Examination of Employers' Expectations of Higher Education Institutions' Graduates in Manufacturing Sector in Tanzania: A Quest for Employability Skills

Thadeus F. Mkamwa[1*] and Daniel L. Naila[1]

[1]*Saint Augustine University of Tanzania, Mwanza, Tanzania.*

Authors' contributions

This work was carried out in collaboration between both authors. Author TFM designed the study, performed the statistical analysis, wrote the protocol and wrote the first draft of the manuscript. Author DLN managed the analyses of the study and the literature searches. Both authors read and approved the final manuscript.

Original Research Article

ABSTRACT

This study explores the challenges that the manufacturing sector in Tanzania face in identifying and capturing competent university graduates in their recruitment and retention processes. The main objectives of the study were: (i) to identify the generic employability skills required by manufacturing employers in Tanzania and, (ii) to investigate manufacturing industry employers' satisfaction with the recruited talents' performance. The study was carried out by inviting employers to complete a survey which was sent to them by mail in 2017. Out of 200 questionnaires sent to 200 companies which were identified through the Directory of Employers Association of Tanzania, 80 companies responded with 80 usable questionnaires which made a 40% response rate. In particular, about 69% of employers considered employees' inter-personal qualities either very important or important and were satisfied with them, Pearson's Chi Square = 12.898, P = .012. The study also found that informational skills, inter-personal qualities, technological skills, and entrepreneurial skills were significantly associated with employers' satisfaction with overall employee performance. However, employers also identified a mismatch between skills the graduates have compared to what they consider as ideal generic skills and competencies required in the sector. The These findings

_____

*Corresponding author: E-mail: thadeus.mkamwa@gmail.com;

suggest that there is a great need of enhancing academia-public-private partnership in improving higher education institutions' delivery in order to meet labour market demands and employers' expectations.

1. INTRODUCTION

In 1999 the former President of Tanzania Benjamin Mkapa made these remarks: "Recognizing that the world of the 21st century will increasingly be globalized; we must devise new and more stringent strategies in initiating and managing change in African universities. Of necessity, African universities will have to strive to improve further the quality of their output if they are to continue to maintain even their current share of the local and international labour market" [1]. In view of such remarks from a former statesman of a developing country, the Committee of Vice Chancellors, Principals and Provosts in Tanzania (CVCPT) in collaboration with the Tanzania Commission for Universities (TCU) and the Ministry of Education Science and Technology (MoEST) hosted the 8th Higher Education Summit in 2016. The Summit caught the attention of academic researchers from higher learning institutions in Tanzania, MoEST and other pragmatic Figures in higher education industry. The conference theme was "Enhancing the Contribution of Higher Education in the Industrialization Process of Tanzania [2]. The summit was co-funded by CVCPT, TCU and Trust Africa. The main objective of the summit was to develop strategies that will enable the Tanzania Higher Education sub-Sector to produce competent graduates and research outputs which will significantly contribute to the process of industrialization in the country. Specifically, the summit intended to accomplish the following objectives: (i) To highlight the role of higher education in the industrialization process of Tanzania (ii) To propose strategies for higher education to be able to produce outputs that will catalyze the process of industrialization through identified key economic sectors (iii) To propose effective funding and governance models of higher education institutions in Tanzania for accelerated industrialization [2].

During the Summit a total of nine papers were presented on subthemes embedded on the summit's theme and the objectives as stipulated above. One notable finding from all presented papers was the growing gap between the higher learning institutions' graduates and employers'

expectations especially from the manufacturing industry. It is from this basis that the findings of this study will hopefully serve as an important ingredient in bridging the gap between Tanzanian manufacturers and Higher Learning Institutions in the quest for quality manufacturing labour and ultimately prospering manufacturing industry in Tanzania. Notably, identification of ideal attributes which graduates are expected to possess in order to be employable is crucial especially when the industry and academia scrutinize how to improve graduates' employability and industrial performance. 'Employability refers to a set of achievements, skills, understandings and personal attributes – that make individuals more likely to gain employment and be successful in their chosen occupations, which benefits themselves, the workforce, the community and the economy' [3]. The study by [4] found that managers in China consider "skills" as the most important dimension for employability in Chinese industrial organizations. The gap between labour market needs and graduates' employability skills has been discussed in different international platforms such as the World Economic Forum 2014. The great concern has always been an increase in skills mismatches which 'occur when workers have either fewer or more skills than jobs require' [5]. As the 2014 World Economic Forum discussed major issues of concern in Building Social Partnerships for Better Skills and Better Jobs, the [5] identified skills mismatch as an issue of worldwide concern. One of the main findings was that though 'some skills mismatch is inevitable, as the labour market involves complex decisions by employers and workers and depends on many external factors, high and persistent skills mismatch is costly for employers, workers and society at large' [5]. Alongside the concern on skills mismatch, high qualification mismatch which occurs when a worker's qualification level is higher or lower than that required by the job was also identified [5]. The forum concluded that qualification mismatch just like skills mismatch affects workers, employers/firms and the economy at large. The bottom line in the issue of skills mismatch is that skills are expected to be relevant, to be recognised and to be used when people are in

the labour market. In this regard, further studies need to be conducted to clearly identify what is missing in the mismatch between labour market needs and other performance measures such as economic growth. This is important because [6] reported that the rate of unemployment is not considered a robust test of labour market performance in developing and, to some extent, developed countries.

1.1 Research Objectives

The main objective of this study is to conduct an assessment of employers' needs on the manufacturing industry in Tanzania. Specifically, the study intended: (a) to investigate manufacturing employers' satisfaction on the recruited talents (b) to identify difficulties faced in recruiting talents (c) to find out strategies employed by manufacturing employers in overcoming hiring challenges (d) to establish needed expertise by manufacturing employers in Tanzania.

1.2 Research Questions

The main research questions for this study include: (a) What employability skills are required by the manufacturing industry in Tanzania? (b) To what extent are the manufacturing industry employers satisfied with the performance of graduates from higher education institutions? (c) What should be done in order to overcome skills gap between higher education institutions graduates and employers' skills expectations.

2. MATERIALS AND METHODS

There is an increase in unemployment due to skills mismatch which has tended to be more prevalent among young women than men [7,8,9]. The International Labour Office suggests that with skills mismatch, graduates end up moving from one job search to another, work in irregular jobs and or engage in jobs that are lower than their qualification [10]. Notwithstanding, there is no strong evidence to suggest that high unemployment rates in the world are caused by skills mismatch neither are they caused by economic slowdown [5]. In Tanzania, both the [11] and [12] have indicated the national industrialization agenda which is to nurture an industrial economy. Among the goals and activities set for implementation in the [11] include enhancing local industrial skills by 2020 and undertaking the industrial skill needs assessment. With this agenda, Tanzania is expected to develop its workforce to meet the

needs of a knowledge economy and thus raise the country from a low-income level to a middle-income level. The [12] presents aspirations and perspectives on the desirable pattern of industrialization process. The contribution of sectors such as tourism, agriculture and mining to the growth of the economy has been remarkable. However, despite having various supportive structures such as the Small Industries Development Organization (SIDO) and government policies (which recognize the importance of Small and Medium Enterprises (SMEs),) the country is yet to bridge the gap between employers' expectations and academic institutions' products. SIDO is a parastatal organization that was established by the Act of Parliament No. 28/1973. Its main objective is to plan, coordinate, promote and offer every form of services to small industries.

A study by [13] in Tanzania examined employers' satisfaction with university graduates. They found that graduates reported to have learnt useful skills but wished for more skills. Likewise, employers were less impressed with the graduates' limited English proficiency, low communication skills, poor problem-solving ability, lack of innovativeness and creativity, negative attitudes towards other workers and unwillingness to learn. In the same vein [14] examined the gap between the quality of higher institutions' graduates and the prerequisites for employment and sustainable development in Tanzania. Their focus was on whether higher education institutions are well equipped both in curricula development and delivery to meet labour market requirements. The study findings include that higher learning institutions are not well equipped both in curricula development and delivery to meet labour market needs. Recognition of graduates' knowledge and skills and how graduates meet employers' expectations in an increasingly complex contemporary workplace needs more exploration [15,16]. The complexity of this issue is based on various factors including the view that employability as a concept is extremely complex and sometimes vague, difficult to articulate and define [16]. Needless to say, employers' appreciation or satisfaction of graduates' skills in employment cannot be measured by one single aspect [17]. There are various transferable soft skills and competencies which change from one workplace environment to another [18,17]. Notwithstanding, employers' perceptions of skills and competencies necessary to enhance graduates' performance in the workplace are

thought to be similar globally [19,17]). In this regard, this study supports the view that in order to reduce skills mismatch there is a need of creating a comprehensive long-term strategy, one which will involve public-private partnerships among governments, employers and other stakeholders to continuously develop and improve the use of skills [5] and thus enhance performance. This study, therefore, hypothesizes that:

H1: There is an association between satisfaction with graduates' skills and satisfaction with performance.

Descriptive research and tests of association were used as the main approaches in this study. In order to determine cause and effect inferences, experimental research is required. However, this study aimed at describing a situation rather than making predictions or determining cause and effect of the phenomenon. The study also used crosstabulation to test for various associations between variables. Chi square statistics, Phi and Cramer's V were used to ascertain reliability of associations. As a descriptive survey of employers in the manufacturing industry in Tanzania, the study consisted of sending questionnaires to HR Managers in four regions in Tanzania, namely: Mwanza, Arusha, Dar Es Salaam and Zanzibar. These regions were deemed to have comparably more manufacturing industries than the rest of the regions in the country. Zanzibar was chosen in order to balance between Tanzania mainland and the isles. Research assistants were assigned to collect data. Sampling was drawn via the Directory of Association of Employers in Tanzania obtained from the Confederation of Tanzania Industries (CTI). Since the number of participating companies was 80, the study used SPSS version 25 to analyze the data with focus on descriptive statistics.

3. RESULTS AND DISCUSSION

3.1 Sample Characteristics

Table 1 provides the size of the participating companies. Company size is based on the number of full-time and part time employees. The majority of the companies were SMEs which employed between 101 to 300 employees. The sample showed that about 13 percent of the companies employed more than 500 employees. On the other hand, about 31 percent of the companies employed less than 5 employees,

and the same percent employed more than 50 employees on temporary basis.

In terms of the type of operations the companies carried out, the study found that 45 companies (56%) identified themselves as manufacturing of condiments and processed meat sauces. The next category in size was beverage manufacturing which was made up of 10 companies (i.e., 12.5%). Other types of manufacturing companies included breweries 7.5% and food service preparation and manufacturing (5%). The remaining companies had operations ranging from animal harvesting and processing, coffee and tea manufacturing, dairy products manufacturing, fruits and vegetable canning, animal food manufacturing, bread/bakery products manufacturing, seasonal dressing manufacturing to sugar/confectionary product manufacturing (see Table 2).

3.2 General Employability Skills Required

To find the general employability skills required by manufacturing industries in Tanzania, respondents were asked to rank the level of importance of skills required in their sector. Skills to be ranked included communication skills, informational skills, teamwork skills, technology skills, entrepreneurial skills, leadership skills and inter-personal skills. The question was 'how important is the following skill in your sector?' The answers were scaled into 1. Very important, 2. Important, 3. Less important.

3.3 Employers' Satisfaction with Available Talents

Another objective of this study was to investigate employers' satisfaction with the available talents. In accomplishing this objective, the following variables were used: satisfaction with retaining employees and satisfaction with recruitment. The majority (77.5%) of the respondents are either satisfied or very satisfied with retention of their employees. This implies that the labour retention level in manufacturing industry is satisfactory. Likewise, the majority (63.8%) of the respondents are either satisfied or very satisfied with the recruitment of graduates (see Table 5). However, a significant portion (36.3%) of respondents seems to be either dissatisfied or having no opinion on recruiting graduates. These observations could be explained by the information gap between higher learning institutions and employers as pointed out in the introductory part of this study.

Table 1. Company size

Full time employees			Part time employees		
No. of employees	N	Percent	No. of employees	N	Percent
10 or fewer	18	22.5	5 or less	25	31.3
11 -50	18	22.5	6 - 10	10	12.5
51- 100	07	8.8	11 - 20	10	12.5
101 - 300	21	26.3	21 - 30	07	8.8
301 - 500	06	7.5	31 - 50	03	3.8
More than 500	10	12.5	More than 50	25	31.3
Total	80	100	Total	80	100

Source: Sample Data

Table 2. Type of operations

		N	Percent
1.	Beverage manufacturing	10	12.5
2.	Sugar/confectionery product manufacturing	01	1.3
3.	Animal harvesting /processing	01	1.3
4.	Dairy frozen deserts	01	1.3
5.	Coffee and tea manufacturing	02	2.5
6.	Fruit/vegetable canning, pickling and drying	01	1.3
7.	Food service preparation and manufacturing	04	5.0
8.	Dairy product manufacturing (non-frozen)	02	2.5
9.	Animal food manufacturing	01	1.3
10.	Other (condiments, processed meat sauces)	45	56.3
11.	Bread/bakery products manufacturing	02	2.5
12.	Other food ingredients manufacturing	03	3.8
13.	Seasonal dressing manufacturing	01	1.3
14.	Breweries	06	7.5
	Total	80	100.0

Source: Sample Data

Table 3. The importance of skills according to order of importance

	Type of Skills	Very importantN (%)	Important N (%)	Less important N (%)	Total
1.	Communication skills	51 (63.7%)	21 (26.3%)	8 (10%)	80 (100%)
2.	Problem solving skills	56 (70%)	21 (26.3%)	3 (3.8%)	80 (100%)
3.	Informational skills	51 (63.7%)	24 (30%)	4 (5%)	80 (100%)
4.	Teamworking skills	51 (63.7%)	26 (32.5%)	3 (3.8%)	80 (100%)
5.	Entrepreneurial skills	54 (67.5%)	21 (26.3%)	5 (6.3%)	80 (100%)
6.	Leadership skills	54 (67.5%)	23 (28.7%)	3 (3.8%)	80 (100%)
7.	Inter-personal skills	58 (72.5%)	20 (25%)	2 (2.5%)	80 (100%)
8.	Technology skills	51(63.7%)	21 (26.3%)	8 (10%)	80 (100%)

Source: Sample Data

Table 4. Satisfaction with retention and recruitment

		Very satisfied N (%)	Satisfied N (%)	NeutralN (%)	DissatisfiedN (%)	TotalN (%)
1.	Retention	22 (27.5%)	40 (50%)	15 (18.8%)	3 (3.8%)	100%
2.	Recruitment	13 (16.3%)	38 (47.5%)	19 (23.8%)	10 (12.5%)	100%

Source: Sample Data

Table 5. Reasons behind recruitment being difficult

Reasons given for recruiting process being difficult	N	Percent
Lack of available candidates	17	21.3
Lack of technical skills	34	42.5
Market competition/high demand	11	13.8
Lack of work experience	05	6.3
Candidates want more pay than we offer	05	6.3
Lack of soft skills	04	5.0
Candidates want more flexibility in work/life balance	02	2.5
Candidates unwilling to work the job part time or on call	02	2.5
Total	80	100%

Source: Sample Data

Table 6. Strategies to overcome hiring challenges

Q. Has your organization implemented the following strategies to overcome hiring challenges?	N	Percent
1. Provide opportunities for continuing training and development	34	42.5
2. Increase starting wages or salaries	28	35.0
3. Filling jobs with existing staff who do not have job	05	6.3
4. Skills but have the potential to learn/grow	06	7.5
5. Improve new hire orientation /on-boarding	02	2.5
6. Increase emphasis on employee referrals/offer referral bonus	01	1.3
7. Offer a sign on bonus	02	2.5
8. Others	02	2.5
Total	80	100%

Source: Sample Data

Table 7. Needed expertise in the sector

What type of expertise do you need in the sector?	N	Percent
Production line/machine operator	01	1.3
Production line supervisors/managers	15	18.8
Sanitation supervisors	15	18.8
Project managers	22	27.5
Warehouse supervisors, managers	02	2.5
QA/QC technicians	15	18.8
Product development specialists	02	2.5
Food safety supervisors/managers	02	2.5
Regulatory compliance supervisors/managers	06	7.5
Total	80	100%

Source: Sample Data

3.4 Difficulty in Recruiting Talents and Reasons behind the Difficulty

Another objective of this study was to investigate the difficulty in recruiting new talents among manufacturing employers in Tanzania. The study found that while 48 respondents (60%) indicated that recruitment process is becoming less difficult, 32 respondents (40%) said that the recruiting process is becoming more difficult. The study further inquired on the reasons behind recruiting process being difficult. When asked to give the reasons for difficulty in the recruiting process, the majority (42%) of the respondents cited lack of technical skills. This could mean that most graduates lack industrial experience – a condition which could result from a dominant theoretical approach among higher learning institutions in the delivery of programmes. The results further showed that 21.3% of respondents cited lack of available candidates as one of the reasons which make the recruitment process difficult. This implies that some graduates lack all the required qualities. Other cited reasons behind the difficulty in recruiting process include market competition (13.8%), lack of work experience (6.3%), and candidates wanting more pay than what is offered in the market (6.3%).

Table 8. Association between employees' skills and employers' satisfaction with employee overall performance

	Skills		Satisfaction with employees' performance						
			Very satisfied %	Satisfied%	Not satisfied %	PearsonX^2	Phi	Cramer's V	Asymp. Sig. (2–sided)
1.	Inter-personal qualities	Very important	21.2	50	1.2	12.898	.402	.284	.012
		Important	6.3	17.5	1.3				
		Less important	0.0	1.3	1.3				
		Total	27.5	68.8	3.8				
2.	Leadership skills	Very important	17.5	47.5	2.5	8.592	.328	.232	.072
		Important	8.8	20	0.0				
		Less important	1.2	1.3	1.3				
		Total	27.5	68.8	3.8				
3.	Entrepreneurial skills	Very important	22.5	45.0	0.0	48.679	.780	.552	.000
		Important	5.0	21.3	0.0				
		Less important	0.0	2.5	3.8				
		Total	27.5	68.8	3.8				
4.	Technology skills	Very important	20	43.8	0.0	12.707	.399	.282	.013
		Important	6.3	18.8	1.3				
		Less important	1.2	6.3	2.5				
		Total	27.5	68.8	3.8				
5.	Teamworking skills	Very important	21.2	42.5	0.0	11.10	.372	.263	.085
		Important	6.3	22.5	3.8				
		Less important	0.0	3.8	0.0				
		Total	27.5	68.8	3.8				
6.	Informational skills	Very important	18.8	43.8	1.2	33.049	.643	.454	.000
		Important	8.8	21.0	1.3				
		Less important	0.0	3.8	1.3				
		Total	27.6	68.6	3.8				
7.	Problem solving skills	Very important	20	47.5	2.5	8.681	.329	.233	.070
		Important	7.5	18.8	0.0				
		Less important	0.0	2.5	1.3				
		Total	27.5	68.8	3.8				
8.	Communication skills	Very Important	22.5	52.5	2.5	1.456	.135	.095	.834
		Important	3.8	15	1.3				
		Less Important	1.2	1.3	0.0				
		Total	27.5	68.8	3.8				

Source: Study survey data

3.5 Strategies Employed to Overcome Hiring Challenges

When asked to point out strategies deployed to overcome hiring challenges majority of respondents (42.5%) seemed to prefer salary increment as their main strategy. Training opportunities ranked second (35%) as the strategy in overcoming hiring challenges. This implies that graduates are more attracted to salary increment and opportunity for further training in their quest for employment.

3.6 Needed Expertise

When asked to point out needed expertise in the sector, the majority (27.5%) of respondents cited project management skills as one of the major needed expertise. Other needed expertise were production managers (18.8%), sanitation supervisors (18.8%) and quality assurance managers (18.8%).

3.7 Tests of Association

The study also assessed the association between employers' satisfaction with employees' skills and their overall performance. Table 8 provides the extent to which satisfaction with various skills were associated with satisfaction with overall performance. In particular, 68.8% of employers considered inter-personal qualities either very important or important and were satisfied with inter-personal qualities, Pearson's Chi Square = 12.898, P = .012. Likewise, about 67% of the employers identified entrepreneurial skills as either important or very important and were satisfied with the skills, Pearson's Chi Square = 48.679, P < .001. With the exception of leadership skills, communication skills, problem solving skills, and teamworking skills, all the associations tested were significant. Pearson χ^2, Phi and Cramer's V statistics are provided in Table 8. Overall, the study found that informational skills, inter-personal qualities, technological skills, and entrepreneurial skills were significantly associated with employers' satisfaction with overall performance. These findings answer the research question which was 'to what extent are manufacturing industry employers satisfied with graduates from higher education institutions?' and partly support the hypothesis that: there is an association between satisfaction with graduates' skills and satisfaction with performance because not all skills were found to have significant association.

4. CONCLUSION

This study has explored and assessed the talents needed by manufacturing employers in Tanzania. However, in that assessment process, one has to know that the quest for addressing the challenges in improving graduates' knowledge and skills does not depend on what employers themselves think about employees, but also what other stakeholders think about the phenomenon in question. This study assessed employers' views and expectations of the local labour market in the manufacturing sector. It is of necessity that with the globalization of workplaces, more strategies need to be made to assess and improve knowledge and skills of the African graduates for them to compete in the international labour market. Furthermore, higher education institutions should strategize in a way that will help students get prepared before they seek employment in the manufacturing sector. Findings of the study have also shown that certain generic employability skills, namely: communication, problem solving, information, teamwork, technology, entrepreneurial and leadership are very important for graduates to earn employment and sustain their jobs in the manufacturing industry. This observation should remind graduates and trainers that holistic development of a person is crucial in preparing a relevant, competent and acceptable workforce. No one generic skill is greater than another in making a person develop as a competent employee. In the same vein, it is important to note that in the process of improving graduates' employability, 'some aspects of employability take time to develop, suggesting that the focus needs to be on employability across a whole programme rather than on individual programme components' [3]. This finding is consistent with [13] observation that graduates reported to have learnt useful skills in college but wished for more skills.

This study recommends to employers that besides their expectations for quality graduates from the new workforce, they should emphasize on their part on ongoing training and on-the-job training for new employees. This is important since there is always room for learning and acquisition of new skills after graduating from college. This recommendation also suggests to employers to continually carry out skills needs assessment to satisfy themselves that they are recruiting and retaining the required skills in the organization. Likewise, continuous self-assessment will help them determine whether

they are well equipped with techniques and tools of fair and objective recruitment process. Notwithstanding, it is important for the employers to know that employability is a very subjective term to both the employer and the applicant; thus companies should have a strategy to enhance people's understanding of how employers select among applicants to enable more effective student preparation for the skills expected in the labour market [20].

5. LIMITATIONS OF THE STUDY

With the sample size of the study being restricted to descriptive statistics, this limits the degree to which the findings can be generalized. Thus, this study does not claim that the companies surveyed completely represent the views of all the employers in the manufacturing sector in Tanzania. In this regard, any inferences to be made from these findings should be made with caution. The findings, however, should not be overlooked since they are generated from a rich sample of surveyed HR Managers who are knowledgeable of the company employment issues. Likewise, with the choice of only employers as respondents to the survey, without capturing the views of employees, there is a limitation in the degree of interpretation of findings which might be caused by an error of common method variance. However, previous research suggests that a single respondent who has unique access to relevant information may serve as a data source [21].This study admits that ideally employees who are the subjects of concern in this study should be involved in the survey in order to get their perceptions of employability and thus balance the views and understanding of the variables that have been explored in this study. However, the study provides a strong rationale for research and practice and what should be expected from employers as beholders of employability.

CONSENT

Research assistants manually identified companies that were manufacturing in nature and sent emails to the HR Manager containing the questionnaire and a letter requesting for their consent to participate in the study. In total, 200 companies were identified, and questionnaires were sent to them. A follow up was done through emails and phone calls for about two months. Out of the 200 companies, 80 companies returned completed questionnaires. The response rate was 40%.

COMPETING INTERESTS

Authors have declared that no competing interests exist.

REFERENCES

1. Cooksey B. Levey L. Mkude D. Higher Education in Tanzania: A Case Study. Dar es Salaam: University of Dar Es Salaam Press; 2003.

2. Trust Africa Report. Enhancing the contribution of higher education in the industrialization process of Tanzania; 2017.
Available:http://www.trustafrica.org/en/programme/socio-economic-justice/revitalizing-african-higher-education/itemlist/category/65-news-and-ideas?limitstart=0
Retrieved on July 6th, 2020.

3. YorkeM, KnightPT.Embedding employability into the curriculum. Learning and Employability Series One. Higher Education Academy. York; 2006.
Available:https://www.qualityresearchinternational.com/esecttools/esectpubs/Embedding%20employability%20into%20the%20curriculum.pdf
(Retrieved on January 13th, 2020).

4. Abbas J.Sagsan M. Identification of key employability attributes and evaluation of university graduates' performance: Instrument development and validation, Higher Education, Skills and Work-Based Learning. Vol. ahead-of-print No. ahead-of-print; 2019.
Available:https://doi.org/10.1108/HESWBL-06-2019-0075

5. World Economic Forum. Building Social Partnerships for Better Skills and Better Jobs. Paper prepared by the Global Agenda Council on Employment; 2014.

Available:http://www3.weforum.org/docs/GAC/2014/WEF_GAC_Employment_MatchingSkillsLabourMarket_Report_2014.pdf (Retrieved on January 11th, 2020)

6. ILO. World Employment Social Outlook: Trends for Women 2018 – Global snapshot. International Labour Office, Geneva; 2018.
Available:https://www.ilo.org/wcmsp5/groups/public/---dgreports/---dcomm/---publ/documents/publication/wcms_619577.pdf (Retrieved on January 9th, 2020).

7. ILO. Decent work agenda: Promoting decent work for all. International Labour Office; 2014.
Available:http:// www.ilo.org/global/about-the-ilo/decent-work (February 2015)

8. ILO. Women at Work: Trends 2016. International Labour Office, Geneva; 2016.

9. ILO. World Employment and Social Outlook: Trends for women 2017. International Labour Office, Geneva; 2017.

10. ILO. The future of work – The time for talking is over, International Labour Office, Geneva; 2019.
Available:https://iloblog.org/2019/07/16/the-future-of-work-the-time-for-talking-is-over/ (Retrieved on 9th January 2020).

11. Ministry of Finance and Planning. Second Five Year Development Plan 2016/17 - 2020/21. Implementation Strategy for the National Development Plan 2016/17 – 2020/21 Volume I - The action plans; 2018.
Available:https://www.mof.go.tz/docs/The%20Action%20Plan%20of%20Implementation%20of%20the%202nd%20FYDP.pdf Retrieved on July 7th, 2020.

12. Ministry of finance and planning. Tanzania Development Vision; 2025.
available:https://www.mof.go.tz/mofdocs/overarch/Vision2025.pdf Retrieved on July 7th, 2020.

13. Mkude JD,Ishumi AG. Tracer studies in a quest for academic improvement. Dar es Salaam: Dar es Salaam University Press; 2004.

14. Kasumba FO,LukeloR. Sustainable development and graduate unemployment in Tanzania. Book Chapter in Sustainable Development in Sub-Saharan Africa. Maciej Z, (Editor). WDR, Włocławek, Poland; 2015.

15. Sleezer CM. Gularte MA. Waldner L. Cook J. Business and higher education partner to develop a high-skilled workforce: A case-study. Performance Improvement Quarterly. 2004;17(2):65–82.

16. Possa G. Europe's Universities Response to Europe's Challenges. Higher Education in Europe. 2006;31(4):355–357.

17. Andrews J. Higson H. Graduate employability, 'soft skills' versus 'hard' business knowledge: A European Study. Higher Education in Europe. 2008;33(4):411- 422.

18. Elias P, Purcell K. Is mass higher education working? Evidence from the labour market experiences of recent graduates. National Institute Economic Review.2004;190:60–74.

19. Harvey L. Bowers-Brown T. Employability cross-country comparisons. Graduate Market Trends. Winter 2004/5.
Available:https://www.qualityresearchinternational.com/Harvey%20papers/Bowers-Brown%20and%20Harvey%202004%20Cross-country%20comparisons.pdf Retrieved on 7th July 2020.

20. Wilton N. Employability is in the eye of the beholder: Employer decision-making in the recruitment of work placement students. Higher Education, Skills and Work-based Learning. 2014;4(3):242-255.
Available:https://doi.org/10.1108/HESWBL-07-2014-0027

21. Kozlowski SW, Klein K. A multilevel approach to theory and research in organizations; contextual, temporal, and emergent processes. In Klein K, Kozlowski SW, (editors). Multilevel Theory, Research, and Methods in Organizations: Foundations, Extensions and New Directions. San Francisco: Jossey-Bass; 2000:3-90.