Unenabling Environment and University Education (learning & teaching)

In Selected Universities in

Mogadishu Somalia

A Thesis

Presented to the School of

Postgraduate Studies and Research

Kampala International University

Kampala, Uganda

In Partial Fulfillment of the Requirements for the Degree

Master of Educational Management & Administration

By:

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MED/41749/91/DF

September, 2011

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DECLARATION A

"This dissertation is my original work and has not been presented for a Degree or any other academic award in any university or institution of learning".

Hassan Mahamed Hassan

Name and signature of candidate

4TH OCT 2014

Date

DECLARATION B

"I confirm that the work reported in this dissertation was carried out by the candidate under my/our supervision".

OCHAN JOSEPH

Name and signature of Supervisor

04/10/2021

Date

APPROVAL SHEET

This thesis entitled **Un-enabling Environment and University Education (learning & teaching) in selected Universities in Mogadishu Somalia"** prepared and submitted by **Hassan Mohamed Hassan**, in partial fulfillment of the requirements for the degree of **Masters of Educational Management and Administration** has been examined and approved by the panel on oral examination with a grade of PASSED.

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Grade: _____

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Dedication

I dedicate this study to all Somali Academics & Students who are learning or teaching sacrificially in the warzone environment of Mogadishu Somalia and who have the courage to pursue and not disappointed the greatest obstacles surrounding their university education. I am sure that through your hard work you are establishing a way for the future development of Somalia. This in itself is a step in the right direction and hopefully serious efforts will be made to look for a solution once the source of the problem is identified. Lastly, I dedicate this study to My Parents and all my brothers & sister Muna, specially my wife Sa'adio, My daughter Balkiis and my two sons Amiin & Ahmed. Without their patience, understanding, support, and most of all love, the completion of this work would not have been possible.

ACKNOWLEDGMENTS

First and foremost, all praise is due to Almighty Allah for giving me the strength to accomplish this study with patience through the vigorous process without giving up. Second, I owe a debt of gratitude to many people who supported me while I was pursuing my post graduate studies. While writing this research I was fortunate enough to be with some great individuals who gave a sense of direction to this project. First of all, I am very grateful to my Mentor and research supervisor, **Mr.** *OCHAN JOSEPH* for being my anchor, a never ending support for me whenever I needed. I thank him not only for the intellectual nourishment and academic support but also for coming to my help whenever I faced the hardest problem. He was a adviser to me in many senses.

I would like to express my deepest gratitude to all my family members for their understanding and prayers for me during the period of research. I am doubly indebted to my mother and my father for praying for me and hoping that I will soon accomplished my objectives and come back. I believe that their prayers, encouragement and words of wisdom kept me going.

My wife Sa'adio Mahad was forever supportive of me and her encouraging words have always been comforting. This work would not have been possible without her support. Special thanks to her also for understanding my occupied hours and absence and for taking good care of our children. I cannot thank her enough!

Throughout my Master studies at KIU I received an enormous amount of support from so many people I cannot name them all. I would single out my friend Mowlid Adan for his constant support to me throughout my studies and especially during the period of research, I am forever indebted to him and also thank to Miss; Rukia Muftaf and My young brother Abdifitah Mohamed for giving me a helping hand when I needed the most. Last, but not least I would like to thank all the participants who took part in this research. Without you, this study would have been impossible.

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ABSTRACT

This study investigates the challenges un-enabling environments that face the Higher education institutions in Mogadishu, Somalia since the collapse of the central authority in 1991. Since all educational systems and infrastructure have been destroyed by the civil war, the study seeks to explore the negative consequences of unenabling environment on university education, to explore how unenabling environment affects students, Lecturers. A descriptive cross sectional survey design guided the study and primary data was collected using structured questionnaires. Respondents classified into strata from which they were chosen randomly. The study population was 255 and a sample size of 179 was got using Slovene's formula for generating sample size. The study revealed on respondent's characteristics after analysis using frequencies and percentage distribution showed that majority of the respondents were male, a high portion of respondents were the age bracket of 27-32, most of the respondents were degree Holders and Predominant in the length of service were those workers serving below 5 years. The findings revealed that the highest correlation lies between students missing lectures, students not getting access to skilled lectures and students themselves fear political instabilities and the chaos environment. There is a low correlation between the variables of no skilled workers would like to work in harsh conditions, and the missed access to university cafes by students for research. Table further indicates a moderate correlation between the missing of services like university library and the decline of university education in three selected universities in Mogadishu Somalia. Recommendation for Future Study; though the study has added significant knowledge to literature, further research is needed. An area in which further research needs to be done is the issue of the need of higher education quality insurance agencies in the country.

CHAPTER ONE

THE PROBLEM AND ITS SCOPE

Background to the Study

There are many challenges in un-enabled environment or war environment that face the organizations any discipline they are like telecommunication companies, small business organization, schools, non-profit organizations and higher learning institutions such as universities. Challenges are the most trouble factors that have a great effect on the activities of those organizations and put blocks the way organizations go through the succession. Challenges are bigger than each other and different and each one has its own consequence and contributes to the organizations negatively. The main challenges that interrupt business include competition from the competitors, new entry, internal conflicts of the organization, lack of political stability and un-enabling environment.

Formal education in Somalia all but ceased in the early 1990s following the collapse of the state and the ensuing destructive civil war. The cessation of education activities also came with a total destruction of school infrastructure, physical or otherwise, and looting of whatever was left. School buildings were either ripped off the roofs or occupied by armed militias or displaced people. It was only during the period of the United Nations Operation in Somalia, UNOSOM that aid agencies began to provide support to revive schools (Retamal & Devadoss, 1998).

In early 1993, communities and teachers began to reopen schools (particularly in urban centres). Schools continue to operate on a sporadic basis but it is not known when the normal academic processes will be re-established. Like all educational facilities in the country, Somali National University and other institutions that offered post-secondary education have been completely destroyed in the civil war. In the aftermath of the devastating civil war that Somalia has gone through for almost two decades now, as a country consistently ranked as the most failed state in the world, Somalia might not be expected to boast much of a higher education system. But despite poverty, piracy, civil war and now famine, scholars are trying to maintain and expand institutions in the capital, Mogadishu.

Some Somali intellectuals and local and international NGOs have made commendable efforts to rehabilitate the shattered educational infrastructure in the country. Nur-Awaleh (2003) gives an interesting account of some of the bold steps taken to rehabilitate Somalia's higher education. In most cases this amounts to building new institutions from afresh with no prior foundation. Some of these examples are included the selected universities for this study:

Mogadishu University: the first higher education institution established following the state collapse, it was formally established as a full-fledged and recognized private university in August 9, 1996 and opened its doors to students in September 22, 1997.

Benadir University: for nearly a decade there was no higher education institution that would produce qualified doctors so group of Somali doctors established Benadir University in October, 2002 with in Mogadishu Somalia.

Plasma University: was started as small institute named Plasma Institute of Medical Lab-Science on May, 15th 2005 which become the first private higher education institute that offered two year Associate Degree in Medical Lab Technology in the country. Since then has been extended into six Colleges that compose about 18 faculties.

Statement of the Problem

Education is a fundamental basic human right with power for social transformation. It is the catalyst of development that gives shape and structure to citizens. Moreover, education is one of the strongest building blocks for development and the most important investment any country can make. . The collapse of the Somali state in 1991 and the subsequent civil war(s) at all most two decades have altered most aspects of Somali life; but they have been particularly devastating in the area of Higher education institutions which resulted; general decline in university education, the performance of the graduates is very low and even can not compete in the job market.

The pursuit of higher education is considered a prestigious and noble undertaking as well as a privilege in most developing countries, with Somalia being no exception. (Altbach, 1987) asserts that higher education makes up a very important institution in developing countries because it trains elites, provides a foundation for a technological society, and impacts culture, politics, and ideologies. Higher education is also an engine for national economic growth and serves as a means to fulfill a nation's shared vision.

Furthermore, it permits the preservation and protection of culture (Johnstone, Arora, & Expeerton, 1998).

Higher education institutions in developing countries specially stateless society like Somalia faces a deepening crisis of un-enabling environment caused by the instability resulting from political repression, conflict, civil wars..

Therefore, this study will investigate the relationship between un-enabling environment and university education.

Purpose of the Study

The purpose of this study is to determine the relationship between un-enabling environment and university education in Mogadishu, Somalia. It concerns how un-enabling environment can affect the activities of higher learning institutions or university education. When there is an enabling environment we get many facilities in return of it but what about when there is no an enabling environment this is the question we going to answer in this study.

So, the purpose of this study is to explore the effect of un-enabling environment and university education.

Research Objectives

1. To determine the profile of the respondents to Gender , Age and the level of education.

2. To determine the relationship between un-enabling environment and university education.
3. To identify how un-enabling environment affects students.
4. To identify how un-enabling environment affect lecturers.
5. . To identify the negative consequence of un-enabling environment on university education.

Research Questions

1. What is the profile of my respondents in respect to Gender, Age and the Level of education?
2. What is the negative consequence of un-enabling environment on university education?
3. How un-enabling environment affect students in university education?
4. How un-enabling environment affect lecturers of the university?
5. What is the relationship between un-enabling environment and university education?

Hypothesis

There is no a significant relationship between the un-enabling environment and university education in Mogadishu Somalia?

Scope of the Study

Scope has three dimensions: time, geography and content scope. The study was based on the following:

Time Scope:

This study was conducted between June and September in 2011. It covered a period of four months. It is in these months that researcher gathered the information.

Geographical Scope:

Plasma University, Banadir University and Mogadishu University all located in Mogadishu, Somalia. Plasma University locates in the South-west of Mogadishu about 6km from the centre of the capital city and Banadir University is locates in the south-west of Mogadishu about 13km from the centre of the capital city while Mogadishu University locates North-West of Mogadishu about 9km from the centre of the town.

Content Scope:

This is study was on the un-enabling environment and university education will be conducted in Mogadishu, Somalia and the data will be collected through questionnaire by the researcher in Mogadishu, Somalia.

Significance of the Study

The researcher hopes that this study will yield data and information that will be useful for understanding the relationship between un-enabling university and university education in three selected universities in Mogadishu, Somalia. Also the findings and recommendation of this study will be useful to contribute the growing realization of the role enabling environment on the quality of higher education institutions and how and enabling environment can come and be created.

The study will promote an evaluation of the problems that are currently faced by the Somali higher education institutions and may lead to the development of national policies that address its unique concerns. It will provide Somali higher education institutions with findings that may help in the planning and implementation of better internal policies to promote the development of excellent academic work, capable of competing with global standards.

Definition of operational terms

An environment is all the parts of an utterance that directly surround a given sound. The environment of a sound may be adjacent sounds, or a break in sound, such as at the beginning or end of a syllable, word or phrase

A university is an institution of higher education and research, which grants academic degrees in a variety of subjects. A university is a corporation that provides both undergraduate education and postgraduate education.

Higher education is an educational level that follows the completion of a school providing a secondary education, such as a high school, secondary school, or gymnasium. Tertiary education is normally taken to include undergraduate and postgraduate education, as well as vocational education and training. Colleges,

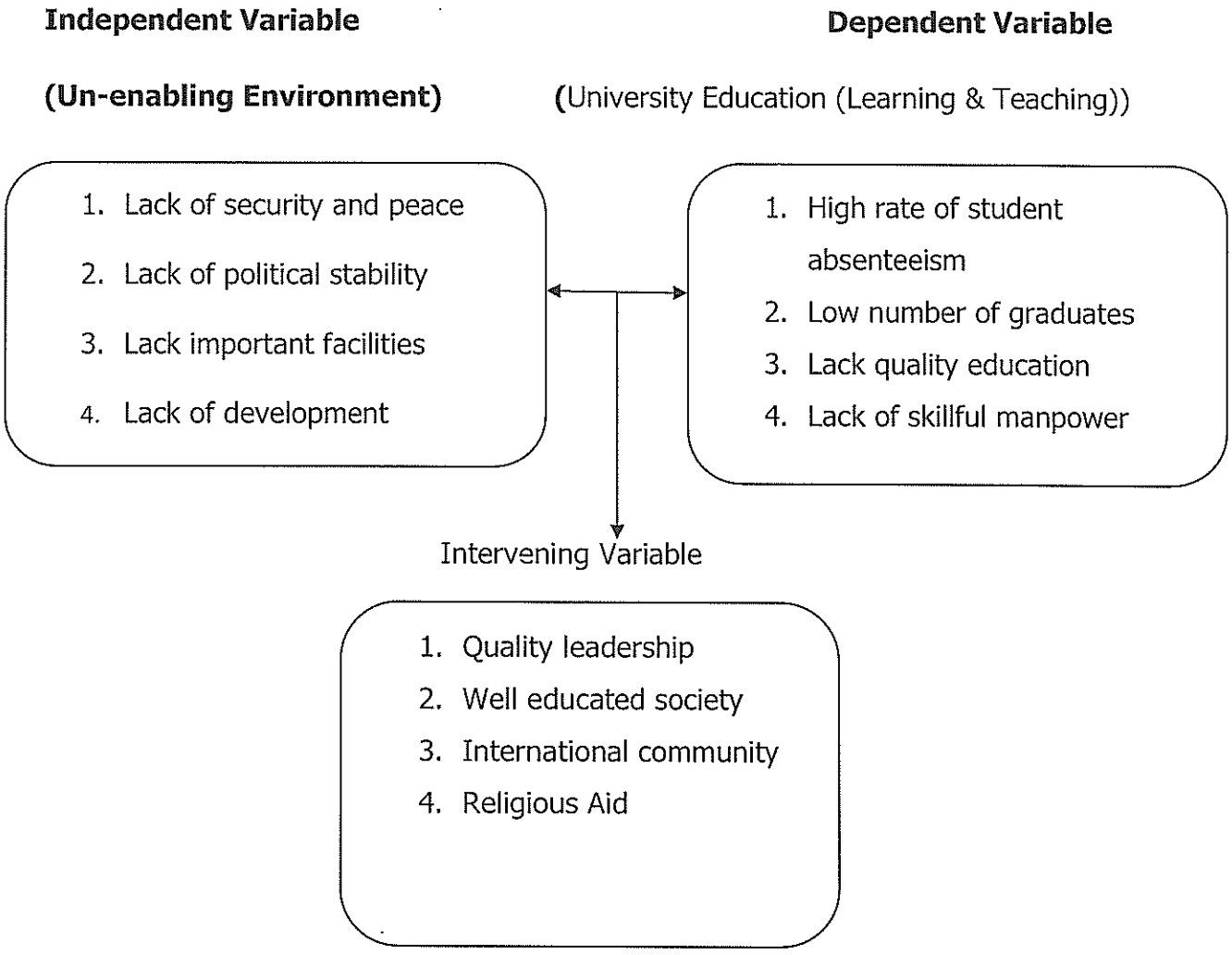
Universities and institutes of technology are the main institutions that provide tertiary education (sometimes known collectively as tertiary institutions).

Un-enabled environment is place where there is no peace and political stability and enabling environment is an environment where peace exist a peace is state of harmony characterized by the lack of violent conflict. Commonly understood as the absence of hostility, peace also suggests the existence of healthy or newly healed interpersonal or

international relationships, prosperity in matters of social or economic welfare, the establishment of equality, and a working political order that serves the true interests of all.

Conceptual Framework

Figure 1: conceptual framework



Source: primary data by the researcher

The concept suggested by the researcher is that un-enabling environment affect university education. Un-enabling environment is in terms of lack of security and peace, lack of important

facilities, lack of political stability and lack of development. University education is reflected through high rate of student absenteeism, low number of graduates, lack of quality education, lack skillful manpower. In between the intervening variable includes: quality leadership, well educated society, the help of God, and the so-called international community.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Concepts, Ideas, Opinions from the Authors / Experts

Un-enabling Environment (Warzone Environment)

Civil wars are distinguished from other forms of internal armed conflict by the fact that they cause large-scale destruction. A civil war involves armed conflict that engages the active participation of the national government military and an identifiable rebel group, with effective resistance by opposing sides. Collier and Associates (2003) estimate that over the last 50 years, civil wars have devastated social institutions and caused over 16.2 million deaths. More than one-third of Africa's countries have experienced civil strife. Lopez and Wodon (2005) note that according to the World Bank, one in five people living in sub-Saharan Africa in 2000 lived in a country affected by conflict.

Civilians more often than combatants suffer the adverse effects of civil wars and many of these adverse consequences accrue long after the civil war concludes (Ghoborah, Huth, & Russett, 2003). Today, civil war causalities constitute 90% civilians and 10% combatants (Collier & Associates, 2003). Peaceful countries neighboring those engaged in war suffer from direct and long term effects caused by these conflicts. They are often forced to accommodate large number of refugees because victims do not usually have means to travel far and flee on foot (Collier & Associates, 2003; Lai & Thyne, 2007).

Anyanwu (2004) argues that civil wars are significantly associated with the economy. He asserts that political and economic failures are the causes of many of Africa's wars. Civil wars increase the global poverty problem. They hinder and delay development by weakening a country's economy and leaving a legacy of atrocities (Collier & Associates, 2003). During a civil war, societies are forced to divert resources from productive activities to violence. To compound this problem, civil wars divert foreign direct investment from the country. The greatest economic impact of a civil war comes from the direct destruction of infrastructure (Collier & Associates, 2003).

Sambanis (2004) argues that "rebels" use the destruction of physical infrastructure such as telecommunications, airports, seaports, roads, and bridges as one of the tactics in bringing down "legitimate" regimes. Collier and associates (2003) established that a civil war is development in reverse. They argued that civil wars cause double economic loss to a nation. The first loss comes from the available resources channeled toward the war, and the second loss results from the damage of existing sources of capital. Furthermore, there is capital destruction of 9-20% of private wealth from the country. Civil wars also increase corruption, which diminishes limited resources as financial policies are disrupted.

Civil wars decrease the quality of health and increase frequencies of disabilities, and death post war. Poor health is usually exacerbated by the destruction of health facilities and the population's exposure to poor living conditions, such as lack of proper water and sanitation, malnutrition, and over crowding (Ghoborah, Huth, & Russett, 2003). Trauma and post-traumatic stress disorder for military survivors increases with civil

wars. It is also estimated that HIV/AIDS infection increases especially among the military. The HIV/AIDS contraction rate among the military is estimated to be five times more than the regular population. Rebels and combatants increase the spread of HIV/AIDS through rape, and the forcing of women and young girls into sexual favors in exchange for protection (Ghoborah, Huth, & Russett, 2003). Hopelessness and other mental health issues, such as depression, schizophrenia, and suicide escalate with civil wars. These problems are usually triggered by the loss of family, self identity, friends, employment, and by living in poor conditions in refugee camps (Ghoborah, Huth, & Russett, 2003).

The cost of conflicts in loss of life, as well as human and social capital can be astounding. Civil wars often cause family breakups and the psychological impacts may take years to heal. Conflicts destabilize social networks and cause a nation's source of human capital to weaken (Collier & Associates, 2003; William, 2004). Civil wars create fear for future conflicts and this may lead to criminal behavior after the war is over. The World Bank maintains that "global changes have made civil wars easier to sustain by allowing rebel groups to raise finances and acquire armaments more easily" (Collier & Associates, 2003, p. 4).

Effects of Civil War on Higher Education

Civil war is nasty, vindictive, and redolent of vendetta and revenge. These environments give rise to huge challenges for the education systems, which are in nature inextricably linked to the circumstances and societies they serve.

Civil wars destroy the education system by disrupting educational opportunities and creating a disconnection in educational services because of structural, logistical, and fiscal shortages. The destruction is more than physical; it encompasses systems, knowledge, and networks in learning (Davies, 2004). Education is inherently political and education systems become prime targets in many civil wars because schools are seen as representing political systems and regimes, and are at the same time symbols of peace (Salmon, 2004).

A major effect of civil wars is on educational expenditures by governments. Governments face both direct and indirect economic costs and increases in military expenditure, all of which are detrimental to the funding of a country's education system. There is likely to be a decrease in education spending by a country as funds are channeled to the war (Lai & Thyne, 2007). The effect on educational expenditures continues even after civil wars are over. The decline in a country's economy after these conflicts limits the funds available for education. Lai and Thyne (2007) observe that whenever governments are faced with a declining economy, they are more likely to focus their resources on short term economic development projects to the detriment of other policies, such as education.

Another impact is on student enrollment. Civil wars significantly decrease enrollments owing to the death of students and educators, as well as civilians' flow to neighboring countries. Furthermore, there is physical destruction and in several instances, in the interest of safety, closure of schools, (Lai & Thyne, 2007). For example, throughout the decades schools have been closed for months at a time because of the Palestinian-

Israeli conflict causing huge numbers of dropouts (Greenberg, 1994). In Angola, the Democratic Republic of Congo, and Somalia, institutions of higher learning were closed during the civil wars, and it was not until 2003 that these nations begun to rebuild their universities. Cuttington University in Liberia closed in May 1990 and the National Patriotic Front rebels led by Charles Taylor seized and used it as their headquarters from July 1990-1992. The majority of this university's students and faculty members fled to other parts of the country and into neighboring countries. Similarly the University of Liberia turned into a battle ground between rebels and the government. As a result, many of its buildings were bombed (Teferra & Altbach, 2003). The decrease of enrollments in males is greater than that of females (Lai & Thyne, 2007). In the majority of cases, men are expected to fight either for the country or for the rebels during periods of conflict. The Human Rights Watch reported that in 1996, 65,000 unmarried males were conscripted into the army after university classes in Sudan were suspended. Younger men were forced to flee or risked being forced to fight (Lai & Thyne, 2007). In a separate incident, Amnesty International reported that during the Sudanese civil war (1983-2005) men and boys were often rounded up during raids by police and soldiers, and sent to military bases, while females were left behind (Lai & Thyne, 2007).

The impact on the quality of education and research is significant. This is largely caused by the extensive brain drain and the death of highly qualified educators. Many educators flee as refugees and never return. Moreover, as employment opportunities decrease as a result of instability, educators search for better and safer opportunities

across their borders. Institutions are then forced to contend with poor qualified instructors and rely heavily on visiting faculty to stay functional. Maziwa (2004) observes that in Sudan, the civil war triggered extensive brain drain, leaving many university departments devoid of senior academic staff. In the Sierra Leone's civil war, many lecturers fled the country when the Fourah Bay College campus was seized and have not returned.

Furthermore, rebels targeted libraries to destroy operations at institutions of higher learning. Universities were vandalized, looted, and even burned in some cases (Govie, 2005).

Another issue affecting the quality of education is time. The unexpected closure of schools, sometimes even for several months during civil wars is usually followed by periods of intensive study, in which educators cram several months of the curriculum into one or two summers. The curriculum is shortened, and entire subjects or portions of the syllabus are cut in an attempt to make up for lost time. Such an attitude of cramming then creates pressure on both instructors and students to cover large amounts of material in short periods, resulting in gaps in student knowledge acquisition, particularly in sciences and mathematics (Zakharia, 2004). William (2004) notes that civil wars cause psychological problems that prevent students from reaching their full potential while in school. Students and educators who are traumatized as a result of the violence, display challenges in their ability to learn and teach respectively (Davies, 2004).

Institutions affected by civil wars and have been forced to adapt new learning approaches to meet the demands of new populations affected by the atrocities. The concepts of peace education, trauma therapy, and education in emergencies, have risen as a result of wars (Davies, 2004). Peace education programs are designed to enable people think constructively about physical and social issues that need solutions and develop constructive attitudes of living in community (Baxter & Ikobwa, 2005). Critics argue that in order for peace education to be effective, it needs not to focus on making people be nicer to each other but instead focus on building a "culture of resistance" against (1) negative propaganda from media and governments, (2) the overt presence of violence in society, and (3) being manipulated by more powerful groups (Davies, 2004). The destruction of a country's education system does have long term implications.

It is paramount that nations maintain peace as much as possible. Reconstruction of higher education institutions can be a challenging process. Blake (1963) noted that in post America civil war, rebuilding of institutions of higher learning was daunting.

Importance of Peace or an Enabling Environment

Peace refers to absence of hostility. It refers to an environment that is characterized by healthy interpersonal and international relationships, acknowledgment of equality and fairness and etc. Peace is especially important in today's world. This is because if we look around us, we see a number of nations who are at war with each other. There are a number of factors that are responsible for unrest in the world. The bigger nations are

not playing their true role in managing the world; in fact they are imposing their laws on the rest of the world (Remez Sasson, 2010).

Peace is important because we need a better world for our next generations. Peace is important because we can enjoy the benefits of the latest technological and scientific advancements only in times of peace. Peace is basic requirement for our existence.

In a world where stress, strain, rush and restlessness abound, peace of mind is of paramount importance. It is a treasure that everyone desires, but only very few know how to gain it, and even fewer really do something to get it. With all the advancement of science, no remedy has yet been found for lack of inner peace. Often, even when being in good financial condition and in good health, people have no peace of mind, which only proves that peace of mind does not depend on external conditions or on any scientific or technical progress. The solution has to come from within, not through external means, it is not always possible to change external conditions, but you can certainly change your inner attitude and learn to stop allowing outside influences affect your moods and states of mind. (Remez Sasson, 2010).

According to (Olive, M. & Abel, G, (1999) Peace of mind is not something to be found only on the Himalayas, by monks and hermits. It is attainable here and now, wherever you are, irrespective of your external circumstances, since it is an inner state, and is independent of circumstances and external conditions. Peace manifests, when the incessant inner chatter of the mind slows down. When it appears, anxiety, stress, worries, fear, mental and emotional restlessness, nervousness and impatience

disappear. It is a state of inner calmness, tranquility and serenity, which brings forth happiness, tolerance, inner poise, inner balance and self-control.

According to (Bakvis, Herman and David M. Cameron, 2000) Peace of mind is an acquired skill, which requires time, practice and perseverance to develop, just like any other skill. With the right training, and with desire, motivation, patience and perseverance, you are sure to attain at least some degree of inner peace.

According to Ewell, P.T. (1999), Peace of mind will enable you to manifest calmness and tranquility in your daily life, and also in difficult and trying situations. It will allow you to display emotional and mental detachment whenever needed, and thereby avoid being too affected by other people's words, feelings and behavior. It will also enable you to control your reactions and become a happy, patient, tolerant and open-minded human being.

There are various techniques for gaining peace of mind, and following and implementing them, even for just a few minutes a day, will make a noticeable difference in your life, and you will soon become aware of positive inner changes within you. You don't have wait for the perfect circumstances to start working on gaining it. You can start here and now, regardless of the kind of life you are living, and irrespective of your circumstances. This might require some effort on your part, but it is a worthwhile project and the rewards are great you can continue living your own life, without changing your external condition, continue with your job and relationships, and yet work on attaining inner peace. This is done in a gradual manner, by learning to

change your mental attitude, developing inner strength and inner detachment, through meditation and through other means Albrecht, T., & Nelson, C. (2001).

According to (Forest, James and Kevin Kinser, 2002). It is not possible to teach this important and fascinating subject in such a short article, but you can find more articles and guidance at Remez Sasson teaches and writes on positive thinking, creative visualization, motivation, self-improvement, peace of mind, spiritual growth and meditation. He is the author of several books, among which are "Peace of mind in Daily Life", "Will Power and Self Discipline", "Visualize and Achieve" and "Affirmations - Words of Power".

Visit his website and find articles and books filled with inspiration, motivation and practical advice and guidance.

Theoretical Perspectives

Factors Affecting University Education

There are many factors that affect higher learning institutions or university education but, main factors are the following:

Political Instability

Is the most important attribute of a modern state, save for liberal democracy. In order to analyse and explain the phenomenon of political stability, this paper draws its statistical data from the Norris cross-national subset. However, it needs to be said that a complete analysis of all the factors affecting political stability can neither be collected

nor analysed. The following hypothesis includes the variables which as this paper will show have the strongest effect on the dependent variable, 'political stability'

Upfront, it needs to be said that there are a wide variety of variables that influence political stability, this paper, however, will choose the ones which are more common than for example the amount of police per 1000 citizens or similar variables.(Kaufmann political stability, 2002).

The hypothesis is that political stability mainly depends on the rule of law, a high degree of autocracy or democracy and the amount of trade (% of GDP; mean 1990-99) that the country engages in. This suggests three separate hypotheses which support the main hypothesis stated above (Kaufmann political stability, 2002).

Firstly, this work suggests that political stability is getting stronger when the rule of law increases. Pinherio agrees that a lack in of the rule of law leads to a lack of legitimacy, and therefore also consequently political stability (Pinherio 1996: 18). If the rule of law decreases, the political stability is weakened. The rule of law has an influence on the political stability because it is an indicator for how well the executive does its job. Even in an authoritarian regime is it important that the army follows the rules set up by the dictator. Moreover, the variable rule of law 2002' is an ordinal variable which goes from -2.05 to 2.03. (Snyder, Benson R, 1970).

Secondly, the degree of political stability high if there is a high degree of democracy or autocracy. Beetham argues that the biggest changes in the relationship between society

and legitimacy are a shift in the political or social order (Beetham 1991: 75). Strong democracies or strong autocracies are best equipped to withstand this shift, and hence provide political stability. Therefore, states with a small degree of democracy or autocracy are less politically stable. In audition this computed ordinal variable goes from 0 to 100.

Socio-economics

Socioeconomic status (SES) is evaluated as a combination of factors including income, level of education, and occupation. It is a way of looking at how individuals or families fit into society using economic and social measures that have been shown to impact individuals' health and well being. Socioeconomic status and health are closely related, and SES can often have profound effects on a person's health due to differences in ability to access health care as well as dietary and other lifestyle choices that are associated with both finances and education (Olive, M. & Abel, G, (1999).

Security

Protection of a country from attack or subversion, preparedness for military action, diligence in matters of intelligence gathering and secrecy, and protection of resources and rights considered critical to the functioning of a nation are all included in national defense and security plans. (Snyder, Benson R, 1970).

Un-enabled environment

Is place where there is no peace and political stability and enabling environment is an environment where peace exist a peace is state of harmony characterized by the lack of violent conflict. Commonly understood as the absence of hostility, peace also suggests the existence of healthy or newly healed interpersonal or international relationships, prosperity in matters of social or economic welfare, the establishment of equality, and a working political order that serves the true interests of all. In international relations, peacetime is not only the absence of war or conflict, but also the presence of cultural and economic understanding and unity (Kirby, 2003).

CHAPTER THREE

METHODOLOGY

Research Design

The researcher used a descriptive survey design with a cross sectional approach. This design was chosen because it involved the study of large number of respondents.

Research population

The study was conducted in Plasma, Banadir and Mogadishu University all located in Mogadishu Somalia and the research population was 255 which enclose 51 Lecturers, 72 non academic Staff and 132 Students selected from the three investigated universities in Mogadishu Somali.

Table 1: Selected Sample Size

Categories	population	sample size
Academic Staff	**51**	**35**
Non academic Staff	**72**	**54**
Students	**132**	**90**
Total	**255**	**179**

Sample Size The researcher used a sample size of 179 respondents. This sample size was arrived at using the Slovene's formula (see appendix) stated below;

$$S = \frac{N}{1 + N\,(0.05)^2}$$

Sampling Procedures

The researcher used Random Sampling when selecting the Academic, Non academic and Students from the universities. For the lecturers stratified sampling because this was appropriate because these take on different roles and there fore must have specific competencies that the study is interested in with relation to university education.

Research Instruments

The researcher used a structured questionnaire and observation techniques to collect data. The questionnaire method was used to collect data from respondents because apart from being easy to administer, questionnaires are easier to analyze. The questionnaire items were both closed and open-ended thereby providing opportunity for respondents to present their own independent opinions about the study without limitation.

Observation was used to make triangulation of the data presented through the questionnaire with what is actually on the ground especially with respect an unenabling environment and university education. Observation provided opportunity for the researcher to examine what is in place to uplift the education of the universities in Somalia in good working mood and t provide education to students. Observation also provided knowledge on the existing gaps that need to be filled if Mogadishu Somalia would be in position to appropriately uplift the university education.

Validity and Reliability of the Instrument

The items in the research instrument were discussed with the supervisor to ascertain and assess the validity of the items. The items in the questionnaires were found to have a logical link with the research questions and that help to cover a full range of issues that are assessed to ensure comprehensiveness on the issues under investigation.

A pilot study of questionnaire was done in Plasma University in Mogadishu. In order to assess the reliability of the instrument. This was because being within Mogadishu town; unenabling environment is envisaged to have similar characteristics as these neighboring such as conflicts, political instabilities, deaths and others. After piloting the questionnaire, the reliability coefficient, which is the measure of the level of reliability of the instrument, was calculated using Cronbach Alpha formula. If the reliability coefficient is found to be 0.78, then it is an acceptable level of reliability. Thus this meant that the instrument has an acceptable level of reliability and therefore worthy being used in the process of data collection.

Data gathering procedures

Before the administration of the Questionnaire

The researcher obtained permission from Kampala International University and the selected universities in Mogadishu which is granted. Data collection started with observation through touring of the area study, setting, questionnaires that was valid and reliable for the required population. Questionnaires were checked for any errors, and then finally distributed.

During the administration of the Questionnaire

Respondents were briefed on how to fill the questions properly and not to leave a question unanswered. A deadline was set for collecting the data. Recording of primary data was done by the researcher. All this was done on specific selected days, not just any day. Short interviews (informal) was also be used. The researcher meant with his assistants to collect the forms and to check for the completeness of the questionnaires. The procedures were repeated until all the participants of the sample size were assessed.

After the administration of the Questionnaire

The Researcher checked to find out if there are any questions that are not answered because only fully filled questions are what should be used in data analysis and presentation. Data was safely stored until it is ready for analysis by the researcher. Both secondary and primary data was collected and used.

Data Analysis

The researcher edited all the data from each questionnaire for accuracy and completeness of the data given. Data was organized according to research questions and by category of respondents of the study. The results were analyzed manually using SPSS and interpreted question by question under the below elaborated workings. The responses to different questions were quantified into frequencies mean and using SPSS and Excel translated into percentages and ranks and presented in tables. Conclusions and recommendations made in relation to the study un-enabling environment and

university education in Mogadishu Somalia the following values and interpretations were utilized to interpret the answers of the respondents to the questionnaires.

Mean Range	**Interpretation**
4.21 – 5.00	Very high
3.41 – 4.20	High
2.61 – 3.40	Moderate
1.81 – 2.60	Low
1.00 – 1.80	Very low

Ethical Consideration

The researcher respected the anonymity of the respondents and put the aspect of confidentiality into perspective. Further, the respondents were assured that the information required is purely for academic purposes and no other benefits. This was highlighted in the introductory part of the Interview guide. Lastly, objectivity is considered so as to avoid personal bias.

Limitations of the study

The anticipated threats to validity in this study were as follows;

Intervening or confounding variables which are beyond the researchers control such as honest of the respondents and personal biases, to minimize such conditions, the

researcher requested the respondents to be honest as possible and to be impartial / unbiased when answering the questionnaires.

The researcher environments are classified as uncontrolled setting where extraneous variables may influence on the data gathered such as comments from other respondents, anxieties, stress, and motivation on the part of respondents while on the process of answering the questionnaires. Although these are beyond the researcher's control, efforts will be made to request the respondents to be objective as possible in answering the questionnaires

Attrition; A representative sample was not reached as computed due to circumstances within the respondents and beyond the control of the researcher.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTEPRETATON OF DATA

Respondents' profile:

Effort was made to ascertain the background of the respondents that took part in the study by way of providing data. So, during the data collection process, demographic data of the respondents was given consideration. Tables 2 present the demographic data of the respondents who participated in this study.

Table 2, Demographic characteristics of the respondents

Gender		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	132	73.74	73.74	73.74
	Female	47	26.26	26.26	100.00
	Total	179	100	100.00	
Age					
Valid	15-20	36	20.11	20.11	20.11
	21-26	30	16.76	16.76	36.87
	27-32	51	28.49	28.49	65.36
	33-38	16	8.94	8.94	74.30
	39-44	18	10.06	10.06	84.36
	45-50	20	11.17	11.17	95.53
	50 and above	8	4.47	4.47	100.00
	Total	179	100.00	100	

Qualification		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A level Certificate	35	19.55	19.55	19.55
	Diploma	23	12.85	12.85	32.40
	Bachelor	62	34.64	34.64	67.04
	Master	33	18.44	18.44	85.47
	PhD	26	14.53	14.53	100.00
	Total	179	100.00	100.00	
Martial Status		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Single	57	31.84	31.84	31.84
	Married	94	52.51	52.51	84.36
	Divorcee	18	10.06	10.06	94.41
	Widow/Widower	10	5.59	5.59	100.00
	Total	179	100.00	100.00	

Source: Primary Data 2011

According to Gender table, indicates that the **73.4%** of the total respondents were male and **26.6%** were female.

The **Age:** indicates that the majority of the respondents that constitutes **28.4%** of the respondents were within age bracket of (27-32), **20.2%** of the respondents are within age bracket of (15-20), **16.5%**o of age bracket (21-26), **11%** of the respondents are in the age bracket of (45-50), **10.1%** of the respondents are the age bracket of (39-

44), **9.2%** of the respondents are the age bracket of (33-38) and **4.6%** of the respondents are age bracket of (50 and above). From the Qualification Table, In the regard of qualification of the employee, majority of the them are bachelor degree holders that make up **34.9%** of the respondents, second group of the employee have A level certificate which represents **18.3%** of the respondents, third group of employees are master degree holders that make up **18.3%** of the respondents, fourth group of employees have diploma that constitutes **12.8%** of the respondents and last group of employees are PhD holders that makes up **14.7%** of the respondents.

In the Marital status table, the majority of the marital status of employees is married that constitutes **52.3%** of the total respondents, **32.1%** of the respondents are single, **10.1%** of the respondents are divorcees and lastly **5.5%** of the respondents are widowed or widower.

The negative consequence of un-enabling environment on university education

Research question one sought to determine the effect of un-enabling environment on university education in Mogadishu Somalia with reference to the first dimension of the effects that is poor quality education, missing of lectures, etc. Data collected from the completed questionnaires were critically analyzed and the findings are presented in Table 3 below.

Table 3: Un-enabling environment has negative consequence on university education					
	Respondents	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	74	41.3	41.3	41.3
	Strongly agree	49	27.5	27.5	68.8
	Disagree	26	14.7	14.7	83.5
	Strongly disagree	30	16.5	16.5	100.0
	Total	179	100.0	100.0	

Source: primary data 2011

Research question one sought to determine the effect of un-enabling environment on university education in Mogadishu Somalia with reference to the first dimension of the effects that is poor quality education, missing of lectures, etc. Data collected from the completed questionnaires were critically analyzed and the findings are presented in Table 3.1.

According to Table 3, **41.3%** of the respondents are agreed that un-enabling environment has negative consequence on university education, **27.5 %** of the respondent strongly agreed, **16.5 %** of the respondents strongly disagree and **14.7%**

of the respondents disagreed. So, that implies un-enabling environment has a negative impact on the education university that this environment surrounds them.

How un-enabling environment affects university education

The respondents were asked to give their opinion on what they thought was the way how un-enabling environment affects university education and their responses were put in table 4 below.

Table 4: Respondents' Views about how un-enabling environment affects student of university education

Categories	Mean	Interpretation	Rank
Students are always fearful about the political instability			
Students miss Lectures	4.05	High	1
Students do not get access to skilled lecturers	3.78	High	2
Students themselves fear chaotic environment	3.51	High	3
Other services are cut off such as library	3.38	Moderate	4
No skilled teachers would like a chaotic environment	2.27	Low	5
Students are denied access to the university internet café	1.89	low	6
Total	**3.15**		

Source; primary data 2011

KEY

Mean Range	Interpretation
4.21 – 5.00	Very high = VH
3.41 – 4.20	High = H
2.61 – 3.40	Moderate = M
1.81 – 2.60	Low = L
1.00 – 1.80	Very low = VL

The table above shows that the highest correlation lies between students missing lectures, students not getting access to skilled lectures and students themselves fearing political instabilities. There is a low correlation between the variables of no skilled workers would like to work in harsh conditions, and the missed access to university cafes by students for research. Table further indicates a moderate correlation between the missing of services like university library and the decline of university education at University of Banadir, Mogadishu University and Plasma University. The information was further put in a line graph as shown below.

How un-enabling environment affect lecturers of university education

The respondents were asked to give their opinion on what they thought was the way how un-enabling environment affects lecturers and their responses were put in table 4: below.

Table 5; Showing how un-enabling environment affect lecturers of university education

Pearson's Correlations (n =179)

Variables correlated	R-value	Sig-value	Interpretation	Decision Ho
Some lecturers fear to be killed	.968	.000	Significant relationship	Rejected
Some lecturer move to other places where there is peace	.964	.000	Significant relationship	Rejected
Low standards of living	.971	.000	Significant relationship	Rejected

The level of significance at 0.05

Table5: Evidently showed that there was a significant relationship between the un-enabling environment Vs university education .000 sig-Value, intelligence vs capacity also showed a significant relation but with .000 sig-value, whereas intelligence vs development showed significant relationship too but also with .000 sig-value. The computed r-value or Pearson correlation of .968 is an indicator of moderate correlation and it was a positive value. Since the computed P-value revealed a reading of 0.000 which is way below 0.05, this implied that the relationship between un-enabling environment and university education was significant; hence the null hypothesis was rejected.

Negative consequence of un-enabling environment on university education

The respondents were asked to give their opinion what they thought would be the negative consequences of un-enabling environment on university education. Their responses were put in table form as seen in table 6 below;

Table 6.Showing the negative consequence of un-enabling environment on university education

Negative consequences	Frequency	Percentage
Missing of lectures	52	29%
Lecturer & students absenteeism	39	22%
Few graduates	38	21%
Poor quality education	50	28%
Total	179	100%

Source; Primary Data 2011

Table above shows that the majority respondents 52(29%) were of the view that missing lectures is the most rampant problem of students as a result of un-enabling environment , 22% of the respondents said that lecturers and students are always absent because of the political insecurity in un-enabling environment. An equal representation of respondents (21%) said that few graduates come up in an environment like that of Mogadishu which is un-enabling to both lecturers and students even the administrators themselves a reasonable percentage 28% of respondents said that this would end up in poor quality education in such circumstances. The data was further put in a line graph as shown in figure below.

The relationship between un-enabling environment and university education

Variables correlated	r-Value	Sig-Value	Interpretation	Decision on Ho
Un-enabling environment Vs. university education	0.930	0.000	Positive and Significant	Rejected

The results in Table 5 indicate that the existing un-enabling environment is significantly correlated with all the university education (all sig. <0.05). Results also indicate that un-enabling environment is positively correlated with university education (all r-values>0). This implies that a reduction in factors that may raise the university education significantly leads to low education. Basing on these results, the stated null hypothesis is rejected at a 0.05 level of significance. These results lead to a conclusion that un-enabling environment leads to low education.

CHAPTER FIVE

FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

Introduction

The major purpose of the study was to investigate the relationship between Unenabling environment and University education (Learning & Teaching activities) in selected universities in Mogadishu Somalia.

This chapter presents a brief summary of the findings and a discussion arising there from; the corresponding conclusions of the study and suggested recommendations.

Discussion of the Findings

The finding on respondent's characteristic analysis using frequencies and percentage distribution showed that majority of the respondents were male, a high portion of respondents were the age bracket of 27-32, most of the respondents were degree Holders and Predominant in the length of service were those workers serving below 5 years.

The findings revealed that the highest correlation lies between students missing lectures, students not getting access to skilled lectures and students themselves fear political instabilities and the chaos environment. There is a low correlation between the variables of no skilled workers would like to work in harsh conditions, and the missed access to university cafes by students for research. Table further indicates a moderate

with the research objectives. It was concluded that un-enabling environment greatly affects the university education. This is reflected in absenteeism of lecturer, missing of lectures by students all of which drives to few graduates at the university, and poor education quality all derived from the un-enabling environment. So strategies for higher education should be set within an educational chain extending from early childhood to post- graduate education to career advancement. Improving the interrelationship of all stages and levels of education should be a long - term policy goal

Recommendation

Though the study has added significant knowledge to literature, further research is needed. An area in which further research needs to be done is the issue of the need of higher education quality insurance agencies in the country. It would also be interesting to examine in depth the impacts of Higher education system with out any regulating body because while quantity is important, say achieving, double digit percentage for higher education, quality is paramount. Higher education should continue to be subsidized by the Government in an adequate manner. For improving the quality in education the role of public sector should be enhanced.

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II

Personal information

Direction: please tick in the blanks and response the direct question.

Part one

1- Gender Male ☐ Female ☐

2-**Age**

15-20 ☐

21-31 ☐

32-42 ☐

43-53 ☐

54 and above ☐

3-Qualification

Certificate ☐

Diploma ☐

Bachelor ☐

Master ☐

PhD ☐

4. Marital status

Married ☐

Single ☐

Widow/widower ☐

☐

Divorcee

Objective One: consequences of un-enabling environment on university education

1. Un-enabling environment has negative consequence on university education.

Agree ☐ Disagree ☐

Strongly agree ☐ Strongly Disagree ☐

2. Security is missed when environment is chaos.

Agree ☐ Disagree ☐

Strongly agree ☐ Strongly Disagree ☐

3. Education quality is weakened by un-enabling environment.

Agree ☐ Disagree ☐

Strongly agree ☐ Strongly Disagree ☐

3. The skills of foreign human resource disappear because of the un-enabling environment.

Agree ☐ Disagree ☐

Strongly agree ☐ Strongly Disagree ☐

Objective two: un-enabling environment affects student of university education.

1. In this environment absenteeism rate of students is:

High ☐ Middle ☐ Law ☐

2. Because of this environment students are not well disciplined.

Agree ☐ Disagree ☐

Strongly agree ☐ Strongly Disagree ☐

3. in this environment, students don't meet the standard learning of university education.

True ☐ False ☐

Give reasons._____

4. Many potential student run away from the country and keep being refugees.

Agree ☐ Disagree ☐

Strongly agree ☐ Strongly Disagree ☐

5. Students don't get the important facilities like library.

Agree ☐ Disagree ☐

Strongly agree ☐ Strongly Disagree ☐

Objective Three: un-enabling environment affects lecturers of university education.

1- When the environment is not good lecturers turnover is:

High ☐ Middle ☐ Law ☐

2- Lecturers don't have the equipments that help their performance.

Agree ☐ Disagree ☐

Strongly agree ☐ Strongly Disagree ☐

3- In this chaos environment, many needed lecturers went out of the country to get peace space.

Agree ☐ Disagree ☐

Strongly agree ☐ Strongly Disagree ☐

4- The remaining few lecturers are working in fearful conditions.

Agree ☐ Disagree ☐

Strongly agree ☐ Strongly Disagree ☐

Objective Four: the relationship between un-enabling environment and university education.

1- Un-enabling environment is lack of stability and it's hard for university education to run.

Agree ☐ Disagree ☐

Strongly agree ☐ Strongly Disagree ☐

2- In this situation higher learning institutions miss the role of public sector.

Agree ☐ Disagree ☐

Strongly agree ☐ Strongly Disagree ☐

3-Owner and manager university educations face difficulties when it comes to run such organization in this environment.

Agree	☐	Disagree	☐
Strongly agree	☐	Strongly Disagree	☐

3- In this situation there is no perfect competition.

Agree	☐	Disagree	☐
Strongly agree	☐	Strongly Disagree	☐

RESEARCHER'S CURRICULUM VITAE

Personal Data

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Education

2009 – Current: Kampala International University, Kampala, Uganda,

Master of Master of Educational Administration candidate.

2003-2006: Al-Furqaan University, Mogadishu, Somalia.

Three year Bachelor of Education in Chemistry & Biology.

1996-1999: Al-Hikmah Secondary School, Mogadishu, Somalia.

General Secondary Certificate Education. (GSCE).

1995-1996: One Year certificate for printing Journalism, HACHES Center in Mog-Som.

1992-1993: One Year Certificate for English Language Skills, Al-Imra Institute of Langue in Mogadishu Somalia.

Work Experience

2009 - Current: Board of trustees Chairman of Plasma University in Mogadishu, Somalia.

2005-2009: Founder and Director of Plasma Institute of Medical Laboratory Science.

2001-2004: Secondary School Teacher, teaching Chemistry and Biology Courses.

1999-2002: Principie of Uhud Primary & Secondary School in Mogadishu, Somalia.

1997-1999: Journalist, an article writer of two political news papers "Kulan & Dad" and the Editor of monthly Magazine named "Gargaar".

1995-1996: Technical Assistant and Admin Clerk in Banadir Petrol Cooperation company in Mogadishu, Somalia.

Languages

- Somali (Mother Tongue)
- English
- Arabic

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