

The Contemporary practices for integration between higher education outputs and labor market needs

T.H.A. Bahia,

преподаватель, магистр кафедры управления бизнесом, кафедра делового администрирования, преподаватель менеджмента, руководитель кафедры управления бизнесом, Технический институт Аль-Девания, Технический университет Аль-Фурат Аль-Авсат, Республика Ирак (e-mail: dw.tah@atu.edu.iq)

A.A. Naser,

преподаватель, магистр кафедры управления бизнесом, кафедра делового администрирования, преподаватель кафедры менеджмента, заведующий кафедрой управления бизнесом, факультет менеджмента и экономики университета Васит (e-mail: alamer2015x5@gmail.com)

K.J. Dahiy,

преподаватель, доктор кафедры управления бизнесом, кафедра делового администрирования, преподаватель менеджмента, заведующая кафедрой управления бизнесом, факультет менеджмента и экономики университета Васит (e-mail: Kjaber@uowasit.edu.iq)

Аннотация. Организации высшего образования рассматриваются как основа прогресса и развития в различных областях и как опора в развитии, использовании и распространении знаний. Они служат обществу и развивают его, поскольку занимают жизненно важное место в качестве средства развития навыков и создания творческих способностей в соответствии с потребностями рынка труда благодаря количеству выпускников, обладающих знаниями и интеллектуальными навыками, которые позволяют им вносить вклад и заниматься. Актуальность исследования заключается в том, что существует большой разрыв между результатами высшего образования и требованиями рынка труда. Цель исследования - предоставить базу знаний для переменных и их роли в процессе разработки. Кроме того, оно должно определить степень, в которой программы и учебные программы высшего образования отвечают потребностям рынка труда с точки зрения выпускников, научных руководителей и работодателей, и повысить интерес к разработке будущих стратегий, чтобы идти в ногу с потребностями рынка труда.

Abstract. The higher education organizations are considered as the basis of progress and development in various fields and as pillar in the development, use and spread of knowledge. They are serving the society and developing it as they occupy a vital location as a means of developing skills and building creative capacities in line with the needs of the labor market through the number of graduates with the knowledge and intellectual skills that qualifies them to contribute and engage. However, by shedding light on the quantitative spread of the colleges, government and private, and the increase in the number of graduates each year, it is necessary to pay attention to the continuous improvement of their strategies and scientific methods as a strategic option to push for the preparation of qualified graduates who are able to interact with the requirements of rapid development and the challenges of the labor market and the movement of modern life through the control of educational quality and the establishment of the rules according to specific criteria taking into account the consolidation of the relationship with the labor market in order to achieve training and acquisition of skills on the one hand and matching it through discussing the curricula in light of the need of the labor sectors and the desire to develop them in the light of that need. Otherwise it will be considered as a real waste of resources of higher education and human capacity to the difficulty of acquiring the skills required to be unemployment obstacle in a world of competition and openness of the market. The study problem concentrates on that there is a large gap between the outputs of higher education and the requirements of the labor market. The study derives its importance from the topic that it deals with in order to improve the quality of educational programs and close the gap between these outputs and labor market requirements. The aim of the study is to provide a knowledge framework for both variables and their role in the development process. Also, it is to identify the extent to which higher education programs and curricula respond to the needs of the labor market from the perspective of graduates, academic supervisors and employers, and to raise interest in the development of future strategies to keep up with the needs of the labor market, which is adopted by the research's method.

Ключевые слова: выпуск высшего образования, требования рынка труда.

Keywords: higher education output, labor market requirements.

Section One: Methodology

1. Study Problem

In light of the continued increase in the establishment of colleges and the demand of the private sector to invest in this area, and dumping the labor market without qualitative results to match with its requirements, also labor market conditions that are unable to absorb those outputs, Which cause a broken balance in their relationship, thus, the problem of the study focuses on the existence of a large gap between the outcomes of higher education and the requirements of the labor market

II. Study Importance

1. This study derives its importance from the importance of the topic that it deals with, which is the extent to which higher education outputs are compatible with labor market requirements.

2. This study is an attempt to contribute to the improvement of the quality of educational programs in order to close the gap between the status of higher education and the requirements of the labor market.

3. The study draws attention to the need to adopt compatibility as a development strategy, and supporting it materially and morally.

III. Study Objectives

The objectives of the study can be summarized as follows:

1. Highlighting the importance of the outcomes of higher education and its role in the development process.

2. Identifying the extent of integration of higher education outcomes with labor market requirements.

3. Identifying the extent of response of higher education programs and curricula to the needs of the labor market from the perspective of the graduates, the academic supervisors, and employers.

4. Directing resources to create favorable conditions for creativity and the level that organizations seeking for competition.

IV. Study Hypothesis: In light of the study problem, the following hypothesis was formulated: *There is a statistically significant relationship between the level of compatibility of higher education outputs and labor market requirements.*

V. Data Collection Method: The study adopts the following methods:

1. **Theoretical aspect:** adopting sources, references and related literature to find out the scientific background of the study.

2. **Practical aspect:** adopting exploratory approach by developing a questionnaire for this purpose to collect data and information with personal interviews of relevant groups.

VI. Study Limitations

Scientific Limitations: The study is limited to the extent of compatibility between the outputs of higher education and the requirements of the labor market.

Human Limitations: Graduate students, academic supervisors, and employers.

VII. Study Community Society and Sample:

The Faculties of Science and Engineering in Wasit University were tested for its vital role in preparing the staff for the various community organizations. The study sample consists of students, graduates, academic supervisors and employers. A questionnaire (75) was distributed Per Category and the researcher listened to their inquiries and clarifications of the relevant aspects of the study. The response was (100%).

VIII. Research Gap

This study deals with and focuses on proposing procedural strategies to link the two variables, as well as the skills and abilities that should be available in the graduate.

IX. Statistical Methods

The following statistical methods were used: Arithmetic mean, standard deviation, correlation analysis, coefficient of variation, regression analysis, relative importance, f-test, analysis of the confirmation factor, Alpha Cronbak factor.

Section Two: Theoretical framework

First: Outputs of higher education: Conceptual and knowledge Bases

1. **Conceptual Bases:** Educational output is defined as the manifestation of what the student can perform after the end of a specific scientific experience [18].

[6] indicates that it is a set of knowledge, skills and behaviors that must be mastered by the student/learner during educational work to be qualified to interact with the requirements of the labor market, and that the quality of these outputs can be described as a targeted strategy to employ information, skills and capacities to achieve continuous improvement, thus contributing to the value of community organizations through the integrated interaction between them and the mechanisms and processes which are performed by different organizations and sectors according to their orientation and philosophy that is compatible with the labor market [13].

2. **Knowledge Bases:** In light of the modern knowledge revolution, the intellectual openness and the rapid changes in technology and its reflection on the labor market, this requires that higher education performs an effective role in preparing graduates to high level of competence and skill that is consistent with the requirements of the labor market in quantity and quality as a survival strategy for all relevant parties in a market world that is competitive and

open. This calls for the modernization and development of curricula and reviewing the required disciplines in order to increase their value to create a leap in employment opportunities for community development in light of the environment variables that require revolutionizing the cognitive, practical and intellectual skills and fertilizing the thinking and developing its potential from the theoretical, practical aspects through the involvement of sector organizations and the exchange of ideas and proposals and conducting empirical research succession to develop creativity, innovation and analysis of students to bridge the gap with the requirements of the labor market. This casts a shadow now and in the future as [11] see that the qualitative level of graduates is related with the students' ability to follow and understand the principles of professionalism and the means of application in the fields of work. This coincides with the expansion of the perspective and the diversity of roles and also the expansion of thought of the graduates to become missionary leaders with a strategic perspective and a holistic attention in the operations and management practices of business organizations [5]. The quality of education is negatively affected by the organizations' view of the labor market and in the perspective of graduates through the lack of integration with the requirements of the labor market if graduates do not have the required skills in the work environment [2]. [7] indicate that the mismatch between the outputs of higher education and labor market requirements results in two indicators, first are the survival of a large number of graduates without work, and second is the employed foreign workers to meet the needs of the market. Also, there are evidence of the inability of the labor market to absorb graduates of higher education. It is necessity to develop and improve the efficiency of higher education sector, ensuring its survival as a leading organization and activating partnership with the private sector in the field of training, innovation and scientific research, as well as enhancing the efficiency of its outputs towards building an industrial sector that provides decent work opportunities. This emphasizes the need to move towards integration of the needs of the labor market as a modern strategy for development through openness and compatibility for success and progress without the rigidity of academic information, and to narrow the gap between the quantitative and qualitative outputs and the status of occupations and skills in the labor market in light of the low productivity and the increase in the unemployment rates among the educated and the weakness of their competitiveness, which indicates the large gap between the scientific qualification and the requirements of the labor market and the weakness of technical education and training programs which require reforming the educational system and tech-

nical training to make it attractive for young people by attracting the private sector to actively contribute to training [3]. rather than waste the costs which are spent on education [12].

3. The obstacles to the compatibility between the outputs of higher education and the needs of the labor market:

[4] finds that the weakness of compatibility is due to: [20]

1. Low internal quality efficiency of higher education organizations, specialized qualification, weak analytical, innovative and applied capacities, and deficiencies in the enhancement of productive values and trends.

2. Low external efficiency, quantity and quality. This is due to the graduation of a number of graduates in specialties which are not needed by the labor market, with deficits and demand in other disciplines. to encourage higher education organizations to strengthen the relationship between educational organizations, on the one hand, and economic and social, on the other, with the aim of establishing partnerships with them, thus increasing the chances of vocational training and enhancing the employment of graduates.

Second: Labor market

[15] defines labor market as an economic regulatory institution in which supply and demand of labor takes place. [1] defines it as the site and geographical location in which the job supply meets the demand for it. The needs of the labor market should be understood as those renewable and evolving needs that take place at the age of rapid movement and change in the business environment and tools [12].

Advantages of labor market

Labor market is characterized by different features, including [1]:

1. The connection of labor service to the worker, which can't be separated, means that this service is leased but not sold.

2. demand for labor is derived from the demand for other goods and services.

3. The inability to store this commodity.

4. The different opportunities of the owners of both supply and demand.

5. The difference between the two sides mentioned in the market.

6. Determine the outcome of activity in the labor market through a number of elements (employment, unemployment, wages, population growth).

Compatibility of higher education programs to the private sector

The private sector plays a vital role in the development process and the activities of the economy as a whole. This is through the investment of graduates of higher education in varying degrees

according to the need of the required disciplines. Despite facing some of the obstacles that prevent its development and weak competitiveness, the importance of support for this sector by the state on one hand is necessary, and the need to adapt to higher education to achieve fruitful results through improving the quality of training investment to transfer such experiences to trainees, and at the same time to provide proficiency or advice required to improve the quality of partnership between the two sectors; is important on the other hand.

Additionally, reviewing and developing education programs in light of the needs of the labor market must be according to the available possibilities and identify and improve the strengths and remove or reduce the weakness factors whenever possible. This comes as a result of the criticism directed at academic programs and their outputs; which are unable fairly to meet the requirements of the labor market with qualified staff to assume the responsibility of the job, and to be steadfast in the field of real work without focusing on providing them with theoretical knowledge and strategies that are not virtual and related to the work environment [10]. In general, the labor market is characterized by a predominance of supply forces on demand forces, leading to low wage levels in the private sector and the existence of disguised unemployment in the public sector [1]. Market institutions are conservative on the qualifications, skills and abilities of higher education, while the recruitment officials find that graduates lack much of the practical skills required by the work environment. This is confirmed by the graduates by the difficulty they face in employment, because of their lack of operational skills, and the dominance of the theoretical aspect preventing them from acquiring the skills they need. This makes them an additional burden on the labor market, which in turn leads to increase unemployment and labor migration [14], [19], [9].

This requires matching the development curricula with the labor market based on practice and application without the spontaneous model that builds unqualified generations to push the development process in the direction of ease of access. This does not mean abandoning the core skills or academic specialization skills as they acquire the importance of the integration [8], especially as the markets have become increasingly dependent on Information Technology and industrial intelligence, leading to lower employment opportunities [16].

The characteristics and requirements of the labor market and the necessity to improve the quality of graduates of higher education

The labor market is witnessing transformations and profound structural changes, which have made a gap between the outputs of higher education and the needs of this market, rapid de-

velopments in the economy as a result of technological development and competition between business organizations, which have severely affected in the form and behavior of supply and demand in this market. The technological development has contributed to the improvement and development of production in quantity and quality, causing a problem in the decline in employment opportunities, especially for first time visitors to this market and they are mainly university graduates[12]. The labor market has defined transformations that university organizations can't ignore and which include the following [17]:

1. Development of technology and methods of technology.
2. Development of management, marketing, planning and quality systems.
3. Technical development in the field of information, communications, and their effects on the work environment.
4. Rapidly increasing and wide variety in the activities and commodity and service products.
5. The decline in supporting and managing of the activities in the private sector.
6. The great organizational and structural transformations in leadership and management thought.
7. Opening the markets and breaking restrictions on free trade and exchange of goods and services.

Suggestions to close the gap between labor market status and the outputs of higher education (graduates):

[12] raises some suggestions that could contribute to reducing the gap between the competencies and skills of graduates and the requirements of the labor market. These suggestions relate to the quality of graduates on the one hand and reforms that relate to the labor market and the provision of information systems to help decision makers to maximize the benefit of graduates of education:

- Maintain relations and contacts with graduates, and explore the views of institutions and employers in the quality of graduates.
- Periodic poll of the views of graduates and students and guided them around the entire educational system in the organization.
- Periodic analysis of the feasibility of distances in light of the development of specialization and the needs of the labor market.
- Qualifying the students to get out to the labor market by designing the necessary training programs, hosting specialists from institutions and labor markets, and reinforce and strengthen students' relationships with these institutions and these markets before graduation.

- Seeking to create ways to measure the lack of competencies and to analyze gaps to adapt education policies and strategies to forecast medium and long-term needs to improve the link between higher education and labor market demand.

- Redesigning skills and competencies for qualifications required by employers in rapidly growing sectors and new professions.

The researchers believes that modern practices should be directed towards labor market and interacting with it in order to create new jobs that contribute to increasing initiatives and ability to respond to market and crisis:

1. Adopting an effective national strategy for innovation in order to achieve the requirements of sustainable development and to keep up with the global trends.

2. Moving towards a knowledge economy that requires developing the educational system into a dynamic system and adapting to technological changes, which interacts with the requirements of the labor market and contributes to social and economic development.

**Section III: Statistical Analysis
Stability and credibility of the questionnaire:**

The results in Table (1) indicate that the values of Alpha Cronbach coefficients for the three elements are close to the correct one, and through these results in the table below we find that the items of the questionnaire under study have the strength and stability therefore, the results of the questionnaire of the study sample can be generalized to the community.

Table (1)

The coefficients of Alpha Cronbach

Axis	Items	Alpha Cronbach
ACSU	10	0.90
GRAD	10	0.89
EMPL	10	0.89
Total	30	0.92

General measures: After collecting the data by employing the questionnaire form and dump the data, the frequency were calculated for each element as well as finding the percentage of each item of the axis as shown in the following table: Table (2)

represents the Frequencies and its percentages for the ACSU variable.

Table (2)

The Frequencies and its percentages for the ACSU variable

		Don't completely agree	Don't agree	Agree some extent	Agree	Completely agree
ACSU1	Frequency	4	14	43	13	6
	Percent	5.0	17.5	53.8	16.3	7.5
ACSU2	Frequency	10	23	31	11	5
	Percent	12.5	28.8	38.8	13.8	6.3
ACSU3	Frequency	4	10	39	15	12
	Percent	5.0	12.5	48.8	18.8	15.0
ACSU4	Frequency	2	29	24	23	2
	Percent	2.5	36.3	30.0	28.8	2.5
ACSU5	Frequency	2	36	26	16	0
	Percent	2.5	45.0	32.5	20.0	0
ACSU6	Frequency	2	15	33	22	8
	Percent	2.5	18.8	41.3	27.5	10.0
ACSU7	Frequency	2	23	20	26	9
	Percent	2.5	28.8	25.0	32.5	11.3
ACSU8	Frequency	4	28	26	19	3
	Percent	5.0	35.0	32.5	23.8	3.8
ACSU9	Frequency	0	13	31	30	6
	Percent	0	16.3	38.8	37.5	7.5
ACSU10	Frequency	0	29	38	13	0
	Percent	0	36.3	47.5	16.3	0
ACSU	Frequency	30	220	311	188	51
	Percent	4	28	39	23	6

Table (2) indicates that 4.0% of the researchers believe that there is no agreement on the items of the ACSU variable and 28.0% of their respondents were disagreed on the items of the variable 39.0% of their respondents were agreed to some extent on the items of the variable and 23.0% of their respondents were agreed on the items of the variable while 6.0% of their respondents were fully

agreed on the items of the variable. It is concluded from the table above that total rates of agreement answers (agreed to some extent, do not agree, do not agree completely). This is 68.00% and this indicates that most researchers support the items of the ACSU variable. Table (3) represents frequencies and its percentages for GRAD variable.

Table (3)

Frequencies and its percentages for GRAD variable.

		Don't completely agree	Don't agree	Agree some extent	Agree	Completely agree
GRAD1	Frequency	5	25	10	24	16
	Percent	6.3	31.3	12.5	30.0	20.0
GRAD2	Frequency	12	11	13	26	18
	Percent	15.0	13.8	16.3	32.5	22.5
GRAD3	Frequency	26	10	25	12	7
	Percent	32.5	12.5	31.3	15.0	8.8
GRAD4	Frequency	0	13	24	36	7
	Percent	0	16.3	30.0	45.0	8.8
GRAD5	Frequency	10	6	12	42	10
	Percent	12.5	7.5	15.0	52.5	12.5
GRAD6	Frequency	8	15	9	37	11
	Percent	10.0	18.8	11.3	46.3	13.8
GRAD7	Frequency	5	16	8	26	25
	Percent	6.3	20.0	10.0	32.5	31.3
GRAD8	Frequency	0	35	17	21	7
	Percent	0	43.8	21.3	26.3	8.8
GRAD9	Frequency	3	16	17	41	3
	Percent	3.8	20.0	21.3	51.3	3.8
GRAD10	Frequency	18	4	17	38	3
	Percent	22.5	5.0	21.3	47.5	3.8
GRAD	Frequency	87	151	152	303	107
	Percent	11	19	19	38	13

From the results presented in the table above, we found that 11.0% of the researchers believe that there is no complete agreement on the items of the GRAD variable and 19% of their respondents were disagreed on the items of the variable, 19.0% of their respondents were agreed to some extent on the items of the variable, 38.0% of their respondents were agreed on the items of the variable, 13.0% of their respondents were fully agreed on the items of the variable.

It is concluded from the table above that total rates of agreement answers (agreed to some extent, do not agree, do not agree completely).

This is 70.00% and this indicates that most researchers support the items of the GRAD variable. Table (4) represents frequencies and its percentages for the EMPL variable.

Table (4)

Frequencies and its percentages for the EMPL variable.

		Don't completely agree	Don't agree	Agree some extent	Agree	Completely agree
EMPL1	Frequency	0	3	35	27	15
	Percent	0	3.8	43.8	33.8	18.8
EMPL2	Frequency	0	6	26	43	5
	Percent	0	7.5	32.5	53.8	6.3
EMPL3	Frequency	2	12	24	26	16
	Percent	2.5	15.0	30.0	32.5	20.0
EMPL4	Frequency	0	7	35	24	14
	Percent	0	8.8	43.8	30.0	17.5
EMPL5	Frequency	0	7	17	35	21
	Percent	0	8.8	21.3	43.8	26.3
EMPL6	Frequency	0	0	21	28	31
	Percent	0	0	26.3	35.0	38.8
EMPL7	Frequency	0	4	16	46	14
	Percent	0	5.0	20.0	57.5	17.5
EMPL8	Frequency	0	0	33	34	13
	Percent	0	0	41.3	42.5	16.3
EMPL9	Frequency	0	7	36	23	14
	Percent	0	8.8	45.0	28.8	17.5
EMPL10	Frequency	3	13	7	44	13
	Percent	3.8	16.3	8.8	55.0	16.3
EMPL	Frequency	5	59	250	330	156
	Percent	1	7	31	41	20

From the results shown in the table above we find that 1.0% of the researchers believe that there is no complete agreement on the items of the EMPL variable, 7.00% of their respondents were disagree with the items of the variable, 31.0% of their respondents agree to some extent on the items of the variable, and 41.0% of their respondents were agreed on the items of the variable, 20.0% of their respondents were agreed that they agree complete-

ly on the items of the variable. It is concluded from the table above that the total percentage of responses by agreement (agreed to some extent, do not agree, do not agree completely) this is 92.00% and this indicates that most researchers support the clauses of the EMPL variable.

Arithmetic mean, standard deviations and variation coefficients

After analyzing the items of the questionnaires the results of Arithmetic mean and standard

deviations were obtained and as follows: Table (5) represents the general statistics of the research elements (variables).

The general statistics of the research elements (variables)

Table (5)

item	Min	Max	Mean	SD	item	Min	Max	Mean	SD	item	Min	Max	Mean	SD
ACSU1	1	5	3.04	.920	GRAD1	1	5	3.26	1.270	EMPL1	2	5	3.68	.823
ACSU2	1	5	2.73	1.055	GRAD2	1	5	3.34	1.368	EMPL2	2	5	3.59	.724
ACSU3	1	5	3.26	1.028	GRAD3	1	5	2.55	1.321	EMPL3	1	5	3.53	1.055
ACSU4	1	5	2.93	.925	GRAD4	2	5	3.46	.871	EMPL4	2	5	3.56	.884
ACSU5	1	4	2.70	.818	GRAD5	1	5	3.45	1.190	EMPL5	2	5	3.88	.905
ACSU6	1	5	3.24	.958	GRAD6	1	5	3.35	1.223	EMPL6	3	5	4.13	.802
ACSU7	1	5	3.21	1.064	GRAD7	1	5	3.63	1.286	EMPL7	2	5	3.88	.753
ACSU8	1	5	2.86	.964	GRAD8	2	5	3.00	1.031	EMPL8	3	5	3.75	.720
ACSU9	2	5	3.36	.846	GRAD9	1	5	3.31	.963	EMPL9	2	5	3.55	.884
ACSU10	2	4	2.80	.701	GRAD10	1	5	3.05	1.262	EMPL10	1	5	3.64	1.058
ACSU	1.5	4.7	3.013	.675	GRAD	1.20	5.0	3.24	.8423	EMPL	2.1	5.0	3.716	.6178

In interpreting of these results we will rely on the general arithmetic mean of the three variables (elements) shown in the table above: Where we find the variable (element) ACSU achieved a general arithmetic mean of (3.013) and standard deviation (0.675)and it is higher than the hypothetical mean of the Likert scale adopted in this study and it was (3) and this indicates a positive trend in the study sample response about this variable (element)while he GRAD variable achieved a general arithmetic mean of (3.24) and a standard deviation (0.8423)and it is higher than the hypothetical mean of the Likert scale adopted in this study and it was(3), which indicates a positive trend in the study sample response about this variable (element)and the EMPL variable achieved a general arithmetic

mean of (3.716) and standard deviation (0.6178)and it is higher than the hypothetical mean of the Likert scale adopted in this study and it was (3), which indicates a positive trend in the study sample response about this variable (element).

Confirmation factor analysis of three elements (EMPL, GRAD, ACSU)

The purpose of the confirmation factor analysis is to design a structure diagram used for the purpose of analyzing the items of each element by finding the regressive weights for all the items of the element under study and as well as knowledge of the explanatory ability for the model used by building model accuracy standards to determine the quality of the model under study, as shown in the table below for the three elements.

Criteria and decisions taken to accept or reject the models of the elements (EMPLE, GRAD AND ACSU).

Table (6)

Parameter	EMPL			GRAD			ACSU		
	Parameter value	Comparison	decision	Parameter value	comparison	decision	Parameter value	comparison	decision
X ² /df	154.473/35=4.41	Less than 5	Accepted	159.167/35=4.55	Less than 5	Accepted	119.524 /35=3.41	Less than 5	Accepted
GFI	0.89	More than 0.50	Accepted	0.88	More than 0.50	Accepted	0.86	More than 0.50	Accepted
AGFI	0.73	More than 0.50	Accepted	0.71	More than 0.50	Accepted	0.73	More than 0.50	Accepted
RMS EA	0.00	Less than 0.08	Accepted	0.00	Less than 0.08	Accepted	0.00	Less than 0.08	Accepted

The above results tell us that there is good structural potential for the designed models and this means that the items for each of the three elements (EMPL, GRAD, ACSU) have high measurement

capacity. Table (7) clarify standard regression weights for each items of the element (EMPL, GRAD AND ACSU).

Standard regression weights for each items of the element (EMPL, GRAD AND ACSU).

Table (7)

ACSU				GRAD				EMPL			
Estimate				Estimate				Estimate			
ACSU1	<---	ACSU.	.592	GRAD1	<---	GRAD	.937	EMPL1	<---	EMPL	.718
ACSU2	<---	ACSU.	.724	GRAD2	<---	GRAD	.830	EMPL2	<---	EMPL	.667
ACSU3	<---	ACSU.	.673	GRAD3	<---	GRAD	.777	EMPL3	<---	EMPL	.563
ACSU4	<---	ACSU.	.554	GRAD4	<---	GRAD	.724	EMPL4	<---	EMPL	.703
ACSU5	<---	ACSU.	.759	GRAD5	<---	GRAD	.698	EMPL5	<---	EMPL	.787
ACSU6	<---	ACSU.	.487	GRAD6	<---	GRAD	.914	EMPL6	<---	EMPL	.734
ACSU7	<---	ACSU.	.750	GRAD7	<---	GRAD	.175	EMPL7	<---	EMPL	.665
ACSU8	<---	ACSU.	.814	GRAD8	<---	GRAD	-.123	EMPL8	<---	EMPL	.511
ACSU9	<---	ACSU.	.814	GRAD9	<---	GRAD	.798	EMPL9	<---	EMPL	.802
ACSU10	<---	ACSU.	.716	GRAD10	<---	GRAD	.892	EMPL10	<---	EMPL	.646

Analysis of correlation: The correlation between three elements can be measured which is used to test the study hypothesis that "there is a statistically significant correlation between the three

elements shown above using the analytical statistical methods represented by the simple Spearman correlation coefficient.

Table (8)

The correlation coefficients between the elements of the study

Correlations		ACSU	GRAD	EMPL
ACSU	Pearson Correlation	1	.442**	.411**
	Sig. (2-tailed)		.000	.000
	N	80	80	80
GRAD	Pearson Correlation	.442**	1	.397**
	Sig. (2-tailed)	.000		.000
	N	80	80	80
EMPL	Pearson Correlation	.411**	.397**	1
	Sig. (2-tailed)	.000	.000	
	N	80	80	80

** . Correlation is significant at the 0.01 level (2-tailed).

From the results shown in Table (8) the following can be observed:

There is a significant and positive correlation between ACSU and GRAD At the 1% level, the correlation coefficient between ACSU and GRAD 0.422 Which means rejecting the null hypothesis which states that (there is no significant correlation between the element (ACSU) and the element (GRAD) and acceptance of the alternative hypothesis which states that (there is a significant correlation between the element (ACSU) and the element (GRAD) there was also a positive correlation between the element ACSU and the element EMPL At the 1% level, while the value of the correlation coefficient between the element ACSU and the element EMPL was 0.411 and this means rejecting the null hypothesis that states that (there is no significant correlation between the element (ACSU) and the element (EMPL)) and acceptance of the alternative hypothesis that states that (there is a significant correlation between the element (ACSU) and the element (EMPL)).And also, there was a positive and significant correlation between the element GRAD and the element EMPL , at 1% level where the value correlation coefficient between the element GRAD and the element EMPL was 0.397. This means rejecting the null hypothesis which states that (there is no significant correlation between the element (GRAD) and the element (EMPL) and accepting the alternative hypothesis which states that (there is a significant correlation between the element (GRAD) and the ele-

ment(EMPL)). This can be clearly seen in the figure below.

Impact of the elements ACSU and GRAD in EMPL

To determine and learning the significance and intensity of the effect of the two independent variables represented by ACSU and its items and GRAD and its items on the supported variable and represented by EMPL, the regression analysis was recruited by testing the hypotheses related to it. Zero hypothesis and alternative hypotheses for each independent variable, which can be formulated according to the following rule:

The main hypothesis of the independent variable ACSU

H0: There is no significant effect of the element ACSU on the element EMPL.

Against the alternative hypothesis:

H1: There is significant significance of the element ACSU in the element EMPL .

Also the main hypothesis of the independent variable GRAD

H0: There is no significant effect of the element GRAD in the element EMPL

Against the alternative hypothesis:

H1: There is significant significance of the element GRAD in the element EMPL.

To obtain a clear picture of the effect of the two independent variables on the supported variable, the results of the hypotheses were extracted as shown in the table below.

Table (9)

The results of the impact analysis.

Independent variable	F-Test	F-Test Significance	Effect Parameter	T-Test	T-Test Significance	Decision	Coefficient
ACSU	15.891	.000	.41	3.986	.000	The effect is contagious and moral	17%
GRAD	14.589	.000	.40	3.820	.000	The effect is contagious and moral	16%

From the results presented in the table above we note that there is a positive and a significant effect of the independent variable represented by the element ACSU and its items in the supported variable, represented by the element EMPL. Where we find that the value of test F was (15.891) which is a significant value at the level of significance of 1%, also, we find that the value of the coefficient of determination of the model under study was 17%, and the value of the impact parameter equal to 41%, the value of the test t was 3.986 this value is considered a significant and positive value at the level of significance of 1% whenever increases the independent variable represented by the element ACSU and one unit leads to the rise of the supported variable represented by the element EMPL by 0.41.

There is also a positive and a significant effect of the independent variable represented by the element GRAD and its items in the supported variable represented by the element EMPL. Where we find that the value of the test F (14.589) which is a significant value at the level of significance of 1%, also, we find that the value of the coefficient of determining the model under study was 16%, and the value of the impact parameter equal to 40% The value of the test t was 3.820 and this value is significant and positive at the level of significance of 1%. From the data above, we find that whenever increases the independent variable represented by the element GRAD and one unit leads to the rise of the supported variable represented by the element EMPL by 0.40. As shown in the figure below.

Results of statistical analysis:

From the results of the practical analysis can be reached a set of conclusions, the most important of which are:

1. The responses of the sample were moving towards agreement in all the items of the studied elements and represented by the elements (EMPL, GRAD, ACSU).
2. From the values of the coefficient of Alpha Cronbach we conclude that there is strength and stability of the items of the questionnaire form which used in general in the present study.

3. The correlation between the element ACSU and its dimensions and the element GRAD and its dimensions was a positive and significant relationship below the significance level of 1%.

4. The correlation between the element ACSU and its dimensions and the element EMPL and its dimensions was a positive and significant relationship below the significance level of 1%.

5. The correlation between the element GRAD and its dimensions and the element EMPL and its dimensions was a positive and significant relation below the significance level of 1%.

Section IV: Conclusions and recommendations

First: Conclusions

1- Inability of the private sector to provide sufficient job opportunities for most specialties and its absorption of the labor force due to the incompatibility between the outputs of higher education and the skill requirements of the labor market.

2- Limited real partnership with the private sector and the fragility of current initiatives to activate and strengthen organizational and community communication.

3- Limited information of graduates, skills and creative abilities, indicating the weakness of the curriculum, teaching methods and training.

4- Limited support for innovative projects and motivation for private work to join the labor market without relying only on government jobs.

Second: Recommendations

1. Building effective channels for communication with the private sector to ensure the participation and exchange of views and make bridges between the academic experience and the labor market.

2. Taking the views of all sectors of the economy and coordinate with them during the process of curriculum development to keep up the trends of the labor market and enhance the readiness of students.

3. Enhancing and strengthening partnership with the private sector and coordinate with it in order to provide job opportunities for graduates and

achieve compatibility and harmony with the needs of the required skills and knowledge.

4. Increasing the focus on programs that are appropriate for the requirements of the labor market and skills development to keep up the economic repercussions of globalization.

5. Providing appropriate education of high quality and economic development, which enable the graduates to join labor market smoothly by providing them with the necessary skills to take advantage of the opportunities.

6. Promoting, encouraging and rewarding creative abilities, embracing excellence, and activating the initiative element.

7. Implanting leadership skills among learners and their projects.

8. Adopting partnership systems between higher education organizations and the private sector and strengthening the relationship with them, thus contributing to raising the level of participation in training and incubation of students.

9. Rehabilitating and developing faculty members and trainers through their participation in advanced training programs and support of modern disciplines.

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