

**SECTION 4: MANAGEMENT OF HIGHER EDUCATION**  
**РАЗДЕЛ 4: УПРАВЛЕНИЕ ВЫСШИМ ОБРАЗОВАНИЕМ**

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**THE ISSUE OF UNIVERSITY-LABOR MARKET COOPERATION IN THE  
HIGHER EDUCATION SYSTEM OF THE REPUBLIC OF ARMENIA**

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**Abstract**

This research investigates the structural and functional challenges of aligning higher education with labor market dynamics in the Republic of Armenia. In an era of rapid socio-economic shifts, the gap between academic outputs and the practical requirements of the modern economy has become a critical barrier to national development. The study employs a dual approach, combining a rigorous legislative review with a large-scale quantitative sociological survey conducted among 605 participants across four leading state universities: Yerevan State University, the Armenian State University of Economics, the Armenian State Pedagogical University, and the Yerevan State Medical University. The empirical findings reveal a significant systemic mismatch; although 66% of the academic community perceives a general correspondence between curricula and market needs, only a marginal 4% of respondents believe the current educational model provides sufficient professional readiness for immediate employment. Furthermore, the analysis identifies a strong stakeholder demand (71%) for institutionalizing employer participation in university governance through formal inclusion in boards of trustees and scientific councils. The research concludes that transitioning from passive cooperation to a structured co-management model is a strategic necessity for enhancing graduate employability and fostering a knowledge-based economy in Armenia. By providing an evidence-based evaluation of current cooperation formats, the study offers a roadmap for policy reforms aimed at integrating industry expertise directly into the higher education management landscape.

**Keywords:** *Armenia, higher education, labor market, university management, employability, human capital*

**Introduction**

In the contemporary knowledge-based economy, the higher education system has transcended its traditional role of merely preserving and transmitting academic knowledge. It has evolved into a central institutional pillar responsible for driving socio-economic development, facilitating social mobility, and fostering national innovation capacities

(Altbach, 2013; Marginson, 2016). This global transformation necessitates the establishment of dynamic, reciprocal integration formats between higher education institutions (HEIs) and the labor market, ensuring that educational outputs directly align with the complex, structural demands of the modern economy.

The theoretical foundation for this alignment is deeply rooted in the classic Human Capital Theory, which conceptualizes education not as a passive consumption good, but as a strategic economic investment aimed at enhancing human resource quality, cognitive adaptability, and overall workforce productivity (Becker, 1964; Schultz, 1961). However, the dynamics of the 21st-century labor market—characterized by rapid technological advancements, the automation of routine tasks, and the phenomena of occupational polarization (Acemoglu & Restrepo, 2018; Autor, 2011)—have exposed a critical challenge globally: a structural "time lag" between the content of academic curricula and the rapidly evolving requirements of the real economy.

This persistent discrepancy has given rise to the concept of "employability" within academic and policy discourse. Employability emphasizes that universities must go beyond merely conferring theoretical degrees; they must cultivate a complex, multidimensional set of practical, cognitive, and social competencies essential for graduates to successfully enter the workforce, adapt to unforeseen professional challenges, and sustain long-term career growth (Holmes, 2013; Jackson, 2014; Tomlinson, 2012; Yorke, 2006).

One of the most theoretically robust and practically effective institutional frameworks for bridging this gap between academic knowledge production and economic application is the Triple Helix model of innovation. This prominent theory argues that a robust innovative economy requires continuous, synergistic collaboration among universities, industry, and the government (Etzkowitz & Leydesdorff, 2000). Within this paradigm, modern HEIs are expected to exhibit entrepreneurial behavior (Clark, 1998) by actively and formally incorporating private sector employers into both educational delivery and strategic governance processes (Boden & Nedevea, 2010; Pitan, 2016).

### ***The Historical and Socio-Economic Context of Armenia's educational system***

To fully grasp the magnitude of the university-labor market cooperation issue in the Republic of Armenia, it is imperative to analyze the historical and socio-economic trajectory of the country's educational system. Following the collapse of the Soviet Union in 1991, Armenia inherited an educational infrastructure designed for a centrally planned command economy. In the Soviet model, university admissions, curriculum design, and post-graduation employment were strictly coordinated by the state apparatus to meet the quotas of state-owned enterprises. The transition to a free-market economy dismantled this guaranteed employment mechanism, leaving universities structurally isolated from the newly forming private sector.

Armenia's subsequent integration into the European Higher Education Area (EHEA) via the Bologna Process in 2005 marked a significant turning point. This integration introduced the three-tier degree system (Bachelor's, Master's, PhD), the European Credit Transfer and Accumulation System (ECTS), and quality assurance frameworks. While these reforms successfully harmonized the structural architecture of Armenian HEIs with European standards, they often failed to penetrate the substantive layer of curriculum relevance and practical employer engagement. Consequently, a phenomenon emerged where structural compliance masked a growing divergence between the skills produced and the skills demanded.

Today, the problem of university-labor market cooperation in Armenia is both acute and urgent. Although the Armenian Government's 2021-2026 strategic program officially prioritizes the strengthening of the "education-science-labor market" nexus as a cornerstone for sustainable development (Government of the Republic of Armenia, 2021), official macroeconomic data reveals a profound structural imbalance. Notably, individuals possessing higher and postgraduate education constitute approximately 30% of the total unemployed population in the country (Armenian Statistical Committee, 2022). This alarmingly high rate of graduate unemployment indicates that the outputs generated by the educational system are not being efficiently absorbed by the real sector of the economy, leading to a significant depreciation of national human capital.

### ***The Legislative Landscape and Institutional Autonomy***

The legislative framework governing higher education in Armenia plays a dual role: it simultaneously enables and constrains institutional behavior. Historically, the sector has been regulated by the foundational "Law on Education" (1999) and the "Law on Higher and Postgraduate Professional Education" (2004). These legal instruments defined the principles of state policy, the boundaries of university autonomy, and the protection of academic freedom.

A critical administrative challenge in the Armenian context has been the legal status of HEIs. For many years, public universities operated as "State Non-Profit Organizations" (SNCOs), a status that severely limited their financial independence, entrepreneurial capacity, and flexibility in engaging with private commercial entities. Recognizing these limitations, the government initiated a process allowing major HEIs to transition from SNCOs to "Foundations." This shift was designed to broaden university autonomy and legally permit the inclusion of external stakeholders on the Boards of Trustees. However, practice has shown that the mere inclusion of external members, many of whom were traditionally government officials or political appointees rather than active industry leaders, did not automatically translate into effective market-oriented management.

Significantly, the present empirical study was conducted during a historically transitional and transformative period for the Armenian higher education system—between October and December 2025. It was precisely during this timeframe, following its adoption by the National Assembly on September 11, 2025, that the new, fundamentally transformative law "On Higher Education and Science" entered into force (Law on Higher Education and Science, 2025).

This landmark legislation aims to radically reshape the educational and scientific landscape of the country. Among its most ambitious provisions is the introduction of the "Academic City" concept, mandating the spatial and administrative consolidation of universities and research institutes to foster interdisciplinary synergy. Furthermore, the 2025 law comprehensively revises the principles of forming university governing boards. By reducing the number of board members (typically to nine) and strictly prohibiting the inclusion of individuals holding political, discretionary, or administrative state offices, the law seeks to decisively depoliticize university governance, enhance institutional autonomy, and theoretically open the door for genuine industry leadership.

### ***The Research Gap and Objectives***

Nevertheless, while the new 2025 legislative framework provides the formal, legal skeleton for reform, it merely creates a window of opportunity. The practical, substantive

mechanisms for integrating employers and labor market representatives into the operational decision-making, quality assurance, and curriculum design processes remain largely unexplored, unregulated, and untested.

The primary research gap in the existing literature and public policy practice lies in the absence of an in-depth, empirical evaluation of how the primary stakeholders within the university ecosystem—students, faculty, and administrative staff—perceive the necessity, the optimal formats, and the potential risks of institutionalizing employer participation in governance. This is particularly crucial against the backdrop of the newly launched legislative reforms, as the success of top-down legal mandates depends heavily on the readiness and acceptance of bottom-up academic communities.

This article aims to address this critical gap by empirically analyzing the issue of labor market participation in the management processes of Armenian HEIs. Based on a large-scale sociological survey conducted in the final quarter of 2025, the study pursues the following primary *objectives*:

- To quantitatively assess the extent to which current educational offerings correspond to actual labor market demands from the perspective of students and faculty.
- To measure the level of stakeholder support for formally integrating employers into university governance structures (Boards of Trustees, Scientific Councils).
- To identify the perceived benefits and, crucially, the perceived risks (such as conflicts of interest or loss of academic autonomy) associated with the marketization of university management.

## **Methodology**

### ***Research Design and Approach***

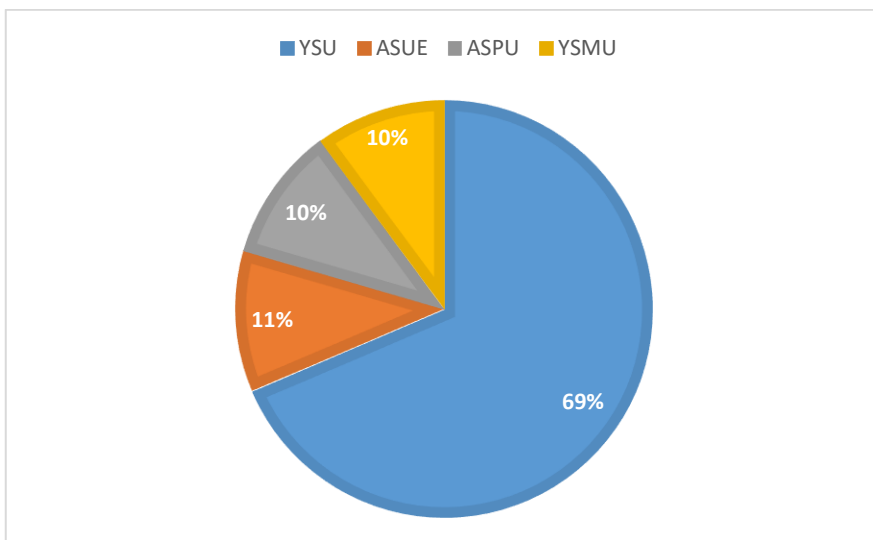
To empirically investigate the complex structural dynamics between higher education outputs and labor market requirements in Armenia, this study employed a quantitative, cross-sectional survey design. This methodological approach was strategically selected to systematically capture, quantify, and analyze the attitudes, subjective perceptions, and practical experiences of a large cohort of university stakeholders at a specific, transformative point in time (the final quarter of 2025). By utilizing a quantitative framework, the research aimed to transition the academic and public discourse from theoretical assumptions and anecdotal evidence regarding the "skills gap" to rigorous, evidence-based metrics, thereby providing a highly reliable foundation for subsequent policy recommendations and institutional reforms.

### ***Target Population and Sampling Procedure***

The target population for this study encompassed the active stakeholders integrated within the Armenian public higher education ecosystem. Given the diversity of academic disciplines and institutional cultures, ensuring a comprehensive and highly representative sample was paramount. To achieve this, a stratified purposive sampling technique was utilized. The sampling frame was deliberately constructed to include four distinct types of public universities, ensuring that the findings reflect the realities across various sectors of the economy rather than the idiosyncrasies of a single institution.

In total, the survey successfully engaged a robust sample of 605 participants. The institutional distribution was carefully managed to reflect both the size and the strategic importance of the participating HEIs:

- Yerevan State University (YSU): Comprising the absolute majority of the sample with 415 participants (68.6%). As the oldest and largest comprehensive academic institution in the country, YSU provides fundamental sciences, humanities, and social sciences perspectives. The high representation of YSU ensures that the data captures the core of the traditional academic establishment in Armenia.
- Armenian State University of Economics (ASUE): Represented by 66 participants (10.9%). The inclusion of ASUE is methodologically critical, as it provides insights from stakeholders whose disciplines (finance, management, accounting) are most directly and immediately tied to the corporate sector and fluctuating market conditions.
- Armenian State Pedagogical University (ASPU): Including 63 participants (10.4%). ASPU represents a unique demographic: those who will become the future educators and curriculum developers for the nation's primary and secondary school systems. Their perception of market relevance has a cascading effect on the entire educational pipeline.
- Yerevan State Medical University (YSMU): Comprising 61 participants (10.1%). YSMU represents a highly specialized, strictly regulated professional field where practical, clinical application is a matter of public health. Comparing the perspectives of medical students against general humanities students provides valuable insights into how different disciplines handle practical training.



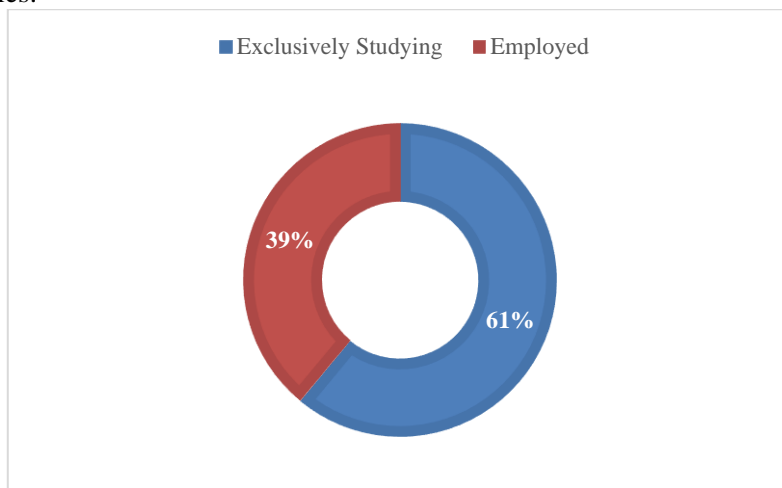
**Figure 1**  
*Distribution of Survey Participants by Higher Education Institution*

**Demographic and Professional Profiling**

Beyond institutional affiliation, the sample was subjected to detailed demographic and professional segmentation. The gender breakdown indicated a predominantly female participation rate (77% female, 23% male), which broadly aligns with the overall demographic trends in Armenian higher education enrollment, particularly in humanities, pedagogy, and medical fields.

Crucially for addressing the specific objectives of this study regarding university governance, the sample was segmented by participants' level of involvement in university administrative processes. While the vast majority (85.8%) were standard students, researchers, or junior faculty without administrative authority, a highly significant 14.2% held formal, decision-making positions within university management bodies (e.g., student councils, Faculty Councils, Scientific Councils, or Boards of Trustees). This allowed for cross-tabulation to determine if administrative insiders view the problem differently than the general student body.

Furthermore, regarding professional engagement, 61% of the respondents were exclusively dedicated to their academic studies. However, 39% were simultaneously integrated into the workforce. This subset of working students provided the most critical data, as they represent the active intersection between current university curricula and daily labor market realities.



**Figure 2**  
*Employment Status Among Respondents*

### ***Data Collection Instrument and Ethical Considerations***

The primary data collection instrument was a highly structured, self-administered questionnaire developed specifically for this research. To ensure high construct validity and reliability, the instrument underwent a preliminary expert review process. The questionnaire comprised three distinct analytical sections:

- **Demographic and Academic Profiling:** Collecting data on university, faculty, year of study, gender, and current employment status.
- **Evaluation of Educational Relevance and Practical Sufficiency:** Utilizing 5-point Likert scales (ranging from "Fully Corresponds" to "Does Not Correspond At All") to measure subjective satisfaction with curriculum quality and preparedness for the workforce.
- **Attitudes Toward Governance and Employer Participation:** Assessing the level of agreement with proposed structural reforms, including the mandatory inclusion of employers in specific administrative bodies, and evaluating potential risks through multiple-choice selections.

The survey was administered electronically via secure academic networks to ensure broad geographical accessibility across different campuses and to guarantee participant anonymity. Ethical considerations were strictly observed throughout the entirety of the research process. Prior to accessing the questionnaire, all participants were provided with comprehensive informed consent protocols. These protocols detailed the purely academic purpose of the study, the voluntary nature of participation, and explicitly stated that no personally identifiable information (such as names, ID numbers, or specific IP addresses) would be collected or stored. This guarantee of anonymity was vital for encouraging candid, truthful responses, particularly regarding potentially sensitive administrative evaluations and criticisms of institutional quality. Data aggregation and statistical analysis were subsequently performed using standard statistical software to ensure precision in generating frequencies and cross-tabulations.

## **Results**

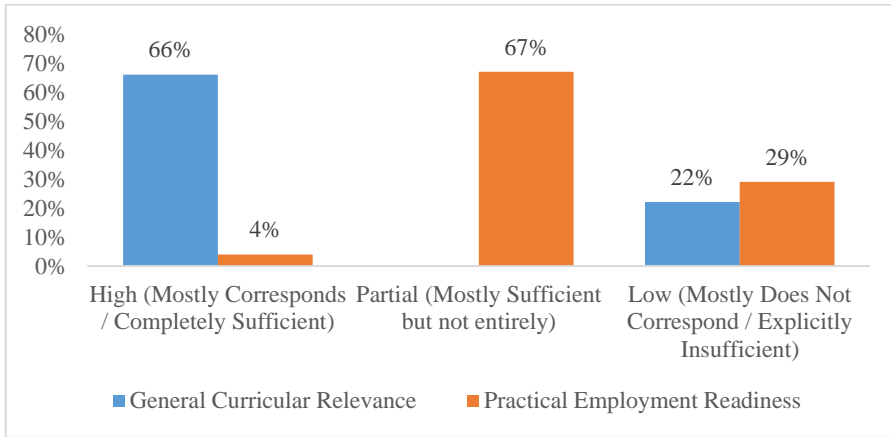
The empirical data extracted from the 605 respondents reveals a highly complex, multidimensional, and often contradictory landscape regarding the efficacy of university-labor market cooperation in Armenia. To provide a systematic analysis, the findings are categorized into four primary analytical domains: assessment of relevance, attitudes toward governance, the reality of current engagement, and the perception of institutional risks.

### ***Assessment of Educational Relevance and Practical Sufficiency***

A foundational metric of this study was the perceived alignment between academic curricula and the real-world, dynamic demands of the labor market. The aggregate data indicates a general sense of superficial, or theoretical, alignment: a notable 66% of the total respondents expressed that their university education "mostly corresponds" to current market needs. However, this seemingly positive overarching sentiment masks a profound underlying structural deficit when the evaluation shifts from "general relevance" to "practical sufficiency."

When respondents were asked to evaluate the absolute sufficiency of their education for immediate professional deployment without the need for extensive retraining, a dramatic statistical drop occurred. Only a marginal 4% of participants stated that their academic training is "completely sufficient" to begin working independently in their respective fields. The vast majority within this cohort (67%) noted that their education is "mostly sufficient but not entirely," strongly implying a systemic reliance on post-graduate, on-the-job training provided by the employers rather than the university.

Alarming, a highly significant 29% of the surveyed cohort evaluated their university education as explicitly insufficient for practical career demands. Furthermore, when analyzing the negative spectrum of the general alignment question, 22% of respondents overtly stated that their current curricula "mostly does not correspond" to modern economic realities. This highlights a clear bifurcation: universities are successfully transmitting foundational, theoretical knowledge (yielding the 66% "mostly corresponds" metric), but are failing to cultivate the applied competencies and hard skills required on day one of employment (resulting in the 4% "completely sufficient" metric).



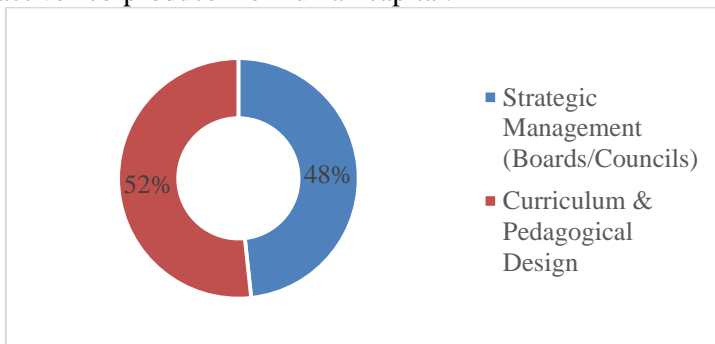
**Figure 3**  
*Stakeholder Perceptions: General Curricular Relevance vs. Practical Employment Readiness*

***Attitudes Toward Institutionalizing Employer Participation***

Given the identified gap in practical sufficiency, the survey sought to measure stakeholder readiness for a paradigm shift in university governance. Traditionally, Armenian university governance has been highly insular, dominated by internal academic staff and, historically, state political appointees.

The empirical results demonstrate an overwhelming, grassroots consensus in favor of aggressively integrating the private sector into the core of academic administration. Specifically, 71% of all respondents advocated for the mandatory, formalized inclusion of industry employers in strategic university management bodies, such as the Boards of Trustees and Scientific Councils. This suggests that the academic community—comprising both students and faculty—recognizes its own structural limitations in tracking market trends and seeks external, market-oriented leadership.

The demand for participatory co-management becomes even more pronounced at the operational, pedagogical level. When asked about curriculum design, 76% of participants agreed that universities must actively and formally engage employers in the direct development, continuous review, and modification of educational programs and syllabi. This shifts the role of the employer from a passive "consumer" of the university's final product (the graduate) to an active "co-producer" of human capital.



**Figure 4**  
*Stakeholder Demand for Employer Integration in University Governance and Curriculum Design*

### ***Evaluation of Current Labor Market Engagement and Sectoral Mismatch***

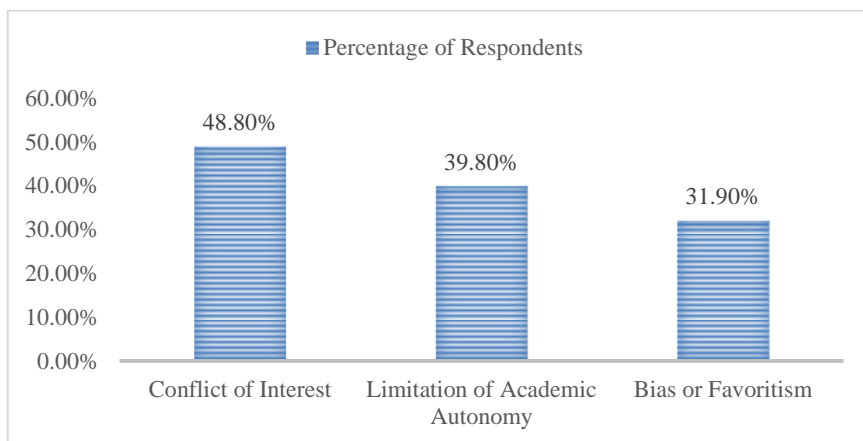
Despite the high demand for deep institutional integration (71-76%), the current reality of cooperation is perceived by the stakeholders as highly inadequate and largely nominal. When asked to characterize the contemporary level of labor market involvement in university processes, nearly half of the respondents (46%) described it as "not very active." An additional 34% categorized the relationship as entirely "passive," likely referring to outdated models of mandatory, short-term student internships that lack rigorous oversight or meaningful professional mentorship.

This systemic institutional disconnect is further empirically evidenced by the actual employment patterns of the student body. As noted in the methodology, 39% of the surveyed respondents are currently employed. However, a substantial 38% of these working individuals are employed in economic sectors completely unrelated to their academic specialization. This high rate of horizontal mismatch is a critical indicator of systemic inefficiency. It demonstrates that students are frequently forced to seek employment outside their field of study either because the market lacks demand for their specific university-acquired skills, or because their university-acquired skills are not practically developed enough to compete for relevant professional positions.

### ***Identification of Institutional Risks and Vulnerabilities***

While the respondents overwhelmingly support the integration of the labor market into university governance, they are not naive to the potential institutional hazards of such a transition. The survey deliberately measured the perceived risks associated with marketization.

The most prominent concern, cited by 48.8% of participants, was the potential for a "conflict of interest" between foundational academic goals and the short-term, profit-driven motives of corporate employers. Additionally, 39.8% expressed deep concern that excessive employer involvement might lead to the limitation of academic autonomy and academic freedom. A further 31.9% suggested that employers integrated into governing boards might exhibit bias or favoritism in administrative decision-making processes. These data points are crucial, as they indicate that stakeholders desire a balanced co-management model—one that enhances practical relevance without subordinating the university entirely to corporate dictates.



**Figure 5**  
*Perceived Institutional Risks Associated with the Marketization of University Management*

## Discussion

The empirical findings of this study provide a deeply nuanced, evidence-based understanding of the structural friction currently defining the relationship between the Armenian higher education system and the national labor market. The data solidly corroborates the presence of a severe "time lag," a foundational concept frequently highlighted in contemporary labor economics where rapid, technology-driven shifts in the industry consistently outpace institutional curriculum updates (Autor, 2011).

### ***The Paradox of Perception vs. Practical Employability***

One of the most theoretically significant findings of this research is the juxtaposition of general academic satisfaction against profound practical insufficiency. The dramatic statistical drop from the 66% who perceive general educational alignment to the mere 4% who feel "completely sufficient" for immediate employment underscores a critical qualitative deficit in the Armenian educational model.

This paradox empirically validates the theoretical distinction between traditional academic achievement (possessing a degree) and functional "employability" (possessing market-ready competencies), as extensively debated in the literature (Holmes, 2013; Tomlinson, 2012; Yorke, 2006). The data suggests that Armenian HEIs remain entrenched in a knowledge-transmission paradigm rather than an applied-skills paradigm. This pedagogical deficiency inevitably contributes to the high horizontal mismatch observed in the study (the 38% out-of-field employment rate among working students). From the perspective of Human Capital Theory, this horizontal mismatch represents a profound misallocation of resources; it indicates a low return on educational investment for both the state, which subsidizes the education, and the individual, who expends time and resources acquiring a degree that does not translate into specialized employment (Becker, 1964; Schultz, 1961).

### ***Grassroots Demand for the Triple Helix and the Entrepreneurial University***

The overwhelming support (71% to 76%) for the structural integration of employers into both strategic governance and operational curriculum design indicates a mature, grassroots readiness for profound institutional reform. The university community inherently recognizes that academic isolationism is increasingly untenable in a globalized economy.

This robust stakeholder demand aligns perfectly with the Triple Helix model of innovation (Etzkowitz & Leydesdorff, 2000), which advocates for the complete dissolution of rigid bureaucratic boundaries between academia, industry, and the state. The respondents are, in essence, demanding that their institutions evolve into "entrepreneurial universities" (Clark, 1998; Pitan, 2016). In such an ecosystem, external stakeholders are no longer relegated to the periphery—such as being occasionally invited to career fairs—but are embedded directly into the institutional DNA, actively co-producing human capital and sharing the responsibility for graduate outcomes.

### ***Capitalizing on the 2025 Legislative Reforms: Opportunities and Safeguards***

The timing of these empirical findings is exceptionally strategic, given the enactment of the new fundamental Law "On Higher Education and Science" in the final quarter of 2025 (Law on Higher Education and Science, 2025). The legislation provides the long-awaited statutory mechanisms to radically restructure university boards, fundamentally reduce their size (thereby increasing the weight of individual votes), and strictly depoliticize governance by banning state officials from board membership.

However, our empirical data emphasizes a critical caveat for policy-makers: simply changing the legal composition of the boards or removing politicians creates an administrative vacuum, but it does not guarantee quality. True reform requires filling that vacuum with functional co-management. The law creates the legal space; it is now up to the universities' internal charters to ensure that the seats previously held by government bureaucrats are explicitly allocated to active, prominent representatives of the labor market and industry associations.

Furthermore, this transition must be managed with rigorous institutional safeguards. As explicitly feared by 48.8% and 39.8% of our respondents, and as noted in the broader critical literature regarding university-industry collaborations (Boden & Nedeva, 2010), the unchecked marketization of higher education poses severe threats to academic autonomy. Universities hold a mandate to conduct fundamental, long-term research and foster critical citizenship (Altbach, 2013; Marginson, 2016). If employer integration is poorly regulated, there is a risk that HEIs could be reduced to mere vocational training annexes serving the immediate, narrow needs of specific corporations. Therefore, the architecture of cooperation must be balanced, ensuring that industry representatives have a strong voice in applied program development, while the academic core retains ultimate authority over scientific integrity and fundamental research directions.

## **Conclusion**

In the highly competitive environment of the 21st century, the vitality and resilience of a national economy are intrinsically linked to the adaptive capacity of its higher education system. This comprehensive study demonstrates that the traditional, insular model of university management in the Republic of Armenia has definitively exhausted its developmental potential. The empirical evidence generated from over 600 stakeholders reveals a deeply entrenched systemic mismatch: while universities continue to produce a high volume of degree-holders, the labor market remains starved for immediately employable professionals. The stark reality that only 4% of respondents feel fully prepared for the modern workforce highlights an urgent, undeniable need for profound structural intervention.

To effectively bridge this gap, the reliance on passive cooperation formats—such as isolated career centers, nominal memorandums of understanding, or loosely supervised student internship agreements—is no longer sufficient. Based on the robust empirical findings of this study, it is highly recommended that Armenian higher education institutions decisively transition to a model of active, institutionalized co-management.

This strategic shift entails the mandatory, legally enshrined inclusion of prominent industry representatives and sector-specific employers in the highest echelons of university governance, specifically the Boards of Trustees and Scientific Councils. Equally important is their mandatory integration into the specialized academic commissions responsible for continuous curriculum development and quality assurance.

The newly enacted 2025 legislative framework provides the unprecedented legal foundation and the administrative space necessary for this historic shift. It is now critically incumbent upon institutional leaders, university senates, and policymakers to actualize this potential. Only through deep, structural, and balanced integration with the labor market can Armenian universities overcome the current horizontal mismatch, drastically reduce the high rates of graduate unemployment, and fulfill their ultimate strategic mandate of driving national economic innovation and fostering a truly sustainable, knowledge-based society.

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**Ամփոփագիր**

Այս հետազոտությունն ուսումնասիրում է Հայաստանի Հանրապետությունում բարձրագույն կրթության համակարգի ու աշխատաշուկայի դինամիկայի համապատասխանեցման կառուցվածքային ու գործառական մարտահրավերները: Մոցիալ-տնտեսական արագ փոխակերպումների դարաշրջանում ակադեմիական արդյունքների ու ժամանակակից տնտեսության գործնական պահանջների միջև առկա անջրպետը վերածվել է ազգային զարգացման էական խոչընդոտի: Ուսումնասիրությունը կիրառում է երկակի մոտեցում՝ համադրելով խորքային օրենսդրական վերլուծությունը 605 մասնակիցների շրջանում անցկացված լայնածավալ քանակական սոցիոլոգիական հարցման հետ, որն իրականացվել է չորս առաջատար պետական բուհերում՝ Երևանի պետական համալսարանում, Հայաստանի պետական տնտեսագիտական համալսարանում, Հայկական պետական մանկավարժական համալսարանում ու Երևանի պետական բժշկական համալսարանում:

Էմպիրիկ արդյունքները բացահայտում են զգալի համակարգային անհամապատասխանություն. թեև ակադեմիական հանրության 66 %-ը նկատում է ուսումնական ծրագրերի ու շուկայի պահանջների միջև առկա ընդհանուր համապատասխանություն, հարցվածների ընդամենը չնչին՝ 4%-ն է կարծում, որ ներկայիս կրթական մոդելն ապահովում է բավարար մասնագիտական պատրաստվածություն՝ անմիջապես աշխատանքի անցնելու համար: Ավելին, վերլուծությունը վերհանում է համալսարանական կառավարման գործընթացում գործատուների մասնակցությունն ինստիտուցիոնալացնելու շահագրգիռ կողմերի զգալի պահանջարկը (71%)՝ հոգաբարձուների ու գիտական խորհուրդներում նրանց պաշտոնական ներգրավման միջոցով:

Հետազոտությունը եզրակացնում է, որ պասիվ համագործակցությունից համակարգված համակառավարման մոդելի անցումը ռազմավարական անհրաժեշտություն է Հայաստանում շրջանավարտների զբաղունակության բարձրացման ու գիտելիքահենք տնտեսության զարգացումը խթանելու համար: Ներկայացնելով համագործակցության գործող ձևաչափերի ապացուցահեն գնահատական՝ ուսումնասիրությունն առաջարկում է քաղաքականության բարեփոխումների ճանապարհային քարտեզ, որը նպատակաուղղված է ոլորտի փորձագիտական գիտելիքներն անմիջականորեն ինտեգրելու բարձրագույն կրթության կառավարման դաշտում:

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