

Student and Employer Expectation

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Abstract: The student and employer expectations from higher education are discussed. Some results of questionnaire show the image of student and employer in usual university activity. The additional activity during study is also discussed.

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1. Introduction

Young people after secondary school have some idea about their future. They would like to position themselves in society. Most of them think about university studies as a good way to allow – them to discover good position. Sometimes they look for “modern” faculties without analyzing employment market. On the other hand Universities, entering the XXIst century, has to find the answer for the following questions: What is the universities mission in education? Do they have the strategy for next 10, 20, 50 years? What is its role in the region and the state? Etc. *Some key questions for the universities to be answered are as follows (important either for the students or for the candidates): What is the position of the universities graduates? and Does the universities possess the promotion strategy of their own graduates?*

2. Employment market

To begin let us look at some statistics (Table 1) [1] that show job offerings after study.

Table 1. Job offer for graduates

Field of study	Job offer
Higher education (in general)	30.4%
Engineering	22.5%
Economy (banking, finance)	22.2%
Management and marketing	4.2%
Medicine, Pharmacy	6.7%
Computer Science	7.1%
Human Sciences	4.9%
Science (biology, chemistry, physics, mathematics)	1.4%
Agriculture	0.6%

Let us pay attention that at the first place is higher education in general. It become clear if we look for typical interview. The notable part of employers says that studies can't prepare student to work on precisely definite position. They also underline, that everyone can learn by continue study work, if he/she:

1. Graduates studies (100% of employers confirm)
2. Wants and can learn quickly (75%)
3. Can works as independent worker and solves problems (67%)
4. Is interested in work and loyal to employer (48%)
5. Is young, but has some professional experience (42%)

6. Knows foreign languages (39%)
7. Can easily come into contact with others (35%)
8. Is skillful with computers (32%)
9. Is disposal (28%)

From above-mentioned follows, those employers expect from *employ*, which has universities diploma to quickly master new job, loyalty and independent work. They can also make easier getting constant professional training for the *employees* by organization special courses or/ and paying for organized by some one else. That can be very big chance for our absolvent and shows necessity of joining to constant trainings.

3. Expectations

When speaking about the education quality, we focus mainly on the didactic process. Undoubtedly, qualifications and engagement of the academic staff as well as university infrastructure considerably influence the university's teaching level. Finding answer for the following questions is of a great importance in the process of the education level evaluation: *In which way the university's graduates are perceived on the employment market? Are the graduates attractive employees for the potential employers? What kind of activities do both students and employers expect?*

Before answering the above questions I will specify the questionnaire results [2], which reflect the image of the students and graduates' expectations. Table 2. consists of the features the most desired by students and by employers.

Table 2a.

In order by students
Self-dependence
Initiative
Responsibility
Motivation
Wish to accept a challenge
Wish to learn and self-education (self-improvement)
Honesty
Inquiring disposition
Tolerance
Maturity
Loyalty
Culture sensibility
Patriotism

Table 2b.

In order by employers
Honesty
Responsibility
Motivation
Loyalty
Self-dependence
Wish to learn and self-education (self-improvement)
Initiative
Maturity
Wish to learn and self-education
Inquiring disposition
Tolerance
Culture sensibility
Patriotism

When analyzing the order proposed by students, one may observe the individual big enthusiasm, dynamics and wish to creative work. Employers look more through the company prism and this order may appear as divergent, but dynamic, initiative graduate with a big wish to learn and self-improvement, is of a great meaning on the labor market. The above-mentioned features are connected with the personality. It is difficult to speak about education in this range, however some attitudes may be created.

Other interesting arrangement is shown below and one may find the answers for the following questions: What kind of students' abilities should the university develop? What abilities should possess the graduate starting his job?

Table 2a

In order by students
Strategic thinking
Ability to solve problems
Creativity
Ability to negotiate
Ability to use theory into practice
Easiness of accommodation to new situations
Self-dependence
Ability to team work
Realization of complex purposes
Self-control in stress situations
Independence in activities
Analytical abilities
Result- and quality-orientation
Global thinking
Ability to take risk
Self-evaluation ability
Regularity
Assertivity
Public speaking ability
Self-evaluation trust
Leadership abilities
Ability to pass knowledge

Table 2b

In order by employers
Regularity
Ability to solve problems
Easiness of accommodation to new situations
Self-control in stress situations
Self-dependence
Ability to team work
Realization of complex purposes
Ability to use theory into practice
Result- and quality-orientation
Strategic thinking
Analytical abilities
Creativity
Ability to negotiate
Independence in activities
Self-evaluation ability
Ability to take risk
Ability to pass knowledge
Self-evaluation trust
Assertivity
Global thinking
Leadership abilities
Public speaking ability

These arrangements are more correlated but one may see the young people's imagination concerning the fast conquest of self-dependent job. However, the arrangement proposed by employers points out the systematic rising of qualifications and progressive obtaining of self-dependent positions through the team work and realization of complex tasks. Irrespective to the order proposed by students or by employers, one may observe some important features, which should be taken into account during construction of study programs as well as during the formulation of the appropriate proposals of active education forms. They are as follows: ability to solve problems, ability to teamwork, ability to use knowledge in practice. The above-mentioned abilities not always may be learnt during study.

Other public opinion poll concerned additional University activities shown in Table 3.

Table 3a.

In order by students:
Foreign trainings
Collaboration with local employers
Foreign studies
Inviting foreign teachers
Educational Fairs on universities
Taking part in researches
International researches
Additional subject seminaries
Collaboration with other home universities
Conferences

Table 3b.

In order by employers:
Collaboration with local employers
Foreign trainings
Foreign studies
Taking part in researches
Additional subject seminaries
Educational Fairs on universities
Collaboration with other home universities
Inviting foreign teachers
Conferences
International researches

In expectation of both sides there is very big conformity, and in this direction should be continued by universities activities to keep high position of graduates. Many of employers find courses, trainings, which give some professional titles as a decisive factor. Some extra seminars, which can be included in studies, may give useful competences for our students.

4. Conclusion

The presented investigations may be useful for organizing education process. It is easily to notice that important part of education is proper fundamental knowledge at the beginning of study. Elder years of study must be closer to practice. Independent work under control of experienced teacher, taking part in research is excellent extension of laboratory practice. Important elements of non-organized activities are student organizations. In those organization students also obtain skills as being operative and working in team.

5. References

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