A Delphi Method for Evaluating the Level of Application of Tuning Africa's Generic Competencies in Higher Education, Mogadishu, Somalia, from the Perspective of Lecturers

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Abstract: *The Somali educational system is recovering, and working to meet global standards including the Tuning Africa Project which began at the end of 2011, one of its first tasks was to define generic competencies for Africa which consist of 18 competencies. The Somali high commission was established to control the quality of education. Therefore, the universities in Mogadishu city, which contains the largest number of them, devote great efforts to enhancing the quality of education. This study aims to determine how widely the Tuning Africa Generic Competences have been applied in Mogadishu universities. The study was a descriptive quantitative analysis, and the Delphi method was used in 21 lecturers as the focus group. According to the study's findings, the competence of "Professionalism, ethical values, and commitment" scored the highest level, while the competence of "Commitment to preserve and add value to the African identity and cultural heritage" got the lowest level. The overall level of all 18 items of Tuning Africa's generic competencies implementation in Somali higher education in Mogadishu is average. Finally, the study addressed recommendations that contribute to the optimal use of Tuning Africa's Generic Competencies in Somali Higher Education.*

Keywords: 'Delphi Method', 'Analysis', 'Application', ' Tuning Africa', 'Generic Competencies' 'Mogadishu Universities', 'Perspective', 'Lecturers'.

1. Introduction

The Tuning Africa Project, according to (Onana, et al., 2014), started at the end of 2011 with one of its initial aims being to develop generic skills for Africa (Abubakar Sh Ahmed, 2017). Generic Competences refer to the capacity to learn, apply knowledge, practice, adapt to new situations assume responsibility for the quality, the ability to work autonomously, and as a team, assume relationships, and employ research skills. (Gallifa & Garriga, 2010) . The Generic competencies of Tuning Africa are 18 competencies [1] explained as a following:

Ability for conceptual thinking, analysis, and synthesis: "Conceptual skills" enable a person to comprehend complex circumstances and develop innovative and effective solutions. In other words, it is a natural skill that responds to challenging situations in a creative manner. . (MyAccountingCourse, 2020).

Professionalism, ethical values, and commitment: Professionalism refers to a set of specified professional attributes and abilities of professional work, regardless of the geographic, social, or cultural contexts in which it is conducted. (Vivanco, 2020), Ethics are the standards by which behaviours are judged for their morality or right or wrong. (Chippendale, 2018). Commitment is a relationship that is characterized by cooperation between two parties is

more likely to be long - term, participative, and focused on achieving service quality (Frow, 1999).

Capacity for critical evaluation and self - awareness: Critical Evaluation is a systematic process used to identify strengths and weaknesses (Young & Solomon, 2009) . According to Flavian (2016), "self - awareness" is the capacity to understand, relate to, and characterize one's feelings, ideas, and behaviours. Many sub - concepts, including self - esteem, self - concept, self - description, self - control, self - evaluation, self - image, self - perception, self - presentation, self - reflection, self - knowledge, and self - understanding, are grouped together under the umbrella term "self - awareness" (Žydžiūnaitė & Daugėla, 2020).

Ability to translate knowledge into practice: The process of closing the gap between research and practice and ensuring that successful ideas are implemented in both policy and practice is known as knowledge translation. Finding, producing, utilizing, and exchanging knowledge are all included in this process, which involves both individuals who produce knowledge and those who use it. (Health Service Executive Research and Development, 2021).

Ability of decision - making and practical cost - effective problem - solving: The process through which a person, group, or organization chooses what actions to pursue in the future in light of a list of goals and the resources at their disposal is known as decision - making. This approach often entails iterations that involve defining the problem, gathering data, making inferences, and learning from prior errors. (Russo, 2017). The cost - effective ratio is the ratio of

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[1] http://tuningacademy.org/generic-competences-tuning-africa-implementation/

outcome to cost which is the unit cost of producing the desired outcomes (Education et al., 2013).

Capacity to use innovative and appropriate technologies: The Latin term 'innovate, ' which means 'into new, ' is the root of the English word 'innovation. The most basic definition of innovation is taking a different action. (Stenberg, 2017).

Ability to communicate effectively in official/ national and local languages: Everyone uses language to communicate with others in daily life to present ideas and arguments. In this case, it is hard to distinguish between the language and the culture since each language is a national emblem and has a deep connection to the attitudes and behaviours of its speaker groups. . (Moats, 2020)

Ability to learn and capacity for lifelong learning: The significance of lifelong learning has grown due to several significant factors, such as human beings' desire to improve the quality of their lives, increase their life expectancy, and maintain their bodily and mental health. (Ates & Alsal, 2012).

Flexibility, adaptability, and ability to anticipate and respond to new situations: According to Mandelbaum (1978) Flexibility is "the ability to effectively adjust to changing surroundings. A "reaction" that involves a change in a certain state or activity occurs after "changing circumstances" has occurred. (Furåker et al., 2007). Academic adaptability is the ability to respond appropriately to novelty, change, difficulties, and adversity in the academic setting to enhance learning outcomes. (DAVIS, 1988)

Ability for creative and innovative thinking: Innovation may be widely defined as new concepts, angles of view, techniques, or useful things. Innovation is rooted in the creative process, and the two terms are frequently used synonymously. According to Kampylis and Berki (2014): Creative thinking is described as the thinking that allows students to use their creativity to produce ideas, questions, and hypotheses, experiment with alternatives, and evaluate their ideas, end products, and processes, as well as those of their peers. . (Vygotsky, 1992)

Leadership, management, and teamwork skills: Leadership is the method through which one person persuades others to carry out a task. (Kumar Sharma & Shilpa Jain, 2013). UN ESCO cited in Ogunu (2000) defines Management is a social process aimed to guarantee that others cooperate, participate, intervene, and get involved in the successful accomplishment of a stated or pre - determined purpose (Akpan, 2020) .

Communication Skills and Interpersonal skills: The term "communication" is derived from the Latin verb "communicare, " which meant to share or take part. We share meanings, facts, ideas, views, and/or emotions with other individuals through the process of communication. (COMMUNICATION & INTERPERSONAL, 2015). Interpersonal skills are the means through which all human relationships are initiated, negotiated, maintained,

transformed, and dissolved, They are also meant through which conflicts are resolved. (Gupta et al., 2015).

Environmental and Economic Consciousness: For Zelezny and Schul (2000), Environmental consciousness refers to specific psychological factors related to individuals' propensity to engage in pro - environmental behaviours. (Sánchez & Lafuente, 2010). Environmental awareness involves changing perceptions, attitudes, values, and skills essential to tackle environmental problems to raise overall awareness of environmental problems and their causes (Handoyo et al., 2021). According to Samsin (2002), "Economic consciousness" is a collection of ideas, perceptions, judgments, attitudes, traditions, and complete theoretical frameworks that allow economic subjects to investigate the world of economic life. (Zabelina et al., 2021).

Ability to work in an intra and intercultural and/or international context: Intercultural communication has been given prominence in today's society because of its growing importance in comprehending the diversity of worldwide cultural expressions. Intercultural contact may be made easier and more open and tolerable by having a better understanding of other cultures and developing international communication skills (Ilie, 2019).

Ability to work independently: a process, a technique, and an educational philosophy that emphasizes a student's self - directed learning and the development of inquiry and critical thinking skills. (Vardhan, 2019)

Ability to evaluate, review and enhance quality: According to Scriven (1991), He defined "Evaluation" is the act of judging the value, or importance of anything, or the outcome of the process. Terms used to refer to this process include: appraise, analyze, assess, critique, examine, grade, inspect, judge, rate, rank review, study, and test (Wanzer, 2021).

Self - confidence, entrepreneurial spirit, and skills: According to Lenney (1981), Self - confidence, refers to a person's expectations for their performance as well as their assessment of their skills and past accomplishments (Oney & Uludag, 2015). The entrepreneurial spirit, which encompasses invention, creativity, leadership, teamwork, communication skills, and acting as a change agent, is essential for both entrepreneurs and corporate entrepreneurs. (Genoveva & Tanardi, 2020).

Commitment to preserve and add value to the African identity and cultural heritage: UNESCO defines cultural heritage as "the legacy of physical artifact and intangible attributes of a group or society that are inherited from past generations, maintained in the present and bestowed for the benefit of future generations" (Nilson & Thorell, 2014).

The Somali educational system is regaining strength and working to meet global standards including Tuning Africa's Generic Competencies. The Ministry of Education, Culture, and Higher Education has a clear strategy and a strategic plan for 2022–2026 to enhance the Somali educational system at all levels. The Somali high commission was

established to control the quality of education. Tertiary Education is one of the priorities of the Somali Ministry of education. Mogadishu City contains the largest number of universities in Somalia, most of them are privately established, and only there is one public university in the city owned by the government. Since the Somali high commission involves the quality control of universities, there is a concern for the universities to keep the accreditation and gain optimal rank. This study seeks to evaluate the level of implementation of Tuning Africa Generic Competences in Higher Education in Mogadishu, Somalia, and tests the hypothesis stated by the researcher as "There is a statistically significant difference at level (a=0.05) among focus group responses based on their Faculties ".

2. Methodology

The study was designed as a descriptive quantitative analysis to evaluate the level of Tuning Africa's Generic Competences implementation in the universities in Mogadishu, Somalia from the view of lecturers using the Delphi method. This method first came into being in the early 1950s. Subsequently, over the next 60 years, its reputation as an effective approach to technological forecasting grew, waned, and grew again (Skinner et al., 2015).21 experts of University lecturers in Mogadishu were selected according to their experience of teaching, to fit Delphi panels, (table 1).

Table 1: Characteristics of the Delphi Panels

Description	N	Degree
Education	6	PH. D
Health Sciences	3	1 PH. D, and 2 Master's degree
Sharia and Law	5	1 Prof, 1 PH. D, and 3 Master's degree
Economics and Political Sciences	4	PH. D
Engineering and Computer Sciences	3	1 PH. D, and 2 Master's degree
Total	21	
Experience	Frequency	Percent %
1 - 10	10	47.6
11 - 20	6	28.6
>20	5	23.8
Total	21	100%

For the study instrument, 18 items of the statements of Tuning Africa Generic Competences were evaluated on a Likert scale to explore their application level in higher education in Mogadishu, Somalia. The weightings of the responses of the Likert scale were computed using means of value intervals as options of; Very High = 4.20 - 5.00 points; High = 3.40 - 4.19 points; Average = 2.60 - 3.39 points; Low = 1.80 - 2.59 points and Very Low=1.00 - 1.79. The reliability of the instrument of the study was examined in SPSS, and the result showed Cronbach's Alpha was (0.88). This value met with the required level.

Two rounds proceeded in the Delphi study process; round one intended to deepen understanding of the 18 statements of Generic competencies of Tuning Africa implementation for the experts, while the second round explored their application level in higher education in Somalia (figure 1). Delphi study process).
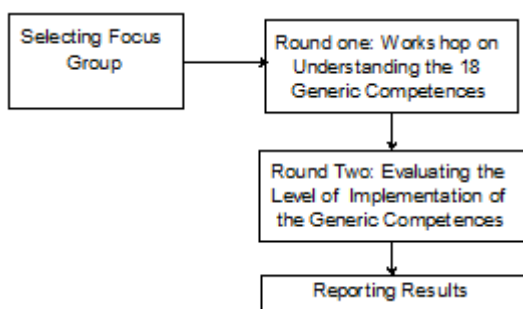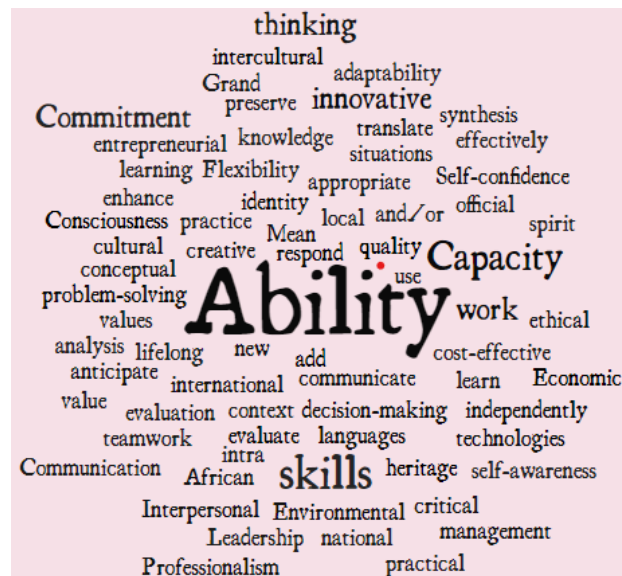

Figure 1: Delphi Study Process

Figure 2: Word Cloud of Tuning Africa's Generic Competences

3. Findings and Discussion

This section demonstrates an analysis of the 18 statements of the Tuning Africa Generic Competences based on the output of the focus group responses to ascertain the degree of their implementation in Mogadishu universities, Somalia using interval weighting means. ANOVA - Post Hoc of Tuky analysis was examined in this section to make sure the variance among faculties.

Table 2: A Descriptive Analysis Results of the Eighteen Statements of the Study

No	Statement	F	Mean	Std. Deviation	Decision
1	Ability for conceptual thinking, analysis, and synthesis	21	3.38	.921	Average
2	Professionalism, ethical values, and commitment	21	3.48	.981	High
3	Capacity for critical evaluation and self - awareness	21	2.76	.768	Average
4	Ability to translate knowledge into practice	21	2.90	.944	Average
5	Ability of decision - making and practical cost - effective problem - solving	21	3.05	.865	Average
6	Capacity to use innovative and appropriate technologies	21	2.71	.845	Average
7	Ability to communicate effectively in official/ national and local languages.	21	2.67	.856	Average
8	Ability to learn and capacity for lifelong learning	21	3.19	.814	Average
9	Flexibility, adaptability, and ability to anticipate and respond to new situations.	21	3.29	.717	Average
10	Ability for creative and innovative thinking.	21	2.76	.944	Average
11	Leadership, management, and teamwork skills.	21	3.00	.894	Average
12	Communication Skills and Interpersonal skills	21	3.29	.644	Average
13	Environmental and Economic Consciousness	21	2.71	.902	Average
14	Ability to work in an intra and intercultural and/or international context.	21	2.95	.740	Average
15	Ability to work independently	21	3.24	.700	Average
16	Ability to evaluate and enhance quality	21	2.86	.854	Average
17	Self - confidence, entrepreneurial spirit, and skills.	21	3.05	.805	Average
18	Commitment to preserve and add value to the African identity and cultural heritage.	21	2.38	.921	Low
	Grand Mean		2.98	0.84	

Very High = 4.20 - 5.00, High = 3.40 - 4.19, Average = 2.60 - 3.39, Low= 1.80 - 2.59, Very Low=1.00 - 1.79.

Results table (2) and figure (3) depict the weighting means of the 18 statements of the Generic Competences of Tuning Africa from the perspective of Somali experts from different universities in Mogadishu based on their application in high education. Item 2 'Professionalism, ethical values, and commitment' scored up a high level of a mean (3.48) with SD (0.981), while item 18 'Commitment to preserve and add value to the African identity and cultural heritage' made up the lowest level with the mean (2.38), and SD (0.921). The other 16 items fall in the average level between (3.00 - 2, 67). The grand mean of all 18 items showed (2.98), and SD (0.84). Thus, these results reveal that the application level of Generic Competences of Tuning Africa in Somali higher education in Mogadishu is average.
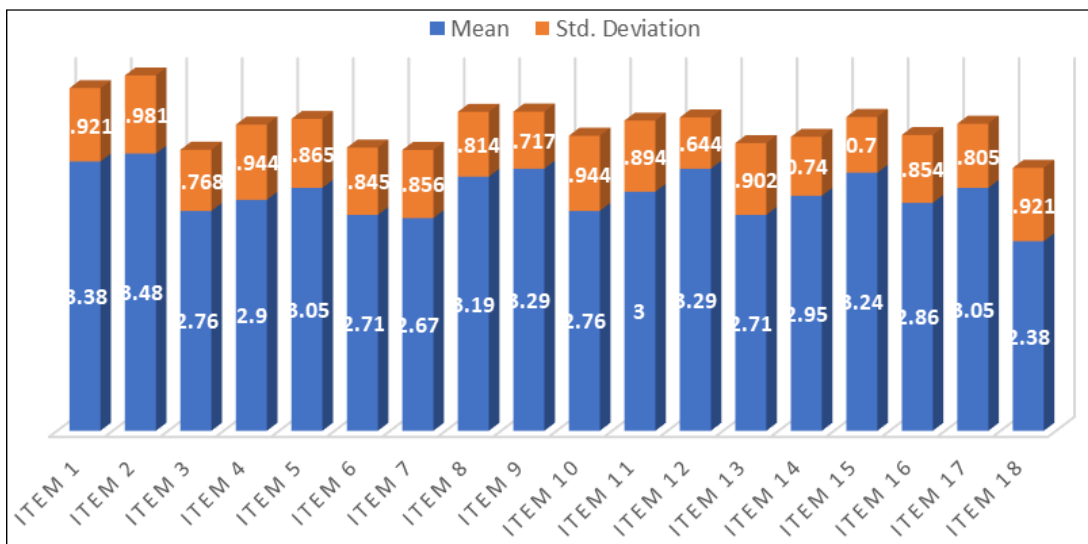

Figure 3: Weighting Means of the Generic Competences of Tuning Africa

Testing Hypotheses
The main pe - stated hypothesis of the study, the researcher demonstrates below the result to determine whether It is supported or rejected.

Hₐ There is a statistically significant difference at level (a=0.05) among focus group responses based on their Faculties.

The summary of the result shown in Table (3) indicates P - values of 4 items of 18 items are less than (a= 0.05), which are '' Professionalism, ethical values, and commitment with p - value (a=.011) *"Ability to learn and capacity for lifelong learning with p - value (a=0.005) '', "Ability to work in an intra and intercultural and/or international context with p - value (a= 0.022), and "Ability to work independently with p - value (a=0.038) "* The implication of this results of the four items is there is a significant difference of responses of focused group to the implementation of Tuning Africa's Generic Competences according their faculties. However the remaining 14 items, there is no a significant difference of responses of focused group due to their p - values are greater than (a=0.05). Therefore, we determine that the alternative hypnosis was rejected, and the null hypothesis was supported.

Table 3: Results of the Study's Hypothesis based on Faculties

ANOVA						
		Sum of Squares	df	Mean Square	F	Sig.
Ability for conceptual thinking, analysis, and synthesis	Between Groups	1.962	4	0.49	0.524	0.72
	Within Groups	14.99	16	0.937		
	Total	16.952	20			
Professionalism, ethical values, and commitment	Between Groups	10.381	4	2.595	4.688	0.011
	Within Groups	8.857	16	0.554		
	Total	19.238	20			
Capacity for critical evaluation and self - awareness	Between Groups	1.295	4	0.324	0.493	0.741
	Within Groups	10.514	16	0.657		
	Total	11.81	20			
Ability to translate knowledge into practice	Between Groups	2.152	4	0.538	0.55	0.702
	Within Groups	15.657	16	0.979		
	Total	17.81	20			
Ability of decision - making and practical cost - effective problem - solving	Between Groups	1.619	4	0.405	0.486	0.746
	Within Groups	13.333	16	0.833		
	Total	14.952	20			
Capacity to use innovative and appropriate technologies	Between Groups	2.038	4	0.51	0.666	0.625
	Within Groups	12.248	16	0.765		
	Total	14.286	20			
Ability to communicate effectively in official/ national and local languages.	Between Groups	5.752	4	1.438	2.581	0.077
	Within Groups	8.914	16	0.557		
	Total	14.667	20			
Ability to learn and capacity for lifelong learning	Between Groups	7.771	4	1.943	5.686	0.005
	Within Groups	5.467	16	0.342		
	Total	13.238	20			
Flexibility, adaptability, and ability to anticipate and respond to new situations.	Between Groups	3.105	4	0.776	1.729	0.193
	Within Groups	7.181	16	0.449		
	Total	10.286	20			
Ability for creative and innovative thinking	Between Groups	2.286	4	0.571	0.589	0.675
	Within Groups	15.524	16	0.97		
	Total	17.81	20			
Leadership, management, and teamwork skills.	Between Groups	1.771	4	0.443	0.498	0.738
	Within Groups	14.229	16	0.889		
	Total	16	20			
Communication Skills and Interpersonal skills	Between Groups	0.895	4	0.224	0.485	0.747
	Within Groups	7.39	16	0.462		
	Total	8.286	20			
Environmental and Economic Consciousness	Between Groups	3.086	4	0.771	0.935	0.469
	Within Groups	13.2	16	0.825		
	Total	16.286	20			
Ability to work in an intra and intercultural and/or international context	Between Groups	5.39	4	1.348	3.877	0.022
	Within Groups	5.562	16	0.348		
	Total	10.952	20			
Ability to work independently	Between Groups	4.419	4	1.105	3.279	0.038
	Within Groups	5.39	16	0.337		
	Total	9.81	20			
Ability to evaluate and enhance quality	Between Groups	1.581	4	0.395	0.487	0.745
	Within Groups	12.99	16	0.812		
	Total	14.571	20			
Self - confidence, entrepreneurial spirit, and skills.	Between Groups	4.057	4	1.014	1.824	0.173
	Within Groups	8.895	16	0.556		
	Total	12.952	20			
Commitment to preserve and add value to the African identity and cultural heritage.	Between Groups	2.19	4	0.548	0.594	0.672
	Within Groups	14.762	16	0.923		
	Total	16.952	20			

To determine precisely which groups differ from one another as shown in the table (3) and their values are less than (a=0.05), a Post - Hoc test - Tuky was conducted. The following tables, respectively, show the output.

Table 4: Post Hoc Result on the Item "Professionalism, Ethical Values, and Commitment'' Based on the Variable Faculties

	Mean	Std – Deviation	Mean Difference	Std. Error	Sig.
Economics and Political sciences	4.67	.577	- 1.524	.513	.060
Sharia_and Law	4.00	.707	- 1.667[*]	.543	.050
Engineering and Computer Sciences	2.33	1.155	2.333[*]	.607	.011

The results in Table (4) reveal the level of variation among the faculties of Economics and Political Sciences, Engineering and Computer Sciences, Sharia, and Law in inculcating professional work among students, regardless of the geographic, social, or cultural contexts in which they will work, with required ethics and commitment standards, Faculty of Economics and Political sciences scored up the higher level of implementation at the mean (4.67), while the second rank was reached by Sharia_ and Law with a mean (4.00), and Engineering and Computer Sciences the third rank with a mean (2.33).

Table 5: Post Hoc Result on "Ability to Learn and Capacity for Lifelong Learning" Based on the Variable Faculties

	Mean	Std – Deviation	Mean Difference	Std. Error	Sig.
Health Sciences	3.00	1.000	1.667*	.477	.022
Education	3.00	.000	1.667*	.403	.006
Shari'a_and Law	2.80	.447	1.867*	.427	.004

The findings in table (5) demonstrate the degree of difference in the level of variation among the faculties; Education, Health Sciences, and Sharia and Law in enhancing the Ability to Learn and Capacity for Lifelong Learning including the self - driven pursuit of knowledge for personal and professional goals, such as social inclusion, active citizenship, personal growth, increasing competitiveness. Both Faculty of Education, and, Health Sciences scored up the higher level of implementation a mean of (3.00), while the second rank was reached by Sharia, and Law with a mean (of (2.80).

Table 6: Post Hoc Result on Ability to Work in an Intra and Intercultural and/or International Context Based on the Variable Faculties

	Mean	Std – Deviation	Mean Difference	Std. Error	Sig.
Health Sciences	4.00	1.000	- 1.286*	.407	.042
Engineering and Computer Sciences	2.33	.577	1.667*	.481	.023

The results in table (6) show the degree of variation between faculties; Health Sciences, and Engineering and Computer Sciences in fostering the Ability to Work in an Intra and Intercultural and/or International Context to deepen understanding of different cultures and gain intercultural communication competence and promote openness and tolerance. The faculty of Health Sciences reached the highest level of implementation at a mean (4.00), while the second rank was attained by the Faculty of Engineering and Computer Sciences (2.33).

Table 7: Post Hoc Result on Ability to Work Independently Based on the Variable Faculties

	Mean	Std – Deviation	Mean Difference	Std. Error	Sig.
Health Sciences	4.00	1.000	- 1.143	.401	.012
Economics and Political sciences	3.67	.577	1.000	.474	.051

The results in Table (7) demonstrate the degree of variation between faculties; Health Sciences and Economics and Political Sciences in inculcating the Ability to Work

Independently among students to become knowledgeable through one's efforts independently and to cultivate inquiry and critical evaluation skills. The Faculty of Health Sciences attained the highest level of implementation at a mean of (4.00). The second level was attained by the Faculty of Economics and Political Sciences (3.67).

4. Conclusion and Recommendations

The aim of the study was to determine how widely the Tuning Africa Generic Competences have been adopted in Mogadishu, Somalia's higher education system. There were 18 statements in the generic competencies. Based on the study's findings, item 18 "Commitment to preserve and add value to the African identity and cultural heritage" made up the lowest level with a mean (2.38) and SD (0.921), while the item "Professionalism, ethical values, and commitment" scored up the high level of a mean (3.48) with SD (0.981). The remaining 16 items have average levels between (3.00 - 2, 67). The overall average of all 18 items was displayed at the mean (2.98), and the SD (was 0.84). However, the implementation level of Tuning Africa's generic competencies in Somali higher education in Mogadishu is average.

For the alternative hypothesis of the study which stated as 'There is a difference of the level of implementation of Generic Competences of Tuning Africa in higher education in Mogadishu, Somalia among faculties at statistically significant level (a = 0.05) ', the ANOVA results showed the variance of the four items which their p - values less than (0.05) viz; 'Professionalism, Ethical Values, and Commitment, Ability to Learn and Capacity for Lifelong Learning, Ability to Work in an Intra and Intercultural and/or International Context, and Ability to Work Independently. The p - values of remaining 14 items are greater than (0, 05), thus we reject the variance. The Faculties of Economics and Political Sciences, Sharia and Law, Health Sciences, and Education are the faculties made up the variance of implementation level for the four items respectively.

5. Limitations

The primary goal of this study was to examine the extent to which Arica's generic competencies are applied at the universities in Mogadishu, Somalia from the perspective of the lecturers. Therefore, it would be crucial to conduct additional research on the difficulties associated with implementing Tuning Africa's Generic Competences at Somali universities, as well as comparison studies between these competencies and Generic Competences of Somali Higher Education.

process, assistance information, and responses to research questions.

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