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### Entrepreneurship training and self-employment choices of graduates : experience from selected Tanzanian universities

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## ENTREPRENEURSHIP TRAINING AND SELF-EMPLOYMENT CHOICES OF GRADUATES: EXPERIENCE FROM SELECTED TANZANIAN UNIVERSITIES

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### ABSTRACT

*For the past few years entrepreneurship training programmes have been conducted in some universities in Tanzania, with an objective of positively reforming the students' mindsets regarding self-employment opportunities in the micro, small and medium sized enterprises (MSMEs) sector. However, to date, it has not been easy to determine the extent to which these initiatives have been fruitful. This study aimed at examining the extent to which Tanzanian university students are being equipped with General Enterprising Tendencies (GETs), which are important in enabling them to become active players in the private sector. Quantitative data was collected using the GETs test from 118 university graduates and qualitative data was collected from some of them through 3 focus group discussions and 6 in-depth interviews. Generally, the findings indicated that graduates' possession of GETs is only moderate. The results revealed scores which were slightly above average on tendencies related to need for achievement (60.3%), independence (51.0%) and drive and determination (57.5%). However, the scores were below average on tendencies related to innovation and creativity (44.5%) and calculated risk taking (46.2%). These findings imply that the causes of below average GETs scores and hence poor motivation self-employment motives amongst graduates are attributable to weak entrepreneurship teaching and learning processes, perceived unfriendliness of the Tanzanian business environment to MSME entrepreneurs and the culture of graduates and their parents/guardians respecting employment in the public sector than in MSMEs. The paper recommends that in order to enhance graduates' appreciation of self-employment and operations of MSMEs, the above mentioned issues have to be addressed.*

**Key words** - Entrepreneurship, Graduates, GETs, MSMEs, Self-Employment, Tanzania.

### INTRODUCTION

The past two decades have witnessed major shifts with respect to career choices and employment opportunities of university and college graduates in many African countries and elsewhere in the world (World Bank, 2012; Bercovitz & Feldman, 2008). Essentially these shifts and dynamics in employment trends have been exacerbated by the rapid growth of population, which does not match with the low growth rate of job opportunities in the public and private sectors (World Bank, 2016; URT, 2006). The World Bank (2012) estimates that there are 10 million entrants into the labour force per year in Sub-Saharan Africa alone, while globally there are some 200 million people, including 75 million under the age of 25 who are unemployed. The World Bank (2012) further observes that almost half of the working population in developing economies is engaged in small farm-based jobs or small enterprises in which earnings are unstable. The non-wage jobs in such countries account for more than 80% for women and 70% for men. Moreover, evidence from a study on jobs, conducted by the International Finance Corporation (IFC) in 2013 show that joblessness, especially among the poor, is now a global crisis. Without jobs, people cannot care for themselves or their families and as a result poverty, social and economic unrest will increase, especially in developing economies where most of the world's 200 million unemployed people live. The IFC study further estimates that by year 2020 the world needs 600 million additional new jobs in order to just keep up with the globe's

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Business Management Review 21 (2), pp.14-29 ISSN 0856-2253 (eISSN 2546-213X) ©July-Dec 2018 UDDBS. All rights of reproduction in any form are reserved

surging population. It informs that generating such jobs is not easy and will be impossible without the support of the private sector.

Following the mismatch between the rapid population growth and inability of the public sector to create the needed jobs, the chances of university and college graduates to access readymade jobs have been diminishing tremendously. Joblessness is currently a challenge facing many university and college graduates in developing and even developed economies. In the light of these experiences, many countries have gradually appreciated the potentials for employment generation that are embodied in the private sector. For instance, the IFC observes that the private sector, which provides 9 out of every 10 jobs in developing countries, offers the best solutions to the challenges of unemployment. Since the private sector is largely made up of entrepreneurs operating in the Micro, Small and Medium sized Enterprises (MSMEs), concern has been frequently raised by various stakeholders on how to stimulate and strengthen the role played by entrepreneurs and MSMEs. Debate has traditionally been focused on whether entrepreneurs are born or made and how a given society or country can generate a reasonable stock of them (McClelland, 1985; Schumpeter, 1934; URT, 2017). In recent years, however, concern has also been directed on the role of various actors and factors, including governments and how they can create a supportive environment, how universities and colleges can intervene through offering relevant education and pedagogical approaches, as well as the role of university and college students, their parents and guardians (URT, 2014, 2017).

Being a developing country, Tanzania has not been exempted from the challenge of shortage of jobs to many of her people, including university and college graduates. Most recent evidence has revealed that in August 2017, over fifty six thousand (56,000) graduates competed for about 400 jobs that were advertised by the Tanzania Revenue Authority (TRA) (Habarileo, 2017), while in June 2014 about 20,000 applicants turned up for about 80 vacancies that were advertised by the Ministry of Internal Affairs in Dar es Salaam (Habarileo, 2014). There are many incidences of this kind. A number of reasons could be advanced to explain this situation; some have been provided below.

First, it is apparent that in the past few years the country has undergone substantial transformation regarding higher education. This include enhancing access to university education by many Tanzanians, through increasing enrolment in existing universities and colleges, upgrading non-university higher learning institutions into universities and creating new universities. These efforts have culminated into an annual supply of university and college graduates which is proportionately higher, in such a way that the jobs available in both public and private sectors are currently unable to absorb all of them. As a consequence of these developments and dynamics, employment and career choices have become major challenges to these graduates. According to the Tanzania Commission for Universities (TCU), the trend of admission of students in Tanzanian higher learning institutions showed an increase from 53,319 students in the academic year 2010/11 to 59,887 in the academic year 2014/15. Given that a large proportion of these students successfully go through their various academic programmes, this implies that about 60,000 university and college graduates join the labour market annually. Very few of these graduates find readymade jobs in the labour market; the vast majority are left with nowhere to be employed (Habarileo, 2017).

Secondly, a historical review of events pertaining to university and college graduates' employment and career choices in Tanzania indicates that the period before mid-1980s was largely marked by dominance of socialist policies in which the government was the main formal employer for such graduates (Nyerere, 1968, 1979). Apparently, this was supported by the fact that by then the country had only one university, the University of Dar es Salaam and a few colleges, leading to a situation of low supply and high demand for such graduates. Upon graduating, most university and college graduates were finding readymade jobs in the public sector, while the private sector was considered an alternative to those who did not qualify for public service. Major changes started to take place after the reforms of mid-1980s when the Government of Tanzania recognised that its past policies and development agenda were not adequately responding to the changing political, social and economic conditions that prevailed at that time, both locally and internationally (URT, 1999). Significant changes were therefore inevitable in the form of economic reforms, which among many other things recognised the role of the private sector, and especially employment and income generation capacity of MSMEs to the majority of Tanzanians (URT, 2003a, 2003b). In addition, the early 1990s witnessed drastic economic structural changes, which came up with major transformation in the socio-economic spheres in the country. Following the IMF and World Bank conditions, the country had to liberalise its economy for the market forces to operate (Wobst, 2001). Such liberalisation came up

with a wider package of reforms, including privatisation of state-owned large enterprises, and consequently massive retrenchment of the labour force in such enterprises, with the expectation that they would become more productive, efficient and competitive. The retrenched workers and those who were graduating from the university and other colleges during those times had nowhere to be readily absorbed in the labour market. Gradually, the problem of unemployment for university and college graduates started escalating and following the steady increase in the trend of enrolment in the universities and colleges, it was not expected that the problem would be solved easily.

Thirdly, since entrepreneurship was disliked and hence deemed evil during the socialist era (Tripp, 1997; URT, 1984), some barriers were set in the mindsets and cultures of most Tanzanians, with regards to innovativeness and creativity in various areas of endeavour. The higher education system that prevailed did not prepare university graduates for self-employment. It was between the late 1990s and early 2000s that the capacity and role of the private sector was recognised and appreciated as a possible provider of the solution (URT, 1999; UDSM, 2001). However, the operation of private sector initiatives in an economy which had formally been dominated by a socialist governance ideology needed proper reforms, even in higher learning institutions. The situation compelled the universities and colleges to redesign their curricular and pedagogical approaches in order to come up with packages of knowledge, skills, and attitudes which produce graduates who can cope with the current needs in the business environment (UDSM, 2001). The shift was from producing graduates who are job seekers to producing graduates who are job creators. One of the essential inputs has been an attempt to augment the various university and college training programmes with an entrepreneurship component. It was during that period that trainings on entrepreneurship started to gain momentum by first conducting training of trainers (ToT) for university lecturers and tutors so that eventually such learning facilitators would be able to equip their students with the requisite knowledge, skills and attitudes about entrepreneurship. At the University of Dar es Salaam, the University of Dar es Salaam Entrepreneurship Centre (UDEC) was established in 1999. The other universities and colleges which were established thereafter have also adopted the concept of training their students on entrepreneurship.

Therefore, it has become common for policy makers, politicians and academicians to encourage graduates to create jobs for themselves instead of expecting readymade jobs (Herrmann *et al.*, 2008; URT, 2014, 2017). Nevertheless, making such graduates desirous, willing and able to create jobs for themselves is held back by a number of factors. First, for the universities and colleges, major challenges lie on their capacity to prepare the graduates in terms of the curricular they offer, pedagogical processes involved as well as availability of qualified entrepreneurship trainers. Secondly, for the students, matters related to their mindset in terms of readiness to invest in learning and thereafter taking an entrepreneurial route are issues that need attention. Thirdly, for the government, the general supportiveness of the business environment to new entrants and existing players is an issue that needs serious consideration.

In line with the above, it is evident that motivating and inspiring university students to appreciate self-employment in their career options and employment considerations has been one of the major focus of entrepreneurship programmes for the past two decades in some universities and colleges in Tanzania and elsewhere worldwide (Nabi, *et al.*, 2010; URT, 2014, 2017). Some attempts have been made in connection with review of curricular, pedagogy and the overall set-up of the teaching and learning environment so that entrepreneurship knowledge, skills and attitudes can be adequately imparted (Lourenco, *et al.* 2013). Nevertheless, it is still doubtful whether the aggregate of these efforts has realised substantial impact in terms of moulding the mindset of the majority of graduates towards the needed direction (Nabi, *et al.*, 2010; URT, 2017). The extent to which changes are being made in knowledge, skills, attitudes and behaviours of the learners has not been well established. There are knowledge gaps with regard to the extent to which universities and colleges are adequately playing this important role, because graduates are still actively searching for readymade jobs despite the fact that some of these graduates still find themselves unemployed even after five years from the time they graduated (Habarileo, 2017). This is contrary to the expectations of the learning facilitators, that the graduates would innovatively launch their own MSMEs in which they could employ themselves as well as create employment opportunities for others. The extent to which the students' GETs (and hence mindset) are being transformed through entrepreneurship trainings is therefore a major concern (Habarileo, 2017; URT, 2017). In the light of these issues, this article sought to assess the effects of entrepreneurship training programmes on university and college graduates' career choices and self-employment. Accordingly, the specific objectives were to:

- find out the extent to which graduates possess General Enterprising Tendencies (GETs), which are needed in successfully starting up and operating MSMEs,

- examine the graduates' appreciation of entrepreneurship as an equally rewarding career option, and
- analyse factors affecting graduates' choice of self-employment.

In the subsequent sections, the article first deals with the theoretical underpinning of entrepreneurship and self-employment, followed by a presentation of the conceptual framework. Thereafter the methodology used is presented. Further, the findings, discussion, conclusion and limitations of the study follow in that order.

## THEORETICAL BACKGROUND AND LITERATURE REVIEW

It is widely acknowledged that the entrepreneurship and entrepreneurial orientation of a given society often culminate into the development of that society in almost all spheres (URT, 2017; Nickels *et al.*, 2010; Bakotic & Kruzic, 2010; Peltier & Scovotti, 2010). However, much of the scholarly debate on what triggers the genesis of an entrepreneurial spirit has been focused on three major platforms, namely, an individual's in-born personal traits, cultural norms of the society in which the individual is raised, and the economic environment which is shaped by the prevailing government policies and supportiveness of the available infrastructure.

Studies about individuals' personal traits (McClelland, 1985) concentrate on exploring the psychological based attributes of the persons and their impact on such persons' decision making processes. Such traits include the desire for higher level accomplishments, endurance, engagement of more efforts towards accomplishing difficult things, being focused and determination to win. Supporting the view that entrepreneurship stems from in-born attributes are scholars who bring up the concern that entrepreneurs are individuals who are highly inclined on the need for independence (Hisrich & Peters, 1985). Possession of higher levels of the desire for independence ideally distinguish enterprising individuals from non-enterprising ones on the basis that the former will always be searching for opportunities that will eventually enable them to creatively establish their own business ventures. It is through this reasoning that entrepreneurship is often associated with job creation processes, which drive enterprising persons into becoming bosses of themselves. Seeing the matter from this perspective, one of the current major concerns in the colleges and universities would be how learning facilitators could inculcate these tendencies among the youth who are enrolled for college and university education in the various degree programmes.

It is also apparent that the dominant, classical literature about entrepreneurship and the role of entrepreneurs in economic endeavours of a society had strong inclination on personal traits associated with *calculated risk taking* tendencies (Bird, 1989). That led to a widely shared consensus that since any business undertaking is associated with some risks of failure, successful entrepreneurs are then those who take calculated risks. Risk taking is a predisposition to accept risks provided they offer a reasonable chance for success (Miclea, 2004). In calculating the risks, at the very beginning, enterprising individuals take time to scan the environment. Secondly, they devise imaginative solutions pertaining to the business opportunities they will have spotted as well as how to overcome challenges which might arise along the way. Arising from the above two aspects is the third aspect, which is about gaining confidence and hence decisively taking action. This implies that in the process of attempting to stimulate an enterprising culture among the youth, enhancing their inclinations on calculated risk taking behaviours is a vital endeavour. Anecdotal data about behaviours of the graduates show that instead of going for entrepreneurial ventures, the majority of them aspire for readymade jobs in public institutions wherein job security is high. Very unfortunately, such readymade jobs are steadily declining and the remaining option is for such graduates to embrace entrepreneurial initiatives. The major concern here is how universities and colleges could stimulate and inculcate risk taking behaviours among students so that they fit into today's needs of the business environment.

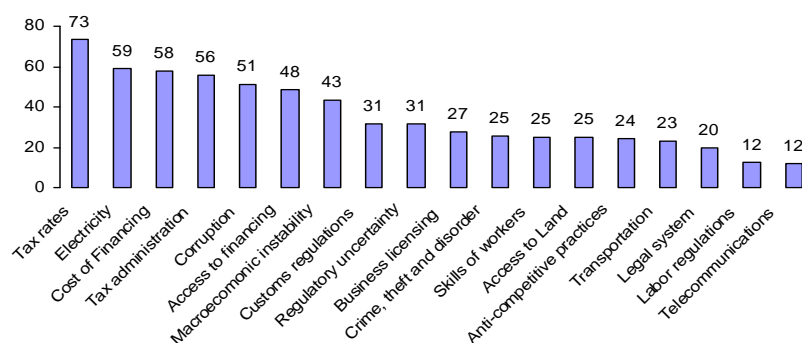
In line with the above, an individual's personal drive and determination to pursue a certain course of action with the desired level of zeal is considered important in making and sustaining an entrepreneurial personality. In that respect, some of the tendencies contributing to the development of an entrepreneurial mindset and hence an enterprising personality are deemed to be located within the students themselves (Foster & Lin, 2003; Mitchell, 2007). The role of training about entrepreneurship should then be focused on stimulating these seemingly latent internal attributes. Some scholars have attempted to assess the levels of such mindset using an entrepreneurial self-efficacy (ESE) index, which aims at measuring an individual's belief in his or her ability to successfully launch an entrepreneurial venture (McGee *et al.*, 2009). Ideally, a graduate's drive and determination for self-employment is likely to be motivated more through seeing similar individuals, who may serve as role models. Thus, in the context of a country

like Tanzania, where self-employment for graduates was not appreciated in the past, nurturing and eventually developing personal drive and determination for such graduates to pursue entrepreneurial ventures may require greater effort. This situation induces a mismatch and hence a gap between what is expected from the graduates in terms of behaving entrepreneurially and how they actually believe in themselves.

Building on the same psychological traits, other scholars (Schumpeter, 1934; McClelland, 1985) focused on the individual's inclination towards innovation and creative tendencies. The innovation perspective portrays an entrepreneur in terms of possession of innovation, foresight, and creativity characteristics. Accordingly, a person is deemed to behave entrepreneurially when she or he creates a new product (either tangible goods or services). Secondly, she or he might discover or introduce a new way of making a product. Such a discovery does not necessarily refer to an invention; it might be an improvement in the methods of combining resources, ways that can lead to more value addition. Thirdly an individual can discover a new market for a product. The discovery might not necessarily mean going for a new geographical area, but the ways existing products could be put into use by new users who, by existing industry practices, may not have thought of such new ways. Fourthly, an entrepreneur could find a new source of raw materials. Here again the matter is not necessarily about venturing into new geographical territories, but even identification of resources, which by existing industry practices had not been exploited before. The fifth possibility is about finding new ways of making things or organising them in a way that is more effective and efficient. Accordingly, going with the innovation view means that for the graduates to appreciate and benefit from entrepreneurial ventures, they must be keen at scanning the business environment in which they live and then creatively come up with business ideas which they can exploit. There are a number of questions in connection with this concern: a) To what extent are the university and college graduates innovative? b) What about the persons who are involved in facilitating the teaching and learning processes? c) How can the teaching and learning processes in the universities and colleges be aligned in order to achieve this particular need? In general terms, a holistic consideration of how each of these attributes connects with each other becomes important.

Apart from the modelling of the genesis of an entrepreneurial spirit, studies that focus on the role played by societies often concentrate on sociological factors, whose influences are deemed to have an impact on the personalities that the individuals eventually develop (Ibrahim & Elias, 2002). Such personalities are associated with, among other factors, the environment from which individuals are raised, and the dominant cultures (Hofstede, 1980, 1991); the level and quality of education systems they go through, and the role models they see (Birley, 1984); and the experiences they acquire through apprenticeship. This suggests that in a society which is not well-endowed with a good proportion of well-to-do entrepreneurs who can be used as role models, the upcoming generation can hardly develop the requisite mindset. As introduced earlier, in the Tanzanian context, this is even more challenging because of the socialism era that the country went through in its history, in which the principles of African socialism articulated in the Arusha Declaration of 5<sup>th</sup> February, 1967 (Nyerere, 1968) were upheld. During that era, cooperative ways of managing economic affairs were appreciated while individual initiatives of an entrepreneurial manner were discouraged and condemned. In subsequent years, the business environment was apparently challenging to entrepreneurs at all levels. Entrepreneurs were disrespected and nicknamed “economic saboteurs” and “racketeers”. The government had declared war on these individuals (Daily News, 1983). Furthermore, to make the situation more challenging, the Tanzanian parliament passed an Act in 1984 (The Organised Crime Control Act [URT, 1984]) that enabled the government to deal with defiant individuals.

Apart from the personal and societal triggers of an entrepreneurial spirit that have been highlighted, another important category of factors focuses on environmental forces – the type of economic and non-economic influences. These include government policies and the way they affect development of entrepreneurial orientation among the citizens. These include supportiveness of systems such as those associated with entrepreneurs' access to financial credit, serviced land, technology, markets, transportation systems, electric power, water supply, and friendliness of business registration and taxation systems. Findings from a survey of enterprises in Tanzania (IFC, 2003) about factors that hinder their development established the levels of severity shown in Figure 1.



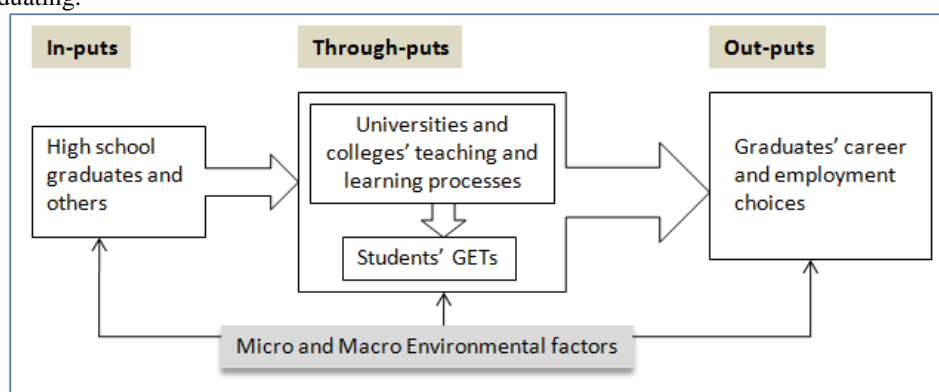
**Figure 1: Rating enterprises as influenced by major constraints (in %)**

Source: IFC (2003), Enterprise Survey - Tanzania

Apart from the constraints listed above, it is also acknowledged that the type of education and the education systems students go through from childhood to university significantly matter in shaping their minds. Taking a holistic consideration of the influence of all these factors is therefore imperative in our attempt to establish factors which influence university graduates in taking their career options and self-employment decisions. The following section deals with the conceptual framework.

#### *Conceptual framework*

Following the theoretical underpinning described above, it is apparent that university and college graduates' career options and self-employment choices are influenced by a multitude of factors, including their personal aspirations, the expectations of the society surrounding them as well as the economic and non-economic conditions in the micro and macro environments. Accordingly, the current article examines the GETs of university college students in connection with how such GETs are potentially acquired, nurtured and eventually deployed in their career and employment choices upon graduating. As indicated in the conceptual framework (Figure 3), it is evident that such GETs are largely influenced by the socialisation processes that the students undergo, which are often moderated by factors at both the micro and macro environments. The framework depicts an input-throughput-output model, which shows that inputs are high, comprising of school graduates and others who have equivalent qualifications for admission into universities and colleges. These go into universities and colleges for learning purposes while having certain expectations, which are moderated by factors from the micro and macro environments. The moderating factors include information the students have, whether correct or wrong, about jobs in various sectors including their rewards and status; what they have learned so far in their lifetime; what they see in terms of attractiveness of various jobs and career choices made by others whom they see as role models; and at times, what their parents want them to do upon graduating.



**Figure 3: Conceptual Framework of the Study** (Source: Author's own design)

University teaching and learning processes are conceptualised as the throughputs, which are expected to instigate and nurture the GETs that the students need for developing entrepreneurial orientation. GETs entail the qualities associated with need for achievement, independence, calculated risk taking, creativity and innovativeness, opportunity searching behaviours, personal drive and determination. It is expected that the chances for appropriately moulding the knowledge, skills, attitudes and eventually behaviours of the learners will be higher where there is adequate quantity and quality of teaching staff and supportive infrastructure. The model shows that the creation of graduates with high levels of GETs, who can confidently go for self-employment, relies very much on the quality of inputs, throughputs and the effects of micro and macro factors.

## METHODOLOGY

The study used a multiple cases research design, whereby three cases were used. This is in line with Stake (1995) and Yin (2003) who claim that case studies are the most appropriate choices in situations where the analyses of persons, events, decisions, periods, projects, policies, institutions, or other systems have to be studied holistically by one or more methods. The rationale for this choice emerged from the complexity of the subject matter in terms of the objectives that the study intended to achieve and the type of information that was needed.

During the study, the first case consisted of a group of 48 final year students at Sokoine University of Agriculture (SUA) from various academic programmes. These had shown interest in self-employment upon graduating. They had been brought together under a programme that aimed at enabling them to learn entrepreneurship, business planning and concurrently develop business plans for the ideas they had. The programme was run in 2013 for three weeks. The second case consisted of 42 graduates from various universities in Tanzania, who had been brought together in 2013 for a two-week entrepreneurship and business plan writing programme under the coordination and sponsorship of the National Economic Empowerment Council (NEEC), based in Dar es Salaam. The training was facilitated by the University of Dar es Salaam Entrepreneurship Centre (UDEC). The third case consisted of 28 finalist students from the Dar es Salaam University College of Education (DUCE). These had been brought together in November 2012 by UDEC in a three-day entrepreneurship awareness programme. The size of the three groups mentioned was conveniently determined by the number of students who had registered into the training programmes. The author of this article took part in all the three cases as a resource person.

### *Data Collection Instruments and Processes*

Data was collected from each of these groups using the General Enterprising Tendencies (GETs) questionnaire. The instrument has 54 objective questions which are designed to assess the respondents regarding possession of the key tendencies which are associated with enterprising individuals. Such tendencies include individuals' inclination towards having high needs for achievement, independence, creativity and innovation, calculated risk taking propensity, personal drive and determination.

Apart from the GETs questionnaires, a check list of questions was prepared to help in conducting in-depth interviews, which were carried out in order to explore the extent of the graduates' determination in going for self-employment and the ways they felt about possessing the appropriate knowledge, skills and attitudes. They were also asked about their feelings regarding entrepreneurship teaching and learning processes in their respective universities and colleges, their lecturers' possession of such knowledge and skills and the methods they used in teaching, adequacy of such lecturers and their availability for consultation with students. Moreover, the in-depth interviews focused on the availability of appropriate teaching and learning infrastructure including classrooms, number of students allocated in such classrooms, number of entrepreneurship lectures and seminars per week, and types of entrepreneurship learning activities assigned to students and how they are assessed. Students were also asked about how they interacted with other entrepreneurship stakeholders including MSME operators who could be used as role models. Students were further asked if they ever had the opportunity to listen to guest speakers, the number and the quality of such speakers, as well as what they had learnt from them. Information was also collected about the ways they perceived the business environment with regard to opportunities and threats of establishing and managing an MSME, in Tanzania. The influence of their parents and guardians and other influential persons in their respective networks was also examined. Finally, they were asked to comment on their career choices and what might limit them from going for self-employment.



In order to enrich information that was collected through in-depth interviews, a focus group discussion was conducted for each of the cases. In line with Yin (2003) the number of participants in each focus group discussion ranged from 6 to 8 in order to maximise the contributions from each group and to have the appropriate control over the participants. The issues discussed were similar to those explored in the in-depth interviews.

#### *Data Processing and Analyses*

For the objective responses, the filled-in questionnaires were processed following the calculation procedures governing generation of summaries for each of the sections of the GETs questionnaire. In that way each individual respondent's scores on each of the five sections were established. Aggregates of the results were then made for each case in order to establish the numbers and percentages of individuals scoring above or below average in each section. Moreover, in order to establish the significance of the graduates similarities or variations in terms of their possession of GETs and hence the likelihood of going for self-employment or not, a Chi-square test was conducted for each GET.

Qualitative data from the in-depth interviews and focus group discussions was analysed through the use of content analyses techniques, whereby associations of related themes were made in order to arrive at a meaningful conclusion on each subject matter. Notes collected during the in-depth interviews and focus group discussions were used to establish the frequencies a certain issue was mentioned by the participants. While analysing the qualitative data, the audio USB disc recorder was played repetitively and therefore helped the researcher in tallying the frequencies a certain subject was mentioned as well as how it was mentioned. In that way the researcher was able to make the appropriate summaries and conclusions.

### **DESCRIPTION OF THE CASES**

The details about the three cases and the ways data was collected, processed and summarised about each of them are presented below.

#### **Case 1: SUA Graduates Training Programme**

SUA students are trained through various curricular, which essentially aim at equipping them with knowledge and skills needed in the agricultural and related sectors. Ideally, entrepreneurship trainings and exposure would basically help in enabling graduates from SUA to see and seize opportunities associated with the wide variety of agricultural products, agro-processing and associated value chains. For the entrepreneurship and business plan development training that was conducted for final year students for three weeks (from 30<sup>th</sup> September to 19<sup>th</sup> October, 2013), a total of 48 participants took part, 38 males and 10 females. The main facilitators of the teaching and learning processes were from the University of Dar es Salaam Entrepreneurship Centre (UDEC). The training aimed at enhancing participants' ability to identify business opportunities and thereafter enable them to come up with business ideas, assess the market viability of such ideas, actually start such enterprises, and manage the operations as well as financial matters of such businesses. During the initial phase of the training, participants were tested on their GETs, using a standardised GETs questionnaire. Table 1 provides a summary of the responses of the 48 participants. Three participants were not in the classroom while the test was being conducted, and therefore results of only 45 participants are hereby reported.

**Table 1: Summary of GETs Results for SUA Graduates**

S/N	General enterprising tendency	No. of those scoring average and above	Total number of participants	Those scoring average and above (%)
1	Need for achievement	26	45	57.8
2	Independence	20	45	44.4
3	Innovation and creativity	19	45	42.2
4	Calculated risk taking	24	45	53.3
5	Drive and determination	25	45	55.6

The column showing percentages suggests that the students scored slightly above average for the GETs associated with need for achievement, calculated risk taking and drive and determination, while scoring below average on the GETs associated with independence, innovation and creativity.

### Case 2: NEEC Young Graduates Entrepreneurship Training Clinic

The National Economic Empowerment Council (NEEC) of Tanzania is a government organ which supports enhancement of economic initiatives, including capacity development for private the sector. One of the core functions of the Council is to raise entrepreneurship education, skills and knowledge levels of Tanzanians in their endeavours for economic development.

In April 2013, the council invited graduates from university/higher learning institutions from various universities to apply for participation in the Young Graduates Entrepreneurship Clinics (YGECs), a programme that was conducted at the University of Dar es Salaam Entrepreneurship Centre (UDEC). The implementation of the YGECs was a continuation of government efforts aimed at empowering youths with relevant knowledge, skills and capabilities that would enable them to identify available entrepreneurial opportunities in the country. Such empowerment focused on supporting and coaching graduates who are interested to start their own businesses to acquire entrepreneurship skills and develop their business ideas into full business plans. The programme was run in the form of virtual incubation whereby selected graduates attended training and were coached to develop their business plans and implement them. A total of 40 graduates were short-listed and sponsored by the council. The actual training took place from 13<sup>th</sup> to 31<sup>st</sup> May, 2013 under the facilitation of UDEC. During the initial modules of the training, the participants were tested about their general enterprising tendencies, using a standardised general enterprising tendencies questionnaire. Table 2 provides a summary of the responses of the 40 participants.

**Table 2: Summary of GETs Results for NEEC - YGECs**

S/no.	General Entrepreneurial Tendency	No. of those scoring average and above	Total number of participants	Percentages of those scoring average and above
1	Need for achievement	25	40	62.5
2	Independence	22	40	55.0
3	Innovation and creativity	18	40	45.0
4	Calculated risk taking	17	40	42.5
5	Drive and determination	24	40	60.0

The results show that participants scored above average for the GETs associated with need for achievement, drive and determination and independence while they scored poorly for calculated risk taking, innovation and creativity.

### Case 3: DUCE Entrepreneurship Training

The Dar es Salaam University College of Education (DUCE) essentially provides a curriculum that is geared at producing education specialists. The majority of the graduates from this institution normally have prospects for being employed as teachers in public and private schools. Nevertheless, entrepreneurship trainings and exposure would instil into these graduates from DUCE the knowledge, skills and attitudes that would trigger their mindset to consider self-employment in related disciplines. For instance, instead of graduating and using their certificates in searching for readymade teaching jobs in public and private schools, they could consider opportunities associated with establishing their own schools, starting small and growing steadily.

As part of service to University of Dar es Salaam students, UDEC organises and facilitates entrepreneurship training programmes to various categories of students who want to go for self-employment after graduating. Accordingly, in November 2012 (from 12<sup>th</sup> -14<sup>th</sup>) a training was conducted to 28 final year DUCE students who had interest in entrepreneurship. Just like in the case mentioned earlier, the GETs test was conducted to these participants and the summary of the results is as provided in Table 3.

**Table 3: Summary of GETs Results for DUCE Finalists**

S/no.	General Entrepreneurial Tendency	No. of those scoring average and above	Total number of participants	Percentages of those scoring average and above
1	Need for achievement	17	28	60.7
2	Independence	15	28	53.6
3	Innovation and creativity	13	28	46.4
4	Calculated risk taking	12	28	42.9
5	Drive and determination	16	28	57.1

As evident from the percentages column, the results suggest that the students scored above average for the GETs associated with need for achievement, independence and drive and determination. On the other hand, the tendencies associated with calculated risk taking and innovation and creativity were the poorly scored.

### ANALYSIS AND INTERPRETATION OF FINDINGS

The findings are presented in two sections. The first section presents results of cross-case analyses, wherein quantitative results from all the three cases are holistically examined. The second section presents the qualitative findings obtained from focus group discussions and in-depth interviews.

#### Cross Case Analyses of GETs Test Results

In order to analyse the extent to which the students from the cases mentioned above possessed similar or different levels of GETs and the possible effects on their self-employment and career choices, Chi-square ( $X^2$ ) tests (Churchill & Iacobucci, 2002) were conducted. These focused on ascertaining whether the graduates significantly differed in terms of possession of attributes associated with need for achievement, independence, innovation and creativity, calculated risk taking and drive and determination. Below are summaries of the results for each tendency.

#### *The need for achievement*

For this tendency the percentages of graduates who scored average and above in all the three cases were 58, 61 and 63 for SUA, DUCE and NEEC, respectively. Results of statistical tests of whether such tendencies differed among the institutions are provided in Table 4, indicating that on 2 degrees of freedom, the obtained Chi-square statistic ( $X^2 = 0.209$ ) is not statistically significant.

**Table 4: Cross Case Analysis of Need for Achievement**

Case	Observed N	Expected N	Residual	Test Statistics	
SUA	58	60.7	-2.7	$X^2$	.209 <sup>a</sup>
DUCE	61	60.7	.3	df	2
NEEC	63	60.7	2.3	Asymp. Sig.	.901
Total	182				

a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 60.7.

This suggests that the results for this tendency did not lead to responses that were significantly different between the three higher learning institutions. Many of the students appeared to have relatively high needs for achievement. However, the challenge is how they can innovatively come up with business ventures that can help them to arrive at those needs.

#### *Independence and autonomy*

Regarding the tendency 'independence', students in all cases appeared to score poorly, i.e. only 44%, 54% and 55% for SUA, DUCE and NEEC, respectively. On 2 degrees of freedom, the obtained Chi-square statistic ( $X^2 = 1.451$ ) is not statistically significant; suggesting that there are no significant differences among the students from the case study institutions. Table 5 provides a summary of the results.

**Table 5: Cross Case Analysis of Need for Independence**

Case	Observed N	Expected N	Residual	Test Statistics	
SUA	44	51.0	-7.0	$\chi^2$	1.451a
DUCE	54	51.0	3.0	df	2
NEEC	55	51.0	4.0	Asymp. Sig.	.484
Total	153				

a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 51.0.

It should be noted that need for independence is one of the major drivers for individuals going for self-employment as it is associated with the desire for one to be a boss of him or herself. In circumstances where such a tendency is not popular by the graduates, their chances of venturing into entrepreneurial ventures might be low.

### ***Innovation and creativity***

Scores on the innovation and creativity tendency were the poorest of all; these were only 42%, 46% and 45% for SUA, DUCE and NEEC respectively. Test statistics show that on 2 degrees of freedom, the obtained Chi-square statistic ( $\chi^2 = 0.195$ ) is not statistically significant, implying that the poor scores cut across students in all cases. Table 6 provides a summary of the results.

**Table 6: Cross Case Analysis for Innovation and Creativity**

Cases	Observed N	Expected N	Residual	Test Statistics	
SUA	42	44.3	-2.3	$\chi^2$	.195 <sup>a</sup>
DUCE	46	44.3	1.7	df	2
NEEC	45	44.3	.7	Asymp. Sig.	.907
Total	133				

a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 44.3.

Innovation and creativity are vital tendencies in entrepreneurship in such a way that some scholars like Schumpeter (1934) argued that there is no entrepreneurship without innovation. Following the fact that this is the least scored tendency in the GETs test for all the students involved in the study, the likelihood of such students going for entrepreneurial ventures appears to be limited.

### ***Calculated risk taking***

Just as it is the case for innovation and creativity above, the students also scored poorly on the calculated risk taking tendency, scoring 53%, 43% and 43% for SUA, DUCE and NEEC, respectively. The results presented in Table 7 below show that on 2 degrees of freedom, the obtained Chi-square statistic ( $\chi^2 = 1.439$ ) is not statistically significant, indicating that possession of this tendency doesn't differ among the students from the three cases.

**Table 7: Cross CASE ANALYSIS for Calculated Risk Taking**

Cases	Observed N	Expected N	Residual	Test Statistics	
SUA	53	46.3	6.7	$\chi^2$	1.439a
DUCE	43	46.3	-3.3	df	2
NEEC	43	46.3	-3.3	Asymp. Sig.	.487
Total	139				

a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 46.3.

Calculated risk taking is one of the core tendencies in entrepreneurship as every type of business is associated with some element of risk. It is therefore apparent that students who are risk averse can hardly make their way to entrepreneurial careers and self-employment.

### ***Drive and determination***

Regarding drive and determination, students in all the three cases scored above average; that is 56%, 57% and 60% for SUA, DUCE and NEEC, respectively. This indicates there is a possibility for dedicating the necessary energy and endurance in undertaking an economic activity. As presented in Table 8, test statistics show that on 2 degrees of freedom, the obtained Chi-square statistic ( $\chi^2 = 0.150$ ) is not statistically significant, indicating that all students in the three cases have this tendency.

**Table 8: Cross Case Analysis for Drive and Determination**

Cases	Observed N	Expected N	Residual	Test Statistics	
SUA	56	57.7	-1.7	$X^2$	.150a
DUCE	57	57.7	-.7	df	2
NEEC	60	57.7	2.3	Asymp. Sig.	.928
Total	173				

a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 57.7.

It is worth noting that however good they maybe, the scores for this tendency cannot work in isolation to stimulate a person's desire to venture into entrepreneurial endeavours. They have to be supported by the other tendencies, such as innovation, creativity, calculated risk taking and the desire for independence.

### **Findings from Focus Group Discussions and In-Depth Interviews**

Apart from the analysis of responses from the students, qualitative analyses of the responses from the in-depth interviews and focus group discussions were carried out. The patterns of information showed that most of them (about 70%) had interest in going for an entrepreneurial career. In their explanation they showed enthusiasm for creating their own enterprises and thereby creating jobs for themselves as well as employing others. They were also able to articulate the business ideas for which they would be interested to establish enterprises, most of which were in line with the courses they had learnt at the university. For instance, for SUA graduates, most of the ideas were in the areas of agriculture and agro-processing, including fish farming, poultry farming, dairy farming and milk processing, rice processing and packaging, and forestry and timber production.

In terms of the appropriate knowledge, skills and attitudes, students acknowledged the fact that they had the technical skills needed for taking care of the animals and or farm products. However, they admitted that they seriously lacked entrepreneurial skills which would help them in translating the technical skills they had learnt into creative business ideas for which they could establish successful enterprises. Some of them acknowledged that before the training on entrepreneurship, offered by UDEC, they had never heard of entrepreneurship. Even those whose degree programmes were business-oriented, admitted that their universities do not adequately equip them with the necessary entrepreneurial knowledge and skills. Entrepreneurship is taught and examined like any other course. For instance, a class of 300 students or more is taught by one lecturer, who basically lectures and uses PowerPoint. In addition, due to limited physical infrastructure and human capacity in the universities, in terms of the numbers of lecturers and lecture rooms, the size of seminar groups for such students are also very large, some up to 100 students. Interaction between lecturers and students is therefore very limited. Some of the lecturers who teach entrepreneurship have never practiced entrepreneurship themselves; this way, it is difficult for the trainees to learn from the trainers. The use of practicing entrepreneurs as guest speakers is unheard of in some of the universities.

Regarding their views about taking up an entrepreneurial career and self-employment, as alluded to above, over 70% of the students wished they could do so. However, their wishes are very much affected by several limitations that include lack of practical experience and exposure, lack of self-motivation to make things happen, and lack of start-up capital from either themselves, their parents or relatives. Others include limited access to formal sources of finance, unfriendly business environment plagued by many risks to entrepreneurs in the MSMEs sector in Tanzania, and the culture of appreciating those working in well-established offices rather than start-up firms even if the pay from start-up firms might be good. A combination of these and similar factors do not help the students develop the right mindset in appreciating and embracing self-employment.

### **DISCUSSION OF FINDINGS**

As presented above, the findings from students' responses to the GETs test as well as those from in-depth interviews and focus group discussions apparently reveal some gaps between what is ideally expected and what is actually taking place with regard to university graduates' career choices and employment matters. There are also gaps between what the universities offer to students and what the graduates actually need in order to take up entrepreneurial careers and eventually self-employment. In line with the conceptual framework established for this study, as well as the research objectives, the problem at hand could be discussed at three levels: students, universities and their curricular, and the government policies which regulate the business environment.

First, in analysing the graduates' GETs, the results revealed scores which were slightly above average on tendencies related to need for achievement (60.3%), independence (51.0%) and drive and determination (57.5%). However, the scores were below average on tendencies related to innovation and creativity (44.5%) and calculated risk taking (46.2%). These suggest that more needs to be done, because following the dynamics in today's business environment with regard to employment matters and increase in enrolment and graduation trends in Tanzania's colleges and universities, possession of the right GETs by graduates is essential. Graduates should be aware that gone are the days when one would easily get a readymade job upon graduating; instead, they have to embrace the norms of private sector operations, in which the GETs play a pivotal role. Lack of start-up capital is a challenge which is mentioned often, and which many university graduates use as a shield in hiding their lack of innovativeness and creativity and hence inability to establish their own MSMEs. The findings have indicated below average scores on this tendency, an observation which supports Schumpeter's (1934) classical view that without creativity and innovation entrepreneurship can hardly be developed in any society. We should note that finance is only one factor; today's university graduates should be willing to start small, with the minimum resources available, but with growth aspirations. In line with changing the mindset of graduates, their parents and close relatives should also appreciate entrepreneurship as an equally rewarding career for their youths and support them accordingly. This can be achieved only if university graduates create this awareness in their parents and close relatives; but most importantly, the graduates have to believe in themselves and demonstrate entrepreneurial attitude and behaviour, which in turn can provide confidence to their parents and close relatives.

Secondly, in examining graduates' appreciation of entrepreneurship as an equally rewarding career, qualitative data from in-depth interviews and focus group discussions indicated that over 50% of the students appreciate entrepreneurship. However, for this attitude to be well anchored in the mindset of many graduates, universities and colleges should do more in supporting development of GETs in their students. As Herrmann *et al.* (2008) stressed, higher education institutions should produce entrepreneurial graduates. Universities and other stakeholders should also be sensitised to see that entrepreneurship is learnable, and can be taught (Henry *et al.*, 2005; Gibb, 2002; Fiet, 2000; URT, 2017). They should also be responsible for the current and future generations of entrepreneurs, enterprises, employment opportunities and private sector development, nationally and internationally (Cruz *et al.*, 2009; URT, 2017). Entrepreneurship is also well-linked with competitiveness of nations; however, in order to achieve this, there should be appropriate teaching and learning. It is widely agreed that entrepreneurship knowledge and skills can be adequately imparted through "learning by doing" (Politis, 2005) and there are many approaches through which this can be done, including the use of simulations, case studies and discussions, and field attachment. However, with regard to the findings from the in-depth interviews and focus group discussions presented above, the use relevant teaching and learning methods that would develop entrepreneurial tendencies is very limited in the universities represented in this study. The very large classes that force lecturers to adopt the lecture method do not support learning by doing, which is one of the major weaknesses in teaching and learning about entrepreneurship.

Thirdly, in analysing factors affecting graduates' choices for self-employment, the level of conduciveness of the business environment is another important factor. Recognising the role played by the business environment, the Government of Tanzania launched a National Employment Policy in 2008 (URT, 2008). Regarding enhancement of youth employability, the policy had the following two very important clauses.

- i) *The government in collaboration with academic, training and research institutions, employers and workers associations shall, from time to time establish a mechanism for skills development in the country, to be used as guidelines for formal and informal skills training programmes to enhance employability of the national labour force both for formal and self-employment.*
- ii) *Entrepreneurship training programmes at tertiary and lower education levels shall be encouraged to form part of the training curricular to inculcate entrepreneurial ability and promote self-employment* (URT, 2008: 19).

Despite these good intentions, findings from in-depth interviews and focus group discussions of this study revealed some weaknesses by the government in implementing its policies and regulations. The policy was to be reviewed after three years, but it hasn't up to now. The situation is the same for similar policies, including the National SMEs Policy of 2003 (URT, 2003a) and the National Trade Policy of 2003 (URT, 2003b). The graduates cited other factors including lack of initiative in stimulating a favourable business environment, including lack of specific government programmes aimed at supporting university graduates to go for self-employment, difficulties for the

youth in accessing start-up capital from formal institutions and cumbersome regulations for MSME entrepreneurs. While the above situation prevails, it is notable that recently (2017) the government has again come up with another attempt - launching of an inclusive national entrepreneurship strategy (URT, 2017), which if well-implemented would help in alleviating the situation. In general terms therefore, for entrepreneurship training initiatives in Tanzania to yield the envisaged results, more has to be done at all the three levels discussed above.

### **Limitations and Areas for Further Research**

The current study did not consider gender of the students and ways such a variable would have made the results different. We suggest that future research should look at this variable since African entrepreneurship is to a large extent affected by gender relations (Rutashobya, 2000; Minniti *et al.*, 2005). Moreover, the study did not consider the graduates' backgrounds in terms of core courses they majored at the university and even at secondary school (whether science or arts). This could be another important factor to look at while attempting to find out how graduates with science and/or arts backgrounds can be pulled towards entrepreneurship and self-employment. We also suggest a study that would involve all universities and colleges in Tanzania in order to objectively find out and document the content of what is being taught about entrepreneurship as well as how teaching and learning are carried out.

### **CONCLUSION AND IMPLICATIONS**

This study assessed the effects of entrepreneurship training programmes on university and college graduates' career choices and self-employment. It analysed the extent these graduates possess GETs, their appreciation of entrepreneurship as an equally rewarding career option and factors affecting the graduates' choices about self-employment. The findings above imply that there is a lot more to be done in order to enable university graduates in Tanzania to go for entrepreneurial ventures and self-employment. Political will and policy formulation alone are not enough; before university graduates take the appropriate action towards self-employment, they need to be confident of the whole entrepreneurial route, the associated processes as well as the rewards and penalties associated with it.

Accordingly, while still at the university and college, students need appropriate entrepreneurial training that can systematically change their attitude and thereby pull them towards self-employment. This will be possible only if the universities and colleges put in place the appropriate curricular, ensure a conducive teaching and learning environment as well as use of competent entrepreneurship trainers who can induce development of the requisite GETs to the learners.

The business environment will need to be improved, to make it welcoming for university graduates. Responsible government institutions have to provide support to university graduates who have innovative ideas and want to go for self-employment. Issues like access to financial and technical support, business registration procedures, tax payment processes, and provision of business development services (such as business planning, marketing, records keeping, business diagnosing and counselling) have to be well-streamlined and coordinated.

Moreover, students and their parents have to systematically change their mindset with regard to self-employment. They should accept the reality that with the ongoing increase in the number of university graduates, only a small percentage will be employed in the public sector. The majority have to create jobs, a process which calls for the appreciation of entrepreneurship from the family level upwards. In conclusion, self-employment for Tanzanian university graduates is feasible; however, there is a great need for collaborative efforts from the students themselves, their parents, the universities and colleges, the government and other relevant stakeholders.

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