

Challenges of Training Entrepreneurship Skills in Teacher Trainee Colleges towards preparing graduates for employability in Arusha Region

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Abstract

The study explored the challenges of training entrepreneurship skills in teacher trainee colleges towards preparing graduates for employability in Arusha Region. Human capital theory guided the study. Mixed method research approach with convergent parallel design was adopted with a sample of 56 from 1571 total population including; student-trainees, tutors, principals and alumni who were obtained through Simple random, stratified sampling, purposive sampling and snowball. Data were collected through observation, interview and questionnaire guides and analysed thematically and statistically using SPSS. For Validity and reliability, the Cronbach's alpha was 0.877. The findings revealed that lack of support from relevant stakeholders, lack of technical skills and shortage of entrepreneur course contents are the major challenges facing training of entrepreneurship skills in teacher training colleges. The study concludes that most graduate lack necessary entrepreneurship skills which impact their employability. The study recommends principals to start income generating projects to fund the entrepreneurship training costs, tutors to use hand-on and experiential teaching methods and teacher trainees to consider entrepreneurship education as crucial for their employability.

Keywords: Entrepreneurship Skills, Teacher-Trainee Colleges, Graduates, Employability

1. Introduction

The increasing number of graduates without employability skill from teacher-trainee colleges and universities is alarming therefore a call to impart students with entrepreneurship skills which to help them gain skills which would increase their employability (Jwasshaka et al, 2018). Training of entrepreneurship skills helps students to learn and acquire skills, knowledge or entrepreneurial attitude necessary for employability. Entrepreneurship education has attributes of enhancing confidence, self-esteem and foster sense of creativity and innovative. Individuals with entrepreneurship skills are active in production of good and services therefore become self-reliant (Agoghua & Mgbatogu, 2022). Attributes such as business idea development, business plan development, financial management, marketing and leadership are crucial for students towards their future ventures (Muhayat, 2024). Most important, entrepreneurship skill specifically helps graduate to get ready performing their own ventures therefore become self-reliant through. Entrepreneurs can engage in producing and selling goods, buying and selling goods or rendering services for a price (Zimmermann, 2021).

The need for offering Entrepreneurship education in higher learning institutions has been seen in many countries. In 1940s, USA began to impart entrepreneurship skills in higher Learning education earlier than other countries and up to 2000s and there were more than 1600 learning institutions with entrepreneurship education related courses (Mbunda & Kapinga, 2021). Students' educational levels, background, personal experiences and type of colleges determined the kind of entrepreneurship skills given to learners (Jin & Yang, 2017).

In 1990s, China started to equip students with entrepreneurship skills (Mbunda & Kapinga, 2021). After COVID-19, unemployment pressure increased among graduates as result of economy bankrupt. Many industries were closed in different countries to avoid mass transmission of corona viruses to individuals. In response to that phenomenon for instance, China introduced a strategy of "mass entrepreneurship and innovation" where all higher learning institution taught entrepreneurship skills to cultivate students with innovative entrepreneurial behaviours (Zhen & Raja Kasim, 2020). To a greater extent, entrepreneurship training among students enabled many students to start-up their own ventures (Huang, 2024).

In South Africa, higher learning institutions prioritised training of entrepreneurship skills in order to alleviate poverty and reduce unemployment rate among the youth (Ajani, 2024). However, the it was discovered that, training students with entrepreneurship skills required time, training, financial resources, and physical resources to enable learner with networking opportunities and sharing best practices for effective integration of entrepreneurship skills among students (Ntsanwisi & Simelane-Mnisi, 2024).

Most of the African countries faces myriads of challenges when it come to offering entrepreneurship education in its educational institutions due to inadequate infrastructures, lack of awareness for self-reliance, lack of training to both universities and students, implementation issues, corruption and security. (Ofor-douglass, 2024). In Botswana entrepreneurs are faced with various obstacles when they engage in entrepreneurship activities such as lack of training, lack of knowledge on the sources of financing, technical support, high competition in market and lack of knowledge on marketing strategies (Rudhumbu et al., 2020). However, in some other countries

such as Rwanda, in-service teacher training for entrepreneurship courses have been introduced and has enhanced most students to engage in business upon their graduation (Blimpo & Pugatch, 2019).

In Tanzania, the relevance of training students with entrepreneurship skills were more active after the Arusha declaration of 1967 when the first President of the United republic of Tanzania Julius Nyerere introduced Education the education for self-reliance policy in 1967. Nyerere insisted education to be work oriented, relevant, and practical to prepare students for 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, facilitated the provision of vocational education and training in order to obtain skills for wage employment, self-employment or further vocational and professional development. Graduates from primary education and other levels who wishes to join were allowed (MoEST, 1995). Also, the technical education and training policy of 1996 emphasized teaching of technical skills and entrepreneurship for those who are in informal sector, provision of guidance and counselling service for enhancing self-employment of graduates from technical institutions (MoEST, 1996).

Furthermore, higher education policy of 1999 encouraged teaching of entrepreneurship education to students in higher learning institutions so as to cope with the changing needs of the society (MoEST, 1999). Recently, the government of Tanzania has revised its education and training policy of 2014 to facilitate training of entrepreneurship skills in all level of education to promote the spirit of self-reliance among graduates (MoEST, 2023a). Som of the noticeable content changes are in physical education, science, agriculture, fine arts, mathematics and music are subjects which have been modified to train students with entrepreneurial skills (Jerome & Mkulu, 2020).

1.2 Statement of the Problem

The education system of Tanzania insists to equip learners with entrepreneurship skills which can facilitate individuals' ability to navigate social, political and economic challenges after accomplishment of their studies (MoEST, 2023b). In spite of the emphasis of insisting training of entrepreneurship skills training, the number of unemployed teachers increase. The government announced 14, 468 job vacancy and the applicants were 201,707 teachers (Chibwete, 2025 January 12, pp 2). This implies even though entrepreneurship skills are taught in tertiary institutions, most teacher graduates remain unemployed in formal sectors and cannot employ themselves. This interested the researchers to investigate the challenges of Training Entrepreneurship Skills in Teacher Trainee Colleges towards preparing graduates for employability. Training teachers without entrepreneurship skills can result to poverty, family breakdown, mental health issues and decreased self- esteem among the graduates (Buny & Philip, 2023).

2. Literature Review

2.1 Theoretical Framework

This study was guided by the 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 by the presence of physical resources alone but also from capabilities and abilities of its workforce. Human capital refers to the collective skills, knowledge and other intangible assets of individuals that can be used to create economic value. Human capital theory views that an individual has

knowledge and experiences as form of capital that can enhance productivity and economic growth. The students' abilities can be strengthened through education, training and working experiences (Khaykin et al., 2020). In this regard, entrepreneurial skill can occur if students are taught in entrepreneurship education hence making become graduates ready to engage in other entrepreneurial activities therefore became self-reliant.

2.2 The Challenges of Training Entrepreneurship Skills in Teacher Trainee Colleges

There are several challenges of Training Entrepreneurship Skills in Teacher Trainee Colleges in a effort to prepare graduate teachers for employability. For example, Zhou et al. (2024) conducted a study on entrepreneurship education in Chinese higher institutions. Systematic review of literature was employed where researchers identified challenges facing provision of entrepreneurship education in Chinese colleges including; parents negative attitudes towards the output of vocational education including lower salary compared to white collar jobs which make most of students to be enrolled in general education system, focusing on classroom education without giving emphasis on real-world experiences, limited number of entrepreneurship courses in Chinese vocational colleges, shortage of qualified teachers and lack of rules which guide entrepreneurship education in universities and its implementation.

Previously, Jami and Gokdenz (2020) studied on the role of universities in the development of entrepreneurship in Turkey. The authors showed challenges encountered in teaching of entrepreneurship education in universities including; content and practices of entrepreneurship education, quality of entrepreneurship instructors, effectiveness of teaching methods, and challenges in learning needs of entrepreneurs.

Alias et al. (2021) conducted a study on the entrepreneurship skills in the curriculum of selected vocational collage in Malaysia. In the findings researchers showed the challenges hindering the implementation of entrepreneurship program in vocational educational training colleges as follows; lack of equipment/teaching and learning resources, lack of teacher preparedness, lack of classroom space and lack of other infrastructures as well as financial support to establish a small business.

Farid and Rahman (2020) conducted a study on identifying the challenges of involvement in entrepreneurship activities among a group of undergraduates from public university in Malaysia. The study employed qualitative research approach with sample size of 10 undergraduate students who were selected to participate in semi-structured interviews. The findings revealed that there are external and personal challenges which hinder participation in entrepreneurial activities among the undergraduate students in university. External challenges are; difficult to manage students who are in entrepreneurship club, ineffective of entrepreneurship education program and incompetent administrative or management staff. Also, the personal challenges are; lack of interest in the university entrepreneurship program, low understanding of the concept of entrepreneurship, group conformity, physical exhaustion, emotional exhaustion and academic struggles. On the other side, the researcher could include lecturers, university mangers and the number of students to be included in the study had to increase.

Ngcobo and Khumalo (2022) carried out research on challenges of adopting entrepreneurship education as a strategic approach to unemployed-youth in South Africa. Mixed method approach was applied with targeted population 489 principals from high schools. Questionnaire and

interview methods were used for data collection where both were carried via online. The study revealed some challenges including; financial implications, lack of entrepreneurship education in schools, lack of support from the departments, lack of knowledge on how to start a business, lack of knowledge from teachers and lack of support from relevant stakeholders. It insists the government to integrate entrepreneurship education into the curriculum so as to achieve entrepreneurship goals.

Adebanji et al. (2021) conducted a study related to enhancing the quality of engineering undergraduates through effective entrepreneurship skills. The study used descriptive research design with a sample size of 132 lectures from public and private universities in Nigeria. In the finding researchers reported challenges which affect implementation of entrepreneurship skills in engineering program. In Nigerian tertiary institutions including; resources are expensive and some lectures lack technical skills in discharging of their duty, inability to write business plan hindered job opportunity and inadequate funding responsible for ability to assess self to start a job. Although, researchers had collected data from lectures only leaving a gap to collect data form students and university managers. Moreover, under this theme the researcher showed to what extent those challenges affect teaching and learning of entrepreneurship skills. Despite the existing studies on the challenges facing tertiary institution, this study deviates from the previous one. The current study has focused more on the teacher trainee colleges found in Arusha region where such kind of studies has not been carried.

3. Research Methodology

3.1 Research Approach and Design

A research approach refers to the procedures of research that span the steps from broad assumptions to detailed methods of data collection, analysis and interpretation (Cresswell & Cresswell, 2018). This study employed mixed method research approach which involved collection of both quantitative and qualitative data and integrated the two forms of data provides complete and corroborated results as well as allowing comparison of results (Cresswell & Clark, 2018). The study employed convergent mixed method design which merged both quantitative and qualitative data to provide a compressive analysis of the research problem. The researchers collected both numerical and narrative data at the same time and integrated the information in interpreting of the overall results (Cresswell & Cresswell, 2023).

3.2 Population and Sample

Population refers to a group group of individual items comprising the same characteristics, e.g., schools, universities, teachers, students, staff or parents (Hossan et al., 2023). The population of this study consisted of tutors (88), students (1020), principals (2) and 461 alumni (BEST, 2024). The study had 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).

Table 1: Sample Size

S/N	Types of respondents	Population	Sample size	Sampling technique
1	Principals	2	2	Purposive sampling
2	Tutors	88	18	Simple random

3	Students	1020	30	Stratified/simple sampling
4	Alumni	461	6	Snowball sampling
Total		1571	56	

3.3 Sampling Procedures and Techniques

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, participants have equal chance to be included selected, unlike non-probability sampling, selected participants are given a chance to participate in the study (Hossan et al., 2023). The study employed simple random sampling in selection of tutors, stratified sampling to student teachers, while purposive sampling was used to get principals and snowball sampling to alumni.

3.4 Data Collection Tools and Analysis Procedures

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 (Cresswell & Cresswell, 2018). The researcher used questionnaires to collect data from tutors and student teachers because they were large in number, while interviews were used to obtain data from principals and alumni, observation guide was applied to collect data regarding to entrepreneurship activities taking place in teacher trainee colleges. The researcher analysed the qualitative data thematically by coding scheme which categorize sub-themes and themes. Quantitative data statistically were analysed using SPSS program version 23 and presented in tables.

3.5 Validity and Reliability of Data Collection Tools

Validity refers to whether the measuring instruments measures the behaviour or quality it is intended to measure and is a measure of how the instrument performs its function. It is determined by the meaningfully and appropriate interpretation of the data obtained from the measuring instrument as a result of analyses (Surucu & Maslakci, 2020). For the purpose of ensuring trustworthiness the constructed research tools were reviewed by other peers and areas of improvement were attended. Reliability refers to the ability of measuring instruments to give similar results when applied at different times (Surucu & Maslakci, 2020). For the purpose of ensuring reliability, the researchers conducted a pilot study by distributing the constructed tools to few respondents to fill the data and analysed by using SPSS to measure the consistence of the results given by the respondents. The Cronbach's alpha was 0.877. This allowed the researcher to proceed with data collection process because the items were seen to be reliable because the results of Cronbach's obtained was above 0.7 coefficient which indicates that the measurement tool used is reliable and has internal consistency (Surucu & Maslakci, 2020).

3.6 Research Ethics

These are rules and regulations guiding the researcher's behaviour when conducting research (Cresswell & Cresswell, 2023). The researchers followed research ethics including; obtaining the informed consents, identifying beneficial research problem, respecting norms and charter of indigenous people, avoiding academic plagiarism, asking permission letter for data collection,

preventing deceptive issues, teamworking with the respondents, avoiding harm to participants, maintaining privacy of participants as well as providing respondents with right to withdraw from the study.

4. Results

The study explored the challenges of training Entrepreneurship skills in teacher trainee colleges towards preparing graduates for employability. Data were collected through interviews, questionnaires and observation. Thematic analysis and descriptive statistical analysis were adopted for interpreting data into meaningful information.

Table 2: Tools Return Rate

Research Tool	Sampled Respondents	Those participated	Return rate (%)
Questionnaires for student teachers	30	30	100%
Questionnaires for tutors	18	15	83.3%
Interviews for principals	2	2	100%
Interview for alumni	6	3	50%

Source: Field data 2025

Table 2 shows tools return rate for student-teachers was 100%, 83.3% for tutors, 100% for Principals and 50% alumni making the overall mean of 83.32% of tools return rate. 75% of tools return rate is adequate for the study (Habiyu & Njuguna, 2025). This allowed the researcher to proceed with the data analysis process because the percentage of the tools return rate of 83.32% was satisfactory to proceed with data collection.

4.1 Demographic Information of the Participants

Table 3: Demographic Information of the Participants

Characteristic	Category	Frequency (F)	Percentages (%)
Gender	Male	29	58
	Female	21	42
	Total	50	100
Educational level	Master degree	11	22
	Bachelor	6	12
	Diploma (continuing)	23	46
	Certificate (continuing and alumni)	10	10

	Total	50	100
Working experiences	0	33	66
	1-10 years	4	8
	11-20years	12	24
	21-30 years	1	2
	Total	50	100

Source: Field data 2025

On the gender aspect table 3 shows a total of 50 respondents who were 29 (58%) males and 21(42%) females. This implies that, the number of males in teacher training colleges is more than females to both tutors and student teachers. This might be happening as a result of various reason facing females therefore drop-out rate after finishing their secondary education is high.

On educational level, table 3 shows that among 50 respondents who were selected to participate in the research study; 11(22%) have master degree, 6(12%) have bachelor degree, 23(46%) were diploma students and 10(10%) were certificate students and alumni. This implies that tutors had qualifications of imparting knowledge to student teachers. Most of them had high knowledge and skills as indicated in the table 4.2.

On the working experiences, table 3 shows that 33(66%) of the research participants had no working experiences, 12(24%) of tutors had working experiences of 11-20 years, 4(8%) had working experiences of 1-10 years and 1(2%) had a working experience of 21-30 years. This implies that all tutors had knowledge of entrepreneurship skills because apart from professional knowledge’s which workers gain in educational institutions, workers also gain skills from experiences.

4.2 Challenges of training entrepreneurship skills in teacher trainee colleges towards preparing graduates for employability

Various challenges have been identified including; lack of support stakeholders support, lack of technical skills, shortage of entrepreneur courses, financial difficulties, in ability to write business plan, lack of facilities, low interest among students, unqualified instructors, in appropriate teaching methods and overcrowded classrooms as presented on table 4.

Table 4: Challenges Facing Teacher Training Colleges in Fostering Entrepreneurship Skills

Item	N	V. L F (%)	L F (%)	H F (%)	V.H F (%)	Mean
Lack of support from relevant stakeholders	45	2(4.4)	10(22.2)	17(37.8)	16(35.6)	3.04
Lack of technical skills	42	2(4.4)	9(20.0)	19(42.2)	12(26.7)	2.98
Shortage of entrepreneur courses	45	5(11.1)	7(15.6)	20(44.4)	13(28.9)	2.91

Financial difficulties	44	4(8.9)	10(17.8)	20(44.4)	12(26.7)	2.91
Inability to write business plan	44	2(4.4)	11(24.4)	22(48.9)	9(20.0)	2.86
Lack of entrepreneur teaching and learning facilities	45	4(8.9)	10(22.2)	21(46.7)	10(22.2)	2.82
Low interest among students in entrepreneurship programs	44	6(13.3)	8(17.8)	19(42.2)	11(24.3)	2.80
Unqualified instructors	43	7(15.6)	13(28.9)	13(28.9)	10(22.2)	2.60
Inappropriate teaching methods	42	5(11.1)	14(31.1)	17(37.8)	6(13.3)	2.57
Overcrowded classrooms	45	13(28.9)	14(31.1)	11(24.4)	7(15.6)	2.27
Overall mean						2.78

Source: Field data 2025

Key: V. L=very low, L=low, H=high and V. H=very high.

NB: The number of respondents vary between items because some of them did not respond to some of question item.

Regarding to lack of support from relevant stakeholders, table 4 reveals that participants responded at the mean of 3.04 which means that lack of support from relevant stakeholders affect high in provision of entrepreneurship skills to student teachers. This implies that some of projects are being planned and not implemented due to absence of stakeholders who could provide assistance in terms of funds and materials. From the interview with the principal of college A reported that *“The government is the major stakeholder that take responsibilities of supporting all teaching and learning activities. Also, the college interacts with different organizations in academic issues which provide support to small extent”* (interview with the principal 1 in March, 2025). Principal of college B said that *“all activities (farming, cattle rearing and maintenance of infrastructures (plumbing and wiring)) which are done in the college are organized by college itself without support from stakeholders* (interview with the principal 2 in April, 2025). Another, alumni from college A said that *“there were few stakeholders who supported these projects to the small extent”* (interview with the alumni 1 in March, 2025). Another, alumni said that *“money which were produced from the garden were used to run the project”* (interview with the alumni 2 in March, 2025). In addition, alumni from college A said that *“No information which were provided by the management team regarding the support provided by stakeholders for operation of the projects”* (interview with the alumni 3 in April, 2025). Data from interview reveals that stakeholder’s involvement is a challenge in provision of practical entrepreneurship skills. This might be the management team gets difficult to identify potential stakeholders or those stakeholders who are involved are not interested with those projects which are being implemented in colleges.

The mean of 2.98 in table 4 indicates that lack of technical skills affects high in teaching and learning of entrepreneurship skills. This implies that some of contents are taught ineffective because tutors are not expert leading to theoretical teaching lather that practical to contents which are practical oriented. In addition, the researcher conducted an interview with the principal of college B and said that *“some of projects are done by students-teachers themselves without assistance from tutors, student-teachers had plumbing and wiring skills before joining the college and those skills are transferred to their fellow student-teachers”* (interview with the principal 2 in April, 2025). Also, the researcher observed a sewing machine in the economics laboratory and interviewed one student-teacher if she had ability to operate the machine and replied *“I’m not able*

to operate the machine because our tutor concentrates much on imparting skills related to cooking” (interview with student-teacher 2 in April, 2025). Data from interview reveals that technical skills is a challenge to some of tutors in teaching of some entrepreneurship skills which are being incorporated into the curriculum.

Table 4 shows that the mean of 2.91 indicates that shortage of entrepreneur courses affects high in imparting entrepreneurship skills to student teachers. This might be happening due to traditional believes that teachers must be trained in subject contents which they are going to teach after being employed. Also, the researcher conducted an interview with the principal of college A and said that *“entrepreneurship courses are not available which could enable them to be equipped with entrepreneurship skills directly. The government has to introduce vocational education studies as done in secondary schools”* (interview with the principal 1 in March, 2025). Another, principal of college B said that *“entrepreneurship skills are being integrated in other subjects”* (interview with the principal 2 in April, 2025). Also, the alumni from college A said that *“I learned to prepare cakes in vocational skills”* (interview with the alumni 2 in March, 2025). Finally, the alumni from college B said that *“we learn interaction skills in educational psychology”* (interview with the alumni 3 in April, 2025). Data from interview implies that entrepreneurship courses are inadequate in teacher training colleges. This might be happening for the purpose of reducing cost running educational sector.

Financial difficulties affect high in training of entrepreneurship skills in teacher training colleges due to its mean of 2.91 as shown in table 4. This implies that the funds which are being provided by the government and generated through income generating activities in teacher training colleges are not enough for effective implementation of entrepreneur activities in teacher training colleges. From the interview with the principal of college A said that *“money always is a scarce resource. Funds are not enough for implementation of various projects”* (interview with the principal 1 in March, 2025). Interview with the principal of college B said that *“our college has a lot of project plans to be implemented but funds are not adequate. The available funds are used in prioritized area”* (interview with the principal 2 in April, 2025). Alumni from college A said that *“money were not enough for implementation of different plans”* (interview with the alumni 1 in April, 2025). Another, alumni said that *“student teachers were contributing monies for buying equipment that could be used in preparation of cakes as well as raw materials”* (interview with alumni 2 in March, 2025). Finally, alumni from college B said that *“it makes difficult to establish big farms because of capital, I end up producing crops for food only”* (interview with the alumni 3 in April, 2025). Data from interviews implies that extra efforts have to be done for searching funds to support training of entrepreneurship in teacher training colleges.

Considering inability to write business plan, table 4 indicates that the research participants responded at the mean of 2.86 which indicates that inability to write business plan affect high the integration of practical entrepreneurship skills. This implies that tutors and student-teachers had low skills on preparing a business plan. This might be due to absence of gradually training to both student teachers and tutors on preparing business plan projects. During the interview, with the principal of college A said that *“tutors have skills of writing business plan but not in the same ability. Different projects plans have been written by tutors to donors for requesting funds for different activities with low impact”* (interview with the principal 1 in March, 2025). This reveals that project plans are written with low quality thus while the outcome is low or those project plans

are sent to donors who are not interested with project plans which are written to them. Also, the principal of college B said that “*student teachers are taught to write a business plans by tutors but not frequently*” (interview with the principal 2 in April, 2025).

The mean of 2.82 in table 4 shows that lack of teaching and learning facilities affect high in training of entrepreneurship skills. This implies that the facilities which are available to support training of entrepreneurship skills are not sufficient compared to the number of students teachers who are available in teacher training colleges which make difficult for each student to master the skills efficiently. The researcher observed only 4 sewing machines in college B which were used for training student teachers which led to difficult in organization due to their shortage in numbers compared to the number of students teachers. From the interview with the principal of the college A said that;

Facilities are supportive to tutors for classroom instructions but they are not enough for students to gain skills. For example, the college has 80 computers for 400s student teachers which bring difficult for each student teacher to have his/her own during the classroom instructions. Also, books are not enough (interview with the principal 1 in March, 2025).

The alumni of college A said that “*teaching and learning facilities of entrepreneurship programs was a problem when we were at the college*” (interview with the alumni 1 in March, 2025). Another, alumni said that “*there were no equipment’s of preparing cakes*” (interview with the alumni 2 in March, 2025). The alumni of college B said that “*we were growing crops without manures and seeds were taken from the harvested crops which were not quality*” (interview with alumni 3 in March, 2025). Data from interview reveals that shortage of facilities affect student-teachers ability to master the intended skills. This limits student teachers to practice the learned knowledge using the available facilities.

Table 4 shows that low interest among students in entrepreneurship programs limit to high extent the transmission of entrepreneurship skills as the participants responded at the mean of 2.80. This might be happening due difference in priorities among student teachers in skills which are being imparted to them. This can be evidenced via interview with the principal of college A who said that “*some students are interested and some students are not interested due to different in environment which they were being nurtured. Tutors combine those who are interested and those who are not interested in groups to facilitate learning from each other*” (interview with principal 1 in March, 2025). The principal of the college B said that “*some student-teachers see that going for shamba work is like a punishment. Tutors emphasize student teachers to see shamba work as a part of life*” (interview with principal 2 in April, 2025). Alumni from college A said that “*some students were being forced to prepare gardens*” (interview with alumni 1 in March, 2025). Data from interview implies that student teachers had low participation in entrepreneur activities. This might be happening due to laziness of student teachers towards manual works.

The mean of 2.60 in table 4 indicates that unqualified instructors affect high in integration of entrepreneurship skills. This implies that tutors are not competent to teach all entrepreneurship skills which are required to be integrated in the subjects of study. This is contrary with the principal of college A who said that “*tutors are qualified due to trainings which are done through seminars. Also, they are trained on the implementation of the new curriculum*” (interview with principal 1 in March, 2025). This implies that some instructors undergo training but they fail to master the skill

efficiently. Tutors participate trainings for financial gains. Also, the principal of college B said that *“instructors are qualified but they are few. We have only one expert in agriculture which bring difficult when the tutor is not available in the college, no any activity will be accomplished”* (interview with principal 2 in April, 2025). Data from interview reveals that tutors are qualified but they are few in number compared to the duties which require to be accomplished in teacher training colleges. This might be happening due to the application of theories which support the use of few workers for massive production.

On the aspect of inappropriate teaching methods, the mean of the item was 2.57 which indicates that the methods which are used in teaching and learning affect high the integration of entrepreneurship skills as revealed in table 4. This implies that teaching methodologies are not friendly to student teachers to gain the intended skills effectively. On contrary, the principal of the college A said that *“teaching methods which are used are friendly to student teacher to gain entrepreneurship skills”* (interview with principal 1 in March, 2025). Also, the alumni from collage A said that *“some teaching methodologies which were used were not friendly due to more emphasis in theoretical learning”* (interview with alumni 1 in March, 2025). Another, alumni said that *“there were no facilities to practice some of contents which were being taught”* (interview with alumni 2 in March, 2025). The interview data which were provided by the principal deviated from the data which were provided by the alumni. This might be happening because some of administrators had no tendency of assessing how tutors impart knowledge and skills to students-teachers.

Table 4 shows that the mean of 2.27 indicates that overcrowded classroom affects at the low rate in training of entrepreneurship skills. This might be happening due to the presence of enough number of classrooms which accommodate the number of student teachers who join studies in teacher training colleges. From the interview with the principal of college A said that *“classes are in normal capacity”* (interview with principal 1 in March, 2025). Another, principal of college B said that *“classroom are not overcrowded, one classroom consists of 50 to 60 student-teachers”* (interview with principal 2 in April, 2025). The researcher observed the student teachers who were separated into different streams. When students are divided into several classes, it becomes easier to organize the student teachers to use the available few teaching resources in imparting entrepreneurship skills.

The overall mean was 2.78 in table 4 indicates that those challenges affect at high rate the integration of entrepreneurship skills in teacher training colleges. The government and other stakeholders should take appropriate steps to navigate all obstacles which hinder training of entrepreneurship skills in teacher training colleges.

5. Discussion

The researcher discussed the challenges which were seen to affect high the incorporation of entrepreneurship skills in teacher training colleges including; lack of support from relevant stakeholders, lack of technical skills, financial difficulties and overcrowded classrooms which was seen to affect at low rate the implementation of entrepreneurship skills in teacher training colleges.

Lack of support from relevant stakeholders. The findings revealed that absence of support from relevant stakeholders affect high the effective training of entrepreneurship skills in teacher training colleges as some of planned projects are not implemented. The funds which are generated from income generating activities are used to run the projects. Another, the government is the major

stakeholder in supporting all activities which provide funds which are not adequate to operate the projects efficiently. This is in line with Ngcobo and Khumalo (2022) challenges of adopting entrepreneurship education as a strategic approach to unemployed-youth and found that lack of support from relevant stakeholders such as ministry of education affect effectively the training of entrepreneurship skills to youth. The study highlights the role of stakeholders' support in training of entrepreneurship education. In comparison of Curriculum for teacher training college insists the colleges to work closely with parents/guardians and other stakeholders to achieve the set objectives (MoEST, 2023b). There is a need to find other stakeholders apart from government who can support provision of education in term of funds and materials.

Another challenge which affects the training of entrepreneurship skills is lack of technical skills. Tutors had no practical skills in accomplishment of some duties in some of contents of study leading to more emphasis of theoretical learning than practical learning which hinder the student teachers to master the intended skills more effectively and efficiently as student teachers revealed that they have no skills on operating sewing machine. Also, some of skills were being transmitted by student teachers themselves without assistance from tutors. This aligns with Adebajji et al. (2021) who conducted a study on enhancing the quality engineering undergraduates through effective entrepreneurship skills and founded that absence of technical skills to some of lecturers in discharging their duties affect training of entrepreneur skills as some of skills are not demonstrated efficiently to learners. The study highlights the importance of technical skills in entrepreneurship training. Another, Ngcobo and Khumalo (2022) insists that lack of knowledge from teachers affect training of entrepreneur skills. Also, education and training policy of 2014, 2023 edition reveals that there is a high demand in of instructors in vocation education subjects (MOEST, 2023a). This implies that teachers of vocational studies are highly demanded for effective implementation of competence-based education, to add more, human capital theory insists that science and technology has influence of development of human capital as individuals develop creativity and innovation by coming with new ways of fulfilling tasks (Schultz, 1961). Tutors are required to be equipped with technological skills to develop their abilities in discharging their duties. It is possible for tutors to develop technical skills through computer and smartphones on how to operate different tasks.

Financial difficulties. Shortage of funds was seen to affect the implementation of entrepreneurship skills in teacher training colleges as the findings show that the funds which are provided by the government and generated through income generating activities are not enough for effective implementation of entrepreneur activities as some of learning of activities were not practiced as a result of absence of funds which could be used to buy teaching and learning materials which are difficult to be improvised. Also, teacher training colleges had a lot of plans to establish but funds were not adequate. This aligns with Adebajji et al. (2021) who found that some materials which are required in training of entrepreneurship skills are expensive which leads to difficult in its accessibility and funds are in adequate for assessing self to start a business. The study indicates the importance of funds in entrepreneurs training. Also, Ngcobo and Khumalo (2022) shows that financial challenge hinders the training of entrepreneurship skills. To add more, education and training policy of 2014, 2023 edition insists to find alternative sources of funding for education and training because funds which are allocated by the government in education sector are not adequate leading to insufficient of resources which affect access to quality education (MOEST, 2023a). In comparison with human capital theory, individuals with little knowledge on financial

management gets difficult in operation of funds as a result of absence of training and experiences (Schultz, 1961).

Overcrowded classrooms. The current findings revealed that classes are in normal capacity which affect incorporation of entrepreneurship skills in teacher training colleges to the low extent as students are organized to use the available few resources for teaching and learning. This implies that institutions with high number of students, tutors get difficult to impart entrepreneurship skills effectively compared to educational institutions with moderate number of students. In comparison with Farid and Rahman (2020) conducted a study on identifying the challenges of involvement in entrepreneurship activities among a group of undergraduates and found that instructors encounter difficult in managing students who are in entrepreneurship clubs as a result of their large in number. Another, education and training policy of 2014, 2023 edition insist that the ratio of class and students is 1;45 in primary schools and 1;36 in secondary school (MOEST, 2023a). The ratio of 1:50-60 in teacher training colleges exceed the normal ratio. This calls for government and other stakeholder to increase classrooms.

6. Conclusion and Recommendations

6.1 Conclusion

The study concludes that some of student teachers graduate without necessary entrepreneurship skills which could assist in job creation as result of drawbacks which affects highly the integration of entrepreneurship skills in teacher training colleges due to the overall mean of 2.78 which implies that some factors hinder the effective implementation of entrepreneurship skills.

6.2 Recommendations of the Study

6.2.1 Recommendations for Student-teachers

Teacher trainees should develop interest towards the entrepreneur activities which because it seems that most of them think that engaging in farm activities is like a punishment. Also, teacher trainees should practice the gained entrepreneurial knowledge and skills during their holidays in order to attract support from their parents in term of materials and funds which could assist them in engaging in income generating activities.

6.2.2 Recommendations for Tutors

Tutors are required to report to the college management team on shortage of entrepreneurship teaching and learning materials by improvising some materials necessary for imparting students with entrepreneurial skills as well as encouraging students to develop positive attitudes towards carrying out entrepreneur activities.

6.2.3 Recommendation for Principals

Principals should plan a clear time table for incorporation of entrepreneurial and hands-on activities within and outside the institution. Also, Principals should find alternative sources of fund to support college activities connected to expansion of entrepreneurship activities.

6.2.4 Recommendations for the Government

The government should provide loans for graduates which could enhance them to practice the entrepreneurship skills and abilities by having start-up capital. Moreover, experts with technical skills in different fields should be employed in teacher training colleges to assist teacher-trainees in areas where they encounter difficult to train practical skills including sewing and wiring.

6.2.5 Recommendation for Alumni

Alumni should find environment which are supportive to practice the skills which they learnt from teacher training colleges. The probability of forgetting learned skills become highly if they do not put into practice.

6.2.6 Recommendations for Further Research Studies

Study should be conducted to investigate challenges encountered by entrepreneurs graduated from teacher training colleges so as to determine the relevance of skills gained while in their respective training colleges.

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