

**FACTORS INFLUENCING YOUTHS UNEMPLOYMENT IN
TANZANIA: A CASE STUDY OF DODOMA URBAN**

By

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**Dissertation Submitted in Partial Fulfillment for the Requirement of the Award of
Master Degree of Arts in Sociology of the University of Dodoma**

The University of Dodoma

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CERTIFICATION

The undersigned certify that has read and hereby recommends for an acceptance The University of Dodoma dissertation entitled “*Factors Influencing Youths Unemployment in Tanzania*” in partial fulfillments of requirements for a Degree of Masters of Arts in Sociology (MASO) at the University of Dodoma.

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I **Asha Salum** declare that, this thesis is my own original work and that; it has not been presented in any University for a similar or any other degree award.

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However, it should be noted that any shortcomings on this research are entirely belong to me.

DEDICATION

Dedicated to Mr Rashid Malima and Madam Mwajuma Kitara.

ABSTRACT

This study entitled “**Factors Influencing Youths Unemployment in Dodoma Urban District Tanzania**”. Three Wards of Makole, Chamwino and Kikuyu with their street were selected. Data were collected using questionnaires and interviews. Seventy eight (78) respondents were involved in the study. Data were analyzed by using Statistical Package for Social Science (SPSS) software version 16 and other qualitative technique.

Findings from this study have revealed that, (100%) of respondents were aware on Factors Influencing Youths Unemployment. Youths perceived that, employment to youth was significant in improving profitable life. There was a need, for structural reforms to improve functioning of the cooperatives and for ensuring greater efficiency and viability. There is a need for the government, to empower youths to take advantage of the opportunities by opening up both market forces in the domestic and international markets economies, through agricultural system. There was a need to establish centers of entrepreneurial production in every area, of which might be used as the focal point for cooperation and coordination, among the youths to force them working around the center.

The problems are no longer related to youth but rather to policy makers and government at large, on the one hand and education for sustainable production on the other. Dodoma district youth still faced major constraint, suffer from unemployment and instability in funds and are highly risked averse. They are constrained in the production process, by the lack of access to inputs technology credit and markets.

TABLE OF CONTENTS

CERTIFICATION	i
DECLARATION AND COPYRIGHT	ii
ACKNOWLEDGEMENTS.....	iii
DEDICATION.....	iv
ABSTRACT.....	v
TABLE OF CONTENTS.....	vi
LIST OF TABLES	ix
LIST OF FIGURES	x
LIST OF APPENDICES.....	xi
LIST OF ABBREVIATIONS AND ACRONYMS	xii
CHAPTER ONE.....	1
INTRODUCTION.....	1
1.0 Introduction	1
1.1 Background to the Problem	1
1.2 Statement of the Problem	3
1.3 Research Objectives	4
1.3.1 General Objective.....	4
1.3.2 Specific Objectives.....	4
1.3.3 Research Questions	4
1.4 Significance of the Study.....	5
CHAPTER TWO.....	6
LITERATURE REVIEW.....	6
2.0 Introduction	6
2.1 Conceptualization of Terms	6
2.1.1 Unemployment	6
2.1.2 Types of Unemployment	6
2.1.3 Structural Unemployment	6
2.1.4 Frictional Unemployment.....	7
2.1.5 Cyclical Unemployment.....	7

2.1.6	Youth	7
2.1.7	The Concept of Literature Review	8
2.2	Literature Review	8
2.2.1	Literature Review in Worldwide Context	8
2.2.2	Literature Review in the Context of Africa	9
2.2.3	Literature Review in Tanzania Context.....	12
2.3	Theoretical Review.....	14
2.3.2	Human Capital Theory	15
2.4	Conceptual Framework.....	15
CHAPTER THREE		18
RESEARCH METHODOLOGY		18
3.1	Introduction	18
3.2	Research Design	18
3.3	Area of Study.....	19
3.4	Study Population	19
3.5	Sample and Sample Size	19
3.6	Sampling Techniques	20
3.7	Sources of Data.....	21
3.7.1	Primary Data.....	21
3.7.2	Secondary Data.....	22
3.8	Methods for Data Collection	22
3.8.1	Questionnaire.....	22
3.8.2	Interview	23
3.8.3	Focus Group Discussion.....	24
3.9	Data Analysis.....	25
3.10	Data Reliability and Validity.....	25
3.10.1	Validity	25
3.10.2	Reliability	25
3.11	Ethical Consideration	26
CHAPTER FOUR.....		27
FINDINGS, ANALYSIS AND DISCUSSION		27
4.1	Overview	27

4.2	General Characteristics of Respondents	27
4.2.1	Name of the Wards	27
4.2.2	Sex of Respondents	28
4.2.3	Age of Respondents	29
4.2.4	Marital Status.....	30
4.2.5	Educational Level.....	30
4.3	Factors Contributing To Youths' Unemployment in Dodoma Urban.....	31
4.3.1	Gender Difference to Youth's Unemployment	31
4.3.2	Employment Status of Dodoma Urban.....	32
4.4	The Availability of Employment Opportunities in Dodoma Urban	34
4.4.1	Respondent's Occupation.....	34
4.5	Factors Contributing to Youth Unemployment	35
4.6	Educational System of Tanzania	37
4.7	Measures for Alleviating Unemployment in Dodoma Urban	38
4.7.1	Ways to Improve Employment to Youths	38
4.8	Challenges Facing Youths in Obtaining Employment	40
CHAPTER FIVE.....		42
SUMMARY, CONCLUSION AND RECOMMENDATIONS.....		42
5.1	Introduction	42
5.2	Summary.....	42
5.3	Conclusion.....	43
5.4	Recommendations	46
5.5	Area for Further Research	47
REFERENCES		48
APPENDICES		51

LIST OF TABLES

Table 1: Sample Size for Respondents.....	20
Table 2:Name of the Wards and Category of Respondents	28
Table 3 Sexes of Respondents.....	28
Table 4 Age of Respondents	29
Table 5 Marital Statuses of Respondents	30
Table 6 Education Levels of Respondents.....	30
Table 7.1 Numbers of Employed Respondents.....	33
Table 7.2 Number of Unemployed Respondents	34
Table 8 Respondent’s Occupation	35
Table 9 Responses on Factors Contributing to Youth Unemployment	37
Table 10 Responses on Educational System of Tanzania.....	38
Table 11 Responses on Ways to Improve Employment to Youths.....	40
Table 12 Responses On The Challenges Facing Youth In Obtaining Employment....	41

LIST OF FIGURES

Figure 2.1: Conceptual Framework for Youth Unemployment	17
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LIST OF APPENDICES

Appendix I: Questionnaire For Unemployed Youths	51
Appendix II: Questionnaire for Teachers.....	54
Appendix III: Questions for Municipal Officers.....	57
Append IV: Questions For Parents	60
Appendix V: Interview Guide For Ward Leaders.....	63

LIST OF ABBREVIATIONS AND ACRONYMS

GDP	Gross Domestic Product
ILO	International Labour Organization
ILFS	International Labour Force Survey
OECD	Organization for Economic Cooperation and Development
SPSS	Statistical Package for Social Sciences
VEO	Village Executive Officer
VETA	Vocational Education and Training Authority
WEO	Ward Executive Officer

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter presents, a background to the study, statement of the problem, purpose of the study, objectives and significance of the study.

1.1 Background to the Problem

According to Barnes (2012), the statistics for youth unemployment is showing that, the youth unemployment is growing day after day. Hence, the International Labour Organization (ILO) is estimating that, there are seventy five million (75) youths who are unemployed around the world. These youths are aged between fifteen to twenty four years old (15-24 years old) worldwide.

Before the Industrial Revolution, youth unemployment was much less of a problem than it is now. In an agricultural society the economy was usually stable and it changed little from year to year. However, from the 18th century the British economy went in a cycle of booms and slumps (or recessions). With each recession large numbers of people were thrown out of work. The global economic crisis had hit youth very hard. The Organization for Economic Cooperation and Development (OECD) shows that, youths aged between fifteen to twenty four years (15-24) years are unemployed (ILO, 2011). The rate of unemployed youths, rose by six percent (6%) in the two years 2008 and 2009. It rocketed to nineteen percent (19%) in the year 2010.

According to ILO (2011), there are fifteen million (15 million) unemployed youths worldwide. Developed countries like France and Italy are also facing the same

problem of youth's unemployment. In these countries about one active youth in four is unemployed, While in Spain more than forty percent (40%) of these youths are jobless (ILO, 2011). This situation is not conducive to the country. These jobless youths are the causal of different problems such as riots, drug abuse, criminality and violence (Cashmore, 2013).

According to Kanyenze *et al* (2001), whom argued that, youth unemployment problem is exacerbated by the demographic structure of the population. The combination of high population growth and low life expectancies, implies that the populations in Africa are comparatively youthful, with the age dependency ratio of dependants to the working population, close to one as compared to a ratio of less than one for many countries elsewhere in the world. Population dynamics and labour market conditions in Anglophone Africa, are such that more often than not, the youth comprise more than half of the total number of the unemployed, although their share in the labour force is typically of the order of twenty to forty per cent (20% to 40%). The youth thus, bear the brunt of the unemployment problem in many African countries (Kanyenze *et al*, 2001).

Tanzania, is concerned about the rising population in the major urban centre and the increasing numbers of unemployed youth in these cities. (Samji, 2009). Urban areas are hardest hit with unemployment rate, reaching twenty two point three percent (22.3%) as against seven point one five percent (7.15%) in the rural areas (Mcha, 2012).

Sixty six percent (66%) of the population of Tanzania, is occupied by youths who are under twenty-five years old (Mcha, 2012). Due to the emphasis that has put by Mwalimu Nyerere, in fighting against ignorance young Tanzanians are more literate

than their parents. Yet they are more likely to be un-employed (Mo Ibrahim Foundation 2012).

There are factors such as lack of experiences and skills mismatch, as well as low school leaving age, that have been said to contribute to the high youth unemployment compared to the adult population.

Youth unemployment is among the major challenges facing both developed and developing countries in the world. The problem of youth unemployment is more critical to developing countries, due to the high poverty levels requiring all people to work in order to ensure survival (ILO, 2011).

1.2 Statement of the Problem

Youths, are trapped in a very difficult situation of unemployment that has always caused them to live under poor conditions. Government and other stakeholders also like Non Government Organizations (NGOs) and private people, have attempted to put in place opportunities like education, provision of capital through micro finance institutions and support, to different youth oriented development projects and activities. Several studies have been undertaken concerning the problem of youth unemployment. For instance Mmari (2002), who argued that, the high levels of youth unemployment are among those with primary education in urban areas and suggest that, their skills are insufficient to allow them to find gainful employment. Similar concerns exist for secondary graduates.

Besides that Shaidi (2006), argued that, core problem facing youth in Tanzania is unemployment. This problem, is characterized by lack of job opportunities in urban areas, and under- utilization of the majority of the national labour force in the rural areas Also Dagne (2013), argued that, that Youth unemployment is a problem that

affects most countries. Youths' unemployment, is often higher than the unemployment rate for adults highlighting the concerns, that many countries face in facilitating the transition from school to work. In Most African countries, youth face not only the challenge of obtaining productive employment, but also obtaining safe and acceptable.

Hence, this study is aimed at investigating the factors influencing youth unemployment in Tanzania, a case study of Dodoma urban in order to fulfill the gap that has been left by other researchers.

1.3 Research Objectives

1.3.1 General Objective

The main objective of this study, is to investigate on factors influencing youths' unemployment in Tanzania a case study of Dodoma urban.

1.3.2 Specific Objectives

- i. To explore factors contributing to youths' unemployment in Dodoma urban
- ii. To examine the availability of employment opportunities in Dodoma urban.
- iii. To suggest measures for alleviating unemployment in Dodoma urban.

1.3.3 Research Questions

- i. What are the factors contributing to youth's unemployment in Dodoma urban?
- ii. What is the availability of employment opportunities in Dodoma urban?
- iii. What are measures for alleviating unemployment in Dodoma urban?

1.4 Significance of the Study

- i. The findings of this study will provide a clear picture about the situation of youth in their unemployment situation.
- ii. The findings also will serve for academic purpose. Such human resource programs to get information concerning the problem of youth unemployment.
- iii. The findings of this study, will provide suggestions on what to be done and what should be included in the policy, so that youth could be able to be employed like others.
- iv. The study will provide a framework for other Researchers who will be interested in the same study.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter, presents a review of the related literature of the study. It therefore, stresses various themes from the study objectives, including the factors influencing Youth unemployment. This chapter consists of conceptualization of terms, literature review, research gap, theoretical review as well as conceptual framework.

2.1 Conceptualization of Terms

2.1.1 Unemployment

According to Gbosi (1996), Unemployment, is a situation in which a member or person is able and willing to work and are actively, seeking work at the prevailing wage rate are unable to find jobs. Unemployment, includes those who do not have a job, would be available for work and have been actively searching for work.

2.1.2 Types of Unemployment

2.1.3 Structural Unemployment

This form of unemployment, is commonly a result of change in technology. The improvement or introduction of new devices within a business for example, basically

leave many unemployed as they do not have required skills desired for work (ILO, 2011).

2.1.4 Frictional Unemployment

This type of unemployment, is common in all economies; the individuals have to look for work that fits the specific skills that they have. This process takes time and energy since the person looking for work, has to find the employer that is seeking the kind of skills that the individual has to offer (Mafiri, 2002).

2.1.5 Cyclical Unemployment

According to ILO (2011), is caused by a fluctuating macro-economy. When the economy is prospering, there is a decline in cyclical unemployment otherwise there is a rise when it is not blooming.

Unemployed person: A person is classified unemployed if does not have a job, but would like, one has actively looked for one and have the time to do it. (Barnes, 2012)

2.1.6 Youth

According to (ILO 2011), the definition of youth varies from region to the next, depending on specific circumstances. For the United Nations inter- national definition of youth it is defined as the age ranging between fifteen to twenty four (15-24) years. Although all East African Community (EAC) member countries including Tanzania, officially argue that youth, as a wider age bracket from fifteen to thirty to thirty five years old (15 to 30-35 years old).

According to Shaidi (2006), he defined the youth in Tanzania as the age between of fifteen to thirty five years old (15-35 years old).

2.1.7 The Concept of Literature Review

According to Bryman (2012), Literature review, is a critical examination of existing research relating to the phenomenon of interest and of relevant theoretical ideas.

Literature review, can be defined as the process of reading, analyzing, evaluating and summarizing scholarly material about a specific topic. Although literature review, can be contrasted with more subjective examination of recorded information in doing a research, literature review will be systematically examining of all sources, describing and justifying what you have done.

Arlene commented that, literature review will enable other researchers to view and determine whether the work is acceptable or not (Arlene, 2009).

Literature review generally is the process of identifying, reading, evaluating summarizing and incorporating documents having materials, that are related to the problem under study. It involves all readily available materials.

2.2 Literature Review

2.2.1 Literature Review in Worldwide Context

Youth unemployment, is a global problem facing many countries in the world as some scholars have explained on such problem.

According to Hammer (2003), throughout Europe, unemployment rates are higher among young people than among the general population and as a result, there is

serious risk of their marginalization and exclusion (EC 1994). In 2000, the rate of youth unemployment within the European Union (EU), was around sixteen percent (16%) more than twice, the unemployment rate experienced by the adults that was seven percent (7%) (Hammer, 2003).

High rates of joblessness among young people, have been explained in two quite different ways. The traditional view holds, that the problem is one of job unavailability. It takes the unemployed a long time to find a job. Much of the problem with the traditional view, is traceable to a hardcore group who are out of work a large part of the time. The new view sees employment instability, as the crux of the joblessness problem. It treats the large flow, into unemployment rather than the long length of unemployment spells, as the crucial symptom of the problem (Clark *et al*, 1982).

2.2.2 Literature Review in the Context of Africa

According to Garcia *et al*, (2008), in 2003, more than eighteen million (18) million youths in Sub-Saharan Africa were unemployed. This is about twenty one percent (21%) of the labour force of the unemployed. Most of these youths were found in urban and sub urban of African countries. This is due to the system of education in these countries, that is to say, educational systems in African countries have witnessed the decline in quality and infrastructure at all levels in the last decade. They are geared towards providing basic literacy and numeracy and not industrial skill and rapidly growing of urban areas. This figure, rose by thirty two point five percent (32.5%) between the year 1993 and 2003.

Also Dagne (2013), argued that, youth unemployment is a problem that affects most countries. The ability of youth to engage in productive activities, has both social and economic consequences for an economy. Youth unemployment is often higher than the unemployment rate, for adults highlighting the concerns, that many countries face in facilitating the transition from school to work. In Most African countries, youth face not only the challenge of obtaining productive employment, but also obtaining safe and acceptable work.

According to Okojie (2003), who stated that youth unemployment is an important dimension of the widespread youth unemployment, that is a major problem facing African countries. With stagnated economies and low economic growth rates in most countries, demand for labour has been low or declining, resulting for high levels of unemployment.

Africa's population is growing at about two point seven to three percent (2.7%-3%) per annum (Okojie, 2003), asserts that the proportion of young people is growing faster than the rate of growth of the total population. The size of the working age population, is therefore increasing faster than new jobs that can be created in stagnant or declining economies, that characterize majority of African countries (Okojie, 2003).

Chigunta (2002), also argued that, African youths have obtained more formal education over the years. However, educational systems in Africa have witnessed declines in quality and infrastructure at all levels in the last decade. They are geared towards providing basic literacy and numeracy and not industrial skills, and are yet to adjust to the changing demands for knowledge, skills and aptitudes required in the labour market. Youth unemployment in Africa, is concentrated among those who have received some education, but who lack the industrial and other skills required in the

labour market, making them unattractive to employers of labour, who prefer skilled and experienced workers. Furthermore, educated youth prefer wage jobs in the formal sector and would prefer, to remain unemployed until they got the type of job they preferred, that is, they have high reservation wages. More and more, the youth see their friends and relations who complete school and stay for long periods at home, without gainful or productive employment.

A key factor leading to urban unemployment, is the high degree of geographical mobility of youth in the form of rapid rural-urban migration. This, has resulted in a concentration of youth in African cities, where there are a few jobs available in modern sector establishments. It was estimated that by 2010, over fifty percent of African youth would be living in urban areas (Chigunta, 2002). This poses challenges for employment and development policies in Africa.

However, Waller (2012), explains about the Regional report on Africa's Response to the Youth Employment Crisis, is a synthesis of key issues and outcomes of eleven (11) national events, held in Democratic Republic of Congo (DRC), Egypt, Ethiopia, Madagascar, South Africa, Tanzania, Togo, Zambia and Zimbabwe, in the period March to May 2012. The report, highlights the fact that the majority of Africa population is below the age of thirty years (30 years) and despite some progress, youth unemployment and underemployment in Africa remain a major challenge.

The report also shows, that weak economic growth and national capacity to create sufficient quantity and quality of jobs, in the formal economy were seen as interconnected with high rates of youth unemployment (Waller, 2012). In order to combat the problem of higher youths unemployment vocational education al centers as well as industries should be created.

2.2.3 Literature Review in Tanzania Context

Tanzania, is one of the East African countries facing the problem of youth unemployment and she needs an immediate solutions. Different scholars explain on such problem basing on Tanzania situation concerning youths. Like many sub-saharan African countries, Tanzania suffered from severe youth unemployment and inactivity in urban areas in the 1990's (Mjema, 1997). Despite the sustained growth in the second half of the last decade, labor market outcomes have deteriorated (Government of Tanzania 2003). Unemployment is largely in urban phenomenon in Tanzania.

According to Shaidi (2006), who argued that, core problem facing youth in Tanzania is unemployment. This problem, is characterized by lack of job opportunities in urban areas, and underutilization of the majority of the national labour force in the rural areas.

Youth from primary, secondary and high learning institutions entering the labour force annually, is about seven hundred thousand (700,000) but only forty thousands (40,000) got employment into formal sector. The incidence of unemployment among the youth is relatively high. The youth constitute sixty percent (60%) of all people who are unemployed.

According to labour Force Survey (2001), unemployment rate for the whole country, is twelve point nine percent (12.9%). Almost half of the unemployed live in urban areas. Forty six point five percent (46.5%) of active people in Dar es Salaam are unemployed, unemployment for the youths in urban areas is twenty five point five percent (25.5%) and for rural areas is eight point four percent (8.4%).

According to Msigwa *et al* (2013), whom stated that, the problem of unemployment is higher among the youth as compared to the adult population, in both developed and developing countries. Factors, such as lack of experiences and skills mismatch as well as low school leaving age, have been said to contribute to the high youth unemployment compared to the adult population.

Youth, is undeniably among the most important formidable force and resource a country can have, in order to boost its social economic development. In addition of being large in number, the youth are energetic, courageous and poses new ideas that could make changes to the social economic development, if they are well coordinated and involved in economic activities of the country. Regardless to such importance, youth have been faced with many challenges, one of them being unemployment problem. Youth unemployment is among the major challenges facing both developed and developing countries in the world. The problem of youth unemployment, is more critical to developing countries due to the high poverty levels, that requiring all people to work in order to ensure survival (ILO, 2011). Youth unemployment also, brings stress to the societies and families that after high investment in the youth education, they expect them to be employed and hence contribute to the family and society growth. In the developing world, high youth unemployment represents lost potential for national economic transformation, and high numbers of economically frustrated youth may contribute to social instability. Developing regions, with markedly high youth unemployment rates include North Africa twenty six point six percent (26.6%), the Middle East, twenty four percent (24.%), and Southeast Europe/Former Commonwealth Independent states (CIS), twenty two point six percent (22.6%) (ILO, 2011).

For more than a decade, evidence has been accumulating that youth unemployment is following a different path than adult unemployment, is shaped by different factors and is trending towards poorer outcomes. The problem persists in good economic times and further worsens in bad economic times. Youth participation rates, are falling relative to adult participation rates and youth unemployment rates, are consistently two up to four (2-4) times adult unemployment rates.

Mmari (2002), stated, that on the high levels of unemployment among people with primary education in urban areas and suggest that, their skills are insufficient to allow them to find gainful employment. Similar concerns exist for secondary graduates. In the medium term, action plans and programmes to promote skills for the unemployed youth should be put in place.

2.3 Theoretical Review

Many theories, have been developed in an attempt to explain why unemployment arises. The following are the theories that guide this study.

2.3.1 The Classical Theory

The classical theory, as analyzed by Pigou (1933), argued that, the labor market consists of demand and supply of labor. Demand for labor, is a derived demand obtained from the declining portion of the marginal product of labor. The demand curve, is a negative function of real wage in that, if increases the quantity demand for labor will decline and the opposite is true (Mouhammed, 2011).

2.3.2 Human Capital Theory

According to the theory which suggests that, education or training raises the productivity of workers by imparting useful knowledge and skills, hence raising workers' future income by increasing their lifetime earnings (Becker, 1994). It postulates that, expenditure on training and education is costly and should be considered as an investment, since it is undertaken with a view to increasing personal incomes. The human capital approach, is often used to explain occupational wage differentials.

Human capital can be viewed in general terms, such as the ability to read and write or in specific terms, such as the acquisition of a particular skill with a limited industrial application. Human capital theory assumes that, individuals have perfect foresight about future earnings to every level of education. In reality though, youth are plagued by a great deal of uncertainty. This is especially true of those from less privileged backgrounds. Youth are uncertain about the value of their abilities and schooling as well as the timing of job offers and earnings after studies. In addition to that, they have no control over future labor demand and they are uncertain about their longevity (World Bank, 2006).

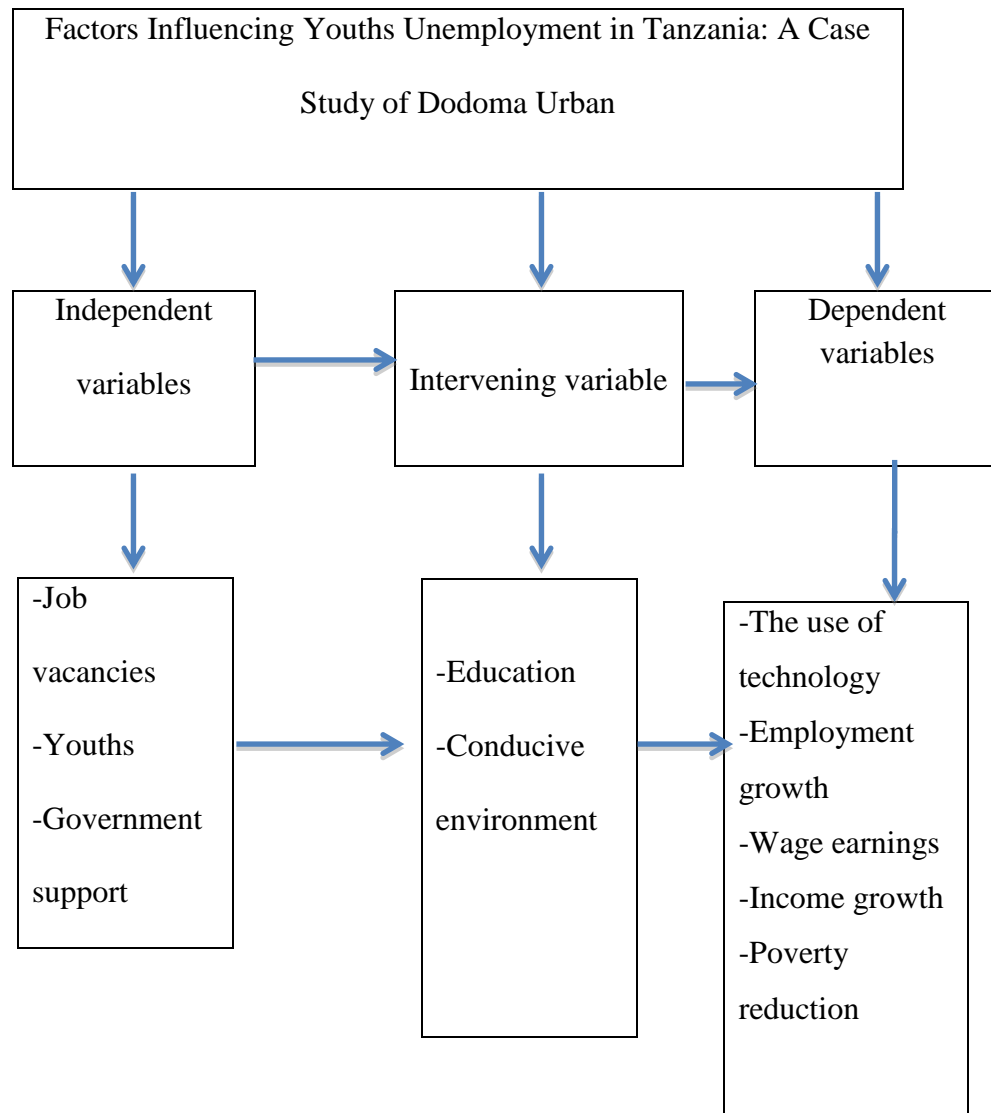
2.4 Conceptual Framework

Education is the only possible continued investments, in both human and physical capital coupled with technological progress. However, when one considers the equitable distribution of such growth, education improvements play the pivotal role. And when the optimal timing of such investments are taken into account, a person's childhood and youth become critical phases for intervention. In other words,

economic growth and development can only be sustained when we are able to nurture the young, so that they grow up into productive and responsible adults. Failure to do so, results in negative consequences not only to the economy but to the entire society as peace and order problem.

The situation of the youth today, presents the world with an opportunity to accelerate economic growth and reduce poverty. Opportunities for young people to find a job, are bound to the general economy and overall employment situation in a country. However, they are also influenced by the education and skills, young people possess the relevance of these skills for the labour market, and the possibilities available to youth to apply and use these skills. By basing on the understanding, work is a source of personal dignity, family stability, peace in the community, democracies, that deliver for people and economic growth, that expands opportunities for productive jobs and enterprise development. By providing quality education to youths, it will equip them with knowledge and skills as a result they could be able to find jobs, that will help them to increase their income.

Figure 2.1: Conceptual Framework for Youth Unemployment



Adopted from Maria (2003) and modified by a researcher (2014)

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter, presents methods that were used in collecting relevant information to the study. The chapter covers the research design, study area, target population, sample and sampling technique, data gathering instruments, validity of the instruments and analysis procedures.

3.2 Research Design

According to Kothari (2004), He stated that, research design is the arrangement of conditions for collection and analysis of data, in a manner that aims to combine relevance to the research purpose with economy in procedure. In fact, the research design is the conceptual structure within which research is conducted.

Macmillan (1993), argued that research design is a plan for selecting subjects, research sites and data collection procedures to answer the research questions. Also Whites (2002), he stated that, research design refers to a plan and structure of an investigation used to obtain evidence, to answer the research questions. Generally the design shows the research set up and the methods of data collection used. In this study qualitative approach was employed because it emphasised on the qualities of entities, processes and meanings that, cannot be experimentally examined or measured in terms of quality, amount, and intensity or frequency.

3.3 Area of Study

The study was conducted at Dodoma urban. Dodoma Region lies at 40⁰ to 70⁰ latitude South and 35⁰ – 37⁰ East. It is a region centrally positioned in Tanzania and is bordered by four regions namely Manyara in the North, Morogoro in the East, Iringa in the South and Singida in the western part of Tanzania.

This region consists of seven Districts which are Dodoma municipality, Mpwapwa, Kongwa, Kondoa, Chemba , Bahi and Chamwino. This study, focused on the three wards namely Chamwino, Kikuyu and Makole wards. These wards, were selected for the study because were the parts in the urban center that experienced high population as well as they were flexible in respect to data collection methods and time saving

3.4 Study Population

According to Kothari (2004), argued that, study population is also known as a well-defined collection of individuals or objects, known to have similar characteristics. The population under this study, was in five categories, these were unemployed youths, parents, teachers, Ward leaders as well as Municipal leaders. They were selected because of their status as they could provide relevant information related to the study.

3.5 Sample and Sample Size

According to Adam (2008), he defined sample as a subset of universal set of population. It is difficult for the researcher to conduct research to all targeted population rather the researcher has to select a few from the entire population to participate on the study (Enon, 1998). The sample of this study, drew from five categories namely teachers, unemployed youths, parents, municipal leaders and ward

leaders in Dodoma urban. For possible access and manageability, the sample comprised seventy eight (78) out of seventy eighty respondents fifty six (56) were unemployed youths which was equivalent to seventy one point seven percent (71.7%), ten parents (10) which is equivalent to twelve point eight percent (12.8%), six teachers (6) which was equivalent to seven point six percent (7.6%), three ward leaders (3) which was equivalent to three point eight percent (3.8%) and two municipal leaders (3) which was equivalent to (3.8%) as indicated in the table 3.1 below.

Table3.1: Sample Size for Respondents

Category of respondents	Total
Municipal leaders	3
Ward leaders	3
Teachers	6
Parents	10
Unemployed youths	56
Total	78

Source: Researcher, 2014

3.6 Sampling Techniques

According to Kothari (1992), who defined sampling techniques, as the procedures used to select the sample to represent entire population. This is due to the fact that, it is not possible to involve all population for a proposed study area due to time, accuracy and financial constraints (Enon 1998).

The use of both probability and non-probability sampling, makes easier for data collection in the sense that, the weakness of one technique is supplemented by other technique (Enon 1998). Probability sampling, is sampling procedure, where each item in the population has a chance to be included in the sample. Non- probability is a

sampling procedure whereby items in the sample are selected deliberately by the researcher (Kothari, 2005). In this study, both probability and non-probability sampling techniques, were used whereby simple random sampling was used to get appropriate sample. In this technique, all members in the population have an equal chance of being selected to form a sample and the technique, was suitable as it avoided bias in sampling process. Therefore parents and teachers were selected randomly. Moreover purposive sampling was used to select unemployed youth, ward leaders and municipal leaders.

3.7 Sources of Data

We can generally collect data from two sources, primary sources and secondary sources. Data collected from primary sources are known as primary data and collected from secondary sources are called secondary data.

3.7.1 Primary Data

According to Panneerselvam (2004), who revealed that, primary data are data that are collected for the first time by direct observation are known as raw data. And he adds that primary data are collected from the original source in a controlled or uncontrolled environment. Primary data are very important in research because data collected through observation or questionnaire survey are natural data.

3.7.2 Secondary Data

Kothari (2004), defines secondary data can be obtained from secondary sources, such as reports, books, and journals, documents, magazines and Websites. According to (Secondary data means data that are already available that is they refer to the data which have already been collected analyzed by someone else.

Primary data generally are those collected for the first time Secondary data are those which have already been collected and analyzed by someone else.

In this study, secondary data involved visiting government offices in each ward by reviewing the existing published and unpublished reports documents. This secondary source of data is important in research because it enables the researcher to review the past information through different documents.

3.8 Methods for Data Collection

Data collection as a process of gathering specific information aimed at providing some facts (Kombo and Tromp, 2006). In this study, various methods and techniques for data collection were used.

3.8.1 Questionnaire

Panneerselvam (2004), who argued that, a questionnaire consists of a set of well-formulated questions, to probe and obtain responses from respondents. A questionnaire is a means of eliciting the feelings, beliefs, experiences, perceptions, or attitudes of some sample of individuals. In this study, a questionnaire as a tool of collecting data

involved the use of written questions, to which the respondent respond in writing. This tool was used because the study much concentrated on the respondents who were educated. Also (Kothari 2005), also argued that, questionnaire is a typed set of questions in a definite order on a form or set of form. Questionnaires comprising of both open and closed ended questions, were prepared for the whole purpose, of collecting primary data from teachers, municipal leaders, unemployed youths ward leaders as well as parents who knew how to read and write. It was adopted in this study because it provided an adequate time for respondents to give well thought answers and was free from the bias of interviewer since the respondents, provided answers in own words.

3.8.2 Interview

The interview method, for collecting data involved oral verbal stimuli and reply in terms of oral-verbal responses. For key informants the category of respondents was interviewed by using checklist guide. It was guided by both structured and semi structured questions, to obtained information from one parson about particular topic (Kothari 2004). There was a direct oral interview in which researcher (interviewer) asked questions to the respondents during discussions. The researcher crossed to examine the respondents about the research problem under study by using pre-determined questions. The responses or information obtained were recorded. Apart from the structured interviews, researchers also used unstructured interviews as well. This allowed the researcher to be flexible in asking supplementary questions, that were raised on the factors influencing youths' unemployment, in case of any need to get precise information. The interview methods included three (3) ward leaders and three (3) municipal officials. This method was used because it helped the researcher to probe

and reach the inner information

3.8.3 Focus Group Discussion

Focus group discussion is a method, in which the researcher brings together a small number of respondents to discuss the topic of interest (Rutman, 1996). Also Barbour (2008), argued that, focus group discussion relying on generating and analyzing interaction between participants rather than, asking the same question to each group participant. Focus groups are used to gather data, usually in the forms of opinions, from a selected group of people on a particular and pre-determined topic. They can be a useful way to bring to the surface issues, that might not otherwise have been discovered: the dynamics of a group can often make people bolder in advancing their opinions.

The focus group discussion, involved parents whereby out of ten two groups of five respondents each were formed, that included five (5) male respondents and five (5) female respondents.

This method, was employed by the researcher to hold in-depth discussions with parents, in order to verify the factors influencing unemployment to youths. There was oral interview in which the researcher (interviewer) asked questions to the respondents during discussions. The response or information obtained was recorded. This allowed the researcher to be flexible in asking supplementary questions, which rose on the factors in case of any need to get precise information. This method helped the researcher to capture the views of youths on the problem of youth unemployment through discussions.

3.9 Data Analysis

SPSS computer software was used in data analysis. Data, were analyzed by computing frequencies and percentages of the emerging issues from the collected data. Data were systematically analyzed by using SPSS Computer package, in which particularly involved computation of frequencies and percentage. SPSS was used in data analysis because it was mostly suitable for both qualitative and quantitative analysis as well enabled the researcher, to present data obtained in tabular form and graphs.

3.10 Data Reliability and Validity

3.10.1 Validity

According to Dawson (2002), once the researcher has constructed data collection tools, they must pilot test them. This was done, by asking people to read through and see if there were any ambiguities that have not noticed. They were also asked to comment about the length, structure and wording of the questionnaire and alter the question accordingly. Means that correct procedures had been applied to find answers to a question.

3.10.2 Reliability

A measuring instrument, is reliable if it provides consistent results (Kothari, 2004). It is the quality of a measurement procedure that provides repeatability and accuracy. In this study, the same questionnaires were used in each category of respondents in order to obtain the results required.

3.11 Ethical Consideration

The permission to conduct this study was from relevant authorities. These included the permission from Dodoma municipality and a written permission from the University of Dodoma. In addition to that respondents were assured of the confidentiality of the information that was provided to the researcher as it was for the purpose of the study only and not otherwise.

CHAPTER FOUR

FINDINGS, ANALYSIS AND DISCUSSION

4.1 Overview

In this chapter, major findings are clearly discussed which are the respondents' demographic profile, including age and sex of respondents, category of respondent, the education level of respondents and other employment information of them. Other important issues discussed include respondent's occupation and employment status, in order to get information appropriately, Discussion also was carried out on major factors contribution to youth unemployment, major sources of income to youth and further, the chapter discusses ways to improve employment to youth.

4.2 General Characteristics of Respondents

The characteristics demographic profile, name of the ward, sex of respondents, ages of them, marital status of them and the educational level of respondents are presented.

4.2.1 Name of the Wards

The study focused on (3) three wards these are Kikuyu, Chamwino and Makole wards. The study was carried respectively on the factors influencing youth's unemployment in Tanzania, a case study of Dodoma urban.

Table 2: Name of the Wards and Category of Respondents

Variables	Wards			
	Makole	Chamwino	Kikuyu	Total
Teachers	2	2	2	6
WEO	1	1	1	3
Municipal officers	1	1	1	3
Parents	2	5	3	10
Unemployed youths	17	17	22	56
Total	22	26	29	78

Source: Survey field data 2014

4.2.2 Sex of Respondents

In this study the sex of respondents were considered as important variables, that had a great role in obtaining information, relating to the factors influencing youth's unemployment in Tanzania. According to Table number three (3) below has revealed that fifty three point eight percent (53.8%) were male respondents and forty six point two percent (46.2%) were female respondents. The researcher has aimed at reducing the gender bias but it was not possible due to limited number of females for interviews. However, it was noted that, there was no significant variation between male-female involvements in the study.

Table 3 Sexes of Respondents

Sex of Respondents	Number of Respondents	Percent (%)
Male	42	53.8
Female	36	46.2
Total	78	100

Source: Field data 2014

4.2.3 Age of Respondents

According to Table four (4) below which shows the age of respondents, as one of the important parameter in assessing efficiency in work performance. The age of respondents who were interviewed between was as follow: eighteen to thirty five years old (18-35 years) were youths who were fifty-six in number (56), which was equivalent to seventy one point seven percent (71.7 %). Another age group of respondents interviewed, was those aged between thirty nine to forty eight (39-48) years who were nine (9) in number which was equivalent to eleven point five percent (11.5 %) followed by eight respondents which was equivalent to ten point three percent (10.3%) of all respondents and their ages ranged between forty nine to fifty eight (49-58) years old, while five (5) respondents which was equivalent to six point four percent (6.4 %) of all respondents and they were aged between fifty nine (59) years old and above. In addition to that the respondents who their age groups ranged between thirty-nine up to fifty-nine and above (39-59 +) included the adults as indicated in table 4 below. Results implied that, most of the respondents fall within the economically active age. Youths are more responsive to new ideas and practices, while older ones are conservative and less responsive to adopt new ideas and practice.

Table 4 Age of Respondents

Variables	Age of respondents	Number of respondents	Percent (%)
Age of respondents	18 – 35	56	71.7
	39 – 48	9	11.5
	49– 58	8	10.3
	59+ (and above)	5	6.4
Total		78	100

Source: Survey field data 2014

4.24 Marital Status

According to Table five below (5) revealed that, married respondents were fifty-five (55), which was equivalent to seventy point five percent (70.5%), and single, widow/widower fifteen (15), which was equivalent to twenty point five percent (20.5%). While divorced were three (3), which is equivalent to eleven percent (11%).

Table 5 Marital Statuses of Respondents

Variable	Respondents category	Number of respondents	Percent
Marital Status	Married	55	70.5
	Single/Widows/Widowers	15	20.5
	Divorced	3	3.8

Source: Survey field data 2014.

Table 6 Education Levels of Respondents

Variable	Level of education	Number of respondents	Percent
Educational level	Primary level	42	53.8
	Secondary level	26	33.3
	Tertiary level	10	12.8

Source: Survey field data 2014

4.2.5 Educational Level

According to Table six above (6) which shows educational level of respondents who were interviewed. The respondents attained primary level of education were forty two (42) which was equivalent to fifty three point eight percent and the rest attained secondary level of education were twenty six (26) which was equivalent to thirty three point three percent (33.3%), while who attained tertiary or higher level of education were ten (10) which was equivalent to twelve point eight percent (12.8%). This has revealed that, majority of the respondents obtained a low level of education as a result,

it become so difficult for them to be employed or self-employed, so that they could be able to deal with activities that needed one to be well educated such as financial matters. So, in order to have clear understanding of problems emanating youths unemployment, the researcher found out it sounded better to determine the level of respondents' education for the sake of making comparative study. An individual's level of education could affect his/her access, comprehension and adoption of modern employment.

4.3 Factors Contributing To Youths' Unemployment in Dodoma Urban

4.3.1 Gender Difference to Youth's Unemployment

In the Tanzanian context, gender equity is an issue for a large majority of people, due to the socio-cultural practices and traditional attitudes of society (Kwesiga, 2002). Therefore, many of the issues that are facing women in general gender imbalance. This study has shown that, thirty six female respondents (36) which was equivalent to forty six point two percent (46.2%) encountered in this research compared to male respondents were forty two (42) which was equivalent to fifty three point eight percent (53.8%) this implied that there was limited access to education and employment, due to cultural practices that tended to exclude women from public life. Women have less access to education, employment as well as financial services related to their special needs, in relation to capital investment for businesses. When it comes to business tasks, women faced difficulties in carrying out the responsibilities of all the domestic chores that are normally expected for a woman in traditional societies, or may take longer to perform the tasks (Kwesiga, 2002).

Kwesiga also cemented that, the employment rate of women tends to be considerably lower than that of males, regardless of the overall employment rate. Women are lacking opportunities in employment. Therefore, it results to high destitution and their participation in community life is limited. Women are more affected by traditions that deny the right to inherit and own property including land. The Societies favour males; as for young women are at a particular disadvantage as families may be reluctant to allocate resources to them.

4.3.2 Employment Status of Dodoma Urban

Among the respondents who were interviewed were teachers, parents, municipal officials and others. The study has revealed that nineteen point two percent (19.2%) of respondents, were employed this included six teachers (6) which was equivalent to seven point seven percent (7.7%), three ward executive officers (3) which was equivalent to three point eight percent (3.8%), Municipal officials who were three (3) which was equivalent to three point eight percent (3.8%), as well as three parents (3) which was equivalent to three point eight percent (3.8%) while unemployed were about sixty three (63) which was equivalent to eighty point six percent (80.6%) of respondents were not employed.

This included fifty six (56) youths which was equivalent to seventy one point eight percent (71.8%) and seven parents (7) which was equivalent to eight point nine percent (8.9%) as indicated in Table seven point one and Table seven point two below (7.1 and 7.2). Hence this study have shown that majority of respondents were not employed hence they face a lot of difficulties to their lives as the consequences of their unemployment. In fact, the unemployment rates of the youths was higher due to lack of opportunities for work. School leavers competed with more jobseekers for a

fewer job vacancies. Since employers are becoming very selective in their appointing of new staff (ILO, 2011). This trend, is witnessed in Tanzania where the introduction of new factories and labour market is very minimal.

More importantly, low-skilled youths who even before faced multiple barriers in seeking jobs, were now at a high risk of long a term inactivity and exclusion. The imbalance, between entry and exit rates into the labour market stemming from demography alone, excluding changes in the labor force participation rates accept the indecent work, due to job scarcity, because the economy is sluggish and cannot absorb the entrants into employment, as fast as they arrive the high ratio is a source of social and political instability in many developed and developing countries (Mmari, 2002). During an interview also one of the interviewee agued on the poor job skills and job experience, as the major factors leading to youths' unemployment as he said

“.....many youths lack job experiences and also they have no enough skills required to labour market.....” (Municipal officer) he argued.

Table 7:1 Numbers of Employed Respondents

Respondents	Wards				
	Makole	Chamwino	Kikuyu	Total	Percent
Teachers	2	2	2	6	7.7
WEO	1	1	1	3	3.8
Municipal officers	1	1	1	3	3.8
Parents	1	1	1	3	3.8
Total	5	5	5	15	19.2

Source: Research field data (2014)

Table 7.2 Number of Unemployed Respondents

Respondents	Wards				
	Makole	Chamwino	Kikuyu	Total	Percent
Youths	17	17	22	56	71.7
Parents	2	2	3	7	8.9
Total	4	4	5	63	80.6

Source: Survey field data 2014

4.4 The Availability of Employment Opportunities in Dodoma Urban

4.4.1 Respondent's Occupation

To understand the working occupation of the respondents, was believed to add value in this study, since it could be worth to judge the relevance of information, basing on the responses to that particular question. In this study there were three respondents' working occupations whereby government workers were fourteen (14) which was equivalent to seventeen point nine percent (17.9%), Those who had business activities were four (4) which was equal to five point one percent (5.1%) while peasants were about five point one percent (5.1%) as well as business men were three which was equivalent to three point eight percent (3.8%) as illustrated in Table eight (8) below.

These working positions could help to provide a reliable information on factors influencing youth's unemployment and therefore, enriching the study to the expected level. The majority were found to be employed by the government excluding youths. Sustained economic growth, can only be possible with continued investments in both human and physical capital, coupled with technological progress. However, when one considers the equitable distribution of such growth, human capital improvements plays the essential role. Economic growth and development, can only be sustained by assisting the young so that they grow up into productive and responsible adults (Dagne, 2013).

High youth unemployment rates, are thus of a grave concern to Tanzanian society.

At the individual and household levels, the youth are at the transit from childhood to adulthood and from a situation of dependence, to one of independence. It is during this stage that the foundations of a stable or unstable future family life will be established. Thus, the state has the responsibility to create the appropriate opportunities for the youth, to be able to take root financially, emotionally and physically is in this critical transition stage. Failure to do so, may result in a wider social concerns in particular, peace and order problems, juvenile delinquency, drug abuse and broken families (Dagne, 2013).

Table 8 Respondent's Occupation

Variables	Respondents	Wards				
		Makole	Chamwino	Kikuyu	Total	Percent
Occupations	Teachers	2	1	1	4	5.1
	Peasants	1	2	1	4	5.1
	Businessman	1	1	1	3	3.8
	Government workers	4	5	5	14	17.9
	Others	0	0	0	0	0
Total		8	9	8	25	31.9

Source: Field data 2014

4.5 Factors Contributing to Youth Unemployment

According to objective number one (1) in this study, the questions were given to respondents based on the factors contributing to youth unemployment in Tanzania. It was notified that about thirty eight point four percent (38.4%) of the respondents reported on the lack of education as mostly an issue, while about thirty point seven

percent (30.7%) responded on lack of good governmental policy, also about twenty six point nine percent (26.9%) of respondents, responded on lack of capital and those who responded on youth themselves were about five point two percent (5.2%), as indicated in Table nine (9) below. For this matter education is a key to everything.

The situation of youth today, presents the world with an opportunity to accelerate economic growth and reduce poverty. This is due to the development achievements of the past decades, the number of young people who finished primary school have increased. Opportunities for young people to find jobs, are bound to the general economy and overall employment situation, in a country has become a problem. Moreover, the influence of education and skills for some of young people possess the relevance of these skills, for the labour market and the possibilities available to youth to apply and use these skills, in working in different areas. For instance youths who have been provided with vocational education (Chigunta, 2002).

The core problem facing youth in Tanzania is unemployment. This problem is characterized by shortage or lack of employment or job opportunities in urban areas, and underutilization of the majority, of the national labour force in the rural areas. For this case the economic recession has drastically reduced the economy's ability, to absorb new workers just as the number of young people entering the labour market, reached its highest level ever. Even a well-functioning economy would have difficulty absorbing new cohorts into the labour market (Mmari, 2002).

The country's rural infrastructure also, particularly roads, has also inhibited competitiveness of the agriculture sector. Agriculture though remains a key area of the economy, generating Gross Domestic Product (GDP) and employing around eighty five percent (85%) of the workforce (ILO, 2011). If a broader definition that

encompasses agricultural processing and related activities is adopted, the indirect share rises to about sixty seven percent (67%) respectively. Moreover, some seventy percent (70 %) of the poor people depend on this sector, and thus its fluctuations have a direct impact on the nation’s welfare (ILO, 2011). Agricultural sector is absorbing a lot in its employment. Therefore, the rural infrastructure is very important to create conducive environment for the agriculture and youth employment. This also will hinder the rural-urban migration of the youths.

Apart from that, the focus group discussion was conducted with parents during the field survey. Most of the parents commented on poor education which was related to lack of skills as one of the member said “....you know our children fail in their education due to the poor system of education which is provided to them”(Ayoub, a parent) argued.

Table 9 Responses on Factors Contributing to Youth Unemployment

Responses	Wards				
	Makole	Chamwino	Kikuyu	Total	Percent
Lack of education	8	12	10	30	38.4
Lack of capital	6	6	9	21	26.9
Lack of good government policy	9	7	8	24	30.7
Youth themselves	1	1	2	3	3.8

Source: Survey field data 2014

4.6 Educational System of Tanzania

According to question number five (5) which requested whether the educational system of Tanzania allowed youths to be employed or self-employed.

The question, was set in order to achieve a clear picture concerning the views of respondents, based on Tanzanian educational system whether it allowed youths to be employed or not. This encountered that, about sixty five point three percent (65.3%) of the respondents responded that the education system did not allow youths to be employed or self-employed. While thirty four point six percent of the respondents (34.6%) notified that, educational system of Tanzania allowed youth to be employed by the government sector, as indicated in Table ten (10) below. However, educational systems in Africa have witnessed declines in quality and infrastructure at all levels in the last decade. This is because they were geared towards providing basic literacy and numeracy and not industrial skills, and are yet, to adjust to the changing demands for knowledge, skills and aptitudes required in the labour market (Chigunta, 2002).

Table 10 Responses on Educational System of Tanzania

Responses	Wards				
	Makole	Chamwino	Kikuyu	Total	Percent
Yes	8	11	8	27	34.6
No	16	15	20	51	64.3

Source: Survey field data 2014

4.7 Measures for Alleviating Unemployment in Dodoma Urban

4.7.1 Ways to Improve Employment to Youths

Ways to improve employment to youths, was one of the important points to discuss the matter. Respondents, were given opportunity to suggest measures that could be taken in order to improve youth employment. According to objective number three (3) in this study which based on the question provided by the respondents who were requested to

suggest measures, that could be taken in order to improve employment to youths in Dodoma urban, as responses indicated in table eleven (11) below. According to findings, about forty one respondents (41) equals to fifty two point six percent (52.6%) suggested that the better way to improve employment to youths was through providing developmental education. While eighteen (18) respondents that was equivalent to twenty three percent (23%) proposed that, policy improvement is one of the way to improve employment to youths, as well as nineteen (19) respondents equals to twenty four point three percent (24.3%), suggested that capital, could become also one of the contribution to the employment improvement, to youths as indicated in Table eleven (11) below, The recent trends in employment outcomes for disadvantaged youth, focusing specifically on those who have become disconnected from school and the labour market, and that is why these trends have occurred. Efforts to enhance education and employment outcomes, both among in-school youth who are at risk of dropping out and becoming disconnected as well as out-of-school youths have already done (ILO, 2011).

Even though, disadvantaged educated youths had been deteriorating over time but employment had decreased. This is based on their levels of their earning; their employment and labor force participation rates had decreased for a few decades. Among young Black men, in United States of America the declines in employment and labour force activity have been particularly pronounced, while their rates of incarceration have risen dramatically. This is due to the provision of education among the Black people. The number of Black people who are holding executive post in the developed countries can witness this. For instance, Condoleezza Rice in America who was a secretary of state as well as Barack Obama as a result the fractions of these young men, who are disconnected from School and work have risen (Mmari, 2002)

Table 11 Responses on Ways to Improve Employment to Youths

Variables	Wards				
	Makole	Chamwino	Kikuyu	Total	Percent
Education	12	15	14	41	52.6
Policy improvement	6	6	6	18	23
Capital	5	5	9	19	24.3
Total	14	26	29	78	99.9

Source: Survey field data 2014

4.8 Challenges Facing Youths in Obtaining Employment

According to the question which was provided to the respondents asked on the challenges facing youths in obtaining employment. In this study, the respondents were requested to articulate the challenges that faced youths in obtaining employment. Forty-eight (48) respondents that were equals to sixty one point five percent (61.5%) reported that, lack of job vacancies due to lack of industries were the causes of the problems to youth's employment in Tanzania For instance, in Dodoma there are a few factories or industries that could absorb youths to acquire employment.

While twenty one (21) respondents equals to twenty six point nine percent (26.9%) reported that, corruption was also the challenge faced youths in obtaining employment as well as nine (9) respondents which was equivalent to eleven point five (11.5%) explained that lack of job experience was one among the challenges faced the youths to obtain employment as indicated in Table twelve (12) below.

The majority, emphasized economic recession which has drastically reduced the economy's ability, to absorb new workers just as the number of young people, entering the labour market reached its highest level ever. While the challenges facing youth are high even a well-functioning, economy would have difficulty absorbing new cohorts into the labour market (Shaidi, 2006).

Table 12 Responses On The Challenges Facing Youth In Obtaining Employment

Variables	WARDS				
	Makole	Chamwinbo	Kikuyu	Total	Percentage
Corruption	7	9	5	21	26.9
Experience	1	3	5	9	11.5
Lack of job Vacancies	16	14	18	48	61.5

Source: Survey field data 2014

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter, presents the summary, conclusions and recommendations obtained from the findings as discussed, according to the research objectives and questions of research, as well as some measures to be taken in order to alleviate the situation of youths' unemployment, in Dodoma urban as proposed.

The research explored many factors contributing to youths' unemployment in Dodoma urban, challenges and the way forward to minimize the situation.

5.2 Summary

The study, aimed at investigating the factors influencing youths' unemployment in Tanzania, a case study of Dodoma urban. It was conducted in three wards namely Makole, Kikuyu and Chamwino.

The respondents, were both males and females in order to dig views from both sides so as to have an accurate analysis of the findings. This was done purposefully to have a better knowledge from the selected topic. The respondents were being categorized according to the need. A total of forty -two (42) male respondents and thirty-six female respondents, were included in the study as elaborated in chapter three.

Focus group discussion questionnaires and interviews were employed for the purpose of achieving the objectives of the study, also different documents and books were used to explore the statistics of youths' unemployment.

The situation of youths' unemployment, has reached at the level of being realized from the family to international level. This shows that, youth was a vulnerable group to unemployment. The study, demonstrated several factors that include poor education, lack of job opportunities as well as lack of capital.

The study findings also have revealed that there were various challenges faced youths in obtaining employment. These challenges are corruption, lack of job vacancies and job experiences. It was argued that, many youths had no such experience due to their age of school completion.

Although the government takes the efforts to create employment opportunities, but still many youths are unemployed, this is due to difficulty of the society to change their attitudes concerning the ability of youths, to bring changes despite the low experience they possessed.

5.3 Conclusion

The main objective of this study, was to find out factors influencing youths' unemployment in Dodoma urban. Indeed, youth employment could constitute the backbone of the sector in most of the developing countries, because failure to do so might result in wider social concerns in particular, peace and order problems, juvenile delinquency, drug abuse, broken families and rebellion as we can see today what happening to our societies. The problem of unemployment is higher among the youth as compared to the adult population, in both developed and developing

countries. He further added that there are factors such as lack of experiences and skills mismatch as well as low school leaving age that have been said to contribute to the high youth unemployment compared to the adult population.

The youth employment challenge, is complex and successful solutions will need to draw on various stakeholders and multi-disciplinary approaches. In this research it was found out that mostly on labor market and entrepreneurship related policies and thus, left the broader issues of an enabling youth employment framework such as macroeconomic conditions, the rule of law, political leadership as well as youth empowerment and integration into the society (Shaidi, 2006).

In the past half-century, changes have been brought about in the youth employment as a result of technological innovations. Most regions, with employment facilities are quick to adopt the global package and make them economically viable. In fact they have benefited from the type of employment. They are constrained in the production process by lack of access to inputs, technology, credit and markets (ILO, 2011).

The results obtained indicate that, unemployment is one of the important phenomenons to the youth, lack of good government policy and sufficient capital have highlighted the negative links, between poverty and employment and raised concern about the implications of low employment on poverty and people's welfare (ILO, 2011).

The study demonstrated that, youths are mostly affected by the situation of unemployment. Better education was argued to be the main way to improve employment but the problem of unemployment is still higher among the youth as compared to the adult population in Tanzania. Factors such as lack of experiences and

skills mismatch as well as low school leaving age have been said to contribute to the high youth unemployment compared to the adult population

Weak economic growth and national capacity to create sufficient quantity and quality of jobs in the formal economy, is also interconnected with high rates of youth unemployment. (Waller, 2012). In order to combat the problem of higher youths' unemployment, there should be vocational education centers as well as industries that could be able to absorb many youths.

However this study has revealed that many youths fail to enter the labour markets due to poor skills they possess. Mmari (2002), cemented that on the high levels of unemployment among people with primary education in urban areas and suggest that their skills are insufficient to allow them to find gainful employment. Similar concerns exist for secondary graduates. Hence, action plans and programmes to promote skills for the unemployed youth, should be put in place so that youths could have enough skills required in the labour market.

Furthermore, the study has revealed that youths became unemployed due to lack of job opportunities as a result of absence of industries. Shaidi (2006), argued that, the core problem facing youth in Tanzania was unemployment. This problem, is characterized by lack of job opportunities in urban areas and under- utilization of the majority of the national labour force in the rural areas.

Apart from that, government of Tanzania has made the efforts to create gender balance but the situation still persisted. Women, have less access to education, employment as well as financial services, related to their special needs in relation to capital investment for businesses. When it comes to business tasks, women face difficulties in carrying

out the responsibilities of all the domestic chores, that are normally expected for a woman in traditional societies, or may take longer to perform the tasks (Kwesiga, 2002).

5.4 Recommendations

Based on the findings from the study, the following are important recommendations for youth's employment in Tanzania. There is a need by district levels to establish entrepreneurial strategies system by extending services to rural areas, investing more in rural communities, so that could access information when they were in need of it.

There is a need, for structural reforms to improve functioning of the cooperatives and for ensuring greater efficiency and viability. Cooperatives need assistance in phasing out government financial support, with a clear and an active guidance to improve financial viability and generate internal resources. Greater democratization of cooperative institutions and increased professionalism in their management capacity building is needed through awareness generation, training and participation (ILO, 2011). It was clear from the emerging scenario that, the group approach and mobilization of youth into commodity associations is one strategy that helps in the empowerment process. Another strategy that is clearly discernible is to expand the universe of agro-service providers as well as buyers and purchasers of agricultural produce, to make the market environment more competitive.

There is a need, for governments to empower youth to take advantage of the opportunities, opening up both market forces in the domestic and international markets economies, through agriculture system. To protect youth as vulnerable groups against such eventuality, government needs to build in requisite safety and safeguards so that,

reforms have a human face. This will imply implementation employment policy reforms, optimizing input efficiency, introducing sustainable agricultural practices, bringing about institutional change and improving institutional capacity, developing human resources and encouraging greater participation of the non-governmental sector in agriculture (ILO, 2011).

There is a need, to establish center of entrepreneurial production in every area of which, may be used as the focal point for cooperation and coordination, among the youth to force them working around the center. Here person to person contact for the exchange of ideas, discussion with resource persons, discussion meeting of those areas leaders, teachers, and educationist, are supposed to be organized and held occasionally to make their knowledge up to date, among themselves as well as among communities working in different places (Shaidi, 2006).

5.5 Area for Further Research

Further studies in this area, could explore the role of Tanzanian youths in technology adoption and innovation as well as different policies, that the governments can adopt towards a high potential and vulnerable youth groups in bringing development in the Country.

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APPENDICES

Appendix I: Questionnaire For Unemployed Youths

Dear respondent,

This questionnaire aims to collect data regarding FACTORS INFLUENCING YOUTHS UNEMPLOYMENT IN TANZANIA: A CASE STUDY OF DODOMA URBAN in order to fulfill the Research Project, for Masters Degree in Social Sciences.

REMEMBER that, all the information provided by you, are for the Research purpose only and also be assured that, information will not be passed to anybody else and will be confidential. The names and addresses, will be for the purpose of analyzing this research only, in accordance with the professional CODE OF CONDUCT and the DATA PROTECTION.

I take this opportunity, to express my gratitude and thanks for your co-operation.

Yours faithfully,

Salum, Asha

Personal information

- Name.....
- Address.....
- Telephone no.....
- Email Address.....

Could you please answer the following questions?

Put the symbol (√) in front of your answer.

1. Age
 - a) 18-25
 - b) 25-35

2. Gender
 - a) Male
 - b) Female

- 3 Employment statuses
 - a) Employed
 - b) Not employed

4. Marital status
 - a) Married
 - b) Not married
 - c) Divorced

5. Level of education
 - a) Primary
 - b) Secondary
 - c) Tertiary

6. Have you ever been employed?
 - a) Yes
 - b) No

7. Are there any industries in your region?
 - a) Yes
 - b) No

If yes, please mention them.

 - a).....
 - b).....
 - c).....

8. What do you think are the factors contributing to youth unemployment?

a).....

b).....

c).....

d).....

9. What could be the ways to improve employment to youths?

a).....

b).....

c).....

d).....

“Thanks for Your Co-Operation”

Appendix II: Questionnaire for Teachers

Dear respondent,

This questionnaire, aims to collect data regarding FACTORS INFLUENCING YOUTHS UNEMPLOYMENT IN TANZANIA: A CASE STUDY OF DODOMA URBAN in order to fulfill the Research Project, for Masters Degree in Social Sciences.

REMEMBER that all the information provided by you, are for the Research purpose only, and also be assured that, information will not be passed to anybody else and will be confidential. The names and addresses, will be for the purpose of analyzing this research only, in accordance with the professional CODE OF CONDUCT and the DATA PROTECTION.

I take this, opportunity to express my gratitude and thanks for your co-operation.

Yours faithfully,

Salum, Asha.

PERSONAL INFORMATION

- Name.....
- Address.....
- Telephone no.....
- Email Address.....

Could you please answer the following questions?

Put the symbol (√) in front of your answer

1. Age

- a) 20-29
- b) 30-39
- c) 40-49
- d) 50 and above

2. Gender

- a) Male
- b) Female

3. Marital status

- a) Married
- b) Not married
- c) Divorced

4. Level of education

- a) Primary
- b) Secondary
- c) Tertiary

5. Does educational system of Tanzania allows Youth to be employed by the government or self employed?

- a) Yes
- b) No

If yes, how?

.....

.....

...

If no,why?

.....
.....
6 What are the challenges facing youth in obtaining employment?

a)

b)

c)

d)

7. What could be the ways to improve employment to youths?

a).....

b).....

c).....

d).....

“Thanks for Your Co-Operation”

Appendix III: Questions for Municipal Officers

Dear respondent,

This questionnaire, aims to collect data regarding FACTORS INFLUENCING YOUTHS UNEMPLOYMENT IN TANZANIA: A CASE STUDY OF DODOMA URBAN in order to fulfill the Research Project for Masters Degree in Social Sciences.

REMEMBER that all the information provided by you, are for the Research purpose only, and also be assured that, information will not be passed to anybody else and will be confidential. The names and addresses will be for the purpose of analyzing this research only, in accordance with the professional CODE OF CONDUCT and the DATA PROTECTION.

I take this opportunity to express my gratitude and thanks for your co-operation.

Yours faithfully,

Salum, Asha

Personal information

- Name.....
- Address.....
- Telephone no.....
- Email Address.....

Could you please answer the following questions?

Put the symbol (√) in front of your answer.

1. Age
 - a) 18- 38
 - b) 39-48
 - c) 49 – 58
 - d) 59 and above

2. Gender
 - a) Male
 - b) Female

3. Marital status
 - a) Married
 - b) Not married
 - c) Divorced

4. Level of education
 - a) Primary
 - b) Secondary
 - c) Tertiary

5. Employment status
 - a) Employed
 - b) Not employed

6. Does educational system of Tanzania allows youths to be employed by the government or self employed?
 - a) Yes
 - b) No

If yes, how?

.....

....

If no,why?

.....

.....

...

7. What do you think, are the factors contributing to youth unemployment in Tanzania? Please mention them.

a).....

b).....

c).....

d).....

8. What could be the ways to improve employment to youths? Please specify them.

a).....

b).....

c).....

d).....

“Thanks for Your Co-Operation”

Append IV: Questions For Parents

Dear respondent,

This questionnaire, aims to collect data regarding FACTORS INFLUENCING YOUTHS UNEMPLOYMENT IN TANZANIA: A CASE STUDY OF DODOMA URBAN in order to fulfill the Research Project for Master Degree in Social Sciences.

REMEMBER that all the information provided by you, are for the Research purpose only, and also be assured that, information will not be passed to anybody else and will be confidential. The names and addresses will be for the purpose of analyzing this research only, in accordance with the professional CODE OF CONDUCT and the DATA PROTECTION.

I take this opportunity, to express my gratitude and thanks for your co-operation.

Yours faithfully,

Salum, Asha

Personal information

- Name.....
- Address.....
- Telephone no.....
- Email Address.....

Could you please answer the following questions?

Put the symbol (√) in front of your answer.

1. Age
 - a) 30-39
 - b) 40-49
 - c) 50- 59
2. Gender
 - a) Male
 - b) Female
3. Marital status
 - a) Married
 - b) Not married
 - c) Divorced
4. Level of education
 - a) Primary
 - b) Secondary
 - c) Tertiary
5. Employment status
 - a) Employed
 - b) Not employed
6. What is your Occupation?
 - a) Business
 - b) Peasant
 - c) Government worker
 - d) Other.....
7. How many children do you have?.....
 - i) How many children are employed?
 - ii) How many children are not employed?.....

8. What do you think, are the factors contributing to youthunemployment in Tanzania? Please mention them.

a).....

b).....

c).....

d).....

e).....

9. If your child will not be employed what measures will you take? Please specify them.

a).....

b).....

c).....

d).....

“Thanks for Your Co-Operation”

Appendix V: Interview Guide For Ward Leaders

PERSONAL INFORMATION

- Name.....
- Address.....
- Telephone no.....
- Email Address.....

Could you please answer the following questions?

Put the symbol (√) in front of your answer

1. Age

.....

2. Gender

.....

3. Marital status

.....

4. Level of education

.....

5. Does educational system of Tanzania allows Youth to be employed by the government or self employed?

.....

If yes, how?

6 What are the challenges facing youth in obtaining employment?

a)

b)

c)

d)

7. What could be the ways to improve employment to youths?

a).....

b).....

c).....

d).....

“Thanks for Your Co-Operation”