

Reasons of the Gap between Outcome Characteristics of Private Higher Education, and Job Requirements of the Private Sector in Egypt (Reasons Related to Universities)

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Abstract

Universities present one of the main sources that society rely upon to get the qualified staff which represents the source of human power needed for achieving the society's goals. So, higher education recently receives an exclusive concern all over the world, especially in Egypt. Nowadays, Egypt is highly concerned about increasing the number of Universities, especially the private ones, because they play a great role in establishing qualified humans. Also, it cares about developing and updating academic courses and teaching techniques in universities to cope with the new era requirements that are rapidly changed, and development in all fields.

As for the important role of universities in preparing and qualifying the human resources, it was also important to find out the reasons that hinder universities from performing their effective role, which leads to their failure to fulfill the labor market requirements. The exploratory research has shown that the reasons which are related to university could be divided into five groups:

1. Reasons related to the policies of the higher education system.
2. Reasons related to the qualifications of the academic staff member.
3. Reasons related to the higher educational techniques.
4. Reasons related to the availability of resources and capabilities.
5. Reasons related to the fit between the academic courses and labor market requirements.

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

Based on the interviews with the academic staff members and some businessmen, the study concluded that regarding the effect of the policies of the private higher education system on the gap between the outcome characteristics of the private higher education and job requirements in the private sector in Egypt, the main causes for the above mentioned gap are the *admission method*, which is based on high school grades only, and the *major selection method*. With respect to the qualifications of the academic staff members, it was observed that the *isolation of the academic staff members* when they establish the academic courses from the labor market, and the *weakness of communication* between the academic staff members and the students are also considered as causes of the gap.

Concerning the higher education techniques and tools, it was found that the *inability to use modern methods of education* and the *dependence on the traditional methods of lecturing* are considered as causes of the gap. With respect to the availability of resources and capabilities, this was not considered among the causes of the gap. For the fit between the academic courses and the labor market requirement, it was observed that the *inconvenience of educational materials* to the labor market requirements, the *concentration on theoretical issues* more than applications, and the *use of old materials* are considered causes of the gap.

1. Introduction

The economic, social, and political growth of any country is related to its ability to equip and develop its human resources. Human resources are the most important and critical factor for the innovation and development of countries. Therefore, there is an utmost importance for the preparation and training of these human resources in order to fit with the needs of the society's labor market, as it is considered to be the main motive of economic development (Al Kahtany, 1998).

Therefore, universities play an important role in the preparation of human resources (Litova, 2000). It was found that universities do not play their traditional role which is based on the teaching of the theoretical and philosophical knowledge, but they also play a major role in the teaching of the knowledge that is related to different professional majors and which is needed by the different production sectors and by the labor market (Al Kahtany, 1998). Universities are the essential sources of new knowledge in almost all fields, and the center of today's knowledge-based economies, and the truth is that higher education is a major force in practically every society (Altbach, 1999).

However, higher education in Egypt is considered to be the practical stage that offers the student with some

cultural affairs with theoretical, philosophical, and religious aspects, and offering some knowledge, science, and experiences related to a specific job, thus making the student's knowledge better adapted in practicing his/her job, and more able to satisfy the current and future needs of the society from different majors, something that goes hand in hand with the achievement of development goals of the society (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 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?"

Moreover, there were some previous studies that investigated the reasons behind the gap between the outcome characteristics of the private higher education and job requirements in the private sector of Saudi Arabia and Jordan (Ghandora, 1997; Al Kahtany, 1998; Al Shredah, 1999)

These studies were also taken into account these reasons behind this gap and related to the universities, as discovered by the researchers as follows:-

3. Reasons related to the universities

1. The policies of the higher education system.
2. The qualifications of the academic staff members.
3. The higher education techniques.
4. The availability of educational resources and capabilities.
5. The fit between the academic courses and the labor market requirements.

Based on the previous discussion, the research problem was further developed to include the following detailed five questions:

1. Is there a relationship between the policies of the higher education system, and the gap between outcome characteristics of the private higher education and job requirements in the private sector in Egypt?
2. Is there a relationship between the qualifications of the academic staff members, and the gap between outcome characteristics of the private higher education and job requirements in the private sector in Egypt?

3. Is there a relationship between the higher education techniques, and the gap between outcome characteristics of the private higher education and job requirements in the private sector in Egypt?
4. Is there a relationship between the availability of resources and capabilities within the private higher education institutions, and the gap between outcome characteristics of the private higher education and job requirements in the private sector in Egypt?
5. Is there a relationship between the fit between the academic courses and the labor market requirements, and the gap between outcome characteristics of the private higher education and job requirements in the private sector in Egypt?

4. The research objectives

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.

5. The Research Importance

The importance of the study stems from two basic dimensions:

The theoretical importance

1. 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.
2. 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.
3. 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.

6. The research hypotheses

After conducting exploratory research and studying previous scientific researches in the research field, the researchers formulated the following hypotheses as probabilistic causes for 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 universities and the gap between outcome characteristics of the private higher education and job requirements in the private sector in Egypt.

To test this main hypothesis, five sub-hypothesis are formulated as follows:

H_{1.1}. There is a relationship between the policies of the higher education system, 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 qualifications of the academic staff member, 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 higher education techniques, 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 fit between the academic courses and labor market requirements, 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 availability of resources and capabilities within private higher education institutions, and the gap between outcome characteristics of the private higher education and job requirements in the private sector in Egypt.

7. Literature review

The Policies of the Higher Education System

Education plays an important role in the development of the human resources by the training of these human resources and fostering of national integration. However, there are some weaknesses in the educational system in Egypt which need basic changes to act more effectively to meet the needs of society and the economy (Al Kahtany, 1998).

The higher education system contributes to the growth of the economy; there is an important measure of the higher education which is the number of the highly educated workers. Moreover, higher education is not only important for society, but also for the individuals in this society (Immerwahr, 1999).

One of the major changes in the higher education systems is the recognition of its role as a protagonist in the training of productive intellectual resources. In other words, the training of people and the generation of knowledge that can produce niches convertible into technology, organizational intelligence, productivity, and rational consumerism (Luis and Mendivil, 2002).

The education system of Egypt is undergoing a period of intense social, economic and political pressure. The demand for placement is growing dramatically, but the ability of the system to meet this demand is diminishing. The question is how universities can influence and are influenced by public policies, and how this interaction can be improved in order to enhance access and benefits to all segments of the population. Researchers will analyze the impact of policy decisions on the university's ability to play its developmental and educational roles through the examination of factors such as the expansion of the system, support for research, preparation of and control over faculty, curriculum content, and socioeconomic characteristics and recruitment sources of staff and students. Researchers will assess the University's effectiveness in performing its roles, through an examination of the quality of graduates produced, the learning resources provided, the research produced and the extent to which university personnel and their research results have an impact on the political decision-making process (Krapp, 1999).

The Academic Staff Members Qualifications

In the view of many Egyptian educational leaders, too rapid expansion of higher education has far outstripped the capabilities of new instructors to prepare and implement appropriate curricula and make seasoned judgments about academic policies and practices. This criticism has been applied particularly to the technical institutes (Sanyal, et al. 1982; Selmi, et al. 1989). However, lack of currency and updatedness about new scientific advances and new technologies is a criticism that has been voiced about higher education in universities as well (Shann, 1992).

In as much as colleges are teaching institutions, they will need to search for effective teachers. To identify the qualities a search committee should seek in a candidate, several researchers have found that faculty members who are committed to and accept the college philosophy have more positive attitudes about their work and are often more effective teachers (DuBois, 1993; Harnish and Creamer, 1985-86; Higgins, Hawthorne, Cape, and Bell, 1994). Moreover, experienced administrators recognize the importance of hiring faculty staff committed to the open-door mission of the college (DeBard, 1995; Hawthorne, 1994).

Thus, the question is: What particular pieces of knowledge, abilities, and attitudes contribute to effective and qualified teaching? In what has become a seminal work on effective teaching, Chickering and Gamson (1994) proposed seven characteristics of effective undergraduate teaching derived from research: Encourages contacts between students and faculty, Develops reciprocity and cooperation among students, Uses active learning techniques, Gives prompt feedback, Emphasizes time on task, Communicates high expectations, and Respects diverse talents and ways of learning.

Karam (1994) provides a similar list based on her research on excellence in college teaching: Engaging the desire to learn, Increasing opportunities for success, Eliminating obstacles to learning, Empowering through high expectations, Offering positive guidance and direction, and Motivating toward independence.

A most interesting point about these two lists is what is missing; they do not mention either knowledge of content or organizational skills. Baker, Roueche, and Karam (1990) study of effective college teachers may explain why. Writing about the effective college teacher, they say that "The teacher does not convey or impart content. Rather, the teacher instructs, motivates, influences and enables the student to acquire content from the teacher, the text or any other source; and as students become skilled at acquiring content, they learn"

These researchers are not implying that disciplinary knowledge or organizational skills are unimportant. Rather,

they are saying that although disciplinary knowledge and organizational skills are necessary conditions for effective teaching, they are not sufficient conditions (Murray, 1999).

The Higher Educational Techniques

There is a serious shortage of traditional educational material such as textbooks and instructional aids, and little use of education media and technology. Many libraries, particularly those at the provincial universities, house limited and antiquated collections. Egyptians hope to capitalize on computers and other advanced technology to increase the effectiveness of instruction and to lessen dependency in traditional resources (Davies, 1998).

Services as a model of what can be done, although replications of the facility, would have to be more limited in scope to be realistic financially. Students at the Batawi Center are able to view films and videotapes on a wide variety of topics and practices in medicine and they can review classes and demonstrations on films (Shann, 1992).

A professor may recommend a text, but it is often very expensive and not readily available to Egyptian students. More typically, students memorize their lecture notes in preparation for examination or buy lecture notes from faculty, a practice which is highly criticized but still prevalent. Some faculty distribute handouts to students free of charge which summarize the basic facts and concepts on which there will be an examination, but these faculty members must absorb the cost of producing these handouts personally. Lectures are often delivered to groups of 200 to 300 students, and sometimes much larger, even up to 1,000. The lectures are given usually without benefit of overhead transparencies, slides, films, videotapes, closed circuit television or more advanced mediated learning environments. Fortunately smaller classes with sections of 20-30 students are now used for laboratory, or field work, but even this size groups is too large for some goals (Shann, 1992).

The Availability of Resources and Capabilities

Egyptian universities need to apply the concepts of modern management of their human and financial resources, and they need more revenues. Working papers and planning documents on developing and innovating education in Egypt indicate that the Ministry of Education has long recognized the need to employ technology for reforming both the educational and administrative sides of its enterprise at all levels, from primary through tertiary education. But to date, the use of modern management information systems for fiscal planning and accountability and for enrollment management is very limited, and higher education remains free. (Shann, 1992)

Financial constraints continue to top the list of concerns of administrators in higher education. Most of the present problems in higher education are linked directly or indirectly to financial constraints. The fiscal crisis in higher education is often attributed to economic recession. Private colleges are funded primarily through donation, gifts and student tuition. Public universities are supported by a combination of gifts, grants, tuition and state appropriation (Komives, 2000).

The marked decline in the quality of studies in most faculties is a function not only of severe overcrowding and outdated curricula, but also of poorly maintained physical facilities and insufficient equipment in laboratories and workshops. The unavailability of adequate computer facilities and limited libraries contribute further to the substandard quality of academic programs. (Shann, 1992)

Institutions of higher education have continued to struggle with mounting fiscal problems, problems that are compounded by the present "crisis of public confidence" in higher education, declining enrollment, low faculty morale, financial constraint, induced stress among the staff, declining retention, over stretched facilities, old the dilapidated buildings which are badly in need of renovation are only a few of the problems that administrators and faculty members face today. It is observed that already in this decade, many colleges and university have faced the difficult challenges of cut backs, involving layoffs, loss of grants, spending squeeze and budget reduction (Hubbel, 1992).

The Fit between the Academic Courses and Labor Market Requirements

Researchers investigated a comparison of student expectations and actual labor market requirements. The results indicated that the relative structure of economic rewards is consistent with operation of the forces of supply and demand. In particular, student's expectations of the labor market are in tune with the actual conditions of the market. The social demand for different majors of university specialization is closely linked with the expected economic rewards (Psacherapoulos, 1982).

Researchers present a systematic approach to develop and improve university courses by utilizing a combination of tools known from the fields of quality and marketing. The presented approach is two objectives. First, to improve student satisfaction and learning by focusing on identified student needs and second to increase student participation in the design and improvement of the course curriculum. Over the past three decades, business education has been subject to a great deal of criticisms. Those criticisms are not concentrated in first one or two areas but instead constitute a finally devices and a broad list. Most of the criticisms of business education are directed at business schools mission vision, teaching method and education quality (Wiklund, 1998).

Most of the business schools, on the other hand have struggled to improve the quality of their education process over the past three decades. However, business education has been subject to a substantial amount of criticism for failing to prepare business graduates adequately for the complex competitive environment in which they must work (Arben, 1997; Karns and Franz, 1997). Mean while the business environment in Egypt has changed

dramatically over the past two decades. The work force is becoming more diversified and the market is becoming more competitive. Virtually, all of the previous environmental forces affected the orientation and the academic plans of the educational universities in Egypt. Consequently, the Arab Academy for Science and Technology's strategic plan in order to gain a better understanding of the Egyptian business market's trends and needs and to develop market-driven education plans. (El Baniouni, 1998)

Researchers present three general types of criticisms: (a) insufficient emphasis on developing behavioral skills. (b) insufficient attention toward developing major business knowledge. (c) over emphasis on minor business knowledge. The first criticism implies that many business schools graduates are not good communicators. Based on that, many authors concluded that business schools curricula did not provide sufficient opportunities for students to develop their communication skills. The inability of business schools to develop those skills from course design and teaching methods. Most of the business courses are not designed to enhance students' ability to communicate with others, nor to encourage them to build communication networks.

8. Empirical study

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 researchers is seeking in this part of the research.

The researchers 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 (go to the transcription and recording of focus groups), the researchers 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 universities into five main groups which are:

1. Reasons related to the policies of the higher education system.
2. Reasons related to the qualifications of the academic staff member.
3. Reasons related to the higher educational techniques.
4. Reasons related to the availability of resources and capabilities.
5. Reasons related to the fit between the academic courses and labor market requirements.

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 mis-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 sequence, were measured using fifteen statements, to measure the relationship between the universities and the gap. A five-point likert scale was used in fourteen statements, to measure these variables ranging from "strongly disagree" (1) to (5) "strongly agree". A five-point likert scale was used in one statement, to measure one of the variables ranging from "does not fit at all" (1) to (5) "completely fit". These variables are:-

- 1- The Policies of the higher education system were measured by using four statements.
- 2- The qualifications of the academic staff members were measured by using four statements.
- 3- The higher education techniques were measured by using two statements.
- 4- The availability of resources and capabilities was measured by using one statement.
5. The fit between the academic courses and the labor market requirements was measured by using four statements.

The Population of the Study

In this research, the researchers study the reasons of the gap between outcome characteristics of the private higher education, and job requirements in the private sector in Egypt. So, the research has been applied on the Arab Academy for Science & Technology "AAST" and its graduates from three colleges:

1. College of Management & Technology.
 2. College of Engineering & Technology.
 3. College of Maritime Transport & Technology excluding maritime department.
- And Private Business Sector in Alexandria in the following sectors:

- (a) The production sector.
- (b) The commercial sector.
- (c) The service sector.

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.

The sample that the questionnaire will be applied on was selected based on choosing the least possible error that does not exceed 10%.

The study population includes 5365 elements; therefore, the sample size of the study is 384 elements. This number was chosen as being the largest sample size for any research population.

The characteristics of the sample were chosen to reflect the characteristics of the three strata of the study population (of the sample study).

a) Businessmen: were identified as follows:

- 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 researchers.

b) Academic staff members: were identified as follows:

- The one who work in the private education in the colleges mentioned before.
- The ones who apply the private higher education systems at work.
- The ones who deal directly with the academy students.

c) Academy graduates working in the private sector: were identified as follows:

- The ones graduated from any of the three colleges of "AAST" in the last three years.
- Graduates working in the private sector in Alexandria.
- The ones who worked in the private sector immediately after graduation without taking any training.
- The ones who started working in the private sector for no more than three years.

The subject (unit of analysis) that the study applies the questionnaire on is the person (individual) whether a businessman, an academic staff member or academies graduate. The sample of the study is a stratified random sample which empirically represents the size and characteristics of the three strata of the study population.

9. Data analysis and results

Normality and Reliability Analysis

Firstly, reliability analysis is used to test the validity of the questionnaires. Chronbach's Alpha is calculated for each questionnaire separately. For the academics questionnaire the Chronbach's Alpha is 0.924, for the businessmen it is 0.871, and for the graduates questionnaire it is 0.901. Since all the calculated Chronbach's Alpha are greater than 0.7, the researchers concluded that the three questionnaires are 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.

Testing the First sub-Hypothesis ($H_{1.1}$)

To test this sub-hypothesis, the researchers collected the opinion of the academic staff members and the businessmen of the private sector in Egypt about the policies of higher education system in "AAST". The policies of higher education system are measured through four variables, which are the *years of education, admission method, major selection method, and date of admission*.

Table (1) shows the results of the t-test for the academics opinion

Table (1)
T-test outputs for the academics opinion

	Test Value = 3					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
years of education	-10.734	59	.000	-1.23333	-1.4632	-1.0034
admission method	7.667	59	.000	1.15000	.8499	1.4501
major selection method	8.724	59	.000	1.08333	.8349	1.3318
date of admission	2.867	59	.006	.51667	.1560	.8773

From the table it is concluded that the significant value for all the variables less than 0.05, this means that there is a significant difference between the mean of the opinions and 3 (the neutral opinion). From the 95% confidence interval of the difference, it is clear that, from the academics point of view, the years of education does not affect the gap while the admission method, major selection method, and date of admission affect the gap.

Table (2) shows the results of the t-test for the academics opinion. From the table it is concluded that the significant value for all the variables are less than 0.05, this means that there is a significant difference between the mean of the opinions and 3 (the neutral opinion). From the 95% confidence interval of the difference, it is clear that, from the businessmen point of view, the years of education and date of admission do not affect the gap while the admission method and major selection method affect the gap.

Table (2)
T-test outputs for the businessmen opinion

	Test Value = 3					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
years of education	-10.746	149	.000	-.82000	-.9708	-.6692
admission method	13.118	149	.000	1.14667	.9739	1.3194
major selection method	2.461	149	.015	.31333	.0618	.5649
date of admission	-6.695	149	.000	-.61333	-.7944	-.4323

From the previous analysis, the researchers can conclude that the duration of education is not one of the gap causes from the academic staff members and the businessmen's point of view. Where, the academic staff members are more supportive to this point of view. While, the admission and major selection methods are considered causes of the gap from the academic staff members and the businessmen point of views. Where, the academic staff members are more supportive of this point of view. The date of admission is not confirmed to be one of the causes, where the academic staff members consider it one of the gap causes, while the businessmen are not. Consequently, the researchers can conclude that the policies of the higher education system do affect the gap between the outcome characteristics of the private higher education and the job requirements in the private sector in Egypt.

Testing the Second Sub Hypothesis (H_{1,2})

To test this sub hypothesis the researchers collected the opinions of the academic staff members, and businessmen of the private sector in Egypt, about the qualifications of the academic staff members. The qualifications are measured through four variables, which are: the isolation of academic staff members from the labor market, the weakness of education level of the academic staff members, the weakness of communication between the academic staff members of their role towards the community.

Table (3) shows the t-test results for the academics point of view, from the table, it is clear that there is a significant difference mean of the opinions and the value 3. The 95% confidence interval of the difference show that the isolation of academic staff members from the labor market and weakness of communication between the academic staff members of their role towards the community affect the gap while the weakness of education level of the academic staff members and the academics not aware of their role towards the community do not affect the gap.

Table (3)
T-test outputs for the academics opinion

	Test Value = 3					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
isolation of academics staff members from the labor market	3.755	59	.000	.60000	.2802	.9198
weakness of education level of the academics staff members	-3.781	59	.000	-.61667	-.9431	-.2903
weakness of communication between the student and the lecturer	2.666	59	.010	.45000	.1123	.7877
the academics not aware of their role towards the community	-5.912	59	.000	-.83333	-1.1154	-.5513

Table (4) shows the t-test results for the businessmen point of view, from the table, it is clear that there is a significant difference mean of the opinions and the value 3. The 95% confidence interval of the difference show that the isolation of academic staff members from the labor market, the weakness of communication between the academic staff members of their role towards the community and the academics not aware of their role towards the community affect the gap while the weakness of education level of the academic staff members does not affect the gap.

Table (4)
T-test outputs for the businessmen opinion

	Test Value = 3					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
isolation of academics staff members from the labor market	8.737	149	.000	.90667	.7016	1.1117
weakness of education level of the academics staff members	12.899	149	.000	1.16667	.9879	1.3454
weakness of communication between the student and the lecturer	3.312	149	.001	.40000	.1614	.6386
the academics not aware of their role towards the community	18.335	149	.000	1.27333	1.1361	1.4106

From the previous analysis, the researchers can conclude that the isolation of the academic staff members from the labor market, and the weakness of communications between students and academic staff members, are confirmed to be causes of the gap from the academic staff members' and the businessmen's point of view. On the other hand, the weakness of the educational level of the academic staff members, and the awareness of the academic staff members of their roles toward the community, are not confirmed to be causes of the gap from the academic staff members' and the businessmen's point of view. The academic staff members do not consider them to be causes of the gap, while the businessmen do. Consequently, the researchers can conclude that the qualifications of the academic staff members do affect the gap between the outcome characteristics of the private higher education and the job requirements in the private sector in Egypt.

Testing the Third Sub Hypothesis (H₁₋₃)

To test this sub hypothesis the researchers collected the opinions of the academic staff members, and the businessmen of the private sector in Egypt, about the higher educational techniques. This was measured through two variables: the inability to use modern techniques in education, and the dependence on traditional methods of lecturing.

Table (5) and (6) show the results of the t-test for the academics and businessmen opinions respectively. The significance of the test for the two variables in both opinions is less than 0.05. This means that there is a significant difference between the average of the opinion and the value 3. From the 95% confidence interval of the difference, it is clear that the inability to use modern techniques in education, and the dependence on traditional methods of lecturing are causes of the gap from the academics and businessmen point of views.

Table (5)
T-test outputs for the academics' opinion

	Test Value = 3					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
inability of using the modern methods in education	2.693	59	.009	.45000	.1156	.7844
dependence on the lecture technique in education	4.026	59	.000	.71667	.3605	1.0729

Table (6)
T-test outputs for the businessmen opinion

	Test Value = 3					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
inability of using the modern methods in education	5.299	149	.000	.59333	.3721	.8146
dependence on the lecture technique in education	8.886	149	.000	.90667	.7050	1.1083

From the previous analysis, the researchers can conclude that the inability to use modern methods of education, and the dependence on traditional methods of the lecture are confirmed to be causes of the gap from the academic staff members' and the businessmen's point of view. Consequently, the researchers can conclude that the higher educational techniques affect the gap between the outcome characteristics of the private higher education and the job requirements in the private sector in Egypt.

Testing the fourth Sub-Hypothesis (H₁₋₄)

To test this sub hypothesis, the researchers collected the opinions of the academic staff members, and businessmen of the private sector in Egypt, about the availability of resources and capabilities in the private higher education institution.

Table (7) and (8) show the results of the t-test for the academics and businessmen opinions respectively. The significance of the test for the two variables in both opinions is less than 0.05. This means that there is a significant difference between the average of the opinion and the value 3. From the 95% confidence interval of the difference, it is clear that from the academics point of view, the availability of resources and capabilities is one of the gap causes, while from the businessmen point of view, the test is inconclusive.

Table (7)
T-test outputs for the academics opinion

	Test Value = 3					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
the availability of resources and capabilities	-3.496	59	.001	-.58333	-.9173	-.2494

Table (8)
T-test outputs for the businessmen opinion

	Test Value = 3					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
the availability of resources and capabilities	-1.962	149	.052	-.18000	-.3613	.0013

From the previous analysis, the researchers can conclude that the availability of resources and capabilities is not confirmed to be one of the causes of the gap from the academic staff members' and the businessmen's point of view.

Testing the fifth Sub-Hypothesis (H_{1.5})

To test this sub hypothesis, the researchers collected the opinions of the academic staff members, and the businessmen of the private sector in Egypt, as well as the "AAST" graduates, about the fit between the academic courses and labor market requirements. The opinions of the academic staff members and businessmen will be measured through three variables: the unsuitable of the educational material to the labor market, the focus on theoretical issues more than applications, and using old materials because of using old references. Where, the opinion of the "AAST" graduates will be measured through one variable which is the suitable of the university study with the labor market requirements.

Table (9) and (10) show the results of the t-test for the academics and businessmen opinions respectively. The significance of the test for the two variables in both opinions is less than 0.05. This means that there is a significant difference between the average of the opinion and the value 3. From the 95% confidence interval of the difference, it is clear that from the academics and the businessmen point of views that, the unsuitable of the educational material to the labor market, the focus on theoretical issues more than applications, and using old materials because of using old references are considered causes of the gap.

Table (9)
T-test outputs for the academics opinion

	Test Value = 3					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
unsuitable of the education materials to the labor market	3.527	59	.001	.53333	.2308	.8359
focus on theoretical issues but not the application	3.021	59	.004	.50000	.1688	.8312
old knowledge because of old references	2.920	59	.005	.48333	.1521	.8145

Table (10)
T-test outputs for the businessmen opinion

	Test Value = 3					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
unsuitable of the education materials to the labor market	9.571	149	.000	1.00000	.7935	1.2065
focus on theoretical issues but not the application	10.762	149	.000	1.09333	.8926	1.2941
old knowledge because of old references	9.173	149	.000	.87333	.6852	1.0615

Table (11) shows the t-test results of the opinion of the graduates about to what extent the university study convey with the labor market requirements. From the 95% confidence interval, It is clear that the graduates do not agree that the university study does not convey with the labor market requirements.

Table (11)
The t-test results for graduates

	Test Value = 3					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
to what extent the university study convey with the labor market requirements	-6.771	199	.000	-.53000	-.6843	-.3757

From the previous analysis, the researchers can conclude that the unsuitable of the education materials to the labor market, the focus on theoretical issues more than applications, and using old materials because of using old references, are confirmed to be causes of the gap from the academics and the businessmen point of view. Consequently, the researchers can conclude that the fit between the academic courses and labor market requirements affect the gap between the outcome characteristics of the private higher education and the job requirements in the private sector in Egypt. This is supported by the opinion of the "AAST" graduates about the suitable of the university study with the labor market requirements, where the majority of the graduates emphasized that the academic courses are not unsuitable with the labor market requirements.

Therefore, the researchers can conclude that there is a relationship between reasons related to the universities itself, and the gap between outcome characteristics of the private higher education and job requirements in the private sector in Egypt

10. Discussion

The study aims at knowing the reasons leading to the gap (mis-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 (6-1) shows the research hypotheses and its results

Table (6-1)
The research hypotheses and the results of hypotheses test

Hypothesis	results
H₁ There is a relationship between reasons related to universities, and the gap between 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 policies of the higher education system, and the gap between 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_{1.2} There is a relationship between the qualifications of the academic staff member, 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_{1.3} There is a relationship between the higher educational techniques and tools, 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 availability of resources and capabilities, 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_{1.5} There is a relationship between the fit between the academic courses & labor market requirements, 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 first hypothesis measures the relationship between the universities 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 researchers tested five sub-hypotheses which represent the reasons related to the universities that

can be considered causes of the gap.

For the first sub-hypothesis, which measures the effect of the policies of higher education system on the gap, the researchers found that the admission and major selection methods are causes of the gap from the academic staff members' and the businessmen's point of view. Where as, the duration of education and the date of admission are not causes of the gap.

For the second sub-hypothesis, which measures the effect of qualifications of the academic staff members on and the gap, the researchers found that the isolation of academic staff members from the labor market and the weakness of communications between students and academic staff members are confirmed to be causes of the gap from the academic staff members' and the businessmen's point of view. While the weakness of education level of academic staff members and the awareness of academic staff members of their roles towards the community are not confirmed to be causes of the gap from the academic staff members' and the businessmen's point of view.

For the third sub-hypothesis, which measures the effect of higher educational techniques and tools on the gap, the researchers found that the inability of using modern methods of education and the dependence on traditional methods of the lecture are confirmed to be causes of the gap from the academic staff members' and the businessmen's point of view.

For the fourth sub-hypothesis, which measures the effect of the availability of resources and capabilities on the gap, the researchers found that the availability of resources and capabilities is not confirmed to be one of the causes of the gap from the academic staff members' and the businessmen's point of view

For the fifth sub-hypothesis, which measures the effect of the fit between the academic courses and labor market requirements on the gap, the researchers found that the inconvenience of the education materials to the labor market, the focus on theoretical issues more than on applications, and using old knowledge because of using old references are confirmed to be causes of the gap from the academics' and the businessmen's point of view.

Consequently, the researchers can conclude that the fit between the academic courses and labor market requirements affect the gap between the outcome characteristics of the private higher education and the job requirements in the private sector in Egypt. This is supported by the opinion of the "AAST" graduates about the convenience of the university study with the labor market requirements as the majority of graduates emphasize that academic courses are not convenient with the labor market requirements.

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

11. Conclusion

From this study, the researchers can make sure that there are five main groups of reasons related to the university that can be considered causes of the gap between the outcome characteristics of the private higher education and the job requirements in the private sector in Egypt. These main groups are:

1. The policies of the higher education system.
2. The qualifications of the academic staff members.
3. The higher education techniques.
4. The availability of educational resources and capabilities.
5. The fit between the academic courses and the labor market requirements.

For the policies of higher education system, the researchers found that the admission method based on the grades of high school only and the major selection method are considered causes of the gap from the academic staff members' and businessmen's point of view. With respect to the qualifications of the academic staff members, the researchers observed that the isolation of the academic staff members when they determine the academic courses from the labor market and the weakness of communication between the academic staff members and the students are considered causes of the gap from the academic staff members' and businessmen's point of view.

For the higher education techniques and tools, the researchers found that the inability of using modern methods of education and the dependence on traditional methods of lecture based on dedication and memorization are considered causes of the gap from the academic staff members' and businessmen's point of view. With respect to the availability of resources and capabilities, it is not considered one of the causes of the gap from the academic staff members' and businessmen's point of view. For the fit between academic courses and labor market requirements, the researchers observed that the inconvenience of educational materials to the labor market requirements, the concentration on theoretical issues more than on applications, and using of old knowledge because of using old references are considered causes of the gap from the academic staff members' and businessmen's point of view. This is emphasized by the opinion of the graduates that their university studies are not convenient with the labor market.

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