

## SECONDARY SCHOOLS AND INSTITUTIONS OF HIGHER LEARNING GRADUATES EMPLOYABILITY ON THE LABOUR MARKET

### ABSTRACT

This paper addresses the educational policy and employability of secondary schools and institutions of higher learning graduates on the labour market. It is emphasised by us that education, training, science, research and innovations, informatization and digitalisation are considered at present by us to be the main pillar of knowledge society and economy. We refer to the fact that the government policy is directed towards utilisation of knowledge and creative potential with increase of requirements on professional competency of the people, on linking the theory and practice and on dual education. On the basis of the statistical data we are providing an overview of employability of graduates on the labour market.

**KEYWORDS:** *educational policy, education, labour market, graduates, secondary school, institution of higher learning*

### INTRODUCTION

At present education, training, science, research and innovations, informatization and digitalisation are considered by us to be the main pillar of knowledge society and economy. The government policy is directed towards using of knowledge and creative potential with increase of requirements on

professional competency of the people. Development of education is forming intellectual potential of individuals who are able to formulate political goals and vision of the company (Horváth, 2013).

Educational policy includes transition of preschool education to lifelong learning, it supports development of education with direct connection to the practice. The main mission of the university of the third age is to provide space for satisfying the desire for knowledge and specialised information for the people of senior age.

From the point of view of jeopardizing by unemployment the young population inclusive graduate belongs among the risk groups on the labour market. Employability of the graduates on the labour market is influenced by many factors, however not all of them are within the scope of the influence of system of education.

Adolescents often seek subjective feeling of satisfaction, but not find him. At the level of interest lack motivation, enthusiasm and apathy prevails rather to own development and laxity approach to duties and responsibilities. It can be said that the team will suffer a suffer not only the closest social environment, but society as a whole will bear the consequences of your inability to accept responsibility adolescent living individual (Slovák, 2014). Human personality is characterized by certain qualities, opinions and relationships own moral needs, level of activity and a number of other important skills that will not emerge all at once, but gradually (Dudžáková, 2014).

The tendency to reaching the highest education and increasing of educational level of population is characteristic for school policies of the majority of European countries and its result is permanently increasing number of graduates with university education. The second side of this coin is confrontation with the labour market.

The thematic area of employability of university graduates is a system problem and has strategic significance for long term development of higher education, as well as for efficiency of economic development. From this it results that the issue of utilisation of the acquired qualifications or as the case may be the possible unemployment, as well as other aspects of this issue have the character, which is overlapping the departments and when addressing this issue the share of department of education is significant.

Creation of feedback between the institutions of higher learning, state administration, labour market and practice is unavoidable in particular from the point of view of certain connection between training of the students, future graduates of individual institutions of higher learning with the present as well as with the future needs of national economy. The surveys of graduates looking for a job are only summary statistics that provide framework image on unemployment of the graduates, but cannot describe the specifics of individual fields of study and in particular the quality of employment of individual groups of university graduates itself.

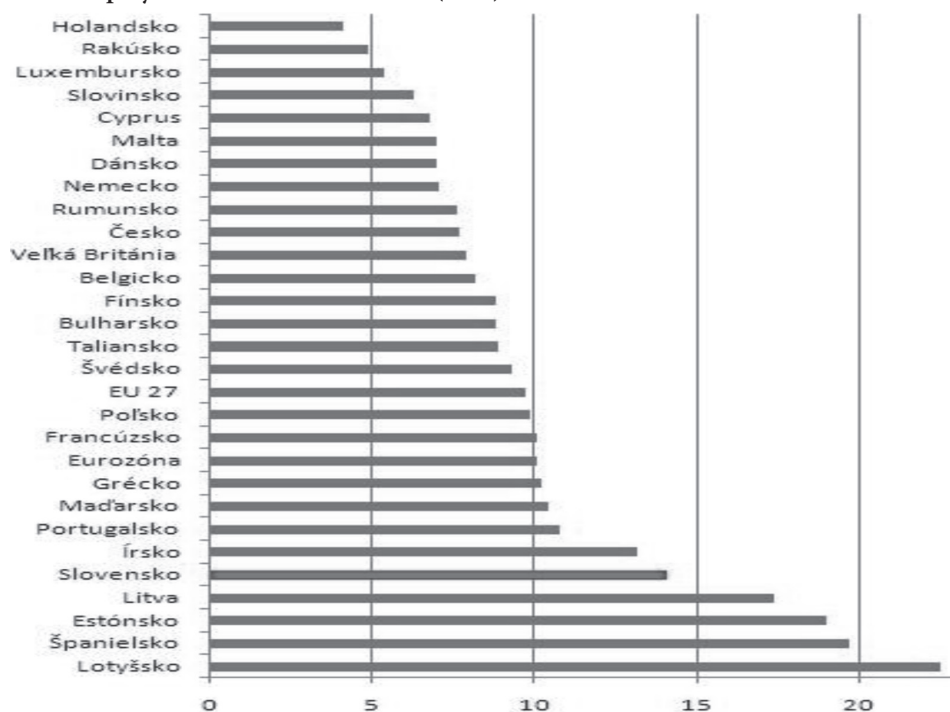
The successfulness of the institution of higher learning may be assessed not only from the point of view of number of interested students in the study, but also from the point of view of employability of these students on the labour market. For the time being the information from this point of view is not sufficient, but it can be expected that gradually they will play more significant role on the part of secondary school students when selecting a university. With the interest in the institution of higher learning also a number of new students is increasing and in connection with this also the inflow of money. From this point of view with regard to the successfulness of the institution of higher learning it is important to know at present as well as in the future how successful their graduates are in finding employment in real life. This kind of information is at the same time very useful for central authorities and also for the purposes of monitoring and shaping of regional development.

The main problem of regional school system is the financing system because is not able to push the optimization of the school network in order to make them more financially flexible and efficient (Mihálik, Klimovský, 2014).

Because of the generally high demand for the high quality graduates these generally do not belong to the primary target groups of employment policies. In the post-communist countries the short term character of their possible unemployment has been strengthened by the specifics of the labour market. These were in the nineties the shortage of population with university education particularly in social-scientific fields of study, but also the prevailing willingness of the graduates rather to satisfy themselves will less qualified work than to stay as an unemployed over longer period of

time (Zvalová, 2009). In addition to this the statistics of the Headquarters of Labour confirm that as a rule more than 90% of graduates are placed in the records of job-seekers for a period shorter than 6 months. On the one hand Eurostat confirms the trouble-free searching for a job of university educated population, but on the other hand it refers to critical problems of young people in finding jobs in particular in Slovakia. The following graph 1 compares the rate of unemployment in the countries of the European Union.

Graph 1.  
Unemployment in the EU countries (in %)



Source: Eurostat

Netherlands, Austria, Luxembourg, Slovenia, Cyprus, Malta, Denmark, Germany, Romania, Czech Republic, Great Britain, Belgium, Finland, Bulgaria, Italy, Sweden, EU 27, Poland, France, Eurozone, Greece, Hungary, Portugal, Ireland, Slovakia, Lithuania, Estonia, Spain, Latvia

Table 1.

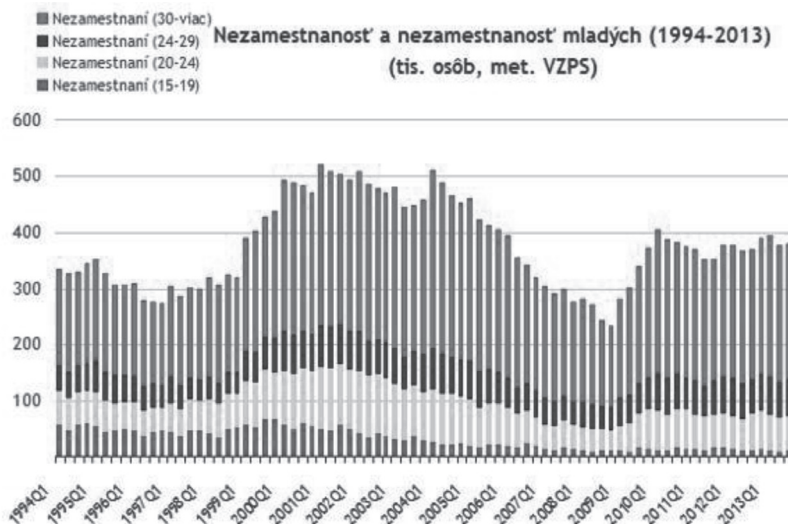
**Unemployment rate of young people (15–24 years) in the selected countries**

	2007	2008	2009	2010	2011	2012
EÚ 27	15,7	15,8	20,1	21,1	21,4	22,8
EÚ 17	15,5	16,0	20,3	20,9	20,8	23,1
Česká republika	10,7	9,9	16,6	18,3	18,1	19,5
Dánsko	7,5	8,0	11,8	14,0	14,2	14,1
Fínsko	16,5	16,5	21,5	21,4	20,1	19,0
Francúzsko	19,8	19,3	24,0	23,6	22,8	24,3
Taliansko	20,3	21,3	25,4	27,8	29,1	35,3
Cyprus	10,2	9,0	13,8	16,6	22,4	27,8
Maďarsko	18,1	19,9	26,5	26,6	26,1	28,1
Nemecko	11,9	10,6	11,2	9,9	8,6	8,1
Holandsko	7,0	6,3	7,7	8,7	7,6	9,5
Poľsko	21,6	17,2	20,6	23,7	25,8	26,5
Grécko	22,9	22,1	25,8	32,9	44,4	55,3
Slovensko	20,6	19,3	27,6	33,9	33,5	34,0
Španielsko	18,2	24,6	37,8	41,6	46,4	53,2

Source: Eurostat

EU 27, EU 17, Czech Republic, Denmark, Finland, France, Italy, Cyprus, Hungary, Germany, Netherland, Poland, Greece, Slovakia, Spain

Graph 2.

**Unemployment and unemployment of young people (1994–2013) in Slovakia**

Source: Štatistický úrad SR (Statistical Office of the Slovak Republic)

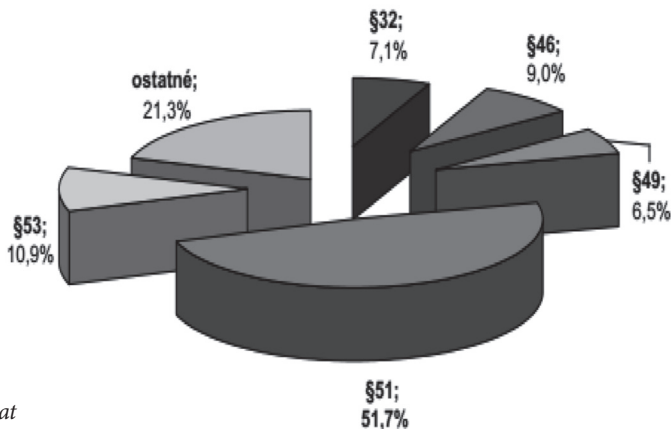
- Unemployed (30 – and older)
- Unemployed (24–29)
- Unemployed (20–24)
- Unemployed (15–19)

It is not enough only to look for economic lagging behind, but also to look at an isolation from the labour market of the area of department of education.

State interventions in the form of measures of active policy on the labour market serve for making it easier for the young people to enter the labour market. The existence of targeted tools of support and assistance for the young people can in a significant manner contribute to strengthening their competitiveness and integration into their working life. Among the standards tools of active measures on the labour market, which are explicitly targeted on the segment of young people belong as a rule the tools eliminating the shortage of professional practice and practical experiences. These are the schemes enabling familiarizing with a new job, training, attending specialised practice directly in the working environment of the employer with the purpose to acquire professional competency. Graduates Practice, which gives Graduates

Graph 3.

Participation of school graduates in individual tools of active policy of the labour market



Source: Eurostat

Other 21.3%

Practice, which gives the graduates the possibility to acquire professional skills and practical experience in the form of work stay at the employer's premises, serves for these purposes within the set of active measures on the labour market of the Slovak Republic. The participation of school graduates in individual tools of active policy of the labour market has been shown in the following graph:

Table 2.

**Indicators of unemployment of graduates of field of studies according to the groups of education**

Field number	Groups of fields of education	NA 9/2012	AMN 9/2012	NA 5/2013	AMN 5/2013	Dif NA	AB index
2,3	Technical fields	2519	17,1%	2143	14,6%	-376	0,15
22	Metallurgical engineering	40	29,2%	28	20,4	-12	0,30
23	Mechanical engineering and other metal processing production I	377	22,2%	243	14,3	-134	0,36
26	Electrical engineering	612	15,9%	522	13,6	-90	0,15
28	Technical and applied chemistry	73	17,1%	69,	16,2	-4	0,05
29	Food processing	32	23,9%	21	15,7	-11	0,34
31	Textile and clothing industry	13	17,8%	17	23,3	4	-0,31
33	Wood processing and production of musical instruments	79	32,4%	68	27,9	-11	0,14
34	Printing and media	22	50,0%	32	72,7	10	-0,45
36	Building industry, geodesy and cartography	361	16,3%	300	13,6	-61	0,17
37	Transport, posts and telecommunications	472	19,3%	434	17,7	-38	0,08

Field number	Groups of fields of education	NA 9/2012	AMN 9/2012	NA 5/2013	AMN 5/2013	Dif NA	AB index
39	Special technical fields	438	12,8%	409	11,9	-29	0,07
4	Agriculture, forestry and veterinary fields	419	21,0%	269	13,5	-150	0,36
42	Agriculture, forest economy and rural development I	381	23,0%	239	14,4	-142	0,37
43	Veterinary sciences	38	11,2%	30	8,8	-8	0,21
<b>5</b>	<b>Medical and pharmaceutical fields</b>	<b>368</b>	<b>11,7%</b>	<b>274</b>	<b>8,7</b>	<b>-9,4</b>	<b>0,26</b>
53	Health care fields of education at secondary medical schools	368	11,7%	274	8,7	-94	0,26
<b>6,7</b>	<b>Social fields and services</b>	<b>4381</b>	<b>18,1%</b>	<b>3142</b>	<b>13,0</b>	<b>-1239</b>	<b>0,28</b>
62	Economy sciences	120		25	46,3	-95	0,79
63	Economics and organisation, commerce and services I	3646	17,1%	2798	13,1	-848	0,23
68	Law Science	48	31,0%	28	18,1	-20	0,42
72	Journalism, book science and scientific information	100	31,7%	51	16,2	-49	0,49
76	Teaching	467	19,7%	240	10,1	-227	0,49
<b>8</b>	<b>Culture and arts</b>	<b>399</b>	<b>12,5%</b>	<b>353</b>	<b>11,1%</b>	<b>-46</b>	<b>0,12</b>
82	Arts and production in arts and crafts	399	12,5%	353	11,1%	-46	0,12

Source: Herich, 2013

The following table covers the first twenty fields of study with the highest scope of unemployment in May 2013. The indicators of unemployment are number of unemployed graduates (NA), rate of unemployment of graduates (AMN), medium period of registration in the labour offices (SDE) and absorption index.



Table 3.  
**Unemployment of graduates of study fields ranked according to the number of unemployed in May 2013**

Groups of fields of education	NA 9/2012	AMN 9/2012	SDE 9/12	NA 5/2013	AMN 5/2013	Dif NA	AB index
Commercial school	1697	15,0%	8,0	1265	11,2%	7,6	25%
Hotel school	669	15,9%	7,3	432	10,3%	7,3	35%
Electrical engineering	390	10,7%	6,3	352	9,6%	6,9	10%
Commerce and business	399	19,8%	9,1	302	15,0%	7,7	24%
Business school	328	20,3%	8,8	275	17,0%	7,6	16%
Technology and operation of transport	187	19,2%	6,8	195	20,0%	7,3	-4%
Operation and economics of Transport	203	16,6%	6,7	177	14,5%	7,2	13%
Health care assistant	194	10,6%	6,1	151	8,3%	7,3	22%
Civil engineering	166	14,5%	8,4	143	12,5%	7,4	14%
Management of regional travel industry	125	12,6%	7,1	132	13,3%	7,2	-6%
Technical and information serv- ices – in mechanical engineering	125	14,3%	6,6	112	12,8%	7,3	10%
Beautician and visagiste	139	28,2%	7,8	108	21,9%	7,4	22%
Mechanical engineering	102	11,4%	6,5	82	9,1%	6,5	20%
Promotional graphics	90	17,0%	7,4	79	14,9%	7,0	12%
Technical and information technology services in electrical engineering	73	11,4%	7,7	77	12,0%	7,2	-5%
Teaching for nurseries and pedagogy	108	9,8%	4,9	75	6,8%	7,2	31%
Masseur	65	13,1%	6,7	64	12,9%	7,1	2%
Geodesy, cartography and land register	55	12,4%	8,2	53	12,0%	8,7	4%
Mechatronics	54	9,3%	5,1	48	8,3%	5,8	11%
Promotional visual arts	61	15,4%	7,4	47	11,9%	8,4	23%

Source: Herich, 2013

In the projected period 2007–2025 it is assumed that the number of secondary school graduates will decrease namely from 56,670 in 2007 down to 35,969 in 2025, i.e. the decrease by one third. This decrease may be explained by the decreasing birth rate in the Slovak Republic, which started already in the eighties of the twentieth century (Plavčan, 2010).

The mirror of levels of employment is particularly being set by practice. The issue of employability of graduates of institutions of higher learning in their field is serious for each of them and represents feedback between the institutions of higher learning and real life (Dudáš, 2011).

In Table 4 we refer to the unemployment within the context achieved education.

Table 4.

**Unemployment of educational categories in %**

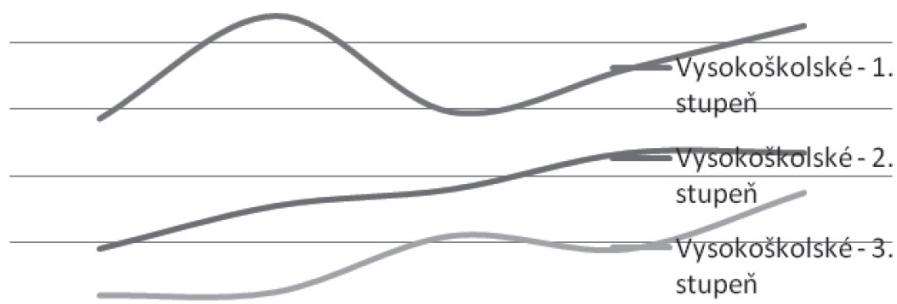
	22009	22010	22011	22012	22013
Elementary	41,6	44,1	42,3	44,5	42,3
Vocational without secondary school leaving examination	14,0	17,6	16,8	17,0	17,5
Secondary without secondary school leaving examination	11,1	16,8	16,3	12,8	15,7
Vocational with secondary school leaving examination	15,1	18,9	12,2	9,7	12,5
Complete secondary general	12,9	13,1	14,7	16,0	15,8
Complete secondary specialised	8,6	10,2	10,0	10,4	10,8
Higher specialised	5,6	10,3	5,8	4,7	7,8
University – 1st level	7,7	10,8	7,9	9,2	10,5
University – 2nd level	3,8	5,1	5,6	6,7	6,7
University – 3rd level	2,4	2,5	4,2	3,8	5,5
With no school education	50,0	36,4	100,0	50,0	–

Source: Štatistický úrad SR (Statistical Office of the Slovak Republic)

Table 4 shows shares in percentage of the unemployed in individual educational categories from 2009 to 2013. In a simplified way it is possible to derive from the mentioned table that with the increased category of

education unemployment decreases. However if we look closer at graph 4, so we can see how unemployment has been getting changed since 2009 to 2013 with three levels of university education and from the mentioned graph it can be seen that unemployment is increasing with all three categories of education.

Graph 4.  
Unemployment of university graduates in percentage



Source:

Štatistický úrad SR (Statistical Office of the Slovak Republic)

*University education – 1<sup>st</sup> level*

*University education – 2<sup>nd</sup> level*

*University education – 3<sup>rd</sup> level*

Table 5.  
Statistical data on institutions of higher learning in the Slovak Republic in the period 2003–2012

	22003	22004	22005	22006	22007	22008	22009	22010	22011	22012
Schools	21	24	26	30	33	33	33	33	35	36
Faculties	96	106	109	116	122	126	127	125	128	132
Students	99 929	108 608	116 195	125 213	133 888	140 262	144 018	139 716	138 742	135 736
New admitted students in the 1st year	24 371	32 934	36 196	37 313	37 503	34 673	36 038	32 428	33 465	32 619

	22003	22004	22005	22006	22007	22008	22009	22010	22011	22012
Graduates	17 883	19 186	20 811	20 670	24 433	35 400	42 508	43 872	42 653	42 493
PhD. studies (total)	9 104	9 946	10 408	10 652	10 086	9 663	10 145	11 240	11 111	10 006
Professors and senior lecturers	3 365	3 504	3 535	3 682	3 497	3 583	3 905	3 852	3 927	4 046
Pedagogical staff (total)	9 935	10 069	10 220	10 468	10 854	10 140	10 961	10 970	10 937	10 825

Source: Statistical Office of the Slovak Republic

Relatively significant increase of quantity in all measured values since 2003 to 2012 results from table 5.

Table 6.

**Graduates from institutions of higher learning according to individual fields of study in 2003–2012**

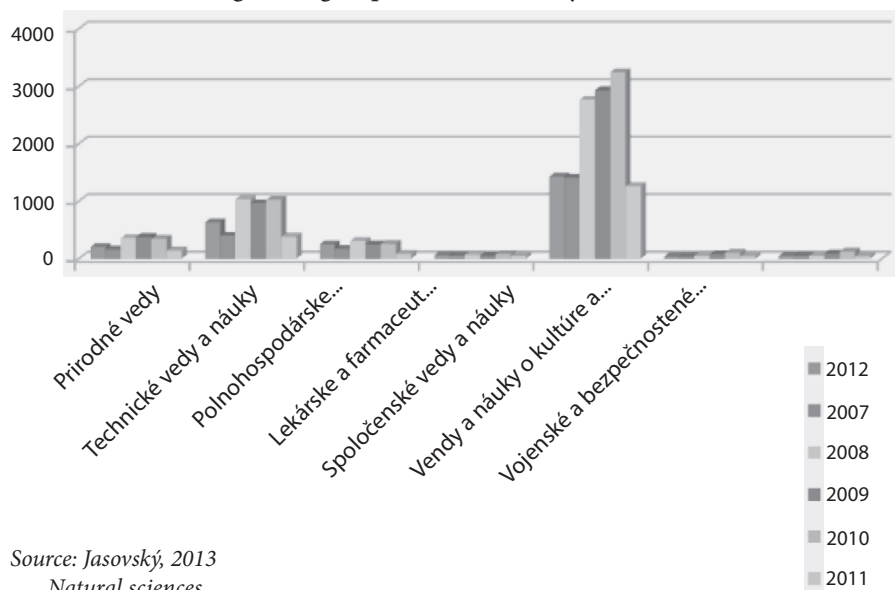
	22003	22004	22005	22006	22007	22008	22009	22010	22011	22012
Natural sciences	1 283	1 348	1 433	1 453	1 626	2 288	2 620	2 729	2 503	2 414
Technical sciences and disciplines	5 845	6 216	7 146	6 826	7 659	8 511	9 813	10 362	10 257	9 911
Agricult. forest. and veter. sciences	1 280	1 277	1 418	1 312	1 342	1 488	1 620	1 480	1 408	1 365
Medical and pharmaceut. sciences and disciplines	794	1 010	1 245	1 284	1 753	1 931	2 116	1 951	1 996	2 128
Social sciences and disciplines	7 880	8 491	8 680	8 906	10 641	19 581	24 507	25 196	24 143	24 129
Sciences and disciplines on culture and arts	759	717	768	739	817	1 073	1 198	1 271	1 318	1 291
Military and scientific sciences and disciplines	42	127	121	150	152	528	634	883	1 028	1 255

Source: Štatistický úrad SR (Statistical Office of the Slovak Republic)

It results from table 6 that numbers of graduates in the following periods increase in all groups of fields of study. It can be seen most significantly in the group military and security sciences and disciplines, namely almost 30-fold.

The increase of number of students brought about bigger numbers of graduates of institutions of higher learning appearing on the labour market, which did not provide possibilities of employability as well as a consequence of unfavourable economic and business development in the EU. This fact was reflected in the complicated employability of the institutions of higher learning graduates in the practice. During the period of the years 2007–2012 the development of graduates of institutions of higher learning according to individual fields of study as well as of job seekers was in particular unfavourable for social sciences and disciplines and technical sciences and disciplines and further for agricultural forestry and veterinary sciences and for natural sciences, as it is indicated by graph 5 (Jasovský, 2013, p. 12).

Graph 5.

**Job seekers according to the groups of fields of study**

Source: Jasovský, 2013

*Natural sciences*

*Technical sciences and disciplines*

*Agricultural...*

*Medical and pharmaceut...*

*Social sciences and disciplines*

*Sciences and disciplines regarding culture and...*

*Military and security...*

According to [www.sustavapovolani.sk](http://www.sustavapovolani.sk) the majority of jobs for the graduates (secondary schools and institutions of higher learning together) is being created in Bratislava region, where every third graduate in Slovakia works. From the point of view of employability of secondary school graduates, after Bratislava regions the majority graduates found their job in the Trenčín region and in Žilina region. More than half of graduates of institutions of higher learning are finding their job in Bratislava and in Košice region. In all tools of measurement Banská Bystrica region is on the last place, where the fewest jobs are being created.

We think that the main problem of the system of institutions of higher learning is that it is not linked to the requirements of the labour market. It is clear to us that there are big reserves in the area of the department of education and the issues of the system of education resonate more and more in our society. We must get our system closer to the European values and be their co-creators. It is necessary to react to all these challenges by our own high quality and professional training and by civilian stimulation.

“Education is the wealth of the nation and of the society, but it is also a competitive advantage of an individual on the labour market.”

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