GRADUATES EMPLOYMENT IN THE FIELD OF EDUCATIONAL MANAGEMENT IN IRAN

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Abstract
This research reviewed the situation of employment of graduates in different aspects in Iran. Mixed method was conducted. Statistcal society was 200 graduates. Samples in quantitative study include 50 M.A graduates and in qualitative study include 12 M.A graduates in 5 faculties of education at 5 popular state universities in city of Tehran in Iran. Data gathered by questionnaire and online interview between October 2015 and March 2016. Results indicated percent of unemployment the field of Educational Management was high, average duration of unemployment was more than 3 years. Annual salary was between $4000 - $5000. Networks were the main strategy for job search. Result of online interview was similar to above findings.

Keywords: student, graduate employment, educational management

Introduction
Students have career advancement in mind when entering higher education: It is widely believed to improve one’s overall future prospects, and especially one’s employability (Yang, 2010). From this belief, individuals decide to maximize their degree and standard of education. Therefore, pursuing higher education creates a clear expectation of a better job and a higher salary after graduation. In spite of anxiety about employment following graduation among university students and the high level of graduate unemployment (Green, 1989), it has not attracted enough attention in the academic literature. One way in which we can develop useful and current information is to examine the situation of graduates in the form of case study. For example, Tomlinson (2007, 2008) studied student attitudes and orientations towards the labor market, and the importance of educational credentials to their future careers in the United Kingdom. Taylor and Pick (2008) studied the work orientations of Australian university students. The research in these two countries indicates that while university students are still considered “knowledge workers”, they face challenges in finding employment because the labor market for students is so congested and competitive. McQuaid and Lindsay (2005) believe that employability has recently emerged as an embracing objective; directing national and supranational policies toward addressing unemployment crises. In this context, Iran has faced serious challenges. More than 270,000 Iranian students have graduated from universities each year, adding to the demand for jobs. But labor market is unable to provide it (Azizi
The unemployment rate for graduates in Iran was estimated to be 14-21 percent on basis of the field of study (Alibeigi and Zarafshani, 2006). In a research it is not possible to study situation of all majors. So, I focus on the field of educational planning and educational management.

Review of literature

Factors in employability of graduate

Success in finding satisfactory job is influenced by many factors, the most significant factor is the field of study (Alberta Career Development and Employment, 1991b; Martinez, Sedlacek, and Bachhuber, 1987). Second is higher degree. Although bachelor degree holders in the field of psychology and related areas can become research assistance and fulltime staff, graduate degrees offer more opportunities for advancement (Lloyd, 2000). Third are knowledge, abilities, passion, personal characteristics and transferable skills such as interpersonal skills, communication skills, computer literacy and thinking skills. Forth is personal management such as organizational skills, money management skills, time management skills. Fifth are work specific skills that usually learned through some form of training – in the classroom or on the job- and through observation and practice (Government of Canada, 2009a). Sixth is making positive connections through people or networking. By networking graduates can get support for their job search. More importantly, they can learn about job opening (Government of Canada, 2009b).

Job search strategies

Graduates do experience difficulty in finding suitable employment that matches their interests and skills (Canadian Occupational Projection System, 1990). According to Kutter & Morgan (2007), knowing professors, involving in research, seeking internships, getting work experience and engaging in extracurricular activities are the main tips for success. According to booklet of Government of Alberta (2008) main factors in preparing for work search are as follow: identifying of personal skills, recognizing of accomplishments, understanding of workplace preferences and finding desirable work opportunities and employers. In this regard, job search strategies are also effective. Some job search strategies can be: 1) studying about employment fields, 2) searching the internet, 3) talking to people, 4) attending workshops, 5) registering with private employment agencies, 6) hearing about work opportunities through friends, 7) contacting executive search firms, 8) posting resume to employers, 9) approaching employers directly and asking about job openings, 10) using the services of campus (Government of Canada, 2007). Clement (2007) mentioned other ways such as student teaching office and college career center and reading the advertisement and newspapers. These strategies can be a good source for job openings in large cities.

Employment in the field of education

Obtaining a university education enhances employment outcomes for graduates. Even allowing for temporary downturns in the economy, unemployment rates for university graduates are significantly lower than for those who lack university training (Alberta Career Development and Employment, 1991a, 1991b; 1981). In the field of education and related areas changes occurring in the academic marketplace have affected teacher supply and demand. The decade of the 1970 recorded changes for elementary and secondary

Many organizations including military, social service agencies and nonprofit agencies offer a range of opportunities for educational planner and manager in all disciplines in a variety of areas, including personnel selection, training, leadership and team effectiveness (Kutter & Morgan, 2007), human services worker and social worker (Bureau of Labor Statistics, 2004). In the field of educational planning and educational management, some graduates conduct research to expand the knowledge base, others practice or apply the findings to help people and communities, and many do both as scientist–practitioners. Graduates in the field of educational planning and educational management, engage in a variety of activities. For example, graduates with master’s degree may assist with research but remain under supervision (Kutter & Morgan, 2007). In this article, the situation of employment has been studied.

**Research question**

The main reason to do this research is the situation of graduate unemployment that has become increasingly severe in recent years. In 2003, 750000 students failed to find work upon graduating; this figure had reached almost 2 million by 2009, or 32% of recent graduates (Zhao & Huang, 2010, p. 2). Li, Ding and Morgan (2008, p. 269) reported an overall rate of confirmed employment at graduation of over 60%, citing a nationwide 2003 Peking University survey at different higher education institute. In fact, the high rate of graduate unemployment is one of the most unique features of its labor market (Alberta Career Development and Employment, 1991a & b). The present research tries to answer the following question: How is situation of M.A graduate employment in the field of educational management in Iran?

**Method**

Statistical society in quantitative analysis includes 200 M.A graduates in 5 state universities in city of Tehran in Iran. The samples were 50 graduates (35 employed and 15 unemployed) is significantly representative for a population of 200. Data gathered by the author from samples by Questionnaire between October 2015 and March 2016. Reliability of the instrument was calculated 0.98.

The purpose of the qualitative analysis was to explain results of quantitative analysis. Research question was the same as quantitative analysis. Of the 200 graduates in population, 12 graduates responded to the open-ended questions. Coding of the data took place in two phases. A list of codes was performed in the first phase. The coding scheme consisted of nine key themes. To validate the coding scheme and establish inter-rater reliability, two graduates trained in content analysis evaluated and coded each sentence independently. After corrections to the coding scheme, inter-rater reliability was satisfactory at .98. Data gathered by online interview between October 2015 and March 2016.
Results of quantitative study

Table 1: Duration of graduate unemployment by percent

<table>
<thead>
<tr>
<th>Field of study</th>
<th>Less than 1 year</th>
<th>1-2 years</th>
<th>2-3 years</th>
<th>More than 3 years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational management</td>
<td>3</td>
<td>19</td>
<td>15</td>
<td>63</td>
</tr>
</tbody>
</table>

The level of income is similar greatly among graduates. Few graduates experienced more than $6000 and less than $4000 as an annual salary. The median annual salary range was between $4000 and $6000 (table 2).

Table 2: Annual salary of employed graduate by percent

<table>
<thead>
<tr>
<th>Field of study</th>
<th>less than $4000</th>
<th>$4000-$5000</th>
<th>$5001-$6000</th>
<th>more than-$6000</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational management</td>
<td>26</td>
<td>34</td>
<td>18</td>
<td>26</td>
</tr>
</tbody>
</table>

As table 3 shows, networks are the main strategy for job search and sending out the CV to employers is not basic strategy for majority of graduates.

Table 3: Job search strategies of graduates by percent

<table>
<thead>
<tr>
<th>Field of study</th>
<th>Newspaper</th>
<th>Networks</th>
<th>campus</th>
<th>CV others</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational management</td>
<td>7</td>
<td>33</td>
<td>60</td>
<td>–</td>
</tr>
</tbody>
</table>

Results of qualitative study

Employment of graduate in public sector was more than private sector and self-employment. Most of graduates referred, “employment in public sector is better than private sector or self-employment. Duration of graduate unemployment in all interviews was more than one year. Some graduate referred that they had part-time job before their employment. According to interviews annual salary of employed graduate was between $4000-$5000. This finding is similar to results of questionnaire. All graduates referred to networks as an important strategy for job search. They referred this activities had reinforced their employability through the expanding of a network of contacts.

Discussion

Findings of mixed method at the present study indicated that situation of employment of graduates in the field of educational management increasingly had been limited. While Alberta Career Development and Employment (1991a & b) reported the high rate of graduate unemployment as one of the most unique features of its labor market. It is probably this situation in Iran relates to following factors:
1. Social demand for higher education in Iran and government obligation to responding to this demands. 2. Expansion of different kinds of higher education institutions in Iran. 3. Budget limitations for staffing in public sector.

Findings of present study indicated duration of unemployment was more than 3 years. Findings of present study indicated Annual salary of majority of graduates was between $4000-$5000. Fine (2005) reported Median annual earnings of teachers in 2002-2003 ranged from $39,810 to 44,340. This difference relates to Iranian money value in comparison of dollar. Now, one dollar (American money) is equal to 35000 Rial (Iranian money). Also networks were the main strategy for
job search.

Conclusion
1. Developing the private sector.
2. Renewing the curriculum in the field of educational management at level of undergraduate.
3. Linking between labor market and higher education with more emphasis on the field of educational management.
4. Developing and implementing the evaluation system of employee with more emphasis on public sector.
5. Developing the culture of part-time and voluntary employment.

References


