

## **Evaluation of the Implementation of Karanga Technical Vocational Training Project for Empowering Youth with Employability Skills in Moshi Municipality in Moshi Municipality, Tanzania**

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### **Abstract**

Employability skills can be defined as the transferable skills needed by an individual to make them 'employable'. Teachers had a great role to play in enhance the Vocational curriculum implementation. From the vocational skills teachers had a task to influence the youth learning outcomes. Although their efforts done by Vocational Training Centres still the job seekers had skills which are not appropriate to the job market as the results unemployment rate increased in Moshi Municipality, Tanzania. The study therefore focused on evaluation of the implementation of Karanga Technical Vocational Training Project for youth empowering with employment skills in moshi municipality, Tanzania. The evaluation study was guided by one question: To what extent the Karanga Technical Vocational Training Project succeeded to provide the employability skills to the youth in Moshi Municipality, Tanzania. The evaluation study used convergent design which is under mixed research approach in conducting the evaluation study. Probability and non-probability sampling techniques were used. The respondents in this evaluation study included 1 Project Manager, 4 Teachers, 48 Students and 4 Non-teaching staffs. The evaluation study applied questionnaire and in-depth interview guide as the evaluation instruments. From the findings it is verify that employability skills offered to the youth prepared them into self-employment as well as self-reliant persons.

**Keywords:** Employability skills, youths, Technical Education and Vocational Training, self-employment

## **1. Introduction**

Youth is defined as those persons falling between the ages of 15 and 24 years. Altogether there are over 1.2 billion Youth in the world between the ages of 15 and 24. About 90 per cent of them lived in developing countries, 14 percent of youth living in sub-Saharan Africa (UNESCO, 2015). Over 200 million youth are not in school; millions are affected by poverty, teenage pregnancies and violence, living their lives in fear. Too many feel like they do not have a voice (UNESCO, 2017). Empowerment is a process of awakening certain potentials that allow people to take action, to voice and formulate the need to speak, to advocate for themselves or for others, the outcome may be means simply being able to recognize and know the moment when and how to stand up for oneself or for others (UNICEF, 2019). Soft skills are used to indicate all the competences that are not directly connected to a specific task; they are necessary in any position as they mainly refer to the relationships with other people involved in the organization (UNESCO, 2016).

In the 21st century, workplace practices have changed drastically. Globalization and technological advancements have transformed customary work practices, with an accompanying shift in demand in the skills required by employers. The higher mobility of workers has resulted in the replacement of the concept of permanent employment by non-standard, part-time, contractual and fixed-term employment (ILO, 2015). New roles and opportunities are created and existing ones are redefined to keep up with the changing demands of the 21st century labour market (Greenwood et al., 2015). The world's economy continued to expand after the global economic crisis of 2007, but the global economic growth rate was well below expected and was unable to close the employment gap (ILO, 2015). The economic depression impacted employment prospects and created fierce competition among job seekers (Lim and Ling, 2016). Globally youth unemployment is critical. More than half of young people around 776 million are outside the labor force, meaning they are not in employment (ILO, 2020). Unfortunately, the problem of unemployment increase day after day from 1999 up to 2019. The global rate of participation fell by almost 12 percentage points over this period, from 53.1 to 41.2 percent; the total number of young persons in the labor force declined accordingly from 568 to 497 million, even though during this period the youth population rose from 1 billion to 1.3 billion (ILO, 2020).

Due to the fluctuations in job markets after globalization and the economic crisis, the traditional ways of entering and sustaining competitive job markets have disappeared and employers have changed their ways of filling vacancies. Before these global events, holding a higher degree with subject relevant knowledge and skills was sufficient to gain an entry-level job. Today employers expect employees to possess relevant personality traits and employability skills to accommodate the ever changing demands of work (Messum et al., 2015). To be employed, industry executives believe that the workforce needs to change its quality and aptitudes: executives argue that employability is a greater test than unemployment (Mansour and Dean, 2016). For example, in Europe, the ongoing shift from a manufacturing to a service economy (Holmes, 2017) is undeniably disrupting the labor market, requiring more skilled employees in addition to new skills.

Similarly, 47% of jobs in the United States (Frey and Osborne, 2015), 40% in Australia (Mgaiwa, 2021), and 77% and 69% in China and India, respectively (Guardia et al., 2021), are at risk due to computerization. The situation is not good in European countries. For instance, In Europe, the unemployment rate stood at 6.5 per cent in January, continuing a multi-year downward trend and down from 7.2 per cent in January 2018. This constitutes the lowest rate of unemployment since the start of the monthly EU employment report in 2000. The Czech Republic (2.1 percent) and Germany (3.2 percent) registered the lowest unemployment rates, while the highest unemployment rates occurred in Greece (18.5 percent in November 2018), Spain (14.1 percent) and Italy (10.5 percent). On a year-on-year basis the most pronounced declines in the unemployment rate occurred in Cyprus, Greece and Spain. Young people are more than twice more likely to be unemployed in the EU than adults. Youth unemployment stood at 14.9 percent in January, although with a decline from 15.8 per cent in the previous year. Youth unemployment rates are lowest in Germany (6.0 percent), the Czech Republic (6.1 percent) and the Netherlands (6.5 percent) and exceptionally high in Greece (39.1 percent in November 2018), Italy (33.0 percent) and Spain (32.6 percent) (ILO, 2020).

The EU members that joined the Union since 2004 maintained favourable labour market situations over the course of 2018, with stable job creation, record low unemployment rates, and high vacancy rates reaching 25 per cent in some cases. Noticeable progress has also been

accomplished in reducing youth unemployment that reached extremely high levels in the aftermath of the 2009 crisis, in part through active interventionist policies, with a large share of spending directed to activation policies such as training and employer matching. However, youth unemployment rates remain above the headline rates and the outflow of younger people to more prosperous EU countries is likely to continue despite strong real wage growth in the region (Rahman, 2016).

In sub – Saharan African countries youth unemployment keeps increasing with North Africa being the leader where the youth unemployment rate is expected to exceed 30 per cent by 2019, which means that young people will continue to be 3.5 times more likely than adults to be unemployed (ILO, 2019). The International Labour Organization (2016) suggests that youth (15-24 years) unemployment outlook for the major economies of the region remains quite mixed, ranging from 1.8% in Benin to 54.4% in South Africa. ILO (2017) further illustrates this variation by indicating that whilst for example in South Africa, the regions strongest economy, more than half of all economically active youth remained unemployed in 2017, representing the highest youth unemployment rate in the sub Saharan African region, the rate for Tanzania is (5.4%), Nigeria (8.5%), Central African Republic (10.8%), Ghana (11.5%), Mozambique (41.7%), and Namibia (43.8%). ILO (2016) further reveals that working poverty rates among youth in sub-Saharan Africa was nearly 70 per cent in 2016, translating into 64.4 million working youth living in extreme or moderate poverty (less than \$3.10 per day). According to the same source, the amount of poor employed youth has unfortunately risen by as much as 80 per cent for the past 25 years. Nonetheless, like many sub Saharan African countries, Kenya is experiencing a youth bulge with over 43% of the population under the age of 15 and 80% of its population under 35 years (Brunello and Rocco, 2017). Suggestive of South Africa, and in spite of being the largest economy in the East Africa region, Kenya is faced with the issue of youth unemployment, with insufficient jobs to meet the employment needs of its youth (Bhurtel, 2015).

The challenge that is mostly difficult in this region is the fact that the great numbers of students still have the problem of skills mismatch with the job market. There is mismatching between higher education and the employment market demands outside academic world. African universities have been traditionally preparing students for public sector jobs while neglecting the

needs of the private sector. Although university degrees have been the entry requirement for various government jobs, still skills needed for such jobs seem a problem to most graduates in African countries. Most graduates entering the job market do either lack employability or not fitting into the available jobs (Africa-America Institute (AAI), 2015; Leopold et al., 2017). Fulgence (2015) argued that, most graduates from South Africa for example, lack essential experience of the work place. Their training has not been sufficiently relevant to the employment requirements of organizations (ILO, 2017). To overcome this situation, Universities and other career practitioners are making effort to ensure that students are prepared successfully to enter the job market. For example in South Africa, as is presumably the case elsewhere, “there is pressure on higher education from both government and employers to produce graduates who are employable in terms of attributes, capabilities and dispositions to work successfully”.

The current Population in Tanzania is 60 Million people. The population of Tanzania keeps increasing at the rate of 3.11 per cent every year (Kiaga, 2016). The increase in youth population has opportunities as well as challenges. One of the challenges is youth unemployment (Abban and Quarshie, 2016). Youth unemployment in Tanzania has been a long-time problem (Haji 2015). Tanzania unemployment is higher in urban than rural Areas 13.4% versus 8.4% (URT, 2017). As such, unemployment is a big challenge in many countries, especially developing countries such as Tanzania, where population growth outpaces employment growth (Amani, 2017). Overall, global unemployment can also be attributed to the globalization of the labor market engendered by technological innovation, which demand new skills. Some studies have established that globalization, partly spurred by technological innovation, has massively disrupted economic trajectories and business models (Clarke, 2018). Such disruption is increasingly displacing jobs and changing the skills needed in the labor market (Oliver, 2015).

In addition, female unemployment is higher than male unemployment. Although it is difficult to obtain recent official graduate unemployment data in Tanzania, evidence presented at the National assembly of Tanzania in 2016 indicated that there were 27,614 unemployed graduates in that year. Of these, 14,271 were female and 13,343 were male. Further evidence indicates that each year, about 900,000 Tanzanian youth enter the job market, which creates only 50,000 to

60,000 job each year (Gregory, 2017). In other words, in excess of 800,000 youth, including university graduates, remain jobless. Some scholars (Mwagonde, 2015) have contended that only 20% of university graduates in Tanzania find employment each year, and employers claim that university graduates lack relevant job competencies (Munishi, 2016). This suggests an increasing unemployment rate in the country; however, Tanzania's official statistics indicate that the rate of unemployment has dropped slightly, falling from 10.3% in 2014 to 9.7% in 2018 (NBS, 2019). This is comparable to the unemployment rate in the neighboring Kenya, which stood at 9.3% in 2019 (Plecher, 2020).

Despite all initiatives to bridge the skills mismatch in Tanzania, many employers still find it difficult to get graduates with adequate employability skills for their employment opportunities. Moreover, data from East Africa showed Tanzania as one of the worst performing countries in terms of creating graduates with employability skills that are required in the market. Specifically, 61% of graduates in the Tanzania lack employability skills while the proportion in Burundi stands at 55%, in Rwanda at 52% and in Kenya at 51% (Munishi, 2016). In Tanzania on the perspective of final year students and employers in relation to their employability skills proficiency and preparedness for employment emphasized the relevance of internships, work placements and work based learning as an effective opportunity for equipping graduates with employment relevant skills, knowledge and awareness of employer culture (Kalufya and Mwakajinga, 2016). A list of reports from Ghana, Kenya, Nigeria and South Africa also claimed that internships and even volunteering have a positive impact on students' employability prospects (Walker, 2015). As such, work-integrated learning (WIL) which refers to educational activities integrating academic learning of a discipline with its practical application in the workplace, responds at least in part to the dilemma of designing a contemporary curriculum aligned with current industry practice and to prepare students to work (Whelan, 2017).

In Tanzania efforts to improve employability skills have been directed towards improving Technical and Vocational Education and Training (TVET) with the aim to enhance graduates' employable skills, thereby boosting economies through Competency-Based Education and Training. To make this work, the government established the Department of Technical and

Vocational Education and Training (DTVET) in the ministry responsible for Education to manage two TVET quality-overseeing bodies namely the National Council for Technical Education (NACTE) for Technical Education & Training and Vocational Education and Training Authority (VETA) for Vocation Education and Training (Munishi, 2016).

Employability skills is one among the strong reasons influenced Karanga Technical Vocational Training Project to focus on establishment of KTVT Project in Moshi Municipality for the purpose of providing Technical Education and vocational training to the Youth in order to enable them to have employability skills, such as communication skills, problem solving skills, technological skills and critical thinking skills for having ability of self employment and to become self reliant person who can manage to solve the daily problem. This influenced the evaluator to conduct an evaluation study on Karanga Technical Vocational Training Project to determine the successfulness in implementation to achieve the target objectives.

Therefore, the evaluator conducted a formative evaluation of Karanga Technical Vocational Training Project in Moshi Municipality, evaluated the Project and had succeeded to meet its objectives in appropriate ways and to suggest the possible solutions that could ensured that the KTVT Project performs well.

### **Purpose of Evaluation**

The study was formative evaluation conducted to find out the extent to which employability Skills for youth had succeeded to meet the intended objectives effectively and efficiently of providing knowledge to both boys and girls students in Moshi Municipality in Kilimanjaro Region and also to prepared youth to acquire appropriate skills for their daily life. So far no formative evaluation has been conducted on this Project, since it was started. Therefore, to close up the gap this evaluation, evaluated Karanga Technical Education and Vocational Training in Moshi Municipality in Kilimanjaro Region to find out its appropriateness and suggested remedial measures to improve the KTVT Project in Moshi Municipality.

### **Evaluation Questions**

The evaluation question one which is developed from Karanga Technical Vocational Training Project (KTVTP) Project objectives.



1. To what extent the KTVT Project succeeded to provide the employability skills to the youth in Moshi Municipality?

### **Significance of the study**

The findings of this study is an important because gave insight to educational stakeholders, since the information collected ensured the educational stakeholders to obtain adequate information that could be used to empowered the youth in Moshi Municipality, Tanzania. The study also provided literature for other relevant evaluators and research studies in other context of Youth empowerment. The study also provided literature for other relevant evaluators and research studies or in other context of youth empowerment. The study gave insight to education policy makers and educational stakeholders at national levels, TIE is the one which prepared the national curriculum; it had a task to review the national curriculum so as to fit with the Tanzania Development vision 2025. The Tanzania vision is the nation to become the industrialization country where knowledgeable and skilled workers were highly needed to work in the industrial sectors. In order to meet this country demands the national curriculum should be reviewed so as to fit with the country demand which were to have skilled and knowledgeable workers. Now the country put more efforts in preparing the youths into technical educational and Vocational Training and put much efforts in science subjects through building the laboratories in secondary schools and starting to building the science secondary schools in every regions in the country so as to have many students who specialized into science subjects who will fit to work into different industrial sectors. The Ministry of Education Science and Technology had a task to implementation the national curriculum which prepared by TIE while the SQA and TCU were the education quality control to check the quality of education in all schools and universities.

### **Evaluation Model**

This formative evaluation of KTVT Project guided by CIPP model. The CIPP model was proposed by Daniel Stufflebeam in 1971. The model of evaluation guided the evaluator in conducting this study because it described and explained the concepts that related to this study. CIPP is short form that stands For Context, Input, Process and Product. The model described what evaluators did or prescribed what they should be conducted during the evaluation process.



Malcolm (2017) defined evaluation model as a systematic approach that guided in measuring the efficiency and effectiveness of a Program or Project or a course of a study in any field. Since evaluation involved a systematic determination of a subject's merit, worth and significance, using criteria governed by a set of standards.

**Context:**

Context evaluation; this involved the assessment of available and resources needed by the Project beneficiaries, the objective of the Project was to evaluate the effectively utilization of available resources such as human resource and physical resources for the benefit of beneficiaries, teaching and learning environment, such as library, workshop room and classes should be attractive to both teachers and students for better learning outcomes in all trades. Among the objective of KTVT Project equipped learners with basic skills which cut across to gender equality, whereby boys and girls are fully engage in the class works, manual works and field works equally as beneficiaries of this Project.

**Input**

According to CIPP Model, input evaluation assessed to what extent the available input managed to achieve the intended objectives or met the goal of the Karanga Technical Vocational Training Project. The input in this Project are human resources like qualified and competent teachers, physical infrastructure such as classes, library. Time resources and money as resource. Therefore, in this input evaluation, the evaluator focused on the effectiveness of all resources in the Project that helped the youths in Karanga Technical Vocational Training Project met their intended objectives in Moshi Municipality such as how the qualified teachers provided the youths with employability skills such as communication skills, problem solving skills, critical thinking skills and technological skills.

**Process**

In process evaluation, evaluator assessed how well the competent teachers as human resource implemented the vocational curriculum in Karanga Technical Vocational Training Project for the purpose of equipped learners with life skills and vocational skills which helped them to become , self-employment, self-independent as well as self-reliant person. The process here will include the implementation of vocational curriculum which including the teaching and learning technical education, monitoring and obtain feedback after the teaching or implementation. The evaluator

got the feedback of implementation of vocational curriculum in the Project by direct observing different vocational activities which took place in the project such as manual works, field works and workshop works. For effectively teaching the evaluator monitored the teaching documents such as scheme of works, lesson plan, class journal and subject log-book before and after teaching as the evidences for effective implementation of vocational curriculum in the Project.

### **Product**

Product evaluation, by the end of academic year the evaluator assessed the outcomes of the KTVT Project through checking the students who acquired life skills, knowledge, values, and attitude from the vocational curriculum in the Project. The product stage integrated, interrelated and interacted with other stages such as input and process for effective measure of the Project. Also the evaluator assessed all positive changes toward student in term of acquisition of life skills and vocational skills as a product of the implementation of vocational technical vocational training Project. The focus of the product was the skills, attitudes, knowledge, learning and abilities they attain which the students used in life to benefit the entire society. Therefore, the KTVT Project focused on producing graduates with life skills as a product of the implementation of Technical Education and Vocational Training in Moshi Municipality.

### **Strengths of the model**

The model is important because it identified and addressed the needs of the target population as well as identified the problems and assessed if the goals were responsive to the desired needs. The model provided the information for determining the resources that used to meet the goals of the Project for effective success; the resources included time resources, human resources and physical resources. The model focused of the product is not on the student's achievement of the grades but the skills, attitudes, knowledge and abilities that students attained and going to use in life for benefit of the entire society.

### **Weakness of the model**

The model failed to recognized their resources such as time available means need enough time and money conducted evaluation effectively. The model is the evaluator's occasional inability to

respond to some of the significant questions because evaluator needed to consider the resources and time available. The evaluator used the model since its strength outweighs the weakness.

### **Relevance of the model to the study**

In this study of formative evaluation this model helped guided in efforts of four stages of the model. A model evaluated the extent to which KTVT Project had attained its objectives through access technical education and basic skills for the youth. A model helped to integrate the acquired life skills, acquisition of knowledge, attitude to be used in life to benefit the entire community. The model used to evaluate the effectiveness of the Karanga Technical Vocational Training Project in equipped young people with life skills and vocational skills. The model focused on acquisition of skills, attitude, knowledge and abilities to the students in Karanga Technical Vocational Training Project rather than focus of product on student's achievement of the grades.

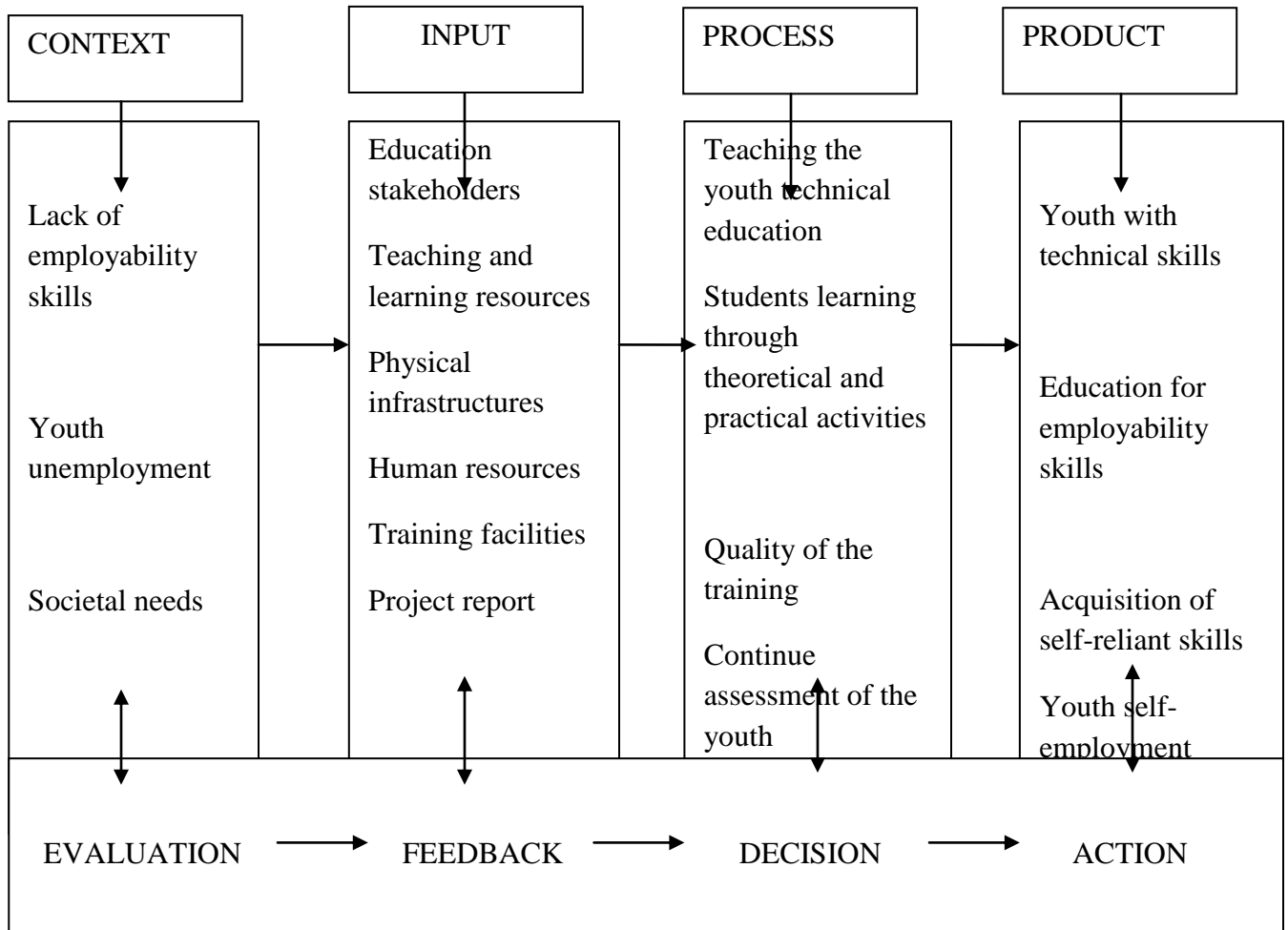
## **2. Conceptual Framework**

Conceptual framework refers to the model of presentation of relationship between variables in the study shown graphically or diagrammatically (Orodho, 2005). The conceptual framework develop from CIPP model guided the evaluation study. The conceptual framework consists of Context, Input, and Process and Product components of the implementation of Karanga Technical Vocational Training Project in Moshi Municipality.

According to the figure 1.1 The interdependent of the stages in order to achieve the intended objectives which are: to ensure the youths are benefiting from Technical Education and Vocational Training in Karanga Project. To equip the youths with employability skills that can prepare them to solve their daily life problems. The benefits the youths derived from KTVT Project in Moshi Municipality. To what extent does the KTVT Project ensures that both genders are participating equally in the Training in Moshi Municipality.

**Conceptual framework of the implementation of Karanga Technical Vocational Training Project**

**Figure 1.1**



**Source: Based on class discussion (2021)**

There inputs which are very crucial for the implementation of Karanga Technical Vocational Training Project known as; Youth, educational stakeholders including the parents, teaching and learning resources, human resource such as competent teachers, librarian and physical infrastructure such as classes, toilets, computer room and workshop room. The process of the Project includes; the teaching and learning where the competent teachers implemented the various teaching strategies and techniques which made the lesson more effective for learners,

students took notes during the teaching in the class where in practical works students integrate what they learnt in the class to have the wide knowledge. Example the teacher I demonstrated how to assembly computer components to creates a complete set. The product or outcome of the KTVT Project was youth accessed Technical Education and Vocational Training, acquired of employability skills; knowledge and ability lead to the youths to have an ability of employ by themselves. Therefore, the Project objectives had been achieved all four components (Context, Input, Process and Product) were evaluated to determine the usefulness of the Project.

### **3. Review of empirical studies**

#### **Provision of employability skills to the youth**

Ahmad and Ullah (2017) conducted a study on Technical skills and employability skills of Vocational high school students in Pakistan. The objective of this research was to determine the development of technical skills and employability skills of vocational high school students in terms of the implementation contribution of scientific approach. The study used a quantitative approach of non-experimental design with the type of survey called ex-post facto. The research population is made up of 523 students of mechanical engineering skills package with the sample of 221 students (172 males and 49 females). Data collection techniques used was a test, questionnaire, and documentation. The data were analyzed using descriptive analysis and structural equation modeling SEM. The findings showed that the implementation of scientific approach has significant contributions towards the mastery of Technical skills and the impact on the employability skills of Vocational students. Hence, it can be said that the technical skills and employability skills can be developed through the implementation of a scientific approach. The findings of such studies remain decidedly unclear and possibly detrimental to applied disciplines. So other studies are required to check for similar findings.

Sinclair (2017) conducted a study on employability skills needed to face the demands of work in the future. The qualified human resources with high competitiveness and employability skills are needed to face the era of technological disruption, but employers find a lack of expertise among job seekers. Insufficient skills are related to the issue of education quality. The objective of the study was to identify the employers' employability skills needed in the career field and the way

to integrate it into the instructional process. The research was conducted through Systematic Literature Review (SLR) and mapping approach that consisted of three stages: planning, conducting, and reporting. The literature reviews in this research were derived from Science direct, Springer as the main references. The findings from the analysis in the literature review showed that employability skills are needed in relation to the work demands in the future according to the employers covering communication, team working, problem solving, and technological skills. The implementation of employability skills in the instructional process is to integrate them into the classroom for all subjects. The reviewed study focuses on the mismatch skills with the job market. The job seekers had skills which is not appropriate to the job market, for the adequate productivity and competitiveness which affects the ability to implement new products, services or technology the suitable skills needed in the industries. This reviewed study is affirm the current evaluation study through empowering the youth with the skills needed in the job market such as critical thinking skills, problem solving skills and communication skills which help the managers to interact effectively with the client in the workplace.

Murgor (2017) conducted a study on Trainers' Qualifications in Competence Based Education and Training Implementation and Acquisition of Employable Skills among Visually Impaired Learners in TVET Institutions in Kenya. The objective of this study was to examine the extent to which trainers' qualifications in CBET implementation influence the acquisition of employable skills among visually impaired learners in TVET institutions in Kenya. The study applied a mixed methods research design. Purposive sampling was used to sample the rest of the respondents. The questionnaires, interview schedules, and focused group discussion guide and observation checklists were used. The study further noted that the acquisition of employable skills among VILs was positively and significantly influenced by trainers' qualifications in CBET implementation. The study concluded that trainers' qualifications had considerable impact of level of the acquisition of employable skills among VILs. The students with visual impaired can affect an employee's ability to be safe, read, operate a computer, drive vehicles, operate machinery, handle money, and navigate safety around the workplace, productive and independent at work. The current evaluation study focusing on empowering the youth with employability skills such as communication and problem solving skills. To empower the students

with visual impaired more efforts needed such as adaptive technology to overcome workplace barriers such as barcode scanners for labeling items for easy location or Braille. Large button phones or mobiles with text to speech software to allow for use of text messaging and specialized scanning software which allows rapid scanning of hard copy documents which are then saved to computer for enlarger viewing or listening to via text to speech function. The evaluator needs to conduct an evaluation study on employability skills to students without disabilities for effectiveness.

Mwita (2018) conducted a study on Graduates' employability skills in East Africa. This study was about the perceptions of the academic community, employers and civil servants regarding graduates' employability skills in East Africa. The study focused on the mismatch between skills acquired in Higher Education HE and those in demand by employers. The study employed mixed method approach and questionnaire was used. The findings showed that employability skills were mostly perceived as insufficiently developed during the students' progress in their programs.

Skills mismatch or skills gaps describe the situation whereby the employer believes that workers do not possess the adequate competencies to successfully discharge their current role, skills shortages related to a situation whereby employers are unable to fill key vacant posts due to a lack of suitably qualified candidates. Skills gaps may harm productivity and competitiveness which affects the ability to implement new products, services or technology, due to lower output per worker, which also tends to inflate average labour costs. Every job, regardless of level, needs a range of skills and knowledge which are appropriate to the job market. This called for further studies for clear a skill gap or skills mismatch among the graduates.

Ndyali (2016) conducted a study on Examination of Employers' Expectations of Higher Education Institutions' Graduates in Manufacturing Sector in Tanzania: A Quest for Employability Skills. The main objectives of the study were: (i) to identify the basic employability skills required by manufacturing employers in Tanzania and, (ii) to investigate manufacturing industry employers' satisfaction with the recruited talents' performance.

The study was quantitative. A purposive sample of 156 students was used in the study. The study also found that informational skills, inter-personal qualities, technological skills, and



entrepreneurial skills were significantly associated with employers' satisfaction with overall employee performance. However, employers also identified a mismatch between skills the graduates have compared to what they consider as ideal basic skills and competencies required in the sector. These findings suggest that there is a great need of enhancing academia public private partnership in improving higher education institutions' delivery in order to meet labour market demands and employers' expectations.

The sample used is vulnerable to error with low reliability to the research findings which reduces credibility to generalize findings of such studies. The finding of this study suggest that there is a great need of enhancing academic public private partnership in improving higher education institutions' delivery in order to meet labour market and employers expectations. Purposive sample has low reliability and higher level of bias in research findings. Further studies are required with different sampling techniques to test the findings.

#### **4. Methodology**

This evaluation study used convergent parallel mixed methods design. Convergent parallel mixed methods procedures were those in which evaluator merges quantitative and qualitative data provided a comprehensive analysis of the problem, this design gave a chance to the evaluator to use both quantitative and qualitative instruments such as questionnaire and in-depth interview guide also the design helped in interpreting the findings of two base to see if there is convergence between the quantitative and qualitative data source (Creswell, 2018).

The target population of this evaluation study was 179 which comprised one (1) Project manager who involved in this study because was in-charge of all project activities conducted in the Karanga Technical Vocational Training Project, fourteen (14) teachers, one hundred and sixty (160) students, four and (04) non-teaching staffs, which made the total number of 179 target population (KTVT Project Survey, 2021).

The research instruments were; Questionnaire for teachers and students and in-depth interview guide for the Project manager and non-teaching staffs.

**Sample and sampling procedures**

Respondents	Sampling Techniques	Targeted Population	Sample Size	Instruments
Project Manager	Purposive	1	1	In-depth interview guide
Teachers	Stratified and simple random	14	4	Questionnaire
Students	Stratified and simple random	160	48	Questionnaire
Non-Teaching Staffs	Purposive	4	4	In-depth interview guide
<b>Total</b>		<b>179</b>	<b>57</b>	

**(Source: field data 2021)**

Pilot testing based on Vocational Technical Training Project; the evaluator conducted a pilot testing prior to administer of the evaluation instruments in one of the Vocational Technical Training found within the study area in Moshi Municipality. The Vocational Technical Training was not included in the actual evaluation study.

The instruments were validated when it measured what it intends to be measured and provides appropriate and useful results (Kothari, 2014). In this evaluation study, validity of the instruments were determined in terms of language used, content, and appropriate of the items, such as Questionnaire and In-depth interview guide, the evaluator gave to the two lecturers of Mwenge Catholic University (MWECAU) who were experts in the field of assessment and evaluation, assessed the relevance, appropriateness of items as well as language used. The experts' observed, comments, suggested and recommended considered before administering the instruments to the intended respondents.

Evaluator used different techniques to ensure reliability of instruments. The evaluator coded and analyzed the pilot tested data whereby the reliability of questionnaire for teachers was calculated by using Likert scale items in section B question number 5, and the reliability of questionnaire

for the students was calculated through Likert scale items in section C question 9. Cronbach Alpha method was used to calculate reliability with the aid of Statistical Package for Social Science (SPSS) program version 21.

The results from the pilot testing of the evaluation instruments showed that, reliability of the questionnaire for the teachers was 0.688 and the reliability of questionnaire for students was 0.699. Hence, according to Kerlinger (1993), the reliability of more than 0.5 is acceptable, 0.6-0.7 is good and 0.8-0.9 is excellent. For reliability of qualitative instruments, the evaluator used triangulation method by comparing responses from different evaluation instruments such as questionnaire and in-depth interview guide to achieve credibility, also the evaluator ensured credibility by avoidance of bias, and the evaluator tried to his level best to present data without adding information.

The evaluator obtained an introduction letter from Director of Postgraduate Studies of Mwenge Catholic University, addressed to Project Manager of Karanga Technical Vocational Training office, to seek permission to collect data from Karanga Technical Vocational Training Project in Moshi Municipality, Kilimanjaro; and permission was granted to collect data concerning the KTVT Project. During data collection the evaluator informed respondents concerning the evaluation study and gave assurance about ethical consideration especially confidentiality. The evaluator considered the time agreed when administering Questionnaire to Teachers and Students Girls, In-depth Interview Guide was conducted with the Project Manager and Non-teaching staffs. The evaluator informed respondents concerning the purpose of evaluation study as well as the ethical principles. During interview sessions the evaluator probed the respective respondents and listened carefully without unnecessary interruptions.

The evaluator used convergent mixed approach; the evaluator collected both quantitative and qualitative data and analyzed them differently. In quantitative data, the evaluator analyzed, organized and converted into table, frequencies by using Statistical Package for Social Sciences version 21 and presented in tables. In qualitative data, the evaluator summarized and analyzed in each theme which related to the purpose of evaluation and then extracted, interpreted and

discussed the relevant information. Also in qualitative data the evaluator coded the categories and subcategories into themes. The convergent mixed approach helped the study to provide a comprehensive analysis of the findings. The evaluator compared the findings from two different sources, quantitative and qualitative results and made conclusion.

## 5. Research Findings

The first question for the evaluation study was meant to employability skills provided to the youth prepared them into real life situation in Moshi Municipality.

The first evaluation question aimed at finding out the employability skills provided by KTVT Project to the youth prepared them into real life situation. To obtain the required information the evaluator in Questionnaire provided items to teachers to indicate their level of agreement with the given statement while students were given questionnaire. The Project Manager, Support staffs responded the items separately and individually in interview. The results of rating scale on what the Project does to facilitate employability skills are summarized in tables starting with results of students in Table 1.

**Table 1. Students Responses on Types of employability Skills offered by KTVT Project (n=48)**

Skills	f	%
Problem solving skills	16	33.3
Technological skills	19	39.6
Communication skills	9	18.8
Critical thinking skills	4	8.3
<b>Total</b>	<b>48</b>	<b>100</b>

(Source: Field Data 2021)

Results in Table.1 revealed that, 39.6% of students revealed that KTVT Project offered problem solving skills; moreover 33.3% of students revealed that KTVT Project offered technological skills while 18.8% of students revealed that KTVT Project offered communication skills and 8.3% of students revealed that KTVT Project offered critical thinking skills. Therefore, the study

asserted that skills offered by KTVT Project are problem solving skills, technological skills, communication skills and critical thinking skills.

In relation to the employability skills provided to the youth through KTVT Project, during an interview with the Project Manager and Support staffs they had this to say, “KTVT Project provide employability skills such as technological skills, problem solving skills, communication skills and critical thinking skills to the youth which prepared them to solve daily life problems”. (Source: In-depth Interview on 24<sup>th</sup>June, 2021).

In the same vein evaluator triangulated information with the information obtained from the teachers, the teachers showed their responses as shown in table .2

**Table. 2 Teachers Responses on employability Skills provided to the Youth (n=4)**

Statement	SD		D		U		A		SA	
	f	%	f	%	f	%	f	%	f	%
Critical thinking Skills offered by the Project are inappropriate to the learners needs	3	75	0	0	1	25	0	0	0	0
Technological Skills offered by Project prepared youth to solve their daily life problem	0	0	0	0	0	0	0	0	4	100
Communication skills prepared youth to live successful in different living environment	0	0	0	0	0	0	0	0	4	100
Technological skills helped youth in searching learning materials	0	0	0	0	0	0	0	0	4	100
Vocational skills are not prepared youth into employment opportunities	4	100	0	0	0	0	0	0	0	0
Project Courses offered to the youth can give employability skills to them	0	0	0	0	0	0	0	0	4	100
Courses offered in the KTVT Project contained basic skills which needed by the students	0	0	0	0	0	0	0	0	4	100

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Employability skills such as problem solving skills prepared youth in real life situation	0	0	0	0	0	0	0	0	4	100
Technological skills from ICT Department have great contribution in students learning	0	0	0	0	0	0	0	0	4	100
Critical thinking skills are preparing youth into self-employment such as carpentry and joinery	0	0	0	0	0	0	0	0	4	100

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**(Source: Field Data 2021)**SD=Strongly Disagree, D=Disagree, U=Undecided A= Agree, SA=Strongly Agree

Results in Table.2 revealed that, 75% of teachers strongly disagreed that critical thinking skills offered by the KTVT Project are inappropriate to the learners needs, moreover 25% of teachers undecided that critical thinking skills offered by the Project are inappropriate to the learners needs. Therefore, the study confirmed that skills offered by KTVT Project met the learners' needs which imply that in ensuring access of Technical Education and Vocational Training students prepared to meet their needs in the future life.

On the other side 100% of teachers strongly agreed that the technological skills offered by KTVT Project prepared the youth to solve their daily life problems. Therefore, the evaluation results affirmed that KTVT Project offer technological skills which prepared them to solve their daily life problems. from the technology skills the students managed to work more efficiently and boost their confidence and became valuable persons to the employers through their ability to perform to perform multitasking in the workplace. The results were in line with the study by Ahmad and Ullah (2017) conducted a study on Technical skills and employability skills of vocational high school students in Pakistan. Therefore according to findings showed that the implementation of scientific approach has significant contributions towards the mastery of technical skills and the impact on the employability skills of vocational students.

The study findings also revealed that, 100% of teachers strongly agreed that communication skills prepared youth to live successful in different living environment. The evaluation findings confirmed that students under KTVT Project were fairly given communication skills so through skills prepared them to have ability to communicate effectively with clients, colleagues and

managers, also communication skills improves teams working spirit, inspire high performance and enhances the workplace culture.

Furthermore, the evaluation study findings presented in the table .2 showed that 100% of teachers strongly agreed that technological skills helped the youth in searching learning materials. Therefore, the evaluation results affirmed that the KTVT Project provided the skills to youth which helped them in searching different learning materials through internet and expand their thinking capacity at large. The results were supported with the study by Ahmad and Ullah (2017) in Pakistan, who found that scientific approach, has great significant contributions towards the mastery of technical skills in their workplace which make the workers more innovative and discovery.

Also the findings of evaluation study from table.2 shows that 100% of teachers' strongly disagreed that Vocational skills are not prepared youth into employment opportunities. The evaluation findings affirmed that Technical Education and Vocational Training prepared youth into employment opportunities. This is supported by the suitable skills provided by the KTVT Project that match with the job market, despite the fact that VTC played big role to equip learners with skills and knowledge stills there is a high number of youth lacking suitable skills or skills mismatch with job market which lead to high number of unemployment rate. There need to review the vocational curriculum for provide appropriate skills which needed by the employers.

The evaluation findings from table.2 shows that 100% of teachers strongly agreed that Project courses offered to the youth can give them employability skills. The evaluation study findings affirmed that KTVT Project courses offered to youth gave employability skills because many youth under KTVT Project have realized the contributions of the Project to them.

The findings of Evaluation study from table.2 show that 100% of teachers strongly agreed that Courses offered by KTVT Project contained basic skills which needed by the students. The evaluation findings revealed that students were satisfied with courses offered by KTVT Project because through courses offered by Project helped to prepare youth in future life. On other hand the findings from the table.2 show that 100% of teachers strongly agreed that employability skills such as problem solving skills prepared the youth in real life situation. The evaluation study findings affirmed that KTVT Project offer employability skills such as problem solving skills which prepare the youth live together with society. The results were in line with study by



Sinclair (2017) who found that employability skills needed to face the demands of work in the future. Therefore the findings from the analysis in the literature review showed that employability skills are needed in relation to the work demands in the future according to the employers covering communication, team working, problem solving, and technological skills. The implementation of employability skills in the instructional process is to integrate them into the classroom for all subjects.

Other findings from table.2 show that 100% of teachers strongly agreed that technological skills from ICT Department have great contribution in students learning. The evaluation study findings revealed that KTVT Project offer different courses so that youth can have technological skills which had great contribution in searching learning materials through computers Google search engine. The findings from the table.2 show that 100% of teachers strongly agreed that critical thinking skills are prepared the youth into self-employment such as carpentry & joinery.

The evaluation study declared that the students under KTVT Project were offered with different courses that used to prepare them to become important persons in the family, society and a nation at large.

In relation to the employability skills provided to the youth through KTVT Project, during an interview with the Project Manager had this to say:

Youth acquired the employability skills such as critical thinking skills, problem solving skills, technological and communication skills prepared youth to have positive attitude toward self-determination in life as well as self-employment which bring them to independent life. We have facilitators in our Project which provide life based skills to the youth, these skills are very important to them because used to prepare them to be aware on the life and to be confident with their daily life and to be independent persons. The employability skills prepared the youth to have ability of establish their own Projects such as bakery, carpentry, tailoring and brick lying as commercial Project which will earn money. (Source: In-depth Interview guide on 24<sup>th</sup> June, 2021)

One of the Support Staffs during an interview had this to add, *“Acquisition of employability skills such as problem solving skills and technological skills used to*

*prepare the youth to become independent learners who can stand alone in doing things*". (Source: In-depth Interview guide on 24<sup>th</sup> June, 2021).

## **6. Conclusions and recommendations**

The study concluded that the different Training programmes done in KTVT Project, Technical Education and Vocational Training have over the years improved the employable skills of the youths. It is for this reason that emphasis should be placed on the need for the youths to be empowered through knowledge, ability, competencies and skills so that they can be well-fitted for the world of work. Employability skills are very important because the labour market is intensely competitive, and employers are looking for people who are flexible, take the initiative and have the ability to undertake a variety of tasks in different environment.

### **Recommendations**

The school curriculum in Tanzania be reviewed to have some of these technical subjects in order the students to ability of acquire the appropriate skills that needed in the job market inside and outside the country. Government should establish clear programs for training students from lower to higher levels of education for the purpose of equip the students with appropriate skill which needed in the job market, whereby after graduating the certain level of education the students or graduates will be in a good position in which having both academic qualification and suitable skills for either formal or informal employment.

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