Evaluating the Quality of the Academic Program Outcomes at Najran University from the Labor Market Point of View

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Abstract

The study aimed to identify the evaluation of the quality of academic program outcomes at the University of Najran from the point of view of the labor market, as the two researchers used a questionnaire consisting of (59) items, distributed into (4) fields, and the sample of the study consisted of (380) of directors and heads of departments and departments in community institutions The results of the study showed that the degree of evaluating the quality of the outcomes of academic programs at the University of Najran from the point of view of the labor market was moderate, and the results also showed statistically significant differences between the education sector and the general civil services sectors (housing, electricity, water, environment) and the banking and financial services sector and accounting and the sector of the trade and industry sector in favor of the education sector, and the results showed that there are statistically significant differences in the quality of the outputs of Najran University programs for the benefit of graduates working in the telecommunications sectors, the education sector, the health sector and medical care.

Keywords: Quality of academic program outcomes, labor market

Introduction:

Institutions of higher education are considered to be institutions with varied and largely multiple outputs, as they are the primary means for the progress and prosperity of any society in the world. It also notes that the outcomes of the educational process have broadened frameworks according to the requirements of the rapidly changing external environment, making it more diverse and comprehensive. Among the most important outputs of higher education, as explained by Hajj, Majeed and Jreisat (2008), the qualitative level of graduates, and the percentage of graduates who have a job.

Graduates are the outputs that educational institutions seek to improve their quality, and this type of output focuses on basic knowledge and information that form the infrastructure for the quality of graduates. This knowledge and information is based on two dimensions: enabling and understanding the realities of the work of basic business organizations and institutions, and professional knowledge related to the operations of these organizations.

The qualitative level of graduates is related to the students' ability to follow and understand the foundations and professional principles. As well as understanding the means of applying them in the fields of work, and this coincides with the expansion of the comprehensive perspective and the diversity of roles, as well as the expansion of the graduate's thinking to become a leader with a strategic perspective and a holistic interest in the requirements of the labor market.

864

The student is one of the most important elements of the educational process outcomes. In order for the educational institution to guarantee quality in this component, it must activate the relationship between academic programs on the one hand and the requirements and needs of the labor market on the other hand, to ensure the provision of job opportunities for its graduates.

In view of the University of Najran, which was established in 1427 AH, it is like other Saudi governmental universities that, since its establishment, has sought to raise academic programs to the international level, and provide students with high competencies suitable for the future, and currently (2020 AD) the university has (34) programs distributed over (14) Faculty, and despite the university obtaining the institutional accreditation 2019 AD from the Saudi Education and Training Evaluation Commission and its progress towards obtaining program accreditation for many of its programs, there is a dearth of studies that dealt with the issue of assessing the quality of academic program outputs at the university level. In view of the nature of the two researchers' work at the University Agency for Development and Quality and the link of this body to support, support and direct the academic programs at the university towards upgrading the quality of its practice to ensure the quality of its outputs, so the aim of the researchers behind conducting this study is to reveal the extent of the quality of the outputs of academic programs at the University of Najran from the point of view of the labor market.

The Problem of the study:

The problem of the current study is to answer the following main question, "How good are the outputs of academic programs at Najran University from the point of view of the labor market?" Given that the quality of academic programs is affected in a large part by the extent to which graduates possess an acceptable level of soft skills (such as personal characteristics, mental skills, and social communication skills), this is in addition to their possession of a good level of knowledge, skills and specialized experiences that the program seeks to provide and train its students on. Over the years of their studies (job skills), and in light of the above, a group of sub-questions is branched out from the previous main question, which the study will try to answer:

1. What is the degree of availability of soft skills among graduates of Najran University from the point of view of the labor market?

2. What is the degree of availability of mental skills among graduates of Najran University from the labor market point of view?

3. What is the degree of availability of social skills among Najran University graduates from the labor market point of view?

4. What is the degree of availability of job skills among Najran University graduates from the labor market viewpoint?

5. Are there statistically significant differences at (0.05) for the quality of the outputs of the academic programs at the University of Najran and their relevance to the requirements of the labor market due to the labor sector variable?

Objectives of the study:

The study seeks to achieve the following objectives:

1. Measuring the quality of academic program outputs at Najran University and identifying their strengths and weaknesses.

2. Identify the estimates of the study sample (the labor market) on assessing the quality of the academic program outputs at the University of Najran and their suitability to the requirements of the labor market.

3. Knowing the statistically significant differences in the opinions of the study sample about the quality of the academic program outputs at the University of Najran due to the variable of specialization in the work sector.

4. Proposed solutions to improve the quality of academic program outputs at Najran University in line with the needs of the labor market.

The importance of the study:

The importance of the study is represented in the following points:

1. The study acquires its importance from the seriousness of the unemployment problem and the importance of harmonizing the outputs of higher education with the needs of the labor market.

8650

2. Higher education institutions, especially the national ones, such as the University of Najran, which are coming to program accreditation from the Education and Training Evaluation Commission, need more than others to develop their academic programs in conformity with the requirements of the labor market to meet the requirements for programmatic accreditation.

3. Harmonization between higher education outcomes and the needs of the labor market is a national trend that the Ministry of Education seeks to achieve to contribute to the realization of the Kingdom's future vision 2030.

4. Helping decision-makers at Najran University by submitting recommendations and proposals to benefit from them in improving the quality of program outputs at the university in line with the needs of the labor market.

Limits of the study:

The study was limited to a survey of the opinions of managers, their deputies, and heads of departments in work institutions in the government and private sectors in the Saudi city of Najran during the year 2020.

Terms of the study:

Quality in education

It is the process of the educational system fulfilling the agreed standards and levels for the efficiency and effectiveness of the educational system with its various components (inputs, processes, outputs, and environment) in order to achieve the highest level of value, efficiency and effectiveness for each of the system's educational goals and expectations.

Academic program

An academic program can be defined in this context as a distinct and organized group of courses that, after completion, lead to the award of the academic degree associated with this program (bachelor's, master's, doctorate).

Learning outcomes

It is all that the learner acquires in terms of knowledge, skills, attitudes and values through practicing classroom and extra-curricular activities using various sources of knowledge.

The labor market

It is the community that includes business owners or representatives of companies, and individuals looking for jobs from old workers with experience or from fresh graduates, (2005). The labor market consists of two important elements, namely: the job seeker and job offers, and when the available job opportunities exceed the number of job seekers, the labor market is called the tight labor market, and if the opposite is true, i.e. the number of job seekers exceeds the available opportunities, this is called the sluggish labor market. .

Quality of higher education outcomes

That process of verifying that the academic standards consistent with the mission of the educational institution have been defined defined and achieved in a manner consistent with the corresponding standards, whether at the national or global level and that the level of quality of learning opportunities, scientific research, community participation and environmental development is appropriate or exceeds expectations all Types of Ultimate Beneficiaries of Services Tarawneh, (2010).

Soft Skills and Hard Skills:

A skill is ability in a specific field and may be classified as hard skills if it is tangible and measurable abilities such as language proficiency, mathematical skills, writing, printing, computer use, operating equipment and other skills. It can also be classified as soft skills, which are difficult abilities. Measured and tangible to a lesser extent and relates to working with people such as communication skills, body language and interpersonal skills; Such as patience, endurance, persuasion, motivation, and other skills.

Graduate Quality:

It is the knowledge, skills and experiences acquired by the graduate, especially those that qualify him to enter the labor market.

Alignment between higher education outcomes and the labor market:

Providing the labor market with qualified graduates who are capable of self and continuous

learning, and possess the knowledge, skills and competencies that help them integrate into their work in the manner required by the labor market (Aissan, 2006).

Theoretical framework and previous studies

First: The theoretical framework of the study

University educational outcomes:

Graduates are considered one of the most important types of outputs that educational institutions seek to improve their quality. This type of output focuses on the basic knowledge and information that make up the quality infrastructure for graduates. This knowledge and information is based on two dimensions: enabling and understanding the realities of the work of basic business organizations and institutions, and professional knowledge related to the operations of those organizations.

Educational outcomes are defined as "the quality of the university student, that is, the degree of proficiency required to be achieved - and practically and socially desirable" (Al-Rashidi, 2007). It is also defined as "the services provided by the educational institution to the client and includes the educational outcomes represented by graduates, the indirect outcomes of knowledge, personal and social outcomes, and general outcomes such as economic, cultural and professional skills" (Al-Ajeel, 2010).

The self-development of the student adds to it, which includes the student's acquisition of a range of different skills such as reading and writing, mathematical operations, mathematical abilities, manual skills, physical strength, language proficiency, logical scientific thinking, in addition to cognitive advancement. When the student graduates from the university, he will have acquired some of these skills during the study period. Hence, the term quality appears in the outputs provided by the university, and the difference in the level of graduates, which varies according to their acquisition of the skill set (Al-Rashidi, 2007)

Al-Tai, et al. (2005) believes that the qualitative level of graduates is related to students' abilities to follow up and understand the foundations and professional principles, as well as understanding the means of applying them in the fields of work.

University educational outcomes components:

Kagan, (2014) believes that the educational outcomes are the outcome of what should be available in the graduate upon graduating from the university, as it can be divided into:

1- Professional skills:

It is the ability to employ the knowledge and skills that the student learned during his studies in the practical field, and the graduate needs to acquire these skills to enter the labor market.

2- Specialized skills:

Al-Atawi, Khader (2018) sees it as the theoretical aspect that the graduate acquired during his university studies, and includes the knowledge, skills, and theories foundational to the profession that the graduate seeks to join in the labor market.

3- General Skills:

These are the skills whose learning effect is transferred to more than one field, such as the ability to work with a team, take responsibility, work under pressure, the ability to make decisions, creativity in problem solving, global awareness and other skills.

Soft skills and their impact on graduates' efficiency:

The labor market is witnessing rapid changes in the business environment, while the recruitment or professional promotion processes were previously concerned with the professional and specialized expertise of graduates applying for work, the trend in the contemporary work environment began to focus more and more on what has come to be called "soft skills," and the range of soft skills expanded to include 10 skills. , The spirit of cooperation and teamwork within the work team, creativity with thinking outside the box, critical thinking, the ability to solve problems and crises efficiently, effective communication, presentation and presentation skills, flexibility in dealing with developments and changes in the work environment, professional curiosity and ambition for continuous learning, and the ability to Work under pressure, and self-confidence.

The importance of assessing the quality of academic program outcomes in universities:

8652

Evaluating the quality of academic program outcomes allows universities to explore the strengths and weaknesses of their academic performance, and gives them the opportunity to make adjustments and make improvement plans for change and development. The evaluation also highlights the shortcomings that require increasing the degree of accountability by decision makers and policy planners, Cordray (Cordray, Pion, Brandt, Molefe & Toby, 2013)

The problem of linking university outputs to the requirements of the labor market.

Quality experts assert that the process of linking educational outcomes with the labor market is problematic. Education is not only intended to graduate employees to the labor market, but rather to build the personality of a person capable of thinking and creativity. Measuring the quality of educational outcomes should not be linked to the success of the labor market's absorption of them. Because the latter is variable; Sometimes there was a focus on some specializations needed by the labor market, and with the development of means of production and economic growth, the nature of the requirements of this market changed, and many people who specialized in certain fields found themselves in the ranks of unemployment.

The relationship between higher education outputs and the labor market in light of development plans in the Kingdom of Saudi Arabia:

Qualifying the national workforce to suit the requirements of the labor market is one of the most prominent challenges facing the efforts to localize jobs and limit the recruitment of expatriate workers, which requires continued emphasis on the importance of keeping pace with education and training curricula, systems and outputs for the continuous and rapid development of production technologies and services.

Those who follow the Kingdom's development plans will notice that, starting with the Seventh Development Plan 1420-1425 AH, the plan indicated the need to link the needs of the labor market with the outputs, and then indicated the importance of developing curricula and programs and linking them to the needs of the labor market in the private sector.

The Eighth Development Plan 1425-1430 was the issue of harmonizing education outputs as the most prominent development issue in the Kingdom. Therefore, the plan's policies included a policy for developing higher education institutions' systems, curricula and programs, in line with the requirements and needs of the labor market. The plan's policy also included preparing a reference model for universities and applying it to higher education institutions. (Ministry of Economy and Planning, 2005)

The Ninth Development Plan (1435-1431) identified among its priorities the support of efforts aimed at achieving harmonization between the outputs of the education and training systems and the requirements of the labor market, setting standards for technical and vocational training, and following up on new sciences and techniques to develop skills and to provide the worker with sufficient skills to enable him to compete strongly in Labor market. (Ministry of Economy and Planning, 2010)

As for the Tenth Development Plan (1440-1436 AH), it identified an initiative to activate the harmonization between education outputs and the labor market, as this initiative focuses on activating the (AFAC) plan, to raise the percentage of technical colleges graduates compared to university graduates, and to activate on-the-job training programs. (Ministry of Economy and Planning, 2015)

The Kingdom of Saudi Arabia has also sought, through its adoption of the National Transformation Initiative as one of the initiatives to achieve the vision of 2030, to enact serious reform policies and projects in the field of economy, the labor market, education and training, aiming to develop and develop the skills, competencies and effectiveness of graduates of national universities.

The development of academic programs at Najran University:

Najran University, upon its establishment in the academic year 1427/1428 AH, included four colleges, including two colleges that grant a bachelor's degree, namely the College of Education for Girls in Najran and the College of Education for Girls in Bisurra, and two colleges that grant intermediate diplomas, namely the Community College for Male Students and the Community College for Female Students in

8653

Najran. Currently, according to the latest inventory (2020), the university has (34) academic programs, of which (31) are bachelor's programs, in addition to (3) diploma programs.

The trends of Najran University in pursuing graduates and communicating with the labor market:

The University of Najran sought to establish a unit to follow up graduates under the Deanship of Student Affairs, which in turn supervises the graduate follow-up units in the colleges and support deanships. It has identified its most important goals in continuous and effective communication with community institutions to identify job needs, help secure employment opportunities for graduates, benefit from the graduates 'experiences in developing academic plans according to the needs of the labor market, and finally contribute to the processes of enrolling graduates in the labor market.

Previous studies:

Many researchers have been interested in studying the compatibility between the quality of educational outcomes in universities and the requirements of the labor market. as follows:

Farouk's study, Ilham (2020) aimed at identifying the skills of the twenty-first century and the labor market needs of the humanities departments at King Faisal University, where the descriptive method was used in its analytical method, and the sample of the study consisted of (250) female graduates. The results of the study found that the most acquired skills for the twenty-first century skills and attained a high relative weight were behavioral, professional and technological skills, and proposed procedures were formulated to upgrade the job competencies of female graduates of these departments.

The study of Al-Arfaj, Sabah (2019), aimed at developing home economics curricula for master's students at King Faisal University in light of the requirements of knowledge economy and the needs of the labor market. The study used the descriptive approach, relying on the questionnaire to collect data, and concluded that training to face labor market problems and obstacles encountered during work is one of the first main elements of the role of home economics curricula in preparing for the labor market from the point of view of faculty members. It also revealed the superiority of

male faculty over female faculty members in the visions related to the role of home economics curricula in preparing the labor market.

While Al-Atawi's study, Khader (2018) aimed at identifying the degree of availability of skills needed for the labor market among graduates of the College of Education and Arts at the University of Tabuk from the point of view of their superiors at work. The researcher relied on the descriptive survey method and the questionnaire as a tool, and the study community consisted of all leaders and leaders of the general education stages (primary - intermediate - secondary) in the city of Tabuk (Mental skills - functional skills - social skills) to a large extent.

In the same context, the study of Al-Zahrani and Moujib (2018) aimed to find out the suitability of the outputs of the art education program at King Saud University for the specialized needs in the Saudi labor market in accordance with the 2030 vision.

The study of Abu Halil and Alia (2018) also aimed to identify the degree of harmonization of the outputs of tourism colleges programs in Jordanian universities to the needs of the labor market and to propose a vision for their development from the perspective of graduates and the labor market. The results showed that the degree of relevance of the outputs of tourism colleges programs in Jordanian universities to the needs of the labor market from the viewpoint of the study individuals was high.

Mansour and Mustafa (2018) study also aimed to analyze the causes of the qualitative gap between higher education outcomes and the requirements of the Palestinian labor market, and to suggest mechanisms that contribute to bridging this gap. The study showed the extent of the discrepancy between the outputs provided by higher education institutions in some disciplines and the need for the labor market. The study also recommended the necessity of developing academic and training programs for higher education institutions to suit the requirements of the labor market.

Ahmed, Zagawa's study (2017) sought to reveal the extent to which higher education programs and curricula respond to the needs of the labor market from the university students 'point of view, in light of the gender variable (male - female) and specialization (psychology - sociology

- literature and foreign languages). The researcher adopted the descriptive and analytical approach, and the results showed that the educational programs' response to the needs of the labor market was weak.

The study of Al-Rubaie, Falah (2017) also aimed to identify the challenges of harmonizing learning outcomes and the labor market in Libya. The most prominent challenges that faced the process of harmonizing learning outcomes with the requirements of the Libyan labor market came from abandoning education planning, manpower planning and economic planning, and moving towards adopting expansion policies.

The study of Abdulaziz and Cihan (2017) also aimed to know the effect of learning outcomes on the performance of King Khalid University students to keep pace with the labor market from their viewpoint and employers. The researcher used the descriptive and analytical method, and the results found that (53.0%) of the sample members agreed that their studies at the university did not help them to master the English language and that (48.5%) of the sample members agreed that their studies at the university did not contribute to mastering the use of computers and its applications.

General comment on previous studies:

By reviewing previous studies, it becomes clear that researchers in Arab universities are interested in the topic of harmonization between higher education outputs and the labor market. It also appears that the previous studies are consistent with the current study in the curriculum used (the descriptive approach), and in using the questionnaire as a main tool for collecting data from the study population, while the current study differs with it in the study community and sample, some of which dealt with faculty members only, such as the study of Al-Arfaj, Sabah (2019), While studies focused on surveying the opinions of graduates only, such as the study of Zagawa, Ahmed (2017), and the study of Abdul Aziz, Jihan (2017), while studies focused on surveying the opinions of graduates, the labor market and faculty members such as Aref, Osama (2018), Abu Hilil , Alia (2018). The current study is similar to the study of Al-Atawi, Khader (2018), and the study of Al-Zahrani, Mujib (2018) in focusing on the labor market opinion survey and the suitability of the university program outputs to the labor market requirements of graduates.

The Study procedures

1- Method

The two researchers relied on the descriptive approach.

Population and sample study

The study targeted a sample of managers in labor institutions representing the government sector and the private sector in Najran, Saudi Arabia, where these institutions were divided into seven sectors as shown in Table (1). The study sample consisted of (380) managers and heads of departments and departments in these institutions:

Table (1) Distribution of the study population

No	Field	Number	%
1	Education	70	24.3
2	Health care and medical services	56	19.4
3	General civil services (housing, electricity, water, environment)	41	14.2
4	Islamic Affairs and Endowments	28	9.7
5	Banking, financial and accounting services	42	14.6
6	Telecommunications	21	7.3
7	Trade and industry sector	30	10.4
	Total	**288**	

2- The Study instrument:

To achieve the objectives of the study, a questionnaire was designed consisting of two parts: The first part includes the primary data of the sample members (gender, position, academic qualification), and the second part includes four areas to assess the quality of the outputs of Najran University programs from the point of view of the labor market and it includes (59) statements distributed as follows:

Table (2) Distribution of the statements of the questionnaire on the fields and dimensions of the study instruments

No	Field	Number of statements
1	Personal skills	14
2	Mental skills	15
3	social skills	16
4	Job skills	17
Total		18

3- Reliability of the study instrument:

The internal consistency factor of the resolution was calculated using the Cronbach Alpha stability factor, as shown in Table (3):

Table (3) Cronbach alpha stability coefficients for the instrument fields directed to measure the quality of outputs of Najran University programs

No	Field	Cronbach Alpha
1	Personal skills	0.89
2	Mental skills	0.90
3	social skills	0.93
4	Job skills	0.88
Overall reliability rating		95

The Study variables

Methods of statistical analysis

To achieve the objectives of the study, the researchers used the (SPSS) program to analyze the data collected after applying the study tool.

Scale of judging the statements: A Likert scale was adopted to correct the study instrument, shown in Table (4), to interpret the estimates of the sample members.

Table (4) the statistical standard for interpreting estimates of the sample members

Range	Level
3.68 – 5	High
3.67 -2.34	Medium
2.33 - 1.00	Low

Presentation and discussion of results:

First: Results related to the main question: How good are the outputs of academic programs at Najran University from the point of view of the labor market?

Table (5) the arithmetic means and standard deviations of the study sample responses about the quality of the academic program outputs at Najran University from the labor market point of view

No	Field	Mean	Relative weight	S.D	Degree	Rank
1		3.62	72.4	0.972	Medium	1
2		3.40	68	1.199	Medium	3
3		3.48	69.6	1.039	Medium	2
4		3.39	67.8	1.085	Medium	4
General mean		3.47	69.4	1.014	*Medium*	

The results in Table (5) indicate that the degree of quality of academic program outputs at the University of Najran from the point of view of the labor market came to a moderate degree in the total fields of study, where the general arithmetic meanof the fields reached (3.47), with a relative weight (69.4). The quality of the academic program outputs at Najran University from the point of view of the labor market ranged between (3.39-3.62), where the area of personal skills came in first place with an arithmetic mean(3.62) and a medium degree. The researchers attribute this to the academic programs at Najran University adopting Islamic values as a basic component of the values system adopted by them, which in turn reflects the characteristics of Saudi society and its adherence to the teachings of the true Islamic religion. These results are consistent with the results of Abdulaziz's (2017) study.

It is followed by the field of "social skills" with a mathematical mean(3.48) and a medium degree, and the field of "mental skills" came in the third place with a mean of (3.40) and a medium degree. As for the field of "job skills", it obtained an arithmetic mean (3.39) with a medium degree, and thus ranked fourth and last for the rest of the fields. The researchers attribute this to the difference in the practical applied skills acquired by students during the study from the actual functional requirements of the labor market.

Second: Results related to the first sub-question: What is the degree of availability of soft skills among Najran University graduates from the labor market point of view?

It is evident that the responses of the study sample individuals in the area of soft skills among Najran University graduates from the point of view of the labor market were of a moderate degree. The arithmetic mean was (3.62), a standard deviation (0.972) and a relative weight (72.4). The statements indicating the practice of this field ranged between high and medium degrees. The arithmetic means of the statements ranged between

(3.18) and (4.04), and the relative weights of the statements ranged between (63.6) and (80.8). Statement No. (5) "Has a high degree of honesty and integrity" came in the first order with an arithmetic mean of (4.04) , Standard deviation (1.352), and a high degree. The two researchers attribute this to the tribal nature of Najran society and their commitment to the original Arab customs and traditions, while the rest of the field's statements were of a moderate degree and the arithmetic means of the items ranged between (3.18) and (3.64). As for the statements that received the lowest order and came in the last order, Statement No (4), which reads, "He initiates the practical implementation of what he calls for," and was ranked last with an arithmetic mean (3.18), a standard deviation (1.372), and a medium degree. In general, the previous results reflect the gap between the outputs of Najran University programs and the requirements of the labor market. The previous results are consistent with the results of the study of Deepa (2013), which indicated that success in the labor market, after university, requires only 14% of the knowledge and skills for a graduate (hard-skills), or what we call basic skills, which is represented in scientific qualifications and practical experience, while the remaining 86% come from soft-skills and skills that are not taught to students, which include soft skills.

Results related to the second sub-question: What is the degree of availability of mental skills among Najran University graduates from the labor market point of view?

To answer this question, arithmetic means, standard deviations, degree level and relative weight were extracted

The responses of the study sample individuals in the field of mental skills among Najran University graduates from the point of view of the labor market were moderate; The arithmetic mean was (3.40), a standard deviation (1.199) and a relative weight (68). The statements indicating

8657

the practice of this field ranged between high and medium degrees. The arithmetic means of the statements ranged between (2.98) and (3.81), and the relative weights of the statements ranged between (59.6) and (76.2). In the order, statement No (15) "has the ability to acquire information from various sources of information" in the first order With an arithmetic mean (3.81), a standard deviation (1,230), and a high degree, the two researchers attribute this result to what Najran University provides from a comprehensive electronic library for most of the global databases, and directing faculty members to students to search continuously in various sources of information. It was followed in the second order by Statement No. (10), which reads "The ability to state the characteristics of the idea." As for the rest of the statements in the field, it came in a moderate degree, and the arithmetic means of the statements ranged between (2.98) and (3.60). (72) As for the statements that received the lowest order, Statement No (7) which reads "The ability to create ideas" and before the last with an arithmetic mean (2.98), a standard deviation (1,149) and a moderate degree. Statement No (8) was replaced in the last order. Its text: "The ability to choose among alternatives and explain its reasons" with a mean (2.98), a standard deviation (1.149) and a medium degree, and overall, the previous results reflect the fact that academic programs at Najran University do not support the development of creative thinking skills and critical thinking among students. This result is consistent with the findings of the study (Al Haw, 2020), which indicated that the modularity of procedures, plans and curricula does not allow teaching staff the opportunity to uncover and support the creative and critical thinking skills of students to develop them in light of the requirements of changing employment environments.

Results related to the answer to the third sub-question: What is the degree of availability of social skills among Najran University graduates from the point of view of the labor market?

In order to answer this question, the arithmetic means, standard deviations, degree level and relative weight were extracted

Where it appears that the degree of social skills availability among Najran University graduates came (mean) with an arithmetic mean (3.45), a standard deviation (1.039), and a relative weight (69). The paragraphs indicating the practice

of this field ranged between high and medium degrees, where the arithmetic means of the items ranged between (2.98) and (3.78). The relative weights of the paragraphs ranged between (59.6) and (75.6), and respectively, paragraph No (3) "deals with the auditors politely and respectfully" in the first order with a mean of (3.78) and a standard deviation (1.195) And a high degree. It was followed in the second order by Paragraph No. (10), which reads "Provides a helping hand to others to develop their performance" with an arithmetic mean (3.75), a standard deviation (1.157) and a high degree, while the rest of the field's paragraphs came with a medium degree, and the arithmetic means of the paragraphs ranged between (2.98) and (3.57). The relative weights of the paragraphs ranged between (59.6) and (71.4), while paragraph No (7) came in the last order, which reads: "He is good at discussing opinions, fluency in speaking and dialogue," with an arithmetic mean (2.98), a standard deviation (1.149), and with a moderate degree.

The researchers attribute this result to the students 'lack of interest in using school years to acquire cooperative skills that qualify them to join the labor market.

Results related to the fourth sub-question: What is the degree of availability of job skills among Najran University graduates from the point of view of the labor market?

In order to answer this question, the arithmetic means, standard deviations, degree level and relative weight were extracted

It is evident that the responses of the study sample individuals in the field of job skills among Najran University graduates from the point of view of the labor market came with a (medium) score, with the arithmetic mean (3.39), a standard deviation (1.085), and a relative weight (67.8). The paragraphs indicating the practice of this field ranged between high and medium degrees, and the arithmetic means of the paragraphs ranged between (3.15) and (3.86) and the relative weights of the paragraphs ranged between (63) and (77.2), and Paragraph No (8) came: "Employ the means of communication Modern technology (computers, communication networks) in its working environment "in the first order, with an arithmetic mean (3.86), a standard deviation (1,230), and a high degree. The researchers attribute this to the availability of modern technical capabilities in

Najran University of laboratories and communication networks that students use during their studies, while paragraph No. (1) "Adaptation and Flexibility in Changes in Work" came in the eighteenth and penultimate order with a mean of (3.28) and a standard deviation (1.204), and paragraph No. (10) "has the ability to design and prepare work plans" came in the last order with an arithmetic mean (3.15), a standard deviation (1.809) and a moderate degree, which is logical due to the lack of sufficient previous experience among the graduates and the young age of many of them In general, it is evident from the previous results that the intense focus of Najran University's programs on academic skills and tests has reduced the possibility of graduating competencies with the skills required for employment, and as a result many labor market institutions resort to the option of searching for foreign competencies to meet their needs.

Results related to the fifth sub-question: Are there statistically significant differences at (0.05) for the level of quality of academic program outputs at the University of Najran and their relevance to the requirements of the labor market due to the labor sector variable?

The arithmetic means and standard deviations were calculated about the quality of the academic program outcomes at the University of Najran and their suitability to the requirements of the labor market due to the labor sector variable

It turns out that the arithmetic mean of labor market satisfaction with the outputs of the academic programs of Najran University according to the functional field of the institution, came on the overall level of the scale with a medium degree, with an arithmetic mean ranging between (2.59-4.14), which shows the labor market satisfaction with the quality of the outputs of Najran University programs according to the field The job market of the institution that the degree of job market satisfaction on the graduates of Najran University in the education sector was high, and in the first order with an arithmetic mean (4.14) and a standard deviation (0.567), and in the second order and with a high degree, the job market satisfaction of graduates employed in the telecommunications sector came with an mean of (3.85) With a standard deviation (0.891), and in the third and with the same high degree, the job market satisfaction with the graduates employed in the health care and medical services sector came with

a mean (3.70) and a standard deviation (0.849). The researchers attribute this result to the existence of a strong coordination relationship between those programs to which graduates belong and the labor market institutions in these sectors in terms of coordination in the field of field training and receiving trainees in employers' facilities.

Whereas, in the last order, with a medium degree, the satisfaction of officials in the trade and industry sector on the graduates of Najran University who are employed by them with an mean of (2.59) and a standard deviation (1.168). This result can be attributed to a main reason related to the nature of the limited labor market in this sector (the trade and industry sector) in the region. In Najran, then there are no institutions in charge of academic programs at the University of Najran available to work institutions with a high degree of professionalism can partner with them to provide adequate training for graduate students, and accordingly, the level of field training that graduates of these programs receive is random training that lacks planning and is reflected in the skill and competence of graduates.

The existence of differences between the arithmetic means of the quality of the outputs of the academic programs at the University of Najran and their suitability to the requirements of the labor market according to the variable of the labor sector, and to demonstrate the significance of the differences between the arithmetic means, the one-way analysis of variance was used

The existence of statistically significant differences at the level of significance (0.05) for the effect of the labor sector variable on the quality of the outputs of the academic programs at the University of Najran and their suitability to the requirements of the labor market in all fields and on the overall degree and to show the statistically significant differences. Dimensional comparisons were used in a Shevie method.

Where it was found that there are differences on the overall score of the quality scale of the outputs of Najran University programs from the point of view of the labor market between the education sector and the public civil services sectors (housing, electricity and water, environment), the banking, financial and accounting services sector, and the trade and industry sector in favor of the education sector. The results also showed that there are differences

8659

between the health care sector and medical services and the trade and industry sector in favor of the health care sector and medical services. These results confirm the researchers' findings regarding the impact of the weak level of field training that students receive during their studies in the programs as a result of weak partnerships between university programs and work institutions in Najran related to some functional sectors on the degree of competency of graduates and then the degree of satisfaction of the labor market with them, in addition to the impact of that The result is that the graduates possess the soft skills, which came with a medium grade.

Recommendation:

1- Establishing partnerships with employment institutions to train graduates during their studies at the university.

2- The work of joint committees with the employers of the labor market to find out the latest requirements for graduates.

3- Paying attention to the development of soft skills among students from the beginning of their enrollment in the program (personal skills, mental skills, and social skills) by allowing them to participate in various activities.

4- Paying attention to following up the graduates and seeking their opinions in order to obtain feedback that would assist the officials in developing plans to improve the program.

5- The necessity of keeping pace with the quality of academic programs at the university and the requirements of the labor market, creating the required academic programs and closing academic programs that are no longer required in the labor market.

6- Establish effective procedures to measure and ensure the quality of graduates of the university's academic programs.

9 - Periodic polling of the concerned parties (students, faculty members, the labor market) about their satisfaction with the quality of academic programs at the university.

10- The necessity of diversity in the teaching strategies used in the academic programs at Najran University.

11- Following up on the adequacy and efficiency of the facilities and equipment necessary for teaching, learning and scientific research in the university's academic programs.

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