

The Impact of Unemployment on Student Enrollment in Postgraduate Programs in Jordanian Universities

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Abstract

The study aimed to find out the effect of unemployment on student enrollment in postgraduate programs in Jordanian universities. To achieve the objectives of the study, a sample of (132) postgraduate (Master's) students at Al-Balqa Applied University was tested. To analyze the data, arithmetic means, standard deviations, (t) test for independent groups, and one-way analysis of variance were used. Among the most important findings of the study was the presence of an effect of unemployment on the enrollment of students in postgraduate programs in Jordanian universities; also, it showed the presence of an effect of unemployment on the enrollment of students in postgraduate programs in Jordanian universities according to the variable of gender on the dimension of unemployment motive in favor of males, and the presence of an effect of unemployment on student enrollment in postgraduate programs in Jordanian universities according to the variable of age in favor of the age group (25-under 35 years). However, there was no effect of unemployment based on the variable of type of college. The study recommended regulating admission to postgraduate programs, aligning education outputs with the requirements of the labor market, educating young people about the required specializations, finding solutions that limit the problem of unemployment, and conducting more studies and research on this problem.

Keywords: *Unemployment; Postgraduate Studies; Jordanian Universities.*

Introduction

Unemployment is one of the most important problems that societies suffer from. It was and still is a top priority for all societies, especially developing societies. Developing societies whose economies are characterized by weakness and lack of growth suffer from these problems. The problem of unemployment is a social, economic, security, and political problem. It has many facets and has a great impact on all different aspects of life.

Anyone who contemplates the problem of unemployment and education sees the close connection between them. The higher the level of education and educational attainment, the higher the unemployment rates. This is due to the increase in population numbers and its presence in a low-growth economy, so that it is difficult for it to solve this problem without carrying out studies and research to look into the reality of this problem.

The nature and forms of unemployment are linked to the nature of the programs applied in many countries. Some educational programs have created such a problem, and free education, especially in postgraduate programs, has graduated large numbers of young

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men and women looking for job opportunities. However, it is difficult for all of them to find jobs due to the inability of such economies to grow rapidly. (Mahdi, 2010).

Unemployment has become a global crisis, as there is no country that does not suffer from it, and it is one of the most serious problems that all societies suffer from. The International Labor Organization (ILO) has focused on insurance against unemployment in its agreements, recommendations, and reports, as it is a complex problem, and it is wrong to consider it an economic problem only. It is a social, economic, and political problem. (Rizk, 1998).

The number of available jobs is constantly increasing as a result of technological development and the creation of some new jobs, but the problem lies in how to obtain these jobs, which require new skills that job seekers must acquire in order to obtain job opportunities. Therefore, the lack of mastery of such experiences and skills leads to difficulty in obtaining work and a higher duration of unemployment, as unemployment threatens mental health and social security. (Al-Bakr, 2010).

The economic crisis and the economic slowdown, especially the weak attraction of foreign and local investments, contributed to the exacerbation of the unemployment problem, in addition to the political and security conditions in the region which increased the flow of refugees to the Kingdom and caused the entry of trained and untrained workers competing with the Jordanian labor force seeking work, especially those who hold academic and professional qualifications less than secondary. In addition, the entry of thousands of graduates of: schools, vocational and academic institutes, and Jordanian universities annually into the labor market, and from various specializations, contributed to the problem. (Jordanian Economic Forum, 2020).

Unemployment and development are closely linked to each other. The greater the development, the lower the unemployment and vice versa. The relationship between them is an inverse relationship. If the human being is the means of achieving development, this requires the preparation of trained and qualified human resources from various specializations and at various levels. Higher education is the system that prepares economic and social development plans, including scientific research, teaching individuals capable of facilitating development. (Sbeihat, 2003).

The process of selecting students, especially graduate students, is a very important process, because these students will advance in the branches of knowledge to more advanced levels, as most of them will be researchers or faculty members, they contribute to achieving the goals of the university and preparing the next generation of researchers, so the motives and reasons that led to these individuals joining these programs must be considered. (Abdul-Mawjoud, 1983).

The Study Problem:

Statistics issued by the General Statistics Department in Jordan indicate that the unemployment rate reached (22.8%) in 2022, which is a high rate compared to neighboring countries, considering that the Jordanian society is a young society, that is: the vast percentage in it is the youth category. (Jordan General Statistics Department, 2022).

The problem of unemployment is one of the most serious problems facing the Jordanian society due to its relation to the problem of poverty and many related social problems, and the impact of these problems on: the structure of society, its economy, and class hierarchy within it.

With the high rates of student enrollment in postgraduate programs, especially within Jordanian universities, it was necessary to consider the motives and reasons that led individuals to think about this, and how it is possible to read these motives and reasons in light of the high rates of unemployment within the Jordanian society.

The educational process in its various stages has been and still is a human and social necessity for the progress of societies, but the goals involved in education and what a person seeks through them may make education - especially in the stages of postgraduate studies - a dilemma that may increase the problem of unemployment, especially if there are no studies and research that try to answer such questions.

The Study Significance:

Theoretical Significance:

The significance of this study comes in that it is trying to research the problem of unemployment and its impact on increasing the enrollment of postgraduate programs in Jordan. Unemployment is one of the most dangerous problems that developing countries suffer from because of its negative repercussions on the individual and society.

This study seeks to investigate the reasons for students' enrollment and their motives towards postgraduate programs in Jordanian universities, and to focus on the problem of unemployment in researching it and reversing its impact on it at a time when successive governments and their policies seek to focus on solving this problem. The person who observes developed and proposed academic programs and how to focus on technical and vocational education believes that the priority now is to solve the problem of unemployment. As such, this must be associated with looking at postgraduate studies programs and the numbers of accepted students and creating what the labor market requires, so that there is harmony between the requirements of the labor market and the academic programs and the skills needed by the labor market.

The significance relied upon for this study is in the awareness and educational aspect for those wishing to complete their postgraduate studies, so that the goal of completing the higher stages of study is the expected qualitative addition for the student in the field of: scientific research, teaching, and service to universities and society, and not for the sake of searching for a job to solve the problem of unemployment, as motives are the basis on which what follows is built.

Practical Significance:

- Researchers: This study and previous studies are benefited from and built upon in subsequent studies to find solutions to such a problem.
- Decision Makers: to develop policies and strategies related to possible solutions to this problem in cooperation with experts.
- Academic Institutions: Whether those which offer academic programs or approve the launch of these programs to align the requirements of the labor market with the academic programs offered.
- The Media: Through awareness and education for those wishing to complete their postgraduate studies, so that they are directed in the right direction.

Objectives of the Study:

1. Identifying the impact of unemployment on student enrolling in postgraduate programs at Jordanian universities.
2. Identifying the impact of demographic factors on unemployment and the students enrolling in postgraduate programs in Jordanian universities.
3. Identifying the motives for students enrolling in postgraduate programs in Jordanian universities.

Study Questions and Hypotheses:

1. What is the impact of unemployment on students enrolling in postgraduate programs in Jordanian universities?
2. There is no statistically significant effect at the significance level ($0.05 \geq \alpha$) of the effect of unemployment on student enrolling in postgraduate programs in Jordanian universities due to gender.
3. There is no statistically significant effect at the significance level ($0.05 \geq \alpha$) for the effect of unemployment on student enrolling in postgraduate programs in Jordanian universities due to age.
4. There is no statistically significant effect at the significance level ($0.05 \geq \alpha$) for the effect of unemployment on student enrolling in postgraduate programs in Jordanian universities due to type of college.

Study Terminology:

- Unemployment: It is when an individual reaches a specific age without a job, even though he is able to work, wants it, and searches for it at the level of a standard wage, but he does not find it. This definition is recommended by the International Labor Organization. (Al-Abd and Dawi, 2003).
- Postgraduate Programs: It is the Master's and Doctoral programs approved within universities.

Theoretical Framework:

Unemployment:

Unemployment is defined as: the unavailability of work for a person who desires it and is able to do it in a profession that matches his preparations and experiences, due to the state of the labor market. (Amer, 2015). Unemployment was also recognized as hindered transactions because there are no buyers of the amount of goods produced, and then many systems stop working, and many workers become unemployed. (Al-Sarahnah, Hassan, 2000). According to the International Labor Office, unemployment includes all people who are of working age and want to work and are looking for it, but cannot find it, during the reference period. (Omeish, 2015).

Forms and Types of Unemployment:

1. Unemployment that arises as a result of a lack of demand: In the event of a lack of demand and the accompanying decline in sales, many institutions resort to reducing their production, which means not investing in the available production capacity. (Al-Khamshi, Al-Khalif, 2016).
2. Unemployment that arises as a result of lack of production: which is due to the inability of the company to produce a specific commodity or meet the volume of demand for it despite the availability of demand for it. (Al-Radi, 2008).
3. Unemployment resulting from incompatibility of work: It is limited to the type of workers whose qualifications are not compatible with the nature of the work. (Al -Abbas, 2006).

Causes of Unemployment:

1. Social Reasons: Which include poor development rates, high population numbers, and lack of interest in the education sector.
2. Economic Reasons: Which include technology, modern means of production and the resulting layoff of workers, and labor coming from outside the community.

3. Political Reasons: Which include wars, conflicts within countries, and low government support for small and medium enterprises. (Al-Ratrout et al., 2004).

Explaining Theories:

1. Unemployment in Classical Thought:

The classicists reject the idea of involuntary unemployment in the economy, for they suppose the supremacy of the condition of perfect competition, and the flexibility of prices and wages which move up and down to ensure the continuation of the state of balance in the labor market. (Al-Quraishi, 2007).

The general balance of classical economists is the balance of full employment, that is: they assumed that unemployment on a large scale is impossible, and if it occurred, the solution will be by reducing wages, and the state not interfering in determining prices and wages. (Zaki, 1998).

The classical assumption about the flexibility of prices and wages and the consequent making of the problem of unemployment an optional problem is unrealistic, as the state of perfect competition often does not exist, and we also find rigidity in prices and wages. (Al-Moumani, 2020).

2. Job Seeking Theory:

This theory is based on the difficulty of providing information about the labor market, and it relies on a set of hypotheses: (Al-Astal, 2014).

- a. Difficulty in analyzing information about the labor market, whether it is about the availability of jobs or about the level of the wage applied.
- b. Individuals dedicating their full time to collect the necessary information about work.
- c. Unemployed individuals are more likely to obtain information due to the ease of their mobility, movement, and communication.
- d. If there is a minimum wage, the job seeker will not accept anything lower than it.

3. Efficient Wage Theory:

According to this theory, the behavior of employers and workers is consistent with the goals of maximizing returns for employers, and maximizing benefit and satisfaction for employees, even if wages are high and unemployment appears, and can be limited to: (Youssef, 2017).

- The desire to attract a highly skilled and competent workforce because it is more productive.
- Motivating workers to stick to their job positions, since the higher the wage, the more the worker is encouraged to stick to his job.
- Increasing the production of money, as employers believe that employees will exert great efforts if they receive a higher wage.

4. Human Capital Theory:

The United Nations Development Program defines human capital as: everything that increases the productivity of workers and employees through the cognitive and monetary skills that they acquire through knowledge and experience. Human capital differs from physical capital in a fundamental way, which is that it is intangible in nature, that is: it is not like machines and equipment, so it cannot be measured physically like them. (Arnaout, 2017).

It is also defined as: a set of personal skills, abilities, experiences, and knowledge that an individual possesses over time. Human capital is obtained through a set of: educational methods, life experiences, and training. (Peters, 2008).

Human capital theory is based on attention to the processes of education and training, where the focus is on the education process as it is considered a necessary expansion for the development of human resources, and it is considered a form of capital as long as it achieves economic value. (Shabeer, 2015). The focus has been on the factors of human investment and its forms from teaching immigration and health care, with a more focus on the training element in its attempt to analyze the economic aspect that he divided into two types, namely: general training and specialized training. The first benefits the trained organization as it benefits the rest of the organizations, while the second benefits the trained organization more than other organizations. (Ali, 2001).

Components of Human Capital:

Human capital consists of: (Abdo, 2007).

- Employee's Knowledge: It includes explicit knowledge and implicit knowledge.
- Employee's Experience.
- Employee's Skill
- Employee's Morale.
- Employee's Innovation and Creativity: It is classified into technical innovation, commodity innovation, process innovation, and administrative innovation.

Higher Education:

The higher education of all its stages has followed the development and progress in many countries and peoples to the limited wealth of nature and the capital in them, as the education took a way to achieve its development and progress, which made it pay great attention in all its stages starting from kindergarten, to the stage of postgraduate studies. (Al-Munasarah, 2013).

Higher education at the present time, especially enrollment in postgraduate programs, is of great importance for knowledge, scientific progress, and contribution to scientific research. The human being is the means by which development is achieved in societies, and higher education is what prepares the human resources necessary for development that includes the demands of society and the needs of individuals. (Sbeihat, 2003).

Higher education in the Arab world in general, and Jordan in particular, witnessed a significant increase in the number of applicants for several reasons, most notably:

Increased population, and increased awareness among the students and members of the local community of the importance of education, which happened through refining the personality of the individual and improving his standard of living, and the major role of higher education in responding to the demands of society and development plans. This increase in the demand for higher education was met by an increase in interest in his all government and private institutions, and to pay attention to improving the learning and education processes in higher education institutions, whether in their inputs or operations. (Al-Omari, 2005).

Motives are the priority that must be given when preparing postgraduate students. Students are the backbone of universities, so the need for scientific research and the need of academic institutions must be taken into consideration when accepting them. Therefore, among the basic conditions that must be met by students are: a previous academic qualification, and mastery of a foreign language, passing personal interviews, and some tests that are not available to everyone. (Samarah and Al-Majali, 2014).

Knowing the motives that led students to enroll in university education is the first step to knowing the tendencies of behavior and its background, and trying to direct it in a way that helps modify it, develop the educational process and improve its outputs, and thus achieve its general goals. Knowing these tendencies leads to knowing the goals and objectives that students set in mind when enrolling in university education and what they expect to obtain from university studies; these goals and objectives are linked with the needs of society and the labor market, as students are sensitive to the needs of the society in which they live. Therefore, they are more accurate in determining the needs of the labor market and the required professions or the demand curve for them in the coming stages. (Mustafa, 1995).

The role that higher education plays in achieving development and preparing qualified human resources clearly stands out for postgraduate studies, which are the pinnacle of higher education. Perhaps the first thing that attracts attention in the phrase (postgraduate studies) is this evaluation description that is included in it, in addition to the available level of knowledge and skill. Postgraduate studies are characterized by being more flexible and able to highlight the distinctive competencies of students, and they have an effective role in: research, innovation, and creativity, and in creating a scientific atmosphere and careful scientific research movement. This is what made some university evaluators determine their reputation at the level of postgraduate studies allocated to them; as such, we focus more on postgraduate studies compared to all systems of higher education in developed countries. (Rabayah, 2009).

Previous Studies:

Arabic Studies:

A study by Bani Issa (1995) entitled: "The Demand for Higher Education in Jordan," which aimed to determine the social and economic variables in the demand for higher education in two ways:

The first method: Through the time chain, where a Logarithmic function was estimated to ask for high education between (1977-1992). The study concluded that the number of high school graduates annually, the number of annual government scholarships, and the ratio between the index of education costs and the general price index positively affect the demand for higher education, while the average per capita share of the real annual gross national product negatively affects it.

The second method: is through studying the sample, which is a logistic function. It has dealt with some economic and social variables as independent variables that affect the demand for higher education, which are: the student's gender, his field of study (scientific, literary), the educational level of the parents, the job position of both of them, the student's GPA, school level, average monthly family income, size, and expected cost of education.

The study has concluded that the possibility of the student enrolling in postgraduate studies is positively affected by the school student rate, and the rate of income of his family. As for family size and the expected cost of education, they do not negatively affect the demand for higher education. Also, the probability of enrolling in postgraduate studies is affected by gender in favor of females, by branch of study in favor of scientific, and by the educational level of the parents and their occupation.

A study by Mustafa (1995) entitled: "Motives for Students Enrolling in Postgraduate Programs at the University of Jordan." in which the researcher studied the motives for enrolling in postgraduate programs at the University of Jordan. The study sample consisted of (357) male and female students from the total study population, which was (2694) male and female students. It was found through the analysis that the most

important motives was the scientific motive among the five areas studied by the researcher, namely: the scientific field, the professional field, the psychological field, the economic field, and the field related to unemployment. Also, it was found that there is a difference in motives in favor of females in the psychological field according to gender, and a difference in the same field of the college in favor of the humanities faculties, and there is a difference according to the age variable in the field of economic motive and unemployment motive.

Al-Nuwaiser (2000) conducted a study aimed at identifying the reality of the unemployment of graduates of high education institutions and their causes and appropriate solutions to them from the point of view of the members of the study community in terms of: number, specialization, geographical distribution. The study reached important results, including the following:

One of the most prominent reasons leading to the problem of unemployment among higher education graduates is the private sector's reluctance to employ Saudi workers due to their high economic cost compared to expatriate workers, as well as the reluctance of some graduates to work in the private sector due to the absence of job security compared to the public sector. In addition, the continued expansion of theoretical academic specializations, and a lack of job experience among most researchers were among the reason as well.

Al-Moumani (2001) conducted a study aimed at identifying the most important counseling needs among a sample of bachelor's holders in Jordan using a scale developed by the researcher to identify the most important counseling needs of an accessible sample of (875) unemployed individuals of both sexes in Jordan.

The results of the study showed that the field of vocational needs came at the forefront of vocational needs in terms of classification of the unemployed, such as: the need for a stable source of livelihood, obtaining suitable experience, the need to choose a suitable profession, the need for professional development and learning job search skills, then followed by the health, economic, and psychological fields.

A study by Al-Hunaiti and Abdul-Razzaq (2011) aimed at identifying the social and economic factors affecting the unemployment rate and their impact on the standard of living in Tafila Governorate. To achieve this goal, data were collected using a personal interview method using a questionnaire prepared for this purpose. The results of the factorial analysis, which were processed in the manner of the main components of their group of factors, had the greatest impact on identifying unemployed individuals from those who are not unemployed and its impact on the standard of life. Moreover, it was able to explain the cause of the phenomenon at a rate of 85.5% through eight factors, these factors were named as: the factor of spending on basic needs, the factor of development loans, the factor of family expenditure on educational supplies, the factor of household welfare, the factor of family support, the factor of expenditures on housing, the factor of social solidarity, and the factor of the social level of the head of the family.

As for the study by Hamdneh (2013), which focused on youth unemployment and the problems affecting it, studying the educational and marital characteristics, the vocational composition of the theoretical work force in the city of Nablus, and coming up with recommendations for decision-makers, it can contribute to mitigating the effects of the widespread unemployment phenomenon in the city. It has concluded a set of results, the most important of which are:

The community of Nablus is a young community, and the study also indicated that there is a group of reasons that contributed to the exacerbation of the unemployment phenomenon in the city of Nablus, the most important of which is:

The spread of the phenomenon of favoritism in job postings, the labor market not accepting new graduates because they lack practical experience, the lack of compatibility

of specializations with the labor market, as well as the limited investment projects. The study came out with many recommendations, the most important of which are:

Expanding investment, providing an appropriate investment climate by encouraging investment, and the need to pay attention to small enterprises.

A study by Samarah and Al-Majali (2014) aimed to reveal the motives of the expatriate students to join the postgraduate programs at Mu'tah University in the Hashemite Kingdom of Jordan from their point of view, and to determine the impact of variables: sex, age, academic level, social status, and job status in their classification of motives. To achieve this, a questionnaire consisting of (29) items, divided into four areas, was given to the study sample, which consisted of (211) male and female students, using the class random method. The results of the study showed that expatriate students classified their motives for enrolling in postgraduate programs into: academic motives, professional motives, psychological motives, and social motives. The results did not show the effects of variables: sex, age, academic level, social situation, and job status in the classification of the students.

Foreign studies:

A study by Morse (2000), which is entitled: "The sensory experiences that prompted Mexican-American students to obtain higher education degrees," had seven participants (three men and four women) in it, between the ages of (35-58) years, who have Master's and Doctoral degrees. Three interviews were conducted with each person, and it was noted that the participants had a strong desire and determination to obtain higher degrees to overcome the discrimination and racism they encounter, and it was noted that they have a desire to help others. Also, the parents, school and society played a role in their achievement, and their poor conditions as immigrants played a role in pushing them to be diligent.

A study by Plants (2000) entitled: "The Relationship between Motivation, Perception, and Academic Achievement in Higher Education in Medicine." It aimed to determine whether there is a relationship between: academic achievement, motives, goals, perception, gender, or previous achievement of advanced learners represented by medical students in postgraduate studies. It turns out that motivation to learn follows two main sources: learning for the sake of learning (with the aim of learning), or learning for the sake of doing well (with the aim of working). It has been proven that the first type - i.e. learning for the sake of learning - obtained better results than the second type, and the results were as follows: there were no differences in terms of gender, and previous knowledge had a significant impact on academic performance, and finally it appeared that mental skills influenced In the results.

A study by Smirnova (2004) entitled: "Job-seeking Behavior" aimed to analyze the statistical data of the unemployed in Russia for the years (1994-2000) in order to identify the most effective methods of searching for work for the unemployed in Russia. The descriptive statistical analysis methods were used in analyzing the data. It concluded that the ways to obtain a job for the unemployed in Russia focused on four methods, namely: the use of personal relationships for relatives and friends, direct contact with companies, job ads, and employment offices. It also concluded that the parameters of finding a job are in the following factors: gender, age, and education, which are of high statistical significance.

A study by Kabani and Kothari (2005) on the characteristics of the youth labor market in the Middle East to determine the problems that contributed to the high rates of unemployment and their continuation among the youth category in the Middle East. It found a set of problems that contributed to high unemployment rates among youth in the Middle East region, the most important of which are:

High rates of female participation in the workforce and market stagnation, the supply of labor exceeds the demand, bureaucratic obstacles to developing private sector institutions, high population growth rates, and increased migration rates from countryside to urban. It also showed that the share of government jobs among total employment in the Middle East region is the highest among developing countries, and wages in the public sector in the Middle East region are higher than wages in the private sector by 41%.

What Distinguishes this Study from Previous Studies:

The studies of Mustafa (1995), Bani Issa (1995), and Smirnova (2004) concluded that the possibility of enrolling in education was affected by: gender in favor of females, economic motive, age, and education. The studies of Al-Nuwaisir (2000), and Hamarneh (2013) indicated that the high rates of unemployment are due to: not accepting new graduates in the labor market, the absence of job security, and the incompatibility of specializations with the labor market. The studies of Samarah and Al-Majali (2014), Al-Moumani (2001), Plants (2000) highlighted the professional motives in obtaining a job and choosing an appropriate profession, and scientific motives in (learning for the sake of learning), while the studies of Bani Issa (1995), and Morse (2000) talked about the role of: parents, family, and society in higher education.

However, this study was distinguished by its focus on unemployment and its impact on students' enrollment in postgraduate programs in Jordanian universities. The motives that make individuals enroll in postgraduate programs are many, including: social motives and psychological motives. However, the focus here was on the problem of unemployment, since it is a national and global problem that should be considered with great importance due to its great impact on various aspects of life within society, and the importance of education, especially higher education, which should not be affected by the problem of unemployment, and the solution to the problem of unemployment should not be at the expense of higher education and scientific research.

Study Approach:

The descriptive analytical approach, which is one of the forms of analysis and organized scientific explanation, was used to describe a specific phenomenon or problem and analyze it quantitatively by: collecting data and information about the phenomenon or the problem, processing, and scheduling.

Study Community:

The study community consisted of postgraduate (Master's) students at Al-Balqa Applied University, who were (880) male and female students distributed across various specializations.

Study Sample:

A regular random sample of (132) male and female students was chosen from the study population according to Table No. (1)

Table (1) Distribution of the study sample individuals based on the variables of the study

Variable	Its Levels	No.	Percentage	Total
Gender	Male	54	40.9 %	132
	Female	78	59.1 %	
Age	Under 25	47	35.6 %	132
	25-35	52	39.4 %	
	Over 35	33	25 %	
Type of College	Scientific	69	52.3 %	132
	Humanities	63	47.7 %	
Place of Residence	Northern Region	36	27.3 %	132
	Central Region	61	46.2 %	
	Southern Region	35	26.5 %	

Study Tool:

To achieve the objectives of the study, a study tool was developed to measure the impact of unemployment on students' enrollment in postgraduate programs in Jordanian universities. The tool was designed on a five-point Likert scale (1-5), where the questionnaire consisted of the following:

The first part: the demographic variables of the study sample: (gender, age, type of college, and place of residence).

The second part: It consists of: the educational motive, items (1-8), the unemployment motive, items (9-13), and the professional motive, items (14-18).

Arithmetic means and standard deviations were calculated, and the gradation of the scale used in the study was taken into account as follows: five marks for the choice (Strongly Agree), four marks for the choice (Agree), three marks for the choice (Neutral), two marks for the choice (Disagree), and one mark for the choice (Strongly Disagree).

The standard of judging the means of the study tool was determined by dividing it into three levels: low, medium, and high, according to the following equation: the length of the category = the upper value of the choice - the minimum value of the choice / number of levels) $4 / 3 = 1.33$ (.

As a result, the following criterion was used to judge the impact of unemployment on enrollment in postgraduate programs: the low level is less than $(1 + 1.33 = 2.33)$, the medium level is $(2.33-3.67)$, and the high level is $(3.68$ or more).

Thus, the following test was adopted for the degree of application of the tool as a whole and for the fields and items of the study: a low degree of application represented by scores between $(1-2.33)$, a medium degree of application represented by scores between $(2.34-3.67)$, and a high degree of application represented by scores between $(3.68-5)$.

Validity of the Tool:

To ensure the validity of applying the study tool, the researcher presented it to (10) arbitrators with specialization and experience in the field of sociology, measurement and evaluation, and the opinions of the arbitrators were taken into account and the necessary amendments were made.

Reliability of the Tool:

To verify the reliability of the study tool, the Cronbach Alpha coefficient was calculated using the Statistical Packages for the Social Sciences (SPSS), where the value of the Cronbach Alpha reliability coefficient was (0.842). Based on the above results of validity and reliability, and the validity of the arbitrators is evident in the possibility of applying the tool and relying on it in the study.

Statistical Processing:

The statistical processing program in the social sciences (SPSS) was used to extract the results of the study. The arithmetic means, standard deviations, t-test for independent groups, and one-way analysis of variance were calculated.

Study Results and Discussion:

In this part, the arithmetic means and standard deviations of the responses of the respondents to the questionnaires and the answers to the study questions will be presented and analyzed.

First: The results related to the first question: What is the effect of unemployment in the enrollment of students with postgraduate programs in Jordanian universities?

Arithmetic means and standard deviations were calculated for the responses of the study sample on the study fields of: (educational motive, unemployment motive, and professional motive).

Table (2) Arithmetic means and standard deviations of the responses of the study sample members on the field of educational motive

Item No.	Item	Mean	Deviation	Rank	Degree
1	Obtaining a scholarship to study for a Doctoral degree	4.15	1.05	6	High
2	Contributing to scientific research	4.37	0.77	4	High
3	Passion and love towards the specialization	4.02	0.82	7	High
4	Gaining more knowledge	4.55	0.70	2	High
5	Participating in conferences and seminars	4.85	0.56	1	High
6	Contributing to the development of the educational process	4.22	0.89	5	High
7	Acquiring more skills	4.44	0.75	3	High
8	Solving problems which happen in society	4	1.12	8	High

Table No. (2) shows that the responses of the study sample on the educational motive field as a whole were high, as the arithmetic mean of the total of all items was (4.32) with a standard deviation of (0.83). The means ranged between (4-4.85), where the item No. (5) came in first place, which states: "Participating in conferences and seminars", and its arithmetic mean was (4.85) with a standard deviation of (0.56). It was followed by item No. (4) which states: "Gaining more knowledge", and its the arithmetic mean was (4.55) with a standard deviation of (0.70). While item No. (8) came in the last place, that states "solving problems which happen in society", and its arithmetic mean was (4) with a standard deviation of (1.12).

Table (3) Arithmetic means and standard deviations of the responses of the study sample members on the field of unemployment motive

Item No.	Item	Mean	Deviation	Rank	Degree
1	Getting a job	4.77	0.62	2	High
2	Higher degrees mean better job opportunities	4.51	0.69	4	High
3	Helping the family in the burdens of life	4.21	0.90	5	High
4	The lack of a job opportunity that suits the lower certificates	4.61	0.65	3	High
5	Associating high income with higher degrees	4.81	0.58	1	High

Table No. (3) shows that the responses of the study sample members on the unemployment motive field as a whole were high, as the arithmetic mean for the total of all items reached (4.58) with a standard deviation of (0.68). The means ranged between (4.21-4.81), where item No. (5) came in the first place, which states: "Associating high income with higher degrees," and its arithmetic mean reached (4.81) with a standard deviation of (0.58). It was followed by item No. (1) which states: "Getting a job," and its arithmetic mean was (4.77) with a standard deviation of (0.62). While item No. (3) came in the last place, which states: "Helping the family with the burdens of life," with a mean of (4.21) and a standard deviation of (0.90).

Table (4) The arithmetic means and standard deviations of the responses of the study sample on the field of professional motive

Item No.	Item	Mean	Deviation	Rank	Degree
1	Moving up the career ladder	4.58	0.56	1	High
2	Obtaining leadership positions	4.43	0.59	3	High
3	Obtaining job security	4.16	0.91	5	High
4	Transitioning to a better job	4.30	0.75	4	High
5	Increasing the efficiency and productivity at	4.56	0.54	2	High

work				
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Table No. (4) shows that the responses of the study sample members on the professional motive field as a whole were high, as the arithmetic mean for the total of all items reached (4.40) with a standard deviation of (0.67). The means ranged between (4.16-4.58), where the item No. (1) came in first place, which states: “Moving up the career ladder” with a mean of (4.58) and a standard deviation of (0.56). It was followed by item No. (5) which states: “Increasing the efficiency and productivity at work” with a mean of (4.56) and a standard deviation of (0.54). While item No. (3) came in last place, which states: “Obtaining job security,” with a mean of (4.16) and a standard deviation of (0.91).

To answer the main question of the impact of unemployment in the enrollment of students with postgraduate programs in Jordanian universities, and when comparing the arithmetic means of the responses of the members of the study sample on the three fields of the study represented by: (educational motive, unemployment motive, and professional motive) we note the rise of the arithmetic means of the field (unemployment motive) with a mean of (4.58) and with a high degree. We also note that the study sample individuals leaned towards the fact that the students enrollment in postgraduate programs in Jordanian universities was the main reason for the high unemployment rates within society among young people, and this is due to the search for a job and the association of higher degrees to the job, especially due to the inability of government jobs to accommodate the large number of young people who complete the first university certificate, as well as the life burdens that many people live in and the association of unemployment to the problem of poverty. Furthermore, the fact that the student can help his family under these circumstances, not to mention the association of higher degrees with high income and high social status, are additional reasons.

Results Related to the Study Hypotheses:

First: The results related to the first hypothesis: There is no statistically significant effect at the significance level ($0.05 \geq \alpha$) for the effect of unemployment in the enrollment of students with postgraduate programs attributed to the gender. To test this hypothesis, the t-test was used, and Table (5) shows this:

Dimension	Arithmetic Mean for Males	Arithmetic Mean for Females	T-Value	The Level of Significance
Educational Motive	4.34	4.55	0.95	0.30
Unemployment Motive	4.65	4.43	2.30	0.01
Professional Motive	4.41	4.32	0.58	0.50

It is clear from Table No. (5) that there are statistically significant differences at the level of significance ($\alpha \geq 0.05$) in the effect of unemployment on students’ enrolling in postgraduate programs in Jordanian universities according to the variable of gender on the unemployment motive dimension, and they were in favor of males. While there are no statistically significant differences on the dimensions of: (educational motivation, professional motivation).

This can be explained by the fact that males are more affected by the issue of unemployment than females, especially with the burdens imposed on the man when he needs to get married and the basic requirements that this requires. The presence of a man within Oriental society poses many challenges for him, the most important of which is the challenge of work. This also does not mean that the female is indispensable for work, as the female is half of society and an essential partner in the renaissance and progress of society through participation in construction and development.

Second: Results related to the second hypothesis: There is no statistically significant effect at the significance level ($0.05 \geq \alpha$) of the effect of unemployment on students’ enrolling in postgraduate programs in Jordanian universities due to the variable of age.

A one-way analysis of variance was conducted for the arithmetic means of the motives fields among the individuals in the study sample and the F value was extracted, and Table No. (6) shows this:

Dimension	Source of Variance	Sum of Squares	Degrees of Freedom	Square of Means	F-Value	The Level of Significance
Educational Motive	Between Groups	1.02	2	0.52	0.751	0.17
	Within Groups	101.22	129	0.27		
	Total	102.35	131			
Unemployment Motive	Between Groups	3.05	2	1.52	4.254	0.01
	Within Groups	244.51	129	77.		
	Total	247.55	131			
Professional Motive	Between Groups	0.50	2	0.25	0.423	0.33
	Within Groups	172.26	129	0.14		
	Total	172.77	131			

It is clear from Table No. (6) that there are statistically significant differences at the significance level ($0.05 \geq \alpha$) for the effect of unemployment on students' enrolling in postgraduate programs in Jordanian universities according to the variable of age on the (unemployment motive) dimension. The calculated (F-Value) was greater than the tabular F- Value, while it was not statistically significant for: (the educational dimension and the professional dimension).

To determine which level of the variable of age the differences were on the scope of the impact of unemployment, the (Scheffe) test was used, and the results showed that the arithmetic mean of: (the educational dimension, the unemployment dimension, and the professional dimension) for the age group (25-under 35 years) was higher than the age group (less than 25 years old) and lower than the age group (more than 35 years old).

This explains the impact of age in a period between (25-under 35 years old) on the pursuit of young people and their search for job opportunities, especially in this important period of their life, as it is a period: construction, passion, ambition, work, diligence, personality building, and family formation .

Third: The results related to the third hypothesis: There is no statistically significant effect at the significance level ($0.05 \geq \alpha$) for the effect of unemployment in the enrollment of students with postgraduate programs attributed to the type of college. To test this hypothesis, the t-test for independent groups was used. Table (7) shows this:

	Type of College	Arithmetic Mean	Standard Deviation	T	The Level of Significance
Degree	Scientific	4.24	0.77	0.19	0.56
	Humanities	4.12	0.80		

It is clear from Table (7) that there are no statistically significant differences at the significance level ($0.05 \geq \alpha$) for the effect of unemployment in the high rate of enrollment in postgraduate programs in Jordanian universities attributed to the variable of type of college, as the problem of unemployment is not limited to a specific college or specific specialization, it is a problem that everyone suffers from different colleges and specialties. It is a problem of social, economic, political, and educational nature, and it affects all groups of all their social and economic position because it is related to many problems within society.

Recommendations:

1. Aligning educational outcomes and the requirements of the labor market, and creating scientific specializations that keep pace with technological development.
2. Encouraging vocational and technical education, and solving the problem of a culture of defect.

3. Paying attention to the investment environment and attracting projects that provide job opportunities.
4. Reducing dependence on employment and expatriates and replacing local youth in various businesses.
5. Regulating admission to postgraduate programs, so that specific numbers are accepted in each major.
6. Educating young people in scientific disciplines and what the labor market needs sufficiently.
7. Encouraging creative ideas and thinking outside the box to benefit individuals and society with regard to work.
8. Solving the problem of mediation and favoritism that stand in the way of solving the unemployment problem.
9. Focusing on the applied aspect of higher education and providing young people with the skills necessary to enter the labor market.
10. Conducting more research and studies concerned with solving the unemployment problem.

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