



Research on Employer Satisfaction Concerning Higher Education Quality

Abstract: Education has a strategic importance for economic and social development, as well as a positive effect on the entire society. Therefore, the education system must be effective and efficient in order to create a knowledge-based society and a stable economic environment. An important indicator of education quality is the employer satisfaction, which therefore presents a topic of numerous studies around the world. In this regard, the aim of the research was to examine the satisfaction of employers as users of higher education services through scientific methods. The sample included 33 private and public sector entities from various industries, with different ownership structures and a different number of employees. The research was conducted in the Republic of Serbia from May to July 2019. The data were processed using SPSS 21.0. programme in order to conduct descriptive statistics and cross-tabulation. Finally, the research findings indicate the existence of employer dissatisfaction, resulting from the outcomes of certain study programs, i.e., competencies and skills related to occupational profiles.

Keywords: higher education, education quality, employer satisfaction, knowledge-based society, knowledge-based economy.

Introduction

Education is strategically important for economic and social development of any country. Creating a stable knowledge-based economy can be enhanced by a well-defined national policy in the field of education. Furthermore, in order to provide a

contribution in education, the system itself should be efficient and effective, of good quality and accessible, flexible, and adaptable to change.

Formal and non-formal education should provide general knowledge and values necessary for personal and professional development, as well as specialized knowledge and skills important for the development of an entrepreneurial economy. Addi-

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tionally, the education system should enable the development of human resources that will make a significant contribution in creating a competitive and dynamic entrepreneurial economy capable of sustainable economic growth. Having in mind that educational policy is not only a policy of the human resource creation, but also a part of the overall development of society, business entities should be the key drivers of innovation, competitiveness and improvement of the modern education system. Therefore, investments in education, secure and adequate human resources, as a response to the needs of a dynamic and competitive market, are becoming an indispensable prerequisite for sustainable economic progress.

Regarding the fact that education is an important factor that influences the social and economic development, this research was designed in order to determine the employer satisfaction with the quality of higher education in the Republic of Serbia. This issue was analysed in the context of the unemployment problem, resulting from the mismatch between the structure of the job supply, which is a direct consequence of the educational policies, and the demand in the labour market. Also, the problem is that, due to the changes caused by scientific and technological development and globalisation, there is a growing need for the more complex knowledge and skills that can be applied in different fields.

The research sample included human resources (HR) managers from 33 private and public sector entities in the Republic of Serbia. The data were processed using SPSS 21.0. programme, which was applied in order to conduct descriptive statistics and cross-tabulation.

Theoretical background

Knowledge is the most important human resource. Possessing knowledge (Wood, 2011) is crucial for personal and social improvement. The process of acquiring knowledge contributes to individ-

ual progress and to the development of certain competencies necessary for inclusion in social processes.

It is very common to find terms such as “knowledge society” and “knowledge-based economy” in the literature. The review of the scientific literature shows that many authors emphasize the importance of the knowledge-based economy focused on national competitiveness in the international market (Peters, 2001; Barkhordari et al., 2019; Cristiano Miles & Boden, 2019; O’Donovan, 2020). The “knowledge economy” or “knowledge-based economy” is defined in the national policies of many countries: Great Britain, Australia, New Zealand, Ireland, Canada, the United States, the countries of Southeast Asia and China, and they all point out that the knowledge-based economy is an important policy with implications in different organisations where it increases production and employment. A large number of international organisations, such as the World Bank, the IMF, the OECD, and others point in their programmes to the significance of the “knowledge economy” (Peters, 2001).

The results of many studies, including the paper of Kottmann and De Weert (2013), show that the increase in unemployment in the OECD countries was significantly affected by the mismatch between the job supply structure, which is a direct consequence of the education policy, and the labour market conditions. The current structural and technological changes in the economy prefer the recruitment of the personnel capable of adapting quickly to the new changes (Kirin et al., 2014). The changes caused by the scientific and technological development and globalisation, among other things, have a direct impact on the field of higher education (Forster et al., 2013; Mouzakis, 2010).

The Republic of Serbia is still in the process of transition. The process of transition (Kirin et al., 2014) led to a more narrow industrial production, the devastation of industrial capacities, a reduced productivity in the industrial sector, outdated industrial equipment and technology, the reduced

competitiveness of the main industries and companies, the reduction in the export activity, as well as the reduced number of employees in industrial sector. Consequently, these issues have inevitably led to a decrease in the share of the industrial sector in Serbia GDP. Under the influence of recession, transition and globalisation in general, many companies have been restructured, some jobs have been shut down, there is less demand for certain occupational profiles, and there is a growing need for the more complex knowledge and skills that can be applied in different areas. All this indicates that the economy needs personnel with key competences that can be used in different professions or in different jobs. This fact is also corroborated by the National Employment Service report 2018, as well as the International Labour Organisation (2020), according to which the unemployment rate in Serbia was 12, 7% in 2019. This fact shows the discrepancy between the supply and demand in the labour market, the deficit of certain profiles as a result of economic crises, incomplete and slow educational reforms, and the lack of cooperation between higher education and business sectors, emigration of the population, as well as global changes in general. Due to the growing com-

petition, a changing and demanding academic environment, higher education institutions need to develop appropriate mechanisms for achieving sustainability and performance. The key to success is an adequate response to changes, the continuous improvement of the quality in all processes and the fulfilment of the requirements and expectations of the service users and interested parties.

Meeting the needs of the users of higher education services (Figure 1) depends on the quality of the teaching process, i.e., the outcome of the service provided by the higher education institution. In other words, a state of satisfaction or dissatisfaction among the users of higher education services is the result of the comparison of the expected service and the outcome of the provided service. Figure1: Higher education users.

After the realisation of the services provided by the higher education institutions, the user will experience some level of satisfaction or dissatisfaction.

In order to achieve certain goals, a higher education institution should provide its users with values that are constantly improving. Recognising and meeting the needs and expectations of the higher education users is essential for achieving

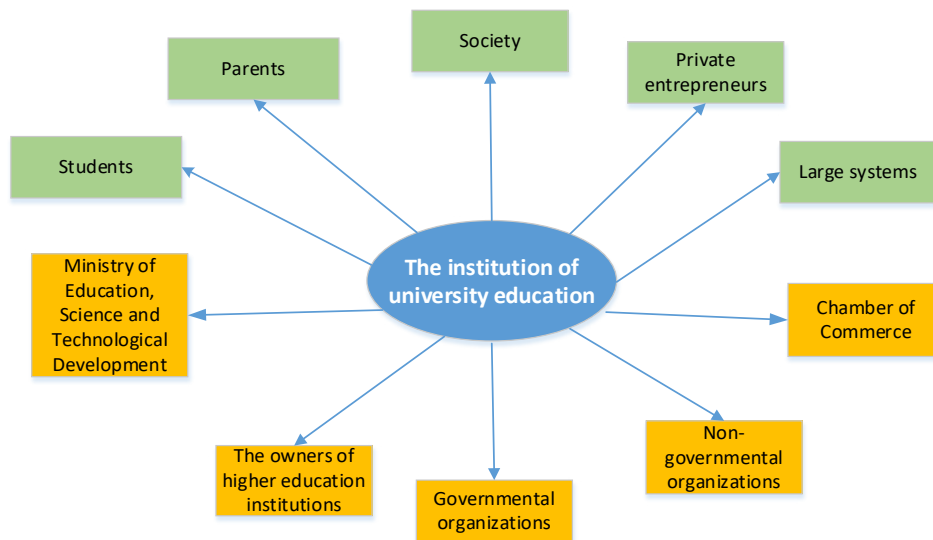


Figure1: Higher education users (Kirin et al, 2014)

sustainable development and the success of a higher education institution. It is also a part of social responsibility and contributes to a stable economy and a knowledge-based society.

Methodology

The research program included a sample of 33 private and public sector entities (small and medium enterprises, large systems, domestic and foreign companies) with different ownership structures, different number of employees, and from various industries (health, agriculture, tourism and catering, public administration, trade, construction, energy, industry and services). The research was conducted in the Republic of Serbia from May to July 2019. The survey included HR managers in different organisations as respondents who had to answer different questions regarding the quality of higher education and employer satisfaction.

The research strategy was based on a combination of qualitative and quantitative methods. The authors tried to explain the complexity of the factors that influence the employer satisfaction regarding higher education, using a survey designed especially for this research.

The aim of this research was to examine the satisfaction of employers as important users of higher education services. In accordance with this, it was necessary to research the following dimensions of employer satisfaction:

- Satisfaction with the level of knowledge of an occupational profile;
- Satisfaction with the skills of an occupational profile;
- Satisfaction with the accessibility of an occupational profile.

In the sample structure there was a majority of organisations with 100-500 employees, followed by the large companies with over 1000 employees. The dispersion of the sample is such that the sample

can be observed and compared with a normal distribution and appropriate statistical tests.

The data show that the sample is dominated by private enterprises (34%); followed by joint stock companies (24%), state organisations and limited liability companies (21% of the sample).

In order to confirm the consistency of the survey, we have carried out Cronbach's Alpha test (Table 1). With the probability of 78.1% it can be confirmed that the sample is consistent.

Table 1: Cronbach's Alpha test of internal consistency

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.781	.779	6

Note. Calculated by the authors

The research is based on the following hypothesis:

There is a discrepancy between the learning outcomes of individual study programs and business requirements of enterprises.

In order to test the basic hypothesis it was necessary to cross the results of two questions.

- Are there jobs for which there are no available profiles?
- Evaluate the level of dissatisfaction/satisfaction regarding the profile characteristics.

The respondents' answers were analysed by the cross-tabulation function in the statistical programme SPSS. *In the research programme, cross-tabulation and descriptive statistics were applied by portraying the frequency of the variables.*

We have crossed the questions related to the existence of the jobs for which there are no available profiles, and related to the level of dissatisfaction/satisfaction with the characteristics of the existing profiles. The question related to the level of

dissatisfaction/satisfaction examined the characteristics such as the level of knowledge, skills, communication, team work, transfer of knowledge to others, and initiatives.

Results and discussion

The research results show that for the majority of the jobs in different organisations there are no

available profiles (56.5%), which indicates that the definition of new occupational profiles, as well as dual education, can provide the functionality of education and improve the fulfilment of the needs of the higher education users.

Furthermore, the findings indicate the dissatisfaction of employers with the outcomes of certain study programmes, competencies, and the knowledge related to occupational profiles.

Table 2: Results of cross-tabulation of the variables “knowledge level” and “jobs for which there are no available profiles”

Count		Crosstab				Total
		knowledge level				
		2	3	4	5	
Existence of the profile in companies	Yes	2	6	20	7	35
	No	0	3	11	13	27
Total		2	9	31	20	62

Note. Calculated by the authors

Table 3: Results of the “chi-squared” test of the variables “level of knowledge” and “existence of jobs for which there are no available profiles”

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	6.489 ^a	3	.090
Probability ratio	7.236	3	.065
Linear-by-Linear Association	5.341	1	.021
N valid cases	62		

a. 3 cells (37.5%) have expected the count lower than 5. Minimal expected count is 0.87.

Note. Calculated by the authors

Table 4: Results of Pearson Kendall tau b and Goodman Kruskal Gamma test of variables “level of knowledge” and “existence of jobs for which there are no available profiles”

Symmetric measures				
	Value	Asymptotic standard error ^a	Approximate T ^b	Approximate significance
Ordinal by Kendall’s tau-b	.282	.112	2.486	.013
Ordinal Gamma	.487	.179	2.486	.013
N of valid cases	62			

a. Not including zero hypothesis

b. Using an asymptotic standard error assuming a zero hypothesis

Note. Calculated by the authors

Based on the Tables 2, 3 and 4 it can be concluded that the cross-tabulation shows that almost 68% of respondents (employers) are not completely satisfied (grade 5 on the ordinal scale) with the level of knowledge, i.e., the learning outcome of the individual study programmes, which shows that there is room for the improvement of satisfaction:

- “Chi-squared” test shows the significance on the level of the whole sample, because $6.489 < 7.236$. The test was carried out with $33-1-6=26$ degree of liberty and 1% error risk;
- Kendall tau b the coefficient shows incompatibility to the right (value equal to 0.282) between the ordinal values of the variables

and the question “the existence of a job for which there are no available profiles”;

- Goodman Kruskal Gamma shows solid correlation between answers to these two questions (the value of the test is equal to 0.487 on the scale from 0 to 1).

There is a statistically significant correlation between “the level of knowledge” and “the existence of a job for which there are no available profiles”.

By improving the level of knowledge within the job profile, employer satisfaction can be achieved.

Furthermore, we have tested the variables “skills” and “the existence of a job for which there are no available profiles”.

Table 5: Results of the cross-tabulation of variables “skills” and “the existence of a job for which there are no available profiles”

Count		Crosstab				Total
		Skills				
		2	3	4	5	
Existence of profile	Yes	1	9	20	5	35
	No	0	4	13	10	27
Total		1	13	33	15	62

Note. Calculated by the authors

Table 6: Results of “chi-squared” test on the variables “skills” and “the existence of a job for which there are no available profiles”

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	5.128 ^a	3	.163
Likelihood Ratio	5.520	3	.137
Linear-by-Linear Association	4.502	1	.034
N of Valid Cases	62		

a. 2 cells (25.0%) have count lower than 5. Minimal expected count is 0.44.

Note. Calculated by the authors

Table 7: Results of the Pearson Kendall tau b and Goodman Kruskal Gamma test of variables “skills” and “the existence of a job for which there are no available profiles”

		Symmetric measures			
		Value	Asymptotic standard error ^a	Approximate T ^b	Approximate significance
Ordinal by	Kendall's tau-b	.255	.113	2.225	.026
Ordinal	Gamma	.449	.187	2.225	.026
N of valid cases		62			

a. Not including zero hypothesis

b. Using an asymptotic standard error assuming a zero hypothesis

Note. Calculated by the authors

Based on the Tables 5, 6 and 7 we can conclude the following:

- The cross-tabulation shows a higher level of employer satisfaction with the existence of the job than with the knowledge (due to a small number of dissatisfied respondents on this issue), while there is still room for harmonisation because only 24% of the respondents gave the grade 5 (on the ordinal scale) to this learning outcome;
- “Chi-squared” test shows the significance on the level of the whole sample, because $5.12 < 5.52$. The test was carried out with $33-1-6=26$ degree of liberty and 1% of error risk;

- Kendall tau b coefficient shows incompatibility (value equal to 0.255) between the ordinal values of the variables and the question “the existence of a job for which there are no available profiles”;
- Goodman Kruskal Gamma shows a good correlation between the answers to two questions (the value of the test is equal to 0.449 on the scale from 0 to 1).

There is no statistically significant correlation between “the skills” and “the existence of a job for which there are no available profiles”.

The tests were also made on variables “communication” and “existence of a job for which there are no available profiles”.

Table 8: Cross-tabulation of the variables “communication” and “existence of a job for which there are no available profiles”

Count		Crosstab				Total
		communication				
		2	3	4	5	
Existence of profile	yes	1	8	11	15	35
in companies	no	0	5	15	7	27
Total		1	13	26	22	62

Note. Calculated by the authors

Table 9: Results of “chi-squared” test of variables “communication” and “existence of a job for which there are no available profiles”

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	4.255 ^a	3	.235
Ratio of probability	4.644	3	.200
Linear-by-Linear Association	.115	1	.734
N of valid cases	62		

a. 2 cells (25.0%) have expected count lower than 5. Minimal expected count is 0.44.

Note. Calculated by the authors

Table10: Pearson Kendall tau b and Goodman Kruskal Gamma test on the variables “communication” and “existence of a job for which there are no available profiles”

	Value	Asymptotic standard error ^a	Approximate T ^b	Approximate significance	
Ordinal by Ordinal	Kendall's tau-b	-.069	.119	-.580	.562
	Gamma	-.118	.203	-.580	.562
N of valid cases	62				

a. Not including zero hypothesis

b. Using an asymptotic standard error assuming a zero hypothesis

Note. Calculated by the authors

Regarding the findings presented in Tables 8, 9 and 10, we can conclude the following:

- The cross-tabulation shows a clear tendency towards the right, i.e., to the fact that there is a smaller space for harmonisation, as 36% of the respondents gave the grade 5 on the ordinal scale;
- “Chi-squared” test shows the significance on the level of the whole sample, because $4.25 < 4.64$. The test was carried out with $33-1-6=26$ degree of liberty and 1% of error risk;
- Kendall tau b coefficient shows the tendency toward lower ordinal values (value

equal to -0,069) when it comes to the question related to the existence of the jobs for which there are no available profiles;

- Goodman Kruskal Gamma shows a weak negative correlation between the answers to the two questions (the value of test is equal to -0.118 on the scale from 0 to 1).

There is no statistically significant correlation between “communication” and “the existence of a job for which there are no available profiles”.

In addition, we have made tests on the variables “team work” and “existence of a job for which there are no available profiles”.

Table 11: Cross-tabulation of the variables “team work” and “existence of a job for which there are no available profiles”

Count		Crosstab			Total
		team work			
		3	4	5	
Existence of the profile in companies	Yes	13	14	8	35
	No	7	13	7	27
Total		20	27	15	62

Note. Calculated by the authors

Table 12: “Chi-squared” test of variables “team work” and “existence of a job for which there are no available profiles”

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	.886 ^a	2	.642
Likelihood Ratio	.897	2	.639
Linear-by-Linear Association	.548	1	.459
N of Valid Cases	62		

a. 0 cells (0.0%) have expected count lower than 5. Minimal expected count is 6.53.

Note. Calculated by the authors

Table 13: Results of Pearson Kendall tau b and Goodman Kruskal Gamma test of variables “team work” and “existence of a job for which there are no available profiles”

Symmetric measures					
		Value	Asymptotic standard error ^a	Approximate T ^b	Approximate significance
Ordinal by Ordinal	Kendall's tau-b	.092	.119	.777	.437
	Gamma	.162	.207	.777	.437
N of Valid Cases		62			

a. Not including zero hypothesis

b. Using an asymptotic standard error assuming a zero hypothesis

Note. Calculated by the authors

According to the results demonstrated in Tables 11, 12 and 13 we can conclude the following:

- The cross-tabulation shows similar conditions when it comes to skills because there is room for harmonisation in the “team work” variable, which was rated with 5 only by 24% of the respondents on the ordinal scale;
- “Chi-squared” test shows the significance on the level of the whole sample, because $0.886 < 0.897$. The test was carried out with $33-1-6=26$ degree of liberty and 1% of error risk;
- Kendall tau b coefficient shows an incompatibility (value equal to 0.092) between

the value of the variables and the question related to the existence of the job for which there are no profiles available;

- Goodman Kruskal Gamma shows weak correlation between the answers to the two questions (the value of the test equal to 0.162 on the scale from 0 to 1).

There is no statistically significant correlation between the variables “teamwork” and “the existence of job for which there are no profiles available”.

The tests on the variables “knowledge transfer” and “existence of a job for which there are no available profiles” are demonstrated in Tables 14, 15 and 16.

Table 14: Results of the cross-tabulation of the variables “knowledge transfer” and “existence of a job for which there are no available profiles”.

		Count		Crosstab				Total
		knowledge transfer						
		2	3	4	5			
Existence of the profile in the company	yes	5	11	14	5	35		
	no	0	17	6	4	27		
Total		5	28	20	9	62		

Note. Calculated by the authors

Table 15: Results of the “chi-squared” test on the variables “knowledge transfer” and “existence of a job for which there are no available profiles”.

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	8.710 ^a	3	.033
Likelihood Ratio	10.595	3	.014
Linear-by-Linear Association	.013	1	.910
N of Valid Cases	62		

a. 3 cells (37.5%) have expected count lower than 5. Minimal expected count is 2.18.

Note. Calculated by the authors

Table 16: Pearson Kendall tau b and Goodman Kruskal Gamma test of variables “knowledge transfer” and “existence of a job for which there are no available profiles”.

		Symmetric Measures			
		Value	Asymptotic standard error ^a	Approximate T ^b	Approximate significance
Ordinal by Ordinal	Kendall's tau-b	-.047	.120	-.396	.692
	Gamma	-.080	.201	-.396	.692
N of Valid Cases		62			

a. Not including zero hypothesis

b. Using an asymptotic standard error assuming a zero hypothesis

Note. Calculated by the authors

The findings indicate the following:

- The cross-tabulation shows that there is a lot of room for harmonisation because knowledge transfer as the learning result was graded by the grade 5 only by 14.5% of the respondents;
- The “Chi-squared” test shows significance on the level of the whole sample because $8.71 < 10.59$. The test was carried out with $33 - 1 - 6 = 26$ degree of liberty and 1% of error risk;
- Kendall tau b coefficient shows the tendency of ordinal values toward the lower values (value equal to -0.047) when it comes to an affirmative response to the question related

to the existence of the jobs for which there are no available profiles;

- Goodman Kruskal Gamma test shows a weak negative correlation between the answers to the two questions (the value of the test equals -0.08 on the scale from 0 to 1).

There is a statistically significant correlation between the variables “knowledge transfer” and “the existence of a job for which there are no available profiles”.

Employer satisfaction can be achieved by improving the knowledge transfer within the job profile.

The research has also included the tests on the variables “initiative” and “existence of a job for which there are no available profiles”.

Table 17: Results of the cross-tabulation of the variables “initiative” and “existence of a job for which there are no available profiles”

Count		Crosstab				Total
		Initiative				
		2	3	4	5	
Existence of profiles in the company	Yes	6	9	13	7	35
	No	2	9	11	5	27
Total		8	18	24	12	62

Note. Calculated by the authors

Table 18: Results of the “chi-squared” test on the variables “initiative” and “existence of a job for which there are no available profiles

Chi-Square Tests			
	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1.493 ^a	3	.684
Likelihood Ratio	1.560	3	.669
Linear-by-Linear Association	.185	1	.668
N of Valid Cases	62		

a. 2 cells (25.0%) have expected count lower than 5. Minimal expected count is 3.48.

Note. Calculated by the authors

Table 19: Pearson Kendall tau b test and Goodman Kruskal Gamma test on the variables “initiative” and “existence of a job for which there are no available profiles”

Symmetric Measures					
		Value	Asymptotic standard error ^a	Approximate T ^b	Approximate significance
Ordinal by Ordinal	Kendall's tau-b	.039	.116	.334	.738
	Gamma	.065	.195	.334	.738
N of Valid Cases		62			

a. Not including zero hypothesis

b. Using an asymptotic standard error assuming a zero hypothesis

Note. Calculated by the authors

According to the findings presented in Tables 17, 18 and 19, we can conclude the following:

- The cross-tabulation shows that there is a lot of room for harmonisation because the initiative as the learning result was graded 5 only by 19% of the respondents;
- The “Chi-squared” test shows significance on the level of the whole sample because $1.49 < 1.56$. The test was carried out with $33 - 1 - 6 = 26$ degree of liberty and 1% of error risk;
- Kendall tau b coefficient shows an incompatibility to the right (value equal to 0.039) between the ordinal values of variables and the question related to the existence of the

jobs for which there are no available profiles;

- Goodman Kruskal Gamma shows a weak correlation between the answers to the two questions (the value of the test equal to 0.065 on the scale from 0 to 1).

There is no statistically significant correlation between “the initiative” and “the existence of a job for which there are no available profiles”.

Based on everything previously defined and analysed, it can be concluded that the basic hypothesis is completely proven on the given sample.

Regarding the research question “What profiles need to change in order to make work pro-

cess more satisfactory?”, the respondents mostly answered that the profiles should change the level of the knowledge of certain skills. The characteristics such as knowledge transfer, initiative, and team work, represent the variables whose improvement can meet the needs of the higher education users.

Conclusion

The focus of the modern concept of education should be on acquiring practical knowledge and skills commonly applicable in all spheres of life. The orientation of this concept should create personnel with competences recognisable both in national and international frameworks.

The results of the empirical research indicate the existence of the dissatisfaction of employers with the outcomes of certain study programmes, the competencies, and the knowledge related to some occupational profiles. The dissatisfaction of employers with the outcomes of certain study programmes points to the fact that changes in education poli-

cy are necessary. The employer dissatisfaction with skills, the level of knowledge, and access to certain occupational profiles lead to the conclusion that it is necessary to redefine study programmes, orient them toward the professional and practical knowledge and skills.

Furthermore, the findings indicate that the higher education institutions must change their approach in terms of interaction, application of modern methods and techniques, and the design of study programmes, all in accordance with business requirements. The education system needs to be regulated to be in line with the labour market requirements and scientific and technological changes. First of all, knowledge must be in the function of the development of the economy and society in general. This requires the involvement of state institutions, the mobility of a larger number of researchers, the transfer of knowledge, investment in scientific and research activities. The progress of the society and the knowledge-based economy can be achieved through a synergistic effect of cooperation between the education and business sectors.

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ИСТРАЖИВАЊЕ САТИСФАКЦИЈЕ ПОСЛОДАВЦА КВАЛИТЕТОМ ВИСОКОГ ОБРАЗОВАЊА

Образовање има сјајни значај за економски развој, као и позитиван ефекат на целокупно друштво. Стога, образовни систем треба да буде ефективан и ефикасан да би могао да обезбеди стварање друштва заснованог на знању и стабилној економској окружењу. Важан показатељ квалитета образовања јесте задовољство послодавца, што представља предмет многих студија широм света. С тим у вези, циљ овог истраживања био је да се научним методама испита задовољство послодавца као корисника услуге високог образовања. Узорак су чинила тридесет три послодавца приватној и јавној сектору из различитих индустрија, са различитим власничким структурама и различитим бројем запослених. Истраживање је сprovedено у Републици Србији од маја до јула 2019. године. Анкетним упитником испитани су менаџери људских ресурса, који су одговарали на питања у вези са квалитетом услуге високог образовања. Полазна тачка истраживања је била следећа питања: *Постоји несклад између исхода учења појединих студентских програма и словних захтева предузећа. Да ли се испитала основна питања, било је поједино укључени резултате два питања. Постоје ли услови за које нема доступних профила? Процениће ниво незадовољства/задовољства у погледу карактеристика профила занимања. У истраживачком процесу применене су метода кростабулације (табеле укљученија) и дескриптивна статистика. Укљученија су питања – у вези са словима за које не постоје доступни профили и степеном (не)задовољства карактеристикама постојећих профила. Питање у вези са степеном (не)задовољства испитивало је значај варијабле као што су: ниво знања, вештине, комуникација, тимски рад, пренос знања другима и иницијативе. Подаци су обрађени помоћу софтверске пакете SPSS 21.0. Резултати истраживања су показали да за већину послова у различитим организацијама не постоје доступни профили (56,5%), што указује на то да дефиниција нових профила занимања, као и дуално образовање, могу бити функционалности образовању и побољшати ниво задовољења потреба послодавца, као корисника услуге високог образовања. Даље, резултати указују на постојање незадовољства послодавца (68%) исходом одређених студентских програма, компетенцијама и знањем везаним за профиле занимања. Што се тиче истраживачког питања „Шта профилима треба променити, како би процес рада био задовољавајући?“, испитаници су углавном одговарали да би профилита требало променити одређене вештине (38%), затим ниво знања (32%) и искуство (30%). Пренос знања (50%), иницијатива (54%) и тимски рад (26%) представљају варијабле чије побољшање може задовољити потребе послодавца као корисника услуге високог образовања. На основу свега прелиминарно дефинисаној и анализираној може се закључити да је основна питања у поједино доказана на датом узорку. Фокус модерној концепцији образовања треба да буде на стицању практичних знања и вештина, које могу бити применене у различитим животној ситуацијама. Циљ*

образовања треба да буде стварање људских ресурса са компетенцијама прекознајљивим у националном и међународном оквиру. Резултати емпијској истраживања указују на постојање незадовољства послодаваца исходима одређених студијских програма, компетенцијама и знањем везаним за поједине профиле занимања. Незадовољство послодаваца исходима појединих студијских програма указује на чињеницу да су промене у образовној политици неопходне. Незадовољство послодаваца вештинама, нивоом знања и присућом одређених профила занимања, наводи на закључак да је неопходно редефинисати студијске програме, оријентисати их ка стручним и практичним знањима и вештинама. Даље, резултати указују да високошколске установе морају да промене присућу у погледу интеракције, примене савремених метода и техника, дизајна студијских програма, а све у складу са пословним захтевима. Образовни систем треба уредити тако да буде усклађен са захтевима тржишта рада и научно технолошким променама. Пре свега, знање мора бити у функцији развоја економије и друштва уопште.

Кључне речи: високо образовање, квалитет образовања, задовољство послодаваца, друштво засновано на знању, економија заснована на знању.