

The Dilemmas of Teaching and Assessing Soft Skills and their Implications for Quality of University Graduates in Tanzania

Philipo Lonati Sanga, PhD

Email: philipolonati@gmail.com

School of Education, University of Dar es Salaam-Tanzania

Abstract

The qualifications that matter most for this century are ostensibly related to the demonstrated mastery of essential competencies referred to as soft skills. Studying academic content ought not to be the goal but rather the means for developing these soft skills. Accordingly, in today's globalised world, what matters is no longer how much you know, but what you can do with what you know. Unfortunately, systematic formal teaching and the assessment of soft skills in the classroom is quite rare in most cases. This paper draws several findings, mainly from exploratory content analysis as corroborated with thematic analysis of semi-structured in-depth interview responses extracted from eight university lecturers and then transcribed verbatim.

Keywords: *assessment for learning, employability skills, lifelong learning skills, soft skills, university graduates*

1. Introduction

There are observable paradigm shifts in education and labour market policies in many nations, in which education institutions, particularly universities have been compelled to produce more readily employable graduates (Azmi, Hashim, & Yusoff, 2018). The shifts could be attributed to factors like change in global economy, prompted by globalisation,

technological change, increased employment competitiveness, and the growing complexity of customers and clients in most of businesses (Greatbatch & Lewis, 2007; Bridgstock, 2009).

MTD Training (2010) asserts that even companies who tended to focus only on where their new employees went to university have learned that:

IQ alone isn't going to make them [graduates] successful. The way they conduct themselves, the way they express themselves, and the way they interact with others are all as important if not more important than the person's score on an intelligence test (p.15).

Nonetheless, in many higher education institutions, it is still debatable as to what exactly constitutes employability and lifelong learning skills and which attributes of a graduate are indispensable in order to cultivate those fundamental skills in students. Many higher education institutions are evidently concerned with this “graduate employability agenda” (Bridgstock, 2009, p.31) by constantly reviewing their curricula and which attributes their graduates should possess in order for them to be appealing to multiple employers across multiple work contexts and disciplines.

2.1 Conceptualising Soft Skills

Although educators share certain common issues when they define ‘soft skills’, there is still no tangible consensus regarding the meaning of this catchphrase. For instance, Waggoner (2006) asserts that soft skills encompass a wide range of interpersonal skills such as courtesy, respect for others, work ethics, teamwork, self-discipline, self-confidence, conformity to norms, language proficiency, and communication skills. ‘Soft skills’ is a terminology relating to a person's cluster of personality traits such as communication, personal habits and language that characterize their relationship with other people.

Soft Skills: Beyond Academic Success (2012) defines soft skills as the non-academic aptitudes that allow students to execute hard skills, like interpersonal communication, critical thinking, work ethics, and creativity. Shakir (2009) claims that “[w]hile there are no specific skills that are listed as “Soft” skills. . . soft skills [incorporate] aspects of generic skills which include non-academic skills such as leadership, teamwork, communication, and lifelong learning” (p. 310). Corroborating with the present study’s findings, the concept ‘soft skills’ seems to be dynamic and either not universal or not fully agreeable even in places where it is used (Wagonner, 2006; Zhang, 2012). The variations of this concept include: 21st century competencies, 21st century skills, survival skills (Wagner, 2010), emotional intelligence (MTD Training, 2010), employability skills (Bridgstock, 2009; Hernandez, Del Peso & Leguey, 2009), key competencies, core skills, essential skills, transferable skills, workplace know-how, and ‘social survival skills.’

2.2 Teaching and Assessment of Soft Skills

Despite the arguments by some educators such as McKnight (2004) that soft skills are acquired through inculcation, are developed early in life, and are difficult to exercise and replace with others, many educators support the idea that soft skills are part of a lifelong learning journey. Therefore, lecturers have a special responsibility of creating conducive learning environments in order to foster growth of soft skills among their students (Schulz, 2008; Waggoner, 2006). This is possible through establishing appropriate alignment among teaching, learning and assessment processes (Author, 2015).

One educational implication of human behaviour theory is that merely teaching skills is not sufficient to induce a meaningful learning behaviour. Providing appropriate assessment as an extrinsic reward fosters and shapes the learning that takes place (Zhang, 2012). This study

builds on the postulation that quality education depends on the complementarities of teaching and assessing hard skills and soft skills. Hard skills and soft skills ought to be mutually inclusive to produce a well rounded learner (Hsieh, Lin, & Lee, 2012; Moshia, 2012; Schulz, 2008; Zalaquett & Turner, 1997; Zhang, 2012).

2.4 Higher Education and Soft Skills in Tanzania

It is noted that Tanzania is constantly making educational related reforms that may directly and indirectly impact the employability skills among students and university graduates in particular (Munishi, 2016). Such reforms are available in the Tanzania's Development Vision 2025, the Education and Training Policy of 1995 and its revised version of 2014); the Technical Education and Training Policy of 1996; National Higher Education Policy of 1997; Education Sector Development Programme (ESDP 2008-2017); and National Strategy for Growth and Reduction of Poverty (NSGRP 2005). These national strategies are echoing the global concerns such as the Sustainable Development Goals (SDGs 2030). It is significant to underscore here that the above mentioned reforms have impacted the education sector both positively and negatively. These reforms are meant to improve the quality of graduates at different levels of education. Therefore, as Ndyali (2016) suggests, at university level, poor implementation of the reforms may either directly or indirectly hamper the acquisition of relevant employable skills among graduates. Accordingly, the above noted and other efforts made by Tanzania were expected to prepare more labour market responsive graduates. Contrary to that expectation, currently, employers in Tanzania are still concerned about the alarming lack of relevant job competencies among the university graduates (Munishi, 2016). The impact of globalization coupled with technological changes in education just like any other field of life is constantly being felt and demands concrete response. This response may

compel changing the teaching and assessment approaches at universities and focusing on the production of more skilled human resources to meet the challenges of global labour market (Kalufya & Mwakajinga, 2016). The new economy mentality requires innovation, training, reinventing education, and entrepreneurship among the workforce. One of the goals of Tanzania higher education is the acquisition of both physical and intellectual skills which will enable individuals to be self-reliant and useful members of the society. It is the legislative duty of the Tanzania higher education to prepare the required human capital through relevant manpower training, abilities, attitudes, skills and knowledge as education is one of the top priorities of national strategic plans in Tanzania.

It is assumed that after finishing the university education, graduates should be capable of making a successful transition from these institutions of higher learning to become productive workers, self-reliant entrepreneurs, good citizens, responsible and selfless leaders. Further, Ndyali (2016) and Mwita (2018) state that it is supposed that after graduation, the graduates can develop additional skills through training and experience that could further boost their opportunities, capabilities and chances in life.

Currently, there are 27 universities and 15 university colleges in Tanzania. Despite the efforts of the government to create many job opportunities per every year, graduates who seek employment stay for many months and even years before securing their first employment. Many studies and anecdotal evidence suggest that graduates' unemployment in Tanzania may be mainly caused by many factors which include anomalies in education system, lack of appropriate career skills, overemphasis on formal sector of economy, and inadequate information related to employment opportunities (Fulgence, 2016; Ndyali, 2016 and Mwita, 2018). Thus, graduates' unemployability does not necessarily connote the absence of job opportunities but sometimes the inability of graduates to acquire the available opportunities.

2.5 Soft Skills for Employability of Graduates in Tanzania

Tanzania has been suffering from low skills for employees and graduates due to incongruity between the imparted education and employers and business industry needs (Mwita, 2018; Ndyali, 2016; Author, 2015). It is unfortunate that employers complain about inadequate performance by new graduates. Although curriculum content may include the knowledge, skills and values that students need to attain, teaching and learning processes may not necessarily empower them to obtain these attributes (Al-Harth, 2011; Ndyali, 2016). There is a general lack of targeted education and frequent major discrepancies between candidates' profiles and the skills in many public and private companies. With concerns increasing over the inability of the labour market in most of African countries to absorb fresh graduates, education systems ought to concentrate on delivering quality education with marketable skills and not just on expanding enrolment size. Fisher and Frey (2015) observed that there has been a global paradigm shift from increasing pupils' basic skills in the reading, writing and arithmetic skills at primary school, to expanding access to secondary and higher education, in order to ensure the skills attainment required by the labour market.

Consequently, what is happening in Tanzania is reported in Malaysia by David and Saeipoor (2018) that universities are under intense pressure to produce employable graduates with a broader set of both hard and soft skills. However, unfortunately, university curricula are rarely reviewed or changed to incorporate current labour market requirements. As clearly asserted in Al-Harth (2011), Fulgence (2016) and elsewhere, universities are important institutions in that they teach graduates skills to meet global market demands. This way, universities link themselves to labour market through fulfilling their core functions of

researching, public service and teaching all of which ultimately produce skilled manpower.

There is ample evidence from Tanzanian employers from various sectors to reveal a skills shortage among university graduates (For example Fulgence, 2016; Kalufya & Mwakajinga, 2016; Mwita, 2018; and Ndyali, 2016) with most employers indicating that expertise in verbal and written communication is an important factor in employability. Apart from academic qualifications, employers also require applicants to have skills such as analytical, investigative, entrepreneurial, managerial, teamwork, time management and computer skills. While students' credentials are key to future employability of graduates empirical evidence suggests that soft skills have a profound potential to manipulate the effects of graduates' hard skills. Thus, to be competitive in the labour market graduates must possess the required soft skills in addition to their academic qualifications (Kalufya & Mwakajinga, 2016; Ndyali, 2016).

It is further claimed by various authors such as Kitta & Fussy (2013), Kalufya & Mwakajinga (2016) and Munishi (2016) that in Tanzania, research shows significant divergence between the kind of graduates employers expect and those produced by colleges and universities as attested by both public and private sector employers. It is further contended that employers complain that neither do graduates have adequate knowledge and skills on their areas of expertise, nor conversant with current issues. These graduates lack innovativeness, communication skills notably inability to express themselves clearly orally and in writing as well as poor command in English language (Kalufya & Mwakajinga, 2016; Munishi, 2016). Such factors further lead to lack of confidence at work leading to a likelihood of delivering poor service. Many educators have persuasively maintained that appropriate competencies are necessary for both lifelong learning and employment purposes (Bridgstock, 2009;

Hernandez, Del Peso & Leguey, 2009; Kechagias, 201; Schulz, 2008). As such, the present paper basically focuses on:

1. describing the rationale for teaching and assessing soft skills at university level;
2. exploring the dilemmas associated with teaching and assessing soft skills; and
3. drawing the implications of teaching and assessment practices of soft skills for production of quality university students.

3. Results and Discussion

3.1 Rationale for Teaching and Assessing ‘Soft Skills’

It has been established in this study that soft skills play an important role in shaping a person’s personality and that they enhance the development of appropriate competencies needed for both career and lifelong learning. Another central thesis elucidated in this paper is that soft skills complement and not supplement the hard skills. As an illustration, within further learning and employment contexts, good hard skills alone are no longer sufficient for both gaining a position in a desired field and advancing through the hierarchy of any chosen field. Soft skills are non-academic aptitudes like interpersonal communication, work ethics and critical thinking that allow students to perform hard skills, and the academic subject content (ODEP, 2010). Thus soft skills have equal importance alongside hard skills; however, soft skills ought not to disguise a person’s lack of expertise in a particular field. Despite the significance of soft skills in lifelong learning and employment, university students are not taught such skills by their lecturers. In most cases lecturers defend themselves for neither teaching nor assessing soft skills in many ways like this one:

To me, when I look back to my university years, we were not taught on how to teach soft skills to our students. Even when lecturers came for assessment during our field practice, it was not assessment rather judging on what we were doing wrong...no comments on how to improve teaching. Therefore, the little we help students in developing soft skills is out of what we struggle on our own (Interview transcript from Lecturer 3, 9th August, 2017).

Soft skills have a potential to determine and predict an individual's success (and failure) in further learning and employment. Hard and soft skills are both important but there are instances in which one of them tends to mark the difference. Azmi, Hashim and Yusoff (2018) corroborate this by emphasizing that the opportunity accruing to hard skills is essentially realized through the command over soft skills. For example, when confronted with the task of making decisions for admitting new students or recruiting new employees, heads of schools, university admissions, organization's human resource officers or such other personnel use interviews to determine whether the applicants fit the school or organization. The prospective students and employees are thus expected to possess and prove to have a competitive edge that distinguishes them from other candidates who may have similar hard-skills qualifications (Schulz, 2008). Metaphorically, while hard skills provide you with an opportunity to run the race, your soft skills get you noticed as a competent athlete. For the same reason O'Neill, Goffin & Gellatly (2012) acceptably declare that few employees are fired because they lack technical knowledge and skills. This study realized that even when they do not specifically teach and assess soft skills, some lecturers attempt to impart these skills to their students in many ways:

Our university, just like many other universities, has a tendency of

competing for producing students who are competitive in many aspects upon graduation. Promoting non-academic skills facilitates our students' life after school. Therefore, I find myself being busy to plan lessons that can impart to students something beyond the academic content which is usually overtly examined (Interview transcript from Lecturer 1, 7th August, 2017).

Soft skills release the competencies necessary for transfer of learning. Practically, employers prefer to recruit candidates who will be productive from the very beginning. Likewise, school heads and universities would prefer to admit students who will be able to manage both their university studies and personal life as effectively as possible throughout their school and campus life. This is justifiable by the rapidly changing information-and knowledge-intensive economy (Bridgstock, 2009). Towards this effect, individuals must not only possess knowledge and skills that are specific to their own discipline or occupation, but must also possess knowledge, skills, and dispositions that are positively transferable to many other fields and occupational situations. In relation to enabling transfer of learning, one participant exposed:

To be honest, I regularly insist on students' punctuality, participating actively in classes, cooperating in their groups and many other good habits. And, I usually notice that students with such good habits learn easily most of subjects. They tend to quickly realize the link between various concepts and issues. Unfortunately, however, I have never had a specific formal way of assessing my students' levels of these soft skills (Interview transcript from Lecturer 7, 14th August, 2017).

Literature as corroborated with anecdotal evidence indicate that there are certain circumstances in which individuals with low proficiency of hard skills are given chances for

further education and employment once they have testified their potential for acquiring the pertinent deficient skills upon recruitment (Bridgstock, 2009; Zalaquett & Turner, 1997). Productivity in organizations, for instance, is chiefly dependent upon *what* and *how* employees do with what they already have. This is one scenario for which dispositions like effective communication, critical thinking and problem solving, leadership, morality and professionalism, teamwork and dynamism play a decisive role and mark a significant difference for the prospects of a potential candidate.

By and large, soft skills play a crucial role in shaping an individual's personality, they enhance social competence and they complement hard-skills. Understood this way, soft skills stand with equal importance alongside hard skills, but as already cautioned, they should not be misused to mask a person's technical deficiencies in any particular field. Few lecturers are manifestly using multiple strategies to conduct lessons that can provoke students' active engagement in classes. To this effect, they employ strategies such as: supervised small group discussions followed by individual presentations, debating sessions on controversial issues, portfolio recording, and project implementation. "When I prepare my lesson and teach in the class, I normally think on whether my students are going to be helped to cultivate right knowledge, skills and attitudes as expected in this globalised world" (Interview transcript from Lecturer 1, 7th August, 2017). Most lecturers agreed that when students see their lecturers demonstrate certain desirable traits, they not only understand the value and feel inspired to adopt them but also see how and when to apply them. For instance, when lecturers work through an issue together with students in their classroom, students appreciate the role of collaboration in real life situations.

3.2 Dilemmas Associated With Teaching and Assessing Soft Skills

Many countries including Tanzania are currently undergoing transformations towards competence-based education systems (Kechagias, 2011). Teaching and assessment features, methods and practices should inevitably change too in order to produce high quality graduates at all levels of education (Baartman, 2008). It is incontestable that the traditional assessment methods divorce assessment of soft skills, thus, competence-based education should consider the assessment of complex competencies instead of lingering on the mere assessment of basic knowledge and skills acquired from the subject matter. When education is increasingly becoming competence-based, innovative assessment strategies are required to assess holistic competence acquisition of students more effectively. There should be an apposite alignment between learning, teaching and assessment, and the three should be based on the same principles (Author, 2015).

‘Soft skills’ is a concept that appears to be neglected in the Tanzanian educational circles. Despite the growing global demand for individuals with both great intelligence quotients and emotional intelligences (MTD Training, 2010), students are not given any systematic training on soft skills. As such, there is no clear understanding on what soft skills actually are. Most university lecturers tend to use their own experiences in helping students cultivate relevant competencies. Yet occasionally, in their pursuit of implementing certain non-traditional teaching and assessment strategies, lecturers find themselves in various dilemmas as illustrated in the subsequent paragraphs.

3.2.1 Technical and professional barriers

Findings suggest that the majority of interviewed lecturers did not have specified standards for soft skills that students have to meet. Similarly, most of the lecturers appeared to possess an inadequate level of skills necessary for teaching and assessing soft skills. Even the

assessment of the cognitive domain through traditional tests, which cannot measure intrapersonal and interpersonal traits, proved to be problematic for many lecturers. Comprehensive assessment of students' competencies needs well and regularly trained lecturers who can use multiple assessment tools to measure student achievement. For instance, one lecturer who is a teacher educator remarked:

Much assessment in this university does not explore the deeper thinking processes of learners expected by Bloom's taxonomy. And we were taught at college that the three domains [cognitive, psychomotor and affective] must be achieved; sadly, we were not exposed to practical ways of assessing the affective domain. I think we seriously need workshops, seminars, and the like to be trained on how to integrate the affective domain in our assessment practices. (Interview transcript from Lecturer 3, 14th August, 2017)

The above transcript exposes two main sources of the technical and professional barriers. The first is the silence of lecturers' preparation curricula regarding how to teach and assess the soft skills. When lecturers are not trained on how to specifically teach and assess soft skills how would you expect them to carry out such a sensitive task? Secondly, lecturers face the scarcity of in-service training opportunities that are deliberately organised and funded by the university and other relevant organs.

3.2.2 Fear of time constraint

Classroom assessment entails a great deal of the lecturer's time and efforts. Yet, as already reported in the preceding section, lecturers are neither trained nor prepared to face this demanding task. Further complications emanate from the fact that it is unclear whether soft skills should be taught and assessed as standalone subjects or as embedded themes in the

existing subjects. However, many lecturers supported Lecturer 3's belief that dealing with soft skills puts additional pressure to the maximum number of subjects prescribed in the curricula. This would snatch the limited time lecturers have for implementing the already existing curricula. This is not peculiar to Tanzanian lecturers only but it is challenge elsewhere too as explained to be a challenge to lecturers in Malaysian universities (David & Saeipoor, 2018).

3.2.3 Institutional policies and regulations

Interview responses disclosed that there was no official institutional support when lecturers, through their personal initiatives attempted to create environment through which students could develop desirable soft skills. In Lecturer 7's words, "institutional managements are not ready to compromise between covering the syllabus and doing other activities not stipulated in the syllabus for whatever reasons". Thus, every lecturer is faced with pressure to complete the syllabus. In the lecturers' views, what matters most to university managements is the position of the university in the ranking competitions – and soft skills have less to do with the ranking criteria.

Large class size was pointed out as another dilemma, because the teaching and assessment of soft skills require a manageable class size for the lecturer to use multiple approaches of teaching and assessment and get to know students more closely. One can imagine the challenge of employing multiple teaching and assessment approaches to a class of hundreds of students. 'In some cases this university has classes with up to 1800 students' (Interview transcript from Lecturer 3, 14th August, 2017). While the government and university managements have interest in big classes, lecturers suffer the consequences and are obliged to teach and assess as effectively as possible. More interestingly, lecturers are normally held

accountable in case of any anomaly in the performance or perceived quality of students.

4. Conclusions and Implications

Lecturers' understanding and practice of teaching and assessment methods for soft skills are limited as a result of several factors. But lecturers mentioned two specifically important limitations: lack of training of soft skills in teacher preparation programmes and scarcity of in-job training programmes for the same. While the negative repercussions of either ineffective or lack of soft skills on the quality of education appear to be obvious, there are no clear efforts to fix this situation both at institutional and national levels. Nonetheless, there are individual lecturers who are struggling to apply the teaching and assessment skills they believe to be useful in cultivating soft skills among their students. Unfortunately, the impact of these few lecturers is thwarted by institutional working environments that are less supportive of non-traditional practices.

The negligence of integrating soft skills in classroom activities threatens the quality of education and graduates in particular. Quality of education depends on balanced teaching and thus assessing all three focal domains of learning – cognitive, psychomotor and affective. Institutional support for innovations and respecting lecturers' initiatives is indispensable. For instance, lecturers need to exercise their autonomy in classes through using multiple methods of teaching and assessing students. Initiatives that produce desirable outcomes should be honoured and accorded due support. Understandably, the effective cultivation of soft skills needs a supportive physical infrastructure too.

Overall, the findings from this study may induce several implications and conclusions for educational stakeholders and the education sector at large.

1. The necessity of acquiring soft skills for undergraduates is inevitable. It has been evidently argued for the need to train undergraduates so that they acquire soft skills compatible to those, which are demanded in the labour market. The results further emphasize on the need to develop strategies to enhance the soft skills learning and practicing in the universities.
2. The quality of lecturers is the single most important factor for quality education at university level (Wagner, 2010). To this effect, the curriculum for teacher training should be revisited to incorporate the teaching and assessment of soft skills in order to increase teacher awareness.
3. Professional development deserves to be highly emphasized, and in-service training programmes should be conducted on a regular and predictable basis to update lecturers with the dynamics of labour market.
4. University departments or teaching units deserve to be provided with adequate relevant facilities for classroom and outdoor activities. For instance, classrooms, science and language laboratories, sports fields, and libraries should be well-equipped with diverse materials to create a stimulating learning environment for students to easily relate what is learnt at school and what actually happens in the society.
5. The enhancement of teaching and learning environment ought to go in tandem with effective monitoring of the teaching, learning and assessment processes. Both public and private institutions have to adhere to similar standards of quality education.

References

- Al-Harth, H. K. (2011). University student perceptions of the relationship between university education and the labour market in Egypt and Oman. *Prospects*, 41 (4), 535-551.
- Azmi, I. A. G., Hashim, R. C., & Yusoff, Y. M. (2018). The employability skills of Malaysian university students. *International Journal of Modern Trends in Social Sciences*, 1(3), 01–14.
- Baartman, L.K.J. (2008). *Assessing the assessment: Development and use of quality criteria for competence assessment programmes*. Utrecht Utrecht: University.
- Bridgstock, R. (2009). The graduate attributes we've overlooked: enhancing graduate employability through career management skills. *Higher Education Research & Development*, 28 (1), 31–44.
- Chai, Y. (2012). Graduate employability: a conceptual framework for understanding employers' perception. *Higher Education*, 65(4), 457-469.
- David M. K. and Saeipoor, N. (2018). Integrating soft skills into courses in Malaysian public universities (undergraduates' perception). *IARS International Research Journal*, 8 (1).
- Fulgence, K. (2016). *Employability of higher education institution graduates: exploring the influence of entrepreneurship education and employability skills development programmes activities in Tanzania*. Unpublished PhD thesis, University of Dar es Salaam, Tanzania.
- Gall, M. D., Gall, J. P., & Borg, W. R. (2003). *Educational research: An introduction*

(7thEd.). Boston: Allyn and Bacon.

Greatbatch, D. & Lewis, P. (2007). *Generic employability skills ii: skills and learning intelligence module 10*. University of Nottingham. Retrieved from http://www.marchmont.ac.uk/Documents/Projects/ges/GES_II-FULL_REPORT_06.03.07.pdf.

Hernandez-March, J., Del Peso, M. & Leguey, S. (2009). Graduates' skills and higher education: The employers' perspective. *Tertiary Education and Management*, 15 (1), 1-16.

Hsieh, S.C., Lin, J. S., & Lee, H. C. (2012). Analysis on literature review of competency. *International Review of Business and Economics*. Vol.2, 25-50.

Kalufya, N. & Mwakajinga, L. (2016). Employability of graduates from higher education institutions in Tanzania. *Institute of Social Work Journal*, 1 (2) 51-68.

Kechagias, (Ed) (2011). *Teaching and assessing soft skills. 1st Second Chance School of Thessaloniki* (Neapolis). MASS Project.

Kitta, S. & Fussy, D. (2013). Bottlenecks in preparation of quality teachers in Tanzania. *Time Journals of Arts and Educational Research*, 1(5), 29-38.

Krippendorff, K. (2004). *Content analysis: An introduction to its methodology* (2nd Ed.). Thousand Oaks, CA: Sage.

Luhanga, M. (2003). *Higher education reforms in Africa: the University of Dar es Salaam experience*. Dar es Salaam: Dar es Salaam University Press.

McNight, D. (2004). An inquiry of NCATE's move into virtue ethics by way of dispositions

(Is this what Aristotle meant?). *Educational Studies: A Journal of the American Educational Studies Association*, 35(3), 212-230.

Mosha, H. J. (2012). *A case study of learning materials used to deliver knowledge and skills—or competency-based curricula (in Tanzania)*. Tunis: Association for the Development of Education in Africa (ADEA).

MTD Training (2010). *Emotional intelligence*. MTD Training and Ventus Publishing ApS. Retrieved from <http://www.healthyworkplaces.info/wp-content/uploads/2012/10/emotional-intelligence.pdf>

Munishi, E. J. (2016). Factors contributing to lack of employable skills among technical and vocational education (TVET) graduates in Tanzania. *Business Education Journal*, Vol. 1, Issue No. 2.

Mwita, K. (2018). Tanzania graduate employability: perceptions of human resource management practitioners. *International Journal of Human Resource Studies*, 8(2), 263-273

Ndyali, L. (2016). Higher education system and jobless graduates in Tanzania. *Journal of Education and Practice*, 7 (4), 116-121.

Office of Disability Employment Policy (ODEP) (2010). *Teaching soft skills through workplace simulations in classroom settings*. Retrieved from www.dol.gov/odep/documents/TeachingSoftSkills.pdf

O'Neill, T. (2010). *Why are soft skills important?* Retrieved from <http://ezinearticles.com>

Author (2015). [details removed for peer review]

Schulz, B. (2008). The importance of soft skills: *Journal of Language and Communication*,

146-154.

Shakir, R. (2009). Soft skills at the Malaysian institutes of higher learning. *Asia Pacific Edu*, 10, 309-315.

Soft Skills: Beyond Academic Success (2012). The Indiana Youth Institute: Indianapolis.
Retrieved at www.iyi.org.

Waggoner, J. (2006). *Nothing hard about soft skills in the college classroom*. Retrieved from www.wcu.edu/facctr/mountainrise/archive/vol3no2/html/waggoner.pdf.

Wagner, T. (2010). *The global achievement gap*. New York: Basic Books.

Zalaquett, C. P., Turner, M. T. (1997). Succeeding in the 21st century: A qualitative analysis. *TCA Journal*, 25(1), 221-340.

Zhang, A. (2012). Peer assessment of soft skills and hard skills. *Journal of Information Technology Education*, 11, 155-168. Retrieved from <http://www.editlib.org/p/88843>.