



# Influence of Entrepreneurship Skills Training in Enhancing Graduates' Employability from Teacher Training Colleges in Arusha Region, Tanzania

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**Abstract.** *The study explored the influence of entrepreneurship skills training in promoting graduates' employability from teacher training colleges in Arusha region. The study was guided by human capital theory. The study employed mixed method research approach with convergent parallel design. The population of the study was 1020 student-teachers, 88 tutors, 2 principals and 461 alumni. The study employed sample size of 56 including 30 students, 18 tutors, 2 principals and 6 alumni as respondents of the study. Simple random, stratified sampling, total population, purposive sampling and snowball sampling were used to obtain respondents who were used in the study. Data were collected through observation, interview and questionnaire guides and were analysed thematically by using coding scheme and statistically with SPSS. Validity and reliability were used to test research instruments and the Cronbach's alpha was 0.877. The findings revealed that entrepreneurship skills enable graduate teachers to identify business opportunities, job creation and develop strong working ethics. The study concludes that there is significance relationship between entrepreneurship skills training and graduate teachers' employability. Also, the study recommended the government to prepare budget for incorporation of entrepreneurship skills, principals should expand projects, tutors should use appropriate methods and student teachers to develop interest towards entrepreneurship activities in teacher training colleges.*

**Keywords:** *Entrepreneurship skills, Graduates employability, Teacher Training colleges, Self-employment, Work ethics*

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## 1. Introduction

Currently there is high competition in the labour market as the number of students who graduate yearly increase thus the need to impart students with entrepreneurship skills to enable them to be self-employed and self-reliant (Jwsshaka et al, 2018). For instance, in USA, entrepreneurship skills began to be taught in higher Learning education earlier than other countries in 1940s and up to 2000s and there were more than 1600 learning

institutions with entrepreneurship education related courses. Also, China started to provide entrepreneurship skills in 1990s (Mbunda & Kapinga, 2021). After COVID-19, mass entrepreneurship and innovation were emphasized in response to employment pressure among the students in colleges for cultivate them with innovative thinking and entrepreneurial spirit (Zhen & Raja Kasim, 2020).

In South Africa, entrepreneurship skills have been emphasized for the purpose of alleviating poverty,

reducing unemployment rate and it is being prioritized in higher learning institutions (Ajani, 2024). To add more, teachers need time, training, financial resources, physical resources for classroom use, networking opportunities and sharing best practices for successful implementation of entrepreneurship skills in schools (Ntsanwisi & Simelane-Mnisi, 2024). In Nigeria, there are several drawbacks in provision entrepreneurship skills including; lack of adequate infrastructures, lack of awareness for self-reliance, lack of training to both universities and students, implementation issues, corruption and security (Ofor-douglass, 2024). According to Rudhumbu et al. (2020) women entrepreneurs in Botswana are faced with different drawbacks when they engage in entrepreneurship activities including; lack of training, lack of knowledge on the sources of financing and technical support, high competition in market and lack of knowledge on marketing strategies. In Rwanda, In-service teacher training for entrepreneurship course has an impact on student learning as it enhances students to engage in business when they accomplish their studies (Blimpo & Pugatch, 2019).

In Tanzania, there are different strategies which have been done to reshape the education system for the purpose of enhancing provision of entrepreneurship education to facilitate self-reliance. In 1967, Nyerere insisted on education to be work oriented, relevant, practical and should prepare students for future for the purpose of fulfilling the demands of education for self-reliance policy which aimed at preparing youth for independence (Nyerere, 1967). Moreover, education and training policy of 1995, emphasized the provision of vocational education and training in order to obtain skills for wage employment, self-employment or further vocational and professional development. Only leavers of primary education and other levels who wishes to join were allowed (URT, 1995). Also, the technical education and training policy of 1996 emphasized teaching of technical skills and entrepreneurship for those who are in informal sector as well as provision of guidance and counselling service for enhancing self-employment in technical institutions (URT, 1996). Furthermore, higher education policy of 1999 emphasized provision entrepreneurship education students in universities so as to cope with the changing needs of the society (URT, 1999). Finally, education and training policy of 2014 and its version of 2023 has emphasized training of entrepreneurship skills in all levels of education to facilitate self-reliance among graduates (URT, 2014; URT, 2023).

Inspite of the strategies done by the government to foster training of entrepreneurship skills for enhancing self-employment, the problem of unemployment in Tanzania increases with the increased number of students who graduate yearly and remain unemployed without skills which can enable them to use opportunities which crosscut

daily. This can be evidenced via Mwananchi newspaper which reported that the number of teachers who applied for job vacancies which were advertised by the government and qualified for interview were 201,707 and available positions were 14, 468. As the name of the article titled “201, 707 vitani kuwania ajira 14, 648 za ualimu” (Chibwete, 2025 January 12, pp 2). The job vacancies for teachers with certificate level were 2,884 and applicants were 17, 889 teachers, 4088 vacancies for teachers with diploma level and applicants were 23, 726 teachers and 7, 676 vacancies for degree holders and others positions in which applicants were 160, 092 (<https://portal.ajira.go.tz>).

The statistics shows that the number of graduates from teacher training colleges increased from 10, 427 in 2016/17 to 19,193 in 2021/22. Also, stakeholders and employers are complaining that graduates lack skills which are required to meet the demands of the job market (URT, 2023 pg. 19-20). This implies that the number of teachers who graduate from teacher training colleges is higher compared to the job vacancies which are provided by the government to teachers with certificates and diplomas. This encouraged the researcher to investigate the influence of entrepreneurship skills training in enhancing employability of graduate teachers from teacher education colleges.

## 2. Literature Review

### 2.1 Theoretical Frame of the Study

This study was guided by human capital theory which was initiated by Adam Smith in 1776 who was an economist who emphasized on the importance of education and skills in his book titled “The Wealth of Nations”. He emphasized that economic development could not occur due to physical resources only. But also, from capabilities of its workforce. Human capital theory views that an individual has knowledge and experiences in form of capital that can enhance productivity and economic growth. Human capital refers to the collective skills, knowledge and other intangible assets of individuals that can be used to create economic value. Those abilities can be strengthened through education, training and working experiences (Schultz, 1961). This study is related to human capital theory because it insists that human being has stock of intangible knowledge skills, values, attitudes, abilities. Those skills include; problem solving, communication, innovations and creativity which are related to entrepreneurship skills which can be trained in teacher education colleges as being emphasized in human capital theory that those skills can be strengthened through education, experiences as well as on job training.

## 2.2 The Potentials of Entrepreneurship Skills Training in Enhancing Graduates' Employability

Prabhu (2020) from China argues that entrepreneurship skills help students to think outside the box and nurtures unconventional abilities, enable people to identify opportunities, imparts self-confidences and boost economy at large if they are being trained on risk taking, imagination, initiatives, trouble resolving, organizational abilities and interactions. Furthermore, not every student can become an entrepreneur, but it is possible to strengthen mindset by involving them to engage in international entrepreneurship events such as international competition and tech summit where themselves can immerse with innovative thinking (Awadalla, 2023). Senawiang (2024), argues that education should not only impart academic knowledge but also incorporate practical skills and vocational training relevant to the local context, this will influence economic development and social justice.

Mahmudin (2023) carried a study in Indonesia on the importance of entrepreneurship education in preparing the young generation to face global economic challenges. The study employed comprehensive review of relevant literature through qualitative analysis from 2005 to 2023. The study indicated that entrepreneurship education proves to be highly essential in preparation of young generation for existing challenges as it helps to gain an advantage in identifying and seizing global business opportunities, as well as ability to manage risks and face economic changes with composure. Also, it had great impact to the society and the environment.

Hanuun et al. (2023) studied on entrepreneurial empowerment in creating sustainable development in developing countries. The study was conducted in form of literature review using qualitative method. Findings revealed that there is positive correlation between entrepreneurial empowerment and sustainable development in developing countries as it facilitates economic growth, environmental preservation, and social welfare.

Agogbua and Mgbatogu (2024) studied entrepreneurship skills, self-motivation, social influence and self-employment in Nigeria. Literature review method was used to collect data by reviewing more than 50 relevant literatures under qualitative research approach. The findings showed that most of articles reported that entrepreneurship skills acquisition influence self-employment through encouraging individuals to start up a business on their own and improving performance of entrepreneurs as well as job creation. But limited article found that some entrepreneurship skills does not guarantee self-employment. It highlights training of entrepreneurship

skills to be in a real environment so as to ensure students acquire functional skills. Similarly, researchers had relayed much on the online published documents which sometime present different information compared to what is in the field, it was better to collect primary data than using secondary data.

Olanipekun et al. (2021) carried out a study in Nigeria on the impact entrepreneurship acquisition on graduate's self-employability status. Researchers employed a quantitative approach using questionnaires which were administered to 353 graduates in the faculty of management and administration science and social science who were selected using simple and stratified sampling. The results revealed that entrepreneurship skills acquisition have significant impact on graduate's self-employment status. As it reduces graduate's dependence on white collar jobs, encourages positive orientation among the university undergraduates and graduates, it develops student's creativity and innovativeness, it generates employment opportunities as well as enable students in career choice by considering their attitudes and interests. On the other hand, the researchers had to collect data from lectures and university principals so as to know different efforts which are done in university to ensure that entrepreneurship education in imparted effectively. Furthermore, entrepreneurship skills enhance readiness of Nigerian university students to take risk when starting a new business (Ogbari, 2023).

Haule et al. (2023) conducted a study in Northern Tanzania to assess the impact of promoting entrepreneurship on self-employment readiness of undergraduate. The study employed mixed-method approach under convergent parallel design with a sample size of 379 respondents including; undergraduates, university managers, lectures and alumni. The findings revealed that there is strong relationship between promoting entrepreneurial culture and undergraduates' readiness for self-employment. This happens due to practical teaching methods and experiential teaching and learning methods which were use in imparting skills necessary for self-employment. This study insisted government, universities and all educational stakeholders to provide adequate support to develop entrepreneurial skills for undergraduates. The next part presents research methods.

## 3. Methodology

### 3.1 Research Design

Research designs are the types of inquiry within quantitative, qualitative, and mixed methods approaches that issue specific direction for the research procedures (Starbuck, 2023). research design shows framework of conducting research. The researcher employed convergent

mixed method design. Convergent mixed method design involves merging both quantitative and qualitative data to provide a comprehensive analysis of the research problem. The researcher collected both forms of data at the same time and then integrated the information in interpreting of the overall results (Cresswell & Cresswell, 2023).

## **3.2 Sampling Procedures and Samples**

Sampling refers to the process of identifying and selecting individuals who are considered to be representative of a population. It is categorized into two types which are probability and non-probability sampling. In probability sampling all people have equal chance to be included selected as respondents and non-probability sampling not every individual has equal chance to be included as respondent (Hossan et al, 2023). This study employed simple random sampling, stratified sampling, purposive sampling, snowball sampling and total population sampling.

### **3.2.1 Simple Random Sampling**

Simple random sampling is the type of probability sampling where each member of the mother population has equal chance to be selected (Mgyenyi & Mokoro, 2022). The researcher used simple randomly sampling in selection of tutors who were responsible in providing information on how do they integrated practical entrepreneurship skills in teacher training collages and providing the challenges which they encountered in training sessions. The researcher asked the assistance from the principal to gather all tutors during a break time and explained to them in details the aim of the study and sampled them randomly until the needed number of respondents reached. Those who were selected were given questionnaire to fill the data.

### **3.2.2 Stratified Sampling**

The researcher divides the population into homogenous subgroups (e.g., gender,) and then randomly select participants from each group (Hossan et al, 2023). This was used to select student-teachers in colleges where the researcher went separated classes of certificate and diploma level and sampled each class independently via simple randomly sampling so as to get general conclusion to be applied to the whole colleges. Then, the researcher distributed questionnaire to the obtained sample to assess the level training of entrepreneurship skills.

### **3.2.3 Purposive Sampling**

The researcher selects individuals to participate in the study based on the specific expertise on the topic. Participants are chosen based on demonstrated skills or relevance to the research focus (Bisht, 2024). The researcher used purposive sampling to obtain principals of

the colleges to provide information on different efforts done to ensure entrepreneurship skills are trained to facilitate employment readiness to graduates. The researcher arrived to the colleges and ask where the office of the principal found. Then, researcher planned an interview timetable with the principal for the purpose of getting their managerial roles in entrepreneurship training in teacher training collages.

### **3.2.4 Total Population Sampling**

This is the type of sampling where a researcher chooses to examine the entire population that have a particular set of characteristics. Units can be people, cases such as organizations, institutions or countries. This approach is used when population is relatively small or when the resources are available to support accomplishment of the study (Nyimbili & Nyimbili, 2024). The researcher employed total population sampling in selection of teacher training colleges because the region consisted of only two public teachers' training colleges which offer certificate and diploma in primary and secondary education as a researcher intended to conduct a study in those areas.

### **3.2.5 Snowball Sampling**

Snowball sampling is also known as network sampling where the researcher identifies few individuals to be included in the study and those individuals identify their fellow who can provide data for the study (Hossan et al, 2023). The researcher requested permission from the administration to ask the registrar to provide telephone numbers for communication with graduates for data collection. The researcher used this technique in sampling of alumni.

### **3.2.6 Sample**

Sample refers to the number of elements which have been selected from a population. It is a subset of some of the units in the population. Sample size is the number of subsets/respondents in a sample. A sample size of 10% to 30% of the population is enough for obtaining representative of the study (Mgyenyi & Mokoro, 2022, page 48). This rule of thumb was used to calculate the number of tutors who were used in the study by taking 21% from the tutors' population and obtained 18 tutors. Also, Cohen et al. (2018, page 203) suggests that sample size of 30 respondents is enough for the study if the researcher uses statistical analysis on their data. This was used to obtain a sample size of student-teachers who were included in the study as a researcher planned to use 30 student-teachers. A large sample provides precision but employing more participants is time-consuming and costly (Cresswell & Cresswell, 2023). The researcher used a total number of 56 respondents including; 30 students (15 from each

college), 18 tutors (9 from each college), 6 alumni (3 from each college) and 2 principals (1 from each college).

### **3.3 Data Collection Tools**

Data collection tools or instruments are devices, facilities or guides used for data collection. They include questionnaires, checklists, telescopes, microscopes, satellite systems, and observation schedules. The researcher used questionnaire, interview, observation guides (Cresswell & Cresswell, 2018).

#### **3.3.1 Questionnaire**

Questionnaire is a common tool for collecting information where a form or instrument including a set of questions and secure answers that respondents (from a specific population) fill to give the researcher information needed for the study. Data obtained from questionnaire can't be achieved from secondary sources (Taherdoost, 2021). Both open-ended and closed questionnaire were used to collect data from students and tutors because it simplified collection of data to large number of people for short period of time.

#### **3.3.2 Interview Guide**

In interviews, a fundamental way of social interaction, questions are asked and data is collected using the provided answers. It is possible to get confidential data from interviewees when this tool is applied depending on the preparation of the environment where interview will be conducted (Taherdoost, 2021). The researcher used semi-structured interview to collect data from alumni so as to determine how entrepreneurship skills have influenced employability readiness. Also, data from principals were obtained via semi-structured interview. Lastly, the researcher used unstructured interview to some student teachers.

#### **3.3.3 Observation Guide**

This tool helps in collection of first-hand data through observation of events, behaviours, interactions or processes directly to obtain an understanding of the concepts. This method helps a researcher to know what is going on, in the research setting (Taherdoost, 2021). The researcher observed different entrepreneurship activities which are conducted in teacher training colleges with the guidance of project coordinator for providing detailed information on how those activities were being operated.

### **3.4 Data Collection Procedures**

This includes setting the boundaries for the study through sampling and recruitment, gaining permissions, collecting information through multiple forms of data (e.g.,

observation, interviews, documents, and social media) and developing protocols or guides for collecting data (Cresswell & Cresswell, 2023). The researcher obtained the permission letter from Tumaini University Makumira to Monduli and Meru District Executive Directors for asking permission of collecting data. After receiving a permit, the researcher visited the principals of both colleges for introduction and planning a schedule for data collection process. The researcher administered questionnaires to tutors and students, and collected after one week while conducting an observation. Finally, semi-structured interview was used to principals and alumni.

### **3.5 Data Analysis**

Data analysis is a systematic activity which is an essential part of the research process (Cohen et al., 2018). Data analysis techniques and procedures, like data collection techniques and procedures, are largely determined by the approach, design and purpose of a specific research project, as well as research type (basic or applied). The researcher analysed the qualitative data thematically by coding the data and collapsing the codes into broader themes. Then, the researcher analysed the quantitative data statistically using SPSS program. Furthermore, the researcher integrated the two databases by making side by side comparison. Quantitative statistical results were presented first followed by discussing qualitative findings (themes) that helped in confirming the results (Cresswell & Cresswell, 2023).

### **3.6 Ethical Considerations**

These are moral principles guiding the researcher's behaviour during a scientific inquiry. It has become a sensitive part of scientific research. Some of the moral principles are formally documented while others exist in the form of undocumented social norms, customs, and traditions upheld, made explicit and respected by individuals residing in specific settings (e.g., villages). The researcher followed research ethics including; obtaining the informed consents, identifying beneficial research problem, respecting norms and character of indigenous people, avoiding academic plagiarism, obtaining permission letter for recognition, avoiding deceptive practices, collaboration with the participants, avoiding harm to participants, respecting privacy of participants as well as providing right to withdraw from the study (Cresswell & Cresswell, 2023).

## **4. Results and Discussion**

The researcher aimed to investigate the influence of entrepreneurship skills training in enhancing employability of graduate teachers from teacher education colleges. Data

were collected through questionnaire, interview and observation guides.

## 4.1 Demographic Information of the Participants

**Table 1: Demographic Information of the Participants**

Characteristic	Category	Frequency (F)	Percentages (%)
Gender	Male	29	58
	Female	21	42
	<b>Total</b>	<b>50</b>	<b>100</b>
Educational level	Master degree	11	22
	Bachelor	6	12
	Diploma (continuing)	23	46
	Certificate (continuing and alumni)	10	10
	<b>Total</b>	<b>50</b>	<b>100</b>
Working experiences	0	33	66
	1-10 years	4	8
	11-20years	12	24
	21-30 years	1	2
	<b>Total</b>	<b>50</b>	<b>100</b>

Source: Field data 2025

The researcher used a total of 50 respondents which were 29 (58%) males and 21(42%) females. Among 50 respondents who were selected to participate in the research study 11(22%) have master’s degree, 6(12%) have bachelor degree, 23(46%) were diploma students and 10(10%) were certificate students and alumni. This implies that tutors had qualification of imparting knowledge to student teachers. Most of them had high knowledges and skills as indicated in the table .1. Another, 33(66%) have no working experiences at all because they were students in colleges, 12(24%) of tutors had working experiences of 11-20 years, 4(8%) have working experiences of 1-10 years and 1(2%) has a working experience of 21-30 years. This implies that all tutors had knowledge of entrepreneurship skills because apart from professional knowledges which

workers gain in educational institutions, workers also gain skills from experiences.

## 4.2 The Influence of Entrepreneurship Skills Training on Graduates Employability

Various issues which are seen to be influenced by entrepreneurship skills training have been discussed including; identifying business opportunities, strong work ethics, job creation, environmental conservation, foster independence, self-reliance, economic growth, creativity and innovation, positive orientation and career choices as indicated in table 2.

**Table 2: Influence of Entrepreneurship Skills Training on Graduates Employability**

Item	N	Mean	S. D F (%)	D F (%)	A F (%)	S.A F (%)
Identifying business opportunities	42	3.21	1(2.2)	4(8.9)	22(48.9)	15(33.3)
Promote strong work ethics	42	3.14	3(6.7)	5(11.1)	17(37.8)	17(37.8)
Job creation	43	3.12	2(4.4)	5(11.1)	22(48.9)	14(31.1)
Environmental conservations	43	3.12	1(2.2)	5(11.1)	25(55.6)	12(26.7)
Foster independence	44	3.09	2(4.4)	7(15.6)	20(44.4)	15(33.3)
Promote self-reliance	44	3.07	4(8.9)	1(2.2)	27(60.0)	12(26.7)
Economic growth	42	2.98	2(4.4)	6(13.3)	25(55.6)	9(20.0)
Develops creativity and innovation	42	2.95	4(8.9)	4(8.9)	24(53.3)	10(22.2)
Positive orientation	44	2.93	2(4.4)	8(17.8)	25(55.6)	9(20.0)
Facilitate career choice	43	2.91	4(8.9)	8(17.8)	19(42.2)	12(26.7)
<b>Overall mean</b>		<b>3.04</b>				

Key: S. D= strongly agree, D=Disagree, A=agree and S. A=strongly agree.

On table 2 shows that the mean of 3.21 indicates that respondents agreed on the influence of entrepreneurship skills training in identifying business opportunities. This implies that some of graduates will be able to identify opportunities which are in the community after accomplishment of their studies which are similar to skills which are trained in teacher training colleges. From the interview with the principal of college B said that *“it is possible for graduate teachers to be engaged in agriculture activities because they were involved in all processes of maize farming and beans farming”* (interview with principal 2 in April, 2025). Principal of college A said that *“ICT skills which are being trained can facilitate graduates to open a stationary and make money”* (interview with principal 1 in march, 2025). Alumni from college A said that *“I deal with gardening activities”* (interview with alumni 1 in March, 2025). Interview data reveals that graduate teachers are capable of identifying opportunities which can enable them to make income. The researcher observed farms in college B which were used by student teachers in cultivation of crops.

Regarding the role entrepreneurship skills training on promoting strong work ethics, Table 2 shows that research participants agreed as the mean score of responses was 3.14. This implies that tutors demonstrate good working ethics which enable student teachers to imitate from them some of ethics which could be applied in the future. From the interview with the principal of college B said that *“student teachers are trained with hard working skills and self-awareness”* (interview with principal 2 in April, 2025). The researcher observed student teachers who were organizing themselves to clean the environment in college B. This reveals that graduates from teacher training colleges are capable of managing themselves in operation of different duties once they are given responsibilities.

On job creation, the mean of 3.12 indicates that respondents agreed on the roles of entrepreneurship skills in job creation as shown in table 2. This implies that entrepreneurship skills which are being trained in teacher training colleges can enable graduate teachers to open up income generating projects and employ other individuals. From the interview with the alumni of college A said that *“I’m preparing juice by using fruits and sell around people’s residence”* (interview with alumni 2 in march, 2025). The principal of college B said that *“one can perform various tasks while he/she at home and get money like designing”* (interview with the principal 2 in April, 2025). The researcher observed a home economics laboratory where students in college B where student teachers attained different skills such as sewing, cooking and decorating.

Table 2 shows that entrepreneurship skills enhance environmental conservation as respondents agreed at the mean 3.12. This might be due application of agricultural

methods which are friendly to the environment. As one of the alumni from college B said that *“organic manures were used instead of in-organic manures in growing of crops...students were involved in planting of flowers which were being sold when visitors came at the college”* (interview with alumni 3 in April, 2025). Data from interview reveals that graduate teachers are capable of engaging in entrepreneur activities without leaving the negative impacts to the environment. Also, the researcher observed that both college A and college B were planted with flowers for making the environment more attractive and student teachers took responsibility of watering flowers. This implies that when student teachers graduate will be able conserve the environment in their communities.

Table 2 shows that research participants agreed at the mean of 3.09 that entrepreneurship skills foster independence among graduate teachers. This might be due to training of entrepreneur activities which are relevant in communities where they live. From the interview with the student-teacher from college B said that *“After graduation, I will be preparing cakes when I receive orders for different ceremonies for earning money”* (interview with student-teacher 1 in April, 2025). Another, alumni said that *“I earn money from vegetable garden”* (interview with alumni 1 in March, 2025). Data from interview reveals that if graduate teachers will concentrate on practicing entrepreneurship skills which are integrated in teacher training colleges, it will be possible for them to become self-independent. Another, the researcher observed that there were domesticated cows which were served by student teachers, also there were farms where they engaged in agricultural activities where they grew maize and beans. This reveals that through those activities’ students gain self-independent skills.

Respondents agreed at the mean of 3.07 in table 2 that entrepreneurship skills promote self-reliance. This might be due to influence of education for self-reliance policy which has been implemented in various teacher training colleges which insisted education to be practical, work oriented and serve the society. The principal of college B said that *“student-teachers are engaged in maintenance of water system and electricity which facilitate them to be aware of their roles”* (interview with principal 2 in April, 2025). The principal of college A said that *“Student teachers are being trained to promote their career through having good communication skills by using appropriate language, being presentable by appearing as a teacher”* (interview with principal 1 in march, 2025). Data from interview reveals that sense of self-reliance will develop among graduate teachers if they will use appropriately the trained entrepreneurship skills. The researcher observed student teachers who were communicating each other by using politely language and appeared in uniform as

upcoming teachers as they were being influenced by their tutor to appear in a good manner.

Table 2 shows that the mean of 2.98 indicates that respondents agreed on the role of entrepreneurship skills in enhancing economic growth. This implies that if graduate teachers will apply the entrepreneurship skills which are trained in teacher training colleges will foster economic development to both individual and national wide. From the interview with the principal of college A said that “*vegetables which are produced by student-teachers are being sold*” (interview with principal 1 in March, 2025). The principal of college B said that “*student-teachers produces crops for business... milks are sold to workers*” (interview with principal 2 in April, 2025). The alumni from college A said that “*I engage in farming and selling vegetables*” (interview with alumni 1 in March, 2025). The researcher observed cows which were kept for producing milk as which were sold to tutors and to the community members around the organization in college B.

Based on developing creativity and innovation, table 2 reveals the mean of 2.95 indicates that respondents agreed on the influence of entrepreneurship skills in developing creativity and innovation due to the mean of 2.95. This might be due to participatory teaching methods which involve student-teachers including problem solving and project method which provide freedom to student-teachers to show their abilities. From the interview with the principal of college A said that “*student teachers are given plots of land to grow vegetables in groups where they show their creativity and innovation*”. (Interview with principal 1 in March, 2025). Another, principal of college B said that “*student teachers maintain water system and electricity without guidance of the tutor*” (interview with principal 2 in April, 2025). Moreover, the researcher observed play grounds where student teachers engaged in different games which increases creativity and innovative mind.

The mean of 2.93 in table 2 indicates that respondents agreed on the influence of entrepreneurship skills in positive orientation. This implies that students-teachers

acquire knowledge and skills which are applicable in the community where they will be living after leaving the colleges. From the interview with the principal of college B said that “*student teachers are trained in sewing and cooking activities which they can practice in the future*” (interview with principal 2 in April, 2025). The principal of the college A said that “*student teachers are engaged in gardening activities*” (interview with the principal 1 in March, 2025). Another, the researcher observed sewing machines and pieces of clothes which were being used by student teachers for practices in collage B.

Table 2 shows that the mean of the item was 2.91 which indicates that respondents agreed on the influence of entrepreneurship skills in career choice. This implies that skills and knowledge’s which are trained in teacher training colleges can facilitate graduate teachers to choose a profitable career depending on their interest and environment. From the interview with student teacher in college B said that “*after accomplishing my studies, I will open a restaurant*” (interview with student teacher 1 in April, 2025).

In general, the overall mean of the research objective is 3.04 which indicates that respondents agreed on the influence of entrepreneurship skills in enhancing graduates for self-employment due to different activities which they practice in teacher training colleges and foster skills which encourage self-employment. The next part presents results of hypothesis testing.

### 4.3 Hypothesis Testing Results

The researcher aimed to test if there was relationship between entrepreneurship skills incorporation and graduates’ employability. The researcher subjected the mean scores to inferential statistics where spearman correlation was used to test hypothesis, and the results are presented in table 3.

**Null Hypothesis:** There is no significant relationship between incorporation of entrepreneurship skills and graduates’ employability.

**Table 3: Results for hypothesis testing**

		Correlations		
			Entrepreneurship skills	Graduates' employability
Spearman's rho	Entrepreneurship skills	Correlation Coefficient	1.000	.997**
		Sig. (2-tailed)	.	.000
	Graduates' employability	Correlation Coefficient	.997**	1.000
		Sig. (2-tailed)	.000	.
		N	10	10

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Source: Field data, 2025

The rule of making decision about the hypothesis states that if the P-value is less than or equal to the significant level the null hypothesis is rejected. Also, if the P-value is greater than the P-value the null hypothesis is accepted (Goldman, 2025). The data show that the computed P-value (sig.(2-tailed)) is 0.000 which less than the level of significant which is 0.01 hence, the null hypothesis is rejected because the P-value is less than the level of significant. It can be concluded that there is significant relationship between incorporation of entrepreneurship skills and graduate employability. The findings reveals that the entrepreneurship skills which are trained in teacher training colleges will facilitate them to be self- employed as well as being employed in other organizations. The next part presents discussion of findings.

#### 4.4 Discussion

Various issues such as identifying business opportunities, strong working ethics and job creation are influenced highly by entrepreneurship skills which are incorporated in teacher training colleges towards graduates' employability. Also, entrepreneurship skills are seen to have low influence on facilitating career choice compared to other aspects.

Identifying business opportunities. The research findings revealed that entrepreneurship skills which are being trained in teacher education colleges help in identifying business opportunities as data revealed that student teachers become able to recognize the opportunities for generating income as a result of different experiences which they gain at the college including gardening activities, sewing, cooking, music dances and computer knowledge. The findings of the current study go hand in hand with Mahmudin (2023) who insisted that it is advantageous for the young generation to be equipped with entrepreneurship education to help them to capitalize and identify emerging business opportunities which goes hand in hand with global economic development. Moreover, individuals are equipped with skills which will enable them to identify strategies which enable them to achieve

business goals. Also, people with ability to recognize opportunities will demonstrate higher entrepreneurship skills (Dyah & Prisilia, 2023). The study shows the influence of experiences in developing entrepreneurship skills. Human capital theory insists that people with high level of education and experiences are more likely to have high knowledge of identifying business opportunities compared to those who did not attain training (Schultz, 1961). Therefore, because of training on entrepreneurship skills graduate teachers will be able to identify business opportunities which will found in their residential context.

Another, entrepreneurship skills have an influence on promoting strong work ethics. The findings reveal that once the student teachers are imparted with entrepreneurial skills enhance work ethics by facilitating self-awareness and hardworking skills. Moreover, student-teachers became aware of some behaviours which can affect their entrepreneur activities negatively and how to avoid them by encouraging positive changes in business. This is in line with Nyerere (1967) who came with an education for self-reliance which insisted on work by everyone and exploitation by none as well as sharing resources which have been produced by efforts of all people for enhancing equality and dignity among the people. Human capital theory insists that one can develop strong working efforts through experiences by attending work with other individuals (Schultz, 1961).

Job creation. The current findings revealed that entrepreneurship skills enhanced graduate teachers to create jobs as some of graduates were engaged in small business such as selling vegetables and fruit juice. This is in hand with Ajani (2024) who conducted a study in south Africa to assess the influence of entrepreneurship education for promoting self-reliance among students and found that small business proceeds to create jobs in most of African countries because they are easier to set up than big enterprises as it contributes 45% of GDP in Tanzania. Also, Obschonka and Zarea (2023) highlight that entrepreneurship programs encourage job creation for

economic growth. Compared with human capital theory insists that acquisition of specific skill increases employability and can lead to higher wages, including both formal and on job training. Therefore, individuals who are equipped with entrepreneurship skills are more likely to create jobs and employ other people (Schultz, 1961).

On the other hand, the influence of entrepreneurship skills on facilitating career choice is observed to have low mean compared to other aspects. The skills which are learnt in teacher training colleges have influence on choosing a career as students teachers reported that they are capable of engaging in business activities, including gardening and restaurant. The findings of the current study are in line with Olanipekun et al. (2021) who found that quality entrepreneurship education plays a vital role in enhancing youth with necessary skills, write type of work habit and attitudes which can assist economic development. Moreover, human capital theory insists that individuals who attain skills in a specific career are more likely to possess high ability and knowledge compared to other individuals (Schultz, 1961).

## 5. Conclusion and Recommendations

### 5.1 Conclusion

The study concludes that entrepreneurship skills help individuals in identifying business opportunities, developing strong work ethics and job creation as the hypothesis results revealed that there is significant relationship between incorporation of entrepreneurship skills and graduate employability.

### 5.2 Recommendations

The study recommends that Student teachers should develop interest towards the entrepreneur activities which are conducted in teacher training colleges, Tutors of teacher training colleges should use the relevant methods and approaches in training of entrepreneurship skills, principals should assess how tutors impart knowledges and abilities related to entrepreneurship skills, The government should prepare loans for graduates which could enhance them to practice the entrepreneurship skills and abilities which they gained from teacher training colleges. Finally, other studies should be done to assess the effectiveness in training of entrepreneurship skills in primary and secondary schools and investigating the real challenges encountered by the graduate teachers when they engage in entrepreneur activities.

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