Assessing the effectiveness of education graduates in the labour market, application at the Lucian Blaga University - Part II

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Abstract: In March 2008 an evaluation regarding the state of graduates in the labour market was carried out at the University "Lucian Blaga" Engineering Faculty. In this paper, we will present the frequencies analysis and the statistical analysis of the first two objectives. We have used the Pearson chi-square tests, the hypothesis that the row and column are independent variables, and Cramer's test to see the strength of the relationship.

Key-words: Evaluation, statistical analysis, chi-square test, Cramer’s V test, graduate’s opinion, educational efficiency.

1 Introduction

In this paper are presented the results obtained in the research of educational efficiency received by graduates of the University "Lucian Blaga" in Sibiu, Romania.

The results of the survey are presented in two works. In the first part (I) was presented the sampling process used, the sampling plan and then conducted an analysis of demographic characteristics and a frequencies distribution on the structure of the questionnaire. This paper (II) will analyze the objectives resulted in the questionnaire’s items processes.

2 The objectives analysis

2.1 Analyses objective I – Determining the opinion of graduates toward university studies

This section indicates the view of graduates over higher education in general, by analyzing the following aspects of opinion:
- Usefulness of higher education in obtaining a job (Question 1);
- Development of skills through compatibility with studies graduates (Question 2);
- The knowledge received from the graduated faculty through fundamental, profile, specialty and practice knowledge (question 13);
- The amount of knowledge gained in college and currently used at work (question 14).

The quantitative responses of those interviewed, in the last two issues were placed on a scale from 1 to 5 representing: 1 - very much, 2 - long, 3 - average, 4 - least 5 - very little.

After processing the data, has been made the distribution of frequencies of the responses in the overall analysis. Then, the data were analyzed, in the statistical analysis, to determine links significant from statistical point of view, using hi square test. Finally is written a summary of the analysis, draw conclusions and recommendations are designed to mainly improve the effectiveness of educational supply in the labour market.

2.1.1 General Analysis

Most graduates’ respondents considered useful to have completed university studies to obtain a better job (Figure 1). The highly specialised jobs put emphasis on improved skills. Nevertheless studies are only partially followed in accordance with the abilities of respondents. It can however see that the trend is, however, to a compatibility studies graduates with the skills (Figure 2).

Fig.1 The usefulness of university studies to obtain a job
In connection with the knowledge received from the graduated faculty through fundamental, profile, specialty and practice knowledge the majority of those questioned considered that universities now offer a well theoretical trained but less practical (Figure 3). Nevertheless, overall, respondents considered that universities provide a fundamental theoretical training better than a readiness profile, specialty or practice. This is supported by the average calculated for the scores of responses. For a good theoretical fundamental training the average scores granted is 2.68 (on a descending scale from 1 to 5) and for applicative training the average scores is 3.90 (on a descending scale from 1 to 5).

The knowledge gained in faculty currently used at work is shown in Figure 4. There is a diminution of applying at the present work place the theoretical knowledge acquired during faculty.

2.1.2 Statistical analysis
To achieve a more complete picture about this chapter has been made a statistical analysis of data. So were compared to the amount of knowledge acquired during college and those currently applied in the workplace. The average scores of responses offered by elected respondents are reflected in Figure 5.

It notes a decrease in quantity of knowledge learned and applied in the first three categories (fundamental knowledge, the profile and specialty) and a slight increase in the application of practical knowledge. It notes the fact that as we begin to introduce topics for profile subjects or specialty knowledge accumulated amount in this category falls.

So, or the number of disciplines within these categories are too few or graduates do not make an exact distinction between the categories listed. This would need a studied in future research.

Also in the statistical analysis was reviewed the main connections that exist between the dependent variables and the following independent variables:
- Sex, age, provenance environment; number of family members, net monthly income per family member (classification questions).
- Faculty profile, the rules they used to find a job, how accommodation at the current job and satisfaction over the workplace.

Of all correlations made between dependent variables and all independent variables were analyzed only those that are significant in terms of statistical test under chi square.

Basically this test indicates the possibility that between 2 variables tested there is no statistical link (the null hypothesis). The value of chi square under which the null hypothesis is rejected, so accepting a significant statistical link between the 2 variables has been
established according to literature to a maximum of 5% [2].

The following presents the correlations resulting from carrying out the chi square test. In order to apply the chi square test up was made a recode of the measuring scale as follows: total agreement and the agreement recoded as agreement; neutral (regardless) recoded as neutral (regardless); disagreement and total disagreement recoded as disagreement.

**Item 1 analysis "The usefulness of higher education in obtaining a job"**

As we can see 95.83% of those who have adapted well or very well at the present work place regarded useful academic studies. The chi square test is 0.000 so there is a link between accommodation in the workplace and an assessment of the usefulness of academic studies. The value of this link is 0.566 under test Cramer’V so the connection is very strong ([0; 1]).

**Item 4 analysis „How much of the knowledge gained in college used you currently?”**

There is a strong link between practical knowledge currently used by graduates and finding a job through direct contact. The chi square test has a value of 0,008 and Cramer's V test has a value of 0,450. It is noted that those who have acquired during college practical knowledge of at least a medium level and use this practice knowledge have found a job through direct contact.

### 2.2 Analysis objective II - Assessing the efficiency of educational supply in the labour market

This section indicates how is made, in general, the insertion of young people in the labour market. To assess the effectiveness of education offer were followed three aspects of opinion:

- Insertion of young people in the labour market prior to graduation of a higher education program and after graduating from college (questions 5-9);
- Procedures used to find a job after graduating college (question 10);
- Assessment of emotional work today (satisfaction, accommodation ...) (questions 11, 12, 15, 16).

Quantitative answers about satisfaction and accommodation in the workplace were placed on an ascending scale from 1 to 5.

After processing, the data has been made a distribution of frequencies at the responses in the overall analysis. Then, the data were analyzed, in the statistical analysis, to determine links significant from statistical point of view, using hi square test. Finally is written a summary of the analysis, draw conclusions and recommendations are designed to mainly improve the effectiveness of educational supply in the labour market.

### 2.2.1 General Analysis

Most graduates have not held a job before faculty. For improving skills and securing a job after finishing college more than half of respondents, have employed during the faculty (figure 6).

![Fig.6 Insertion of young people in the labour market prior to graduation of a higher education program](image)

Currently 96.2% of the respondents are employed. 3.8% do not have a job because they have opted for a super specialization (continued studies 1.9%) or did not want this (1.9%) (Figure 7).

![Fig.7 Employment for a job now](image)

The interval after graduating from college and how the current job is a continuation of previous activities is presented in figure 8 and 9. Most of them have hired immediately after graduating from college (55.3%) and continued activities previously deployed (72%).

![Fig.8 Continuity over activities previously deployed](image)
The fluctuation and migration of labour is shown in Figure 10.

Graduates put particular emphasis on the Internet, acquaintance, personal friends and relations and advertising media in finding a job. The procedures used for finding a job after graduating college are shown in Figure 11.

The work currently carried out by graduates questioned respond to an 86% to the faculty qualification (figure 12).

A percentage of 54.2% are satisfied with current job and an almost total percentage of 96% have adapted well and very well at work. The frequencies are shown in figure 13 and figure 14.

2.2.2. Statistical analysis

In the statistical analysis were reviewed the main connections that exist between the variables dependent and independent variables following:

- Sex, age, net monthly income per family member (questions of classification).
- Ways of accommodation at the current job and satisfaction over the workplace (questions 15, 16).

Of all correlations made between dependent variables and all independent variables were analyzed only those that are statistical significant in terms of chi square test. Those who have employed at an interval of more than 6 months from graduation have adapted hard at work. There is a significant dependence in terms of chi-square test between accommodation at work and the time after graduation until he undertook a job. The value of chi-square test is 0001. This dependence is a very strong the Cramer’V test has a value of 0483 (figure 15).

Respondents which the activity does not correspond to their graduated qualification have not at all accommodated at work.

72% of those who have employed immediately after graduation have a very high/ high satisfaction versus the workplace.
Fig. 15 Correlation between accommodation at work and the time from graduation when he committed

4 Conclusion

The findings presented below are derived from statistical processing of the entire questionnaire.

C1. Universities provide a better theoretical training but less practical;

C2. Theoretical knowledge acquired during college is less applied in the workplace;

C3. All those who do not have a clear opinion related to the usefulness of higher education are university graduates of the educational profile (12.5%);

C4. There is a strong link between accommodation in the workplace and higher education assessment of the usefulness (chi square 0.000 and Cramer’s V test 0.566);

C5. 80% of respondents with economic studies graduates considered the studies followed as only partially in accordance with their skills. The chi square test does not get a significant correlation between these two aspects;

C6. Most of those with technical studies cover the faculty believes that the level of specialty knowledge in a sufficient proportion and 33.3% consider that covers very little faculty / least practical knowledge;

C7. Most respondents regardless of the profile followed deemed insufficient coverage level of practical knowledge.

C8. None of the respondents with economic studies graduates believes that the faculty cover all type of knowledge at a higher level (much / very much);

C9. Respondents with a low and average satisfaction at work are using very little specialized knowledge gained during college (60% respectively 64.7%);

C10. Respondents from technical profile use less or no more than the average practical knowledge acquired during college;

C11. Respondents using very much / much practical knowledge acquired during college worked more than 1 year during the studies (83.3%). Yet they represent of the total population of graduates who have worked more than 1 year only 20.8%;

C12. There is a strong statistical link (as chi-square tests and Cramer) between the level of practical knowledge currently used by graduates and finding a job through direct contact;

C13. 83.3% of those who use more practical knowledge have a high satisfaction over the workplace;

C14. For improving skills and securing a job after finishing college more than half were engaged during college;

C15. Respondents put particular emphasis on the Internet, acquaintances, friends and personal relationships and mass media in finding a job.

C16. There is a significant dependency between accommodation at work and the time after graduation until employee (chi-square test value is 0.001 and Cramer’s V test 0.483);

C17. Respondents to the activity does not meet the training were not at all accommodated at work;

C18. 80% of those with a low satisfaction had no more jobs until now and only 20% of those who have had more then one job have a lower satisfaction;

C19. Most respondents who have a job activity that do not correspond to his/her qualification have the age under 25 years and 70% of those over the age of 35 years held an activity that corresponds to qualification graduated;

C20. None of the respondents with incomes over 300 euros per family member is not performing activities that do not correspond to qualification graduated.

References:


