

**GRADUATES' PERCEPTIONS OF THE CONTRIBUTION OF
UNIVERSITY EDUCATION TO GRADUATE EMPLOYMENT IN
TANZANIA**

**By
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**A Dissertation Submitted In partial fulfilment of the requirement for the award
of the Masters of Science in Marketing Management (MSC MKT)
of Mzumbe University.**

2017

CERTIFICATION

We, the undersigned, certify that we have read and hereby recommend for acceptance by the Mzumbe University, a dissertation entitled: ***Graduates ' Perceptions of the Contribution of University Education to Graduate Employment in Tanzania*** in partial/fulfillment of the Requirements for award of the degree of Master of Science in Marketing Management of Mzumbe University.

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DEDICATION

I dedicate this study to my family; my parents who have always believed in me and decided to invest education in me; my brothers who have always wanted to see the best happening to their sister.

Mr. Anderson Mbigili, Mrs. Hilda Mbigili, Shedrack Anderson

Brighton Anderson and Jonathan Anderson.

ABSTRACT

Key terms: Graduate employability and University education

Graduate employability has become a thorny issue in the economies developing countries like Tanzania. Since the literature is replete with reports and stories of hardships that graduates face in finding employment and employer dissatisfaction with graduates seeking employment despite the fact of them being seen as the key to economic success. Their poor professional preparedness for the workplace has resulted in the creation of the common descriptor of ‘half-baked’ by many employers.

This study contributes to the growing body of knowledge on graduate employability and university education in Tanzania by shedding light and increasing understanding on the contribution of university education to graduate employment through the lens of graduates’ perceptions.

Primary data were collected by means of an online questionnaire from a sample size of 100 graduates from various universities in Tanzania who happened to participate in the sales boot camp organized by Mzumbe University Dar es Salaam Campus College, whereas secondary data were obtained from various literature sources such as newspaper, scholarly articles, publications and journals. A survey design and an exploratory research approach was used to collect empirical data from the graduates. The collected data were analyzed by the use of SPSS software, where both qualitative and quantitative analysis techniques were employed.

Major inspiration that made the graduates to choose those field of study was because of their strong link to the labor market, but they did not help them to secure jobs immediately after graduating but surprisingly only 34% out of the 100 respondents were able to be employed. However graduates were not satisfied with the content of the University curriculum as they have agreed that there was no stronger relationship between what they studied and the requirements of the labour market, as the skills did not match with the practical content that is needed in the labour market and therefore graduates called for incorporation of more practical aspects in the university curriculum that will better fit the requirements of the labour market

ACRONYMS

CBE	:	College of Business Education
DUCE	:	Dar es Salaam University College of Education
HCT	:	Human Capital Theory
HE	:	Higher Education
HRD	:	Human Resource Department
ICT	:	Information Communication Technology
IFM	:	Institute of Finance Management
ILFS	:	Informal Sector Labour Force Survey
IT	:	Information Technology
MBA	:	Masters of Business Administration
MUCE	:	Mkwawa University of College Education
NGO'S	:	Non-Governmental Organisations
NHRD	:	National Human Resource Department
NIT	:	National Institute of Transport
OECD	:	Organisation for Economic Cooperation And Development
PR	:	Public Relations
SARUA	:	Southern African Regional Universities Association
SAUT	:	St Augustine University of Tanzania
SPSS	:	Statistical Package for Social Sciences
SUA	:	Sokoine University of Agriculture
TAESA	:	Tanzania Employment Service Agency
TCU	:	Tanzania Commission for Universities
UDSM	:	University of Dar es Salaam

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CHAPTER ONE

INTRODUCTION

1.1 Introduction

This chapter explains an overview of the study. It covers all issues that are related the contribution of University education to Graduates employability from Graduate's perception. The chapter explains the origin of the problem through the background of the study as well as explaining why the study I has to be conducted through statement of the problem. Furthermore it covers the significance of the study, scope of the study, the main objectives of the study and the main questions that the study tries to answer on the subject matter as well as the constraints to the study.

1.2 Background of the Study

The Tanzania Commission for Universities (TCU) which was established in 2005 through enactment of the Universities Act Cap.346 is a regulatory, supportive and advisory institution, (TCU, 2016) for universities and its accompanying structure. In April 2016, the President of Tanzania called for a mandate of TCU to allow students to choose universities they wish to be enrolled in. Prior to the aforementioned date, enrolment was centralized through TCU's admission system. As of to date, students are applying directly to Universities. According to the latest statistics from TCU, more or less 50 universities have been established of which 18 are public and 32 are private (Istoroyekti, 2016).

Whilst this change is a welcome move and may further increase competition between the universities (albeit students do not choose their universities solely on the basis of employability figures), it is important to remark here that the first president of Tanzania, Julius Nyerere stated that the purpose of education in the country is "[It must] encourage the development of proud, independent and free citizenry which relies upon itself for its own development, and which knows the advantages and the problems of co-operation" (Nyerere, 1967).

This can be interpreted to mean that education provided by universities, is not now, nor has ever been solely focused on preparing graduates' transition to the world of work. Rather, they [should] exist to equip students with knowledge, analytical thinking, broad capabilities and technical skills and also to support them to make choices whether to suit a range of interests and career aspirations. In a rapidly changing economy, universities [should] exist so as to attract and retain them in suitable and or meaningful occupations.

1.1.1 The Tanzanian Labour Market

The demands on University to increase employable graduates has been acknowledged by both academicians and practitioners (International labour Office 2012a, International labour office 2012b, Mkude et al 2003, Mirondo, 2017, World Bank 2014). Labour market statistics indicate that over 800,000 young school leavers and graduates, migrants from rural to urban areas, both aged between 15-35 years enter the Tanzanian labour market (Mjema, 1999, Peter 2013).

Regrettably, the Tanzania's education system is not preparing students to compete. Worded differently, graduates do not possess the competencies required by end-users (Mirondo, 2017, Ndyali, 2016)). This is reflected in the growing trend of unemployment among graduates worldwide.

Whilst statistics on the number of graduates are hard to find, it is estimated that in 2014, out of a total of 27,614 graduates were unemployed out of whom 14,271 were females and 13,343 were males, (Tanzania Daily News, 2016). A professor from Ardhi University in Tanzania spoke of only 20 percent of the university graduates who get employed every year (Mwangonde, 2014).

In Kenya, a university graduate on average will take five years to secure employment (Omolo 2010). These statistics can be understood through the lens of skills requirements in the labour market which are not compatible with skills supply. Worded different, there is a mismatch of skills.

Undoubtedly, the skills requirements in the labour market are reflection of the global labour competitiveness (Schwab,2015) which in turn embraces the following:increased use of advanced technology and ICT which replaces labour and require labour with specialized skills respectively.

Others are, a positive attitude to learning and vision of oneself, access to business and entrepreneurship development services and lastly countries that promote not only the goal of decent and productive employment for youth as a national priority but also access to employment opportunities and resources by the vulnerable and marginalized population -youth, women and people with disability.

1.3 Statement of the Problem

Graduate employability has become a thorny issue in the economies of a developing country like Tanzania since the literature is replete with reports and stories of the hardships graduates who are seen as key to economic success, face in finding employment, and employer dissatisfaction with the graduates seeking employment, especially their poor preparedness for the workplace: a frequent descriptor is that they are ‘half-baked’.

These narratives are repeated so frequently that the problems of employability have become common knowledge in society. The quality and relevance of Tanzanian universities are also not satisfactory. Countries especially in developing countries rarely have national level statistics on the proportion of graduates who are unemployed, or on the types of job that those in employment have. In short, there appears to be more applicants for fewer jobs. In order to best prepare graduates for a competitive workplace, this gap or what is often referred to as the war for talent must be addressed.

It was also surprising then to discover that there is very little in the way of rigorous research or even reliable basic information on the topic in Tanzania except for studies by Fulgence (2015) whose study focused on entrepreneurship education and skills development from graduates and employers perceptions whilst Ndyali's

(2016) methodology was a regression analysis using data from the Tanzanian 2011 Informal Sector Labour Force Survey and Mbise (2016) focused on first degree students (and not graduates) from two business schools.

In response to the above issues, this study contributes to the growing body of knowledge on graduate employability and university education in Tanzania by shedding light and increasing understanding on the contribution of university education to graduate employment through the lens of graduates' perceptions.

1.4 The Scope of the Study

This study evaluates data from a purposely selected number of bachelor degree and master degree graduates from different universities in Tanzania on their perception of the contribution of university education to graduate employment.

1.5 Significance of the Study

The study seeks to increase understanding on the contribution of university education to graduate employment by evaluating the perception of graduates on the contribution of university education for graduate employment. The study would be helpful in the following ways: -

- (i) Education policy makers from the government and higher education institutions will be able to provide graduates with knowledge, skills and abilities to suit employment needs
- (ii) Administrators of various Universities in Tanzania will revisit their curriculum to identify the dynamic and shortcomings of their curriculums.
- (iii) The study will serve as a good base for researchers willing to work more in the areas of the relation between university education and labour market in Tanzania.

1.6 Research Objectives

This study aims at achieving the following objectives which are outlined below.

1.6.1 General Objective

To examine the university contribution to graduate employment in Tanzania from graduate's perceptions.

1.6.1.1 Specific Objectives

- ✓ To examine the relation between university education and graduate employability
- ✓ To examine the confidence that graduate have about the value of their university education in securing employment
- ✓ To examine the relevance of the university curriculum for graduates' future careers

1.7 Main Research Question

The study aims at getting answers for the following questions:

1.7.1 Specific Questions

Using graduates' own perceptions, has university education contributed to graduate employment in Tanzania?

1.7.2 Specific Questions

- How is university education related to graduate employability?
- How confident are graduates about the value of their university education in securing employment?
- How relevant is the university curriculum for graduates' future careers?

1.8 Limitations of the study

In this study the researcher encountered various limitations like unavailability of some respondents which caused delays in submission of their responses.

1.9 Delimitation of the study

As a way of addressing the above limitation the researcher put more efforts in communicating with the respondents in person so as to remind them here and there on filling the questionnaire.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter seeks to present both theoretical literature and empirical literatures on graduate's perceptions on the contribution of university education to graduate employment in Tanzania. The chapter highlights some of the theories that guiding as well as related studies that has been done by other researchers. More to that this chapter shows the research gap that exists between previous studies and the current study to justify the research objectives and questions for this study.

2.2 Key Concepts and Definitions

A number of the central concepts in this study are ambiguous or contested and require some definition of their use, most importantly graduate employability and university education.

Graduate Employability

There is a wide debate as to the meaning of the term employability and graduate employability. The latter is difficult to conceptualise and measure (Sumanasiri et al, 2015 Smith et al, 2015; Finch et al, 2013; Wickramasighe & Perera, 2010; Chandrasiri, 2008; Pool & Sewell, 2007; Knight & Yorke, 2004; de la Harpe, et al., 2000; Hillage & Pollard, 1998 cited in Sumanasiri et al. 2015).

Employability is about having the capability to gain initial employment, maintain employment and obtain new employment if required. Capability here can be understood as possessing relevant knowledge, skills and other attributes that facilitate gaining and maintaining of worthwhile employment.

To position themselves competitively when applying for jobs also calls for universities to support students to build positive and meaningful careers economically and socially: the support entails equipping graduates with the

employability skills required by the labour market (core or competence skills, generic skills and personal attributes). These can be achieved by academic staff of universities who “are entrusted with the care of producing the next generation of thinkers, doers and shapers of all our future” (Samuel, 2009:756).

Graduates as Products of University Education

Whilst it is true that universities must compete for both finance and customers, they are of paramount importance for modernization and economic and social development or worded differently national development. These institutions have the main responsibilities for equipping graduates with advanced knowledge and skills for careers in the public and private sectors. This role would also include to inculcate entrepreneurial skills in the graduates to enable them to build employment opportunities for themselves and others.

These roles combine to fulfill the core missions of universities: Teaching, learning and carrying out research. The three core missions of the universities enable the universities to offer various certificate, diploma, postgraduate diploma, degree (Bachelor, Masters and Ph.D) programmes. Over the years, the modes of study at the universities have expanded to include full-time residential programmes, Open/distance learning (ODEL), e-learning, institutional-based and part-time (Altbach 2008, TCU 2015).

Despite the fact that universities have an enrolment plan and that governments are investing in their universities, in Subsaharan Africa, enrolments rates are among the lowest in the world in the world and there has been weak efforts to expanding access and improving the quality of education to meet the needs of today’s workforce (Africa-America Institute ,2015).

Considerable consensus exists around the basic dimensions of quality university education: curriculum, instructional materials and equipment, physical facilities; teachers/instructors/lecturers; assessment and examinations; institutional management and institutional environment (Mbiriti 2015). In Sub-Saharan African, these are sorely missing.

There is greater interest than ever before in universities: more money is being spent on it, more students are registered and more courses are being taught. And yet the matter that is arguably at the heart of higher education is the curriculum.

It is useful to elaborate more on the meaning of curriculum given that it is an important concept which can shed light on the study research questions and or objective.

In a simple language, curriculum should function as a guidance for university students to have further improvement. A more intellectual definition is provided by Kelly (1999) who categorizes the curriculum into three specific tasks: Planned curriculum means what is laid down in the syllabus. Received curriculum refers to the reality of students' experiences.

Hidden curriculum is knowledge that implicit knowledge students learn in school. In the 21st century, it has been reported in the literature, the curriculum and courses provided by universities must strike a balance between the theoretical knowledge and industry's knowledge and needs, and they should evolve and adapt in order to stay relevant.

2.3 Selected Theoretical Contributions

There exist many theories that can shed light into the research questions and objectives of the study. The below theories predict a better position in the labour market for graduates who have completed university education. The study is inspired by the human capital theory (HCT).

HCT which was developed in the early 1960s by Gary Becker asserts the following (Becker, 1994):

- (i) By attending university, graduates will be provided with knowledge and skills as future workers in academic and non-academic contexts
- (ii) The efficiency of the labour market will allocate the educated employees to firms and jobs as required

- (iii) Firms are more willing to pay higher wages to individuals (graduates) who are better educated and more productive

In the words of Marshall(1986:1),“Developed, knowledgeable, motivated people are a vast resource, undeveloped, uneducated, unmotivated human beings are a huge drag on an economy inside the internationalized information generation” of contemporary times”.

2.3.1 Critics of HCT

Researchers have criticized the Becker'sHCT for ignoring restrictions on an individual's ability to operate within the labour market. These criticisms or restrictions or options which also explain how education is connected to the labour market are elaborated as follows:

- (i) Education is necessary but not a sufficient condition for Economic Growth : The reasons why a graduate may lack employment opportunities can be understood through the lens of theories of production by Bowles & Ginti(1975) which deals with educational opportunities which are generational and persistent in terms of characteristics of economic structures, relations of domination based on class, race and gender, and symbolic struggles related to culture, power and ideology) and also and social reproduction theories (training, occupational education, child rearing, and health care).
- (ii) Labour markets are not freely competitive. It is assumed that graduates are in a market economy where there exists perfect competition, perfect market information and individuals in such a market are rational. If these were true, there would be no job-mismatch e.g. no over education or under-education (Dolton and Vignoles 1997). There exist complex elements which influence labour markets such as ethnicity, gender, language and perception of education in the country as well immigration policies, state and federal licensure requirements, apprenticeship requirements, labor union control over labor markets, illegal occupations, requirements of professional

organizations, government control over internal mobility and job choice, impact of monopolies and oligopolies, and so on.

- (iii) The social capital theory challenges HCT by postulating that the labour market compensates for social ties and networks. Countries endowed with high stocks of social capital are more likely to produce graduates with better academic performance than nations with low stocks. (Coleman, 1990).
- (iv) Educational credentials have become the currency for employment. Employers generally look for and screen on the basis of a completion of a degree in a particular discipline. Credential theory provides insights into the barriers facing individuals who lack degrees from an endorsed or accredited recognized university. To improve graduates' level of employability, credentialist theory argues that graduates' employment prospects are brighter when obtaining a master's and doctoral degree which is a greater competitive advantage compared to other than more non-specific postgraduate courses and studies that are not endorsed or accredited by a recognized university degree. The credential theory postulates that educational qualifications recommended by employers are justified in terms of matching the qualifications of graduates with the needs of employers. Employers are using education credentials to appropriately channel those with relevant skills sets into suitable jobs. The subject matter may or may not be directly relevant to the labour market needs (Brown 2003).
- (v) Based on Bourdieu, Lamont and Lareau (1988:156) define cultural capital, and its function, as "(...) institutionalized, i.e., widely shared, high status cultural signals (attitudes, preferences, formal knowledge, behaviors, goals, and credentials) used for social and cultural exclusion. The cultural capital available to graduate say from elite universities can be valued by employers.

It follows from the above that the employability of graduates can be understood as a complex set of interrelated factors comprising economic and professional contexts, individual trajectories and characteristics as well as teaching and learning at universities.

2.4 Empirical Literature Review

Vast studies which have addressed to some extent the study's research questions and objectives. For the purpose of the study, the following pertinent empirical studies are explained below:

A study by Al-Harthi (2011) which has inspired this research thesis used a sample of 827 final year undergraduate study in public universities in Oman and Egypt came up with the following findings: Graduates had two interesting diverging views of the contribution of education to graduate employment. The first view sees the university education as being a conduit for future work. They were thus confident that they will find employment in the labour market. The second view sees the curriculum as being weak in preparing graduates for a career in the labour market.

Ntemngweh's (2016) qualitative analysis of graduates in Cameroon and based on focused groups and interviews revealed that Cameroonian graduates secured jobs that were below their level of education and outside their field of study. The same participants also expressed that the type of curriculum used at the university lacked course relevance and practical experience as well as there was poor cooperation between universities and the job market. Their job-mismatch was also related to weak social capital meaning here connections that would enable them to find favor in the eyes of potential employers.

In order to shed light on the reasons of graduate's unemployment in Tanzania, Ndyali (2016) conducted a regression analysis using data from the Informal Sector Labour Force Survey and the author's analysis revealed three interesting findings concerning gender, location and skills. Labour markets prospects are particularly unfavorable for women and in urban areas.

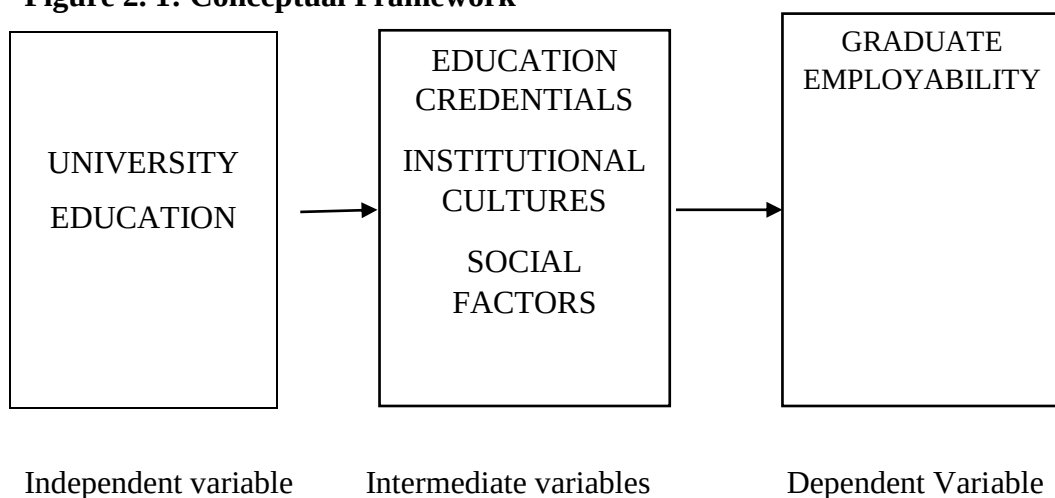
For the latter, employment challenges are formal employment requirements such as skills and experience which many graduates are lacking. In rural areas, the labour market prospects are brighter because of the informal nature of employment especially in agriculture.

Another Tanzanian study authored by Mbise(2016) covering 192 first year degree students from the Institute of Accountancy Arusha (IAA) and the College of Business Education (CBE) found that satisfaction of the knowledge, skills and competencies obtained from these two business schools yielded low to moderate results. The study also revealed that job opportunity expectation was high among professional skills because of the demand in the labour market.

Paadi (2014) explored South African graduates of human resource management and their employability skills for industry. The findings indicated that firstly securing employment is dependent on making the links between theory and practice which are complex. Secondly, whilst the hard and technical skills cannot be ignored, soft or generic skills are sought at the workplace as they contribute more to job satisfaction and success.

2.5 Conceptual Framework

Figure 2. 1: Conceptual Framework



From the above conceptual framework, graduate employability depends on the quality of University Education but according to credential theories, cultural theories and Social theories for a graduate to be employed education isn't enough other variables like certain credentials that are needed for a candidate to get a job, not only that but the social factors are to be considered as well as the institutional culture.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter demonstrates the research design and approaches which were utilized in collecting, analyzing and presenting data.

3.2 Area of the Study

This study focuses on graduates from different universities in Tanzania. All graduates were at the time for field study and thus they were all found in Dar-es-Salaam.

3.3 Unit of Analysis

The unit of analysis refers to the targeted population within which the expected study will be undertaken (Kombo and Tromp 2006). This study involved graduates who attended a sales training boot camp organized by Mzumbe University Dar-es-Salaam Campus College because it was the group I chose for the study.

3.4 Research Approach and Design

To understand the perception of Tanzanian graduates on the contribution of university education to graduate employment, an exploratory research approach was used to collect empirical data from the graduates.

The study also adopted a survey research design in carrying out the investigation. Burns and Grove (2003:195) define a research design similarly as “an outline for controlling a study with most extreme control through components that might intrude with those legitimacy of the finding”. Research designs explains how various parts of the study are being used together to address the research questions.

3.5 Research Population

A population is a collection of people, objects or gadgets from which sample are taken for measurements. Population refers to a group of persons or factors that have minimum one thing in common (Kombo and Tromp, 2006).

The population for the study was a total graduate population of 262 graduates who had applied to attend a 2016 graduate sales training boot camp organized by Mzumbe University Dar-es-Salaam Campus College held at the Julius Nyerere International Convention Center in October 2016.

3.5.1 Sample

A sample can be described as a set of respondents selected from a massive population for the reason of survey (Kombo & Tromp, 2016). The sample was selected from a list of graduates provided by the coordinator of the graduate sales training boot camp.

3.5.2 Sample Size

Holloway and Wheeler (2002:128) assert that sample size does not influence the importance or quality of the study and note that there are no guidelines in determining sample size in qualitative research. This study will involve a sample size of 100 graduates from different universities in Tanzania.

3.5.3 Sampling methods

Sampling refers to the process adopted in tracing out a garden out of the forest (Ndunguru 2007). It is recommended that during sampling, carefully observations should be made to ensure that the researcher comes up with true representative sample of the concerned population (Krishnaswmi & Ranganatham 2009; Kombo and Tromp 2006).

3.5.4.1 Purposive Sampling

Purposive sampling has been chosen as a sampling method for this study since it ensured inclusion of information rich units in the sample whilst relying on the

researcher's judgement (Nyaledzigbor 2015; Nchimbi 2002). The researcher chose the most effective elements which deliver the desired data for the specific study.

3.6 Sources of data

There are two types of data namely primary data and secondary data (Krishnaswmi and Ranganatham 2009; Kombo and Tromp 2006). The primary data are data collected by researcher directly from the field through his/her interaction with the respondents (Kombo and Tromp 2006) while secondary data are the data obtained by the researcher from other sources, they are usually organized and initially used other purposes than that of the second user (Kombo and Tromp 2006).

3.6.1 Primary Data

According to Adam and Kamuzora (2008) primary data are the data gathered by the researcher himself or herself directly from the field for the motive of answering the research questions. Further Rwegoshora (2006) defines primary data as the data which are gathered at the first time and thus original in character.

The researcher collected primary data through the use of an online questionnaire that was hosted by Googleforms, this ensured that all of the respondents for the selected sample were reached on a timely fashion and with convenience for both the researcher and respondents.

3.6.2 Secondary Data

This study also used secondary data to complement the primary data. Secondary information was obtained from literature sources, as a consequence they provide second hand information and consists of both unpublished and published facts (Saunders et al 2000).

3.7 Data Collection Methods and Instruments

Data Collection refers to the collection of unique information aimed toward proving certain facts (Adam and Kamuzora, 2008). Questionnaire was the method and instrument employed in this study for collecting primary data.

3.7.1 Questionnaire

A questionnaire is a series of written questions in print for which the respondents have to give the answers in writing (Bell, 1999; Mugenda and Mugenda, 2003). Open ended questions as well as five rating Likert-scale collected information from respondents. Likert-scale questionnaires were used because they are easy to administer, time saving and it is a good method to obtain data from different perceptions, feelings and experiences by choosing the answer with more intensity, weight or touching response (Bell 1999).

Questionnaires were administered to all respondents and was conducted through sending a google form link to respondents as well as making telephone calls. The questionnaire which was heavily borrowed from the empirical study of Al-Harthi (2011) is in the Appendix.

3.8 Ethical Consideration

According to Krishnaswami and Ranganatham (2009) there are three basic ethical dimensions. The ethical issues are related to agreed time and resources; access to information like permission to access the list of graduates who attended the boot camp and ethical consideration related to population/representatives in the study such as willingness and consent of participants to provide information.

In a light of these ethical issues, the researcher ensured that the research was conducted within the agreed framework of ethical consideration in a manner that did not infringe the rights of the respondents and at the same time adhering to the code of norms provided by the University and the Supervisor as far as data collection process is concerned. Respondents were selected on the basis of their information richness and willingness to participate in this study; furthermore, the researcher ensured that prior to accessing information and any other documents from the target population an approval obtained from the respondents.

3.9 Data Analysis

Barongo (2006) described data analysis as being a scientific technique that involves data coding, organizing and dividing them into small practicable quantities. On the other hand, Cooper and Schinder (2008) suggested descriptive evaluation to be a system wherein a mass of uncooked data is modified into charts and tables with frequency distribution and probabilities which can be crucial for the data to make sense. The collected responses for this study were analyzed by the use of Statistical Package for Social Sciences software.

3.9.1 Qualitative analysis

Qualitative analysis is defined as the analysis of data whereby a detailed information about the perspectives of the respondents is given. It includes an in-depth fact with few numerals information or in other words it is not always computable by arithmetic relations.

The records of the respondents which includes their perspective views comments could not be expressed numerically. Therefore, in this study the qualitative data were analyzed with the aid of using descriptive methods through the usage of statements and quotations as also agreed and suggested by Kombo and Tromp(2006).

3.9.2 Quantitative analysis

Quantitative data analysis includes measuring numerical values from which descriptions consisting popular deviations are made. It is the systematic scientific research of quantitative properties and phenomena and their relationships (Kombo and Tromp, 2006). Quantitative data were analyzed by the use of statistical means wherein frequency and chances may be obtained.

CHAPTER FOUR

PRESENTATION AND DISCUSSION OF THE FINDINGS

4.1 Introduction

This chapter presents the findings, analysis and discusses the findings that were obtained through questionnaire and telephone interviews relative to the main objective of this study which is to examine the university contribution to graduate employment in Tanzania from graduates' perception.

The chapter starts by presenting the demographic and social-economic characteristics of the sample population, focusing on age, sex, level of education, year of graduation, employment status and if respondents went back to universities for their second degree.

4.2 Backgrounds of Respondents

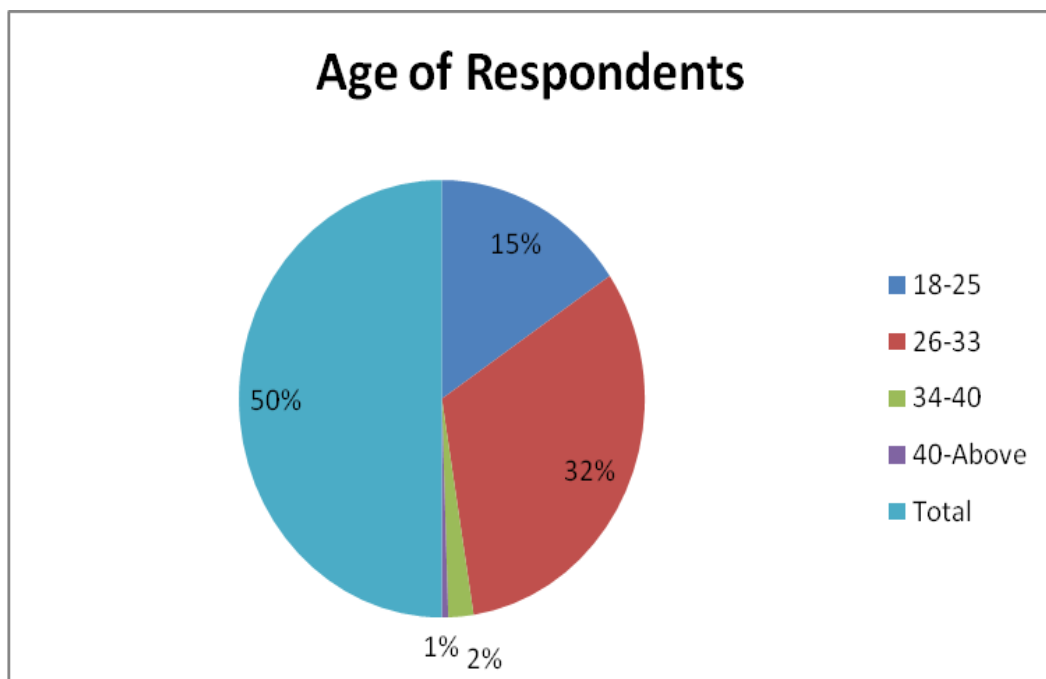
Age structure of the population is an essential measure of population growth as well as an instrument that helps to explain the relationship within the community and the manner that several activities are commenced; this probably justifies the reason as to why Demographers and other social scientists are more concerned with the age structure of a population.

While age structure has huge implication on the control of numerous resources and administrative capabilities, sex has effect on the ranking of the diverse services and involvement in innumerable activities in society (Burt, 2001).

Education is also very significant in diverse career undertakings. Hence age, sex and higher level of education were being considered during this study and the respondents who were comprised in this study were both adult and mature. Information was sought on the age, sex, level of education as well as working experience of the respondents.

The research finding showed that the respondent's age was between 18 years of age and above 40. The respondents were in the following age groups. 18 – 25 (34%), 26 – 33 (61%), 34 – 40 (4%) and above 40 (1%). The data shows that majority of the respondents were in the age group of between 26 and 33 while the minority are the respondents of the age above 40 which comprised of only 1 respondent. Respondents distribution by age has been clearly shown in *Figure 4.1* below:-

Figure 4. 1: Age



Source: Survey data (2017)

4.2.2 Gender

Majority of the respondents were males (58%) while the minority were females (42%). This might be due to the reasons that some cultures still believe females are not entitled for education and therefore this makes the number of females in universities to be less than males. This might also show the socio cultural barrier that exist within our community which entails men to be proactive in many social aspects including education.

The study also investigated gender differences and degree major which were:

(i) **Business** (Accounts, Marketing, Finance, Banking, Procurement and Supplies, Human Resources, Taxation, Insurance, Business Administration, Public Relations, Corporate Management, Economics, Project Planning and Logistics, (ii) **Science** – Aquaculture, Electrical & Electronics Engineering, Computer Science, Agriculture and Agribusiness, Information Communication Technology, Health Management, Automobile Engineering, Industrial Engineering and Information Systems and (iii)

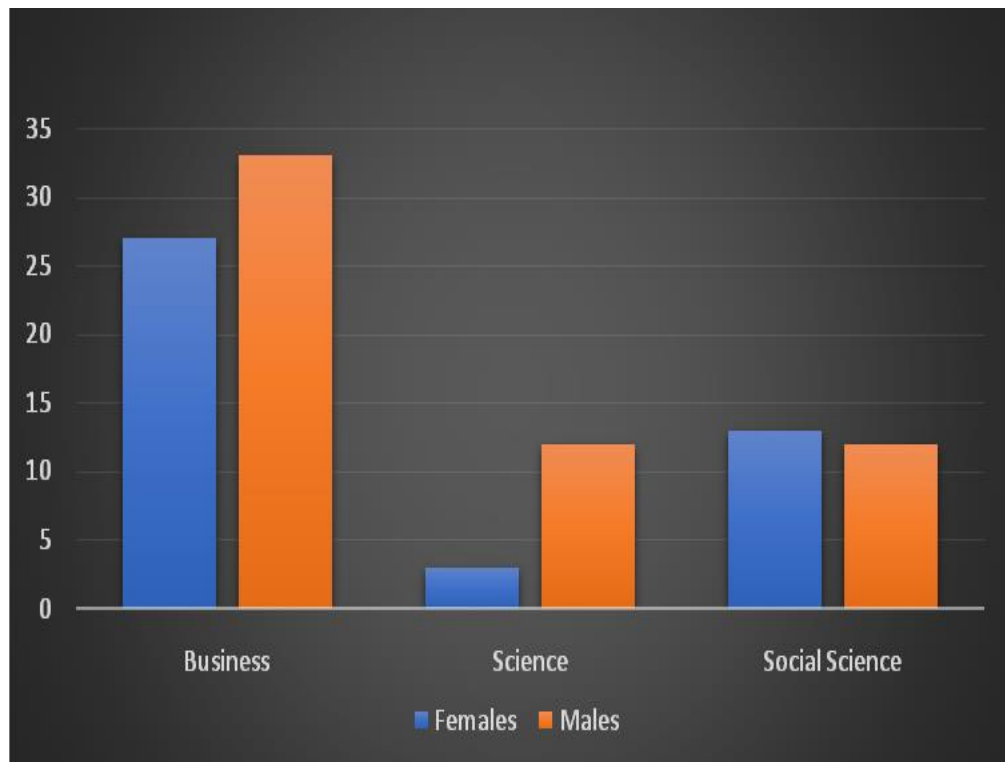
Social Science – Law, Geography & Environmental studies, Local Government, Arts with Education, Sociology, Population and development planning, Social development, Communication development and Linguistics & Political Science.

Interestingly, the majority of the respondents were males (33%) against females (27%) who pursued a business related degree. Only 15% of the total respondents did science studies whereby 3% were females and 12% were males. This suggest that the number of females pursuing science degree programmes is very low comparing to males.

25% respondents did arts studies which included most of the social science degree programmes whereby 13% were females and 12% were males. It implies that females are mostly interested into social science studies than pure sciences or business when compared to males.

Respondents by their field of study have been summarized in **Figure4.2** below.

Figure 4. 2: Field of Study and Gender.



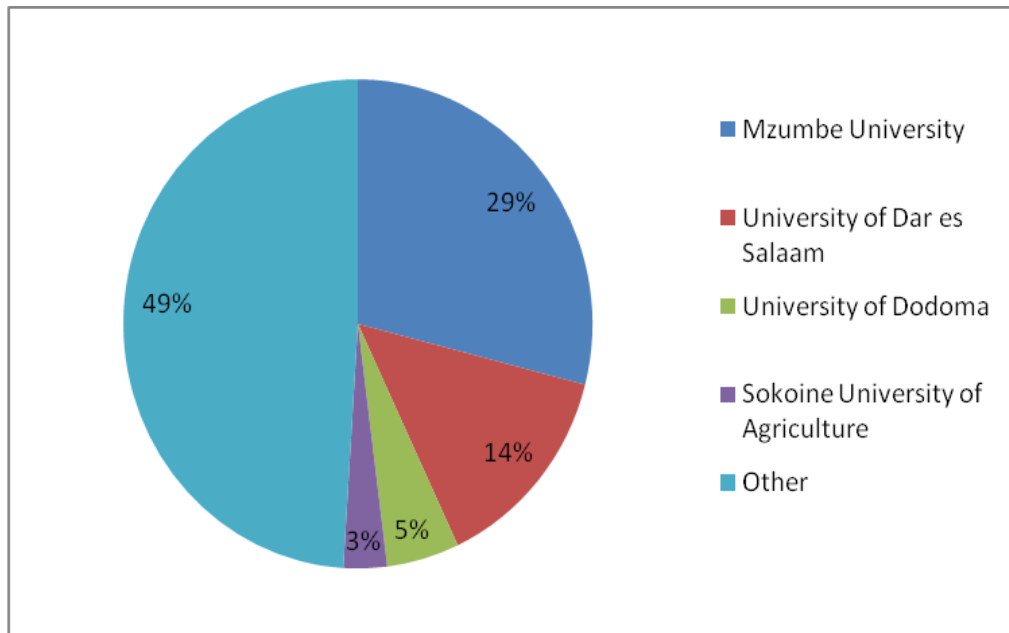
Source: Survey data (2017)

4.2.3 Universities Attended.

Research findings showed that majority of the respondents were from Mzumbe University (29% of all respondents), 14% were from University of Dar es Salaam, 5% were from University of Dodoma, 3% from Sokoine University of Agriculture while 49% included all other universities and colleges in Tanzania (University of Iringa, Stephano Moshi Memorial University, Tanzania Public Service College, St Joseph University, Kampala University, University of Bagamoyo, Ardhi University, St. Augustine University of Tanzania (SAUT), Institute of Finance Management (IFM), National Institute of Transport (NIT) and CBE).

The data revealed that majority of the respondents were from Mzumbe University and University of Dar es Salaam this probably depicts a picture that the specified two universities enroll most of the students in the country as among the 100 respondents 29% were from Mzumbe University alone and 14% were from University of Dar es Salaam alone.

Figure 4. 3: University Attended.



Source: Survey data (2017)

The findings indicated that majority of the respondents (43%) had bachelor degrees in business studies as their highest level of education followed by the ones with bachelor degree in social sciences which comprised of 23% and only 3% had diploma where by 2% were in business studies. Only 16% had master's degree of which 15% were from business studies and 1 from social sciences studies.

The number of students who were pursuing a second degree during the time of data collection for this study were only 26% of the total respondents. This might be based on the fact that most of the graduates do not secure employments on time and therefore they lack the financial capability as well as the professional need to continue with the second degree while they have not even utilized their first degree.

Furthermore, these findings suggest that a degree in business studies was mostly preferred due to the various innovations in the business world and entrepreneurship which meant the graduates were easily to be absorbed in the informal or formal sector this is rather the contrary to those who undertake social and pure sciences studies. **Table 4.1** below shows the distribution of respondent's level of education in relation to the field of study:

Table 4. 1: Highest Level of Education and Field of Study

	Highest level of education			
	Diploma	Bachelor	Masters	Total
Business	2%	43%	15%	60%
Science	0	15%	0	15%
Social Science	1%	23%	1%	25%
Total	3%	81%	16%	100%

Source: Survey data (2017)

On a related note, 26% of all the graduates who pursued a second degree against 74% who did not. Further analysis as shown in Table 4.2 also suggest that of the 26% graduates who pursued a second degree 17% from all the universities went back for their second degree because they wanted growth in their careers of which 2% were from University of Dar es Salaam, 6% were from Mzumbe University and 1% being from Sokoine University; while 9% went back for their second degree because they wanted career change. This portrays a picture that the need for growth is the leading reason for one to go for their second degree therefore there is a leakage in the undergraduate degrees' program because for one to grow in their profession he/she must go for a second degree or post graduate diploma. Table 4.2 below shows the distribution of the specified reasons against Universities attended.

Table 4. 2: Reasons that fostered Graduates to acquire a Second Degree against Universities Attended

Universities Attended	Reasons for a Second Degree			Total
	Growth	Career Change	Not Applicable	
Mzumbe University	6	1	22	29
University of Dar es Salaam	2	2	10	14
University of Dodoma	0	0	5	5
Sokoine University of Agriculture	1	2	0	3
Other	8	4	37	49
Total	17	9	74	100

Source: Survey data (2017)

The findings further revealed that 11% of the total respondents aged between 26 and 33 went back for their second degree because of growth, at this age group most people start to have families and hence growth in their careers matters a lot since they tend to need to increase their income and therefore they devise measures to generate an extra one. **Table 4.3** below shows the main reason as to why graduates of certain age would go for their second degree.

Table 4. 3: Reasons that fostered Graduates to acquire a Second Degree against Age.

		Reasons that Fostered Graduates to Acquire a Second Degree			Total
		Growth	Career Change	Not Applicable	
Age	18-25	5	2	24	31
	26-33	11	7	46	64
	34-40	1	0	3	4
	40-Above	0	0	1	1
Total		17	9	74	100

Source: Survey data (2017)

4.2.4 Employment Status

Figure 4.4 reveals that most the respondents were not employed at the time of the data collection against 64% who were (36%). This implied that employment status for youth is still a challenge in the country as most of the graduates are not employed.

The findings as seen in Figure 4.4 indicate that among the 36% of the total respondents who got employed, 35% were employed between 2013 to 2017 while only 1% was employed between 2005 and 2008. Meanwhile within the 36% of the employed graduates only 24% were from Business studies, 9% were from Social Science studies and 3% were from Science studies.

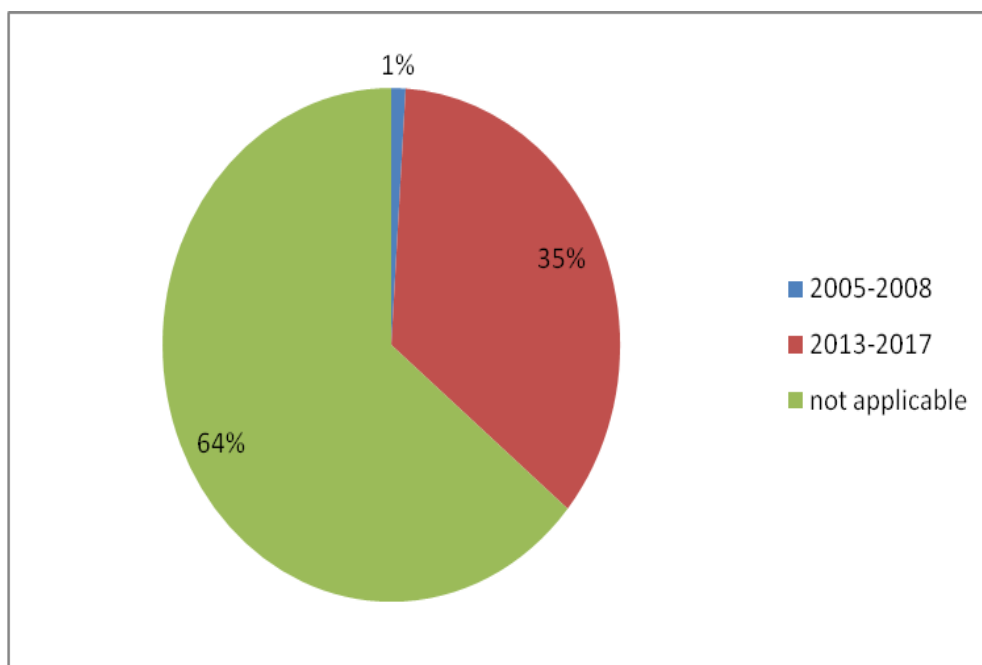
Fascinatingly the findings have shown that among the 30% of the total respondents who agreed that there is a relationship between what they studied at the University and the task they perform at work; 20% were from Business studies, 8% were from Social science studies and 2% were from Science studies. Despite the fact that 50% of the total respondents disagreed on whether what they were doing had a relationship with what they studied but initial data findings have proven that at least there is a connection between what business graduates did at school and what they found at work.

The above data has shown that in between 2005 and 2012 a total of 7% of the total respondents graduated from universities. This means that most of the graduate take time after graduating before they are employed since the sampled population showed that most of the graduates were employed between the year 2013 and 2017. Sadly, this finding reflect a well-known reality that there is a mismatch between what is being taught at the universities and the requirements of the labour market which makes it difficult for graduates to be employed or to become self-employed, the findings of this study substantially confirms the findings of the study by Mpanju (2012).

It is important to also mention here that among the 29% respondents who graduated from Mzumbe University only 12% got employed and only 8% out of 14% who graduated from UDSM were employed; on the other hand, 3% who graduated from SUA did not secure a job at all and only 2% out of 3% from UDOM were able to get a job as it has been shown in **Table 4.4**.

These data suggest that employment is still an issue in our country and there is a huge number of graduates who complete their studies every year but finding a proper job is next to impossible, perhaps it is time that Universities in Tanzania change their curriculum as it has been shown in the data that respondents agreed that curriculum should include more practical aspects that will better fit their future careers, not only in the aspect of being employed in the private or public sectors but also in the aspect of self-employment.

Figure 4. 4: The Years Graduates Got Employed after Graduating



Source: Survey data (2017)

Table 4. 4: Universities Against Employed Graduates.

Universities attended	Currently Working		Total
	YES	NO	
Mzumbe University	12%	17%	29%
University of Dar es Salaam	8%	6%	14%
University of Dodoma	2%	3%	5%
Sokoine University of Agriculture	0	3%	3%
Other	14%	35%	49%
Total	36%	64%	100%

Source: Survey data (2017)

The last finding under the section of employments deals with graduates perception on the relationship between their career and task performed at work. Statistical data reveals 50% of the employed respondents disagreed that there is a relationship between their career and task they perform at work. Consequently, the theoretical skills they acquired from Universities are not matching with the practical skills they need to perform their tasks at work, as stated also by Ndyali (2016), due to the lack of these skills graduates end up being idle at home waiting for jobs for a long time.

That means there is a gap between university education and the labor market as far as the findings of this category are concern. **Table 4.5** below shows the summarized data for the above findings.

Table 4. 5: Relationship between Graduates Careers and Task Performed at Work.

N	Minimum	Maximum	Mean	Std. Deviation	Skewness	
Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error
100	1	5	3.45	1.623	-.401	.241
100						

Source: Survey data (2017)

Fascinatingly findings have shown that among the 30% of the total respondents who agreed that there is a relationship between what they studied at the University and the task they perform at work; 20% were from Business studies, 8% were from Social science studies and 2% were from Science studies. Despite the fact that 50% respondents disagreed that there was no relationship but initial data has proven that at least there is a connection between what business graduates did at school and what they found at work. **Table 4.6** below demonstrates the relationship between the tasks graduates perform at work against field of study.

Table 4. 6: The Relationship Between Task Performed at Work and Field of Study

			Task Performed					Total
			Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	
Field of Study	Business Studies		15	5	12	3	25	60
	Social Science		4	4	5	1	11	25
	Science		2	0	3	0	10	15
Total			21	9	20	4	46	100

Source: Survey data (2017)

4.3 The relation between university education and graduate employability

The aim of this question was to find out how do graduates perceived the link between University education and their employability. The findings are analysed in the context of specific statements which are:

- **I have enough knowledge about the requirement of my future career.**

78% of the total respondents agreed that they have enough knowledge about the requirement of their future careers as far as the labour market is concerned. Also, as it has been seen that some of them went for the second degree this tells that graduates are aware that for them to excel and to be more competitive in the labour market they need to be knowledgeable on various aspects as far as careers wise.

These findings seem to align with the three principles of Human Capital Theory that is the primary function of formal schooling is to expand the human capital or understanding and competencies of future workers the labor market efficiently allocates educated employees to firms and jobs as required and the human capital of people will increase their productiveness within the workplace, which then is rewarded with better earnings.

On the other side this finding contradicts with the earlier findings on the number of graduates who were able to secure jobs right after graduations and therefore the findings correspond to the social capital theory as well as the theories of production by Bowles & Ginti (1975). That Education is necessary but not sufficient condition for economic growth.

- **I am worrying about my future career.**

Findings shows that graduates have hopes for their future career, they believe that the knowledge and education they have acquired from Universities will help them to be successful in their future careers as 69% of the respondents have said that they do not have worries about their future careers as they are well informed on what their future careers require. This finding reflects that the graduates see the link between the formal education they have acquired in relation to the labor market.

Despite the fact that 69% of the respondents said that they do not worry about their future career 95% of the respondents called for integration of more practical aspects in the curriculum that will equip them with skills needed in the labour market. This tells us that for one to secure an employment

- **I must get a job that is similar to my academic major.**

40 respondents have disagreed that it is not must for them to get jobs that are like their academic major. This finding contradicts with the above finding that they said they are knowledgeable about the requirements of their future careers it's also contradicts with the fact that in the later item no 5 under this category as they have agreed that they choose their field of study because of its strong link to the labor market. That means their expectations on the selected field of study were higher than

the perception and thus there is a gap between the education and the labour market. This finding corresponds to the findings of Mbise (2016)

Furthermore, it tells that there is a problem in career objectives as when graduates were being enrolled in Universities what were their actual objectives? This tells that either most of the University student's objectives of studying is not mainly for them to grow up in certain career path but mainly to follow a certain system of education that has been set.

Statistical data has shown that among the 40% of the respondents who disagreed that it is not must for them to get jobs similar to their academic major 22% respondents are from Business studies, 13% were from Social Science and 5% were from Science studies as shown in **Table 4.7** below

This finding also tells that graduates from business studies are flexible in terms of what kind of jobs they should do in case they do not get similar jobs to their academic majors.

Also it has been seen that among the 40% of total respondents only 13% were able to secure jobs which immediately after graduating and 18% are still unemployed.

Table 4. 7: Similar Jobs to Academic Major in Relation to the Field of Study

		Field of Study			Total
		Business Studies	Social Science	Science	
Similar Jobs	Strongly Agree	6	3	2	11
	Agree	12	5	3	20
	Neither Agree nor Disagree	20	4	5	29
	Disagree	17	5	2	24
	Strongly Disagree	5	8	3	16
Total		60	25	15	100

Source: Survey data (2017)

- **I believe there is a link between academic performance and my future work.**

Among all the respondents 46% agreed that they believe there is a link between academic performance and their future work while 38% disagreed on the statement between and 16% were not sure.

Among the 46% who agreed on this statement only 16% could secure jobs after graduating. **Table 4.8** below has shown clearly the distribution of the respondents who agreed on this statement against the respondents who were able to secure jobs after graduation.

This tells that graduate still believe and have hopes if they perform well in their academics they shall also do better in the future jobs. This finding is aligning with the human capital theory principle that primary function of formal schooling is to expand the human capital or understanding and competencies of future workers. That is competent workers are the function of the proper education they have acquired not only proper education but also with good performances.

Table 4. 8: Academic Performance and Future Work Against Employment Status.

		Currently Working		Total
		YES	NO	
Academic Performance and Future Work	Strongly Agree	8	14	22
	Agree	8	16	24
	Neither Agree nor Disagree	9	7	16
	Disagree	5	14	19
	Strongly Disagree	6	13	19
Total		36	64	100

Source: Survey data (2017)

- **I chose my field of study because of its strong link to the labor market.**

The findings show that 67% of the total respondents agreed that they chose their field of study because of its strong link to the labor market this tells that graduates had expectations that the field of study they have chosen will allow them to secure jobs immediately after graduating but surprisingly only 34% out of the 100 respondents were able to be employed. That means there is a huge gap between the theoretical skills they have acquire in the course of their degree or diploma programme and the practical skills that are required for one to secure a job. This finding corresponds to the findings of Paadi (2014).

This finding contradicts with the above finding in item no 3 where by most of the respondents said it is not must for them to get jobs that are similar to their degree programmes. **Table 4.9** below shows the mean, standard deviation, skewness and standard error for the responses under the category of analyzing the link between university education and graduate employability.

Table 4. 9: Link between university education and graduate employability

Statement	Mean	Standard Deviation	Skewness	Standard Error
I have enough knowledge about the requirement of my future career	2	0.984	1.055	0.241
I am worrying about my future career	4	1.239	-0.931	0.241
I must get a job that is similar to my academic major	3	1.231	-0.107	0.241
I believe there is a link between academic performance and my future work	3	1.442	0.134	0.241
I chose my field of study because of its strong link to labor market	2	1.157	0.533	0.241

Source: Survey data (2017)

4.4 The confidence that graduate have about the value of their university education in securing employment

This section concentrates on knowing to how confident are the students on the value of the university education in relation to the labor market. The findings are analysed in the context of specific statements which are:

- **I prefer to work in the public sector rather than in the private sector**

Findings shows that graduates are not certain if they would prefer to work in the public sector rather than in the private sector. 42% of the total respondents neither agreed nor disagreed for this statement. Also, findings of this study show that more females would prefer to work in the public sector than males. **Table 4. 10** below shows the males and females preferences over public and private sector.

Table 4. 10: Gender Against Preference over Public and Private Sector

		Preferences Over Public and Private Sector					Total
		Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	
Gender	Male	4	9	22	15	8	58
	Female	7	6	20	4	5	42
	Total	11	15	42	19	13	100

Source: Survey data (2017)

- **My University Education qualifies me to pursue any future work.**

79% out of the total respondents have agreed that they are confident that the education they acquired from the Universities qualifies them to pursue any future work immediately after graduation. It tells that Universities graduates have higher expectations on the relationship between university education and the labor market.

The finding under this category contradicts with the findings in Item no 2 in the category curriculum in relation to future work where by same graduates have agreed that there is no stronger relationship between what they study and the requirement of the labor market that means the curriculum in their programme cannot prepare them for the labor market.

This finding also contradicts with the employment status of the graduates where by only 34% of the graduates out of 100 could secure jobs after graduation therefore it tells that graduates lack the ability to distinguish between the theoretical knowledge they acquired from the University and its functional status in the labor market.

Furthermore, this finding contradicts with the Human Capital theory and corresponds with the Social Capital Theory as shown in (Coleman, 1990) as well Credential Theory as seen in (Brown 2003).

- **I am frightened that my University education has no value on the labor market.**

Findings show that 72 graduates do not have doubts about their university education. 72 graduates said they are not frightened that their education has no value on the labor market. This finding contradicts with the findings in an item no 4 in the category below where by they have agreed that they lack many of the skills they will need for their future careers even after their university education. This finding corresponds to the findings of Mbise (2016).

- **My University education offers me opportunities to compete for jobs even outside my country.**

67% of the total respondents have shown more confidence into the University education they have acquired that it may also provide them opportunities to compete for jobs even outside Tanzania. This finding contradicts with the employment status of the respondents because only 34% respondents were able to secure jobs right after graduating.

Among the 67% of all respondents, findings shows that 19% were from Mzumbe University, 10% were from UDSM, 4% were from UDOM, 2% from Sokoine University and respondents were from other Universities. **Table 4.11** below shows the distribution of the confidence of graduates over University education in competing for jobs outside the country.

Moreover, further findings in the category no 3 under the relevance of the university curriculum to the labor market where by 46% have agreed that there is no stronger relationship between what they study and the requirement of the labor market. As it was shown in the findings of the study of Ndyali (2016).

This finding also explains that graduates in our country lacks the ability of discerning the differences between the status of the university education and its functional status in terms of how can the theories be applied in a practical arena.

Table 4. 11: Confidence of Graduates over University Education in Competing for Jobs Outside the Country against Universities Attended.

		Universities Attended					Total
		Mzumbe University	University of Dar es Salaam	University of Dodoma	Sokoine University of Agriculture	Other	
Graduate's confidence in competing for jobs outside the country	Strongly Agree	10	7	0	1	17	35
	Agree	9	3	4	1	15	32
	Neither Agree nor Disagree	5	1	1	1	9	17
	Disagree	4	3	0	0	6	13
	Strongly Disagree	1	0	0	0	2	3
Total		29	14	5	3	49	100

Source: Survey data (2017)

- **I trust that I will quickly find a job appropriate to my university education**

56% of all respondents agreed that they are confident that they would quickly find a job appropriate to their University Education. This finding contradicts with the finding of category 3 of the relationship between university curriculum and the labor market where by respondents said that the curriculum in their university programmes cannot prepare them for the labor market due to the fact that the university curriculum lacks many skills that will better fit them in their future careers. This finding contradicts with the findings of ILFS (2006).

Table 4.12 below shows mean, standard deviations, skewness and standard error for the responses under the category of the confidence that graduate have about the value of their university education in securing employment.

Table 4. 12: The confidence that graduate have about the value of their university education in securing employment

Statement	Mean	Standard Deviation	Skewness	Standard error
I prefer to work in the public sector rather than in the private sector	3	1.143	-0.077	0.241
My University education qualifies me to pursue any future work	2	0.987	1.106	0.241
I am frightened that my university education has no value on the labor market	4	1.096	-0.959	0.241
My University education offers me opportunities to compete for jobs even outside my country	2	1.138	0.708	0.241
I trust that I will quickly find a job appropriate to my university education	2	1.087	0.512	0.241

Source: Survey data (2017)

4.5 The relevance of the university curriculum for graduates' future careers.

Under this section, the study looks at what the findings shows as far as to what extent are the graduates confident that the curriculum that is being used in Universities. The findings are analysed in the context of specific statements which are:

- **I will have to get an intensive training after graduation.**

Although graduates showed confidence in their university education in the above category where by 78% of all graduates agreed that they have enough knowledge for the requirement of their future careers. Under this category finding shows that 63%

of the respondents agreed that they will have to get an intensive training after graduation. This shows that graduates have doubts in the relevance of University Curriculum. It can also be explained that from the earlier finding it meant that University students are being full of theoretical knowledge about the requirement of their future career and this knowledge is not enough for them to excel in the labor market. This finding is consistent with that of Ndyali (2016).

Interestingly findings have shown that 16 graduates from Mzumbe University agreed that they need an intensive training after graduation while only 10% did agreed for the same from University of Dar es Salaam while 0 graduate agreed from University of Dodoma, these two Universities being the major Universities in Tanzania advocates that there is a need to incorporate more practical skills in the curriculum so as to reduce the need of intensive training after graduation.

Furthermore, it was revealed that among the 63% of all respondents; 35% were from business studies (Which is more than 50% of the total number of the Business studies graduates), 15% were from Social science and 13% were from science studies as seen in **Table 4.13** below: -

Table 4. 13: Intensive Training After Graduation Against Field of Study

		Intensive Training After Graduation					Total
		Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	
Field of Study	Business Studies	13	22	19	6	0	60
	Social Science	5	10	4	5	1	25
	Science	6	7	2	0	0	15
Total		24	39	25	11	1	100

Source. Survey data (2017)

- **There is no stronger relationship between what we study and the requirement of the labor market.**

Findings shows that 11% of all respondents from Mzumbe University, 7% from UDSM, 3% from UDOM and 1% from Sokoine University and 24% from other Universities; Further analysis has shown that among the 46% of all respondents; 26% were from Business studies, 12% from Social Science and 8% from Science studies have agreed that there is no stronger relationship between what they study and the requirement of the labor market as it was seen in the study of Paadi (2014). **Table 4.14** below shows the summary of this finding.

Table 4. 14: Link between University education in Relation to the Requirement of the Labor Market against the Field of Study.

		Requirements of the Labour Markets					Total
		Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	
Field of Study	Business Studies	6	20	11	11	12	60
	Social Science	4	8	5	4	4	25
	Science	4	4	5	2	0	15
Total		14	32	21	17	16	100

Source: Survey data (2017)

The curriculum misses the competencies and capabilities that will allow graduates to win in the labor market as the findings shows that respondents have agreed that they lack many of the skills that they will need for their future career.

The curriculum that is being used is missing the functional status of the theories that are being taught. This finding corresponds as well with those of Ndyali (2016) and Ntemngweh's (2016).

- **The curriculum should include more practical aspect that will better fit our future career.**

95% of all respondents have called for more integration of more practical aspect into the curriculum, the practical aspects that will prepare them to excel in the labor market. This finding contradicts with the earlier findings where by respondents agreed that the University education has values in the labor market.

Among the 95%; 27% were from Mzumbe University, 13% were from UDSM, 5 were from UDOM, 1% from Sokoine University while 37% were from other Universities and colleges. As seen in **Table 4.15** below.

Table 4. 15: Incorporation of Practical Aspects into the Curriculum Against Universities.

		Universities Attended					Total
		Mzumbe University	University of Dar es Salaam	University of Dodoma	Sokoine University of Agriculture	Other	
Incorporation of Practical Aspects in the Curriculum	Strongly Agree	25	8	3	1	37	74
	Agree	2	5	2	2	10	21
	Neither Agree nor Disagree	2	1	0	0	0	3
	Disagree	0	0	0	0	2	2
	Total	29	14	5	3	49	100

Source: Survey data (2017)

Furthermore, findings has shown that among the 95 respondents who called for more incorporation of practical aspects in the curriculum; 55 respondents were from Business studies, 25 were from Social Science studies and 15 were from Science studies As seen in **Table 4.16** below.

These data has proven that the respondents call for an incorporation of more practical aspects in the curriculum that will prepare them to be ready for the labor market. This finding confirms the finding of Al-Harthi (2011), Paadi (2014) and Ndyali (2016).

Table 4. 16: Incorporation of Practical Aspects into the Curriculum Against Field of Study

		Incorporation of Practical Aspects into the Curriculum				Total
		Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	
Field of Study	Business Studies	43	12	3	2	60
	Social Science	17	8	0	0	25
	Science	14	1	0	0	15
Total		74	21	3	2	100

Source: Survey data (2017)

- **We lack many of the skills we will need for our future career even after our university education.**

Findings shows that 73 respondents where 22 from Mzumbe University, 12 from UDSM ,3 from UDOM, and 3 from Sokoine University, After dwelling more on the findings it was revealed that 42 respondents from Business studies, 18 respondents from Science studies and 13 respondents from Science studies as seen in Table 4.17 below have agreed that they lack many of the skills they need for their future careers this is corresponding to the above findings that graduates are calling for integration of more practical skills that will better fit their future career as well as the earlier finding that graduates need intensive training after graduation.

Although 64% of the total respondents have not being employed yet but they are knowledgeable of the difficulties they are facing which are being cause by the gap that exists between what they have learnt at the university and the competencies plus skills that are needed for them to be employed. This finding confirms the findings of Paadi (2014).

Table 4. 17: Lack of Skills that are Needed for Future Careers even after University Education Against the Field of Study.

		Lack of Skills that are Needed for Future Careers even after University Education					Total
		Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	
Field of Study	Business Studies	21	21	8	7	3	60
	Social Science	10	8	5	0	2	25
	Science	9	4	2	0	0	15
Total		40	33	15	7	5	100

Source: Compiled from field data (2017)

- **The curriculum should focus more on generic skills than on the content.**

25% of the respondents from Mzumbe University, 12% from UDSM, 3% from UDOM, 2% from Sokoine University and 20% from other Universities and colleges, that makes the total to be 82 respondents out of 100 have agreed that the Curriculum should be changed to fit in the requirement of the labor market as seen in Table 4.18.

More to that finding has shown that 46%of graduates out of 60% graduates from Business studies agreed that Curriculum should focus more on generic skills that on content, where else 23% graduates who agreed on this statement were from Social Science studies and 13% graduates were from Science studies. This finding corresponds to the findings of Ntemngweh's (2016).

Table 4. 18: Incorporation of more Generic Skills Than Content Against Universities Attended.

		Universities Attended					Total
		Mzumbe University	University of Dar es Salaam	University of Dodoma	Sokoine University of Agriculture	Other	
Incorporation of more Generic Skills Than Content	Strongly Agree	18	9	2	1	20	50
	Agree	7	3	1	1	20	32
	Neither Agree nor Disagree	2	0	2	1	6	11
	Disagree	2	1	0	0	2	5
	Strongly Disagree	0	1	0	0	1	2
	Total	29	14	5	3	49	100

Source: Survey data (2017)

- **The curriculum has provided you with management skills that will be of use in your current or future job.**

73% respondents agreed that the curriculum has provided them with management skills that will be of use in their current or future job, Among the 73% respondents; 45% respondents were from Business studies, 18% respondents were from Social Science and 10% respondents were from Science studies as seen in Table 4.19 below. According to the earlier findings that 95% respondents called for an integration of more practical aspects that will better fit their future career means that the management skills they are talking of here are in form of theories.

Management skills involves set of actions that one performs and lead to certain outcomes. These types of skills are way too practical, the fact that most of graduates were not able to secure jobs immediately after graduating and furthermore, 82% respondents have agreed in the above statement that they do lack most of the skills they will need for their future careers, Therefore, there is still a gap between the

theoretical management skills they have acquired from the universities and the functional status of the management skills that are required in the labor market.

Table 4. 19: Management Skills Against Field of Study.

		Management Skills					Total
		Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	
Field of Study	Business Studies	16	29	7	7	1	60
	Social Science	9	9	2	3	2	25
	Science	5	5	3	0	2	15
Total		30	43	12	10	5	100

Source: Survey data (2017)

- **The curriculum has provided you with creativity skills that will be of use in your current or future job**

The finding of this statements shows that 67% respondents agreed that the curriculum has provided them with creativity skills that will be of use in the careers. Where by 40% were males and 27% were females, due to these findings we can also say that males would be more creative given the fact that male graduates were many than females. Furthermore, findings have shown that among the 67% respondents, 40% respondents were from Business studies, 18% respondents were from Social studies while 9% respondents were from science studies. As seen in **Table 4.20** below.

The researcher realized that the respondents agreed that they were provided with this creativity skill due to the fact that they attended the sales boot camp where by there were equipped with various skills on how they can be creative in the labour market as far as selling themselves to employers is concern.

The curriculum has leakages in terms of its content because findings shows that only 34 respondents out of 100 were able to be employed while 64% are still on the streets, if these creativity skills they have acquired from universities were functional they would have created innovative ideas and not depending on being employed. As shown in Jane (2011).

Table 4. 20: Creativity Skills Against Field of Study

		Creativity Skills					Total
		Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	
Field of Study	Business Studies	11	29	10	7	3	60
	Social Science	8	10	2	3	2	25
	Science	4	5	3	2	1	15
Total		23	44	15	12	6	100

Source: Compiled from field data (2017)

- **The curriculum has provided you with critical thinking skills that will be of use in your current or future job**

Findings shows that 71% respondents agreed that the curriculum has provided them with critical thinking skills, however according to the earlier findings graduates have doubts with these skills as there are no stronger relationship between the critical thinking skills they have studied at the university and the requirement of the labor market. As seen in table 4.21 below among the 71% respondents who agreed to this statement 44% were from Business studies, 15% were from Social Science studies and 12% were from Science studies.

Table 4. 21: Critical Thinking Skills Against Field of Study

		Critical Thinking Skills					Total
		Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	
Field of Study	Business Studies	17	27	7	5	4	60
	Social Science	8	7	6	1	3	25
	Science	4	8	1	2	0	15
Total		29	42	14	8	7	100

Source: Survey data (2017)

- **The curriculum has provided you with documentation skills that will be of use in your current or future job.**

Even though 72% respondents where 19% from Mzumbe University, 11% from UDSM, 3% from UDOM, 2% from Sokoine University and 37% from other Universities as seen in Table 4.22 below have agreed that they have been equipped with documentation skills, still these skills didn't help them to excel in their careers.

Documentation skills involves capturing, structuring, presenting, communicating, storage and maintenance of documents. These are the documentation skills that graduates have missed in a practical manner as we have seen earlier that graduates are missing practical skills that makes the theoretical knowledge to be weaker in making them pursuing better jobs.

Table 4. 22: Documentation Skills Against Field of Study

		Documentation Skills					Total
		Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	
Field of Study	Business Studies	13	29	9	6	3	60
	Social Science	6	12	5	1	1	25
	Science	3	9	1	2	0	15
Total		22	50	15	9	4	100

Source: Compiled from field data (2017)

- **The curriculum has provided you with computer skills that will be of use in your current or future job**

Collected data showed that 65% of respondents are aware that the curriculum has provided them with computer skills, however 95% of the respondents agreed earlier that the curriculum should include more practical aspects that will better fit them in their future careers. As 64% out of 100 graduates were not employed it means that they are missing some practical computer skills that would help them to excel in the labor market. Fascinatingly among the 65% respondents; 9% were from Science studies as seen in Table 4.23 below, statistical data has shown earlier that the total number of science graduates was 15% therefore this tells that still there is a leakage in the computer skills that were provided at the University as 6 science graduates disagreed with the statement.

As it was said by Alison (2016) who said that the computer skills that will help one to be hired are Microsoft, Spreadsheet, Power Point, Quick Books, Microsoft Access and emails.

Table 4. 23: Computer Skills Against Field of Study

		Computer Skills					Total
		Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	
Field of Study	Business Studies	16	23	10	8	3	60
	Social Science	6	11	3	3	2	25
	Science	5	4	5	1	0	15
Total		27	38	18	12	5	100

Source: Compiled from field data (2017)

- **The curriculum has provided you with problem solving skills that will be of use in your current or future job**

The findings of this study show that 77% respondents; 46% from Business studies, 18% from Social Science studies and 13% from Science studies as it can be seen in Table 4.24 below, have agreed that the curriculum has equipped them with problem solving skills but this finding contradicts with the earlier findings that they lack most of the practical skills they will need for their future careers. Therefore, it is so clear that there is a leakage between the theoretical problem solving skills graduates acquired from the Universities and practical problem solving skills that are needed in the labour market.

Table 4. 24: Problem Solving Skills Against Field of Study

		Problem Solving Skills					Total
		Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	
Field of Study	Business Studies	20	26	9	5	0	60
	Social Science	7	11	4	1	2	25
	Science	6	7	2	0	0	15
Total		33	44	15	6	2	100

Source: Compiled from field data (2017)

- **The curriculum has provided you with team work skills that will be of use in your current or future job**

Although 84% of all respondents had confidence that the curriculum has provided them with team work skills but on the other hand earlier findings shows that they do not find the relevance of the skills they have acquired from the curriculum they are using in relation to the labor market. Among the 84% respondents; 51% were from Business studies, 21% were from Social Science and 12% were from Science studies as seen in **Table 4.25** below.

Table 4. 25: Team Work Skills Against Field of Study

		Teamwork Skills					Total
		Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	
Field of Study	Business Studies	23	28	7	1	1	60
	Social Science	9	12	2	1	1	25
	Science	8	4	3	0	0	15
Total		40	44	12	2	2	100

Source. Author's computation from own data (2017)

Table 4.26 below shows the mean, standard deviation, skewness and standard error of the responses under the category of the relevance of the university curriculum for graduates' future careers.

Table 4. 26: The relevance of the university curriculum for graduates' future careers.

Statement	Mean	Standard Deviation	Skewness	Standard error
I will have to get an intensive training after graduation	2	0.981	0.436	0.241
There is no stronger relationship between what we study and the requirement of the labour market	3	1.302	0.264	0.241
The curriculum should include more practical aspect that will better fit our future career	1	0.637	2.226	0.241
We lack many of the skills we will need for our future career even after our university education	2	1.136	1.058	0.241
The curriculum should focus more on generic skills than on the content	2	0.973	1.353	0.241
The curriculum has provided you with management skills that will be of use in your current or future job	2	1.120	0.978	0.241
The curriculum has provided you with creativity skills that will be of use in your current or future job	2	1.139	0.803	0.241
The curriculum has provided you with critical thinking skills that will be of use in your current or future job	2	1.160	0.985	0.241
The curriculum has provided you with documentation skills that will be of use in your current or future job	2	1.024	0.963	0.241
The curriculum has provided you with computer skills that will be of use in your current or future job	2	1.142	0.715	0.241
The curriculum has provided you with problem solving skills that will be of use in your current or future job	2	0.953	0.999	0.241
The curriculum has provided you with team work skills that will be of use in your current or future job	2	0.869	1.303	0.241

Source: Compiled from field data (2017)

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS.

5.1 Introduction

This chapter establishes the summary of the whole study. It parades a short summary on what each chapter included by taking a broader view on various notions in addition to findings into conclusion; It excavates and increase the perception of graduates on the contribution of university education to employments in Tanzania. Lastly it shows researcher's suggestions on key areas for further studies.

5.2 Summary

In order to accomplish the overall milestone of this study a steady and constant approach was used to make sure that the most applicable data are being collected as far as the purpose of the study is concerned. The study was divided into five chapters as they have been described below.

Chapter One

This chapter underlaid the foundation of the study by showing the introduction to the study by explaining the background of the study where by the whole concept of TCU and Tanzania labour market were well elaborated, It went further showing the scope of the study which was bachelor and master degree graduates from various universities in Tanzania ; It also showed the general objectives of the study which was to examine the university contribution to graduate employment in Tanzania from graduates perceptions; Which was further divided into three specific objectives which were;

- ✓ To examine the relation between university education and graduate employability
- ✓ To examine the confidence that graduate have about the value of their university education in securing employment
- ✓ To examine the relevance of the university curriculum for graduates' future careers

The Chapter went further demonstrating the research questions which were derived from the research objectives; explaining the limitation of the study whereby the unavailability of some respondents caused delays in submission of their responses and lastly it explained the delimitation of the study where by the researcher communicated with the respondents in person and remind the respondents to fill in the questionnaire.

Chapter 2

This chapter presented both theoretical and empirical literatures, key concepts and ideas on graduate's perceptions on the contribution of university education to graduate employment in Tanzania. Issues such as Employability and University Education were well elaborated; the researcher used the Human Capital Theory (HCT) by Gary Becker who believed that Education is the key to employment and economic growth.

The Chapter also went on describing the critiques of HCT where by various scholars like Bowles & Ginti (1975) criticized that Education is not sufficient condition for economic growth where else Social Capital Theory challenged HCT by postulating that the labour market compensates for social ties and networks; the chapter was summed up by showing some empirical studies that were done on similar topics scholars like Al-Harthi (2011), Ntemngweh's (2016), Ndyali (2016), Paadi (2014).

Chapter Three.

This chapter demonstrated the research designs and approaches that were employed by the researcher. It explains on the Area of Study which was Dar es Salaam; the unit of analysis for this study involved graduates who attended a sales training boot camp organized by Mzumbe University Dar-es- Salaam Campus College; It also explained the research population which was a total graduate population of 262 graduates who had applied to attend a 2016 graduate sales training boot camp organized by Mzumbe University Dar-es-Salaam Campus College held at the Julius Nyerere International Convention Center in October 2016 ; It further explains the sample size which was

100 respondents from various universities in Tanzania; The researcher used purposive sampling as a means of sampling procedure

The researcher used exploratory research approach to collect data from the field and survey research design to show how various parts of the study has been used; Also the researcher used both secondary and primary data in which primary data were collected by using questionnaire and the secondary data from various literature sources that complimented the primary data.

Furthermore, the chapter showed ethical consideration that the researcher adhered to such as Supervisor and University agreed framework on thesis writing also the respondents were selected subject to their own willingness to participate in the research; Lastly this chapter has described the data analysis techniques in which both qualitative and quantitative analysis were used and the collected data were analyzed using SPSS IBM V.20.

Chapter 4

This chapter dealt with analysis and presentation of the findings which were based on the objectives of the study outlined in chapter one. The analysis was divided into three categories.

First was the analysis on the relation between university education and graduate employability where by findings showed that graduates were confident enough that the university education has provided them with knowledge on what their future career requires.

Second category was on the confidence that graduate have about the value of their university education in securing employment, where by graduates were confident that the university education has qualified them to secure employments appropriate to their university education.

Third category of analysis was on the relevance of the university curriculum for graduates' future careers, findings showed that curriculum is missing practical

aspects that are needed in the labour market they further agreed that there is no stronger link between what they study and the requirement of the labour market.

5.3 Conclusion

Graduates do not find a significant relationship between what they studied and the requirements of the labour market mainly due to the fact that the curriculum misses out the practical aspects that are needed in the labour market; in other words that graduate misses the functional status of the theories that are being taught at the Universities and therefore this mismatch has caused a gap between university education and the practical experience that is needed in the labour market for graduate employments.

Also graduates lack the ability to discern the differences between status of the education they acquired from the universities and its functional status in the labour market. Not knowing what the labour market really wants from them is also the cause of the 64% not being able to secure jobs immediately after graduation.

5.4 Recommendations.

Tanzania Higher Education has to prepare graduates to be ready for the labour market. Education policy makers should re-structure their methods of educating and training students at the universities by adopting the practical mode of teaching in a way that students will be acquiring more competences. In this mode training should be provided on specific skills: personal attributes, core skills and generic skills that will make the graduates to fit in the labour market.

Furthermore, as long as job openings are very few than the number of graduates every year, the major problem facing higher education institution is to make sure that graduates are being equipped with proper skills and competencies to cater themselves in entrepreneurship for self-employments and where possible to be able to secure the few employments in the formal sector.

It is through the possession of these practical skills that are needed by the labour market the contribution of university education to graduate employability will be seen easily.

There should be stronger collaboration between higher education institutions and the labour market practitioners who are the end users of graduates from universities on the requirements of the labour markets so that education policy makers can restructure the curriculum in the way that will allow graduates to excel in the labour market after their graduations.

Also every higher educational institution should set up a training section where by this section will be responsible for identifying graduates needs, plan and design on means of providing training and development programs for soft skills which will assist on graduates' performance level in job searching as well performance in their self-created jobs or businesses.

More to that its high time that facilitators in higher education institutions get more training on how they can change their modality of providing lectures in a way that they facilitate classes by using participatory method so as to allow every student to be able to think critically and analytically on various phenomena as well as presenting their ideas through these ways students at the universities will improve their presentation skills.

The managements at the universities should also ensure that lecturers are being provided with better facilities and provide their lecturers with good working environment so as to enhance the quality of the service that has to be delivered.

Public and private sectors should restructure their mode of recruiting stuffs by ensuring that at least every year they get a few fresh graduates from the Universities through this way the contribution of university education to graduate employability will be seen since the researcher has established that other graduates got what it takes to be employed but they never got a chance to be so mainly due to lack of transparency in the recruitment processes.

Also due to the fact that the labour market is too competitive graduates has to be equipped with the notion that “No gain without pain” which entails that they should be able to go extra mile and think outside of their comfort zones on how they can use their acquired education to sustain their lives. On the other side of the coin it is one thing to be taught on theories but it is something else to put in practice what you were taught; for instance, courses like entrepreneurship where by without daring to start a business you will not find the relevance of the course in the real world which is just why as far as this study is concerned the researcher totally recommends that students at the universities should be equipped with the daring to do spirit.

Also University students have to know that it is the responsibility of the education institutions to make sure that they graduate with competencies and skills that are required for them to secure jobs, but securing jobs appropriate to their education is only the first step in their professional developments. For one to say that he/she has succeeded she needs to excel and grow career wise through personal eagerness to know more, to work hard and to learn various job aspects.

5.5 Areas for further Studies

Despite the completion of this study the researcher established that the depth and breadth of the coverage was still too limited compared to the problem at hand hence the researcher suggests that further studies on the same can be done by using probabilistic sampling techniques to an even larger population so as to get a much more realistic report.

Further studies can be carried to examine the perception of employers on the contribution of university education on graduate’s performances at work.

Since the researcher has found a gap between university education and the labour market in Tanzania. Further studies can be done in examining the role of TCU in making sure that Universities in Tanzania provides quality education that will prepare graduates to be ready for the labour market not only on formal sector but also in the informal sector (capability to be an employer or employee).

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APPENDICES

QUESTIONNAIRE

I am Gloria Anderson a student at Mzumbe University Dar es Salaam Campus in Tanzania, Carrying out a study on the Graduate's perception of the contribution of University Education to graduate employability in Tanzania in partial fulfillment of the masters of science in marketing management. The main purpose of this questionnaire is to find out to what extent does the graduates in Tanzania perceive the contribution of university education in graduate's employability Information that you will provide will be regarded confidential and be used for the purpose of this study only.

For any enquiry or concern do not hesitate to contact me through,

gloryanderson99@gmail.com

0719192621

***Required**

1. What is your name?*

2. What is your age?*

Mark only one oval.

- a. 18-25
- b. 26-33
- c. 34-40
- d. Above40
- e. Other:

3. What is your gender?*

Mark only one oval.

- a. Male
- b. Female

4. What is your highest level of education and where did you get it? Eg. Bachelor degree in Business Management from Mzumbe University in Morogoro.*

5. Which year did you graduate?*

Mark only one oval.

- a. 2005-2008
 - b. 2009-2012
 - c. 2013-2016
 - d. Other:
-

6. Are you currently working?*

Check all that apply.

- a. Yes
- b. No
- c. Other:

Skip to question 7.

For those who are currently working If you are currently working kindly fill in the below two questions.

NB: If you are not working kindly fill In the below questions with NOT APPLICABLE

7. When did you get employed? For example I got employed In 2013.*

8. Are the tasks you perform at work related to the courses you did at the University?*

Mark only one oval.

	1	2	3	4	5		
	☐	☐	☐	☐	☐		
Strongly Agree						Strongly	Disagree

9. Are you currently studying?*

Check all that apply.

☐	Yes
☐	No
☐	Other:

Skip to question 10.

For those who are currently studying

If you are currently studying kindly fill in the below two questions.

NB: If you are not studying kindly fill in the below questions with NOT APPLICABLE

10. What degree programme are you taking? For example Bacheloror Master degree in Marketing Management.*

11. What fostered you to go back for the second degree?*

Mark only one oval.

☐

Growth

☐

Promoton

☐

Careerchange

☐

Other:

A.THE RELATIONSHIP BETWEEN UNIVERSITY EDUCATION AND FUTURE WORK.

Use the below scale to answer the following questions by putting a TICK.

1Strongly Agree

2. Agree

3. Neither Agree nor Disagree

4. Disagree

5. Strongly Disagree.

12. I have enough knowledge about the requirement of my future career.*

Mark only one oval.

12345

☐☐☐☐☐

Strongly Agree

Strongly Disagree

13.I am worrying about my future career.*

Mark only one oval.

12345

☐☐☐☐☐

Strongly Agree

Strongly Disagree

14.I must get a job that is similar to my academic major.*

Mark only one oval.

12345

☐ ☐ ☐ ☐ ☐

Strongly Agree

Strongly Disagree

15.I believe there is a link between academic performance and my future work success.*

Mark only one oval.

12345

☐ ☐ ☐ ☐ ☐

Strongly Agree

Strongly Disagree

16.I chose my field of study because of its strong link to the labor market.*

Mark only one oval.

12345

☐ ☐ ☐ ☐ ☐

Strongly Agree

Strongly Disagree

B. CONFIDENCE IN UNIVERSITY EDUCATION.

Use the below scale to answer the following questions by putting a TICK.

1. Strongly Agree
2. Agree
3. Neither Agree nor Disagree
4. Disagree
5. Strongly Disagree.

17. I prefer to work in the public sector rather than in the private sector.*

Mark only one oval.

1 2 3 4 5

☐ ☐ ☐ ☐ ☐

Strongly Agree

Strongly Disagree

18. My University Education qualifies me to pursue any future career.*

Mark only one oval.

1 2 3 4 5

☐ ☐ ☐ ☐ ☐

Strongly Agree

Strongly Disagree

19. I am frightened that my University Education has no value on the labor market*

Mark only one oval.

12345

Strongly Agree

Strongly Disagree

20. My University education offers me opportunities to compete for jobs even outside my country.*

Mark only one oval.

12345

☐ ☐ ☐ ☐ ☐

Strongly Agree

Strongly Disagree

21. I trust that I will quickly find a job appropriate to my university education.*

Mark only one oval.

12345

☐ ☐ ☐ ☐ ☐

Strongly Agree

Strongly Disagree

C. CURRICULUM IN RELATION TO FUTURE WORK

Use the below scale to answer the following questions by putting a TICK.

1. Strongly Agree
2. Agree
3. Neither Agree nor Disagree
4. Disagree
5. Strongly Disagree.

22. I will have to get an intensive training after graduation.*

Mark only one oval.

12345

65

☐ ☐ ☐ ☐ ☐

Strongly Agree Strongly Disagree

23. There is no stronger relationship between what we study and the requirements of the labor market*

Mark only one oval.

12345

☐ ☐ ☐ ☐ ☐

Strongly Agree Strongly Disagree

24. The curriculum should include more practical aspects that will better fit our future careers*

Mark only one oval.

12345

☐ ☐ ☐ ☐ ☐

Strongly Agree Strongly Disagree

25. We lack many of the skills we will need for our future careers even after our university education

*

Mark only one oval.

12345

☐ ☐ ☐ ☐ ☐

Strongly Agree Strongly Disagree

26. The curriculum should focus more on generic skills than on content*

Mark only one oval.

12345

☐ ☐ ☐ ☐ ☐

Strongly Agree Strongly Disagree

27. The curriculum has provided you with management skills that will be of use in your current or future job.*

Mark only one oval.

12345

☐ ☐ ☐ ☐ ☐

Strongly Agree Strongly Disagree

28.The curriculum has provided you with creativity skills that will be useful in your current or future job.*

Mark only one oval.

12345

☐ ☐ ☐ ☐ ☐

Strongly Agree Strongly Disagree

29.The curriculum has provided you with critical thinking skills that will be useful in your future job.*

Mark only one oval.

12345

☐ ☐ ☐ ☐ ☐

Strongly Agree

Strongly Disagree

30.The curriculum has provided you with documentation skills that will be useful in your current or future job*

Mark only one oval.

12345

☐ ☐ ☐ ☐ ☐

Strongly Agree

Strongly Disagree

31.The curriculum has provided you with computer skills that will be useful in your current or future job.*

Mark only one oval.

12345

☐ ☐ ☐ ☐ ☐

Strongly Agree

Strongly Disagree

32.The curriculum has provided you with problem solving skills that will be useful in your current or future job.*

Mark only one oval.

12345

☐ ☐ ☐ ☐ ☐

Strongly Agree

Strongly Disagree

33.The curriculum has provided you with team work skills that will be used in your current or future job.*

Mark only one oval.

12345

☐ ☐ ☐ ☐ ☐

Strongly Agree

Strongly Disagree
