
Practicality of Skills Emphasized by Economics Subject Teachers to Enhance Entrepreneurship Ability among Secondary School Students in Moshi District, Tanzania

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ABSTRACT: *This study investigated the practicality of skills emphasised by Economics subject teachers to enhance entrepreneurial ability among secondary school students in Moshi District, Tanzania. The study employed a convergent research design under mixed research approach. Both probability and non-probability sampling techniques were used to sample 93 participants from the target population of 568. The sample included 1 zonal quality assurance officer, 4 Heads of Schools, 8 Economics subject teachers, and 80 advanced-level students. An interview guide, questionnaires, and a documentary analysis guide were used for data collection. The validity of the instruments was determined by 3 lecturers who are experts in research, curriculum and instruction. The reliability was estimated using Cronbach's alpha and a coefficient of 0.769 was obtained. With the help of the Statistical Package for Social Sciences (SPSS, version 26), quantitative data were analysed and presented in tables using means, frequencies, and percentages. The qualitative data from the interview guide was gathered and presented through direct quotations and narrations after establishing themes according to the research questions. The study found that entrepreneurial skills are emphasised by advanced Economics subject teachers with great prominence on business management skills, teamwork skills, leadership skills, communication skills, customer care skills, financial skills, analytical and problem-solving skills, advertising skills, and risk-taking skills, as well as time management skills. The study concluded that the entrepreneurship ability of advanced students who were undertaking Economics subject was well developed through different learning approaches employed by their Economics subject teachers, including learner-centered approaches. The study recommended that the government should sponsor the training and retraining of Economics subject teachers to acquire current entrepreneurship knowledge and skills required for self-employment so that they teach students the same.*

KEYWORDS : entrepreneurship, entrepreneurial skills, economics subject, advanced level students

INTRODUCTION

Entrepreneurship is defined as the process of creating something new with value by devoting the necessary time and effort, assuming the accompanying financial, intellectual, and social risks, and receiving the resulting rewards of monetary and personal satisfaction and independence (Muñoz et

al., 2019). Various studies have indicated that entrepreneurs play an important part in the global economy's development. Businesses are becoming more visible in the global economy as employers, consumers, suppliers, and rivals (Blimpo & Pugatch, 2020). It is important to promote, support, and nurture students' entrepreneurial aspirations and efforts in order to contribute to economic progress. The teacher emphasis in entrepreneurial skills is considered as one of the most important strategy for achieving entrepreneurial aspiration among Economics subject students (Jerotich et al., 2017; Krpalkova-Krelova & Krpalek, 2019).

Entrepreneurship Education (EE) has been widely implemented in Chinese educational institutions, and many believe that it provides students with fresh ideas, skills, and the ability to think and respond entrepreneurially to social concerns (Xu et al., 2021). Since 2000, most African countries have added entrepreneurial programmes to their curricula, like in Nigeria, where EE is required at all higher education levels (Olutuase et al., 2020).

Economics subject curriculum of 2010 stipulates that learners of advanced level secondary education who undertake Economics as one of three major subjects are expected to be innovative in the use of ICT and entrepreneurial skills to solve economic problems. According to the syllabus, an Economics subject learner is also expected to be creative, critical thinker, and capable of applying personal social values and skills to deal with economic issues, as well as to apply basic economic tools in analysing economic disputes (URT, 2010). The syllabus expects teachers to use a series of active interactions to facilitate active learning of students as well as to enable them to nurture entrepreneurial competence, which includes, among other things, creativity, innovation, self-directing characteristics, independence, and problem-solving abilities. The syllabus further indicated various learning resources like sample marketing activities, pictures, charts, and real objects to be involved in imparting entrepreneurial skills among youth who are expected to be future entrepreneurs and job creators in our communities.

However, taking South Africa as an example, various mechanisms have been established to engage their learners actively in learning Economics through various entrepreneurial activities that could nurture their entrepreneurial spirit (Du Toit & Kempen, 2020). Kenya is among the countries in East Africa with an increasing rate of unemployment despite having a large number of graduate students. The government has taken an initiative to attempt to address these challenges by establishing several entrepreneurship skills and knowledge for entrepreneurs (Isabelle, 2020). Teaching entrepreneurship necessitates the use of proper teaching methodologies based on LCA. This technique may be directly traced to the twentieth century, when three philosophers named Lev Vygotsky, Jean Piaget, and John Dewey, campaigned for a programme known as constructivism. Constructivism is the notion that knowledge is transient, non-objective, internally produced, and socially mediated (Shah, 2020).

Furthermore, teachers' emphasis on entrepreneurial skills in teaching Economics subject is mostly important in demonstrating their ability to raise entrepreneurial awareness among Economics subject students. Despite its advantages, teacher entrepreneurial skills emphasis has not been examined in recent studies, particularly in Economics subject. This prompted the need for a current study to investigate what entrepreneurial skills advanced Economics subject teachers emphasise in advanced

level secondary school students in Moshi District, Tanzania. Therefore, this study investigated the practicality of skills emphasised by Economics subject teachers to enhance entrepreneurship ability among secondary school students in Moshi District.

Statement of the Problem

The government of Tanzania has introduced Economics as a subject in advanced secondary education for the purpose of making students to be creative, build problem-solving skills, develop ideas and initiative, become planners and create readiness in risk-taking (URT, 2020). Deficiency of entrepreneurial skills causes most graduates to go jobless, as the majority of them keep waiting for employment opportunities and fail to create and establish their own businesses. Conversely, the case is not supposed to be the same for the graduates who undertake Economics subject since it is the key discipline where knowledge, skills, and proper attitudes about entrepreneurship are vested and delivered by teachers who ought to be experts in that area (Deveci & Seikkula-Leino, 2018). Most of the literature reviewed like those of Xu et al. (2021), Olutuase et al. (2020) and Du Toit & Kempen (2020) insisted on unemployment problem among graduates without looking on the problem causes. Furthermore, none of the studies reviewed discussed the entrepreneurial skills emphasised by Economics subject teachers in developing entrepreneurial ability in graduates. Therefore, this study investigated the practicality of skills emphasised by Economics subject teachers to enhance entrepreneurship ability among secondary school students in Moshi District.

Research Question

What entrepreneurial skills are emphasized by advanced Economics subject teachers in advanced level students in Moshi District?

Significance of the Study

This study raises public awareness about the importance of teaching advanced-level economics students entrepreneurial skills. The findings of this study provide awareness to policy makers on the role of entrepreneurial skills in encouraging students to create self-employment and solve the problem of unemployment. The findings of this study inform teachers on the best strategies that can be used in imparting entrepreneurial skills to Economics students. The study findings also assist Economics subject teachers in developing competence through mastery of subject content. The findings informed Heads of Schools on the challenges those Economics subject teachers face in developing entrepreneurial skills among advanced-level students and possible solutions to be taken to alleviate the challenges.

Theoretical Framework (Opportunity Based Theory)

This study was guided by the Opportunity Based Theory (OBT) of entrepreneurship that was propounded by Peter Drucker in 1985 and Howard Stevenson in 1990. The theory offered a wide range of conceptual structure for research to rely on for entrepreneurship topics. The theory holds that it is not the entrepreneur who causes changes, but the one who exploits the opportunities that arise in surrounding societies. Frequently, opportunities are tied to specific purposes and situations. Students who studied Economics at an advanced level in secondary school are expected to be capable of identifying and exploiting employment opportunities in their surroundings in this case Blimpo and

Pugatch (2020). However, this theory's contents, as addressed by Drucker and his colleague Stevenson, are part of the Economics subject objectives and expected gains in the advanced secondary school Economics syllabi. Although the entrepreneurial process presents opportunities, it also necessitates additional significant rudiments, such as growing a business venture, managing a running business, and assembling resources, as emphasised by Economics subject teachers. This knowledge and awareness about entrepreneurship is a vital foundation for succession in an entrepreneurial career. The graduates' ability to handle entrepreneurial challenges is heavily dependent on their entrepreneurship foundational skills and practices.

The theory addressed the core elements of entrepreneurship skills, which have a clear link to employment creation. As elaborated, opportunities are in sizes and phases. So it is with entrepreneurship. Just as in the home, an outer door leads to an inner one. Opportunity does not reduce people; rather, it increases them. The theory shows how companionship is considered an important aspect of entrepreneurship. According to this theory, entrepreneurship is often wrapped in challenges. Entrepreneurship involves risk-taking: Risk, in this sense, relates to a deliberate departure from the known to the unknown. Students studying Economics can expect to receive more entrepreneurial training in the future. There is the fact of opposition to opportunity, which is failing to utilise it, hence indicating an inability to apply entrepreneurial skills. Some people live better lives than others because of their approach to opportunity. The key note to success is to learn to accentuate one's advantages while downplaying what appear to be drawbacks.

Review of Empirical Studies

Rodriguez and Lieber (2020) conducted a study on the relationship between entrepreneurship education, entrepreneurial mindset, and career readiness in secondary students in Australia. The study used a quasi-experimental design. The study sampled 290 participants. Stratified and simple random sampling were used for sampling, while a questionnaire and interview schedule were used for data collection. The findings revealed that students in entrepreneurship education showed an overall statistically significant increase in entrepreneurial mindset, specifically in communication and collaboration, opportunity recognition, and critical thinking and problem-solving. The data collection tools used were congruent with the study design adopted in the study. However, the sampling procedure used was not congruent with the design of the study since in a quasi-experimental design it is not possible to sample respondents from the stratum. Additionally, the study findings were too general in their findings since they did not specifically indicate the entrepreneurial skills students acquire from Economics subject. The current study identified the entrepreneurial skills emphasised by Economics subject teachers among Economics students.

Zenner et al. (2018) studied how and to what extent entrepreneurship education was conceived and implemented in vocational schools in and around Bangalore. A simple random sampling procedure was used to choose schools from each sub-county for the study. The tools for data collection were questionnaires, observation schedules, and document analysis, and the mass data was collected. The study findings revealed that entrepreneurship skills emphasised at the secondary level are intended to promote economic growth and expand the pool of entrepreneurial ability among Economics subject secondary school learners. The study revealed that entrepreneurship is regarded as a major source of

innovation, job creation, and growth. Moreover, the study indicated techniques and activities that promoted knowledge development, competencies, and experiences that enabled students to participate in entrepreneurial value-generation processes. However, there were no findings to show whether the available Economics subject teachers were emphasising such entrepreneurial skills as indicated to their learners. Therefore, there was a need for another study to be conducted to assess how those skills are emphasised to ensure that the learners are capable of applying entrepreneurial skills in their communities after graduation.

Musibau (2020) did a study about fostering entrepreneurial skills in secondary schools: implication for mathematics teachers in Oyo, Nigeria. A survey research design was used with 150 participants. The study employed a structured questionnaire. A study revealed that there is a need to enhance the mathematical knowledge of students by incorporating entrepreneurial skills into the teaching and learning of Mathematics in secondary schools. The sampling procedures and selection of data collection instruments were fairly done. The current study included questionnaires, an interview guide, and an observation guide to collect both qualitative and quantitative data from the respondents. Moreover, the study did not consider the teachers' entrepreneurial skills' emphasis in developing entrepreneurial skills in students. The current study identified the teachers' skills emphasis in developing entrepreneurial skills among advanced-level economics students.

Lupeja (2021) did a study about bridging secondary school instruction to real-life settings through entrepreneurial instructional approaches in Morogoro, Tanzania. The study involved 678 advanced level secondary schools students in private schools. A sample size of 67 participants (10% of the population) was used for the study. The study adopted qualitative research paradigms whereby a case study design was used. A focused group discussion was conducted with secondary education leavers, while semi-structured interviews were conducted with teachers. The study found out that both teaching and learning practises employed in secondary schools do not inculcate entrepreneurial-related skills and knowledge, and thus, school knowledge does not help fight against poverty. The study used qualitative data collection instruments and semi-structured interviews with the respondents. This reflects inadequate statistical data that was used as supportive data on qualitative data. Therefore, the current study employed both qualitative and quantitative research approaches to get detailed information about the entrepreneurial skills emphasised by Economics subject teachers to advanced-level students.

Akpan et al. (2018) conducted a study about the entrepreneurial skills and students' interest in home Economics in the Arusha region, Tanzania. A survey research design was adopted for the study. The population for the study consisted of 1,958 advanced-level secondary school students in private schools in the study area offering Home Economics. A sample size of 200 respondents (or 10% of the population) was used for the study. The instrument for data collection was a questionnaire tagged "Entrepreneurial Skills and Students' Interest in Home Economics Questionnaire (ESSIHEQ). Findings revealed that there was a significant difference in technical, handwork, and teamwork skills and in students' interest in home economics in the Arusha region, Tanzania. The data collection procedures and the design used were fairly chosen. However, the study sampled only private advanced Economics students while ignoring public advanced economics students where the problem

existed to a large extent. The current study sampled both public and private advanced-level secondary schools for more useful information to be taken care of.

The reviewed studies include Rodriguez and Lieber (2020) in Australia on the relationship between entrepreneurship education, entrepreneurial mindset, and career readiness in secondary students; Zenner et al. (2018) studied how and to what extent entrepreneurship education was conceived and implemented in vocational schools in and around Bangalore; while Musibau (2020) conducted a study in Nigeria about fostering entrepreneurial skills in secondary schools; and Akpan et al. (2018) in the Arusha region, Tanzania about entrepreneurial skills and students' interest in home Economics. The studies focus on the relationship between entrepreneurship education, entrepreneurial mindset, and career readiness. Entrepreneurship education and entry into self-employment teachers' competencies in entrepreneurship education. Acquisition of entrepreneurial skills in home Economics education and entrepreneurial skills required by secondary school graduates However, the reviewed literature studies on entrepreneurship education do not indicate what entrepreneurial skills teachers emphasise among advanced-level secondary school students. Therefore, this paper investigated major entrepreneurial skills emphasised by Economics subject teachers in developing entrepreneurial skills among advanced-level economics students in Moshi District, Tanzania.

METHODOLOGY

The study adopted convergent design under the mixed method research approach. The study adopted a convergent design due to the fact that it converges or integrates quantitative and qualitative data to provide a full analysis of the study challenge. The mixed methods approach incorporates elements of both qualitative and quantitative approaches (Creswell & Cresswell, 2018). The design guided the researcher in collecting and analysing quantitative data from teachers and students through the use of questionnaires on the entrepreneurial skills emphasised by Economics subject teachers in secondary school students. In addition, the researcher gathered qualitative data from school principals and a zonal quality assurance officer using an interview guide. The study sampled 4 Heads of Schoolss, 8 Economics subject teachers, 80 advanced-level economics students, and 1 zonal quality assurance officer to make a total of 93 respondents. This was equivalent to 15.6% of the 568 targeted population. According to Mugenda & Mugenda (2012), a sample of 10–30% is considered to be representative for the social study. The acceptability and reliability of research instruments were considered on the following scale: Thomas (2010) Therefore, the result from pilot testing showed that the reliability of the questionnaire for teachers was 0.774 and that for students was 0.769. Hence, the obtained reliability from the instruments was acceptable. The validity of the instruments was checked by three MWECAU expects from the departments of research, curriculum, and instruction.

RESULTS AND DISCUSSIONS

Entrepreneurial skills are those normally associated with being an entrepreneur, although anyone can develop them. Being an entrepreneur usually means starting and building your own successful business. The purpose of this study was to discover the entrepreneurial skills emphasised by Economics subject teachers in advanced level students. Teachers, students, Heads of Schoolss, and a

Zonal quality assurance officer provided the information to address the problem under investigation, whereby the questionnaire and interview guide were used to collect information from the respondents. Table 1 presents the responses from the teachers, followed by the responses from students, and then supported by the interview from the Heads of schools and zonal quality assurance officer.

Table 1: Teachers Responses on the Entrepreneurial Skills Emphasized by Economics subject Teachers in Advanced Level Students (n = 8)

Entrepreneurial Skills	SD		D		U		A		SA		Mean
	f	%	f	%	f	%	f	%	f	%	
Business management skills	0	0.0	0	0.0	1	12.5	4	50.0	3	37.5	4.25
Teamwork skills	0	0.0	0	0.0	0	0.0	2	25.0	6	75.0	4.75
Leadership skills	0	0.0	0	0.0	1	12.5	2	25.0	5	62.5	4.50
Communication skills	0	0.0	0	0.0	2	25.0	3	37.5	3	37.5	4.13
Customer care skills	0	0.0	0	0.0	2	25.0	3	37.5	3	37.5	4.13
Financial skills	0	0.0	0	0.0	1	12.5	3	37.5	4	50.0	4.38
Analytical and problem-solving skills	0	0.0	0	0.0	4	50.0	3	37.5	1	12.5	3.63
Advertisement skills	0	0.0	0	0.0	0	0.0	3	37.5	5	62.5	4.63
Risk taking skills	0	0.0	0	0.0	2	25.0	4	50.0	2	25.0	4.00
Time management skills	0	0.0	0	0.0	2	25.0	2	25.0	4	50.0	4.25
Total mean											4.27

Source: Field data, (2022)

Key: SA=Strongly Agree, A=Agree, U=Undecided, D=Disagree and SD=Strongly Disagree

The data in Table 1 reflected the entrepreneurial skills that Economics subject teachers emphasised in advanced level students. The findings indicate that Economics subject teachers use Economics to offer students several entrepreneurial skills by a mean of 4.27. This means that the entrepreneurial skills emphasised by economics teachers prepare students to start their own businesses after they finish their studies. Most 75% of teachers strongly agreed that they emphasised teamwork skills while 25% of teachers agreed to the item; 62.5% of teachers strongly agreed that they emphasised advertisement skills while few agreed to the item; 62.5% of teachers strongly agreed that they emphasised leadership skills while 25% of teachers agreed to the item and 12.5% of teachers are undecided; 50% of teachers strongly agreed that they emphasised financial skills while 37.5% of teachers agreed to the item; 50% of teachers strongly agreed that they emphasised financial skills while 37.5% 50% of teachers strongly agreed that they emphasised time management skills, while 25% of teachers agreed with the item, and 25% of teachers were undecided about the item. These findings imply that entrepreneurship education teaches essential life skills such as an innovative approach to solving a problem; resolving real-world problems; collaboration and working with a

team; and many more. All these life skills, which define the personality of an individual, can never be learned through traditional books and classroom studies.

These findings are supported by Kirchhoff & Keller (2021) who found that life skills training leads to a significant increase in self-esteem for students since they can have the ability to improve their entrepreneurial skills that can be used after they graduate from school. This means that the students' perceptions of in-class experiences with life skills such as problem solving, emotional regulation, effort, goal setting, identity experiences, time management, and promoting social norms were fostering the students' ability to learn entrepreneurial skills that are emphasised by the Economics subject teachers. Entrepreneurial teachers are often described as visionaries, risktakers, proactive people, socially motivated change agents, opportunity-minded, and innovative. This is very much in line with the general characteristics of entrepreneurs with regards to perception, uncertainty, change, risk, and innovation. Given the significance of entrepreneurship education, it is imperative that teachers of Economics subjects place a strong emphasis on helping students develop their entrepreneurial abilities.

When Economics teachers can emphasise entrepreneurial skills to students, they may encourage them to start and manage a small business project at school. This is consistent with Lupeja (2021) that an entrepreneur who organises and manages a business, undertakes and assumes risk for the sake of profit and tends to start ventures that build on specific skills they have already acquired either through formal education or in a certain occupation. Given the significance of entrepreneurship skills, it is imperative that teachers of Economics subject place a strong emphasis on helping students develop their entrepreneurial skills.

Teachers, as the major operators of educational programmes, need to not only know these skills but also be able to demonstrate and use them when teaching their students to develop entrepreneurial skills in them and help them become self-employed and self-reliant on graduation. This is supported by Musibau (2020), who sees the benefits of entrepreneurship education to students as including the development of business awareness, economic empowerment, management expertise, the ability to bear risk, and self-reliance. This is because, without entrepreneurial skills, these graduates will not be able to establish and manage small business enterprises on their own. Table 2 presents the responses of students concerning entrepreneurial skills emphasised by Economics subject teachers.

Table 2: Student Responses on the Entrepreneurial Skills Emphasized by Economics subject Teachers in Advanced Level Students (n = 80)

Item	SD		D		U		A		SA		Mean
	f	%	f	%	f	%	f	%	f	%	
Business management skills	4	5.0	6	7.5	3	3.8	14	17.5	53	66.3	4.33
Teamwork skills	2	2.5	5	6.3	4	5.0	39	48.8	30	37.5	4.13
Leadership skills	6	7.5	8	10.0	16	20.0	26	32.5	24	30.0	3.68
Communication skills	4	5.0	8	10.0	5	6.3	32	40.0	31	38.8	3.98
Customer care skills	9	11.3	6	7.5	2	2.5	30	37.5	33	41.3	3.90
Financial skills	4	5.1	4	5.1	4	5.1	27	34.2	40	50.6	4.20
Analytical and problem-solving skills	3	3.9	7	9.2	7	9.2	30	39.5	29	38.2	3.99
Advertisement skills	6	7.7	6	7.7	5	6.4	30	38.5	31	39.7	3.95
Risk taking skills	6	7.8	7	9.1	5	6.5	26	33.8	33	42.9	3.95
Time management skills	6	7.5	5	6.3	0	0.0	27	33.8	42	52.5	4.18
Total mean											4.02

Source: Field data, (2022)

Key: SA=Strongly Agree, A=Agree, U=Undecided, D=Disagree and SD=Strongly Disagree

The information in Table 2 showed the responses of students to the entrepreneurial skills emphasised by Economics subject teachers at an advanced level by a mean of 4.02. This means that students agreed to learn several skills that were emphasised by subject teachers from the Economics subject. The findings revealed that 83.8% of students agreed and strongly agreed to learn business management skills, while 12.5% of students disagreed and strongly disagreed with the item, and 3.8% of them were undecided about the item. 84.8% of students agreed and strongly agreed to learn financial skills, while 10.2% of students disagreed and strongly disagreed with the item, and 5.1% of them were undecided about the item. 86.3% of students agreed and strongly agreed to learn teamwork skills, while 8.8% of students disagreed and strongly disagreed with the item. 5% of them were undecided about the item. 86.3% of students agreed and strongly agreed to learn teamwork skills, while 8.8% of them were undecided about the item. 86.3% of students agreed and strongly agreed to learn teamwork skills, while 13.8% of students disagreed and strongly disagreed with the item. The findings imply that financial management skills have a great influence in fostering students' cooperation and enhancing their business management skills. Entrepreneurial students tend to work in teams; thus, they share responsibilities as they practise active listening. Additionally, the students have recurring opportunities to write and present clear, articulate speeches. Thus, they develop effective communication skills that apply to every facet of life and any career path.

The findings are in line with Seth (2020) that collaboration in a team promotes the development of the individual students and boosts career progress. However, since there is no independent work in a team, being a team member in income-generating activities can help one to develop and become a successively successful entrepreneur. Every team member can succeed by exchanging information and essentially helping one another develop a variety of entrepreneurial skills such as communication

skills, leadership skills, financial management skills, and time management skills. Entrepreneurial skills are relevant skills to students because they develop competencies that enable an individual to seek and run an enterprise successfully. Therefore, economic subject teachers need to lay the foundation for students to acquire the entrepreneurial skills for income generating activities and self-empowerment, self-reliance and job competency, resource utilisation and management, and life-copying skills. The students can learn through training and practical work to acquire entrepreneurial skills.

During a personal interview with the Heads of schools concerning entrepreneurial skills emphasised by Economics subject teachers in advanced level students, one of the Heads of Schools had this to say;

Whether you want to start your own business or are more interested in working in management, having a degree in business management will help you build the crucial skills needed for either job. Business skills are developed among advanced level students studying Economics when Economics subject teachers take their students into different business ventures within and outside school premises, as students participate in planning school projects like school shop, poultry, piggery, banana farm, and tree nursery projects. (Personal interview with Head of school "A" 20/06/2022)

On the same concern another head of school commented;

Entrepreneurial skills improve consumer happiness and experience. Never forget that successful businesses depend on satisfied customers. Business decisions can be accelerated and become more mature with the use of effective communication strategies and implementation. Making wise choices gives the entrepreneur a strategic benefit and increases corporate nimbleness. Personal interview with Head of school "B" on 05/07/ 2022)

Another head of school also said;

Competent time management boosts your attention and quality of work. Increasing emphasis enables you to seize larger possibilities. It also permits us to devote more resources to the initiatives, ambitions, and individuals that are important. Time management is essential for achieving increased attention and prioritisation. (Personal interview with Head of school "C" 23/06/2022)

The responses from the Heads of Schools suggest that Economics subject teachers emphasise some entrepreneurial skills that are common to students, such as time management skills, communication skills, and financial management skills. However, teachers were found to emphasise certain skills to students, such as risk-taking skills, business organisation skills, and customer service skills. These findings are in line with Akpan et al. (2018), who observed that there is a need to equip students with entrepreneurial skills and job competence for gainful employment. This is meant to help students strengthen the partnership between education and labour as we prepare a competitive workforce with entrepreneurial skills.

The zonal quality assurance officer was asked to explain the entrepreneurial skills emphasised by Economics subject teachers in advanced level students in order to triangulate the findings, zonal quality assurance officer had this to say;

Analytical thinking is used almost in every situation, including creating or upgrading programs, dealing with interpersonal problems, figuring out how things work, determining audience and client needs, and more. By analysing something, you demonstrate that you have a thorough understanding of it and can speak intelligently about it. (Personal interview with Zonal quality assurance officer on 30/06/2022)

The information from the zonal quality assurance officer means that analytical and problem-solving skills are essential for all job roles at all levels of the organisation. These skills give students the ability to decide in the most efficient manner possible. Not just one of these sub-soft skills, but the proper combination of them, is needed in the sequence of events to arrive at the ideal answer.

CONCLUSION AND RECOMMENDATION

Based on the findings, the study concluded that the entrepreneurship ability of advanced students who were undertaking Economics subject was well developed through different learning approaches employed by their Economics subject teachers, including learner-centered approaches. Subject teachers put a great emphasis on business management skills, teamwork skills, leadership skills, communication skills, customer care skills, financial skills, analytical and problem-solving skills, marketing skills, and risk-taking skills, as well as time management skills. The study further exposed that risk-taking skills are mostly emphasised as a core foundation of the Economics subject, which is focused on imparting entrepreneurial spirit among the students. Based on risk-taking skills, one is expected to oversee opportunities emerging in his/her surrounding environment.

Based on the findings and conclusion, the study recommends that the government should sponsor the training and retraining of Economics subject teachers to acquire current entrepreneurship knowledge and skills required for self-employment so that they teach students the same. Teachers should be restructured towards developing entrepreneurial skills in their recipients. This is because Tanzanian graduates can no longer rely on the labour market to provide them with jobs. They have to invent an alternative source of employment, which is self-employment. Conferences, workshops, and seminars should be organised by secondary schools, and they should focus on business skills required for self-reliance and job creation. Prospective graduates and unemployed youths should be invited to participate in these activities for the acquisition of business skills required in setting up a business.

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