



COLLEGE OF BUSINESS EDUCATION

**TRACER STUDY REPORT ON
CBE GRADUATES IN THE LABOUR MARKET**

JUNE, 2016

ACKNOWLEDGMENTS

This report was prepared as part of a Tracer Study sponsored by Nuffic of the Netherlands and was conducted by the College of Business Education in June 2016. The financial support from Nuffic was of great value for the study and it is highly appreciated. The findings in the report could not have been obtained without the good responses from the key informants of the study including the graduates of the College of Business Education who were trained at the College and later employed in various sectors, some of which are self-employed and those who decided to continue with further studies at the College. Their participation in this study is highly valued and appreciated. Many thanks to the tracer study team members for their tireless effort and for their dedication to make this tracer study meaningful.

LIST OF ABBREVIATIONS AND ACRONYMS

CBE	-	College of Business Education
DBA	-	Business Administration
HELS	-	Higher Education Institutions
ICT	-	Information and Communication Technology
MC	-	Master of Ceremonies
NGOs	-	Non-governmental Organizations
NTI	-	Nigerian Teachers Institute

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EXECUTIVE SUMMARY

This tracer study was conducted between April and May 2016. It assessed the following; employment status of the College of Business Education graduates, types of job performed by CBE graduates, whether graduates are employed based on competencies and skills and readiness of the graduates to pursue further studies at CBE after graduation.

The survey involved a sample of 300, whereby a purposive sampling technique was used to select CBE graduates from its three campuses namely Dar es Salaam, Dodoma and Mwanza. Primary data were the key source of information for this paper and were collected through a structured questionnaire. Both, quantitative and qualitative data were collected. Verbal consent was sought before the questionnaire was administered to the respondents. Each study participant was made aware that participation was entirely voluntary and that he/she could withdraw at any time if felt uncomfortable.

The findings indicated that 30.1% of the interviewed graduates had a paid employment, 43.3% were unemployed, 23.1% were students, and about 1% had unpaid employment. About 54.9% of the respondents were looking for a paid employment. However, it was found that 97.8% of the respondents have been employed in Tanzania since graduation at CBE and have working experience ranging from zero to 15 years. Also, overall 3.2% of the interviewed graduates had worked outside Tanzania with working experience of less than a year. Overall, 60% the respondents are self-employed as entrepreneurs and business consultants.

Moreover, most of the respondents (40.6%) admitted that their current jobs match well with the education acquired at CBE while 10% of them their current jobs do not match well with their education acquired at CBE. This is most likely due to high unemployment rate in the country which forces many graduates to take jobs which don't match well with their area of specialization.

Most of the CBE graduates are self-employed, followed by the Central government employment, and Banking industry. Others are employed in local government authorities, Government agencies, Non-governmental Organizations (NGOs) and other privately owned companies including NASISI Company LTD, TanCrush Holding, and Pen for Success, and TAPBS. As per study findings the majority of who are self-employed are working in non-professional businesses like selling spare parts, stationaries, tailoring, shooting camera, and master of ceremonies (MC).

Overall, 43.5% of the respondents affirmed that they would prefer to pursue the same course at CBE, 35.3% would like to study the same course but at another university, 7.5% would like to study another course at CBE, and 7.6% would like to pursue a different course at another university. About 6% of the respondents reported that they would not want to study at all after their studies at CBE.

It is strongly recommended to conduct entrepreneurial-centered courses and strengthen the existing ones so as to equip graduates with practical skills needed by the market. Besides, the learning approach should prepare graduates to self-employment other than being employed.

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1.0 INTRODUCTION AND BACKGROUND INFORMATION

The College of Business Education (CBE) is a public institution which was established by an Act of Parliament (Act no. 31 of 1965) in 1965 to provide learning opportunities to workforce in order to run commercial and industrial activities in the country. On 21st January 1965 the College of Business Education was officially opened by His Excellence Julius Kambarage Nyerere, the first president and Father of the Nation of Tanzania. Although the College started with only 28 students in 1965 in Dar es Salaam, it has opened three more campuses in Dodoma, Mwanza, and Mbeya.

The College has produced thousands of graduates since its establishment, while, the number of programmes offered by the College has also increased from one program (a two-year diploma in Business Administration (DBA) in 1965 to four programmes that are a Certificate, Diploma, Bachelor degree and Postgraduate Diploma programmes in Accountancy, Procurement and Supplies Management, Marketing, Information and Communication Technology and Legal metrology.

1.1 Literature Review

Tracer study is an approach that enables higher education institutions (HEIs) to obtain information about possible deficiencies in educational and learning process and form the basis for planning activities for the improvement in the future (Schomburg 2003). Also, referred to as graduate or alumni survey, tracer study is a graduate survey that attempts to draw out the activities of graduates or previous students of an educational institution (Millington, 2010) with the aim of determining the status of graduates within a certain period of time after completing their studies. The main challenge is not that the graduates are employed, but that their employment best exploits their competencies. A graduate with a degree in ICT, for example, and finds employment as a clerk, he/she is not fully utilizing his/her education.

Tracer studies constitute one form of empirical study to properly evaluate the outcome of the tertiary education sector by bringing together certain basic information regarding, amongst many, the extent of employment, unemployment and underemployment of graduates, the link between educational qualifications and employment and the current experience and indicate possible discrepancies in a given educational programme and help in an improved planning, so that the programmes provided are more rationally associated with the prerequisites of the labour market and hence the rationale of the study.

A higher education institution which strives to provide quality education should strive to fully understand the needs of its learners. Graduates who have gone through education system and graduated from it are in a very good position to appraise the quality of education which they received in terms of preparing them to become more holistic individuals equipped with relevant lifelong learning skills (Latif and Bahroom 2010). This is the best approach which HEIs use to evaluate their curricula, instructional materials, usability of the technology and performance of the course facilitators and hence improve the quality of its education and make it market labour responsive.

Consequently, many institutions have conducted tracer studies and use the results to improve the quality of education they offer to their clients. A tracer study conducted in the Nigerian Teachers Institute (NTI) proposed that teachers need to be better trained in the teaching techniques (Renny, et. al., 2013). Several authors (Fallows and Steven 2000; Treleavan and Voola 2003; Barrie 2004; Quek 2005) admit that through tracer studies HEIs have reshaped the provision of education they offer and hence improve the employability aspects among their graduates.

However, despite the importance of tracer study to HEIs as outlined above, the CBE has not conducted such a study. Absence of such information denies the College valuable feedback from graduates and employers about the relevance of its courses and learning approach at large. Consequently, it makes it difficult to determine whether or not its

curricular is responsive to both job and labour markets. In addition, it makes it difficult to create a network of its alumni that could be helpful for knowledge sharing and knowledge about possible job opportunities for its current students.

Therefore, this study aimed at assessing employment status of the CBE graduates, types of job performed by the graduates, whether graduates are employed based on competencies and skills and readiness of the graduates to pursue further studies at CBE after graduation.

1.2 Main Objective

The main aim of this study was to assess employment status of the CBE graduates and gain an in-depth understanding of the relevance of CBE academic courses in relation to the current market requirements.

1.2.1 Specific Objectives

- i. To find out types of jobs performed by the CBE graduates
- ii. To establish whether or not the graduates practice/ or are employed based on the skills, knowledge and competencies they acquired at CBE
- iii. The sectors that mostly employ CBE graduates
- iv. To establish the extent to which skills and competencies acquired by the students at CBE are useful in the labour markets
- v. To establish the length of time it takes graduates to find a job that corresponds to their qualification;
- vi. To estimate the proportion of graduates who are in employment and the level of unemployment, and job satisfaction among them;
- vii. To determine the contribution of CBE programmes on the graduates' personal development
- viii. To recommend effective ways of preparing more labour responsive graduates at CBE.

2.0 METHODOLOGY

2.1 Data Collection and Analysis

Primary data were the key source of information in this paper and were collected through interviews using a structured questionnaire. Data collection took place in April and May 2016. Both quantitative and qualitative information were collected on the respondent's biographic information, study programme pursued at CBE, opinion about university education in relation to job requirements, competencies required by jobs, and opinion about CBE education. The respondents were CBE graduates from three campuses namely Dar es Salaam, Dodoma and Mwanza. Based on the objectives of this study, descriptive analysis was mainly employed. Data was analyzed quantitatively by the use of Statistical Package for Social Sciences (SPSS) software. Computation of frequencies, percentages, means, standard deviation, and cross-tabulations were presented using tables and charts. Qualitative information was coded and described according to the study objectives.

2.2 Data Collection Challenges and Setbacks

Data collection was mired with the following challenges and setbacks

- Data reliability and low response from the graduates (This should also appear in details in the methodology section).
- Lack of and frequent change of cellphone number by the respondents' limited data collection

2.3 Ethical Consideration

Before the questionnaire was administered to a respondent, verbal consent was sought. Each participant was made aware that participation was entirely voluntary and that he/she could withdraw at any time if felt uncomfortable. All respondents participated fully.

3.0 KEY FINDINGS

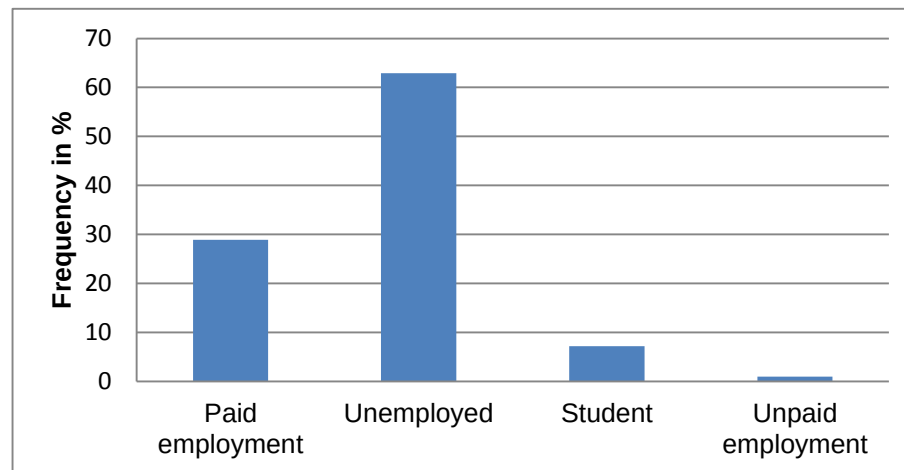
3.1 Description of Study Participants

Overall 300 respondents participated in this study. Overall 60.5% of the respondents were males and 39.5% were women. The mean age of the respondents was 30.54($\pm$ 6.08) years. These respondents graduated between 2002 and 2015. Out of these respondents, 9% graduated in Certificate programme, 39.1% in Diploma, 26.4% in Advanced Diploma, and 31.5% in Bachelor programmes. Ninety-four percent of the respondents were admitted to their academic programmes on the basis of a prior CBE programme and 9.3% of the respondents completed postgraduate studies after graduating at CBE. A total of 109 respondents answered the question regarding the region in which they work. Of these respondents, 46.7% work in Dar es Salaam city followed by Mwanza (5.1%) and other regions including Kilimanjaro, Kigoma, Mara, Shinyanga and Singida. Other respondents are current students at CBE and other higher learning institutions; hence they do not work at the moment.

3.2 Employment Status

Regarding current employment status of CBE graduates, results in Table 1 show that 30.1% of the interviewed graduates had a paid employment, whereas 43.3% were unemployed, 23.1% were students, and about one percent had unpaid employment. About 54.9% of the respondents were looking for a paid employment. However, it was found that 97.8% of the respondents have been employed in Tanzania since graduation at CBE and have working experience ranging from zero to 15 years. Also, overall 3.2% of the interviewed graduates had worked outside Tanzania with working experience of less than a year. Overall, 60% the respondents are self-employed as entrepreneurs and business consultants.

Chart 1: Employment status of CBE graduates



3.3 Current Position and Profession of CBE Graduates

Overall 28% of the sampled CBE graduates work in government-owned institutions including President's Office, Ministries, local government authorities, departments, and sections. Others are either self-employed and/or work in privately-owned companies. Findings in Table 2 show the majority of the surveyed former graduates are employed in public and private organizations as teachers (5.4%), finance and accountant officers (31.2%), procurement officers (9.7%), farmers (3.2%) and drivers (3.2%). About 37% of the surveyed graduates are self-employed as entrepreneurs in different disciplines.

Table 1: Current position/profession of surveyed CBE graduates

Position or profession	Frequency in %
Teaching	5.4
Finance and Accounting	31.2
Procurement and Supplies	9.7
Administrative officers	3.2
Entrepreneurship	36.6
Farming activities	3.2

Source: computation based on survey data (N = 109)

3.4 Relationship between University Education and Current Job

Results about the relationship between current job requirements and education attained at CBE are presented in Table 3. About 15% of the respondents reported that their current job match very well with education attained at CBE as compared to 40.6% and 34%, who declared that their current job match well and moderately respectively. Ten percent of the respondents affirmed that their current jobs do not match with their education at CBE at all. Recently, most university graduates have been forced to take jobs which don't match their areas of specialization due to high unemployment rate in the country.

Table 2: Relationship between current job and education at CBE

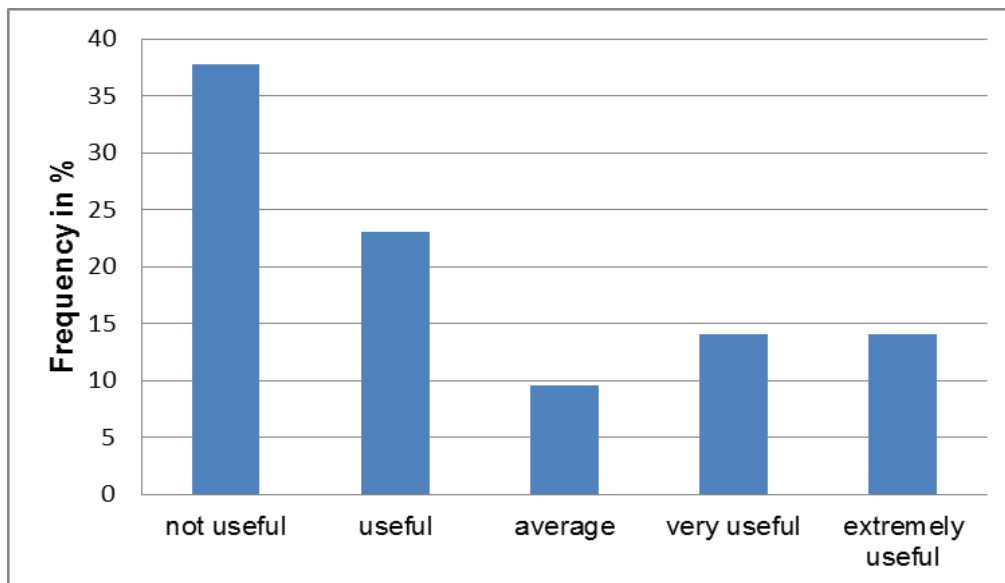
	Affirmative responses (%)
My job match very well with education at CBE	14.5
My job match well with education at CBE	40.6
My job match moderately with education at CBE	34.8
My job don't match well at all with education at CBE	10.1

Source: Computation from survey data (N = 138)

3.5 Usefulness of CBE Education for Job

Results on Chart 1 show that many respondents (37.8%) reported that education attained at CBE is not useful for their current job compared to 23%, 9.6%, and 14.1% of the respondents who admitted that education achieved at CBE was useful, average and very useful respectively. About 14% of the respondents declared that education achieved at CBE is extremely useful for their current job requirement. This asks for an urgent improvement of CBE education most especially its academic curricula.

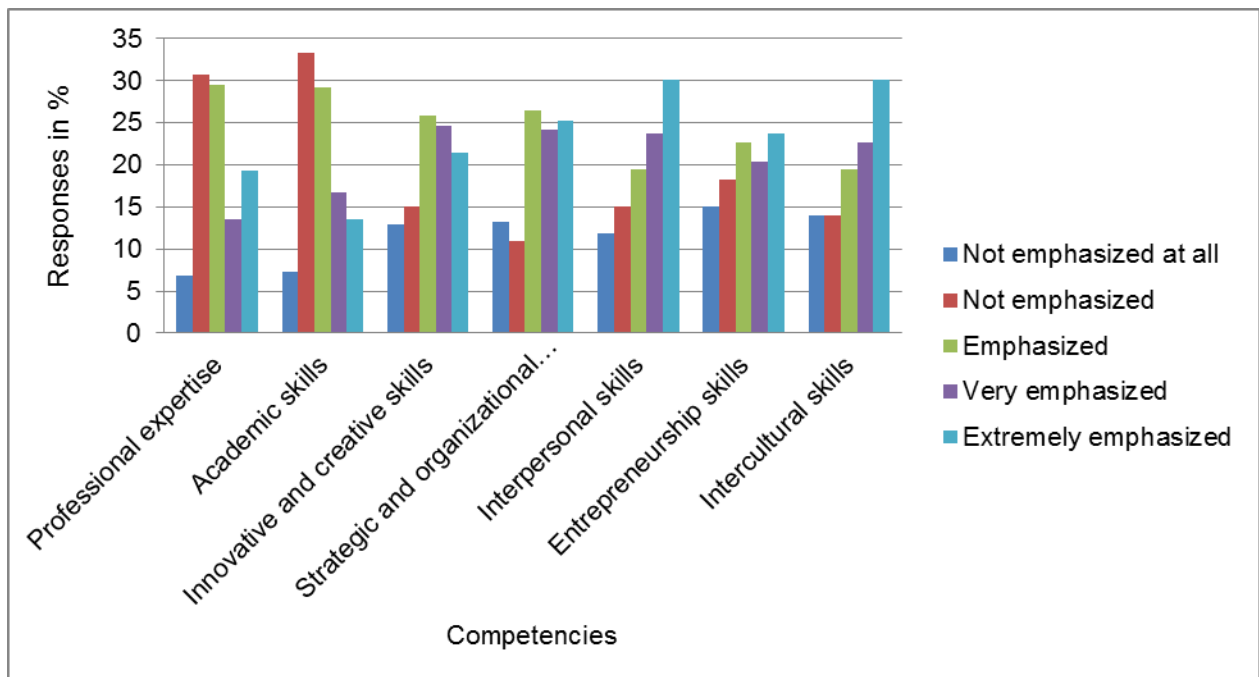
Chart 2: Usefulness of CBE education for current job (N = 135)



3.6 Emphasize on Competencies

This study assessed the extent to which study programmes at CBE emphasized on several competencies as depicted on Chart 2. The options range from “not emphasized at all” to “extremely emphasized”. Just as it was with the usefulness of CBE education for current job, huge proportion of respondents asserted that study programmes do not emphasize professional experience (30.7%), academic skills (33.3%), and commercial/entrepreneurship skills (18.3). again, there is an urgent need for the College to review its academic curricular and teaching methodology so as to take these findings into consideration.

Chart 3: Emphasize on selected study competencies (N = 88)



3.7 Readiness to pursue further studies at CBE

It was found that 43.5% of the respondents would prefer to pursue the same course at CBE, 35.3% would like to study the same course at another university, 7.5% would like to study a different course at CBE, and 7.6% would like to pursue a different course at a different College. About 6% of the respondents admitted that they would not want to study at all after their graduation. Those who wished to continue their further studies at another College/university had various reasons including lack of courses they would like to pursue at CBE, and poor quality of education provision and learning facilities at CBE. Others want to go to a different college so as to experience a different learning environment.

4.0 CONCLUSION

Despite of all factors which were provided by the respondents there were various remarks from the responds which include; some said innovation is needed for the CBE to have a competitive advantage over the other colleges. The college has to improve infrastructures and learning facilities, continuous evaluation of studies has to be done to improve the quality of education; the College has to promote its programmes including newly established Masters Programme. CBE has to employ quality lecturers including PhD holders notably Professors and Doctors. Out of mentioned remarks some respondents had a note of appreciation to what is done by CBE in education provision and had a note of thanks for being involved in a study.

Statistics showed that 43.3% were unemployed, 23.1% were students, and about one percent had unpaid employment. About 54.9% of the respondents were looking for a paid employment. Overall, 60% the respondents are self-employed as entrepreneurs and business consultants. Might be there is a problem of employability of the CBE graduates due to lack of the skills required by the employers or change in attitudes among the graduates towards employment that make them to decide for self-employment (entrepreneurs) as their best option rather than other kinds of employments, to be clear with this further qualitative study need to be done to justify it.

Overall 28% of the sampled CBE graduates work in government-owned institutions including President's Office, Ministries, local government authorities, departments, and sections. Others are either self-employed and/or work in privately-owned companies

About 15% of the respondents reported that their current job match very well with education attained at CBE as compared to 40.6% and 34%, who declared that their current job match well and moderately respectively. Ten percent of the respondents affirmed that their current job do not match with their education at CBE at all.

Many respondents (37.8%) reported that education attained at CBE is not useful for their current job compared to 23%, 9.6%, and 14.1% of the respondents who admitted that education achieved at CBE was useful, average and very useful respectively, Just as it was with the usefulness of CBE education for current job, many respondents asserted that study programmes do not emphasize professional experience (30.7%), academic skills (33.3%), and commercial/entrepreneurship skills (18.3). Again, it was found that 43.5% of the respondents would prefer to pursue the same course at CBE, 35.3% would like to study the same course at another university, 7.5% would like to study a different course at CBE, and 7.6% would like to pursue a different course at a different College

4.1 Recommendations for the Study

Tracer study is crucial for understanding the relevance and quality of College programmes. Accordingly, the interviewed graduates recommended the following:

- (i) Increase the length of practical training, the currently practical training offered doesn't improve the knowledge and experience of the graduates to compete in the job market (Placement for field work should be increased) e.g. eight (8) weeks
- (ii) To launch new competitive courses and program such as financial service and entrepreneurship courses. Specifically, respondents, recommended to the CBE new courses ranging from, Banking, Tourism, IT and Information systems related courses, Oil and Gas, Agri-business as well as Taxation right from certificate to master's degree levels
- (iii) Increase the courses and training that are centered to self-employment since most graduates are unemployed
- (iv) Regular curricular review for maintaining the quality of the courses
- (v) Establishment of training department and tailor made courses

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