



Employer-Valued Multi-Quotient Competencies and Information Technology Graduate Readiness: Insights from Seven Regions in Tanzania

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Abstract: The global IT sector increasingly demands graduates who combine technical expertise with interpersonal, emotional, and adaptive competencies. However, higher education in many developing contexts continues to emphasise cognitive and technical skills, creating an employability gap. This study examines employer-valued multi-quotient competencies, including Intelligence Quotient (IQ), Social Quotient (SQ), Emotional Quotient (EQ), and Adversity Quotient (AQ), and their role in shaping IT graduate readiness in Tanzania. Using a concurrent mixed-methods design, data were collected from 45 employers across five IT sub-sectors, 480 final-year students from ten higher learning institutions, and a curriculum review of those same institutions. Quantitative data were analysed using descriptive statistics, chi-square tests, factor analysis ($KMO = 0.81$; Bartlett's $p < .001$), and regression modelling, while qualitative data underwent thematic analysis. Findings show that although IQ remains a baseline requirement, EQ ($\beta = 0.39, p < 0.01$) and AQ ($\beta = 0.35, p < 0.05$) are better predictors of graduate readiness. Students undervalued these dimensions, and curricula embedded them inconsistently. The study contributes new empirical evidence by integrating employer, student, and curriculum perspectives, advancing understanding of multi-quotient competence as a holistic framework for aligning IT education with workforce expectations.

Keywords: Adversity Quotient, Emotional Quotient, Graduate Readiness, Information Technology Education, Multi-Quotient Competencies

1. INTRODUCTION

The global IT industry is one of the most transformative sectors of the 21st century, reshaping economies, business models, and everyday life [1]. The rise of artificial intelligence, cloud computing, data analytics, and cybersecurity has intensified both the scope and complexity of IT practice [2]. Consequently, employer expectations of graduates have shifted. Employers now demand not only technical proficiency but also interpersonal, emotional, and adaptive capabilities that enable graduates to thrive in dynamic project ecosystems [3, 4].

In Tanzania, the cybersecurity sector is projected to grow to USD 94.2 million by 2029, at an annual rate of 11.78%, underscoring the expanding demand for not just technical but also secure, trustworthy, and responsive IT professionals. [5] Likewise, the National Digital Economy Strategic Framework 2024 - 2034 underscores the permeation of digital technology across all sectors, finance, health, education, and agriculture, implying that IT graduates must also operate in cross-functional, human-centred environments [6]. These trends point to a future where IT roles demand more than cognitive or technical mastery; they require adaptation under pressure, collaboration across domains, emotional resilience, and ethical judgment.

Traditionally, curricula in computer science and IT have prioritised cognitive abilities such as analytical reasoning and problem-solving [7]. While IQ remains critical for technical competence, research shows that graduates who lack complementary social, emotional, and resilience skills often underperform in complex roles [8, 9]. In cross-cultural IT workplaces, employers emphasise SQ for collaboration [10], EQ for leadership and conflict resolution [11], and AQ for resilience in uncertain environments [12, 13]. In Tanzania, concerns about graduate employability persist, with employers reporting gaps between technical training and workplace realities [4]. However, few studies have systematically examined how employer-valued competencies align with student perceptions and curricular priorities within IT. This study addresses that gap by applying a multi-quotient framework (IQ, SQ, EQ, AQ) to evaluate graduate readiness in Tanzania.

2. LITERATURE REVIEW

The literature on graduate employability increasingly emphasises the need for a balanced set of competencies that extend beyond technical expertise. Studies highlight the importance of integrating intellectual, social, emotional, and resilience dimensions to prepare graduates for dynamic and unpredictable professional environments.

2.1 Theoretical Review on Multiple Intelligences

The theoretical tradition substantiates this integrated view. Gardner's theory of multiple intelligences challenged the primacy of IQ; Goleman's work elevated EQ's centrality in leadership and interpersonal effectiveness [14]; and more recent formulations align AQ with grit, resilience, and adaptive expertise [13]. Within the science and IT disciplines, these perspectives collectively advance the premise that success is not only determined by what professionals know, but also by how they interact, adapt, and respond to technical and human complexity. To orient the present study, Figure 1 (Integrated Human Capability Framework) is used not as a descriptive illustration alone but as an analytic guide: it links employer expectations (what is demanded in practice) with curricular emphases (what is developed in education), thereby identifying where alignment is strong and where targeted reform is needed.

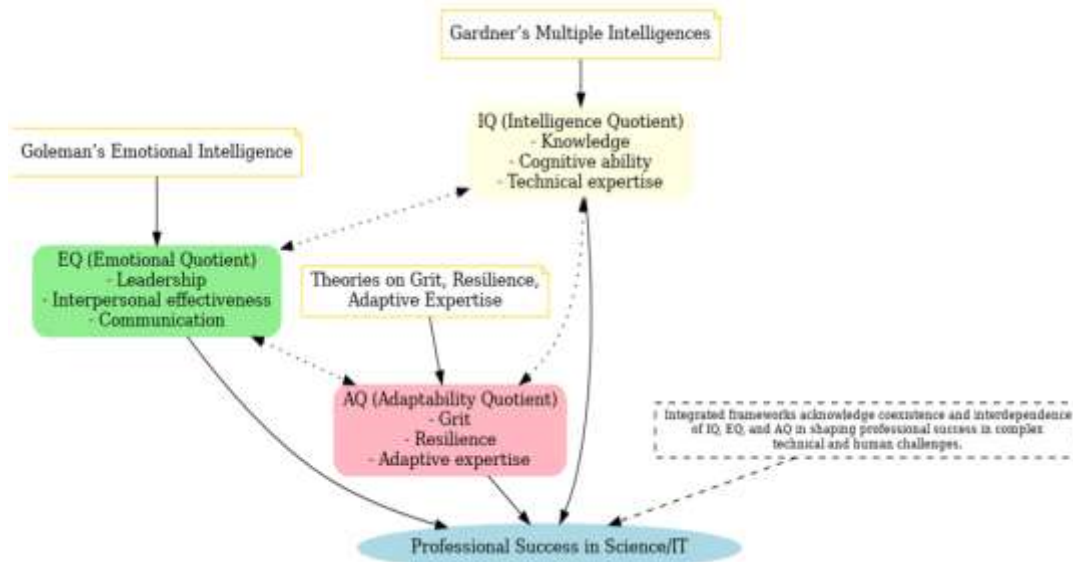


Figure 1: Conceptual framework of integrated human capability

2.2 Empirical Review on Four Quotients

Research on graduate employability increasingly recognises that technical knowledge alone does not guarantee workplace success. While IQ remains the strongest single predictor of job performance [8, 15], studies show that graduates with high IQ but weak interpersonal or adaptive skills often underperform in complex roles [9]. This has led scholars to emphasise complementary quotients: SQ for teamwork and cross-cultural communication [10, 16], EQ for emotional regulation, leadership, and conflict resolution [11, 17], and AQ for resilience and adaptability under uncertainty [12, 18].

The theoretical foundation for this multi-quotient model draws on Gardner's theory of multiple intelligences, Goleman's framework for emotional intelligence [14], and emerging work on grit and resilience as adaptive expertise [13]. Collectively, these perspectives argue that graduate readiness depends not only on what professionals know but also on how they interact, adapt, and respond to disruption.

Empirical research also supports this view. High SQ predicts stronger collaboration and leadership outcomes [19], whereas low EQ is associated with strained communication and impulsive decision-making [20]. Similarly, weak AQ undermines organisational agility and innovation [21, 22]. However, curricula in many developing contexts, including Tanzania, still emphasise IQ while treating SQ, EQ, and AQ as secondary or incidental [4]. This imbalance risks producing technically competent graduates who are socially and emotionally unprepared.

Thus, the present study uses the Integrated Human Capability Framework to map the alignment (or misalignment) between employer expectations, student perceptions, and curriculum design. This framework enables analysis not just of whether competencies exist in curricula, but also of how they are prioritised and valued across stakeholders.

While prior work establishes the value of IQ, SQ, EQ, and AQ, there is limited empirical research in Tanzania that (i) jointly compares employer priorities, student self-perceptions, and curriculum design within a single integrated framework; (ii) quantifies the relative predictive strength of IQ versus SQ/EQ/AQ for employer satisfaction using multivariate models; and (iii) maps curricula to identify whether non-technical competencies are explicitly taught and assessed versus merely stated as outcomes. This study directly addresses these three gaps through a mixed-methods design, regression analysis, and systematic curriculum mapping.

Research Objectives

1. To identify the cognitive (IQ), social (SQ), emotional (EQ), and resilience (AQ) competencies that employers prioritise in the IT sector.
2. To examine how employer priorities in cognitive (IQ), social (SQ), emotional (EQ), and resilience (AQ) competencies align with students' perceptions of important competencies for workforce readiness.

3. To propose curriculum and instructional strategies that can bridge the gaps between employer expectations and student perceptions.

Research Questions

1. What cognitive (IQ), social (SQ), emotional (EQ), and resilience (AQ) competencies do employers prioritise?
2. How do cognitive (IQ), social (SQ), emotional (EQ), and resilience (AQ) competencies priorities align with students' perceptions of important competencies for workforce readiness?
3. What curriculum and instructional strategies can bridge the gaps between employer expectations and student perceptions?

This study, therefore, fills contextual and methodological gaps by triangulating across employers, students, and curricula while estimating the relative weights of IQ, SQ, EQ, and AQ in predicting employer satisfaction.

3. METHODOLOGY

This study employed a mixed-methods approach to capture both measurable trends and contextual insights on IT graduate readiness. Quantitative surveys were combined with qualitative interviews and curriculum reviews to ensure triangulation and depth of analysis.

3.1 Research Design

The study adopted a concurrent triangulation mixed-methods design, integrating quantitative and qualitative approaches to capture both measurable patterns and contextual insights. Employer surveys, student surveys, semi-structured interviews, and curriculum reviews were conducted simultaneously, with findings triangulated to enhance validity.

3.2 Sampling and Participants

The study involved 45 employers from five IT sub-sectors (software, hardware, consulting, telecoms, and service firms), 480 final-year students from 10 higher learning institutions, and curriculum reviews of those same institutions. Employers were selected through stratified sampling to reflect sectoral diversity. Although the employer sample may appear small, it aligns with comparable employability studies that prioritise qualitative richness [24]. Ten employers were purposively selected for interviews, which continued until thematic saturation was achieved.

3.3 Data Collection Methods

Primary data were collected through researcher-administered surveys with employers and students, as well as semi-structured interviews with employers conducted across seven regions in Tanzania. Institutional permission letters and informed consent were obtained from all participants. Secondary data comprised publicly available programme curricula and handbooks retrieved from the official websites and registries of the ten participating higher learning institutions, supplemented, where necessary, by authorised departmental copies.

Surveys with students employed Likert-scale items to measure self-perceived competencies across IQ, SQ, EQ, and AQ, while employer surveys focused on priority competencies and satisfaction with graduate readiness. To complement these quantitative measures, semi-structured interviews were conducted with ten employers to capture deeper contextual insights into workplace expectations and gaps. In addition, curricula from ten IT and computer science programmes were systematically reviewed using a coding framework that classified competencies as Explicit (clearly taught or assessed), Likely (implied in projects or outcomes), or Unclear (not visible). To enhance reliability, two researchers independently coded the curricula, achieving an intercoder agreement of 87%.

3.4 Data Analysis

Quantitative data were analysed using descriptive statistics and chi-square tests to identify group differences. Exploratory Factor Analysis (EFA) validated the grouping of competencies into four dimensions (KMO = 0.81; Bartlett's test $p < .001$). Regression modelling assessed the predictive strength of IQ, SQ, EQ, and AQ for employer satisfaction. Qualitative data from interviews were coded thematically, while curriculum documents were analysed in relation to the Integrated Human Capability Framework.

3.5 Ethical Considerations

Ethical approval was obtained, informed consent secured, and confidentiality maintained through anonymization and secure data storage. Rigour was enhanced through pilot testing of instruments, peer debriefing, and member checking of employer interviews.

4. RESULTS

The results and discussion focus on employers' values for IT graduates, how these compare with student perceptions, and the implications for curriculum and instruction. This section addresses three main research questions:

4.1 Employer-Valued Competencies (RQ1)

The results addressing the first objective are summarised in Table 1, which summarises the competencies employers consider most important for IT graduate readiness.

QN 1: Which cognitive (IQ), social (SQ), emotional (EQ), and resilience (AQ) competencies do employers prioritise in IT graduates?

Table 1: Perceived importance of graduate competencies in the Tanzanian IT sector (Employers, N=45)

Attributes	Very Important		Important		Moderately Important		Slightly Important		Not Important	
	F	%	F	%	F	%	F	%	F	%
Organise, coordinate, and manage IT operations	33	78.3%	9	20.0%	3	6.7%	0	0.0%	0	0.0%
Perform all scheduled and unscheduled responsibilities	37	82.2%	4	8.9%	3	6.7%	0	0.0%	1	2.2%
Respond to new knowledge and skills (being a life-long learner)	23	51.1%	13	28.9%	9	20.0%	0	0.0%	0	0.0%
Understand the evolution of IT from a global and national perspective	40	88.9%	3	6.7%	1	2.2%	1	2.2%	0	0.0%
Reflective in matters affecting IT operations and practices	37	82.2%	7	15.6%	0	0.0%	1	2.2%	0	0.0%
Uphold the highest standard of IT professional ethical conduct	21	46.7%	19	42.2%	3	6.7%	1	2.2%	1	2.2%
Demonstrate professional dependency and responsibility at all levels	36	80.0%	6	13.3%	3	6.7%	0	0.0%	0	0.0%
Demonstrate a positive attitude towards IT operations plans and schedules	33	73.3%	11	24.4%	0	0.0%	1	2.2%	0	0.0%
Plan and execute, monitor, and evaluate IT operations	20	44.4%	23	51.1%	2	4.5%	0	0.0%	0	0.0%
Demonstrate analytical reasoning	26	57.8%	11	24.4%	6	13.3%	1	2.2%	1	2.2%
Demonstrate teamwork	28	62.2%	13	28.9%	3	6.7%	1	2.2%	0	0.0%

Table 1 summarises the competencies employers consider most critical for IT graduate readiness. Employers placed the highest importance on cognitive competencies (IQ), particularly understanding IT in global and national contexts (88.9%), performing scheduled responsibilities (82.2%), and managing IT operations (78.3%). These findings reaffirm earlier studies highlighting the dominance of IQ in technical professions [7, 8]. However, regression analysis revealed that while IQ predicted baseline employability ($\beta = 0.42$, $p < 0.01$), EQ ($\beta = 0.39$, $p < 0.01$) and AQ ($\beta = 0.35$, $p < 0.05$) were stronger predictors of long-term workplace performance, with SQ also significant ($\beta = 0.28$, $p < 0.05$). This suggests that although employers demand technical knowledge, they are increasingly valuing complementary human capacities. Interviews reinforced this perspective. One employer remarked:

“In class, problems often have clear instructions and a single correct answer. At work, situations are unpredictable, and solutions require creativity and judgment. Many graduates know the theories but hesitate when they must troubleshoot a live system or make decisions under pressure.”

This gap explains why only 44.4% rated planning and executing IT operations as “very important.” As [4] also observed, many graduates excel in theory but underperform in practice, underscoring the need for experiential learning through simulation labs, capstone projects, and industry-linked coursework.

For social competencies (SQ), teamwork was rated “very important” by 62.2% of employers, echoing global findings that SQ underpins collaboration and trust in cross-cultural environments [10, 25]. Employers noted that IT projects depend heavily on cooperation:

“IT systems are rarely built by individuals; they depend on collaboration across teams and departments. Without effective teamwork, projects stall. Strong collaboration ensures better coordination, fewer conflicts, and faster delivery.” On the other hand, Students acknowledged this shortfall. One admitted: *“We do group projects occasionally, but most assessments still focus on individual performance. Because of that, many of us see teamwork as secondary, even though in reality it should be central to how we learn and prepare for professional work.”*

This indicates a misalignment in which curricula encourage individual achievement while employers demand collective performance. Emotional competencies (EQ) also emerged as decisive. Reflective practice (82.2%) and maintaining a positive attitude (73.3%) were highly valued, although ethics ranked lower, with only 46.7% rating it as “very important.” Employers stressed the risks of weak emotional intelligence:

“They may react defensively to feedback, struggle to manage stress, or create unnecessary tension in the team. Technical knowledge is valuable, but without emotional maturity, it becomes difficult to lead, negotiate, or maintain trust with colleagues and clients.” Students admitted this gap. One explained: *“Ethics is emphasised strongly in class,*

especially around academic honesty and fairness. Emotional handling is rarely discussed, so many of us do not think about it until we face conflicts or pressure. I realise now that managing emotions is just as important as doing the right thing.”

This aligns with the findings of [11] and [20], who argue that emotional regulation underpins leadership, communication, and competitiveness. Resilience (AQ) was also critical. Employers prioritised responsibility (80.0%), self-confidence (84.4%), and positive attitudes (73.3%). However, only 51.1% considered lifelong learning “very important,” reflecting a limited culture of continuous professional development. Employers explained:

“Technology changes quickly, and projects rarely go exactly as planned. We seek employees who can remain composed in the face of challenges, learn from setbacks, and adjust their approach without losing momentum. That flexibility is often what separates good professionals from great ones.” Students recognised the difference between academic and workplace pressures: “Mostly during exams or final-year projects, when deadlines are tight. The pressure is predictable, however. In the workplace, challenges can come unexpectedly, and I think that kind of uncertainty is something we are not well-prepared for at university.”

These findings underscore the importance of incorporating resilience-building activities into curricula to more effectively simulate unpredictable workplace conditions [12, 13].

4.2 Employer vs Student Perceptions (RQ2)

This section compares employer priorities with students’ self-reported competencies, highlighting alignments, divergences, and gaps in workforce readiness using research question two.

QN 2: How do employer priorities in IQ, SQ, EQ, and AQ compare with the competencies that students perceive as important for workforce readiness?

Table 2: Comparison of employer priorities and student perceptions of key multi-quotient competencies (n=480 students; n=45 employers).

Competency	Questions Used to Measure the Competence	Frequency (N=480)			Percentage%		
		YES/ Often	NO /Rarely	TOTAL	YES/ Often	NO/Rarely	TOTAL
Teamwork/team building	How often do you actively participate in class group assignments or collaborative projects?	278	202	480	57.9%	42.10%	100.00%
Leadership qualities	Have you ever taken the lead in coordinating a group assignment or project?	240	240	480	50.0%	50.00%	100.00%
Emotional intelligence	“When disagreements arise in group work, how often do you remain calm and listen before responding?”	230	250	480	47.9%	52.10%	100.00%
Empathy	If a group member is struggling with their task, how often do you offer help or encouragement?	211	269	480	44.0%	56.00%	100.00%
Integrity	Have you ever submitted work that was entirely your own, without copying from others?	327	153	480	68.1%	31.90%	100.00%
Ethics	How often do you consider fairness and honesty when completing academic tasks or dealing with classmates?	327	153	480	68.1%	31.90%	100.00%
Work under pressure	When deadlines are tight, how often do you manage to complete your tasks without giving up?	278	202	480	57.9%	42.10%	100.00%
Determination/self-confidence	“When you fail an assessment or project, how often do you try again with greater effort?”	298	182	480	62.1%	37.90%	100.00%
ICT skills	“How confident are you in learning and applying new software tools introduced in your course?”	374	106	480	77.9%	22.10%	100.00%
Practical skills	“Have you been able to apply classroom knowledge in practical labs, projects, or internships?”	346	134	480	72.1%	27.90%	100.00%
Communication (oral/written)	“How often do you present your work in class or prepare written reports for assignments?”	317	163	480	66.0%	34.00%	100.00%

Table 2 indicates that Students rated themselves highly in ICT skills (77.9%), practical skills (72.1%), and communication (66.0%). One student expressed confidence:

“I feel comfortable with software tools and practical labs. Communication is something I have also practised often in class.” However, employers viewed these as baseline competencies, not differentiators: “Technical skills are

expected, not exceptional. What differentiates candidates is how they apply these skills under pressure, work with others, and adapt to challenges.”

This finding aligns with Yong & Ling [4], who argue that technical proficiency, while essential, is insufficient without adaptability and interpersonal capacity. Social competencies revealed one of the clearest misalignments. Students described only moderate engagement with teamwork (57.9%), leadership (50.0%), and empathy (44.0%), as one student admitted, “Not really. Most of us prefer to follow rather than lead because leadership is rarely assessed.” Employers, however, rated these same skills much higher, teamwork and leadership both above 97% and empathy at 84.4%. An IT project lead explained the stakes:

“In client-driven projects, collaboration and leadership make or break delivery. A technically brilliant graduate who cannot work with others or step up in a team is a liability.”

This contrast reinforces arguments by Obodozie & Nwabufu [24], who demonstrate that collaboration is essential to productivity, and by Yue & Wei [10], who emphasise the importance of cultural intelligence in cross-border IT work. The results, therefore, suggest that Tanzanian curricula, by rarely attaching grades to teamwork, unintentionally encourage students to undervalue skills that employers consider decisive.

The gap was even wider in emotional competencies. Students rated themselves relatively high in integrity (68.1%) and ethics (68.1%), but only 47.9% believed they managed emotions effectively in group conflicts. Employers, by contrast, rated all three above 90%. One employer was blunt:

“They struggle with feedback, escalate conflicts, and sometimes make rash decisions. This undermines team trust and client confidence.”

Similar patterns are reported by Majeski et al. [11], who show that emotional intelligence underpins leadership and online collaboration. In contrast, Polizzi & Lynn [20] link weak self-regulation to poor decision-making and reduced competitiveness. Although Tanzanian students equate ethics with honesty in coursework, they appear less prepared for the emotional demands of professional practice, confirming Goleman’s long-standing claim that EQ is central to workplace effectiveness.

Resilience followed a similar pattern. Students reported moderate determination (62.1%), yet employers placed it much higher (84.4%), emphasising adaptability as a key differentiator. While students experience predictable pressures, such as exams and final-year projects, employers expect resilience in the face of sudden, unpredictable conditions, including system failures, budget cuts, or shifting client demands. This finding aligns with Ducheck [18], who conceptualises resilience as an organisational capability for adaptation, and with Lee & Park [13], who highlights grit as essential for sustaining performance under uncertainty. In Tanzanian IT workplaces, where technological disruptions are frequent, resilience is not merely a desirable trait but a condition for survival.

These results align with global scholarship that emphasises the limitations of IQ alone [7, 15] and confirm the Integrated Human Capability Framework’s central insight: graduate readiness depends equally on interpersonal competence, emotional maturity, and adaptive resilience. These are not “soft extras” but core elements of professional effectiveness, and their neglect in Tanzanian curricula risks widening the disconnect between higher education and workplace realities.

4.3 Curriculum Design and Instructional Strategies (RQ3)

A comparison of employer expectations and student perceptions reveals significant gaps in all four dimensions, underscoring the need for curriculum models that integrate both technical and non-technical skills. The third research question guided the section.

QN 3: What curriculum design and instructional strategies could bridge the identified gaps between employer expectations and student perceptions?

Curriculum mapping (Table 3) revealed that IQ was consistently explicit across institutions through technical modules, capstones, and industrial training. EQ was partially integrated through ethics and communication courses, while SQ and AQ were inconsistently embedded, often listed as intended outcomes but rarely assessed. As one academic explained:

“The curriculum is structured around software tools and labs, so naturally, students equate this with employability.”

This imbalance explains why students overemphasise technical readiness while undervaluing adaptability and interpersonal capacities. The gap is structural rather than individual.

To address this, curricula should expand beyond technical mastery. For IQ, new modules in applied decision-making and simulation-based IT operations could deepen contextual problem-solving [8]. For SQ, compulsory group-based assessments and cross-cultural communication modules could enhance collaboration [24]. For EQ, ethics courses should integrate reflective practice and emotional intelligence training [11]. For AQ, experiential learning such as hackathons, resilience workshops, and crisis simulations could prepare graduates for uncertainty [12].

Table 3: Inclusion of IQ, SQ, EQ, and AQ in representative Tanzanian IT/CS curricula

Institution (Representative IT/CS Programme)	IQ	SQ	EQ	AQ	Brief justification
University of Dar es Salaam (CoICT – BSc CS/IT)	Explicit	Likely	Explicit	Likely	Strong technical core; ethics/professional practice typically listed; team-based SE and capstone commonly included.
University of Dodoma (CIVE – BSc CS/ICT)	Explicit	Likely	Explicit	Explicit	Industrial training/capstone, ethics/communication units, and group projects are standard.
Dar es Salaam Institute of Technology (BIT/BEng CS)	Explicit	Explicit	Explicit	Explicit	DIT programmes usually mandate industrial attachment, capstone design, professional ethics, and team projects.
Open University of Tanzania (BSc ICT)	Explicit	Likely	Explicit	Likely	Distance model with clear ethics/pro practice; teamwork is often embedded via project coursework and seminars.
Sokoine University of Agriculture (BSc Informatics/IT)	Explicit	Likely	Explicit	Likely	Technical spine plus research methods/ethics; collaborative coursework and applied projects are typical.
Nelson Mandela African Institution of Science & Technology (ICT tracks)	Explicit	Likely	Explicit	Explicit	Problem-driven projects, innovation/entrepreneurship, ethics, and internships are commonly formalised.
Mzumbe University (BSc ICTM/CS)	Explicit	Likely	Explicit	Likely	A mix of CS + management, professional ethics/communication, and project work appears in published structures.
St. Joseph University in Tanzania (BEng/BS IT)	Explicit	Likely	Explicit	Explicit	Engineering-style design projects, industrial training, and ethics modules are usually compulsory.
Ruaha Catholic University (BSc CS/IT)	Explicit	Unclear	Explicit	Likely	Technical core and ethics/professional issues present; less consistent public detail on teamwork assessment.
College of Business Education (BSc ICT)	Explicit	Likely	Explicit	Likely	ICT with business orientation; communication/ethics and fieldwork/capstone are typically specified.

5. CONCLUSION

The study shows that while Tanzanian IT graduates possess strong technical knowledge (IQ), their employability is constrained by underdeveloped social, emotional, and resilience skills. Employers consistently emphasise adaptability, teamwork, and emotional maturity as differentiators, yet students undervalue these attributes because curricula fail to systematically assess them. Using the Integrated Human Capability Framework, the study demonstrates that IQ dominates training, EQ is partially integrated, and SQ and AQ remain weak. Addressing this gap requires reforms at curricular, institutional, and policy levels, alongside industry involvement, to ensure graduates are not only technically competent but also collaborative, resilient, and adaptable professionals. Although Tanzanian IT graduates generally demonstrate strong technical knowledge (IQ), their overall employability is often constrained by comparatively weaker SQ, EQ, and AQ capabilities.

6. RECOMMENDATIONS

The findings highlight gaps not only in curricula but in broader systemic practice. At the policy level, NACTVET and TCU should mandate employability audits, requiring that SQ, EQ, and AQ be explicitly taught and assessed. At the industry level, employers should reinforce these skills through structured internships, mentorship programs, and ongoing training. At the institutional level, universities should invest in simulation labs, interdisciplinary projects, and peer mentoring schemes that replicate workplace realities. At the national level, public–private partnerships should develop a competency framework tailored to Tanzania’s digital economy, ensuring alignment between training and workforce needs.

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