 years, this goal was not achieved. Building a society that the main source of competitiveness is knowledge, is a difficult task and requires appropriate structures and time. Therefore, education is a factor conditioning the ability to implement this ambitious goal. The education system itself acts a key role for the economic growth of a given country. If the system is properly efficient allows to develop qualified employees, and at a higher level of education of competent employees whose potential improves the national level of competitiveness.

The aim of research The research problem concerns verification of the effectiveness of the education system adopted in Poland, not by the prism of the proportion of society shown with higher education, but by verifying levels to match the competences acquired by graduates of higher education, another words by verification of skills mismatch. The inspiration for developing a research process was the Reflex project- Research Into Employment and Professional Flexibility. Implemented by 16 EU countries in which Poland did not participate. In contrast to educational data, data collection on skills are rare and usually significantly limited. In the absence of data skills, discussions on skills mismatch are often based on studies of employers' opinions or employees, not always such a study is based on the clear terminology of skills, therefore systematization, unification and the possibility of making comparisons to additional benefits resulting from the implementation of research.

Objectives: The main objective is to determine how to transform higher education based on the emergence of skills mismatch so as to equip graduates in the competence needed for efficient functioning on the labour market.

Specific objectives include: Identification of the types of requirements that the labour market and individual professional groups put in front of the graduates. The assessment of the extent to which higher education institutions in Poland are able to ensure graduates to the competences needed to meet the requirements of enterprises. Specifying what areas of needs beyond material satisfy graduates of individual education directions.

The methods of the research: : descriptive, comparative method, analysis of scientific literature, semi structured interview, and standardized questionnaire.

Theoretical background

Skills mismatch is a definition that applies to various types of inequality between the skills offered and needed on the labour market. In the case of most skills and competences, it is not eliminated with systematic measurements, which is why measures of qualifications, years of education or professional experiences are used. Measurement of skills mismatch requires information about the skills required for competent performance on the job and skills possessed by a person in employment. Mismatch may be measured by assessing either types of skills or overall skills possessed and required for competent performance on the job, by the person in employment (ILO ICLS/20/2018/Guidelines).

If growth of educated supply outstrips demand, this may be reflected in a surplus of skilled workers in terms of unemployment, but also in workers who are overeducated for the jobs they perform. Concerns about this type of skills mismatch go back to at least the 1970s, when increases in the supply of graduates in the United States seemed to outstrip demand (ILO 2014). Labour market participants, including governments, companies and workers, need to ensure that occupational requirements are matched through adequate education and training. The extent to which this process is successful is a major factor shaping labour market outcomes, economic growth, productivity and competitiveness (ILO 2014).

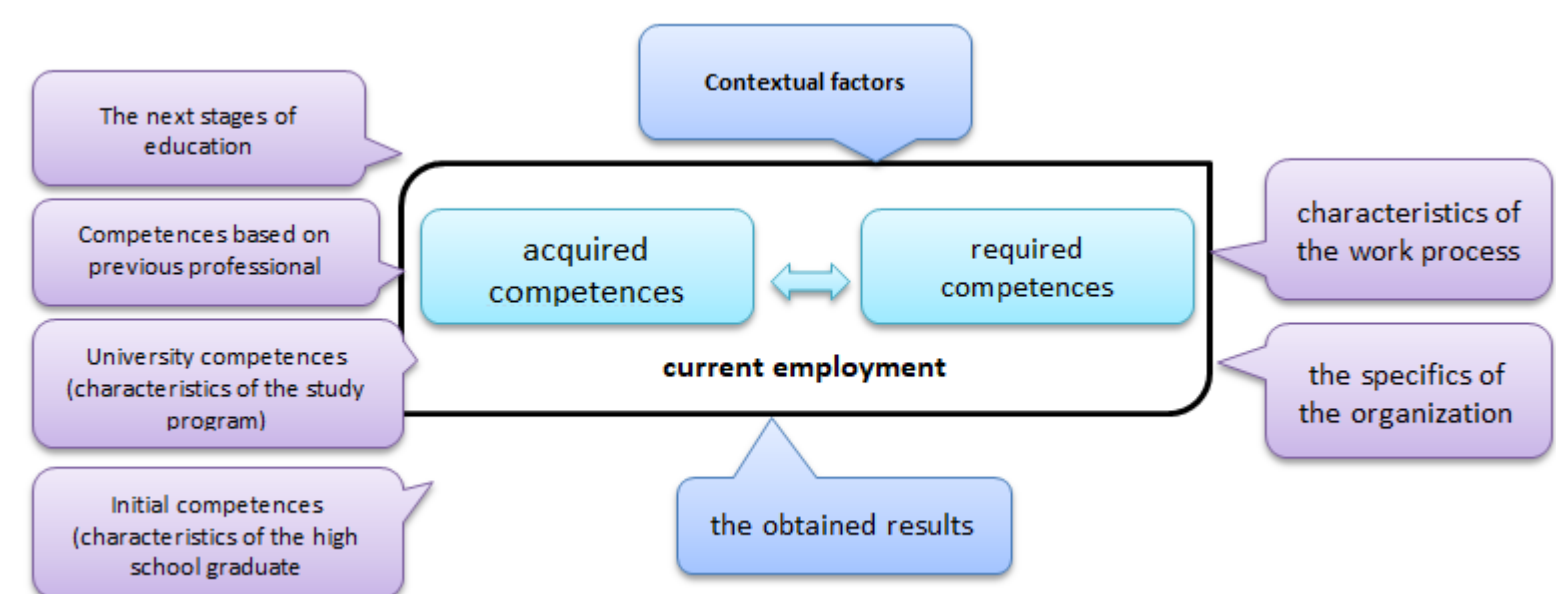
The occurrence of overeducated employees in the scope of the work they perform means that enterprises do not use the entire existing production potential of their employees, while undereducation means that hired employees are less productive than they should be in the given state of the art. The result of such a state of affairs may be the ineffectiveness of both the labour market and the interaction between the labour market and the education system. In each of these cases, the mismatch that occurs will affect the costs for the individual, organization and society as a whole.

The research conducted so far in this area has allowed to obtain several extremely interesting conclusions, however, not verified in relation to the Polish market. The research carried out proved that Overeducated workers do not necessarily enjoy faster wage growth than the wellmatched (Korpi and Tählén, 2009), but overeducation has been linked to upward mobility (Dekker et al., 2002). However, lack of career opportunities may result in limited commitment to the workplace (Blenkinsopp and Scurry, 2007), and evidence shows that the overeducated are more likely to engage in a job search (Wald, 2005). Tarvid (2012a) found that overeducated graduates are always less satisfied with their jobs than their well-matched counterparts. The included conclusions should be verified in relation to the Polish specificity. Skills mismatch assessment will allow for comparative analysis, but most of all it will allow to verify the adequacy of the current education system in Poland.

Research Methodology

The main areas of the research process are presented in Figure 1. The framework will be used to develop the instruments used in the research: graduate questionnaires, qualitative research and national statistical surveys. The survey respondents were divided into groups according to the International Standard Classification of Occupations, 2008 (ISCO-08), and their competence levels are based on a scale from 1-5 based on the required levels of education for a given group. The respondents will be graduates of universities operating in the country. Verifying skills mismatch has been classified according to the International Labour Office classification from 2013.

Fig. 1. Main research areas



Main findings

Based on the research process, it is planned to verify the following hypotheses:

- the overeducated face a number of disadvantages compared to the wellmatched.
- for overeducated, wages are higher than for the well-matched at the same job,
- for overeducated returns to the years of schooling beyond the required level are lower,
- the overeducated earn less than those who have the same level of education but do have a job that is matching their education,
- undereducated workers earn less than the well-matched at the same job,
- undereducated earn more than workers with the same educational level and a matching job.

The implementation of the research process allows for verification to what extent the requirements set for graduates and the possessed ability to meet them depend on the ways of organizing work.

MAIN RESULTS AND CONCLUSIONS

Based on the results of the REFLEX project, the mismatch level was determined to be of between 30 per cent and 50 per cent of the employed in European countries (ILO 2014). The obtained results of the research carried out in the Polish country scale will allow to determine whether and to what extent the following areas should be transformed:

- job placement services,
- training processes going beyond initial education,
- expanding social dialogue to strengthen links between education and training systems and the business area.

The presented research process will allow to track the transition of university graduates to workplaces and the results obtained in them. Conducting the research will not only contribute to obtaining primary data in the field of skills mismatch of graduates, but it will allow to identify the characteristics of graduates, higher education units, employers and the characteristics of the wider institutional, cultural and structural context in which all entities function.