

Factors Affecting Graduate Employability in Somalia

Fatima Aden Eidle and Aaron Ludenyo Mukhongo
Jomo Kenyatta University of Agriculture and Technology.

ARTICLE INFO

Article history:

Received: 3 September 2016;

Received in revised form:

30 September 2016;

Accepted: 4 October 2016;

Keywords

Graduates,
Employability,
Quality of Education,
Education Policy,
Learning Environment.

ABSTRACT

University graduates stand at the dawn of their careers, seeking meaningful employment in a labour market that is characterized by volatile change and globalization. This new world of work requires flexibility, versatility, and creativity skills not traditionally required of an employee. Graduates today are required to develop a skills-set that enables pro-active career behavior and, furthermore, aid the employer to utilize such abilities as business solutions. Outstanding academic achievements and development of graduate's skills generally determines graduates employability. This project examined factors affecting graduates employability in Somalia; case study of Mogadishu and SIMAD universities. The specific objective of the project is first to examine how quality of high education affects graduate employability in Somalia; second to determine how education policy affects graduate employability in Somalia and finally, to establish how learning environment affects graduates employability in Somalia. The study also used human development, quality and performance theories to analyze graduate employability factors. The study sets out methodology on various stages that researcher followed in completing the study. The researcher identified the procedures, population of 300 and the sample size of 60 and techniques which is 20 percent of the target population (Mugenda Mugenda) approach (Theuri, 2014). The researcher developed self administered survey questioners and distributed 60 and only 48 of them returned which 80% of the sample. Analysis of data employed by percentages and frequencies to analyze the results of questionnaire using Statistical Package for Social Science (SPSS) version 20 and the result will be presented in the form of summaries, such as statistical tables and charts with clear discussions and illustrations. It involves a blueprint for the collection, measurement and analysis of data. The study idea started on May 2015 and completed June 2016 with delays. The study found that quality of high education has highly positive effects to graduate employability. The education policy and learning environment also showed that it has moderate effects to graduate employability. The universities have to work hard to improve quality of high education and establish supportive learning environment, government has to work to establish education policy that applicable to the local context and all will contribute future graduates' employability. Finally, further research should be carried out on employers' behaviors and availability of jobs in the market that could be other factors that could have effect to graduate employability.

© 2016 Elixir All rights reserved.

1. Introduction

Somalia, located in the Horn of East Africa, has been without a central government and in a continued civil strife since 1991, which resulted in division of the country into three major administrative entities: Somaliland, Punt land and Central/South zones. Based on last estimation population survey total estimated population of the country were 12.3 million people. (UNFPA, 2014).

The notion of graduate employability has risen to prominence over the past 20 years having gained remarkable traction in policy making, organizational life and society more general. The term also has become popular as a mantra to policy goal of full employment. Moreover, employability of graduates has been taken also more interactive in recent years due to the bleak economic situation, the impact of student preparedness and increasingly global market (Xiangyang, 2009).

According to British Council graduate employability in Sub-Saharan Africa report (2014), it's widely agreed that long term economic growth & decreased unemployment can only be achieved through investment in highly skilled workforce. In the context of knowledge, economy and higher education has become particularly important (Worldbank, 2014).

The unemployment issue continues to be a major concern in Somalia. According to UNDP human Development report in Somalia (2012), youth that is individuals between 15-35 years of age make up 67% of the population and suffer high rates of unemployment. This age constitutes 80% of the total unemployment in the country (Simon, 2012). However, education is an important factor of state building and economic growth as well as for human capital development that supports individual to prosper. Particularly tertiary education intends to support graduates to have knowledge and skills to provide effective management and satisfied its

employers successfully. So far more than 68 universities exist in Somalia out of this 41 of them operate in Mogadishu (Somaliresearch, 2014).

The major factors of graduate employability globally goes under communication style, feedback, political know-how and duration of the mentoring relationship. Producing quality graduates with skills demanded by the job market has been a challenge especially to the faculties which offer degrees in arts subjects. Enhancing employability of the graduates is a challenge faced by the Faculties which offer degrees that are not considered as professional" degrees in the University system (Sabela, 2013)

As Somalia has been in a war and most of education runs by private owned institutions under anarchy and instability, the graduate employability was not studied. According to Heritage Institute of Policy Studies (August 2013), there has been an increased number of higher education institutions approaching close to 50 higher education institutions of different sizes and capacities functioning across the country (HIPS, 2013). Furthermore, the study indicates that over 50,000 students are currently enrolled at higher education institutions across the country and 49% of these students are enrolled at universities in South-Central, 35% in Somaliland, and 16% in Punt land. The exponential growth of the higher education institutions has contributed to the increased number of university graduates in the labor market every year (Leeson, 2011). As reported by ILO the increased number of graduates in the labor market, only few get employment creating massive unemployment in the country. Beside of that ILO reports indicates that the graduates' unemployment rate in Somalia is properly 3-4 times higher than those of the old workers in the country (Labourorganizations, 2011).

Additionally, there have been number of strategies used to combat unemployment by different stakeholders including youth employment and placement programs (Brikhti 2012). However, despite of the numerous efforts to combat the massive graduate unemployment with unknown employability factors, there are still large numbers of unemployed graduates in the country (Philip, 2013). It is because of this view that the study aims at examining the factors affecting graduates employability in Somalia.

Before the civil war, Somalia had only one state owned university located in Mogadishu, enrolling approximately 4000 students per year. (Hoehne, 2010). According to Heritage Institute of Policy Studies, there have been an increase number of higher education institutions approaching close to 50 higher education institutions of different sizes and capacities functioning across the country (Heritage, 2013). Furthermore the study indicates that over 50,000 students are currently enrolled at higher education institutions across the country and 49% of these students are enrolled at universities in South-Central, 35% in Somaliland, and 16% in Punt land. The exponential growth of the higher education institutions has contributed to the increased number of university graduates in the labor market every year (Leeson, 2011). Despite the increased number of graduates in the labor market, only few get employment creating massive unemployment in the country (ILO 2011) The report further indicates that the graduates' unemployment rate in Somalia is properly 3-4 times higher than those of the old workers in the country.

As reported by UNICEF, there have been a number of strategies used to combat unemployment by different stakeholders including youth employment and placement programs. However, despite of the numerous efforts to combat

the massive graduate unemployment, there are still large numbers of unemployed graduates in the country (UNICEF 2013). It is because of this view that the study aims at examining the factors affecting graduates employability in Somalia: case study in Mogadishu.

Objective of the Study

The specific objectives of the study include:

- 1)To examine the effects of quality of high education on graduates employability in Somalia.
- 2)To determine the effects of education policy on graduates employability in Somalia
- 3)To establish the effects of learning environment on graduates employability in Somalia

2. Literature Review

Theoretical framework

The study is based on human capital theory and performance theory of employability and quality of high education theory. The study will also tap with conceptual framework of quality of high education, education policy & learning environment.

Human Capital Theory

The theory of human capital originated in the works of Becker (2013) and rest on the assumption of strong relationship between productivity and wages. In economic perspective, human capital theory, education and training are treated as investment process which generates future flow of income (Pavlin, 2009). The birth of human capital theory was announced in earlier days by Theodore Schurtz. The theory has been taken place two years later and published by journal of political economy on October 1962 supplement volume on "investment in human beings" (Blang, 2006). According to human capital theory, education or training raises productivity of workers by improving useful knowledge and skills, hence raising workers future income by increasing their life time earning. It postulates that expenditure on training and education is costly and should be considered an investment since its under taken with a view to increasing personal income (George, 2013).

Governments around the world have drawn upon human capital theory of (Becker 1975) in the formulation of policy in respect of higher education. Human capital theory links economic success to the education of the workforce. Hence, the development of employability in graduates has got significant expectation to varying extends imposed on national higher education system (Yorke, 2009).

Throughout the world, education has recently been re-theorized under human capital theory as primarily an economic device. Human Capital Theory is the most influential economic theory of Western education, setting the framework of government policies since the early 1960's. It is seen increasingly as a key determinant of economic performance. Human capital theory emphasizes that human capital--the composition of employee skills, knowledge, and abilities--is a central driver of organizational performance when the return on investment exceeds labor costs. The theory also recognizes the non-monetary benefits that accrue to the individual as a result of the investment in education. It encapsulates; "The economic benefits that education bestows are not limited to higher expected production or lower production costs. They could also consist in direct additions to welfare possibilities in terms of longer life expectancy, less criminal behavior, stronger social cohesion or greater political participation" (Molungo, 2012).

Over the last two centuries two schools of thought can be distinguished. The first school of thought distinguished between the acquired capacities that were classified as capital and the human beings themselves, who were not, clearly completed the idea. A second school of thought claimed that human beings themselves were capital. In modern Human Capital Theory all human behavior is based on the economic self-interest of individuals operating within freely competitive markets. Other forms of behavior are excluded or treated as distortions of the model. Human Capital Theory has been criticized on a number of counts. Two critiques are outlined here: one external and one internal. It's unable to understand human activity other than as the exchange of commodities ((Julias, 2013)

Frankly speaking, human capital corresponds to any stock of knowledge or characteristics the worker has (either innate or acquired) that contributes to his or her "productivity". This definition is broad, and this has both advantages and disadvantages. The advantages are clear: it enables us to think of not only the years of schooling, but also of a variety of other characteristics as part of human capital investments. These include school quality, training, attitudes towards work, etc. Using this type of reasoning, we can make some progress towards understanding some of the differences in earnings across workers that are not accounted by schooling differences alone (Stain, 2011).

Human capital theory goes to the heart of neo-classical economics. The revival of economic sociology, in particular, seeks to challenge the basic assumptions motivating the methodology of neo-classical economics. He claims that these rests on two basic building blocks. The first is the idea that the economy is an analytically separate realm of society that can be understood in terms of its own internal dynamics. Economists are perfectly aware that politics and culture influence economy, but they see these as exogenous factors that can be safely bracketed as one develops a framework that focuses on purely economic factors. The second key foundation is the assumption that individuals act rationally to maximize utilities. Here, again, economists are throughout the world, education has recently been re-theorized under human capital theory as primarily an economic device. (Heritage 2009)

According to the Institute for Employment Studies carried out a report on developing a framework for policy analysis on employability. Their main findings were: Employability is about having the capability to gain initial employment, maintain employment and obtain new employment if required. For the individual, employability depends upon: first, the assets in terms of knowledge, skills and attitudes & second, the way these assets are used and deployed, third, the presentation of assets to potential employers and finally the context within which the individual works (Andrew, 2009).

Theory of performance of employability

The second theory is the Theory of performance. The theory is born from two schools of thought that developed largely during the twentieth century, the literary theories embodied in the New Criticism movements and social theories of the Frankfurt School, a Marxian enclave in New York dedicated to examining the effects of capital on society. Both schools reached their peak in the 1960s, yet their work was rooted in the study of history and continues to inform and articulate how society is viewed (Rodriguez, 2009). The theory develops and relates six foundational concepts to form a framework because employability usually reflects to

performance and capacity that can be used to explain performance as well as performance improvements. To perform is to produce valued results. The term performance is hard to define or categorize, but it's broadness is precisely the characteristic that compels certain artists to work within the field. Performance allows for endless possibilities and experimentation and that is why it is not uncommon for performances to be early manifestations of avant-garde practices. Limitations or conditions to what performance is are often myths that concur as a byproduct of the conventions of theater (Auslanders, 2008).

A performer can be an individual or a group of people engaging in a collaborative effort. Developing performance is a journey, and level of performance describes location in the journey. Current level of performance depends holistically on 6 components: context, level of knowledge, levels of skills, level of identity, personal factors, and fixed factors. Three axioms are proposed for effective performance improvements. These involve a performer's mindset, immersion in an enriching environment, and engagement in reflective practice (Nadim, 2011).

Quality of higher education theory

The Massification of higher education beginning in the 1960s and increasing marketisation of education have quickened the pace and, in some cases, changed the nature of international university cooperation. Today, universities form linkages with each other for one reason or another, but most important, they strike alliance in order to be able to compete. Massification and marketisation of higher education have led to severe competition, and globalization has also led to more and more strategic alliances among multiple partners across national borders. Coupled with the advancement of information technology, the forces of globalization have transformed the concepts of time and space, and universities are now operating across spatio-temporal boundaries (Chan, 2014).

The higher education describes the transition in higher education from elite to mass to universal student access. The study points out that there is a fundamental change from elite to mass, which doesn't only mean a sharp increase in the number of people who can receive higher education, but a change in quality which plays an important role in the transition from elite to mass. The quality refers to the change of education concept, expansion of the function of education, diversity of teaching purposes and forms of education, and the change of curriculum set-up, the way of teaching, entrance requirement and management (N, 2009). Every country needs more educated workforce to fill the openings left by retiring and meet the increasing skill requirements of today's jobs, and jobs for tomorrow. A common concern for advisors of undergraduate psychology majors is how to best prepare students for graduate school. Some institutions have specific courses to assist students in preparing or and gaining admission to graduate school. There may be various educational experiences that influence the acquisition of these graduate school related accomplishments. As every graduate is expecting to have relevant job and experiencing increasing levels of complexity and competition which impacts directly on the skills needed by managers working in the industry and concluded its decisions that universities must change their focus from producing graduates to fill existing jobs to producing graduates who can create new jobs in a dynamic growth sectors of the business (UNESCO, 2009).

Conceptual Framework

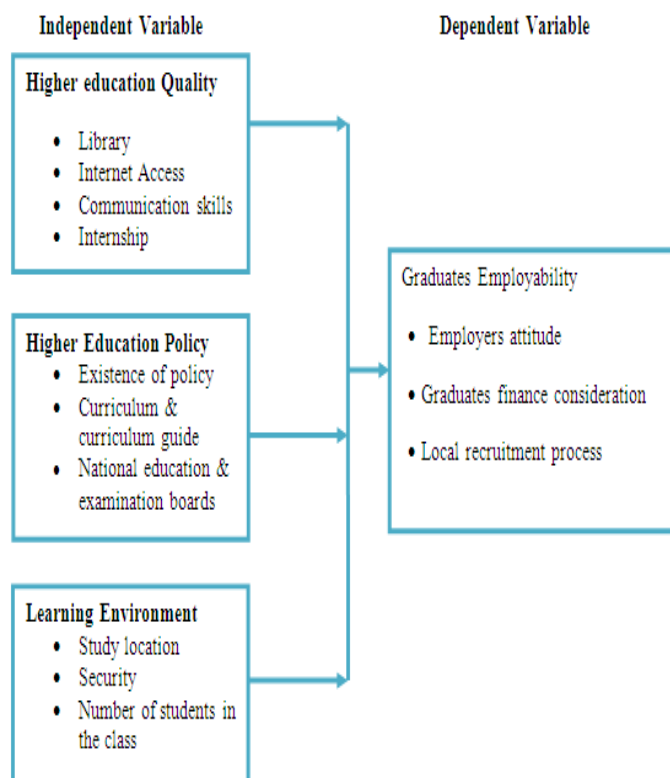


Figure 2.1. Conceptual framework.

Quality of Higher Education

There is general consensus that employability refers to a wide range of attributes and competencies that enable the job seekers to gain and maintain employment such as, but not limited to, the following: Communication skills, Logical, analytical and problem solving skills, Personality, confidence, and integrity, Flexibility and adaptability, Innovation and creativity and team spirit that attempts to use a broader framework for employability take into consideration the roles of both individual characteristics and labour market conditions (McQuaid, 2008).

Internationally, employment promotion and job placement services are provided by both the public and the private sectors. In Somalia there are effectively no such services at the present time. People find work primarily by word-of-mouth through the extended family and sub-clan social network. None Governmental Organizations (NGO) and United Nations (UN) agencies make some use of the local media for filling their vacancies. Some larger enterprises also make use of this channel for finding staff. Due to the high levels of unemployment competition for these jobs is extremely high. The teachers in higher education must have the quality consciousness as a basic virtue in their career. Quality is a value attached to and to be adopted by every individual in various fields of life. It depends on the scales fixed by individuals for themselves and to be assessed on the basis of level of achievements. Assessment of Quality will be done through comparative performance. Quality in higher education aims at provisions and enhancement on the scales fixed in various components of higher education. The teachers have the major role in this. The components of higher education areas consists of teaching learning process, evaluation, research, extension activities, adaptability to the needs and continuous professional development (Nonar, 2009)

The Inter-University Council for East Africa (IUCEA) is a membership organization comprising about 100 public and

private universities in the five East African countries: Kenya, Tanzania, Uganda, Rwanda and Burundi. It had commissioned a survey of employers in the five countries to seek their views on the employability of graduates from its member universities and found that 51% to 63% of the graduates were found to be 'unfit for jobs' and 'lacking job market skills'. At a time when great efforts are being made to increase student enrollment in higher education in Africa and when the acute shortage of highly skilled human resources is proving to be a handicap to growth and development, these findings are, to put it mildly, alarming. However, although the study covered only five countries and robust data on the quality of graduates in other African countries are not available, there have been concerns about the poor quality of graduates in most Sub-Saharan African countries for quite some time (Bhai, 2014).

In Somalia, imagine the country has been in anarchy, the quantity of graduation has been paid more attention, while the quality of graduate education is ignored, which is harmful to the development of graduate education; and thus, in the process of inspecting postgraduate education, it is necessary to pay more attention to the aspect of quality. The low-rise modern looking building of the former College of Education is now a displaced person's camp. The classrooms and dormitories were full of families; the walls were ruined and blackened by cooking fires, the library was a world of broken windows, empty, dust and ruin as well. Books were piled everywhere, on sagging shelves, on toppling heaps. The dust was so deep that was as though the desert itself was creeping through the walls, burying the books in fine sand (Awale, 2009).

The impact of the civil war on Somalia's higher education and its institutions may also be felt more indirectly, for example, researchers are unable to obtain documentation or verify academic records due to internal strife. The collapse of the education system has also meant the creation of uncoordinated private educational initiatives by all zones and regions. One of the most important roles of the state that is clearly absent from Somali public life, in addition to the provision of law and order, is its regulatory authority. This is noticeable in all education levels, including higher education institutions, where initially private individuals and groups without coordination among themselves have set up universities and colleges. The war caused brain drain for those whom have been educated by the government (Takar, 2007).

The internal and external work in the universities should be evaluated from the perspective of service. All-round quality management involves all activities in the school and it is related to everyone. To guarantee the quality of graduate education is to implement a comprehensive management (Xiangyang, 2009). Therefore, graduate education is normally considered to be a kind of higher education, but it is a bit different. According to the report on the Academic Degree and Graduate Education Strategy, the quality of graduate education refers to the level of the requirements needed by the society is met by the service provided by graduate educational system (Nan, 2010).

Education Quality System Model

In order to solve this problem, lessons must be drawn from the theoretical thinking of predecessors. Quality demonstrates not only a certain degree of objectivity but the performance of subjectivity. Quality also requires that higher education should be characterized by its international dimension: exchange of knowledge, interactive networking,

mobility of teachers and students, and international research projects, while taking into account the national culture values and circumstance. This study believes that in the narrow sense, the quality of higher education is the quality of education in the institutions of higher learning; in the broad sense, quality in higher education embraces all educational functions and activities, in which includes scientific research and social education. By means of the higher education, talented individuals with high morality are produced to meet the needs of society (Zahang, 2010).

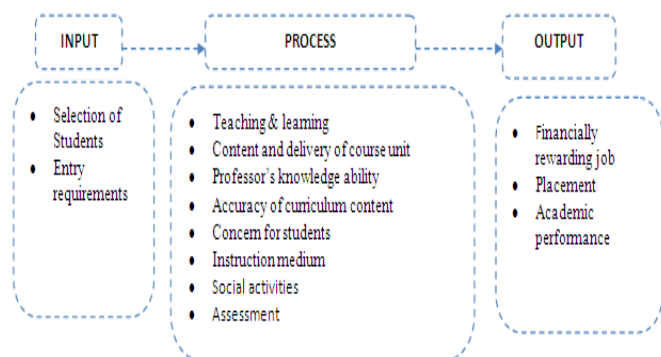


Figure 2.2. Input, process & output education framework (Clare, 2004).

There are no special technical Higher-education institutions are like factories or small industries. They are expected to produce quality products or risk closure. The output of any factory in the form of products and/or services is determined by the quality and quantity of input combination. When products and/or services fall short of the required standard, people are held accountable. It suffices to say that if majority of higher education graduates in Somalia cannot find decent and sustainable jobs after few months of graduation on the bases of skills and competencies gained then the schools should be held responsible (Ahmed, 2008).

Educating students as workers for the global economy is now the number one economic goal of a public schooling. Education is seen as the answer to economic growth. As a Somalia is now on post conflict stage, professional education experts and business men have inaugurated higher education institutions (universities) for mainly two objectives: first, respond high demand of high education and second, to take the advantage of the opportunity and money making (SDRP, 2014). The university students in Somalia don't get mentorship for their profession and they just select what they believe is the best but not according to the context and local resource. Furthermore; significant disparities in the quality of education systems and accessibility are questionable because of service providers' main aim of earning money (SDRP, 2014). However, Somalia's humanitarian education sector strategic objective two focuses to contribute the quality, reliability, responsiveness, and accessibility of basic services and promote predictable safety-net programming, thereby meeting the humanitarian needs of vulnerable people and households, strengthening their resilience to shocks (Humanitarian, 2013).

Education Policy

Educational policies are rules that are intended to help schools teach students efficiently, fairly and safely. These rules determine how students are taught, what they are taught, and how schools manage students and school personnel. Educational policies can also help keep students in school (Williams, 2009). The education policy covers attendance,

suspension & expulsion, safety, districting and equality of its participants. First, attendance policies define the difference between tardiness and excused or unexcused absences. They can help foster responsibility in students, and they also determine how many days a student can miss from school before disciplinary action is taken. Attendance policies are important, because they can encourage students to stay in school. Second, suspension & expulsion Policies that determine when a student should be suspended or expelled from school are important because they can impact a student's future. Although it is common to expel students for excessive violations of school rules, this is not always a good option for dealing with behavior problems. When a student is expelled, he/she may lose his desire to continue attending studies and quit. Suspension policies in schools can inadvertently discourage students from attending studies, leading to a lifetime of low-paying jobs or dependency on public assistance. For this reason, it is important to have policies that incorporate other solutions before resorting to suspension and expulsion. Third is safety Policies in school influence how safe students are in schools. Discipline policies have an effect on the safety of all students and adults at school. These policies can regulate how often schools have fire drills, what to do in case of a terrorist attack, or how teachers and staff should respond during a medical emergency at school. Safety policies in school extend beyond the classroom; some dictate that teachers have an obligation to report suspected child abuse that may have occurred at home or in the community. Fourth, districting that School policies dictate how students will be divided among schools in an area, and whether students in the district can attend schools that are outside of their area. These rules govern the school's population and diversity. They also dictate the number of students who attend the school, which in turn affects funding for public schools. Lastly, equality in the schools is determined by school policies as well. In the United States, schools have policies requiring acts of discrimination to be reported to school or district administrators and to be remedied promptly. There are also policies in place to make sure that people with disabilities, or who do not speak English as their primary language, receive the same access to an education as other students. This ensures that everyone in the country has the opportunity to contribute to society and thrive economically (Adeyamo, 2010).

The departure of well-trained Somali professional teachers from the classrooms further dented the nation's education system, enormously contributing to the brain drain; similar to what was also experienced in other parts of the continent. The raised discussion was a great deal about the vicious scenario of Somali's institutionalized corruption and its impact on the intellectual bankruptcy the continent experienced through the resultant brain drain. Taking a similar position, Eno indicates how scholarships, international seminars, and workshops were used in Somalia as instruments to advance certain ethnic groups and as a Somalia: Recalling the previous days which prompted a large number of the educated human capital, among them engineers, medical doctors, teachers, veterinarians, geologists, and agronomists, to flee the country either due to personal security reasons or lack of professional achievement and self-esteem (Eno, 2014).

Although high education institutes across the country are offering a wide range of courses, approximately 44% of students are enrolled in variants of information technology, business administration, and social science courses. A large number of high education institutes operate without a library,

Information technology facilities, or a science laboratory. Only 28 (twenty eight) of the surveyed 44 institutions reported having a library. The thirty two institutions reported having a computer laboratory with printing facilities. Less than half of the institutions offering variants of engineering courses reported having a science laboratory (Heritage, 2013).

However, the Somalia government can reduce graduates unemployment but might need time and effort to tackle insecurity, the formal-informal sector differentials by initiating policies and programmes aimed at transforming economic activities in the informal sector to the formal through entrepreneurship. Enterprises with potentials for high-growth can be identified and assisted to transit and participate in the formal sector thus creating economic opportunities and hence decent and sustainable jobs for higher education graduates. Until we deal with the root cause of graduate unemployment in the country, attending to the symptoms will yield no tangible results (Theeconomy, 2013).

Institutions of higher learning should have all their units functional to an acceptable level that can facilitate and enhance the effort of universities to reach their goals and fulfill their missions. Constructing new facility and maintaining the existing one is a never-end cycle that universities have to get used to. Also, maintaining existing equipments and buying new ones are also a continuous task that requires expertise and financial resources. There needs to be effective communication, cooperation, team-work among all the components of the institution. The key infrastructural challenges are, almost 96% Somali universities reported the shortage of teaching and learning materials to be another constraint, followed by insufficient basic infrastructure (89%), shortage of teaching and learning equipment (89%), shortage of qualified academic staff (89%), limited capacity of the administrative staff (86%), and the lack of university owned buildings (73%). The lack of curricula development capacity was also reported by 18% of the institutions surveyed. (Heritage, 2013).

In fragile communities like Somalia and other least developed countries, where often the private sector provides as much as 90% of employment, entrepreneurs are the key drivers of development. Young people themselves do not have to wait for top down institutional responses to their problems, which will often never arrive they can make an impact on their lives now by becoming entrepreneurs. Second, education systems need to be strengthened to focus on skill development, innovation, and entrepreneurship. Entrepreneurship education, especially at an early stage, spurs innovation and prepares young people to leverage their skills to create the very jobs they need through self-employment (Ali, 2012).

Learning Environment

In order to reach the main aims of modern education, powerful learning environments are designed. The characteristics of the design of powerful learning environments are expected to have positive effects on student learning. Additionally, teachers' conceptions of learning and teaching do influence the implementation of a learning environment. Moreover, students' perceptions of a learning environment affect their subsequent learning behavior and the quality of the learning outcomes. Combining these perspectives by mutual exchange of conceptions and perceptions is expected to have positive effects on the power of powerful learning environment. (Ahmed, 2008). Educationalists and teachers attempt to create learning

environments for students that are supposed to be optimal for learning. Principles from cognitive psychology and constructivism are used to design and develop such learning environments. Mostly students themselves do not participate in the development of learning environments that are specifically intended for them. Although it is common practice not to involve students in the development process, this is not self-evident. In brief, education should be directed at reaching goals with regard to the acquisition of high quality knowledge, problem-solving skills, transfer of knowledge and skills, and self-directed learning skills. To catch these main aims of modern education, the term powerful learning environments is used, by which the current ideas about design and arrangement of learning environments are summarized (ALi, 2012).

People learn best in a positive physical, emotional and social environment, one that is both relaxed and stimulating. A sense of wholeness, safety, interest and enjoyment is essential for optimizing human learning. People learn best when they are totally and actively involved and take full responsibility for their own learning. Learning is not a spectator sport but a participatory one. Knowledge is not something a learner passively absorbs but something a learner actively creates. The areas to be considered are first, collaboration among learners that says people generally learn best in an environment of collaboration. All good learning tends to be social whereas traditional learning emphasizes competition between isolated individuals variety that appeals to all learning styles, contextual learning. This emphasizes collaboration between learners in a learning community. Second, variety that appeals to all learning styles that considers people learn best when they have a rich variety of learning options that allows them to use all their senses and exercise their preferred learning style. Rather than thinking of a learning program as a one-dish meal, the idea thinks of it as a results-driven, learner-centered. Finally, contextual learning is another factor of learning that people learn best in context. Facts and skills learned in isolation are hard to absorb and quick to evaporate. The best learning comes from doing the work itself in a continual process of "real-world" immersion, feedback, reflection, evaluation and re-immersion (Chen, 2011).

Graduate employability

Employability is 'a set of achievements – skills, understandings and personal attributes – that make graduates more likely to gain employment and be successful in their chosen occupations, which benefits themselves, the workforce, the community and the economy (York, 2009). Employability is not the same as gaining a graduate job, rather it implies something about the capacity of the graduate to function in a job and be able to move between jobs, thus remaining employable throughout their life. The USEM model (Knight and Yorke, 2004). The module outlines employability as four broad and inter-related components: Understanding, Skilful practices (including deployment of skills), Efficacy beliefs (including students views of themselves), Meta-cognition (including self-awareness and a capacity to reflect on learning) (York, 2009).

There is no certainty that the possession of a range of desirable characteristics will convert employability into employment; first, there are too many extraneous socio-economic variables for that (e.g. national, regional and/or local economic health, and the demand/supply ratio for the characteristics in question). Second, 'Skills' and 'knowledge' should not be construed in narrow terms. The richness of these concepts is elaborated below, and in the companion guide,

Embedding employability into the curriculum. Third, the gaining of a 'graduate job', and success in it, should not be conflated. Higher education awards describe the graduate's past performance but some achievements vital for workplace success might not be covered, not least because of the difficulty of placing a grade on aspects such as drive, co-operative working and leadership. Large organizations may be able to fill in any gaps by recruiting through assessment centers, which use a greater range of (expensive) assessment techniques. Lastly, the choice of occupation is, for many graduates, likely to be constrained. They may have to accept that their first choice of post is not realistic in the prevailing circumstances, and aim instead for another option that calls on the skills etc (York, 2009).

Graduates employability is a difficult concept to define succinctly and comprehensively. As Hillage and Pollard (1998) state, it is a term used in a variety of contexts with a range of meanings and can lack clarity and precision as an operational concept. Articulation between higher education and employment in the workplace has been a focus of initiatives in many African countries. There is pressure on higher education from both Government and employers to produce employable graduates with the attributes, capabilities and dispositions to work successfully. (Lees, 2002).

There has often been a complex relationship and a common misunderstanding between higher education institutions and employers, particularly in the private sector. Employers often voice concern over the quality of graduates from universities and other higher education institutions, while higher education institutes feel that business is not fully appreciative of what qualities and skills these graduates possess (Adea, 2015).

3. Methodology

The study took descriptive research design to get accurate information in which both qualitative and quantitative approaches has been used. Qualitative analysis has been used in behavioral, skills and personal attributes and quality data that cannot be quantified while quantitative approach also used in the numerical data that can be easily measured. Quantitative data is in a numeric form, we can apply statistical tests in making statements about the data like the mean, median and standard deviation while qualitative study can provide with details about human behavior, emotion, and personality characteristics that quantitative studies cannot match as we focus on employability factors. According to coopers and Schindlers (2007) descriptive studies are more formalized and typically structured with clearly stated hypothesis or research questions.

4. Findings

Descriptive Analysis

In this section, the researcher analyzed and discussed the collected data in management by objectives such as effects of quality of high education on graduate's employability, effects education policy to graduate employability and effects of learning environment towards graduate's employability in Somalia.

4.4.1 Effects of quality of high education on graduate's employability in Somalia

4.4.1.1 Quality of high education

The research revealed that 95 percent of the respondents have strongly agreed that quality of education has positive effects to graduates employability. In the level of agreement, mean shown 1.60 close to agreed and standard deviation provides .792 which is less deviated.

Table 4.1. Quality of education.

	Frequency	Percent	Mean	SD
Strongly agree	24	50.0	1.60	.792
Agree	22			
Disagree	1	2.1		
Strongly disagree	1	2.1		
Total	48	100.0		

Information access

The findings indicated that 70% of the respondents agreed that Privileged organization considers universities have a library as proofed by the mean of 2.30 close to agreed while standard deviation indicated 1.337. On other hand the study findings that the majority of the respondents 65.3% that university library have access and with adequate reference books. In addition to that 18.8 percent of the respondents are neutral whether the library has access and adequate library while 8.3 percent and 6.2 percent of the respondents denied adequate accessibility of library. In the level of agreement, mean also shown 2.31 which are close to agree while standard deviation gives 1.114 with less deviation. Therefore, 68 percent of the engaged respondents as majority of the respondents agreed library accessibility and availability of reference books for the universities that contributed to quality of higher education. The study also revealed that 70 percent of the respondents strongly agreed that skillfulness of the students in self organizational skills is significantly come effects from quality of high education.

The level of agreement to statement of accessibility to reference text books in the library

Table 4.2. Students information access.

Questions	Mean	Standard Deviation
Universities have enough accessibility to reference text books in the library	2.30	1.418
Students Planned & Spent adequate time to the library	2.65	1.021
University provided internet access to the students	3.12	1.178
Internet use for Academic Consultation	2.90	1.225
Students ability to Speak English	2.06	.998
Students' language capacity undermined the employability	2.90	1.096
Teachers provide useful hand outs	2.35	1.062
University produces good number of publications	2.98	1.158
Graduate has strong self organizational skills	2.60	.962
Computer Laps in the study campus	2.08	.895
Average mean	23.86	10.118

The mean of average of the level of agreement to statement for students information access $25.94/10 = 2.60$ while the std. Deviation is $11.013/10 = 1.1$. This mean average which is between 2 and 3 indicates that most of the research respondents selected either strongly agree or neutral from the possible study questions of strongly disagree, disagree and do not know. Therefore, the finding indicated that student's information access has positive effects to quality of high education which also agreed Su Zhang (2010) views on quality of education.

Active University supervisory role

The study further sought to find out how respondents would rate university supervisory role through Students records are prepared by university found 47% agreed, Courses friendly approach for the students also scored 36% accepted, Participation of students in curriculum development is critical

area where 50% agreed that students are encouraged while 25% refused and 25% reported neutral. Adequate quality teachers, teachers have time to prepare shown 68.7% agreed while regular Faculty Development programs also scored 52% agreed and other 48 percent did not agreed. University Research publications and University and lectures seek feedback also expressed 33.3% agreed while 33.4 strongly disagreed and 33.3 reported neutral. However, students' participation in curriculum development, adequate qualified teachers, regular faculties' development and student's feedback to lectures & university administration highly contribute to quality of higher education.

Table Level of agreement for university prepares students records & lectures to follow up regular improvement

Table 4.3. Active University supervisory role

Questions	Mean	SD
University prepares Students records for follow up	2.48	1.072
Students engaged internship	3.04	1.220
University Courses applicability to the students	2.25	.887
Students were encouraged curriculum Development	2.75	1.263
Universities have adequate qualified teachers	2.31	1.075
Teachers get adequate time to prepare their lecturing	3.50	1.434
existed regular Faculty Development Programmes	2.33	1.098
University administration & lectures seek feedback	2.40	.962
University have follow up culture for the graduate's employment	2.94	1.156
University aware the skills & knowledge needed in the market	2.85	1.167
Average mean	26.85	11.334

The mean of average of the level of agreement to statement for the university supervisory role give $26.85/10 = 2.68$ while the std. Deviation is $11.334/10 = 1.13$. This mean average which is between 2 and 3 indicates that most of the research respondents selected either strongly agree or neutral from the possible study questions of strongly disagree, disagree and do not know.

Finally, to respond what is the effect of quality of high education on graduate employability in Somalia the study have assessed well equipped & accessible library, qualified teachers, effective entry system, student participation to curriculum development, student internship, regular faculty development programs and follow up of student records have a positive effects to quality education. Thus quality education is the main factor that contributes to graduate employability. The study confirmed the (Philip 2009) concept that believes as every graduate is expecting to have relevant job and experiencing increasing levels of complexity and competition which impacts directly on the skills needed by managers working in the industry and concluded its decisions that universities must change their focus from producing graduates to fill existing jobs to producing graduates who can create new jobs in a dynamic growth sectors of the business (Amazon, 2009). So the quality is the first.

The study also stated that opportunities such as placements and internships not only seem to offer an effective applied method of inculcating appropriate awareness, skills and abilities in graduates but can also promote productive collaboration and partnerships between higher education institutes and employers, building greater understanding between these stakeholders. The importance of placements and internships has been recognized by policymakers and

supported by funding and their value is also evidenced by longitudinal studies (e.g. Hall et al 2009).

In contrary, the research agreed that Critical Success Factor of Graduate Employability Programs research conducted by Open University of Malaysia. According to Ranjit Malhi (2012) degree is no guarantee of a job but can lead to the road and now employers are now looking for various soft skills in graduates, besides technical competence and work experience. In addition to that academicians need to focus in the labour market, employers look for a range of skills in graduate applicants, many of which are common to a number of different career areas. Most frequently mentioned are communication, team working, leadership, initiative, problem-solving, flexibility and enthusiasm. Many skills overlap with one another which is also known as context perse. Leadership, for example, encompasses a number of other skills including cooperating with others, planning and organising, making decisions and verbal communication. Verbal communication itself involves various means of communication, skills for presentation particularly being in executive tiers. (Aida, 2015).

Effects of education Policy to graduates employability Effective education management

Table 4.4. Effects of policy, curriculum and education boards.

	Frequency	Percent	Mean	SD
Strongly agree	2	4.2	3.6	1.005
Agree	6	12.5	2.1	.121
Neutral	7	14.6	1.8	.002
Disagree	27	56.2	2.1	.121
Strongly disagree	6	12.5	2.1	.121
Total	48	100.0	11.7	

The researcher requested respondents to indicate whether the effective education management towards, education policy, education curriculum, an examination & admission board has an effect to graduate employability. From the findings 68.7% of the respondents did not agree while 16.7% agreed. Furthermore, the study tapped the curriculum has interpreted higher education institute guidelines for lectures recruitment. 69% of the responded disagreed while 31% did not agree or rejected the subject matter. Beside of that 50 percent of the respondents doesn't support or refused the subject because of the weak systems.

On the Other hand, 45.8 percent of the respondents rejected the subject. In the course of the agreement mean shown 3.27 that close to neutral while standard deviation gives 1.086. Consequently, there is a significant mark to approve that student that doesn't have ability to select right course at the right institution without mentoring & consultations can have negative effects to graduate employability.

Level of agreement on the statement of effects of education policy

Effective education management

The mean of average of the level of agreement to statement for the effects of education policy give $34.15/10 = 3.42$ while the std. Deviation is $10.246/10 = 1.02$. This mean average which is between 3 and 4 indicates that most of the research respondents selected either neutral or disagree from the possible study questions.

Table 4.5. Effective education management

Questions	Mean	SD
There is written national education curriculum for Somalia	3.60	1.005
University acknowledged importance of education policy to the students	3.06	.976
Applicability and access of the policy	3.19	.960
the curriculum has interpreted higher education institute guidelines for lectures recruitment	3.19	.891
Students have ability to select right course at the right institution with mentoring & consultations	3.27	1.086
Somalia has higher education national admission board	3.67	.996
National admission board have collaboration with University Boards	3.67	.996
Existence of an integrated functional national examination board	3.75	1.120
Examination Board offers guidelines to national admission board	3.65	1.101
how admission policy affects academic standards of the university	3.10	1.115
Average mean	34.15	10.246

The study found that the education policy has no direct effect to graduate employability and agrees (Williams, 2009) views that the education policy covers attendance, suspension & expulsion, safety, districting and equality of its participants. Therefore, education policy, Morley (2011) suggests that universities both mediate and manage government policy, and that the boundaries between the academy, government and businesses have loosened and been reformed. This raises the question of what the purpose of university is, whether it is to provide to the workforce of the future or educational stimulus, or both. Jackson (2009) suggests that the recent government agenda for the Massification of high education, widening participation, the key skills/employability agenda, lifelong learning etc., are leading to the unification of high education and the curtailing of academic freedoms.

Effects of learning environment on graduates employability in Somalia

Supportive learning environment

Table 4.6. Supportive learning environment

Responses	Frequency	Percent	Mean	SD
Strongly agree	15	31.2	2.54	3.149
Agree	14	29.2		
Neutral	16	33.3		
Disagree	2	4.2		
Strongly disagreed	1	2.1		
Total	48	100.0		

The study revealed that 60.4% of the respondents agreed that always insecurity has affected the students' education. The effects were included; delay of time, killing of class mate, murder of lecturers, study suspension, destruction of education campus and study premises displacement. More than 69% of the respondents also experienced at least one of the above constraints during his/her studies. Furthermore, more than 54% of the respondents disagreed that crowded classes affected the education while 30% agreed. The others 52.3% disagreed that universities provide learning space outside the class in the campus. Therefore, insecurity has strongest effects to have supportive learning environment that has negative effects to quality of high education not directly to graduates employability.

Level of agreement on the statement of effects of learning environment

Table 4.7. Effects of learning environment.

Questions	Mean	SD
Insecurity affects studies	2.54	3.149
overcrowded classes hinders students session participation	2.81	1.179
University provides supportive students learning spaces outside the classes in the campus	2.50	1.167
University located sound & disruptive location	3.17	1.038
University created a learning environment which enhances students' skills	2.58	1.127
University encouraging involvement in student clubs and societies	2.73	.962
Academicians understand how to help their students become employable	2.56	.965
Academicians understand how to help their students become employable	2.60	1.430
University builds students confidence to market themselves	2.52	1.052
Students critically examine their own abilities & improve themselves	2.54	1.031
Average mean	26.55	13.1

The mean of average of the level of agreement to statement for the effects of learning environment provides $26.55/10 = 2.65$ while the std. Deviation is $13.1/10 = 1.31$. This mean average which is between 2 and 3 indicates that most of the research respondents selected either agree or neutral from the possible study questions.

The study found that the learning environment has moderately direct effect to graduate employability. The study findings accepted with Ahmed (2003) that says educationalists and lectures have to attempt and create learning environments for students that are supposed to be optimal for learning. Principles from cognitive psychology and constructivism are used to design and develop such learning environments. Furthermore, contextual learning is another factor of learning that people learn best in context but how learning environment affects to employability is not clear.

However, supportive learning environment is one of the key influences to student's performance that can have effect to the quality of high education that could eventually results positive graduate employability. The other factors respondents rose included; employer's perception that 47.9% percent of the respondents agreed that employer's perception has strong influence to graduates employability. Graduates' financial considerations also affects, 50% of the respondents have agreed that financial & position consideration of the graduates affects their employability.

To answer what is the effect of learning environment on graduate employability in Somalia? The study assessed study location, security and number of students in the class and revealed that learning environment has a positive effect to quality education but not direct to graduate employability.

Beside of that 80 percent of the respondents rejected existence of integrated national examination board in Somalia while 20 percent agreed the matter. In relation to agreement, mean results get 3.90 that close to disagree and standard deviation also indicates 1.101. Therefore, there is no national examination board that could have effects to quality of high education but not directly affects to graduates employability. However, the education policy of the country is need to be established as the country has been in anarchy and lawlessness over 25 years.

Multiple Regression Analysis

The research carried out multiple regression analysis to determine the relationship between the dependent variable (graduate employability) and the independent variables of

quality of education, education policy and learning environment and to test the research questions on the effects of these three independent variables on graduate employability in examination of the factors affecting graduates employability in Somalia case study of SIMAD and Mogadishu universities.

The researcher used spearman's rank correlation to test the research questions.

Standard Multiple Regression Analysis

Table 4.8. Model Summary.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.596 ^a	0.355	.311	.726

a. Predictors: (Constant), Learning Environment, Education Policy, Quality of high education

The researcher used Standard multiple regression analysis to test research question taking graduate employability (dependent variable) and Learning environment, education Policy, Quality of high education (independent variables). Tables 4.13, 4.14, 4.15 and 4.16 show the regression results. From the model summary in table 4.8, it illustrates that the adjusted R² is 0.355 which indicates that the combination of learning environment, education policy, and quality of high education informed a 35.5% of variation in graduate employability in Somalia.

Table 4.9. Analysis of Variance.

ANOVA ^b						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	12.770	3	4.257	8.070	.000 ^a
	Residual	23.209	44	.527		
	Total	35.979	47			

a. Dependent Variable: Graduate Employability

b. Predictors: (Constant), learning environment, education policy, quality of high education

As above the ANOVA table 4.9 shows, it is clear that the overall standard multiple regression model of learning environment, education policy, quality of high education) has a degree of significant to examine how the research predictors (learning environment, education policy, quality of high education) determine graduate employability in Somalia. This was proofed by the regression model that shows a weak degree of fit as presented the R² of 0.355 (F = 8.07; P = 0.00>0.05).

Table 4.10. Regression Coefficients.

Coefficients						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.527	.432		1.219	.029
	Learning Environment	.208	.124	.213	1.682	.010
	Quality of High education	.260	.112	.306	2.315	.025
	Education Policy	.289	.132	.295	2.185	.034

a. Dependent Variable: Graduates employability

The above of table 4.10 indicated the regression results on how learning environment, education policy, quality of high education influence graduate employability in Somalia by presenting clear multiple regression equation of $Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \epsilon$ which result of $Y = 0.527$ (constant) + 0.260 (quality of education) + 0.289 (education policy) + 0.208 (learning environment) + ϵ . To that end, table 4.10 indicates that there is a positive and moderate effect of quality

of higher education on graduate employability as ($\beta = .306$; $t = 2.315$; $p < 0.05$). On the other hand education policy also have positive effects to graduate employability ($\beta = .295$; $t = 2.185$; $p < 0.05$) while learning environment also expressed moderate effects to graduate employability ($\beta = .213$; $t = 1.682$; $P < 0.005$).

Table 4.11. Bivariate Correlations.

			Quality of high education	Education Policy	Learning Environment
Spearman's rho	Quality of high education	Correlation Coefficient	1.000	.171	.044
		Sig. (2-tailed)	.	.244	.767
		N	48	48	48
	Education Policy	Correlation Coefficient	.171	1.000	.110
		Sig. (2-tailed)	.244	.	.456
		N	48	48	48
	Learning Environment	Correlation Coefficient	.044	.110	1.000
		Sig. (2-tailed)	.767	.456	.
		N	48	48	48
	Graduate Employability	Correlation Coefficient	.082	.054	.063
		Sig. (2-tailed)	.578	.714	.670
		N	48	48	48

The above Table 4.11 of the correlation summary indicates that the relationships between the independent variables were moderate at confidence level which informs that the inter-variable correlations between the independent variables have a moderate role to affect the relationship with the dependent variable.

Finally, the correlation between quality education and graduate employability stated that a positive effect existed between them ($r = .596$, $\alpha = .025$). This suggests that quality education has positive moderate effects to graduate employability. The education policy also showed .034 that shows weak positive relations while learning environment expressed .063 for positive relations to graduates employability. However, the correlation analysis results in Table 4.11 also indicated that education policy had direct influence on graduate employability as spearman's rank correlation coefficient ($Rho = .082$, $\alpha = .578$) suggests a moderate positive effect existed between the two variables.

5. Conclusion

Today's graduates will need to understand that their attitude to work is as important as the work itself. Furthermore, their ability and willingness to undertake professional development and training throughout their working life will be a pre-requisite for lifelong work (A. Zaharim, 2010). The study aimed at finding out the factors affecting graduates employability in Somalia. Based on findings, the study concludes that From the model summary in Table 4.1, it illustrates that the adjusted R² is 0.355 which indicates that the combination of learning environment, education policy, and quality of high education informed a 35.5% of variation of factors affecting graduate employability in university students in Somalia. Furthermore, learning environment, education policy, quality of high education) has a degree of significant to examine how the research predictors (learning environment, education policy, quality of high education) determine graduate employability in Somalia. This was proofed by the regression model that shows a weak

degree of fit as presented the R² of .355 (F = 8.070; P = 0.000 <0.05). Placement and students internship during study play strong role for graduate employability. The study found that there is no specific unit of the universities that works on graduates employment or positioning.

The correlation summary relates that the relationships between the independent variables were moderate at confidence level which informs that the inter-variable correlations between the independent variables have a moderate role to affect the relationship with the dependent variable.

On the other hand, the correlation between quality education and graduate employability stated that a positive effect existed between them ($r = .082$, $\alpha = 1.000$). This suggests that quality education was an important factor in positioning graduate employability. However, the correlation analysis results in Table 4.11 also indicate that education policy had moderate positive influence on graduate employability as spearman's rank correlation coefficient ($Rho = -.171$, $\alpha = .244$) suggests a weak negative effect existed between the two variables.

Finally, the correlation between learning environment and graduate employability stated that a negative effect existed between ($\beta = .213$; $t = 1.682$; < 0.05) which indicates that learning environment has positive weak effect on graduate employability.

6. Recommendation

- It is recommended that universities and government explore how careers services can be enhanced and resourced to promote employability activities more effectively at faculty and departmental level. Employability measures need to be systematic and embedded into departmental and faculty practice.
- Government should consider ways of reflecting and promoting the employability skills and attributes in funding mechanisms such as the Research Excellence Framework (REF).
- To date funding systems have not placed employability at the centre of universities' vision and strategic planning, and this seems certain to have influenced their behavior. Funding streams therefore need to encourage an institutional culture supportive of employability skills.
- Universities have to ensure efforts to develop and support students' employability unit by improving and polishing education quality by any means that facilitates graduates employability
- Government has to work and develop education policy that contributes and improves effectiveness of education management of Somalia. As education policy and learning environment seems to contributing education quality, the education institutions has to explore ways of contributing education policy and learning environment to quality of high education.
- Supportive learning environment develops students to be more creative and collaborative. Therefore, ministry of high education and culture together with universities has to contribute helpful learning environment that contributes quality of graduates.
- Universities and employer partnerships should be encouraged and strengthened with employers having a more active role in university employability strategies and policies. It is possible that universities will have to be the initiators of partnerships with employers. The literature and our research reveal that where partnerships are sustained employers can

have an effect on employability approaches, particularly when involved in involved in course design.

7. Areas of Further Research

The study revealed that, there is information gap for other potential factors that have positive effects to graduate employability that included:

- Employers attitudes and expectations towards graduates employment
- Availability of the jobs in the market
- Local recruitment process towards graduates employability

8. Reference

- A, Bone. (2014). Critical Success Factors for graduate employability. *Journal of Economic and Business Management*, Vol.3, No.8.
- Ahmed, M. (2008). *Making Students more employable: Can higher education deliver?* Oxford University Brookes University.
- Adeyamo, S. (2010). Youth Employability & economic Development. *Journal of Science & technology education*, Vol.1(5), 99-106.
- Ahmed, A. F. (2008). The employability of graduates in competitive Organizations. *Business intelligence Journal*, 12-14.
- ALi, M. (2012). Graduates unemployment and private employment in Somalia, Hamar-ade, Mogadishu, Somalia.
- Awaleh, N. (2009). Funding and implementing education programmes in Somalia. Somali Forum, Mogadishu, Somalia.
- A. Zaharim, M. Z. (2010). Practical framework of employability skills for engineering graduates in Malaysia. IEEE Conference on Education Engineering (pp. 921-927). Kuala Lumpur: Journal of Economics, Business and Management,.
- Ahmed, N. (2009). Understanding the factors that promote employability orientation. *Journal of occupational and organizational psychology*, 12-14.
- B. Aida, A. W. (2015). Critical success factors of graduates employability. *Journal of Economics, Business and Management*, Vol. 3, No. 8, .
- Bode, D. E. (2011). *Theory of performance*. University of Idaho, America.
- Bhai, G. M. (2014). The quality of higher education. The world view, Irin News, Somalia .
- Brandsford, D. (2006). *Design of learning environment*. National Research Council, 1-3.
- Blang, M. (2006). The empirical status of human capital theory. *Journal of Economic literature*, Vol.14, No. 3.
- Chen, Y. (2011). Learning Environment. *Journal of Accelerated learning & development*, 4-5.
- Chertokovsaya, E. (2009). Giving Notice to employability. *Epherna Journal*, Vol13(4), 701-7016.
- Clare, C. (2008). Perception of Quality in higher education. *AUQA Occasional publication*, 6-7.
- Cooper, R. &. (2006). *Business Research Methods* (10th edition). New York: McGraw-Hill/Irwin.
- Cris, N. (2006). Cognitive Apprenticeship: Teaching the crafts of the reading, writing and mathematics. *L.B. Resnick (Ed) journal*, 43-46.
- Daniel, M. (2011). First Principles of instruction. *The British Psychological society Journal*, 2.
- Eno, O. (2014). Somalia: An overview of primary and Secondary Education. *Journal of Somali Studies*, 11-15.
- George, M. (2013). Human capital theory. *Power plus cable*, 2-3.

- Heritage, A. (2009). Importance of human capital Investment, Qaran printing, Somalia.
- Heritage. (2013). *State of Higher Education in Somalia*. Mogadishu: Heritage Institute for Policy Studies.
- Kirshner. (2007). The structure of learning environment. *An international Journal of Human Activity theory* , 548.
- Knight and York. (2006). USEM Employability Model, Johansberg, South Africa.
- Konings, K. D. (2008). Towards More powerful learning environment. *British Journal of educational psychology* .
- Linson, T. (2012). Theory of Performance, Express printing Center, India.
- Malley, O. B. (2011). *The Hidden crisis: Armed Conflict and Education*. Education for all global monitoring .
- McQuaid, R. a. (2007). The concept of employability. *Urban Studies* , Vol. 42, No. 2, pp. 197-219.
- Molungo, G. (2012). The Human Capital Theory in Education: Principles, critiques and current thinking . JSTOR , 21-22.
- Nasir, Ahmed. (2009). Understanding the factors that promote employability orientation. *Journal of occupational and organizational psychology* , 12-14.
- Nan, A. U. (2010). *Analysis of technical Concepts & theories of quality for graduate education*.
- Nonar, C. (2009). Cognitive Apprenticeship: Teaching the crafts of the reading, writing and mathematics. L.B.Resnic (Ed) journal , 43-46.
- Nboer, V. M. (2009). *Powerful learning and many faces of instructional design*. Oxford: Elsevier Science .
- Nur, S. (2010). *Effects of War on education in Somalia*. Bosaso: FEWESOM.
- Nurton, M. (2012). *Human Capital Theory Classification*. New York: City University of New York Graduates School.
- Pavlin, M. M. (2009). Development of Higher Education Management System. Brasulls : Liflong Learning Programme.
- P. Andrew, G. (2009). *Promotion of employability through training in Somalia*. Google Scholar.
- Penferov, S. (2010). Increasing Parental Involvement towards learning from the parent. *Theory and practice journal* , 106-112.
- Rodriguez, P. B. (2009). Critical Theory for Performance. *Spring Journal* , 1-9.
- Saturness, Y. d. (2008). *The practice statistics* 3rd edition. New York: Freeman ISBN 978-0-7167-7309-2.
- SDRB. (2014). *Somali Education Survey*. Mogadishu.
- Stain, B. (2011). *Accumulated Knowledge and Skills that make workforce more productive*. Houghton Mufflin Harcourt Publishing.
- Symicton, N. (2012). Investigating graduates employability and psychological career resources. Pritoria: University of Pritoria.
- Takar, M. A. (2007). *Higher Education Institutions in Situation of Civil War*.
- Theuri, F. (2014). Effect of Balanced Scorecard on employee Performance. Mombasa: JKUAT.
- Theeconomy. (2013). *Somalia High Education System*. The economy , 2-3.
- Thom, L. (2011). The level of performance, University of Chicago, Daily news, America.
- UNDP. (2012). *Human Development Report*. Nairobi: Irin News, Somalia.
- UNESCO. (2009). *Somalia Education Sector*, UN report, Somalia.
- UNICEF. (2013). Program of Education above all, Free education forum, Mogadishu, Somalia.
- UNOCHA. (2013). *Somalia Consolidated Appeal*. United Nations Development Programme, NGOs consortium, Somalia.
- Welson, E. (2012). *Strategies to improve graduates employability*. Google Scholar.
- Worldbank. (2014). *Youth Employment Sub-Saharan Africa Development forum*. Washington
- Xiangyang, M. (2009). Change of the Quality Evaluation in Graduate Education. *Journal of China University of Geoscience* , 58-61.
- York, P. M. (2009). Professor Mantz Yorke (2004) *Employability in Higher Education: what it is - what it is not*. Higher Education Academy/ESECT. Higher Academy .
- Zahang. (2010). Education Qualities Theories. *Asian Social Science Journal* , 1-3.