Business Education Journal 12 (2026)

https://doi.org/10.54156/hm4zqs26 journal homepage: https://bej.cbe.ac.tz

Enhancing Labour Market Opportunities for Higher Learning Graduates: An Examination of Responsive Curriculum Strategies in Dodoma City

Lortha Libent[a*], Godson Robert Mtallo[b]

[a] College of Business Education, Department of Business Administration and Marketing, PO Box 3168, Mwanza, Tanzania.
[b] College of Business Education, Department of Business Administration, PO Box 2077, Dodoma, Tanzania.

*Corresponding author
E-mail address: lorthalibent@gmail.com/ lortha.libent@cbe.ac.tz

Abstract

The transition from higher education to the labour market remains challenging for graduates, especially in rapidly evolving economies, due to technological advancements, shifting industry demands, and employers' requirements for work experience. This study investigated the effectiveness of responsive curriculum strategies to align educational outputs with labour market demands in Dodoma City. Drawing on Human Capital Theory, which links education and skills acquisition to productivity and earnings, the research adopts a convergent parallel mixed-methods design to integrate quantitative and qualitative data from 250 participants, including students, graduates, lecturers, employers, and representatives from regulatory bodies such as NACTVET. Using descriptive and inferential statistics, quantitative data analysis evaluated the impact of assessments and curriculum resources on labour-market readiness through multiple linear regression. Qualitative content analysis explored themes related to assessment effectiveness and industry collaboration. The findings reveal a significant gap between academic preparation and market requirements, where employers often cite a lack of practical experience with industry-standard tools. This situation indicates the need for curriculum reforms emphasising practical skills, modern technologies, and stronger partnerships between educational institutions and industry stakeholders. Key recommendations include regular curriculum updates, real-world challenges in assessments, and enhanced partnerships to support graduate employability and regional economic development.

Keywords: *Responsive Curriculum; Higher Learning Graduates; Labour Market Opportunities; Graduate Employability; Industry–Academia Collaboration.*

1.0 Introduction

The labour market is continuously evolving due to factors such as globalisation and sectoral transformation, requiring higher learning institutions to adapt their responsive curricula to ensure graduates are well-prepared for employment opportunities (Ajjawi et al., 2018; Oraison et al., 2019). Higher-learning institutions must equip graduates with the competencies and knowledge needed to thrive in a labour market reshaped by technology and digitalisation, where industry demands and skill requirements evolve rapidly (Vreuls et al., 2022). There have been significant advancements in the global labour market over time, and the World Economic Forum (WEF) sees the need for adaptive, flexible curriculum strategies to create value by synchronising education and training systems with evolving labour market demands (World Economic Forum, 2025).

The concept of a responsive curriculum concerns how educational programs need to remain aligned with changing labour market demands. It encourages graduates to develop the skills, knowledge, and competencies needed to address shifting employer needs (Gul & Khilji, 2021). It entails creating and redirecting learning practices, resources, and assessments to ensure they are inclusive and relevant to all students (Akbar et al., 2023). By adopting a responsive curriculum process, the trainers try to establish a learning environment that honours and celebrates the diverse positions, cultures, and identities of the

Cite paper: Libent, L. & Mtallo, G., R. (2026). Enhancing Labour Market Opportunities for Higher Learning Graduates: An Examination of Responsive Curriculum Strategies in Dodoma City
, *vol*(12), Issue 1: 17 pages.

learners.

Higher education institutions must continuously adapt their curricula to ensure graduates are equipped with the skills needed for employment, given the ever-evolving nature of the labour market (Cheng et al., 2022). Responsive curricula entail developing and adapting course materials, pedagogy, and learning outcomes to align with current and future industry and workforce needs. For example, this may involve digital competence, project-based learning, and cross-disciplinary learning to equip the graduates with applicability and versatility. A responsive curriculum is an interface between learning and real-world work environments, incorporating industry-related projects, internships, and case studies into the learning process. These methods enable students to relate to real situations, making it easier for them to apply theoretical knowledge to solving real-world problems and managing workplace requirements. It also forces students to embrace learning and prepare themselves to take control and meet their demands.

Tanzania faces substantial labour market challenges, similar to many other African nations, despite government initiatives to expand access to higher education. While the necessity for adaptive curricula has been recognised, little research exists on how institutions in Dodoma City can realistically implement these techniques to expand the labour market prospects of tertiary education graduates. Existing studies, such as those by Mbise (2017) and Munishi (2016), have examined employability and the factors contributing to skill gaps among graduates in Tanzania. The study at hand moves beyond analysis to implementation by testing concrete curriculum changes. The study used reliable, performance-based, and influential assessments co-designed with employers, so students practise real work tasks and receive actionable feedback.

This research provides valuable information on how tertiary institutions in Dodoma can make their curricula more relevant to prepare their graduates for the job market. Through the formulation of actionable proposals for curriculum renewal, increased collaboration, and harmonised assessments, the research aims to provide tangible recommendations to policymakers, educators, and business leaders on how to make graduates more employable in Dodoma City. Lastly, the study contributes to regional economic growth by ensuring graduates are better prepared to meet labour market demands, thereby fostering a more responsive relationship between learning and work in Tanzania's evolving economy.

Despite the potential of responsive curricula to improve graduate employability, Tanzania's higher education fraternity, particularly in Dodoma, faces several challenges that hinder the effective implementation of these measures. Although higher education has become more accessible, the curriculum's failure to adapt to the needs of the present labour market remains a pertinent issue. Unlike other research, however, this study focuses specifically on the degree to which responsive curriculum approaches are being adopted in Dodoma and how they may be improved to bridge the gap between the education sector and the labour market. By focusing on practical approaches to curriculum adaptation, this study aims to offer insights beyond merely identifying the problems, providing solutions suited to the evolving labour market needs of Dodoma.

In an attempt to enhance the implementation of a responsive curriculum in higher learning institutions, the Government of Tanzania funds the expansion and improvement of facilities such as infrastructure, learning resources, and anchored standards through the Education and Training Policy 2014—2023 edition (ETP, 2023), which calls for outcomes-based curricula aligned with labour-market needs. Moreover, the established Education policy is responsible for guiding the standards offered to higher-learning students to meet labour market requirements. Despite government efforts to improve labour market opportunities, Tanzania experiences high graduate unemployment, largely due to a mismatch between the skills gained through tertiary education and the labour market's specific requirements (Mgaiwa, 2021). Also, the Integrated Labour Force Survey 2020/21 reports an overall unemployment rate of 9.3% and youth (15–24) unemployment of 15.2%, underscoring persistent skills mismatch, as noted in prior Tanzanian scholarship.

While the importance of responsive curricula is recognised, there is a lack of specific research on effective implementation strategies in Dodoma City. Previous studies have noted employability skills and skill gaps among Tanzanian graduates (Mbise, 2014; Munishi, 2016), but not necessarily responsive curriculum strategies. For instance, Mbise (2014) indicated a lack of technical competence among

Cite paper: Libent, L. & Mtallo, G., R. (2026). Enhancing Labour Market Opportunities for Higher Learning Graduates: An Examination of Responsive Curriculum Strategies in Dodoma City
, *vol*(12), Issue 1: 17 pages.

graduates, and Munishi (2016) stated a mismatch between courses offered in schools and those in industry. These documents reiterate the need for research-based studies on curriculum strategies that directly align learning outcomes with labour market demands. To bridge the gap, this study investigates responsive curriculum strategies at specific higher learning institutions in Dodoma City and their effects on labour market opportunities. The research explores assessments, curriculum resources, and collaboration as dimensions of responsive curriculum strategies. Assessments evaluate graduates' knowledge and skills in alignment with industry requirements. Curriculum resources, including up-to-date materials and relevant technologies, ensure that graduates have the necessary tools for employment. Collaboration between institutions, industry stakeholders, and organisations fosters partnerships, internships, and experiential learning opportunities. By examining these strategies, the study provides insights and recommendations to improve graduates' preparedness for the labour market. The goal is to enhance labour market opportunities, promote employability, and contribute to the region's economic development.

1.1 Research Questions

i. What is the role of current assessments adopted by higher education institutions in imparting knowledge, skills, and attitudes to align graduates with industry requirements in Dodoma City?
ii. What is the influence of curriculum resources in enhancing graduates' preparedness for employment from Selected Higher Learning Institutions in Dodoma City?
iii. What is the influence of collaboration between higher Learning Institutions, industry stakeholders, and the Government in enhancing employability opportunities for graduates in Dodoma City?

2.0 Literature review

2.1 Theoretical Framework

The study was guided by Human Capital Theory as developed by Becker (1962) and Rosen (1976). This is a popular paradigm for labour economics and education. It suggests that individuals can increase their productivity and earning potential through education, training, and skill acquisition. Within the scope of the current study, the theory can be applied to analyse how responsive curriculum practices in Dodoma City schools increase graduates' human capital and, consequently, labour market opportunities. While valuable, the theory has well-documented limitations: it tends to understate structural barriers such as inequality, discrimination, and regional demand shocks; assumes relatively efficient labour markets; and can conflate skills with credentials, thereby downplaying institutional factors, social capital, and labour-market segmentation. Despite these limitations, the theory remains suitable here because it offers a testable micro-link between curriculum inputs (assessments, resources, collaboration) and employability outcomes, provides measurable constructs for our instruments and regression models, and aligns with policy decisions made by HLIs and regulators. In practice, we use HCT as the primary lens while acknowledging these constraints and partially addressing them by examining industry collaboration and resource constraints (demand- and supply-side) and by highlighting equity and access considerations in our limitations and future research.

The study examines key concepts adapted from the Human Capital Theory that are highly significant for understanding the education landscape of Dodoma City. Training and education are key to examining how institutions of higher learning in the city are investing in sophisticated educational and training programs. These are methods for increasing graduates' human capital by applying the knowledge and skills offered. Another critical aspect is the curriculum's responsiveness to labour market demands. By aligning with labour market demands, graduates are equipped with specific skills and knowledge sought in the modern job market. The study also focuses on the impact of such responsive curriculum programs on labour market performance. With the development of human capital through education tailored explicitly for graduates, their jobs, income, and career advancement opportunities are favourably affected. Finally, the research examines the Return on Investment of graduates. It considers how their investment in education and the amounts invested by Dodoma City institutions translate into their

Cite paper: Libent, L. & Mtallo, G., R. (2026). Enhancing Labour Market Opportunities for Higher Learning Graduates: An Examination of Responsive Curriculum Strategies in Dodoma City
, *vol*(12), Issue 1: 17 pages.

subsequent labour market achievements. By a critical analysis of these key concepts, the study aims to shed light on the intricate nexus between educational institutions and human capital formation in Dodoma City.

By utilising the Human Capital Theory as a theoretical framework, the research can explore the relationship between responsive curriculum strategies, graduates' human capital development, and their labour market opportunities, providing insights into the effectiveness of these strategies in enhancing graduates' employability and economic prospects in Dodoma City.

2.2 Empirical literature review

2.2.1 The role played by existing assessments embraced by institutions of higher learning in transferring knowledge, skills, and attitudes to align the graduates with industry needs.

Miller and Konstantinou (2022) conducted a study on the embedding of employability skills through authentic assessment of business management undergraduate students in Central London. The study employed thematic and documentary analysis to obtain data from the selected sample. The study findings reveal the great importance of authentic assessment in providing opportunities for students to work on skills and projects that are relevant to them, and recommend establishing modules and programs that adopt a problem-based approach, not only to solve problems. Moreover, students should be able to engage with and reflect on the transferable skills developed through the assessments. However, the study assessed only authentic assessments that can be used to embed employability and ignored other assessment methods, such as performance and formative assessments. Also, the study could have employed a larger sample rather than the small one drawn solely from business management students.

Mhenwa et al. (2025) investigated how authentic assessment tools such as portfolios, projects, teaching practice, and practical work relate to the acquisition of professional competencies among 231 undergraduate science student-teachers in Tanzanian HEIs. Using a quantitative descriptive survey and multiple linear regression, the study found a positive, statistically significant association between authentic assessments and content, pedagogical, and generic competencies, suggesting that workplace-like tasks help translate classroom learning into employable skills. Limitations include a focus on science student-teachers and a cross-sectional design that does not track labour-market outcomes; the study also centres on authentic assessment and does not test broader performance assessment regimes across disciplines. This study extends the literature by incorporating multiple assessment types, including performance and formative, and linking them to labour-market readiness in business.

Additionally, Mainga et al. (2022) conducted an exploratory descriptive study on the graduate employability of business students. The study considered communication skills, learning skills, positive attitudes and behaviour, and problem-solving skills as attributes towards employment. The findings indicate the importance of capturing students' views about their employability at graduation. Similarly, this study identifies only factors related to employability and does not address how those factors can be used to meet market needs, a focus of this study.

2.2.2 Influence of curriculum resources in enhancing graduates' Preparedness for Employment from Selected Higher Learning Institutions in Dodoma City.

A lack of technical and educational resources was identified as one of the reasons technical graduates in Tanzania fail to meet labour market demands, according to a study by Munishi (2016). A study recommends an adequate supply of teaching and learning resources from the Government, such as classrooms, well-equipped libraries, and computer and ICT facilities. Moreover, the study suggests reviewing and improving curricula to meet market needs. The study identified the factors and recommendations but did not assess how these factors could be used to enhance labour market opportunities, which is the focus of this study.

Another study conducted in Kenya on Resource Utilisation and Curriculum Implementation in Community Colleges in Kenya, Kigwilu and Akala (2017), found that these community colleges' insufficient physical facilities, underutilised teaching and learning resources, and other core facility and resource deficiencies impede effective teaching and learning. The study employed a sample of 172 students, 18 teachers, and four directors of community colleges. Community colleges should therefore

not only provide enough physical facilities and resources but also maximise their use to implement curricula effectively. Tanzania differs from other nations in the research conducted on its institutional structure, demographics, economy, politics, and sociocultural practices. As a result, there is a need to conduct a study in Tanzania, as the research findings do not apply to the Tanzanian context.

2.2.3 The influence of collaboration between higher Learning Institutions, industry stakeholders, and the government on the employability opportunities of graduates.

A study conducted in Australia by Oraison et al. (2019) on whether universities prepare students for employment by examining the university graduate attributes with market needs. The study employed thematic analysis, and the findings revealed differences between graduate attributes and employability criteria in nursing, psychology, and education courses at an Australian University. The study suggests developing future graduate attributes that better reflect preparedness for the workforce and collaboration with workplaces, given the increasing need for entry-level positions. The study focused on attributes needed for employment and did not examine how these attributes can be used to meet the needs of the labour market, which is the focus of this study. Also, the study employed qualitative data, whereas the study at hand will employ both qualitative and quantitative data.

2.3 Conceptual framework

The study employs a conceptual framework informed by a comprehensive review of theoretical and empirical literature. This framework establishes the anticipated relationship between the variables under investigation, providing a solid foundation for the research. Specifically, the framework posits that current assessment, curriculum materials, and collaboration jointly enhance labour-market opportunities in Higher Learning Institutions. Grounded in Human Capital Theory, the framework posits that three independent variables- current assessment, curriculum materials, and collaboration build students' human capital on knowledge, technical and soft skills, and tool proficiency and signal productivity to employers, thereby improving labour market employability.

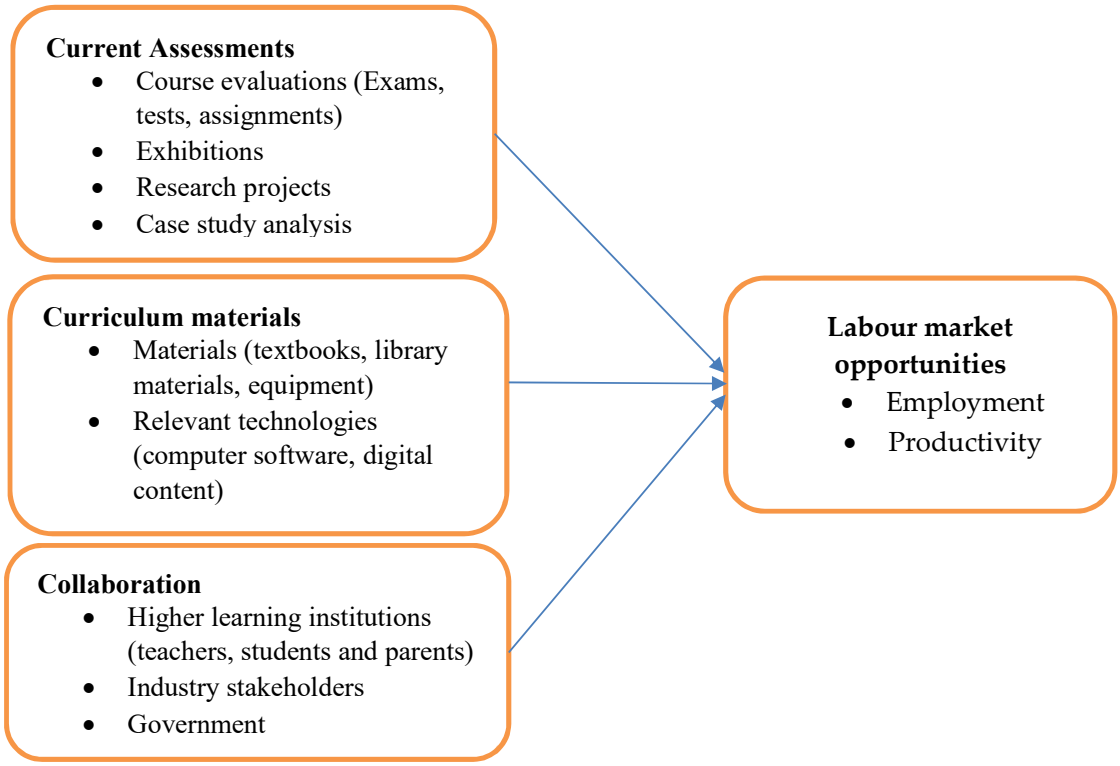

Figure 1 Conceptual framework

Cite paper: Libent, L. & Mtallo, G., R. (2026). Enhancing Labour Market Opportunities for Higher Learning Graduates: An Examination of Responsive Curriculum Strategies in Dodoma City
, *vol*(12), Issue 1: 17 pages.

3.0 Research Methodology

3.1 Research approach

This study employed a mixed-methods approach to gather comprehensive, in-depth data on the responsive curriculum strategies implemented in selected higher learning institutions in Dodoma City and their impact on labour market opportunities for graduates. This approach enabled a thorough exploration of the research questions and provided a more holistic understanding of the topic (Dawadi et al., 2021). The quantitative approach involved administering questionnaires to graduates and students to gather data on the effectiveness and perceptions of the responsive curriculum strategies (Haile & Mekonnen, 2024). The qualitative approach involved interviews with key stakeholders, including lecturers, employers/ government officials, and graduates, to gain in-depth insights into their experiences, perspectives, and challenges regarding the implementation of responsive curricula. The data obtained from the interviews were analysed through content analysis to identify key themes and patterns (Miller, 2017). The quantitative and qualitative data collected through the questionnaires and interviews were integrated to provide a comprehensive understanding of the responsive curriculum strategies and their impact on enhancing labour market opportunities for graduates. This integration involved comparing and contrasting the findings from both data sources to gain a more holistic perspective on the research questions (Hands, 2022).

3.2 Research design

The study employed a convergent parallel mixed-methods design to integrate quantitative and qualitative datasets, providing a more comprehensive understanding of the phenomenon. The choice of this design is grounded in Dawadi et al.'s (2021) assertion that a convergent mixed-methods approach is suitable for gaining deeper insights into a phenomenon by integrating quantitative and qualitative strands, particularly when data are gathered using similar or parallel variables, constructs, or concepts. This design was adopted in the present study as comparable variables were utilised across both qualitative and quantitative methods, ensuring findings were easy to compare and measure. Consequently, the same concepts explored through quantitative tools were also emphasised during the qualitative data collection process.

3.3 Participants and Study Area

The study was conducted in the Dodoma region, as it is the headquarters of most government stakeholders responsible for education and is home to both private and public higher education institutions. The study population comprised students, graduates, and lecturers from the Institute of Rural and Development Planning and the College of Business Education, as well as regulatory authorities, including NACTVET. These institutions and stakeholders were purposefully selected for their roles in curriculum development, implementation, and advising on educational policies, making them directly relevant to the study's objectives. The study collected data from two selected higher learning institutions in Dodoma, chosen based on their awareness of the importance of a responsive curriculum in enhancing the labour market. Both institutions are regulated by the National Council for Technical and Vocational Education and Training, which emphasises a competency-based curriculum.

3.4 Sampling Technique

The study used a purposive sampling technique to select higher learning institutions in Dodoma City that have implemented responsive curriculum strategies. The sample size was 250, comprising students, graduates, and lecturers from Dodoma City who participated in the study. Sampling was limited to IRDP and CBE because, during the data-collection period, they were the only Higher Learning Institutions with students present on the premises; other institutions were on academic break, which impeded access to participants. All respondents were purposively sampled to ensure representation from various disciplines and sectors (Taherdoost, 2016).

3.5 Data collection tools

An in-depth interview and questionnaires were employed to collect qualitative and quantitative data

from graduates, lecturers at the selected HLIs, and NACTVET officers. The reason for choosing the entities above is that they are users, developers, or advisors in curriculum development. Interview guide questions were developed and used to elicit detailed information and a deep understanding of the phenomenon under study (Dawadi et al., 2021). Participation was strictly voluntary: respondents were informed of the study's aims and procedures. Then they chose whether to take part without coercion, with the option to decline or withdraw at any time. Confidentiality was safeguarded by using data solely for this study, storing it securely with restricted access, and reporting results in aggregate with no identifying information.

3.6 Data Analysis

The data analysis for the research objectives involved both quantitative and qualitative approaches.
For objective 1, the quantitative data collected through questionnaires were analysed using descriptive and inferential statistics to explore the role of assessments in aligning graduates' knowledge and skills with industry requirements. Descriptive statistics, in particular frequencies and percentages, were used to analyse the demographic information, including respondents' sex, age, occupation, and experience, as provided in the questionnaires. The qualitative data obtained through interviews were analysed through content analysis to gain deeper insights into the effectiveness of assessments. The raw data collected were transformed into themes aligned with the study's research objectives and conceptual framework (Naeem et al., 2023). The descriptive and inferential outputs were presented in tables, figures, and charts to elaborate on the study's independent and dependent variables. For objective 2, the quantitative data collected through questionnaires were analysed descriptively and, using multiple linear regression, inferentially to evaluate the availability and utilisation of curriculum resources in enhancing graduates' preparedness for employment. Finally, for objective 3, the quantitative data collected through questionnaires were analysed descriptively and, using multiple linear regression, inferentially to investigate the extent of collaboration among higher education institutions, industry stakeholders, and organisations, and their contribution to improving labour market opportunities for graduates.

Multiple Linear Regression Model

$$LMO = \beta_0 + \beta_1 CA + \beta_2 CM + \beta_3 C + \epsilon$$

where:

LMO = Labour Market Opportunities
CA = Current Assessment
CM = Curriculum Materials
C= Collaboration
β_0 = Intercept
$\beta_1, \beta_2, \beta_3$ = Coefficients of the independent variables
ϵ = Error term

The study gathered qualitative data through interviews and analysed them through content analysis. The qualitative data complemented the quantitative data by exploring the processes and challenges of collaboration, as well as its impact on graduates' labour market outcomes.

4.0 Findings and discussion

4.1 Socio-demographic characteristics of respondents

The study examined several demographic variables, such as gender, educational qualification, college, age, work experience, and occupation, as shown in Table 1. This section provides an overview of the respondents' demographic profile and provides insights into the distribution of critical demographic variables within the study population. In terms of gender representation, the data reveal a notable gender balance, with most respondents being female (55.2%) and males accounting for a slightly smaller proportion (44.8%). Examining the educational qualifications of respondents, the data revealed that most respondents (67.2%) hold a diploma, followed by those with other qualifications (26.4%). Bachelor's and Master's degrees accounted for 2.4% and 4.0% of the total respondents, respectively. It

was also seen that the majority of respondents are unemployed (77.6%), while only 18.4% and 4.0% are self-employed and employed, respectively. The average age of respondents was 23.49, with a minimum age of 18 and a maximum age of 30 years. Regarding work experience, the average is 0.62 years, with a maximum of 10 years and a minimum of 0 years. Since the study was conducted at two colleges, 50% of respondents were from IRDP, whereas the remaining 50% were from CBE.

Table 1 Socio-demographic characteristics of the respondents

Variable		Frequency (N)	Percentage (%)
College	IRDP	125	50.0%
	CBE	125	50.0%
Gender of respondents	Male	112	44.8%
	Female	138	55.2%
Education level	Primary	0	0.0%
	Secondary	0	0.0%
	Diploma	168	67.2%
	Bachelor Degree	6	2.4%
	Master's Degree	10	4.0%
	PhD	0	0.0%
	Others	66	26.4%
Occupation of respondents	Employed	10	4.0%
	Self-employed	46	18.4%
	Unemployed	194	77.6%
	Retired	0	0.0%
Age	Mean	23.49	
	Std. Deviation	2.633	
	Range	12	
	Minimum	18	
	Maximum	30	
Experience	Mean	.62	
	Std. Deviation	1.576	
	Range	10	
	Minimum	0	
	Maximum	10	

4.2 Assumption of regression

Generally, these steps validated the assumptions of multiple linear regression and ensured that the data met the necessary conditions for reliable, interpretable results. The study employed multiple linear regression because the dependent variable (Labour market opportunities) is continuous, and preliminary diagnostics indicated approximately linear, additive relationships between predictors and outcome. By addressing each assumption, the researcher confirmed that the regression model was appropriate for examining the relationship between responsive curriculum and labour market opportunities, providing a solid foundation for the subsequent analysis.

4.2.1 Normality of residuals

One of the most critical assumptions in regression is the normality of residuals. To check this assumption, a histogram of residuals was used. A normal curve was added to check whether the residuals are normally distributed (i.e., bell-shaped). Figure 2 shows a histogram of residuals, where the

https://doi.org/10.54156/hm4zqs26 journal homepage: https://bej.cbe.ac.tz

distribution of residuals has a rough bell shape, as shown by a red line indicating that residuals are normally distributed.

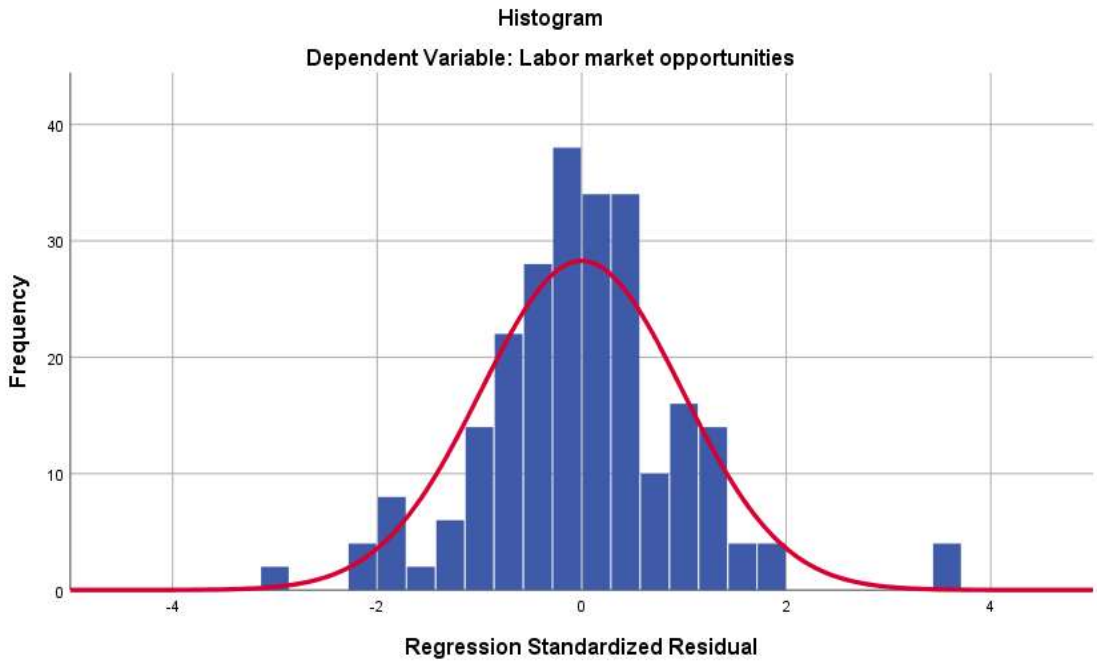

Figure 2 Normality of residuals

4.2.2 Linear Relationship Between Explanatory Variables and Response Variable.

Regression analysis also assumes a linear relationship between each explanatory variable and the response variable. P-P plots were plotted to check this assumption. To show a linear relationship, the value of residuals should fall around 450 lines. Figure 3 shows P-P plots in which residual values cluster around 450, indicating a linear relationship between the independent and response variables.

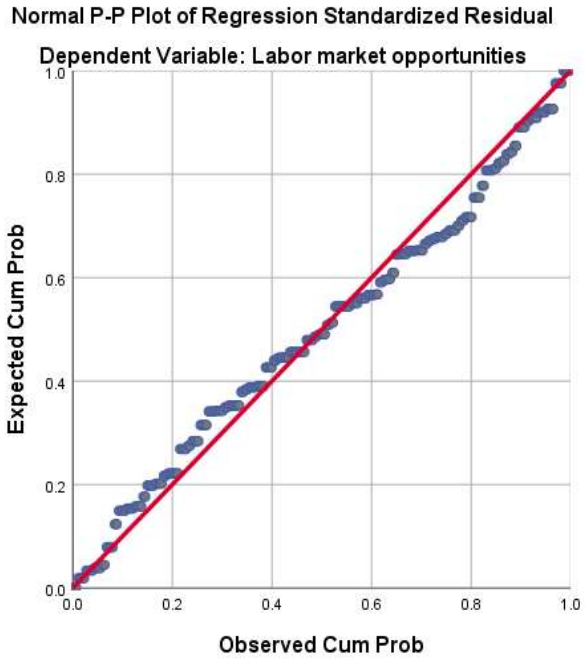

Figure 3 P-P plot for a linear relationship between variables

4.2.3 Multi-collinearity among explanatory variables

Multicollinearity occurs when two or more explanatory variables are highly correlated, so they do not provide unique or independent information in the regression model. If the degree of correlation between variables is high enough, it can cause problems when fitting and interpreting the model. To check for severe multicollinearity among the explanatory variables, the Variance Inflation Factor (VIF) was used. VIF values are obtained by taking the reciprocal of tolerance values. VIF values below 10 indicate that there is no multicollinearity between independent variables. The best option is to drop variables with VIF values of 10 or higher, since other variables already capture their contribution to the model. Table 2 shows that VIF values are below 10, indicating no multicollinearity among the independent variables in the models.

Table 2 Variance Inflation Factor for multicollinearity assumptions

Variable	**Collinearity Statistics**	
	Tolerance	**VIF**
CA1	.497	2.010
CA2	.469	2.130
CA3	.501	1.994
CA4	.514	1.944
CA5	.494	2.023
CA6	.540	1.851
CA7	.498	2.009

Cite paper: Libent, L. & Mtallo, G., R. (2026). Enhancing Labour Market Opportunities for Higher Learning Graduates: An Examination of Responsive Curriculum Strategies in Dodoma City
, *vol*(12), Issue 1: 17 pages.

CA8	.494	2.023
CM1	.495	2.022
CM2	.396	2.527
CM3	.690	1.450
CM4	.464	2.153
CM5	.531	1.882
CM6	.519	1.928
CM7	.620	1.613
CM8	.505	1.982
CH1	.795	1.258
CH2	.839	1.192
CH3	.641	1.561
CH4	.480	2.085
CH5	.593	1.686
CH6	.561	1.784
CH7	.660	1.514
CH8	.822	1.217

4.2.4 Autocorrelation

The autocorrelation assumption was checked using Durbin-Watson (DW) statistics. The DW statistic ranges from 0 to 4, with a value around 2.0 indicating no autocorrelation. Values below 2.0 mean there is positive autocorrelation, and values above 2.0 indicate negative autocorrelation. The tolerable range for autocorrelation is 1.5 to 2.5. Results in Tables 3, 4, and 5 show that the DW statistics of 1.854, 2.042, and 1.736, respectively (all around 2.0), indicate no autocorrelation.

4.3 Role of current assessments adopted by higher education institutions to impart knowledge, skills, and attitudes in aligning graduates with industry requirements in Dodoma City

The full names of variables in Table 3 are CA1: Current assessments adequately prepare you to adapt to the rapidly changing market demands. CA2: Skills and knowledge gained through current assessments make you competitive in the job market. CA3: Skills assessed through tests align with those required in the industry market. CA4: Assignments are beneficial in deepening knowledge and skills. CA5: Exhibitions and practical demonstrations help apply theoretical concepts to real-world scenarios. CA6: Research projects are effective in sharpening analytical and problem-solving skills. CA7: Case study analyses are essential in improving decision-making abilities in professional settings. CA8: The current assessment methods adequately prepare you for the practical aspects of your future career.

Table 3 presents the summary of the regression model. The coefficient of determination (R-squared) measures the extent to which the model explains total variation in the dependent variable. As shown in Table 3, an R-squared value of 0.353 was obtained. This means that the model explains 35.3% of the variation in labour market opportunities. Generally, the model was significant ($F = 16.030$, $p = 0.003$), as shown in Table 3.

The coefficient values in the regression in Table 3 quantify the change in labour market

opportunities resulting from a unit change in one independent variable, holding other variables constant. Only four variables: CA4, CA5, CA6, and CA8 were found to be significant predictors (p-value less than 0.05) of labour market opportunities. CA4 was statistically significant (p=0.000), as shown in Table 3. The coefficient for CA4 is 2.550, meaning that a unit increase in CA4 results in a 2.550 increase in labour market opportunities, provided other factors are held constant. Explanation for CA5, CA6, and CA8 is the same as that of CA4.

Table 3 Role of current assessments adopted by higher education institutions

	Unstandardized Coefficients		**Standardized Coefficients**		
Model	**B**	**Std. Error**	**Beta**	**t**	**Sig.**
Constant	8.185	.819		9.998	.000
CA1	.125	.170	.055	.735	.463
CA2	.333	.184	.139	1.809	.072
CA3	.221	.182	.090	1.215	.226
CA4	2.550	.224	.180	2.461	.015
CA5	1.068	.195	.408	5.463	.000
CA6	1.774	.187	.296	4.141	.000
CA7	.277	.193	.107	1.441	.151
CA8	2.386	.192	.150	2.010	.046
R squared = 0.353			Durbin-Watson=1.854		
F value = 16.030			Sig=0.000		

The interview responses reinforce these findings, with customers emphasising the importance of practical demonstrations through exhibitions and research projects. One interviewee in Dodoma City expressed that these initiatives are highly effective in aligning graduates with the needs of the industry:

> *Exhibitions and hands-on research projects are essential because they help graduates gain the practical skills that our industry requires. These activities not only showcase graduates' abilities but also provide businesses with an opportunity to see how they can apply academic knowledge to solve real industry problems*.

Another respondent said:

> *When graduates take part in practical demonstrations and research, it gives us a clear view of their abilities and how they can contribute to solving industry challenges. This kind of hands-on experience is exactly what employers are looking for, as it prepares graduates for the demands of the workplace and helps close the gap between what they learn and what we need*.

The observation from another respondent was consistent with the above statement. During the interview, the respondent said:

> *These activities are vital for graduates because they provide the hands-on experience that theory alone cannot offer. When we see graduates involved in these projects, we know they*

are better prepared to tackle real-world problems. It is not just about knowledge; it is about applying that knowledge effectively in the industry, which is exactly what employers like us are looking for.

These findings are consistent with Kessy's (2020) study, which highlighted that curricula often lack the practical components essential for success in the labour market. Kessy's research identified the curriculum as a significant factor contributing to the challenges graduates face when entering the workforce. The absence of hands-on, industry-relevant training in educational programs leaves students ill-equipped to meet employers' expectations, underscoring the need for curriculum reform that integrates practical skills aligned with labour market demands.

4.4 Influence of curriculum resources in enhancing graduates' preparedness for employment from Selected Higher Learning Institutions in Dodoma City

The full names of variables in Table 4 are CM1: The course materials (textbooks, handouts, online resources) are sufficient for understanding the subject matter. CM2: The equipment and facilities provided by the institution are adequate for practical learning experiences. CM3: The lectures delivered are engaging and promote active participation from students. CM4: Integrating computer software and other relevant technologies in your curriculum prepares you for the demands of the workforce. CM5: Adequate training and support on how to effectively utilise computer software and other relevant technologies required in your field is provided. CM6: The technology used in the classroom (computers, projectors, interactive tools) enhances my learning experience. CM7: The support provided to students outside of scheduled class hours is sufficient for addressing their academic needs. CM8: Access to updated and comprehensive library materials has contributed to your preparedness for employment.

The summary of the regression model is presented in Table 4. The coefficient of determination (R-Squared) measures the extent to which the model explains the total variation in the dependent variable. As shown in Table 4, the R-squared value was 0.482. This means that the model explains 48.2% of the variation in labour market opportunities. Generally, the model was significant ($F = 27.780$, $p = 0.000$), as shown in Table 4.

The coefficient values in the regression in Table 4 quantify the change in labour market opportunities resulting from a unit change in one independent variable, holding other variables constant. Only five variables: CM2, CM3, CM4, CM5, and CA8 were found to be significant predictors (p-value less than or equal to 0.05) of labour market opportunities. CM2 was statistically significant ($p=0.008$), as shown in Table 4. The coefficient for CM2 is 2.492, meaning that a unit increase in CM2 results in a 2.492 increase in labour market opportunities, provided other factors are held constant. The explanations for CM3, CM4, CM5, and CA8 are the same as for CM2.

Table 4 Influence of curriculum resources on enhancing graduates' preparedness for employment

	Unstandardized Coefficients		**Standardized Coefficients**		
Model	**B**	**Std. Error**	**Beta**	**t**	**Sig.**
Constant	7.369	.753		9.787	.000
CM1	.043	.164	.018	.265	.791
CM2	2.492	.183	.199	2.690	.008
CM3	3.628	.145	.243	4.332	.000
CM4	1.599	.158	.259	3.791	.000
CM5	1.384	.195	.126	1.970	.050
CM6	.118	.165	-.046	-.715	.475

CM7	.085	.152	-.033	-.557	.578
CM8	2.437	.200	.143	2.185	.030

R squared = 0.482 Durbin-Watson=2.042

F value = 27.780 Sig=0.000

The interview findings support these findings, highlighting the importance of curriculum resources in enhancing graduates' preparedness for employment. One respondent said:

> *The availability of up-to-date textbooks and library resources is crucial in preparing students for jobs in the market. However, some books are outdated, and others have limited access to industry-related material. Students cannot develop the right skills without proper guidelines on the right material.*

The findings correspond with Mgay's (2023) study on the challenges facing learners in acquiring employability competencies under the Competency-Based Education and Training (CBET) approach in Tanzania's Vocational Education and Training Centres. Mgaya's research identified the lack of adequate learning resources as a key obstacle to effectively preparing students for the labour market. This shortage hampers vocational training institutions' ability to provide students with the practical skills and hands-on experience needed to meet employers' demands in today's competitive job market.

4.5 Influence of collaboration between higher Learning Institutions, industry stakeholders, and the Government in enhancing employability opportunities for graduates in Dodoma City.

The full names of variables in Table 5 are CH1: I am familiar with the collaborations between my institution and industry stakeholders. CH2: I have participated in internship or work placement programs facilitated by my institution. CH3: Practical experiences, such as internships or industry projects, are important for my future career. CH4: I have received guidance or support from my institution regarding career planning and job search strategies. CH5: I would be interested in more opportunities to interact with industry professionals during my academic studies. CH6: I believe that collaboration between my institution and industry enhances the quality of my education. CH7: Networking opportunities provided by my institution for connecting with potential employers are valuable. CH8: Opportunities for internships, apprenticeships, or industry projects during my academic tenure are valuable. The summary of the regression model is presented in Table 5:

Table 5 Influence of collaboration between higher Learning Institutions, industry stakeholders and Government

	Unstandardised Coefficients		**Standardised Coefficients**		
Model	**B**	**Std. Error**	**Beta**	**t**	**Sig.**
Constant	9.825	.891		11.026	.000
CH1	.247	.190	.072	1.297	.196
CH2	3.100	.048	.113	2.083	.038
CH3	.222	.158	.087	1.402	.162
CH4	.250	.176	.102	1.419	.157
CH5	2.868	.158	.356	5.509	.000
CH6	1.176	.165	.071	1.069	.286

Cite paper: Libent, L. & Mtallo, G., R. (2026). Enhancing Labour Market Opportunities for Higher Learning Graduates: An Examination of Responsive Curriculum Strategies in Dodoma City
, *vol*(12), Issue 1: 17 pages.

CH7	.068	.155	.027	.437	.662
CH8	1.374	.153	.492	8.961	.000

R squared = 0.419 Durbin-Watson=1.736

F value = 21.143 Sig=0.000

The coefficient of determination (R-squared) measures the extent to which the model explains the total variation in the dependent variable. As shown in Table 5, the R-squared value was 0.419. This means that the model explains 41.9% of the variation in labour market opportunities. Generally, the model was significant (F = 21.143, p = 0.003), as shown in Table 5.

The coefficient values in the regression in Table 5 quantify the change in labour market opportunities resulting from a unit change in one independent variable, holding other variables constant. Only three variables: CH2, CH5, and CH8 were found to be significant predictors (p-value less than 0.05) of labour market opportunities. CH2 was found to be statistically significant at p=0.038, as shown in Table 5. The coefficient for CH2 is 3.100, meaning that a unit increase in CH2 results in a 3.100 increase in labour market opportunities, provided other factors are held constant. The explanation for CH5 and CH8 is the same as that of CH2.

The interview responses highlight that strong collaboration between universities, industry, and the Government is crucial for graduate employability. One respondent said:

> *As part of efforts to bridge the skills gap and improve graduates' employability, higher education institutions should introduce formalised internships with set hours, set work, and assigned mentorship and accept joint employer institution assessments in verifying technical proficiency and professional behaviour.*

The findings align with Kamuhabwa's (2019) A study on the challenges facing graduates' employability in Tanzania emphasised the importance of stakeholder collaboration to improve graduates' employability prospects. Kamuhabwa's research highlights the critical need for partnerships between educational institutions, government bodies, and industries to create more relevant and practical learning opportunities that equip graduates with the skills needed in the modern workforce. Such collaboration can bridge the gap between education and employment, ensuring that graduates are well-prepared to meet the demands of the job market.

5.0 Conclusion and Recommendations

5.1 Conclusion

This study contributes valuable insights into how responsive curriculum strategies can improve labour market opportunities for higher education graduates in Dodoma City, Tanzania. The findings indicate that while assessments, curriculum resources, and industry collaborations positively impact graduate employability, a substantial gap remains between academic outcomes and market demands. Focusing on practical skills, up-to-date resources, and stronger ties between institutions and industry stakeholders will better prepare graduates for the workforce. The study underscores the necessity of continuously updating curricula to reflect the evolving labour market and advocates for stronger partnerships between educational institutions and industries. Additionally, the research provides actionable recommendations for academic institutions and policymakers in Tanzania. It also opens avenues for future research into the long-term effects of these curriculum strategies on graduate employability and career progression, with potential implications for similar contexts in other regions.

5.2 Recommendations

To enhance labour market opportunities for graduates, higher learning institutions should adopt a

responsive curriculum every three years, led by programme advisory boards that meet twice a year and use employer consultations, tracer studies, and quarterly job-posting analytics to update competencies and tools. Moreover, forming more targeted and structured partnerships among institutions, industries, and government bodies is crucial to expanding high-quality internship and apprenticeship opportunities, thereby providing graduates with essential hands-on experience. Additionally, assessment methods should incorporate real-world challenges, enabling students to develop competencies and problem-solving skills directly aligned with market demands. Furthermore, institutions must prioritise investments in state-of-the-art teaching resources, technologies, and practical facilities to ensure that graduates are better equipped for employment. Finally, policymakers should introduce specific government incentives to support and incentivise collaboration efforts that promote graduate employability. Future studies could explore the long-term impact of responsive curricula on graduate career progression and the role of digital transformation in shaping curriculum strategies, with an emphasis on monitoring and evaluating these effects over time.

5.3 Policy implications

The programmes offered in higher learning institutions should be explicitly aligned to Competence-Based Education and Training and the National Technical Awards framework, ensuring curricula are outcomes-based and periodically reviewed in partnership with employers. Also, universities should institutionalise graduate tracer studies and feed results directly into programme reviews, in line with TCU standards that require periodic tracer studies as part of quality assurance. To meet current skills demand, institutions should expand digital and AI-enabled learning and ensure that all digital programmes comply with NACTVET's accreditation provisions for digital education.

6.0 Limitations and Areas for Further Studies

The study was conducted in Dodoma with 250 respondents, so the findings may not be generalised to other regions or institution types. Future research should therefore use multi-site, stratified samples across Tanzanian regions and institutions (TVET and universities). Because the design was cross-sectional, it cannot show cause and effect; follow-up studies should track cohorts over time through a longitudinal research design. The study also focused narrowly on assessments and curriculum resources; future work should broaden the scope to include work-integrated learning, apprenticeships, micro-credentials, and modern digital labs. Finally, some sectors were underrepresented, which may mask significant differences; future studies should employ sector-stratified sampling and sector-specific analyses (e.g., manufacturing, health, public administration) and utilise labour-demand insights from job-posting data to align curriculum reforms with market needs. Lastly, Future studies could explore the long-term impact of responsive curricula on graduate career progression and the role of digital transformation in shaping curriculum strategies, with an emphasis on monitoring and evaluating these effects over time.

References

Akbar, K., Syahmahita, H., Damanik, J., Akib, F., Setyo, I., & Wibowo (2023). Inclusive Education Practices: Fostering Diversity and Equity in the Classroom. *Global International Journal of Innovative Research*, 1 (3), 227-232. Doi: 10.59613/global.v1i3.35

Cheng, M., Adekola, O., Albia, J., & Cai, S. (2022). Employability in higher education: a review of key stakeholders' perspectives. *Higher Education Evaluation and Development*, *16*(1), 16–31. https://doi.org/10.1108/heed-03-2021-0025

Dawadi, S., Shrestha, S., & Giri, R. A. (2021). Mixed-Methods Research: A Discussion on Its Types, Challenges, and Criticisms. *Journal of Practical Studies in Education*, *2*(2), 25–36. https://doi.org/10.46809/jpse.v2i2.20

Haile, T. M., & Mekonnen, E. A. (2024). Impacts of stakeholder engagement on curriculum implementation in Ethiopian Defence University. *Pedagogical Research*, *9*(2), em0201.

Cite paper: Libent, L. & Mtallo, G., R. (2026). Enhancing Labour Market Opportunities for Higher Learning Graduates: An Examination of Responsive Curriculum Strategies in Dodoma City
, *vol*(12), Issue 1: 17 pages.

https://doi.org/10.29333/pr/14369

Hands, A. S. (2022). Integrating quantitative and qualitative data in mixed methods research: An illustration. *Canadian Journal of Information and Library Science*, *45*(1). https://doi.org/10.5206/CJILSRCSIB.V45I1.10645

Kamuhabwa, L. R. (2019). The Graduates' Employability Challenges in Tanzania: A Philosophical Response from Martin Buber's Concept of Education as a Dialogue. *International Journal of Educational Excellence*, *5*(2), 75–99. https://doi.org/10.18562/ijee.050

Kigwilu, P. C., & Akala, W. J. (2017). Resource utilisation and curriculum implementation in community colleges in Kenya. *International Journal for Research in Vocational Education and Training*, *4*(4), 369–381. https://doi.org/10.13152/IJRVET.4.4.4

Mainga, W., Braynen, M. B. M., Moxey, R., & Quddus, S. A. (2022). Graduate Employability of Business Students. *Administrative Sciences*, *12*(3). https://doi.org/10.3390/admsci12030072

Mgaya, S. (2023). Challenges Facing Learners' Acquisition of Employability Competencies under Competency-Based Education and Training Approach in Vocational Education and Training Centres in Tanzania. *African Journal of Accounting and Social Science Studies*, *4*(2), 121–147. https://doi.org/10.4314/ajasss.v4i2.7

Mhenwa, R. R., Ngaruko, D. D., & Lyanga, T. (2025). Impact of Public External Debt and Trade Openness on the Employment Growth in Tanzania: 1990-2022, An ARDL Model in *The Pan-African Journal of Business Management* (Vol. 9).

Munishi, E. J. (2016). Factors Contributing to Lack of Employable Skills Among Technical and Vocational Education (TVET) Graduates in Tanzania. *Business Education Journal, 1* (2). http://www.cbe.ac.tz/bej

Naeem, M., Ozuem, W., Howell, K., & Ranfagni, S. (2023). A Step-by-Step Process of Thematic Analysis to Develop a Conceptual Model in Qualitative Research. *International Journal of Qualitative Methods, 22,* 1-18. https://doi.org/10.1177/16094069231205789

Oraison, H. M., Konjarski, L., & Howe, S. T. (2019). Does University Prepare Students for Employment? Alignment between Graduate Attributes, Accreditation Requirements and Industry Employability Criteria. *Journal of Teaching and Learning for Graduate Employability, 10,* 173-194. https://doi.org/10.21153/jtlge2019vol10no1art790

Taherdoost, H. (2016). Sampling Methods in Research Methodology: How to Choose a Sampling Technique for Research. In *International Journal of Academic Research in Management (IJARM)* (Vol. 5, Issue 2). www.elvedit.com

World Economic Forum. (2025). */the-future-of-jobs-report-2025*. www.weforum.org

Cite paper: Libent, L. & Mtallo, G., R. (2026). Enhancing Labour Market Opportunities for Higher Learning Graduates: An Examination of Responsive Curriculum Strategies in Dodoma City
, *vol*(12), Issue 1: 17 pages.