

**EXPLORING THE CHALLENGES FACING EQUAL EMPLOYMENT
OPPORTUNITIES AMONG GRADUATES IN TANZANIA: A CASE OF DODOMA
CITY COUNCIL**

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**Master Degree in Leadership and Good Governance of the Institute of
Accountancy Arusha (IAA)**

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**A dissertation Submitted in Partial Fulfillment of the Requirements for the
Award of the Degree of Masters in Leadership and Good Governance of the
Institute of Accountancy Arusha (IAA)**

DECEMBER,2023

DECLARATION

I, **Condester M. Sichelwe** I declare that this dissertation is my own original work and that it has not been presented and will not be presented at any other University for similar or any other degree award.

Signature:

Date:

CERTIFICATION

I, the undersigned, certify that I have read and hereby recommends for acceptance by the Institute of Accountancy the dissertation entitled “***Exploring the Challenges Facing Equal Employment Opportunities among Graduates in Tanzania: A Case of Dodoma City Council***” in partial fulfilment of the requirement for the degree of Masters of Business Administration in Leadership and Good Governance offered by the Institute of Accountancy Arusha.

Signature _____

Supervisor

Dr David K. Wanani

Date _____

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DEDICATION

I solely dedicate this study to my parents for their unwavering love and care.

ABSTRACT

Despite the government's efforts to promote equal employment opportunities (EEOs) within the public sector, the challenges still persist. This incompatibility between the government efforts and the existence of inequality in employment hastened the study aimed to explore the challenges facing EEOs among graduates within the public sector, with a specific focus on Dodoma City Council.

The research utilized a qualitative approach guided by the saturation theory. Based on theory, 44 participants were obtained following sufficient and in-depth information which met the purposes of the research. Qualitative data were analyzed manually using content analysis.

The policies and guidelines for the EEOs within the public sector were found to be partially executed. The study further reported that lack of experience, an increased number of unemployed graduates, skills mismatch, unfair judgement and corruption were the challenges for accessing EEOs. The study also reported that the implementation of fairness and inclusivity in the recruitment and selection processes was affected by the non-adherence and informal recruitment procedures, favoritism and bias in the whole process of recruitment and selection process.

Considering the study findings, there should be a broad-based employment legislation that would harmonize the Public Act 2022 and Employment and Labour Relations 2004 to enhance transparency and accountability. This will lead to the implementation of required government practices. Additionally, the graduates should not be assessed for application based on their work experience. This is because, they do not have the required experience as they never worked before. The problem of skills mismatch should be addressed by graduates themselves by learning what is required in the market. Responsible authorities should strive for fair judgement and corruption to give chances of EEOs for all applicants. Lastly, strict adherence to the formal recruitment procedures by employers would lead to the implementation of fair and inclusive recruitment and selection processes.

Keywords: *Equal Employment Opportunity, Unemployment, Employability, Public Sector and Recruitment.*

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LIST OF ABBREVIATIONS

EA	East Africa
EAC	East African Countries
EEO	Equal Employment Opportunity
FGD	Focused Group Discussion
HE	Higher Education
HEIs	Higher Education Institutions
ILO	International Labor Organization
KIs	Key Informant
USAEOC/USAEOC	United States of America Equal Employment Opportunity Commission

CHAPTER ONE

INTRODUCTION

1.1 Background to the Problem

Youth unemployment is a global problem as the rate of young graduates entering the labour force is declining (ILO, 2022). On the other hand, the share for developing countries may be worse because it exacerbates inequities and causes resentment, which can lead to violence and related behavioural disorders (Justesen and Verner, 2007). In Haiti, for example, female youth are more likely than their male peers to be unemployed or inactive, implying that there are gender inequalities (Justesen and Verner, 2007). The unemployment challenge ignited the pressure in all countries without discriminating neither developing nor developed countries to produce employable graduates (Jenkins and Lane, 2019). Notably, achieving Equal Employment Opportunities (EEO) has become a significant focus for organizations and governments worldwide.

For instance, in USA the African - American finds that they are somehow discriminated against EEO (USAEEOC, 2013). Reports from Europe show that employment shares in gender - balanced jobs have declined despite the rising female share of employment and that gender pay gaps are highest in well-paid jobs (Hurley *et al*, 2021). Asia, the Pacific and the Arab States have experienced dynamic economic changes during the past decade; however, economic gains have not often enough translated into equal opportunities for women and men (ILO, 2016). Arguably, the region continues to fall behind in terms of both ratifications and compliance with international labor standards as well as in female representation in social dialogue and collective bargaining.

In sub-Saharan Africa (SSA), the spectre of mass unemployment among the educated graduate increasingly dominates policy discussion on education and employment and the overall development prospects of the continent (Mafumbate *et als*, 2014). The World Bank (2016) reported that Nigeria's job market is polarized where a small share of the population is benefiting from high and diversified growth, and the vast majority is trapped in low-productivity and traditional subsistence activities. Equally important, the labor supply in Kenya is abundant but certain demographic groups are more vulnerable to inactivity (World Bank, 2021).

Additionally, given the rapid expansion of higher education institutions in Ethiopia, enhancing graduates' employability has become a top priority. However, the unemployment rate for 2020 was even 2.79%, a 0.75% increase from 2019, while the number of graduates was increasing year after year (Microtrends, 2021). This was because of significant disparities between public universities and a growing number of smaller for-profit private providers, many of which were said to be of questionable quality (WEN, 2021). As a result, creating jobs for the growing number of graduates was a major challenge for the country, which was becoming a major concern in the labor market (British Council, Universities, Employability and Inclusive Development, 2016).

In East Africa, youth unemployment has remained a major development policy issue and it is not only affecting the economies but also life pattern, social welfare of youth and the community at large (Semboja and Hafidh, 2021). The issue of high youth unemployment has huge negative consequences in the fight against poverty because it leads to slow economic growth, prostitution, social unrest, insecurity, and drug abuse in these EA countries. These negative consequences are to be minimized through creation of more and better jobs and promoting equal opportunities through harmonious labor relations, formalization of the informal economy, boosting productivity and improved working conditions (David, 2005). The author urged national states to promote

equal opportunities for all persons, to prohibit discrimination and provide for remedies for victims of discrimination.

In the EA countries, Youth comprise of more than 30% of the total population and they are a leading unemployed population group (Semboja and Hafidh, 2021). Such large population dominance has not been absorbed in the economic activities. Consequently, increased crime and social unrest, drug abuse, increase of beggars and increase of undesirable political youth movements have been major social - economic impacts of youth unemployment in these countries (Mlatsheni and Rospabé, 2002).

Equally important, the employment system in EAC is termed as poor, unfair, and undesirable labor market as it does not provide chances for equal opportunities in terms of recruiting graduates. Employment system has been characterized with favouritism, corruption, and tribalism which in general can be marked as unequal treatment in employment (David, 2005). Such approach has damaged the economies by employing wrong people in certain sensitive positions. Furthermore, lacks entrepreneurship ability, limited employment generation, and being unemployable have been highlighted as major aspects for youth being unemployed or self - employed (ILO, 2006 and 2012). Therefore, for such reasons a number of unemployed youths in EA region has been growing overtime and impacted the economy in various ways. Kenya is the leading country in the EAC with actual youth unemployment rate that stands at 70% while Rwanda ranked last in youth unemployment with only about 13.6% as per 2015 and was expected to decline further; Uganda and South Sudan had more than 30%, Tanzania with 25% and Burundi at 50% of youth unemployment rate (Semboja and Hafidh, 2021). The trend implies that youth unemployment has not been curbed at desirable levels and rates (Nayak, 2016).

The problem of unemployment in Tanzania has become so serious that it should be regarded as a major national development challenge with ramifications for economic welfare, social stability and human dignity. According to Banks (2016), high rates of youth unemployment in Tanzania provide major barriers to young people's capacity to become self-sufficient, which is a critical initial step in the transition to adulthood. Additionally, unemployment has remained part of the intractable problems facing Tanzania since the 1970s whereby the country went through an economic crisis reflected by the fall in the annual GDP growth rate from 5% to an average of 2.6% in the early 1980s, and about 1% in the beginning of the 1990s (URT, 2000).

Despite the positive achievements recorded through Tanzania's macro-economic stabilization policies, crucial challenges remain. One of these was the high levels of unemployment in the country (Lema, 2014). According to Leibbrandt *et al*s, (2004), there was a great experience of inequality among graduates in Tanzania accessing EEOs in the public sector. Therefore, this study was imperative for the generation of evidence - based recommendations for exploring the challenges facing graduates in accessing EEOs in the public sector, with a specific focus on Dodoma City Council in Tanzania.

1.2 Statement of the Problem

In Tanzania, there have been a series of initiatives and reforms with the aim of improving employment practices in public sector. Since independence for example, there were moves of reforming the inherited public service system which was designed and served under colonial interest. The reform therefore, entailed to build an institution with human resource capacity which was able to respond to the needs of the new nation of Public Service delivery. During 1991 there were initiatives of establishing and implementing the Civil Service Reform Program (CSRP) which

ran until 1999 when the Public Service Management and Employment Policy were formulated. The Public Service Management and Employment Policy outlined guidelines for EEOs. Public Service Reform Programs Phase one and Phase two then followed in the course of implementing the Policy in 2003 - 2012 (URT 2002, 2004, 2006 and 2008).

While efforts have been made to promote EEOs, challenges still persist, particularly within the public sector in Tanzania (Fulgence, 2015). This incompatibility between the government efforts and the existence of inequality in employment hastened the study aimed to explore the challenges facing EEOs among graduates in the public sector, with a specific focus of Dodoma City Council in Tanzania.

1.3 Objectives

This section entails the main as well as specific objectives attached to the research.

1.3.1 Main Objective

This study aimed to explore the challenges facing equal employment opportunities among graduates in Tanzania using Dodoma City Council as a case study.

1.3.2. Specific Objective

- i. To identify the current practices and policies related to equal employment opportunities within the public sector
- ii. To examine the challenges facing graduates in accessing equal employment opportunities within the public sector
- iii. To explore the experience of graduates regarding the fairness and inclusivity of the recruitment and selection processes.

1.4 Research Questions

1.4.1. Main Research Question

What are the major challenges facing equal employment opportunities among graduates in Tanzania?

1.4.2. Specific Research Question

The research addressed the following specific questions:

- i. What are the current practices and policies related to equal employment opportunities within the public sector in Dodoma City Council?
- ii. What challenges do graduates face in accessing equal employment opportunities within the public sector in Dodoma City Council?
- iii. What are the experiences of graduates regarding the fairness and inclusivity of the recruitment and selection processes?

1.5 Scope of the Study

The study to explore the challenges facing EEOs among graduates in Tanzania would have taken the researcher to different parts of the country. However, the researcher limited her study to Dodoma City for the reason that it housed many institutions and so could be a representative for government activities. More importantly, the time factor that the city was centrally located in the country and easily accessible by air, roads and railway. Due to the nature of the topic, the researcher limited the respondents to unemployed graduates to get their practical experience over accessing EEOs within the public sector as well as the fairness and inclusivity of the recruitment and selection processes within the same sector. Other leaders including Human resource officers

and Ward Executive Officer were interviewed for the insight over the current practices/policies related to EEOs within the public sector and proof of the problem existence within the area of jurisdiction respectively.

1.6 Significance of the Study

It is envisaged that the findings of this study will help in drawing evidence - based lessons emerging over the course of the challenges facing equal employment opportunities for graduates within the public sector, specifically in Dodoma City Council. The findings of this study can inform policy development and implementation to ensure fair and inclusive recruitment and selection processes. Additionally, it will provide insights into the experiences of graduates, which can help improve their employability prospects.

1.7 Limitations and Delimitations of the Study

Respondents had high expectation from the researcher to link them with employers when invited to the interview. This was because the researcher purposively consulted unemployed graduates. However, to ensure that the work was done, the researcher clearly took her time to tell the respondents about the purpose of the research and her role as a student before the interview.

Some respondents were reluctant to respond to the interview questions claiming that many researchers had visited them for interviews but they had not got any feedback from them about their findings. Other potential participants refused completely to be interviewed. The researcher had to explain to them that the findings would be shared with them through online as the interviewer had a plan to publish the article. However, the respondents were told that responding to research questions was based on individual discretion to participate. In light of the problems

encountered, it is important to note that this did not invalidate the findings. The number of refusals from some respondents did not amount to any adverse consequences. This authenticates that the respondents had a choice to refuse or to participate in the interviews or withdraw from them.

CHAPTER TWO

LITERATURE REVIEW

2.1. Chapter Overviews

This chapter presents the literature on the key concepts, theories, empirical studies, the conceptual framework and the study gap as constructed in the sections to follow.

2.2. Definitions of Key Concepts

In this section, key concepts related to the research topic are defined to provide a clear understanding of the terms used throughout the research. The definitions serve as a foundation for the subsequent sections. EEOs is the major concept related to the study.

EEO is a stipulation that all people should be treated similarly, unhampered by artificial labor market barriers or prejudices or preferences, except when distinctions can be explicitly justified (Stoilkovska *et als.*,2015). The aim according to this often-complex concept is that important jobs should go to "the most qualified" - persons most likely to perform ably in each task - and not go to persons for arbitrary or irrelevant reasons, such as circumstances of birth, upbringing, having well-connected relatives or friends, religion, sex, ethnicity, race, caste, or involuntary personal attributes such as disability, age, gender identity, or sexual orientation (Semboja and Hafidh, 2005). EEOs refer to the principle of providing fair and unbiased treatment to all individuals in the workplace, regardless of their race, gender, ethnicity, religion, national origin, disability, or other protected characteristics. EEO aims to eliminate discrimination and promote equality in hiring, promotion, training, and other employment practices (ILO, 2013).

The Encyclopedia Britannica states that the EEOs is also called equality of opportunity, in political theory, the idea that people ought to be able to compete on equal terms, or on a “level playing field”, for advantaged offices and positions. Proponents of equal opportunity believe that the principle is compatible with, and indeed may justify, inequalities of outcome of some sort. Equal Employment Opportunity is fair treatment in employment, promotion, training, and other personnel actions without regard to race, color, religion, sex (which includes gender, sexual harassment, and pregnancy), age, national origin, reprisal (for prior EEO activity), physical or mental disability, genetic information, status as a parent, and sexual orientation (US Customs and Boarder Protection, 2023).

2.3. Theoretical Review

The Study was mainly governed by three theories. These were the Human Capital Theory, Social Discrimination Theory and the Institutional Theory. These theories complimented one to another as the need necessitated them.

2.3.1. The Human Capital Theory

The Human Capital Theory argues that individual workers have a set of skills or abilities which they can improve or accumulate through training and education (McCall and Wunsch, 2021; Ross, 2021; Frese and Rauch, 2001). The theory was invented by Gary Becker and Theodore Schultz in 1993 (McCall and Wunsch, 2021). Based on the theory, graduates have the capabilities to be employed in various sectors including the public. Here human capital acts as a resource (Frese and Rauch, 2001). The theory declares that Intellectual and human capital are treated as renewable sources of productivity (Ross, 2021).

The relevancy of the theory to the study was that, the theory assumed Institutions within the Public sector to nurture unexperienced graduates by adding innovation and creativity that might prompt for higher productivity. It proposed that as a human capital, trained or rather educated people should be the first to benefit from their toil out of studies. In simple words people acquired education with expectation of a good return on their effort. Thus, the graduates should be among the first in consideration for employment in public sectors. The challenge to the Human Capital theory is that it posits much on the employee rather than the employer.

2.3.2. The Social Discrimination Theory

Social discrimination theory defines social discrimination as sustained inequality between individuals on the basis of illness, disability, religion, sexual orientation, or any other measures of diversity (Bhugra, 2016). Discrimination Theory suggests that discriminatory practices, biases, and stereotypes can hinder individuals' access to employment opportunities based on their personal characteristics. Discrimination can manifest in various forms, such as racial, gender, or age discrimination.

The relevancy of the theory to the study was that it underpinned the importance of understanding discriminatory practices been crucial for identifying the challenges faced by graduates in accessing equal employment opportunities. As the theory is embedded in justice, it suggested that all Institutions-structures as well as processes should be freely and equally accessible and available to all individuals, irrespective of their characteristics (Bhugra, 2016). The theory proposed fairness, justice, equality and appropriateness in all dealings. This theory was suitable for the study as it is challenged the process of equal employment opportunities.

2.3.3. The Institutional Theory

Institutional Theory is a sociological theory that considers processes by which structures become established as authoritative guidelines for social behavior. Institutional Theory is often used to explain the adoption and spread of formal organizational structures, including written policies, standard practices, and new forms of organizations (David *et al.*, 2019). Institutional Theory declares that organizations operate in a social environment that changes, as a result of new laws, the emergence of new standards, rules or norms, new patterns of behavior, and new participants. Institutional theory seeks to explain how elements such as structures, processes, and professions are created and diffused within and between organizations (Greve, 2003). It asserts that the environment of institutions has often more reflective impact on the development of the aforementioned elements rather than pressures from the market; and, as such, it explains organizational behaviors that defy economic rationality (Suddaby, 2013).

The relevancy of the theory to the study was that it emphasized the role of social norms, rules, and institutional practices in shaping Institutions' behavior and practices. Within the public sector, institutional factors such as bureaucratic procedures, merit-based recruitment systems and affirmative action policies can influence the provision of equal employment opportunities for graduates. The theory challenged the study by calling on formal means of getting employment within the public sector.

2.4. Empirical Reviews

This section outlines different aspects of equal employment in the world. This includes common practices and policies on equal employment opportunities; challenges facing graduates in

accessing equal employment opportunities; and experiences of graduates regarding the fairness and inclusivity in the recruitment and selection processes.

2.4.1. Practices and Policies Related to Equal Employment Opportunities

Empirical studies reveal that all governments in the world struggles over the problems associated with equal employment opportunities. For instance, in US there are laws that enact for all prohibition of equal employment in all sectors (USEEOC, 2022), and consequentially emphasized on diversity, equity, inclusion, and accessibility in the federal workforce. This EEO Policy Statement acts as a reminder that all EEOC employees should note that they are protected from all discrimination under the laws that are being enforced.

According to ILO (2022), all member States in Africa have ratified the Forced Labor Convention, 1930 (No. 29), the Abolition of Forced Labor Convention, 1957 (No. 105), and the Discrimination (Employment and Occupation) Convention, 1958 (No. 111); 52 have ratified the Right to Organize and Collective Bargaining Convention, 1949 (No. 98); 51 have ratified the Equal Remuneration Convention, 1951 (No. 100); 50 have ratified the Worst Forms of Child Labor Convention, 1999 (No. 182); 49 have ratified the Minimum Age Convention, 1973 (No. 138); and 48 have ratified the Freedom of Association and Protection of the Right to Organize Convention, 1948 (No. 87). Another element that commonly being emphasized is the equal pay (ILO, 2013). From the ILO stand point, some of the groups specifically have been marginalized from equal employment in African countries.

In South Africa, the government has been keen in formulation policy and laws in regard to equal employment (University of Cape Town, 2021). In Kenya, a country neighbor to Tanzania, most of the practices have been attached to formulation of a legal framework that safeguards equal

employment opportunities such as the Employment Act of 2007; Labor Relation Act of 2007; Social welfare and Employees Rights, and Standard Employee Benefits (International Trade Council, 2022).

Despite the formulation of policies related to equal employment policies, ethnicity in African societies has been reported to cause a huge damage to the process of recruitment and selection (Kamoche, 2000). The author further added that favoritism and nepotism were inherent in many organisations' recruitment and selection process in Nigeria. Adisa *et als.*, 2017 reported that employees were not necessarily employed based on quality and merit, but often based on who they know within and outside a relevant organization. Keles *et al.*, (2011) also argued that nepotism and favoritism allowed for the employment of the wrong people with less knowledge and skills, which negatively affected other employees and productivity.

Joseph and Alhassan (2023) reported that it was a normal practice among the management of most Higher Education Institutions (HEIs) in Ghana that one could not find employment unless they had close connections in the institutions where they were seeking the employment regardless of the right qualifications, appropriate experience, knowledge, skills, and character for the job at hand. The author further stated that Ghana has been characterized by political influence and favoritism, usually during recruitment. While the recruitment and selection process aim to identify and attract potential candidates from within and outside an institution, most parts of the process have elements of subjective judgment inherent in them.

One of the negative effects of favoritism on the recruitment and selection process is that candidates were recruited based on their friendships and ties with some managers in the organisation where employment is being sought (Keles et al., 2011). The authors further added

that, these people may not have sufficient knowledge, skills, and qualifications for the job. They may not perform as well as other candidates with appropriate qualifications and experience. Among the Kenyan groups, however, the Kalenjin group appears as something of an outlier with unusually high public employment shares in relation to its educational attainment (Simson, 2019). The author further added that the reason behind the favoritism was because the former Kenyan President Moi was a Kalenjin. It was noted that one of the effects of graduates' unemployment in Ethiopia is the low self-esteem of individuals (Reda and Gebre-Eyesus, 2019).

Equally important, the government of Tanzania formulated a national employment policy of 2008 that intended to facilitate productive purposes in the employment for all Tanzanians (ILO, 2008). Also there has been formulation of employment standards respond to a growing number of needs and challenges faced by workers and employers in our economy, this article analyzes the compliance of employment standards and enforcement of fundamental rights under the Tanzanian Employment and Labor Relations Laws (Nkya, 2021). These agreements are being obligatory so as to effectively avoid employment standards defilement. However, the Tanzania government report on Human Resource Inspection indicates that there is about 67 percent adherence of recruitment procedures in the public service sector (URT, 2005). The report further shows that recruitment is practically as non-competitively and lacking transparency. For example, there was evidence of poor recruitment advertisement which covers only 42 percent of the cases that the reports were inspected.

2.4.2. The Challenges Facing Graduates in Accessing Equal Employment Opportunities

Unemployment was common among university graduates in both developed and developing countries (Ding *et al.*, 2017; Nghia, 2019). For example, China produces over 7 million university

graduates per year (Ding et al., 2017), but the number of unemployed graduates reached about 2 million in 2013 (Chan, 2015). In India, one of the largest HE systems in the world (second only to China), only 25% to 30% of graduates are employable (Tilak, 2020). In Taiwan, evidence has been obtained that graduate unemployment exceeds employment rates at all other educational levels (Wu, 2011).

According to Nghia (2019), graduate unemployment is also a problem in the United States, where about 48% of 4-year college graduates are not employed in jobs that require a degree (Nghia, 2019). The situation is not good in European countries either. For instance, in the United Kingdom, unemployment among graduates is around 47% (Mok and Jiang, 2018), and in Spain, unemployment among graduates is around 15.5% (Statista Portal, as cited in Nghia, 2019). In Japan, although there is no evidence available for the relationship between graduate unemployment rates and suicide rates, in their review, Chen *et al.*, (2012) concluded that there is a strong correlation between unemployment and suicide rates.

Overall, global unemployment can also be attributed to the globalization of the labor market engendered by technological innovation, which demand new skills. Amani (2017) reported that a problem of unemployment was a big challenge in many countries, especially developing countries such as Tanzania where population growth outpaced employment growth. Nghia, (2019) reported that graduate unemployment is a challenge in the United States, where about 48% of 4-year college graduates were not employed in jobs that require a degree. Lebbrandt, (2004) reported that in developing regions, the better educated graduates experienced higher unemployment rates compared to less educated. The premise is that youth from more privileged backgrounds focus their job search on better paid public sector positions and are as a consequence willing to “queue” for such jobs and remain unemployed. The poorer educated youth do not have the financial

means or support to endure unemployment and therefore, seek work in lower paid, poorer quality jobs in the informal economy.

Scholars (Semboja and Hafidh, 2005; Manda *et al.*, 2003) reported that lack of work experience was among many complex structural and frictional constraints related with lack of employability. The employers prefer experienced applicants as opposed to unexperienced. Studies of employer demand for graduates in engineering and science disciplines, reported that appropriate work experience and evidence of commercial understanding ranked highly in the selection criterion because of commercial pressures to seek graduates who would not require long 'learning curves' when they start employment (Higdon, 2016). In a study conducted in the Western Cape, South Africa, for example, after field of study, the factor in university background most influential in securing successful employment outcomes was students' prior engagement in extra-mural activities (CHEC, 2013).

Some studies have established that globalization, partly spurred by technological innovation, has massively disrupted economic trajectories and business models (Walsh, 2018). Global unemployment could also be attributed to the globalization of the Labor market engendered by technological innovation which demand new skills (Amani, 2017). Such disruption is increasingly displacing jobs and changing the skills needed in the labor market (Nghia, 2019; Oliver, 2015). For example, in Europe, the ongoing shift from a manufacturing to a service economy (Dolphin, 2015) is undeniably disrupting the labor market, requiring more skilled employees in addition to new skills. Similarly, 47% of jobs in the United States (Frey and Osborne, 2013), 40% in Australia (Durrant-Whyte *et al.*, 2015), and 77% and 69% in China and India, respectively (Frey *et al.*, 2016), are at risk due to automation.

Ndyali (2016) in a study on the factors for the joblessness graduates in Tanzania reported that there was a mismatch between what the Institutions offer and what the dynamics of the changing job market expect and demand. Kalufya and Mwakajinga (2016) asserted that graduates did not satisfy expectations of employers. The authors pointed out that there was lack of self awareness among the graduates, low level of interpersonal skills, lack of problem-solving skills, low level of teamwork spirit, and lacking link between theoretical learning in class and the practical employability in the job industry. Mbwaji (2014) reported that about 70% of the employers in Tanzania expect a high degree of soft skills from the employees who unfortunately lack them. The author further reported that such lacking skills include communication skills, personal qualities, problem solving skills, teamwork skills, adaptability, leadership skills, capacity to translate theoretical knowledge into practice, and time management skills. It was further pointed out that the level of graduates' employability depends much on the inner formation of the learners which makes them interactive, dynamic, self-confident, and practice-oriented.

Other study reported that the graduates' employability challenges are associated with the lack of average core skills and average subject knowledge (Mwita, 2018). The author further asserted that Tanzania graduates do not meet the required standards of the competitive job market. Archer and Davison, (2008) reported that there have been some concerted attacks from industry concerning mismatches in the skills possessed by graduates and those demanded by employers. The authors added that Universities had typically been charged with failing to instil in graduates the appropriate skills and dispositions that enable them to add value to the labour market. The problem has been largely attributable to universities focusing too rigidly on academically orientated provision and pedagogy, and not enough on applied learning and functional skills.

Other research (Peters, 2018) has revealed that over the last decade, routine and manual labor have largely been replaced by automated machines through the use of artificial intelligence and robotics. Certainly, these developments are likely to alter the nature of jobs in both occupations and industries, spurring job losses. For example, Ford (2009, as cited in Peters, 2018) predicted that in two decades, technological developments would cause significant job losses, amounting to up to half of all jobs.

Kamuhabwa (2019) reported that unfair judgment was observed to be one of the main reasons influencing youth unemployment in Tanzania. The author further concluded that the fair judgment in employment opportunities has never been a basic youth right and have not been given emphasis it deserves by all involved in the Labor market in East Africa. Hatibu and Hafidh (2021) reported that youth in Uganda and Kenya face extreme challenges in finding jobs and earning a steady income following unfair judgment by employers. Governments have failed to identify best practices and good governances which provide equality of employment opportunities in many productive and service sectors and firms (Kamuhambwa, 2019).

Corruption Watch Survey (2014) reported that youth believe their employment prospects were compromised by corruption in South Africa. Corruption among other challenges were reported to affect youth employment in Uganda and Burundi (Laruni, 2015; Lewellen, 2002). Kamuhabwa (2019) reported high and increasing corruption as a significant probability of limiting youth employment in Kenya, Uganda, Burundi, and Tanzania. According to Sabir (2022), the governmental positions and vacancies are hardly ever advertised or follow a correct procedure in Iraq. The author asserted that instead of selection for the best match between experience and skills of applicants and the objective requirements for the position, recruitment in Iraqi central

government is based on applicant influence and connection. Government vacancies are available upon applicant request when someone with influence needs a job.

According to a 2011 study by the UN on Corruption and Integrity Challenge in the Public Sector of Iraq, just over a third of all civil servants in Iraq obtained jobs through friends and relatives. Meanwhile, about a quarter learned of a job opportunity through the centralized appointment system for graduates and 13.7 percent through public advertisements. Kawa, (2014) highlighted that Iraq people were recruited upon their political agenda, influence, connections and family ties, rather than government policy and requirements. Bouzid (2016) examined the nexus between corruption and unemployment - albeit youth unemployment in which he posited that corruption practices by public officials with hiring power tend to increase the unemployment rate among youth and educated workers, and this in turn resulted in more corruption when job-seekers had to bribe the officials for job.

2.4.3. The Fairness and Inclusivity of the Recruitment and Selection Processes

Murage *et al.*, (2018) reported that unethical issues in recruitment and selection process make employees perceive the process to be biased. Aleksandra *et al.*, (2015) observed lack of transparency in recruitment and selecting progress make employees perceives it as biased and unethical. Study by Ikwesi (2010) reported that recruitment procedures in the public service in Nigeria are not adhered. The author further reported that informal processes dominate recruitment and selection procedures and that becomes difficult in getting government' employment. The public service commission (PSC) of South Africa (2015) asserted that most departments in the public sector do not effectively implement recruitment and selection practices irrespective of existing national guidelines. It was further reported that recruitment and selection practices were

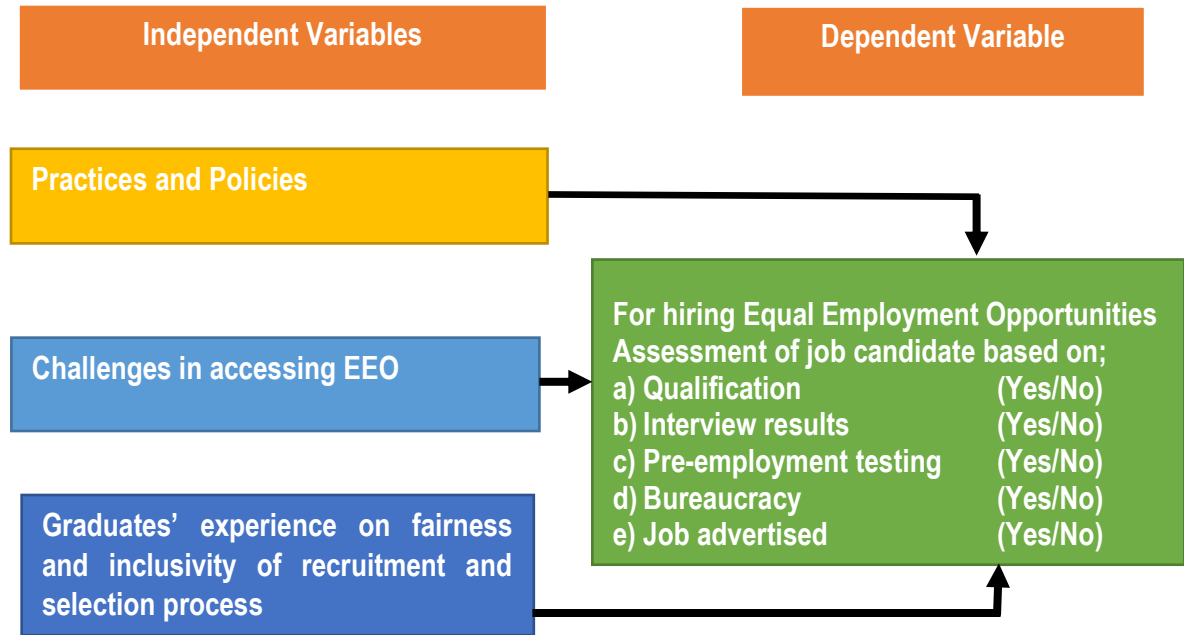
non - compliant with the existing policies and procedures. Furthermore, it was reported that recruitment and selection procedure were unfair as favouritism, nepotism and discrimination were existing. Gamage (2014) opined that biased and discriminatory recruitment and selection practices result into selecting wrong applicants who are not able to perform their tasks. Catano *et al.* (2009) proposed recruitment and selection procedure to be fair and based on the existing policies and procedures.

2.5. Conceptual Framework

The conceptual framework toward this study was governed by the specific objectives attached to it. Hence on one side the independent variables were the practices and policies related to EEO; challenges facing graduates in EEO; and experiences regarding the fairness in employment. On the other side the dependent variable was the equal employment opportunities. The assumption within this framework is that each independent variable does not affect the other in any way. While one is being tested the other remains constant. The simplified picture is provided in figure 2.1.

2.5.1 CONCEPTUAL FRAMEWORK

Figure 2.1: The Conceptual Framework



Source: Extract from Empirical Reviews (2023)

2.6. Research Gap

Although numerous informative studies of unemployment and graduate employability have been conducted, many have been confined to developed countries (Bradley *et al.*, 2021; Bennett, 2019; Nghia, 2019). There is rudiment scholarly based on the subject in Tanzania and particularly in Dodoma City non is existing. This influenced the researcher to explore the challenges facing equal employment opportunities among graduates in Tanzania using Dodoma City Council as a case of study.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Chapter Overview

This chapter presents the description of the research process. It provides information concerning the method that was used in undertaking the research as well as a justification for the use of this method. It describes the study area and highlights the justification for the choice. The chapter also describes the various stages of the research, which includes the selection of participants, the data collection process and the process of data analysis. The chapter discusses validity and reliability in qualitative research and the way in which these two requirements were met in the study. The chapter ends with ethical consideration section.

3.2 Research Design

The research design for this study was the exploratory - descriptive Research Design (Creswell, 2014). This provided description of the actual nature or condition of the present condition without embellishment as the result of getting accurate information.

3.3 Research Approach

The research utilized a qualitative approach in its development. Qualitative research approach studies and presents the findings using words and not necessarily statistical tools (Kothari, 2021). A qualitative research approach helped the researcher in investigating in - depth familiarities and views of the defendants as it created a room for respondents for free expression upon their experiences and views with regards to the topic (Creswell, 2014).

3.4 The Research Area

The area chosen for this study was the Dodoma City which houses Dodoma City Council. Dodoma has been chosen because of its importance in the country. First, it is the capital city of the country. Secondly, it houses many institutions which can foster many things including good governance. Still Dodoma City is a fast-growing premise that prompts many challenges to stakeholders and actors in the government. It is centrally located in the country and easily accessible by air, roads, and a standard gauge railway which was still on construction. So, Dodoma City is a good example and a representative for government activities.

3.5. Population of the Study

The population designated for this study incorporated 13 unemployed graduates, 6 Human Resource officers, a Ward executive officer (WEO) and 24 participants from 3 FGDs who were unemployed graduates.

3.6. Sample Size and Sampling Method

This study employed purposive sampling which according to Kothari (2004), involves the selection of the sample based on who the researcher thinks would be appropriate to provide needful information for the study. The qualitative study was guided by the saturation theory which required sample size determined after data collection continued until in analysis nothing new came out of the data. Based on this criterion, 44 participants were obtained following sufficient and depth information which met the purposes of the research. Therefore, the study interviewed 44 respondents.

3.7. Data Collection Methods

This section gives narration on the way both primary and secondary data were collected.

3.7.1. Primary Data

As the study was mainly qualitative, it used both the in-depth interviews as well as Focused Group Discussion (FGD) for data collection (Kothari, 2021; Crosswell, 2014). This method for collection of data was been chosen due to its intense probing and exploring abilities. Besides the 13 respondents for questionnaire administration and 7 Key Informant (6 human resource officers and WEO), the 3 focus groups were also selected for a qualitative data collection through FGDs.

In each of the 3 focus groups, the number of discussants was about 8, which was in line with the suggestion by Morgan (1998 cited by Bryman, 2004) that a typical focus group size should have 6 to 10 members. The explanation for this is that with fewer discussants, difficult topics may not be discussed effectively while with more discussants, some participants do not give their opinions. Therefore for 3 FGD, there was 24 FGD's members. In facilitation of the process, 3 FGD's of eight people each were formulated in Makole (FGD-01); Mwalimu Nyerere Square (FGD-02); and Ng'ong'ona (FGD-03). Hence, the researcher was keen in gathering views, experiences and explore some feelings from the respondents unnoticed.

3.7.2. Secondary Data.

Secondary data were collected through a review of other scholarly work (Kothari, 2021). The secondary data enhanced the production of the research for comparison and thus gathered an appropriate opinion.

3.8. Data Analysis.

Content analysis was used to explore the challenges facing equal employment opportunities among graduates in Tanzania. Qualitative data were analyzed manually using content analysis. Interviews were transcribed in *Kiswahili* (the common and national language in Tanzania) and then translated in English. The transcripts were read and re-read in full to interpret any thoughts in the margin. This involved examining the text closely, line by line, to facilitate a micro analysis of the data. In preparing a codebook in excel, parent nodes were identified from research objectives; child nodes were developed from parent nodes as reflected in already collected data; and description of parent nodes and child nodes were made to give their operational meaning.

3.9. Validity and Reliability.

Reliability refers to the consistency of the findings (Creswell, 2014). Reliability was guaranteed by conducting a pilot study. This was a pre-study using some few respondents which tested the consistency of the respondents. Hence the findings from the pilot or pre- testing study confirmed some of the things to adopt and continued with the study.

Validity is the ability of the study findings to represent what the study aimed to achieve (Creswell, 2014). For this case the instruments were checked by the researcher with her supervisor for correction. In order to achieve validity, all the collected data were reviewed and organized in such a way that they captured relevant information for the research objectives.

3.10. Ethical Consideration.

For the purpose of ethical consideration, the research acquired a permission letter from the Institute of Accountancy Arusha. Then permission to conduct research was granted from the

offices of the Dodoma City Council. A written consent was also sought from the respondents before they participated in the study. Participants were informed that their participation to the study was voluntary.

CHAPTER FOUR

PRESENTATION AND DISCUSSION OF FINDINGS

4.1 Introduction

This chapter presents the findings that were obtained during data collection process. In this, the researcher also presents the discussion of findings in relation to the study objective.

4.2 Results for Pilot Study

In ensuring validity and reliability of data, the investigation tools were pre-tested prior to data collection. The pre-testing tools ensured that collected data were true (valid) and that data were consistent (reliable) (Kothari, 2004). The pre-test exercise was conducted at College of Business Education (CBE) and University of Dodoma (UDOM). In-depth interview guide and a checklist were pre-tested to 3 graduates who were doing internship and 2 Human resource officers respectively at CBE and UDOM. The pre-test exercise helped to improve on the data collection tools by ensuring the questions were well understood by the respondents and they lead to appropriate responses.

4.3 Presentation of Findings and Discussions

This section presents findings and discussions attached to the specific objectives related to this research. These include the Practices and Policies Related to Equal Employment Opportunities; the Challenges Facing Graduates in Accessing Equal Employment Opportunities; and the Fairness and Inclusivity of the Recruitment and Selection Processes as discussed in sub-sections 4.3.1 through 4.3.3.

Table 4.1 - Characteristics of Respondents Regarding their Graduation Years

Generally, the interviewee employability characteristics were distributed as in Table 4.1

SN	Years after Formal Graduation			Frequency	Employed	Not Employed
	1-3	4-6	More than 6 years			
1	√		-	9	x	√
2		√	-	4	x	√

Source: Field Data 2023

4.3.1. Findings and Discussions on the Practices and Policies Related to Equal Employment Opportunities

In the first specific objective, respondents for the key informant interview who were the human resource officers were asked to document on the current practices and policies related to equal employment opportunities within the public sector through their Institutions. About the current practices they highlighted what was required including advertising vacant positions, receiving responses from the pool of applicants, preparing and undertaking tests, and interviewing and assessing applicants for the relevant positions as per public service act 2022; and the employment and labor relations act, 2004. However, they claimed procedures were sometimes

not adhered to due to several reasons. This was noted during the interview with a respondent who asserted that;

“Unemployment exasperates the recruitment and selection process; considering the fact that the process is executed in the moribund traditional way (unlike in an advanced nation where everything is done online). Too many people are vying for few vacant positions. The Personnel Manager is then exposed to huge difficulties in selecting the few from the numerous applicants” (Male KI, 33 years, Ng’ong’ona, 25th October, 2023).

Another respondent highlighted an unemployment rate as a limiting factor to equal employment opportunity. The quotation below typifies his shared views;

“There are too many people jostling for few vacant positions. This heaps too much pressure on us, especially in terms of selection. For example, we advertised for vacant positions last month following the recruitment permit, and we received over a hundred applications for them. The unemployment rate frustrates the recruitment and selection process” (Female KI, 36 years, Makole, 26th October, 2023).

Another responded noted that;

“Public advertisement must be made for vacant positions, which are to be followed by shortlisting suitable candidates on satisfying the job requirements. Shortlisted candidate should be interviewed, and this is followed by a due process of selecting the most suitable candidate who best satisfy the job requirement and put up an excellent performance during the interview. However, all of these only exists on paper...I can tell you that 95% of public institutions do not follow the process, not even in this institution” (Male KI, 53 years, Makole, 26th October, 2023).

Another respondent for the interview had a view that;

“The process is to make public advertisement for vacant positions - shortlist candidates - interview them (this sometimes requires candidate to write tests) - select the best out of them. This is the legal process for all of the public institutions. But the process and practice are different. They advertise vacant positions but they just employ whoever they want. The jobs are offered to them, even if there are other better candidates” (Male KI, 43 years, VETA, 27th October, 2023).

Another respondent described corruption as a limiting factor to the implementation of equal employment opportunity. He mentioned the lack of sincerity in the recruitment and selection process as follows;

“Most organisations place job advertisements just to fulfil employment laws. It is almost certain that the vacant positions would be occupied by candidates who offer money or their bodies (in most cases with women), before the advertisements are made public. I have seen it happen, even in this institution and other places I have worked before, uncountable times...as the HR officer, I always act on the instructions of the Director” (Female KI, 41 years, VETA, 27th October, 2023).

Another respondent succinctly commented that;

“The process is marred with all kinds of irregularities among which candidates are often chosen based on referral or ‘who you know’ in the company” (Female KI, 32 years, Nyerere square, 28th October, 2023).

Consistently, the focused Group Discussion revealed similar finding where one of the groups asserted that;

“We thought there could be an equal employment opportunity following the Government’s centralization of employment processes in the public sector. Still the same challenge exists where not all graduates have equal access to employment in the public sector. In fact, all applicants make application through the employment portal but you will be surprised to see other people who never applied to a job are the ones get employed. This depends on who you know and not about following the stipulated government guidelines. Procedures and process are just hypothetical” (FGD-01, Makole Area, 3rd November, 2023).

Another FGD pointed out that;

“Of all stuff related to employment, what we know is that if there is no connection, no employment. Graduates especially those who do not have God-fathers, should be aware of such situation to avoid frustrations and unexpected disappointments” (FGD-03, Ng’ong’ona, 4th November, 2023).

Furthermore, another FGD highlighted that;

“People have spent three years in the street since their graduation from the University. Most of us have been struggling to apply to several posts including the Government but all the efforts ended in vain. We think the Government posts are meant for few who are favored. Just go to the Bank of Tanzania (BoT) and assess the employees. You will be surprised to notice that about 90 percent of employees are related to other workers within the same Institution. So, what should someone come and advise us to apply to BoT? No way, we won’t do that as it is a wastage of time and efforts” (FGD-02, Mwalimu Nyerere Square, 5th November, 2023).

Categorically, the finding for this specific objective revealed that the Public Act 2022 and the Employment and Labor Relations Act 2004 were the documents referred in the implementation of an Equal Employment Opportunity in the Tanzania. However, it was noted that Institutions document the process only for legal and administrative purposes and an overwhelming majority of them do not follow the process. It has further been noted that the valid practices only existed on paper as in terms of the documented process and the practices. Facts emanated from the respondent's comments reveal that equal employment opportunity within the public sector in Tanzania is partially practiced. The Tanzania government report on Human Resource Inspection indicates that there is about 67 percent adherence of recruitment procedures in the public service sector (URT, 2005). The report further shows that recruitment is practically as non-competitively and lacking transparency. For example, there was evidence of poor recruitment advertisement which covers only 42 percent of the cases that the reports were inspected.

Similarly, the finding is in line with that reported by Kamoche (2000) who asserted that ethnicity in African societies has caused a huge damage to the process of recruitment and selection. The author further added that favoritism and nepotism are inherent in many organizations' recruitment and selection process in Nigeria. Adisa *et al*, 2017 reported that employees were not necessarily employed based on quality and merit, but often based on who they know within and outside a relevant organization. Keles *et al*. (2011) also argued that nepotism and favoritism allow for the employment of the wrong people with less knowledge and skills, which negatively affect other employees and productivity.

Similar finding was reported by Joseph and Alhassan (2023) who asserted that, it was a normal practice among the management of most Higher Education Institutions (HEIs) in Ghana that one could not find employment unless they had close connections in the institutions where they were

seeking the employment, despite having the right qualifications, appropriate experience, knowledge, skills, and character for the job at hand. The author further stated that Ghana has been characterized by political influence and favoritism, usually during recruitment. While the recruitment and selection process aimed to identify and attract potential candidates from within and outside an institution, most parts of the process were reported to have elements of subjective judgment inherent in them.

According to Keles *et al*, (2011), candidates were recruited based on their friendships and ties with some managers in the organisation where employment is being sought. The authors further added that, these people may not have sufficient knowledge, skills, and qualifications for the job. They may not perform as well as other candidates with appropriate qualifications and experience. Simson (2019) reported similar finding that among the Kenyan groups, however, the Kalenjin group appears as something of an outlier with unusually high public employment shares in relation to its educational attainment. The author further added that since the former Kenyan President Moi was a Kalenjin, this suggested a possible effect of ethnic favoritism in the public sector.

4.3.2. Findings and Discussions on the Challenges Facing Graduates in Accessing Equal Employment Opportunities

In the second specific objective; respondents were probed to mention challenges facing graduates in accessing equal employment opportunities within the public sector. The findings reported include required experience, an increased unemployed graduates, skills mismatch, unfair judgement and corruption. It was noted that almost all graduates mentioned lack of experience makes graduates fail to access equal employment opportunities. This was observed during in-depth interview with one of the graduates who asserted that;

“One of the main reasons why high school graduates enter into university is because they want good jobs after graduation. Imagine I graduated in the year 2018 and ever since I have been struggling to apply for jobs unsuccessfully. What I have noted is that normally majority of employers seek extended years of experience which is quite difficult for fresh graduates to have. So, it becomes difficult for graduates without required experience to find access the employment opportunity” (Female, 25 years, Ng’ong’ona, 25th October, 2023).

Another graduate when asked the same question, he highlighted similar point that;

“In all the jobs that I wish to apply, they have this segment of work experience and in most job adverts they require people to have at least a minimum of at least 3 years of work experience, this is very tough for we fresh graduates” (Male, 25 years, Ng’ong’ona, 25th October, 2023).

During an in-depth interview with a labor officer, it was highlighted that experienced graduates tend to easily get employed compared to unexperienced ones due to the fact that there is no need for training when employed.

“Employers often prefer candidates with even a little bit of experience in their industry. Despite graduating with a degree knowing a lot about your chosen industry, real-world experience makes you more attractive to employers. This makes employers to avoid training cost for hired graduates” (Male, 29 years, Ng’ong’ona, 25th October, 2023).

Another challenge mentioned was increased number of graduates in the market. This was mentioned during in-depth interview with one of graduate who asserted that;

“Public jobs are scarce and rarely announced. Just consider how many Universities pour graduates to the market annually. And they have this tendency of taking fresh graduates and leave jobless graduates with several years in streets”. This makes almost impossible to secure public jobs” (Male, 28 years, Makole, 26th October, 2023).

Same response was noted during in-depth interview with the WEO who pointed out that;

“We have a challenge of jobless graduates in almost all Wards, the situation that used to be uncommon in previous years. I have witnessed University graduates with Masters degrees doing low paid jobs and others are even involved in agricultural activities which used to be abnormal previously. They should not expect employment in public sector due to the high degree of unemployment in the country as compared to announced jobs” (Male, 56 years, Ipagala, 27th October, 2023).

Another challenge which was pointed out during the in-depth interview was a mismatch between the skills graduates acquired during their education and the skills required for public sector positions. This hindered them in accessing equal employment opportunity. One of the respondents said that;

“I have had encountered several interview questions in all interviews I attended. I am holding a degree in Business Administration (B.A in Business Administration) but surprisingly I experienced interview questions not matching with what I learnt in class. This makes me to re-think if what we learn in class suits with the job market” (Female, 24 years, Ng'ong'ona, 25th October, 2023).

Majority of respondents mentioned unfair judgement as another challenge to access equal employment opportunity. One of the graduates asserted that;

"I attended one job interview two years after I had graduated from my Bachelor in Sociology. I was very upset when I found out the candidate that was chosen was the relative of the CEO of the company. Nothing can be so demoralizing like finding out you had sleepless nights preparing for the interview only to find out the position already had a candidate" (Female, 25 years, Ng'ong'ona, 25th October, 2023).

It was further highlighted by another responded that;

"Lack of connection is one of the challenges that faces graduates in accessing equal employment opportunity in the Public Sector. Getting a job highly depends on who you know and how you are connected to. If you try to investigate who is employed after interviews, you will realize whoever is employed has a relative to that office" (Female, 28 years, Makole, 26th October, 2023).

Another responded added that;

"For someone like me who my parents are peasants, for sure I am very unfortunate because I do not have an uncle or aunt who is a professional employer, you can imagine how difficult it is for me to secure a job in the government, for sure it isn't a joke at all, lucky enough for some of my friends who have relatives who are professional employers secured employments many years ago" (Male, 29 years, Makole, 26th October, 2023).

Corruption was mentioned by majority respondents as one of the challenges faced graduates to access equal employment opportunity in public sector. It was mentioned that there was a form of dishonest or unethical conduct which responsible officers acquire personal benefit from interviewees. One of the graduates asserted that;

"I have seen people entrusted with authorities take money from interviewees so that they can approve them for position regardless of their performance. Money has a power to make someone to access the employment in the public sector. This has been very challenging to us poor applicants" (Male, 24 years, Makole, 26th October, 2023).

Study findings for this specific objective revealed that lack of work experience, increased unemployed graduates, skills mismatch, unfair judgement and corruption were the challenges facing graduates in accessing EEOs within the public sector. Similar findings were reported in other previous studies which builds basis for discussion.

Semboja and Hafidh (2005) reported similar finding that lack of work experience was among many complex structural and frictional constraints related with lack of employability. The authors further revealed that employers prefer experienced applicants as opposed to unexperienced. Other similar findings were that found in studies of employer demand for graduates in engineering and science disciplines, it was reported that appropriate work experience and evidence of commercial understanding ranked highly in the selection criterion because of commercial pressures to seek graduates who would not require long 'learning curves' when they start employment (Manda *et al.*, 2003).

Similar finding in other research shows that experiences outside the classroom can be pivotal in enhancing employability. In a study conducted in the Western Cape, South Africa, for example, after field of study, the factor in university background most influential in securing successful employment outcomes was students' prior engagement in extra-mural activities (CHEC, 2013). Moreover, the study findings were in line with what Amani (2017) reported that a problem of unemployment was a big challenge in many countries, especially developing countries such as

Tanzania where population growth outpaced employment growth. The author asserted that global unemployment could also be attributed to the globalization of the Labor market engendered by technological innovation which demand new skills. Nghia, (2019) reported similar finding that graduate unemployment is a challenge in the United States, where about 48% of 4-year college graduates were not employed in jobs that require a degree. Lebrandt, (2004) reported similar finding that in developing regions, the better educated graduates experienced higher unemployment rates compared to less educated. The premise is that youth from more privileged backgrounds focus their job search on better paid public sector positions and are as a consequence willing to “queue” for such jobs and remain unemployed. The poorer educated youth do not have the financial means or support to endure unemployment and therefore, seek work in lower paid, poorer quality jobs in the informal economy.

Ndyali (2016) in a study on the factors for the joblessness of graduates in Tanzania, reported similar finding that there was a mismatch between what the Institutions offer and what the dynamics of the changing job market expect and demand. Similarly, Kalufya and Mwakajinga (2016) asserted that graduates did not satisfy expectations of employers. The authors further pointed out that there was lack of self awareness among the graduates, low level of interpersonal skills, lack of problem-solving skills, low level of teamwork spirit, and lacking link between theoretical learning in class and the practical employability in the job industry.

Similarly, Mbwanji (2014) reported that about 70% of the employers in Tanzania expect a high degree of soft skills from the employees who unfortunately lack them. The author further reported that such lacking skills include communication skills, personal qualities, problem solving skills, teamwork skills, adaptability, leadership skills, capacity to translate theoretical knowledge into practice, and time management skills. Mbwanji (2014) pointed out that the level of graduates’

employability depends much on the inner formation of the learners which makes them interactive, dynamic, self-confident, and practice-oriented.

Another similar study reported that the graduates' employability challenges are associated with the lack of average core skills and average subject knowledge (Mwita, 2018). The author further asserted that Tanzania graduates do not meet the required standards of the competitive job market. Archer and Davison, (2008) reported similar finding that there have been some concerted attacks from industry concerning mismatches in the skills possessed by graduates and those demanded by employers. The authors added that Universities had typically been charged with failing to instil in graduates the appropriate skills and dispositions that enable them to add value to the labour market. The problem has been largely attributable to universities focusing too rigidly on academically orientated provision and pedagogy, and not enough on applied learning and functional skills.

Kamuhabwa (2019) reported similar findings that unfair judgment was observed as one of the main reasons influencing youth unemployment in Tanzania. The author further concluded that the fair judgment in employment opportunities has never been a basic youth right and have not been given emphasis it deserves by all involved in the Labor market in East Africa. It was further reported that governments have failed to identify best practices and good governances which provide equality of employment opportunities in many productive and service sectors and firms. Similarly, Hatibu and Hafidh (2021) reported that youth in Uganda and Kenya face extreme challenges in finding jobs and earning a steady income following unfair judgment by employers.

Similarly, Kamuhabwa (2019) reported high and increasing corruption as a significant probability of limiting youth employment in Kenya, Uganda, Burundi, and Tanzania. According to the

Corruption Watch Survey (2014) in South Africa, it was revealed that youth believe their employment prospects were compromised by corruption. Corruption among other challenges were reported to affect youth employment in Uganda and Burundi (Lewellen, 2002; Laruni, 2015). The authors further reported youth have argued that there was no accessibility to the job without connection. It was added that corruption favors the unqualified people to get jobs.

Sabir (2022) reported similar findings that the governmental positions and vacancies in Iraq were hardly ever advertised or follow a correct procedure. The author argued that instead of selection for the best match between experience and skills of applicants and the objective requirements for the position, recruitment in Iraqi central government was based on applicant influence and connection. Additionally, it was reported by UN, (2013) that over a third of all civil servants in Iraq obtained jobs through friends and relatives. People in Iraq are recruited upon their political agenda, influence, connections and family ties, rather than government policy and requirements (Kawa, 2014). Bouzid (2016) reported that corruption practices by public officials with hiring power tend to increase the unemployment rate among youth and educated workers, and this in turn resulted in more corruption when job-seekers had to bribe the officials for job.

Equally, in the focused Group Discussion revealed that corruption influenced decision in getting employment. One of the FGD asserted that;

“In several occasions we have encountered a situation where we were requested to pay money to officers who were vested with the responsibility of recruiting for a promise to secure the employment. We are thinking that simply because we refused, it could be one of the reasons as to why we have not secured employment to date” (FGD-01, Makole Area, 3rd November, 2023).

In the same FGD participants highlighted that;

“Of recently some of us applied to the posts advertised in the Ministry of Home Affairs where it forced us to go for the finger prints as the pre-request of application. Remember we have all qualification required in the post. On our ways back home, some of us received calls from a person who introduced himself as responsible in the recruitment process. He requested to meet us in the evening at City Hotel 10th floor for more directives. Some of us rushed to meet him as per time and venue. It was a very disappointing experience when he requested sexual affairs with him as a condition to assist. As most of us refused his request, it ended not been selected despite the qualification we have (FGD-01, Makole Area, 3rd November, 2023)”.

The study revealed that graduates were unequally accessing employment opportunities within the government due to the facts that graduates fresh from school had no required experience for the post. It was also noted that the problem of unemployment hinders fair judgement for all applicants. Skills mismatch was another challenge reported to affect equal employment opportunities within the Government.

In order to resolve the presented findings, I am of the opinion that the relevant authorities responsible for recruitment, should disqualify the issue of experience. It is impossible for a fresh graduate to get work experience required in the post. Graduates should be provided with equal chances to apply regardless of the required experience. Other presented challenges including high number of unemployed youths in streets should be resolved at policy level. Unfair judgement and corruption should be resolved by holding responsible employers and punish them accordingly. Skills mismatch might be attributed by what graduates learn in class as opposed to the real world. Employers should ask relevant interview questions relevant to what graduates learnt in class.

4.3.3. Findings and Discussions on the Fairness and Inclusivity of the Recruitment and Selection Processes

In the third specific objective, respondents were probed to share their experience with regards to the fairness and inclusivity of the recruitment and selection processes. During the in-depth interview, the respondent highlighted non-adherence to the recruitment and selection process were prevalent in the Public Sectors. One of the respondents asserted that;

“The government has guidelines to follow for recruitment and selection of candidates but they are never followed by people responsible. What is applicable is who you know and how you are related to. It has reached a point that people secure employment opportunity without even applying to positions. I once attended an oral interview with a certain reputable government Institution and we were five candidates. Surprisingly, the interview results posted showed 6 people attended the interview. Later I realized that person secured the employment” (Female, 24 years, Nyerere Square, 28th October, 2023).

Another respondent pointed out the existence of favoritism as a limiting factor of fairness and inclusivity in the recruitment and selection processes in the public sector. The respondent highlighted that;

“Recruitment and selection process in the public sector favors youth whose parents are holding high position in the government. These youth are easily hired regardless as to whether they made it in the interview process or not” (Male, 26 years, Nyerere Square, 28th October, 2023).

Bias was mentioned as been among the factors reported to influence unfairness in the recruitment and inclusivity in the recruitment and selection process. This was asserted by one of respondents during the in-depth interview;

“Trust me, the recruitment and selection process in the public sector lacks transparency and it is very biased. This results into drawing applicants who are not qualified. The practice in the long run brings the challenge of non-performance in Institutions where unqualified candidates are employed” (Female, 24 years, Nyerere Square, 28th October, 2023).

Another respondent during the in-depth interview when asked to share his own experience on the fairness in the recruitment and selection process in the public sector, had the following to say;

“We have corrupt officers who impose informal procedures in the recruitment and selection process for their own benefit. Adverts are just made for the sake of lying people that procedures are followed. You can be surprised to find all positions are occupied before adverts are made. This brings frustrations to job seekers” (Male, 26 years, VETA, 27th October, 2023).

Study findings for this specific objective revealed non-adherence, imposition of informal recruitment procedures, favoritism and biasness in the whole process of recruitment and selection process in the public sector. Similar findings were reported by Ikwesi (2010) who reported that recruitment procedures in the public service in Nigeria were not adhered. The author further reported that informal processes dominate recruitment and selection procedures and that becomes difficult in getting government' employment. The finding is similar to what the public service commission (PSC) of South Africa (2015) asserted that most departments in the public

sector do not effectively implement recruitment and selection practices irrespective of existing national guidelines. It was further reported that recruitment and selection practices were non – compliant with the existing policies and procedures.

Furthermore, it was reported that recruitment and selection procedure were unfair as favouritism, nepotism and discrimination were existing. Murage *et al.* (2018) reported similar finding that unethical issues in recruitment and selection process make employees perceive the process to be biased. The study finding is in line with that reported by Aleksandra *et al.* (2015) who observed lack of transparency in recruitment and selecting progress make employees perceives it as biased and unethical. Likewise, Gamage (2014) opined that biased and discriminatory recruitment and selection practices result into selecting wrong applicants who are not able to performed their tasks. Thus, Catano *et al.* (2009) proposed that recruitment and selection procedure to be fair and based on the existing policies and procedures.

Unswervingly, one of the Focused Group Discussion revealed that;

“Frankly speaking, the employers do not follow what they are instructed or even promise to do in the recruitment process. They implement the plan which favors minority for their own benefit” (FGD-03, Ng’ong’ona, 4th November, 2023).

Another FGD claimed that;

“Normally all applications are done through the online application portal where selection is done electronically. We do not have a problem with this system. The problem comes when you are invited for the interview. This process is no longer controlled electronically but rather manually. So, the employers get the chances to fabricate results in favor of who they know” (FGD-02, Mwalimu Nyerere Square, 5th November, 2023).

Another FGD highlighted biasness in the recruitment as one of the factors affecting fairness and inclusivity of the recruitment and selection process within the public sector. This was said;

We applied together with our friends for some posts in one of the offices within the public sector. While some friends had a diploma from the Institute of Rural Development Planning – Dodoma and we have a bachelor's degree from the same Institute. What disappointed us was that as the Diploma candidate was a lady, she got employment despite the qualification at hand. This is simply because her mother was working in that office as a Director General. That, judgement and decision for the recruitment is very biased” (FGD-03, Makole, 3rd November, 2023).

The findings presented and discussed in the third objective, implied that the recruitment and selection processes within the public sector did not align with the Government's procedures as stipulated in a guideline. My opinion is that agreed procedures and processes should be fair and inclusive for all applicants. Non-adherence to procedures, biasness, implementation of non-existing plan which is informal and biasness should all be avoided by leaders in the public service.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Chapter Overview

This chapter entails the summary of the findings; the conclusion of the study and some appropriate recommendations

5.2 Summary

In the first specific objective, the highlighted required practices included advertising vacant positions, receiving responses from the pool of applicants, preparing and undertaking tests, and interviewing and assessing applicants for the relevant positions as per public service act 2022; and the employment and labor relations act, 2004. However, stipulated procedures were claimed not adhered to.

In the second specific objective, the study revealed lack of work experience, increased unemployed graduates, skills mismatch, unfair judgement and corruption as the challenges that faced graduates in accessing EEOs within the public sector.

In the third specific objective, the study revealed non-adherence, imposition of informal recruitment procedures, favoritism and biasness in the whole process of recruitment and selection process in the public sector.

5.3 Conclusion

For the first specific objective, the public act 2022 and the employment and labor relations act 2004 were among the documents for the implementation of an equal employment opportunities

within the public sector. However, the policies and guidelines were not aligned during the execution.

For the second specific objective, the required experience, an increased unemployed graduates, skills mismatch, unfair judgement and corruption were the challenges for accessing equal employment opportunity in the public sector. Lack of experience influenced unequal employment opportunities as it became difficult for unexperienced youth to get employed. The increasing number of unemployed graduates hindered the practice of equal employment opportunities within the public sector. It has been observed that graduates lack the required skills in the labor market. So, this was among the unfavorable factors for accessing equal employment opportunity. Unfair judgement and corruption were also among the factors for imbalance of equal employment opportunity.

For the third specific objective, the implementation of fairness and inclusivity of the recruitment and selection processes was highly affected by the non-adherence to and informal recruitment procedures. Other observed factors included favoritism and biasness in the whole process of recruitment and selection process within the public sector.

5.4 Recommendations

There should be a broad-based employment legislation that would harmonize the public act 2022 and employment and labor relations 2004 to enhance transparency and accountability. This will lead into implementation of required government practices.

The graduates should not be assessed for application based on the work experience. This is because, they do not have required experience as they never worked before. The problem of

skills mismatch should be addressed by graduates themselves by learning what is required in the market so that they can fit. Responsible authorities should strive to fair judgement and corruption free to give chances of equal employment opportunity for all applicants.

The strict adherence to the formal recruitment procedures by employers would lead to an implementation of fair and inclusive recruitment and selection processes. In other hand, employers should avoid the challenge of favoritism and biasness in the whole process of recruitment and selection process.

5.5 Area for further Study

- (i) The findings presented in this study are a result of a survey conducted within the public sector which cannot be representative for the private sector. Therefore, there is a need for the same subject within the private sector.
- (ii) Upon completion of the research with the given research questions and the scope, it was observed that some critical and relevant issues have not been covered by this research. In this study the prime focus was given in the hiring process whereas EEOs for employed staff remained untouched which can be a relevant and interesting area for future research.

5.6 Critical evaluation of the study

The pilot study was conducted at the Cereals and Other Produce Board of Tanzania where it was easy to get graduates who were volunteering. The study went well as it contributed to the revision and correction of data collection tools. Initially, few questions were not clear following the responses received from respondents.

Furthermore, the delay to accomplish the data collection exercise, data analysis and subsequent write up of dissertation was highly influenced by delay in distribution of introductory letter to visited public institutions. There was an interference of the researcher's schedule with institution plans. This forced a researcher to take more time in setting appointments.

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APPENDICES

APPENDIX I: SEMI-STRUCTURED INTERVIEW QUESTIONS

1. Do you know policies related to equal employment opportunities within the public sector?
2. If yes, kindly mention them.
3. What are the current and common practices related to equal employment opportunities within the public sector?
4. Are you aware of the trend of policies related to employment in Tanzania?
5. Do you know challenges facing graduates in accessing equal employment opportunities within the public sector?
6. If yes, please mention them
7. What do you understand about the fairness and inclusivity of the recruitment and selection processes in the public sector
8. What is your experience with regards to the fairness and inclusivity of the recruitment and selection processes in the public sector?

APPENDIX II: INTERVIEW GUIDE FOR HUMAN RESOURCE OFFICERS

1. Of currently, what are the common practices and tradition that are used for employment in the public sector?
2. Is the information for employment in the public sector published or established publicly?
3. How is the feedback process on these practices?
4. How are the legislation processes and policies helpful in assisting candidates?
5. Can the processes be challenged legally?
6. How effective are the legal system with regards to EEO?
7. How do you feel about the situation whereby some graduates are employed while others are left aside?
8. Are the doors for employment open to all candidate?
9. Can you contrast/compare the employability between rural area candidates and urban ones?

APPENDIX III: A GUIDELINE FOR FOCUSED GROUP DISCUSSIONS

1. What are the current and common practices related to equal employment opportunities within the public sector?
2. Are we aware of the trend of policies related to employment in Tanzania?
3. What are the challenges facing graduates in accessing equal employment opportunities within the public sector?
4. What is your experience with regards to the fairness and inclusivity of the recruitment and selection processes?

APPENDIX IV: WORK PLAN

Activity	DURATION							
	Feb	March	April	May	June	July	Aug	Sept
Search for research title								
Writing research proposal								
Defending research proposal								
Refining the research proposal								
Data collection								
Data analysis								
Defending the research report								
Refining the research report								
Submission of final report								

Source: researcher, 2023

APPENDIX V: BUDGET

S/No.	Particulars	No. of Units	Cost/Unit (TZS)	Total cost (TZS)
A.	Personnel Emoluments			
1.	Subsistence allowance for 90 days	1	10,000.00	900,000.00
2.	Transport Costs(fuel costs)	1	350,000.00	350,000.00
3.	Communication (Internet/ telephone calls)	1	120,000.00	120,000.00
	Sub-total A			1,370,000.00
B.	Stationery Services			
1.	Printing paper (reams)	2 reams	20,000.00	40,000.00
2.	Secretarial services	1	200,000.00	200,000.00
3.	Storage Media (DVDs and Flash disk) and tape recorder	1 pc	250,000.00	250,000.00
	Proof reading of the report		150,000.00	150,000.00
4.	Printing and binding of final report	2 pcs	150,000.00	150,000.00
	Sub-total B			790,000.00
	Grand Total A + B			2,160,000.00

Source: researcher, 2023

APPENDIX VI: INTRODUCTORY LETTER



JAMUHURI YA MUUNGANO WA TANZANIA
WIZARA YA FEDHA



INSTITUTE OF
ACCOUNTANCY
ARUSHA

Ref. No.: MBA-LG/0075/2022

16th October 2023

.....
.....
P.O.BOX.....
.....

Dear Sir/Madam,

RE: REQUEST FOR DATA COLLECTION

The purpose of this letter is to introduce to you Ms. **CONDESTER M. SICHALWE** who is our student pursuing a master of business administration in leadership and governance with registration number (MBA-LG/0075/2022). Currently, the aforementioned student is conducting a study on "EXPLORING THE CHALLENGES FACING EQUAL EMPLOYMENT OPPORTUNITIES AMONG GRADUATES IN TANZANIA: A CASE OF DODOMA CITY COUNCIL. We would like to highlight here that this study is part of the requirement for the award of the program mentioned above.

We, therefore, request you to extend to the student mentioned above of our Institute any help that may facilitate her to achieve her study objectives. We further request permission for her to see and talk to the staff of your Institution in connection with her study. The period for this request is granted from October to the end of December 2023.

Thank you for your continuing support.

Yours Sincerely,
INSTITUTE OF ACCOUNTANCY ARUSHA

HEAD GENERAL STUDIES
INSTITUTE OF ACCOUNTANCY ARUSHA

Erick Mchuma
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P.O. Box 2798, Njiru Hill,
Arusha, Tanzania

APPENDIX VII: Plagiarism and Grammar Check

EXPLORING THE CHALLENGES FACING EQUAL EMPLOYMENT OPPORTUNITIES AMONG GRADUATES IN TANZANIA: A CASE OF DODOMA CITY COUNCIL

ORIGINALITY REPORT			
19%	10%	4%	13%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS
PRIMARY SOURCES			
1	ir.kiu.ac.ug Internet Source		4%
2	scholar.mzumbe.ac.tz Internet Source		3%
3	repository.out.ac.tz Internet Source		2%
4	su-plus.strathmore.edu Internet Source		1%
5	repository.smuc.edu.et Internet Source		1%
6	erepository.uonbi.ac.ke Internet Source		1%
7	Submitted to Institute of Accountancy Arusha Student Paper		1%
8	dspace.cbe.ac.tz:8080 Internet Source		1%