

Training in the construction of unemployed people's identity

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Introduction

Training for employment is one of the least studied subjects despite its great impact on social development. Addressing this issue seems to us to be crucial and of great social impact, as it is the subsystem specifically aimed at labour insertion or the provision of tools to facilitate incorporation into the labour market, especially in a scenario marked by the latest economic and social crises.

The current scenario marked by the destruction of employment brought about by the recent economic crisis and the COVID-19 pandemic, which have led to high rates of unemployment, as one of the many consequences throughout the country and in several regions of the world makes us wonder about the personal identity of these people.

Theoretical framework

The knowledge society. Training needs.

We speak of the Knowledge Society as the prevailing context in which we move today. A reality that forces us to constantly transform and reinvent ourselves. It is seen as "a society that has the capacity to turn knowledge into a central tool for its own benefit" (Pescador, 2014, p. 6). We add to this idea the proposal made by Krüger (2006) in which the concept of knowledge society tries to summarize in itself the social transformations that are occurring in modern society and offer a vision of the future to guide the construction of new political and formative actions. A scenario that goes hand in hand with innovation processes (Ballesteros-Moscosio, 2015), and specifically with social innovation (Jouen, 2008).

For centuries, as Pina states, "the information accumulated by humanity grew at a very slow, almost imperceptible rate" (Pina, 1996, p.8). However, in the current era, the rate of growth of information is

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exponential, so this idea is somewhat obsolete, making each of us responsible for building, progressively and continuously, our qualification project to convert the opportunities of the context into personal realities. We speak of a lifelong learning process in which training, in a broad sense, is understood as a process of acquiring knowledge, values, norms, attitude formation, progressive training to manage one's own life and life in common, to interpret and intervene in our environment (social, cultural, productive...) In short, a process to be a person (Morales, 2011).

Thus, "knowledge will increasingly become the basis of social processes in various functional areas of societies. The importance of knowledge as an economic resource is growing, leading to the need for lifelong learning" (Krüger, 2006, p. 5).

This need for lifelong learning lies in the concept of "liquid modernity", a term coined by Bauman in 1999 alluding to the fluid and volatile sense of things changing at a dizzying pace. From this perspective, and following Fernández (1996), we can highlight the concept of lifelong learning, which promotes liberation at both the individual and collective level, emphasizing the fundamental role of training in the development of a critical attitude and in subsequent decision-making. Education, from this dimension of lifelong learning, takes center stage and becomes a key element for the development of today's societies (Morales, 2011, p.2). Today more than ever we are at this crossroads where training is part of the essential basis of society, but where do we direct this training?

Following Bianco, Lugones, Peirano and Salazar (2002), and in order to understand the need for competencies and adaptability we must understand that the current economy, also called by Hormigos (2002) "Knowledge Economy", has its main value in knowledge, which "allows transforming inputs into goods and services with higher added value" (Bianco, Lugones, Peirano and Salazar, 2002, p.5) and, in it, "human capital and networked knowledge are the foundation for the creation of wealth" (2002, p.1). This, at the labour level, translates into the search for professional profiles with not only technological competences, but also with the key competence of learning to learn, since the professional training recycling becomes a fundamental requirement if we do not want

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to leave the system. For this, outside the Regulated Educational System, we find the Occupational Training also known as training for employment.

Training for employment

Since Law 30/2015, of 9 September, which regulates the Vocational Training System for employment in the workplace, it is committed to the enhancement of human capital. This involves offering training tailored to the needs of both companies and individuals seeking to improve their employability. To this end, this law proposes a training system that "accompanies workers in their access, maintenance and return to employment, as well as in their capacity for personal development and professional promotion" (Law 30/2015, of 9 September, which regulates the Vocational Training System for employment in the workplace, p.2). It is intended in this way that in the elaboration and development of the relevant training actions, coverage is given to companies and workers throughout the Spanish territory, thus working in a coordinated manner General Administration, Autonomous Communities and business and trade union organizations, with the purpose of "ensuring market unity and a strategic approach to training, respecting the existing competence framework" (Law 30/2015, of September 9, which regulates the Vocational Training System for employment in the workplace, p.11). Being the purposes pursued from the vocational training for employment the following:

- Improve professional skills and help personal and professional development.
- Improve the productivity and competitiveness of companies.
- To meet the requirements of the labour market.
- Improve employability.
- Promote the accreditation of competencies.
- Promote digitization and reduce the digital divide.

To whom is it addressed?

Although this training can be aimed at both the unemployed and the employed, we will focus our attention on the first of these. For which Article 11 of Law 30/2015, of 9

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September, in the labour field states that "the training offer for unemployed workers aims to offer them training adjusted to the individual training needs and the productive system, which allows them to acquire the skills required in the labour market and improve their employability" (Law 30/2015, of 9 September, which regulates the Vocational Training System for employment in the labour field, pp.20-21).

Motivation

As Palmero (2005) points out, it is the reason for the behaviour that tells us what motivation is. Thus, "motivation has to do with the reasons that underlie a behavior". The reason for the behaviour may vary, as Beck (2000) points out, depending on the contextual situation and the person, but it will pursue the same ends, psychological well-being. Thus, people work on what they consider can provide them with rewarding consequences. In another way, pointing out the definition of Petri (1991) in Palmero (2005), we can speak of motivation in terms of the intensity in which the behaviour is worked on. The greater the intensity, the greater the motivation of the person. Thus, we can speak of motivation as an internal process of the person that triggers a behavior, and this impulse can be encouraged by internal or external events. It is for this reason that the existence of these impulses, especially at an external level, indicates the influence of the contextual and cultural variables in which the subject develops.

In this case it is of our interest to know the internal motivations that lead users to want to participate in this training, so we will pay special interest to intrinsic motivation.

Intrinsic motivation. Self-efficacy

Fischman (2014), presented self-efficacy as the most important intrinsic motivator. To understand the motive, it is important to know Bandura's (1999) theory about it. According to this author, self-efficacy involves the belief in oneself about the ability to succeed in a particular situation. As Fischman indicates, a person will feel more motivated when the challenges posed are at the height of their abilities and knowledge. If they do not meet the indicated requirements, people focus their thoughts towards the negative part, what they do not know how to do, and feelings of frustration are generated that do not benefit the task at all. To avoid

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this feeling Bandura (Fischman, 2014) speaks of small experiences of success. In this way, the person manages to perform increasingly complicated tasks overcoming little by little steps that they do know how to perform, increasing as time goes by the feeling of self-efficacy.

Within this idea come into play the goals that we set for ourselves and that are imposed on us. It is important that these are possible and close. Complicated and very long-term goals can lead to frustration or demotivation for never reaching the objective. On the other hand, when these goals are imposed, it is especially important that the person who imposes them informs about the reason and benefit of them, so that people can make them their own.

Professional development and self-esteem

We know that personal self-esteem corresponds to the positive or not positive evaluation that each one of us makes of ourselves. However, on what elements do we base this evaluation? According to Burns (1975), it involves an examination of our abilities in accordance with personal standards and values internalized by society. This, therefore, means that people's self-esteem can be affected by the situation of unemployment, feeling that, perhaps, "they have no value in society", because as Buendía (2010) points out, unemployed people need to have a place in society, the necessary self-esteem to be able to function as a member of a group, carrying out functions and activities that are recognized and valued by others. In this way, work is one of the key areas of each person, so its loss can cause certain problems in the self-esteem of the person affected.

Methodology

The communication that we present here is based on the results of research obtained from a questionnaire administered to 52 unemployed people about their situation with regard to training for employment.

This questionnaire was created *ad hoc* and it could be found both with short answer questions and closed questions of both binary and Likert scale. This scale is valued from 1 to 4 being 1: "Totally disagree", 2: "Disagree", 3: "Agree", 4: "Totally agree". The questionnaire consists of four blocks of questions. The first of these refers to socio-demographic questions such as age, province of residence and employment status, among others. The second block, "Motivation", has 12 items where

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statements are provided as to the reasons why users decided to participate or apply for the training. The third block, "Impact of the training", is in turn divided into two sub-blocks with 7 items each. In it, the people who have taken the courses are asked to respond to the statements about the impact of the training on them according to their work situation. The fourth and last block, "Expectations of the training", offers statements about what the people applying for the training or users of the training expected from it. In this block, attention is also paid to the difference between the employment situation of the participants. The following table shows how the proposed items were distributed.

Table 1:

Breakdown of questionnaire items by category

| | |
|----------------------------------|-------------------------|
| CATEGORY 2: MOTIVATION | ÍTEMS |
| • Intrinsic | 2,3,4,8,10,11 |
| • Extrinsic | 1,5,6,7,9,12 |
| CATEGORY 3: IMPACT | ÍTEMS |
| • Self-esteem // self-confidence | 14a,16a,19a,15b,16b,19b |
| • Employability | 13b,14b |
| • Expectations / needs | 15a,17a,17b,18b |
| • Job improvement | 13a,18a |
| CATEGORY 3: EXPECTATIONS | ÍTEMS |
| • Employment competences | 20a,20b |
| • Sense of belonging | 21a,21b |
| • Job promotion | 23a,24a,25a |
| • Training needs | 22a,22b,23b |
| • Employment opportunities | 24b,25b |

Own elaboration

In this way, in the present communication we will only deal with the data obtained in the group of unemployed people and those that refer to self-esteem or personal security.

For the analysis of the data obtained, a descriptive analysis was carried out and comparisons of means were made according to the

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descriptors used in the sociodemographic block: age, sex, academic training, etc.

Results

We now present some of the results obtained that we consider relevant to shed light on this subject.

a) Regarding motivation we can see how the item "I feel good about myself when I decide to continue my training" has an average of 3.58 out of 4, showing that there is a high motivation towards training, having as a priority the well-being of the person him/herself. We want to emphasize here that it is precisely women who score higher.

b) In terms of impact, we sought to find out how the training could affect the personal security and self-esteem of the users. In such a way that we proposed items such as "having passed the training has made me more confident in myself", obtaining an average of 3.23 out of 4. Thus, we observed how personal security is increased with the achievement of goals. In this case, the correct completion of the training received.

However, we see that the impact in terms of access to employment is clearly diminished when it comes to scores on expectations. While slightly less than 30% say that they have found a job after the training, the total number of participants agreed to some degree with the statement "I expect the training to open doors for me in the labour market".

Conclusions

If we look at it we can see how training is a hope for the future to make up for the lack of work and at the same time a source of motivation and helps to improve self-esteem. It also helps not only to build a professional identity, but also a personal one. This type of training allows us to explore various sectors of employment, to see in which we feel more comfortable, or we manage better, even, which arouses greater interest in us and therefore, we want to dedicate our social-professional area.

However, we are faced with a reality that is not at all simple in terms of the labour market, as we are faced with motivated users, interested in the training and with high expectations towards it, both in

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terms of its labour and personal repercussions, who do not achieve the main purpose of this training, the incorporation into the labour market.

The fact that employability does not achieve great results after the training leads us to think that, perhaps, the focus with which it is developed could be directed towards other factors, as the main objective of the training is not achieved. Thus, we believe it is appropriate to think about possible lines of action in which we could continue working in order to carry out a more in-depth study of the data, with a more personal treatment beyond what the questionnaires can offer. In the same way, getting to know the system in greater depth, trying to relate what it offers and what users or companies come to request could lead to trying to establish some possible lines of work that could help to improve the results and meet the expectations of users and entities, as they are the ones who set the requirements for contracting.

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