

**PERSPECTIVES OF YOUTH ON UNEMPLOYMENT IN TANZANIA:
VOICES FROM DODOMA MUNICIPAL**

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**A DISSERTATION SUBMITTED IN FULFILLMENT FOR THE
REQUIREMENTS OF THE MASTER DEGREE OF HUMAN RESOURCE
MANAGEMENT OF THE OPEN UNIVERSITY OF TANZANIA**

2015

CERTIFICATION

The undersigned certifies that she has read and hereby recommend for acceptance to the open university of Tanzania that this dissertation entitled “the perspectives of youths on unemployment in Tanzania: - voices from Dodoma municipal” submitted to the open university of Tanzania for the award of masters of human resource management. I have read it and accept it as scholarly work and an independent research work carried out by James Mbalamwezi, under my supervision and guidance and it has not been presented in any higher learning institution.



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Dr Elinami V. Swai

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ABSTRACT

The objective of this study was to assess the perspectives of youth on unemployment in Tanzania using Dodoma municipal as a case study. The study addressed four specific objectives, to explore youths' views on what they identify as necessary for them to be employed, to examine employer's perception about what they consider to be the root cause for youth unemployment, to determine the extent to which education in Tanzania prepares youth for self-employment and to propose the ways for solving youth unemployment problem in Tanzania. Questionnaire and interview were used to solicit information from 100 respondents. SPSS (Statistical Product and Service Solution) was employed to analyze quantitative data, while qualitative data were subjected to thematic analysis. Study findings reveal that although job opportunities are few, youths blame the current education curriculum, saying it is too theoretical and do not expose students to necessary practical, skills to employ themselves. They also point to corruption and nepotism practiced by employers which they believe hinders competent youths from accessing employment. Employers on their side believe that youths, unlike adults have no necessary experience and competence needed in the world of work. - The study recommends , among the following to emphasize more on practical training in each stage of learning should be insisted, to improve quality of education, to introduce entrepreneurship training in each school and college is important to develop creativity and innovativeness in students. Government should fight against corruption, - to allow fair play in the access to employment.

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LIST OF ABBREVIATION AND ACRONYM

DD Demand

ILO International Labour Organization

LE Labour Equilibrium

NEP National Employment Policy

SPSS Statistical Product and Service Solution

SS Supply

U Unemployment

URT United Republic of Tanzania

W Wage

Y Youth

CHAPTER ONE

1.0 INTRODUCTION

1.1 Background Information

In most African countries, including the Tanzania, unemployment, under-employment and poverty levels have continued to increase and have remained at extremely high levels (Swai, 2014) despite considerable efforts to educate both children and adults. In recent years, there has been increased concern over the tragic waste of human potential, particularly for the youth, as most of the youth are either unemployed or underemployed. On the other handsome youths and even children are overworked due to lack of labor laws and standards.

Employment is a crucial aspect of any human being, especially for youths as they journey towards adulthood. Families and schools play a vital role in helping youths explore careers that match their strengths and interests and in helping them understand the importance of building basic work skills so they are prepared for employment (NCWD, 2012).

While most of the families have high expectation of their children to find jobs and contribute to the family development, many youth's complete schools and even colleges without get stable employment, youth unemployment has come to be among the major challenges in Tanzania (Msigwa, 2013).

A study by ILFS (2000) shows that youth unemployment and underemployment in Tanzania are on the increase as an increasing number of youth is completing

education and others are moving to urban centers like Dar es Salaam. ILFS 2000/01 showed that the rate of youth unemployment is about four times the adult unemployment rate and is growing at double the rate for adult unemployment.

While there is no universal definition of the youth, because youth- is traditionally defined as a period of transition from childhood to adulthood. (UNECA 2009), “youth” are defined as people between 15 and 39 years of age. However, several African countries define their youth population differently. For example, Ghana, Tanzania and South Africa define the youth population as those between 15 and 35 years of age; Nigeria and Swaziland define it as those between 12 and 30 years; and Botswana and Mauritius define it as those between 14 and 25 years. These varying definitions of the youth population make it difficult to effectively discuss issues affecting youth in Africa generally and to compare information across countries. The age band used in the *AYR* is too wide because it is generally agreed that people in their 30s are adults, and hence not part of those youth who are in transition to adulthood. For statistical purposes, the United Nations (2011d) defines youth as those aged 15 to 24 years. Although arbitrary, this is the age group that has been recognized internationally as “youth.”

Though generally acceptable and preferable, its implementation often poses problems because the data for different countries are not provided using this definition. For example, population data are commonly presented in five-year age bands or presented for children (below 15 years) and for adults (15 years and above). Similarly, labor market data are typically presented for adults (16– 64 years).

Globally youth unemployment was estimated at 12.6 per cent in 2013, and this has been pointed as a “crisis”. As many as 73 million young people are estimated to be unemployed in 2013 at the same time, informal employment among young people remains pervasive and transitions to decent work are slow and difficult. The economic and social costs of unemployment, long-term unemployment, discouragement and widespread low-quality jobs for young people continue to rise and undermine economies’ growth potential. Skills mismatch is adding to the youth employment crisis. Skills mismatch on youth labor markets has become a persistent and growing trend. Over education and over-skills coexist with under education and under-skills, and increasingly with skills obsolescence brought about by long-term unemployment. Such a mismatch makes solutions to the youth employment crisis more difficult to find and more time consuming to implement (ILO, 2013).

The weakening of the global recovery in 2012 and 2013 has been linked to youth unemployment and the queues for available jobs have become longer and longer for some jobseekers. So long, in fact, that many youth are giving up on the job search.

The prolonged jobs crisis also forces the current generation of youth to be less selective about the type of job they are prepared to accept, a tendency that was already evident before the crisis. Increasing numbers of youth are now turning to available part-time jobs or find themselves stuck in temporary employment or without any employment.. Secure jobs, which were once the norm for previous generations – at least for the learned ones – have become less easily accessible for today’s youth.

By 2018 the global youth unemployment rate is projected to rise to 12.8 per cent, with growing regional disparities, as expected improvements in advanced economies will be offset by increases in youth unemployment in other regions, mainly in Asia. Global youth unemployment was estimated to stand at 73.4 million in 2013, an increase of 3.5 million since 2007 and 0.8 million above the level in 2011. Rising youth unemployment and falling labor force participation contributed to a decrease in the global youth employment-to-population ratio to 42.3 per cent in 2013, compared with 44.8 per cent in 2007.

Part of this decrease is due to rising enrolment in education. The global youth employment-to-population ratio is projected to be 41.4 per cent in 2018. Globally, the ratio of youth to adult unemployment rates hardly changed in recent years, and stands at 2.7 in 2013. Young people therefore continue to be almost three times more likely than adults to be unemployed, and the upward trend in global unemployment continues to hit them strongly (ILO, 2013).

As in the Middle East, the youth unemployment rate in North Africa is very high, at 23.7 per cent in 2012. The unemployment rate for young women is even higher, at 37.0 per cent, compared with 18.3 per cent for young men in 2012. Unemployment affects youth to a greater extent than adults; the youth unemployment rate in 2012 was 3.4 times the adult unemployment rate. The outlook for the coming years remains bleak, with youth unemployment projected to remain close to 24 per cent until 2018. In 2011, the youth unemployment rates for males and females in Morocco were fairly close, with young men facing a slightly higher unemployment rate (18.1

per cent) than young women (17.4 per cent). In Algeria, on the other hand, young women were far more likely to be affected by unemployment than young men. The female youth unemployment rate in this country was 37.5 per cent in 2010, while the male youth unemployment rate stood at 18.7 per cent (ILO, 2011a). Skills mismatches are a structural labour market problem in North Africa, which can be illustrated using unemployment rates by educational attainment. The unemployment rates for persons with tertiary-level education are among the highest in the world, at 21.4 per cent, 18.9 per cent and 17.4 per cent in 2010 in Algeria, Egypt and Morocco, respectively. In Algeria and Egypt, they are higher than for persons with primary or secondary education, pointing at a mismatch between the supply of and demand for skills and education. In most advanced economies, persons with higher levels of education are less likely to be unemployed, but this does not seem to apply to North African economies, as prospects of finding jobs for those having completed tertiary education are grim (McGurK, 2014).

Although the regional youth unemployment rate in Sub-Saharan Africa is lower than in most other regions, it is significantly higher than the adult unemployment rate. Compared with an adult unemployment rate of 5.9 per cent in 2012, youth are twice as likely to be unemployed, with an estimated youth unemployment rate of 11.8 per cent in 2012. Youth unemployment rates much higher than the regional average are found in South Africa, where over half of young people in the labour force were unemployed in the first three quarters of 2012, and in Namibia (58.9 per cent in 2008), Reunion (58.6 per cent in 2011) and Lesotho (34.4 per cent in 2008; ILO, 2011a and 2013b). The unemployment rate in Togo in 2012 was 7.5 per cent for

youth aged 15–29, but almost one out of four young people with post-secondary education were unemployed. However, the latter group accounted for only 13.3 per cent of unemployed youth in this country. On current trends, the youth unemployment rate is projected to remain close to 11.7 per cent in the coming years. The youth unemployment in Africa show in average more than 10 percent are expected to remain above 10 percent up to 2015. African youth unemployment rates are high compared with the world four times the rate in Southeast Asia.

The high youth unemployment rates in Africa are not limited to those with less education. For example, in Tunisia, which has one of the highest-quality tertiary education systems in Africa, only about 30 percent of students graduating from university are able to find a job in the first year after graduation. Similarly, in Ghana and Nigeria a large proportion of university graduates can find jobs only in the informal sector in urban areas (Brempong et al, 2013).

The researcher tries to talk about problems facing youth in Africa by assessing whether African countries' existing youth policies can meet the challenges and how these policies can be improved to foster the continent's equitable and efficient development but he failed to discuss about the causes of the problems especially youth unemployment in all of Africa, selected regions of Africa and the world, for That case it is difficult to solve the problem if the causes of the problem is unknown, therefore this is a gap that the researcher of this study wants to deal with by dealing with perspectives of youth on unemployment which will be guided by the research objectives.

Youth unemployment is one of the greatest and most complex challenges facing Tanzania. Just like most developing countries, Tanzania has been using the fiscal policy framework as a tool to alleviate the high rates of unemployment (Irira, 2014)

In Tanzania, youth unemployment and underemployment has now become so serious, that it should be regarded as a major national development challenge with ramifications for economic welfare, social stability and human dignity.

Unemployment and underemployment have remained one of the intractable problems facing Tanzania since the 1970s, whereby the country went through an economic crisis reflected by the fall in the annual GDP growth rate from 5% to an average of 2.6% in the early 1980s, and about 1% in the beginning of the 1990s (URT: Economic Survey 2000). Since the mid-1980s, Tanzania embarked on implementing a series of economic reforms that gradually placed the economy on a sounder footing including lowering youth unemployment. However; after an initial recovery in economic growth in the late 1980s the early 1990's the country was again plagued by macroeconomic instability and poor economic growth that called for the adoption of macro-economic reforms, first to go were youths. The on-going reforms have not considered youths as assets in the world of work.

According to NEP (2008) and Nangale (2012), the economically active population in Tanzania in 2005/06 was estimated to be 18.8 Million. This represents between 800,000 – 1,000,000, school and college graduates persons in the age of 18 -34 years living in all localities face the highest rate of unemployment at 13% for female and

10% for males. With youth (15-24 years) unemployment is highest among female youths at 15.4% as compared to 14.3% for males.

Scholars determined the reasons for youth unemployment (ILO, 1991 and Mjema, 1997) these studies shown that youth unemployment was a result of the general decline in the Economy, the Education system, lack of skills and business training, lack of credit facilities, emphasize on the formal sector alone, non-attractive Agricultural sector and the rural areas in general and lack of business advisory services. But also (Mjema, 1999) found that youth un employment is due to poor performance of the economy, poor policies, over dependency on Government. Also (Nyukorong, 2014) found that widespread existence of “Whom you know” when trying to secure a position as a causes of unemployment. Iira (2014) found that one reason for higher youth unemployment rates is that first time job seekers, who are mainly young, face greater difficulty owing to lack of work experience and, often, limited access to job vacancy information. Another reason is that younger workers have higher job turnover rates because of lack of skills and training, the lack of credit facilities for self-employment and problems of transition from school to work.

Despite the discovery of the causes of youth unemployment since 1970,s when the problem rose and the efforts used to solve it but the problem is over existing up to now. The causes are not only that there might be other factors which contributes to progressive youth unemployment in Tanzania, so this study dealt with identification of causes of youth unemployment in Tanzania so as to avoid its effects on the entire population and the coming generations.

Ambilikile (2004) considered the following as the causes of unemployment: - Technological changes fall in youth employment demand, Climatic changes, Education and training, Investment, Rural urban migration, population pressure, Monetary and fiscal reasons. While there are many reasons given as the causes of youth unemployment, these reasons have been generalized and none has come from the youth themselves. As Kipesha et al, (2013) have concluded that there are a variety of reasons for youth unemployment that may emanate from individual gender, geographical location, education, skills and marital status. Others have linked youth unemployment with an imbalance between supply and demand. These scholars suggest that when the economy of a country is low, the demand for young workers is lower than its supply. These scholars suggest that sometimes there is mismatch between the youths' education and the skills required to obtain a certain occupation. Employers cannot find the right competences and working experience within the youth labor force ILO (2011) Low education and experience has also been linked with youth unemployment. Contini (2010) for example suggest that the main reasons for youth unemployment can be related to the country's characteristics, such as economic conditions, labor market and policies. Pozzoli (2009) links it with family background.

Becker and Tomes (1986) in-Ermisch and Francesconi (2001) found that family background may affect children's educational outcomes through various channels. First, children growing in families where the education level of the parents is high might have better educational prospects because they inherit to some extent the learning ability and some other cultural endowments of their parents and also they

point to the fact that part of a child's human capital is Inherited through the transmission of genetic and cultural endowments from parents to children. The greater the degree of inheritability, the more closely related the human capital of parents and children are.

Havemann and Wolfe (1995) found that educational attainment of the children is influenced by their social background through the transmission of ability as well as of certain patterns of behavior, preferences and expectations which, to some extent, are internalized by children as standards and affect their cognitive and social-psychological development. Moreover, parental background might affect offspring's educational outcomes through the availability of financial resources within the family.

1.2 Statement of the Problem and Significance of the Study

From the foregoing, youth unemployment has been identified as a problem in need of a solution. Many youths are frustrated looking for jobs that are not there or that employers are not ready to offer them. This study looked deeply into the perceptions of youth on unemployment so as to come up with different views that can help to solve this problem.

While the forgoing reasons for youth unemployment may be valid, scholars use theories to explain youth unemployment. None cared to ask youth themselves to understand their perspectives about what they associate with their unemployment. Individual perspective in research has been found to be,-trustworthy. Qualitative

researchers like Silverman (2009) have suggested the validity individual perspective in research. They argue that researchers can rely on research participants' perspectives in their qualitative studies. Patton (2002) agrees with Silverman and argues that individual perspective can gain credibility within constructivism and social construction perspectives. Thus, individual perspectives can be taken as valid reality that is socially constructed. Within this perspective, youths 'perspectives' of their unemployment and employers' perspectives about the situation of youths unemployment were taken as valid.

1.2.1 Research Objectives

The general objective of this study was to explore and document the perspectives of youths on unemployment in Tanzania voices from Dodoma municipal.

1.2.2 Specific objectives are to:

- i). Explore youths' views on the processes that they identify as necessary for them to be employed
- ii). Assess employers perception about youth unemployment
- iii). Determine to what extent does education prepare youth for self-employment
- iv). Determine the ways to solve youths' unemployment problem in Tanzania

1.3 Research Questions

- i). What are the youths' views on the processes that they identify as necessary for them to be employed?
 - a. Variables

- i. Family socialization
 - ii. School training
 - iii. Societal support
 - iv. Positive Youth employment policy
- ii). What are the employers' perceptions about youth unemployment?
 - b. Variables
 - i. Youth Educational Level
 - ii. Youth positive attitude towards work
 - iii. Youth competence
 - iv. Education policy
- iii). To what extent does education prepare youth for self-employment?
 - c. Variables
 - i. Curriculum content
 - ii Teaching methodologies
 - iii Entrepreneur skills
 - iv. Practical training
- iv). What are the ways for solving the youth unemployment problem in Tanzania
 - d. Variable:
 - i. Education system
 - ii .Government policy on education
 - iii. Economic intervention
 - iv. Financial support
 - v. Labor market policy

1.3.1 Scope of the Study

This study was conducted in Dodoma Region specifically in Dodoma municipality in which the data was collected from different respondents such as Youths, Teachers and Employers of different institutions where by the aim is to secure information as guided by specific objectives of this study such as, to explore youths views on the processes that they identify as necessary for them to be employed, to assess Employers' perception about youth unemployment as well as determination of ways for solving the youths' unemployment problem in Tanzania.

1.3.2 Geographical Scope

The study was conducted in Dodoma Municipality. Dodoma Municipality, one among the region in which youths face unemployment situation. Dodoma region is among the 30 regions of Tanzania and it covers an area of 41,310 square kilometres equivalent to 5% of the total land surface area of Tanzania Mainland. Dodoma lies between 4 to 7 degrees latitude South of the Equator, and 35 to 37 degrees longitude East of Greenwich. It is centrally positioned in Tanzania and its four neighbouring regions with which they share borders include: Manyara in the North, Morogoro in the East, Iringa in the South and Singida in the West. Much of the Dodoma is just an undulating plane rising gradually from some 830 metres in Bahi Swamps; to 2000 metres above sea level in the highlands North of the region (Kondoa). Dodoma is the administrative capital city of the United Republic of Tanzania, perched some 486 kilometres West of the commercial capital, Dar es Salaam. The geographical land surface area of Dodoma is 2,669 square kilometres of which about 625 square kilometres are urbanized (Nzuki, 2013).

1.3.3 Theoretical Scope

This study used two theories of employment: Human capital theory as developed by Smith, 1776/1937; Alfred Marshall, 1890/1930; and Irvin Fisher, 1906 and Neo-Classical employment theories by Campbell and Brue, 1995, Davidson, 1990 to analyze the independent and dependent variables of youth unemployment in Dodoma Municipality.

1.3.4 Content Scope

The study concentrated on two variables: The first one is challenges facing youths in the employment sector. This is independent variable and will be measured by the following factors: Youth's level and type of education; family background and youth's individual predisposition towards work. The second variable is characteristics of employment sector. This is the dependent variable that was measured by two factors: labor market regulations and the performance of economy and employers' inclination about youths.

1.3.5 Time Scope

The study traced the phenomenon of youth unemployment in Tanzania from 1990s during liberal philosophy, and was conducted in 6 months within which three months were spent on field work and three months on data analysis, report writing and presentation.

1.3.6 Population Scope

This study concentrated on those people between 15 to 30 years who have not worked more than one hour during the short reference period but who are available

for and actively seeking work' in Dodoma Municipality as defined by the International Labor Organization (ILO). The study involved the perspectives of youths on their unemployment condition in Dodoma Municipality for data generalization because challenges facing youths in Dodoma Municipality was more or less the same as challenges facing other youths throughout Tanzania.

1.4 Significance of the Study

This study seeks to determine the perspectives of youth on unemployment in Tanzania and suggests the possible ways of solving the problem to ensure youth employment. The information on perspectives of youth on unemployment is very important to the government and policy makers for filling the policy gaps relating to country employments and in addressing the issue of unemployment.

The results of the study are also important to the employers and other labor market players, for understanding the source of problems resulting in youth unemployment which account for a large share of the Tanzanian labor force. But also, the study provides information to the youth themselves in the country to understand the causes of youth unemployment and the possible ways to tackle it. The study also adds to the literature by filling the knowledge gaps on the roots of youth unemployment and how the problem can possibly be addressed in the country.

1.4.1 Definition of Key of Terms

Youth unemployment refers to young people that are out of work. Given that one of the goals of this dissertation is to analyze this segment of the population, it is worth

spending time defining the two terms separately. The first step will be to explain the concept of youth, followed by the definition of unemployment.

1.4.2 Youth

Due to several factors, such as society, institution, culture and regulations, the definition of youth can change significantly between and within countries. The age – group associated to young people is linked to the role they have in the society, based on legal, cultural and political aspects. For example, the definition of youth varies within Italy, in the North it's considered between 14 and 29, in the South from 14 to 32 (O'Higgins, 1997).

In general, the various definitions do not agree on the lower or upper bound of the age-group. However, in economic terms the lower limit is set at the period of age when mandatory schooling ends, 15 years old. This dissertation will use the notation provided by UN, according to which: Youth comprises the age-group between fifteen and twenty- four inclusive' (O'Higgins, 1997, p.6). Even though this age range embraces teenagers and young adults, this distinction will not be considered relevant for the purpose of this study.

1.4.3 Unemployment

Unemployment is defined as a situation where someone of working age is not able to get a job but would like to be in full time employment. Note: If a Mother left work to bring up a child or if someone went into higher education, they are not working but would not be classed as unemployed as they are not actively seeking employment (Tejvan, 2010)

O'Higgins (1997) defined unemployment as a multidimensional concept which involves economic, politic and social dimensions. It is a difficult concept to define and measure since it depends on the economy of the areas, social settings, and culture and education system. According to the international labor organization, unemployment refer to those people who have not worked more than one hour during the short reference period but who are available for and actively Seeking work, due to the different understanding about the concept also (C.M.Ambilikile, 2004) defined unemployment as the number of people in a country who are willing and able to work but are unable to find jobs.

1.5 Chapter Summary

The objective of this study was to assess the perspectives of youth on unemployment in Tanzania: - voices from Dodoma municipal. Following the established aim of this research this chapter consists of the following; the introduction, background information, statement of the problem, scope of the study, geographical scope, theoretical scope, content scope, time scope, population scope, significant of the study, not only that but also the study addressed four specific objectives as follows, to Explore youths' views on the processes that they identify as necessary for them to be employed, to assess employers perception about youth unemployment, to determine to what extent does education prepare youth for self-employment, to determine the ways for solving the youth unemployment problem in Tanzania, also it presents the research questions, definition of key terms which includes youth and unemployment definition. Chapter 2 presents the theoretical and empirical literature. This is followed by chapter 3 that presents research methodologies. Chapter 4 dwells

on data processing and data analysis and the last chapter; chapter 5 presents data output as well as recommendations.

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Introduction

This Chapter reviews and discusses literature related to this study. This focuses on views on the processes necessary for employment; the extent to which education prepare youth for self-employment; and strategies for solving the youth unemployment problem. The first section presents theoretical framework that covers two theories: Human Capital theory as developed by Adam Smith, (1776/1937) and used by Alfred Marshall (1890/1930) and Irvin Fisher (1906) and neo-classical employment theories as used by Davidson, (1990) and Campbell and Brue, (1995).

2.2 Theoretical Review

2.2.1 Human Capital Theory

Human capital theory has been used to explain the importance of knowledge, attitudes, and skills in productive activities (Hornbeck and Salamon, 1991). The term human capital came into being as early as the 1770s, when Smith, 1776/1937; Alfred Marshall, 1890/1930; and Irvin Fisher, 1906 hypothesized that the investment in human beings through the provision of education, training and medical treatment would improve the productivity of individuals and the workforce as a whole. In investing in young people for example, governments and parents consider both opportunity cost and the direct cost of investment and therefore, education and training have been perceived as important investment on young people to gain paid employment and are used to signal who have the most productive potentials in

employment. Spence explain how an individual's level of education can be used as a signal not only on knowing a specific subject, but also of their generally (otherwise) unobservable ability such as higher level of logical thinking and judgment. However, as this study indicates, some employers consider other Unobserved characteristics such as motivation, job experience and hardworking, which may not result from education and training. However, Human capital theory has been validated by empirical labor economics research and many employers still use this theory when they make decision to hire. However, there may be a situation where a certain level or type of education may not be entirely necessary for a particular job, but still it is used as an unobserved ability to productivity.

2.2.2 Neo-classical Theory

Neo-classical employment theories have been used to explain three characteristics of unemployment: structural, frictional and cyclical unemployment. Structural unemployment is conceived as a product of the institutional set up of the economy, including policies, laws, regulations, private and government organizations, types of market arrangements and demography. The structural unemployment is particularly tied to demand and supply of labor, price and wage formation (Campbell and Brue, 1995, Davidson, 1990). In this context, when the demand is high, the possibility of getting employment is also high and the vice versa. Frictional unemployment on the other hand is very much related to structural unemployment where there is temporary unemployment spells. In such a situation, accessing employment becomes harder and youths are more disadvantageous than adults due in part, to the societal perception of them as displaying lower labor market attachment than older workers (Rees, 1986).

Cyclical unemployment differs from structural and frictional unemployment by basically being tied to economic fluctuations. Structural and cyclical unemployment are usually regarded as disequilibrium phenomena in the sense that they reflect excess labor supply at existing wages (Campbell and Brue, 1995). Normally employers strive to achieve equilibrium by ensuring that there is no labor supply from low productive workers, whose productivity is lower than the real return from their employment. Then, individual employers informally tend to hire most efficient workers.

In Tanzania, both the human capital and Neo-classical theories have been used to determine who have more qualifications to access employment. Since political independence in 1961, Tanzania has tried to pursue various policies favorable to human resource development. These policies were aimed at educating and training people with a view to improve the individual productivity. In order to achieve this goal various policy measures were taken on board including universal primary education, introduction of adult education and inculcating into the citizens, education for self reliance, in which theory was merged with practice (URT, Composite development goal 2000). Although the initiatives were taken, to develop human resource, the government was unable to achieve equilibrium in the labor market.

After independence young people ran from manual jobs in rural areas to urban areas in search of white collar employment. This escalated the friction unemployment in which many youths found them in urban centre with no employment. In 1996 the

government realized that there is a need to deal with urban youth unemployment through specific policy interventions. The youth development policy and the National Employment policy were published for that reasons. Both policies aimed at fighting the problem of urban youth unemployment through increasing employment opportunities (Komba, 2002). However ,although these policies were developed to curb the problem of urban youth unemployment, the government did not pay special attention to ways to develop youths ‘capacities needed in the job market, including inculcating to them job skills, entrepreneurial skills, motivation and hardworking skills. Thus, there are indications that, many youth lack these skills and significant increase of unlikelihood to access employment.

Youths continued to suffer unemployment within economic reforms during economic adjustment period which started with the home grown National Economic Survival Programme (NESP) (1980/81-1981/82) and the Structural Adjustment Programme (SAP) (1982/83-1984/85). This group of young people became the victim of ‘last in first out’ policy, leaving hundreds of youths unemployed in Tanzania (mjema, 1999). For over two decades now, Tanzania is faced with the problem of urban youth unemployment, which has paralleled a rise in youth “frustration, anxiety and despair, culminating in crime, drug addiction and alcoholism” (wanjohi,2004, p.30). Hopelessness and desperation has made young people easy recruits in armed rebel or insurgent movements experienced in many urban centre such as Arusha, Dar salaam and Mwanza.The prevalence of urban youth unemployment in Tanzania was regarded as a major national developmental challenge, and an impediment of sustainable development.

The vast existing literature on sustainable development hints at active and quality youthful population as one – possibly the only – factor reasonably consistently associated with economic growth and social development in general. In his early review of the literature, Check way and Finn (1997, 23) concluded that “the closest thing to a consistent finding among the studies is that quality and active youth can provide unique energy and insights to guide and lead struggles for community change.” Likewise, the ILO Regional Director for Africa, Charles Dan (2012) asserts that “...enthusiastic and energetic young people can drive the social and economic prosperity of the continent. – Although even on these accounts, the existing evidence is not overwhelming. Important studies estimating the association of quality youth and access to employment in Africa include Haji and Haji (2012), Argenti (2002), Cooper (2007), Thompson and Arsalan (2007), Guarcello et, al. 2005), and Mjema (1997). Examples of economic growth function estimates with youth contribution through employment in Africa include Martins’ (2013) report for the World Development, Pollin et, al.’s (2006) report on South Africa, Messkoub (2008) in the Middle East and North Africa, and ILO (2011) in South Africa. Compared to decades ago, “modern” socioeconomic structures have only served to reduce significantly the time young people spend with the older generation. This in turn may have reduced adult confidence in youths’ abilities to handle responsibility and consequently eliminated opportunities for positive role modeling and role learning for young people from their elders (Chinman & Linney, 1998). Regrettably, this situation has led a significantly large proportion of young people in Africa to live in social environments where chances “of living decent lives are negligible and in which

many find themselves stuck in positions of inadequate life chances and bleak prospects” (Christiansen, Utas & Vigh, 2006, p. 11).

However, the existing evidence on the association between quality of youth and access to employment – be it in level or value-added form – is still likely to suffer from bias due to unobserved youth characteristics, and employers’ perspectives variables. Obvious examples where such bias would occur include incidents where employers prefer certain type of observable characteristics regardless of the individual preparedness and motivation. In short, estimates of the effect of youth observable characteristics that convincingly overcome such biases are so far missing in the literature.

2.2.3 Going beyond neoclassical theory

The main assumption of New Keynesian economics, that distinguishes it from neoclassical economics, is that wages and prices do not adjust instantly to allow the economy to attain full employment (ILO, 2011). The logical starting point of Keynes’s theory of employment is the principle of effective demand. According to this theory; total employment depends on total demand and unemployment results from deficiency of total demand (Ambilikile, 2006)

The Keynes’s theory is useful in this study but it is too narrow to explain factors that may contribute to unemployment, unemployment cannot occur only because of supply and demand; instead depends on many factors including individual profile such as level of education and inclination, such as motivation to work. Also Keynes

talk about unemployment as a results from deficiency of total demand also this is not true because unemployment is caused by many factors, also he considered that wages and prices do not adjust instantly to allow the economy to attain full employment this also is not true because wages and prices have more impact on the economy. Therefore the researcher aims to find other factors that cause unemployment through use of research objectives to get information and have a solution about youth unemployment.

2.2.4 The Classical Theory of Unemployment

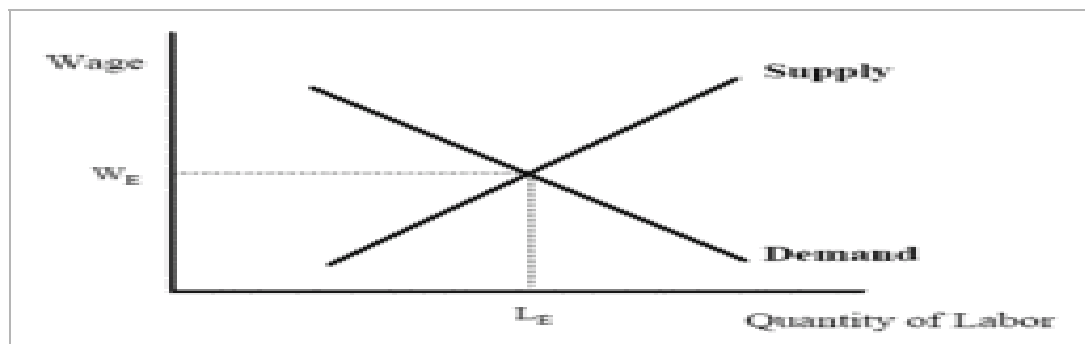


Figure 2.1: A Supply and Demand Model for Labor. In a Smoothly Functioning Market, the Equilibrium

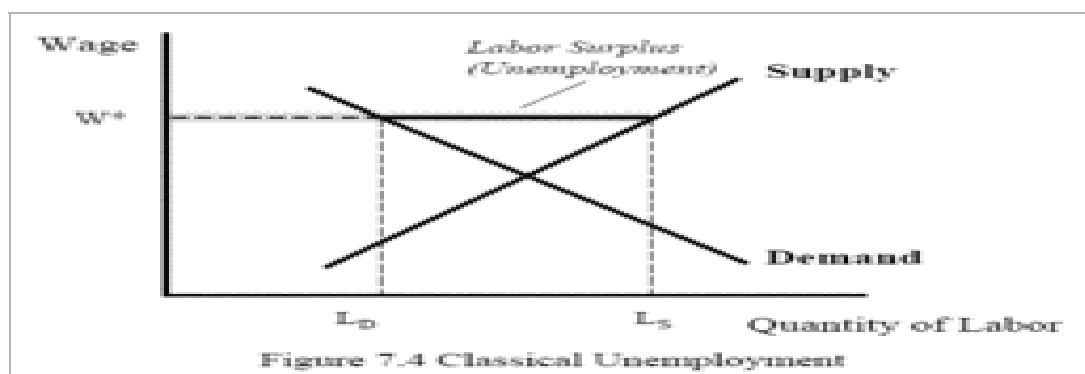


Figure 2.2: Classical Unemployment

In a Classical (idealized) market for labor, the only thing that can cause true unemployment is something that interferes with the adjustments of free markets, such as a legal minimum wage. (Source: GDAE).

In Figure 1, where the market is free to adjust, there is no involuntary unemployment. Everyone who wants a job at the going wage gets one. There may be many people who would offer their services on this market if the wage were higher as the portion of the supply curve to the right of L_E demonstrates. But, given the currently offered wage rate, these people have made a rational choice not to participate in this labor market. Within the Classical model, the only way true, involuntary unemployment can exist is if something gets in the way of market forces. The presence of a legal minimum wage is commonly pointed to as one such factor. As illustrated in Figure 2, if employers are required to pay a minimum wage of W^* (“W-star”) that is above the equilibrium wage, this model predicts that they will hire fewer workers. At an artificially high wage W^* , employers want to hire only L_D workers. But at that wage, L_s people want jobs. There is a situation of surplus. The market is, in this case, prevented from adjusting to equilibrium by legal restrictions on employers. Now there are people who want a job at the going wage, but can’t find one. That is, they are unemployed.

Classical economists suggest other “market interference” reasons for unemployment, as well. The economy might provide less than the optimal number of jobs, they believe, because: regulations on businesses reduce their growth, restricting growth in the demand for labor, labor-related regulations (such as safety regulations, mandated

benefits, or restrictions on layoffs and firings) and labor union activities increase the cost of labor to businesses, causing them to turn towards labor-saving technologies and thus reducing job growth ,public “safety net” policies such as disability insurance and unemployment insurance reduces employment by causing people to become less willing to seek work (Ackerman et al, 2013)

The classical theory was too narrow because it consider the only cause of unemployment as something that interferes with the adjustment of free markets for instance:- regulations on businesses , labor-related regulations, public “safety net” policies such as disability insurance and unemployment insurance reduces employment by causing people to become less willing to seek work .Therefore the researcher of this study sees this as cannot be the only causative of unemployment there are other factors which must be found.

2.3 Empirical Review

2.3.1 Processes Necessary for Youth Employment

UNDP (2008) suggests that each person is endowed with a mix of capacities that allows them to perform, whether at home, at work or in society at large. Some of these are acquired through formal training and education, others through learning by doing and experience. UNDP (2008) identifies levels or processes for capacity building. These include the enabling environment in which people are facilitated to develop their knowledge, skills and attitudes. These environments determine the ‘rules of the game’ for interaction between and among organizations. In the process of developing knowledge, skills and attitude to enhance individual capacity the

enabling environment include policies, legislation, power relations and social norms, all of which govern the mandates, priorities, modes of operation and civic engagement across different parts of society.

At the school level, the development of capacity comprises the internal policies, arrangements, procedures and frameworks that allow a school to operate and deliver on its mandate, and that enable teachers and students to work together to develop the envisaged capacities. This requires that schools are well-resourced with quality teachers, teaching materials, using quality teaching methodologies and appropriately assess the required capacities.

If all the environments, enabling environment and schools are well aligned to develop the capacities of the students, the students will gain necessary knowledge, skills, and experiences required to solve the perceived problems including access to employment. In the field of education, the development of human capacity is understood from different perspective, including humanistic, cognitive, as cognitive development where one is able to know and solve a problem. In terms of the work of schools, we typically think of cognitive development as the knowledge required solving problems in the academic disciplines. Cognitive development includes not only knowledge of tasks—in this case academic tasks—but also knowledge of self, settings, and others.

According to Lee (2008), knowledge of self involves one's identity as a member of a family, of peer social networks, and of larger communities, including those defined

by ethnicity, race, and nationality (Lee, 2008; Sellers et al., 1998). Knowledge of self also involves one's identity as a learner of particular field, subjects and in a school/college in general (Dweck, 1999) and as a participant who identifies to a greater or lesser extent with the culture of a classroom and a school (Wigfield, Eccles, & Rodriguez, 1998).

Spencer, (2006) suggests that the goals we set and our persistence in efforts to accomplish them—especially in the face of scarcity of jobs—are influenced by our motivation, our interpersonal skills and our ability to perform. An understanding of one's identity is an important guidepost because it makes one realize his or her capacity, the likes and dislikes and build a range of networking and affiliations within and outside the school including in a workplace. This self reflection lead into a conception of the job as interesting, doable, relevant, and whether it fits to individual competing goals (Spencer et al., 2003).

Eccles et al (1993) observe that, human ability to learn to accomplish the goals set, is influenced by the nature of the supports or scaffolds that are available for learning to perform the tasks in question. For example, teachers, with the help of peers and learning materials are required during the learning process to develop the necessary ability to perform. This implies that, for the capacity to develop, there must be some forms of support to help make sense of those aspects of knowledge (Lee, 2007; Spencer et al., 2003). For example, students who have clear long-term objectives to access employment may persist in school to get the knowledge, skills and attitude necessary for them to be employed. It is also crucial to note that academic learning

are developmental in nature, in that, those who have attained primary education are not the same as those who have secondary education. Likewise, those from high school are qualitatively different from those with college certificates.

2.3.2 Summary for Processes Necessary for Youth Employment

The aim of this section was to assess the processes necessary for youth employment by reviewing different sources of information, the following were processes necessary for youth employment: - Improving the environment in which people are facilitated to develop their knowledge, skills and attitudes which make students gain necessary knowledge, skills, and experiences required to solve the perceived problems including access to employment and the need of supports or scaffolds that facilitates the graduates/students get capital or knowledge for employment/self-employment but also the need to persist in school to get the knowledge, skills and attitude necessary for them to be employed.

2.3.3 The Employer's Perceptions about Youth Unemployment

Employers have a fundamental contribution to make in tackling youth unemployment. A study by Jones (2013) found that employers liked the fact that young people enable them to mould their workforce to suit their needs, they often liked the positive effect employing young people on their company profile, appreciated young people's greater digital literacy, and recognized the benefits to their sector and geographical area from giving young people employment. However, Jones also found some employers failing to employ the youths because they considered them as lacking job experience, both in specific jobs and in work in

general. Stiftung (2014) did a study on factors that employers identified as necessary for employing youths. 29% of employers thought that the number of years of professional experience acquired as well as the educational background of the applicant was as by far the most important qualifications.

Snape (1998) found that employers were often sensitive to the reason for unemployment so, for instance, a redundancy arising from recession or because of business closure was not seen as the 'fault' of the job seeker. Snape (1998) while generally sanguine about unemployment, employers were wary of applicants who were unemployed for a long time, which they regarded as a serious risk. They considered such people as additional cost, poor performers and a risk of leaving the job at short notice.

Employers' perceptions of the long-term unemployed are intertwined with their perception of other employment issues. The risk of unemployment is strongly related to issues such as physical and mental health and disability and basic skills such as literacy and numeracy. Job seekers with disabilities or who had recovered from serious illness posed a dilemma for employers as they were sympathetic but concerned that the applicant's disability or illness might pose a costly problem in their jobs (Danson et al, 2009).

EPS (2010) suggest that if an employer decides to go to the external job market to recruit labour, there are a number of alternative groups from which recruitment can take place. Unemployed job seekers are in competition for jobs with people already

in employment who are looking for a new job, new entrants to the labour market, people returning to the job market (e.g. people who take time out to care for children or other dependents, people who take a ‘gap year’ to travel abroad or do voluntary work) and international migrants. Employers’ perceptions of the qualities of these groups can play a significant role in determining the opportunities open to job seekers, especially if current employment status is used as a basis for statistical discrimination faced with a choice between a person who is currently unemployed and one who is currently in employment.

2.3.4 Summary for Employer’s Perceptions about Youth Unemployment

The aim of this section was to assess employer’s perceptions about youth unemployment by reviewing different sources of information, the following were employer’s perceptions: Despite the fact that youths are appreciated as people’s greater digital literacy, and recognized the benefits to their sector and geographical area from giving young people employment but also employers’ thoughts on young people’s that young people have less experience, both of specific jobs and of work in general but also they wary of applicants who have been unemployed for a long time, which they regard as a serious risk, both in terms of additional cost, poor performance and a risk of leaving the job at short notice. Also unemployed job seekers are in competition for jobs with people already in employment who are looking for a new job, new entrants to the labour market, people returning to the job market. Finally it was seen that what employers look for in their recruits differs from job to job, depending upon the job specification, sector and region many different components can feature in the hiring decision.

2.3.5 The extent to Which Education Prepare Youth for Self-Employment

Education is a necessary step to prepare people to be ready for work. In education, people get knowledge, skills and positive attitude towards job. The World Development Report 2007 (World Bank 2006) shows that in spite of improved primary education completion rates, fewer individuals might be attaining competitive skill sets.

This report suggests that there is a need for changes in curricula and teaching methods to inculcate in students strong thinking, communication, and entrepreneurial skills, which are in high demand in workplaces. The report also suggests that education system has failed to provide students with both general and core competencies and skills, which are valuable in labor markets. For education to prepare youths for the world of job, the report suggested, it is necessary to inculcate in them the necessary knowledge and skills that are characterized by change and in which there is a constant demanded by the employers.

Stiftung (2014) did a study on the role of education in improving labor market outcomes, with a particular focus on policy considerations for developing countries. He reviewed a literature on the role of education in Ghana and Pakistan. He found that education plays a central role in preparing individuals to enter the labor force and in equipping them with the skills needed to engage in lifelong learning experiences. He suggested that educational reforms should create a realistic balance between theory and practice; there is need to heavily invest on quality adequate infrastructure that includes spacious classrooms, energy, offices, laboratories,

workshops, hygiene and sanitation facilities, and portable water facilities, as critical for overall students' academic excellence.

Peterson et al, (2003) found that work-based learning experiences can have a positive impact on school achievement and outcomes. Students who participate in work-based learning show an increase in completion of related coursework as well as an increase in attendance and graduation rates .Early work-based learning experiences can help students build crucial job-keeping skills or soft skills. Peterson et al, (2003) identified that work-based learning is one way youth can identify interests, strengths, skills, and needs related to career development. A hands-on experience in a real setting, work-based learning includes a broad range of opportunities including short-term introductory activities such as job shadowing, informational interviews, and workplace tours, as well as more long-term and intensive training including workplace mentoring, apprenticeships, and paid employment. Volunteer work, service learning, and activities at a student's school site can also provide rich, work-based learning opportunities.

Pieter (2013) found that Vocational education and training often play a limited role due to weak links with skills demanded by private sector, insufficient funding, poor monitoring and evaluation, stigmatization, and low (perceived) returns.

Bangser (2008) identified that Students' high school experiences often do not prepare them adequately for postsecondary education and the world of work. Special attention should be paid to increasing the rigor, relevance, and engagement of the

high school curriculum, including for students who have traditionally faced barriers to successful postsecondary transitions.

2.3.6 Ways for Solving the Youth Unemployment Problem In Tanzania

Juma (2007); suggested some ways that can be used to solve the problem of youth unemployment, these include: (1) providing youth with appropriate post primary education, support change of mindset and develop their skills in order to promote self-employment and increase their employability in the expanding private sector investments. E.g. setting of skill development centres within the rural areas. (2) Collaborative effort to educate people and create public awareness on the harmful effects of substance abuse, prostitution and the risk of HIV/AIDS transmissions. Counseling, testing, promotion of dissemination of information on HIV/AIDS and the use of Anti Retro-Virals (ARVs) need to be further advocated (3) Develop better policy and laws to provide proper guidance for informed labour market and youth programmes designing and implementation (4) Provision of appropriate support to rural youth livelihood activities and the strengthening of access of young men and women to technical and financial services as well as access to market information is vital for expanding rural employment opportunities and improve rural youth livelihoods (5) strengthen institutional linkages and capacity building at all levels in order to address the challenges of youth unemployment in rural areas and (6) opening up export market opportunities for local products, including increasing investments in processing and manufacturing and relaxation of restrictive conditions in the international trade.

2.4 Conceptual Framework

The conceptual framework describes the independent variables, intermediate variables and dependent variables related to the perspectives of youth on unemployment in Tanzania, voices from Dodoma municipal.

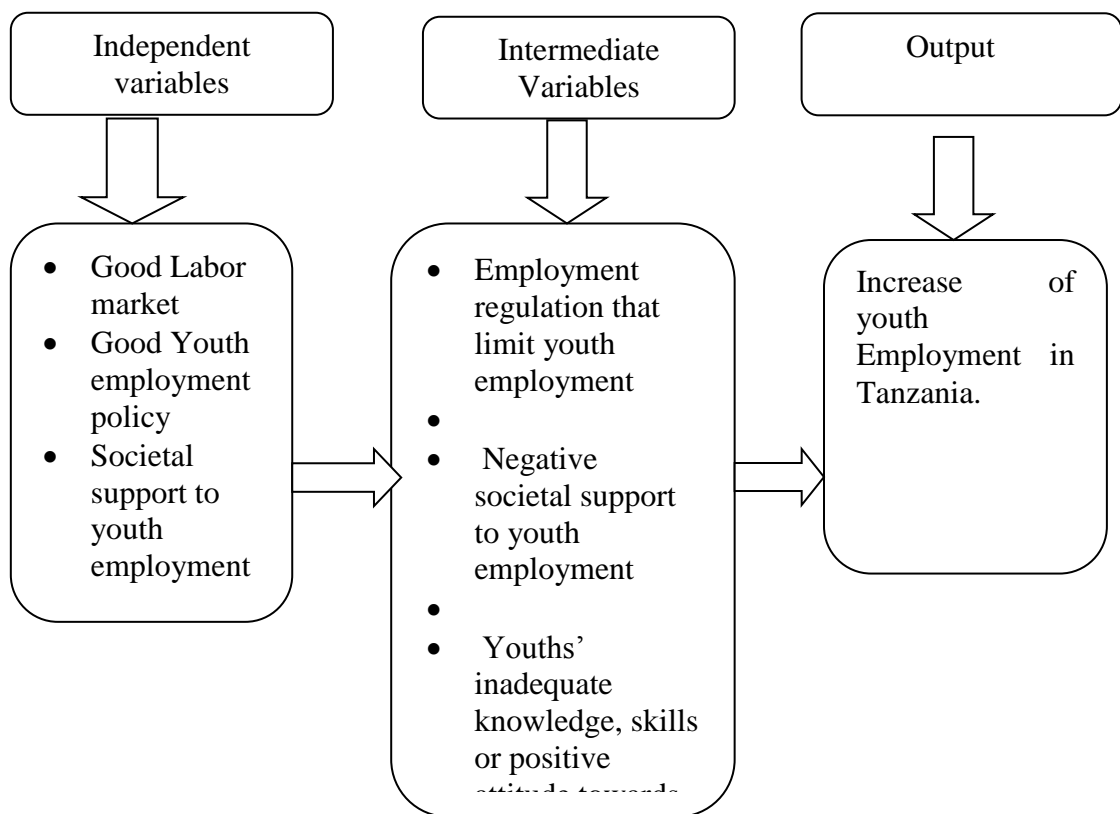


Figure 2.3: Conceptual Framework of Independent Variables, Intermediate Variables and Dependent Variables

The figure1 above shows the interrelationship between independent variables, intermediate variables and dependent variables in such a way that independent variable brings changes to dependent variables but this is only if action is undertaken in the middle stage which is intermediate variables, for instance Economic intervention is seen as independent variable in which if action is undertaken like

establishment of other economic activities like Agriculture, tourism and livestock keeping activities which stands as intermediate variable cause positive change of dependent variable. Through the above explanation the variables are interrelated in such a way.

2.5 Chapter Summary

In order to accomplish the target goal of this study the second part of this research was important, this part covers the following; literature review, introduction of literature review, theoretical review which includes Human capital theory, Neo-classical theory, Going beyond theory neo-classical theory and the classical theory of unemployment but also it consists empirical review which includes the youths' views on the processes that they identify as necessary for them to be employed, the employer's perceptions about youth unemployment, the extent to which education prepare youth for self-employment and the ways for solving the youth unemployment problem in Tanzania but also it includes Conceptual framework which includes independent variables, intermediate variables and dependent variable.

CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Introduction

This part covers the research methods which were used for data collection, these includes, the study area, Research design, Data types and Sources of data, Data collection method and Sampling aimed to be used in the whole process of research activities as guide for obtaining data.

3.2 The Study Area

The study was conducted in Dodoma Municipality, specifically in Dodoma town.

The area has been selected due to the fact that the area has got challenge of youth unemployment, which was seen as a research problem which has to be dealt in order to create environments for youth employability. Where by the primary and secondary source of data was easy to be obtained from the respondents, published and unpublished documents (NBS, 2003).

3.2.1 Geographical Location

Dodoma region lies inland very close to the Centre of Tanzania mainland .it were this location that attracted the Tanzania government to try and establish its capital in the Dodoma municipality. During the births colonial era Dodoma was being developed as a strategic link on the great North road which started off in Nairobi in the neighboring British colony of Kenya went on its way to the Rhodesia's which was another important parts of the British African empire.

Geographically the region lies between latitudes 4°7' and 7°21' south of the Equator and also between longitudes 36°43' and 35°5' east of Greenwich (NBS, 2003).

3.2.2 Administrative units

At independence, Dodoma region was a part of the central province in Dodoma region and was separated from Singida region which two were the components of the journal central province. At its inception the region consisted of the three rural district of Dodoma, Kondoa and mpwapwa. The urban district of Dodoma urban made up the fourth district later on. Mpwapwa district was later divided into the two districts of mpwapwa and kongwa

The region has total land area of 41,311 sq kms making it the 12th largest region on Tanzania mainland out of 20 some 5% of the mainland is in Dodoma region.

For administrative purpose the area is divided into the district as per table 1.1 below with Dodoma rural as the largest at 33.9% followed closely by Kondoa at 32.0% of the land area. Dodoma urban is the smallest accounting for only 6.2%. The water area is significant so that Dodoma's total area equals Dodoma's land area (NBS, 2003).

3.2.3 Climatic Condition

Dodoma region is mostly semi-arid due to the low land erratic rainfall. Rainfall is the most important climate factor in the region. It falls in a single mainly seasons between "November /December and April / May". Generally this rainfall in heavy storms resulting in flash floods (NBS, 2003).

Table 3.1: Distribution of Land Area by District Dodoma Region

District	Land area sq. km	Percent share regional
Dodoma rural	14004	33.9
Kondoa	13209	32.0
Mpwapwa	7,485	18.1
Kongwa	4,041	9.8
Dodoma urban	2,572	6.2
Total	41,311	100.0

(Source: NBS, 2003)

3.2.4 Topographical Characteristic

Dodoma region forms part of the central plateau of eastern Africa extending from Ethiopia in the north to the transvalue in the south. In the North West Dodoma region is the Mbulu plateau above 1600m a.s.l while the masai steppe within the Dodoma regional boundaries over approximately sq. km. There also the watt plateau and the usagara mountain chains. Also in the west of Dodoma region is occupied by vast internal drainage basin the Bahi depression which is considered to be donor warped section of the pipeline subsequent filled by segments. (NBS, 2003).

3.3 Research Design

Non- experimental design by use of cross section design and survey design was applied to obtain information from the respondents, where by questionnaire and personal interview was used respectively.

3.4 Data Types and Sources of Data

In this study both primary and secondary data were used. Objective i.e. general objective and specific objectives where by the interview was used by use of questionnaire that was prepared by the researcher to respondents.

3.4.1 Primary Data

Primary data were collected by use of interview specifically structured questionnaire and through use of focus group discussion by use of checklist required to the research.

3.4.2 Secondary Data

Secondary data were obtained from different sources of data such as official records like data of Youth population census of employment and unemployment of 2012 from Dodoma Regional Library, IRDP Library, also from socio-economic profile of Dodoma Municipal and from internets, Newspapers and other journals.

3.5 Data Collection Method

Different methods were employed in collection of both primary and secondary data; for instance Questionnaires were employed specifically use of structured questionnaire in which both closed and open questions are in consideration and the reasons of selecting this method was due to the fact that the method was free from the bias of the interviewer, also Respondents have adequate time to give well thought out answers but also it was very cheap even if the universe was large , not only that but also the method was appropriate to the study.

Interview method was used specifically personal interview where indirect interview was used in a such a way that a person who had knowledge about youth unemployment problem gave information and information was recorded that is through use of structured interview in which a set of predetermined questions and of

highly standardized technique of recording, the reasons of using this method is due to the fact that personal information can as well be obtained easily. Also more information and that too in greater depth can be obtained.

Focused group discussion method was also used, this was through division of questions to different groups so that they can discuss together and provide true answers that are needed by this study. But the reasons for choosing are due to the fact that it allows discussion hence easy to obtain data.

Table 3.2: Data Collection Methods and Tools

Objective	Methods	Tools	Respondents
(i) To Explore youths' views on the processes that they identify as necessary for them to be employed	Interview and focus group discussion	Questionnaire	34
(ii) To assess employers perception about youth unemployment	Interview	Checklist Questionnaire	34
(iii) To determine to what extent does education prepare youth for self-employment	Interview	Questionnaire	17
(iv) To determine the ways for solving the youth unemployment problem in Tanzania	Interview	Questionnaire	17
Total			102

3.6 Sampling

3.6.1 Sampling Frame

The introduction population for the study was employers in all departments of Government and Non Governmental organizations and Youths. Therefore the

sampling frame was the total number of Employers and Youths found in Dodoma Municipality.

3.6.2 Sampling Size

A total of 100 respondents from Dodoma municipal was taken out of 41, 0956 which is a total number of people who are in Dodoma municipal (URT, 2012) whereby the sample was obtained through use of purposing sampling a stratifies sampling method. The size was obtained from respondents like Education institutions, financial department, transportation department, and Security department. This was used through the use of formula derived by Yamane (1967)

$$n = N / [1 + N(e)^2]$$

Where by

n=sample size

N= population size

e= precision error 0.1(10%), 1 and 2 are constant

Computation process

From

$$n = N / [1 + N(e)^2]$$

$$n = 410956 / 1 + (410956)(0.1)^2$$

$$n = 410956 / 1 + (410956)(0.01)$$

$$n = 410956 / 1 + 4109.56$$

$$n = 410956 / 4110.56$$

$$n = 99.97567414$$

$$n = 100$$

Therefore this study employed 100 respondents and 2 key informants in the organization which give total of 102 respondents.

Table 3.3: Distribution of Sample Size

Organizations	Number of respondents
Employers	17
Teachers	17
Youths	68
Total	102

3.6.3 Sampling procedures

- Probability sampling techniques was used, where by simple random sampling techniques was used as a technique for sample selection in selected unit from which sample respondents was obtained through simple random selection.
- Non- probability sampling i.e. purposive sampling was used to select key informants, whereby the key informants in this study were chief executive officer and Youth leader.

Table 3.4. Sampling Methods

Unit	Method	Reasons	Sample size
Employers in all departments of Government and Non-Governmental organizations and Youths	Simple Random sampling.	<ul style="list-style-type: none"> • The target population has an equal chance of being included in the sample. • The selection of one member does not affect the selection of any other member of the population. • It saves time in selection of sample. For example $1000 \div 10 = 100$ 	100
	purposive sampling	It is related with the study	2
Total			102

3.7 Data Processing

The collected data was processed and verified prior to analysis. Data was edited, compiled, classified, tabulated and summarized to detect errors and omissions before coded into numeral to make them amenable for analysis, and then was entered into computer using Statistical Package for Social Science (SPSS).

3.8 4.2 Data Analysis

The Statistical Package for social Science (SPSS) was the main computer software for data analysis. In using SPSS, the first step involved preparation of the variables that was suitable for addressing the research questions and the methods of analysis that was used. The Descriptive statistics analysis was used to analyze variables, especially by use of frequencies to show the nature of relationship between the dependent variables and independent variables.

3.9 Reliability Consideration

To test the Reliability under this research study, a researcher used test- retest method so as to get results which is similar, also pre-test and comparison method which was employed to see if the measures are stable not only that but also language use was used according to the environments. Therefore this helped to determine the reliability.

3.10 Validity Consideration

To test the validity under this research study, validity was obtained by asking a series of questions which was guided by research objectives of the study concerned, but

also triangulation method was employed to evaluate the results which was obtained through data collection methods, this was used in order to control bias which may happen during data collection stage. Also multiple methods were used for instance involved use of observation, interviews and recording as a method for data collection methods. Therefore through the designed research questions the research findings and conclusion was trusted.

3.11 Ethical Consideration

To avoid the distortion of information and other ill feelings, which can arise, ethical issues was highly observed. Voluntary participation of the respondents was given the first priority. Moreover, the cultural implications of the respondents were considered. Confidentiality was highly maintained as well as great respect to all people regardless of their status in the society.

3.12 SUMMARY

In any research this part is too important as it includes the elements which were very important for this study: research methodologies which give insight to data collection, following that, it includes the study area, geographical location, administration units, topographical characteristics, research design, data types and sources of data which includes both primary data and secondary data, but also it covers data collection methods, sampling which covers sampling frame, sampling size, sampling procedures, sampling methods, detail field work, Reliability, Validity, and Ethical issues data processing, analysis and presentation.

CHAPTER FOUR

4.0 ANALYSIS AND PRESENTATION OF RESULTS

4.1 Introduction

This chapter presents the data for perspectives of youth on unemployment in Tanzania: - voices from Dodoma municipal. The data are focused in the three research objectives that were developed in chapter 1, which were set to: explore youths' views on the processes that they identify as necessary for them to be employed; assess employers perception about youth unemployment; determine to what extent does education prepare youth for self employment; and to determine the ways for solving the youth unemployment problem in Tanzania.

The data are arranged according to these objectives. Part 1 presents the demographic characteristics of the research participants, while part 2 presents the data for objective 1. Part three focuses on the data for objective 2, while part four presents the data for objective 3. The last part, part five presents the data for objective 4 and is followed by the summary of the chapter.

4.2 Demographic Characteristics of Research Participants

Table 5.1: Sex of Respondents

Responses	Frequency	Percent
Male	34	50.0
Female	34	50.0
Total	68	100.0

4.3 Sex of Respondents

Findings from this study revealed that 50% of respondents interviewed were men while female composed 50% of the total respondents.

Table 5.2: Age of Respondents

Age group	Frequency	Percent
15 to 24	23	33.8
25 to 34	45	66.2
Total	68	100.0

4.4 Age of Respondents

In this study, 66.2 % of respondents were of the age between 25 and 34. This group was followed by those aged between 15 and 24years who composed 33.8. These results suggest that majority of youths have age between 25 and 34 this is due to the fact that the age between 15 and 24 are still at school as indicated in (table 7).

Table 5.3: Education Level of Respondents

level of education	Frequency	Percent
primary education	4	5.9
secondary education	13	19.1
college and above	51	75.0
Total	68	100.0

4.4.1 Education level of Respondents

As table 5 shows 75.0% of the respondents were graduates of college and above education and only 19.1 % of the respondents were secondary education. Also there were 5.9% youths who have primary education. These educational characteristics show that there is high number of youths with High level of education as shown about 75.0 % have High level of education. Therefore these findings revealed present of abundant of more workforces in which if employed can increase productivity.

Table 5.4: Marital status of Respondents

Marital status	Frequency	Percent
Single	54	79.4
Married	14	20.6
Total	68	100.0

4.4.2 Marital Status of Respondents

Through these findings there is evidence that most of the youths of Dodoma municipal are Single as in (Table 8) shows that 79.4% of the respondents are Single and 20.6% of the respondents are married.

Table 5.5: Types/Specialization of Education

Type of education	Frequency	Percent
Education	19	26.5
Administration	22	32.3
Technology	16	23.5
Mannual	11	17.7
Total	68	100.0

4.4.3 Types/specialization of Education

It seems like the majority of the youths who participated in this study were specialized in administration (32.3%) followed by education, 26.5%, those in technology 23.5% and lastly those in manual work 17.7%. These data can be a replication of youth unemployment in other parts of Tanzania as shown in table (9). Parents' occupation was also seemed important characteristic to determine the participants' background. This is supported by that of Becker and Tomes (1986), Ermisch and Francesconi (2001) in which found that Family background may affect children's educational outcomes through various channels. First, children growing in families where the education level of the parents is high might have better

educational prospects because they inherit to some extent the learning ability and some other cultural endowments of their parents and also they point to the fact that part of a child's human capital is Inherited through the transmission of genetic and cultural endowments from parents to children. The greater the degree of inheritability, the more closely related the human capital of parents and children are. Havemann and Wolfe (1995) found that educational attainment of the children is influenced by their social background through the transmission of ability as well as of certain patterns of behaviour, preferences and expectations which, to some extent, are internalised by children as standards and affect their cognitive and social-psychological development. Moreover, parental background might affect offspring's educational outcomes through the availability of financial resources within the family.

Table 5.6: Occupation of Parents

Occupation of parents	Frequency	Percent
Businessmen	8	11.8
Peasants	35	51.5
public servants	9	13.2
Teacher	16	23.5
Total	68	100.0

4.4.4 Occupation of Parents

Table 10 indicates that most of the research participants had had come from the peasants (51.5 %), followed by those from parents who were teachers (23.5%), public servants (13.2%) and businessmen (11.8%). This profile may relatively be a reflection of the qualifications of human resource in the country.

Table 5.7: Living with Parents

Living with parents	Frequency	Percent
Yes	32	47.1
No	36	52.9
Total	68	100.0

4.4.5 Living with parents

The study indicated that most of the respondents, (52.9%) though had no job did not live with their parents. Those who did ((47.1%) seems they had no choice but to live with their parents for support as shown in (Table 11).

Table 5.8: Employed/not employed

Employed	Frequency	Percent
Yes	0	0
No	68	100

4.4.6 Employed/ not employed

All the youths (100%) in this study (75.0% with graduate, 19.1 % with secondary education, and 5.9% with primary education certificates) were unemployed as shown in (Table 12). This profile may relatively be a reflection of the characteristics of youth unemployment in the country.

Table 5.9:13Youths' Views on the Necessary Processes to be employed

VARIABLE	STD VII		Form IV	College and Above		
	No	%	No	%	No	%
Quality education	12	17.6	2	2.94	2	2.94
Entrepreneurial skills	22	32.4	5	7.4	3	4.4
Work Experience	4	5.9	3	4.4	2	2.94
Influential Parent	2	2.94	2	2.94	1	1.5

- i). Assess employers perception about youth unemployment
- ii). Determine to what extent does education prepare youth for self employment
- iii). Determine the ways for solving the youth unemployment problem in Tanzania.

4.4.7 Youths' Views on the Necessary Processes To Be Employed

The first objective was set to explore the views of youths on the process that they consider are important before they were employed. Questionnaire was used to solicit this information. The question was: What do you consider to be necessary before you are employed or employ yourself? The following were the responses.

The findings shown that 17.6% of STD vii suggested that there is need of quality education and 2.94% said that quality education is necessary process for their employment. These findings implied that most of the STD vii had recognized that youths lack quality education which is necessary process for youth employment thus why most of them suggested that the education of Tanzania must be improved. These findings are in line with UNDP (2008) report where education and entrepreneur skills were identified as important for youths to access employment. These include the enabling environment in which people are facilitated to develop their knowledge, skills and attitudes. If all the environments, enabling environment and schools are well aligned to develop the capacities of the students, the students will gain necessary knowledge, skills, and experiences required to solve the perceived problems including access to employment. Likewise, Stiftung (2014) found that education plays a central role in preparing individuals to enter the labor force and in

equipping them with the skills needed to engage in lifelong learning experiences. Therefore there is need to heavily invest on quality adequate infrastructure that includes spacious classrooms, energy, offices, laboratories, workshops, hygiene and sanitation facilities, and portable water facilities, as critical for overall students' academic excellence. While 32.4% of STD vii suggested that there is need of entrepreneurial skills and 7.4% of form four suggested that there is need of entrepreneurial skills and 4.4% said that there is need of entrepreneurial skills that can increase employability to youths. This is in line with Komba (2002) found weakness of the government's policies, identified that although policies were developed to curb the problem of youth unemployment, the government did not pay special attention to ways to develop youths 'capacities needed in the job market, including inculcating to them job skills, entrepreneurial skills, motivation and hardworking skills thus why most of youths lacked these skills and significant increase of unlikelihood to access employment.

Also the findings show 5.9% of STD vii suggested that there is need of work experience and 4.4% of form four proposed that there is need of work experience and 2.94% said work experience is needed. And 2.94% of STD vii and form four suggested that influential Parent are needed and 1.5% said that influential Parent are necessary for their employment.

Becker and Tomes (1986), Ermisch and Francesconi (2001) also found that family background may affect children's educational outcomes through various channels. First, children growing in families where the education level of the parents is high

might have better educational prospects because they inherit to some extent the learning ability and some other cultural endowments of their parents and also they point to the fact that part of a child's human capital is Inherited through the transmission of genetic and cultural endowments from parents to children. The greater the degree of inheritability, the more closely related the human capital of parents and children are.

It can be concluded that youths consider quality education as very important for them to access employment. This implies that youths have a feeling that they possess inadequate knowledge and skills to access job and perform effectively.

Table 5.10: Hindrance Toward Employment

Responses	Frequency	Percent
Corruption	15	22.1
few job opportunities	8	11.8
government budget deficit of employment	2	2.9
high competition	2	2.9
high requirement of experience	4	5.9
lack of capital	7	10.3
lack of entrepreneurship skills	2	2.9
lack of experience	4	5.9
low investment in industries	4	5.9
mismanagement of government offices	1	1.5
Nepotism	11	16.2
poor education system	2	2.9
Tribalism	6	8.8
Total	68	100.0

4.4.8 . Hindrance Toward Employment

The second question wanted to assess the youths' understanding the factors that hinder them from accessing employment. Through questionnaire, the youths were

asked to identify factors that hinder them from accessing employment. The following are the responses.

The findings shown that 22.06% of respondents said that the hindrance for them to get employment is corruption and 16.18% of respondents said that nepotism is their hindrance, but also 11.76% said they fail to get due to few job opportunities. Not only that but also 10.29% said that the hindrance is due to lack of capital, 8.82% said it is due to presence of tribalism and 5.88% of respondents said that it is because of high need of experience, lack of experiences and low investment in industries 2.94% said that it is due to government budget deficit, high competition, lack of entrepreneurship skills and poor education system and 1.47% lastly they said that it is due to mismanagement of government offices as indicated in table (14). Therefore the results revealed that youths had a view that corruption and nepotism were the main factors hindering their access to employment.

These findings are in line with what Nyukorong (2014), found that widespread existence of “Whom you know” when trying to secure a position as a causes of unemployment. In his study, Nyukorong found that 80% of the 50 bank sector employees interviewed obtained their employment through “Whom you know” whereby he recommended that the Anti-Corruption Campaign Coalition must push for the full implementation of the National Anti-Corruption Action Plan (NACAP) which could increase awareness of nepotism and its impact on individuals and the society in addition to suggesting strategies for combating it. Irira (2014), found that one reason for higher youth unemployment rates is that first time job seekers, who

are mainly young, face greater difficulty owing to lack of work experience and, often, limited access to job vacancy information. Another reason is that younger workers have higher job turnover rates because of lack of skills and training, the lack of credit facilities for self-employment and problems of transition from school to work.

Table 5.11: Kinds of Support Youths Get From Family

support from family	Frequency	Percent
Advice	27	39.7
Capital	4	5.9
daily life support	5	7.4
Encouragement	22	32.4
no any support	5	7.4
they give money to attend interview	5	7.4
Total	68	100.0

4.4.9 Kinds of Support Youths Get From Family

The third question was set to understand the kind of support youths get from family where by the question was, what kind of support do you get from your family? Questionnaires were used for data collection.

Findings from this study revealed that Family support has been found to be a positive variable for youths to access employment, where by 39.7% of respondents interviewed said that the kind of support from their family is advice and 32.4% of the respondents said that they get encouragement from their family. But also 7.4% of respondents said that no any support, they give money to attend interview as well as daily life support. Lastly 5.9% said that they give them capital. These findings are in line with that of Rees and Gray (2005) who found that parents have a positive

influence on youth employment. However, Rees and Gray noted that giving assistance in finding work is not the only way in which parents can influence the employment prospects of young people. She points that much education takes place in the home so that youths who have well-educated parents and who have been exposed to books and to serious discussion while growing up may have advantages in finding and holding jobs over other youths with the same amount of formal schooling. Moreover, the expectations that the parents have on their children can be a good reason for the youth to find employment and eventually getting a job.

Table 5.12: School Training Is Sufficient to Make You Employed

Responses	Frequency	Percent
Yes	39	57.4
No	29	42.6
Total	68	100.0

4.4.10 School Training Is Sufficient to Make You Employed

The fourth question was set to understand if the school training is sufficient to make them employed/self-employed. The following were the responses:- Findings from this study revealed that 57.4% of respondents interviewed said that school training is sufficient to make them employed while 42.6% of the respondents said that it is not sufficient to make them employed as shown in (Table 13). Therefore many respondents agreed that school training is sufficient to make them employed but on observation it seemed that they failed to get employment because of other factors like corruption, few job opportunities and lack of capital. This is in line with that of Ackerman et al (2013) suggested that other “market interference” as reasons for unemployment, the economy might provide less than the optimal number of jobs,

they believe, because: regulations on businesses reduce their growth, restricting growth in the demand for labor, labor-related regulations (such as safety regulations, mandated benefits, or restrictions on layoffs and firings) and labor union activities increase the cost of labor to businesses, causing them to turn towards labor-saving technologies and thus reducing job growth ,public “safety net” policies such as disability insurance and unemployment insurance reduces employment by causing people to become less willing to seek work

Table 5.13: Education Institutions to Do To Prepare Youths for Employment

Responses	Frequency	Percent
introduce entrepreneurship training each college	19	27.9
emphasize on agricultural training	17	25
to emphasize practical training in each stage of learning	7	10.3
to provide skills in relation to labor market	16	23.5
establishment of different projects	9	13.3
Total	68	100

4.4.11 Education Institutions to Do To Prepare Youths for Employment

The fifth question was set to understand what education institutions should do to prepare graduates for employment? The question was asked, what do you think education institution should do to prepare graduates for employment? And questionnaires were used as a tool for data collection, the responses were as follows

The findings shown that 27.9% of respondents said that the education institutions should introduce entrepreneurship training in each college and 25% said that it

should emphasize in agricultural training, 23.5% said that it should to provide skills in relation to labour markets but also 13.3% said that it should emphasize establishment of different projects and 10.3% of respondents said that it should emphasize practical training in each stage of learning as shown in table (14). This is in line with that of NCWD (2012), observed that a person receives and processes information from a multitude of sources thousands of times each day. Most pieces of information are filtered out because they are not applicable to what a person is doing at the time. Youth need opportunities to practice critical observation and using relevant sources to gather information. This is an important skill in the workplace because it allows an employee to gather needed information and consider how that information impacts the job at hand but also is supported by that of ILO (213) in which it found that skills mismatch is adding to the youth employment crisis. Skills mismatch on youth labor markets has become a persistent and growing trend. Over education and over-skills coexist with under education and under-skills, and increasingly with skills obsolescence brought about by long-term unemployment. Such a mismatch makes solutions to the youth employment crisis more difficult to find and more time consuming to implement.

Table 5.14: Employment institution To Do to Unemployed Youths

Responses	Frequency	Percent
Increase job opportunities	22	32.4
Fight against corruption	36	52.9
Introduce good employment policy	10	14.7
Total	68	100.0

4.4.12 Things Employment Institutions Should Do About Youth Unemployment

The fifth question was set to understand what employment institutions should do to minimize youth unemployment. The question was what do you think employment institution should do to minimize youth unemployment? Checklist was used as tool for data collection.

The findings shown that 52.9% of respondents said that in order to solve youth unemployment the employment institutions should fight against corruption 32.4% said that it should increase job opportunities, and 14.7% of respondents said that it should introduce good employment policy. This implies that corruption hinder development of any country since any service a person need is provided through corruption which cause those have not to fail to get service hence poverty. These findings are in line with what Nyukorong (2014), found that widespread existence of “Whom you know” when trying to secure a position as a causes of unemployment. In his study, Nyukorong found that 80% of the 50 bank sector employees interviewed obtained their employment through “Whom you know” whereby he recommended that the Anti-Corruption Campaign Coalition must push for the full implementation of the National Anti-Corruption Action Plan (NACAP) which could increase awareness of nepotism and its impact on individuals and the society in addition to suggesting strategies for combating it. But also can be supported by that of Juma (2007), in which suggested some ways that can be used to solve the problem of youth unemployment like develop better policy and laws to provide proper guidance for informed labour market and youth programmes designing and implementation.

Table 5.15: What the Government Should Do To Solve the Problem

Responses	Frequency	Percent
emphasize more on entrepreneurship training skills	23	33.8
encourage more investors to invest in the country	18	26.5
to improve the domestic industries	12	17.6
to modify markets for agricultural products	15	22.1
Total	68	100.0

4.4.13 What Should the Government Do to Solve Youth Unemployment?

The study revealed that 33.8% said that it should emphasize more on entrepreneurship training skills, 26.5% said that it should encourage more investors to invest in the country but also 22.1% said that it should modify markets for agricultural products 17.6% of respondents said that it should improve the domestic industries as indicated in table (16). This is supported by that of Juma (2007), in which suggested some ways that can be used to solve the problem of youth unemployment, these include: (1) providing youth with appropriate post primary education, support change of mindset and develop their skills in order to promote self employment and increase their employability in the expanding private sector investments. E.g. setting of skill development centres within the rural areas. (2) Collaborative effort to educate people and create public awareness on the harmful effects of substance abuse, prostitution and the risk of HIV/AIDS transmissions. Counseling, testing, promotion of dissemination of information on HIV/AIDS and the use of Anti Retro-Virals (ARVs) need to be further advocated (3) Develop better policy and laws to provide proper guidance for informed labour market and youth programmes designing and implementation (4) Provision of appropriate support to rural youth livelihood activities and the strengthening of access of young men and women to technical and financial services as well as access to market information is

vital for expanding rural employment opportunities and improve rural youth livelihoods (5) strengthen institutional linkages and capacity building at all levels in order to address the challenges of youth unemployment in rural areas and (6) opening up export market opportunities for local products, including increasing investments in processing and manufacturing and relaxation of restrictive conditions in the international trade.

It can safely be concluded that, youths' views on the processes that are necessary for them to be employed are: - Quality education, entrepreneurial skills, work experience and influential Parent.

Table 5.16:17Criteria When Recruiting and Selecting New Employees

Responses	Frequency	Percent
Capacity to work	7	41.3
Age	1	5.9
Education and experience	4	23.6
hard working	4	23.6
Nationality	1	5.9
Total	17	100.0

4.4.14 Employers Perception about Youth Unemployment

The second objective was to assess the perception of employer on youth unemployment. Through questionnaire, the employer was asked to explain the criteria they used when making a decision to recruiting a youth. The question was: What criteria do you use when making a decision to recruit a youth? The following were the responses. The findings shown that 41.3% of respondents said that the criteria which they consider when recruiting and selecting new employees are; Capacity to work and 23.6% of respondents said that they consider; Education and

experience and hard working but also they consider Nationality of the applicant as shown in (Table 17).

Table 5.17: The Reasons for Recruiting the Adults Than Youths

Responses	Frequency	Percentage
Working experiences	12	70.6
Trust worth	5	29.4
Total	17	100.0

4.4.15 The Reasons For Recruiting The Adults Than Youths

The second question on this objective was to find from the employers, the reasonson why they prefer recruiting the adults than youths. The question was: Why do more employers prefer to employ adults than youths?

The findings shown that 70.6% of respondents said that they prefer recruiting adults than youths because adults have more working experience than youths. While other respondents said that they prefer them because they are more trust worth than youths.

This can be supported by that of Irira (2014) in which found that the population most at risk of unemployment is generally the educated youth entering the labour market for the first time one reason for higher youth unemployment rates is that first time job seekers, who are mainly young, face greater difficulty owing to lack of work experience and, often, limited access to job vacancy information. Another reason is that younger workers have higher job turnover rates because of lack of skills and training, the lack of credit facilities for self-employment and problems of transition

from school to work. In conclusion, this objective found employers' perception of youths as quality education, quality employment policy, financial support and creation of more jobs which they identified as necessary for youth employment.

4.4.16 The Extent To Which Education Prepare Youth For Self-Employment

The third objective was to determine the extent to which education system prepare youths for employment or self employment. This objective was meant to teachers. The questionnaire asked them to respond to the question: In what ways does the education system in Tanzania prepare youths for employment or self employment?

Table 5.18: The Strategies Which Institutions Use To Prepare Students for the World of Work

Responses	Frequency	Percent
emphasize on studio work and in a real world simulation like urban planning	3	17.6
more field exposure from year one to last year	5	29.4
no further strategies instead we are using those prepared by white people	1	5.9
provide knowledge and skills that student can apply for self-employment like project planning management	1	5.9
to attend seminars workshop	1	5.9
to encourage on study tours	3	17.6
to review and develop curriculum which are relevant to labour needs in the industries	2	11.8
to send academic staffs for further studies	1	5.9
Total	17	100.0

4.4.17 The Strategies Which Institutions Use To Prepare Students for the World of Work

The question was, what strategies do you think are the best to solve the problem of youth unemployment in Tanzania? The following are the responses

The findings shown that 29.4% of respondents said that they base more in field exposure from year one to last year and 17.6% of respondents said that they emphasize more on studio work and in a real world simulation like urban planning and they do encourage on study tours and 11.8%, said that they insist to review and develop curriculum which are relevant to labour needs in the industries 5.9% said that there is no further strategies instead were using those prepared by white people, to provide knowledge and skills that student can apply for self employment like project planning management but also to attend seminars and workshop. Therefore it implies that practical training builds more ability to the students than learning through theories. This is in line with that of NCWD (2012), observed that a person receives and processes information from a multitude of sources thousands of times each day. Most pieces of information are filtered out because they are not applicable to what a person is doing at the time. Youth need opportunities to practice critical observation and using relevant sources to gather information. This is an important skill in the workplace because it allows an employee to gather needed information and consider how that information impacts the job at hand.

To conclude this objective, it can be said that education institutions should ne to last year, provide knowledge and skills that student can apply for self emdo the

following: - emphasize on studio work, do more field exposure from year oployment like project planning management, promote students to attend seminars/ workshop in order to get working experience, encourage on study tours and review and develop curriculum which are relevant to labour needs in the industries.

Table 5.19: Perceptions of Teachers, Employers And Youths On The Ways To Be Used To Solve Youth Unemployment In Tanzania

Strategy	Youth		Employer		Teachers	
	No	%	No	%	No	%
Quality Education	12	17.6	7	41.2	3	17.7
Quality Employment policy	13	19.1	2	11.8	4	23.5
Financial support	22	32.4	3	17.6	5	29.4
Creation of more jobs	21	30.9	5	29.4	5	29.4
Total	68	100.0	17	100.0	17	100.0

4.4.18 Ways to Solve Youth Unemployment Problem in Tanzania

The fourth objective was set to solicit information on what the teachers, employers and youths think are the best strategies to solve unemployment problem among the youths in Tanzania. Questionnaires were used to solicit information to all the participants.

The findings shown that 41.2% of employers suggested that there is need of quality education and 17.7% of teachers proposed that quality education is needed while 17.6 said suggested about quality education as a means of solving youth unemployment problem, the employers who suggested about quality education were more compared to other participants, which made different of 23.5%. It implied that most of the employers had recognized that youths lack quality education that could

make them employed/ self-employed. This is supported by report of ILO (213) in which it was found that skills mismatch is adding to the youth employment crisis. Skills mismatch on youth labor markets has become a persistent and growing trend. Over education and over-skills coexist with under education and under-skills, and increasingly with skills obsolescence brought about by long-term unemployment. Such a mismatch makes solutions to the youth employment crisis more difficult to find and more time consuming to implement.

While 23.5% of teachers suggested that there is need of quality employment policy and 19.1% of youths suggested so but also 11.8% of employers proposed that there is need of quality employment policy. But also it shown that 32.4% of youths suggested that there is need of financial support and 29.4% of teachers proposed that while employers were 17.6%. The findings revealed that most of youths need capital in order to employ themselves, thus why most of the respondents who suggested about addition of financial support were youths.

And 30.9% of youths suggested that creation of more jobs was important but also 29.4 of employers and teachers suggested the need of creation of more jobs to make youths employed. Therefore youths found that jobs opportunities are few thus why most of them suggested that there is need of increase of jobs opportunities. This are supported by that of (ILO, 1991 and Mjema, 1997, 1999) they found that youth unemployment were resulted from the general decline in the Economy, the Education system, lack of skills and business training, lack of credit facilities, emphasize on the

formal sector alone, non-attractive Agricultural sector, lack of business advisory services, poor policies and over dependency on Government.

Juma (2007), suggested some ways that can be used to solve the problem of youth unemployment, these include: (1) providing youth with appropriate post primary education, support change of mindset and develop their skills in order to promote self employment and increase their employability in the expanding private sector investments. E.g. setting of skill development centres within the rural areas. (2) Collaborative effort to educate people and create public awareness on the harmful effects of substance abuse, prostitution and the risk of HIV/AIDS transmissions. Counseling, testing, promotion of dissemination of information on HIV/AIDS and the use of Anti Retro-Virals (ARVs) need to be further advocated (3) Develop better policy and laws to provide proper guidance for informed labour market and youth programmes designing and implementation (4) Provision of appropriate support to rural youth livelihood activities and the strengthening of access of young men and women to technical and financial services as well as access to market information is vital for expanding rural employment opportunities and improve rural youth livelihoods (5) strengthen institutional linkages and capacity building at all levels in order to address the challenges of youth unemployment in rural areas and (6) opening up export market opportunities for local products, including increasing investments in processing and manufacturing and relaxation of restrictive conditions in the international trade.

This objective can be concluded youths' unemployment can be solved by providing them with giving financial support, establishing quality employment policy, through

providing quality education and through creation of more jobs for instance through establishment of many industries.

4.5 Chapter Summary

This research chapter consist the findings for each objective as it was planned for this study. Study findings reveal that although job opportunities are few, youths blame the current education curriculum, saying it is too theoretical and does not expose students to necessary practical skills to employ themselves. They also point to corruption and nepotism practiced by employers which they believe hinders competent youths from accessing employment. Employers on their side believe that youths, unlike adults have no necessary experience and competence needed in the world of work.

CHAPTER FIVE

5.0 SUMMARY, DISCUSSION, CONCLUSION AND RECOMMENDATION

5.1 Summary

The objective of this study was to assess the perspectives of youth on unemployment in Tanzania. The first chapter presents the, background information, statement of the problem, and the scopes of this study. Chapter 2 covers the reviewed theoretical and empirical literature as well as the conceptual framework for this study, while chapter 3 presents the methodology of this study. Chapter 4 is confined to data presentation.

5.2 Discussion

If youths are considered as national asset and that many nations depend on their youths, it is high time that the government through the Ministry of Education and Vocational Training (MoEVT) become serious about the providing quality education to youths in order to inculcate in them the necessary knowledge, skills and positive attitude towards employment. However, if the Ministry of Education and Vocational Training does not ensure that youths are getting quality education, Tanzanian youths and the future adults will not be successful in their lives. Despite the continued and increased efforts by international community on extending jobs to youths, education institutions continue to provide education that is incongruent to self employment or access to employment.

Consequently, youths complete formal education without the necessary knowledge, skills or competencies for the world of work. As a result of which many families

have a share of their graduate sons and daughters loitering the streets in search of employment without much success. (Swai, 2014). Given the current status of youth unemployment, there is a need to transform, not only the institution of education where youths access education, but also the workplace to accept youths without much hurdles. The government and all the community members need to be concerned with how to transform the institution of education and employment to accommodate youths' needs and reduce youth unemployment. To that end, we need to understand the variables that mediate youths' unemployment by exploring youths' views on the processes that they identify as necessary for them to be employed; assess employers' perception about youth unemployment; determine the extent to which education prepares youth for self employment; and determine the ways for solving the youth unemployment problem in Tanzania.

Thus, research on youths' views on the processes that they identify as necessary for them to be employed and employers' perception about youth unemployment is needed to understand the key reasons for youths' unemployment and suggestions for improvement. When we come to know more on youths' views on the processes that they identify as necessary for them to be employed and employers' perception about youth unemployment, we will be in a better position to efficiently and effectively deal with youth unemployment in Tanzania.

The present study attempted to address this need by assessing employers' perception about youth unemployment; determine the extent to which education prepares youth for self employment; and determine the ways for solving the youth unemployment

problem in Tanzania. For this reason, this study is significant in terms of its potential to contribute to the gap in the literature.

5.3 Conclusion

The study has assessed the perspectives of youth on unemployment in Tanzania and has revealed that hindrance toward youth employment are:- corruption, nepotism and tribalism, few job opportunities, high competition, high requirement of experience, lack of capital, lack of entrepreneurship skills, low investment in industries, poor education system and lack of experience. This implies that youth unemployment are accelerated by both social factors, economic factors, political factors and demographic factor as the findings have revealed.

It has being observed that necessary processes for youth employability in any place are: quality education, entrepreneurial skills, work experience and influential parent. It implies that parents have more influence to their children starting on giving them quality education, capital and advice on using the knowledge they acquired for development. It has being observed that the most important criteria which employers consider when employing youths are: - Capacity to work, Age, Education and experience, hard working of youth and Nationality of the applicant. This means that students who are not yet employed have to go on studying in order to acquire necessary qualification needed by the most of employers.

The reasons which make employers to prefer recruiting the adults than youths were:- Working experiences and Trust worth, they found that adults have more working experience than youths but also are more likely trust worth than youths.

In what ways does the education system in Tanzania prepare youths for employment or self employment the findings shown that are through, field exposure from year one to year three, emphasize more on studio work and in a real world simulation like urban planning, encourage on study tours, it insist to review and develop curriculum which are relevant to labour needs in the industries , provide knowledge and skills that student can apply for self employment like project planning management and through attending seminars and workshop.

The teachers, employers and youths suggested that there is need of quality education, quality employment policy, financial support, creation of more jobs in order to solve unemployment problem among the youths in Tanzania. This implies that employment depends on many factors that can add more employment to the youths as seen above.

5.4 Recommendations

Basing on the findings of the study and the conclusion, the following recommendations are made in order to increase employment to youths and make them continue deliver services to the people in the study area for community and national development.

- **To emphasize more on practical training in each stage of learning**

There is a need of emphasizing on practical training in each stage of learning where by the Government should give order to each education institution to implement the use of this system as a means of teaching the students competent

skills which can enable them to be employed or self employed and hence reduce youths unemployment.

- **To improve quality of education**

The government should improve the education by formulating system of education which are more quality to enable the students get quality education which can help to increase employability to the youths and match with skills needed in a labour markets and finally it implement the millennium development goals.

- **To introduce entrepreneurship training in each college**

Both non-government organization and government organizations should emphasize on entrepreneurship education provision in each college so as to enable the students get entrepreneurial skills which help them to employ themselves hence reduce youth unemployment.

- **To increases power in fighting against corruption**

The government should increase more power in fighting against corruption because it seems that the main hindrance toward youth's employment is persistent of corruption. Therefore there are need of increasing power in fighting corruption which seen as an obstacle to youth employment and development. Whereby the ant-corruption institution should work positively to solve the proceeding problem.

- **To eliminate the need of high need of experiences to first job seekers applicants**

The results shown that the high need of experiences is another hindrance to employment, because the most of vacancies announced need high experience

while the graduates have no such qualification because they are fresh from schools so they do not have such qualification therefore the employers must see this in more consideration.

- **To improve domestic industries**

There is need of increasing more effort on improving the domestic industries because the present of many industries will increase employment hence youth employment. The institution which deals with trade and industries should emphasize the government to establish more industries so as to increase employment and the economy of the country.

- **To insist the financial institutions to soften loan conditions among youths**

The financial institutions should soften loan conditions to youths instead of requesting collateral such as house and land, but it must also consider their certificates.

- **To stop the style of each institution to copy others are doing and provide methods that develop student's talents**

It is seemed that the students take similar course since many colleges have similar course hence there are need of stopping b this style because it leads to high competition in employment. For better analysis and assessment of the youth unemployment in Tanzania and the world in general, I recommend similar study to be undertaken in Tanzania. I further recommend the integration between the community, Government and Non -governmental organizations to take care about the ways of solving this problem as being proposed in this study and in other known researches of similar studies in order to combat youth unemployment problem.

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APPENDICES

Appendix 1: Questionnaire for Youths

Dear respondents

I am a student at Open University of Tanzania pursuing Masters of Human Resource Management in second year. Kindly assist me to fill these questionnaires, which seek your information concerning the perspectives of youth on unemployment in Tanzania: - voices from Dodoma municipal. I assure you that your information will be treated with confidently and your names will not be known anywhere.

1. Characteristics of respondents.

(i) Sex ()

(a) Male

(b) Female

(ii) Age of respondents.

(a) 15-24 ()

(b) 25-34

(c) 35 and above

(iv) Marital status of respondents

(a) Single ()

(b) Married

(c) Divorced

(d) Widow

(2) Which level of Education do you have?

(a) informal Education ()

(b) Primary Education

(c) Secondary Education

(b) College and above

(3) Which types/specialization of Education do you have?

.....

(4) What is the occupation of your parents?

(a)

(5) Do you live with your parents?

(a) Yes ()

(b) No

(6) Are you employed?

(a) Yes ()

(b) No

(7) What do you consider to be necessary before you are employed or employ yourself?

VARIABLE	STD VII		Form IV		College and Above	
	No	%	No	%	No	%
Quality education						
Entrepreneurial skills						
Work Experience						
Influential Parent						

(7) If no, what do you think are the hindrance towards employment?

(a)

- (b)
- (c)
- (d)
- (e)

(9) What kind of support do you get from your family?

(a) Yes ()

(b) No

(10) Do you think your school training is sufficient to make you employed?

(a) Yes ()

(b) No

(11) What do you think education institution should do to prepare graduates for employment?

- (a).....
- (b).....
- (c).....
- (d).....

(12) What do you think employment institution should do to unemployed youths?

- i).
- ii).
- iii).

(13) In your views, what do you think the government should do to solve the problem of youth unemployment?

- 1.....
- 2.....

Appendix 2: Questionnaire for Employers

(14) How many youths do you have in your organization?

.....

(15) Which criteria do you consider when you are recruiting and selecting new employees in your organization?

- (a).....
- (b).....
- (c).....
- (d).....

(16) Which group of people do you prefer when recruiting new employees?

- (a) Older
- (b) Youths
- (i) Please explain the reasons?

.....

(ii) Please list key characteristics you prefer when employing a youth?

- 1.
- 2.
- 3.
- 4.

(iii) In your views, what do you think should happen to solve the problem of youth unemployment?

- a.
- b.

Appendix 3: Questionnaire for Teachers

(17) (a) What do you think about current education curriculum in relation to preparing graduates to work?

.....

.....

(b) What strategies does your institution use to prepare students for the world of work?

1.
2.

(a) Please explain how efficient these strategies are in preparing the graduates for employment

.....

.....

.....

(18) What are the weaknesses of these strategies?

- (a).....
- (b).....
- (c).....
- (d).....

(19) Does teaching methodologies of Tanzania which are used currently sufficient to prepare youth to be self employed?

- (a)Yes ()
- (b)No ()

(20) (a) Which teaching Methodologies do you apply in teaching the students?

- i.
- ii.
- iii.
- iv.

(b) (i) From the above answers, which methodology (ies) do you think is more sufficient to prepare youths to be employed/ self employed?

.....

(ii) Why do you think it is more sufficient?

.....

(c) What do you advise the Education Institution about the teaching methodologies that can facilitate the graduate to be employed/ self employed?

.....

.....

(a) If no, what are your suggestions concerning to the teaching methodologies used in Tanzania?

.....

.....

.....

(b) In your views, what do you think should happen to solve the problem of youth unemployment?

.....

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