

# Contribution of Skill Development Program on Self-Employment in Nyamagana District

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**Abstract**—This study aimed to investigate the contribution of skill development to self-employment. The study specifically aimed to identify skills development programs required for self-employment among youth. To identify the roles of stakeholders in contributing to skills development programs on self-employment among youth and to examine factors hindering the contribution of skills development programs towards self-employment among youth. Based on the findings through questionnaires and interviews it can be concluded that skills development programs are very important for youth self-employment in society. That skills development contributes highly to the youth in the determination of entrepreneurship opportunities; it then gives youth time to learn about the management of their enterprises as well as creating a link between one economic sector to another. However, it was established that there are challenges facing skills development programs among youth, which need to be mitigated properly to obtain positive results about the improvement of youth self-employment.

**Keywords**— Skills, development, Self-employment.

## I. INTRODUCTION

Currently there are tremendous changes in science and technology that cope with the present of economic as well as social situations to ensure the provision of jobs and to solve prospective problems which to already anticipated (Organization for Economic Cooperation and Development (COED), 2018). Therefore, about what COED says, there is a need to ascertain the level of understanding and perception of the young people to determine the values and views which is needed for the young people to have (COED, 2018). Worldwide, there are millions of youths with the problem without knowledge and skills that will help them to realize their potentials in their society. Despite the presence of formal education which is provided by the government of their countries but still around 115 mil youth in the group aged between 15 – 24 years are not yet fully exposed to education leading to their persistence of high level of illiteracy among youths (UIS, 2015). This is associated with the reason that many of them are affected by the non-completion of secondary education, hence they are not in a position to be added to

the workforce of the country also the lack of literate ability led to the decline of health and ineffective production.

According to Wondwosen (2020), skills can be defined as the capacity that one has in the process of performing certain tasks or assigned activities in the given requirements with a higher level of effectiveness while maintaining efficiency and speed or other mechanisms to ensure quality and quantity is achieved. Productive skills, on the other hand, involve the application of principles and strategies, such as creativity in the environment (Mohd and Siyahdatul 2012). Whether skills are reproductive or productive has much great influence on self-employment. The role of curriculum designers is to design instructional strategies that will develop skills in intellectual, motor, personal and interpersonal.

Tanzanian government introduced the Skills development levy from the private industrial owners as the measure to make sure that there is the improvement of provision of skills development, but still there is a mismatch between what is offered and what is needed in the labour market.

Therefore, there is a need to change for improvement whereby there is a gap (Ali, et al 2016). The gap between the educations we offer in our schools that are not able to solve the problem of self-employment among youth in Tanzania.

Tanzania skills development program is implemented by the policy called National skills development strategy of 2016-2027 (URT, 2016). The aim is to ensure, to develop of a skilled workforce in the key economic sector in Tanzania. Generally, a skills development program minimizes the rates of increase of the supply of graduates who have skills that suits the labour marketplace. Moreover, National Skills Development Strategy, pioneer the formation of trained and aggressive Tanzanians' staff capable of effectual nurturing comprehensive and bearable social-economic development by rising and supporting change of the Tanzanian employees' staff to attain an arrangement that pledges appropriate achievement of the class of the middle income in 2025.

## II. LITERATURE REVIEW

### 2.1 Theoretical Literature Review

#### Entrepreneurship Theory

This is an entrepreneurship idea which was developed in 1985 by Drucker and it was further advanced by Howard in (1990). This theory is based on the idea that entrepreneurs and entrepreneurship is associated with finding a challenge, findings solution about it and obtaining an opportunity from it. The available natural resources in Tanzania can change the lives of many youths who graduated in public and private education institutions. Arable land, freshwater from rivers, forests, ponds, and lakes if well utilized can bring massive changes in Tanzanian youth.

In the case of Tanzania, resources are available everywhere, the government should introduce strategic plans, policy and guidelines to create a conducive environment for doing entrepreneurship among graduate youth in Tanzania. It further suggests that availability of resources by creators is an essential determinant of opportunity-based free enterprise and new venture growth (Alvarez & Busenitz, 2001). This model weights the significance of fiscal, community and human resources (Aldrich, 1999). Therefore, the availability of resources improves the person's capability to spot and turn upon exposed chances (Davidson & Honing, 2003). It means that persons with economic wealth are additional competent to obtain possessions to efficiently use commercial chances, and fix up a stable business (Clausen, 2006).

### 2.2 Empirical Literature Review

#### Skill Development Programs Required in Self-employment among Youth

According to Antonio, (2018), the provision of vocational training in Tanzania is effective and is provided by up 520 institutions, in which there are up more than 30 educational programs provided through an existing public-private partnership scheme (PPP). Also, there is the presence of centres related to VET which are responsible for the provision of the practical training through the long course and short courses which they are capable to provide to the students. These institutions include those owned by the government such as (VETA). Here the roles of the government are to make sure that these institutions are well equipped with positive engagement for both private and public organizations. Also, it requires enhancement of the transparency assurance on the accountability of the flow of finances through a centralized system to finance preliminary conditions. Basic education which provides basic skills improve the literacy rate, in the same way, it provides a scaffold for the youth and also it provides the solutions for the problems, also it helps towards dealing with the social and emotional skills associated with the challenges related to the employment. The manufacturing competition for the countries dangles on many factors; ' finally, the maximum significant sole factor is the improvement extent of staff abilities. Additional skills, advanced levels of proficiencies and distinctive types of abilities have to be advanced at great stages of assistant that will provide manufacturing effectiveness. Tanzania like other African countries they have a good number of graduates from tertiary colleges, universities but lack reliable skills towards self-employment.

## III. METHODOLOGY

### 2.1 Research Approach and Research Design

This study employed Mixed research approach in conducting because it is an approach which always allows researcher collected data from questionnaire and interview. It also allows the researcher to use quantitative and qualitative approach in conducting a research study. The mixed research approach is helpful because it provides an extensive analysis to create a deep awareness and understanding of the research problem than using one approach only (Creswell, 2012). The researcher employed a descriptive research design because it enables the comprehensive study of the research phenomena from different angles. Also, the use of multiple sources of data for a single research study enables the researcher to obtain valid information hence simplifying the reaching of the intended conclusion of the research problem. The area of

the study for this research was Nyamagana District found in Mwanza City. This area was selected because it has a high number of youth development programs being conducted by undergraduate youths in different economic sectors. Also, in this district, there is an existence of the Institute of Adult Education staff and beneficiaries were followed-up in Mwanza whereas, the researcher will need to reach out to the IAE staff involved in the training was interviewed.

### Target Population

The sampling population involved staff at the Institute of Adult Education who were involved in the Program and beneficiaries in Nyamagana, Mwanza. The study was truly representatives of population characteristics without any bias so that it may result in a valid and reliable conclusion. Thus, the targeted population of this study is 200 from which the sample size was obtained. Mwanza Sustainable Investments and Development Initiatives report (2020) career than 20 youth self-employment initiatives are operating in Nyamagana District, which had employed up 200 youth within the district in different aspects such as fishing, agriculture as well as trading.

## IV. FINDINGS AND DISUSSIONS

The main concern to be addressed by this study was on the skills development program towards self-employment among youth. That the researcher intended to find out the

programs being provided to the employ-employed youth in the different sectors around the study area. For this reason, various questions were asked to the respondents as shown in the following subsections.

### 4.1 To Identify Skills Development Programs Required for Self-Employment Among Youth

In this first research objective, the main concern to be addressed by this study was on the skills development program towards self-employment among youth. That the researcher intended to find out the programs being provided to the employ-employed youth in the different sectors around the study area. For this reason, various questions were asked to the respondents as shown in the following subsections.

#### 4.1.1 Perceptions about Skill Development Programs Related to Self-Employment

The respondents who participated in this study were firstly required to give out their perceptions about skills development programs related to self-employment in the Nyamagana district. The results obtained about this question observed different perception of people about the skill development programs in the study area, Table 4.1 presents the results obtained based on this subsection. In this objective, the aim was to examine the roles of stakeholders on the Skills development programs towards self-employment. Thus, for these reasons, several questions were asked the respondents as follows.

Table 1.1 Skills Development Program on Self-Employment Among Youth

Skills development program towards self-employment among youth	5 F (%)	4 F (%)	3 F (%)	2 F (%)	1 F (%)
Communication skills development programs	50(37.9)	30(22.7)	17(12.9)	23(17.4)	12(9.1)
Teamwork skills and Interpersonal skills	68(51.5)	30(22.7)	12(9.1)	17(12.9)	5(3.8)
Leadership skills	39(29.5)	47(35.6)	23(17.4)	4(3.0)	19(14.4)
Learning/adaptability skills	55(41.7)	21(15.9)	24(18.2)	22(16.7)	10(7.6)

### Source Field Data (2021)

According to Table 4.1 it can be established that (37.9%) strongly agreed that communication skills development programs are also required for self-employment among youth. In the same vein (22.7%) agree on the opinion that communication skills development programs are also required for self-employment among youth. On the other hand (9.1%) participants disagreed strongly on the fact that communication skills development programs is also required for self-employment among youth while (17.4%) respondents disagreed that communication skills development programs are also required for self-

employment among youth. Lastly, the findings obtained in this aspect suggested that (12.9%) were neutral on the assertion which contended that communication skills development programs is also required for self-employment among youth.

Generally, communication skills development programs are also required for self-employment among youth as shown by 60.6%. These findings have similarly been reported in the study conducted by Antonio, (2018) who opined that communication skills have a greater

significance about employment because it encourages a constructive engagement between the economic sectors and employees. Similarly, according to Charles (2020), suggested that 50% of the self-employed youth need to participated in the communication skills training programs so as to have an understanding of the customer's services.

In addition, Table 4.1 shows that (51.5%) of the respondents who participated in this study strongly agreed that teamwork skills and interpersonal skills are very important for youth self-employment programs. Similarly (22.7%) of the respondents agreed that teamwork and interpersonal skills is very important for youth self-employment program. On the other hand (3.8%) of the respondents strongly disagreed that teamwork and interpersonal skills are very important for youth self-employment program, while (12.9%) of the respondents who participated in this study disagreed that teamwork and interpersonal skills is very important for youth self-employment program, finally only 12(9.1%) of the respondents remained neutral on the consideration that teamwork and interpersonal skills are very important for youth self-employment program.

Basing on these findings this study suggested that most of the respondents 74.2% of the respondents agree that teamwork skills and interpersonal skills are very important for youth self-employment program to mean that interpersonal and teamwork skills is very important for the youth self-employment process. These findings were highly supported by Charles, (2020) who opine that self-employed people need to update their generic skills, perceptual skills, soft skills and improve interpersonal largely while functioning business skills possessed. In addition, it was revealed from Nguliamali and Temu, (2018) who suggested that youth self-employment requires training, which can help to improve interpersonal, and teamwork skills to improve the outcome of their employment.

Table 4.1 also shows that 29.5% of the respondents strongly agree that leadership skills are also important for youth self-employment. In the same vein, 35.6% of the respondents agree that leadership skills are also important for youth self-employment. Not only that but also 14.4% of the respondents strongly disagreed that leadership skills are also important for youth self-employment while only 3.0% of the respondent disagreed and lastly there were only 17.4% of the respondents who remained neutral in this aspect. Thus, according to the findings, also 65.1% of the research participants. These results, which positively supported in the study conducted by Donald, (2017) who opined that

leadership skills are highly associated with management of small businesses; thus, it is important to establish that training designed to promote the development of small businesses by imparting knowledge and skills to the self-employees so as they can be able to manage their business. In the same vein, Paul (2018) recommended that refresher and promoting training has been given to employees to introduce them to a new way and approach, new responsibility and advancement of technologies in order to create confidence and reduce fear during working under their initiatives.

From Table 4.2 about 41.7% of the participants agreed that learning/adaptability skills are very important in youth self-employment. In addition, it was established that 15.9% of the respondents agree that learning/adaptability skills is very important in youth self-employment. On the other hand, 7.6% of the respondents strongly disagreed that learning/adaptability skills are very important in youth self-employment as well as 16.7% of the respondents who also disagreed that learning/adaptability skills are very important in youth self-employment. In this perception there were only 24(18.2%) of the respondents who remained neutral about the fact that learning/adaptability skills are very important in youth self-employment.

It can therefore be established, about 75.6% agree that learning/adaptability skills is very important in youth self-employment as it was similarly observed in the study conducted by Paul, (2016) and also according to Donald (2017). Generally based on the findings generated from the results obtained data collected it was established that there are various skills development programs which have been designed and implemented communication skills development programs to the youths, also there was the provision of teamwork skills and interpersonal skills given to the youth. On the other hand, leadership skills also learning/adaptability skills of the youth self-employment in different economic sectors.

Table 1.2: Perceptions about Skill Development Programs Related to Self-Employment

Perceptions	Frequency	Per cent
I perceive these programs a value-adding in knowledge development	41	31.1
I perceive them as to important about the youth awareness	35	26.5
Also, they are good at mobilizing and improving	28	21.2



Youths efforts		
It is one way of facilitating socio-economic development for Youth	28	21.2
<b>Total</b>	<b>132</b>	<b>100.0</b>

Source; Field Data, (2021)

Tabl4 4.2 Revealed that 31.1% of the respondents said that they perceive these programs as a value-adding in knowledge development, similarly 26.5% of the respondents said that they perceive these programs as of importance to youth awareness. Not only that but also 21.2% of the respondents perceived that these programs are good in mobilizing and improving Youth’ s efforts. Lastly, 21.2% of the respondents said that these programs are one of the ways of facilitating socio-economic development for youth. Based on the findings obtained on the perception of the respondents about skills development programs, it can be established that these programs are generally important in enhancing value-adding and in knowledge development, as agreed by 31.1%.

During an interview, the participant said the follows;

“ Youth self-employment goes along with self- discipline, in which youth are required to be ambitious to get out of bed in the morning, make appointments and hold meetings, interact with employees or customers and compete with works tasks promptly. Workers usually need to raise their bar on performance to avoid getting complacent and disinterested in work. Not only that but also youth need to use their talents as greatest asses to the organization, or they need to protect and invest in them like any other resources. Training opportunities contributes to better employee retentions and an overall increase in productivity youth.....” [R.2, 2021].

In another interview session conducted to the participants R.1, it was also noted that;

“ .....in my view I opine that youth are self – employed in different economic activities and in this aspect, youth invested their efforts, as well as little money they have to create their employment platforms in sectors such as business, services provision, consultancies, talents shows and other aspects. Thus, self-employment is good for youths because it gives them time to learn about self-development, individual supervision as well as limitation and savings. Therefore, I think youth self-employment is as good as other employment because

it exposes youth generation to their financial independence which later encourages them to have good life.....[R.2, 2021]

Generally based on the findings through questionnaires, interviews and secondary sources the study revealed that most of the youth who completed their university education are aware of youth self-employment. They have been practicing self-employment activities so that they can earn family support. These results were positively supported in the study conducted by Charles, (2020) who opine that self– employed people need to update their generic skills, perceptual skills, soft skills and improve interpersonal largely while functioning business skills possessed. Also, Paul (2018) recommended that refresher and promoting training has been given t employees to introduce them to a new way and approach, new responsibility and advancement of technologies to create confidence and reduce fear during working under their initiatives. While on the other hand Nguliamali and Temu, (2018) suggested that youth self-employment requires training, which can help to improve interpersonal, and teamwork skills to improve the outcome of their employment.

#### 4.1.2 Skills Development Programs on Self-employment Among Youth

In this subsection, the respondents were asked about the skills development programs required by youth to enhance self-employment. In responding to this question, the respondents were required Use the scale below to answer the questionnaire items. 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree. Note Tick (√) only one option for each item in the questionnaire. The results obtained were analyzed by employing a regression analysis in which various assumptions as agreed by Osborne and Waters (2002) who proposed these assumptions to include Linearity, Homoscedasticity, and Normality. Autocorrelations and Multicollinearity. These assumptions were performed to determine the relationship between independent and dependent variables.

##### 4.1.2.1 Linearity Assumptions

Linearity assumption normally elicits the directions of the overall analysis results are linear when these results are not linear it may lead to the bias of regression estimates including coefficient, standard deviations and tests of significance (Keith, 2006), to satisfy the requirement of linearity tests a Pearson correlation test were calculated

The results obtained based on the correlation analysis the study established a strong relationship between independent variable in which entrepreneurship skills correlates to the youth self-employment ( $r(132) > 1 <$

.070). Also, it was revealed that there is a relationship between apprenticeship programs and youth self-employment which can be depicted by  $(r(132) > 1 < .021)$ . On the other hand, firm-based training was found to have a significant relationship with youth self-employment and the existing relationship is depicted by  $(r(132) > 1 < .100)$ . But also, the study revealed a significant relationship between vocational training and youth self-employment, the relationship is shown by  $(r(132) > 1 < .101)$ . Also, the presence of a youth employment training centre was found to be significant to the youth self – employment as shown by  $(r(132) > 1 < .101)$ . Finally, the result observed that there is a positive relationship between internship programs and youth self-employment for the correlation of  $(r(132) > 1 < .1000)$ .

Therefore, these results generally established a correlation between the independent variable and dependent variable,

this means that factor such as entrepreneurship, apprenticeship program, firm-based training, vocational training, youth employment, training centre and internship program have impacts on the skills development programs among youth

**4.1.2.2 Normality Test**

In this test normally the study on whether there is a normal distribution of the variables, this assumption checks the distribution of the variable to enable easy prediction of the values (Osborne and Waters). This assumption when is violated it can lead to uneven results of validity and reliability. For this assumption a test of Skewness – Kurtosis was performed to test normal distribution and the results obtained.

Table 1.3 Descriptive Statistics

	N	Min	Max	M	Std. Deviation	Skewness		Kurtosis	
	St	St	St	St	St	St	Std. Error	St	Std. Error
Entrepreneurship	132	1	5	2.37	1.378	.566	.211	1.043	.419
Apprenticeship Program	132	1	5	1.95	1.213	1.068	.211	.092	.419
Firm Based Training	132	1	5	2.36	1.321	.734	.211	.621	.419
Vocational Training	132	1	4	2.14	1.234	.478	.211	1.429	.419
Youth Employment Training Center	132	1	5	2.40	1.408	.688	.211	.848	.419
Internship Program	132	1	5	2.40	1.408	.688	.211	.848	.419
Valid N (list wise)	132								

Source; Field Data (2021)

According to Table 1.3, it was established that Skewness – Kurtosis shows that from the normal distributions of the research variables, the statistical results revealed an acceptable range of the skewness – kurtosis. Normally the acceptable range of the skewness – kurtosis was  $\pm 3.13$ . Thus, it can be established that there is a high correlation between the research variable which depicts and existing relationship between independent and dependent variables.

**4.1.2.3 Homoscedasticity Assumption**

According to (Stevens, 2009) for this assumption is to examine the residuals of the regression analysis when the variable are normally research variables were subjected along a straight line, which required by Stevens, (2006). The results obtained was summarized and presented in Figure 4.1 as follows.

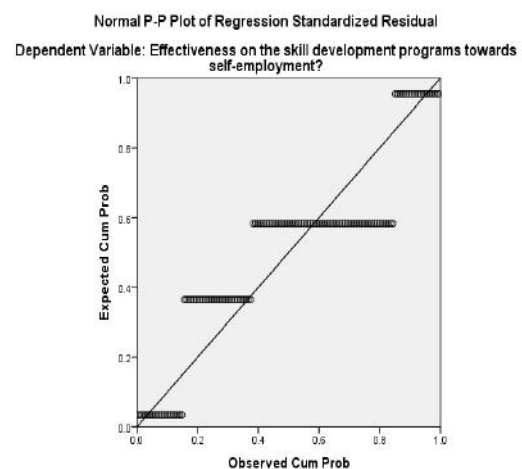


Fig.1.4. Homoscedasticity Test

**Source; Field Data (2021)**

Based on the findings presented in Figure 4.1 shows that therefore, based on these results, the assumption of homoscedasticity has been successfully met for this study, hence it is suggested that there is a relationship between the research variables.

**4.1.2.4 Assumptions of Autocorrelations**

This assumption intends to test the independence of errors among variables, when this assumption is violated, the results obtained are likely to be affected by Type I and Type II errors (Osborne and Waters, 2002). In this context to study this assumption of autocorrelation the researcher employed a Durban – Watson tests to examine, aspect is shown in Table 4.5.

*Table 5.4 Autocorrelation Test*

Model	R	R Square	Adjusted R Square	Durbin-Watson
1	.930 <sup>a</sup>	.864	.863	1.680

**Source; Field Data (2021)**

Table 4.4 Depicts that there is an existence of an autocorrelation between the research variables. This can be shown by the presence of results in the Durban Watson of 1.680 which is sufficient to prove the presence of autocorrelation between variables. These results affirm the wording of Field (2009), who opined that the results of Durban – Watson should not be below 1.5 and above 2.5 may raise a concern.

**4.1.2.5 Assumption of Multicollinearity**

This assumption normally intends to determine whether the research variables are correlated or uncorrelated. This assumption aims at determining the VIF and Tolerance values of the research variables, the results obtained were summarized and presented in Table 4.5

*Table 4.5 Multicollinearity Assumption*

Model	Collinearity Statistics		
	Tolerance	VIEW	Minimum Tolerance
Entrepreneurship	.998	1.002	.998
Apprenticeship Program	.997	1.003	.997
Firm Based Training	.990	1.010	.990
Youth Employment Training Center	.994	1.006	.994
Internship Program	.994	1.006	.994

**Source; Field Data (2021)**

From the findings obtained in Table 4.6 above shows were in the acceptable ranges, Stevens (2009) claims low VIF and high tolerance rate suggests for low Collinearity. According to Keith (2006), tolerance ranges from 0 to 10 while VIF ranges between 1 and 10.

**4.1.2.6 Multiple Regression Analysis**

Following satisfaction of the assumptions, multiples analysis was conducted to determine the relationship between independent variables and dependent variables as depicted on (Table 4.7) based on the regression model.

*Table 4.7 Regression Model*

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.930 <sup>a</sup>	.864	.863	.180

**Source; Field Data (2021)**

The regression results show that the predictors which have been used in this analysis there was very significant R. square which depicted .863 which means that there is a variation of .930 of the dependent variables as shown under table 4.7. Thus, there is a relationship between the

research variables as supported by Ibudunni et al (2017) which showed a 52% variation as the model shows.

## V. CONCLUSION AND RECOMMENDATIONS

Research objective identified skills development programs, required for self-employment among youth. The findings obtained suggest that the respondents and participants who participated in this study had different opinions about skills development programs related to youth self-employment. The respondents and participants said that skills development programs are a value-adding in knowledge development; also, they have importance about youth awareness, on the other hand, these programs are good in mobilizing and improving Youth's efforts and lastly, it was found that these programs are one way of facilitating socio-economic development for youth. Not only that but also in this study it was revealed there are several skills development programs which can be given to the youth such as communication skills development programs teamwork skills, leadership skills, earning, adaptability skills, self-management skills and organizational skills as well as interpersonal skills.

### 5.1 Conclusions

This study generally aimed to investigate the contribution of skill development on self-employment, and it specifically identify skills development programs required for self-employment among youth.

Generally based on the findings through questionnaires and interviews it can be concluded that skills development programs are very important for youth self-employment in society. That skills development contributes highly to the youth in the determination of entrepreneurship opportunities; it then gives youth time to learn about management of their enterprises as well as creating a link between one economic sector to another. However, it was established that there are challenges facing skills development programs among youth that need to be mitigated properly to obtain positive results about the improvement of youth self-employment.

Skills-based initiatives for youth are a prominent component of youth development work in low- and middle-income countries, working across several topics such as employability, sexual and reproductive health, community and civic engagement, leadership, and entrepreneurship.

### 5.2 Recommendations

i. This study recommends that joining youth into groups for ease of skill development, simply the process of assisting them in their self-employment programs as well as adding values to their employees so that other

stakeholders can join hands in these struggles of the youth self-employment and skills development. Hence helps them to increase the general performance of the youth programs to enhance their programs.

ii. Also, this study recommends that to provide effective skills development programs it is required that there should be an availability of the specialized mentors for said programs who are well equipped with knowledge and skill to impart youth with knowledge and abilities to self-employing themselves.

iii. Also, it is recommended by this study that there should be effective cooperation with development stakeholders such as government, financial institutions and other private sectors to join hands and give support in creating and advancing opportunities to the youth after gaining skills development programs.

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