

Entrepreneurship Teaching for Self-Employment among the Higher Learning Students in Tanzania: A Lesson Learnt from Successful Graduate Entrepreneurs, 2020.

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ABSTRACT

In the recent two decades, the teaching of Entrepreneurship Education (EE) in Higher Learning Education (HLEs) has been gaining momentum as a strategy for both individual and national economic development. However, despite the available achievements after several years of investing EE in Tanzania, still, a large portion of graduates are incompetent in entrepreneurial matters, thus, they cannot start their business ventures for self-employment. Therefore, the current study employed the Social Learning Theory (SLT) to explore effective EE teaching methods and assessment procedures for self-employment among the graduates of HLIs in Tanzania drawing experience from some successful graduate entrepreneurs in Tanzania. The study applied a case study design with a mixed-method approach utilizing interviews, observation and document review in data collection. The study was done in Dar es Salaam City using both purposive and snowball chain sampling techniques whereby, 65 respondents participated in the study. The collected data were analysed using a content analysis technique in which themes were generated and discussed per the research questions.

The findings of the study indicated that, in Tanzania, traditional teaching methods are mostly used to teach EE in HLEs. Lecture teaching method and paper and pencil form of assessment is commonly preferred by instructors while teaching EE. Graduates of HLEs are encountered by several challenges to start a new business, and those challenges are connected to, individual weaknesses, poor preparation of students in HLEs, legal challenges, and lack of financial capital.

Based on the observed challenges about EE teaching in HLEs, the study recommends as follows; firstly, students should effectively be engaged with practical activities related to entrepreneurship while they are still at the college and university. Secondly, instructors teaching EE should be equipped with sufficient knowledge through in-service training to update them with the relevant skills needed in the markets. Thirdly, instructors should create a balance between theoretical and practical learning while teaching EE, and fourthly, for the research purpose, colleges and universities should have their database concerning with graduates who have succeeded to employ themselves after graduation.

KEYWORDS: Entrepreneurship Education, Higher Learning Institutions, Successful Graduate Entrepreneurs, Teaching Methods, Assessment Procedures, Self-Employment