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# GENERIC SKILLS FOR SUCCESSFUL SELF-EMPLOYMENT IN TANZANIA

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## *ABSTRACT*

*This paper assessed the influence of generic skills for successful self-employment in Tanzania. It specifically determined the extent to which generic skills are possessed by self-employed people; investigated the participation of self-employed people in work-related training for acquiring and updating generic skills; and examined the influence of generic skills on self-employment. The data were collected using questionnaire from 300 self-employed people sampled through stratified random sampling technique. The collected data were analyzed using Descriptive Statistics and Multiple Linear Regressions. The findings demonstrate that, perceptional skills, soft skills and risk-benefit skills were possessed to large extent while functional business skills and relevant business skills were possessed to small extent by self-employed people. Additionally, more than 50% of the surveyed self-employed people did not participate in work-related training for acquiring and updating generic skills. Finally, the studied generic skills had statistically significant and positive relationship with self-employment. The study recommended continuous training to be carried to the self-employed people to help them acquire and update generic skills which influence their performance in self-employment.*

***Keywords****: Generic Skills, Self-employment.*

## 1.0 INTRODUCTION

Youth unemployment has become one of the 'big policy' challenges facing countries across economic development contexts (Burchell, Coutts, Hall & Pye, 2015). Globally, young people are increasingly finding themselves outside the formal labour market with 75 million of them estimated to be unemployed and looking for work (International Labour Organization [ILO], 2014). In response, governments and international organizations have begun to search for more inclusive labour market interventions to address unemployment, particularly among young people (ILO, 2012). Increasingly, self-employment (SE) and support for entrepreneurial activities are seen as possible policy mechanisms to reduce unemployment, welfare dependency and poverty (ILO, 2012; Banerjee *et al*., 2015).

The ILO policy mechanisms have made self-employment as a hot topic in economic literature. In recent decades, self-employment has been considered as a central issue concerning labor market choices; and not only an interesting solution for individuals who have few opportunities in the wage sector or earn less than others with similar observable characteristics, but also an opportunity for the more dynamic individuals who seek a different career path (Simoes, Moreira & Crespo, 2013). In the United Kingdom (UK) for example, there were almost three quarters of a million more self-employed in the workforce by the end of 2014 than at the start of the global financial crisis in early 2008. This is a remarkable numerical growth and represents in turn over three quarters of the total net growth in jobs in the UK over the same period.

There are several factors which influence self-employment. One of those several factors is Generic Skills. Meager, Martin and Carta (2011) maintain the importance of generic skills on successful self-employment. They contend that, generic skills have a positive influence on self-employment survival in competitive environment, profitability and expansion. Generic skills influence positively self-employment by ensuring lifelong learning, adaptation of changes in working environment, clients' satisfaction, maximum commitment and productivity (Brewer, 2013; Sinclair, 2017).

Self-employment is not a new phenomenon. It has been studied in previous studies. However, while it was previously addressed by several studies (e.g. Bradley, 2016; Halvorsen & Howell, 2016; Tsvetkova, Partridge & Betz, 2018), such studies did not relate self-employment with the generic skills. For example, Bradley (2016) addressed on self-employment in an equilibrium model of the labor market; Halvorsen and Howell (2016) addressed on the Conceptual Framework on Self-Employment in Later Life, and Tsvetkova, Partridge and Betz (2018) addressed on Self-employment effects on regional growth.

Moreover, various studies (e.g. Benus & Michaelides, 2010; Meager, Martin & Carta, 2011) prove that, several potential self-employed people have difficulties in generic skills and competencies. It is likewise argued that, there is little or systematic evidence on how far the existing self-employed people possess these skills and competences. Furthermore, the relative importance of each of these generic skills and competencies are claimed to vary between the nature of the business

and the different stages of the self-employed lifecycle. However, there is consensus with regards to this claim. The previous research evidence does not reveal whether the self-employed compensate for work-related training and education by finding other ways to update their skills, through informal learning or on-the-job skill development. Therefore, the study at hand assessed the influence of generic skills for successful self-employment in Tanzania by specifically determining the extent to which generic skills are possessed by self-employed people; investigating the participation of self-employed people in work-related training for acquiring and updating generic skills; and examining the influence of generic skills on self-employment.

## 2.0 LITERATURE REVIEW

### 2.1 Definition of Key Words

The main key words of this study include generic skills and self-employment. Their notions and conceptualization are presented in the following sib-sections.

#### 2.1.1 Generic Skills

Generic skills refer to skills, attributes and knowledge across various disciplines for career and life development at large including basic, people-related, personal, conceptual, business and community related skills (Singh & Gera, 2015). These given skills enable one to be confident, knowledgeable and informed, interactive and socializing, proactive, competitive and adaptive to working environment. Among many, Generic Skills include practicing time management, solve problems, and work independently, interpersonal skills, communication skills, decision making skill, creativity/innovations and adaptability (Murgor, 2017). Asonitou (2017) addressed generic skills as teamwork and communication skills.

On the other hand, Meager, Martin and Carta (2011) established Generic Skills as a combination of values, beliefs and attitudes, action orientation, desire for independence, initiative and creativity, interpersonal, communication, networking, persuasion/selling, awareness of own skills gaps and awareness of own strengths, general knowledge about risks, realistic awareness of benefits, and value of weighing up employment as own career option; financial management, human resource management, market research, planning and goal setting; employment legislation, compliance with tax requirements, knowledge of potential financing sources and knowledge of potential arrangements. The generic skills in this study specifically refer to skills as defined by Meager, Martin and Carta (2011). The given skills are classified as perceptional skills, soft skills, risk-benefit skills, functional business skills and relevant business skills in this study.

#### 2.1.2 Self-employment

Self-employment can include several types of work and is defined as working for oneself, as opposed to working for another person or organization (Halvorsen & Howell, 2016). Those who are self-employed are often described as consultants, small business owners, entrepreneurs, and social entrepreneurs; and in much of the literature, the term self-employment is used interchangeably with entrepreneurship (e.g. Van Solinge, 2014). Self-employment is the commencement and running the social or business enterprise successfully as a full or part time contractor, freelancer or franchising agent; and it is characterized by freedom and independence, leading as a boss, becoming rich, working fewer hours, responsibility and wider chance for choice (Laing, 2011).

Meager, Martin and Carta (2011) define self-employment based on independence and autonomy when referring to self-employed people working on their account rather than being under an employer. These include small entrepreneurs and proprietors; independent professional workers; skilled manual craft-workers; farmers; some home-workers/outworkers, and labour only subcontractors. Self-employment in this study is considered with reference scholars like (Bryson & White, 1997; Benus & Michaelides, 2010; Meager, Martin & Carta, 2011). Accordingly, self-employment is one of the types of employment which people engage in for income earning with independence or autonomy (working on own account), working for oneself (running one's own business), salary or wage from self-employment, security, time flexibility and risk or responsibility.

### 2.2 The Human Capital Theory

The Human Capital theory was originally developed by Schultz in 1963 and later on improved by Berker in 1964 (Alrifa & Raju, 2019). It is noted as one of the exemplary works in economics stating that the economic benefits are obtained by individuals and society by investing in people (Sweetland, 1996). Education emerges constantly as one of the human capital investments apart from health and nutrition (Sweetland, 1996). The theory further states that education provides individuals with knowledge, skills and abilities i.e. the more the individuals are educated, the more they are able to perform in their jobs for increasing productivity (Alrifa & Raju, 2019).

This study is mainly guided by the Human Capital theory. The variable "education" from the theory is termed as "generic skills" in the study at hand. On the other hand, the variable "job performance" from the theory is termed as "self-employment" in this study. The theory relates to the study in the sense that, the generic skills influence self-employment. It

must be remembered that, the generic skills are obtained through education and the given skills in turn leads to successful self-employment.

### 2.3 Previous Studies on Generic Skills and Self-employment

Self-employment is previously addressed by several studies particularly with skills mismatch and gaps in self-employment, influence of skills on self-employment, various models for self-employment, among others. The landscape of this study literature review is briefly based on skills' gaps in self-employment and the influence of such skills on self-employment.

Meager, Martin, and Carta (2011) denote that there is a mismatch between the occupation and skills of the recently self-employed and their respective business nature. Sanchez, Diaz-Serrano and Teruel (2015) likewise found that both the average-employees and the ones shifting from paid employment to self-employment reduce skills gaps after their shifting. Their results imply that, self-employment is a means to flee from skill mismatches hence becomes significant to policymakers, social partners and trade unions.

The study by Unger et al. (2011) demonstrate that, there is a positive effect between the acquired and integrated skills (knowledge, education)and engagement of people in self-employment as new situations for life. Bradley (2016) addressed on self-employment in an equilibrium model of the labor market. The study maintains that the increase in unemployment benefits leads to the increase of aggregate self-employment. Halvorsen and Howell (2016) conducted a study on the conceptual framework on Self-Employment in later life. In this study, it was indicated that generic skills (education) is one of the socio-demographic factors leading to successful self-employment in life. A further study by Tsvetkova, Partridge and Betz (2018) addressed on Self-employment effects on regional growth revealed identical effects of self-employment than paid employment in economic growth.

The Institute for Employment Studies ([IES], 2020) on its study on Skills for Self-Employment uncovered that, the relationship between generic skills and self-employment is really unsettled. The relationship varies according to the occupation and sector; someone is likely to engage in self-employment without qualifications; and no truly deficit of real skills was observed from the self-employed people. Surprisingly, the similar study identify perceptional skills, soft skills, risk-benefit skills, functional business skills and relevant business skills as vital generic skills for self-employment without establishing the statistical relationship between the given variables.

Synthesizing the literatures presented above, it is openly noted that previous studies have not associated self-employment with the generic skills statistically. Due to the fact that there lacks robust literature on self-employment and generic skills, this forms a gap that this study intends to bridge with empirical findings from the studied context.

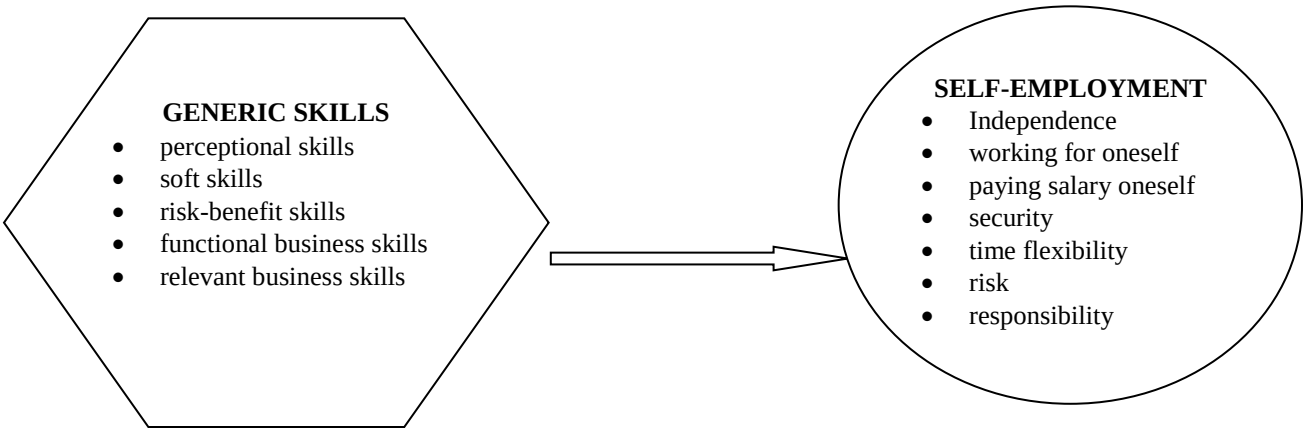
### 2.4 Conceptual Framework

The conceptual framework of this study is grounded from theoretical and empirical review presented in the preceding section. Two main variables are principally considered here: generic skills and self-employment. The generic skills include perceptional skills, soft skills, risk-benefit skills, functional business skills and relevant business skills (Meager, Martin and Carta, 2011).

On the other hand, self-employment is one of the types of employment which people engage in for income earning with independence or autonomy (working on own account), working for oneself (running one's own business), salary or wage from self-employment, security, time flexibility and risk or responsibility (Bryson & White, 1997; Benus & Michaelides, 2010; Meager, Martin and Carta, 2011).

The predictor of this study is generic skills while the outcome is self-employment. The Human Capital theory and some empirical studies (e.g. Unger et al., 2011; Bradley, 2016; Partridge and Betz, 2018); IES, 2020) establish on the relationship between generic skills and self-employment. It was therefore hypothesized that, generic skills influence successfully self-employment. In other words, the given theory and empirical review makes the logical connection between the predictors (generic skills) and the outcome (self-employment) as demonstrated in **Figure 1** below:

**Figure 1: Conceptual Framework**




**Source**: Theoretical and Empirical Review: 2019

## 3.0 METHODOLOGY

### *3.1 Approach*

Quantitative approach was used in this study due to the nature of the study's main objective with causal-effect nature. The nature of objectives demanded the study to be approached quantitatively. The nature of this study's objective needed a support of quantitative data. The approach of the study facilitated the understanding of the research problem more completely particularly by explaining relationship between variables i.e. generic skills and self-employment in Tanzania among self-employed people.

### *3.2 Design*

The explanatory cross-sectional survey design was used in this study. The used design assisted researchers in studying every self-employed person as a unit of analysis in the surveyed four cities in Tanzania. The design likewise contributed in providing a quick, efficient and accurate means of assessing information about the studied population. The "what" questions of the study supported the use of the survey design in the study.

### *3.3 Area of the Study*

The study was carried in Dar es Salaam, Mwanza, Arusha, and Mbeya cities in Tanzania. The cities were chosen because of being big cities in Tanzania absorbing a large number of entrepreneurial activities. They are the cities with several zonal headquarters of government and private sectors. They are full of businesses and several entrepreneurial enterprises compared to other cities in Tanzania. Several Higher Education Institutions are likewise located in these cities and may in one or another way influence self-employed enterprises covering and meeting the needs of the students. There is also presence of several agents and middlemen for various companies in the given cities.

### *3.4 Population Sampling and Data Collection*

This study sampled 400 self-employed people in hardware stores using stratified simple random sampling technique. The data were collected from self-employed people in hardware stores using the questionnaire. The 300 questionnaires were received and found complete and useful for the data analysis. The response rate was 75%. The calculation of this sample size is justifiable based on the nature of data analysis i.e. Multiple Linear Regression (MLR). The sample size requirements for MLR is calculated using the formula *"N > 50 + 8m (where m = number of independent variables"* by Tabachnick and Fidell (2001, p. 117). After calculation, it was noted that, this study has not violated the sample size assumption i.e. N>50+8 (5) = 94. It must be noted that, this study had five predictors and 300 cases which are more than 94 obtained from the formula above.

***Table 1: Proposed and Field Obtained Sample Size***

| BM | Proposed Sample Size | Surveyed Sample Size | Percentage |
|---|---|---|---|
| Mbeya | 95 | 75 | 25.0 |
| Dar es Salaam | 115 | 80 | 27.0 |
| Mwanza | 92 | 71 | 23.0 |
| Arusha | 98 | 74 | 25.0 |
| **Total** | **400** | **300** | **100.0** |

### *3.5 Data Analysis*

Multiple Linear Regression (MLR) was principally used to analyze the collected data in this study. Before using MLR, some Descriptive Statistics (DS) were performed particularly regarding demographic information of the population. The DS was likewise used to obtain the results for specific objective number one and two. On the other hand, MLR was used to test the relationship between generic skills and self-employment among self-employed people in hardware stores in Tanzania. In summary, the MLR was used to analyze the collected data for specific objective number three. The MLR was the best technique for analysis because of having more than one predictors and one continuous dependent variable. The predictors were generic skills while continuous dependent variable was self-employment. Specifically, the generic skills included perceptional skills, soft skills, risk-benefit skills, functional business skills and relevant business skills.

$$Y = \alpha + b_1x_1 + b_2x_2 + b_3x_3 + b_4x_4 + b_5x_5 + \varepsilon$$

**Where:**

**Y**-Criterion (*i.e. self-employment*)
**α:** constant (*intercept*)
$\mathbf{b_{1\text{-}5}}$: Regression Coefficients
$\mathbf{x_{1\text{-}5}}$: Predictors (*perceptional skills, soft skills, risk-benefit skills, functional business skills and relevant business skills*)

### 3.6 Measurement of the Variables

This study has two prime variables; predicators and criterion variables. The predictors include generic skills while the criterion variable is self-employment. The generic skills include perceptional skills, soft skills, risk-benefit skills, functional business skills and relevant business skills. Perceptional Skill was a non-metric variable measured using seven items. These measurements are according to Meager, Martin and Carta from Institute of Employment Studies (2011). The seven items are values, beliefs and attitudes, action orientation, desire for independence, initiative and creativity. The 5-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree) was used to measure the statement items of Perceptional Skill in the surveyed cities.

Soft Skill was a non-metric variable measured using six items. These measurements are according to Meager, Martin and Carta (2011). The six items are interpersonal, communication, networking, persuasion/selling, awareness of own skills gaps and awareness of own strengths. The 5-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree) was used to measure the statement items of soft skill in the surveyed cities.

Risk-benefit skill was a non-metric variable measured using four items. These measurements are according to Meager, Martin and Carta (2011). The four items are general knowledge about self-employment, realistic awareness of self-employment risks, realistic awareness of self-employment benefits, and value of weighing up self-employment as own career option. The 5-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree) was used to measure the statement items of the risk-benefit skill in the surveyed cities.

Functional business skill was a non-metric variable measured using four items. These measurements are according to Meager, Martin and Carta (2011). The four items are financial management, human resource management, market research, planning and goal setting. The 5-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree) was used to measure the statement items of the functional business skill in the surveyed cities.

Relevant business skill was a non-metric variable measured using four items. These measurements are according to Meager, Martin and Carta (2011). The four items are employment legislation, compliance with tax requirements, knowledge of potential financing sources and knowledge of potential arrangements. The 5-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree) was used to measure the statement items of the relevant business skill in the surveyed cities.

Self-employment is one of the types of employment which people engage on for income earning. This paper adapts the measurement indicators of self-employment used by Bryson and White (1997); Benus and Michaelides (2010); Meager, Martin and Carta (2011). Self-employment was a non-metric variable measured using six statement items. The six items are independence or autonomy i.e. the self-employed (working on own account), working for oneself (running one's own business), salary or wage from self-employment, security, time flexibility and risk or responsibility. The 5-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree) was used to measure the statement items of self-employment in the surveyed cities.

## 4.0 FINDINGS AND DISCUSSION

### 4.1 Descriptive Results

#### 4.1.1 Personal Information of the Self-employed People in Hardware Stores

Both sexes of self-employed people in hardware stores were surveyed in this study. Among the self-employed people in hardware stores surveyed, 70.0% were male while 30.0% were female (**Table 2**). The majority of the surveyed self-employed people in hardware stores were the male. This implies that, the male are leading in self-employment in hardware stores compared to female in surveyed cities in Tanzania. With regards to age, the range of ages is from 25 to 45 and above years. The results of surveyed self-employed people in hardware stores make it obvious that, 9% of the self-employed people in hardware stores had the age between 25-29 years, 10% between 30-34 years, 20% between 35-39 years, 28% between 40-44 years and 33% of the self-employed people in hardware stores had 45 years and above (**Table 2**). The majority of the surveyed self-employed people in hardware stores had therefore the age of 45 years and above years old.

It was also pertinent to collect data on marital status among the surveyed self-employed people in the hardware stores in this study. The results show that, 9% of the surveyed self-employed people in hardware stores were single, 53% married, 16% divorced and 22% widowed (**Table 2**). This means that, self-employed people in hardware stores who were surveyed in the four cities of Tanzania were married. Since the location of this study was four big cities in Tanzania, the surveyed self-employed people in hardware stores were asked to identify the particular city they are living and working in. In so doing, 25% of the self-employed people in hardware stores lived and worked in Arusha, 27% lived and worked in Dar es Salaam, 25% lived and worked in Mbeya and 23% lived and worked in Mwanza. The majority of the surveyed self-employed people in hardware stores were therefore living and working in Dar es Salaam though insignificant difference is observed from self-employed people living and working in other cities. The lowest education level considered in this study is no formal education level while the highest level is postgraduate. The results in **Table 2** established that, 10% of the surveyed self-employed people in hardware stores had no formal education, 37% had primary education, 26% had secondary education, 20% had undergraduate education and 7% had postgraduate education. The majority of the self-employed people in hardware stores had primary education in the surveyed cities of Tanzania.

***Table 2: Personal Information of the Self-employed People in Hardware Stores***

| Personal Information | Scale | Frequency | Percent |
|---|---|---|---|
| Sex | 1. Male | 211 | 70.0 |
| | 2. Female | 89 | 30.0 |
| | **Total** | **300** | **100.0** |
| Age | 1. 25-29 years | 26 | 09.0 |
| | 2. 30-34 years | 30 | 10.0 |
| | 3. 35-39 years | 60 | 20.0 |
| | 4. 40 -44 years | 85 | 28.0 |
| | 5. 45 and above years | 99 | 33.0 |
| | **Total** | **300** | **100.0** |
| Marital Status | 1. Single | 26 | 09.0 |
| | 2. Married | 159 | 53.0 |
| | 3. Divorced | 48 | 16.0 |
| | 4. Widow | 67 | 22.0 |
| | **Total** | **300** | **100.0** |
| Residential and Working Area | 1. Arusha | 74 | 25.0 |
| | 2. Dar es Salaam | 80 | 27.0 |
| | 3. Mbeya | 75 | 25.0 |
| | 4. Mwanza | 71 | 23.0 |
| | **Total** | **300** | **100.0** |
| Education Level | 1. No Formal Education | 31 | 10.0 |
| | 2. Primary Education | 112 | 37.0 |
| | 3. Secondary Education | 77 | 26.0 |
| | 4. Undergraduate Education | 60 | 20.0 |
| | 5. Postgraduate Education | 20 | 07.0 |
| | **Total** | **300** | **100.0** |

### 4.1.2 The Extent to which Generic Skills are Possessed by Self-Employed People

This section specifically determined the extent to which generic skills are possessed by self-employed people in hardware stores in surveyed cities of Tanzania. It addressed the extent to which generic skills such as perceptional skills, soft skills, risk-benefit skills, functional business skills and relevant business skills are possessed by the self-employed people in hardware stores in the surveyed cities in Tanzania. The results in **Table 3**designate that, self-employed people in hardware stores possess Perceptional Skills to very small extent by 7%, in small extent by 9%, in large extent by 50%, in very large extent by 20% and 14% of the respondents were neutral in possession of the mentioned skills. The majority of the surveyed self-employed people in hardware stores possessed Perceptional Skills to a large extent.

Furthermore, the self-employed people in hardware stores possessed Soft Skills in very small extent by 10%, in small extent by 10%, in large extent by 44%, and in very large extent by 29% and 8% of the self-employed people in hardware stores were neutral on the possession of Soft Skills in the surveyed cities (**Table 3**). The majority of the self-employed people in hardware stores possessed Soft Skills in large extent. Moreover, the self-employed people in hardware stores possessed Risk-benefit Skills in very small extent by 7%, in small extent by 17%, in large extent by 48%, and in very large extent by 23% and 6% of the self-employed people in hardware stores were neutral on the possession of Risk-benefit Skills (**Table 3**). The majority of the self-employed people in hardware stores possessed Risk-benefit Skills in large extent.

Besides, the self-employed people in hardware stores possessed Functional Business Skills in very small extent by 24%, in small extent by 49%, in large extent by 16%, and in very large extent by 8% and 3% of the self-employed people in hardware stores were neutral on the possession of Functional Business Skills (**Table 3**). The majority of the self-employed people in hardware stores possessed Functional Business Skills in small extent. More to the point, the self-employed people in hardware stores possessed Relevant Business Skills in very small extent by 22%, in small extent by 54%, in large extent by 16%, and in very large extent by 5% and 4% of the self-employed people in hardware stores were neutral on the possession of Relevant Business Skills (**Table 3**). The majority of the self-employed people in hardware stores possessed Relevant Business Skills in small extent.

***Table 3: The Extent to which Generic Skills are possessed by Self-Employed People***

| **Scale** | **Perceptional Skills** | | **Soft Skills** | | **Risk-Benefit Skills** | | **Functional Business Skills** | | **Relevant Business Skills** | |
|---|---|---|---|---|---|---|---|---|---|---|
| **Possession Extent** | **F** | **%** | **F** | **%** | **F** | **%** | **F** | **%** | **F** | **%** |
| Very Small Extent | 21 | 7 | 29 | 10 | 22 | 7 | 71 | 24 | 65 | 22 |
| Small Extent | 27 | 9 | 30 | 10 | 50 | 17 | 148 | 49 | 161 | 54 |
| Neutral | 43 | 14 | 23 | 8 | 17 | 6 | 09 | 3 | 12 | 4 |
| Large Extent | 150 | 50 | 132 | 44 | 143 | 48 | 47 | 16 | 47 | 16 |
| Very Large Extent | 59 | 20 | 86 | 29 | 68 | 23 | 25 | 8 | 15 | 5 |
| **Total** | **300** | **100** | **300** | **100** | **300** | **100** | **300** | **100** | **300** | **100** |

From the results presented above, it is generally but openly realized that some generic skills like Perceptional Skills, Soft Skills and Risk-benefit Skills were possessed by self-employed people in hardware stores to a small extent. On the other hand, Functional Business Skills and Relevant Business Skills were possessed by self-employed people in hardware stores small extent by self-employed people in hardware stores in the surveyed cities in Tanzania. These results could be supported or denied by the previous studies however no specific study provided the extent to which the skills were possessed particularly by the self-employed people. For, example, Abas and Imam (2016) presented thinking competence, problem solving skills, personal management skills, competence in personal adaptability skills, learning continuously skills and teamwork skills. However, their study did not show the extent to which employees possessed such skills for the job performance. Selvadurai, Er and Maros (2012) likewise studied generic skills such as planning and problem solving skills, retrieve and handle information skills, communication and presentation skills, social development and interaction skills, individual traits and attributes skills. However, the skills were discussed from employers' perspective and the extent to which they were possessed is not attended in their study. A number of employability skills (communication skills, problem-solving and decision-making skills, and teamwork skills; self-awareness, self-confidence, independence, emotional intelligence, flexibility and adaptability, stress tolerance, creativity and initiative, willingness to learn, reflectiveness, lifelong learning, and professional behaviour) are previously found being required by graduates in entering the workforce due to their highest importance level (Suarta, Suwintana, Sudhana & Hariyanti, 2017). The extent of requirement of such skills is not previously covered in reflecting their importance in the workforce.

### 4.1.3 Participation of Self-employed People in Work-related Training for Generic Skills

This section deals with participation of self-employed people in work-related training for acquiring and updating generic skills. **Table 4** shows that, 29% of the surveyed self-employed people in hardware stores participated in the work-related training of acquiring and up-to-dating Perceptional Skills; while 71% of them did not participate. The majority of the self-employed people in hardware stores in the surveyed cities of Tanzania did not participate in acquiring and up-to-dating their Perceptional Skills.

Additionally, 39% of the surveyed self-employed people in hardware stores participated in the work-related training of acquiring and up-to-dating Soft Skills; while 61% of them did not participate (**Table 4**). The majority of the self-employed people in hardware stores in the surveyed cities of Tanzania did not participate in acquiring and up-to-dating their Soft Skills.

It was moreover revealed that, 43% of the surveyed self-employed people in hardware stores participated in the work-related training of acquiring and up-to-dating Risk-benefit Skills; while 57% of them did not participate (**Table 4**). The majority of the self-employed people in hardware stores in the surveyed cities of Tanzania did not participate in acquiring and up-to-dating their Risk-benefit Skills.

Besides, 40% of the surveyed self-employed people in hardware stores participated in the work-related training of acquiring and up-to-dating Functional Business Skills; while 60% of them did not participate (**Table 4**). The majority of the self-employed people in hardware stores in the surveyed cities of Tanzania did not participate in acquiring and up-to-dating their Functional Business Skills. Similarly, 36% of the surveyed self-employed people in hardware stores participated in the work-related training of acquiring and up-to-dating Relative Business Skills; while 64% of them did not participate (**Table 4**). The majority of the self-employed people in hardware stores in the surveyed cities of Tanzania did not participate in acquiring and up-to-dating their Relative Business Skills.

***Table 4: Participation of Self-employed People in Work-related Training for Generic Skills***

| **Participation Status** | **Perceptional Skills** | | **Soft Skills** | | **Risk-Benefit Skills** | | **Functional Business Skills** | | **Relevant Business Skills** | |
|---|---|---|---|---|---|---|---|---|---|---|
| **Scale** | **F** | **%** | **F** | **%** | **F** | **%** | **F** | **%** | **F** | **%** |
| Not Participated | 212 | 71 | 182 | 61 | 171 | 57 | 179 | 60 | 191 | 64 |
| Participated | 88 | 29 | 118 | 39 | 129 | 43 | 121 | 40 | 109 | 36 |
| **Total** | **300** | **100** | **300** | **100** | **300** | **100** | **300** | **100** | **300** | **100** |

The results in Table 4 above indicates that, more than 50% of the surveyed self-employed people did not participate in work-related training for acquiring and updating generic skills. These results are supported by the previous studies. For example, Meager, Martin and Carta (2011) stress that there is no qualifications among the self-employed because they are less likely than others to participate in training. Compared with employees, the self-employed are only half as likely to participate in work-related training or education because they have low earnings, long working hours and cannot afford investing in skills development. Although this study addressed less training participation and possible reasons, it did not reveal whether the self-employed compensate for this by finding other ways to update their skills, through informal learning or on-the-job skill development. Looking at potential graduates as prospective self-employees, Ndyali (2016) found that, many graduates leave the university without the requisite skills or competences needed in today's economy and society. There is lack of qualified technical and vocational, innovative, entrepreneurship and job skills due to their less participation in acquisition and updating their skills when in the university.

### 4.2 Inferential Analysis (Influence of Generic Skills on Self-employment)

The Inferential Analyses used in this study is a Multiple Linear Regression (MLR). The MLR was performed to predict the influence of generic skills on self-employment of self-employed people in four surveyed cities of Tanzania. Preliminarily, some keystone analyses were done in avoiding violation of the MLR assumptions. The assumptions addressed were sample size, independence of residuals/relations, outliers, multicollinearity, normality, linearity and homoscedasticity. The study at hand used Adjusted R Square in assessing how much of the variance in self-employment (dependent variable) was explained by the model with the generic skills (independent variable). The value obtained was .290 which means the model explained 29% of the variance in self-employment (see **Table 5**).In testing how well the regression model fitted the data, it was found that the computed F statistics was 15.068 with an observed significance level of 0.000. The models reached the statistical significance which was $p<0.001$ (see **Table 5**). It was expected that, the generic skills had positive relationship with self-employment of the surveyed self-employed people in hardware stores in Tanzania. The summary of regression analysis run portrays the results in **Table 5.**

*Table 5: Summary of Regression Results*

| | B | t | Sig. |
|---|---|---|---|
| **(Constant)** | 3.814 | 17.171 | <.001 |
| Perception Skills | .215 | 6.315 | < .001 |
| Soft Skills | .117 | 4.092 | < .001 |
| Risk-benefit Skills | .076 | 2.212 | < .001 |
| Functional Business Skills | .198 | 5.129 | < .001 |
| Relevant Business Skills | .191 | 3.805 | < .001 |
| Multiple R | | .557[a] | |
| R Square | | .310 | |
| Adjusted R | | .290 | |
| ANOVA (F, SIG.) | | 15.068 (< .001) | |

The results indicate that, Perception Skills had a statistically significant and positive relationship with self-employment (Beta=.215, t=6.315, p<0.001). These results imply that, the more the self-employed people acquire Perception Skills, the more they perform in self-employment. Furthermore, Soft Skills had a statistically significant and positive relationship with the self-employment among the surveyed self-employed people in Tanzania (Beta=.117, t=2.212, p<0.001).These results may suggest that, the more the self-employed people acquire Soft Skills, the more they perform in their self-employment.

Likewise, Risk-benefit Skills had significant relationship with self-employment among the surveyed self-employed people in Tanzania (Beta=.076, t=2.212, p>0.05). These results entail that, the more the self-employed people acquire Risk-benefit Skills, the more they perform in self-employment. Similarly, Functional Business Skills had significant relationship with self-employment among the surveyed self-employed people in Tanzania (Beta=.198, t=5.129, p>0.001). These results necessitate that, the more the self-employed people acquire Functional Business Skills, the more they perform in self-employment.

Equally, Relevant Business Skills had significant relationship with self-employment among the surveyed self-employed people in Tanzania (Beta=.191, t=3.805, p>0.001). These results entail that, the more the self-employed people acquire Relevant Business Skills, the more they perform in self-employment.

Generally, this study noted that the studied generic skills such as perceptional skills, soft skills, risk-benefit skills, functional business skills and relevant business skills had statistically significant and positive relationship with self-employment among self-employed people in hard stores in the surveyed four cities of Tanzania. These results are likewise supported by the previous studies. For example, Abas and Imam (2016) found thinking competence, problem solving skills, personal management skills, competence in personal adaptability skills, learning continuously skills and teamwork skills to moderately influence job performance among the employers and employees in the government institutions. Ekpe at al. (2012); Murgor (2017); Ogunbanjo et al. (2017) likewise found that, entrepreneurial skills such Technical Entrepreneurial Skills, Business Management Skills and Personal Entrepreneurial Skills influenced employment performance among the TVET technician graduates. They insist that, entrepreneurship education is a good policy and it has positive effect on self-employment initiatives. The entrepreneurial skills gained through several entrepreneurship development programmes (i.e. entrepreneurship courses and departments in the universities) facilitated self-employment and generated employment for others among the graduates of various universities.

## 5.0 CONCLUSION AND AREAS FOR FURTHER RESEARCH

### 5.1 Conclusion

The generic skills such as perceptional skills, soft skills, risk-benefit skills, functional business skills and relevant business skills are imperative for successful self-employment growth in Tanzania. The skills are found to positively and significantly influence self-employment; and they contribute to 29% among other factors which lead to successful employment in Tanzania. The training of self-employed people on these skills may raise performance in self-employment meanwhile combating alternatively the problem of unemployment in Tanzania.

### 5.2 Areas for Further Research

The reasons on why some generic skills are possessed to the large extent and some are possessed to the small extent are not addressed in this study. Future study can be done to come up with the reasons of difference in possession extent of the studied generic skills.

Furthermore, this study has not been able to address the reasons as to why more than 50% of the self-employed people did not participate on the alternative work-related training for acquiring and updating generic skills. The kind of work-related training attended by the less than 50% of such self-employed is not specified in the study at hand. Further and future research can be done to address and bridge the identified gaps.

The studied generic skills contributed 29% on self-employment. The study at hand was not able to address the other factors which influence self-employment by 71%. A future study is suggested in order to know other factors which influence self-employment apart from generic skills.

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