

Exploring The Practices in Educational Service and Unemployment in The United Arab Emirates

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Abstract: This article explores the practices in educational service and unemployment in the United Arab Emirates. The Unemployment Rate among graduates in the United Arab Emirates is expected to reach 3.00 percent by the end of 2021, according to Trading Economics global macro models and analysts' expectations. The researcher used the descriptive cross sectional research design. The study utilized the sample size of 8 people obtained through purposive sampling. The study utilized 8 respondents that included the Chief Strategy and Excellence officer, Head of Institutional Research, industry person, Associate professor, senior administrator/ senior trainer, and internal Audit, and HR manager. The following themes are covered under practices of educational service; learning that involves a real-life environment, collaboration, and coordination in the educational ministry. The findings suggested that there is general a lack of or inadequate practicum, internship, and work placement in some educational programs, which is another challenge that results in a mismatch between graduates' knowledge and skills produced by education institutions and the need by the service industry. In terms of collaboration the Ministry of Human Resources focuses more on employment regulation rather than employability. Industry is not engaged in graduate employability issues. Higher educational institutions have failed to coordinate with employers in order to help graduates get relevant jobs and reduce the rate of an employment in UAE. The governments of UAE should make sure that learners are exposed to theory and practice, improve on coordination and collaboration between ministry of education and industry. The governments of UAE should increase funding for the education system and SCM in order to help educators impart knowledge and skills to learners to reduce the rate of unemployment among the graduates.

Keywords: Educational service, practices, unemployment, UAE, mismatched

1. Introduction

Over the years, education has remained one of the primaries if not fundamental requirements for the increase in the welfare and quality of human lives, irrespective of different geographical regions, socio-economic constructs, personal attributes, and needs of the people (Gallagher, 2019). Therefore, the educational system globally and in the UAE must develop educational approaches that offer the academic skills and knowledge required in the new contemporary job environment to grow in life. Such needs have helped the educational institutions globally have developed temporal and magnitude dynamics to maintain the condition, constant requirement, evolving knowledge levels, and application (Alphin, Chan, & Lavine, 2017). However, increased complexities and needs for diverse forms of educational skills among human beings to prosper in this growing and rapidly changing professional sphere of human lives has risen. Consequently, the necessity to build a proper framework for providing education and reaching the end target of applying the same to achieve a successful life has also increased over time (Matsumoto, 2019).

The scenario is not different in the United Arab Emirates, especially in the contemporary period, when the provision and receiving of proper and relevant education and knowledge has become an absolute necessity. According to Pring (2019), the relevant educational practices such as internship have increased among the students to flourish in their careers and to improve their standard and quality of living and sustainability in the increasingly competitive global professional scenario.

To managers, leaders, organizational investors, and partners have concentrated on various issues making a baseline for maintaining education in public universities in UAE (De Camargo, Fiorini, & Jabbour, 2017). Institutions for higher

learning in UAE were progressing and implementing a systematic educational system to enhance education for the UAE public and encourage undergraduates to further study at a higher level being guided by a relevant curriculum.

Consequently, in education as a service industry, the primary suppliers of process inputs include customers themselves. The customers provide their minds, body, information, or belongings as inputs to the service processes. Therefore, the educational institutions must be able to attract students as Input by supporting and providing them with the best education process possible and ensuring that they become productive respondents of society- output (Oviawe, 2020). There are currently three federal universities: the UAE University, the Higher Colleges of Technology, and Zayed University (Barnawi, 2017). The three universities continuously expand to accommodate the student-growing population. However, the students are not the only components of the educational system, and the same consists of other stakeholders, involving the teachers, the guardians, investors, companies, and other opportunistic individuals who receive the outputs of the education system that include educated and skilled students in their operations (Copacino, 2019). The need for changing the educational system of the UAE per the needs of the contemporary students to become eligible to face the competition in the global business and professional spheres that itself saw becoming increasingly competitive and felt across the UAE. As a response to the same, one could see different country's educational systems (De Camargo Fiorina & Jabbour, 2017).

Even though the UAE has accomplished much in education, a lack or limitation of efficiency appears in the country's educational sector (Zanqar et al., 2019). Such occurrences have taken place primarily in the students' success, not in attaining education, but in being absorbed in the workforce, as per their qualifications and acquired skills (Leal et al., 2019). The Unemployment Rate among graduates in the United Arab Emirates is expected to reach 3.00 percent by the end of 2021, according to Trading Economics global macro models and analysts' expectations. Thus, the Ministry of Education presented a draft arrangement record for sketching for educational development in the UAE up to 2030 in light of a few five-year designs.

The UAE educational market is highly organized because several educational institutions in the country provide suitable choices for consumers in deciding whether to pursue their studies at private, public, or branch campuses (Ahmad & Hussain, 2017). Accordingly, the UAE has the most extensive education market with more than 40 international branches at the end of 2009. The expansion and growth of higher education in the UAE show that demand exceeds supply (Zimon, Tyan, & Sroufe, 2020). There is a need for development to transform higher education (Margeto, Luke, & Heyns, 2020). Most UAE students prefer to study abroad under government funding, and many private educational institutions are working towards improvement in the academic environment (Matsumoto, 2019). The UAE government can increase the demand for higher education graduates through enacting relevant policies such as industrialization and support to public-private sector partnerships (Zanqar, 2019). In this case, the availability of an efficient SCM in this context could help address the demand and supply mismatch occurring in the educational sectors in the United Arab Emirates as a country of concern. Addressing demand and supply issues could enable UAE students to receive proper and relevant higher education and get absorbed effectively in the international job scenarios.

2. Literature Review

Abudaqa et al. (2021) observed that by 2020, the global unemployment rate reached 6.5 per cent, up 1.1 percentage points from the previous year. The number of people unemployed worldwide increased by 33 million, reaching 220 million. World unemployment rate in 2019 was at 5.4 percent and in 2020, it was at 6.5 percent.

Aaron (2021) noted that between 2019 and 2020, the number of unemployed people worldwide increased from 187.3 million to 220.3 million, the biggest annual increase in unemployment in this provided time. In 2021, the number of people unemployed increased slightly to almost 220.5 million but is expected to fall to 205 million in 2022.

Aaron (2021) further stated that unemployment refers to the share of the labor force that is without work but available for and seeking employment and that in UAE, the following information is available.

- UAE unemployment rate for 2020 was 5.00%, a 2.72% increase from 2019
- UAE unemployment rate for 2019 was 2.28%, a 0.05% increase from 2018
- UAE unemployment rate for 2018 was 2.23%, a 0.23% decline from 2017
- UAE unemployment rate for 2017 was 2.46%, a 0.82% increase from 2016

Policies such as apprenticeship schemes aim to provide the unemployed with the new skills they need to find fresh employment and to improve the incentives to find work. In 2013, over 500,000 people started apprenticeships in the UK. For many years the poor quality of work-place training has been a concern, with evidence of a persistent skills-gap in the UK. In a report published in 2011, a trade union reported that 11% of British adults do not have any qualifications. In some areas such as parts of Glasgow and Birmingham, more than a third of people of working age have no qualifications (Litke, Aragnostopoulos, & Varvarigou, 2019).

Reducing the geographical immobility of labor: Many people have the right skills to find fresh work but factors such as high house prices and housing rents, family and social ties and regional differences in the cost of living make it difficult and sometimes impossible to change location in order to get a new job. Many economists point to a persistently

low level of new house-building as a major factor impeding labor mobility and the chances finding new work (Chen et al., 2017).

Benefit and tax reforms: To some economists, a policy that reduces the real value of welfare benefits might increase the incentive for the unemployed to take a job. But it is rare that the root cause of someone staying out of work is the prospect of out of work welfare handouts. Targeted measures to improve people's incentives might include linking welfare benefits to participation in work experience programmes or lower marginal tax rates for people on low incomes (Aaron, 2021).

Daghfous & Zoubi (2017) asserted that unemployment can also be reduced by Boosting aggregate demand:

- A Keynesian-style stimulus is an active policy during a recession. This might include increases in state investment spending or lower taxes to boost disposable income
- Both are a fiscal stimulus. Many governments have turned to fiscal policy as a way of creating new jobs; some economists refer to such programmes as providing 'shovel-ready' jobs, typically involving construction projects that are labor intensive
- The hope is that extra spending on new roads, housing and other infrastructure projects will lead to a strong positive multiplier effect on output, incomes and jobs.

Bryman (2017) opined that unemployment can also be curbed through employment subsidies and/or employment tax cuts (demand-side policy):

- Government subsidies for businesses that take on the long-term unemployed – for example, as part of the UK Youth Contract, payments of up to £2,275 are available to employers who take on young people (aged 18-24) who have been claiming JSA for more than six months
- Lower taxes on businesses that employ more workers might be effective, for example cuts in employer national insurance contributions for young, low-paid workers.

Anderson et al. (2017) observed that exploring persistence in educational mismatch is very relevant: graduates' potential entrapment in mismatched positions erodes their career prospects, reducing private and public returns to education. Confirming and understanding such persistence would have relevant implications for labor market and higher education policies (Olutola & Olatoye, 2020). If graduates were trapped in mismatched positions, employment policies should assist them to be more efficient in their job search. In parallel, efforts to promote the demand for graduate labor would be needed as well. If educational mismatch were a stepping stone towards better-matched positions, graduates' pace of entry into employment would be prioritized over obtaining / accessing well-matched positions in the first instance.

Educational mismatch arises in the form of over education (i.e. workers have more education than is required for their jobs) or under education (i.e. workers have less education than is required for their jobs). Vertical mismatch of education (mismatch of level of education and job) is not the only form of educational mismatch (Bryman, 2017). Another important form of mismatch is horizontal mismatch (i.e., mismatch of field of study and job). Over-education/over-qualification is a relative phenomenon. A person over-educated/over-qualified in one job may not be in another job. Overeducated workers are defined as those whose educational attainments exceed to the requirements of education in a particular occupation (Abudaga et al., 2021).

3. Methodology

3.1 Data Collection

Data utilized for the research study project was obtained using both primary and secondary sources. Primary data was reached at by use of interviews to vital officials related to the study. Secondary data was garnered using document analysis. The study employed a descriptive research design including qualitative approach. Karoro (2004) and Cruz et al. (2020) observed that the rule of the thumb can be an appropriate method in selecting the sample size especially in qualitative studies where rich verbal descriptions are necessary. The researcher chose a total of 8 respondents (sample size) using the rule of the Thumb method to participate in the research study. Merriam (2009) asserted that non-probabilistic- "the most common form of which is called purposeful sampling. Amin (2005) noted that a researcher cannot study the whole of the study population due to time and money constraints.

3.2 Sampling Methods

The researcher employed purposive sampling technique in the research project study. The study population comprised of the target population including categories like the Chief Strategy and Excellence officer, Head of Institutional Research, industry person, Associate professor, senior administrator/ senior trainer, and internal Audit, and HR manager residing within UAE.

3.3 Interviews

Interview schedule is a tool of data collection which has something to do with face to face communication with participants. The researcher posed questions which the respondents answered orally. It was important in getting the narration behind the participants' wisdom even through facial expressions. This method was preferred because the information and data garnered was vital to the research study. The purpose of a qualitative interview guide was to understand the respondents subjective idea of their cosmos; unfolding the meaning of their world, uncovering their lived lifestyles prior to scientific explanations (Kvale & Brinkmann, 2009).

3.4 Data Analysis

The research approach for the data analysis follows the inductive approach as it provides a better investigational idea for the qualitative data and provides a better interpretation (Smith, 2015). The other important reason for selecting the inductive research approach is that it significantly applies the detailed approach for the extraction of basic themes and concepts that are essential for the data interpretation. Hence, the inductive research approach has been widely used for the better investigation of qualitative research data. The inductive research approach starts from selecting the research topic and afterward develops the important data interpretations concerning the objectives. The inductive research mainly contains the amalgamation of primary data and generates the important links between the research objectives and the outcome of the collected data. Afterward, the connected links should provide the description that fulfills the research objectives' needs (Mead, 2017). It also signifies the thematic analysis of the subject that determines how the research objective can be obtained from the data analysis.

This study conducted voice recording from in-depth interviews and converted it into text format for the interview data analysis. Transcription of voice recording can be converted into text format. Therefore, the process of thematic and content analysis takes place before data can be analyzed and interpreted. In this type of analysis, the data and information are categorized into phrases or words indicating research objectives and research questions (Mayer, 2015). Also, the recordings and transcripts from interviews were heard and read several times so appropriate themes and categories can be identified as the main originating points for this study. For the concerned study, thematic analysis was used. The qualitative analysis tool gives the observational analysis to apply different linguistic terms such as why what, how, and others. It elaborates the quality of the available data with the actual relevance of the specific research questions and their suitable answers (Heeringa, West, & Berglund, 2017). Under thematic analysis, the collected data and the generated information disintegrates into the set of words or phrases that symbolize the outcomes of the research questions with better interpretation. Further, to identify main origination points from the effective themes and contents, it is necessary to hear and read the recordings and transcripts of interviews several times.

4. Results

4.1 Participant Profile

Table 1: Table list of Participants for Interviews

Profession/designation	Experience
Chief Strategy and Excellence Officer	20
Head of institutional research and effectiveness /program development	7
Associate Professors	13
Senior Admin/trainer	6
Internal Audit	6
HR Manager	10
Industry	6
Professors	12

4.2 Practices in Educational Service

The following themes are covered under practices in educational service; learning that involves a real-life environment, collaboration, and coordination in the educational ministry.

4.2.1 Theme 1: Learning Based on a Real-life Environment

The findings indicate that when the Chief Strategy officer was asked why is there a mismatch between graduates' knowledge and skills produced by education institution and required by the industry. And why graduate employability issue occurs in UAE?

He responded that:

“Practical education takes place in more technical education where people work and receive professional development. Besides, in higher education, the focus is not on workforce development alone but on growing and expanding individuals as intellectuals” (Chief strategy officer).

This suggested that there is a difference between theory and practice. The fact that the TVET system is under development in the UAE serves a challenge in the UAE higher education educational system. It makes it a challenge for educational institutions to meet the workforce's demands fully. Therefore, higher education systems need to invest more in TVET to enhance educational efficiency.

The Head of institutional research when asked the same question, he stated that:

“Some of the challenges in the UAE educational system include a lack of communication between the service industry and higher education institutions and a lack of feedback given by the industry to higher education institutions on their programs. The other challenge revolves around course or program learning outcomes where the education institutions only concentrate on theory or knowledge rather than practice and skills; hence, students fail to acquire the required skills and knowledge needed in society and job markets in the modern world” Head of Institutional research officer.

This meant that there is general a lack of or inadequate practicum, internship, and work placement in some educational programs, which is another challenge that results in a mismatch between graduates' knowledge and skills produced by education institutions and the need by the service industry.

The Associate professor on the same question stated that:

“The mismatch in the knowledge and skills among the students graduating from higher education in the UAE is misleading because among the graduates there are those that become teachers eventually. However, the only issues in the institution revolve around a lack of communication among agencies. He further stated that if there is a mismatch it is of negligible or of small amount” (Associate professor).

This suggested that communication between educational institutions and the industry should be effective and clear in a sense that industries should always state the kind of knowledge and skills required so that the training can be tailored to such an arrangement and where such knowledge and skills are lacking in UAE, expatriates can be hired. Quite often, educational institutions just imagine their own knowledge and skills to impart irrespective of the industry's knowledge.

The head of internal audit stated that:

“The challenge in the UAE higher education is that the education programs are outdated and do not keep up with the needs of the job market. Obtaining a set of skills is an evolving issue hence graduates employability remain linked to how current the graduating students are fitting in the working environment” (Head of internal Audit)

This indicated that the curricula for higher education is still irrelevant. There is therefore need to develop new curricula that is tailored to current industry needs and preferences which may help students graduating from higher institutions to be employed easily. This can enable them to contribute to their national development.

The findings of the study also indicated that when the senior trainer was asked why there is a mismatch between graduates' knowledge and skills produced by education institution and required by the industry. In addition, why graduate employability issue occurs in UAE?

He said that:

“In my own opinion, the lack of the practicum courses in the academic studying and ignoring the vocational skills that are required for any job while pursuing higher educational studies contribute to this gap (Senior Trainer).

This meant that the ministry of education should encourage and support the commencement of vocational and technical schools so that learners can acquire both theory and practice for life and employability. Every curriculum to be developed must include practical lessons or lectures for the benefit of the student body to be employed or to create their own employment in the future.

When the HR manager was asked on the same question, he stated that:

“The mismatch is attributed to the changing trends in technology and innovation to keep up with world economy. Some students in UAE just wanted to graduate in more fast-track way, in order to secure a job and earn money for a living. This alone contributes to the mismatch of graduates' knowledge and skills required.” (The HR manager).

This suggested that leaders of the educational institutions should keep abreast with the changing technology and innovations so that they are not left behind and they keep their students on their toes in terms of educational technology. This may help students for easy employability. For someone to be a principal, it should be a person with wide experience and highly learned in order to know how help students pass through an educational process wisely and intelligently. This

may avoid the process of rushing through a program with intention of being trained on the job. One should expect to have an all-round education.

The Associate professor 3 on the same question responded that:

“Most higher-education programs teach technical knowledge, with very little focus on soft-skills or technical-skills. Technical skills are the skills one needs to learn and move forward based on some technical knowledge. Most programs teach the knowledge only but not the skills. Most education institutions have traditional programs, while industry is changing very quickly. At the same time, new graduates in industry in the UAE, are restricted to very limited roles.” (Associate Professor 3).

This suggested that higher educational institutions do not teach both the science and the art of managing things in life in order for them to have better chances for employability in society. Commissioners for higher education most likely are not doing their job well. They may not be inspecting higher education properly.

While the Associate Professor 2 when asked the same question. He said that:

“I believe the mismatch is not between the knowledge & the skills, but rather between the number of students and job opportunities. We have limited positions in the country, most of industries and organizations look for experienced employees for job offer. Another issue is the nationality, students in graduate programs come from different nationalities, and therefore, their employability may be less than the national graduates in the country, or they might choose to seek international opportunities. However, I believe our employability rate is rather acceptable” (Associate Professor 2).

This showed that owners and higher education institutions principals are already aware that serious teaching to students should always be done so that they can compete favourably on the job market. During recruitment, the best and wise candidates are chosen without forgetting that national students are given first priority.

4.2.2 Theme 2: Collaboration between the Ministry of Human Resources and Educational Institutions

When the Chief Strategy and Excellence Officer was asked of to what extent he thinks the collaboration between education institutions, Ministry of Human Resources and the industry contributes to graduate employability issue? He stated that:

“In terms of collaboration the Ministry of Human Resources focuses more on employment regulation rather than employability. Industry is not engaged in graduate employability issues – they want a skilled workforce and can buy this in rather than engaging in solving issues. Such occurrences have resulted in a mismatch between the skills and knowledge obtained by students in higher education and the skills and knowledge required in job market in the UAE and the globe at large. Education Institutions do not fully engage with industry – they have advisory boards who meet four times a year, which is insufficient to inform developments. In this case, the extent of collaboration is limited” (Chief strategy and excellent officer).

This implied that higher education systems have their own agenda and do not need to collaborate to achieve their individual agendas. If they did collaborate then the industry would be more involved in the development of educational programs that offer quality education to students. Consequently, the Ministry of Human Resources would be working with industry to develop training skills that work with education institutes in order to help graduates come up with better qualifications.

The Head of institutional research on the other hand when asked the same question stated that:

“There is a lack of collaboration largely between education institutions, Ministry of Human Resources and the industry contributes to graduate employability issues. The said officer above, further stated that coordination, collaboration, and communication contribute immensely as these will allow developing programs that address the market needs, provide feedback on educational programs to make necessary changes to address requirements of workplaces” (Head of Institutional research).

This meant that collaboration might provide opportunities to students to explore possible occupations and select the best positions accordingly hence need to improve skills and knowledge acquisitions among students in higher education institutions.

The head of internal audit on the same question stated that:

“Collaborations in general might yield to positive outcomes. However, it only solves short-term issues like employment rates. The main concerns with collaborations is ensuring that all parties share the common goal and want to make sure in the long term the mechanism continuously adapts to the evolving education job marker requirements” (head of internal audit).

This indicated that collaborations could help improve the rate at which graduates can get jobs in the field for survival. However, it should cater for both short term and long-term conditions in the country in relation to employability to university or institutional graduates.

When the associate professor was asked the same question, he stated that:

Collaboration is always the foundation of success in developing programs for the industry. The said same officer above, further posed a question saying that can the industry provide clear enough descriptions to the Ministry of Human Resources and will that information have the same message when it reaches educational institutions? The same mentioned officer above further said that collaboration can occur but training in the educational institution is impossible because of lack of resources. Collaborating to set up internships is one option in solving this specific challenge (Associate Professor 4).

This suggested that higher educational institutions generally lack enough resources in order to train well the students for the job market. Properly managed internships can always help to connect well the theory and practice in education. One can also note that personality can remain a big issue in collaborations because some people are naturally selfish.

When the senior trainer was asked the same question on collaborations, he said that:

"It is so important that human resources conduct a training needs analysis for alumni students to best meet the market needs and then sharing the report that includes the required skills with the academic institutions to be incorporated in the courses." (Senior Trainer).

This showed that educators in academic institutions play a crucial role in guiding top management in order to come up with relevant curricula for training pertinent graduates in communities.

When the HR Manager asked the same question on collaborations, he said that:

"Collaboration with the industry partners is a must, both the government and its partners should invest in projects that will help develop skills of the graduates and to be able to introduce new skill sets for the future. Technology Hubs/other Hubs is a trend nowadays, it offers endless possibilities, these types of projects should be prioritized" (HR manager).

This indicates that Collaboration with different stakeholders can have a positive impact on identifying the market needs and therefore streamline the academic program offerings.

When the Associate professor 3 was asked the same question on collaborations, he said that:

"I don't think there is much collaboration: the education institutions collaborate with the Ministry of higher education, but there is very little collaboration with the Ministry of HR and industry. A strong collaboration between Education institutions and industry would allow for more relevant student development for employability, through industry placements during the course of study, so students could gain some real-world employment experience to enrich and complement their studies." (Associate Professor 3)

This implied that, to a great deal, educational institutes should know the resources and job availabilities as well as the skills needed for the job market from the Ministry of HR.

4.2.3 Theme 3: Coordination of Higher Education System in the UAE

When the Chief Strategy and Excellence Officer was asked a question on coordination as to what extent he thinks the coordination between education institutions, Ministry of Human Resources and the industry contribute to graduate employability issue? He stated that:

"There is very little coordination in higher education institutions. Therefore, such occurrences do not help in graduate employability issues. In addition, he added that a supply chain model needs to look for a certain level of collaboration and then follow through with coordination so that the HEI has an agreement with employers to hire their graduates and the Ministry should enforce this through policy. Besides, the officer stated that there is little evidence of coordination in higher education system in the UAE" (Chief strategy and excellence officer).

This implies that higher educational institutions has failed to coordinate with employers in order to help graduates get relevant jobs and reduce the rate of an employment in UAE. The ministry of education in UAE should style up.

When the head of institutional research was asked the same question on coordination, he stated that:

"There is a large extent of a lack of coordination in higher education institutions resulting in inadequate skills and knowledge among graduates in the UAE. Coordination might lead to a more positive outcome than collaborations as that implies working synergistically" (Head of institutional research).

This suggested that coordination needs a better improvement to minimize the employability issue. Success can always be achieved through better coordination and building synergies.

When the associate professor was asked on the same question on coordination, he said that:

“If they communicate clearly without loss of any details and availability of internships and real-life experiences could help in eliminating these education inefficiency challenges in the education system in the UAE (Associate Professor 4).

This meant that coordination means to align a series of objects or thoughts together in order to achieve organisational objectives and a common purpose. Proper coordination yields better results and productivity in organisation or in a country targeting development through education.

When the senior trainer was asked on the same question on coordination, he said that:

“Coordination will be highly effective if all the involved ministries created policies and procedures to organize, regulate and facilitate the relationship between the academic institutions and the ministry of human resources. In addition, Ministry of human resources can influence decision makers in the academic institutions of opening, closing or continuing the best majors that are exposed to high demand.” (Senior trainer).

This implied that effective leadership could help bring about the achievement of the vision, mission, goals and objectives of organizations and nations. UAE can continue to realize development if the coordination function can be given first priority in government ministries. SCM needs to be accorded a lot of coordination if it to be successful and reduce on the rate of unemployment in UAE.

When the HR Manager was asked on the same question on coordination, he said that:

“First, I do think that aligning the perspective of different sectors in government concerning the graduate employability would greatly contribute to the success of resolving the issue. UAE government should be coordinating these different sectors including education and training institutions and industry partner to help gather information about the pool of skills required to be employed and to prioritize on these skills.” (The HR manager).

This meant that Coordination is equally important because it allows for the strategy and planning of collaborations. To a great deal, at this time we need to be innovative in preparing and training students for future skills needed by current & future jobs.

5. Discussion

There is general a lack of or inadequate practicum, internship, and work placement in some educational programs, which is another challenge that results in a mismatch between graduates' knowledge and skills produced by education institutions and the need by the service industry. This finding is in agreement with the study conducted by Marbun et al. (2020) on role of education management who found out that theory and practice must be integrated in the learning process.

Communication between educational institutions and the industry should be effective and clear in a sense that industries should always state the kind of knowledge and skills required so that the training can be tailored to such an arrangement. Quite often, educational institutions just imagine their own knowledge and skills to impart irrespective of the industry's knowledge. This finding is not in consonance with the study conducted by Zaqar et al. (2019) on Quality Education in UAE who found out that some individuals in society do not value proper communication.

The curricula for higher education is still irrelevant. There is therefore need to develop new curricula that is tailored to current industry needs and preferences which may help students graduating from higher institutions to be employed easily. This can enable them to contribute to their national development. This finding is in accordance with the study conducted by Al-Atari (2016) on higher education curriculum development who found out that curriculum for educational institutions lacked some substantial knowledge and skills for development.

Higher education systems have their own agenda and do not need to collaborate to achieve their individual agendas. If they did collaborate then the industry would be more involved in the development of educational programs that offer quality education to students. Consequently, the Ministry of Human Resources would be working with industry to develop training skills that work with education institutes in order to help graduates come up with better qualifications. This study was in consonance with the study conducted by Usman (2018) on SCM and collaboration in education who found out that higher education systems are sometimes alienated from reality and generally do not embrace collaboration.

Higher educational institutions generally lack enough resources in order to train well the students for the job market. Properly managed internships can always help to connect well the theory and practice in education. This finding was not in agreement with the study conducted by Agus et al. (2020) on Ethical framework who found out that educational institutions lack the fairness in the budgeting process.

Higher educational institutions has failed to coordinate with employers in order to help graduates get relevant jobs and reduce the rate of an employment in UAE. The ministry of education in UAE should style up. Coordination needs a better improvement to minimize the employability issue. Success can always be achieved through better coordination and building synergies. This study was in accordance with the study conducted by Pambreni et al. (2019) on Total Quality Management (TQM) who found out that coordination was not given priority in management.

6. Conclusion

The objective of the scientific study was to explore the practices in education service and unemployment in UAE. The study also concluded that despite the importance of collaboration, the Ministry of Human Resources focuses more on employment regulation rather than employability. However, the industry does not engaged in graduate employability issues as they need a skilled workforce and could purchase this rather than engaging in solving issues hence a mismatch between the skills and knowledge obtained by students in higher education and the skills and knowledge required in job market in the UAE. The education Institutions does not engage with industry hence insufficiency in informing the board of trustees' developmental issues due to limited collaboration. The findings also concluded that collaborations ensures that all parties share the common goal and want to make sure in the long term the mechanism continuously adapts to the evolving education job marker requirements. Therefore, the Higher education systems need to improve their studies in terms of education; market needs to close in on the mismatch among graduates' skills and knowledge based job market demands. The findings of the study concluded that there is very little coordination in higher education institutions. Therefore, if the institutions communicate clearly without loss of any details and availability of internships and real-life experiences could help in eliminating these education inefficiency challenges in the education system in the UAE.

7. Recommendation

Future studies should focus both on primary and secondary education to get the clear picture where the mismatch on skills and knowledge among graduates starts among students in the UAE education system.

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