

APPRAISAL OF ENTREPRENEURSHIP TEACHING AND LEARNING METHODS IN TANZANIA'S HIGHER LEARNING INSTITUTIONS

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ABSTRACT

Entrepreneurship education has become an important issue in many education systems including Tanzania and has received a remarkable emphasis in Higher Learning Institutions (HLIs) in recent years. Although many researchers have highlighted the role of teaching and learning strategies in enhancing entrepreneurial capabilities, there is an on-going debate on whether the strategies employed for teaching and learning of entrepreneurship in Tanzanian HLIs are creating business-ready graduates with entrepreneurial capabilities. This study aims to review the existing literature on entrepreneurship education by assessing whether the teaching and learning strategies are equipping students with the desired entrepreneurial capabilities. Through a desk research and narrative review of the existing empirical and grey literature, the results indicate that the status of entrepreneurship teaching in HLIs is ineffective in terms of promoting entrepreneurial capabilities of graduates. This is highly attributed to inappropriate teaching and learning approaches as at present, the HLIs rely on traditional teaching and learning methods extensively. The study recommends that teaching and learning strategies should be revised to reach the goals of entrepreneurship education.

Key words: *Entrepreneurship education, Entrepreneurial capabilities, Teaching and Learning Methods, Tanzanian Higher Learning Institutions*

INTRODUCTION

It is widely acknowledged that business entrepreneurship is a critical driver of economic development in all countries all over the world. Entrepreneurship has always been a powerful driving force of innovation, productivity, job creation and economic growth (Acs, 2006; Salem, 2014; Smith, 2010; Szirmai, Naude & Goedhuys, 2011). It is further affirmed by various scholars that the contribution of business entrepreneurship to positive growth of various economic indicators depends largely on whether the human capital is being deliberately nurtured to become entrepreneurially successful (see e.g., Asamoah, 2014; Obisi & Anyim, 2012; Unger, Rauch, Frese & Rosenbusch, 2011). Obisi and Anyim (2012) explain that human capital entails people's talents, skills, competencies and other advantages, which can be put to better use in order that an individual can add value to himself and to the organization. Bjorvatn and Tungodden (2010) maintain that an important limiting factor for business growth is the level of human capital among the entrepreneurs. That is to say, entrepreneurship would never flourish unless there is a deliberate strategic effort to develop human capital through education, training, orientation etc. (Obisi & Anyim, 2012).

The power of education in developing the skills that generate entrepreneurial mind-set and capabilities is supported by the behavioural learning theory and has been highlighted by various scholars. The question whether entrepreneurship is teachable is obsolete (Kuratko, 2005). Legendary educator Drucker (1985) recognises entrepreneurship as a discipline. Thus, like any other disciplines, entrepreneurship can be learned. Obisi and Anyim (2012) assert that entrepreneurs need knowledge, skills and attitudes that essentially are acquired or developed through education and training. The authors further affirm that entrepreneurial abilities are the product of education. Thus, in economies characterised by constrained labour demand and high rates of youth unemployment, the role of entrepreneurship education in developing entrepreneurial human capital

cannot be underestimated. Developing entrepreneurial graduates is therefore essential for future success of the nation.

Several definitions for the term entrepreneurship education have been put forward in entrepreneurship literature. Alberti, Sciascia and Poli (2004) define entrepreneurship education as a structured formal conveyance of entrepreneurship competencies, which carries with it the concept of skills and mental awareness needed to understand the functioning of an already existing business. Shepherd and Douglas (1997) propose that the essence of entrepreneurship education is the ability to envision and chart a course for a new business venture by combining information from the functional disciplines and from the external environment in the context of the extraordinary uncertainty and ambiguity, which faces a new business venture. It manifests itself in creative strategies, innovative tactics, uncanny perception of trends and market mood changes, courageous leadership when the way forward is not obvious and so on.

Entrepreneurship education may take the form of an academic program, entrepreneurship training, and individual or peer coaching (Katz, 2007). Academic entrepreneurship education programmes tend to focus on building knowledge and skills about or for the purpose of entrepreneurship. The work of Garavan and O'Cinneide (1994) suggests that the main objectives entrepreneurship education programmes are to develop enterprising people and inculcate an attitude of self-reliance using appropriate teaching-learning processes.

Entrepreneurship education is intended to empower graduates irrespective of their areas of specialization with skills and knowledge that will enable them to start and engage in income yielding venture, if they are unable to secure jobs in the public and private sectors (Bassey & Archibong, 2005). Thus, summarizing from the various definitions of entrepreneurship concept, the goal of entrepreneurship education should be to reorient graduates from job seekers to become job creators or employable.

For the purpose of this paper, entrepreneurship education is defined as the process of equipping students (or graduates) with an enriched knowledge, attributes and capabilities necessary to make them become and function effectively as entrepreneurs.

In recognition of its role, entrepreneurship education has emerged as one of the fastest growing fields of education globally, leading to multiplication of entrepreneurship education programmes particularly in higher education institutions. In Tanzania, the mainstreaming of entrepreneurship in the education and training system as cited by Olomi and Sabokwigina (2010), has been emphasized by both the National Higher Education Policy (URT, 1999) and the Small and Medium Enterprise Development Policy (URT, 2003).

In a nationwide survey on entrepreneurship education in Tanzanian HLIs, Olomi and Sabokwigina (2010) found that every HLI in Tanzania offers one or more credit courses in entrepreneurship. There has been a substantial increase in the number of entrepreneurship courses offered in many higher education institutions. Fulgence (2015) indicates that all education schools have an entrepreneurship module in the development studies course, which is mandatory for all students in first year. An underlying assumption of establishing entrepreneurship education and training programmes is to produce enterprising graduates and produce students who are motivated and prepared to start and develop successful businesses (Olomi & Sabokwigina, 2010). However, in Tanzanian context, there is still uncertainty as to whether the entrepreneurship education offered is equipping students with the desired entrepreneurial capabilities.

There is no single best pathway to the development of entrepreneurial capabilities (Karra, Phillips & Tracey, 2008). Nevertheless, the literature shows that teaching-learning strategies play a vital role in shaping the extent of entrepreneurial capabilities (e.g. Esmi, Marzoughi & Torkzadeh, 2015; Cooney, 2012; Quality Assurance Agency (QAA), 2012; Jiao, Ogilvie & Cui, 2010, Fatoki, 2014). Kirby (2002) and Shambare (2013) as cited by Fatoki (2014) indicate that teaching methods that improve an individual's knowledge and skills are positively associated with increased entrepreneurial motivation, innovation, capability and understanding of how to start and sustain a new venture. Esmi et al (2015) argue that it is the teaching method, and systematic,

organized and logical ways of providing lessons that should be consistent with entrepreneurship goals and contents, and should also be developed according to the learners' needs. It is therefore important to develop the teaching strategies that will develop capable and skilled entrepreneurs. The question of "*how entrepreneurship should be taught?*" has led to the focus of this article. In particular, the paper reviews research studies on entrepreneurship education and examines whether the teaching-learning strategies used in Tanzanian HLIs are creating business-ready graduates with entrepreneurial mind-sets, behaviours and skills. The paper revolves around two questions namely:

Research Question 1: *What are the teaching-learning strategies commonly employed in Tanzanian HLIs to equip students with entrepreneurial capabilities?*

Research Question 2: *To what extent are the teaching and learning strategies commonly employed in Tanzanian HLIs promoting entrepreneurial capabilities?*

From the existing literature, a few studies focusing on entrepreneurship education in Tanzania have been published. However, due to on-going debates on the impact of entrepreneurship education it is apparent that reviews are required to summarise, evaluate and bring together existing research findings in a single place. The findings of this study will provide implications for educators in finding and implementing the appropriate interventions in respect to teaching-learning strategies in building and enhancing students' entrepreneurial capabilities.

LITERATURE REVIEW

Teaching and Learning Approaches to Fostering Students' Entrepreneurial Capabilities

Universities and colleges in many countries use a variety of teaching and learning strategies to foster entrepreneurial capabilities among their students. This section explores a range of teaching-learning methods, which have been tested and recommended for use in entrepreneurship education programmes.

Hytti and O'Gorman (2004) argue that the appropriate teaching methods are determined by the objectives of teaching entrepreneurship. For example, if the objective is to develop the understanding of the theories related to entrepreneurship and its contribution to economic development and firm creation, traditional teaching methods through lectures, taking exams, writing essays or seminars could be the appropriate way. If the objective is to help students develop entrepreneurial competences, skills, attitudes, values and act as entrepreneurs, non-traditional teaching methods such as business simulation, role playing, creation of business plans, setting up a business, site visits and business projects could be the most effective practice. Similarly, Fayolle and Gailly (2008) argue that given that there are various teaching methods, the choice of one or another depends on the objectives and contents of each course and programmes.

On the other hand, entrepreneurship is thought of as a method that teaches students how to think and act built on a set of assumptions using a portfolio of practices to encourage creating (Neck & Greene, 2011). Neck and Greene (2011) argue that this method forces students to go beyond understanding, knowing, and talking. Thus, it requires using, applying, and acting (i.e. it requires practice). The focus is on doing and then learning, rather than learning and then doing. Hence, they suggest a portfolio of four complementary techniques for teaching entrepreneurship as a method rather than a process including starting businesses as part of coursework, serious games and simulations, design-based learning and reflective practice.

Further review of the literature highlights several teaching-learning strategies as important drivers of entrepreneurial capabilities (see Table 1).

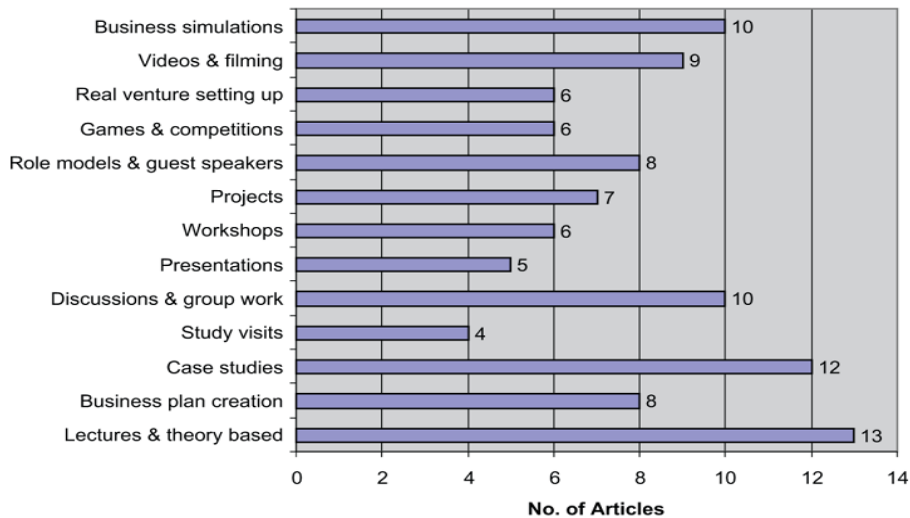
Table 1: Teaching-Learning Methods for Use in Entrepreneurial Education Programmes

Author, year	Recommended teaching-learning methods																		
	FL	CS	GS	GD	OS	S	V	N	IP	GP	SB	BP	RP	CP	W	RPs	SM	PS	SV
Esmi, Marzoughi & Torkzadeh (2015)	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√			
Arasti, Falavarjani, & Imanipour (2012)		√	√						√	√	√						√		
Fatoki (2014)	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√		√
Hytti & O'Gorman, (2004)	√					√					√	√	√	√	√	√			√
Neck & Greene (2011)											√						√	√	√
(Fayolle & Gailly (2008)		√	√													√		√	

Key: FL= Formal Lecture, CS=Case Study, GS= Inviting Guest Speaker, GD= Group Discussion, OS= Presenting Official Speech, S= Holding Seminars, V= Watching and Recording Videos, N= networking, IP= Individual Projects, GP=Group Projects, SB= Starting Businesses, BP=Creation of Business Plans, RP=Research Projects, CP=Class Practice, W=Workshops, RPs= Role Plays, SM= Simulations, PS=Problem Solving, SV=Site Visits/Field Attachment

Researching for the teaching methods used within entrepreneurship education, Mwasalwiba (2010) identified 26 methods, which later were condensed to 13 (see Figure. 1) considered to be the most important.

Figure 1: Entrepreneurship Teaching Methods



(Source: Mwasalwiba, 2010, p. 31)

Mwasalwiba (2010) noted that the majority of authors tend to categorize the teaching methods into two groups: traditional or passive methods, which are the normal lectures and innovative or active methods, which are more action based. From the 13 most important methods, Mwasabala (2010) specified that the passive ones would be: lectures, case studies and group discussions while the active ones would be: business or game simulations, video and filming, role models or guest speakers, business plan creation and project works.

In Tanzania, the National Economic Empowerment Council (NEEC) (2013) in collaboration with TIE, TCU, NACTE, VETA and ILO developed the national entrepreneurship-training framework (NETF). The purpose was to provide guidance on key objectives of entrepreneurship training at each level of formal and non-formal education, competencies to be developed, approaches, methods, teaching strategies, assessment tools and facilitators to be used to generate the desired learning outcomes at various levels. It was recommended in the framework that teaching and learning should maximize on the use of learner-centred, problem-based activities, feedback and rewards that develop a range of intended competencies simultaneously. Specifically, the recommended methods include among others brainstorming, use of guest speakers, group discussions, presentations, study visits, audio visuals, simulations and debates. Other recommended methods are per mentoring, case studies, role-plays, practical projects, internships and action research.

The fact, which has been captured from the literature review, is that, although there are various teaching-learning strategies, there is no single universally agreed model that describes delivery approach of entrepreneurship education. However, increasingly a number of scholars have recommended combination of traditional (passive) and active pedagogical methods as a mediating means to enhance students' entrepreneurial capabilities. A considerable number of empirical studies have recommended a vast array of pedagogies for delivering entrepreneurship education. The recommended teaching and learning approaches for entrepreneurship involve different innovative strategies and approaches in the teaching and learning of entrepreneurship. Some of these approaches include but not limited to case studies, guest speakers, group projects, business plans writing, student oral presentations, assessment of class participation, videos, practical work, computer simulations, role-playing games, working with entrepreneurs and joining a student's entrepreneurial clubs. The objectives of the pedagogies for entrepreneurship are to help students formulate their own ideas about starting new business ventures and experience the realities of the business world, stimulate creative thinking and innovation through problem solving, encourage opportunity seeking, help students to build critical leadership skills and learn how to do things. Furthermore, these approaches give the students the opportunity to test their own skills and personal limits in commercial way. On the other hand, the teaching and learning approaches about entrepreneurship tend to be taught in a traditional manner, through lectures,

textbooks, and essays, and end-of-term exams, consulting services by students and researches (Levie, 1999, and Klandt, 1993 cited by Olomi & Sabokwigina, 2010).

The facts captured from the literature lead to the conclusion that delivery of entrepreneurship education requires the integration of both traditional and active teaching and learning approaches. Thus, there is need for flexibility and adoption of the approach that will help the course instructors to blend the content with the context and hence adopt the approach that will help to achieve the intended outcomes of entrepreneurship education.

Graduate Intended Outcomes of Entrepreneurship Education

In developing educational programmes, educational institutions define the learning outcomes (i.e. statements of the knowledge, skills and attitudes that they want their graduates to possess). These are usually used for continuous improvement and as the criteria on which they evaluate their programmes. In its guidance for UK higher education providers, the QAA (2012) using a distinguished panel of academics and others representing their partner organisations and the work of Gibb (2005) provides a broad framework that higher education providers can use to articulate the intended learning outcomes in entrepreneurship education. These include enterprising behaviours, attitudes and skills which, taken together, contribute towards the development of entrepreneurial capability. Enterprise skills include taking the initiative, intuitive decision making, making things happen, networking, identifying opportunities, creative problem solving, innovating, strategic thinking, and personal effectiveness.

Relying heavily on a number of published sources, the UK National Centre for Entrepreneurship in Education (NCEE) proposes eight areas of outcomes from entrepreneurial learning (HETAC, 2009) shown in Table 2. Linking the recommended teaching-learning strategies presented in the literature and the intended outcomes, a conceptual framework depicted in Figure 2 is developed to guide the study. The pertinent aim is to explore the extent to which the teaching-learning methods employed in Tanzanian HLIs equip students with the intended competencies to make them become entrepreneurs.

Table 2: Intended Outcomes of Entrepreneurial Learning

Area of Outcome	Key Indicators
Entrepreneurial behaviour, attitude and skill development	Opportunity-seeking, initiative-taking, ownership of a development, commitment to see things through, personal locus of control (autonomy), intuitive decision-making with limited information, networking capacity, strategic thinking, negotiation capacity, selling/persuasive capacity, achievement orientation and incremental risk-taking
Creating empathy with the entrepreneurial life world	Helping students to feel the world of: living with uncertainty and complexity, having to do everything under pressure, coping with loneliness, holistic management, no sell- no income, no cash in hand – no income, building know-who and trust relationships, learning by doing, copying, making things up, problem-solving, managing inter-dependencies, working flexibly and long hours
Key entrepreneurial values	Strong sense of independence, distrust of bureaucracy and its values, self-made/self-belief, strong sense of ownership, belief that rewards come with own effort, believe that one can make things happen, strong action orientation and belief in informal arrangements
Motivation to Entrepreneurship career	understanding the benefits from an entrepreneurship career, comparing with an employee career, acquiring some entrepreneurial ‘heroes’ as friends, acquaintances, developing images of entrepreneurial people ‘just like them’
Understanding of processes of business entry and tasks	The total process of setting-up an organisation from idea to survival and provide understanding of: what challenges will arise at each stage and how to handle them
Generic entrepreneurship competencies	Capacity to find an idea, appraise an idea, see problems as opportunities, identify the key people to be influenced in any development, build the know-who, learn from relationships, assess business development needs, know where to look for answers, improve emotional self-awareness, manage and read emotions and handle relationships
Key minimum business how-to	see products and services as combinations of benefits, develop a total service package, price a product service, identify and approach good customers, appraise and learn from competition, monitor the environment with limited resource, choose appropriate sales strategy and manage it, identify the appropriate scale of a business to make a living, set standards for operations’ performance and manage them, finance the business appropriately from different sources, develop a business plan as a relationship communication instrument, acquire an appropriate systems to manage cash, payments, collections, profits and costs, select a good accountant and manage with minimum fuss, statutory requirements
Managing relationships	understand the needs of all key stakeholders at the start-up and survival stage, know-how to educate stakeholders, know-how to learn from them, and know-how best to build and manage the relationship

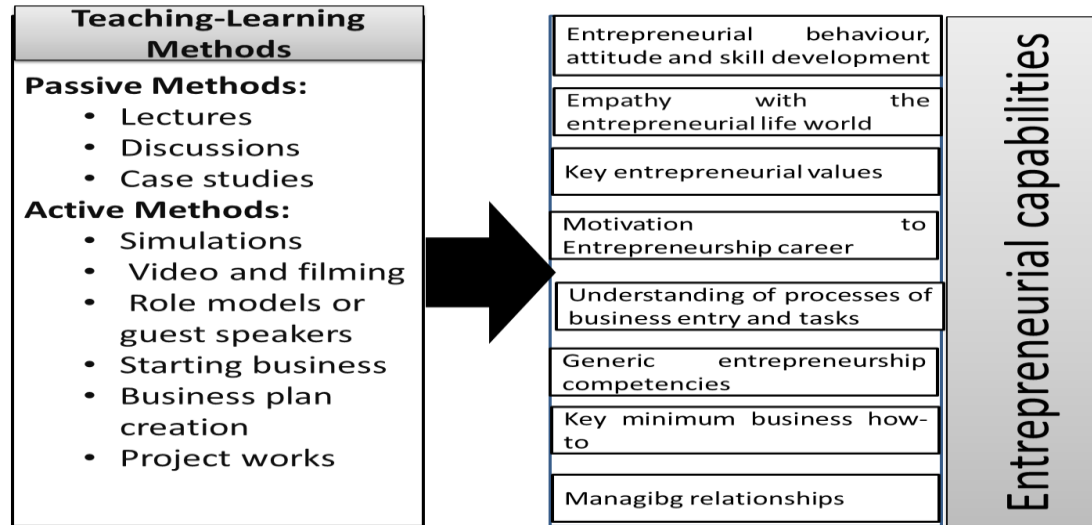
(Source: HETAC, 2009)

Conceptual Framework

Combining the facts captured from the literature review on teaching and learning strategies and intended outcomes of entrepreneurship education, a teaching-learning model to foster entrepreneurial capabilities is put forth (see Figure 2). The conceptual framework considers the coherence link between the teaching-learning methods and the intended outcomes of entrepreneurship education programmes/courses. The framework situates the teaching-learning methods as independent variables; the intended outcomes are the intermediate variables and the entrepreneurial capabilities as dependent variables. The model suggests that entrepreneurial capabilities rest on the application of multiple teaching-learning strategies classified as passive and active approaches. The

intended outcomes when taken together contribute towards the development of entrepreneurial capabilities (See Table 2). Using the proposed framework, the study seeks to explore the teaching-learning methods employed in Tanzanian HLIs and the extent to which they equip students with the desired entrepreneurial capabilities in the light of the intended outcomes.

Figure 2: A Conceptual Framework for Teaching-Learning Approaches to Enhancing Entrepreneurial Capabilities



LITERATURE SEARCH METHOD

A desk research and narrative review of empirical and grey literature¹ was conducted to identify research studies carried out between 2006 and 2016. The review examined what the existing literature says about the teaching-learning strategies commonly employed in Tanzanian HLIs to equip students with entrepreneurial capabilities and the extent to which the teaching-learning strategies commonly employed in Tanzanian HLIs are promoting entrepreneurial capabilities among graduates.

To find the most relevant articles for the review, the electronic literature search of published articles and conference proceedings was conducted to identify all the research studies, which focused on the entrepreneurship education in Tanzania. The search was carried out in five ways. The first search strategy included electronic database search in the areas of entrepreneurship education including Google Scholar, Business Source Complete, Google searching and ABI/Inform, among others. Secondly, the search for business management and entrepreneurship journals was carried out including *Journal of Business Education*, *Journal of Entrepreneurship and Organization Management*, *International Journal of Social Sciences and Entrepreneurship*, *Journal of Small Business Management*, *Journal of the European Economic Association* and *Journal of Entrepreneurship in Emerging Economies*. Third, references that might be related to entrepreneurship education were searched. Fourth, the works of researchers known for their work in the area of entrepreneurship education were searched to access their existing articles. Fifth, articles that reported the words “entrepreneurship education, entrepreneurship training and/or entrepreneurial capabilities of graduates in Tanzania” in the title, abstract, key words and/or the full text were deemed eligible for inclusion in the review.

¹ Grey literature refers to literature that is not formally published in sources such as books or journal articles (Lefebvre, Manheimer, & Glanville, 2008)

The electronic literature search of articles was conducted in September through November 2016. The articles that were eligible for inclusion in the review had to meet the following selection criteria (1) research publications, including reports and conference proceedings, published between 2006 and 2016 were applicable; (2) the articles published in English; (3) publications providing empirical findings of the studies conducted in Tanzania; and (4) publications with specified data collection methods. The findings were narratively analysed.

FINDINGS AND DISCUSSION

This section presents and discusses the results that align with the research questions. The section is organised in two parts; the first part explores the teaching-learning strategies commonly employed in Tanzanian HLIs in delivery of entrepreneurship education and the second part assesses whether the teaching-learning strategies employed in Tanzanian HLIs are promoting entrepreneurial capabilities.

What are the Teaching and Learning Strategies Commonly Employed in Tanzanian HLIs to Equip Students with Entrepreneurial Capabilities?

To answer Research Question 1, the teaching-learning methods most used in Tanzanian HLIs in delivery of entrepreneurship education, findings are presented in Table 3 showing the key information of the sources.

Table 3: Teaching-Learning Methods Most Used in Entrepreneurship Courses

Author, Year	Applied Teaching-Learning Methods
Mwasalwiba, Groenewegen & Wakkee (2014)	More theoretical teaching methods (i.e. lectures, group discussions, and use of hand-outs)
Olomi & Sabokwigina (2010)	Lectures (100%), readings (89.5%), individual projects (57.9%), group projects (52.65), guest speakers (42.1%), fictional case studies (26.3%) and course materials available in the internet/intranet (26.3%)
Katundu & Gabagambi (2016)	More theoretical teaching methods (i.e. lectures and group discussions)
Fulgence (2015)	Traditional teaching techniques particularly lecture (100%) and reading assignments (66.7%) are used. Other methods are case studies and analysis (66.7%) and guest speakers (50%)
Kaijage & Wheeler (2013)	Traditional classroom based teaching methods

(Source: From Literature Review)

The findings as portrayed in Table 3 indicate that there exists shortfall in delivery of entrepreneurship education since students are mainly exposed to traditional teaching-learning methods mainly lectures, group discussions and readings. This leads to the inference that students are provided with education about entrepreneurship and not education for entrepreneurship. It is persistently argued that traditional methods are less effective in encouraging entrepreneurship attributes as they actually make students become dormant participants and just prepare them to work for entrepreneurs, but not to become one (Arasti, et al, 2012).

The findings also indicate that non-traditional teaching and learning methods are rarely used despite the fact that in some of the HLIs a variety of teaching methods ranging from lectures to interactive seminars and practical assignments were originally prescribed and course instructors recommended some methods (Mwasalwiba et al, 2014). The prescribed teaching methods versus the applied and lecturers' views on methods are shown in Table 4.

Table 4: Teaching Methods: Prescribed vs. Applied and Lecturers' Views on Methods

University	Prescribed methods	Envisaged methods by lecturers	Applied methods
Mzumbe University	Lectures and seminars	To involve practitioners	Lectures
Sokoine University	Practical assignments and seminars on selected topics	Practical-based methods	Lectures
College of Business Education	Not prescribed in course outlines	The way carpenters are trained	Lectures and group discussions
Institute of Finance Management	Not prescribed in course outlines	To involve local entrepreneurs	Handouts and lectures

(Source: *Handbook on the Entrepreneurial University*, 2014)

The findings further indicate that a few HLIs in Tanzania use non-traditional teaching and learning methods. In their study on entrepreneurship education in Tanzania, Olomi and Sabokwigina (2010) found that only 15.8% of lecturers use local case studies referring to existing companies. The findings of their study also show that only 5.3% or one business school is using role playing, business simulations, students' internships in small business, and involving students in consulting with businesses. On the other extreme, none of the schools is using video cases and multimedia exercises. It can be hypothesised that perhaps entrepreneurship facilitators lack the required competencies in delivery of entrepreneurship education. However, this belief was disapproved by Fulgence (2015) in her study on influence of entrepreneurship education on graduates' employability. The study found that entrepreneurship facilitators demonstrate the required competencies in facilitating the course though they use traditional teaching methods.

As such, it is evident that there is a disparity between the teaching and learning methods applied in Tanzanian HLIs and those that have been tested and recommended by various studies. Thus, the author argues that continual usage of the traditional teaching and learning approaches will not be helpful to the students studying entrepreneurship. It is hence suggested that creative and innovative well-balanced, well-mixed multi-teaching and learning approaches should be employed to effectively facilitate the teaching and learning of entrepreneurship.

To What Extent are the Teaching and Learning Methods Commonly Employed in Tanzanian HLIs Promoting Entrepreneurial Capabilities?

To answer research question 2, the review of the literature has identified a few studies that have explored the connection between entrepreneurship teaching and the intended entrepreneurial capabilities. Presented in this section are the findings captured from the reviewed studies.

In his study on the effects of entrepreneurship education, Rwamtoga (2011) examined how entrepreneurship education changed students' perceptions. The findings of the study showed that there was a decrease of 1.2% in students' perceptions before being exposed to entrepreneurship education and after being exposed to entrepreneurship education. Before being exposed it was 87.1% and after it decreased to 85.9%. Furthermore, the study revealed that College tutors had little influence on students' opinions on entrepreneurship (see table 5). Rwamtoga (2011) presumes that this could have been due to poor teaching styles and inadequate training facilities like books and infrequent practices. Moreover, when asked of the options that could assist them in undertaking entrepreneurship education and become successful, respondents ranked entrepreneurship education the second option (23.5%) after self-motivation and characteristics features (45.9%).

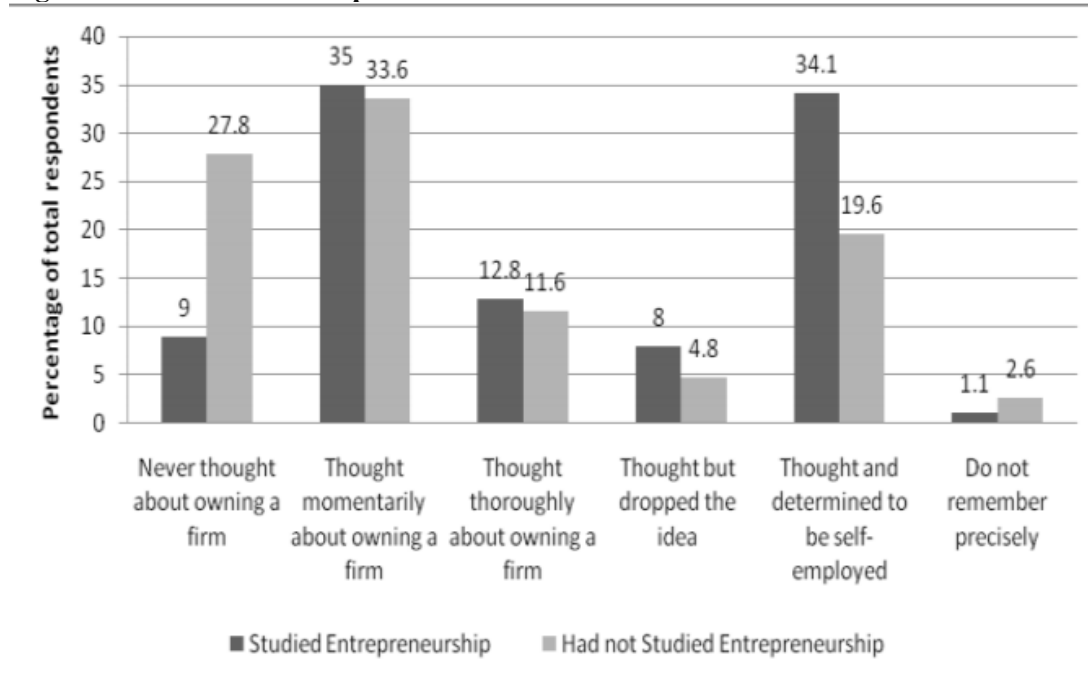
Table 5: Entrepreneurial Influences

		Frequency	Percent	Cumulative Percent
Valid	Parents	34	40.0	40.0
	Other relations	17	20.0	60.0
	Work colleagues	10	11.8	71.8
	Friends and acquaintances	2	2.4	74.1
	Entrepreneurs I know	7	8.2	82.4
	College tutor/Supervisor	4	4.7	87.1
	School teachers	6	7.1	94.1
	Media	5	5.9	100.0
	Total	85	100.0	

(Source: Rwamtoga, 2011)

The results of the study by Rwamtoga (2011) imply that entrepreneurship education in Tanzanian HLIs leaves much to be desired in terms of entrepreneurial intention among students and deficiency in entrepreneurial capabilities.

Katundu and Gabagambi (2016) have made similar observations in their study on entrepreneurial intention of Tanzanian University graduates. The results of the study indicate that a small number of graduates (12.8%) who had studied at least one entrepreneurship course during their undergraduate studies thought about setting up and owning their own businesses and were determined to become self-employed in the future (see Figure 3).

Figure 3: Graduates' Entrepreneurial Intention

(Source: Katundu & Gabagambi, 2016)

The findings of the study carried out by Mwasalwiba et al (2014) affirmed a mismatch between the teaching-learning methods and the intended learning outcomes. It was found that the teaching methods applied to deliver

entrepreneurship education had failed to engage students in the learning activities that build the skills and capacities for start-up. It was further reaffirmed by the lecturers' dissatisfaction with their own achievement in preparing students to become entrepreneurs.

CONCLUSIONS AND RECOMMENDATIONS

To conclude, this paper sought to explore what is taking place in HLIs in terms of teaching-learning strategies in delivery of entrepreneurship education and to examine the extent to which they foster graduates entrepreneurial capabilities. Although various studies in the field of entrepreneurship education have been carried out, a few studies have been conducted on the subfield of teaching methods. The main findings of the reviewed literature provide evidence that the status of entrepreneurship teaching in HLIs leaves much to be desired in terms of entrepreneurial capabilities of graduates. This is highly attributed to inappropriate teaching-learning approaches applied to deliver entrepreneurship education. It can be concluded that the teaching and learning methods applied by HLIs are mainly meant to provide students with education about entrepreneurship and not education for entrepreneurship.

To improve the teaching/learning methods used in entrepreneurship education, this paper recommends the following:

- Teaching-learning strategies should be revised to reach the goals of entrepreneurship education. At present, the HLIs use traditional teaching-learning methods extensively and leave little room of entrepreneurial methods for teaching and learning (Olomi & Sabokwigina, 2010). Students should be given enough room for practice and experience. Olomi and Sabokwigina (2010) recommend that students could be trained using outside class methods- such as on-site visits, feasibility studies, business plans written by students and presented to real world audiences, consulting courses involving students in working with small businesses, student involvement in product development teams, students helping to run venture capital funds, focused internships in small or entrepreneurially-run businesses.
- Fieldwork activities in HLIs should develop in students' entrepreneurial skills other than limiting students into producing reports about what is done by the firms where they are attached. In this case, fieldwork placements should be designed in a manner that allows students to develop entrepreneurial skills and should be evaluated on fieldwork processes. Other than analysing written cases that have noticeable problems to be addressed, students should analyse cases based on their fieldwork.
- Partnership between academia and industry or local communities should be well established to facilitate students in their practical training such as internships, consulting services provided by students, on-site visits, etc.
- Universities and colleges should be encouraged to facilitate formation of student-driven entrepreneurship clubs. These clubs should be organised and managed by students who could undertake various activities focusing on entrepreneurship, such as quiz, debate, business plan competition, idea competition, networking with local entrepreneurs, business associations, financial institutions, factory visits and organising small business clinics for helping micro-entrepreneurs in the neighbourhood.
- Entrepreneurship should be made a compulsory subject at the secondary level in all the schools to expose and orient the students towards the concept of entrepreneurship and its process.
- It should be made mandatory for HLIs to establish adequate entrepreneurship infrastructures such as Entrepreneurship Development Cells and entrepreneurship incubators to provide handholding support and thus facilitate setting up of new ventures by the students.
- HLIs should provide space to student-entrepreneurs on the campus to help them showcase and sell their products.

- As some of these studies, if not all focused on methodologies used to teach entrepreneurship courses, it is strongly important to recommend that since we want entrepreneurship capabilities to be developed by facilitators who teach any course (from entrepreneurship) then these methodologies should be used by all facilitators.

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