

Students' Perceptions Regarding the University Education Outcomes and Labor Market Requirements: Empirical Study

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Abstract

The main purpose of this research is to examine students' perceptions regarding the university education outcomes and labor market requirements, empirical study in the college of administration and economics, Salahuddin University –Erbil. To collect data, the researchers used a self-designed questionnaire. The samples comprised (335) four-stage students for the academic year 2021-2022, who were randomly selected from six departments namely administration of tourism organizations, business administration, economics, accounting, statistics and information, finance, and banking to reply to the survey questions. The empirical data was examined using structural equation modeling (SEM). Findings based on students' perceptions showed that professional knowledge positively related to labor market requirements. While the courses and learning ability are not correlated with labor market requirements. In addition, students' language skills are not connected with the labor market requirements which means that students who participated in the survey obtained basic knowledge regarding the labor market, but they lack the training to improve their skills. The research contributes to the literature, and also provides unique information that benefits the universities in boosting the quality of education services to align with the requirements labor market in the Kurdistan Region.

Keywords: Higher Education, Education Outcomes, Knowledge, Skills, and Labor Market Requirements.

1. Introduction

In recent years, higher education systems, experienced a fundamental adjustment in terms of syllabuses and teaching methods, teaching patterns, and the development of the modern discipline. Mainly to meet the labor market requirements, which demand attention to the quality of education services of the universities and educational institutions generally. Since, universities produce knowledge and science, besides abilities and skills developed through university education. Accordingly, universities are a vital source of promoting intellectual capital, culture, politics, economic, administrative, and leadership concepts; therefore, they play a significant role in all aspects of nations and societies' lives. However, higher education in the Kurdistan region and the rest of Iraq faces severe challenges regarding the increasing student levels; enrollment in the region is straining the limited resources of government or public universities, while, the number of private universities is increasing rapidly, despite a gap between university outputs and labor market

requirements. The limited ability of KRG - to absorb the region's graduates as the rest of the country suffers from unemployment for their graduates. Besides, other factors may contribute to the KRI's inability, and it is the labor market to absorb university graduates, whether in the public or private sectors. In this regard, Nicolescu and Paun (2009), examined higher education and the labor market requirements. The researchers mentioned that in recent years, the emphasis was on the link between higher education and the labor market worldwide.

Thus, the primary purpose was about aligning education outputs, employability, and the labor market in general. It is worth revealing that there are still some differences between world countries, particularly between developed and developing countries; however, there are also numerous similarities. The topic of higher education outcomes and the labor market requirements was also examined over time by different researchers like (Schomburg, 2000; Paul and Murdoch, 2000; James, 2001; Raposo and Alves, 2005; Johnston and Elton, 2005). Although this research was conducted in the Kurdistan Region of Iraq, which is considered a developing country but in terms of higher education outcomes and labor market requirements, the region has vast similarities with developed countries. Even though it is assumed that universities should define a clear educational and national philosophy, they are consistent with the labor market requirements. In this research, the main research goal was to investigate students' perceptions of university education outcomes and labor market requirements. Therefore, it is an attempt to classify the knowledge, skills, and abilities that should be developed through university education, which may succeed in the labor markets, and consider other aspects beyond university education, particularly in Kurdistan Region. Also, evaluate how well the educational system in a public university in Kurdistan Region developed the labor market needed skills. As well as recognize teaching methods in university education that enable the development of labor market requirements. The research is expected to align the university education outcomes with labor market requirements by forming a model for research and assessing it. The research findings and recommendations are also expected to contribute to or benefit the universities in promoting the quality of education services to align with the requirements labor market in Kurdistan Region.

2. Literature Review

a. University Education Outcomes

As defined by the University of South Carolina (2021), education outcomes are knowledge, skills, abilities, or measurable values that students must demonstrate due to completing the course. Based on this, the university most focus on students rather than on the teacher, where they describe what students will do, not what the teacher will teach. As indicated by the University of Toronto (2020), education outcomes are phrases that describe the knowledge or skills that students must acquire at the end of a particular task, class, course, or program, and help students understand why knowledge and skills are useful to them. It focuses on the context and potential applications of knowledge and skills, helps students communicate learning in various contexts, and helps guide assessment and evaluation (Lauder and Mayhew, 2020). According to the University of Tasmania (2021), higher education outcomes are a clear statement of what the learner is expected to do or his/her knowledge

and value upon completion of the unit of study, and the extent to which he or she expects to achieve these results. It stipulates both the essence of learning and how achievement is shown. Education outcomes are expressions of what a student is expected to know, understand, and explain after completing the learning process (Ankara University, 2021). However, universities must ensure that their graduates have a range of skills of potential use to employers, to look at the connection between higher education and employment, principally from the perception of how higher education should react to labor market requirements (Saunders and Machell, 2001). Therefore, it is believed that the outcomes of university education are the phrases that describe what the student is expected to know or the ability to work after completing the scheduled study, and in this way define the expected achievement of students with knowledge and skills because of the educational process to qualify them to interact with the requirements of the different labor market. In the same context, vast literature addressed the components of the educational system. Dweikat (2016), indicates that the educational system is the framework that includes the elements of the educational process and its components, whether they are living components, such as students, teachers, administrative staff, and all employees, or non-living components, such as curricula, decisions, buildings, stationery, goals, and objectives. The educational system also includes the functional relationships that bind these components together, and everything that happens between these components is the relationships that bind them together to perform certain functions and achieve predetermined goals. Zalimy (2011), claims that the confidentiality of the university system plays a fundamental role in determining the inputs, which inevitably reflects on the nature of the outputs that the educational system must control its inputs considering the outputs that it aims to achieve since it directly affects the level of its efficiency and the extent of its suitability in satisfying the requirement of the labor market.

According to Qamizi (2005), the educational system must enjoy inputs which the availability of an environment and infrastructure suitable for the educational environment that serves the student and helps the teaching members to perform their essential role, and this is represented by human inputs, which contain teachers, administrative staff, and students while physical inputs comprise financial resources, equipment, supplies, and educational facilities. However, moral inputs that surround the educational system's conditions, the shared values, beliefs, and ideas prevail. Qamizi further argued that educational operations aim to transform educational inputs and change them from their fundamental nature to another form that suits the educational system's desires and goals, such as student teaching, learning methods, achievement test methods, and guiding methods at the university, administrative instructions. The educational system also works to achieve continuously, in other words, the results that the system achieves the final results of students in each academic year, and the behaviors that students have acquired from the system. According to Ali (2020), the educational process's crucial elements may be considered the teaching staff, syllabus, students, and university administration. The teaching staff is the primary and vital element that can only continue and succeed through it. Also, considered the bridge that teaches students different knowledge, and skills. The syllabus is information and goals that should be communicated to students; besides, it must be advanced and contemporary in the scientific

progress that occurs every day. The syllabus should also contain material in many areas to help develop skills and allow students to be creative and critical. The syllabus is in line with what the labor market dictates. As argued by the researcher, students are the main element and pillar upon which the entire educational process is based and circulated. Finally, the university administration considers the umbrella that brings the three mentioned elements (the faculty staff, the syllabus, and students) as it is responsible for providing them with logistical support to remove the obstacles that face them during the educational process.

b. Labor Market Requirements

The Arab forum for HRM (2016), defines the labor market as a type of economic market, in which there are job seekers and job offers; also, there are owners of companies who create the workplace and search for labor. The labor market's significance emerges from the place where the graduates hope to find an opportunity to work. However, finding job opportunities depends on the subject's extent, which is studied and linked to the labor market. Hence, information on the labor market plays a significant role in the different contacts between higher education and the job market. This refers to information collected and published, for instance, by governments, educational institutions, or the media, and to information exchanged between individuals (OECD, 2017). In this context, Arthur (2006), found that both students and employers value more the acquisition of overall, social skills, attitudes, and broader abilities than narrowly precise knowledge. In terms of labor market requirements, Paul and Murdoch (2000), found that companies mostly look for the following in graduates: knowledge (general and business-related), technical know-how in the field of communication, personal skills, flexibility, and motivation. Vogel (2015: 105), argued that providing students with the tools and skills they will need to have to contest in the job market is considered one of the most effective. The researcher considered strategic thinking, relevant experience in the workplace, and applied knowledge as those mandatory skills.

According to Harvey et al. (1997), in the UK, students and educators expect an undergraduate program to produce analytic, critical, reflective, transformative graduates, and employers want adaptive, adaptable, and transformative people. Employers want adaptive recruits, people who can rapidly fit into the workplace culture, work in teams, exhibit interpersonal skills, communicate well, take on responsibility, and perform efficiently, and effectively. For individuals to succeed in the labor market, they need a mix of knowledge and skills. The success of economies as a total need those individual skills contribute to a usually right skill mix. These skills can be categorized in diverse ways.

However, the OECD (2012), defined skills are a 'package of knowledge, features, and capabilities that enable individuals to perform an activity or task successfully and continuously, which can be built and expanded during learning. As indicated by Youssef et al. (2018), since the labor market is an economical, regulatory institution in which the supply of labor interacts with the demand for it, the sale and purchase of labor services and consequently their pricing is like any market with several characteristics including labor services are a dealer and unaffiliated and cannot be separated from the worker. Labor demand is a derivative, a demand to produce goods and services to be sold. However, the result of market activity (supply and demand) is determined by skills and

education within the framework of some elements, including employment, unemployment, and wages (Nicolescu and Paun, 2009). However, Masoud (2012), believes that the graduate job market is also considered by some negative characteristics that contribute to the imbalance between the supply and demand for graduate employment, due to the weak ability of the labor market to provide real job opportunities.

c. Research Model and Hypotheses Development

The research conceptual model contains four constructs or latent variables LVs. These LVs are UEO= university education outcomes, CLA= courses and learning ability, PK= professional knowledge, LS= language skills, and LMR= labor market requirements; however, a similar model was used by (Arthur, 2006; Anastasiu et al., 2017; Azhar & Zandi, 2017). It is believed that analyzing the university education outcomes necessarily refers to the university education system's expected goals and objectives that relate to the quality of the graduate as outcomes that must respond to the characteristics related to the learner (student), knowledge, and society. The authors described these three main characteristics that define university education outcomes chosen from the literature. The learner-related characteristics are to be equipped with knowledge, skills, and competencies that improve students' integration and adaptation to the labor market and self-realization, such as job search skills, entrepreneurship, and the ability to make the appropriate decision (Nicolescu and Paun, 2009). However, the university's characteristics are to play the role assigned to knowledge production through scientific courses, methods, programs, and policies in the priority areas for economic and social growth locally and globally, particularly in strategic areas (Lauder and Mayhew, 2020). Finally, the optimal response to society's real needs is employing the capabilities of everyone in achieving economic and social development, so that graduates of universities and institutions do not burden the productive groups in society.

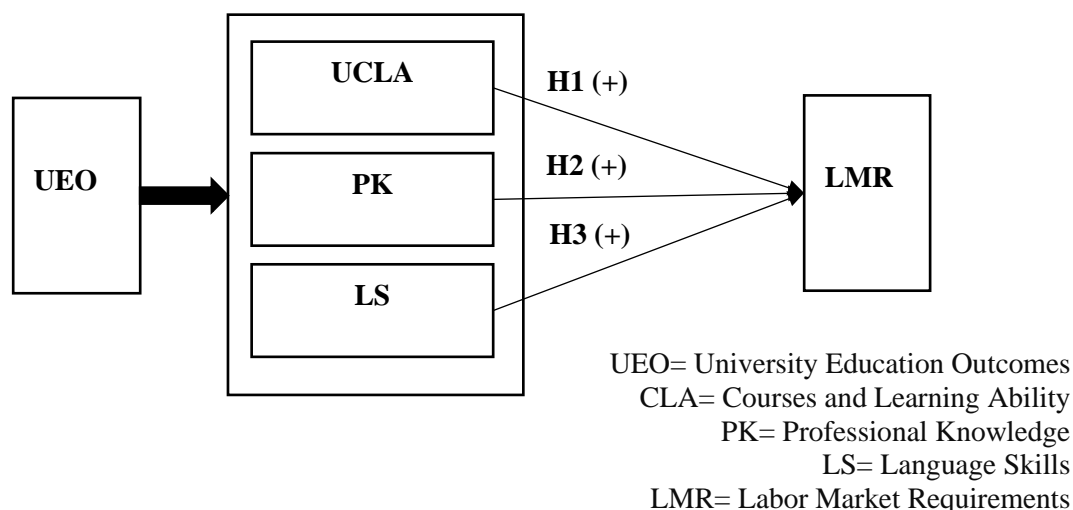


Figure 1. Conceptual Research Model

On higher education and labor market requirements studies were conducted in Europe by each (Johnston and Elton, 2005; Raposo and Alves, 2005), they analyzed the topic by looking at the students' expectations and their conformity with reality (visualization of the service provided) as

one way to ensure the quality of higher education. Besides, one of the closing aspects of higher education quality, the graduates' transition to the labor market, is partly influenced by linking skills and abilities developed during university studies, and employers' requirements (Menon et al., 2018). Davies et al. (1999) showed that practical abilities are also vital for the labor market, second place on employers' requirements. However, their acquisition is preferred to occur via professional experience, rather than university study, as confirmed by other researchers in other countries.

In the same context, research conducted in Iran by Azhar and Zandi (2017), examined the educational system and requirements of the labor market. The researchers mentioned that one of higher education aims is obtaining advanced skills, and specialties, thereby offering better job opportunities after graduation. While Anastasiu et al. (2017), analyzed the university curricula and the market needs and noticed a main problem in the higher education system since the university curricula outcomes are not the best candidates for the competitive labor market. In South Africa, Fourie (2014), examined university graduates' preparation for work and showed that there was a gap in the job readiness of university graduates, which was due to a lack of behavioral skills taught by the university to achieve the expectations of the practice of internal auditing. Based on the above literature, we proposed the following hypotheses:

First Hypothesis (H1): University courses and students' learning ability positively contribute to improving graduates' labor market capability.

Second Hypothesis (H2): Students' professional knowledge positively contributes to improving the graduates' capability in the labor market.

Third Hypothesis (H3): Students' language skills positively contribute to improving the graduates' capability in the labor market.

3. Methodology

The research participants are four-stage students for the academic year 2021-2022, who were randomly chosen from six departments: business administration, economics, accounting, administration of tourism organizations, statistics and information, finance, and banking at the college of administration and economics, Salahuddin University–Erbil. In this context, for obtaining empirical data the questionnaires are used as the main data collection instrument. To explore the students' perceptions regarding university education outcomes and labor market requirements. However, the literature reviewed highlights the studies on the university education outcomes and requirements of the labor market, which, as we detailed above, are conducted within different countries where most of them applied quantitative research methods and questionnaires as the primary data collecting instrument.

a. Measurement of Main Constructs

For attaining empirical data, the survey was used, the first part includes students' features, and the other two parts, covered model constructs. Where seven items measured the university courses and students' learning ability (CLA), which determines knowledge, scientific, and qualified concepts that serve the graduate student's specialty. Scientific trips to gain practical skills. Also, the programs and systems taught by students in terms of education tools help in performing the teaching processes of specialization required in the labor market. As well as six indicators are

measuring the students' professional knowledge (PK) especially, technical basics and knowledge in the field of specialization obtained by students. The skills in building relationships, communications, and leadership. And then the role of the department, college, and university, which provide students with the necessary scientific skills needed. Further, three indicators measure the students' language skills (LS), such as English and Arabic, to suit graduates in the job market, these constructs of university education outcomes (UEO) were adopted from Azhar, and Zandi (2017) and Zalimy (2012). Lastly, fourteen indicators are measuring the labor market requirements (LMR) in terms of general knowledge of the labor market, the ability to define work needs, based on solid scientific foundations, and skills. In addition, the ability to prepare reports and work notes according to the scientific principles recognized in the labor market. Furthermore, interpersonal skills to deal with others in the internal and external working environment that enables me to overcome competitors were adopted from Masoud (2012) and OECD (2017).

b. The Features of Students' Participators

The questionnaire forms were distributed among (844) students from six departments, and (335) of them participated in the survey, the response rate was 40%. The results demonstrated that among all the respondents, 60.9% (n=204) were female respondents, while the male was 39.1% (n=131). In addition, the results showed that most participants (students) were aged between 21-23 years, which reached 89.9% (n=301), while students who indicated that their age from 24 to 26 years, was 10.2% (n=34). Regarding the students' departments 21.2% (n=71) students were participated from accounting department, followed by 17.9% (n=60) from economics department, 16.4% (n=55) business administration department. In addition to 15.5% (n=52) were from the department of statistics and information. Students from the administration of tourism organizations participated by 14.6 (n=49), furthermore, 14.3% (n=48) were from the department of finance and banking.

Table 1. Features of Students' Participators

Profile	Description	Frequency	Percentage %	Total
Gender	Male	131	39.1	335
	Female	204	60.9	
Age	21-23 years	301	89.9	335
	24-26 years	34	10.2	
Department (Specialization)	Administration of Tourism Organizations	49	14.6	335
	Business Administration	55	16.4	
	Economics	60	17.9	
	Accounting	71	21.2	
	Statistics and Information	52	15.5	
	Finance and Banking	48	14.3	

c. Data Analysis

The data was analyzed through applying AMOS software version 23, this program is considered one of the software that the data can be analyzed statistically. The AMOS is the prominent statistical software that has succeeded in developing statistical data analysis methods, which are necessary for the preparation of examination studies. In this context, before testing hypotheses, we determined reliability and validity. To determine reliability, all loading values on construct

indicators should be above or equal to 0.70. Cronbach's α linked to the constructs' internal reliability also must be above 0.70. While the values load on Composite Reliability (CR) must be above 0.80 (Awang et al., 2018; Hair et al., 2014). For establishing validity, the loaded values on Average Variance Extracted (AVE) should be greater than 0.50. Additionally, to determine discriminant validity or correlations between model constructs, values loaded on AVE square roots must be above the relationship among the constructs (Hair et al., 2014).

4. Results

a. Determining Reliability and Validity

First of all, the reliability of instruments was evaluated by using Cronbach's α and CR tests. The model constructs validity was evaluated over the indexes of model fitness for the measurement model. The convergent validity was evaluated by calculating the AVE values, then discriminant validity was evaluated by applying the index review of the discriminant validity test. As the results are shown in Table 2 the values of factor loadings for courses and learning ability (CLA) reached from 0.751 to 0.831, which are all above 0.70. Results also showed that the values of professional knowledge (PK), and language skills (LS) ranged between 0.703 to 0.896 that all higher than 0.70. All indicators of labor market requirements (LMR) also loaded high values of 0.725 to 0.919 that were all above 0.70. Results in the same table showed that the values loaded on Cronbach's α reached from 0.724 to 0.840, all above 0.70. In addition, the values of CR were ranging between 0.834 and 0.908, indicating that the values of CR are all higher than 0.80.

Table 2. Results of Reliability and Validity (Measurement Model)

Constructs	Indicators	Loadings	AVE	CR	Cronbach's α
Courses and Learning Ability (CLA)	CLA ₁	0.751	0.599	0.845	0.731
	CLA ₂	0.765			
	CLA ₃	0.795			
	CLA ₄	0.773			
	CLA ₅	0.805			
	CLA ₆	0.785			
	CLA ₇	0.831			
Professional Knowledge (PK)	PK ₁	0.730	0.573	0.834	0.724
	PK ₂	0.722			
	PK ₃	0.882			
	PK ₄	0.896			
	PK ₅	0.703			
	PK ₆	0.794			
Language Skills (LS)	LS ₁	0.762	0.634	0.885	0.815
	LS ₂	0.863			
	LS ₃	0.860			
Labor Market Requirements (LMR)	LMR ₁	0.855	0.739	0.908	0.840
	LMR ₂	0.790			
	LMR ₃	0.752			
	LMR ₄	0.724			
	LMR ₅	0.804			
	LMR ₆	0.810			
	LMR ₇	0.919			
	LMR ₈	0.894			
	LMR ₉	0.817			
	LMR ₁₀	0.876			

LMR ₁₁	0.905
LMR ₁₂	0.723
LMR ₁₃	0.785
LMR ₁₄	0.768

The values loaded on AVE for the model constructs namely, CLA, PK, LS, and LMR ranged from 0.573 to 0.737, all greater than 0.5. As presented in (Table 3), all constructs loaded with acceptable mean values ranged from 4.5586 to 3.9204, and the scores of the standard deviation were low. Additionally, discriminant validity was evaluated by applying the index review of the discriminant validity test, besides the values loaded on average variance extracted square roots for each research variable was above the relationship among the constructs, indicating that the values AVE square roots for variables were greater than the variance is shared with other model constructs.

Table 3. Results of Discriminant Validity

	Mean	Std. Deviation	CLA	PK	LS	LMR
CLA	4.1689	0.794	0.897			
PK	4.1871	0.778	0.795	0.774		
LS	3.9204	0.829	0.803	0.659	0.869	
LMR	4.5586	0.716	0.884	0.769	0.827	0.879

Note CLA= Courses and Learning Ability, PK= Professional Knowledge, LS= Language Skills, and LMR= Labor Market Requirements.

As a significant part of the measurement model, the model fit was assessed by checking indexes of model fit, this was based on a few categories, namely Chi-square, comparative fit index, Tucker-Lewis's index, standardized root-mean-square residual, variance inflation factor, and normed fit index. The parsimony fit index was characterized by chi-square, the loaded value was 1.809, which was a smaller amount than 3.0 which is accepted as a good fit. For incremental fit, the values of CFI and TLI indexes were reached .984 and .957, respectively, both values above 0.9, thus, indicating fit. Additionally, the value of the SRMR index gained was 0.72 which was less than 0.8, indicating that the good fit index value was also achieved. Furthermore, NFI and VIF categories, also showed a good fit, since NFI achieved 1.000, which was above 0.9, finally, the values of VIF ranged from 1.000 to 2.028, these values displayed reliability and validity along with a high relationship among the model constructs and indicators, see (Table 4).

Table 4. Model Fit Test

Fitness Test Method	Estimated Model	Decision criteria	Overall Decision
χ^2	1.809	≤ 3.0	Fit
CFI	.984	≥ 0.9	Fit
TLI	.957	≥ 0.9	Fit
SRMR	.72	≤ 0.8	Fit
NFI	1.000	≥ 0.9	Fit
VIF	Loaded from 1.000 to 2.028	< 5.0	Fit

Note: χ^2 = Chi-square, CFI= comparative fit index, TLI= Tucker-Lewis's index, SRMR = Standardized Root-Mean-Square Residual, VIF= Variance Inflation Factor, and NFI = Normed Fit Index.

b. Results of Structural Equation Modeling

Results of the structural model, or hypotheses testing showed in (Fig. 2 and Table 4) that there was not a significant impact of university courses and learning ability among students to influence the requirements of the labor market ($\beta= 0.095$, $p= 0.076$), which is above 0.05. This is indicated that there is a gap between courses and learning ability and labor market requirements since the university courses did not contribute to enhancing graduates' labor market capability, therefore, the first hypothesis is rejected. Results based on students' perceptions demonstrated a positive impact of professional knowledge, which means that professional knowledge contributes to improving labor market requirements ($\beta= 0.463$, $p= 0.000$), which is less than 0.05. It describes that when students have basic knowledge related to the labor market, also having skills in relationships, communications, and leadership in their field of interest they may meet the requirements of the labor market, hence, the second hypothesis is supported.

Table 5. Results of Hypothesis Testing

	Path	β	SE.	CR.	P	Label	Result
LMR	<--- CLA	0.095	0.115	0.477	0.076	par_1	Rejected
LMR	<--- PK	0.463	0.040	11.646	0.000	par_2	Supported
LMR	<--- LS	0.044	0.312	0.394	0.693	par_3	Rejected

Note CLA= Courses and Learning Ability, PK= Professional Knowledge, LS= Language Skills, and LMR= Labor Market Requirements.

The results also showed that language skills as the third component of UEO not significantly affected labor market requirements ($\beta= 0.044$, $p = 0.693$). This indicates that when students have not obtained language skills during university study and out of study times, it makes it difficult for students to meet labor market requirements, therefore, the third hypothesis is rejected.

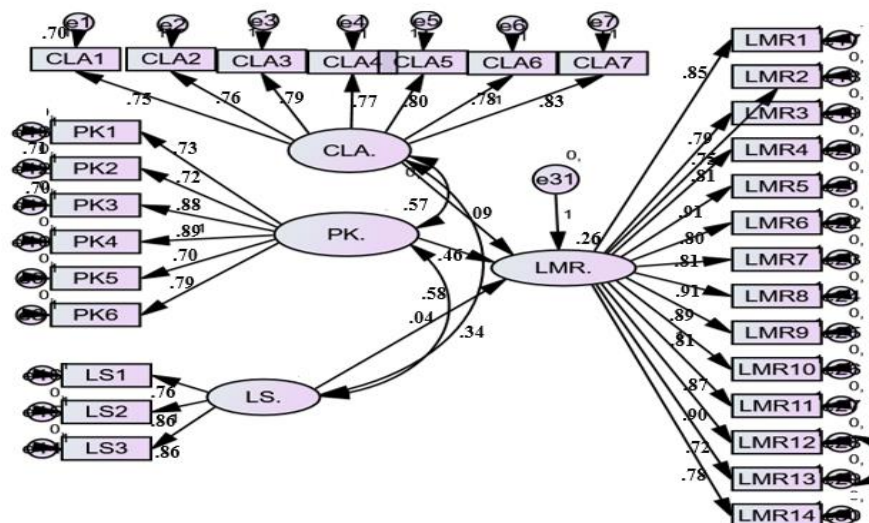


Figure 2. AMOS Output for Structural Model

5. Discussions

Based on the collected empirical data and outcomes, this research effort intended to reveal how close the students' perceptions in terms of university courses, professional knowledge, skills including language skills, and practical abilities that developed through a university education to

the labor market or employers' needs. The first outcome demonstrated that university courses and learning ability among students had not a significant impact on the labor market requirements. This result is similar to some other research papers, including Fourie (2014), Anastasiu et al. (2017), and Azhar & Zandi (2017), in third research showed the gap between higher education outcomes and labor market requirements, also a gap in the job will of university graduates.

The research showed that improving the quality of graduates affects the recruitment process, thereby increasing the market's ability to absorb graduates and increasing the ability of graduates to enter the labor market, as second finding showed a positive impact on professional knowledge, which means that professional knowledge contributes to improving labor market requirements. This is in line with Johnston and Elton (2005), and Saunders & Machell (2001) indicated that universities should ensure that their graduates have a range of potential use of employers' skills, and consider the link between higher education and employment, mainly by predicting higher education to interact with labor market requirements. The third result showed that language skills did not significantly affect labor market requirements. This indicates that when students do not have language skills during university and off-school times, it makes it difficult for students to meet the requirements of the labor market.

6. Conclusions and Recommendations

For evaluating the study hypotheses, we used a structural model and the results showed that from three components of the university education outcomes, professional knowledge only had a positive impact on labor market requirements. While the courses and learning ability did not impact the requirements of the labor market. In addition, students' language skills are not connected with the labor market requirements which means that students who participated in the survey obtained basic knowledge regarding the labor market, but they lack training to improve their skills. The research contributes to education, and also provides unique information that benefits the universities in enhancing the education services quality to align with the requirements labor market in the Kurdistan Region.

Research recommends that university education needs to be linked to the labor market. Thus, changes are necessary for the teaching method, besides relating the teaching process to the surrounding environment and not textbooks. What topics are taught in books are the same concerns of practical life, especially in the field of labor market requirements and life matters and exit from receiving active learning. It aims to produce a graduate who has the experience, skills, cognitive, behavioral, and practical skills, enabling graduates to cope with the labor market. Accordingly, higher education outcomes are the basic measure of the quality of the institution in terms of the participation of the largest number of graduates in the labor market. College courses must therefore contain effective knowledge and professional concepts that serve the interest of a graduate student. Colleges and departments should also arrange scientific trips for students to establishments related to market jobs to gain scientific, practical knowledge and skills. The research suggests colleges consider training and experience courses to upgrade students' skills in the labor market. In this regard, the specific types of knowledge, skills, and abilities required by students' to be developed through university education outputs, the sort of skills and requirements expected of graduates by

employers within the labor market, and then the awareness of finding the correlation between them. Furthermore, the university can provide direct professional services to students in professional centers that manage by the university where professional services are characterized by recruitment services focusing on the needs of students who will come soon.

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