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Graduates' Perception for the Skills Required by the Local Labor Market

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Abstract

The research aims to study the problem of the graduate perception for the skills required by the labor market in the Palestinian society, and find out the effect of this problem on the graduates in term of facilitating their employment generation. The study used the analytical descriptive methodology and used a questionnaire distributed to a sample consisting of (100) employees who graduated since 2008 from the Gazan academic organizations. Using the Statistical Package for Social Studies program (SPSS), the results of the study found out that there is a significant relationship between graduates' perception for the skills required by the labor market from one hand and the quality of the academic institutions, the level of graduates' skills, the nature of labor market, the delivered training courses and the graduates' educational and practical awareness on the other hand. However, there are no significant differences among the respondents' answers regarding the level of the graduates' perception of the required market skills due to sex, professional experience, university, and the academic specialization. The study recommended that more training applications should be inserted in the maximum number of the academic courses.

Key words: Graduates' Skills, Labor Market, Academic Institutions, Training Courses.

1. Introduction

The sufficiency with four Ps of marketing mix “product, price, promotion and place” limits the company’s ability to keep pace with new business environment which grows steadily and in a high manner. So, a fifth P “people” has become increasingly important as a competitive factor in order to enhance the companies’ capabilities to differentiate themselves and have a competitive advantage (Colan, 2009).

The higher education contributes in serving the Palestinian society to be upgraded in order to make the higher education centers as a homeland for the human thoughts and a source for the development of the local human resources who will be ambassadors for the labor market to represent the universities that they graduated from (Nakhla & Others, 2005).

Graduates readiness for the labor market is considered a big challenge for them because of a gap between what they learned in the university (theory) and the job market needs (practice) which is tougher than it has ever been. Employers are keener than ever to recruit work-ready graduates and the universities are under significant pressure to deliver qualified graduates suitable for what the labor market needs (Gradcore, 2011).

Although the graduates have more emphasis on the theoretical background, the employability through the promotion of ‘key’ or ‘core’ skills are considered a main milestone for the graduates and a set of achievements and personal attributes that make them more likely to gain employment and be successful in their chosen occupations (Weligamage & Siengthai, 2003).

This research targets the graduates who had graduated since 2008 to determine to what extent they are aware and have the perception for the skills required by labor market.

2. The Problem Statement

The Gaza Strip is considered to be one of the most vulnerable areas in the world. Gaza graduates are facing a severe problem of underemployment among graduates which is classified to be very high; this problem is due to a mismatch between the aspirations of graduates and employment opportunities in the labor market that are available to them (The Palestinian Bureau of Statistics, 2011).

The unemployment problem is due to several factors, one of them is the level of graduates' perception for the skills that are required by labor market. The employers often require a team who has sufficient skills to implement the needed activities in an effective manner. The team members are considered to be the job competent if they have the knowledge, skills and abilities needed to function in the occupation, if they are able to solve problems, fulfill tasks flexibly, and if they have the will to contribute to their working environment (Gil-Galván, 2011)

There is considerable controversy over the extent to which graduates are mismatched or not in the labor market (McGuinness & Sloane, 2011). Most analysts call for better guidance services and for a better match between what the education system delivers and what the labor market needs. Adult learning, work-based training and training in the context of active labor market policies for the unemployed are also deemed important to prevent skill obsolescence and upgrade skills in the light of new requirements driven by technological change (Quintini, 2011).

3. Research Question:

This research will give insight over the study's variables in order to give the suitable answers for the following main and sub questions:

What is the level of graduates' perception for the skills required by the labor market?

1. How much are the academic institutions interested in matching the educational programs with the labor market needs?

2. What is the level of the training centers' contribution in preparing and qualifying graduates for the labor market?

3. To what extent does the labor market cooperate with the academic institutions in order to formulate suitable educational programs?

4. Variables of the Study:

In this research, the graduates' perception for the necessity of enhancing their skills that are required by the labor market will be the main subject. Many factors that are defined by the researchers affect the graduates who are prevented to enter the labor market easily because of the lack of their technical and soft skills and these variables will be the independent ones.

4.1 Dependent Variable:

1. graduates' perception for the skills required by the labor market

4.2 Independent Variables:

1. the quality of the academic institutions,
2. the level of graduates' skills,
3. the nature of labor market,
4. the delivered training courses and
5. the graduates' educational and practical awareness.

These factors will be evaluated by the graduates who had their degrees since 2008 in order to highlight the graduate unemployment problem and list the constraints that make the graduates under-qualified beings regarding the labor market requirements and demands.

5. Research Hypotheses

1. There is a significant relationship between the quality of the academic institutions and the graduates' perception of the required market skills at level of (0.05).
2. There is a significant relationship between the level of graduates' skills and the graduates' perception of required market skills at level of (0.05).
3. There is a significant relationship between the nature of labor market and the graduates' perception of the required market skills at level of (0.05).
4. There is a significant relationship between the delivered training courses and the graduates' perception of the required market skills at level of (0.05).
5. There is a significant relationship between the graduates' educational and practical awareness and the graduates' perception of market skills at level of (0.05%).

6. There are significant differences among the respondents' answers regarding the level of the graduates' perception of the required market skills due to sex, professional experience, university, and the academic specialization.

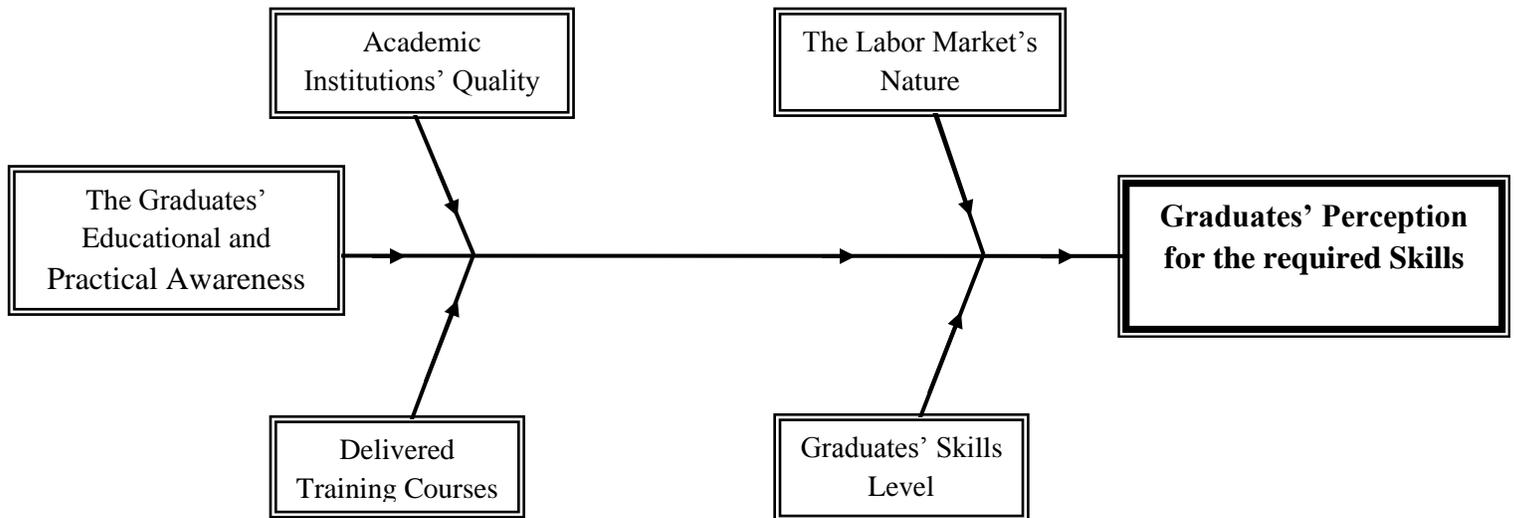


Figure 1: Conceptual Map of the Research (Prepared by the Researchers)

6. Research Objectives:

The main objective of the research is to identify the level of the graduates' perception for the skills required by the labor marker. The main objective of this research can be divided into the following sub-objectives:

1. To obtain information about the academic institutions' role in refining the graduates' skills.
2. To clarify the relevant importance of submitting the training courses with high quality for graduates.
3. To examine if the graduates are over-qualified on under-qualified regarding the required skills of the labor market.

7. The Research's Importance

The research tries to help academic organizations in Palestine to design and provide developed educational programs with commitment to the highest level of quality. In addition, the research contributes to offer some remedial recommendations that will assist these academic organizations to improve their educational programs in order to match the requirements and the demands of the labor market.

The research also draws the attention of the employers to define their role in closing the gap between the graduates' practical and educational level and their requirements. Finally, the research equips the training centers with the needed indicators for outlining the graduates' needs relevant for their careers and absorption of the labor market.

8. Literature Review

8.1 (Alkafri, 2011). Transition from Higher Education to the Labor Market: Unemployment among Graduates from the Gender Perspective in the Palestinian Territory.

The research aims to discuss the problem of unemployment and its rising rate among graduate women, when compared with graduate men. The researchers reviews the previous studies and concluded that the lack of offered jobs resulted in strong competition between graduates for these jobs, also the women's attitudes toward work are different from men that one of the main obstacles facing women is the high work which is not acceptable for women. These factors can limit the options of work for graduates, in addition to the fact of that the majority of them seek a job with social security benefits. The researchers also highlighted the most important factors that lead to unemployment of male and female graduates as youth aged 20 – 34 who graduated and economically active in West Bank and Gaza Strip.

The results showed that female graduates with a bachelor's degree in the west bank, all of the specialization raise the possibilities of unemployment except for medicine and health science. But for the male graduates with BA holders in Gaza strip, the natural sciences specialization is the best in reducing the probability of unemployment, and the engineering sciences have the most negative impact on the employment of young males in the Gaza strip. For the female bachelor's degree graduates in Gaza strip, health and medical education and teacher's training are the best majors to reduce the unemployment rate.

8.2 (Quintini, 2011). Over-Qualified or Under Skilled: A review of existing literature.

The researcher discussed the problem of skills mismatch among the graduates, they mentioned that this problem affect at various levels, that it affects individuals' job satisfaction and wages, affects firms that it reduces their productivity and finally affects macroeconomic because of increase the unemployment rate. The researcher reviewed academic studies on the incidence, causes and consequences of skill mismatch and provides some preliminary discussion of policies that may help reduce it.

The researcher summarize the studies that individuals working in jobs for which lower qualifications than their own are required (over-qualified) are generally found to earn less than individuals with their same qualifications working in jobs for which these qualifications are required, but more than individuals working in an equivalent job and holding the qualifications the job requires. Conversely, individuals working in jobs for which higher qualifications are required (under-qualified) are generally found to earn more than individuals with the same qualifications and working in a job for which these qualifications are required, but less than individuals working in an equivalent job and holding the qualifications that the job requires. The researcher found also that find that women, young workers, workers in non-supervisory jobs, the self-employed, and part-time and temporary workers were the most likely to under-utilize their literacy skills. The researcher recommended that more research needs to be carried out on firms that suffer skill mismatch to understand: on the one hand, what occupations, in what industries, are more likely to be filled by mismatched workers; and on the other, what actions are taken by firms such as training and changes to the organization of work to remedy mismatch among their workforce. Finally, it is essential to shed light on the causes of skill mismatch in order identify what policy interventions would work best to reduce it.

8.3 (Gil-Galván, 2011). Study of the job satisfaction of graduates and received training in the university

The aim of this research is to compare between graduates of the training at the University of Seville in Spain with required professional competencies in the labor market as an indicator of job satisfaction.

It presented what the previous literatures took into account regarding the graduates' satisfaction in their job. In addition to a questionnaire which was distributed for a population of 982 graduates' students who completed the academic year (2009-2010) with a response rate of 21%, the research found that the graduates declare a major discrepancy between what the labor market needs and what is offered by the universities. The researchers recommended that more focusing on organizational competencies and leadership information help the employed graduates to be more satisfied with their jobs.

8.4 (McGuinness & Sloane, 2011). Labor Market Mismatch among UK Graduates.

The study aimed to examine if the graduates are mismatched or not with the labor market and to determine the extent to which this might be increasing. The researchers indicated that certain jobs may specify a minimum educational requirement and if this is below degree level a graduate may well give a response which indicates he or she is overeducated. In order to give insight on the previous issues, the researchers utilized the Flexible Professional in Knowledge Society data. In term of this approach, the researchers used wage equations in order to determine the effects of overeducating and over skilling, in particular, on wages relative to matched graduates. The study found that there is a mismatch between the graduates' skills and the labor market's requirements. So, the researchers recommended that skill mismatching should be handled through adopting a new policy based on minimizing welfare losses; both to the individual and the economy as a whole.

8.5 Vytautas Magnus University, Lithuania (2010). Matching of Generic Competencies with Labor Market Needs: Important Factor of Quality of Study Programs.

The aim of paper is to analyze the issue of how curriculum of Lithuanian higher education institutions provides graduates with generic competencies. This research provided with the data necessary for improvement of quality of study programs in Lithuanian higher education institutions. The quantitative research on the match of generic competencies of Lithuanian higher education institutions' graduates to labor market needs was carried out in May – October, 2008 using questionnaires as an instrument to collect data from bachelor and master graduates. The results show that the highest mismatch between competencies required in a job and possessed by graduates is with competencies as time management and effective

performance under stress, also the mismatch of generic competencies to labor market needs differs according to the fields of study programs for example: study programs of management and administration as well as mechanics and engineering are more popular among Lithuanian students than programs of liberal arts or pedagogic, so their mismatch between acquired and required competencies is lower. The researchers conclude that teachers of every study program should individually explore the needs of their students and graduates in order to assure the quality.

8.6 (Bai, 2006). Graduate Unemployment: Dilemmas and Challenges in China's Move to Mass Higher Education

This study examines China's recent upsurge in graduate unemployment which has specific causes relating to economic development, education policy-making, and reforms in the economy as well as in higher education. With a focus on graduate unemployment, this study looks at the historical and socio-economic conditions for China's move to raise the level of participation in higher education, the rationale behind the 1999 decision to accelerate the pace of expansion in the tertiary education sector, and the impact of this rapid expansion on society, and on graduate employment in particular. The study adopted Martin Trow's theory as a theoretical framework within which the dilemmas and challenges of China's mass higher education movement are analyzed. Through examining the relationship between the development of higher education and economic growth, these studies questions whether China's higher education sector should have expanded and continue to expand on such a large scale.

8.7 (Pauw, Oosthuizen, & Der, 2008). Graduate Unemployment in the Face of Skills Shortages: A Labor Market Paradox

The research clarifies that in the context of increasing demand for skilled workers due to technological changes and the need to become globally more competitive, graduates would be expected to find employment without difficulty. However, against expectations unemployment has been increasing among young people with tertiary qualifications since 1995 in South Africa. This paper investigates the nature of this phenomenon. The research found that learners are inadequately prepared for both tertiary studies and entry into the labor

market. The researchers concluded that South Africa's unemployment is structural in the sense that the unemployed generally possess lower skills than what is required by the economy. Lack of, or inadequate career guidance means that they do not choose fields of study and types of qualifications with good employment prospects. In addition, lack of soft skills and workplace experience mean that employers are reluctant to employ graduates, preferring more experienced people instead.

8.8 Pauw, Kalie et al. (2006). Graduate Unemployment in the Context of Skills Shortages, Education and Training: Findings from a Firm Survey.

The paper reflects on the findings from a firm survey conducted among twenty of South Africa's largest firms across a range of sectors. The survey formed part of research conducted by the Development Policy Research Unit on graduate unemployment in South Africa. The firm investigates the schooling and higher education system, the learner ship program and National Skills Development Strategy (NSDS) and the nature of skills shortages and the skills deficit. The research found that there are reported skills shortages, especially in occupations such engineers, technicians and scientists, are most severe at the middle-to senior management level. Firms do feel, however, that graduates often do not possess the necessary skills and experience to be considered even for entry-level positions. Poor education therefore lies at the heart of the graduate unemployment problem. While short-term interventions may help alleviate immediate skills shortages in the economy, it is clear from this research that a longer-term policy and agenda of radically improving education and training in South Africa is the only sustainable solution to skills shortages and, eventually, the graduate unemployment problem.

8.9 (Pietro & Urwin, 2003). Education and Skills Mismatch in the Italian Graduate Labor Market

The research aims is to give insight on the problem of the mismatch between the labor market requirements and the Italian graduates skills. The researchers obtain that the Italian university education does not seem to enhance employment prospects as much as in other countries. The researchers collected data from a survey carried out by National Statistical Italian Centre (ISTC) in 1998 on individuals who graduated from all Italian universities in 1995.

The survey asks questions on previous educational attainment, degree results, employment status, parents' socio-economic characteristics, as well as a variety of personal attributes. Using a sample frame of all individuals who graduated from Italian universities in 1995 (105,097), the target sample was fixed at 25,716 students with a response rate of 64.7%. The research found that the proportion of graduates who claimed that their employer required them to have a university degree to obtain their job is 68.5% whilst the proportion of those who stated that a university degree was needed to actually carry out the job tasks is slightly higher at 69.8%. In addition, the 41.8% of Italian graduates stated using "none" or "a little" of the skills and knowledge acquired at university in their current job is very high.

Accordingly, this research concluded that there is a mismatch between the skills imparted by tertiary education and the skills required by firms.

8.10 (Morley, 2001). Producing New Workers: Quality, equality and employability in higher education.

This research addresses employability as a performance indicator in higher education. Questions are raised about the values behind seemingly neutral indicators of value, and whether the same employability attributes have similar economic and professional values for different social groups. The research argues is that employability is a socially de-contextualized signifier in so far as it overlooks how social structures such as gender, race, social class and disability interact with labor market opportunities. The research also interrogates hegemonic assumptions behind the concept of key or core skills in higher education.

9. The Research Methodology

The methodology that was adopted to accomplish this study through is the methodology that uses the following techniques: the information about the research design, research population, questionnaire design, statistical data analysis, content validity and pilot study.

9.1 Research Design

1. **The first phase** of the research included identifying and defining the problems and establishment objective of the study and development research plan.
2. **The second phase** of the research included a summary of the comprehensive literature review. Literatures which are related to the graduates' skills' level and its mismatch with the labor market were reviewed.
3. **The third phase** of the research included a field survey which was conducted with knowing the views of the graduates regarding their perception for the skills required by the labor market.
4. **The fourth phase** of the research focused on the modification of the questionnaire design, through submitting the questionnaire for two academics from the faculty of commerce at IUG to be judged.
5. **The fifth phase** of the research focused on distributing questionnaire. This questionnaire was used to collect the required data in order to achieve the research objective. **One hundred and twenty** questionnaires were distributed to the research population and **One hundred** questionnaires were received.
6. **The sixth phase** of the research was data analysis and discussion. Statistical Package for the Social Sciences, (SPSS) was used to perform the required analysis. The final phase includes the conclusions and recommendations.

9.2 Data Collection Methodology:

In order to collect the needed data for this research, the researchers use the secondary resources in collecting data such as books, journals, statistics and web pages, in addition to preliminary resources that are not available in secondary resources through distributing questionnaires on study population in order to get their opinions about **The Graduates' Perception for the Skills Required by the Local Labor Market**. Research methodology depends on the analysis of data through the use of descriptive analysis, which depends on the questionnaire and use the main program (SPSS).

9.3 Population and Sample Study:

The researchers designed and distributed a questionnaire targeting the graduates who had their educational degrees within the last four years beginning from 2008 till 2011. The research discusses the level of graduates' perception for the skills that are required by the labor market. The researchers distributed 120 copies of the questionnaires and received 100 making the response rate 83.33%. The following tables illustrated the properties of the samples:

9.3.1 Gender

Table (1) shows that 53.0 % from the sample are "Male", and 47.0 % from the sample are "Female."

Table 1: Gender of the Sample

Gender	Frequency	Percentages
Male	53	53.0
Female	47	47.0
Total	100	100.0

9.3.2 Educational qualification

Table (2) shows that 31% from the sample that the educational qualification are "Diploma" while 69% are "Bachelor."

Table 2: Educational Qualification

Educational qualification	Frequency	Percentages
Diploma	31	31.0
Bachelor	69	69.0
Total	100	100.0

9.3.3 Graduation Year

Table (3) shows that 19.0% from the sample included graduates in the year of "2008" , and 18.0% in the year of "2009", and 32.0% in the year of "2010", and 31.0% in the year of "2011."

Table 3: The graduation year

Graduation Year	Frequency	Percentages
2008	19	19.0
2009	18	18.0
2010	32	32.0
2011	31	31.0
Total	100	100.0

9.3.4 Faculty

Table (4) shows that 42.0% from the sample included "Commerce Faculty", 15.0% from "Engineering Faculty", 1.0% from "Science Faculty", 3.0% from "Education Faculty", 8.0% from "Arts Faculty", 12.0% from "IT Faculty", and 19.0% from "Religious and Laws."

Table 4: Faculty

Faculty	Frequency	Percentages
Commerce	42	42.0
Engineering	15	15.0
Science	1	1.0
Education	3	3.0
Arts	8	8.0
IT	12	12.0
Nursing	0	0
Medicine	0	0
Fundamental of Religion	0	0
Religious and Laws.	19	19.0
Total	100	100.0

9.3.5 The University

Table (5) shows that 49.0% from the sample graduated from "Islamic University", 16.0% from "Al Azhar University", 1.0% from "Al-Quds Open University", 4.0% from "Al Aqsa University", 19.0% from "University College of Applied Sciences", 4.0% from the "Palestine University", and 7.0% from "Ummah University."

Table 5: The University

University	Frequency	Percentages
Islamic University	49	49.0
Al Azhar University	16	16.0
Al-Quds Open University	1	1.0
Al Aqsa University	4	4.0
University College of Applied Sciences	19	19.0
Palestine University	4	4.0
Ummah University	7	7.0
Other	0	0.0
Total	100	100.0

9.3.6 Practical Experience

Table (6) shows that 43.0 % from the sample participants having practical experience "Less than 1 Year", 29.0% is "1Year – Less than 2 Years", 15.0% is "2 Year – Less than 3 Years", and 13.0% is "3 Years or more".

Table 6: Practical Experience

Practical Experience	Frequency	Percentages
Less than 1 Year	43	43.0
1Year – Less than 2 Years	29	29.0
2 Year – Less than 3 Years	15	15.0
3 Years or more	13	13.0
Total	100	100.0

9.4 Questionnaire's characteristics

The questionnaire was provided with a covering letter explaining the purpose of the study, the way of responding, the aim of the research and the security of the information in order to encourage a high response rate. The questionnaire included multiple choice questions which used widely in the questionnaire; the variety in these questions aims first to meet the research objectives, and to collect all the necessary data that can support the discussion, analysis, results and recommendations in the research.

The sections in the questionnaire verified the objectives in this research related to **The Graduates' Perception for the Skills Required by the Local Labor Market** and all questions follow Likert scale:

Level	Strongly agree	agree	Neutral	disagree	Strongly disagree
Scale	5	4	3	2	1

9.4.1 Statistical Validity of the Questionnaire

We can define the validity of an instrument as a determination of the extent to which the instrument actually reflects the abstract construct being examined. "Validity refers to the degree to which an instrument measures what it is supposed to be measuring" (Saunders and others, 2008). High validity is the absence of systematic errors in the measuring instrument. When an instrument is valid; it truly reflects the concept it is supposed to measure. Achieving good validity required the care in the research design and sample selection. The questionnaire was amended and modified by the researchers and faculty staff members from the Commerce College at IUG to evaluate the procedure of questions and the method of analyzing the results. The expertise agreed that the questionnaire was valid and suitable enough to measure the purpose that the questionnaire designed for.

9.4.2 Content Validity of the Questionnaire

Content validity test was conducted by the researchers and faculty staff members from the Commerce College at IUG. It was requested to evaluate and identify whether the questions agreed with the scope of the items and the extent to which these items reflect the concept of the research problem. The experts agreed that the questionnaire was valid and suitable enough to measure the concept of interest with some amendments.

9.4.3 Statistical Validity of the Questionnaire

To insure the validity of the questionnaire, two statistical tests should be applied. The first test is Criterion-related validity test (Pearson test) which measures the correlation coefficient between each item in the field and the whole field. The second test is structure validity test (Pearson test) that used to test the validity of the questionnaire structure by

testing the validity of each field and the validity of the whole questionnaire. It measures the correlation coefficient between one field and all the fields of the questionnaire that have the same level of similar scale.

1. Criterion Related Validity:

First: Internal consistency:

Internal consistency of the questionnaire is measured by a scouting sample, which consisted of twenty five questionnaires, through measuring the correlation coefficients between each paragraph in one field and the whole field. Table No. (7) below shows the correlation coefficient and p-value for each field items. As shown in the table, the p-values are less than 0.05 or 0.01, so the correlation coefficients of this field are significant at $\alpha = 0.01$ or $\alpha = 0.05$, so it can be said that the paragraphs of this field are consistent and valid to measure what it was set for.

Table 7: The correlation coefficient between each paragraph in the field and the whole field

Statement	Pearson coefficient	p-value
First: Academic Institutions' Quality		
The theoretical contents of the academic courses are linked to the practical skills.	0.706	0.000
The academic program of my specialization contributes to graduating qualified students.	0.771	0.000
The department that I graduated from was keen to create its graduates to be adapted with labor market's requirements.	0.646	0.000
My faculty's management enhances the self-imitativeness and student active participation.	0.745	0.000
The department staff was interested in enhancing personal growth through scientific and practical activities outside the classrooms.	0.618	0.001
My faculty helps its students to get suitable job opportunities.	0.604	0.001
My faculty has extensive practical experiences which help them to match the theoretical contents with practical examples related to labor market.	0.634	0.001
The department that I graduated from was keen to follow up the practical training program.	0.493	0.012
The department that I graduated from cooperated with the training organizations to submit the required practical skills for the students.	0.632	0.001

Second: Level of Graduates' Skills and Experience		
I have excellent English language (reading, writing and conversation skills).	0.692	0.000
I use computer and internet excellently.	0.649	0.000
I am able to analyze and solve different problems related to job.	0.613	0.001
I am able to apply my theoretical background during my work.	0.610	0.001
I can communicate and participate with others in a good way in order to make business relationships.	0.430	0.032
I can work through a team effectively.	0.710	0.000
I can develop the reports and accomplish the required tasks effectively and quickly.	0.711	0.000
I am able to learn and work under pressure.	0.548	0.005
Third: Labor Market's Nature		
The labor market is interested in cooperating with universities in order to promote the practical skills for the undergraduate students.	0.485	0.014
During the practical training's period, I gained the interest of the training organizations and benefit from the training.	0.626	0.001
The training organizations provide me with all the tangible requirements as a desk, papers and other stationary equipment.	0.498	0.011
The labor market needs the specialization that I studied at the university.	0.592	0.002
The experienced employees participated with me when I started my work and tried to benefit from me.	0.444	0.026
The job opportunities' requirements were not adequate to the graduates' educational and practical level.	0.579	0.002
The nepotism contributes to the difficulty of the qualified graduates to have the suitable job.	0.606	0.001
Fourth: Training Courses		
The universities are interest in providing the graduates with the training courses to develop the skills required by the labor market.	0.572	0.003
The universities are interested in cooperating with the training centers to deliver suitable training courses for the undergraduate students in line with the needs of the labor market.	0.596	0.002
The universities are interested in holding training courses through the training centers according the academic programs of each student in order to link the theoretical background with the practical skills.	0.486	0.014
The universities are interested in evaluating the submitted training courses and take in the consideration the trainees' comments.	0.437	0.029
The training centers are cooperated with the universities in order to determine the graduates' needs for the skills that qualify them for the labor market.	0.764	0.000
The training programs at the training centers are similar and there are no distinctive training courses.	0.430	0.032
The trainers who have a high level of efficiency are available in the Gaza strip.	0.465	0.019

The training centers that are interested in providing scientific and practical content with high quality are available in the Gaza strip.	0.432	0.031
The training courses that are submitted by the training centers are adequate to my educational specialization.	0.436	0.029
The training courses that are submitted by the training centers are adequate to the required practical skills by the labor market.	0.678	0.000
The high prices of the training courses prevent me from registering it.		
The times that the training courses were held on were not suitable because of my busy study schedule.	0.478	0.016
The labor market is interested in cooperating with the training centers to qualify the graduates and provide them with the required skills.	0.681	0.000
I benefited from the training courses that I have and it contributed in developing my skills.	0.428	0.033
The training centers followed scientific and practical methodologies far away from the theoretical background during the training sessions.	0.495	0.012
Fifth: The Graduates Educational and Practical Perception		
Having a high GPA at the university enhances my opportunities to get a job more than those who have medium and low GPAs.	0.471	0.017
It is necessary to have a lot of training courses even though it is not related to my educational specialization.	0.821	0.000
My interest and commitment with the practical training during my study help me to get a job after my graduation.	0.753	0.000
I am keen to be initiative and interested in marketing myself for the companies to gain practical experience.	0.852	0.000
I am just interested in following up the vacancies' ads through newspapers and electronic employment websites to have a job.	0.640	0.001
I have the sufficient knowledge with the method of writing my CV in a way that reflects my skills and qualifications for the labor market.	0.797	0.000
I am interested in attending the exhibitions, workshops and conferences advertised.	0.836	0.000

9.4.4 Reliability of the Research

The reliability of an instrument is the degree of consistency that measures the attribute; which is supposed to be measuring. The less variation an instrument produces in repeated measurements of an attribute, the higher its reliability. Reliability can be equated with the stability, consistency, or dependability of a measuring tool. The test is repeated to the same sample of people on two occasions and then compares the scores obtained by computing a reliability coefficient.

First: Half Split Method

This method depends on finding Pearson correlation coefficient between the means of odd rank questions and even rank questions of each field of the questionnaire. Then correcting the Pearson correlation coefficients can be done by using Spearman Brown correlation coefficient of correction. The corrected correlation coefficient (consistency coefficient) is computed according to the following equation:

Consistency coefficient = $2r/(r+1)$, where r is the Pearson correlation coefficient. The normal range of corrected correlation coefficient $2r/(r+1)$ is between 0.0 and + 1.0. As shown in Table No.(8), the general reliability for all items equals 0.8436, and the significant (α) is less than 0.05 so all the corrected correlation coefficients are significance at $\alpha = 0.05$. It can be said that according to the Half Split method, the dispute causes group are reliable.

Table 8: Split-Half Coefficient method

section	person-correlation	Spearman-Brown Coefficient	Sig. (2-Tailed)
First: Academic Institutions' Quality	0.7245	0.8403	0.000
Second: Level of Graduates' Skills and Experience	0.7143	0.8333	0.000
Third: Labor Market's Nature	0.6959	0.8207	0.000
Fourth: Training Courses	0.7264	0.8415	0.000
Fifth: The Graduates Educational and Practical Perception	0.8143	0.8976	0.000
Total	0.7295	0.8436	0.000

Second: Cronbach's Coefficient

This method is used to measure the reliability of the questionnaire between each field and the mean of the whole fields of the questionnaire. The normal range of Cronbach's coefficient alpha is valued between 0.0 and + 1.0, and the higher values reflects a higher degree of internal consistency. As shown in Table Number (9), the Cronbach's coefficient alpha was calculated for the first field of the causes of claims, the second field of common procedures and the third field of the Particular claims. The general reliability for all items equals 0.8821. This range is considered high; the result ensures the reliability of the questionnaire.

Table 9: for Reliability Cronbach's Alpha

Section	Cronbach's Alpha
First: Academic Institutions' Quality	0.8678
Second: Level of Graduates' Skills and Experience	0.8562
Third: Labor Market's Nature	0.5437
Fourth: Training Courses	0.8760
Fifth: The Graduates Educational and Practical Perception	0.9021
Total	0.8821

- **Statistical Manipulation:**

To achieve the research goal, researcher used the statistical package for the Social Science (SPSS) for manipulating and analyzing the data.

- **Statistical methods are as follows:**

- 1- Frequencies And Percentile
- 2- Alpha- Cronbach Test For Measuring Reliability Of The Items Of The Questionnaires
- 3- Person Correlation Coefficients For Measuring Validity Of The Items Of The Questionnaires.
- 4- Spearman –Brown Coefficient
- 5- One Sample T Test
- 6- Independent Samples T Test
- 7- One Way ANOVA

9.5 One Sample K-S Test

One Sample K-S test was used to identify if the data follow normal distribution or not, this test is considered necessary in case of testing hypotheses as most parametric Test stipulate data to be normality distributed and this test is used when the size of the sample are greater than 50.

Results test as shown in table (10), clarifies that the calculated p-value is greater than the significant level which is equal to 0.05 (p-value. > 0.05), this in turn denotes that data follows normal distribution, and so parametric Tests must be used.

Table 10: One Sample K-S Test

Section	Statistic	P-Value
First: Academic Institutions' Quality	0.514	0.954
Second: Level of Graduates' Skills and Experience	0.761	0.609
Third: Labor Market's Nature	0.767	0.599
Fourth: Training Courses	1.045	0.225
Fifth: The Graduates Educational and Practical Perception	0.742	0.640
Total	1.061	0.210

9.6 Hypothesis Test

In the following tables the researchers used a one sample t-test to test if the opinion of the respondents in the content of the sentences are positive (weight mean greater than "60%" and the p-value less than 0.05) or the opinion of the respondents in the content of the sentences are neutral (p- value equals 0.05) or the opinion of the respondents in the content of the sentences are negative (weight mean less than "60%" and the p-value greater than 0.05).

9.6.1 Academic Institutions' Quality

The researchers use a one sample t-test to test if the opinion of the respondents about the Academic Institutions' Quality and the results shown in Table No. (11) indicated that the average mean for all items equals 2.99 and the weight mean equals 59.76 % which is less than "60%" and the value of t test equals 0.154 which is less than the critical value which is equal to 1.98 and the p- value equals 0.878 which is greater than 0.05, **that means academic Institutions' Quality are moderate and does not have the required quality which qualify its graduates to enter the labor market easily.**

Table 11: Academic Institutions' Quality

No.	Items	Mean	standard deviation	Weight mean	t-value	P-value
1	The theoretical contents of the academic courses are linked to the practical skills.	3.25	1.149	65.00	2.175	0.032
2	The academic program of my specialization contributes to graduating qualified students.	3.52	0.990	70.40	5.254	0.000
3	The department that I graduated from was keen to create its graduates to be adapted with labor market's requirements.	3.04	1.034	60.80	0.387	0.700
4	My faculty's management enhances the self-imitativeness and student active participation.	3.00	1.035	60.00	0.000	1.000
5	The department's staff was interested in enhancing personal growth through scientific and practical activities outside the classrooms.	2.86	1.339	57.14	-1.056	0.294
6	My faculty helps its students to get suitable job opportunities.	2.11	1.188	42.20	-7.490	0.000
7	My faculty has an extensive practical experience which helps them to match the theoretical contents with practical examples related to labor market.	3.43	1.015	68.57	4.179	0.000
8	The department that I graduated from was keen to follow up the practical training program.	3.08	1.269	61.60	0.631	0.530
9	The department that I graduated from cooperated with the training organizations to submit the required practical skills for the students.	2.60	1.137	52.00	-3.518	0.001
	All items	2.99	0.795	59.76	-0.154	0.878

The critical value of t at df "99" and sig. level "0.05" equal 1.98

9.6.2 Level of Graduates' Skills and Experience:

The researchers used a one sample t-test to test if the opinion of the respondent about the Level of Graduates' Skills and Experience required by the local labor market and the results shown in Table No. (12) indicated that the average mean for all items equals 3.79 and the weight mean equals 75.73 % which is greater than "60%" and the absolute value of t-test equals 10.120 which is greater than the critical value which is equal to 1.98 and the p- value equals 0.000 which is less than 0.05, that means **Level of Graduates' Skills and Experience is good.**

Table 12: Level of Graduates' Skills and Experience

No.	Items	Mean	standard deviation	Weight mean	t-value	P-value
1	I have excellent English language (reading, writing and conversation skills).	3.40	1.223	68.00	3.271	0.001
2	I use computer and internet excellently.	4.04	1.230	80.80	8.454	0.000
3	I am able to analyze and solve different problems related to job.	3.60	1.005	72.00	5.970	0.000
4	I am able to apply my theoretical background during my work.	3.67	1.111	73.40	6.033	0.000
5	I can communicate and participate with others in a good way in order to make business relationships.	3.93	0.967	78.60	9.621	0.000
6	I can work through a team effectively.	4.04	0.920	80.80	11.301	0.000
7	I can develop the reports and accomplish the required tasks effectively and quickly.	3.52	1.078	70.40	4.826	0.000
8	I am able to learn and work under pressure.	4.09	1.006	81.80	10.835	0.000
All items		3.79	0.777	75.73	10.120	0.000

The critical value of t at df "99" and sig. level "0.05" equal 1.98

9.6.3 Labor Market's Nature

The researchers used a one sample t-test to test if the opinion of the respondent about the Labor Market Nature and the results in Table No. (13) indicated that the average mean for all items equals 3.57 and the weight mean equals 71.34 % and that is greater than " 60%" and the value of t test equals 10.718 which is greater than the critical value that is equal to 1.98 and the p- value equals 0.000 which is less than 0.05, that means **The labor market is cooperated moderately with providing the graduates with the required skills but the nepotism affects getting the suitable job in addition to the availability of a gap between the required skills and the graduates' educational and practical level.**

Table 13: Labor Market's Nature

No.	Items	Mean	standard deviation	Weight mean	t-value	P-value
1	The labor market is interested in cooperating with universities in order to promote the practical skills for the undergraduate students.	2.75	1.043	54.95	-2.408	0.018
2	During the practical training's period, I gained the interest of the training organizations and benefit from the training.	3.45	1.231	69.09	3.673	0.000
3	The training organizations provide me with all the tangible requirements as a desk, papers and other stationary equipment.	3.53	1.128	70.52	4.590	0.000
4	The labor market needs the specialization that I studied at the university.	3.91	1.021	78.18	8.858	0.000
5	The experienced employees participated with me when I started my work and tried to benefit from me.	3.42	0.977	68.45	4.260	0.000
6	The job opportunities' requirements were not adequate to the graduates' educational and practical level.	3.57	0.939	71.31	5.997	0.000
7	The nepotism contributes to the difficulty of the qualified graduates to have the suitable job.	4.32	0.902	86.46	14.603	0.000
All items		3.57	0.526	71.34	10.718	0.000

The critical value of t at df "99" and sig. level "0.05" equal 1.98

9.6.4 Training Courses

The researchers used a one sample t-test to test if the opinion of the respondent about the training courses. The results were shown in Table No. (14) indicated that the average mean for all items equals 3.40 and the weight mean equals 68.01 % which is greater than " 60%" and the value of t test equals 6.732 which is greater than the critical value which is equal to 1.98 and the p- value equals 0.000 which is less than 0.05, **that means the universities and the training centers are moderately interested in providing the graduates with the required training courses to develop the skills required by the labor market.**

Table 14: Training Courses

No.	Items	Mean	standard deviation	Weight mean	t-value	P-value
1	The universities are interested in providing the graduates with the training courses to develop the skills required by the labor market.	3.26	1.284	65.20	2.025	0.046
2	The universities are interested in cooperating with the training centers to deliver suitable training courses for the undergraduate students in line with the needs of the labor market.	3.24	1.156	64.80	2.077	0.040
3	The universities are interested in holding training courses through the training centers according the academic programs of each student in order to link the theoretical background with the practical skills.	3.05	1.192	61.00	0.419	0.676
4	The universities are interested in evaluating the submitted training courses and take in the consideration the trainees' comments.	3.01	1.059	60.20	0.094	0.925
5	The training centers are cooperated with the universities in order to determine the graduates' needs for the skills that qualify them for the labor market.	2.97	0.936	59.39	-0.324	0.747
6	The training programs at the training centers are similar and there are no distinctive training courses.	3.68	1.118	73.60	6.082	0.000
7	The trainers who have a high level of efficiency are available in the Gaza strip.	3.76	1.129	75.20	6.730	0.000
8	The training centers that are interested in providing scientific and practical content with high quality are available in the Gaza stip.	3.48	1.028	69.59	4.620	0.000
9	The training courses that are submitted by the training centers are adequate to my educational specialization.	3.77	0.771	75.31	9.831	0.000
10	The training courses that are submitted by the training centers are adequate to the required practical skills by the labor market.	3.50	0.911	70.00	5.433	0.000
11	The high prices of the training courses prevent me from registering it.	3.58	1.243	71.63	4.633	0.000
12	The times that the training courses were held on were not suitable because of my busy study schedule.	3.67	1.091	73.40	5.954	0.000

13	The labor market is interested in cooperating with the training centers to qualify the graduates and provide them with the required skills.	2.96	0.994	59.18	-0.407	0.685
14	I benefited from the training courses that I have and it contributed in developing my skills.	3.82	0.923	76.33	8.752	0.000
15	The training centers followed scientific and practical methodologies far away from the theoretical background during the training sessions.	3.50	0.828	70.00	5.978	0.000
All items		3.40	0.595	68.01	6.732	0.000

The critical value of t at df "99" and sig. level "0.05" equal 1.98

9.6.5 The Graduates Educational and Practical Perception

The researchers used a one sample t-test to test if the opinion of the respondent about the Graduates Educational and Practical Perception. The results were shown in Table No. (15) indicated that the average mean for all items equals 3.61 and the weight mean equals 72.17% which is greater than "60%" and the value of t-test equals 11.331 which is greater than the critical value which is equal to 1.98 and the p- value equals 0.000 which is less than 0.05, that means **The Graduates Educational and Practical Perception is good.**

Table 15: The Graduates Educational and Practical Perception

No.	Items	Mean	standard deviation	Weight mean	t-value	P-value
1	Having a high GPA at the university enhances my opportunities to get a job more than those who have medium and low GPAs.	3.74	1.116	74.80	6.632	0.000
2	It is necessary to have a lot of training courses even though it is not related to my educational specialization.	3.62	1.162	72.40	5.338	0.000
3	My interest and commitment with the practical training during my study help me to get a job after my graduation.	3.25	1.274	65.00	1.962	0.053
4	I am keen to be initiative and interested in marketing myself for the companies to gain practical experience.	3.70	0.987	74.08	7.065	0.000
5	I am just interested in following up the vacancies' ads through newspapers and electronic employment websites to have a job.	3.46	1.141	69.20	4.032	0.000

6	I have the sufficient knowledge with the method of writing my CV in a way that reflects my skills and qualifications for the labor market.	3.82	0.845	76.40	9.699	0.000
7	I am interested in attending the exhibitions, workshops and advertised conferences.	3.66	1.037	73.20	6.365	0.000
All Items		3.61	0.537	72.17	11.331	0.000

The critical value of t at df "99" and sig. level "0.05" equal 1.98

9.7 Research Hypothesis

1. *There is a significant relationship between the quality of the academic institutions and the graduates' perception of the required market skills at level of (0.05).*

To test the hypothesis researchers used the Pearson correlation between the quality of the academic institutions and the graduates' perception of the required market skills, and the results shown in table No.(16) illustrate that the p-value equals 0.000 which is less than 0.05, and the value of Pearson correlation is equal to 0.842 which is greater than the critical value that is equal to 0.195, **that means there is a significant relationship at significant level $\alpha = 0.05$ between the quality of the academic institutions and the graduates' perception of the required market skills.**

Table 16: Correlation between the Quality of the Academic Institutions and the Graduates' Perception

Section	Statistic	The graduates' perception for the required market skills
The Quality of the Academic Institutions	Pearson coloration	0.842
	p-value	0.000
	N	100

Critical value of r at significance level 0.05 and df equal 98 equal 0.195

2. *There is a significant relationship between the level of graduates' skills and the graduates' perception of required market skills at level of (0.05).*

To test the hypothesis the researchers used the Pearson correlation between the level of the graduates' skills and the graduates' perception of the required market skills, and the results shown in table No.(17) illustrate that the p-value equals 0.000 which is less than 0.05, and the value of Pearson correlation is equal to 0.324 which is greater than the critical value which

equals 0.195 that means **There is a significant relationship at significant level $\alpha = 0.05$ between the quality of the academic institutions and the graduates' perception of the required market skills.**

Table 17: The Correlation between the Graduates' Level of Skills and the Graduates Perception

Section	Statistic	The Graduates' Perception for the Required Market Skills
Graduates' Skills	Pearson coloration	0.324
	p-value	0.001
	N	100

Critical value of r at significance level 0.05 and df equal 98 equal 0.195

- 3. There is a significant relationship between the nature of labor market and the graduates' perception of the required market skills at level of (0.05).*

To test the hypothesis the researchers used the Pearson correlation between the nature of the labor market and the graduates' perception of the required market skills, and the results shown in table No.(18) illustrate that the p-value equals 0.000 which is less than 0.05, and the value of Pearson correlation equals 0.713 which is greater than the critical value that equals 0.195 which means **There is a significant relationship at significant level $\alpha = 0.05$ between the quality of the academic institutions and the graduates' perception of the required market skills.**

Table18 : Correlation between Nature of the Labor Market and the Graduates' Perception

Section	Statistic	The Graduates' Perception for the Required Market Skills
The Nature of Labor Market	Pearson Coloration	0.713
	P-Value	0.000
	N	99

Critical value of r at significance level 0.05 and df equal 98 equal 0.195

- 4. There is a significant relationship between the delivered training courses and the graduates' perception of the required market skills at level of (0.05).*

To test the hypothesis the researchers used the Pearson correlation between the delivered training courses and the graduates' perception of the required market skills, and the results shown in table No.(19) illustrate that the p-value equals 0.000 which is less than 0.05, and the value of Pearson correlation equals 0.784 which is greater than the critical value that equals 0.195 which means **There is a significant relationship at significant level $\alpha =0.5$ between the quality of the academic institutions and the graduates' perception of the required market skills.**

Table 19: Correlation between the Delivered Training Courses and the Graduates' Perception

Section	Statistic	The Graduates' Perception for the Required Market Skills
The Delivered Training Courses	Pearson Coloration	0.784
	P-Value	0.000
	N	100

Critical value of r at significance level 0.05 and df equal 98 equal 0.195

- 5. There is a significant relationship between the graduates' educational and practical awareness and the graduates' perception of market skills at level of (0.05%).*

To test the hypothesis the researchers used the Pearson correlation between the graduates' educational and practical awareness and the graduates' perception of the required market skills, and the results shown in table No.(20) illustrate that the p-value equals 0.000 which is less than 0.05, and the value of Pearson correlation equals 0.570 that is greater than the critical value which equals 0.195 that means **There is a significant relationship at significant level $\alpha =0.5$ between the quality of the academic institutions and the graduates' perception of the required market skills.**

Table 20: Correlation between the Graduates' Educational and Practical Awareness and the Graduates' Perception

Section	Statistic	The Graduates' Perception for the Required Market Skills
The Graduates' Educational	Pearson coloration	0.570
	p-value	0.000
	N	100

Critical value of r at significance level 0.05 and df equal 98 equal 0.195

6. *There are significant differences among the respondents' answers regarding the level of the graduates' perception of the required market skills due to sex, educational qualification, professional experience and the university.*

These hypotheses divided into sub hypotheses as follows:

6.1 There are significant differences among the respondents' answers regarding the level of the graduates' perception of the required market skills due to sex

To test the hypothesis the researchers used the Independent Samples Test and the result illustrated in table no. (21) shows the following results: the p-value equals 0.559 which is greater than 0.05 and the absolute value of T test equals 0.586 which is less than the value of critical value which is equal 1.98, **that's means there are no significant differences among the respondents' answers regarding the level of the graduates' perception of the required market skills due to sex.**

Table 21: Independent Samples Test for difference among the respondents' answers regarding the level of the graduates' perception of the required market skills due to sex

Research Problem	Sex	N	Mean	Std. Deviation	T	P-value
The Level of the Graduates' Perception for the Required Market Skills	Male	53	3.468	0.441	0.586	0.559
	female	47	3.417	0.417		

Critical value of t at df "98" and significance level 0.05 equal 1.98

6.2 There are significant differences among the respondents' answers regarding the level of the graduates' perception of the required market skills due to educational qualification.

To test the hypothesis the researchers used the Independent Samples Test and the result illustrated in table no.(22) shows the following results: the p-value equals 0.930 which is greater than 0.05 and the absolute value of T test equals 0.088 which is less than the value of

critical value which is equal 1.98, that's means **there are no significant differences among the respondents' answers regarding the level of the graduates' perception of the required market skills due to educational qualification.**

Table22 : Independent Samples Test for difference among the respondents' answers regarding the level of the graduates' perception of the required market skills due to educational qualification

Research problem	Educational qualification	N	Mean	Std. Deviation	T	P-value
The Level of the Graduates' Perception for the Required Market Skills	Diploma	31	3.450	0.438	0.088	0.930
	Bachelor	69	3.441	0.428		

Critical value of t at df "98" and significance level 0.05 equal 1.98

10. Conclusion

The researchers reach to the following results after reviewing the literature and analyzing data:

- The local academic institutions have good academic programs which contribute to graduating qualified students through matching the theoretical part with the required practical skills in the labor market.
- The departments that the sample graduated from were not keen significantly to create its graduates to be adapted with labor market's requirements.
- The faculty's management and the academic staff enhance the self-imitativeness, student active participation and personal growth moderately.
- The faculty staff have a good practical experience which helps the graduates to match the theoretical contents with practical examples related to the requirements of the labor market.
- The faculty cooperated moderately with the training organizations to submit the required practical skills for the students.
- The graduates have a good level of skills that are required by the labor market especially computer and internet skills, team working and ability to learn.
- The labor market requires the specializations that are available in the local universities.
- The labor market is moderately interested in cooperating with the universities in order to enhance the required practical skills through the delivered academic courses.
- The graduates were benefited from the practical training's period that they worked in it at the local companies and institutions and the trainers companies were cooperative with them.
- The nepotism contributes to the difficulty of the qualified graduates to have the suitable job significantly.

- The local universities are interested in providing the training courses to promote the graduates' skills in order to be qualified for the labor market and moderately interested in evaluating the submitted training courses.
- The local universities are moderately interested in cooperating with the training centers in order to provide the graduates the training courses according the academic programs of each student in order to link the theoretical background with the practical skills.
- The high prices of the training courses and their times prevent the graduates from registering in such courses.
- The graduates agreed that even there are many qualified trainers in Gaza but there are not distinctive training courses and all the training courses offer similar training programs.
- The labor market is not cooperated with the training centers in order to provide the graduates with the training courses that enhance the required skills for the graduates.
- The graduates considered that having high GPA and several training courses even if they are not related to their specializations are important in order to facilitate getting the suitable job.
- The graduates are interested in following up the ads for job vacancies on the newspapers and the internet but they are interested more in marketing themselves for the companies to gain practical experiences. In addition, the graduates are interested in attending the conferences, workshops and exhibitions that are held in Gaza.
- The graduates have good knowledge and skills in writing CVs to reflect their educational backgrounds and skills.

11. Recommendation

11.1 Recommendations for the Academic Institutions

- The local academic institutions should improve their educational programs in proportion with the labor market's requirements of skillful graduates.
- The staff and management of the faculties should focus on enhancing the self-initiative and personal growth of the students while delivering the educational courses to enable them entering the labor market with confident personalities.
- The academic institutions should contract with the labor market in order to be cooperated in matching the academic courses with the practical life and refining the practical experiences of the academicians.
- The faculty management should promote the cooperation process with the well-known training centers in order to deliver the students the skills required by the labor market even through the academic courses, workshops or training sessions.
- The academic institutions should keep contacted with the fresh graduates in order to have their feedback about the gap's availability between what they learned in the university and what they practice at work.

- The local academic institutions should enhance delivering the required practical skills through developing training session at the end of each semester matching the theoretical background of the students with the related skills required by the labor market.

11.2 Recommendations for the Labor Market.

- The labor market should generate more cooperation opportunities with the academic institutions in order to match the graduates' skills required by them.
- The labor market should cooperate with the universities to develop the practical sessions and workshops for the undergraduate students to start qualify them for the practical life.
- The labor market should be more concerned in developing the practical training programs which are given to the undergraduates and focus on providing them the greatest possible knowledge and skills that are necessary after graduation.
- The labor market should be concerned with employing the most qualified graduates based on their knowledge and skills and avoid the effect of nepotism.

11.3 Recommendations for the Training Centers.

- Each training center should be more distinctive from the other through offering different training programs and having the certification for different and special educational and practical programs.
- The training centers should make special offers for the delivered training courses in order to give the opportunities for the students who do not have the ability to pay the required charges to register for the training courses.
- The training centers should work cooperatively with the labor market in order to make periodic needs' assessment for the practical skills that should be delivered for the graduates and required by the labor market.

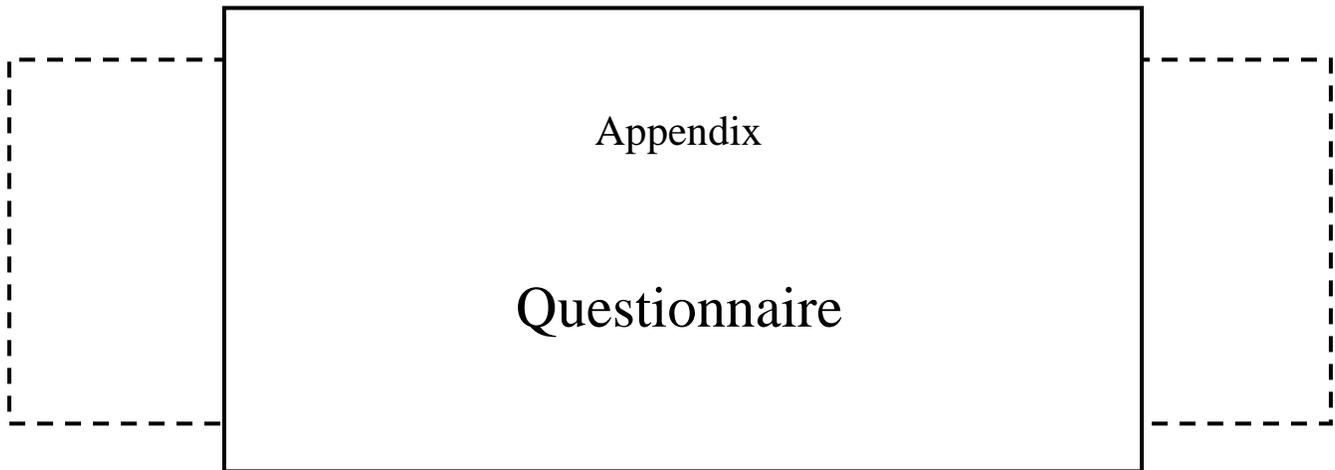
11.4 Recommendations for the Graduates.

- The graduates should not rely only on having high GPA when they graduates, but also improve their practical skills to be more qualified for the positions required by the labor market.
- The graduates should not have a large number of the training courses that are not related to its educational background in order to be written in their CVs without being sure that those training courses will benefit them during their job.
- The graduates should market themselves for the labor market and not only follow up job vacancies on internet and newspapers.
- The graduates should be concerned in attending the workshops, conferences and exhibitions which are held annually in Gaza strip.

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Appendix: A Questionnaire



**Islamic University of Gaza
Commerce Faculty
Business Administration Dep.**



Questionnaire

“The Graduates’ Perception for the Skills Required by the Local Labor Market”

The aim of this questionnaire is to examine the graduates’ perception for the skills required by the Palestinian labor market. We are kindly asking you to fill the questionnaire with relevant facts and accurate answers. Please put (√) for the answers which reflect your point of view. The information in this questionnaire will be used solely for the purpose of scientific research and we will maintain it in secret and privacy.....

Thank you.

The Researchers:

Dr. Yousef Bahar
Dr. Wasim Al Habel
Ms. Dina Abu Shaaban

First: Personal Information

Gender	1. <input type="checkbox"/> Male		2. <input type="checkbox"/> Female	
Educational qualification	1. <input type="checkbox"/> Diploma		2. <input type="checkbox"/> Bachelor	
Graduation Year	1. <input type="checkbox"/> 2008	2. <input type="checkbox"/> 2009	3. <input type="checkbox"/> 2010	4. <input type="checkbox"/> 2011
Faculty	1. <input type="checkbox"/> Commerce		2. <input type="checkbox"/> Engineering	
	3. <input type="checkbox"/> Science		4. <input type="checkbox"/> Education	
	5. <input type="checkbox"/> Arts		6. <input type="checkbox"/> IT	
	7. <input type="checkbox"/> Nursing		8. <input type="checkbox"/> Medicine	
	9. <input type="checkbox"/> Fundamental of Religion		10. <input type="checkbox"/> Religious and Laws.	
	11. <input type="checkbox"/> Other (.....)			
University Specialization			
The University	1. <input type="checkbox"/> Islamic University		2. <input type="checkbox"/> Al Azhar University	
	3. <input type="checkbox"/> Al-Quds Open University		4. <input type="checkbox"/> Al Aqsa University	
	5. <input type="checkbox"/> University College of Applied Sciences		6. <input type="checkbox"/> Palestine University	
	7. <input type="checkbox"/> Ummah University		8. <input type="checkbox"/> Other (.....)	
Practical Experience	1. <input type="checkbox"/> Less than 1 Year	2. <input type="checkbox"/> 1 Year – Less than 2 Years	3. <input type="checkbox"/> 2 Year – Less than 3 Years	4. <input type="checkbox"/> 3 Years

Second: Answer the followings through putting a (✓) mark in front of each statement according to the degree of your agreement.

First: Academic Institutions' Quality						
Statement		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	The theoretical contents of the academic courses are linked to the practical skills.					
2.	The academic program of my specialization contributes to graduating qualified students.					
3.	The department that I graduated from was keen to create its graduates to be adapted with labor market's requirements.					
4.	My faculty's management enhances the self-imitativeness and student active participation.					
5.	The department staff were interested in enhancing personal growth through scientific and practical activities outside the classrooms.					
6.	My faculty helps its students to get suitable job opportunities.					
7.	My faculty have extensive practical experiences which helps them to match the theoretical contents with practical examples related to labor market.					
8.	The department that I graduated from was keen to follow up the practical training program.					
9.	The department that I graduated from cooperated with the training organizations to submit the required practical skills for the students.					
Second: Level of Graduates' Skills and Experience						
Statement		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	I have excellent English language (reading, writing and conversation skills).					
2.	I use computer and internet excellently.					
3.	I am able to analyze and solve different problems related to job.					
4.	I am able to apply my theoretical background during my work.					
5.	I can communicate and participate with others in a good way in order to make business relationships.					
6.	I can work through a team effectively.					
7.	I can develop the reports and accomplish the required tasks effectively and quickly.					
8.	I am able to learn and work under pressure.					

Third: Labor Market's Nature

Statement		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	The labor market is interested in cooperating with universities in order to promote the practical skills for the undergraduate students.					
2.	During the practical training's period, I gained the interest of the training organizations and benefit from the training.					
3.	The training organizations provide me with all the tangible requirements as a desk, papers and other stationary equipment.					
4.	The labor market needs the specialization that I studied at the university.					
5.	The experienced employees participated with me when I started my work and tried to benefit from me.					
6.	The job opportunities' requirements were not adequate to the graduates' educational and practical level.					
7.	The nepotism contributes to the difficulty of the qualified graduates to have the suitable job.					

Fourth: Training Courses

Statement		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	The universities are interest in providing the graduates with the training courses to develop the skills required by the labor market.					
2.	The universities are interested in cooperating with the training centers to deliver suitable training courses for the undergraduate students in line with the needs of the labor market.					
3.	The universities are interested in holding training courses through the training centers according the academic programs of each student in order to link the theoretical background with the practical skills.					
4.	The universities are interested in evaluating the submitted training courses and take in the consideration the trainees' comments.					
5.	The training centers are cooperated with the universities in order to determine the graduates' needs for the skills that qualify them for the labor market.					
6.	The training programs at the training centers are similar and there are no distinctive training courses.					
7.	The trainers who have a high level of efficiency are available in the Gaza strip.					

8.	The training centers that are interested in providing scientific and practical content with high quality are available in the Gaza strip.					
9.	The training courses that are submitted by the training centers are adequate to my educational specialization.					
10.	The training courses that are submitted by the training centers are adequate to the required practical skills by the labor market.					
11.	The high prices of the training courses prevent me from registering it.					
12.	The times that the training courses were held on were not suitable because of my busy study schedule.					
13.	The labor market is interested in cooperating with the training centers to qualify the graduates and provide them with the required skills.					
14.	I benefited from the training courses that I have and it contributed in developing my skills.					
15.	The training centers followed scientific and practical methodologies far away from the theoretical background during the training sessions.					

Fifth: The Graduates Educational and Practical Perception

Statement		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	Having a high GPA at the university enhances my opportunities to get a job more than those who have medium and low GPAs.					
2.	It is necessary to have a lot of training courses even though it is not related to my educational specialization.					
3.	My interest and commitment with the practical training during my study help me to get a job after my graduation.					
4.	I am keen to be initiative and interested in marketing myself for the companies to gain practical experience.					
5.	I am just interested in following up the vacancies' ads through newspapers and electronic employment websites to have a job.					
6.	I have the sufficient knowledge with the method of writing my CV in a way that reflects my skills and qualifications for the labor market.					
7.	I am interested in attending the exhibitions, workshops and conferences advertised.					