



# Strategies for Cultivating Entrepreneurial Culture to Prepare Undergraduates for Self-Employment in Northern Tanzania

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**Abstract.** *The purpose of this study was to examine effective strategies for cultivating entrepreneurial culture to prepare undergraduates for self-employment in Northern Tanzania. The Study was conducted to answer a research question: What are the effective strategies for cultivating entrepreneurial culture to prepare undergraduates for self-employment? Guided by the Theory of Planned Behavior by Azjen (1991), this study employed a convergent parallel design under a mixed-method research approach. Stratified and simple random sampling techniques under probability sampling were used in selecting 310 undergraduates while purposive and snowball sampling techniques under non-probability sampling were used to select 27 university managers, 6 lecturers and 36 alumni, making a total sample size of 379 respondents. The instrument used in the study was validated by experts, and a pilot test was conducted outside the study area. Data was collected using questionnaire, interview guide, and document analysis guide. Data was analyzed using descriptive statistics and thematic analysis. Ethical considerations were observed in the study. Support mechanisms and practical teaching methods and experiential learning were seen as crucial in preparing undergraduates with skills necessary for self-employment. The study concluded that, there is a need of collaboration between students, parents, learning institutions, and stakeholders to work together towards solving unemployment challenges facing graduates. The study recommended the government, universities, and all education and development stakeholders to provide adequate support to develop entrepreneurial skills for undergraduates.*

**Keywords:** *Entrepreneurship, Undergraduates, Effective Mechanisms, Planned Behavior, Unemployment, Self-employment*

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## 1. Introduction

Tanzanian graduates are becoming vulnerable in the current world of science and technology. Majority of Tanzanian graduates are faced with myriad challenges, the major one being unemployment problem. Thousands Tanzania graduates are awarded with colorful certificates, only to find that there are no formal jobs out there. This

situation was more perturbing on the onset of the outbreak of the Covid-19 pandemic crisis in 2020, which worsened the situation (Mayhew & Anand, 2020) not only in Tanzania, but in the world at large. For instance, by 2020, unemployment rate in USA and China increased from 3.8% in 2019 to 16% while in Tanzania, only 25% gets formal employment, the rest are either self-employed or unemployed (International Labor Organization, 2020). Graduates with no previous job experiences are the worst

victims of the pandemic and thus become vulnerable to the indecent employers. Some unemployed graduates turn to illegal activities, including cyber-crimes, robbery, and prostitution among others. They are forced by the situations in process of making living. These unacceptable behaviors further fuels poverty hence decelerates the social development, paralyzes economy of the country and trigger individual well-being.

Various scholars (Badri and Hachicha, 2019; Singh & Pravesh, 2017; Meyer & Surujlal, 2018) have identified a growing gap between university education and skills required for the job market. In response, many countries have turned to cultivation of entrepreneurship education in their universities and colleges. Entrepreneurship education has been considered as an effective approach in inculcating entrepreneurship culture in turn inculcates undergraduates with skills necessary for self-employment (International Labor Organization [ILO], 2020).

According to Quality Assurance Agency for Higher Education (2018), entrepreneurship culture is the application of enterprise behaviors, attributes, and competencies that equip an individual with characteristics of a risk taker, creator and innovator. Moreover, Dahlstedt and Fejes (2017) add that building an entrepreneurship culture among students enable to become responsible, original problem-solvers.

Nurturing of entrepreneurship culture in USA, Canada, Germany, Denmark, Finland, Malaysia, and India began as early as 1950s (European Commission, 2013). These nations have embraced entrepreneurship education by incorporating various related activities into curricula, which give students opportunities to participate in entrepreneurial activities regardless of the program one is enrolled in. As a result of cultivation of entrepreneurial culture through teaching of entrepreneurship course, there is an increased rate of self-employed graduates and low rates of unemployment, not only for graduates, but the youth at large.

In African countries, Nigeria, Kenya, and Zimbabwe have made entrepreneurship courses mandatory whereby each university has incorporated elements of entrepreneurship education. In ensuring the objectives of the entrepreneurship education are met, most of the universities in these countries have established business incubators and innovation hubs to increase chances of students getting right knowledge, skills and attitudes necessary for self-employment (Olorundare & Kayode, 2016). This determination has increased the number of self-employed graduates (Chitumba, 2018).

In Tanzania, many actions have been taken in ensuring that, graduates are groomed with required skills necessary

for not only for formal employment, but also for self-employment. This great achievement is done through building an entrepreneurship culture by implementing Education for Self-Reliance (ESR) policy of 1967, Education and Training Policy of 1968, and National Entrepreneurship Training Framework (NETF) of 2013 (Kalimasi & Herman, 2016). A living example is the University of Dar es Salaam Innovation and Entrepreneurship Centre (UDIEC). UDIEC has been in frontline in imparting students with relevant skills required for self-employment.

Despite the increasing number of universities, Tanzania, which has to increased number of students joining the university education, the society is dissatisfied with the Tanzanian universities' outputs. The mushrooming of universities and massive investments in tertiary education does not reflect the quality of its graduates as many are unemployed and unemployable. Employers consider Tanzanian graduates 'half baked' therefore incompetent and unprepared for both, employment and self-Employment (Amani, 2017; Kalimasi & Herman, 2016; Mbunda & Kapinga, 2021). The outcry of the society is based on observations that, a good number of Tanzania graduates do not deliver to optimal demands in the labor market. The concern of society is that the existing strategies in universities are not effective to nurture skills necessary for employability. This dissatisfaction provokes educationalists on how education is ought to be and approached to make the graduates responsive to the current needs and demands of the society. Since the primary role of universities is to produce the quality outputs for consumption in the labor market, researchers (Mgaiwa, 2021; Kota, 2021; & McGunagle & Zizka, 2020) suggest university manage to promote entrepreneurial culture in its students by cultivating the right skills and attitude for employability.

Cultivation of entrepreneurship culture has been identified as one of the strategies which have brought positive results in preparing undergraduates for self-employment. The current statistics indicates that the number of Tanzania graduates has slightly increased from 46,294 in 2017 to 48,621 in 2022 (Tanzania Commission for Universities, 2023). This is an increase of 5%, however, it is too low. None of the previous studies in Tanzania has explored effective Strategies for Cultivating Entrepreneurial Culture in preparing Undergraduates for Self-Employment in Northern Tanzania. The study sought answers to two questions: How often are your managers conduct following activities to cultivate undergraduates' entrepreneurial culture to prepare them for self-employment? What strategies should be used to effectively foster an entrepreneurial culture among undergraduates so that they are ready for self-employment after graduating? The current study therefore has bridged

the knowledge gap by identifying best strategies that can be used to cultivating entrepreneurship culture and prepare undergraduates for Self-Employment, using Northern Tanzania Universities as an area of study.

## 2. Literature Review

Lei, et al. (2021) conducted a study exploring Entrepreneurship Education and innovative talent training model: New Economic Perspective. This study analyzed the effects of entrepreneurship education (EE) on innovative talent training model, the quantitative data of 400 senior undergraduates from 3 universities in China were collected by questionnaires, and the PLS-SEM was adopted to do the proposed data analysis. This study applied the Triple Helix Model of Innovation theory to show the important relevance of government, university, and industry in the innovative development of the new economy. The results showed that the two dimensions of entrepreneurship education: institutional environment and supporting infrastructure have a significant impact on innovative talent training. The findings revealed that students who received entrepreneurial education from their respective universities become innovative and creative and were able to self-employ after graduation.

Lu et al. (2021) conducted a study in China to examine students' perceptions of university entrepreneurship support and its influence on their entrepreneurial intentions. This study utilizes 13,954 recent college graduates from Chinese higher education institutions as a sample and aims to examine students' perceptions of the support they received from universities and its influence on students' entrepreneurial intentions. The results illustrate that students are not very satisfied with various university entrepreneurship supports. Findings also indicate that university entrepreneurship support positively impacts students' entrepreneurial intentions, although it is not a very strong relationship. Moreover, university entrepreneurship support positively affects entrepreneurial attitude, subjective norms, and entrepreneurial self-efficacy, which in turn determines entrepreneurial intention. Entrepreneurial attitude, subjective norms, and entrepreneurial self-efficacy play a mediating role between university entrepreneurship support and entrepreneurial intention. The study contributes to the entrepreneurial literature theoretically and provides practical recommendations for policymakers and university administrators in China to reconsider and improve their entrepreneurship supports to encourage more students to become entrepreneurs. The implication of this study is that, while the study provided insights into the influence of university entrepreneurship support, it relied on self-reported data from a large sample of college graduates, which may be subject to bias. Additionally, the

study focused on perceptions of support and did not explore the actual provision and effectiveness of support programs. In the current study on the promotion of entrepreneurial culture by university managers in Tanzania, a mixed methods approach was employed, involving undergraduate students, lecturers, alumni, and university managers. This comprehensive approach allows for a more holistic examination of the actual provision of entrepreneurship support and its impact on students' entrepreneurial intentions. By combining questionnaires and interviews, the study provides a more comprehensive understanding of the mechanisms through which university managers can effectively provide entrepreneurship support, enhancing students' entrepreneurial intentions and ultimately their self-employment outcomes.

Sri Ramalu (2020) conducted a study in Malaysia to examine the effects of High Impact Entrepreneurship Educational Practices (HIEEPs) on entrepreneurial self-employment among business school students. Quantitative research design was employed to conduct this study. This includes the use of a survey method to collect data among business school students from three public HEIs located in the Northern region of Malaysia. Data from 332 usable questionnaires were analyzed using SPSS version 26 and PLS version 3.2.8 and the most important findings were as follows: HIEEPs namely Entrepreneurship Internship Program, Business Incubation Program, and Entrepreneurial Supportive Environment have a significant impact on the Entrepreneurial Self-Employment among business school students. Among these, the Business Incubation Program was found to be the strongest predictor of Entrepreneurial Self-Employment. However, the study focused on the impact of specific educational practices but did not account for other factors that could influence entrepreneurial self-employment, such as personal characteristics, access to resources, or market conditions. Additionally, the study relied on self-reported measures of entrepreneurial self-employment, which may be subject to bias. In the current study on the promotion of entrepreneurial culture by university managers in Tanzania, a mixed methods approach was adopted, involving undergraduate students, lecturers, alumni, and university managers. By considering a broader range of factors and perspectives, the study provides a more comprehensive understanding of the mechanisms through which entrepreneurial culture is fostered and its impact on students' entrepreneurial self-employment. Moreover, the use of questionnaires and interviews allows for a more objective and nuanced assessment of students' self-employment outcomes.

Al-Kwifi et al. (2020) conducted a study in the Kingdom of Saudi Arabia to examine the factors influencing the

decision of female university students to start a business. A total of 507 responses were collected from six universities in the Kingdom of Saudi Arabia. Findings show that knowledge about starting a business is the most influential factor that motivates female students to establish their own business. The study focused on the challenges faced by female students before starting a business and the importance of knowledge about starting a business in motivating them. In the current study on the promotion of entrepreneurial culture by university managers in Tanzania, a mixed methods approach was employed to investigate the effective mechanisms that enable university managers to cultivate an entrepreneurship culture. By including undergraduate students, lecturers, alumni, and university managers, the study offers a broader perspective on the factors influencing students' readiness for self-employment, including gender-specific challenges, and provides insights into how university managers can address these barriers.

Ogunmola and Olayemi (2020) conducted a study in Nigeria to examine the role of entrepreneurial education in promoting sustainable development in the Nigerian economy. This paper argued that Entrepreneurship education will equip industries with skill to be self-reliance. Some theories of entrepreneurial education and development are highly considered, while the challenge of entrepreneurial education and their way out are highlighted. It was recommended that effective technical education and youth empowerment programme should be put in place in every knock and crannies of the country for proper development. It was also recommended that educational programme at all levels should be made relevant and if necessary, should be compulsory and free to all youths so that the attention will be shifted away from white collar job. The government should give adequate attention to entrepreneurial development in the country through the provision of goods economic environment. If done, it will enhance job creativity, vocational skill, employment opportunities and reduce poverty in society. The study discussed various theories of entrepreneurial education and development, highlighted challenges in entrepreneurial education, and provided recommendations. In the current study on the promotion of entrepreneurial culture by university managers in Tanzania, a mixed methods approach was employed to investigate the effective mechanisms that enable university managers to cultivate an entrepreneurship culture. The study collected data from undergraduate students, lecturers, alumni, and university managers through questionnaires and interviews, allowing for a deeper understanding of the mechanisms through which entrepreneurial culture is fostered.

Salau and Akambi (2021) conducted a study in Nigeria to examine how entrepreneurial curricula in selected universities in Kwara State influence students' mindset on entrepreneurship. The study adopted a thematic analysis based on data collected from the in-depth interviews obtained from nine students across the selected universities in Kwara State. They concluded that students were engaged in industrial attachments, vocational skills, workshops, and group projects that greatly influenced students' mindsets toward entrepreneurial behaviors through skills acquisition and team building. The findings also revealed that the study has implications on strategy development for entrepreneurship development curricula of universities in Kwara State and students' goals. Therefore, it is recommended that the students' entrepreneurial mindset should be enhanced through career team building; the schools should encourage undergraduates to attend workshops, acquire vocational skills and encourage the students on holiday jobs. The study focused on the influence of industrial attachments, vocational skills, workshops, and group projects on students' mindsets. Additionally, the study relied solely on in-depth interviews with a small sample size, which may limit the generalizability of the findings. In the current study on the promotion of entrepreneurial culture by university managers in Tanzania, a mixed methods approach was employed, involving undergraduate students, lecturers, alumni, and university managers. This comprehensive approach allows for a more holistic examination of the factors influencing students' mindset on entrepreneurship, considering a broader range of factors and perspectives. By combining questionnaires and interviews, the study ensures a more robust and comprehensive analysis of the mechanisms through which entrepreneurial culture is cultivated and its impact on students' mindset and readiness for self-employment.

Yusuf and Ibrahim (2019) conducted a survey in Nigeria to investigate the influence of pedagogical approaches on the entrepreneurial competencies and entrepreneurship readiness of undergraduate students in Northwestern Nigeria. Two research objectives were stated. Two null hypotheses were stated and tested at 0.05 level of significance. Survey research design was used for the study. The population of the study comprised 200 final year business education students from Federal universities in North-western Nigeria. The instrument used in the study was validated by experts, and a pilot test was conducted outside the study area. Multivariate analysis was employed to test the null hypotheses. The findings revealed that the pedagogical approach adopted in teaching entrepreneurship education did not have a significant influence on the acquisition of entrepreneurial competencies among students in Northwestern Nigeria. From the results of the study, it was concluded that, the pedagogical approaches used in teaching entrepreneurship

education to undergraduate business students in Northwestern Nigeria have not adequately impact the acquisition of entrepreneurial competencies. A need for paradigm shift from teacher-centered approach of teaching entrepreneurship education to practical and student center approach was recommended. This will enable students to acquire adequate skills and knowledge needed for self-employment. Finding of this study implies the need for a re-evaluation of the current pedagogical methods employed in entrepreneurship education. Educators and policymakers should consider revising the curriculum and instructional strategies to better prepare students for entrepreneurship, potentially by incorporating more effective teaching techniques or emphasizing practical experiential learning to enhance students' entrepreneurship readiness and competencies.

Rankhumise et al. (2020) conducted a comparative explanatory cross-sectional quantitative study in South Africa to evaluate students' perspectives on the delivery of entrepreneurship curriculum. The study used secondary data that comprised of 205 from Walter Sisulu University and 279 from Tshwane University of Technology, totaling 484 students. The study reported that the interquartile ranges for Walter Sisulu University were shorter than those of the Tshwane University of Technology. It also reported that while the students' perceptions of delivery of curriculum content are similar there were some significant differences observed concerning how students perceived the competencies of lecturers, and the Tshwane University of Technology students than their Walter Sisulu University counterparts believed the course content was relevant to what needed to be done in a real business situation, that the course content developed entrepreneurial knowledge and skills, that the course provided them with a new and different experience in understanding how to run a business, and that the course had provided an opportunity to learn business activities practically. The study recommended that entrepreneurship should be a compulsory course at the undergraduate level to boost students' entrepreneurial acumen and propel economic growth. While the study compared students' perceptions between two universities, the focus on students' perspectives may limit the understanding of other stakeholders' viewpoints. In the current study in Tanzania, a mixed methods approach was employed, involving undergraduate students, lecturers, alumni, and university managers. This comprehensive approach allows for a more holistic understanding of the ways universities cultivate entrepreneurship culture to foster undergraduates' skills necessary for self-employment.

Kabelele and Gomera (2023) conducted a study to assess Innovation hub as a venture for students' entrepreneurial talents: a case of college of business education. The study employed mixed research design. A total of 132

respondents consisting of 20 instructors, 100 students and 12 entrepreneurial practitioners were involved in this study. Data was collected through questionnaires, in-depth interviews, Focus Group Discussions (FGD) and documentary review. The obtained data were analyzed through descriptive statistics and thematic content analysis. Based on the findings, it is evident that establishing an incubation and innovation hub within the CBE community is necessary. The findings provide valuable insights into the participants' perceptions and highlight various aspects that should be considered during establishing and implementing the hub. Moreover, the findings stipulate that the incubation and innovation hub should incorporate the prototype environment that includes mindset change programmes, regular training, internship programmes, effective incubation practices, strong mentorship and coaching programmes, and a clear exit strategy that can enhance the entrepreneurial skills and capabilities of incubates. The current study was conducted in universities involving undergraduate students, lecturers, alumni, and university managers in northern Tanzania.

To sum up, the reviewed studies were conducted outside Northern Tanzania and therefore this study addressed this gap by examining effective strategies for cultivating entrepreneurial culture to prepare undergraduates for self-employment in Northern Tanzania. The current study provides specific mechanisms which are effective for cultivating entrepreneurial culture to prepare undergraduates for self-employment.

### 3. Methodology

This study adopted a convergent parallel design under a mixed-method research approach where the researcher collected both qualitative and quantitative data, analyzed them separately to confirm, cross-validate and verify findings. This design was chosen because it brings a better understanding of the findings due to involvement of various target participants, the triangulation of research methods and instruments for data collection and comparing sets of results with one another (Creswell & Creswell, 2018; Cohen, Manion, & Morrison, 2018). In addition, this corroboration process enhances the validity of the inferences and makes results of this study more credible.

Data was collected from 27 university managers (including 2 Vice chancellors, 3 Deputy Vice Chancellors for Academic Affairs, 3 Deputy Vice Chancellors for administration, 7 Deans of Faculties, and 14 Heads of Departments), 6 lectures teaching entrepreneurship courses, 310 final-year undergraduates, and 36 alumni graduated in the academic year 2021/2022 making a total

of 379. The instrument used in the study was validated by experts, and a pilot test was conducted outside the study area. The Cronbach's alpha coefficients at higher than 0.7 which is 0.86 $\alpha$  was established to allow the researcher to continue with data collection.

Prior to data collection, permissions were sought from and given by all authorities including COSTECH and University administrators. Consent from all participants was sought. Qualitative data was analyzed thematically using the following procedures by Braun & Clarke (2006). In this regard, the qualitative data was transcribed and organized for analysis by grouping them into the different respective categories after which they were condensed by editing, paraphrasing and summarizing to give meaningful information to the research. Using the content analysis technique, data was placed into theme categories and then tallied in terms of the number of times a theme occurred after which they had been recorded in respective themes and summarized. With the data coded and summaries, the researcher examined various summaries and synthesized the findings, presented them in narratives and statements forms. The data was examined and interpreted using MAXQDA Analytics Pro 12 version 12.3.0 application. To provide readers a better understanding of the informants' feelings regarding the subject of the study, some quotes from informants were also provided.

## 4. Results and Discussion

The study assessed ways university managers use to cultivate entrepreneurial culture in preparing undergraduates for self-employment in Northern Tanzania Universities. The aim of the study is to establish effective

Strategies for Cultivating Entrepreneurial Culture to Prepare Undergraduates for Self-Employment. Data to answer this question were collected from the final-year undergraduate students, university managers, lecturers teaching entrepreneurship courses and the alumni who graduated in the academic year 2021/2022. The study was guided by two research questions as follows.

The undergraduates were provided with a Likert scale with ten statements concerning the cultivation of entrepreneurial culture and requested to indicate their degree of agreement or disagreement with each. The university managers and lecturers were also interviewed, and different views were given on how they cultivate entrepreneurial culture for the purpose of enhancing self-employment skills among the graduates. The alumni also were interviewed and different views were given on whether different aspects pertaining to cultivating entrepreneurial culture were experienced during their study time. Findings on the mentioned aspects are parallel presented in the following subsequent sections.

**Research Question 1:** How often do your managers conduct following activities to cultivate undergraduates' entrepreneurial culture to prepare them for self-employment? Undergraduates from three universities in Northern Tanzania namely (labeled as) University A, University B, and university C were given 10 statements to choose from in order to respond to this question, and they had to indicate how often university administrators engaged in the aforementioned entrepreneurial culture-building activities in order to get students ready for self-employment. The replies from undergraduate students to these questions are shown in table 1.

**Table 1: Entrepreneurship-related Activities Conducted in Universities (n=310)**

Activities Conducted in Universities to Promote entrepreneurship	VO	O	S	R	N
	f (%)	f (%)	f (%)	f (%)	f (%)
My university provides academic field trips that promoted entrepreneurship skills	130(42)	74(24)	32 (10)	35 (12)	38 (12)
My university promotes the development of projects that give students skills in self-employment	163 (53)	60 (19)	32 (10)	25 (8)	30 (10)
My university provides problem-solving assignments that promote growth of entrepreneurial skills	134 (43)	59 (19)	26 (8)	34 (11)	57 (18)
My university provides group work that promote entrepreneurship skills	145(47)	57 (18)	32 (10)	31 (10)	45 (15)
My university provides modeling entrepreneurs	84(27)	69 (22)	84 (27)	21 (7)	52 (17)
My university provides exhibitions about entrepreneurship	97 (31)	63 (20)	72 (23)	31(10)	47 (15)
My university provides workshops that promotes entrepreneurship skills	83 (27)	66 (21)	74 (24)	22 (7)	65 (21)
My university provides business plan models	96 (31)	56 (18)	77 (25)	49 (16)	32 (10)
My university provides peer mentoring on entrepreneurship	143 (46)	50 (16)	22 (7)	47 (15)	48 (15)
My university networks with the industries to inculcate entrepreneurship culture	127 (41)	57 (18)	50 (16)	15 (5)	61 (20)

Source: Field Data (June 2023)

Keys: *n* = 310, **VO** = Very Often, **O** = Often, **S** = Sometimes, **R** = Rarely, **N** = Never, **f** = frequency, and % = percentage.

Data in Table 1 indicate that majority of students indicated Very Often and Often on the provision of academic field trips (66%), projects (72%), problem-solving assignments (62%), group work (65%), modeling entrepreneurs (49%), exhibitions (51%), workshops (48%), business plan models (49%), peer mentoring (62%), and Networking (59%). These data imply that to a great extent the university managers recognize the importance of the mentioned activities as initiatives for fostering entrepreneurial skills, mindset, and intentions among undergraduates in cultivating an entrepreneurship culture and supporting students' entrepreneurial intention for self-employment. The data from this study agree with the previous studies. For instance, Lu et al., (2021), Sri Ramalu, (2020), Zhong (2021), Zaman et al., (2021), Pocol et al., (2022) emphasized the importance of the

mentioned activities in promoting students' entrepreneurial intentions and skills.

**Research Question 2:** What strategies should be used to effectively foster an entrepreneurial culture among undergraduates so that they are ready for self-employment after graduating? An open-ended question was set and given to participants aiming at finding out the effective mechanisms that can be adopted to enhance the cultivation of entrepreneurship culture for the purpose of preparing the undergraduates for self-employment. Data was collected from 27 university managers, 6 lecturers teaching entrepreneurship education, and 6 alumni of 2021/2022 academic year. An open-ended question was used to collect data from 310 final-year undergraduate students. Data is presented with a frequency Table 2 and supported by direct quotes.

**Table 2: Entrepreneurship-related Activities Conducted in Northern Tanzania Universities (n=379)**

<b>Mechanisms for Promoting Entrepreneurship Culture in Universities</b>	<b>Frequency (f)</b>	<b>Percentage (%)</b>
Integrating Entrepreneurship course across university curricula	377	99.2
Hands-on Experiences on skills development	366	96.6
Workshops	342	90.2
Projects	362	95.5
Incubation Centers	308	81.3
Innovation hubs	363	95.8
Start- Up Capital	361	95.3
Mentorship Programs	346	91.3
Soft loans	344	90.8
Financial Literacy	362	90.2
Partnerships	334	88.1
Internships	352	92.9
Field Placements	333	87.9
Mind setting	318	83.9
Collaboration with Industries	384	98.9
Role Modelling	344	90.8
Policy Support	321	84.7
Professional Trainers	363	96.8
Regular Curricula Review	375	98.9

Source: Field Data (June 2023)

Data in Table 2 shows that, among other mechanisms suggested, majority of participants considered Integrating Entrepreneurship course across university curricula (99.2%), Hands-on Experiences on skills development (96.2%), Collaborations with industries (98.9%) and Regular Curricula Review (98.9%) were considered to be the most effective mechanisms for promoting entrepreneurship culture in universities. In supporting integrating entrepreneurship course across university curricula, Lecturer 3 from university C is quoted to have said, “I advise that entrepreneurship course should be offered in our university as a cross-cutting course in all programs and professions so that each student acquires soft and technical skill and be more to help them get” (Interviewed on 22<sup>nd</sup> June 2023). In essence, the lecturer is advocating for a comprehensive approach to teaching entrepreneurship education (EE) that not only prepares students for traditional jobs but also empowers them to explore and create their own opportunities around them. In addition, this statement reflects the belief that (EE) is very important to all students in all disciplines. Overall, the statement underscores the importance of aligning entrepreneurship education with real-world practices and providing students with the skills, experiences, and

mindset necessary to effectively navigate the challenges of starting and running businesses.

Similarly, Head of Department 2 from university C emphasized, “The teaching of entrepreneurship education should be reflected and taught to programs in the universities and be more practical, the government and university managers should ensure that entrepreneurship education is made compulsory to all students at all levels of education” (Interviewed on 23<sup>rd</sup> June 2023). The statement by the Head of Department is suggesting that the government, specifically the Tanzania Commission for Universities, should take steps to make sure that, the National Entrepreneurship Training Framework (NETF) is offered to all students. In essence, the Head of Department believe that entrepreneurship training should be an integral part of higher education to equip students with the skills, mindset, and knowledge necessary to become successful entrepreneurs or to effectively contribute to the business world. These statements from the participants align with previous studies, such as Ogunmola and Olayemi (2020), who recommend making entrepreneurship education compulsory and free for all youths to shift their attention away from traditional employment. Additionally, Rankhumise et al. (2020)



suggest that entrepreneurship should be a compulsory course at the undergraduate level to boost students' entrepreneurial insights. The agreement between the participants' statements and previous research indicates a consensus on the importance of entrepreneurship education in fostering an entrepreneurial culture among students. Therefore, the participants in the study emphasize the importance of entrepreneurship education and advocate for its inclusion in university curricula. Their statements align with previous research, emphasizing the need to make entrepreneurship education compulsory and accessible to students. By incorporating entrepreneurship courses across various programs and professions, universities can equip students with the necessary skills and knowledge to pursue entrepreneurial endeavors.

On Hands-on Experiences on skills development, the participants emphasized the importance of practical skills and experiential learning. The participants in the study highlighted the need for a practical approach to entrepreneurship education. In this regard, Dean 4 from University A emphasized, *"The teaching of entrepreneurship education should be more practical, unlike now, it is more theoretical"* (Interviewed on 24<sup>th</sup> June 2023). The statement is advocating for a change towards a more hands-on and experiential approach to teaching entrepreneurship. This would mean incorporating more practical activities, simulations, case studies, and real-world projects into the curriculum. The goal is to equip students with not only a theoretical understanding of entrepreneurship concepts but also the ability to apply those concepts in practical situations they might encounter as entrepreneurs. This statement emphasizes the importance of practical teaching methods to education. These data agree with previous studies, such as Tufa (2021), which recommends focusing on human capital development and improving self-employment through practical education. Furthermore, Salau and Akambi (2021) conclude that engagement in industrial attachments, vocational skills, workshops, and group projects greatly influences students' mindsets toward entrepreneurial behaviors through skills acquisition and team building. These perspectives are further supported by Sri Ramalu (2020) who found that entrepreneurship internship programs and business incubation initiatives significantly influenced students' entrepreneurial self-employment. These findings suggest that practical skills, such as financial literacy and experiential learning opportunities, contribute to students' readiness for entrepreneurship. The agreement between the participants' statements and previous research emphasizes the significance of experiential learning and practical skills development in entrepreneurship education. Thus, the participants in the study emphasize the need for a practical approach to entrepreneurship education.

With regard to collaboration with industries, Vice Chancellor from University A is quoted to have emphasized, *"Collaboration between universities, industries, and financial institutions is crucial to create an ecosystem that supports entrepreneurship and self-employment of our students upon graduation"* (Interviewed on 24<sup>th</sup> June 2023). This statement underscores the significance of partnerships between different stakeholders in providing a supportive environment for entrepreneurship education. The statement by the Vice Chancellor implies that a successful environment for fostering entrepreneurship requires close cooperation and interaction among stakeholders. Each of these entities plays a specific role in nurturing and sustaining entrepreneurial development. On the curricula, the participants highlighted the need for continuous improvement and evaluation of entrepreneurship education programs. For instance, the Deputy Vice Chancellor from university C said, *"Universities should regularly evaluate and update their curricula to align with industry trends and demands, in so doing, students, regardless of the discipline or specialization will be benefiting from the traits of being an entrepreneur"* (Interviewed on 8<sup>th</sup> June 2023).

In essence, this statement stresses the importance of universities staying current with industry needs, integrating entrepreneurship education, and enabling students from diverse backgrounds to develop valuable entrepreneurial traits that can enhance their success in their chosen careers and having a rewarding career option.

## 5. Conclusion and Recommendations

### 5.1 Conclusion

Based on the findings of this study, it can be concluded that efforts are in place including establishment of an entrepreneurship course as a standalone course in some universities. Moreover, the university members recognize the importance of cultivating skills for the nurturing employability skills of university students. Additionally, the significance of graduates taking entrepreneurship education (EE) as a bridge to employability has been overemphasized. The findings of the study also show that the current universities' curricula are not adequately equipping students for self-employment. Common strategies which exist for promoting EE in the universities include teaching entrepreneurship courses as a separate course and are offered more theoretically.

### 5.2 Recommendations

Based on the findings of this study, the study recommends:

1. The Government: To collaborate with universities, students, and industries regarding planning, preparation and implementing of relevant policies that nurture employable skills.
2. Universities Managers: To allocate enough funds to support technical, experts, assessments and supervision exercised be to enable students get well prepared for the work of work especially for self-employment.
3. To the Courses Instructor/Lecturer: To revise and update existing curricula to ensure they align with the evolving demands of the job market. This can be done by infusing practical, multidisciplinary and real-world experiences into courses to better prepare students for self-employment.
4. To the undergraduates. To take initiatives by participating in entrepreneurship-related activities, workshops, networking events, and seek mentorship from successful entrepreneurs and industry professionals to gain insights and guidance.

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