

Saudi Universities and higher education skills on Saudi Arabia

HODA AHMED IBEAHEEM

SALLY EL-AWADY

WIDED RAGMOUN

Department of Economics, College of Business and Economics,
Qassim University, Saudi Arabia

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This study aims to improve the role of universities in the developing of skills of higher education graduates in the Kingdom of Saudi Arabia according to their social needs. In other words, we are looking for the impact of the university on learning outcomes by the reviewing of the role played by Saudi universities in preparing graduates for the job market; especially how to find the appropriate jobs as one of solutions for unemployment female graduates. In fact, the rate of unemployment among female graduates of Saudi universities was about 36% in 2016. The findings presented here can help Saudi universities to identify the best ways to reduce this rate.

Corresponding author: Hoda Ahmed Ibeaheem

Email address for corresponding author: dr.noura.ahmed2@gmail.com

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1. Introduction

Our main objectives are to identify how Saudi Universities can contribute through the quality of their service to reduce the problem of graduate unemployment, especially female graduates.

This problem addresses the following research questions:

1. What are the most important problems and obstacles facing university graduates to get a job?
2. What is the concept of training, its objectives, its historical development and its needs?
3. What is the cooperative training and its importance?
4. Can universities play a key role in reducing the unemployment rate in the Kingdom?
5. What is the appropriate output of higher education based on needs of the labor market?

The study used a descriptive statistical analytical method as the statistical averages, percentages and annual growth rates. The collect data process used 220 questionnaires distributed to employers, faculty members and graduates. The data were analyzed using SPSS.

The ANOVA method is used to identify statistically significant differences due to the independents variables (gender, qualification, experience, age), and alpha for reliability. Results identify three reasons which can explain the gap between numbers of graduates and jobs: the nature of specializations offered by public and private universities, the employees' reluctance to accept new graduates, and the importance of practical training for the graduates. In addition to, the study demonstrates the importance of the role of Saudi universities in raising the performance of learning outcomes through cooperative training. This means support and encouragement of graduates in

order to identify their needs and to define requirements of employers for a specific field of training. In fact, cooperative training can establish a balance between graduates and employees for skills and competences.

The study recommends re-activating the role of both the college of Business and Administration - Department of Female Students - in the cooperative training and the need to include in the membership of the Council of Manpower representatives of the mentioned bodies or the formation of new body.

2. Researches questions

This study encourages and supports the vision of societies, particularly on the Kingdom of Saudi Arabia, which seek to activate the role of the universities to improve their graduates' prospects and prepare them to integrate successfully the labor market.

It aims to review the role of Saudi universities in preparing graduates for the labor market, this new orientation, can be considered as one of methods based on quality and which can be a solution for unemployment among female graduates. Here, we insist on the cooperative training of female students as the best way forward.

Labor organizations need to change the behavior, attitudes, values and convictions of employees and integrate specific skills such as cooperation, teamwork, participation in decision-making, self-control, the importance of work and communication. This can, only be achieved by preparing graduates and training them for all of this. We cannot oblige him or her to perform their work without being trained in advance, otherwise they will resist any development process. The main problem is the increase in the unemployment rate among Saudi university graduates in recent years, which reached about 32% during the year 2015; this has a negative effect on economic development. The study used descriptive statistical analytical method through the use of averages and percentages and annual growth rates.

As a conclusion, unemployment is a result of the unchanged specializations offered by public and private universities. So, Saudi universities are important and can contribute to improve performance of learning outcomes through cooperative training in the field which was a solution for this situation of unemployment.

In order to address the objective, we adopted an analytical descriptive method and used some analytical statistical measures such as arithmetic averages, frequencies and annual growth rates during the first semester of the academic year 2015/2016. A questionnaire was designed to collect data and other basic information. In all, 220 questionnaires were distributed to employers, faculty members and graduates to reach a set of conclusions and recommendations. This study shows that the role of Saudi universities must be redefined in order to ameliorate the performance of learning outcomes which switch needs of labor market. Added to this, cooperative learning seems to be very important because it helps graduated to apply knowledge to real life situations.

3. The concept of training and its objectives

Boraii (1973) defines training as "a process of development of knowledge and expertise that people need to collect information, working attitudes and authority, behavioral patterns, appropriate skills and habits to increase efficiency and increase productivity". Other researchers consider training as "effort entertained in order to change individual behavior and making them differently."

It is also "a continuous process, centered on the individual as a whole, which aims to bring about specific behavioral, technical and intellectual changes to meet the specific needs required by

individual, work, organization or community.", "a planned activity aimed at making changes in individual and community in terms of information, experience, skills, performance rates, work methods, behavior and trends."

In the light of these definitions, we can say that cooperative training is an integral part of targeted scientific processes that aim to apply the student's learning during his/her years of study according to their work environment. It can help them to gain valuable experience and skills, to transfer knowledge and develop models of thinking whilst raising the levels of efficiency.

According to Odiorene (1970), this specific process of training has three important objectives:

1. Routine training objectives: can be useful for routine situations
2. Training objectives to solve problems: which used to find appropriate solutions to the individual problems, it consists to identify problems and obstacles that hinder performance.
3. Innovative training objectives: are generated in the highest levels of training. these objectives, are attached to the possibility to add new types and methods to improve the quality of production

In general, objectives related to a training program adopted by organization are:

1. To improve the level of performance of the individual, which leads to increased efficiency and productivity
2. To develop the knowledge of individuals about organizations
3. To change the behavior of individuals to bridge the gap between actual performance and the level of performance to be achieved.
4. To create a positive relationship between the organization and individual,
5. To help the process of planning and development of the workforce according to economic and social development
6. To improve the general atmosphere in organization and provide person expertise and skills to help them to improve their business

3.1. The Cooperative Training Strategy

The Cooperative Training Strategy is a combination between universities and employment agencies to give students a practical knowledge and skills. This enables him/her to apply the theoretical knowledge acquired in the classroom. Integration between the theoretical and cooperative reality builds the trainee a scientific basis that qualifies him/her mentally, technically, morally and socially for career opportunities in a renewed and changing world. This advanced process of training named cooperative training have some objectives:

1. Exploring the nature of jobs during the period of academic study, which enables students later to choose the appropriate profession based on its desire and ability.
2. Acquiring cooperative knowledge about the nature of the work environment and prevailing values.
3. Developing the theoretical knowledge and enriching academic information.
4. Developing the student's skills through practice and give him/her an opportunity to apply their knowledge
5. Developing skills of analytical thinking through the preparation of a final report, which includes a summary of the tasks practiced by the student, problems and difficulties.

6. Developing skill to build professional relations.
7. Creating added value to the trainers through the commitment and dedication of the student.
8. The training is an opportunity for the student to find suitable work during the training period according to his or her abilities and readiness.

3. 2. The Role of the student on definition and success of cooperative training process focus on:

The student must be able to complete the training period successfully, there are many steps and requirements that must be done before, during and after the training period, which can be summarized as follows on three times before, during and after training:

1. Before the training period:

1. Attend general and special training sessions for each department according to the training program form, or any other items.
2. Provide students with the possibility of finding a special training opportunity, and can provide the information of this entity to the Co-operative Office
3. Receive the student's mentoring file which the Co-operative Training Office delivers to the student prior to the commencement of the Co-operative Training Program.

2. During the training period:

1. The student is committed to deliver four reports during the training period and includes the student's work plan and tasks in coordination with the training body, and then sent to the Co-operative Training Office.
2. Commitment to the attendance and departure process, and to take adequate care of the tasks assigned to the student by the training body.
3. Be proactive in writing the final report in preparation for the evaluation and discussion process.

3. After the training period:

1. The student fills out the evaluation form for the Co-operative Training Office.
2. Delivering the detailed final report of the cooperation training office, on the basis of which the student training period is evaluated

In spite of these rules, benefits of this process for the trainee student are important and can be defined as:

- Helping the student to achieve coherence and integration between theoretical and practical information.
- Assisting the student in selecting the appropriate job and occupation during the training period, this helps him/her to achieve future professional success
- Helping the student to discover him/her abilities, abilities and weaknesses through the actual confrontation of the practical life, and the evaluation process carried out by the supervisor of training and academic supervisor together. This helps students to develop and qualify himself/herself to choose the career path that suits their wishes
- Assisting the student in obtaining a permanent job in a short time and with a suitable salary due to his/her ability to work immediately after graduation.

The first part, until this element of analyze can be considered as theoretical, and we are looking here to the practical part. In the beginning of this second part, we will try to understand the general aspects of economic context in Saudi Arabia

Why did not unemployment rates change in Saudi Arabia?

A question for the students of the College of Business and Economics was: what do you think of the cooperative training process as implicated on College of Business and Economics? The answer came as follows: - Most of all we need to be trained; all we do is attending lectures, study and exams, we never look at job applications or have contacts with the labor market.

When we graduate and need to apply for jobs, what will we do? Our study requires application. Even if one of us can train anywhere to benefit himself/herself, what is the important of university in this case? Most of the business schools have a cooperative training for students and students, which means a period of almost 3 to 7 months in the last year of training in which students and colleges in the private sector or the public to study and learn the environment. The female students' department in our college is unfamiliar with cooperative training. If the student is able to obtain the approval of a specific body to train, then she will be rejected by the college because she did not reach the graduation level.

4. Literature review

This part is devoted to the literature review; in this state we will present some research which treated our concepts of researcher in different ways. The objective is to determine the hypothesis of research.

Al Badwy Studies, Huda 2015. "The Impact of Using Modern Technology on Testing and Evaluating the Electronic Student as a Means of Improving the Quality of University Education in the Kingdom of Saudi Arabia"

This study aimed specifically at identifying the requirements and obstacles of applying e-services in university education such as application of testing systems and electronic evaluation using modern technologies in the development of education quality in Saudi universities.

Naima Study, Mohamed 2014 "Adapting Higher Education Outputs to Labor Market Needs"

The study presented a number of proposals in order to define mechanisms which aim to harmonize the outputs of technical higher education and labor market institutions.

Salem, 2014 "Development of the accounting education program to raise the efficiency of university outputs to meet the requirements of the labor market from the point of view of faculty members at the Islamic University of Asmaria"

Here, we maintain certain conditions must be set for the admission of students into an accounting education program, the use of advanced teaching methods to increase the efficiency of the outputs of accounting education.

Genina Study, Age 2014 "Measuring the Effect of Higher Education on the Unemployment Rate in Algeria at the International Conference Integrating the Output of Education with the Labor Market in the Private and Public Sector"

The aim of the study is to assess and analyze the relationship between education and the unemployment rate in order to clarify that the reform of education should not only increase the number of universities and higher institutes, but also the need to interact with university students, the university institution and the labor market to serve the ultimate goal.

Al-Nimrouti Study, Siam 2012 "Unemployment of graduates and the role of small enterprises in the treatment of them"

This study aimed to know the reality of unemployment in the Palestinian Territory, especially among graduates, while determining the nature of the small projects available and the financial services they need.

Arab Thought House, 2011 "The Role of Small Enterprises in Reducing the Problem of Unemployment in Jordan"

The study was conducted into a group of Jordanian youth and projects. The study aimed to highlight the importance of the role that small industrial projects can play in achieving balanced development in the Kingdom of Jordan, through its potential to create jobs and contribute to raising the standard of living of many groups of society members.

Abdul Qadir study, iron 2009 "Measuring the role of training in human resource development."

The most prominent results indicated a positive training where the employee of the daily business achievement, also enables the employee to provide new ways to get the job done.

Younis, Deeb, Judge, 2009, the "measure the impact of training in the performance of employees."

The study aimed to measure the impact of training in the performance of employees of the Department of Education, Governorate of Al Buraimi in Oman, and to identify the level of influence of appropriate training programs to improve the performance of employees, and its efficiency, design and straightened. The study sample consisted of 73 individual managers and department heads and administrative staff Directorate of Education in Al Buraimi governorate, and to achieve the purposes of the study the survey method was employed, where it was suitable for this purpose survey form design, making use of personal interviewing style. The results of the study indicated that a high level of training can improve the performance of employees by increasing the skills and refine the experience and the opportunity to exchange experiences and knowledge, and foster a spirit of cooperation.

Atawi study (2007), "the impact of training on the effectiveness of training programs in the General Organization for Technical Education and Vocational Training in Saudi Arabia Methods

Effect of the training methods in the effectiveness of the training program for trainees in the General Organization for Technical and Vocational Education in the Kingdom of Saudi Arabia. The study recommended the need to improve the training environment, improve the training infrastructure, and select trainers with experience in this field.

Kholani Study, 2005 "The Impact of Training in Developing Human Resources Applied Study in the Administrative System of the Republic of Yemen"

The most prominent results showed the low efficiency of the administrative unit concerned with training in the ministries of research sample,

Zahrani study, Abdullah in 2003. "Harmonize the Saudi higher education to national development needs of the workforce and economic implications, social and security"

The study aimed at identifying the needs of the Saudi labor market from human resources and determining the suitability of the output of higher education with the requirements of the labor market. The study concluded that the ability of the higher education curricula is to achieve the compatibility of the skills, capabilities and experiences of graduates with the requirements of the private sector.

Through the previous presentation of studies and research conducted on the role of Saudi universities in preparing graduates for the labor market, the following can be drawn:

The results of all studies highlighted the importance of the role of universities in the educational process. The previous studies dealt with the effective role of universities in human development, development and efficiency improvement, eliminating the most important factor facing development and raising the future economic level of the state, and addressing one of the greatest challenges, namely unemployment. Its role in raising the level of the culture of graduates with the needs of the labor market from experience through actual training of what has been studied.

Another aspect discussed was relations between higher education institutions and the world of work, which requires reconsidering the specializations offered to reduce the gap between the demands of the labor market and the number of university graduates, while at the same time working to equip the students of higher education with practical experience before graduation

5. Hypotheses of the study

Based on the theoretical analysis presented here, the following hypotheses can be adopted: **H1**. There is a significant relationship between the cooperative training provided by the universities for graduates and the quality of learning outcomes that the labor market needs.

H2 There is a statistically significant relationship between the quality of inputs (faculty members and programs provided), the quality of graduates (outputs) and the requirements of the labor market

H3 There is a relationship of statistical significance between the level and quality of graduates of Saudi universities and the requirements of the current labor market

H4 There is a significant relationship between the universities and their role in the integration of the scientific reality of the reality of female graduates to become qualified for the labor market

5.1. Society and Study Sample

The study was conducted in Al-Qassim, one of the administrative areas in Saudi Arabia and the headquarters of the Emirate of Breda, and the most important cities of Buraidah, Onaiza, Lars, Almnab, Bakiriya, Qassim is located in the center of the Kingdom within the Najd Plateau, which includes the regions of Riyadh, Qassim and Hail, making it a prominent place in terms of trade, agriculture and population.

Its inhabitants are engaged in trade, agriculture, grazing and industry, distributed in more than 400 towns and villages. In general, the trade of the people of Qassim is concentrated in agricultural resources such as cereals, dates, vegetables, etc., due to the availability of surface and groundwater water, as well as livestock in camels, cows and sheep.

5.2. Results

The concept of cooperative training and its importance in the research sample: The role played by universities was important to review and the most important results of the research sample represented by the extent of knowledge of the concepts of cooperative training and the contribution of the university in spreading the culture of cooperative training for students and the effectiveness of the management of cooperative training,

A - Results of the research sample for female students

The results of the research sample shown in *Table (1)* include the following:

1. The existence of sufficient knowledge of the concepts of cooperative training shows that 32.4% do not have a great deal of knowledge of the concept of cooperative training, while 14.2% have a weak knowledge. The results of the five-digit Likert scale in this evaluation indicated that it scored 3.35 (medium) with a standard deviation of 1.32 , While 28.4% had

- sufficient knowledge of the importance of cooperative training. The results of the five-year Likert scale in this evaluation indicated that it obtained 3.39 (medium) with a standard deviation of 1.34
2. For the university's contribution to the dissemination of the culture of cooperative training, the results of the study showed that 29.8% believe that the university does not have a contribution in the female section to spread the culture of cooperative training, while 24% of the sample believes that this contribution is weak. The evaluation obtained 2.96 (medium) with a standard deviation 1.411
 3. The effective management for cooperative training, results showed that 95.1% of the sample, believe that it is weak, with an average capacity of 3.6 from the Likert scale (weak) with a standard deviation of 1.102. For the role of the cooperative training department in spreading the cooperative training culture, 29.8% believe it to be medium, 27% think it is weak, and the Rijkaard score averaged 2.65 with a standard deviation of 1.304
 4. Results showed that 80.5% of the research sample had weak information about the cooperative training program with a weighted average of the Likert scale (1.5) with a standard deviation of 1.076
 5. 75% of the sample respondents believe that the Office is weakly providing all the information needed by the student with a standard deviation 1.06
 6. As for the reception of the Co-operative Training Office for female students before and after the training program, 98% of the respondents saw this as poor, and the Likert score was weak at an average of 1.7 with a standard deviation of 1.12, and 89% Co-operative Training Office at the specified times of registration and subsequent steps. The Likert scale achieved an average score of 1.5 and a standard deviation of 1.07
 7. Co-operative Training Office providing training opportunities to suit the trainee's ambitions and abilities, the results showed that 89.3% of the respondents saw this as poor, while 10.7% saw them as mediocre. The Likert scale was 1.62 (weak) with a standard deviation of 1.11.

A research sample of students and graduates Results indicate as shown a table No. (3) That:

A study of the satisfaction of the student/graduate from the level of education received at the college showed that 39.7% had a high degree of satisfaction, while 33.3% had an average satisfaction. The average of the mean was 3.39 (medium) and a standard deviation of 1.006. Quality of teachers/lecturers: The results of the study showed that 40.4% saw satisfaction with the quality of teachers/lecturers in a medium degree, which is illustrated by the Likert scale of 3.09, while 23.4% of the sample that this quality to a large extent, as for the teaching method, 42% of the respondents, 2.96, and the degree of satisfaction with the curriculum, most of the respondents by 44% see it as inevitable JH medium scale of 2.89 and a standard deviation of 1.026

Results showed that 33.6% believe that the degree of use of the courses is medium, while 32.6% of the sample believe that it is very much, which is illustrated by the Likert scale of 3.46. 31.2% believe that a percentage of the courses should be canceled to a very large extent. 3.59 With a standard deviation of 1.53, 24.1% believe that the proportion of courses should be greatly increased while 22.7% / average of 3.14 on the Likert scale. The results showed that 34.8% of the research sample has the ability to train others moderately the results of Ricard largely amounted to 3.50 and a standard deviation of 1.240

As for the field of work and its relation to specialization, 46.8% of the sample is on a medium scale with a scale of 3.04 and 60.9% of the sample believe that some courses are added to a very high

degree. According to the results of the Likert scale, it is 4.7 with a standard deviation of 1.38 and 51.8% with a very high level of 4.8 and a standard deviation of 1.19

6. Conclusions and recommendations

The most important conclusions related to our sample, the study shows:

1. The existence of some specialties not needed by the labor market or different from what is known as the labor market, which causes the increase in unemployment.
2. Lack of coordination in the relations between institutions of higher education and the world of work.
3. The necessity to recognize a shared value which must be adopted by all with the external parties that deal with it.

Second, through the statistical analysis of the research hypotheses, the results of the analysis assists the validity of the hypothesis related to a significant relationship between the cooperative training offered by the universities to its graduates and the quality of learning outcomes that the labor market needs

1. There is a statistically significant relationship between the quality of inputs (faculty members and programs provided), the quality of graduates (graduates) and the requirements of the labor market
2. There is a statistically significant relation between the level and quality of graduates of Saudi universities and the requirements of the current labor market
3. There is a significant relationship between the universities and their role in the integration of the scientific reality of the reality of female graduates to become qualified for the labor market
4. Although 70.3% of the faculty members surveyed are aware of the importance of cooperative training, there are obstacles that prevent their application at the present time and this is attributed to the lack of application in the female section.

The application of the cooperative education system requires the establishment of a special office in the university (female section) for this purpose. The application of the cooperative education system also helps to increase the absorptive capacity of the university with the presence of most students in the production institutions.

There is an urgent need to find a kind of coordination and continuous development between university and business owners in order to foster cooperation and provide the right type of graduates. It is essential that a mechanism is established that allows students to gain appropriate practical experience and insight into the world of work.

Furthermore, the curriculum needs revising to incorporate course of cooperative training within the bachelor program to build graduates who are more compatible with the labor market.

Table 1. Distribution of population based on the cooperative training

Items	V. important	good	Acceptable	Poor	Very poor	mean	Std. deviation	Std. error	Likert scale
A sufficient knowledge of the concepts of cooperative training	32.4	27	25.5	9.9	14.2	3.35	1.326	0.112	Medium
A sufficient knowledge of the importance of cooperative training	27	22	28.4	8.5	14.2	3.39	1.346	0.113	Medium
Contribution of the university in the dissemination of the culture of cooperative training	18.4	17.7	29.8	9.9	24.1	2.96	1.411	0.119	Medium
The existence of effective management of cooperative training at the university	0	0	0	4.9	95.1	1.6	1.102	0.09	Weakly
The role of cooperative management training	9.9	16.3	29.8	17	27	2.65	1.304	0.110	Weakly
Information about the cooperative training program	0	0	2.0	17.5	80.5	1.5	1.076	0.107	Weakly
Provide Office to disseminate all the information needed by the students about the training program	0	0	0	24.9	75.1	1.4	1.06	0.101	Weakly
Reception of students' on the office before, during and after the	0	0	0	2.0	98.0	1.7	1.12	0.105	Weakly

cooperative training									
The Office's commitment to the specific dates of registration and subsequent steps	0	0	0	11.0	89.0	1.5	1.07	0.105	Accepted

Table 2. Distribution of graduates according to learning outcomes

Items	Very important	Important	Fairly important	Slightly important	Not important	mean	Std. deviation	Std. error	Likert scale
Satisfaction with the level of education	10.6	39.7	33.3	10.6	5.7	3.39	1.006	0.085	Moderately Important
Satisfaction with the quality of teachers	10.6	23.4	40.4	15.6	9.9	3.09	1.101	0.093	Moderately Important
Satisfaction with the teaching method	12.1	15.6	42.6	15.6	14.2	2.96	1.170	0.099	Moderately Important
Degree of satisfaction with courses	8.5	14.2	44	26.2	7.1	2.89	1.026	0.92	Moderately Important
Extent of satisfaction with infrastructure	4.3	12.1	34	23.4	26.2	2.45	1.130	0.095	Accepted
The benefit of utilization of courses	17.7	32.6	33.6	10.6	5.7	3.46	1.079	0.091	Very important
Change some courses	31.2	22	24.8	9.9	1.1	3.50	1.345	0.113	Very important
Cancellation of some courses	36.9	163	26.2	9.9	106	3.59	1.353	0.114	Very important
Deepening treatment of some courses	24.1	18.4	22.7	17	17.7	3.14	1.422	0.120	Moderately Important
Ability to assist others on skills learned at college	28.4	19.9	34.8	7.8	9.2	3.50	1.240	0.104	Very important
Degree of excellence of	19.1	29.1	42.6	4.3	5	3.53	1.011	0.085	Very important

graduates									
Level on which work feats the specialization	17	21.3	46.8	4.3	18.4	3.04	1.381	0.116	Moderately Important
Added some courses	60.9	20.0	19.1	0	0	3.7	1.381	0.235	Very important
Redefine skills with additional courses	51.8	20.6	17.7	3.5	6.4	4.8	1.190	0.1	Very important

Table 3. Results on the degree of fit of training output with needs

Items	Very good	Good	Acceptable	Poor	Very poor	mean	Std. deviation	Std.err or	Very good	Likert scale
The university graduate has the ability to understand the nature of the institution's work	80	20	0	0	0	4.8	0.447	0.2	80	Very good
The university graduate enjoys a leading personality	80	20	0	0	0	4.8	0.447	0.2	80	Very good
It carries out its tasks	60	40	0	0	0	4.6	0.894	0.40	60	Very good
I have a high commitment for the organization in which I work	20	0	80	0	0	4.6	0.894	0.4	20	Very good
Mastering the use of the computer and its applications	20	0	80	0	0	4.6	0.894	0.4	20	Good
Mastering the use of the Internet	80	20	0	0	0	4.8	0.447	0.20	80	Very good
English	0	20	80	0	0	3.2	0.548	0.245	0	Acceptable

language proficiency										
Her relationship with her colleagues is good	80	20	0	0	0	4.8	0.447	0.2	80	Very good
Provides creative ideas that improve work	0	20	80	0	0	3.2	0.548	0.245	0	Very good
Show self-development readiness in its field of work	80	20	0	0	0	4.8	0.477	0.2	80	Very good
You can adapt to the work environment	80	20	0	0	0	4.8	0.447	0.2	80	Very good
Committed to the dates and hours of attendance and departure	80	20	0	0	0	4.8	0.447	0.2	80	Very good

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