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ROLES OF SOCIALISATION IN STRENGTHENING THE LABOUR-MARKET POSITIONS OF YOUNG ENTRANTS

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Abstract

There are explicit, as well as tacit expectations among skills and competencies that are demanded from those newly graduated. My main question of interest is the following: Where do young people learn these skills, knowledge and experience? Present paper is based on literature review and a quantitative research which was conducted among university students aged 18-33, in autumn 2013. The findings prove that a significant part of tacit knowledge is gained through family socialisation, during the process of informal learning rather than via formal education. Hence, family socialisation affects the competence portfolio of young graduates immensely. Present paper endeavours to investigate this influence.

Keywords: employability skills, expectation to graduates, family socialisation, Generation Y, tacit knowledge

1. INTRODUCTION

Globalised societies, virtual and network-type alike, with their rapid technological advancement, are currently riddled with the problems of employment issues, especially that of young entrants. In the last quarter of 2013, the employment rates in Hungary within the age groups 20-24 and 25-29 were 36.9% and 68.6% respectively. In line with this, the unemployment rate of people between 15 and 24 was 24.1%, while the same rate among people between 25 and 29 was 11.4% (KSH). Interestingly, a lot of positions requiring tertiary education remain vacant, which could be due to the difference

between what the employers and employees consider to be needed and required (Lazányi, 2013). In line with this, Lazányi (2013) points out that the labour market does not always produce the best or optimal solutions. Employers may be forced to hire people with competences below their expectations, and the employees may also find themselves in a position which does not suit their qualifications.

The results of numerous Hungarian researchers and those of the author of the current paper (Lazányi, 2013; Farkas, 2007; Galasi & Nagy, 2006; Tóth-Bordásné, 2011) show that there may be huge differences between the expectations of the employers and the existing competences of freshly graduated job-seekers; the same differences occur between what the two sides consider to be important (Tóth-Bordásné, 2011; Lazányi, 2013; PWC, 2013).

According to Farkas (2007), an effective labour market should operate based on competencies, not on qualifications, since competences summarize knowledge, skills, abilities and attitudes. With a labour market like this, structural unemployment would decrease and in time the competency structure of new entrants would near that, expected by employers. Accordingly, with the idea of competency based labour market, the question what kind of competencies are valued/demanded should become the focus of interest.

Both hard skills and soft skills are demanded by employers. Hard skills -e.g. analysis of business problems, formulation of long term plans interpretation of meaning from numerical data (Ipate & Pârvu, 2010) - are easy to be acquired in formal education, however, interpersonal qualities and personal attributes are hardly ever addressed by institutional education (James & James,

2004). Robles (2012) in his study identified the ten most important interpersonal skills according to business executives' opinion: integrity, communication, courtesy, responsibility, social skills, positive attitude, professionalism, flexibility, teamwork and work ethic. The group of people-related skills include communication, teamwork, and personal skills such as responsibility, resourcefulness and self-confidence (Cleray et al., 2006).

A part of soft skills is quite hard to transfer or obtain. How can we teach, for example, respect for other (elder) colleagues or motivation for lifelong learning? The difficulty is that soft skills also include tacit knowledge which one cannot or can only hardly explain and share with others, since it consists of conceptual and sensory information and images. Gáspár (2003) points out in his education criticism that there are basic problems with tuition regarding the relations between the individuals and society. The school fails to (completely) facilitate the development of human character, the development of general studying skills, the foundation of the ability and the requirement for self-actualisation as well as the preparation for a career path. According to Lazányi's (2013) research, students of tertiary education fail to meet the labour market demands, on one hand because they are not aware of them, on the other hand, however, because they are not trained in certain skills, that the employers would require, such as continuous learning, ethical conduct, openness towards new abilities, persuasive skills and responsibility-taking – all of them soft skills, what is more, tacit knowledge.

Tacit knowledge is a belief, value or attitude that hardly and if, then only slowly change. Value is acquired by the individual

through first integrating his/her own learning experience with the prevailing norms of his/her social group or through internalizing a new integrated knowledge (Schwartz, 1992; Juhász, 2010). All the wisdom, opinions and thoughts are formed in relation to, and as a consequence of, interactions with others' reactions (Lazányi, 2011).

Since tacit knowledge is transferred through shared experiences with common, personal activities (Nonaka & Takeuchi, 1995), an alternative possibility of acquiring competences is studying within a company, on the job. However, socialisation has its drawbacks and conditions as well. It is a long process which requires time and receptivity to think differently and accept others' different way of thinking. It is essential that the individual should be open towards the others; the environment and empathy is also a must. As the flow of information and the transfer of knowledge are realized through direct interactions, physical proximity is also required. Finally, if knowledge is to be transferred and spread, a location for the transfer also has to be provided. However, in order to achieve this, individuals should be accepted to a position (and an organization), which does not work exactly because they lack the necessary competences.

On the other hand, socialisation is not a process strictly connected to an organisational setting. Socialisation is a life-long learning process, where the individual and his environment are in constant interaction. "Socialisation is the process of social interaction by which people acquire those behaviours essential for effective participation in society, the process of becoming a social being" (Hughes et al., n.d.). Hence, the third possibility to acquire the necessary competences is embedded in the individuals' private environment.

According to the data of the 2011 Hungarian census, the number of people between 20 and 29 was 1 229 thousand, which is approximately 12% of the total population. 37% of them still live with their parents in a child's status. Hence, family is a relevant social environment for young people, the fresh labour market entrants.

According to a previous article of the author (Marosi, 2014), family is a basic source of values, and competencies. The research made by Bencsik (2011) among several age groups also testified that the family as a cultural background has a vital importance in knowledge acquisition-knowledge sharing relations, that is, in acquisition of competencies. Although the values, attitudes and beliefs in a family are co-created, - so, in a family setting each member is at the same time defining the social values and adapting to them – in present article, the influence of the elder on the younger generations is investigated.

In order to examine the relation and exchange processes of generations in families, it is useful to define the generation as a concept. Unfortunately, the international literature is not united concerning the age boundaries of generations (Bokor, 2007), accordingly, it is important to specify, that in this paper, age groups are interpreted according to the Hammill-definition (2005):

- Baby Boomers: the ones born between 1946 and 1964,
- Generation X, the ones born between 1965 and 1980,
- Generation Y, the ones born between 1981 and 2000.

Hence, the focus of the research is the relation of Generation Y, and their parents (Generation X), or the Baby Boomer generation.

2. RESEARCH

In order to create a clearer picture of the relationship between Generation Y and all other generations a research has been conducted among students of tertiary education. Those, who in some years will have the necessary qualifications, but due to lack of the demanded competences might face the - in their age group so prevalent - threat of unemployment. The aim of the research was to discover, what kind of competences can be acquired through family socialisation, what are Generation Y's aim, willingness and content towards relationships, regarding family socialisation and whether the family contributes to the improvement of the younger generation's labour market position?

The hypotheses were:

H1 The preconditions of socialisation can be found within families.

H2 Generation Y does not only appreciate the knowledge of the older generations, but they would also like to acquire it.

H3 The socialisation of young adults is not over with by the end of childhood within the family.

The medium of the empirical quantitative research was an online structured questionnaire. The questionnaire was distributed between August 20th and October 6th, among students of Óbuda University.

The questionnaire covered three areas: cooperation in the family, family and social values and, finally, background information. The questionnaire consisted of 29 questions altogether, with 10 closed format and 19 open-ended questions. The closed-format questions were multiple-choice, nominal and ordinal scales. As a result, 190 variables could be generated.

The statistical analysis was executed with the help of the SPSS 20.0 statistical program. As the questions in the questionnaire were obligatory, we had no missing data. Besides the descriptive statistics necessary to present the results (arithmetical average, frequency), - in line with the enormous number of variables - main component analysis and concordance examination have been conducted. A bivariate correlations analysis has also been executed to measure the relationship between factors or main components of the research.

The questionnaire has been filled out by 344 students of Generation Y (aged between 18 and 33). The majority of the sample consisted of male students (72.7%).

3. EXPERIMENTAL (RESEARCH) RESULTS - DISCUSSION

In order to analyse H1, whether the preconditions of socialisation can be found within families, responses of the first three questions (directed at the relations of generations within the family) have been analysed. Since each question consisted of the very same 15 variables, but targeted the relation of different generations', variables have been reduced with the help of main component analysis (KMO test results: Generation Y 0.736; Generation X 0.642; Generation BB 0.679, Bartlett test sig. = 0.000).

Main components generated by the analysis were connected to the respondents' intent and content towards collaborating with the members of the other generation (see Table 1).

Table 1. Main Component Analysis Results about the Intra-Family connections of Generation Y

	Rotated factor weigh		
	In case of questions on BB Generation members	In case of questions on Generation X members	In case of questions on Generation Y members
Personal interest	0.895	0.865	0.896
Interest of the other side	0.835	0.865	0.886
Practical knowledge	0.917	0.906	0.877
Theoretical knowledge	0.909	0.873	0.673

In the case of the first main component, "intent" the factor loadings show difference with some elements:

- "I look for the other generation when it is in my interest to do so" (personal interest).

- "The other age group only looks for me when it is in their interest to do so" (the interest of the other side).

The factors of the other main component, „content" are related to knowledge and experience. The only difference between the various generations is found among the rotated factor loadings:

- "I greatly appreciate the theoretical knowledge of the given age group" (theoretical knowledge).

- "I acknowledge the practical (experimental) knowledge of the given age group" (practical knowledge).

With the help of another three questions of the questionnaire respondents had to rate their willingness to accept theoretical explanation from other family members (from own generation, Generation X, Generation BB) using a 5-point Likert scale (1= not at all, 5= completely). Hence H2, whether the Generation Y members do not only appreciate the knowledge of the older generations, but they would also like to acquire it, could be tested.

According to the concordance analyse, these young respondents would mostly accept new theoretical explanation from Generation X in the first place and from the Baby Boomers in the second place. Young people feel the closest to their parents and relatives who belong to Generation X; compared to them, the experience and knowledge of older people is somewhat less important, but not negligible. Their own generation ranked the last which means they consider the preparedness of the two older generations more important than their own age group – even if the answers deviated the most in the latter generation (see Table 2).

Table 2. Acceptance of New Theoretical Explanation from Relatives of Various Ages among Generation Y

	N	Mean	Std. Deviation	Mean Rank	Rank	Kendall's W	χ2	Asymp. sig.
From people aged 18-33	344	3.68	1.023	1.75	3.	.103	70.767	.000
From people aged 34-48	344	03.23	0.685	2.29	1.			
From people aged 49-67	344	3.88	0.962	1.97	2.			

Some other questions requested the students to name three things, based on their own experience, which they would like to learn from various age groups. The summary of the answers to this open question is as follows (see Table 3). Regarding knowledge types, tacit knowledge will gain more emphasis among the type of knowledge learnt from older generations. The interviewed young people would mostly like to learn explicit knowledge within their own generation, which is knowledge to be acquired at school. Concerning older generations, they would rather learn professional knowledge and practical and life experience from them. Also, they would like to learn tacit knowledge elements which belong to Van der Heidjen's „balance" as well as Cleary, Flynn, and Thomasson's „people-related skills" and „personal skills" categories (the so-called soft skills).

Besides the above listed, most respondents believe that the following traits have to be learned at home: well-mannered behaviour (86.3%), thriftiness (87.5%), selflessness (79.7%), tolerance (70.6%) and obedience (70.6%).

For analysing H3 - the statement that the socialisation of young adults is not over with by the end of childhood within the family –

we have to take into account that most of the respondents (69.5%) still live with their parents and another additional 9.3% with their grandparents. Accordingly, it is an important question whether we can speak about intra-family socialisation concerning Generation Y.

For successful knowledge transfer, the participants have to be open towards the others; and knowledge flow is also important. Coming back to the main component analysis of the first three questions' variables, we can conclude that these conditions can be found in the factor elements of the third main component, the so-called "family support":

- Direct relation with their own generation is defined by the level of understanding (rfw 0.771) and they believe cooperation is mutually necessary (rfw 0.748). They feel that their own generation pays attention to them (rfw 0.747). Their own generation accepts when they are told or shown something (rfw 0.746). Cooperation is directly influenced by the fact that this age group is open towards new things (rfw 0.692).

- The first element which mostly influences relations with Generation X is that this age group accepts what Generation Y

Table 3. Knowledge, Experience and Skills that would be learned from various generations according to Generation Y

From Whom?	Knowledge, Experience, Skills	Type of Knowledge
Age group 18-33	foreign languages (33.1%)	explicit
	information technology (20.6%)	explicit
	ambition (20.6%)	tacit
	planning (14.2%)	explicit
Age group 34-48	professionalism (48.3%)	explicit, tacit
	devotion to their chosen trade (40.4%)	tacit
	know-how of family and life (18.6%)	tacit
Age group 49-67	wisdom, life experience (36.3%)	tacit
	professional knowledge (32.6%)	explicit, tacit
	drive to create balance and harmony (29.1%)	tacit
	household carrying (22.1%)	explicit, tacit

tells or shows them (rfw 0.842) and is open to new things (rfw 0.817). Young people like to cooperate with Generation X because they understand each other easily (rfw 0.800).

- The first element in relation with the Baby Boomers is understanding (rfw 0.826). Besides this, attention is also important (rfw 0.775). This age group is open to new things (rfw 0.757).

The examined intent, willingness and support factors can be compared to the characteristics of the family. The openness, acceptance and mutual understanding of the two older generations correlate with how united and supportive the family is. In the case of a subject's own generation, this correlates with how much the family demands performance, independence and responsibility.

Regarding intentions, it is clear in all three generations that the better relationships the family forms, the more united the family is and the more expectations they communicate towards one another, the less selfish interest appears in their relationships.

The content of informal learning and the acknowledgement of theoretical knowledge or practical experience are connected to the relationships within the family, the everyday division of labour and, in the case of Generation X, the unity of the family as well (see Table 4). The strength of the correlations

is influenced by the effect of the other referents (institution, friends, internet etc.).

4. CONCLUSION

In line with the current labour market situation and numerous relevant international literature's data employers do not only require their employees to have explicit, but also tacit, knowledge. Of all the expectations, it is the ones regarding technical and explicit knowledge which can be learned at an educational institution. However, if the school is unable, or is not required to teach all the expected skills to young people, this task has to be taken over by other people in the social system.

This essay used the works of Nonaka and Takeuchi (1995) as a starting point to determine the preconditions of intra-family socialisation namely direct interaction, openness towards others and in ensuring a place for passing on information. These factors represent the conditions of the effective and supportive operation of the family. These conditions are represented by indexes in the current essay, which correlate with the factors of socialisation; hence, my first hypothesis could be verified. Tacit knowledge, competences, skill and values are mostly found and shaped within the

Table 4. Interaction within the Family and Its Connection to Family Features

	Relations Index		Unity Index		Expectations Index	
	Sig.	Pearson Correl.	Sig.	Pearson Correl.	Sig.	Pearson Correl.
Y intent factor	0.000	-0.220	0.022	-0.123	0.000	-0.205
Y content factor	0.023	0.122	-	-	0.007	0.146
Y support factor	-	-	-	-	0.019	0.127
X intent factor	0.003	-0.161	-	-	-	-
X content factor	0.000	0.208	0.000	0.194	0.000	0.213
X support factor	0.001	0.179	0.010	0.138	0.011	0.137
BB intent factor	0.005	-0.149	0.006	-0.149	0.008	-0.142
BB content factor	0.025	0.121	-	-	0.019	0.127
BB support factor	-	-	0.004	0.156	-	-

family, and are also influenced by the family. My results were similar to that of Bencsik (2011), who concluded that the quality of the family influences the willingness to transfer and take over knowledge.

The results in this essay also verified my other hypothesis, which claims that socialisation does not end with childhood: even young adults learn certain knowledge, skills and experience from the other members of society. The analysis verified the young adults' aim and willingness to learn within the family. Besides this, it also turned out that young people would gladly learn explicit and tacit knowledge from the other members of the family.

Accordingly, socialisation as a form of learning is also necessary in the young adult age as this experience cannot be taught in the formal educational system. The desired tacit knowledge and competences which can be gained through socialisation – embedded in the previous knowledge of the individual – can greatly improve the labour market

positions of young people. The family contains about 80% of the competences expected from the employees, depending on the quality of the family itself. This way, my research verified the hypothesis which claims that family socialisation has a value-creating role in the improvement of labour market positions by ensuring the development of the expected employee competences.

On the one hand, this means that more attention should be paid to supporting the socialisation of young adults within the family; this could be realized with the (more) conscious help of the older family members.

On the other hand, it also becomes necessary for the educational system to pay attention to socialisation, not just education. In order to achieve this, the workload of teachers should also be examined, which was not the aim and task of the current essay. The young people who took part in the research highly value the employability skills of the older generations, including the examined

УЛОГА СОЦИЈАЛИЗАЦИЈЕ У ОЈАЧАВАЊУ ПОЗИЦИЈЕ НА ТРЖИШТИ РАДА МЛАДИХ ПОТЕНЦИЈАЛНИХ ПРЕДУЗЕТНИКА

Ildikó Marosi*

Извод

Постоје експлицитна али и тацитна очекивања вештина и компетенција која је потребно да поседују ново дипломирани студенти. Основно питање од интереса је: Где млади могу да науче те вештине, знање и где да стекну потребно искуство? Овај рад је заснован на прегледу литературе и квантитативном истраживању које је спроведено међу студентима универзитета старосне доби 18-33 година, у јесен 2013. Резултати истраживања показују да се значајан део тацитног знања стиче кроз социјализацију у породици и током процеса неформалног учења, пре него током формалног образовања. На тај начин, социјализација у породици утиче на портфолио компетенци младих дипломаца као додатак стеченом образовању. Овај рад даје полазне основе и за даље истраживање овог утицаја.

Кључне речи: вештине потребне за запошљење, очекивања, породична социјализација, генерација "Y"

factors. Based on these findings, the educational community should be shaped (kept) heterogeneously so they could ensure the mutual learning and teaching of tacit knowledge (that is, socialisation).

However, employers, and organisations also have to realise the importance of socialisation at the workplace. It should be their responsibility as well to organize and support the learning processes through which different generations may pass down to each other tacit knowledge which is equally useful to the individual and the organization.

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