

Higher Education in the 21st Century: Relevance, Sufficiency, Challenges and Remedies from Graduates' Perspective.

Abstract

A study was conducted in Eldoret town involving university and college graduates. The aim was to study the relevance and sufficiency of higher education in the 21st century, the challenges that it's facing and remedies to the challenges from graduates' perspective. 300 graduates from 28 different higher learning institutions was considered and data collected using questionnaires. Purposive sampling method was employed. Data analysis was performed in R software and Microsoft Excel for both descriptive and inferential statistics. From the results, the rate of unemployment among graduates in Eldoret stands at 56.3% ($p=0.0163$) and 83.4% ($p<0.0001$) of these unemployed graduates are seeking employment. Among the employed, 59.5% ($p=0.0180$) are in non-self-employment. At higher learning institutions, majority (74.3%) of the graduates feel that they only gained knowledge while only 3.7% gained both skills and knowledge. Those who don't find higher education in the 21st century useful in preparing graduates for 21st century's life are 93.0% ($p<0.0001$), which is the same as those who don't find what they gained from higher education useful in their life. The need for reforms in higher education in 21st century for the sake of meeting modern expectations and realization of developments was supported by 98.7% ($p<0.0001$). 99.7% ($p<0.0001$) admitted to have faced challenges when studying, which is the same as those with remedies to the challenges. Therefore, the higher education in the 21st is not useful, sufficient and relevant for modern life. It's full of challenges and reforms are necessary to help realize developments and modern expectations. The stakeholders should embrace these findings and make necessary reforms for the sake of ensuring that higher education in 21st century meets the 21st century's expectations in transforming the modern society.

Introduction

The role of higher education in any given country in terms of development, enlightening societies, setting political sanity, raising the consciousness of individuals, providing skills and knowledge, driving economic growth, nurturing creativity and innovation, mushrooming technology and providing platform for problem solving among others, has been evident since time immemorial (Gupta, 2015; Wigger & Weizsäcker, 1999). It has become an integral part of not only an individual's life and existence but also of a nation, in which, it cannot be treated as a superfluity or comfort but an essential (UNESCO, 2000). Educated people become assets in a society and this means that they become true wealth of that nation (UNDP, 1990). Therefore, education must come at a cost for long-term/life-long gains. According to Gupta (2015), the society should benefit from educated individuals but when

the nation commercializes education, the student is forced to buy education, knowledge and skills as commodities and hence the buyer has no obligation to the society, nation and any other individual. He views higher education as 'an attitude to life' that should neither be treated as a commodity nor commercialized in any way.

Higher education in 21st century has made significant growth and can in no doubt be compared with the systems that existed during independence in any country (Singh, 2016). The modern diversity, complexity and globalization of higher education are clear indicators of the growth it has made since its establishment in any given nation. One of the reasons for the improvements and changes witnessed in higher education has been accelerated by the need for accommodating societal needs at different eras in life. As the saying goes, 'necessity is the mother of invention', various needs and expectations in communities have been forcing the stakeholders in higher education sector to call for essential reforms with the aim of meeting the societal needs. Some of the inevitabilities that have demanded reforms in higher education are diminishing/scarcce resources, bloating students' populations, societal encounters such as climate change and global warming, modern complexity of diseases, natural calamities, need for skills, creativity and innovations among others, globalization, different ideologies from stakeholders/authorities in power in a given era, etc. Some reforms are done in accordance with the targeted quantity without jeopardizing the quality of education. Therefore, in order to overcome emerging issues and various obstacles encountered along the way, reforms become unavoidable in higher education.

In the 21st century, higher education is still in need of restructurings that can help cope with 21st century's demands. The 21st century's needs require the higher education in the same century to be directed towards transforming the modern societies. The societies call for sustainable development and their improvement as a whole through catalysing, boosting and enhancement of cultural, social, economic and political advancement/development. It is in light to these that UNESCO (1998) has been emphasizing on the importance of upholding, reinforcing, enhancing and expanding the core missions and visions of higher education as the world moves deep into 21st century. The main aim has been to produce highly qualified, skilled, trained and responsible graduates as citizens for the sake of creating stable, active, thinking, innovative, creative and independent individuals and societies. It's also of paramount importance that the relevance of higher education be maintained for the sake of meeting the societal expectations and aims through frequent reforms and use of innovative and creative teaching and learning methods in the 21st century. It is the aim of the societies to be ever transformed and be aligned with dynamics of the whole world and higher education in the 21st century can be used as a tool in achieving these. The societies are interested in living without poverty, violence, diseases, degraded environment, injustices and intolerance, illiteracy and ignorance, underdevelopment and backwardness, and hence the 21st century's higher education must be at the fore-front in meeting these societal needs. Higher education that cannot help the society in achieving its goals has no place in 21st century.

According to UNESCO (1998, 2004), there are numerous challenges that are facing the higher education in the 21st century and to overcome them, necessary measures must be taken without delays. The four main challenges highlighted have to do with attainment and maintenance of relevance, quality, management and co-operation globally. Ensuring relevance of higher education in 21st century is not a simple task and requires frequent re-visiting and re-alignment of the education with ever changing world. Relevance is attached to

importance and hence the higher education in the 21st century must play its roles in any era. Quality of higher education is usually at risk whenever quantity increases. An example is the rising demand of higher education that is attributed to increasing populations, increasing intake of students into universities and colleges, lowering of entry grades into higher institutions, introduction of free education in various countries, thirst for higher education among citizens, world-wide campaigns for attainment of universal education and so on. It is the task of stakeholders in higher education in 21st century to campaign for quality despite the rising demands for quantities of education. Managing of higher education in the 21st century calls for competent managers and good management comes at a cost. Good managers are capable of giving prudent ideas and directions and moulding people into good managers is costly. Therefore, financing the higher education in the 21st century is crucial to help have good management. Finances are also necessary for equipping the higher education's institutions in the 21st century with 21st century's technology, equipment, teaching staff, expansion and other requirements. Globalization of higher education in the 21st century is inevitable. The world is a global village and hence, international partnership and co-operation is key to higher education's development. Isolated nations cannot know what the larger world is doing and therefore, cannot grow.

Aguilera-Barchet (2012) points out that higher education can be different from one country to another depending on goals and hence the way it is offered and what is offered. An example is the higher education in United States of America (USA) where it is treated as a private matter, focuses mostly on applied research and directed towards specialized practical teachings for development of skills needed in job markets while that in Europe is treated as a public service, focuses on instructions and directed towards broad-based theoretical teaching for the development of intellectual capabilities. The risk in directing higher education towards a given direction lies in the fact that it is usually disconnected with realities of ever-dynamic world. Sanchez (2011) points out on the need for a new higher education that is suitable for 21st century. The work points out how the ancient higher education's goals have been changing from production of perfect citizens up to today's goal of developing creative people. It is also pointed out that, the current higher education is likely to generate more problems than solutions and equip people to become more of vandals of the earth. It is necessary for the nations to finance the higher education and develop policies/laws towards the same.

Orr (2004) has shown that the world needs higher education that should be of a certain kind (not just education), capable of saving the world and its worth should be compared with the standards of survival of humans and decency. According to the European Union (Cachia *et al.*, 2010), the higher education in 21st century must change and be different from other past forms of higher education. It should cope with social needs as well as economic wants. The teaching and learning process should be dominated with ICT (information and communication technologies) while creating, strengthening and maintaining international co-operations among institutions for sharing of knowledge and collaboration in all aspects of higher education. The World Bank (2012) stresses on the need to have higher education in 21st century that can help the world to walk in paths of sustainable development despite the ever-escalating challenges that are increasing in complexity. There is need for relations that can help identify from others what works, what fails and practical remedies to challenges. The potentials of higher education in igniting and driving growth through imparting technical

skills for labour markets that can lead to innovation, productivity and entrepreneurship should be realized.

Altbach and Davis (1999) and Barack (2014) emphasize on need for international dialogues that can assist in sharing ideas and knowledge because the higher education is facing common challenges worldwide. Some of the challenges in 21st century' higher education includes the pressures of increasing students and funding and points out that reconsideration of the social and economic roles of higher education is important. Technology is really changing and this has an effect on higher education. The 21st century's higher education is facing under-funding while charges on students is going up. The emphasize is that higher education in the 21st century should be aligned with the society/customers' needs.

The role of higher education in the 21st century in any country's development and in the realization of the targeted sustainable development goals (SDGs) is unavoidable (GUNI, 2019) because it is usually the products of higher education's institutions that drive the nation in making decisions and laying strategies for development. This is realized through production of skilled, knowledgeable and thinking people from higher education's institutions who are creative, innovative and problem-solver. According to GUNI (2019), there are many obstacles facing the higher education in the 21st century and one of them is lack of research and development, yet it's research that helps equip students with life skills and experience. Some of the suggested solutions include making efforts in improving and changing existing outdated curriculum and teachings for the sake of transforming higher education in this era to suit modern societies.

In information creation and broadcasting that involves teachings and research, a wide variety of knowledge producers are involved through interactions. However, higher education's institutions in the 21st century are facing the challenge of ensuring that the knowledge they produce finds the right place and environment for its effective use in solving problems. Therefore, there is need for higher education in the 21st century to focus on both production of knowledge and directing that produce to the right users, right purposes and right place. The higher education also requires to narrow down to ideas of creativity rather than focusing on individual performances. This can help achieve development at both national and regional levels (Gibbons, 1998). Higher education in the 21st century is not meeting the learners' expectations, leave alone the expectations of the societies (Irvine & Code, 2013). This has been attributed to the modes of delivery, especially for online learning classes, in which the mode of delivery is not a choice of the learner but that of the instructors and institutions, as well as continuing cuts in budgets that are directed towards education and decreasing development opportunities. For active transformation of higher education in 21st century that is essential for individual's well-being, education for sustainability and community development, then enlightened leadership and governance structures reforms are needed (Howard *et al.*, 2019).

According to Gupta (2015), some of the challenges that the higher education in 21st century, and previous century, is facing are to a large extent due to commercialization of the education. This way, the stakeholders are concerned with profits and actually view education as a commodity to be purchased or sold for gains, with the receivers (students) being treated as customers. Organizations such as International Monetary Fund (IMF) and World Bank have been encouraging nations, both developed and developing, to trade education as a way

of mitigating some of the crisis the higher education faces, which has led to privatization of education with the support of the concerned governments. This notion has led to generation of 'inorganic' intellectuals who are only dependent and have only parasitic form of thoughts. Collins and Rhoads (2008) notes from World Bank perspective that the underdeveloped countries are not in a position to expand the perimeters and quality of higher learning institutions in 21st century due to lack of enough funds. The inadequate funds hinder the institutions from contributing adequately in the world knowledge-based economy. It also limits the capacity of higher education to focus on research-based knowledge that can be visible in world economy and development. Peters and Besley (2006) on the other hand notes that higher education in 21st century can be improved through setting up of enough scientific facilities and modern laboratories as well as making transformations as required.

In general, higher education in 21st century should be viewed as a platform for gaining skills and knowledge (technical know-how). It should be an avenue for transforming individuals into intellectuals who are ready to serve the society. It should be an industry for moulding people into educated products, people who are dependable in societies, critical thinkers and problem solvers who are creative and innovative. They should come out of higher education's institutions as drivers of change and societal transformation. They should be real assets in the society and not liabilities that act like parasites and part and parcel of problems. In order to achieve all these, essential reforms are needed for higher education in 21st century and beyond to really meet and match the needs of 21st century's life and challenges.

Statement of the problem

There is high rate of unemployment among youths in Kenya and other countries of Africa. The rate of unemployment has been increasing in Kenya although the number of the learned people has been increasing tremendously due to introduction of free education. The international organizations such as International Monetary Funds (IMF), United Nations (UN), World Bank (WB) among others have described Kenyan graduates as learned people without skills necessary for real-life requirements. The Kenyan government has been forming commissions to relook into the education system once it is realized that the system in place is not fully addressing the requirements at hand. Therefore, it is not necessarily true that any form of education in place is really serving the needs of the society and that it is perfect for the society. Furthermore, many graduates from higher learning institutions seem to seek employment from already established companies, factories, institutions, etc. and not actually seek self-employment and exercise the skills and knowledge gained from learning institutions. This shows lack of power to be creative and innovative, inability to be problem-solvers and great thinkers as well as lack of self-reliance after graduations. It is in light to all these tragedies that this research sook to study the relevance and sufficiency of higher education in 21st century, the problems facing the education and possible cures to the challenges from graduates' point-of-view.

Objectives

General objective

This research aimed at investigating the relevance and sufficiency of higher education in 21st century to 21st century's expectations, the challenges faced and possible solutions to the challenges.

Specific objectives

1. To investigate the relevance of higher education in 21st century in meeting the 21st century's expectations/needs from university/college graduates' perspective.
2. To investigate the sufficiency of the higher education in 21st century in realizing essential developments for the 21st century from graduates' point-of-view.
3. To investigate the challenges facing higher education in 21st century from university/college graduates' perspective.
4. To investigate the remedies to challenges facing higher education in 21st century from university/college graduates' perspective.

Research questions

1. Is the higher education in the 21st century relevant in meeting modern expectations?
2. Is the higher education in 21st century sufficient for essential developments?
3. Are there challenges facing the higher education in the 21st century?
4. Are there solutions to the challenges facing the higher education in the 21st century?

Justification of the study

This research can be used by other researchers as a stepping stone in more advanced researches that can involve larger groups of participants, wider study area, more objectives and so on. Policy makers such as universities/colleges, both county and national governments can use the findings in policy making in order to make necessary reforms meet for modern requirements. The current students pursuing higher education can benefit from the findings by getting knowledgeable on challenges they expect to face in learning institutions from already experienced stakeholders (graduates). Stakeholders such as funding groups, well-wishers and international communities can use the developed document in identifying the funding projects in higher learning institutions such as modern workshops, modern laboratories, industrial attachment and teaching practice expenses to students in order to cope with modern requirements.

Study design and Methods

Random sampling method was applied during the pilot survey exercise in which both graduates and non-graduates were selected. Purposive sampling technique was employed during the actual survey in which only university/college graduates were considered for the research and only the willing graduates were sampled and issued with questionnaires. Both quantitative and qualitative data were collected.

Pilot Survey

A pre-survey was conducted in Eldoret town in order to test the data collecting tool (questionnaire), be familiar with the possible challenges to be encountered, estimate cost of sampling as well as sampling time. 20 individuals were randomly sampled in the streets of the town. Data analysis from the pilot survey study showed that 35% (0.35) of the sampled individuals were university/college graduates.

Sample size

The number of participants was determined using the Cochran's formula (Cochran, 1963) as follows:

$$n = \frac{Z^2_{\alpha/2} * P * Q}{d^2} \dots\dots\dots 1$$

where

$\alpha = 5\%$ is the level of significance, $P =$ proportion of university/college graduates in Eldoret town, $Q = 1 - P$ (proportion of non-graduates in Eldoret town), Z is the value from standard normal distribution statistical table that corresponds to the specified α - value, $d =$ the margin error and n is the sample size or the number of the university/college graduates sampled. The P value was taken to be 0.35, from pilot survey. The d value was fixed to be 0.054 in order to control sample size due to time and cost of sampling. The formula yielded

$$n = \frac{1.96^2 * 0.35 * 0.65}{0.054^2} = 299.7133 \cong 300 \text{ graduates.}$$

Procedures

Well-structured questionnaire was issued to 20 participants during the pilot survey randomly and 300 individuals during the actual survey purposively. Each participant was guided by the data collecting team to ensure full covering of all the questions. Data coding, entry and cleaning in Ms-Excel followed data collection exercise. Analysis was then done in R statistical software and Ms-Excel and this was followed by interpretation, inferences and reporting.

Study area

Eldoret town is within the Uasin-Gishu county, Rift-Valley region, in Kenya, as a cosmopolitan.

Data analysis

Both Ms-Excel and R software were involved in data analysis. Descriptive statistics using contingency tables and histograms were performed while the inferential statistics using proportion and chi-square tests were carried out.

Results

Descriptive statistics

Both male and female university/college graduates were sampled for the research in which 63.7% were males and 36.3% were females. 28 different higher learning institutions were represented in the research, of which 28.6% were colleges and 71.4% were universities. The highest percentage (6.7%) of the participants were from Moi University, followed by Kabarak University with 5.7% and the least represented institution was Kenyatta University with 1.0%. The unemployed graduates comprise of 56.3% of the participants while those in employment are 43.7%. For the employed graduates, 40.5% have employed themselves while 59.5% are not in self-employment. For the unemployed group, 83.4% are currently looking for employment while 16.6% are pursuing further studies. 83.3% of the graduates have been required to pursue other qualifications after their 1st higher education qualifications in order to widen their job market by boosting their competitiveness and visibility in the job markets, 93% feel that their 1st higher education qualification has not enabled them achieve development at personal levels while 98.7% recommend for reforms in higher education in 21st century in order to help realize essential developments for 21st century.

Table 1 shows summarized data on age (in years) of the participants. From the table, the man age of the graduates is about 40 years with standard deviation of about 8.9 years while the youngest and oldest graduate are aged 24 and 56 years respectively.

Table 1: Summary of the age of the participants.

	Average	Std. Deviation	Minimum	Maximum
Years	40.1	8.8997	24.0	56.0

Figure 1 shows the age of graduates in a histogram. The participants are aged between 20 and 60 years. Very few are aged below 25 and above 55 years.

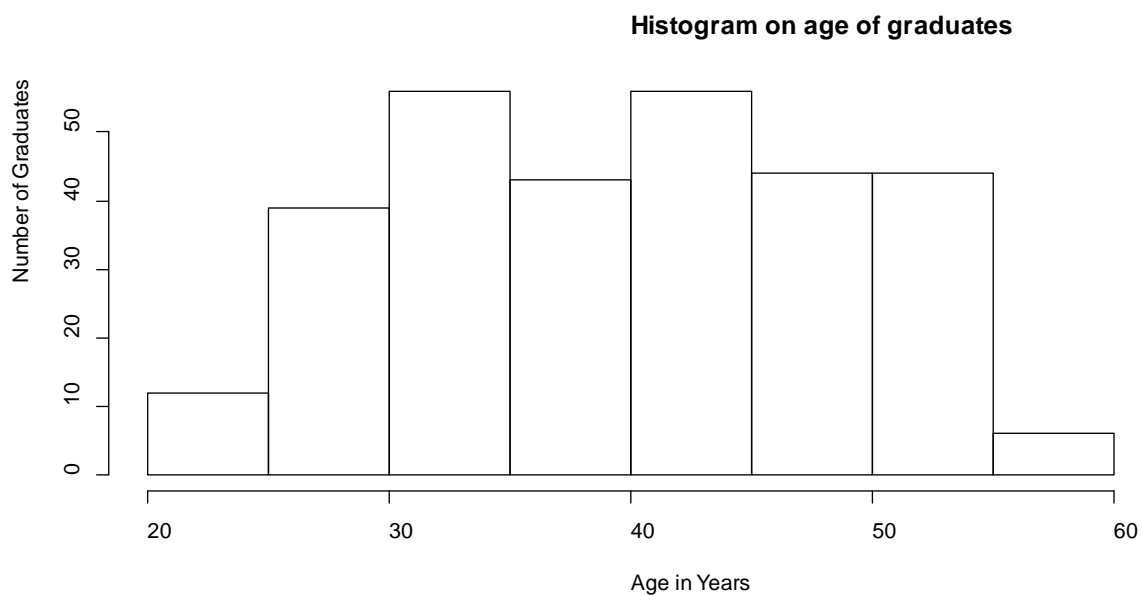


Figure 1: Age of the graduates in a histogram.

Table 2 gives the duration of graduates since they graduated for the first time the time they have taken serving in employment as well as the time taken to be job-secure. Majority of the graduates (38.3%) have taken between 3 and 6 years since they attained their 1st qualification from institutions of higher learning while the least percentage (14.3%) have taken more than 9 years. As can be seen, not less than 85.6% of the respondents have graduated within the 21st century. About 34% of the graduates have been in employment for a period between 3 and 9 years. Only about 15% have been working for less than 3 years. The highest percentage (40.5%) took between 4 and 6 years to secure employment while only 13.0% took less than 2 years.

Table 2: Time graduates have taken since graduation, duration in employment and job-securing period.

Time taken since 1 st graduation (years)	<3 (19.3%)	3-6 (38.3%)	6-9 (28.0%)	>9 (14.3%)
Time taken in employment (years)	<3 (15.3%)	3-6 (34.4%)	6-9 (33.6%)	>9 (16.8%)

Time taken to secure employment (years)	<2 (13.0%)	2-4 (31.3%)	4-6 (40.5%)	>6 (15.3%)
---	------------	-------------	-------------	------------

Table 5 shows the graduates' gain at university/college during their schooling period. Majority of the graduates gained knowledge only (74.3%) while only 3.7% gained both skills and knowledge. Those who admitted to have gained nothing out of higher learning institutions are 15.7% which is seconding those who gained knowledge.

Table 3: Benefits graduates scooped from higher learning institutions.

Gain at university/college	Skills	Knowledge	Knowledge and Skills	Nothing
Percentage (%)	6.3	74.3	3.7	15.7

Concerning the usefulness of what graduates gained at higher learning institutions, 93.0% do not find the gains useful while only 7.0% find the gains useful. Again, 93.0% of the graduates do not find education at higher learning institutions useful in preparing graduates for modern real-life encounters while 7.0% find otherwise. About 98.7% of the participants feel that the 21st century's system of higher education need reforms to help meet the 21st century's expectations/needs. For the challenges at higher learning institutions, 99.7% faced various challenges while only 0.3% didn't experience any challenge. Also, 99.7% of the graduates feel they have ideas that can serve as remedies to current higher education challenges that can assist in overcoming the 21st societal needs while 0.3% have no ideas.

Table 4 gives the challenges the graduates think are facing the 21st century's higher education while Table 5 shows the remedies to the challenges.

Table 4: Challenges facing modern higher education.

Challenge	SA (%)	A (%)	N (%)	D (%)	SD (%)
i. Financial constraints.	96.3	3.0	0.0	0.3	0.3
ii. Inadequate/lack of practical teachings.	99.7	0.0	0.0	0.3	0
iii. More of almost irrelevant theoretical teaching.	99.3	0.3	0.0	0.0	0.3
iv. Less competent teaching staff.	77.7	11.0	0.0	5.3	6.3
v. Bloating students' population that is almost unmanageable.	33.7	23.3	0.0	31.3	11.7
vi. Unconducive learning environment.	0.0	0.0	0.0	32.3	67.7

From Table 4, higher percentage of graduates agreed with the first five challenges (88.9%) but all the graduates disagreed with the sixth one (100%).

Table 5: Remedies to challenges facing modern higher education.

Remedy	SA (%)	A (%)	N (%)	D (%)	SD (%)
i. Focus on skills for longer period of time at the university/college.	96.0	4.0	0.0	0.0	0.0
ii. Focus on relevant course-specific theoretical part of education.	99.7	0.3	0.0	0.0	0.0
iii. Focus on industrial attachment/teaching practice for more semesters than the classroom teaching.	100.0	0.0	0.0	0.0	0.0
iv. Involve highly competent and not just highly educated stakeholders.	100.0	0.0	0.0	0.0	0.0
v. Intake of students into universities/colleges to be restricted to a few that can be manageable and government can fully support for full training.	91.7	4.7	0.0	3.3	0.3
vi. Improve learning environment.	0.0	0.0	0.0	52.7	47.3

From Table 5, higher percentage of respondents agreed with the first five idea as remedies to challenges facing higher education in the 21st century (99.3%) but all disagreed with the sixth remedy (100%). This is due to the fact that, learning environment had been dismissed by all as a problem faced during their studies hence improvement towards learning environment is not necessary.

Inferential statistics

All the tests were performed at $\alpha = 5\%$ level of significance. Table 6 gives the Chi-square test results for selected cases of response. From Table 6, all the p-values are less than the 5% level of significance.

Table 6: Output of Chi-square tests on selected variables.

	Chi-square value	df	p-value
Usefulness of gain in life	220.16	1	<0.0001
Usefulness of education in preparing graduates	220.16	1	<0.0001
Need for reforms in education	282.27	1	<0.0001
There are challenges facing higher education	294.03	1	<0.0001
There are remedies to challenges	294.03	1	<0.0001
Need for reforms in education for developments	282.27	1	<0.0001
Males are more than female graduates	21.870	1	<0.0001
Unemployed are more than employed graduates	4.5633	1	0.01633
Non-self-employed are more than self-employed graduates	4.3969	1	0.01800
Job seekers are more than further studies seekers	74.225	1	<0.0001
More have pursued something else to boost competitiveness	132.00	1	<0.0001
Less have achieved personal developments with 1 st qualifications	282.27	1	<0.0001

Based on p-values in Table 6, all the null hypotheses are rejected in favour of the alternative hypotheses.

Discussion

The results show that there are more male graduates in Eldoret town compared female graduates. The rate of unemployment is higher than the rate of employment in the town among graduates. Among the unemployed graduates, a higher proportion is seeking jobs compared to the percentage pursuing further studies, while among the employed graduates, more graduates are not self-employed compared to those in self-employment.

In hypotheses testing, almost everyone was of the opinion that what they had gained in higher education's learning institutions (colleges/universities) was useless in life. Most felt that the higher education they received is not useful in preparing graduates for life's expectations. The graduates also feel the need for reforms in higher education in 21st century in order to mould them for 21st century's needs/expectations. It is also evident that the higher education in the 21st century is facing challenges and the graduates have ideas that can help solve the problems. From the analysis, majority felt they left the higher education's learning institutions equipped with knowledge only and still some felt they had gained nothing at the end of their studies. Knowledge alone is not enough for 21st century's needs but skills are necessary too for completeness of a graduate. Since majority leave the higher learning institutions with knowledge, they find it hard to cope with 21st century's life that demands skills in creativity, innovation and jobs. There is a significant difference between those who want reforms in higher education in 21st century for realization of 21st century's essential developments and those who do not feel like the reforms are necessary. The graduates who have managed to realize some personal developments from their 1st higher education qualifications are significantly fewer than those who haven't realized the same. Those who have sought other qualifications to help reinforce their survival and visibility in job markets are significantly more those who have not pursued anything else. These are logical and in agreement with other responses from the graduates because if one feels that they gained only knowledge from higher institutions of learning and the market requires skills and experience, then one is forced to look for further qualifications to help make them useful and visible in the society. Also, if one feels like they are half-baked at the time of graduation, they would likely recommend strongly for reforms in higher education.

The main challenges the higher education in the 21st century is facing include financial constraints among students, lack of adequate practical teachings, incompetent staff, irrelevant teachings in theory forms and students' populations that are too large to manage. However, all the graduates agreed that the learning environment in higher learning institutions in the 21st century is conducive and not a problem. The main remedies to the challenges facing higher education in 21st century include focussing on providing skills for longer duration as well as on teaching relevant theoretical education for specific courses, engaging students in industrial attachment or teaching practices for more semesters compared to classroom teachings, involving highly competent staff and not just focus on highly educated staff, and admission of manageable groups of students.

Conclusions

The research shows that the higher education in 21st century is not relevant for 21st century's life and expectations. The education is useless and doesn't equip graduates with relevant tools for life. It is not preparing people for modern challenges and hence is not applicable for current era. The current higher education is not fit for current developments or changes and hence need for reforms. There are challenges facing the higher education in 21st century and remedies are there that can help overcome them. The institutions have conducive learning environment, hence learning environment in the 21st century is not an issue in higher institutions of learning. Most people gain only knowledge from higher learning institutions which is not enough for combating modern challenges and this can contribute to the long-time taken by graduates to secure jobs, both self-employment and non-self-employment. Reforms are needed to improve the situation in higher learning institutions in 21st century to help match the 21st century's expectations. Further, there is a high rate of unemployment among graduates and high rate of job-seekers among unemployed graduates.

Data and questionnaire used are available on request.

Recommendations

1. The stakeholders in higher education are urged to use these findings in order to implement the necessary changes, policies and reforms to help realize the goals set in producing competent graduates that are useful to themselves and to the entire society.

References

- Aguilera-Barchet, B. (2012). A Higher Education for the Twenty-first Century: European and US approaches. Centre for European Studies. www.thinkingeurope.eu Printed in Antwerp (BE) by Albe De Coker.
- Altbach, P.G. and Davis, T.M. (1999). Higher Education in the 21st Century: Global Challenge and National Response. *Institute of International Education (IIE) and Boston College Center for International Higher Education*. www.iiebooks.com ISBN 087206-252-X. IIE Research Report Number Twenty-nine.
- Barack, L. (2014). Higher Education in the 21st Century: Meeting real-world demands. *The Economist Intelligence Unit Limited*.
- Cachia, R., Anusca, F., Ala-Mutka, K. and Punie, Y. (2010). *Creative Learning and Innovative Teaching. Final report on the study on creativity and innovation in education in EU members states*, Joint Research Centre (JRC), European Commission, Luxembourg (JRC 62370) (<http://ftp.jrc.es/EURdoc/JRC62370.pdf>)
- Cochran, W.G. (1963). *Sampling Techniques*. 2nd Ed., New York: John Wiley and Sons, Inc. Pg. 75.
- Collins, C.S. and Rhoads, R.A. (2008). The World Bank and Higher Education in the Developing World: The Cases of Uganda and Thailand. *The Worldwide Transformation of Higher Education: International Perspectives on Education and Society*. Vol. 9, pp. 177-221. Doi: 10.1016/S1479-3679(08)00007-8. *Emerald Group Publishing Limited*.
- Gibbons, M. (1998). *Higher Education Relevance in the 21st Century*. Association of Commonwealth Universities. <http://www.worldbank.org> Education: The World Bank, Human Development Network.

- GUNI (Global University Network for Innovation). (2019). *Implementing the 2030 Agenda at Higher Education Institutions: Challenges and Responses*. www.guninetwork.org
- Gupta, T. (2015). The Perils of Commercialization of Higher Education. *International Journal of Research in Engineering, IT and Social Sciences*. Vol. 5(10). www.indusedu.org ISSN 2250-0558.
- Howard, P., O'Brien, C., Kay, B. and O'Rourke, K. (2019). Leading Educational Change in the 21st Century: Creating Living Schools through Shared Vision and Transformative Governance. *Sustainability*. Vol. 11(4109). Doi: 10.3390/su11154109. www.mdpi.com/journal/sustainability
- Irvine, V. and Code, J. (2013). Realigning Higher Education for the 21st-Century Learner through Multi-Access Learning. *MERLOT Journal of Online Learning and Teaching*. Vol, 9(2), pp. 172-186.
- Orr, D. (2004) *Earth in Mind: on education, environment and the human prospect*. Chicago, Island Press, 2nd Edition.
- Peters, M.A. & Besley, A.C.T. (2006). *Building knowledge cultures: Education and development in the age of knowledge capitalism*. London: Rowman & Littlefield.
- Sanchez, J.G. (2011). The Challenges of Higher Education in the 21st Century. *ResearchGate*. Global University Network for Innovation. <http://www.guni-rmies.net/news/details.php?id=1725>
- Singh, J.D. (2016). Higher Education in the 21st Century: Issues and Challenges. *International Education Journal, CHETANA*. Vol. 1(2), pp. 33-42. www.echetana.com
- The World Bank. (2012). *Putting Higher Education to Work: Skills and Research for Growth in East Asia*. World Bank East Asia and Pacific Regional Report. www.worldbank.org The World Bank, 1818 H Street NW, Washington DC, USA.
- United Nations Development Programme (UNDP). (1990). *The Human Development Report 1990*. Oxford: Oxford University Press.
- United Nations Educational, Scientific and Cultural Organization (UNESCO). (1998). *World Conference on Higher Education: Higher Education in the Twenty-first Century, Vision and Action*. Paris 5-9 October. Volume 1, Final Report. ED-98/CONF.202/CLD.49.
- United Nations Educational, Scientific and Cultural Organization (UNESCO). (2004). *Higher Education in a Globalized Society: UNESCO Education Position Paper*. Printed in the workshops of UNESCO, Paris, France. ED-2004/WS/33. http://www.unesco.org/education/higher_education/quality_innovation
- United Nations Educational, Scientific and Cultural Organization (UNESCO). (2000). *Higher Education in Developing Countries: Peril and Promise. The Task Force on Higher Education and Society*. Washington, DC: World Bank.
- Wigger, B.U. and Weizsäcker, K. (1999). Risk, Resources, and Education- Public Versus Private Financing of Higher Education. International Monetary Fund. IMF Working Paper. WP/99/174.