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Assessment of Basic Skills of Low Qualified Adults in Turkey for Labor Market: Need Analysis

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Unemployment in Turkey



Unemployment is one of the major social and economic problems in Turkey (Kanca 2012, Özsağır 2000, Yanbaşı 2014). Many studies have been carried out to reduce unemployment and new policies have been produced.

There are various reasons for unemployment and the mismatch in demand in the labor market is one of the most important factors increasing unemployment rate. Unemployment in Turkey is observed to be the most affected are those located in the lower socioeconomic levels. Because these individuals do not have sufficient education and equipment, they have less chance of finding a job.



Unemployment Problems in Turkey

- Mismatch in demand in the labor market
- Insufficient education and equipment for people with lower socioeconomic level.
- Measurement and validity problems for skill evaluations
- Deficiencies and inadequacies of traditional measurement tools
- Skill evaluation process
- Vocational and personal trainings



Aim of study

In this study, it is aimed to reveal the problems and needs for basic skill assessment processes, which is one of the problems experienced by the public and private institutions working for employment..



Methodology

In this study qualitative approach was used to reveal the problems and needs for basic skill assessment processes, which is one of the problems experienced by the public and private institutions working for employment.



Sample of Study

Data collected from with 6 job and occupational consultant from ISKUR (Turkish Employment Agency), 5 job experts from Trabzon Chamber of Commerce and Industry and 5 vocational education experts from Public Education Center.

Data Collection Tool



- Semi-structured interviews were used as data collection tool in the study.
- In the semi-structured interview technique; the researcher prepares general questions before starting the interview.
- The majority of questions are posed during the interview. In this way, the researcher and the interviewee are given the comfort to discuss the subject in depth (Patton 1990, Karasar 2005, Punch 2005).
- With semi-structured interviews, it is possible to learn not only the answer but also the reasons for the answers.

Analyzing Data

- Content analysis method ,which is one of the qualitative data analysis methods, was used in the study. The basic process in content analysis is to gather data similar to each other within the framework of certain concepts and themes and to organize and interpret them in a way that the reader can understand

In content analysis, data is analyzed in 4 stages (Yıldırım ve Şimşek, 2008):

- 1. Coding of data,
- 2. Finding themes,
- 3. Organizing codes and themes,
- 4. Identification and interpretation of the findings.



1. Coding of data

- In the first stage of data analysis, codes were created by considering the data in the 16 interviews in the sample over the datasets.
- 18 first level codes are obtained from analyses of semi conducted interviews.



Table 1. First Level Codes Obtained from Analysis.

FIRST LEVEL CODES	
CODE	FREQUENCY
Personal statement	13
literacy insufficiency	12
Drop out education and training	6
Lack of basic skills	14
Lack of working skills	13
Deficiencies at training model	8
Insufficient preliminary assessment	7
Problems in forming homogeneous education groups	6
Lack of information in directing to job	12
Pre-requisite for trainings	8
Individual attitudes and perceptions	12
Lack of skill assessment test	11
Uncertainty of training calendars	6
Informing problems of individuals	7
Lack of personal information	9
lack of customized assessment tools	12
employer expectations	9

2. *Finding themes*

At second stage of analyses suitable themes were determined. 3 main themes obtained from analyses of first level codes:

- 1- Issues on Training Processes ,
- 2- Assessment and evaluation problems,
- 3- Issues on Recruitment Processes.



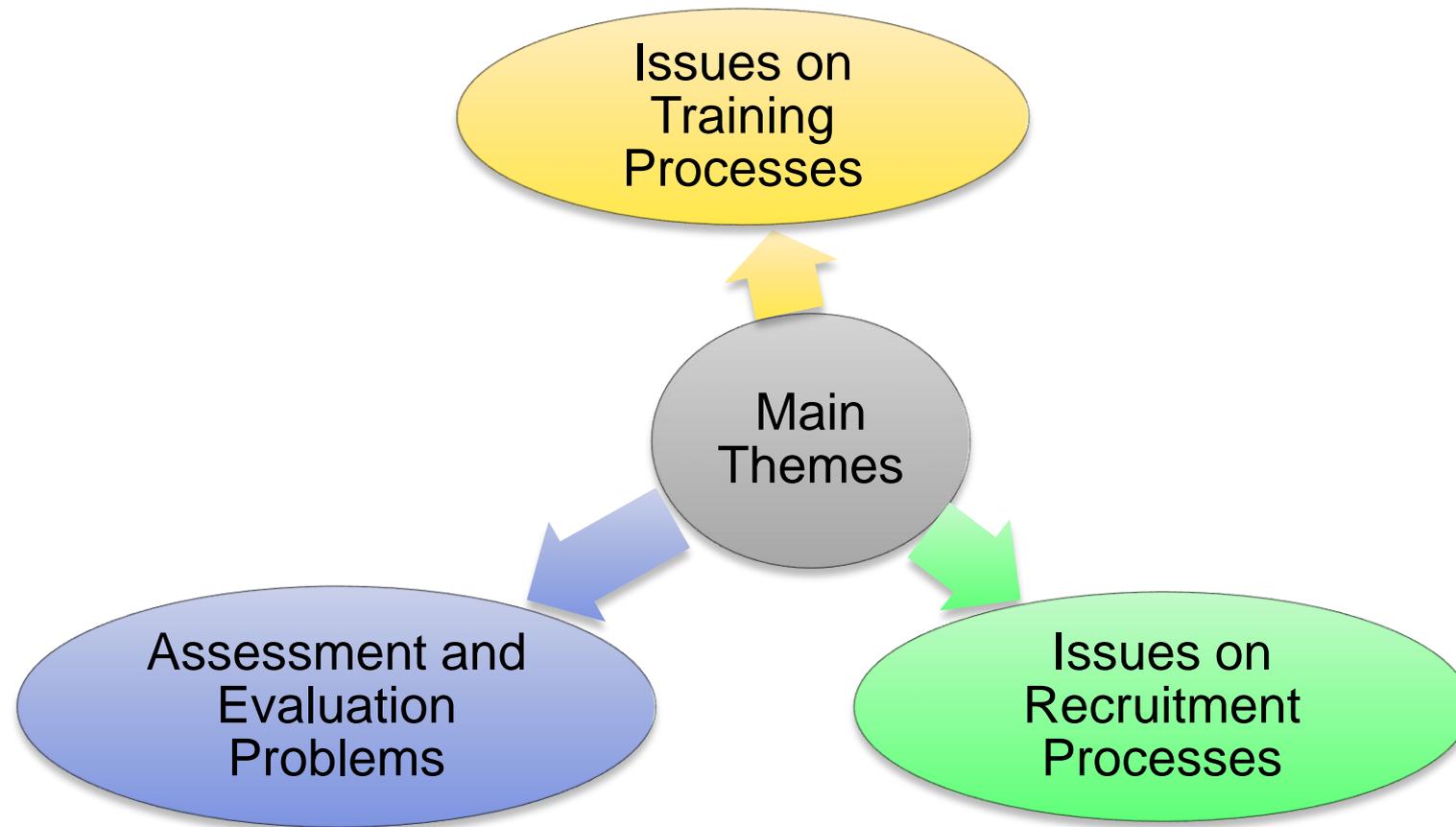


Figure 1. Main themes obtained from analyzed data.

3. Organizing codes and themes

- At third stage codes organized under themes .
- Needs of labor market related with basic skill assessment is shaped under three main categories.
- Needs arises from training process, recruitment process and assessment-evaluation process.

Table 2. Themes and associated codes.

Issues on Training Processes	Issues on Recruitment Processes	Assessment and Evaluation Problems
literacy insufficiency	Personal statement	Personal statement
Drop out education and training	Lack of working skills	Insufficient preliminary assessment
Deficiencies at training model	Insufficient preliminary assessment	lack of customized assessment tools
Insufficient preliminary assessment	Lack of information in directing to job	Individual attitudes and perceptions
Problems in forming homogeneous education groups	Pre-requisite for trainings	Lack of skill assessment test
Pre-requisite for trainings	Individual attitudes and perceptions	Inadequate communication with other institutions
Individual attitudes and perceptions	Lack of skill assessment test	
Uncertainty of training calendars	Uncertainty of training calendars	
Lack of personal information	Informing problems of individuals	
Inadequate communication with other institutions	Lack of personal information	
	employer expectations	
	Inadequate support in business consulting processes	

4. Identification and interpretation of the findings

After the coding of data, finding themes, organizing the codes and themes, the analyzed data is made ready for the identification and interpretation of the findings.

RESULTS AND CONCLUSION



Results of study showed that assessment and evaluation is a big problem for organizing and planning training facilities.

- It is stated that there is an insufficient preliminary evaluation process in the training and recruitment processes of the individuals and the preliminary evaluation data used are composed of personal information and personal statements registered in the system.
- Another important problem is that the training groups formed in the process of gaining business competence and vocational training are not homogeneous, that is, individuals with different levels of knowledge.

RESULTS AND CONCLUSION



- Job and occupational consultant and job experts stated that Insufficient preliminary assessment, lack of personal skills level's information and lack of information in directing jobs are main problems that they face.
- The assessment tools they use appeal to the general, and that they do not have a specially developed assessment tool for certain qualifications and groups. Another result obtained from the analysis is that employers want job candidates to have basic skills and competencies, regardless of the quality of the job.

RESULTS AND CONCLUSION



- Labor market and institutions supporting labor market have problems determining individuals' current skill and academic level. Lack of skill assessment tools and customized assessment tools are main problems that institutions faced with.
- One of the important results revealed in the study is that public and private institutions working on employment processes state that they do not cooperate adequately with higher education institutions to solve existence problems and to compose useful models

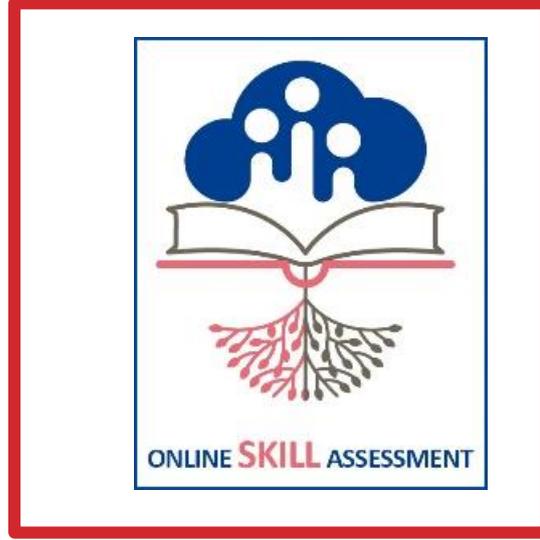
RESULTS AND CONCLUSION



- Results of study will lead researchers and institutions dealing with employment to develop systems and to produce effective policies for reducing unemployment and managing employment.
- Higher education institutions are thought to be able to find solutions by integrating many disciplines and experts in these disciplines to the problems experienced by institutions working for employment (West 2000, Jacob 2015).
- Involving all institutions with experts from many disciplines will contribute to the composing new policies related to employment processes and the creation of new models.

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Thank you...
Questions???