



The Impact of Unemployment on University Graduates` in Somalia: Case Study of Mogadishu

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Abstract

Among the working-age population, one of the most damaging individual experiences is unemployment. Many previous studies have confirmed the devastating effects of unemployment on individual attitude towards the surrounding environment and well-being both pecuniary and non-pecuniary. Using the data from the survey, I examined the impact of unemployment on the university graduates 'in Somalia. The researchers use in-depth interview in order to get the specific analysis of the unemployment phenomena. The findings of this study shows that factors such as lack of skills, demanding attitude and unstable economic does contribute to the high rate of unemployment among graduates. Unemployment substantially reduces an individual's satisfaction levels with his or her main. Activity, decisions made and finance, while it greatly increases his or her satisfaction levels with leisure time. Unemployment duration also has a negative impact on individual well-being, and the decisions he/she made earlier. This suggests that unemployment has a lasting and aggravating effect throughout its spell, contradicting the theory of adaptation. The results from the survey indicated that, there are a significant number of graduates who have been unemployed for more than 5 years. It is also revealed that the longer the person stays unemployed the more his/her attitude towards education becomes negative. This was shown by the percentages of those who still considered paying school fees for their children up to University level as compared to those who did not consider paying.

Keywords: graduate unemployment, education and employment, mental health, youth unemployment

1. Introduction

A person's income, employment status, health, leisure, family, social connections, security, liberty, moral principles, and many other factors all affect their level of happiness. One of the most harmful personal experiences for people of working age is unemployment. Higher education acts as a catalyst for attaining sustainable economic growth by providing the skills and abilities that motivate further research and development and ensure sustainable advancement. The Sustainable Development Goal (SDG) number four is to achieve high-quality education by 2030. Fostering lifelong learning opportunities for everyone requires achieving inclusive, high-quality education. The International Labor Organization (ILO) estimates that 172 million people worldwide lack access to education, despite the fact that it is a crucial tool for lowering unemployment and is supported globally possess employment, despite the 5% unemployment rate. However, Bangladesh's unemployment rate remains at. Numerous earlier studies have verified the disastrous impact of unemployment on people's personal wellbeing. The effects of unemployment on income and consumption have been highlighted by economists (Bentolila & Ichino, 2002) ^[3], but other studies have focused on the harm that unemployment causes to one's body, mind, and emotions (Clark & Oswald, 1994 and 2002; Frey & Stutzer, 2002) ^[4, 7, 18].

With an underemployment rate of 28.7% and a low level of 5.0%, the situation with regard to employment status is extremely dire (BBS Employment Report, 2019). In Bangladesh, 47% of graduates are unemployed, according to the Economic Intelligence Unit (EIU), which receives funding from the British Council.

Bangladeshis expressed concern over this estimate, which created a stir in the media. A recent survey by the Bangladesh Institute of Development Studies (BIDS) found that 34% of graduates who earned first class honors in their bachelor's and master's degrees are unemployed ('34% Unemployed instead of having First Class, 2109). Corruption, capacity mismatch, outdated curricula, a small labor market, a flawed educational system, a lack of job specialization, and political influence during the hiring process were the primary causes of unemployment in Bangladesh, according to Rashid. Social science faculty members who are unemployed, despite the fact that unemployment has many costs. It includes the lengthy-unemployment-related psychological, social, and economic, personal (self-esteem), and health expenses. For people of any gender who lose their jobs for more than two years, psychological discomfort is associated with unemployment, according to Schaufeli & Yperen. According to Zia Rahman, chair of the Department of Criminology at Dhaka University, these tragic incidents are linked to mental instability and depression due to various issues, such as social insecurity, unemployment, failed romantic relationships, and family disputes. The study uses a qualitative methodology to examine how jobless graduates are affected in their personal and professional lives (self-esteem and inner bleeding), as well as in their social and psychological lives. Fewer studies have looked at how graduates' attitudes toward their education are affected by unemployment. Undoubtedly, the degree to which unemployment contributes to unhappiness varies depending on institutional, social, and individual factors. Despite not having a job workers usually suffer a reduction of income, its extent varies depending on other income sources, such as savings and income-generating asset holdings. Non pecuniary consequences such as the loss of identity and self-esteem, stress and.

1.2. General Objective

The study's main goal was to ascertain how graduates' attitudes toward education were affected by unemployment. Specific objectives

The specific objectives of the study included

1. To determine the graduates' attitude towards education
2. To provide solutions to the problem of graduate unemployment in Somalia

1.3. Research Questions

The following are some of the queries that the study attempted to address:

1. How does unemployment affect graduates' attitudes toward learning?
2. How do the graduates feel about education?
3. What are the most likely remedies for Somalia's graduate unemployment problem?

2. Literature Review

2.1. Definition of Unemployment

One of the main issues facing Sub-Saharan Africa's economy is the high unemployment rate, which has been continuously increasing over time. The problem of unemployment has been a major concern for Nigerian economists and policymakers since the early 1980s. The financial crisis's effects on the public and private sectors have brought the topic back into the spotlight. It is widely accepted in the field of economics that a country's GDP growth rate results in increased employment and decreased unemployment. The

problem of unemployment in Somalia has multiple dimensions.

Underemployment occurs when an individual's income is not enough to meet their basic needs, including housing, food, and clothes. There are also cases of "disguised unemployment," in which people take jobs that are below their skill and education level. When someone searches for a job but is unable to find any in the public or private sectors, it is the worst scenario. Some people are ready and able to start their own companies and engage in other types of economic activities, but they are constrained by the present adverse macroeconomic environment.

These factors have all significantly contributed to the high unemployment and poverty rates in Africa.

2.1.1. Measuring unemployment

$$\text{Unemployment rate} = \frac{\text{Number of unemployed}}{\text{Labour force}} \times 100$$

"Unemployment" is defined by the Oxford Dictionary as the percentage of the population that is unemployed. The term "employment" was defined by the International Labor Organization (ILO) as any person of working age (15 years and up) who works for a set period of time each day or each week in one of two categories: self-employment or paid employment. People of working age who are looking for a job or who are driven to work but are unable to find a paid position, even for one hour a week, are considered "unemployed." unemployment and poverty.

Contended that in this fourth industrial revolution, a lack of placement policies, a mismatch in skills between administrative and technical domains, and inadequate skill development lead to unemployment, which in turn feeds depression. Persistently decreasing employment elasticity and incapacity Somalia has one of the highest rates of youth unemployment in the world, at 67%, and a 54% unemployment rate for those between the ages of 15 and 64. Due to their demanding attitudes and lack of soft skills, many recent graduates have difficulty finding employment. Indirect effects of unemployment include a rise in crime, mental health problems, and stress on families. Graduates must cultivate resilience and an optimistic mindset to overcome these obstacles and succeed in the labor market. (DEVELOPMENT PLAN, 2020/2024).

2.2. Satisfaction consequence of unemployment

It is now commonly known that unemployment is still linked to psychological distress, even in the setting of a welfare state that is comparatively advanced. Furthermore, long-term research has demonstrated that this type of distress is a consequence of job loss rather than a contributing factor. However, very little is known about whether the impact of unemployment differs in severity across nations. Is the distress caused by unemployment generally the same in all societies, or does it affect some societies more severely than others? The degree of unemployment, the makeup of unemployment, the cultural value placed on work, and the type of welfare system are the four main categories of factors that could be expected to cause notable variations among nations. The degree of unemployment, the makeup of unemployment, the cultural value placed on work, and the type of welfare system are the four main categories of factors that could be expected to cause notable variations among

nations. Divergent opinions may exist regarding how variations in unemployment rates could impact how jobless people perceive their circumstances. One could argue that by making financial hardships worse and making it harder to find new employment, higher, there is an alternate possibility, though, which is that it will result in a higher level of unemployment adaptation. There may be less stigma associated with unemployment in societies where it is more common because people are less likely to place the blame on the individual. This could therefore make it simpler for an unemployed individual to continue to have a positive sense of social identity. Another theory is that the unemployed adjust to unemployment because they feel that their circumstances are hopeless. People may start to adopt a different lifestyle when it appears highly unlikely that they will be able to find employment in the near future. This protects their psychological well-being by making them place less value on employment itself. There are variations of the underclass thesis that propose. The makeup of the unemployed is the second element that could cause differences across nations in the distress brought on by unemployment. In at least two ways, this differs significantly amongst European societies. (Unemployment and life satisfaction: A cross-cultural comparison, 1998)

2.3. Health consequence of unemployment

The situation of being unemployed has serious negative effects on one's physical and mental health. Higher mortality rates and physical health problems like cardiovascular diseases are closely associated with it, as are mental health problems like anxiety and depression. Chronic stress is common among unemployed people, and it can lead to a number of health issues. Furthermore, by offering financial support and lowering stress, the availability and generosity of unemployment benefits can be extremely important in mitigating some of these negative effects. All things considered, unemployment is a significant social determinant of health, so comprehensive policies and resources are needed to address. (Samir Poric³, Nurka Pranjic^{4,5}, Enisa Ramic⁶, Esad Alibasic⁷, Enisa Karic, Influence of Unemployment on Mental Health of the Working Age Population, 2017)

2.4. Solutions to Youth unemployment

One-third of the world's youth, or about 621 million people, are not employed, enrolled in school, or undergoing training. This year (2024), the Somali Federal Government's Ministry declared that they want to hire 10,000 youth by 2030, with a particular emphasis on primary and secondary school teachers and soldiers. The number of young people without jobs, education, training, or in vulnerable employment is predicted to decline by 1% annually as a result of this initiative's efforts to combat poverty and unemployment. Since young people between the ages of 20 and 35 make up 75% of Somalia's population, this tiny percentage of youth employment will go a long way toward making Somalia a known center of excellence. It will provide services and information to a wide range of industry participants engaged in the implementation of large-scale solutions. The project will also examine youth labor market trends and data at the regional and international levels. According to Illi.H (1962) the solution to combating youth unemployment lies in establishing youth clubs all over the country. Those clubs are intended to provide education and social services and aim to

discourage young persons from visiting unsuitable places or hanging around streets. They do not offer professional training and do not attempt to raise false hopes of youth by any pretence that they will find employment. Creation of improved youth employment centers would also help to check on unemployment through vocational schools where, young people receive theoretical and practical training in fields which they have freely chosen. It is hoped that the training given would provide classes of persons qualified in various professions. At the end of the training, members would return to their villages or the outskirts of towns where it is hoped that with state aid, they would become better peasants, stock farmers or craftsmen. Andre (1980) argues that youth unemployment policy should be conceived and designed to prevent a further rise in the structural component of the current youth unemployment.

2.5. Causes of unemployment

Due to their age and inexperience, young people encounter many obstacles when looking for work. The majority of government jobs are held by older people, and employment service agencies function in an ad hoc and disorganized manner with no representation for youth (UNDP HD Report 2012)^[21]. Noted that nearly half of Somalia's workforce was unemployed. When Somalia had a functional central government, the vast majority of urban dwellers used to be able to obtain paid employment opportunities from the various government institutions (such as the national army, police, and civil service) and its independent public enterprises, so it is not surprising that the unemployment rate is much higher in urban areas. Currently, the primary economic organizations functioning in the nation are.

3. Research Methodology

3.1. Methodology

The study used purposeful maximum variation sampling to help the researcher better understand a phenomenon by examining it from multiple perspectives and to help the researcher identify underlying problems that are present throughout the entire sample. Based on their viewpoints and experiences, the author selected a range of participants for the study, including legislators, academics, and employees in both the public and private sectors.

The study's methodology included conducting interviews using complex questionnaires. The researcher asked study participants to answer questions about their perceptions of graduate unemployment in Mogadishu, Somalia. Graduates without jobs of all levels, from high school graduates to postgraduates, were among the respondents. 100 Mogadishu graduates made up the sample size, which was chosen at random using area random sampling. The Mogadishu region was divided into smaller units under this sampling design. After choosing the respondents from each unit using a random sampling technique, the researcher gathered data from those units.

3.2. Data Source

To gather primary data from the respondents, the article was able to conduct interviews. Nevertheless, because of difficulties and time constraints, the researcher uses primary and secondary data on unemployment in Mogadishu, Somalia. As a result, the study mostly relied on both data to draw its conclusions.

3.2.1. Data Analysis

Data from the survey was measurable, categorical, and discrete. Descriptive and regression analysis were performed on the data using the SPSS software. Using frequencies and cross tabs, the observations were compiled and explained in relation to the categorical data. The study's method for analyzing the relationship between categorical variables was the chi-square relatedness test. We looked at the Pearson statistic in order to interpret the Chi-square printout. It demonstrated a significant relationship between the variables when its significance was less than 0.05. The linear relationship between two continuous variables was examined using simple bivariate correlation.

3.2.2. Organization of the study

A description of the relevant literature is covered in section two of the paper, while the mythology and data analysis tool are examined in section three. In section four, the study's findings are discussed. The paper examines policy initiatives

that can be implemented to lower graduate unemployment in Somalia in section five.

3.2.3. Scope of Study

Content scope-the study assessed the impact of unemployment on university graduates` in Mogadishu, Somalia

Geographical/ area scope-this study was conducted in Mogadishu

Time scope-the study concentrated on the period between January and July 2024.

4. Discussion and Findings

This part is a presentation and interpretation of the findings of the survey. These findings were used to answer the research questions presented in part one.

Characteristics of the Respondents

These included the characteristics that described the respondents of the study

4.1. Demographic Characteristics

Table 1: Showing the Demographic Characteristics the respondents

Variables. Gender	Profile of the respondents	
Age Group	Frequency	Percent
15-30	72	75
31-40	17	17.7
41-50	7	7.3
Total	96	100
Gender	Frequency	Percent
Male	76	79.2
Female	20	20.8
Total	96	100.0
Marital Status	Frequency	Percent
Single	60	62.5
Married	29	30.2
Divorced	5	5.2
Widowed	2	2.1
Total	96	100
Education Level	Frequency	Percent
Diploma level	14	14.6
Past-diploma	7	7.3
University	61	63.5
Master degree	14	14.6
Total	96	100
Unemployment type	Frequency	Percent
Voluntary	33	34.4
Involuntary	52	54.2
Seasonal	11	11.5
Total	96	100
Unemployment Period	Frequency	Percent
less than 6 months	23	24.0
6-12 months	32	33.3
1-2 years	12	12.5
2-5 years	12	12.5
>5 years	17	17.7
Total	96	100.0
Do you Have Children	Frequency	Percent
Yes	29	30.2
No	67	69.8
Total	96	100.0

Seventy-five percent of the respondents were between the ages of 15 and 30, according to the survey results. According to this, the bulk of Mogadishu's unemployed population is in

the 15–30 age range. Employment is a major aspect of daily life in contemporary society and the primary source of social participation, identity, status, prestige, and financial

independence. Individuals between the ages of 15 and 30 struggle for identity, status, and financial independence while also making substantial contributions to the growth of their communities.

However, it is clear from the aforementioned findings that the community's most productive generations are wasted and make only modest contributions to the state's advancement. Additionally, men made up 79% of the unemployed respondents, while women made up 21%. Due to their numerous responsibilities, men are more severely affected by unemployment than women because they are the primary breadwinners in the family. And, 30.2 percent of those surveyed were married, while 62.5 percent were unmarried. Of the respondents, 62.5 percent were still unmarried despite being of marriageable age. Their status was primarily caused by their unemployment. Additionally, 63.5 percent of those surveyed had a college degree. A key source of productive human capital that every country aims to achieve is university graduates. But if that labor pool is not used as effectively as possible, the country lags behind, particularly if the educational system fails to generate technical skills. The development of job creators rather than job seekers is facilitated by these abilities, which foster creativity and innovation.

The university graduates who made up 63.5 percent of the unemployed respondents lacked the technical skills necessary to start their own businesses. They were only looking for white-collar jobs, which is one of the main causes of Somalia's unemployment. Of the respondents, 11.5 percent were seasonally unemployed, 54.2 percent were involuntarily unemployed, and 34.4 percent were voluntarily unemployed. According to the findings, most Somali graduates are unemployed due to circumstances outside of their control, or, to put it another way, not of their own choosing. They cited company closures, terminations for lack of technical skills required by foreign and some local companies, and a lack of job opportunities in Somalia as the main causes of their unemployment. However, educational establishments continue to generate more graduates, vying for the limited opportunities. Twenty-four percent of those surveyed had been unemployed for less than six months, thirty-three percent had been unemployed for six to twelve months, twelve and a half years, five and a half years, and seventeen and a half years many graduates who have been out of work for longer than five years. To lessen their susceptibility to turning to questionable sources of income, the government must act immediately.

Have Children

When asked if they had children, the respondents gave the following information: 69.8% of the graduates without jobs said they had no children. 69.8% of the respondents did not have children, despite being within the age range at which a person is expected to have children. This necessitates a thorough investigation into how unemployment affects Somalia's population growth. Respondents' perspectives on education Do you still think about paying your kids' tuition all the way to college?

The study's findings were based on the question, "If after being unemployed do you still consider paying school fees for your children up to University?

Table 1: Do you still consider paying school fees for your children up to university?

Response	Frequency	Percent
Yes	49	51.0
No	47	49.0
Total	96	100.0

According to the survey's findings, 51% of participants said they still thought about paying their children's tuition up to college. This demonstrated that graduates without jobs still have favorable opinions about education and that they believe their kids should receive an education. Since parents and soon-to-be parents continue to think about supporting education by paying for their children's tuition, this mindset will aid in the advancement of education. However, the study found that there was hardly any difference in the percentages of respondents who still thought about paying their children's tuition up to university (51 percent) and those who did not think about paying their children's tuition (49 percent). This is concerning because

Responsibility in paying school fees for Children

Respondents' attitudes toward education were gauged by their responsibility in covering their children's tuition. The respondents were asked if they still believed that they were responsible for paying their children's school fees after they lost their jobs. The following responses were discovered by the study:

Table 2: Do you feel it is your responsibility to pay school fees for your Children?

Response	Frequency	Percent
Yes	58	60
No	38	40
Total	96	100.0

According to the survey's results, 60% of participants believed that they were still held accountable for paying their children's tuition, while 40% disagreed. It showed that respondents no longer believed they were responsible for paying their children's school fees because they were unemployed. The findings above suggest that unemployment has a negative impact on people's attitudes toward education. Therefore, in order for the nation to develop and stabilize, the state must act quickly to either provide free education or develop a robust policy that will support the creation of jobs.

Blame on the education system for the unemployment prevalence

The study also employed this as a gauge or indicator of the respondents' views on education. We asked the respondents if they attribute their unemployment to the educational system. The following findings from the study are shown in the table below:

Table 3: Do you blame the education system for unemployment?

Response	Frequency	Percent
Yes	32	33.3
No	64	66.7
Total	96	100.0

The study's findings showed that 66.7 percent of respondents had positive attitudes toward education and did not attribute their unemployment to the educational system. Nonetheless, 33.3 percent of those surveyed said they attributed their unemployment to the educational system. They stated that their unemployment is a result of the educational system. According to the survey, the system produces job seekers rather than job creators, but the number of white-collar jobs in the economy is small in comparison to the number of graduates produced by the many educational institutions. This is an important sign that a sizable portion of the population believes that the education system is the primary source of unemployment, and the longer they remain unemployed, the higher the percentage of respondents who have a negative attitude. Although education is one of the main drivers of economic growth, this will also have an impact on the nation's educational standing.

Opportunity cost of pursuing education

Since it gauges the alternatives given up while pursuing education, this was used as an indicator to gauge the respondents' attitudes toward education. These expenses consist of the time and money invested in education.

Table 4: Do you think you wasted your time and money by pursuing education?

Response	Frequency	Percent
Yes	21	21.9
No	75	78.1
Total	96	100.0

The study's findings showed that 78.1 percent of the participants did not lose out on opportunities as a result of going to school. This indicated that their time and money were not wasted on education. The respondents' positive attitudes toward education are indicated by this. But according to 22% of the respondents, they wasted time and money by pursuing education because it came with high opportunity costs. This is a sign that the respondents have a bad opinion of education. Even though the 22% of respondents who expressed a negative attitude may not seem like much, the study did show that the longer someone is unemployed, the more negatively they feel about education. Over time, this mindset will have a detrimental effect on economic expansion as

5. Conclusions and Recommendations

5.1. Conclusion

5.1.1. Magnitude of graduate unemployment

According to the survey's findings, the economy was experiencing widespread graduate unemployment. The number of graduates vying for the few available jobs was seen to have increased. The survey's findings showed that 13.5% of participants were seasonally unemployed, 54.2% were involuntarily unemployed, and 34.4% were voluntarily unemployed. The majority of Somali graduates, according to the results, are unemployed due to circumstances that are out of their control or that they did not cause. Company closures, terminations for lack of technical skills required by foreign and some local companies, and a lack of job opportunities in Somalia were among the factors cited as the reasons for their unemployment. However, educational institutions continue to produce more graduates, vying for the limited

opportunities. This has adversely affected the graduates' attitude towards education as they see limited relevance in pursuing it. They perceived education institutions to be after making profits by producing graduates who can only seek jobs rather than creating them. The economy's incapacity to create jobs for recent graduates is a ticking time bomb that, if left unchecked, could detonate and destroy the nation's educational system, peace, and economic development. Government, business, NGOs, and social partners should all take these concerning findings seriously. It is imperative that the search for solutions to alleviate the issue of unemployment among recent graduates be stepped up immediately.

5.2. Policy Recommendations

5.2.1. Approaches to unemployment

The vast majority of graduates in Somalia are unemployed. Although widespread graduate unemployment is a crucial component of the country's crisis, it cannot be addressed separately from the larger economic issues facing Somalia. While creating jobs is important, they also need to be sustainable, productive, and offer opportunities for growth. Any economic growth strategy that addresses the twin challenges of giving graduates decent work and enhancing their capacities for national development should include sustainable employment creation. The following tactics can be used to accomplish this:

5.2.2. Education Diversification

Currently, petty traders, money transfer companies (also known as hawalads), water and power distribution companies, and telecommunications (particularly telephone) companies make up the majority of the economic entities in the nation. These private sector organizations are far from being able to hire the growing number of graduates who are unemployed or underemployed. This necessitates a comprehensive strategy to expand the graduates' job search and creation. Vocational training centers can be widely opened to achieve this. Giving dejected graduates technical skills in addition to the white-collar skills they learned in school would be an alternate strategy to increase their employment prospects. In order to teach graduates some fundamental technical skills or trades in fields like carpentry, plumbing, electric work, auto repairs, entrepreneurship, etc., the government would be responsible for reopening the many vocational and technical centers and institutions that Somalia had prior to the start of its tragic civil war. These institutions would be open for no more than two years. This will lower unemployment while fostering their inventiveness and creativity.

5.2.3. Facilitating the growth of small and Medium Enterprises

As another crucial strategy for improving job prospects and ending poverty among the graduates, the national government could support and encourage small and medium-sized businesses (SMEs) to assist them. The graduates should be assisted in launching small businesses after acquiring the technical skills they need in the workplace from the vocational centers. The private sector's growth and expansion will be aided by this, giving graduates more job options. India has shown that small and medium-sized businesses are the main drivers of economic expansion.

5.2.4. Adoption of import substitution industrialization strategy

A trade and economic strategy known as import substitution industrialization (ISI) promotes substituting domestic manufacturing for imports. The foundation of ISI is the idea that a nation should try to lessen its reliance on outside sources by producing industrialized goods domestically. Innovation in this approach is brought about by replacing imported goods with domestically made ones. Since most countries' strategies begin with the production of consumable goods that do not require advanced technology, the majority of them started their development through import substitution. The majority of less developed nations have industries that make this kind of production possible. Countries in the Global South, including those in Latin America, implemented ISI policies with the goal of fostering internal market growth and self-sufficiency. ISI operates by having nationalization and subsidization of vital industries (including agriculture, power generation, etc.). The government of Somalia is in charge of determining the nation's strategic industries that will support the expansion of other industries in important sectors to attain higher output. This import substitution approach boosts productivity, encourages exports, and expands employment opportunities for both educated and uneducated people. In conclusion, Africans must solve African problems in African ways, just as it is the duty of all Africans to concentrate on our continent and devise plans that will advance our development.

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