

# Investigation and Research on the Influence of Skill Training on the Employment Quality of Rural Labor Force

## ----Based on the case study on Sanya rural labor force transfer

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**Abstract:** Skill training is one of the basic approaches to solve the employment problem of rural labor force. It's discovered that the rural labor force is not quite satisfied with the existing skill training, has no clear understanding of and seldom participates in the skill training through investigation on the employment quality of rural labor force and their skill training conditions; they think that the training contents are of low practicability and the perceived values will influence their willingness of participation in the vocational training. In order to improve the facilitation role of training in the employment quality of rural labor force, the following measures can be taken: enhancing the leadership to the skill training; strengthening the financial support of governments at all levels; guiding the rural labor force to change their understanding of skill training and innovating the skill training system.

### 1. Research methods and process

This research is mainly conducted by way of questionnaire and interview. The questionnaire about the employment quality of rural labor force consists of two parts in the structure: 1. Basic condition survey, including the age, gender, educational degree and employment industry etc.; 2. Employment quality survey, involving the job nature, working time, working environment, employment ability, salary, welfare, labor relations, social security and psychological feelings etc[1]. The skill training questionnaire of rural labor force is mainly divided into four dimensions which are unit training and training time, training objective and approach, training contents and methods and training satisfaction separately.

In the process of investigation and research, the employers and skill training schools (or organizations) provided us with an active cooperation, which makes the data of investigation genuine and believable. 1020 questionnaires were issued totally in the research, and 957 pcs of them were taken back including 780 valid ones, with the effective rate of 76.5%. The collected data were entered, systematized and analyzed statistically with Spss17.0 software. The Cronbach's alpha coefficient got through the split-half reliability test and KMO concluded through the factor analysis are 0.823 and 0.883 separately; therefore, the questionnaire has good reliability and validity.

### 2. Investigation results and analysis

This paper tries to conduct an investigation on the basic conditions of skill training of Sanya rural labor force from dimensions like the unit training and training time, training objective and

approach, training contents and methods and training satisfaction etc. and analyze the influence of skill training on the employment quality of rural labor force through specific interview records.

#### (1) Skill training time of rural labor force

Firstly, there are still some units which have never organized any unit training and most people haven't realized the function of unit training. According to investigation, 16.3% of the work units which the rural labor force works for have never organized any unit training and those with higher training frequency only account for 20%. People who think the unit training is useless account for 3.5%, those thinking it has little function account for 17.3%, those thinking it is not essential account for 29.1% and those thinking it makes some difference account for 34.4%, while those who think that it has an obvious function only account for 6.9%, the reason for which may be that the training of enterprises is mainly regulatory framework-oriented. Part of the rural labor force is working in labor intensive enterprises and the unit training they often receive is about various safe production systems, which are provided by enterprises based on their own safety and convenient management but not to improve the skills of laborers. Governments at all levels haven't yet got the services and skill training of rural labor force included into their important schedules; therefore, it lacks of policy support and investments[2].

Table 1: Training conditions of work units

		Frequency	Percentage	Effective percentage	Cumulative percentage
Effective	Never	127	16.3	16.3	16.3
	Seldom	164	21.0	21.0	37.3
	Sometimes	332	42.6	42.6	79.9
	Often	136	17.4	17.4	97.3
	Always	21	2.7	2.7	100.0
	Total	780	100.0	100.0	

Secondly, what the majority of people have participated in is the short-term skill training and the training period seldom exceeds four months. According to investigation, 53% of people have received simple training which doesn't exceed one month, while those who have received a more than two months' training only account for 12.8%, which shows that 87.2% of people among Sanya rural labor force group haven't received any formal training. There are only 47% of people having participated in the skill training which lasts over one month. Besides, there are also many people who haven't received any real skill training and maybe they have only attended several classes or participated in some propaganda lectures. Therefore, the skill training condition of Sanya rural labor force is not so ideal no matter in quantity or quality. In addition, because it lacks of effective propaganda and guide, lots of rural labor force lacks of correct understanding of skill training and autonomous learning motivation; therefore, they don't have high initiatives in participating in the skill training.

#### (2) Training objective and approach of rural labor force

Firstly, the rural labor force participates in training is mainly to improve their own quality and skills, second to which is to get promoted. When they are choosing the training institutions, what they focus most on is whether an opportunity for social practice is provided and next is their public praise among the trainees. The main purpose of the first-generation migrant workers to participate in training is to learn knowledge related with safe production and rights protection by law, different from whom, 44.5% of people among the rural labor force participate in the training in order to improve their own quality and skills, 41.5% to increase the opportunity for their promotion, 33.5%

to increase their incomes and 9.3% to prepare for their job hopping, while 18.8% of them have never thought of participating in the training, but they think, anyway, it is a good thing to learn more and 16.1% of them participate in the training because they are required by their units and they have no other choice. Besides, when the rural labor force is choosing training institutions, 48.4% of them focus on whether an opportunity for social practice will be provided in the process of training, 43.8% focus on the public praise of the training institutions among the trainees, 26.2% on whether a good interpersonal relationship can be obtained while learning, 24.2% on whether they can obtain a certificate after the training, while only 12.2% of them focus on whether there is a gold medal lecturer.

Secondly, the rural labor force mainly gets the training information through the enterprises where they are working and the internet, and they prefer to believe the information recommended by their friends when choosing training institutions. People who obtain the skill training information through the enterprises where they are working, the internet, outdoor advertising, training institutions, bulletin boards in the community, newspapers and periodicals, television, government organizations and friends, family members, relatives or neighbors account for 29.6%, 23.3%, 20.4%, 20.4%, 20.1%, 14.4%, 13.1%, 12.2% and 8.5% separately among the rural labor force group. In addition, as shown in table 2, when the rural labor force is choosing training institutions, they most believe the information recommended by their friends, second to which is that got from the propaganda lectures and then is that from the free trial, and what they least believe is the information obtained from the advertising. The reason may be that nowadays, there are too many paid training institutions in the society targeting at seeking for profits within a short term, but not focusing on the quality of skill training and some illegal job intermediaries cheating the migrant workers out of money by way of false information, all of which has lead to the distrust of rural labor force in the advertising of social skill training institutions.

Table 2: The information that the rural labor force prefers to believe when choosing training institutions.

		Frequency	Percentage(%)	Effective percentage (%)
Effective	Advertising	54	6.9	7.5
	Friends' recommendation	290	37.2	40.5
	Propaganda lectures	240	30.8	33.5
	Free trial	132	16.9	18.4
	Total	716	91.8	100.0
Void	System	64	8.2	
Total		780	100.0	

### (3) Skill training contents and methods of rural labor force

The training contents of rural labor force are mainly skill training, second to which is the safe production knowledge training where they tend to choose the interactive exercise teaching method. The evaluation indexes of rural labor force's employment ability include the individual adaptability, career identity, social capital and basic quality and their own ability is the most direct influence factor [3] that decides whether they can get a job. In term of the contents of training, 67.6% of people have participated in the skill training, 33.1% in the safe production knowledge training, 18.9% in the legal knowledge training, 18.5% in the ideological and moral training and 15.1% in

the entrepreneurship training, which shows that the existing skill training not only focuses on the vocational skills of rural labor force, but also on improving their professional quality. In term of the training method, the rural labor force is more inclined to choose the interactive exercise teaching method, among whom people who are most interested in the interactive exercise method account for 38.2%, those that are most interested in the case analysis method account for 30.9%, those that are most interested in special lectures account for 13.6% and those that are most interested in one-on-one tutoring only account for 9.9%.

#### (4) The attitude of rural labor force towards skill training

Firstly, the rural labor force doesn't have a clear understanding of skill training and most of them think the work experience accumulation is most favorable for improving their ability; they are not quite satisfied with the existing training and think that the training contents are not so practical.

The rural labor force desires to master new technologies and work experience, because almost all the enterprises are willing to recruit skilled laborers compared with the green hands. About the technical work, what enterprises attach importance to are the technical ability and hard-working spirits of staffs and as for the educational background, it is, however, not so important in their opinion [3]. Via investigation on the rural labor force, it's got that people who think that the work experience accumulation is most conducive to improving their ability account for 39.9%, the reason for which may be that their skill improvement and approach to master new technologies are mainly through learning from their masters during work; people who choose the free social training account for 22.8% and the enterprise training account for 19%, those choosing to participate in training at their own expenses account for 5.6% and to study independently account for 2.8%. In term of the satisfaction degree with the vocational training, quite a few people are not very satisfied with the existing skill training, among whom 3.9% of them are quite unsatisfied with the existing training, 52.1% of them think it not too bad, 19.1% of them are satisfied with it, while only 1.8% of them are very satisfied with it.

Via investigation on the problems existing in the training, it's discovered that 55.3% of rural labor force thinks that the training is not so helpful for their work, 35.6% of them reflect that the training contents are so abstruse that they can't understand them, and 19.9% of them think that the training fees are so high that they would rather receive such a sum of money directly from the governments. According to investigation, only 22.8% of rural labor force doesn't care about the training costs and thinks that it is worth it and 44% of them think they won't spend money on training, unless they are organized for training for free. Besides, 23.8% of people express that if they only need to bear part of the costs, they are willing to consider participating in the training. In addition, the perceived values will influence the willingness of rural labor force to pay for their skill training.

Table 3: The attitude towards the costs of training (independent sample tests)

	Quadratic sum	df	Mean square	F	Significance
Between groups	7.339	4	1.835	3.607	0.006
Within groups	355.546	699	0.509		
Total	362.885	703			

From the analysis results, it can be seen that the p value is 0.006, less than 0.01, which shows that there exists a significant difference between the willingness of rural labor force with different perceived values to pay for their training. And then, related analysis is made on the perceived values and willingness-to-pay of rural labor force to the skill training.

The author concludes from the records of an interview that the wife of the interviewee obtains her college degree through the self-study examination, but she feels her present work about collating of data is not promising or favorable for her future career development, so she takes an examination and obtains a certificate about the test of raw and processed materials of concrete through skill training. When she reaches a certain working age, she can take the next grade examination and even achieve the director level; thus, she will not only get promoted, but also get a higher salary. Therefore, on the condition that the rural labor force has a plan for their future career prospects, participation in skill training is beneficial to improving their own employment quality.

Secondly, skill training contributes to improving the right-protection awareness and ability of rural labor force.

The legal rights and interests of lots of rural labor force can't get guaranteed in the work and they can't integrate into the urban life and even are discriminated, but they can't find an effective way to protect their rights. However, if you go to participate in the certified property-related legal training and master relevant legal knowledge, it will not only contribute to your work, but also improve your right-protection awareness to a certain extent and develop your ability to maintain your own rights and interests.

Thirdly, skill training can provide psychological support for the rural labor force.

Governments attach importance to the skill training, for which they will provide financial support. No matter when the rural labor force prepares to work, is working or becomes unemployed, the governments will provide timely skill training for them, making them enjoy the equal treatment with the urban labor force, feel the care and support of the society, have a better command of the knowledge and skills required by the work and develop their work ability and helping them to get integrated into the urban life more quickly.

### **3. Countermeasures and suggestions**

(1) Changing the ideologies of governments, enterprises and all sectors of society and enhancing the leadership to the skill training.

The fundamental factor for the slack effective demand for skill training is the system. Because of lack of constraints of the legal system, it leads to the insufficient demand of governments, enterprises and migrants workers for skill training [2]. Therefore, governments should get the skill education of migrant workers included into the legal and regulation system of the state-level adult education and gradually establish a lifelong education system aiming at migrant workers this special group combining with their periodical change in demand for skill training to provide effective guarantee for their skill training in the legal and regulation level [3]. Under the planning and arrangement of governmental at all levels, it should give full play to the role of related departments and mobilize the initiative of various enterprises and rural labor force in the skill training. The governments should establish a special group to supervise and urge the implementation of plans related with the skill training of rural labor force, and well protect their skill training rights so as to guarantee the effectiveness of government investments. Meanwhile, enterprises should also pay attention to the on-the-job training of rural labor force.

(2) Strengthening the financial support of governments at all levels and taking measures to encourage the rural labor force to participate in the skill training.

At present, the capital investments of governments made in the skill training of rural labor force are obviously insufficient and the financing modes are also not so diversified. The funds used for the training of migrant workers should be borne by the state, employer, labor exporting area and labor importing area jointly and meanwhile collected through other diversified, multilevel and multichannel methods. Besides, in order to alleviate the economical burden of migrant workers and



motivate their initiative to participate in the skill training, the governments can provide subsidies for them directly or reduce their training expenses. To improve the pertinence and effectiveness of the training, the migrant workers who are qualified through assessment in their first training conducted in the local designated training institution or that identified by the local governmental employment service agency through bidding can enjoy the preferential policy that all or part of their training expenses are subsidized by the governments and the subsidies are borne by the provincial-level, city-level, county-level and town-level governments jointly [3].

(3) Strengthening the skill training publicity and education to the rural labor force and guiding them to change their understanding of skill training.

One of the key factors for the slack demand of rural labor force for the skill training is their own conception. To a certain extent, the rural labor force can't yet anticipate the benefits that will be brought to them by skill training. Therefore, the society should publicize the important role the skill training will play in enhancing the working skills and improving the income level of migrant workers in various ways, set up their viewpoints of lifelong learning, strengthen the cooperation with the exporting areas of migrant workers and intensify the skill training publicity to the migrant workers by virtue of the geographical and organizational advantages etc. of the local governments, enabling the migrant workers to receive preliminary education in the exporting areas and shortening the period of their adaption to the urban life and getting a job. Meanwhile, the governments can also take advantage of the mass media like radio and television and news media etc. to help rural labor force to fully understand the information related with the skill training.

(4) Innovating the skill training system of rural labor force

In term of the training contents, it should take the knowledge and skills that the rural labor force has acquired in their previous learning and practice into consideration and then, aiming at their ages and positions, conduct related skill training according to the practical situation. In the process of training, it should not only pay attention to the vocational training of rural labor force, but also attach importance to the training about the way to safeguard their rights and interests, the legal knowledge, common sense of city life, the approach to search for skill training and employment position information and knowledge related with investment and entrepreneurship etc. In term of the training method, it should change the original lecture-type teaching method, adopt the interactive exercise teaching method that adapts to the demand of rural labor force and pay attention to providing them with the opportunity for social practice. About the training time, the student status management of some training institutions is inflexible, and the previous academic education is still adopted, which doesn't conform to the employment nature of rural labor force and should be changed into the short-term training-oriented training mode for them to conduct part-time and spare-time learning.

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