

Analysis of the Factors of Educated Unemployment in Faryab Province

Ahmad Farid Morwat¹ and Zahra Arsalan²

¹Senior Teaching Assistant, Faculty of Economic, Department of Finance and Banking, Faryab University, Faryab, AFGHANISTAN.

²Teaching Assistant, Faculty of Economic, Department of Statistics and Computer, Faryab University, Faryab, AFGHANISTAN.

¹Corresponding Author: ahmadfaridmorwat082@gmail.com



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ABSTRACT

The country's educational system has experienced rapid growth in the past two decades. Increased educational capacity through the establishment of universities and higher education institutions has led to a significant increase in university graduates without aligning with the needs of the job market.

This research aims to analyze the factors of educated unemployment in Faryab province. A sample size of 384 was determined using a random sampling method, and data was collected through questionnaires. Furthermore, Spearman's correlation coefficient was used to determine the relationship between variables.

The research results showed a significant relationship between educational, socio-cultural, economic, and managerial factors. According to the findings: a) A negative relationship was found between educational factors and educated unemployment in Faryab province, with a correlation coefficient of -0.716 . b) A strong negative relationship exists between socio-cultural factors and educated unemployment in Faryab province, with a correlation coefficient of -0.836 . c) A negative relationship was found between economic factors and educated unemployment in Faryab province, with a correlation coefficient of -0.793 . d) A strong negative relationship also exists between managerial factors and educated unemployment in Faryab province, with a correlation coefficient of -0.896 .

Keywords- Educational, Social, Cultural, Economic, Managerial, Unemployment, Educated.

I. INTRODUCTION

Unemployment as a social problem has attracted the attention of many planners and experts. However, the issue of unemployment, due to its consequences in economic, social, cultural, and political anomalies, is disturbing for all people. However, the unemployment of university graduates is of great sensitivity and importance due to the investment made in the training of these forces and its unused use in economic activities.

The educated unemployment problem in Afghanistan is becoming more severe every year. Educational, Scio-cultural, political, economic, and managerial factors have caused this problem to spread wider (Naem zad, 2020). Currently, there are more than

1.5 million educated unemployed in the country (Ekram, 2023). Faryab province is not an exception to this and every year a large number of graduates from private and public universities of this province are graduated and offered in the job market.

A slight increase in the capacity of public and private universities, the mismatch between educational systems and the skills required by the job market, the lack of practicality in subjects and educational content, the failure of universities to create and strengthen a scientific spirit, the lack of clarity regarding the minimum scientific and practical capabilities for graduates, the lack of a suitable environment for scientific and practical training, the low capacity of academic staff, and the lack of prioritization of scientific and research issues in universities have led to a significant increase in the supply of graduates in the job

market (Hamidy far, 2012). On the other hand, the lack of coordination between the job opportunities available in various sectors of the economy, due to insufficient demand, has exacerbated the phenomenon of unemployment among university graduates. Reducing this issue requires understanding the factors of educated unemployment and precise and comprehensive planning regarding the balance of supply and demand in the labor market, so that solutions can be sought by understanding the relationships of the related factors.

Regarding unemployment among graduates in the country, there has been conducted few researches, and identifying its causes has been limited to a few reports. In Faryab province, no research has been conducted on this topic, and questions such as which factors affect the unemployment of graduates? How are educational, socio-cultural, economic, and managerial factors related to the unemployment of graduates in this province? remain unanswered. Therefore, this study aims to examine the factors influencing the unemployment of graduates in Faryab province, so that by identifying and determining the factors affecting graduate unemployment and their relationship, we can adopt appropriate measures and solutions in a rational manner.

Research objective

This research aims to investigate the relationship between educational factors, socio-cultural factors, economic factors, and managerial factors on educated unemployment of Faryab province.

Research Hypotheses

- It seems that, there is a relationship between educational factors and educated unemployment in Faryab province.
- It seems that, there is a relationship between socio-cultural factors and educated unemployment in Faryab province.
- It seems that, there is a relationship between economic factors and educated unemployment.
- It seems that there is a relationship between managerial factors and educated unemployment in Faryab province.

II. THEORETICAL FOUNDATIONS AND LITERATURE REVIEW

Relationship between education and employment

The issue of educated unemployment leads us to consider the relationship between educational, socio-cultural, political, economic, administrative factors and educated unemployment. In the past, it was believed that improving the level of education would reduce the unemployment rate, so that this rate would approach zero among graduates of higher education. However, this theory has been shaken by the increase in educated unemployed people. Countries like India are facing an unprecedented number of unemployed graduates (Malik por & Muhammadi, 2013). In recent years, researchers

have investigated the causes and factors of educated unemployment. Some believe that education is the source of skills and drives the economy and services, so investment in education is considered a kind of investment in human capital. On the other hand, there is the theory that education not only provides skills for professional purposes but also represents social values in promoting community mobility, acting as a good means of selecting the most capable individuals for the best jobs. The third group consists of those who believe that productivity is attributed to the job, not to the person, and thus higher education does not determine productivity. The fourth opinion is that the idea of a connection between employment and education is an illusion that exists in the minds of graduates, and in the real world, such a thing does not actually exist (Sobohi, 2001).

A Perspective on the Issue of Graduated Unemployment

Regardless of political issues and existing perspectives, the educated unemployment and higher education institutions is one of the essential elements of national development. This is particularly important because the job market is the focal point of economic and social development and determines the active role of an engaged citizen, and also because an individual's social activities are made possible through employment. there is not available accurate numbers of graduated unemployment around the world. However, the International Labor Organization publishes figures related to occupational categories for various countries. Two occupational categories (professional occupations and administrative occupations) mainly include higher education graduates. Therefore, the unemployment status of these two categories somewhat reflects the unemployment status of higher education graduates. According to reports from the International Labor Organization, the number of unemployed individuals who were previously employed in these two categories has increased in almost all industrial countries and many developing countries over the past two decades (Makwin, 1993).

Reasons of unemployment of graduates

In recent years, not much research has been conducted on the causes of unemployment graduates in Afghanistan. One of the studies conducted by Dr. Arif Naeem Zad, in 2020, He considers the continuation of the war, weak management, and the gap between the educational system and the market and industry as the main factors of unemployment among educated people in the country (Naem zad, 2020).

On the other hand, the mismatch between educational systems and the skills required by the job market, the impracticality of subjects and educational content, the failure of universities to foster a scientific spirit, the unclear minimum scientific and practical capabilities for graduates, the lack of a suitable environment for scientific and practical training, the low

capacity of academic staff, and the lack of prioritization of scientific and research issues in universities have led to a significant increase in the supply of graduates in the job market (Hamidy far, 2012). Yahyaee believes that the lack of sufficient geographical mobility of graduates, the low job mobility of graduates, the lack of coordination between higher education institutions and production centers and employers, and the lack of necessary information about the job market are the main causes of graduate unemployment (Yahyaee, 1996).

III. LITERATURE REVIEW

Based on the studies conducted in the field of research on the graduated unemployment in Faryab province, no research has been conducted so far. The empirical studies carried out by researchers in other developing countries have some similarities with the conditions in Afghanistan. According to Nozari, Karimi, and Daneshnia (2020) research, social network plays a more significant and effective role in the employment of university graduates. Furthermore, among the skills needed for work, soft skills are more important and effective than other technical, hard, and academic skills (Nozari, Karimi, & Danish nia, 2021). Erik, Koufi Kounto considers the unemployment of educated individuals in Ghana in 2016 to be due to the lack of skills required by the job market and believes that addressing this issue requires more attention from the government (Kontoh, 2016). Similarly, the research results of Ishaq Kofi Bani in 2015 in Ghana show that the unemployment of graduates is closely related to the lack of higher education, and to solve this problem, he has suggested creating job creation programs and employment initiatives (Biney, 2015). Lorena, Greyling (2015) attributes the causes of unemployment among graduates in South Africa to skills, lack of institutional attention to the quality of education, and differences in expectations between employers and graduates in the banking sector (Greyling, 2015). Roger Shi, 2013, attributes low demand due to reduced economic growth, surplus supply, and skill mismatch as the main factors behind graduate unemployment in India (Majumder, 2013). Malekpour and Mohammadi's 2013 research shows that the most important employment barriers are lack of government investment in infrastructure, incomplete implementation of the principle, and the mismatch between educational field and the market (Malik por & Muhammadi, 2013). The results of the studies by Hanen Bin Oda and Maher Gassab in 2011 indicate the existing limitations in higher education and the lack of sufficient employment as the main part of unemployment among graduates in Tanzania (Gassab & Jamoussi, 2011). On the other hand, Esa Zada and Hossainy (2014) in their research on the unemployment of graduates in Iran point out the quantitative expansion of universities and higher education institutions without regard to the specialties and skills of the job market (Esa

zada & Hussainy, 2013). Chukwu et al (2012) in Nigeria highlighted the increase in graduates compared to the number of jobs in the labor market, and the lack of connection between practical and theoretical work as factors contributing to graduate unemployment (Igwe & Chukwu, 2012).

Grisland and Parker's 2009 research content shows that graduate unemployment in South Africa from employers' perspective includes lack of basic skills, cognitive ability, work skills, applied knowledge, and the interaction of these skills (griesel & Parker, 2009). According to Sanat Khwah (2009), the most important factors contributing to unemployment among graduates in Iran are the mismatch between specialized market needs and the universities' negligence in scientific planning for student admission (Sanat khaw, 2009). According to Lie 2007, graduates are not responsible for the unemployment situation of graduates, but employers, the government, and universities play a role in creating graduate unemployment (Lie, 2007). Mokhtaripour and Seyadat (2007) research identifies lack of investment, privatization implementation, lack of support for domestic achievements, insufficient employment facilities, an oil-dependent economy, and reduced GDP as key economic factors contributing to unemployment among graduates in Iran (Mukhtari por & Sayadat, 2007). The study Pauw et al (2006), identifies the main reasons for the unemployment of graduates in South Africa as the lack of essential skills and attributes educational institutions as a factor (Pauw, Bhorat, & Goga, 2006). Ali Souri and Hikmat Raza kiahnsni (2005), in their studies described the labor market in Iran as being filled with a massive volume of educated workforce, which they believe will intensify in the coming years (Souri & Kaihani, 2005). And the last from Naderi (2006), shows human capacity development through higher education in Iran has shown significant growth; however, attention has not been paid to utilizing these capacities, and the solution is considered to be a revision of educational policies.

IV. RESEARCH METHODOLOGY

The present research is classified as applied in terms of its objective and is descriptive-analytical in terms of its method. This research attempts to analyze the factors of unemployment among educated individuals in Faryab province. For data collection in this research, both field and library methods have been utilized. Considering the number of samples in the statistical population of this research, due to the unspecified number of unemployed graduates in Faryab province and time constraints in the research, sampling from the statistical population was necessary. Initially, the sample size was calculated using a formula, and then the questionnaire was randomly distributed among them. To determine the sample size, the Cochran sampling method was used for a total of 384. To ensure that the

returned questionnaires were above the specified value, and also considering the possibility of some target customers not cooperating in completing the questionnaires, 384 questionnaires were randomly selected from the statistical population. These were distributed online, reflecting the absence of physical

presence of unemployed graduates. The questionnaires were also distributed online. Furthermore, to ensure the validity and dynamism (reliability) of this research, Cronbach's alpha test was initially applied to 30 questionnaires that had already been distributed.

Table 1. Test of Reliability

| Variables | Pre-test | | | Post-test | | |
|------------------------|---------------------|--------------------------|------------------|---------------------|--------------------------|------------------|
| | Number of questions | Number of questionnaires | Cronbach's alpha | Number of questions | Number of questionnaires | Cronbach's alpha |
| Educational factors | 6 | 30 | 0.838 | 6 | 384 | 0.878 |
| Scio- cultural factors | 6 | 30 | 0.908 | 6 | 384 | 0.879 |
| Economics factors | 6 | 30 | 0.839 | 6 | 384 | 0.898 |
| Managerial factors | 6 | 30 | 0.946 | 6 | 384 | 0.948 |
| educated unemployment | 8 | 30 | 0.846 | 8 | 384 | 0.896 |
| Total | 32 | 30 | 0.908 | | 384 | 0.916 |

After conducting exploratory factor analysis, the final questionnaire was developed. To assess validity, the questionnaire was evaluated for content validity by experts and confirmed that the questions appropriately measure the research variables. Additionally, the reliability of the questionnaire was assessed by calculating Cronbach's alpha coefficient. The results of this study showed that the questionnaire has desirable reliability, with Cronbach's alpha values of 0.878 for the education quality variable, 0.879 for the

socio-cultural variable, 0.898 for the economic variable, 0.948 for the managerial variable, and 0.896 for the unemployment of graduates. Furthermore, the overall reliability of the research instrument was calculated in the pre-test (0.908) and post-test (0.916), indicating the instrument's desirable validity and stability in the larger sample. These findings confirm that the questionnaire possesses adequate validity and reliability and has the necessary capacity to measure the influential factors.

Table 2. Normality Test

| One Sample Kolmogorov-Smirnov Test | | | | | | |
|--|----------------|---------------------|------------------------|-------------------|--------------------|-----------------------|
| | | Educational factors | Scio- cultural factors | Economics factors | Managerial factors | educated unemployment |
| N | | 384 | 384 | 384 | 384 | 384 |
| Normal Parameters ^{a, b} | Mean | 4.1877 | 4.2222 | 3.6449 | 4.3068 | 4.3403 |
| | Std. Deviation | 0.620132 | 0.661241 | 0.565784 | .95657 | 0.554641 |
| Most Extreme Differences | Absolute | .075 | .140 | .112 | .108 | .106 |
| | Positive | .075 | .140 | .112 | .108 | .106 |
| | Negative | .062 | .136 | .107 | .104 | .073 |
| Test Statistic | | .075 | .140 | .112 | .108 | .106 |
| Asymp. Sig. (2tailed) | | .000 ^c | .000 ^c | .000 ^c | .000 ^c | .000 ^c |
| a. Test distribution is Normal. | | | | | | |
| b. Calculated from data. | | | | | | |
| c. Lilliefors Significance Correction. | | | | | | |

According to Table 2, the Kolmogorov-Smirnov test was used to assess the normality of the data distribution. The results showed that the Sig (Asymp. Sig. 2-tailed) value for all variables was less than 0.05 (0.000), indicating that the assumption of normal distribution of the data was rejected at the 95% confidence level. Also, the values of the highest absolute differences for educational factors (0.075), cultural-

social factors (0.140), economic factors (0.112), managerial factors (0.108), and unemployment of graduates (0.106) indicate the difference between the data distribution and the normal distribution. Therefore, due to the non-normality of the data distribution, the Spearman correlation test is used to determine the relationship between the variables.

Table 3. Correlation matrix of the relationship between educational factors and educated unemployment

| | | | Educational factors | educated unemployment |
|---|-----------------------|-------------------------|---------------------|-----------------------|
| Spearman's rho | Educational factors | Correlation Coefficient | 1.000 | -.716 |
| | | Sig. (2tailed) | . | .001 |
| | | N | 384 | 384 |
| | educated unemployment | Correlation Coefficient | -.716 | 1.000 |
| | | Sig. (2tailed) | .001 | . |
| | | N | 384 | 384 |
| . Correlation is significant at the 0.01 level (2tailed). | | | | |

The results of the correlation analysis show a strong negative relationship between educational factors and graduated unemployment in Faryab province. The correlation coefficient is -0.716, indicating that as the quality of educational factors improves, the level of unemployment among graduated decreases. The

significance level (Sig. 2-tailed) is 0.001 Which indicates that this relationship is statistically significant. Therefore, it can be said that there is a significant negative relationship between educational factors and graduated unemployment, and improving the quality of education can help reduce unemployment.

Table 4. Correlation Matrix of the Relationship between Socio-Cultural Factors and educated unemployment

| | | | Scio-cultural factors | educated unemployment |
|---|-----------------------|-------------------------|-----------------------|-----------------------|
| Spearman's rho | Scio-cultural factors | Correlation Coefficient | 1.000 | -.836 |
| | | Sig. (2tailed) | . | .000 |
| | | N | 384 | 384 |
| | educated unemployment | Correlation Coefficient | -.836 | 1.000 |
| | | Sig. (2tailed) | .000 | . |
| | | N | 384 | 384 |
| . Correlation is significant at the 0.01 level (2tailed). | | | | |

The results of Spearman's correlation analysis of the relationship between socio-cultural factors and graduated unemployment show that the correlation coefficient of Spearman's rho is equal to -0.836 This indicates a strong negative correlation between these two variables. This means that with the increase or improvement of cultural and social factors, the

unemployment rate of graduates decreases. Therefore, it can be concluded that there is a significant negative relationship between Scio - cultural factors and the unemployment of graduates, indicating the impact of social and cultural factors on the unemployment status among graduated individuals.

Table 5. The correlation metric between economic factors and graduated unemployment

| | | | Economic factors | educated unemployment |
|---|-----------------------|-------------------------|------------------|-----------------------|
| Spearman's rho | Economic factors | Correlation Coefficient | 1.000 | -.793 |
| | | Sig. (2tailed) | . | .009 |
| | | N | 384 | 384 |
| | educated unemployment | Correlation Coefficient | -.793 | 1.000 |
| | | Sig. (2tailed) | .009 | . |
| | | N | 384 | 384 |
| . Correlation is significant at the 0.01 level (2tailed). | | | | |

Spearman's correlation results of the relationship between economic factors and educated unemployment show that the correlation coefficient is equal to -0.793 which indicates a negative and moderate correlation between these two variables. This correlation coefficient shows that with the increase or improvement

of economic conditions, the unemployment rate of graduates decreases. Therefore, it can be concluded that there is a significant negative relationship between the economic situation and the unemployment of educated individuals.

Table 6. The correlation matrix of the relationship between managerial factors and educated unemployment

| | | Managerial factors | educated unemployment | |
|---|-----------------------|-------------------------|-----------------------|-------|
| Spearman's rho | Managerial factors | Correlation Coefficient | 1.000 | |
| | | Sig. (2tailed) | . | |
| | | N | 384 | |
| | educated unemployment | Correlation Coefficient | -.896 | 1.000 |
| | | Sig. (2tailed) | .005 | . |
| | | N | 384 | 384 |
| . Correlation is significant at the 0.01 level (2tailed). | | | | |

According to the results of the Spearman correlation in table 6, the relationship between managerial factors and graduated unemployment was found to be -0.896, indicating a strong negative correlation between these two variables. These results suggest that significantly improving managerial conditions leads to a decrease in the unemployment rate of educated individuals. In other words, changes in managerial status are significantly correlated with changes in graduate unemployment. Therefore, it can be concluded that there is a significant negative relationship between managerial status and graduate unemployment.

As a result of the overall correlation analysis between various factors and educated unemployment in Faryab province, negative and significant relationships with different correlation coefficients are observed. The relationship between management factors and educated unemployment shows a correlation coefficient of -0.896, indicating a strong negative relationship. This means that improving management conditions can significantly help reduce the unemployment of graduates. Subsequently, the relationship between cultural-social factors and the educated unemployment shows a correlation coefficient of -0.836, indicating a strong negative relationship. Improving cultural and social factors has a significant impact on reducing unemployment among graduates. In the next stage, the relationship between economic factors and educated unemployment shows a correlation coefficient of -0.793, indicating a negative and moderate relationship. This relationship indicates that the economic situation also has a significant impact on educated unemployment. However, its correlation coefficient is lower than managerial, cultural, and social factors. Finally, the relationship between education quality and unemployment of graduates shows a correlation coefficient of -0.716, which is a negative and relatively strong relationship, meaning that improving education quality also helps reduce unemployment

among graduates. But its correlation coefficient is slightly lower than other factors.

V. DISCUSSION

The quantitative expansion of universities and educational institutions without regard to the specializations and skills required by the job market is a phenomenon that has occurred in the educational system in recent years and has led to the formation of a large mass of unemployed graduates. Currently, the problems of unemployed educated people have become a serious issue in developing and developed countries.

The findings of this research indicate a significant negative relationship between educational factors, socio-cultural factors, economic factors, managerial factors, and educated unemployment in Faryab province. And each of the aforementioned factors has intensified the unemployment of educated individuals in this province, among which the contribution of managerial factors is greater than that of other factors.

There has been little research on educated unemployment in Afghanistan, especially the Farpid Province, and a few short reports have been published in newspapers that have not been widely paid for unemployment. In this context, reference can be made to Arif Naim Zad's research in 2020 titled "A Pause on the Problem of Unemployment and Educated Youth". He considered the continuation of war, managerial weakness, and the gap between the educational system and the market and industry as important factors of unemployment among educated individuals. That the managerial weakness and the mismatch of the educational system with the job market is similar to the present research.

Regarding foreign studies, numerous researches have been conducted on the subject, and I will mention a few here that have a relative similarity to the present research in terms of method and content.

Farahnaz Sabohi's (2001) research in Iran examines and analyzes the causes of unemployment among higher education graduates. This research aims to test five hypotheses about the relationship between graduate unemployment and managerial, educational, socio-cultural, economic, and political factors using a dynamic model of the surplus of unemployed. He concludes from this research that there is a relationship between the unemployment of graduates and managerial, economic, educational, socio-cultural, and political factors, among which managerial factors have the greatest share. The similarity of the above research with the current research is that the share of managerial factors is higher than other factors. The difference is that in the current research, political factors have not been considered due to the sensitivity of the conditions.

On the other hand, the research by Marzieh Mokhtaripour and Seyed Ali Seyadat, titled *The Impact of Economic Factors on Unemployment of University Graduates* (2007), investigated the factors contributing to unemployment using a survey distributed to 351 samples. The author identifies a lack of investment, privatization implementation, insufficient support for domestic achievements, a lack of employment facilitation, an economy reliant on oil, and a decline in GDP growth as the primary causes of unemployment among educated individuals in Iran. Similarities between the above research and the current research include the similarity of the research method, and also in the description of economic variables, the lack of investment, lack of support for domestic achievements, and a decrease in GDP growth. The strong and diverse economy compared to Afghanistan, the updated educational system, foreign investment, and political stability are the reasons for the differences in results.

VI. CONCLUSION

Unemployment is one of the distressing phenomena in any society, which can have unbalanced political, economic, and social consequences. In this regard, educated unemployment, given its seriousness and the investments made in it, is of great importance, and neglecting it can cause irreparable damage to society.

The rapid growth of the educational system in Afghanistan, especially in the last two decades, has led to the country facing a large volume of unemployed graduates. Statistics show that graduates each year make up a significant percentage of the existing unemployed. Faryab province, as a developing province with low capacities in various dimensions, annually presents a large number of graduates from various fields to the market, and the lack of job opportunities has caused this

number to increase every day. The rise in educated unemployment in this province is influenced by causes and factors that have affected this issue in the past years, and identifying these causes and factors requires a precise and accurate understanding of the effective elements so that appropriate and measured solutions can be prepared based on a thorough understanding.

The results of the present research indicate that there is a negative relationship between educational factors, socio-cultural factors, economic factors, and management with the unemployment of graduates in this province, and each has affected the level of unemployment among graduates in its own way. In the section of educational factors, the lack of alignment between educational fields and the needs of the job market, the inconsistency of educational programs with economic and social developments, the absence of precise planning, the quantitative expansion of universities without attention to quality, and the low academic level of teachers are among the most important educational factors that have a negative relationship with graduate unemployment and have caused unemployment in this sector. On the other hand, in the socio-cultural factors, credentialism, insufficient information about job opportunities, self-restraint relationships, negligence in job search, and high expectations of educated individuals in occupying positions have been among the main socio-cultural factors that have intensified unemployment among the educated. Similarly, in the economic dimension, lack of sufficient investment, absence of employment-generating investment policies, low number of production companies, and capital flight from the country are economic factors that have caused unemployment among the educated. Moreover, in the management factors, centralization in administrative management, inability to identify needs, weakness in utilizing local economic capacities, lack of coordination between administrative departments in creating job opportunities, and problems in the recruitment process are the most important management factors related to unemployment of educated individuals in this province.

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