

The Role of Private Educational Institutions in the Social Development in Somalia (case study)

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Abstract

This study aims to identify the role of Private Educational Institutions in the Social Development in Somalia. The study used questionnaire and interview methods from faculty deans, school principals, and other officers from privately owned educational institutions in Somalia. A total of 250 questionnaires were distributed and safely filled by the respondents with a response rate of 4.21. This was positive and equivalent to the majority of the study participants. The study results indicated that private schools play very vital role in social development in Somalia. It is revealed that private educational institutions greatly contribute to the enrollment of students and these institutions contribute towards educational awareness and creation of civic senses and physical nourishment of the youth. Finally, it is found that faculty deans and other educational administrators were satisfied with job opportunity, pay and allowances, encouragement on the basis of good results, students' teacher relationship, method of appointment/induction, support for growth, professional attitude of the seniors and owners of these institutions. The study clearly indicated that with the expenses encountered in private education, it greatly contributed towards socio-economic development in the country. The fundamental objectives of the study are: to identify the contribution of Private educational Institutions towards student enrollment, to determine the education awareness of the Private educational institutions, to evaluate the contribution of private educational institutions towards the development of civil sense, to examine the contribution level of private educational intuitions in the social, economic and political development in Somalia

1. Introduction

Education is not only investment in social sector but it also beneficial for economic growth and prosperity. Today the recognition of sustainable education system is the reality and unconditional requirement for country's socio economic development. History testifies that amongst all the variables, the sustainable socio-economic development of any country is subservient to the existence of education rather than any other variable. The study further says that education is not only a social investment but it is an economic investment too that develops nation's human capital which is considered as one of the fundamental requirement for all kind of growth-social, political, cultural or economic transformation. McGuirk, Lenihan, and Hart (2015) also argued that prior to the 20th century, targeted investment in human capital was not given much more importance in some parts of the world i.e. investment on education, training (both on the job and off the job) and human resource development were at the minimum level, but during the last few decades there is a drastic change in government as well as private institutions where in a sizeable budget is allocated for the purpose. The initiative was taken by the UK and followed by other European countries gradually. According to Shishido (1983) substantial investment in human capital contributed as one of the key factor in Japanese economic growth. Salam (1988) the noble Laureate in the field of physics has observed that, "it is basically mastery and utilization of modern science and technology that differentiate the southern part of the world from the northern one".

2. Methodology

Methodologically, the study applied questionnaire and interview tools for the data

collection from the field. The data obtained from the field was analyzed by using statistical packages for social science (SPSS) to drive meaningful and reliable data pertaining to the study title being investigated. A number of university faculty deans, school principals and other educational officers including educational boards were interviewed.

3. Literature review

Private Educational Institutions Setup and Contribution towards Social Development

Aymen et al., (2011) has concluded this factor as human capital of organization and suggested to reflect on the balance sheet of the organizations. Similarly Shah et al. (2010) says "that on attaining the MDG of universal primary enrollment by 2030 will require a focus on inclusiveness as the biggest shortfalls in enrollment rates within countries exist at the bottom end of the income distribution" they have highlighted in their debate, it is encouraging that the public private partnership does exist in Pakistan. All these partnerships are in one or another form but contribute positively towards socio-economic development. Leng (2010) while investigating the student's perception about the private sector higher education in Cambodia has turned the debate and reluctantly said that people as well as those who are having scholastic approach are now realizing the face of private educational institutions which are mostly not following the set standards and regulations. He has supported the findings of Pit and Ford (2004) wherein they have reported that private entrepreneurs are running educational institutions on purely commercial basis and are normally after those discipline which require minimum possible investment. They are of the opinion that these institutions are not investing in sciences and technology which can contribute more to socio-economic development. Further these

institutions are having less interest in post graduate level studies because of low rate of registration and more funds are required for research. Now today same is the practice in Pakistan too, where the private emphasis is more on

BBA and MBA instead of physics, chemistry and other relevant sciences. Sahu (2010) is also of the same view i.e. the objective of the private sector is shorten in nature, i.e. how to earn more. They are not investing in quality and such policies of closing eyes on check and balance will deteriorate the higher education. Khan (2005) has turned the debate and says the excellent performance of the private institutions students is because of timely monitoring and close supervision. There the learning and innovation environment exists too. In contrast the faculty and administration of government sector are receiving more salaries, perks and privileges but their performance, commitment is seen on the lowest side. He has further added that the teacher student ratio is also non matchable and iparticularly in the rural vicinities where the teachers are more in number as compared to students. To conclude the debate in addition to the above factors it is need of the day to hunt talented and promising faculty to cope with the changing competitive environment. In this connection the private institutions are much more successful.

To support these arguments it will not be out of place to quote William (2007) who has quoted Milstein (1990) that: 'If people's jobs are filled with routine and boring tasks or if desired promotions are blocked, and then they are likely to feel an intrinsic sense of loss and become skeptical about finding fulfillment in their careers.' Khan (2005) in his study on teacher's motivation commented that, teacher motivation

is determined by both pecuniary and nonpecuniary factors.

Gautam et al. (2006) have quoted Spector1997, on the subject job satisfaction as follow: 'the motivation to investigate the degree of job satisfaction arises from the fact that a better understanding of employee satisfaction is desirable to achieve a higher level of motivation which is directly associated with student achievement.

Recently, the assessment of employee's attitude such as job satisfaction has become a common activity in organizations in which management is concerned with the physical and psychological well-being of people.'

The OECD (1998, p. 9) defined human capital as "the knowledge, skills, competences and other attributes embodied in individuals that are relevant to economic activity". The fourth of the five key principles in the DST's TYIP (2008, p. 5) states: "Sustainable capacity: the R&D scale-up must be consistent for the system to have the appropriate absorptive capacity, with each element (for example, skills, capital spend) relying on others for the system to work". An explicit and proactive human capital policy is an important key issue for the knowledge ecology (Foray, 2010, p. 103). The proposed shift to a knowledge economy stated in the TYIP (2008) will require a planned, concerted, well resourced and sustained human resource program of action by all the relevant NSI policy-makers and performers. The South African government has embarked on the New Growth Path (NGP) Framework by EDD (2010), which centers on a massive investment in five key infrastructure areas, namely: (1) energy; (2) transport; (3) communication; (4) water; and (5) housing to create jobs in construction, operation and maintenance of infrastructure, as a critical

driver of dealing with the sluggish economic growth, poverty and joblessness. In this research context, an effective NSI framework, which nurtures research, research commercialization and innovation, will be pivotal in realizing the proposed NGP framework. A discrepancy exists between the intentions of the New Growth Path (NGP) vision 2030 by EDD (2010). The South African HCD system is locked into sets of inter-dependent 'pipeline jams' with piecemeal interventions having so far served only to make the supposedly 'fatigued' system more refractory to positive change (SA DST Ministerial Review Committee, 2012, p. 144).

Human capital development (HCD) in South Africa. South African HEIs in varying degrees combine the functions of education, research, entrepreneurship and community engagement (Gordon and Craig, 2001; Mowery and Sampat, 2007). Therefore; a sound knowledge base is important for innovation (Srinivasan and Sutz, 2008). Similarly, in an increasingly knowledgebased economy, Doutriaux and Sorondo (2005, p. 2) state that investment in knowledge and output of research offer valuable dividends because: Knowledge and innovation are increasingly recognized as sources of global competitiveness and economic well-being. Research on systems of innovation has shown that a country's capability to introduce new and innovative products and services that contribute to its wealth is related to its research activities, to its proportion of scientists and Problems and Perspectives in Management, Volume 13, Issue 2, 2015 429 engineers, to its policies and programs supportive of research and its commercialization. The key to the successful transfer of new ideas is the

"establishment of a knowledge network on innovation" (Galimberti, 2005, p. 11). This research views human capital for innovation as a focal point in any knowledge ecology policy, sharing similar views to the OECD (1998, p. 11) and Foray (2010, p. 103). In addition, scientific and technological knowledge is an essential element of innovation, and the foundation for economic development (OECD, 2003, p. 9). The OECD (1998, p. 12) notes that "scientific knowledge can play an essential role for innovation and economic development". Furthermore, generation, exploitation and diffusion of knowledge have been fundamental to the economic development and well-being of nations or regions (Lember, Kalvet and Kattel, 2014, p. 84). This article adopts the human capital theory, which serves as a guide for reviewing the South African human resources and HCD framework conditions. Human capital theory rests on the nation's human capital for the advancement of the population (Schultz, 1961). The assumption is that education contributes directly to growth in the national income of societies, and is not merely a form of consumption (Schultz, 1961, pp. 640-641). A further assumption is that improved technology will lead to greater production and that skills for the use of technology can be acquired through formal education. The development intent of South Africa's science, technology and innovation policies was declared in the White Paper on Science and Technology (DST, 1996), which set a precedent for a system for creation and application of knowledge. A case for the establishment and step-wise roll-out of "provision of infrastructure" (DST, 1996, p. 19) roadmap exists in South Africa, with strong knowledge institutions being the best indication of a sound infrastructure in the South African NSI. OECD (1998, p. 12).

Higher education institutions (HEIs) within the NSI. The NSI constitutes a multitude of porous sub-systems that are geographically dispersed and sectoral or institutional in nature, each of which may be promoted or hindered in its own right, directly or indirectly. The HEIs are a significant NSI actor within the ‘triple-helix’ model that includes the government and the productive sector, namely, the private formal sector and the informal sector (agricultural and small/medium enterprises). The benefits of triple-helix interaction in this research context are many, as the model allows for combinatory innovations to take place among the three interdependent main actors, and reorganization of the spiral as the South African NSI evolves. Etzkowitz, Dzisah, Ranga and Zhou (2007) used the helix metaphor to demonstrate a triple-spiral policy network where industry, academia and the state interact in an evolutionary fashion, allowing for new, innovative recombination. The triple-helix model of HEIs-industry-government framework provides this study with an avenue for examining the role of HEIs’ HCD within the NSI. Within the NSI the HEIs are important generators of new ideas and promoters of innovation (Etzkowitz, Dzisah, Ranga and

Zhou, 2007, p. 11). This research defines the NSI according to the DST (2002, p. 22) as a “set of functioning institutions, organizations and policies which interact constructively in the pursuit of a common set of social and economic goals and objectives, and which use the introduction of innovations as the key promoter of change”. Furthermore, the Department of Education and Department of Labor National Plan for Higher Education (2001) poses the question of whether HEIs are, indeed, geared towards addressing the human resource skills shortages facing South Africa. Brennan, Kogan and Teichler (1999, p. 15) state that the HEIs are less equipped “to steer these processes systematically than (they are) to shape the cognitive domain of academic learning”. Teichler (1999, p. 15).

According to the New Growth Path

Framework of the South African Department of Economic Development (EDD) (EDD, 2010, p. 278), South Africa produces 28 PhD graduates per million members of the population per year, which is low by international standards. The New

Growth Path (EDD, 2010, p. 278) targets

Descriptive Statistics						
	N	Min	Max	Mean	Std. Deviation	Interpretations
The private educational institutions play vital role in social development	250	1	5	4.82	0.659	very effective

The private educational institutions contribute towards educational awareness among the community	250	1	5	4.81	0.665	very effective
Educational service institutions provide basic skills to manpower	250	1	5	3.82	0.667	Effective
The private educational institutions produce qualified professional labor	250	1	5	3.82	0.617	Effective

4. Findings

100 PhD graduates per million per year by 2030, which translates into more than 5000 graduates per year – against the figure of 1420 in 2010; the TYIP targets about 6000 PhDs per year in all science, engineering and technology disciplines by 2018. The New Growth Path (EDD, 2010, p. 278)

further states that “if South Africa is to be a leading innovator, most of these doctorates should be in science, engineering, technology and mathematics”. Failure of human resource provision is the key weakness of the NSI, which represents a joint failure across government for which no short-term solution is in operation (DST Ministerial Review Committee, 2012).

The private educational institutions greatly contribute to enrollment of students	250	1	5	3.81	0.655	Effective
Average	250	1	5	4.21	0.652	very effective

In this study, 250 respondents were interrogated and it revealed the following outcomes. The role of private institutions in social development and their contribution towards educational awareness among the community as the first two questions presented to the respondents, the obtained mean was 4.82 and 4.81 with the interpretation being very effective. On the other hand, the provision of basic skills to the manpower, the production of qualified labor and the great enrolment of students done by the private educational institutions as the second three questions for the respondents, it revealed the mean of 3.82, 3.82 and 3.81 with the interpretation of effective. The total average of this inquiry is 4.21 with the interpretation of very effective indicating significant contribution of private institutions. This means that private educational institutions contribute positively towards social development.

5. discussion

educational services in the country since the

government still lacking to run effective

The private educational institutions play educational programs across the country.

very vital role in social development and These institutions are still playing vital role after the collapse of the central government in providing educational service across the of Somalia in 1990s, very many educational country and some of them help the poor institutions were established in the country households to send their children to school and though they were privately owned by providing free educational services institutions with environmentally through scholarships. Their role in social convenience charges on the students. These development cannot be ignored at all and it which is appropriate for the young ones. Some of these institutions are financially supported by international organizations dealing with education sector to help their newly emerging system of governance. The outcome generated by these institutions is clearly available in the job market and the practitioners produced by them are holding very big positions in the public sector as well as in the private sector.

6. Conclusion

Conclusion Based on the analysis of data from the sample population and then subsequent discussions with the owners and officers responsible for administration of the private sector educational institutions, it is revealed that no doubt the existence of almost all private universities, colleges, schools and other academies are with profit making objectives and the same is belief of the general public but at the same time these are the helping hand to the provincial and federal governments. In the study in hand all relevant issues have been studied to know the social contributions of the private sector educational institutions. The results

institutions did their best and to some extent is really appreciated by the parents and other they tried to bridge the educational gap stakeholders. These institutions provide emerged after the civil war which the formal and informal educational services for country experienced from 1990s up to 2000. the people while also training the elders to They contributed positively towards social secure jobs from the marked instead of development of the state and still provide going through long educational journey

indicated that private education enjoy a respect in the eyes of common man and each one consider it as an important wheel for the social contribution in the province of Somalia . The overall conclusions are as under:

These institutions greatly contribute to the enrollment of students in the different stages/level of education. In the absence of these institutions it would have been near to impossible to absorb such large population of the students in the government owned institutions. Most of the private institutions where the students get enrollment for diploma and certificate courses are contributing to the foreign exchange reserve when get employment opportunities in outside countries. These institutions have created openings to the other emerging sciences and now the parents as well as students are not 100% relying on the medical and engineering fields. Further, these private sector institutions of Somalia have contributed well towards the educational awareness.

Now with reference to the contributions towards creation of civic scenes and physical

nourishments of the youth it is required to be place on record that whenever need arise by enlarge the students and faculty of these institutions have joined hands with the public sector departments and have worked voluntarily in all sphere of life day and night. They have enlightened the candles to give a road map for future prosperity and security.

When the contribution of these institutions were studied with reference to the human resource management and development it was found that the human resources is satisfied with job opportunity, environment, physical infrastructure, pay and allowances, career planning, advancement (both academic and professional), encouragement on the basis

of good results, students teacher relationship, method of appointment/induction, support for growth, professional attitude of the seniors and owners of these institutions. The only aspect where dissatisfaction have been observed is the job security and that's too because old age benefits like pension etc.

7. Recommendations The following recommendations were given out by the researcher:

The role of privately owned educational institutions in social development should be recognized by the government since they serve even better than the public institutions by providing appropriate knowledge and skills to the generations to sell such skills in the job market

The quality control system should be formulated by the government to checkup and account private institutions to ensure they all serve effectively and produce professionals needed in the job market

The private educational institutions managers should be trained adequately to ensure such managers are updated and closely work with ever changing technological development across the globe

The documents offered by private educational institutions should be recognized by higher educational council of the country and ensured their validity and applicability in the job market.

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