



The influence of social media platforms in promoting self-employment opportunities among university graduates in Tanzania

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ABSTRACT

Graduate unemployment in Tanzania remains a persistent challenge, with many degree holders facing limited formal job opportunities and underemployment. In response, university graduates are increasingly turning to social media platforms as accessible avenues for generating income, marketing products, and building entrepreneurial networks. This study investigates the influence of social media platforms, specifically Facebook, Instagram, TikTok, and WhatsApp, on promoting self-employment opportunities among university graduates in Tanzania. Based on the Social Capital Theory, a quantitative research design was employed, targeting a population of 300 self-employed bachelor graduates, from which a sample of 171 respondents was selected using convenience sampling. Data were collected through structured questionnaires and analysed using descriptive statistics and linear regression in SPSS version 26. Linear regression analysis ($n=171$) showed that social media platforms had a significant positive impact on self-employment among university graduates ($B=0.331$, $t=7.465$, $p<0.001$). The standardised coefficient ($Beta=0.498$) indicated a moderate to strong relationship, suggesting that increased use of social media platforms enhances self-employment opportunities. The study concluded that social media is a key tool for graduate entrepreneurship, reducing entry barriers and enhancing innovation and networking. Based on these results, it is recommended that universities provide practical digital marketing and social media training, government agencies support online business initiatives, and graduates actively engage with digital platforms to strengthen their entrepreneurial outcomes.

Key words: Social Media Platforms, Self-Employment, Tanzania, University Graduates

I. INTRODUCTION

University graduates gradually turn to social media platforms as a practical avenue for creating livelihoods and testing business ideas, because these platforms lower entry costs, widen market reach and enable rapid skills-learning, personal branding and direct customer engagement (Obimgbo, *et al.*, 2022; Ajjola, 2025). The problem of graduate unemployment persists and a growing creator and gig economy in which platforms (Instagram, Facebook, TikTok and LinkedIn) act as both market places and infrastructure for monetisation, networking and visibility (Obimgbo, *et al.*, 2022). At the same time, higher-education efforts to embed digital-entrepreneurship training show social media can mediate students' entrepreneurial intention and practical uptake of self-employment pathways, but outcomes depend on digital skills, platform algorithms and access to data/finance (Vincent & Ralston, 2024).

In many high-income economies the graduate problem is less a simple lack of jobs than mismatch and unwarranted entry into the labour market (Syzdykova *et al.*, 2022). For example, recent-graduate unemployment in the United States rose above historical lows during 2024, around 4.8% for recent graduates in some analyses, even as degree-holders continue to earn considerably more on average than non-graduates (Xia, 2024). The United Kingdom likewise reports a gradual rise in graduate unemployment whereby, graduate unemployment rose around 6% in the latest Universities UK figures (Vincent & Ralston, 2024; Xia, 2024), and Germany's wider unemployment picture for adults remains low of around 3% - 4% (Xia, 2024). These figures show that even in developed economies a not-insignificant share of graduates face delayed, under- or unwarranted employment; a problem that has driven many graduates to consider self-employment as alternative route.

Across Africa the situation is severe and more varied whereby in Nigeria's labour surveys have reported 8% of unemployment among those with post-secondary, while Kenya's youth unemployment indicators have hung around double-digit levels whereby reports in 2023 - 24 put youth unemployment near 11 - 12%. South Africa recorded elevated graduate unemployment in recent quarterly surveys, with graduate unemployment estimates in the high single digits in late 2024 (Bako, 2022; Ezaki & Ogawa, 2024). However, Tanzanian graduates the focus users of this study face comparable challenges, with increasing numbers of educated youth struggling to transition from higher education into sustainable self-employment or formal work opportunities. This continental trend highlights the urgency of examining



how ICT and social media platforms can help Tanzanian graduates overcome unemployment barriers and engage in meaningful self-employment. At the same time, a growing body of research and policy observation argues that social and digital platforms are already creating alternative livelihoods whereby, social-media marketing, digital content and platform-based sales have become practical channels for young Africans to start micro-enterprises, reach customers beyond local markets, and monetize skills without formal hiring (Ezaki & Ogawa, 2024; Okoli & Obasi, 2025). Thus, high unemployment coexists with rapid digital opportunities. In Tanzania the problem is worse as official series show relatively low aggregate unemployment whereby, annual series around 2.6 - 3.3% in 2023 - 24, but those headline numbers mask widespread informal work, under-employment and a 14% individuals are not in education, employment or training, share reported in recent labour-market profiles (Wambura, 2024). Research on Tanzanian graduates repeatedly flags skills-mismatch and the tendency for many degree-holders to end up in informal or low-paid self-employment rather than quality formal jobs (Kiswaga, 2021). At the same time, uptake of WhatsApp, Facebook, Tiktok and Instagram for business is high in Tanzania and few studies of local SMEs and youth programmes show that digital marketing such as online shops and digital-skills initiatives have helped some graduates generate income and scale micro-businesses, even as regulatory controls and limited digital business training remain constraints in places (Swallehe, 2021; Almasi *et al.*, 2023).

1.1 Statement of the Problem

Despite global evidence that social media platforms can expand entrepreneurial opportunities and act as low-cost path for business start-ups, there remains limited empirical knowledge of how these platforms specifically shape self-employment pathways for university graduates in Tanzania. While studies highlight the growing use of social popular social media such as Instagram, Facebook, TikTok and WhatsApp for small business promotion and customer engagement (Swallehe, 2021; Almasi *et al.*, 2023), most research has concentrated on SMEs in general rather than graduate livelihoods. Yet, Tanzanian labour-market data consistently reveal high levels of under-employment and skills mismatch among graduates, with many pushed into informal or low-paid self-employment due to limited access to formal jobs (Kiswaga, 2021; Wambura, 2024).

Although policy commentaries emphasise digital-skills training and the rise of the creator economy as potential remedies (Obimbo *et al.*, 2022; Vincent & Ralston, 2024), there is limited systematic analysis of whether and how social media platforms effectively promote sustainable graduate self-employment within the Tanzanian context, particularly given obstacles such as digital literacy gaps and limited access to finance. This study therefore sought to fill that gap by assessing the influence of social media platforms namely Facebook, TikTok, Instagram and WhatsApp in promoting self-employment opportunities among university graduates in Tanzania.

1.2 Research Hypothesis

H_{01} : Social media platforms have no significant influence on promoting self-employment opportunities among university graduates in Tanzania.

II. LITERATURE REVIEW

2.1 Theoretical Review

Social Capital Theory was used in the study. Social capital was initially introduced by Pierre Bourdieu in 1986 as a unique type of capital, which was later explained by James Coleman in 1988 in relation to educational success and popularized in the context of the civic sphere by Robert Putnam in 1993 (Thomas & Gupta, 2021). The theory puts forward that long-term web of social connections and norms of reciprocity and mutual trust forms the kind of resource that individuals and groups can utilize to gain benefits (Kreuter & Lezin, 2002). Some of the key assumptions include that social ties are purposive and convertible; that joint norms and trust reduce the cost of co-operation and allow collective action; that the quality and quantity of social capital may be observed in terms of network density and reciprocity; and that social capital is uncertain, since it helps to include and benefit insiders but may also hinder outsiders (Claridge, 2018).

The Social Capital Theory was very applicable in this study because it is influential in how relationships, networks and trust developed in the course of social interactions brings about economic and social progress. In this study, social media networks are contemporary forms of building and enhancing the social capital among university graduates. By the virtue of online networks, graduates can exchange information, business prospects, and market knowledge that ensure the growth of their self-employment opportunities. The theory encourages people to believe that through the stronger relations that they have with others online communities, they can utilize their social ties to build and develop their entrepreneurial projects. Therefore, the application of social media applications is a demonstration of how online networks help as a beneficial social capital that graduates can use to attain self-reliance and business sustainability in the changing economy in the Republic of Tanzania.



2.2 Empirical Review

Plotnikov *et al.* (2022) examined factors influencing the digitalization development of self-employment as an integral indicator that can affect the sustainability of self-employment. The study employed topological method based on the polymerase chain reaction method, as well as the model based on fuzzy sets theory. The data were collected through a survey posted on Google Forms. The respondents were experts in the self-employment sector. The findings indicated that digital competencies, access to digital infrastructure, and government support programs were the most significant drivers of digitalization among self-employed individuals. The study concluded that while digitalization in self-employment is progressing steadily, enhancing digital literacy and expanding technological access are essential to achieving higher levels of sustainability and competitiveness in this sector.

Conversely, Emmanuel *et al.* (2022) surveyed 241 female university students in China through technology acceptance model (TAM) framework and structural equation modelling. Their findings indicated that social-influence, perceived ease-of-use, enjoyment and perceived-usefulness of social-media all had a significant relation to entrepreneurial intentions, which gives high potential to social-media-based ventures in women. They however warned that the findings might not be generalizable as their data was obtained in one country and in one gender. This leaves a gap because little has been done to understand the role of social media platforms in attracting entrepreneurial opportunities to a more diverse group of graduates, particularly in the African setting. This is a loophole since the role of social media platforms in facilitating entrepreneurial opportunities among a more diversified pool of graduates, particularly in the African setting, has not been explored fully.

Adjotor and Dadzie (2025) conducted the study on the dynamic transformation ignited by social media within Ghana's business landscape of Small and Medium Enterprises (SMEs). A mixed-methods approach was employed, combining quantitative data from 127 youth-owned online enterprises and qualitative insights from 15 in-depth interviews with purposively selected entrepreneurs. Quantitative data was analyzed using descriptive statistics, correlation, and regression analysis via STATA 17, while qualitative data underwent thematic analysis. Findings from the quantitative analysis revealed that financial limitations, difficulty accessing credit, and regulatory restrictions significantly influence youth participation in social media businesses. While the qualitative analyses also evident that content marketing and audience engagement were the most utilized communication strategies. This study advocates for a comprehensive re-evaluation of business regulations that seamlessly accommodates both online and hybrid social media models.

Raphael (2022) conducted a study in Tanzania surveying graduates of technical higher education institutions to assess how their digital skills relate to self-employment. Using a stratified random sample of 500 graduates and chi-square analysis, he ranked the digital skills (basic, intermediate, advanced) that students acquired and found which were most useful for self-employment. The study showed that while most graduates had basic digital competencies, they lacked advanced skills (e.g. digital marketing and entrepreneurship), although all categories of digital skills were positively and significantly associated with self-employment status. Raphael concludes that universities should emphatically inculcate all levels of digital skills because they matter for graduates' self-employment. Nevertheless, Raphael did not focus specifically on how social media platforms themselves contribute to graduate self-employment, leaving a gap that the present study addresses.

Moreover, Manyerere (2021) in Tanzania qualitatively explored social media's role in facilitating income-generating activities for youth in Dar es Salaam. He conducted 46 in-depth interviews with youth entrepreneurs, community members, local officials, and analysed them with NVivo. His findings revealed that youth who effectively leverage social media in their daily businesses indeed strengthen their economic undertakings and feel more empowered, because social media accelerates the flow of information between them and customers. At the same time, he noted downsides whereby, some youths misused social media or simply could not afford access to smartphones and or internet, limiting the benefits. Based on these results, Manyerere recommends mobilizing and training connected youth to emulate successful social-media entrepreneurs. However, this study included youth in general rather than specifically university graduates, hence overlooking how higher education graduates in Tanzania uniquely leverage social media for self-employment.

III. METHODOLOGY

3.1 Description of Study Area

Tanzania was an appropriate study area because it combines a very large youth population with rapidly expanding internet access, making digital platforms highly relevant to graduate livelihoods. Selecting an appropriate study area is essential to ensure that the research context aligns with the objectives of examining digital and youth employment dynamics. Tanzania was therefore chosen because it combines a very large youth population with rapidly expanding internet access, making digital platforms highly relevant to graduate livelihoods. The country's age structure remains youthful with a large share of the population is under 25 and the median age is roughly 17–18 years, which



concentrates the research focus on young adults and recent graduates who are the main users of social media, *National Bureau of Statistics* [NBS], 2022). From a digital-access perspective, Tanzania has seen fast growth in both internet and social-media adoption in recent years as there were about 20.2 million internet users and internet penetration was reported at roughly 21.9% in early 2025, while reports estimate roughly 6.75 million active social-media user identities in January 2025 (Manyerere, 2025). These figures, showing that higher-education students routinely use social platforms for information exchange and informal business activity provided a scientific justification for studying how social media may promote self-employment among university graduates in Tanzania.

3.2 Targeted Population

The targeted population for this study comprises 300 youth self-employed bachelor graduates in Tanzania. This group is suitable because bachelor graduates represent the segment most affected by limited formal job opportunities, with graduate unemployment estimated at over 30% in recent years. At the same time, Tanzanian youth are among the most active users of social media, with more than 6.7 million social media accounts recorded in 2025, indicating that online platforms are increasingly integrated into their daily and economic activities. Focusing on self-employed graduates therefore provides a scientifically justified lens to understand how social media is being utilised to generate livelihoods in the face of constrained labour markets.

3.3 Sample Size and Sampling Techniques

The sample size was determined using the formula below, which is adopted from Slovin (1960).

$$n = \frac{N}{1 + N(e)^2}$$

$$n = \frac{300}{1 + 300(0.05)^2}$$

$$n = 171$$

Where:

n = sample size

N = Population of study

e = Error estimate (5%)

This formula above was used to calculate a representative sample from the total population of respondents to ensure the reliability and validity of the findings. Therefore, the study employed a total of 171 self-employed graduates from different universities in Tanzania.

This study employed convenience sampling to select respondents, as it allowed easy access to youth university graduates who are already engaged in self-employment activities. The method was scientifically justified because the target group is scattered and not formally registered, making it difficult to obtain a complete sampling frame; thus, convenience sampling provided a practical means of reaching participants who were readily available and willing to participate. In practice, respondents were identified through youth business groups and online platforms where self-employed graduates promote their products or services, ensuring that the sample reflected the study's focus while remaining manageable within the available time and resources.

3.4 Data Collection Instruments

The study utilized a questionnaire method for data collection, employing a closed-ended questionnaire format. The questions were designed with predetermined response options, specifically using a 5-point Likert scale ranging from "Strongly Disagree" to "Strongly Agree." This format streamlined data collection by offering respondent's clear specific choices, making it easier to respond and enhancing the efficiency of data analysis. The use of closed-ended questions with a standardized response scale ensures consistency across participants and facilitated straightforward quantitative analysis.

3.5 Measurement of the Variables

To ensure clarity and consistency in data collection, the study measured both the independent and dependent variables using specific indicators. Each variable was operationalised through observable items that capture its key aspects. The variables measurements and its indicators are summarized in Table 1.



Table 1

Measurement of the Variables

Variable	Measurements	Measurement Scale	Source
Independent Variable			
Social Media Platforms (SM)	SM1: Platforms access SM2: Platforms usage SM3: Marketing reach SM4: Networking support SM5: Digital skills	5-point Likert scale	Khalili <i>et al.</i> (2023); Raphael (2022)
Dependent Variable			
Self-Employment Among University Graduates (SE)	SE1: Income growth SE2: Business sustainability SE3: Customer engagement SE4: Entrepreneurial intention SE5: Job creation	5-point Likert scale	Khalili <i>et al.</i> (2023);

3.6 Data Analysis

The study utilized descriptive statistics and linear regression analysis through Statistical Package for the Social Sciences (SPSS) version 26 to analyse the quantitative data. Descriptive statistics was used to provide an overview of key variables. This helped to identify patterns and trends in the data. Linear regression analysis then employed to assess the strength and nature of the relationships between the independent variable and the dependent variable. The following Linear regression model was used in determination of coefficients of the independent variables in relation to the dependent variable:

$$SE = \beta_0 + \beta_1 SM + \varepsilon$$

Whereby:

SE = Self Employment Among University Graduates

SM = Social Media Platforms

β_0 = Constant factor

β_1 = Respective coefficients

ε = Random variable.

3.7 Validity and Reliability

3.7.1 Validity Test

Validity test was conducted using the Kaiser-Meyer-Olkin (KMO) measure and Bartlett’s Test of Sphericity on the questionnaires administered to youth self-employed graduates. The KMO value of 0.895 indicates excellent sampling adequacy, suggesting that the data were highly suitable for analysis. Similarly, Bartlett’s Test of Sphericity was significant ($\chi^2 = 1945.517$, $df = 91$, $p < 0.001$), confirming that the correlation matrix was not an identity matrix and that the variables were sufficiently interrelated to justify further analysis as shown in the Table 2. These results imply that the questionnaire items were valid and appropriately structured for assessing the influence of social media platforms on promoting self-employment opportunities among university graduates in Tanzania.

Table 2

KMO and Bartlett's Test Results (n = 171)

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.895
Bartlett's Test of Sphericity	Approx. Chi-Square	1945.517
	df	91
	Sig.	.000

3.7.2 Reliability Test

A scale tests for reliability analysis was used to generate Cronbach’s alpha from each of the construct’s measurement scale. A scale was judged to be reliably measuring its underlying construct if its Cronbach’s alpha is equal or higher than 0.7. The results as shown in the Table 3 show that all measurements scales exhibited acceptable reliability.

**Table 3***Reliability Test Results (n = 171)*

Variable	No. of Items	Cronbach's Alpha	Remarks
1. Social Media Platforms	8	.960	Excellent
2. Self-Employment Among University Graduates	6	.767	Reliable

IV. FINDINGS & DISCUSSION

4.1 Descriptive Statistics

This section presents the descriptive statistics of the study variables, focusing on the independent variable which is social media platforms as presented in Table 4, and the dependent variable as presented in Table 5 which is self-employment among university graduates. The analysis provides an overview of respondents' perceptions by examining the mean and standard deviation for each indicator, which helps to understand the general trends and consistency of responses.

Table 4*Descriptive Statistics Results on Independent Variable (Social Media Platforms) (n = 171)*

Indicators	Mean	Std. Dev.
I have easy access to social media platforms (Facebook, TikTok, WhatsApp)	3.65	1.150
I regularly use social media platforms to support my self-employment activities.	3.66	1.064
I actively post content about my business on social media platforms.	3.68	1.033
I frequently interact with potential customers via social media platforms.	3.72	1.123
Social media platforms help me reach more customers for my business.	3.79	1.069
Social media platforms help me connect with other entrepreneurs for advice or collaboration.	3.60	1.124
I have established useful business contacts through social media platforms.	3.57	1.106
I have the necessary skills to effectively use social media platforms for business purposes.	3.57	1.143

Results from Table 4 indicate that the respondents tended to agree that they can easily access social media platforms with the mean of 3.65 showing that their business is not significantly hindered by the accessibility of social media. This implies that the few internet service providers and smartphone usage have allowed graduates to venture into online businesses with increased ease. The findings also demonstrate that graduates have used social media networks frequently to aid in their self-employment with an average score of 3.66 which demonstrates regular involvement in business activities on online platforms. At the same time, posting business content means an average of 3.68 giving a positive indication that graduates are utilizing such platforms to market their products or services, and this increases their chances of being seen by their target customers.

The interaction with the potential customers also generally had a high mean of 3.72 showing that social media has been used as a good communication and feedback channel by graduates. Moreover, the average 3.79 to reach more people means that social media is a ready marketing strategy, and the graduates will increase the reach of their business beyond local scopes. On the other hand, the results show that graduates rely on social media to network with fellow entrepreneurs ($M = 3.60$) and to make helpful business contacts ($M = 3.57$), and thus, the sites are useful in building valuable network of people. Nevertheless, the average value of 3.57 in sufficient skills indicates that people have moderate competence in digital technology, which presupposes the necessity of training in order to extract the maximum business gains on the social media utilization.

Table 5*Descriptive Statistics Results on Dependent Variable (Self-Employment among University Graduates) (n = 171)*

Indicators	Mean	Std. Dev.
Social media has contributed positively to my business revenue.	4.02	1.037
My business operations are more sustainable due to social media engagement.	4.16	.938
Social media allows me to respond quickly to customer inquiries and feedback.	3.55	1.075
I receive regular customer interaction and support through social media.	3.82	.838
Social media encourages me to expand my entrepreneurial activities.	3.99	.815
My business has created employment opportunities for others because of social media promotion.	3.73	.999

The findings from Table 5 have shown that the graduates were in strong agreement that social media has a positive implication on their business revenue with a mean of 4.02 and it is evident that online engagement directly



affects the financial performance. Equally, the mean of 4.16 of business sustainability is high implying that constant use of social media assists graduates to sustain their operations and keep up with fluctuating market needs. The findings also indicate that the option of social media facilitates a rapid reply to customer responses as indicated by a mean of 3.55, which means that the graduates are utilizing the media to improve customer service and satisfaction. Besides, the average of 3.82 in terms of regular customer interaction shows that social media assist businesses in sustaining good relations with their clients, which is crucial in the retention and establishment of trust with the clients.

Further, the results indicate that social media promotes entrepreneurial activities among the graduates as the mean of 3.99 indicates that the platform acts as a business growth and innovation inspiration. The average of 3.73 on job creation shows that some of the businesses owned by the graduates have expanded to a level of hiring other people implying that social media is not only good at helping to create self-employment, but also at promoting the creation of jobs in the economy at large.

4.2 Hypothesis Testing

This section presents the results of hypothesis testing using linear regression analysis to examine the relationship between social media platforms and self-employment among university graduates. The analysis tests whether social media platforms significantly influence the promotion of self-employment opportunities, thereby providing evidence to accept or reject the stated hypothesis. The results are summarized in the table 6.

Table 6

Linear Regression Analysis Results (n = 171)

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.667	.168		15.880	.000
	Social media platforms	.331	.044	.498	7.465	.000

a. Dependent Variable: Self-employment among university graduates

The results of the linear regression analysis in the Table 6 indicate that there is a positive and statistically significant impact of social media sites on self-employment of university graduates ($B = 0.331$, $t = 7.465$, $p = 0.001$). The standardised coefficient ($Beta = 0.498$) points to a moderate to strong correlation which implies the existence of higher degree of self-employment engagement with the increased usage of social media platforms. Such findings suggest that social media is a critical facilitator of graduates in the process of generating and increasing entrepreneurial opportunities and this aspect explains the rejection of the null hypothesis and acceptance of the significant impact of digital platforms in encouraging self-employment in Tanzania.

4.3 Discussion

The results of this research are similar to those of Plotnikov *et al.* (2022), who developed the idea that digital competencies and access to digital infrastructure were significant contributors to sustainable self-employment. On the same note, the current findings indicate that graduates use social media tools well to boost business performance and sustainability as indicated by descriptive statistics. The regression findings further confirm the finding of Plotnikov *et al.* that digitalisation, especially social media, is important in stimulating self-employment. This agreement supports the need to enhance the use of digital skills and access to technology to maintain graduate entrepreneurship.

These results are also similar to the findings of Emmanuel *et al.* (2022) who discovered that the social influence, perceived usefulness and ease of use of social media are significant factors contributing to entrepreneurial intentions. The descriptive findings of the present research show that graduates regularly use and perceive the social media as an important tool for businesses and communication with customers, which means that the positive attitude towards social media are converted into positive use of social media in business. Similarly, the result of regression supports the fact that social media use has a significant relationship with self-employment and thus the findings of Emmanuel *et al.* can be induced into the real business performance of Tanzanian graduates as opposed to entrepreneurial intention.

The findings are also in line with the findings of Adjotor and Dadzie (2025) and Manyerere (2021) who both emphasized the fact that social media has the potential to get more business connections and care about more customers. The results of this study, which indicate that the graduates utilize social media to network and communicate with customers have confirmed the previous findings, that these platforms contribute to connectivity and interaction that is important in business development. Likewise, the findings affirm the claim by Raphael (2022) that digital abilities are important in self-employment as it indicates that even the moderately digital competent graduates can gain advantages of using social media, albeit with additional training.



V. CONCLUSION AND RECOMMENDATIONS

5.1 Conclusion

The study confirms that social networking networks is a major facilitator in self-employment among higher education graduates in Tanzania. These platforms have also been vital in providing graduates with viable means to survive on sustainable livelihoods through providing cheap marketing avenues, customer interaction and access to business information at the time when formal jobs are scarce. They have made them quite essential and a part of entrepreneurial success by increasing visibility, expanding networks, and promoting innovation. This points to the necessity of providing more assistance in the area of digital literacy and online business skills so that more graduates can be empowered to work towards personal sustainability and economic empowerment by way of social media.

5.2 Recommendations

Based on the drawn conclusions, it is recommended that the of higher learning institutions consider having real world training in digital marketing and social media entrepreneurship training in their curriculum so that the students can be equipped to use the online media for their benefit. The government agencies and policy makers are required to work towards the efforts of providing grants or incentives to the online businesses. The graduates themselves also needs to play an active role in the work with different platforms, continuously enhancing the quality of work with digital devices, and utilize the best examples of managing business online to achieve maximum benefits of social media to self-employment.

Declaration of AI use

Artificial intelligence tool was used solely for editing and refining the language of this work. Whereby, Quillbot was used to improve clarity and grammatical accuracy.

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