
Contributions of the Institutions of Higher Education in the Public Acceptance in the Period from 2005 to 2015

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Abstract: The study aimed to know the contributions of the institutions of higher education in the public acceptance of students, and to what extent can meet the wishes of many students with different disciplines. The study relied on the descriptive statistical method, which was also based on inductive and deductive analysis. The data form was time series during the period from 2005 to 2015. The most important hypotheses are the answer to the question whether the institutions of higher education contributed to public acceptance compared to governmental institutions. The paper also answered some questions. Are more universities and colleges open according to strategic plans? The study reached the most important results, including: 1. The expansion of institutions of higher education was a necessity dictated by social pressures and political payments. 2. Increasing the number of students who have a secondary school certificate continuously, and who are looking for institutions of higher education to complete their university studies even if this type of education is required outside the country. 3. The necessity of university qualification regardless of the requirement to obtain a job. 4. The National Council for Higher Education and Scientific Research explained that the increasing social demand for higher education requires the establishment of more educational institutions to reach reasonable levels of absorption for the age group 18-24 years. The most important recommendations are: 1. Continue to expand governmental and non-governmental higher education institutions to meet the needs of the labor market in order to prepare distinguished graduates who have post-graduate jobs. 2. Strategic planning of the State at all levels and the development of strategic plans must be in line with the objectives and objectives of the Supreme Council for Strategic Planning. 3. Interested in recruiting graduates of agricultural colleges and other theoretical colleges.

Keywords: Higher Education, Non-governmental, Increasing, Certificate, Society, Development, Community

1. Introduction

To promote the society and meet its needs and attention to comprehensive development through the rehabilitation of the individual capable of creativity and innovation and interaction with the community and uphold the values of the spiritual and human community to the progress and development of the nation. The message: Providing high quality and efficient education and able to provide students with the knowledge and skills necessary for the labor market.- Provide access to higher education for all on the basis of competence and merit.- Preparation of scientific and technical frameworks in various fields and disciplines. Development and dissemination of science and knowledge through scientific research and development of local technology. Preserving societal values.

1.1. Expansion of Higher Education

A wider university education for Sudanese secondary school students whose numbers are increasing, and the reasons for expansion in higher education, both civil and foreign: - Meeting the growing social demand for higher education.- Constant change in the needs and requirements of the labor market.- Reduce state expenditure on higher education. Reducing the emigration of Sudanese students to study abroad, especially in Western countries, in order to prevent the possibility of cultural alienation and intellectual transfer. The spread of institutions of higher education in the state of Khartoum is concentrated for the following reasons: The density of the population in the state of Khartoum and we mean the density of students who sit for the secondary school certificate targeted by higher education. The high

standard of living of the people of the state can enroll their children in institutions of higher education, civil and foreign, which provide studies on the expense of private. Providing electricity, water and transportation services in the state of Khartoum. The desire of state students to study in the state of Khartoum in public and private education.- Availability of faculty members in the state of Khartoum and most of them do not want to move out.. The state of Khartoum is the center of economic and financial weight, which helps the success of private colleges, while the probability of failure in the states and in large proportions In the academic year 2005/ 2006: The number of institutions of higher education in 2005/ 2006 was 50institutions, which included 6 universities, 4 academies, 3 institutes and 38 colleges. Third phase 1990 - 2013 m. After the National Salvation Revolution in 1989, the State adopted educational policies aimed at meeting the growing social demand for higher education and achieving a quantitative and qualitative development in its path in order to come in line with the country's comprehensive development policies and programs as well as to harmonize its orientations with the state's stated policies and policies. In February 1990, he held a deliberative conference on the issues of or plans to implement the decisions of the education revolution Higher, and made several recommendations, the most important.

1.2. Higher Education Objectives

1-To institutionalize higher education so as to reflect the characteristics of the people of Sudan and their heritage.2-Preparing intellectual leaderships in the fields of human, professional and technical knowledge.3- Expanding the scientific research base.4- Expanding access to higher education institutions. 5 - Community service and participation in the state's efforts in the field of planning and upgrading production. Rationalizing the study abroad and developing self-resources in institutions of higher education and improving the living conditions of faculty members.

1.3. Financing Higher Education

Finding additional funding sources for spending on higher education institutions, rationalizing disbursement and rationalizing investment projects. In accordance with the decisions of the revolution of higher education, the Law on the Organization of Higher Education and Scientific Research was improved in 1990 to establish a qualitative and qualitative leap in the course of higher education by establishing new universities throughout the country. The number of public universities reached 28. The establishment of universities, academia, colleges, institutes, private schools and private schools has created the foundations, conditions and standards for this type of education in the hope that it will complement the government education, provide technical education and provide rare studies. Expanding opportunities for university education in response to growing societal demand for higher education and reducing the emigration of Sudanese students to receive their studies

abroad in order to avoid the possibility of cultural approximation and intellectual transfer. The number of higher education institutions In addition, 56 institutions, including 8 universities, 5 academies, 41 colleges and two institutions, were enrolled in 2013. The majority of these institutions were concentrated in Khartoum State for the following reasons:

- A. The high population density in the state of Khartoum is a basic extension of these institutions students.
- B. Providing electricity, water and transportation services for students.
- C. The high standard of living of the residents of the state can enroll their children to study on the private expense.
- D. Availability of faculty in Khartoum state who do not want to work outside.
- E. The desire of state students to study in the state of Khartoum.
- F. The failure of the state to provide the necessary facilities to encourage the spread of higher education in the private and state.

1.4. Technical Education

At the beginning of the revolution of higher education, the institutes and colleges that were in the qualification and preparation of technicians in universities, and some of them were attached to universities on the basis that the university qualifies and prepares for the level of bachelor and diploma together, but there are challenges faced by technical education in the universities. And some of them relate to the inferior social outlook of manual labor and the conditions of service for this group, some of which relate to technical education curricula, one of which is to prepare the student to be able to continue And there is a similarity between the courses of the technical diploma and the bachelor degree. There is no difference between them in the government, and the same professor is often taught here and there in the same manner without discrimination. Therefore, the student prepares and wins the desire to continue to the bachelor's degree.1. Based on the decisions and recommendations of the 2. national conference on the present and future of technical education in Sudan, the most important of which is the establishment of a separate track for technical education under resolution No. (3) of 2003 to sponsor technical education in the country, which began its work in the establishment of technical colleges across the country, The technical colleges, technical institutes, technical support, technical technology, Shendi Tech, Syed Farah Tech, Kenana Al-Qutaina Technical, Rabek Technical, Damazin, Techno, Umm Rawabah Technology, as well as the two technical faculties of Pantio and Faw. These colleges offer various courses in engineering, computer studies, administrative sciences, agricultural production and social sciences. The technical education has been subject to wide discussions in the Council of Ministers that emphasize the importance of this type of education in achieving economic and social development. However, its institutions are still less and less ambitious, still separate from the world of work, and still suffer from very large problems in financing. Major, and still far from the integrated engineering sciences, and to be addressed to the problems of technical education radical and

realistic was created a separate path away from higher education where. the National Council for Technical and Technological Education headed by the Vice President of the Republic and affiliated to all the technical colleges despite the importance of integration of this type of education with higher education in the experience and capabilities, faculty and technical staff.

2. Methods

Table 1 Shows the number of study programs offered by the institutions of higher education, civil and foreign in 2005/2006.

3. Data Analysis

Table 1. The number of study programs in institutions of higher education, civil and foreign.

Diploma	Bachelor	Higher Diploma	Master	Total
160	135	4	19	318

Table 2. The distribution of the bachelor's and diploma programs in the fields (2005/2006).

Field	Master	Percentage from the total	Diploma	Percentage from the total
Humanities and Arts Studies	24	%17,9	26	%16,3
Engineering Sciences and Architecture	19	%14,2	26	%16,3
Science and Computer	14	%10,4	5	%3,1
Economic and administrative studies, trade and information technology	39	%29,2	92	%57,5
Medical and health sciences	29	%21,6	11	%6,9
Environmental studies	2	%1,5	-	-
education	7	5,2	-	-
Total	134	%100	160	%100

From the table and figure above, note the following: - The continuous expansion of programs of economic and social studies, trade and information technology due to the low cost of establishing and managing them.- Expanding the medical and health sciences comes in second place where the high demand by the student and society at the same time is raised very high fees. - The expansion of engineering sciences comes in third place and focuses on electrical engineering with its branches, communications, electrons, architecture and interdisciplinary disciplines, which are specialized in the cost of reasonable construction while not expanding the direction of mechanical engineering for its high cost and the space it occupies. Programs of uniqueness and excellence in

private education: Environmental Engineering, Environmental Management, Information Technology, Environmental Disaster Management, Organizational Management and Voluntary Work, Satellite Engineering, Interior Design, Graphic Technology, Industrial Design, Knowledge Engineering, Knowledge Management, Multimedia, Printing and Press Technology, Information Systems Geology, Remote Sensing, Computer and Health Informatics, Midwifery, Biomedical Engineering, Air Hospitality, Renewable Energy, Air Operations, Physiotherapy, Radiology and Nuclear Medicine, Nutrition and therapeutic feeding, Of Christianity.

Table 3. Shows the planned numbers of admission during the two years (2008/2009 and 2009/2010) in universities Governmental and non-governmental colleges.

	2008/2009		2009/2010	
	diploma	BA	diploma	BA
Universities and technical colleges Governmental	46289	55731	51719	57801
Universities and colleges of private education	14526	16925	13753	18575
Total	60515	72656	65472	76376

Table 4. Shows the numbers planned for admission during the years (2013/2014 and 2014/2015) in universities and colleges Governmental and non-governmental organizations.

	2013/2014		2014/2015	
	DIPLOMA	BA	DIPLOMA	BA
Universities and technical colleges	40485	80179	38863	83130
Universities and colleges of private education	11731	31608	12036	34003
Total	52216	111787	50899	117133

Table 5. The number of students who are candidates for admission compared to the number of 2001/ 2002 – 2012/ 2013 students attending the Sudanese certificate (2001-2013).

N	YEAR	Sitting for certificate Secondary education	High school graduates	Candidates Admission to the bachelor's degree	Percentage of candidates / Successful students
	b	g	d	h	w
1	2002/2001	236534	175831	68450	%38.9
2	2002 / 2003	314443	232884	80033	%34.4
3	2004/2003	203352	142459	76408	%53.6
4	2005/2004	260474	178699	98675	%55.2
5	2006/2005	251633	215823	97464	%45.2
6	2007/2006	331680	227389	99811	%43.9
7	2008/2007	347012	244434	82613	%33.8
8	2009/2008	353380	252118	80926	%32.1
9	2010/2009	371114	142459	64379	%45.2
10	2010/2011	406590	284508	71270	%25
11	2012/2011	371880	265087	132633	%50
12	2013/2012	394814	273714	150370	%54.9

Table 6. The number of faculties of public universities for the year (2012/ 2013).

M	N	m	Faculties	N
	G	A	B	G
1	9	2	Geography and environment	1
3	17	4	Law and Sharia	16
5	8	6	Medicine and Health Sciences	18
7	3	8	Pharmacy	4
9	8	10	Public health and health environment	6
11	7	12	Veterinary medicine	6
13	3	14	Agriculture	15
15	3	16	Building	2
17	16	18	Science	11
19	3	20	Education	23
21	2	21	the invitation	2
22	4	23	Arabic Language	2
25	3	26	Computer and Information Technology	9
27	7	28	Fine Arts	1
29	20	30	Radiology	2
32	2	33	Physical Education	3
34	3	35	Development Studies	1
36	3	37	Optics	1
38	2	39	Urban Science	1
40	1	41	natural resources	5
42	3	43	Islamic and Arab sciences	3
44	1	45	Marine science and fisheries	1
46	1	47	Mining	1

Table 7. Students (male&female) admitted to government universities according to specializations for the year 2012-2013.

N	Specialization	Males	Percentage%	Female	percentage	Total
	b	g	d	h	w	z
1	Medical Sciences	4473	%28.80	11078	%71.20	15551
2	Engineering sciences	8001	%75.30	2628	%24.70	10631
3	Computer and Information Technology	5701	%63.60	3262	%36.40	8963
4	Basic sciences	1856	%44.50	2312	%55.50	4168
5	Agricultural sciences	1613	%41.70	2257	%58.30	3870
6	Social sciences	34730	%64	19505	%36	54235
7	Humanities	11423	%52.60	10289	%47.40	21712
8	Education	10153	%34	19674	%66	29827
9	Services	647	%45.80	766	%54.20	1413
10	Total	78599	%52.30	71771	%47.70	150370

Table 3 above shows an increase in the number of males in females in general Males (52.3%), females (47.7%), and females (75.3%), males and females (63.6%), social sciences (64%) and humanities (52.6%). On males in other disciplines. Table 7 shows that the number of males over females is 56.2% for males compared to 43.8%, and that most students are accepted in the fields of administrative and economic sciences by 48.2%, which confirms the concentration of higher education institutions in the theoretical disciplines with low structural cost, The number of students accepted in the disciplines of engineering sciences is 18.7% of the total number of accepted students. Most of these disciplines in electricity, electrons, communications and computers do not require the establishment of a large part of the space and no significant expenditure Money, and there is appetite for consideration by the students, and the disciplines of computer and information technology comes in third place in terms of number of admissions 15.8%, and comes in the fourth stage disciplines of human sciences by 12.3%, and the rest of the majors admitted to the percentage ranges in which between 1.8-3%.. Table 7 shows the large difference in the number of students admitted to government universities, from 34,791 in 1999/2000 to 150,370 students by 423.2%. This increase was not adequately developed in the teaching capacity of libraries And teachers and teaching staff, which is reflected negatively on educational outputs. Generally the study shows the large increase in the number of students admitted to universities and private colleges. The number of students increased from 8764 in 1999/ 2000 to 39959 in 2012/ 2013 with an increase of 455.9% In addition to the conviction of the students and their parents of the importance of higher education, private and private, and the possibility of competing for future government education as in developed countries. The role of higher education is to bring about development by providing specialized and high-quality training. The focus is usually on colleges that should play a vital and strategic role in the development process, namely the faculties of basic sciences, applied sciences, engineering and community development, economics and administrative sciences, computer and information technology, Agriculture and animal sciences. The importance of economics, administrative sciences and social sciences comes from their close relationship with the life of people and the impact on them at the stander of living and how they affect the lives of people and living very great as they relate to economic development, wealth, health and development. The follower of the faculties of economics and administrative sciences notes its isolation from the economic and developmental activity in the country because it is insufficient to teach western and oriental theories far from the practical application of the Sudan. Faculties in economic policy-making take place in the form of members of its teaching body, which means that there is no institutional role. Engineering, applied and industrial sciences are the backbone of development as they relate to the development and development of industries related to mining and agricultural

production (which is the basis of the Sudanese economy). The role of the faculties of medical and health sciences is to eradicate diseases that cripple the productive capacity of the labor force. The role of other colleges in economic development.

4. Conclusions and Recommendations

1. The expansion of institutions of higher education was a necessity dictated by social pressures and political payments. The increase in the number of students taking the secondary certificate continuously, who are looking for higher education institutions to complete their university studies even if this type of education is required outside the country. The necessity of university qualification regardless of the requirement to obtain a job.
2. The National Council for Higher Education and Scientific Research, which is responsible for the planning and policy-making of higher education, discussed at length in its periodic meeting held at the University of Bakht al-Ruda in 2005 the question of continuing to expand in institutions of higher education or stop at this limit, Higher education in the capacity of the local market unable to provide employment opportunities, taking into account that the developed countries, including Britain, Germany, France and the United States of America did not restrict higher education in the labor market, but the only condition is the preparation of distinguished graduates.
3. The National Council for Higher Education and Scientific Research explained that the increasing social demand for higher education necessitates the establishment of more educational institutions to reach reasonable levels of absorption for the age group 18-24 years. He stressed the importance of curriculum development to prepare graduates capable of self-employment. Graduates may not be able to meet the required numbers compared to the potential of Sudan, which if fully exploited may lead to the recruitment of labor from outside the Sudan, and therefore the problem is a problem of economic development and not in the numbers of graduates.
3. There is no tight coordination in the strategic planning of the country as a whole. Each institution is entrusted with the development of its strategic plan consistent with the goals and objectives set by the Supreme Council for Strategic Planning. Therefore, the details of the strategy and its projects are inconsistent.
4. In terms of the contribution of colleges to development, there seems to be no contribution to the extent required and tangible. For example, the faculties of agriculture, veterinary medicine and animal production do not appear to have contributed significantly to the promotion of agricultural development, although most of them, although not all,

And students to carry out innovative research projects of interest to farmers, especially the poor, and can be one of the main objectives of the faculties of agriculture and veterinary extension of the agricultural students to transfer the results of research conducted in the test stations to farmers to apply in the Reethm. However, it does not seem to be the link between these colleges and among farmers strong, except a few of them in number.

5. Graduates of agriculture suffer from increasing delays despite the weight of the agricultural sector, in Sudan and the efforts of the Indian Council to provide agricultural land and to finance graduates of agricultural colleges to promote the agricultural sector in the fields of scientific research and extension, but graduates of the Faculty of Agriculture are still suffering from disruption.
6. No studies are available on the labor market and its requirements can be relied upon in the planning of the establishment of colleges, sections and scientific programs. There is also no information on the relationship between university graduates and higher institutes from the various branches and disciplines and the requirements of the occupations they occupy after graduation and the relevance or compatibility of these professional requirements with. The majority of universities have not followed up on their graduates or their fate and evaluated the work they do to benefit from the development of curricula and teaching methods.
 1. Continuing to expand the governmental and non-governmental higher education institutions in order to meet the needs of the labor market in order to prepare distinguished graduates who have jobs after graduation.
 2. The strategic planning of the state at all levels and the development of strategic plans must be in line with the objectives and objectives of the Supreme Council for Strategic Planning.
 3. Interested in recruiting graduates of agricultural colleges and other theoretical colleges.

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