

# Compatibility between University Education Contents and Graduates Job in Afghanistan's Universities

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## ABSTRACT

Educated young people and sometimes students are dissatisfied with curriculum and criticize university's curriculum. One of the problems of Afghanistan higher education is the lack of satisfaction of the graduates with the course content Afghanistan's universities. Therefore, according to the needs and requirements of the labor market in Afghanistan, the contents of the curriculum or curriculum must be must meet their needs. The purpose of this study was to compare the educational content of universities with graduate's jobs. It has attempted to make this research consistent with the realities of the labor market and the problems of recent undergraduates.

This study conducted using questionnaires distributed to graduates of Afghanistan universities. Nearly 500 questionnaires has been distributed to governmental or state and private agencies, including 10 ministries. These questionnaires collected and analyzed after distribution. At least 29 closed-ended questions and 6 open-ended questions were included in these questionnaires. Approximately 300 valid and elaborate questionnaires have been collected and analyzed.

The results of this study show that curriculum status and curriculum contents in Afghanistan's universities are not acceptable to graduates. Finally, our finding shows that about some fields, that graduates' level of satisfaction is no more than 5 to 9 percent. Our finding also indicate that the Best situation is biology field and the worst situation is medical Science, agriculture, physics and geology fields.

## 1. Introduction

Proportionality of university curriculum and graduate jobs are the most important issues in higher education sectors and the local job market [1]. Generally, there is a gap between university's educational content and graduates job environments that need to be filled. Students at universities are not thoroughbred with the real-life practices as they are doing in industries and local job-market. Because of the dynamic situation of graduate's job-market, the linkage between universities' curriculum and the required skills of job-market need continues academic and professional studies in all around the world [2]. Universities or generally academic institutions and job-market are similar to two pillar for the developments of society. As, universities hire eligible, knowledgeable and professional staff resource to the market and market assign job opportunities for these graduates. Therefore, they cannot be separated from each other. Mostly, graduates feel that the studied contents are irrelevant to the practical work environment. This is the challenge that should be considered as a problem and studied how to bridge the gap between university's curriculum and required job-market skills and competencies. Public universities in Afghanistan need to establish such mutual relation between curriculum and the required skills in the job-market. Based on the problem mentioned earlier, the aim of this research is to study the compatibility of the university curriculum and job market needs. The outcome of our study provides useful and feasible information on the relationship of universities education contents and the required skills in graduate job market.

Our method for data collection and analysis is based on local market and university curriculum in public universities. Our purpose is refined to the main research question of our paper, that is to say:

- Level of compatibility between higher education curriculum and graduate students that are hired based on their field of study.
- Level of compatibility between higher education curriculum and graduate students that are not hired based on their field of study.

To determine the goal, the main research questions are divided into the following sub-questions.

- Do students apply their knowledge and skill that are gained from university to their job?
- Why students are employed out of their field of study?
- Which topics in curriculums are irrelevant to real-life practice in job market?

### 1.1 Related work

The assessment quality of educational science department's curriculum of Kashan University is a research by Heidar Ghaderi and Abbas shekari in 2014 [3]. They noted that the overall quality of undergraduate science curriculum training from the perspective of faculty members and students was at relative favorable level. Based on the obtained data, objectives of assessment criteria, content, status of research activities, materials and equipment, the status of research groups and teaching space of faculty members and students were relatively good. Faculty members considered the situation

favorable but they believed that the level of students was undesirable. Faculty members teaching method and evaluation of their situation were ideally satisfactory but the students were relatively good. Investigation of curriculum in Nigerian Universities [4] pointed out which Biology education don't have enough skills from their curriculum. Quality education in India [5] looked at different perspectives on what constitutes quality, what the current state of education in India.

With dramatic changes in the economic and social structures in Japan, Italy and another country are based on dramatic changes in universities' educational curriculum .Economic and social structures means to progress in globalization, changes in industry structure, affect the work efficiency, effectiveness and employment mechanisms [6] [7].

The Current Situation and Challenges that Young generation Face in "Transitioning from School and University to Society/employment" and in Developing "social and Vocational Independence." [8]

Dr. Jordi Planas and Dr. Sandra Fachelli from the Department of Sociology at the Autonomous University of Barcelona (UAB). Focuses on the analysis of equal opportunities in the student body according to gender, regarding access, learning outcomes and job prospects. The study also analyses the impact of previous studies on academic performance and employment outcomes.

The study shows that Catalan universities have an important social function concerning equity and the occupational mobility of young people [9].

Amini et.al. Evaluated the quality of education content at the faculty of engineering from student's perspective. They noted that the quality of different content at the faculty of engineering from student's viewpoint almost located at the middle level and it needs to bring appropriate changes and reformation [3].

## 2. Material and Methods

To define the compatibility between university curriculum and graduate job, it require an experimental study and investigation. Therefore, we selected a case study based research method to evaluate adaptability between university courses and job-market. For collecting data, we conduct researcher-made questionnaire that include 6 open-ended and 29 close-ended questions. Close-ended questions divided to multiple components, these components are goal and objective, curriculum contents according to knowledge, curriculum contents according to skill, facilities and teaching

resource, scheduling and lecturer& teaching method. The questionnaire have designed based on Likret scale. The population of this study was from ministries` staff who are graduated recently. These staff were chosen randomly from Ministry of agriculture, Ministry of Mines, Ministry of Finance, Ministry of Urban Development and Land, Ministry of telecommunication and Information Technology, Ministry of health, Ministry of Education and Ministry of higher education, municipality, and Ministry of Public Work. Then the participants were categorized to the field of computer science, social science, medical science, pharmacology, geology, agriculture, Savile engineering, economic, law, literature, mathematics, physics, biology, chemistry and mine.

Overall questionnaire that are distributed among population were 490, and 269 out of 490 questionnaire filled and returned back and 191 questionnaire were missed. Finally, at the phase of analysis we are tried to investigate the compatibility between university curriculum and job-market skill and expose the gap between them. To achieve our goal, we analyze the collected data in the following manner. First, we isolated qualitative and quantitative question. Next, we code the quantitative data by using Ms. Excel. Then the coded data are transferred to IBM SPSS.

### **Inclusion criteria:**

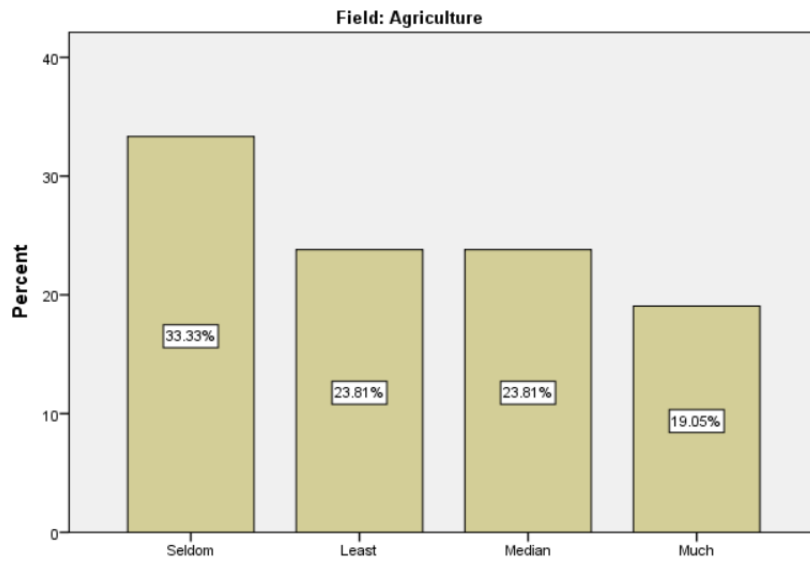
1. Field of study;
2. Year of Graduation;
3. Job;
4. Skills;
5. Adoptable of curriculum with jobs;
6. Source up-to- date;

### **Exclusion criteria:**

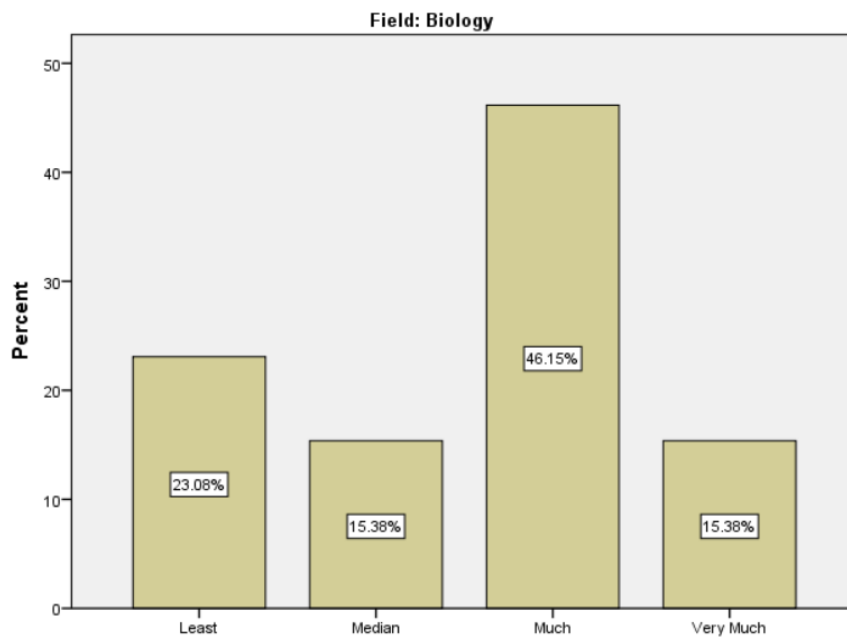
1. Ministry;
2. Public and Private Sector;
3. Age of Participant;
4. Gender (Male & Female);

## 3. Result

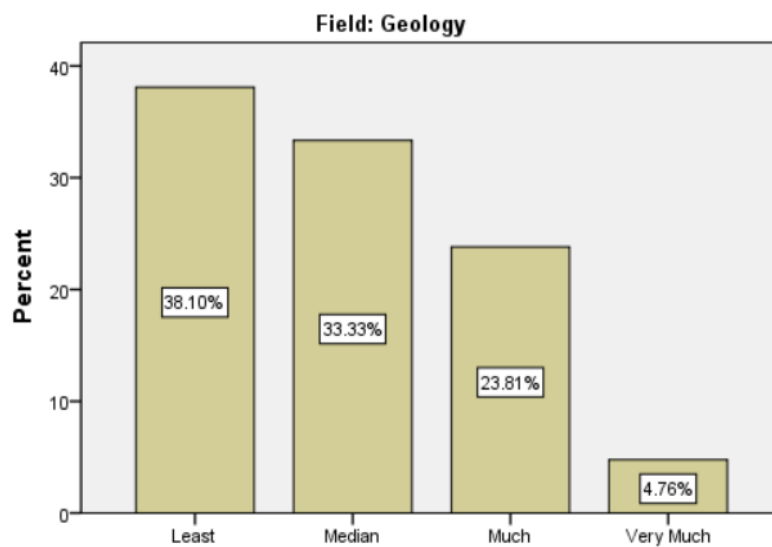
In this research evaluated 14 study fields of Afghanistan Universities, including 10 ministries, government agencies with 29 questions by questionnaire. This research shows that the graduates' satisfactory level regarding the effectiveness and proper implementation of the curricula's university is low. According to the research, the biology field is in a better position and the medical sciences are in worse shape. The Agriculture, Biology as comparative result are showing in the charts I & II and The Geology and Pharmacology as comparative result for course contents are showing in the charts III & IV.



**Chart I: you are using in your job that you studied**



**Chart II: you are using in your job that you studied**



**Chart III: cours contents is appropriate to your job**

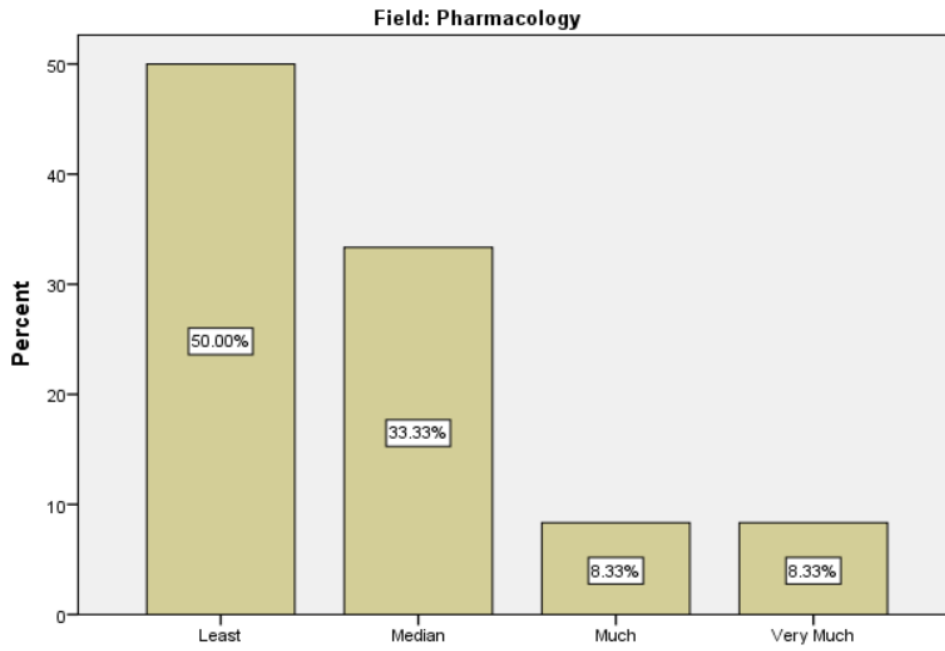


Chart IV: cours contents is appropriate to your job

Chart V; show the satisfaction (Very Much and Much) state for all study fields in this research. Satisfaction for “enough skill” in the Medical Science isn’t very low (4.76%). Agriculture

(9.52%), chemistry (10%) and physic (11%) are satisfaction for “course contents appropriate to the job” and they are in bad situation then other study fields.

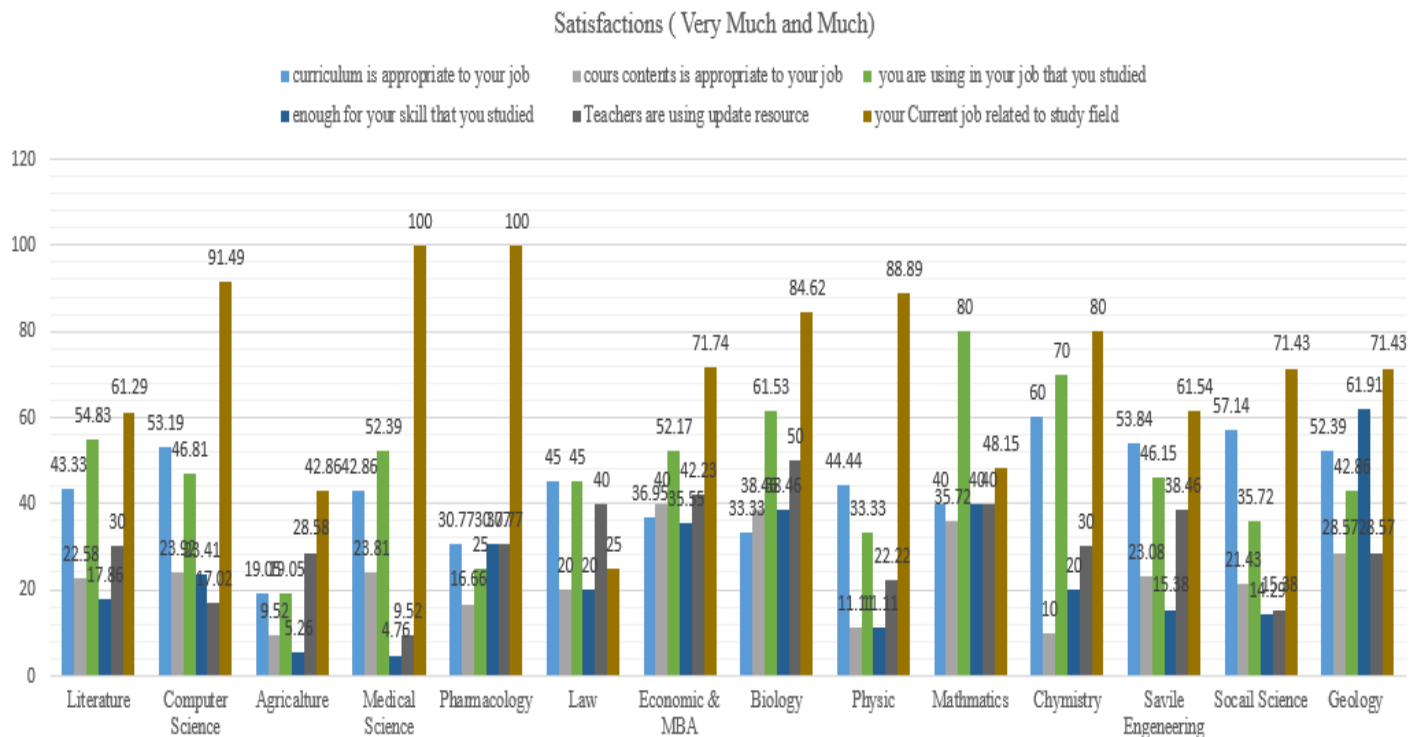


Chart V: Satisfaction chart (Very Much and Much)

Table no 1: For using update resources by teachers, the worse situation in the first position belongs to medical science,

second position belongs to Geography and third position belongs to Chemistry field. For more details conduct to table-1.

Table-1 Teachers are using update resource

Field		Frequency	Percent	Valid Percent	Cumulative Percent	
Computer Science	Valid	Seldom	8	17.0	17.0	17.0
		Least	10	21.3	21.3	38.3
		Median	21	44.7	44.7	83.0
		Much	8	17.0	17.0	100.0
		Total	47	100.0	100.0	
Agriculture	Valid	Seldom	7	33.3	33.3	33.3
		Least	5	23.8	23.8	57.1
		Median	3	14.3	14.3	71.4
		Much	3	14.3	14.3	85.7
		Very Much	3	14.3	14.3	100.0
		Total	21	100.0	100.0	
Geology	Valid	Seldom	5	23.8	23.8	23.8
		Least	8	38.1	38.1	61.9
		Median	2	9.5	9.5	71.4
		Much	6	28.6	28.6	100.0
		Total	21	100.0	100.0	
Pharmacology	Valid	Least	6	46.2	46.2	46.2
		Median	3	23.1	23.1	69.2
		Much	4	30.8	30.8	100.0
		Total	13	100.0	100.0	
Medical Science	Valid	Seldom	6	28.6	28.6	28.6
		Least	8	38.1	38.1	66.7
		Median	5	23.8	23.8	90.5
		Much	2	9.5	9.5	100.0
		Total	21	100.0	100.0	
Biology	Valid	Seldom	2	7.7	8.3	8.3
		Least	10	38.5	41.7	50.0
		Median	8	30.8	33.3	83.3
		Much	4	15.4	16.7	100.0
		Total	24	92.3	100.0	
	Total	26	100.0			
Social Science	Valid	Seldom	1	9.1	10.0	10.0
		Least	3	27.3	30.0	40.0
		Median	5	45.5	50.0	90.0
		Much	1	9.1	10.0	100.0
		Total	10	90.9	100.0	
	Total	11	100.0			
Mathematics	Valid	Seldom	3	20.0	20.0	20.0
		Least	4	26.7	26.7	46.7
		Median	2	13.3	13.3	60.0
		Much	4	26.7	26.7	86.7
		Very Much	2	13.3	13.3	100.0
		Total	15	100.0	100.0	
Physic	Valid	Seldom	2	22.2	22.2	22.2
		Least	3	33.3	33.3	55.6
		Median	2	22.2	22.2	77.8

		Much	1	11.1	11.1	88.9
		Very Much	1	11.1	11.1	100.0
		Total	9	100.0	100.0	
Chemistry	Valid	Seldom	3	30.0	30.0	30.0
		Least	3	30.0	30.0	60.0
		Median	3	30.0	30.0	90.0
		Much	1	10.0	10.0	100.0
		Total	10	100.0	100.0	
Literature	Valid	Seldom	7	22.6	23.3	23.3
		Least	7	22.6	23.3	46.7
		Median	7	22.6	23.3	70.0
		Much	6	19.4	20.0	90.0
		Very Much	3	9.7	10.0	100.0
		Total	30	96.8	100.0	
	Missing	System	1	3.2		
Total		31	100.0			
Law	Valid	Seldom	2	8.3	8.3	8.3
		Least	5	20.8	20.8	29.2
		Median	8	33.3	33.3	62.5
		Much	7	29.2	29.2	91.7
		Very Much	2	8.3	8.3	100.0
		Total	24	100.0	100.0	
Economic	Valid	Seldom	2	4.3	4.4	4.4
		Least	11	23.9	24.4	28.9
		Median	13	28.3	28.9	57.8
		Much	12	26.1	26.7	84.4
		Very Much	7	15.2	15.6	100.0
		Total	45	97.8	100.0	
Total		46	100.0			
Engineering	Valid	Least	3	23.1	23.1	23.1
		Median	5	38.5	38.5	61.5
		Much	4	30.8	30.8	92.3
		Very Much	1	7.7	7.7	100.0
		Total	13	100.0	100.0	

#### 4. Discussion

The purpose of this research was to investigate and validate the undergraduate's curriculum for labor market through the current students in Afghanistan. This research evaluated 14 fields of Afghanistan's Universities, including 10 ministries, government agencies and Private Sectors. About 490 questionnaires were distributed to public and private sector employees and the efficiency and effectiveness of university's curricula information collected. This research shows that the graduates' satisfaction level regarding the effectiveness and proper implementation of the curricula's university is low. In some faculties or disciplines in Afghanistan's universities, the low attention of faculty members and the lack of effective and do not using the up-to-date resources is concerning. The inefficiency of the curriculum and its inconsistency appear to vary across the all faculties or disciplines. According to the research, the biology field is in a better position and the

medical sciences is in worse shape. Medical sciences 100%, Computer Science 92% and Law 25% work according to their fields. Other fields are in the middle position (50 to 80%). When compared all university fields to each other for "teachers using new resources and up-to-date knowledge" the medical science field has the lowest percentage than others fields. When it comes to skill building and skills acquisition, the field of medical science and agriculture are the least satisfied. When asked, "How much you are using the studied materials in your current job", the highest percentage (80%) was satisfied with mathematics, and the lowest percentage (19%) was satisfied with agriculture. When asked, "To what extent is your curriculum and course contents are appropriate to your job", the lowest percentage of satisfaction is in agriculture and the highest satisfaction percentage belong to pharmacology. in terms of using new resources, biology fields was in the first, economics and MBA are in the second and computer science is in the third position. For skilling, curriculums matching to

labor market, computer science faculty also got the third position.

## 5. Conclusion

The findings of the study show "that there are many differences between the contents of curriculum and the graduates' jobs" in the Afghanistan Universities. The magnitude of these differences varies across the different of study fields. In this study according to some of the criteria in, 35-95 percent

are differences in adapting the curriculum to the graduate's jobs.

## Acknowledgement

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