

The Assessment of Job Efficiency of Islamic Azad University Graduates at Work Place

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Abstract: This study has been carried out in order to evaluate the job efficiency among the graduates of Islamic Azad University. Tailor made questionnaires have been utilized to show the job efficiency among 384 Islamic Azad University employed graduates and 69 companies' employers in 2012. All the employers and employees were selected from the public and non-public enterprises in Khuzestan Province-Iran. The reliability and validity of the questionnaires were computed via factor analysis and Cronbach's alpha mechanism, at 0.001 level of significance, respectively while the resulted coefficient was equal to 0.75. The research also included one hypothesis and 8 questions. The analysis indicated that Islamic Azad Graduates possess the primary readiness to carry out given job, but their professions and expertise are not satisfactory for their employers. Therefore, in order to compensate this defect, the graduates are willing to obtain higher level of education. On the other hand Employers believe that disharmony between the subject materials and job required qualification is the main reason for graduates' failure in a given career as well the employers' dissatisfaction. In addition, the results show medical and technical (engineering) graduates are more efficient than humanities graduates at work place.

Key words: Job efficiency • Job qualification • University graduates

INTRODUCTION

The Mission of higher education is to facilitate the growth and development of human beings, richness of knowledge and culture of the country by fostering specialized human resources. Developments in the fields of Social, cultural and economic aspects of life in each country can be achieved by training the qualified manpower. Manpower planning, comprising classification evaluation and education in various levels of education, prepares qualified and skilled individuals to take responsibility in taking up occupations in various fields of activity. Universities and higher education centers should have taken this responsibility to provide the skilled work force in order to fulfill goals including countries growth and development. Regarding this achievement, two main policies have to be taken into consideration:

First: Providing high quality educational systems for training the manpower

Second: Creation of research and development environment which leads to economic development Employers, academics and experts agree that each country needs trained professionals with high level of skills to get ready to face increasing challenges in competitive labor market.

Efficiency of higher educational system causes efficient universities' graduates and vice versa. Besides, due to competitive condition in universities' students' selection, efficiency of universities graduates could be a good factor for students' encouragement towards university education and employer satisfaction which may lead to improvement in overall productivity. Thus, there must be a mutual cooperation and coordination between academic centers and industries.

The result of this study can be a good feedback for policy establishers and universities' decision makers concerning provisions of teaching materials in universities and other high educational centers. Efficiencies are to be taken into account when educating the students. Those efficiencies can be categorized as follows:

Internal Efficiency: Internal efficiency is called an input-output concept in higher education system (optimum usage of available resources) and also called 'productivity of educational system [1,2] .

External Efficiency: External efficiency can be expressed under terms of economic and social goals. Economic goals are derived from the theory that important duty of higher education system is to supply skillful manpower in all fields of activities to meet the economic needs of the society [2].

Evaluation of external efficiency is evaluating universities' capability in supplying skillful and qualified graduates to join the labor market. Labor supply and demand in economic and non economic activities calls for high qualified manpower. Today's transitive and challenging environment demands alumni with wide range of skills, talents and technical abilities to be utilized in company. Graduates are expected to have professional, general and also technical capabilities.

In early 1990, [3] the economic importance of 16 expertise skills were recognized by employers as fundamental professional ability at work place. Learning, reading, writing, communicating, leading, problem solving, motivating, self –esteem are some of those skills.

But why skills or working competences are important? In a nutshell, technical skills enable employees to use techniques, procedures, at work place., adjustment skills enable workers to be compatible at work place. Communicating skills enable workers to carry out their tasks with others and in working group [3].

Increasing the importance of skills in labor market has called the academic centers to train the competent work forces to overcome to the diversification, manufacturing goods and services in various enterprises. It seems that, growth of higher education is a means to reduce economic discrimination (higher education leads to more income). (In order to confront increasing unemployment in recent years, labor movements have taken place at the level of region, country, industry and or an undertaking. train to new trades and professions)). For example [4] showed that providing American young graduates with skills between 1980-2004 led to decrease economic inequality. But, it's important to consider the effective factors on university education and acquired skills, such as parents' education and their maternal status. However, a question may rise here, to what extent of education cognitive and non-cognitive skills of an individual can be

improved. It is known that non-cognitive skills play an important role in learning and efficiency of labor force. [5-7] reviewed the subject and approved its accuracy.

In an exploratory study by [8], 17 kinds of competencies were recognized that might trigger graduates to high job performance at work place. In addition, the relation between these competencies with graduates' success in an integrated education system was measured too. Employers who participated in his study were 182 persons (who employed graduated engineers from two educational institutes). The ranking related to competency of two groups (graduated from ordinary and combined educational institutes) were similar. The results of this study showed that there was a correlation between competence tests and environmental adaption.

[9]'s studies showed that in the current era, education is not just acquiring knowledge, it also covers skills development and more strategies for learning. This study focused on Spanish graduates and preparation for labor market. The statistical society in this study was 4000 young Spanish graduates. In general, graduates' capability to overcome the job requirements was evaluated. Results showed that the graduates believe that their capability was enough for jobs requirements and even sometimes was higher than that. Econometric using models proved that innovative ways of education and learning applied by higher education institutes play key role in their capabilities development.

In [10]'s study titled "survey on relation between challenges of higher education system and graduates' employment", argued that higher education system of Iran was not successful in its commitments toward providing professional human resources as needed by labor market. Today's labor market attracts capable university graduates, the capability which is to be obtained during studying in university. It seems that incompatibility between process and educational materials of current higher education system with required skills and capabilities is an important factor in employment failure.

In [11]'s study titled "evaluation of graduates' job capability of graduates in the field of adult education in Iran 1994- 2004", concluded that graduates' educations and experiences are two factors affecting job capability. In addition, the results of the study on unemployed graduates revealed that the reason of their unemployment was not the skill and capability levels, but it was economic condition of the country. In this study which bears the general aim of determination of efficiency of employed Islamic Azad Universities graduates in work environment.

Research Hypothesis and Questions:

- Are managers in related organizations (manufacturing or nonmanufacturing) satisfied from knowledge and capabilities of employed Islamic Azad university graduates?
- Are Islamic Azad university graduates employed according to their educational degree?
- Have the subjects and courses passed in Islamic Azad University (technical and engineering and experimental fields) offered graduates the essential skills for related job?
- Have the subjects and courses passed in Islamic Azad University (humanities) offered graduates the essential skills for related job
- Do employed Azad university graduates need to continue education to increase their job capabilities?
- Does the academic education play a significant role in job success of employed Azad university graduates?
- Does the academic education have any effect on job satisfaction of employed Azad university graduates?
- Does the academic materials provide primary preparation in university graduates to enter labor market?

Study Hypothesis:

H0: There is relation between gender and competencies of employed Azad University graduates at work place.

Research Method: The study was done by measuring design. Statistical society was total employed Islamic Azad university graduates in Khuzestan province-Iran. Due to disparity and inaccessibility of statistical society the best way was to use Kersey and Morgan table. Tailor made questionnaire has been utilized to show the job efficiency among 384 Islamic Azad University employed graduates and 69 companies' employers in 2012. A questionnaire consisting 21 questions by five degree Likert scale for employed graduates as well as a questionnaire including 7 questions for managers. In research, 204 persons of first sample and 49 persons of second sample cooperated. Validity of questions was computed via factor analysis and reliability is calculated by Cronbach's alpha coefficient in 0.01 meaningful level that obtained amount was 0.75. Two tests were used in study because research variables were ordinal and nominal and on the other hand, relevant research questions hold one variant: 1-chi 2 correlation test 2-Cramers contingency coefficient.

Survey Findings:

First Research Question: Are managers in related organizations satisfied of knowledge and capabilities of employed Islamic Azad University graduates?

Explanation: As shown test statistic is less than 5 percent so it is not possible to say that, with certainty of 95 percent; there is no difference between observed and expected diversity and so by analysis of observed frequency percent in Table 1, it can be noted that, the data accumulation is medium and low in rows. That means 73 percent of managers have no satisfaction of knowledge and capabilities of employed Azad University graduates.

Second Research Question: Are Islamic Azad university graduates employed respective to their educational field?

As test statistic is less than 5 percent, it is not possible to say, with certainty of 95 percent that, there is no difference between observed and expected diversity and so by analysis of observed frequency percent in Table 3, it can be noted that, the data accumulation is low in row. on the other hand, 55 percent of managers believe that, Azad university graduates are not employed according to their educational degree.

Third Question: Have the subjects and courses passed in Islamic Azad University (technical and engineering and experimental fields) offered graduates the essential skills for related job?

Explanation: Because test statistic is less than 5 percent, so it is not possible to say, with certainty of 95 percent that, there is no difference between observed and expected diversity and so by analysis of observed frequency percent in Table 5, it can be noted that, the data accumulation is high and so high in rows. On the other hand, about 49 percent of employed university graduates believe that technical, engineering and experimental education play role in obtaining of necessary competencies.

Fourth Question: Have the subjects and courses passed in Islamic Azad University (humanities) offered graduates the essential skills for related job?

Explanation: Because test statistic is less than 5 percent, so it is not possible to say, with certainty of 95 percent that, there is no difference between observed and expected diversity and so by analysis of observed frequency percent in Table 7, it can be noted that, the data accumulation is medium and low in rows. On the other

Table 1: Frequency distribution of organizational managers' satisfaction regarding to knowledge and capabilities of employed graduates of Islamic Azad universities 2012

Variable	Agree%	Neutral%	Extrem %disagree	Disagree%	Sum
Managers' satisfaction regarding to knowledge and capabilities to employed graduates	%16(8)	%42(21)	%30(15)	%2(1)	49

Table 2: Statistical analysis summary of question:1

Variable	Numbers	Median	Standard Deviation	Chi X ²	Freedom Degree	Sig
Managers' satisfaction regarding to knowledge and capabilities to employed graduates	49	27.224	094626	27.22	4	0.0000

Table 3: Frequency distribution of organizational managers' attitudes towards matching Islamic Azad Universities graduates' degree and their jobs in the year of 2012

Variable	Very High	High	Medium	Low	Very Low	Sum
Matching degree and job	%6.1(3)	%8.2(4)	%30.6(15)	%46.9(23)	%8.2(4)	49

Table 4: statistical analysis summary of question:2

Variable	Numbers	Mean	Standard Deviation	Chi X ²	Freedom Degree	Asymp.sig
Matching degree and job	49	2.5714	097895	32.122	4	0.000

Table 5: Frequency distribution of employed graduates of Islamic Azad universities (science and eng fields) attitudes regarding to the role of higher education and their job capabilities 2012

Variable	Very High	High	Medium	Low	Very Low	Sum
Role of higher education (science and eng fields) on job capabilities	%16.7(90)	%32.8(177)	%25.8(137)	%9.1(49)	%16.1(87)	540

Table 6: Statistical analysis summary of question3

Variable	Numbers	Mean	Standard Deviation	Chi X ²	Freedom Degree	Asymp.sig
Role of higher education (science and eng fields) on job capabilities	540	3.2481	1.29273	91.185	4	0.000

Table 7: Frequency distribution of employed graduates of Islamic Azad universities (arts) attitudes regarding to the role of higher education and their job capabilities 2012

Variable	Very High	High	Medium	Low	Very Low	Sum
Role of higher education (art) on job capabilities	%13.7(112)	%19.4(159)	%25.4(208)	%34.4(282)	%7.2(59)	820

Table 8: summary of statistical analysis of question 4

Variable	Numbers	Mean	Standard Deviation	Chi X ²	Freedom Degree	Asymp. Sig
Role of higher education (art field) on job capabilities	820	2.9793	1.17183	180.573	4	0.000

Table 9: Frequency distribution of employed graduates of Islamic Azad Universities' attitudes regarding to further education to increase their job capabilities in the year of 2012

Variable	Very High	High	Middle	Low	Very Low	Sum
Continuing employed higher education	%21.1(43)	%26.9(55)	%28.4(58)	%09.8(20)	%13.7(28)	204

Table 10: Statistical analysis summary of question5

Variable	Numbers	Mean	Standard Deviation	Chix ²	Freedom Degree	Asymp.sig
Continuing employed higher education	204	3.3186	1.29091	26.931	4	0.000

Table 11: Frequency distribution of employed graduates of Islamic Azad universities' attitudes regarding to the role of higher education in employment success in the year of 2012 t

Variable	Very High	High	Middle	Low	Very Low	Sum
Role of higher education in employment success	%21.6(44)	%28.9(59)	%27.9(57)	%14.7(30)	%6.9(14)	204

hand, about 60 percent of employed university graduates, believe that education in the humanities has no role on obtaining necessary competencies.

Fifth Question: Do employed Islamic Azad University graduates need to continue education to increase job capabilities?

Explanation: Because test statistic is less than 5 percent, so it is not possible to say, with certainty of 95 percent that, there is no difference between observed and expected diversity and so by analysis of observed frequency percent in Table 9, it can be noted that, the data accumulation is high and very high in rows. On the other hand, about 48 percent of employed university graduates, believe that, education in the humanities has role on obtaining necessary competencies.

Sixth Question: Does academic education play a role in job success of employed Islamic Azad University graduates?

Explanation: Because the test statistic is less than 5 percent, so it is not possible to say, with certainty that, of 95 percent there is no difference between observed and expected diversity and so, by analysis of observed frequency percent in Table 11, it can be noted that, the

data accumulation is high and very high in rows. On the other hand, about 41 percent of employed Islamic Azad University graduates believe that, academic education plays a role in job success.

Seventh Question: Could academic education have effect on job satisfaction of employed Islamic Azad University graduates?

Explanation: As test statistic reveals less than 5 percent, so it is not possible to say, with certainty of 95 percent; there is no difference between observed and expected diversity and so by analysis of observed frequency percent in Table 13, it can be noted the data accumulation is high and very high in rows. In the other hand about 50 percent of employed Islamic Azad university graduates believe that, academic education plays a role in job success.

Eighth Research Question: Could academic subjects provide primary readiness for Islamic Azad university graduates to enter labor market?

Explanation: Because test statistic is less than 5 percent, so it is not possible to say that, with certainty of 95 percent; there is no difference between observed and expected diversity and so by analysis of observed

Table 12: Statistical analysis summary of question no. 6

Variable	Numbers	Mean	Standard Deviation	Chi X ²	Freedom Degree	Asymp.sig
Role of higher education in employment success	204	3,4363	1,17899	35,265	4	.0000

Table 13: Frequency distribution of employed graduates of Islamic Azad universities' attitude regarding to the role of higher education in job satisfaction in the year of 2012

Variable	Very High	High	Middle	Low	Very Low	Sum
Role of higher education in job satisfaction	%24.1(49)	%26.1(53)	%25.1(51)	%14.8(30)	%9.9(20)	203

Table 14: Statistical analysis summary of question 7

Variable	Numbers	Mean	Standard Deviation	Chi X ²	Freedom Degree	Asymp.sig
Role of higher education in job satisfaction	203	3.3990	1.27170	21.409	4	0.000

Table 15: Frequency distribution of employed graduates of Islamic Azad universities' attitudes regarding to the role of higher education subjects in their primary readiness to enter labor market 2012

Variable	Very High	High	Middle	Low	Very Low	Sum
Role of higher education subjects in their primary readiness to enter labor market	%14.6(30)	%28.3(58)	%29.3(58)	%15.6(16)	%11.7(8)	173

Table 16: Statistical analysis summary of question: 8

Variable	Numbers	Mean	Standard Deviation	Chi X ²	Freedom Degree	Asymp.sig
Role of higher education subjects in their primary readiness to enter labor market	173	3.1850	1.38110	28.780	4	0.000

Table 17: Frequency distribution of employed graduates of Islamic Azad universities' attitudes regarding to Gender and competency 2012

Variable	Very high	high	middle	low	Very low	Sum
Relationship between gender and competency	%8.2(4)	%16.3(8)	%42.9(21)	%30.6(15)	%2.(1)	49

Table 18: Statistical analysis of research hypothesis : summary

Variable	Numbers	Mean	Standard Deviation	Crimer	Asymp.sig
Relationship between gender and graduates' competency	49	2.9796	0.94626	0.365	0.883

frequency percent in Table 15, it can be noted the data accumulation is middle and high in rows. In the other hand about 72 percent of graduates believe that, academic materials could create primary preparation to enter university graduates to labor market.

Research Hypothesis:

H0: There is a relation between gender and competencies of employed Islamic Azad university graduates in work environment

Explanation: According to Table 18, test statistic is more than 5 percent. So it is not possible to reject the zero assumption with certainty of 95 percent and we conclude that the relation is not meaningful between two variants. It means that, there is no meaningful relation between gender and competencies of employed Islamic Azad University graduates.

DISCUSSION AND CONCLUSION

Study showed that university educations should provide primary readiness for graduates to enter the labor market. Unfortunately not all the necessary skills and expertise are acquired by Islamic Azad University graduates (in the humanities). Employed Islamic Azad University graduates believe that university education increases their job satisfaction and brings them work success. They also believe that, they need to continue their education to be more efficient at work place. In contrast, the enterprises' managers believe that, Azad University graduates don't have necessary capabilities and skills for their related careers and are not being appointed according to their academic degrees. The research detected that, only 31% of graduates were appointed according to their academic degrees. The findings indicated that job satisfaction can be achieved by series of factors, such as nature and job conditions, salary and wage, career development opportunities and

job promotion, supervision manner and establishment of relations with colleagues [12, 13]. University graduates have more job satisfaction in comparison with other personnel [14, 15].

Entrance of universities' and other higher education centers' graduate to labor market is subjected to their capabilities and talents that should be gained by studying in university. According to the managers' views, incompatibility between training materials in universities and professional skills required by real market, is the most important factor of graduates' failure at work place [10]

Today, individuals who enter labor market directly from university encounter significant difference in theoretical knowledge and labor market needs. This minimizes their chance of acceptance by employers. Unemployment of university graduates who possess academic educations and high theoretical knowledge, but low skill and expertise level indicate this fact that, labor market of the country pays more attention to expertise rather than degree. It is the reason why the managers of various enterprises (manufacturing or non-manufacturing) are dissatisfied by capability and skills of university graduates [16].

Taking into account mentioned cases, it seems that, it is necessary to review headlines of educational courses, as well as necessity to arrange them according to needed practical and scientific (theoretical) information in the contents of tasks and fields of jobs. There is a need in university education to create harmony between headlines with required job conditions [10].

Lack of practical proficiency of faculty members and being unfamiliar with process, norms and production procedures of manufacturing and non-manufacturing units related to graduate's educational field is another factor which effects on decreasing efficiency of employed graduates. Faculty members of Azad Universities, generally, don't have work experience in manufacturing units or applied researches in job environment. Most of them just have teaching experience but not practical experiences [17].

The medical sciences, technical and engineering graduates are more efficient at their work place than the humanities, due to their practical training during university's studying

Undesired condition of employment on one hand, and non-distinguish between graduates in the view of scientific and practical capabilities factors at the time of employment due to corruption and partiality on the other hand, cause less motivation and lack of interest in most of students to learn theoretical materials and practical activities especially in bachelor degree. These circumstances lead to lack of scientific motivation of students and graduates acquire higher degrees then lack of entrepreneurship incentive too.

Considering the managers' dissatisfaction (manufacturing and non-manufacturing) of graduates' capabilities and skills, although, according to findings more than 70% of participated managers were students or graduates of Islamic Azad University. so it can be concluded that managers acquired necessary skills on the job too. Hence it can be detected again that presented materials should be reviewed until output of educational system enjoys necessary competencies to enter to labor market [16].

Survey Suggestions:

- Major subjects' matters of instructional courses should be revised and arranged according to related occupational fields.
- There should be a harmony between syllables and job requirements.
- There should be strength relationship between industries and universities. The relationship between medical institutions and centers with hospitals is a good example here.
- The variable and challengeable environment of today's labor market require wide range of transferable skills and also acquainted knowledge so it is necessary to keep into consideration the training scheme of high education institutes instead of theoretical education.
- Efficiency evaluation of graduates should be done constantly as it is important issue of quality educational management system
- Universities and other high educational centers should provide skillful educational courses with cooperation of industrial managers

- Increase and accessible improvement to compound theoretical and practical learning in universities.

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