

Analysis of the Reasons of the gap between Outcome Characteristics of Private Higher Education, and Job Requirements in the Private Sector in Egypt (Reasons related to the businessmen)

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Abstract

The current research is designed to measure the reasons of the gap (misfit) between the outcome characteristics of the private higher education and the job requirements in the private sector in Egypt. Specifically, **the reasons related to the businessmen** are investigated. The study will be applied in the Arab Academy for Science, Technology, and Maritime Transport in the following colleges: (1) College of management and technology (2) College of engineering and technology (3) College of maritime transport and technology.

The private sector is one of the most important pillars of national economy of any country, due to its vital role represented in pushing the development wheel of the country.

The private sector openly interacts with society, by getting resources out of it, either financial resources or the human power. It provides goods and services to society, so and there is also a mutual benefit between businessmen. Businessmen should play their social role in serving the Egyptian society: employing national workers is a part of it in addition to contributing to preparing and training the unqualified ones. . The exploratory research has shown that the reasons related to businessmen could be divided into five groups:

1. The effective selection of human resources.
2. The preparation and training before practicing the job.
3. The supervision during practicing the job.
4. The designing and analyzing the job.
5. The career planning.

The researcher found that the effective selection of human resources, the preparation and training before practicing the job, and the supervision during practicing the job are confirmed by the businessmen' point of view to be causes of the gap between the outcome characteristics of the private higher education and job requirements in the private sector in Egypt.

1. Introduction

The most important and critical factor behind the growth and development of any country is its human resources (Al Kahtany, 1998), which is defined as the knowledge, education and competencies of the country's individuals that can contribute to realizing its national goals. The human Resources of a nation begins with the intellectual wealth of its citizens (Bontis, 2004).

Al Kahtany (1998) highlights the importance of efficiently and effectively training the nation's human resources with the ultimate goal of meeting the demands and requirements of the labor market. Thus, universities must provide learners with the required knowledge, skills, and attitudes to meet the country's urgent need for highly trained graduates (Litova, 2000).

It can be said that achieving the fit between labor market requirements, and facilitating the task of having the chance for graduates to join suitable vacancies, is something that requires continuous coordination between higher education institution and the labor market (Al Kahtany, 1998).

Higher education is today recognized as a capital investment and is of paramount importance for the socioeconomic and cultural development of a country, and it is believed that through the high quality of higher education, a nation can be transformed into a developed nation. Therefore, the institutions of higher education have the responsibility of equipping individuals with advanced knowledge and skills required for different jobs that could increase their earnings. Over the last years, most countries have invested huge capital outlays to improve their higher education sectors. It was recognized that education contributes to the betterment of the quality of life, both on a personal and societal level.. These countries also realized that to be successful nations in a highly competitive world, many challenges should be met and defeated. Historically, countries that are the first

to develop new research and to introduce new technologies often gain a competitive advantage and can sustain it longer than their competitors (Roger, 1994).

Accordingly, in 1997 the National Committee of Inquiry into Higher Education (NCIHE) in the USA reported "opportunities to increase programs which help graduates to be familiar with recruiters' requirements". Furthermore, in 1998 Blackstone Stated that higher education should give more knowledge about labor market requirements. Thus, it is vital that higher education has effective links with the world of work and jobs, where it can deliver the skills and knowledge to the graduates. But there are many problems which face the fit process between the outcomes of the higher education and the labor market requirements that lead to a gap between them (Ghandora, 1997 and Al Kahtany, 1998).

Egyptian universities are not only public universities, but also there are private universities which are considered to be playing an effective role in the preparation and training of human resources (Farag, 1999). Moreover, work is considered to be the main source of income. Therefore, it is important to make the job opportunities available for graduates and fit with his/her field of specialization to ensure their success in practical graduate lives. So, this needs cooperation between the universities from one side and the labor market requirements from the other side (Al Kahtany, 1998).

For this reason, an exploratory research on the private labor market in Alexandria was conducted by the researchers in order to explore reasons of the gap between the outcome characteristics of the private higher education with the private labor market requirements in Egypt. The empirical part of the research has been conducted and applied on the Arab Academy for Science & Technology and Maritime Transport "AAST" in Alexandria, as it is one of the major private higher educational institutes in Egypt composed of three colleges:

- (a) College of Management and Technology
- (b) College of Engineering and Technology
- (c) College of Maritime Transport and Technology.

2. The Research Problem

Focus groups were conducted with all of the following groups: (1) a number of top managers, mostly human resource managers who are responsible for training in these companies; (2) a number of "AAST" academic staff members in the previously mentioned colleges; (3) a number of "AAST" graduates who are working in the chosen private sector companies in Alexandria. The researchers concluded that all the participants agreed that there is a gap between the outcome characteristics of the private higher education and the private labor market requirements in Egypt.

The participants cited some phenomena which illustrate the gap between the outcome characteristics of the private higher education and the private labor market requirements in Egypt. These phenomena include the following:

- 1- The preparation skills level of the graduate students in the private educational sector is relatively low. Respectively, this leads to a need for training students before recruitment.
- 2- The number of graduate students in some certain fields is high in comparison to the other specialized fields. This leads to widening the employment-outcomes gap, especially in some specific fields such as Business and Tourism.
- 3- The unemployment job fit, which leads to weakening their skills and knowledge about the job.

This can be considered due to the culture of the community, as the unemployment rate is high.

Based on the previous discussion, the importance of this study becomes highly apparent, which led the researchers to investigate this gap in order to identify its notion and roots. Thus, the research problem is formulated in the following main question:

"What are the reasons related to the businessmen that lead to the existence of the gap (misfit) between outcome characteristics of the private higher education and job requirements in the private sector in Egypt?"

The private sector is one of the most important pillars of national economy of any country, due to its vital role represented in pushing the development wheel of the country. The private sector openly interacts with society, by getting resources out of it, either financial resources or the human power. It provides goods and services to society, so and there is also a mutual benefit between businessmen. Businessmen should play their social role in serving the Egyptian society: employing national workers is a part of it in addition to contributing to preparing and training the unqualified ones.

The reasons of the gap related to the businessmen are:

1. Lack of communication channels between businessmen and the academic staff members, which allow them to know the business market requirements from the businessmen point of view, which in turn leads to unqualified graduates and thus to the wrong selection of the human resource.
2. Shortage of the businessmen's support and contribution, either financially or intellectually, that leads to the un-proper training and qualifying of the graduates before practicing jobs.
3. Improper supervision and insufficient follow-up on businessmen side towards the fresh graduates during their new work.
4. Jobs are not well designed and analyzed which in turn causes new employees to fail in understanding their jobs and hence fail to perform them properly.
5. Un-planned career for new employees leads to missing the ultimate benefit of them and of their capabilities.

3. Research Objective

The study aims to achieve the following objectives:

1. Identifying the reasons behind the gap (misfit) between outcome characteristics of the private higher education and job requirements in the private sector in Egypt.
2. Identifying some techniques which can help minimize this gap.
3. Discovering the defects in the private higher education outcomes that decrease its ability to satisfy the requirements of the private labor market in Egypt.
4. Locating some techniques which may improve the Egyptian private higher education role in the satisfaction of the labor market requirements.
5. Testing the research hypotheses.

4. The Research Importance

The importance of the study stems from two basic dimensions:

The theoretical importance

- This study is considered to be the first study in Egypt that deals with the reasons of the existence of the gap between outcome characteristics of the private higher education and job requirements in the private sector in Egypt. All the previous studies that dealt with higher education in Egypt were focused on studying how to improve the higher education sector using certain tools and techniques.
- This study is considered a theoretical framework for many researchers in the future in order to explore the real reasons behind the existence of the gap, and a tool for suggesting solutions to minimize this gap.
- The study deals with the labor market from all different perspectives, including the universities and colleges, the community, graduates and the labor market. Therefore, we can generalize the results of the study over the whole higher education sector whether private or public and to make a comparison between them in order to know which is better and focus on it to accelerate the higher education improvement cycle in Egypt.

The empirical importance

The current study has practical importance on the private higher education institutions level, the overall higher education level, the Egyptian society and community level, and the level of the private labor market in Egypt. For example, on the private higher education institutional level the study can:

- Improve the performance by discovering the reasons causing the gap between outcome characteristics of the private higher education and job requirements in the private sector in Egypt, thus trying to minimize its occurrence and solving them.
- Guide and directing the policies and strategies of the private higher education sector in order to satisfy the requirements of the labor market from various majors, skills, experiences and knowledge which must be acquired by the graduates in every major.
- Provide some tools by which private universities can realize the gap between outcome characteristics of the private higher education and job requirements in the private sector in Egypt.

5. Research Hypotheses

After conducting exploratory research and studying previous scientific research in the research field, the researcher formulated the following hypothesis as probabilistic causes of the gap between outcome characteristics of the private higher education and the job requirements in the private sector in Egypt:

H₁- There is a relationship between the reasons related to the businessmen in the private sector and the gap between outcome characteristics of the private higher education and job requirements in the private sector in Egypt.

We can formulate the following sub-hypotheses from this main hypothesis, as follows:

H_{1.1}. There is a relationship between the effective selection of human resources, and the gap between outcome characteristics of the private higher education and job requirements in the private sector in Egypt.

H_{1.2}. There is a relationship between the preparation and training before practicing the job, and the gap between outcome characteristics of the private higher education and job requirements in the private sector in Egypt.

H_{1.3}. There is a relationship between the supervision during practicing the job, and the gap between outcome characteristics of the private higher education and job requirements in the private sector in Egypt.

H_{1.4}. There is a relationship between the designing and analyzing of the job, and the gap between outcome characteristics of the private higher education and job requirements in the private sector in Egypt.

H_{1.5}. There is a relationship between the career planning, and the gap between outcome characteristics of the private higher education and job requirements in the private sector in Egypt.

6. Literature review

6.1 Selection of the Human Resources

Today's management recognizes that manpower is the most important resources of a business; the efficient performance of employees is crucial to the success of an enterprise. Employees who stay with the organization for several years represent thousands of dollars in investment. Mistakes in hiring are costly not only in terms of financial investment but also in loss of productivity, disruption of services and depressed morale. In today's market, there are lots of applicants for every opening. However, finding just the right person for a specific job is not easy. Therefore, the greatest need for managers is for a hiring system that does not force them (Kleiner, 2002).

Selection is the process conducted by the organization to select the best applicant to a job. This applicant is the person who has the job specifications and qualifications required more than others. This selection is based on a specific criteria determined by the organization (Maher, 2005)

Many may have appropriate training, experience and technical skills; but only a few may possess the drive and flexibility you are looking for. To find a right person to meet the need of a particular job, understanding the job is the first step that helps managers to understand whom they want to hire. Managers can do this by reviewing existing job descriptions, talking with the person in the position, and evaluating employees in the job. The job description need not be as lengthy as a full job description, but it does need to include whatever information will give them a deep understanding of what the job is about. If there is no person in that position, they should talk to other employees who hold similar positions and ask them what the job involves (Kleiner, 2002).

The selection criteria express the characteristics and qualifications that should the applicant have. These characteristics and qualifications are determined from the job analysis in order to achieve a high level of performance of these jobs which include the educational level, experience, body, personality, knowledge and skills (Maher, 2005)

Kleiner (2002) reported that different jobs require different personality types; therefore, the next step for managers is to know how to get the right person. The following are some personality traits, in three profile categories: personal profile, professional profile, and business profile; that should be considered and evaluated by managers during an interview. Any or all could be important for the job that managers are trying to fill

In today's competitive environment companies are starting to realize the increasing importance of hiring. The first step to effective hiring is to draft a job description. This process will force the employee to identify who is needed and why. It may be helpful to ask existing personnel in similar positions to describe their daily tasks. They may have a better understanding from performing the job day- today as to what will be needed to perform the job successfully. Experts, who study trends in hiring, find that most employers regardless of size or industry

look for the same basic skills when hiring. Believe it or not, you are most likely to develop these competencies during college; they include (Hou and Kleiner, 2002):

- Critical thinking.
- Communication.
- Visionary qualities.
- Self- motivation.
- Proficiency with information.
- Globally- minded.
- Team work.

6.2 Preparation and Training before Practicing the Job

Preparing and training of the nation's workforce is at the core of a strong economy. This is especially true in today's climate of high technology, e-commerce, real time demand, and intense global competition for market share. The focus of a productive workforce is never far from the discussion of economic success (Harvey, 2001).

Katz and Kahn (1978) addressed that "Training is so general word that it should be immediately qualified". The rationale for this statement is the view that there exists a close relationship between training, education and development, both operationally and conceptually. It is also due to the availability of various similar instructional methods and techniques of training and education (e.g. lectures seminars). However, throughout the literature training is almost similarly defined by various authors. "Training serves to help increase upward mobility within the organization, to adjust workers to the technological changes affecting the workplace, and often simply to introduce people to the world of work at the entry level" (Deutsch, 1979).

The advantages of organizational training activities may extend throughout a person's entire career and may help develop the individual for future responsibilities. Training, then involves the development of the person's knowledge, skills and attitudes (Reilly, 1979). It is a human resource developmental activity that is closely related to increasing or maintaining the productivity of employees (Klinger and Nalbandian, 1985).

The most commonly used definition of training was given by Nadler and Wiggs (1986): "Training activities focus in learning the skills. Knowledge and attitudes required to initially perform a job or task or improve upon the performance of current job or task.

There are four main characteristics in most of the definitions of training found in the literature:

- 1- Training is a learning experience for both the individual as well as the organization.
- 2- Training is a total for behavioral and/ or attitudinal change.
- 3- Training is concerned with equipping and/ or exposing personnel to a new set of knowledge and skills; and.
- 4- Organization productivity is undoubtedly the ultimate objective of any training system, and is achieved by increasing the potential performance of individuals.

Therefore, Training is defined as a planned learning system aimed at attitude and/ or behavioral change by equipping individuals with desired knowledge and skills in order to maximize his/ her potential performance and; therefore, increase organization productivity (Akhayat and Elgamal, 1997).

Today's graduating school students face the task of becoming adapted to labor in the new economic conditions, socially and psychologically. It is the school that must help the student to develop specific skills needed for occupation (Litova, 2000). Occupation of specific skills is those skills needed to work in particular occupation. A workers occupation specific skill can range from beginner or entry level to expert levels. You will find references to specific skills that are required in various occupations in the occupational profiles that follow in this publication. These skills are obtained through on- the job training and experience as well as specialized education or training. You will need to evaluate whether the occupation- specific skills being taught in educational and training programs match the demands of the labor market and your career goals (Work Futures British Columbia Occupational Outlooks, 2000.).

Implementation of the comprehensive programs for preparing and training school students for labor is having a positive effect on their interests, motives and fostering the development of their personality (Litova, 2000).

Programs taught at colleges, institutes and universities which teach specific skills that can be directly applied to a particular occupation are referred to as applied programs and include education programs (Work futures British Columbia Occupational outlooks, 2000. edition).

Training on the whole continues to be an essential element for organizations striving for excellence. With the new emerging organizational reality where change, competition, workforce demographic changes and business upheavals are eminent, training and development are becoming ever more an important method that equips organizations with the flexibility, adaptability and durability required for survival (Alkhayyat and Elgamal, 1997).

Development and training are terms used with slightly different meanings. Some authors distinguish between training and development using criteria of time. Werther and Davis (1985) Reviewed training as a short term organization concern which involves helping employees to execute their job. Development on the other hand is concerned with an employee's future responsibilities and/or job. Training is short term, it focuses on the employee learning the skills, knowledge and attitudes required to perform a job or unimprove on the performance of a current job or task (Alkhaya and Elgamal, 1997).

6.3 Supervision during Practicing the Job

There are several interpretations of the term "supervision", but typically supervision is the activity carried out by supervisors to oversee the productivity and progress of employees who report directly to the supervisors. For example, first-level supervisors supervise entry-level employees. Depending on the size of the organization, middle-managers supervise first-level supervisors; chief executives supervise middle-managers, etc. Supervision is a management activity and supervisors have a management role in the organization (McNamara, 2005).

The person assigning cases, organizing work and taking decisions on behalf of the agency was basically an 'overseer' - and hence the growing use of the term "supervisor". As Peters (1969) has pointed out, traditionally, part of the overseer's job was to ensure that work was done well and to standard. This can be viewed as an administrative task. However, overseers also had to be teachers and innovators. These were new forms of organization and intervention: "standards were being set, new methods developed".

Going back to the earlier commentators such as John Dawson (1926) who stated the functions of supervision in the following terms:

Administrative- the promotion and maintenance of good standards of work, co-ordination of practice with policies of administration, the assurance of an efficient and smooth-running office;

Educational- the educational development of each individual worker on the staff in a manner calculated to evoke her fully to realize her possibilities of usefulness;

And Supportive- the maintenance of harmonious working relationships, the cultivation of esprit de corps.

It is a short step to translate these concerns into the current language of the "learning organization". As Salaman (1995) argues, managers must have a concern for both performance and learning.

The essentially managerial aspect of managers' work is their responsibility for monitoring and improving the work of others; their managerial effectiveness is determined by their capacity to improve the work of others. If managers are not able to make this contribution, then what value are they adding? The only ultimate justification of managers' existence is the improvement of the work of their subordinates. If managers fail in this way they fail as managers (Smith, 2005).

Kadushin (1992) tightens up on Dawson's formulation and presents his understanding of the three elements in terms of the primary problem and the primary goal. In administrative supervision the primary problem is concerned with the correct, effective and appropriate implementation of agency policies and procedures. The primary goal is to ensure adherence to policy and procedure the supervisor has been given authority by the agency to oversee the work of the supervisee. This carries the responsibility:

In educational supervision the primary problem for Kadushin (1992) is worker ignorance and/or ineptitude regarding the knowledge, attitude and skills required to do the job. The primary goal is to dispel ignorance and upgrade skill. The classic process involved with this task is to encourage reflection on, and exploration of the work. Supervisees may be helped to:

Understand the client better; become more aware of their own reactions and responses to the client; understand the dynamics of how they and their client are interacting; look at how they intervened and the consequences of their interventions; explore other ways of working with this other similar client situations.

In supportive supervision the primary problem is worker morale and job satisfaction. The primary goal is to improve morale and job satisfaction (Kadushin 1992). Workers are seen as facing a variety of job-related stresses which, unless they have help to deal with them, could seriously affect their work and lead to a less than satisfactory service to clients. For the worker there is ultimately the problem of 'burnout'.

Kadushin argues that the other two forms of supervision focus on instrumental needs, whereas supportive supervision is concerned with expressive needs. The supervisor seeks to prevent the development of potentially stressful situations, removes the worker from stress, reduces stress impinging on the worker, and helps her adjust to stress. The supervisor is available and approachable, communicates confidence in the worker, provides perspective, excuses failure when appropriate, sanctions and shares responsibility for different decisions, provides opportunities for independent functioning and for probable success in task achievement.

6.4 Designing and Analyzing the Job

To do an excellent job, you need to fully understand what is expected of you. While this may seem obvious, in the hurly-burly of a new, fast-moving, high-pressure role, it is oftentimes something that is easy to overlook. By understanding the priorities in your job, and what constitutes success within it, you can focus on these activities and minimize work on other tasks as much as possible. This helps you get the greatest return from the work you do, and keep your workload under control. Job Analysis is a useful technique for getting a firm understanding on what really is important in your job so that you are able to perform excellently. It helps you to cut through clutter and distraction to get to the heart of what you need to do, (MindTools, 2005).

Recognizing the changing nature of work, many researchers and parishioners conduct "work" analysis, focusing on tasks and cross functional tasks of workers, rather than "Job" analysis with its focus on static jobs. Work/job analysis now include personality variable alongside traditional cognitive, behavioral, and situational variables, (Hough, 2000).

Job analysis can be defined as the determination of the essential activities and characteristics of a job in order to produce a job specification. A job specification is a written statement of the essential characteristics of a job including necessary qualifications, duties, responsibilities and degree of authority of the job holder, (Maher, 2005).

The purposes for which a job analysis is required can be, (Byars and Rue, 1993):

- to establish criteria for selection and performance appraisal,
- to establish training and development programs,
- for job evaluation
- remuneration purposes,
- to assist in job design, and
- for organizational restructuring and development purposes
- for work simplification.
- for promotion and rotation
- for manpower planning

It is worth noting that, job analysis is used for three important purposes in the employment process (Advancing Employee Productivity, 2005).

First, it provides information for compiling job descriptions. A Job description typically contains a brief summary of the nature of the job, and lists the duties and responsibilities thereof.

Second, job analysis assists in the compiling of job specifications. Job specifications set out the traits and characteristics considered to be essential for successful job performance. These include education level, relevant experience, skill level or physical characteristics. Job descriptions and specifications are generally used in combination for recruitment purposes. They enable accurate information dissemination, which, in turn, maximizes the number of appropriate applicants.

The third purpose, for which job analysis is used, is in the development of selection criteria, criterion measures and predictors.

Job design is the determination of the method of performing work, the kind of the required activities and tasks, the responsibilities, the technical tools used, the nature of the relationships existing in the job, and the environment surrounding the work condition. Job design affect five main aspects of the job, which are: the extent of diversification in the skill required for the job; the extent of performing a complete job; the importance of the job and its impact in performing another tasks; the degree of freedom related to the job; the extent of providing the employee with a continuous flow of information related to the progress and the performance of the job. It is worth noting that the first four items affect the feeling of the employee for the importance of his job, while the fourth item affect the feeling of freedom and responsibility, where the fifth item affect the feeling of knowledge of what happen, (Hackman and Oldham, 1980).

Job description is the tangible outcome of the job analysis. It is a written detailed definition of the job, its objectives, nature, tasks, responsibility, and qualifications of the employee. A well defined job description should contain the qualifications, fundamental and non fundamental job functions. The qualifications will include required certifications, education, experience and necessary skills. To avoid excluding certain groups of applicants, you may want to explain education may be substituted for experience or vice versa.

An effective job description will help provide a guideline when interviewing. The job description will assist in determining if the applicant is qualified or not, (Maher, 2005).

The Job analysis differs from the job description, in that job description usually appears in narrative form, lists the kind of tasks employees perform, and define the job's place within the organization. In contrast, the job analysis is a process that involves current employees as well as supervisor, and in some cases, subordinates and clients, entails a breakdown of the nature, extent, frequency, and importance of specific types of behavior that characterize the job (e.g., ability to negotiate, manage tasks, or handle certain types of situations). Other words, job analysis identifies certain characteristics, such as the ability to analyze particular problems or the ability to read, interpret, and apply a department rule or regulation to a practical situation, (Cosner, 2000).

6.5 Career Planning

A career is a process of development of the employees along a path of experience and jobs in the organization. This definition reflects the notion at career in a more comprehensive way than the usual definitions in use because of the internal balance between the organizational and individual aspects. This difference was noted by Storey (1976) who tried to distinguish between the two categories. He called the individual level approach "career planning"; while the organizational level approach was termed "career managing" it seems however, that this terminology does not fit the nature of career processes. The individual also has self career management activities (i.e. responding to job posting, changing profession) whereas the organization has, in additions planning activities. Nevertheless there is a difference between these both approaches (Baruch, 1996).

During the last few decades, career planning and management has operated to be one of the fastest developing areas in the field of human resource management (HRM). This holds true for theoretical research as well as practical purposes. Halletz (1986) emphasized the importance of career techniques and activities and the increasing efforts to apply them exerted by top management in many organizations in several, organizations are taking more responsibility within the area.

The management of the new age organization is confronted with a variety of challenges. Changes, such as business re-engineering processes, restructuring, flattening, and downsizing or others, bring innovation and progress, but they also bring chaos to the management of people in the workplace. Much of this recreation is involved with the reduction of employee numbers and career opportunities as we knew them in the past. New concepts such as the "boundaryless career" catch the attention of scholars and managers alike. The bureaucratic framework within which long-term career planning was feasible is being abandoned by both organizations and individuals. New concepts are sought, while it is clear that the old paradigms in career management will no longer fit the future organization (Herriot and Pemberton, 1995; Peiperl and Baruch, 1997).

Primary processes which occur as a result are a reduction in the number of employees' at all hierarchical levels, and the elimination of managerial layers. No matter whether it is called downsizing or rightsizing, economic constraints and fierce competition cause organizations to become lean and mean. Among other developments which will certainly continue to have a strong impact on the management of people at work is the trend of internationalization or globalization of businesses and technological innovations (Baruch, 1999).

Pazy (1986) suggested that there is scope for studying organizational activities concerning career management. An appropriate career management program according to Pazy, can contribute to organizational effectiveness. A survey by Storey et al (1991) emphasized that in many cases- career planning is done mainly by the organization and the individual has very little effect on it.

Career Planning and Management (CPM), by this term, we mean a comprehensive approach to all the activities and techniques facilitated by the organization which are concerned with the career development of its employees. These include two main aspects: the planning (i.e. preparing for the future) and management (i.e. operating and activating those plans), as seen and performed from the organizations point of view (Baruch, 1996).

The importance and prominence of organizational CPM as part of HRM has been recognized by many scholars (Hall, 1986; Gutteridge, 1986; Leach, 1977; Van Mannen and Schein, 1977; Schein, 1978; Mayo, 1991). However, the theoretical base of organizational career management is still considered quite thin (Arthur et al., 1989; Gunz and Jalland, 1996). Few conceptual works or theoretical models have focused on career theory. Sonnenfeld and Peiperl (1988) suggested the examination of career systems according to two dimensions: supply flow, which refers to the labor markets wherein organizations look for managerial potential (i.e. internal versus external labor markets); and assignment flow, which reflects the basis for development and promotion.

A new, comprehensive model of career system was offered by Herriot and Pemberton (1996), at the core of which, is the fit between individual needs and aspirations and organizational requirements. Much of the literature on career has focused on the individual view whereas there is an acute lack of theoretical formulation of organizational practices. One exception is the Baruch and Peiperl model which was developed following an empirical investigation, forming a bond among a variety of organizational career practices (Baruch, 1999).

7.1 Research Methodology

To deal with any problem or specific phenomenon, one should first precisely realize the main reasons behind such problem, so as to find the right way to solve it. This is what the researcher is seeking in this part of the research.

The researcher carried out an exploratory research to come up with the reasons that lead to the deficiencies in the private higher education outcomes to fulfill the labor market requirements in the Arab Republic of Egypt, by using a focus group with a sample consisting of three categories of people:

1. Businessmen and top managers.
2. The academic staff members of the Arab Academy for Science & Technology "AAST" in the colleges of Management & Technology, Engineering & Technology, and Maritime Transport & Technology excluding maritime department.
3. The graduates of these colleges, working in the private sector.

As they are concerned with the research problem, the researchers tried to reach the reasons, leading to such problem from their points of view.

By carefully analyzing the results of the focus group, the researcher found that all responsible parties agreed upon a group of reasons leading to the failure of the private higher education to fulfill the labor market requirements in Egypt. They classified the reasons related to businessmen into five main groups which are:

1. The effective selection of human resources.
2. The preparation and training before practicing the job.
3. The supervision during practicing the job.
4. The designing and analyzing the job.
5. The career planning.

7.1 Study Variables and their Measurements

This research includes two types of variables: The dependent variable and the independent ones.

Dependent Variable:

The dependent variable in the present study is the gap between the outcome characteristics of the private higher education and the job requirements in the private sector in Egypt. This gap was measured through using six

statements to measure the fit or miss-fit between the outcome characteristics of the Arab Academy for Science & Technology and the job requirements in the private sector in Egypt. A five-point likert scale was used to measure this gap ranging from "strongly disagree" (1) to (5) "strongly agree".

Independent Variables:

This group of variables can be measured by five sub-variables which in turn, were measured using five statements, to measure the relationship between businessmen in the private sector and the gap. A five-point Likert scale was used to measure these variables ranging from "strongly disagree" (1) to (5) "strongly agree". These variables are:

1. Effective selection of human resources was measured by using one statement.
2. Preparation and training before practicing the job was measured by using one statement.
3. Supervision during practicing the job was measured by using one statement.
4. Designing and analyzing the job was measured by using one statement.
5. Career planning was measured by using one statement.

7.2 The Population of the Study

The population of this study is the businessmen who represent the private business sector in Alexandria in the following sub-sectors:

1. The services sector.
2. The commercial sector.
3. The production sector.

The following Table refers to the number of the private sector companies in Alexandria:

Table (1)
Number of the private sector companies in Alexandria

Sector	No. of Companies
The services sector	147
The commercial sector	82
The production sector	382
Total	611

Source: (Directory of private sector companies in Alexandria, 2005-2006).

Table (1) shows that the total number of the private sector companies in Alexandria for the services, commercial, and production sectors is 611 companies, according to the directors of Egyptian companies (2005-2006).

It was also clear from observation methods that the number of managers directly in contact with new entries is about three managers in every company; therefore, the total number of businessmen contact with new entries in the private sector companies in Alexandria is 1833 (3 manager x 611 company) businessman.

7.3 The Sample of the Study

It was found that the census method cannot be used in this study due to the large size of the study's population. Therefore, the researchers depended on the sampling method to save time, effort and costs. 150 managers are selected to represent the sample of the study.

The sample that the questionnaire will be applied on was selected based on choosing the least possible error that does not exceed 10%. The characteristics of the sample were chosen to reflect the following characteristics of businessmen:

- The ones who own or work in the private sector in Alexandria.
- The ones who have Academy postgraduates working with them.
- The ones who accepted giving data and information to the researcher

7.4 Research Instrument: The Questionnaire

A questionnaire is designed to collect the data of the study. This questionnaire includes five sections:

Section one includes the demographic characteristics: work, position, number of years spent in work, and the educational level.

Section two includes seventeen statements, which are used to measure six variables, the five variables related to universities themselves. These variables are:

- The policies of the higher education system are measured using four statements.
- The qualifications of the academic staff members are measured using four statements.
- The higher educational techniques and tools are measured using two statements.
- The availability of resources and capabilities is measured using one statement.
- The fit between the academic courses and labor market requirements is measured using three statements.

And one variable related to the Egyptian society that is the private higher education perspective in Egypt is measured using three statements. Five point Likert scale is used on all statements.

Section three includes five statements to measure the aspects of failure in the private higher education outcomes in Egypt. Five point Likert scale is used on all statements.

Section four includes five statements to measure which techniques must be used to face the problem of failure in the private higher education outcomes in Egypt from the business point of view. Five point Likert scale is used on all statements. And at the same time dichotomous scale is used on all statements to know whether businessmen are using these techniques or not.

Section five includes six statements, to measure the dependent variable which is the fit (miss-fit) between outcome characteristics of the private higher education and job requirements in the private sector in Egypt. Five point Likert scale is used on all statements.

8. Data analysis and results

Firstly, reliability analysis is used to test the reliability of the questionnaire. Chronbach's Alpha is calculated for each variable and for the overall questionnaire. The overall reliability was 0.871 which is greater than greater than 0.7; the researchers concluded that the questionnaire is reliable. Also the Chronbach's Alpha are calculated for each variable separately, all values are greater than 0.75.

Secondly, the normally test is performed to determine whether a parametric or nonparametric test is used. To check the normally, the (P.P.) plot is used. Some variables are proved to be normal while, other showed some deviation from normality. In the first case, the t. test (as a parametric test) is used; in the second case, the Kolmogorov and Smirnov (KS) test and MW (as nonparametric tests) are used.

8.1 Testing the First sub-Hypothesis ($H_{4.1}$)

To test this sub-hypothesis, the researchers collected the opinions of the businessmen of the private sector in Egypt about the effective selection of human resources. The businessmen are asked if the effective selection of the human resources is considered one of the suggested techniques to be used to reduce the gap or not. Also, they have been asked if they used this technique or not.

The chi-square test is performed to generalize the usage of the technique. In this test, the hypotheses are:

H_0 : No = Yes = 50%

H_1 : Otherwise

Table (2) shows the observed and the expected frequency of the test. The null hypothesis H_0 is rejected with significance zero (less than 0.05), see Table (2). Therefore, the researcher concludes that the percentages are not equal. From Table (2), the residual for the businessmen who used the techniques is positive, while the residual for the others is negative. This means that the percentage of the businessmen who used the technique is generally greater than the percentage of the businessmen who do not use it.

Table (2)
the observed and the expected frequency for the effective selection of human resources

	Observed N	Expected N	Residual
no	41	75.0	-34.0
yes	109	75.0	34.0
Total	150		

Table (3)
the results of the chi-square test

	effective selection of human resources	preparation and training of graduates before starting job	supervision and follow up during the job	work analysis and design	planning of the job path
Chi-Square ^a	30.827	22.427	27.307	.027	2.160
df	1	1	1	1	1
Asymp. Sig.	.000	.000	.000	.870	.142

a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 75.0.

In summary, the researcher can conclude that the effective selection of human resources is considered one of the techniques that can be used to reduce the gap, and that this technique is used by the majority of businessmen. Therefore, there is a relationship between the effective selection of human resources, and the gap between outcome characteristics of the private higher education and job requirements in the private sector in Egypt.

8.2 Testing the Second sub-Hypothesis (H₄₋₂)

To test this sub-hypothesis, the researcher collected the opinions of the businessmen of the private sector in Egypt about the preparation and training before practicing the job. The businessmen are asked if the preparation and training before practicing the job is considered one of the suggested techniques to be used to reduce the gap or not. Also, they have been asked if they used this technique or not.

The chi-square test is performed to generalize the usage of the technique. Table (4) shows the observed and the expected frequency of the test. The null hypothesis H₀ is rejected with significance zero (less than 0.05), see table (3). Therefore, the researcher concluded that the percentages are not equal. From Table (4), the residual for the businessmen who used the techniques is positive, while the residual for the others is negative. This means that the percentage of the businessmen who used the technique is generally greater than the percentage of the businessmen who do not use it.

Table (4)
the observed and the expected frequency for the preparation and training before practicing the job technique

	Observed N	Expected N	Residual
no	46	75.0	-29.0
yes	104	75.0	29.0
Total	150		

In summary, the researcher can conclude that the preparation and training of candidates before practicing the job is considered one of the major techniques that can be used to reduce the gap, and this technique is used by the majority of businessmen. Therefore, there is a relationship between the preparation and training before practicing the job, and the gap between the outcome characteristics of the private higher education and the job requirements in the private sector in Egypt.

8.3 Testing the Third sub-Hypothesis (H₄₋₃)

To test this sub-hypothesis the researcher collects the opinion of the businessmen of the private sector in Egypt about the supervision during practicing the job. The businessmen are asked if the supervision during practicing

the job is considered one of the suggested techniques to be used to reduce the gap or not. Also, they have been asked if they used this technique or not.

The chi-square test is performed to generalize the usage of the technique. Table (5) shows the observed and the expected frequency of the test. The null hypothesis H_0 is rejected with significance zero (less than 0.05), see table (3). Therefore, the researcher concluded that the percentages are not equal. From Table (5), the residual for the businessmen who used the technique is positive, while the residual for the others is negative. This means that the percentage of the businessmen who used the technique is generally greater than the percentage of the businessmen who do not use it.

Table (5)
The observed and the expected frequency for the supervision during practicing the job

	Observed N	Expected N	Residual
no	43	75.0	-32.0
yes	107	75.0	32.0
Total	150		

In summary, the researcher can conclude that the supervision during practicing the job is considered one of the techniques that can be used to reduce the gap, and this technique is used by the majority of businessmen. Therefore, there is a relationship between the supervision during practicing the job, and the gap between outcome characteristics of the private higher education and job requirements in the private sector in Egypt.

8.4 Testing the Fourth sub-Hypothesis ($H_{4.4}$)

To test this sub-hypothesis, the researcher collected the opinions of the businessmen of the private sector in Egypt about the designing and analyzing the job. The businessmen are asked if the designing and analyzing the job is considered one of the suggested techniques to be used to reduce the gap or not. Also, they have been asked if they used this technique or not.

The t-test is performed to check the significance of this opinion. The calculated t-statistic is 7.637 (greater than 1.645) and the significance is zero, see Table (6). Therefore, the researcher rejects the null hypothesis that the businessmen disagree that the designing and analyzing the job is considered one of the suggested techniques to be used to reduce the gap.

Table (6)
the t-test results

	Test Value = 3					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
work analysis and design	7.637	149	.000	.76000	.5633	.9567

The chi-square test is performed to generalize the usage of the technique. Table (7) shows the observed and the expected frequency of the test. The null hypothesis H_0 is accepted with significance 0.870 (greater than 0.05), see table (3). Therefore, the researcher concluded that the percentages are approximately equal. This means that the percentage of the businessmen who used the technique is generally equal to the percentage of the businessmen who do not use it.

Table (7)
the observed and the expected frequency for the designing and analyzing the job

	Observed N	Expected N	Residual
no	76	75.0	1.0
yes	74	75.0	-1.0
Total	150		

In summary, the researcher can conclude that the designing and analyzing the job is not confirmed to be one of the techniques that can be used to reduce the gap, and this technique is used by approximately 50% of the businessmen. Therefore, there is no clear relationship between the designing and analyzing the job, and the gap between the outcome characteristics of the private higher education and the job requirements in the private sector in Egypt.

8.5 Testing the Fifth sub-Hypothesis (H_{4.5})

To test this sub-hypothesis the researcher collected the opinions of the businessmen of the private sector in Egypt about the career planning. The businessmen are asked if career planning is considered one of the suggested techniques to be used to reduce the gap or not. Also, they have been asked if they used this technique or not. The t-test is performed to check the significance of this opinion. The calculated t- statistic is 4.220 (greater than 1.645) and the significance is zero, see Table (8). Therefore, the researcher rejects the null hypothesis that the businessmen disagree that career planning is considered one of the suggested techniques to be used to reduce the gap

Table (8)
the t-test results

	Test Value = 3					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
planning of the job path	4.220	149	.000	.46667	.2481	.6852

The chi-square test is performed to generalize the usage of the technique. Table (9) shows the observed and the expected frequency of the test. The null hypothesis H₀ is accepted with significance 0.142 (greater than 0.05), see table (3). Therefore, the researcher concluded that the percentages are approximately equal. This means that the percentage of the businessmen who used the technique is generally equal to the percentage of the businessmen who do not use it.

Table (9)
the observed and the expected frequency for the career planning

	Observed N	Expected N	Residual
no	84	75.0	9.0
yes	66	75.0	-9.0
Total	150		

In summary, the researcher can conclude that the career planning is not confirmed to be one of the major techniques that can be used to reduce the gap, and this technique is used by approximately 50% of the businessmen. Therefore, there is no clear relationship between the career planning, and the gap between the outcome characteristics of the private higher education and the job requirements in the private sector in Egypt. From the previous analysis, the researcher can conclude that the effective selection of human resources, preparation and training before practicing the job, and supervision during practicing the job, are confirmed from the businessmen's point of view to be causes of the gap between the outcome characteristics of the private higher education and the job requirements in the private sector in Egypt. While, there is no conclusive opinion that designing and analyzing the job and career planning are causes of the gap.

Therefore, there is a relationship between the reasons related to the businessmen in the private sector, and the gap between the outcome characteristics of the private higher education and the job requirements in the private sector in Egypt

9. Discussion

The study aims at knowing the reasons leading to the gap (miss-fit) between the outcome characteristics of the private higher education and job requirements in the private sector in Egypt, identifying some techniques which lead to minimize this gap, knowing the drawbacks in the private higher education outcomes to satisfy the requirements of the private labor market in Egypt, and reaching some techniques which may improve the private

higher education to play its role in the fulfillment of the labor market requirements.

Table (10) shows the research hypotheses and its results

Table (10)
the research hypotheses and the results of hypotheses test

Hypothesis		results
H₁	There is a relationship between reasons related to the businessmen in the private sector and the gap between the outcome characteristics of the private higher education and job requirements in the private sector in Egypt.	Was partially supported by academics' and businessmen's point of view.
H_{1.1}	There is a relationship between the selection of human resources, and the gap between the outcome characteristics of the private higher education and job requirements in the private sector in Egypt.	Was fully supported by academics' and businessmen's point of view.
H_{1.2}	There is a relationship between the preparation and training before practicing the job, and the gap between the outcome characteristics of the private higher education and job requirements in the private sector in Egypt.	Was fully supported by academics' and businessmen's point of view.
H_{1.3}	There is a relationship between the supervision during practicing the job, and the gap between the outcome characteristics of the private higher education and job requirements in the private sector in Egypt.	Was fully supported by academics' and businessmen's point of view.
H_{1.4}	There is a relationship between the designing and analyzing the job, and the gap between the outcome characteristics of the private higher education and job requirements in the private sector in Egypt.	Was not supported by academics' and businessmen's point of view.
H_{1.5}	There is a relationship between the career planning, and the gap between the outcome characteristics of the private higher education and job requirements in the private sector in Egypt.	Was not supported by academics' and businessmen's point of view.

The research hypothesis measures the relationship between reasons related to the businessmen in the private sector, and the gap between the outcome characteristics of the private higher education and job requirements in the private sector in Egypt. To test this hypothesis, the researcher tested five sub-hypotheses which represent the reasons related to the universities which can be considered causes of the gap.

For the first sub-hypothesis, which measures the effect of the selection of human resources on the gap, the researcher found that the selection of human resources is considered one of the techniques that can be used to reduce the gap and this technique is used by the majority of businessmen. Therefore, there is a relationship between the selection of human resources, and the gap between the outcome characteristics of the private higher education and job requirements in the private sector in Egypt.

For the second sub-hypothesis, which measures the effect of the preparation and training before practicing the job on the gap, the researcher found that the preparation and training before practicing the job is considered one of the techniques that can be used to reduce the gap and that this technique is used by the majority of businessmen. Therefore, there is a relationship between the selection of human resources, and the gap between the outcome characteristics of the private higher education and job requirements in the private sector in Egypt.

For the third sub-hypothesis, which measures the effect of the supervision during practicing the job on the gap, the researcher found that the supervision during practicing the job is considered one of the techniques that can be used to reduce the gap and that this technique is used by the majority of businessmen. Therefore, there is a relationship between the supervision during practicing the job, and the gap between the outcome characteristics of the private higher education and job requirements in the private sector in Egypt.

For the fourth sub-hypothesis, which measures the effect of the designing and analyzing the job on the gap, the researcher found that the designing and analyzing the job is not confirmed to be one of the techniques that can be used to reduce the gap and that this technique is used by approximately 50% of businessmen. Therefore, there is no a clear relationship between the designing and analyzing the job, and the gap between the outcome characteristics of the private higher education and job requirements in the private sector in Egypt.

For the fifth sub-hypothesis, which measures the effect of the career planning on the gap, the researcher found that the career planning is not confirmed to be one of the techniques that can be used to reduce the gap and that this technique is used by approximately 50% of businessmen. Therefore, there is no a clear relationship between career planning, and the gap between outcome characteristics of the private higher education and job requirements in the private sector in Egypt.

From the previous analysis, the researcher can conclude that the selection of human resources, the preparation and training before practicing the job, and the supervision during practicing the job are confirmed by the businessmen's point of view to be causes of the gap between the outcome characteristics of the private higher education and job requirements in the private sector in Egypt.

10. Conclusion

For the reasons related to the businessmen in the private sector in Egypt, the researcher observed that the selection of human resources, the preparation and training before practicing the job, and the supervision during practicing the job are considered causes of the gap from the academic staff members' and businessmen's point of view. Besides, their application can reduce the gap.

With respect to graduates, the researcher found that most of them faced problems when they started their practical life and they can overcome these problems individually, by the help of management or by both through following some procedures as mentioned before.

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Appendix Questionnaire

أولاً: قسم البيانات التعريفية

جهة العمل :

الوظيفة :

- صاحب المنظمة
 مدير المنظمة
 نائب المدير العام
 مدير إدارة الموارد البشرية
 مدير الإدارة المالية
 مدير التسويق
 مدير إدارة العلاقات العامة
 مدير الإدارة الهندسية
 مدير إدارة نظم المعلومات الإدارية
 أخرى

حدد :

عدد السنوات التي قضيتها في هذا المجال:

- من سنة إلى أقل من 5 سنوات
 من 5 سنوات إلى أقل من 10 سنوات
 من 10 سنوات إلى أقل من 15 سنة
 15 سنة فأكثر

الخلفية العلمية :

ثانوية عامة أو ما يعادلها

إدارة أعمال

بكالوريوس دبلوم ماجستير دكتوراة هندسة

بكالوريوس دبلوم ماجستير دكتوراة

نقل بحري

بكالوريوس دبلوم ماجستير دكتوراة

أخرى

حدد :

بكالوريوس دبلوم ماجستير دكتوراة

انياً : أسباب قصور مخرجات التعليم الجامعي الخاص في مصر

* هناك العديد من الأسباب التي تؤدي إلى قصور مخرجات التعليم الجامعي الخاص في الوفاء بمتطلبات سوق العمل الخاص بمصر والمراد تحديد وجهة نظرك حول الأسباب التي تؤدي إلى هذا القصور وذلك باختيار رقم من "1" إلى "5" أمام كل سبب من الأسباب المدرجة بالجدول التالي، مع العلم بأن رقم "1" يعني لا أوافق تماماً ورقم "5" يعني أوافق تماماً والأرقام بين القضبين المتناقضين تشير إلى درجات مختلفة من الموافقة وعدم الموافقة.

الرقم	السبب				
	لا أوافق تماما	لا أوافق	غير متأكد	أوافق	أوافق تماما
1	1	2	3	4	5
2	1	2	3	4	5
3	1	2	3	4	5
4	1	2	3	4	5
5	1	2	3	4	5
6	1	2	3	4	5
7	1	2	3	4	5
8	1	2	3	4	5
9	1	2	3	4	5
10	1	2	3	4	5
11	1	2	3	4	5
12	1	2	3	4	5
13	1	2	3	4	5
14	1	2	3	4	5
15	1	2	3	4	5
16	1	2	3	4	5
17	1	2	3	4	5

أخبرني:

حدد:

ثالثاً: أوجه قصور مخرجات التعليم الجامعي الخاص في جمهورية مصر العربية

* هناك العديد من المؤشرات والدلائل التي تشير إلى قصور مخرجات التعليم الجامعي الخاص بمصر، والمراد تحديد أوجه القصور هذه من وجهة نظر ذلك بإختبار رقم من "1" إلى "5" بالنسبة لأوجه القصور المدرجة بالجدول التالي، علماً بأن رقم "1" يعني لا أوافق تماماً ورقم "5" يعني أوافق تماماً.

الرقم	الأوجه	لا أوافق تماماً	لا أوافق	غير متأكد	أوافق	أوافق تماماً
1	عدم كفاية المعلومات لدى الخريجين عن طبيعة تخصصهم	1	2	3	4	5
2	إفتقار الخريجين لمهارات تطبيق ما تعلموه نظرياً في الواقع العملي	1	2	3	4	5
3	عدم إجادة الكثير من الخريجين للغات الأجنبية (مثل الإنجليزية، والفرنسية)	1	2	3	4	5
4	إفتقار الخريجين إلى المهارات التي تمكنهم من استخدام التقنيات الحديثة (مثل الحاسب الألي)	1	2	3	4	5
5	وجود تضارب بين المعلومات التي يحصل عليها الطالب أثناء الدراسة الجامعية، وبين ما يتم في الواقع العملي	1	2	3	4	5

أخبرني:

حدد:

رابعاً: الأساليب المقترحة لمواجهة قصور مخرجات التعليم الجامعي الخاص بمصر

* هناك العديد من الأساليب المقترحة لعلاج ومواجهة قصور مخرجات التعليم الجامعي الخاص بمصر، برجاء تحديد درجة موافقتك على الأسلوب المقترح وذلك بإختبار رقم من "1" إلى "5" أمام كل أسلوب من الأساليب المدرجة بالجدول التالي، علماً بأن رقم "1" يعني لا أوافق تماماً ورقم "5" يعني أوافق تماماً.

الرقم	الإســــــــلوب				
	لا أوافق تماماً	لا أوافق	غير متأكد	أوافق	أوافق تماماً
1	1	2	3	4	5
2	1	2	3	4	5
3	1	2	3	4	5
4	1	2	3	4	5
5	1	2	3	4	5

أخــــــــري :

حـــــــــد :

* برجاء تحديد ما إذا كنت قد استخدمت هذا الأسلوب أم لا بوضع علامة بالمكان المناسب بالجدول

هل استخدمت هذا الأسلوب		الإســــــــلوب
لا	نعم	
لا	نعم	حسن إختيار المورــــــــ البشري، أى إختيار الشخص ذو المواصفات المناسبة لشغل الوظيفة
لا	نعم	العملــــــــ على تأهيل الخريجين وتدريبهم قبل إســــــــنــــــــ العمل
لا	نعم	الإشراف والمتابعة أثناء إــــــــ العمل وعلاج أى قصور يظهر فى مستوى الإــــــــ بالتدريب
لا	نعم	تحليل وتصميم العمل (أى التعرف على الأنشطة والمهام المكونة للوظيفة، وتصميم وتوصيف الوظيفة بشكل مناسب، وتحديد مواصفات من سيشغلها، وتحديد المسئوليات الملقاه على عاتقه)
لا	نعم	تخطيط المسار الوظيفي (أى تخطيط التحركات الوظيفية المختلفة للعاملين بالمنظمة، من نقل وترقية وتدريب وإنتداب وغيرها)
خامساً : مدى توافق خصائص مخرجات الأكاــــــــيمية العربية للعلوم والتكنولوجيا ومتطلبات العمل بالقطاع الخاص فى جمهورية مصر العربية		

* من واقع قيامك خلال عدة سنوات سابقة بتعيين عدــــــــ من خريجي الأكاــــــــيمية على إختلاف مجال تخصصهم (إــــــــارة – هندسة – نقل بحرى)، برجاء تحديد رأيك حول خريجي الأكاــــــــيمية ومدى توافقتهم مع متطلبات سوق العمل الخاص بمصر، وذلك بإختيار رقم من "1" إلى "5" أمام كل عبارة من العبارات المدرجة بالجدول التالى، علماً بأن رقم "1" يعنى لا أوافق تماماً ورقم "5" يعنى أوافق تماماً.

الرقم	العبرة	لا أوافق تماما 1	لا أوافق 2	غير متأكد 3	أوافق 4	أوافق تماما 5
1	المهارات التي يكتسبها خريجي الأكلأ يميصة من راستهم الجامعية تتفق مع المهارات المطلوبة للعمل بالقطاع الخاص بمصر	1	2	3	4	5
2	المعارف التي يكتسبها خريجي الأكلأ يميصة من راستهم الجامعية تتفق مع المعارف المطلوبة للعمل بالقطاع الخاص بمصر	1	2	3	4	5
3	الخبرات التي يكتسبها خريجي الأكلأ يميصة من راستهم الجامعية تتفق مع الخبرات المطلوبة للعمل بالقطاع الخاص بمصر	1	2	3	4	5
4	خريجي الأكلأ يميصة يحصلون على وظائف بمجرأ تخرجهم	1	2	3	4	5
5	خريجي الأكلأ يميصة لا يحتاجون إلى أي تدريب قبل بدء العمل	1	2	3	4	5
6	الطلب على خريجي الأكلأ يميصة في سوق العمل الخاص في مصر أكبر من المعروض منهم	1	2	3	4	5

أي مظاهر توافق أخرى

حـد:
