



Public Administration Alumni and Economic-sufficiency: A Case Study of Nangarhar University

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Abstract

The study looks at the connection between Nangarhar University's public administration alumni and its graduates' financial results. This research is important to explore for several reasons, including economic planning, social impact, policy development, and educational improvement. The research methodology employed was a quantitative technique, Jamovi Version 2.5 was used for analysis. Online convenience sample method was applied for data collection, and Cronbach Alpha was 0.793. After 64 out of 130 recent graduates participated in the study, the researchers discovered many significant findings: Compared to graduates of other programs, public administration graduates were more likely to hold steady, well-paying positions. The information revealed statistically significant disparities between public administration alumni and other graduates in terms of job stability, work satisfaction, and economic output. Graduates in public administration thought their degrees made a big difference in the economic development of their communities. In particular, they believed that their abilities promoted local governance, engaged in community development, improved local services, and opened up job prospects. However, the survey also found important obstacles preventing graduates in public administration from being financially self-sufficient. The two biggest challenges were a dearth of employment possibilities and low pay. Overall, the results point to a good correlation between Nangarhar University's public administration program and its alumni's economic success and communal impact. However, there are still obstacles to overcome before graduates can completely utilize their knowledge and abilities to propel economic growth. The researchers advise more research on approaches to remove these obstacles and increase the benefits of teaching public management.

Keywords: Alumni employment, Barriers to economic sufficiency, Community Impact, Economic outcomes, Public administration education.

Introduction

Education in public administration is essential in producing professionals who make major contributions to their nations' development and governance. Using Nangarhar University as a case study, this study examines the relationship between economic sufficiency and alumni of public administration. Afghanistan's Nangarhar University has played a significant role in generating graduates who work in a range of governmental and non-governmental roles. The purpose of the study is to investigate how these alumni's education and skill sets transfer into social and personal economic contributions (Barlas, 2020; Couch, 2019).

Although the number of Nangarhar University graduates in public administration is rising, the influence of these graduates on economic sufficiency is not well-documented. In this sense, being economically sufficient is being able to find steady work, support economic expansion, and raise one's level of living (Sekhri, 2020). The knowledge gap about the direct and indirect economic effects of public administration education is addressed by the research problem. It specifically aims to determine if these graduates are successfully assimilated into the workforce and how their jobs affect local economies and communities' progress (Baciu, 2022).

It is vital to comprehend the relationship between economic sufficiency and alumni of public administration for multiple causes. 1. Policy Development: Policy makers can benefit from this study's insights regarding the efficiency of public administration initiatives in promoting economic development. 2. Educational Improvement: By incorporating the findings into their curricula, Nangarhar University and other educational institutions can improve the way its graduates are prepared for the workforce. 3. Economic Planning: The study can help with resource allocation and economic planning by showcasing the graduates' economic accomplishments. 4. Social Impact: The study emphasizes how public administration education has wider social ramifications, such as better public service delivery and governance.

The primary objectives of this research are:

1. To assess the employment rate of public administration alumni from Nangarhar University.
2. To analyze the income levels and job stability of the alumni of the Public Administration Faculty.
3. To determine the broader economic impact of these alumni on their communities.
4. To identify any barriers that alumni face in achieving economic sufficiency.

Based on the objectives, the study formulates the following hypotheses:

1. H₁: There is a positive correlation between the education in public administration at Nangarhar University and the economic sufficiency of its alumni.
2. H₂: Public administration alumni from Nangarhar University are more likely to secure stable and well-paying jobs compared to graduates from other disciplines.
3. H₃: The skills and knowledge acquired in the public administration program significantly contribute to the alumni's ability to impact economic growth in their communities.
4. H₄: There are significant barriers that hinder the economic sufficiency of public administration alumni from Nangarhar University.

This study provides empirical data on the outcomes of Nangarhar University graduates in an effort to close the achievement gap between economic sufficiency and public administration education. The study looks at income levels, employment rates, job stability, and overall economic contributions in an effort to support the idea that public administration education can be a potent tool for economic growth. Not only will academic institutions gain from the findings, but politicians and economic planners in Afghanistan and other comparable situations will also find great value in them.

Because it affects academic institutions, policymakers, and economic development, the relationship between public administration education and graduates' economic outcomes is an important field of research (Khawrin & Sahibzada, 2023). This study of the literature looks at the previous research on the subject, concentrating on the example of Afghanistan's Nangarhar University.

Employment Outcomes

Numerous studies have discovered a favorable relationship between graduates' employment rates and their degree in public administration. According to a study by Lewis (2018), graduates in public administration had greater employment rates than graduates in other fields. In a similar vein, Nanekar (1973) emphasized the value of public administration education in equipping graduates with the know-how required to land secure, well-paying positions in both the public and private sectors.

Income Levels and Job Stability

The effect of public administration education on graduates' wage levels and employment stability has also been studied. In comparison to their counterparts from other schools, public administration alumni reported higher wages and more stable employment, according to a 2013 research (Ko & Han, 2013). Gradstein and Justman (2000) conducted a follow-up study that highlighted the contribution of public administration education to graduates' and communities' economic well-being.

Economic Impact on Communities

The literature has shown interest in the wider economic impact that public administration graduates have on their communities. According to a research by Melbourne et al. (2003), public administration alumni make a substantial contribution to economic growth through their work in community development, employment creation, and service improvement. In a similar vein, a report published in 2017 by Kim highlighted the value of public administration education in promoting efficient public service delivery and sound governance, both of which are essential for economic growth (Kim, 2017).

Barriers to Economic Sufficiency

The literature recognizes the obstacles that prevent graduates from being financially self-sufficient even as it highlights the benefits of public administration education. According to a study by (Ayande, 2013; Panja, 2021), public administration grads confront major barriers like scarce job chances, low incomes, and unstable political environments. To overcome these obstacles, a different study by Ng and Feldman (2014) and Varvara (2020) emphasized the necessity of enhancing the connections between public administration education and the job market.

Strong evidence of the beneficial effects of public administration education on graduates' financial security can be found in the research currently under publication, especially when it comes to employment outcomes, income levels, job stability, and overall economic contributions to communities. According to Raffel (2007), Nonetheless, scholarly works also recognize the existence of obstacles impeding the financial prosperity of recent graduates

and advocate for additional investigation and legislative measures to tackle these difficulties.

Material and Method

This section delineates the research approach utilized to examine the correlation between Nangarhar University public administration alumni and economic sufficiency. The methodology's goal is to offer a thorough and organized process for gathering, analyzing, and interpreting data.

Research Method

The study uses a quantitative method approach, using the data to give a numerical explanation of how public administration education affects economic sufficiency. This approach makes it possible to combine numerical data with in-depth firsthand accounts and viewpoints.

Data Collection Method

A plan is used during the data collection process to guarantee the complete dataset: Surveys: Well-crafted, predetermined questionnaires with a methodical approach to eliciting the desired information are given to alumni in order to collect quantitative data on employment status, salary levels, job stability, and economic contributions.

Research Population and Sampling Method

130 online Nangarhar University public administration graduates who graduated within the last eight years make up the research population. This duration was selected to strike a compromise between the requirement for current data and a long enough period of time for graduates to launch their professions.

Sampling Method

Online convenience sample method: From a WhatsApp social media group of alumni of the Nangarhar University's Faculty of Public Administration, 64 out of 130 participants willingly answered online Google forms within three working days. This strategy makes sure that all graduates have an equal opportunity to be included, which improves the findings' generalizability.

Data Collection Tool

Survey Questionnaire: To measure employment status, income levels, work stability, and economic contributions, the survey asks closed-ended questions. The researchers created this questionnaire. There were three parts to it. Four questions about demographics were included in the first section, three questions about employment status were included in the second section, and eight questions with multiple choice were included in the third section. Likert scales are used to gauge how satisfied people are with their jobs and their financial situation. Since the data were not regularly distributed, non-parametric tests were used. For data analysis, Jamovi Version 2.5 was employed. descriptive statistics, Correlation, and the one-sample t-test were used. Furthermore, six items were evaluated for the Cronbach Alpha since they were appropriate for the test and the results were quite good, with a Cronbach Alpha of 0.793. On the other hand, internal validity established that the researchers made sure that any correlation they identified between the alumni's educational attainment and their financial results was unaffected by extraneous variables or by other environmental or personal elements that might have an impact on the alumni's financial situation. The degree to which the results of this study may be applied outside of the particular setting of Nangarhar University is known as its external validity. The researchers precisely identified the target group to improve external validity. They made sure the sample was representative

of the population concerning pertinent attributes including gender, socioeconomic status, and area of study.

Results

Descriptive statistics

A descriptive description of the gender distribution within a dataset may be seen in Table 1. It displays the percentage of each gender in the sample as well as the frequencies of male and female individuals. Within this particular dataset: Four of the sample are female, or 6.3% of the total. There are 60 men or 93.8% of the sample as a whole. The gender distribution of the dataset is clearly shown in this table, which shows that men make up the majority of the population.

Table 1. Descriptive static of gender of the participants

Gender	Counts	% of Total
Female	4	6.3 %
Male	60	93.8 %

A descriptive description of the age categories in the dataset is given in Table 2. It displays the numbers and percentages of people in each age group. The breakdown for this particular dataset is as follows: Under 25: 22 people, or 34.4% of the sample as a whole, fall into this age range. 25–30: This age group consists of 34 people or 53.1% of the sample as a whole. 31 to 35: This age group comprises 7 people or 10.9% of the sample as a whole. Over 35: One person, or 1.6% of the sample as a whole, falls into this age bracket. This table displays the percentage of people in each age group and provides an overview of the age distribution within the dataset.

Table 2. Descriptive statistics of the age of the participants

Age	Counts	% of Total
Under 25	22	34.4 %
25 - 30	34	53.1 %
31 - 35	7	10.9 %
Over 35	1	1.6 %

A detailed breakdown of each person's graduation year for each dataset is given in Table 3. It displays the numbers and percentage of people who graduated in various years. The breakdown for this particular dataset is as follows: 2017: Six people graduated in 2017, accounting for 9.4% of the sample as a whole. 2018: Five people graduated in 2018, which makes up 7.8% of the sample as a whole. 2019: Six people graduated in 2019, making up 9.4% of the sample as a whole. 2020: Five people graduated in 2020, accounting for 7.8% of

the sample as a whole. 2021: Three people, or 4.7% of the sample as a whole, received their diplomas in 2021. Twenty-eight people graduated in 2022, making up twenty-five percent of the sample as a whole. 2023: Five people graduated in 2023, accounting for 7.8% of the sample as a whole. 2024: Of the entire sample, 18 people graduated in 2024, accounting for 28.1% of the total. This table displays the percentage of people who graduated each year and provides an overview of the distribution of people based on their year of graduation.

Table 3. Descriptive statistics of the participants' graduation year

Year of graduation	Counts	% of Total
2017	6	9.4 %
2018	5	7.8 %
2019	6	9.4 %
2020	5	7.8 %
2021	3	4.7 %
2022	16	25.0 %
2023	5	7.8 %
2024	18	28.1 %

A descriptive overview of each person in the dataset's current employment position is given in Table 4. It displays the numbers and percentages of people in various job categories. The breakdown for this particular dataset is as follows: Full-time employees: Of the sample as a whole, 30 people, or 46.9%, are full-time employees. Part-time workers: Out of the entire sample, 8 people, or 12.5% of it, work part-time. Self-employed: Of the sample as a whole, 10.9% are self-employed, comprising 7 persons. Unemployed: Ten percent of the sample as a whole, or seven people, are unemployed. Researching more: Of the sample as a whole, 18.8% are the 12 people who are researching more. This table displays the percentage of people in each employment category and provides an overview of the dataset's current employment status distribution.

Table 4. Descriptive statistics of current job status

Current employment status	Counts	% of Total
Employed full-time	30	46.9 %
Employed Part-time	8	12.5 %
Self-employed	7	10.9 %
Unemployed	7	10.9 %
Pursuing further studies	12	18.8 %

A descriptive description of each person's monthly income level in the dataset is given in Table 5. It displays the numbers and percentages of people who fit into various income categories. The breakdown for this particular dataset is as follows: Below 10000 AFN: Of the sample as a whole, 14 people, or 26.9% of the total, have monthly incomes below 10000 AFN. 10000 - 20000 AFN: Of the sample as a whole, 30.8% are the 16 people whose monthly

income falls between 10000 and 20000 AFN. 21000 – 30000 AFN: Of the sample as a whole, 21.2% are the 11 people whose monthly income falls between 21000 and 30000 AFN. 31000 – 40000 AFN: Four people, or 7.7% of the sample as a whole, have monthly incomes between 31000 and 40000 AFN. Above 40000 AFN: 7 people, or 13.5% of the sample as a whole, earn more than 40000 AFN each month. This table displays the percentage of people in each income category and provides an overview of the distribution of people based on their monthly income levels.

Table 5. descriptive statistics of the monthly income of the participants

Monthly income level	Counts	% of Total
Below 10000 AFN	14	26.9 %
10000 – 20000 AFN	16	30.8 %
21000 – 30000 AFN	11	21.2 %
31000 – 400000 AFN	4	7.7 %
Above 40000 AFN	7	13.5 %

A descriptive summary of how long each person has been in their current location within a dataset can be seen in Table 6. It displays the numbers and proportion of people according to how long they have held their current positions. The breakdown for this particular dataset is as follows: Shorter than a year: Out of the entire sample, 32.0% consists of 16 people who have held their current post for less than a year. 1-2 years: Twenty people, or 40.0% of the sample as a whole, have held their current positions for 1-2 years. Three to four years: Eleven people, or 22.0% of the sample, have held their current post for three to four years. 5+ years: Three people, or 6.0% of the sample as a whole, have held their current positions for five or more years. This table displays the percentage of people in each time group and provides an overview of the distribution of people based on how long they have been in their current positions.

Table 6. Descriptive statistics of current job

How long have you been in your current position	Counts	% of Total
Less than one year	16	32.0 %
1-2 year	20	40.0 %
3-4 year	11	22.0 %
5+ year	3	6.0 %

Table 7 provides a descriptive summary of the type of organization in which individuals are employed in a dataset. It shows the counts and percentage of individuals based on the type of organization they work for. Here's the breakdown for this specific dataset: Government: There are 14 individuals working in government organizations, representing 28.6% of the total sample. International Organization: There is 1 individual working in an international organization, making up 2.0% of the total sample. Non-governmental organization (NGO): There are 7 individuals working in non-governmental organizations, accounting for 14.3% of the total sample. Other: There are 6 individuals working in other types of organizations, representing 12.2% of the total sample. Private sector: There are 21 individuals working in

the private sector, making up 42.9% of the total sample. This table gives an overview of the distribution of individuals based on the type of organization they are employed in, showing the proportion of individuals in each organization category.

Table 7. Descriptive statistics of the participants' organization

If employed, the type of the organization in which you are working	Counts	% of Total
Government	14	28.6 %
International Organization	1	2.0 %
Non-governmental organization	7	14.3 %
Other	6	12.2 %
Private sector	21	42.9 %

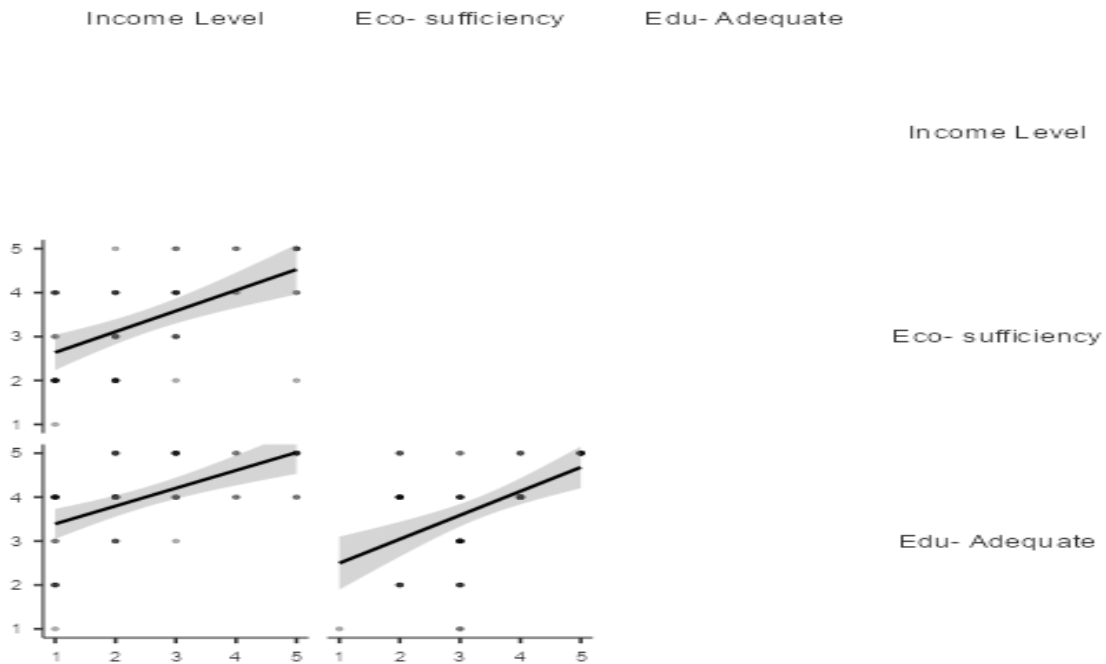
The correlation matrix is displayed in Table 8, where the following correlations are visible: Income Level and Economic Sufficiency have a 0.558 association, which is statistically significant at $p < .001$. Economic Sufficiency and Education Adequacy have a 0.494 association, which is statistically significant at $p < .001$. Income Level and Education Adequacy have a 0.606 association, which is statistically significant at $p < .001$.

Table 8. Correlation Matrix for Income level, Economic Sufficiency, and Education adequacy

		Income Level	Eco-sufficiency	Edu- Adequate
Income Level	Spearman's rho	—		
	df	—		
	p-value	—		
	N	—		
Eco- sufficiency	Spearman's rho	0.558 ***	—	
	df	50	—	
	p-value	< .001	—	
	N	52	—	
Edu- Adequate	Spearman's rho	0.606 ***	0.494 ***	—
	df	50	62	—
	p-value	< .001	< .001	—
	N	52	64	—

Note. * $p < .05$, ** $p < .01$, *** $p < .001$

Figure 1. Correlation plot among Income level, Economic Sufficiency and Education adequacy



The favorable association between Nangarhar University's public administration education and the financial security of its alumni is further demonstrated in Figure 1, where the correlation coefficient of 0.494 between Economic Sufficiency and Education Adequacy bolsters this finding. The income level of alumni and their degree of education adequacy appear to be positively correlated, as indicated by the correlation coefficient of 0.606 between the two variables. There is a positive association between alumni income level and economic sufficiency, as indicated by the correlation coefficient of 0.558 between income level and economic sufficiency. Overall, H_1 is approved since the evidence points to a strong relationship between Nangarhar University's public administration programs, alumni financial security, and income levels. This suggests that a public administration degree could improve an alumni's economic situation.

The data provided and hypothesis H_2 , according to which graduates of Nangarhar University with a degree in public administration have a higher chance of studying, well-paying employment than graduates with a degree in another discipline, are presented in Table 9. There are statistically significant differences in the alumni's stability, work satisfaction, and economic contribution (Eco-Con) according to the results of the One Sample T-Test.

Table 9. One Sample T-Test of Wilcoxon W

		Statistic	p	Mean difference	95% Confidence Interval	
	W				Lower	Upper
Stability	Wilcoxon W	2080	<.001	3.50	3.00	4.00
Satisfied	Wilcoxon W	2080	<.001	3.50	3.50	4.00
Eco-Con	Wilcoxon W	2080	<.001	4.50	4.00	4.50

Note. $H_a \mu \neq 0$

Table 10 shows the descriptive statistics for stability, job satisfaction, and economic contribution are 3.48, 3.69, and 4.25 respectively, indicating a positive trend toward stability and economic well-being among public administration alumni. The confidence intervals for the mean differences in stability, job satisfaction, and economic contribution suggest significant differences between public administration alumni and graduates from other disciplines.

H_2 is accepted because, the Wilcoxon W statistic for stability, job satisfaction, and economic contribution are all significant at $p < 0.001$, supporting the hypothesis that public administration alumni from Nangarhar University are more likely to secure stable and well-paying jobs compared to graduates from other disciplines.

Table 10. Descriptive statistics of Job Stability, Satisfaction, and Economic contribution

	N	Mean	Median	SD	SE
Stability	64	3.48	3.00	1.113	0.139
Satisfaction	64	3.69	4.00	0.871	0.109
Eco-Contribution	64	4.25	4.00	0.836	0.104

Figure 2. Mean and median Plot of economic contribution, satisfaction, and stability

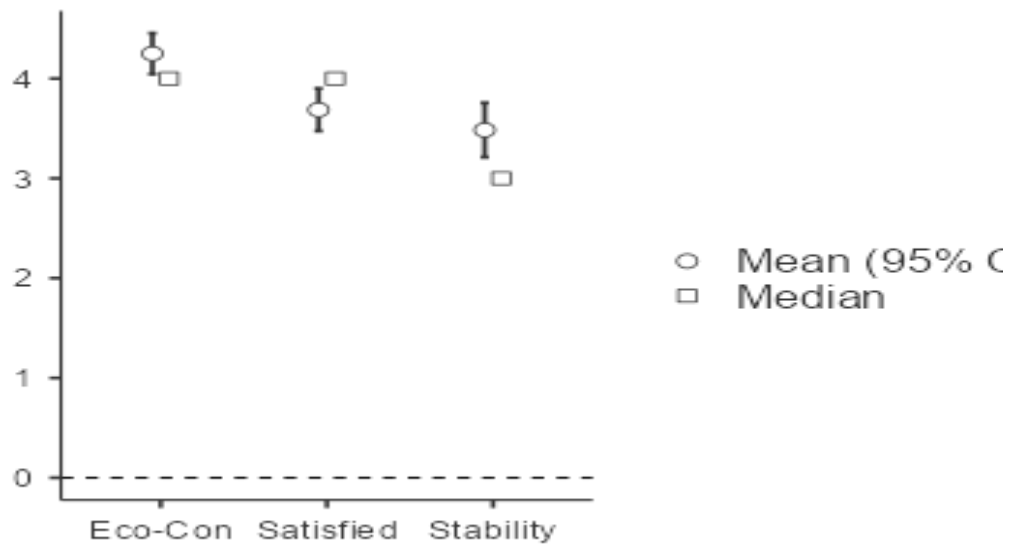


Figure 2 depicts the economic stability, satisfaction, and stability. In conclusion, the data supports hypothesis H₂, indicating that public administration alumni from Nangarhar University are more likely to have stable and well-paying jobs, higher job satisfaction, and better economic contribution compared to graduates from other disciplines.

Table 11 depicts hypothesis H₃, which suggests that the skills and knowledge acquired in the public administration program significantly contribute to the alumni's ability to impact economic growth in their communities: The Binomial Test results show the proportions of alumni who believe that their public administration education has contributed to various aspects of community impact, such as creating job opportunities, improving local services, engaging in community development projects, enhancing local governance, and other areas. The results indicate that a significant proportion of alumni believe that their public administration education has positively contributed to creating job opportunities, improving local services, engaging in community development projects, and enhancing local governance.

Table 11. Binomial Test of the economic growth of the community

	Count	Total	Proportion	p	95% Confidence Interval		Bayes factor
					Lower	Upper	
Creating job opportunities	27	64	0.422	0.260	0.2994	0.552	0.335
Improving local services	31	64	0.484	0.901	0.3575	0.613	0.160
Engaging in community development projects	28	64	0.438	0.382	0.3137	0.567	0.254
Enhancing local governance	19	64	0.297	0.002	0.1891	0.424	32.546
Other	11	64	0.172	< .001	0.0890	0.287	381653.675

Note. H_a is proportion \neq 0.5

Table 12 shows the One Sample T-Test for economic contribution (Eco-Con) shows a statistically significant mean difference, with a confidence interval that does not include zero. This suggests that alumni perceive a significant impact on economic growth in their communities due to their public administration education.

Table 12. One Sample T-Test of the Economic Contribution (Eco-Con)

	Statistic	p	Mean difference	95% Confidence Interval		
				Lower	Upper	
Eco-Con	Wilcoxon W	2080	< .001	4.50	4.00	4.50

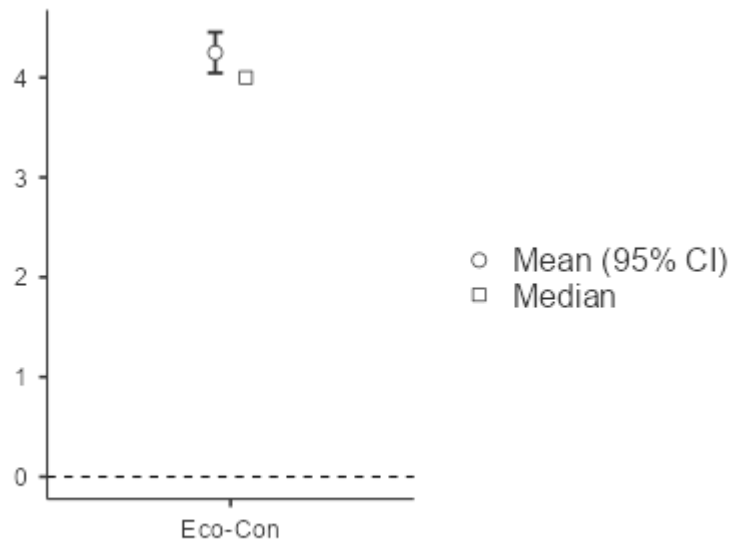
Note. $H_a \mu \neq 0$

Table 13 shows the mean score for economic contribution (Eco-Con) is 4.25, indicating a high perception among alumni that their skills and knowledge acquired in the public administration program have positively influenced economic growth in their communities.

Table 13. Descriptive Statistic of Economic Contribution of the participants

	N	Mean	Median	SD	SE
Eco-Con	64	4.25	4.00	0.836	0.104

Figure 3. plot of the Economic contribution



The figure 3 shows the means and median of the participants. In conclusion, H_3 is accepted because, the data supports hypothesis H_3 , indicating that alumni from the public administration program at Nangarhar University believe that the skills and knowledge acquired in their program significantly contribute to their ability to impact economic growth in their communities, as evidenced by their perceptions of creating job opportunities, improving local services, engaging in community development projects, and enhancing local governance.

The data in table 14 shows that there are significant barriers that hinder the economic sufficiency of public administration alumni from Nangarhar University: The Binomial Test results show the proportions of alumni who perceive various barriers hindering their economic sufficiency, including lack of job opportunities, inadequate salary, political instability, limited career advancement, lack of professional network, and other barriers. The results indicate that a significant proportion of alumni identify lack of job opportunities, limited career advancement, lack of professional network, and other barriers as hindrances to their economic sufficiency.

Table 14. Binomial Test of the economic growth of the community

	Count	Total	Proportion	p	95% Confidence Interval		Bayes factor ₁₀
					Lower	Upper	
Lack of job opportunities	46	64	0.719	< .001	0.592	0.824	78.795
Inadequate salary	24	64	0.375	0.060	0.257	0.505	1.132
Political instability	28	64	0.438	0.382	0.314	0.567	0.254
Limited career advancement	20	64	0.313	0.004	0.202	0.441	14.465
Lack of professional network	21	64	0.328	0.008	0.216	0.457	6.904
Other	12	64	0.188	< .001	0.101	0.305	86412.153

Note. H_a is proportion ≠ 0.5

Table 15 shows the One Sample T-Test results for stability and job satisfaction show statistically significant mean differences, with confidence intervals that do not include zero. This suggests that alumni perceive barriers that impact their stability and satisfaction in their careers.

Table 15. One Sample T-Test of the Economic Stability and Satisfaction of the participants

	Statistic	p	Mean difference	95% Confidence Interval	
				Lower	Upper
Stability	Wilcoxon W	2080	< .001	3.50	3.00 4.00
Satisfied	Wilcoxon W	2080	< .001	3.50	3.50 4.00

Note. H_a μ ≠ 0

Table 16 shows the mean scores for stability and job satisfaction are 3.48 and 3.69 respectively, indicating that alumni may face challenges related to stability and satisfaction in their professional lives due to the identified barriers

Table 16. Descriptive Statistic of Economic Stability and Satisfaction of the participants

	N	Mean	Median	SD	SE
Stability	64	3.48	3.00	1.113	0.139
Satisfied	64	3.69	4.00	0.871	0.109

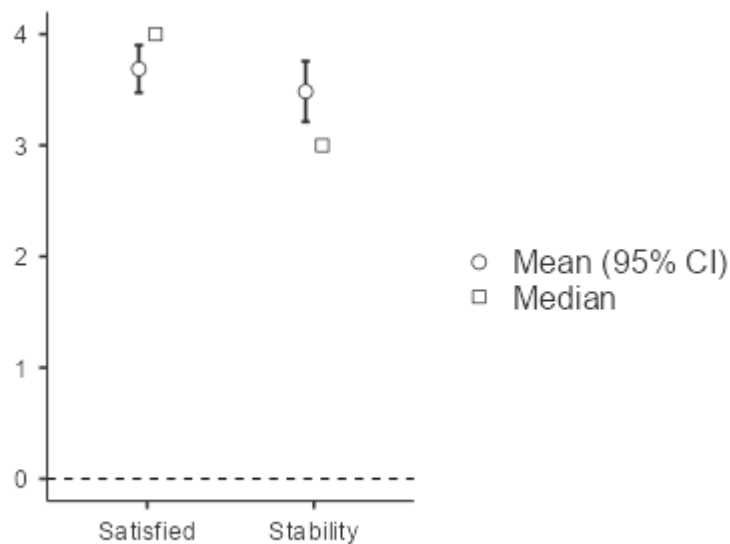
Figure 4. plot of the Economic Satisfaction and Stability

Figure 4 shows the mean and median difference at Economic Satisfaction and Stability of the partitions. In conclusion, the data support and accepted the hypothesis H_4 , indicating that public administration alumni from Nangarhar University perceive significant barriers that hinder their economic sufficiency, including issues such as lack of job opportunities, limited career advancement, lack of professional network, and other challenges. These barriers may impact their stability and satisfaction in their careers, highlighting areas that may need attention for improving the economic well-being of the alumni.

Discussion

The findings suggest a high correlation between alumni financial stability, income levels, and public administration studies at Nangarhar University. This implies that an alumni's financial circumstances may improve with a degree in public administration. Similarly, Nanekar (1973) also highlighted the importance of public administration education in providing graduates with the necessary skills to obtain stable, lucrative jobs in the public and private sectors. Furthermore, a 2013 study found that alumni of public administration programs reported more stable jobs and greater salaries than their colleagues from other schools (Ko & Han, 2013).

Nangarhar University graduates in public administration are more likely than those in other fields to have steady, well-paying jobs, more job satisfaction, and greater economic contributions. Even though, in a follow-up study, Gradstein and Justman (2000) emphasized the role that public administration education plays in enhancing the economic well-being of graduates and communities.

Graduates of Nangarhar University's public administration program think their education has greatly improved their capacity to influence economic growth in their communities. This

belief is supported by their opinions about the creation of job opportunities, the enhancement of local governance, the improvement of local services, and participation in community development initiatives. Similarly, a 2003 study by Melbourne et al. found that public administration graduates significantly boost economic growth through their efforts in service improvement, job creation, and community development. In a similar spirit, Kim (2017) reported that public administration education plays a critical role in advancing effective public service delivery and sound governance, both of which are prerequisites for economic expansion.

Nangarhar University alumni in public administration believe there are major obstacles standing in the way of their ability to support themselves financially, including problems with finding jobs, having little opportunity for career growth, not having a strong professional network, and other difficulties. These obstacles may have an effect on their professional security and contentment, pointing up potential areas for improvement in the alumni's financial well-being. Even though, Ayande (2013) and Panja (2021) found that graduates in public administration face significant obstacles such as limited employment opportunities, low salaries, and unstable political conditions. In order to surmount these challenges, Ng and Feldman (2014) and Varvara (2020) conducted separate studies that underscored the need for strengthening the links between public administration education and the labor market.

Conclusion

Those in public administration are more likely to get jobs than those in other fields. They have a higher chance of landing steady, lucrative careers in both the public and commercial sectors. Graduates of the public administration program have more stable jobs and higher incomes. Their capacity to influence the economic development of their communities is greatly aided by their knowledge and skill set. Graduates in public administration are essential to the improvement of public services, local governance, employment prospects, and community development initiatives. Their contributions benefit economic development more broadly. Nonetheless, alumni encounter obstacles that impede their financial independence, including restricted employment prospects, insufficient remuneration, unstable political environments, and a deficiency of professional connections. It is necessary to address these issues with focused interventions and legislative actions. The study emphasizes how critical public administration education is to promoting growth and economic well-being. Public administration programs can help to create a more stable and successful society by providing graduates with the required knowledge and skills. The results hold significance for educational establishments, decision-makers, and financial strategists in Afghanistan and comparable environments. For public administration education to have even more of an influence, the connections between academic programs and the job market must be strengthened. This may entail adding additional hands-on training, helping with internships and job placements, and interacting with businesses to match curriculum requirements with business demands. This literature study concludes by highlighting the important contribution that public administration education makes to the development of economic sufficiency among Nangarhar University graduates. Through the identification and resolution of recognized obstacles and the enhancement of the program's

strengths, involved parties can collaborate to establish a future that is both equitable and prosperous for the area. By putting these suggestions into practice, Nangarhar University will be able to increase the influence of its public administration curriculum on the financial security of its graduates, which will ultimately benefit the area's overall social and economic growth.

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Data Availability Statement:

The data that support the findings of this study are available from the corresponding author upon reasonable request.

Conflicts of Interest:

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

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