



Output of Higher Education and Job Market Requirements in the Republic of Yemen

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ABSTRACT

The main objective of this research is to identify output of higher education and job market requirements in the republic of Yemen, the researcher tried to understand the relating between output of higher education and job market requirements and the appropriateness between output of higher education and job market requirements

The present research employed the survey sample method using questionnaires prepared for two groups which included 557 final year universities students and 120 companies managers, for sample selected the researcher has used strategic convenience sample randomly selected.

The results of this study find that there is imbalance in output of higher education and it is inadequate to job market requirements.

Keywords : Output , Higher Education , Job Market

INTRODUCTION

Higher education plays an important role and affect in the situation of economic, social and political in the countries because it is linked to economic development and human development, that means there is no human development without education and there is no economic development without human development therefore human resource management practices in higher educational institutions must linked with job market requirements.

The general purposes of education, as perceived by both educators and the public, are to improve the people of a society. In this sense, both general education and higher education are regarded as means for the development of people. The basic thrust of these forms of education is toward fostering the improvement of individual capacities. The ends for which these capacities should be improved result in the elaboration of lists of educational purposes. Based upon the aforementioned approaches, educational purposes are defined in different ways. In Review of Educational Policies, the Council of Ministers of Education of Canada (1976) (1) claimed that, generally speaking, all kinds of educational institutions have the same objectives: "universal, continuing education" (p. 8). More specifically, the Council pointed out that: In modern societies the educational system has a threefold goal: to afford everyone the opportunity to learn; to make available to each the type of education best suited to his capacities and interests; to prepare the individual for life in society. (p. 8) While the importance of economic purposes is recognized, the idea that educational purposes should mainly be understood in economic terms is misleading. The central purpose of higher education cannot only be maximizing the capacity of an individual and a society to produce goods and services. Not can the improvement of productivity be taken as the exclusive means to evaluate educational purposes. on the contrary, non-economic purposes are at least as important as the economic ones. Fundamentally, some authors have argued that education must be considered as a "human right" irrespective of its economic objective. In any democratic society, education must be seen as a means for citizenship, for life adjustment, for enhancement of the freedom, dignity, and worth of man (Harbison and Myers, 1964, p.12)(2).

The primary purpose of higher education is to change people in desirable ways. These changes may, in turn, have pro-

found effects on the economy and the society and even on the course of history. But in the first instance the objective is to modify the trails and behavior patterns of individual human beings. Balance among educational purposes. The variety of educational purposes raises a question of how to achieve balance among the many purposes. This question poses a serious challenge for researchers, educators, and policy-makers. While researchers, educators, and policy-makers cannot make choices for individuals, they can help in other ways. Probably the right way is that, while understanding thoroughly the developmental trend of the educational system, the people in charge of educational affairs should allow individuals to make their educational choices as freely as possible. However, policy-makers and educators should ensure some consistency and relevance among the educational purposes and the needs of individuals and of society. From the perspective of a traditional society, education should be designed and expected to transmit knowledge, maintain broad consensus, and perpetuate existing social patterns. Under the influences of industrialization and modernization, the emphasis has shifted towards the utilization of educational institutions as agencies to improve human capital investment and to allocate in individuals or groups to various economic roles and positions within the social structure. Based upon the above considerations, it follows that, although economic and non-economic purposes are different, there need not be conflict between them.

The social non-economic benefits of higher education are those benefits to society that are above and beyond the private benefits realized by individuals. Many of the social benefits have been studied in a vast outpouring of recent research and can be summarized as follows:

1. Education is necessary for effective democracy and democratic institutions (McMahon, 1987, p.134)(3)
2. Education is important for efficient markets and the adaptation to technical change (Schultz, 1975, p.843)(4)
3. Education reduces crime rates, social welfare, and public health costs (Garfinkle and Haveman, 1977, p.53)(5)
4. Education increases graduates' intention and willingness to participate in community service activities and political activities (McMahon, 1987, p.135)(6)

The higher education in Yemen like other Arab countries most

of higher education outputs stay without job also there is inappropriateness between higher education output and job market requirements, therefore the problem of study addressed on a study of job market requirements and Human Resource Management Practices in higher educational institutions in Republic of Yemen.

The higher educational institutions, especially in Yemen (private and public) is currently facing challenges and many variables, hence, it is important to review its objectives and philosophy, regulations, curricula its links with the society, and university education to confront these challenges is not intended only to solve the current problems, but also to cope with the future problems, where education in essence is a future process. Despite the quantitative growth in the number of universities (government / private) and the increasing numbers of students, but it did not take into account the harmonization between the output of higher education and job market requirements, the results show unemployment of graduates, not to mention the weakness of the curriculum, lack of coping with the scientific and technical developments, thus affecting the level of student achievement and their knowledge in keeping in touch with the new evolution of the global scientific program.

In the year 2006 the National Strategy for Higher Education was prepared, canalizing the status of higher education, constructing of the vision, mission, objectives and future programs, which were presented at the First Conference of Higher Education and Scientific Research, which was held during the period from 29-30 March 2006, which approved the strategic plan, which was later endorsed by the Supreme Council of Universities in April 2006, approved finally by the Council of Ministers in July 2006 but since that time, it has not yet been initiated in the operational aspect, the Ministry of Higher Education and Scientific Research, after almost two years of its approval, the Ministry should have taken a stand to review the failure to implement the executive plan, since the strategy in some of its aspects, the social pressures result in the establishment of more universities. Private and governmental organizations totaling to (33) university, some of these are under establishment (7)

Objectives of the Study

The objectives of the present study are as follows:

1. To identify job market requirements in various sectors of economy in Yemen.
2. To study the causes of universities graduates unemployment growth.
3. To study the outputs of higher education institutions.
4. To study the educational programs in higher education institutions.
5. To study the effectiveness of training provided by higher education institutions.
6. To study performance of universities professors.
7. To study setting and equipments of higher education institutions.

Research Methodology of the Study

The total study population from universities is (27830) Sana'a university (20437) Science and Technology university (7393), the researcher has selected 2% from universities students population, the sample size of Sana'a university is (409) and The sample size of Science and Technology university is (148), The total sample size from universities is (557).

From the total of sample size (557), only 473 (85%) respond-

ed, while 84 (15%) did not respond for various personal reasons. These reasons included lack of time, lack of interest, and in a few cases unwillingness to be involved with a study.

The Most Important Findings of the Study

The finding can be summarized as follows:

1. The results of this research indicated that the job market requirements in terms of university disciplines are as follows: Accountancy, Management, Civil Engineering, Communications Engineering, Electrical Engineering and Mechanical and Conditioning, Industrial Engineering, Geologic Engineering, Computer and information technology, Teachers (physics and chemistry and Biology and English) Nurses, hotel tourist, Foreign relations, Marketing.
2. The results of this study indicated that the job market requirements in terms of skills are as follows: computer skills, communication skills, leadership skills, English Language Proficiency skills, deal with the problems in a positive way, experience.
3. The results of this study find that the managers of companies in Yemen are not satisfied with outputs of higher education institutions.
4. 63% of respondents agree that the skills of outputs of higher education institutions inadequate to job market requirements.
5. The result of this study indicated that the educational programmes of higher education institutions and the job market requirements are inappropriateness.
6. The result of this study indicated that the training provided by higher education institutions ineffective.
7. The result of this study find that the performance of professors in universities ineffective
8. The result of this study indicated that the universities setting and equipments not suitable for the process of training.

The Most Important Suggestions and Recommendations of the Study

1. The higher education institutions and job market (public and private companies) in Yemen must set up a council for Activation of partnership, cooperation and communication.
2. The higher education institutions must find mechanism to link the outputs of higher education with job market requirements.
3. The higher education Institutions and job market in Yemen must create a strategic vision to identify the requirements of job market (quantitative and qualitative).
4. The Higher education institutions must reconsider the admission policy in accordance with the job market requirements.
5. The Higher education institutions must add the computer skills, communication skills, leadership skills, English Language Proficiency skills to university educational programmes and update the university educational programmes every five years in order to meet job market requirements.
6. The higher education institutions must provide Training for professors and develop their professional capabilities and improve their standard of living.
7. The higher education institutions must create a system to evaluate the universities professors performance.
8. The higher education institutions must provide suitable equipments to the classrooms, libraries, laboratories in order to make the education and training in the universities effective and useful for universities students.

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