

Perspective Relationship Between Employers and Graduates of Public and Private Higher Education Institution

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Abstract

Graduates of higher education institutions, whether they are from public or private university, have two basic problems: finding the job rewarding and developing their career. Choosing a career, developing it and getting sufficient earnings require the continuous effort of individuals. Individual development is a critical process whose most powerful contributions to the organization are to do with productivity, performance, knowledge development of society and organization progress. Its greatest benefits for individuals are to do with personal competence, growth, adaptability and continuous employability.

Employability of graduates would be checked as soon as they accomplish their study. At the end of long-term study higher education institutions evaluate them by asking the three selection questions:

- *What they know about employers,*
- *What they know themselves and their preference, and*
- *Their job seeking contacts to employer.*

The main objective of this paper was to look into the states of research in private and public higher education institutions with particular attention on perspective relationship between employers and graduates of private and public higher education institution in Ethiopia, especially between Addis Ababa University and St. Mary's University collage.

The study is basically focused on descriptive and analytic methods based on literature review and questionnaire selected from 48 respondents out of 200 samples distributed by non probability sampling technique.

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1. Introduction

1.1. Statement of the Problem

Choosing a career and making the change from college or university student to successful employee takes a careful learning planning, and good job searching ability. Some graduates find it hard to decide what kind of career or job they want; also perhaps, they have trouble identifying potential employers or contacting them.

At the end of long-term study, some universities and colleges such as Maria Cure Sklodowsk of Poland and California University of USA evaluate their graduates whether they are capable to find a job or not. To this end, they use the three selection questions consisting:

- 1) What the graduates know about themselves,
- 2) What they know about employer, and
- 3) Their job seeking contacts to employer.

The study of “Prospective Relationship Between Employer and Graduates of Public and Private Higher Education Institution” will investigate different capability of job finding, career developing and employers-graduates approaches. Moreover, the result of the study of graduates from extremely different ownership and management systems, different qualifications and different level of profession may indicate different possibilities of job finding. Therefore, the question of the study is why do the effects of the problem vary:

- From institute to institute?
- From profession to profession?

From absolute answers to questions in general. Specifically:

1. Variation of responses from public university to private university,
2. Variation of responses from profession to profession,
3. Variation of responses from qualification to qualification,
4. Variation of responses from nation to nation, and
5. Variations of responses from individual to individual are analyzed.

1.2. Purpose of the Study

The main purpose of the study is to give an idea for the future research in the area and to publish an “Occupational Manual” for graduates.

Therefore, the objectives of the study are:

- ❑ To make the graduates effective in finding a job according to their interests and career plan.
- ❑ To improve the graduates’ attitude and knowledge of career development
- ❑ To improve graduates’ knowledge of self-assessing of their own performance.

1.3. Scope of the Study

The study will provide a thorough investigation of prospective relationship between graduates and employers comprising the following main topics:

- a) Career development as pre-requisite for relationship between employer and graduates as first part of the study,
- b) Graduates and their job hunting capability after graduation, as survey of the problem.

1.4. Source of Information and Methodology

As indicated above, the study will focus on graduates of private and public higher education institution. 48 senior business and economic students of Addis Ababa University and marketing management students of St. Mary’s University College were chosen as a sample of the study. Samples are selected by non probability sampling technique from both institutes and have equal number (24 students from each).

The information is gathered through the following tools:

- a) Information related to career development, possibility of self-assessment is gathered through literature review method.
- b) Information related to current senior students’ capability for job hunting is gathered through questionnaires and interview method.

2. Career Development as Pre-requisite for Relationship Between Employer and Graduates

2.1. Definition

Career development has been defined as “an organized, and planned effort comprised of structured activities or processes that result in a mutual career plotting effort between employees and its organization” (Gilley and Egglund, 1989:48). Although there is no clear definition of development, it can be presumed that it is the noun form of the verb to “develop” which is defined as gradually become mature, advanced or organized - upward growing (Dictionary 2002).

Thus, the concept of career development has been one of upward movement involving:

- Entry criteria linked to educational attainment or vocational training,
- A planned structure of job experiences and promotional steps,
- Progressive status and/or salary,
- Membership of an external professional or occupational body with its own codes and culture (Sparrow and Hilltop, 1994:427) .

In order to develop career, there must be a relationship between individuals and organizations. The relationship that binds individuals and organizations is two-fold:

- 1) There is a legal contract that specifies duties, terms and conditions, and material rewards and clarifies the legal obligations of the parties.
- 2) There is also a psychological contract consisting of felt and perceived expectations, wants and rights. It is this contract that provides the framework for the continuing relationship between the parties - employer and employees. If the employers wish to change the legal contract of employment, they can do so only on the basis of renegotiation and a new agreement between the parties.

In the same way, if the bias of the psychological contract changes during the individual's career with the employer, then that should be acknowledged as a cause for the parties to jointly identify the key issues raised by the changed situation, what each party wants in that new situation, and a renegotiation of what each will offer to the other. Thus career tracks are in consequence more focused on mutuality of interest and need rather than on planned upward movement.

The double preferences to mutuality in the above paragraph is deliberate. Unless mutuality is embedded in career development system, the commitment of the individual to any career planning process will be lost: there will be a crisis of creditability and a negative impact on organizational as well as individual learning and growth.

2.2 . Learning process and Career Development

The word career is a way of making a living (usually professional). The word development denotes learning experiences of any kind, where by individuals and groups acquire enhanced knowledge, skills, values or behavior. Its outcomes unfold through time rather than immediately, and they tend to be long lasting. Thus career development is professional achievement through a long-lasting learning process; learning will change people's knowledge, skills, values or behavior. Therefore, learning must be planned and carefully processed.

There is an increasing recognition of the fundamental role of planned learning at individual, organizational and national levels. It must play a great role if sustained economic growth and societal well being are to be achieved.

In its efforts to stimulate that growth and well-being, national education and training policy is trying to come to understand the human implication of developing knowledge. In other word, employee development.

What is employee development? In its organizational context, it is a process to help people acquire and maintain the competence and commitment that will:

- Improve performance, quality, customer service and long-term organizational process.
- Aid recruitment and retention, and stimulate and support continuous individual development.
- Help to enhance the skill and knowledge base of the organization and of individuals.

Developing people is therefore a critical process whose most powerful contributions to the business are to do with productivity, performance, knowledge development and organizational progress. Its greatest benefits for individuals are to do with personal competence, growth, adaptability and continuous employability.

Students learn different disciplines at university or at college. After graduation, they will continue another learning process -- searching for more knowledge, introducing the concept of knowledge productivity from knowledge productive organization. Knowledge productive organization means an organization where there is an approach to the process of work and learning.

Learning levels collectively, as well as individually will lead to the expansion of existing knowledge and the generation of new knowledge.

According to Kessels, to be knowledge productive, learning is not enough. There must also be unlearning and relearning. Relearning refers to the need to transfer old learning to new context, and to make the necessary adjustments that this process involves. Unlearning is the process of removal of any barrier to relearning and new learning that are presented by previously acquired knowledge, skills, attitudes, and cognitions.

Being clear about the purposes of learning, and planning for it to occur, are essential components of the organizational learning process. The setting of objectives to achieve it, may be the responsibly of the individual learner. However, learning process must help employees to move through the key steps of organizational life -- entry, mastery of the job, continuous improvement and development, and preparation for exist. Thus, learning unlearning or relearning are basic processes of career planning and development.

2.3 . Self -Assessment of Graduates’ Performance of Job Finding

The fundamental core of career planning or development starts from self assessment. Many students enter to the world of work without understanding the kinds of competencies and motivations they have. To assess understanding here are three basic questions to be answered: (1) can you correlate your academic preparation and your career goals? (2) How can you identify your interests and skills? (3) How can you avoid a job mismatch resulting in discontentment? Whatever answer comes for each question; the following points must be taken in to consideration:

1. It is critical that you acquire self-knowledge,
2. You are the only person who must know about yourself; you cannot expect anyone else to determine your career,
3. Know what you are good at and motivated to do,
4. Your work may not be the same as what you have studied,
5. The value to employer contains the things you do well, and you are motivated to do. Thus, whenever you search for a job, be able to remember the above considerations.

“It is not always the most qualified person who gets hired, but the person who best understands how to look for a job. A successful campaign requires hard work and significant planning. Above all, a positive attitude is necessary.”

In order to assess yourself, use the following self-check and self-administered check list. They will help you to know about yourself, employers, and to contact others. This checklist is designed to help you to find where you may be off target in your job search. The way you answer the following questions may yield some important clues. Answer each question “yes” or “no”. Then total your “yes” answers at the end of the form and discuss the results with your friends, families or with your advisor.

For the purpose of self-assessment, the questions are categorized in to three sections; and each question has one point.

Section I: - What you know about yourself and your preferences has 10 points

Section II: - What you know about your employers, has 10 points.

Section III: - Your job seeking contacts to employers, has 10 points.

Total scores of the three sections will be 30.

In order to calculate your performance capability:

Add up your “yes” answers of each parts of questions.

If the total score is above 7, you are excellent

If the total score is between 5 and 7, you are good

If the total score is below 5, you are weak to contact your employer, able to know about yourself and performance concerning your future occupation; follow the same procedure for all sections.

After you complete grading your self-check assessment score: 1) Use this information to guide you in determining your interest, skill, and the types of working relationship you want and the kinds of payoff you desire in your career. It is useful to conclude your assessment with a final rating. Therefore, if the sum totals score of the three sections is above 25, you are on the right track to find a job, from 19-24 you are close to get into the right track, from 12-18 you are far from the track to find a job. You need continuous effort to be on the track .

Generally, total scores of above 12 are indicators of being a good candidate for searching a job. But If the total score is below 12, you are not prepared as a job searcher. Thus you need a special effort to improve your job search ability. (The three section questions are used in discussion and result part of the paper on pages 16-19).

Results of self-assessment are guidance to your career development. Whenever you summarize your career development, commence by choosing your strongest interest, skills, working situation, and payoff. You will need to get over your information more than once to get the clearest picture of your career.

2.4. Establishment of Career Objectives

As you prioritize your skills and needs you will discover certain patterns in each of the categories. Now, you are on position in which you can determine what you are and are not willing to do. What is important for you is to combine these information into a career objective for the ideal job.

Keep in mind that career objective is an “ideal” job description. It is unlikely that every element will be realized, but it is something to strive for and is a scale by which you can evaluate a particular job.

Objectives are confused with goal and aims. To keep aims, goals and objectives clearly separated, it is helpful to remember that objectives are stated based on goals and goals based on aims. (Aims → Goals → Objectives). Objectives are more specific than goals, and this specificity increases in the progression from general career objectives.

Career objectives must describe:

1. The behavior of the learner when demonstrating his or her achievement of the objectives.
2. The condition embossed on the learner when demonstrating mastery of the objectives,
3. The minimum proficiency level that will be acceptable.

Let us see the examples of each term.

Aim: To develop learner’s interest in the science or art of economics,

Goal: To develop the mental, moral, emotional, and physical power of the individual to make greatest possible contribution in economic field,

Objective: To learn how to overcome the problems of scarcity.

Aims, goals and objectives guide you to make a good decision on what to do and what not to do. Not only this, they guide you how to secure suitable job.

2.5. Decision on Futurity

As you begin to identify jobs suited to your career objectives, it is absolutely essential that you invest time and energy in to job search. Spend some time learning about the variety of careers that suit your skill, interest, and education.

In order to make a good decision about your career based on career objectives, talk to friends, faculty members, family, and people in your field of interest about your ideas. To gather information now and then, be cool and have patience. Do not decide accidentally or spontaneously.

You will have some facts. The criteria you will seek in a job and job setting, and information about potential careers may not agree. Therefore, evaluate the career options you research in light of your skills and criteria. Since few careers will precisely match your preference and expectations; you must decide on what compromises you are willing to make. Then, the following questions will get answered:

1. Will you take a lower starting salary to enter your preferred field?
2. Will you have to spend more time than you expected in an entry - level job?

Realize, that you will find more than one career that appeals to you and that complements your skills and job preference. The answer for the above questions will give you a power to decide on your future life

Therefore, in order to gain a job and promising future life you must consider the following steps:

- Step one- determine your goal (s)
- Step two - organize strategy and plan
- Step three - market yourself
- Step four - have a positive attitude

Now, let us examine each step.

1. **When you determine your goal(s)**, identify the type of work (not job title) you are looking for and the type of organization in which you want to work. Employers want to know your skills and how you can fit into the organization. They will not try to figure out where you belong to. However, always be flexible and open to new suggestions.

2. **When you organize your strategy and plan:**

- (a) **Identify a geographical area** - narrow your range to few cities of country.

- (b) **Decide the type of business or organization for which you want to work.**

Put a list of all such organizations for which you want to work. Put a list of all such organizations in your target area. Use telephone books, local business magazines and newspaper articles' to develop the list.

- (c) **Begin to develop a network.** Everyone you meet is a potential source of contacts. Get names of people in your field and begin some informational interviewing. Ask each interviewee for additional contacts.

- (d) **Learn as much as possible about each company on your company list.** Use people business magazines newspapers articles, small business associations etc, for this information.

- (e) **Narrow your list to manageable number of possibilities.** Research these companies in more depth. Get names of current employees and make appointment for informational interviews. Contact as many people with the organization as possible. Follow up with letter and phone calls.

When you develop an action plan, you have to define what you are looking for, organize what and when to do: Identify possible resource and systematically pursue them. For example, plan what to do and how to do in the first two months?

Plan when and where to find a job? Determine which skill requires improvement. Keep records of contracts; interviews and follow -up.

3. **when you are marketing yourself**, understand that it is not what the company can do for you but what you can do for the company. Show the employer what you have done and what you are capable of doing. A resume can be a vital tool for marketing yourself and making a lasting impression. Make sure you have carefully analyzed your skills and know how they can be applied to various situations.
4. **To have positive attitude**, you will experience many rejections and disappointment, because looking for a job can be hard work and can take above six months or more. Rejection and disappointment is a normal part of the job searching process. Perseverance will pay off approach each new contract and opportunity with fresh excitement and expectations. Therefore, through long-term experience you will have a positive attitude to search a job.

3. Graduates and Their Job Hunting Capability after Graduation: A Survey of the Problem

Standardization of Research Tools and Interpretation of Results

As literature taught us, some universities and colleges such as Maria Cure Sklodowska of Poland, and California University of USA, evaluate their graduates whether they are ready to find a job or not. They used the three sections “**Yes**” or “**No**” answer questions as a yardstick; they established test norms based on the scores achieved.

The establishment of test norms is an essential requirement to ensure that scores are meaningful.

For the purpose of this research, 30-test item, which are modified from University of California are selected. Those items are exercised on graduates successfully engaged in different occupations in Poland and USA.

The principle underlying the interpretation of responses toward test item is the same for all occupation. Graduates capable employment must score more marks in the assessment.

The three parts of questions have ten questions with one equal score each. In order to distinguish between the graduates on the right track to hunt the job and weaker, we use two kinds of evaluation approaches: absolute performance standard and non- absolute performance standard. These evaluation standards are known as criterion-referenced evaluation and norm-referenced evolution standards respectively. The word standard is defined as a level of quality, especially one that people think is acceptable. In this paper, the word standard is used to define the quality of graduates to find a job.

A) Criterion Referenced Evaluation Approach :-

In the case of criterion reference or absolute performance standard evaluation approach parameters are fixed. Most of the time it has the following levels:

- High level standard $\geq 80\% \leq 100\%$ rates score.
- Average level standard $\geq 65\% \leq 80\%$ rates score.
- Low level standard $\geq 50\% \leq 65\%$ rates score.
- Below standard level $<50\%$ rates score. But to make compare our graduates with

graduates of California University, we used the same procedure of calculation and grading as they did;

- Excellent standard $\geq 80\% \leq 100\%$ rate.
- Satisfactory standard $\geq 46\% < 80\%$ rate
- Unsatisfactory standard $< 46\%$ rate.

For this particular study, the following figures are interpreted as here under:

- a) Achieving 80 % to 100 % score from given test items is being on the right track to hunt a job in a near- future, say within a months, or is very close to get a job.
Achieving 46% to 79 % score from given test items needs maximum effort to find a Job.

- c) A person (s) who gain below 46% score out of the given test items is said to be hopeless to find a job for a year, even longer.

According to the survey on marketing and accounting graduates, all the sample respondents (48) responded to the three part “Yes” or” No” answers questions. Each respondent has been asked to answer 30 questions. The entire yes answer comprises 1440 scores. Thus, the criteria to be on the right track to find a rewarding job is scoring from 1152 to 1440 yes answers. Thus, the hopeful group needs from 662 to 1151 scores. Therefore, according to criterion- referenced evaluation approach graduates who achieve below 662 scores are hopeless to find a job for a long time.

B) Norm Referenced Evaluation Approach

Unlike the criterion-referenced evaluation approach, norm referenced approach is flexible by nature. It evaluates candidates of the same group. The score could be arranged based on the scores achieved by that particular group of candidates.

This approach may form the following levels of competitors:

- High standard level (H_s) $> AVS \leq M_s$
- Average $>> >> (A_v_s) = M_s + M \div 2$
- Low standard level (L_s) $> M \leq A_v_s$
- Below standard level (B_s) $< M$

Where: H_s – High standard

A_v_s - Average standard

M_s – Maximum score

M – Mean of the score

L_s - Low standard

B_s -Below standard

According to norm referenced approach evaluation, regardless of what score they achieved, graduates who are included in high standard level competitors are assumed to

get a job faster than the average standard level competitors, and the average standard level before the low standard level graduates. Graduates who achieved below standard are the weakest graduates to find a job.

Result and discussion

Result

Responses for each question from each graduates of private and public higher education institutions are indicated in Tables 1,2,3 and 4 here under.

Table 1: What Graduates know about themselves and their Performance

No	Questions	Scores of Yes or No answers				Total	
		Graduates in Accounting AAU		Graduates in Marketing SMUC		Yes (3+5)	No (4+6)
		Yes	No	Yes	No		
1	Can you clearly state your career goals?	24	--	22	2	46	2
2	Can you explain why you chose your major?	24	--	24	--	48	--
3	Can you describe your greatest strength?	21	3	19	5	40	8
4	Can you describe your greatest weakness?	18	6	18	6	36	12
5	Can you name the work activities you do best?	18	6	23	1	41	7
6	Can you list at least five job skills and abilities you have?	11	13	18	6	29	19
7	Can you list five things you did related with your job experience?	9	15	7	17	16	32
8	Can you list five things you learned?	17	7	22	2	39	9
9	Have you clearly defined your geographical performance and limitation?	13	11	19	5	32	16
10	Have you determined the salary range you will consider?	10	14	17	7	27	21
Total		165	75	189	51	354	126

Source:- Based on Placement Manual 1992-1993 : University of California.

Note: The above yes or no question and their answers are modified to fit Ethiopian Graduates conditions

Table. 2: What Graduates know About Employer

No	Questions	Scores of Yes or No answers				Total	
		Graduates in Accounting AAU		Graduates in Marketing SMUC		Yes	No
		Yes	No	Yes	No	(3+5)	(4+6)
1	Can you name at least three of employment opportunities in to which you might fit?	17	7	23	1	40	8
2	Can you name at least ten kinds of employer that might hire a person with your background?	9	15	20	4	29	19
3	Can you name at least ten position titles that might fit you?	8	16	11	13	19	29
4	Do you know four resources to help you find the answers to question No.1 above?	13	11	20	4	33	15
5	Do you know four resources to help you find the answer to question No.2 above?	11	13	16	8	27	21
6	Do you know four resources to help you find the answer to question No.3 above?	14	10	14	10	28	20
7	Can you name at least four sources of information that could help you discover potential employers in a particular geographical area?	17	7	18	6	35	13
8	In the past month ,have you talked to at least three people who are employed in your field of interest with the purpose of learning more about what they do?	13	11	17	7	30	18
9	Can you name at least five employers to whom you have applied for work in the past two weeks?	7	17	12	12	19	29
10	Are any of these employers curious as to how your skills could help their organization?	10	14	9	15	19	29
Total		119	121	160	80	279	201

Source: - See Table one

Note: The above yes or no question and their answers are modified to fit Ethiopian Graduates conditions.

Table 3: Job Seeking Contacts of Graduates to Employer

No	Questions	Scores of Yes or No answers				Total	
		Graduates in Accounting AAU		Graduates in Marketing SMUC			
		Yes	No	Yes	No	(3+5)	(4+6)
1	Do you use advertised job vacancy listings as your major source of job leads?	13	11	16	8	29	19
2	Have you prepared a resume with which you are satisfied?	18	6	19	5	37	11
3	Have you asked anyone for feedback on your resume?	14	10	15	9	29	19
4	Have you asked employers for feedback on your resume?	12	12	6	18	18	30
5	When you apply to an employer, do you send your resume to personnel office?	11	13	17	7	28	20
6	Are you familiar with the organizational structure, services(program), and products of the employers to whom you are applying?	12	12	5	19	17	31
7	Do you know the question employers are likely to ask you in interview?	11	13	20	4	31	17
8	Can clearly state why are you interested in working for each employer to whom you apply?	18	6	22	2	40	8
9	Have you tried writing out answers to common interview questions?	15	9	12	12	27	21
10	Have you tried role-playing with a friend or relative?	18	6	13	11	31	17
Total		142	98	145	95	287	193

Source: See table two.

Note- The same as tables 1and 2

Table 4: Summarized table indicating distribution of graduates covered by survey classified by profession

Profession	Parts of questions and their answers						Total answer	
	Part one		Part two		Part three		Yes	No
	Yes	No	Yes	No	Yes	No		
Accounting	165	75	119	121	142	98	426 (59%)	294
Marketing	189	51	160	80	145	95	494 (69%)	226
Total	354 (74%)	126	279 (58%)	201	287 (59%)	193	920 (63%)	520

Source : own

Dissection on Group Results Based on Criterion Evaluation Approach

According to data from survey, the following results are indicated in tables 1, 2, 3, and 4. Total achievable scores for job finder candidates had been the following:

Achievable “Yes” answers = 1152 to 1440 scores = (80 % to 100%), 662 to 1152 score (46% to 80%) and below 662 (46%). But respondents who achieved maximum total “Yes” answer equal 920 or (63%), i.e. 17% less than required to be achieved the bottom level of the highest rate. This denotes that both groups of graduates achieved below standard of the above mentioned university and college.

When we observe the total data of both groups for each part of questions, we would see the following:-

- Part one total yes answers = 354 or (74%) out of 480 achievable score.
- Part two total yes answers = 279 or (58%) out of 480 achievable score.
- Part Three total yes answers = 337 or (59%) out of 480 achievable score.

The above results show that graduates know their preference and how to contact with their employer than the employer himself.

The data of each group for each part of question varies as here under.

A. For accounting graduates 720 total Yes answerers were achievable; but they achieved 424 total yes answers (59%) from this,

- Part One Total Score = 165 or 68% which is 23% of achieved score
- Part Two Total Score = 119 or 49% which is 16.5% of achieved score
- Part Three Total Score = 142 or 59% which is 19.7% of achieved score

B. For marketing management graduates total yes achievable answers were the same as accounting graduates (720), but they scored for 494 or 69% from this:

- Part One Total score = 189 or 78% which is 26.25% of achieved score
- Part Two Total = 160 or 66% which is 22.22% of achieved score
- Part Three Total = 145 or 60% which is 20.40% of achieved score

When we compare data from each group their maximum achieved score is not the same (59%,69%, respectively). That means each group has its betterment against the other. Achieved score for different sections of the question also varies. For example, both graduates know their performance than about employer (74%, 58% respectively).

Individual graduates also have different knowledge for different parts of questions as indicated in each table above.

Discussion on Results of Individual:-

a) From Marketing Graduates

- 4 or 16% respondents achieved from 24 to 30 scores which is 80%-100% of achievable score
- 14 or 58% respondents achieved from 12 to 23 scores which is 46%-80% of achievable score
- 6 or 25% respondents achieved below 12 scores which < 46% of achievable score

b) From Accounting Graduates

- 8 or 33% respondents achieved from 24 to 30 scores which 80%-100% of achievable score
- 15 or 63% respondents achieved from 12 to 23 scores which 46%-80% of achievable score
- 1 or 4% respondent achieved less than 12 scores which < 46% of achievable

According to the above data, accounting graduates have better chance than marketing graduates to get a job within a near- future.

c. Result of Both Group Compared with Individual Capabilities

- 12 graduates achieved above 24 scores (80% i.e. 25% of the respondents)
- 29 graduates achieved from 46%- 79% i.e 60% of the respondents)
- 7 graduates achieved below 46% that is 15% of the respondents)

This proves that graduates of marketing and accounting (1st degree level, middle level graduates) have different individual capability for job searching compared to the results of each group with the total result. Therefore, the structures of graduates in terms of 1st degree and middle -level (diploma), accounting and marketing graduates, government and private ownership higher education institution is an important aspect of perspective relationship between employer and graduates. Because it enables the reader to know the prospective relationship between employees and employer in different categories.

Based on criterion reference evaluation, the survey result showed that selected samples from two different professions and different higher education institutions (Government and private) in the past academic year (2004) are very far from achieving job within a near future .The highest score which is above 80% is not achieved .The maximum score was 920 which is 63% i.e. 17% point rate less than what would had been gained.

The three part question used for measuring the capability of job finding resulted in different level. The first part of the question indicates that graduates are more active to find job than the rest two parts. They scored 354 which is 74%. The 2nd part indicates the worst result following the 3rd part i.e. 58% and 59%, receptively.

The professional composition has clear effect on job-hunting capabilities. The two professions (Accounting and marketing) respondents' score showed incomparable figure i.e. 426 (59%) and 494 (69%), respectively.

With regard to the difference by nation the survey witnesses weakness of Ethiopia Higher Education Institution graduates in job finding. When comparison is made between Ethiopian colleges or universities, they also have dominance one over the other. From this we can conclude that both professions (accounting and marketing) whether they are middle-level or first degree, private or government ownership require different effort to find a job; they will face different problem of unemployment.

Regarding the relationship between both groups capability for each part of question, the middle-level marketing graduates of private higher education institution dominates over 1st degree accounting graduates of Addis Ababa University on question part three 142 score (59%) marketing and 145 score (60.5%) accounting graduates. But when we observe individual capability 1st degree Accounting graduates of AAU have as double as marketing graduates of SMUC, i.e. 8,4 persons who scored above 80%.

Twelve graduates from both departments who make 25% of the total respondents scored above 80%, which is promising to hunt a job within the near-future.

According to the result of the survey provided, the entire respondents have different capability for three different parts of assessment questions. They scored 74%, 58% and 59% rates for 1st, 2nd, and 3rd part of test items. As clearly has been shown, all graduates are weaker in question part two which requires knowledge about their employer.

Even though they have below 80% score, accounting graduates have better attention than the other on question part one, rated 74%. The least rated score is achieved by 1st degree graduates of accounting from Addis Ababa University i.e. 49% on question part two. This indicates the need for a great effort to know about their employers.

Discussion Based on Norm-Referenced Evaluation Approach

As indicated in the summary table, the total score achieved by respondents is 920. This figure cannot be used to measure of capability of job finding when we use norm-referenced type of assessment .In order to calculate the value of each level of capability, we need the following figures:

- Total score achievable for individual respondent =30
- Average score achievable for all respondents =15
- Total score achieved by the whole respondents =920
- Average score achieved by respondents $920 \div 46 = 19.8 \sim 20$
- Maximum score achieved by individual =29

Now, we can calculate average standard level i.e. $29 + 20 \div 2 = 24.5$

After computing the average standard level we can easily indicate:

- High standard level 24.5 or $\geq 80\%$
- Average standard score $\geq 20 < 24.5$ or $63\% < 80\%$
- Low standard level $\geq 15 < 20$ or $\geq 50\% < 63\%$ achieved score
- Below standard level < 15 score or $< 50\%$ of achievable score

Achieving high standard and average standard level means employable candidates. Low standard level competitors are not in good track to hunt a job; but they are better than below standard level score requirement. Those having low standard level need advisors and maximum effort to improve knowledge of job finding in all parts of questions. But candidates below standard level are unlikely to find a job for a long time.

Based on the above types of assessment approach i.e. norm-reference approach, it has been found out::

- a) The whole respondents scored for three parts of question are categorized as follows:

- High standard level, 12 graduates or 25 % rate
- Average standard level, 14 graduates or 29% rate
- Low standard level, 15 graduates or 30% rate
- Below standard level, 7 graduates or 15%

Total 48 graduates or 100%

b) Answer of the accounting graduates respondents for three parts of questions are as categorized as follows:

- High standard level 8 graduates or 33%
- Average standard level 7 graduates or 29%
- Low standard level 8 graduates or 33%
- Below standard level, 1 graduate or 4%

Total 24 graduates 99 ~ 100%

c) Answers of the marketing respondents for three parts of question are categorized as follows:

- High standard level 4 graduates or 17%
- Average standard level 7 graduates or 29%
- Low standard level 7 graduates or 29%
- Below standard level , 6 graduates or 25%

Total 24 graduates 100%

4. Conclusion and Recommendation

4.1. Conclusion

It is not always the most qualified person who gets hired but the person who understands how to look for a job. The paper thoroughly investigated unemployment problem which would face graduates who completed their study in the fields of marketing management and accounting of course all factors remaining the same. The data gathered from respondents about job hunting may be related to that of the perspective relationship between employer and graduates.

The result of empirical and theoretical study informed how graduates are seeking to contact employer, and what they know about their employer and their preference. Moreover, it explored how to find a job and develop career after graduation from higher education institution.

The structures of graduates in terms of 1st level and middle level profession, public and private ownership and domestic and foreign nationality are an important aspect of the study. As has clearly been observed in both evaluations (absolute, non-absolute) approaches, combinations of different categories have an effect on the result of the study indicating dominance of one on the other. However, the general result showed that selected samples from different categories of graduates in the past academic year (2004) are very far from securing a job within a short period of time. Therefore, each graduate must determine his goal, plan how to get a job, market himself and have positive attitude toward employers.

4.2. Recommendation

In order to overcome the problem of unemployment, graduates must be aware of the way they can find a job and which career is promising future life. To this end, senior lecturers of managerial, economic or ergonomic sciences must provide short term advisory; say 5 – 10 hours for their graduates before they leave the college or university. In addition to this, private and public higher education institutions should play a role by acquainting their graduates with occupational manual as a tool of reference for job searching.

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