



Effectiveness of Education Curriculum in Promoting Self Employment among Form Four Secondary School Leavers: A Case of Arusha District Council

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Abstract: *The study assessed the Effectiveness of Education Curriculum in Promoting Self Employment among Secondary School leavers in Arusha District Council. The objectives were to; examine the effectiveness of current secondary education curriculum to support self-employment among Secondary School leavers and to identify the shortcoming of current secondary education curriculum in supporting self-employment among Secondary School leavers in Arusha District Council. Discovery Learning Theory guided the study. The sample size consisted of 97 respondents (82 Secondary School leavers, 6 village executive officers and 10 parents). Convenient, purposive and snowball sampling techniques was used to select the respondents. Descriptive survey design and mixed methods approach were employed. Questionnaire and interview guide were used to collect data. Validity was established through expert judgement. Reliability index($r = 0.860$) was obtained using Guttman Split-Half Coefficient. The credibility of qualitative data was ascertained by involving multiple analysis whereas dependability was established through details reporting of research process. Quantitative data was analysed using descriptive statistics in the SPSS version 25 and results were presented in tables of frequencies and percentages. Qualitative data was analysed alongside research questions. The findings revealed that the curriculum system of education does not prepare the students to acquire skills that would help them for self-employment and competitive international jobs. The study further established that the curriculum was too theoretical rather than practical. The study recommends the need for financial support, improvement of infrastructures and skills in ICT in secondary school curriculum in order to enhance quality education for self-employment.*

Keywords: *Curriculum, Self-Employment, Education, Arusha and School Leavers*

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1. Introduction

Education is considered as a powerful tool for empowering the youth with skills and knowledge essential

for personal and society development (Abdurakhmanova, et al., 2020). Besides increasing skills, formal education also increases the chances for an individual to either be employed or to employ him or herself (Dvoulety, 2018). Due to its importance on personal and national

development, education sector has been marked as a priority in almost all countries in the world (Ouma et al., 2017). Deliberate efforts are being undertaken by governments to ensure that the citizens are provided with quality education. One feature for quality education is its ability to enable individuals to be self-reliant. According to Muleka (2021) the idea of education for self-reliance aims at making one free from economic and cultural dependence on others. Thus, education at all levels should aim at liberating an individual through by providing skills and knowledge which will enable him or her to effectively function in the society.

The ordinary secondary education curriculum in Tanzania runs for four years (from form one to form four) and the average age for students to be enrolled into secondary education is 14-17 years (Abdulrahman, 2018). There are seven core subjects which every student has to study across the four years. These subjects include basic mathematics, Kiswahili language, English language, civics, history, biology and geography (URT, 2017). Other subjects include Physics, Chemistry, Bookkeeping, Commerce and Agriculture, which are studied depending on the school philosophy and students' options. All these subjects are aimed at preparing the students to join the world of work by equipping them with abilities for self-study, self-confidence, self-advancement in new frontiers of science and technology, academic and occupational knowledge and skills (URT, 2015). Thus, after completing secondary education, one is expected to have accumulated academic, social and technological skills which would enable him or her to join the world of work by either being employed by others or self-employed. However, there is no adequate research on whether individuals who complete secondary education have the required skills for self-employment so as to respond to the challenges of unemployment in the country.

According to Leonor (2018), Unemployment among Secondary School leavers and university graduates is now a major problem. For instance, in Tanzania, youth unemployment, especially in urban areas, is alarming (Balvanz, 2019). Due to lack of employment opportunities in the country, Secondary School leavers need to become self-employed for them to earn their living. The issue is how well secondary education has provided them with the necessary knowledge and skills for successful self-employment. Thus, there was a need for a study on the effectiveness of education curriculum in promoting self-employment among Secondary School leavers in Arusha District Council.

1.1 Research Questions

The study was conducted to provide answers to the following research questions:

- i) How effective does the secondary education curriculum prepare Secondary School leavers for self-employment?

- ii) What are the shortcomings of the current secondary education curriculum in enhancing self-employment skills among Secondary School leavers?

2. Literature Review

2.1 Discovery Learning Theory

Discovery Learning Theory was developed by Jerome Bruner (1960). The theory sees learning to be inquiry based whereby learning takes place in problem solving situation where the learner uses his or her own past experience and existing knowledge to discover facts and relationships to be learnt. According to the theory, learners interact with the world by exploring and manipulating objects and performing experiments. This helps the learner to remember the concepts and develop critical thinking rather than rote learning.

The theory calls for teachers and learners to work together on different tasks for effective learning (Dvoulety, 2018). Therefore, the theory upholds that effective learning takes place through a positive interaction between learners and teachers during the teaching and learning process. Furthermore, the theory puts forward that the teachers should allow learners to discover new things by themselves instead of feeding them with everything. Learners should be given opportunities to complete meaningful tasks using a number of activities, including role play and solving real live problems. By emphasizing the importance on active involvement of learning in the teaching and learning process, the theory calls for teachers to use learner centered pedagogy while teaching.

2.1.1 Application of the Theory to the Current Study

The theory is relevant to the current study because it emphasizes the application of learner centered pedagogy that will enable the learners to discover different skills which will enable them to be well adapted in their environments and thus that the skills and knowledge learnt in school can be applied in real-life situation. Therefore, the theory helped the researcher in determining whether secondary education curriculum enabled the Secondary School leavers to be skilled on self-employment.

2.2 Contribution of the Current Secondary Education Curriculum for Self-Employment

In Australia, Jackson and Bridgstock (2021) conducted study to investigate what actually works to enhance graduate employability. The study found out that embedded and extra-curricular internships, as well as

extra-curricular activities were considered more useful for gaining experience and skills and believed to be important for enhancing employability among graduates. The study by Jackson and Bridgstock (2021) showed positive effect of embedded and extra-curricular internships and extra-curricular activities. That means, curriculum should consist of such activities that will help students to gain experience and skills which are very important to make them employ themselves after graduation.

In the early 2000s Tanzania reformed her curricula at primary, secondary and teacher education levels in order to provide education that prepares individuals who can fit into today's world of work and who can cope with the rapidly growing socio-economic, scientific and technological developments, which are taking place at global, regional, and national levels (Ministry of Education and Vocational Training (MoEVT, 2007a, 2007b). This reform involved a change from content-based teaching to be underlined by a shift in paradigm from traditional to a more progressive view of education. The traditional view, which underpins content-based curricula) focuses on knowledge acquisition as the main goal of education. This view leads to a classical concept of knowledge as school-based or discipline-based, and does not insist on the integration of school knowledge and real life situations.

In Tanzania, Mayega (2020) conducted study to explore stakeholders' views of vocational education and training in promoting diverse job skills to Secondary School leavers in Tanzania: A case of Dodoma Municipality. The study revealed out that current secondary school students were completing form four education with hardly any skills or competences for life application. Moreover, it also revealed out that students were dissatisfied with the on-going academic based-curriculum which did not meet their needs and interests. The study also concluded that vocation education and training subjects are needed in secondary school curriculum since the current education system has failed to equip students with diverse job skills that could make them compete in the world of work.

Wandela (2020) conducted a study to explore students' perception of higher education in selected universities in Tanzania. The study employed mixed research approach whereby data were collected from 53 respondents through questionnaire and interview in which purposive sampling technique was used to select sample. The study revealed that the education system does not provide students with the opportunity to develop critical thinking skills and originality important for employing themselves.

2.3 Shortcomings of Educational Curriculum in Guiding Secondary School Leavers for Self-Employment

Mahmood & Aziz (2018) conducted a study to analyse curriculum development process at secondary level:

Analysis of existing situation in Pakistan and proposing a model. The study employed quantitative research design using cross-sectional survey design whereby data were collected from 2200 respondents through using questionnaire, in which stratified random sampling technique was used to select the sample. The study revealed that curriculum was not based on the ideology of the country and students' abilities. Furthermore, the study revealed that adequate resources were not provided for the implementation of the curriculum.

Haryani et al., (2021) conducted a study in Indonesia to analyse teachers' resources for integrating the skills of creativity and innovation, critical thinking and problem solving, collaboration, and communication in science classrooms. Data were collected from 28 respondents through interviews and focus group discussion. The study found out that science subjects were integrated with learning skills and innovation. Mahmood & Aziz (2018) also found out that teachers use multiple resources to help them prepare for implementation of the skills of creativity and innovation, critical thinking and problem solving, collaboration, and communication into teaching practices, including various professional development (PD) programs, various teacher collaborations, curriculum guidelines, and open resources. The study conducted by Tugaraza (2015), with all of this considered, Tanzania has become one of the most progressive nations in Africa to implement special needs policy. Their policy on Disability as of 2012 emphasized that educators should be well versed on identifying students' developmental needs and being able to create a curriculum and classroom setting that is inclusive. The study by Haryani et al., (2021) showed Indonesian curriculum, all science subjects were integrated with skills of creativity and innovation which have positive effect on youth to be creative and have skills that help them to employ themselves after graduation.

Baghdady & Zaki (2019) conducted a study to explore secondary education governance in sub-Saharan Africa. The study adopted library research method whereby data were collected through reviewing different related articles and reports. The study found out that lack of funding, lack of necessary infrastructure in rural areas, lack of enough qualified and motivated teachers and education officers, the difficulty of implementing and institutionalizing effective accountability systems and the need for constant monitoring and evaluation were the reason for poor governance of education system. As Bertram (2012) explains, generally speaking, policy makers and government officials tend to conceive policies as a set of rational activities and assume that these are correctly implemented, whereas academic researchers may be more concerned with issues like complexity, re-interpretations or contradictions.

Catherine and Mkulu (2022) conducted a study to examine contribution of secondary education towards economic growth in Ngara District in Tanzania. The study adopted

mixed research approach using convergent parallel design whereby data were collected from 113 respondents through questionnaire and interview, in which both probability and non-probability sampling technique were used to select sample. The study found out that current secondary education curriculum do not provide practical application of the knowledge gained in classrooms that help students to possess creative and innovative skills.

3. Methodology

Descriptive survey design and mixed methods approach were employed. Questionnaire and interviewguide were used to collect data. Total population of 4335 that is, 2756 Secondary School leavers, 67 village executive officers and 1512 parents was targeted. The selection of sample was based on the Yamane (1967) formula of sample size which states: $= \frac{N}{1+N(e)^2}$
 Where: n= required sample size N=total population e= margin error (0.1 or 10%).

$$\text{Therefore: } n = \frac{N}{1+N(e)^2}$$

$$n = \frac{4335}{1 + 4335(0.1)^2}$$

$$n = \frac{4335}{1 + 4335 (0.01)}$$

$$n = \frac{4335}{1 + 43.35}$$

$$n = \frac{4335}{44.35}$$

$$n = 97.74 \approx 98$$

The total sample size was 98

Therefore, the sample size for the study consisted of 82 Secondary School leavers, 6village executive officers, and 10 parents selected from Arusha district council. The sample was representative of the population as suggested

by Denscombe (2014) that a sample of 20% cases and above can be representative in a descriptive study. Convenient, purposive and snowball sampling techniques as shown in table 1 were used to select the sample size.

Table 1: Sample Size Frame

Respondents	Target Population	Respondents Participated	Sampling Procedures
Form-four Leavers	2756	82	Snowball Sampling
Village Executive Officers	67	6	Purposive Sampling
Parents	1512	10	Convenient Sampling
Total	4335	98	Snowball, Convenient and Purposive

Source: Researcher, 2022

Validity was established through expert judgement while reliability was determined using spilt-half technique and reliability index, $r = 0.860$ was obtained using Guttman Split-Half Coefficient. The credibility of qualitative data was ascertained by involving multiple analyses whereas dependability was established through details reporting of research process. Quantitative data was analysed using descriptive statistics in the SPSS version 25 and results were presented in tables of frequencies and percentages. Qualitative data was analysed by content analysis alongside research questions.

4. Results and Discussion

Discussions of the findings were based on research objectives as follows:

4.1 Effectiveness of the Current Secondary Education in Supporting Self-employment among Secondary School leavers

The researcher asked participants (form four Secondary School leavers) to indicate whether the current curriculum is relevant for self-employment to ordinary level student leaders in Arusha District Council. The summary of the findings are presented in table 2.

Table 2: Quantitative Results Effectiveness of the Current Secondary Education Curriculum in Supporting Self-employment among Secondary School leavers

Effectiveness of the Current Secondary Education curriculum	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	f	%	f	%	f	%	f	%	f	%
Equips leavers with skills needed in today's economy	5	6.0	6	7.3	12	14.6	33	40.2	26	31.7
Education equips leavers with skills which assure their job positions	17	20.7	13	15.8	19	23.1	23	28.0	10	12.1
Most of leavers are now employed in different companies	21	25.6	26	31.7	11	13.4	12	14.6	9	10.9
Prepares leavers for adult life	19	23.1	22	26.8	20	24.3	11	13.4	10	12.1
Helps leavers to engage in proper mastering business skills	16	19.5	16	19.5	25	30.4	15	18.2	8	9.7
Leavers are competent enough to receive satisfactory wages and salaries	8	9.7	10	12.1	10	12.1	22	26.8	20	24.3
Enhances Leavers with skills which enable them to compete in the international labour market	2	2.4	4	4.8	5	6.0	33	40.2	30	36.5

Key: "f" stands for Frequency, "%" stands for Percentage

Source: Field data (2022)

The results in table 2 indicate that the majority of participants found that curriculum system does not effectively equip Secondary School leavers with skills needed in today's economy for self-employment. From the respondents, the results demonstrated that the curriculum system implemented in secondary schools contributes in creating a large number of dependants in the country. Numerically, the results demonstrated that 11(13.3%) of the respondents agreed with the statement, 12(14.6%) of the respondents were neutral while 59(71.9%) disagreed with the statement. According to the findings, it clearly shows that curriculum system of Tanzania education does not prepare the students to acquire skills that would help them to cope with today's economy, since it is memory oriented rather than skill oriented. These are supported by Catherine & Mkulu (2022) on the study to examine contribution of secondary education towards economic growth. The study also found out that there was low contribution in education achieved in secondary by Secondary School leavers which cannot cater for their economic income. The knowledge achieved

is limited to practical implementation of the knowledge gained in the classroom hence it does not equip secondary school leavers with skills needed in today's economy.

The findings show that for most secondary school four leavers, education doesn't equip them with skills which guarantee them employment in the competitive world today. Some of the Secondary School leavers who are employed are not competent in discharging their duties in their job position even if they are employed. These are in line with Mayega (2020) who conducted a study to explore stakeholders' views of vocational education and training in promoting diverse job skills to Secondary School leavers in Tanzania. The study revealed that current secondary school students were completing form four education with hardly any skills or competences for life application. Moreover, it also revealed that students were dissatisfied with the on-going academic based-curriculum which did not meet their needs and interests. The study also concluded that vocation education and training subjects are needed in secondary school curriculum since

the current education system has failed to equip students with diverse job skills that could make them compete in the world of work.

In addition, the findings show that 21(25.6%) of the respondents strongly agreed that most of the secondary school leavers are now employed in different companies, 26(31.7%) of the respondents agreed with the statement, 11(13.4%) were neutral while a total of 21(25.6%) held contrary opinion. The nays observed that those employed in different companies did not have basic skills in their field but they relied upon the company for further training. This finding is supported by Wandela (2020) who found that education system in Tanzania does not provide students with the opportunity to develop critical thinking skills and originality, which are important for self-employment. At ordinary level, the situation is not better because the curriculum emphasizes theory than practical skills.

On the sub-item education prepares secondary school leavers for adult life, a total of 41(49.9%) of the respondents agreed, 20(24.3%) were undecided, 11(13.4%) strongly disagreed and lastly 21(25.5%) disagreed with the statement. The respondents mentioned that form four Secondary School leavers learnt adult life after completing secondary school education largely due to personal experience. This is done through the community teaching different cultural practices that have positive impacts toward mastery of adult life (MoEVT, 2017). The curriculum system in Tanzania ordinary level, to a less extent, increases students' awareness, creates self-employment, increases innovation, enhances development, reduces crime and immorality and reduces poverty. To expound it further, Mahmood & Aziz (2018) conducted a study to analyse curriculum development process at secondary level. The study revealed that curriculum was not based on the ideology of the country and students' abilities. Moreover, the study revealed that resources were not provided for the implementation of the curriculum. Furthermore, the study revealed that, most of Secondary School leavers acquire life skills and knowledge after leaving the school since the education curriculum lacks sufficient skills and knowledge to curb the life challenges, especially economic situation.

Additionally, 16(19.5%) of the respondents agreed, 25(30.4%) were neutral, 15(18.2%) of the respondents strongly disagreed and 8(9.7%) disagreed that education helps leavers to engage in proper business mastering skills. Mastery of business skills among Secondary School leavers are more assisted in curriculum system through business subjects like book keeping and commerce. However, few students select these subjects in secondary school. Those who have selected the subjects do not give it the serious attention required for self-employment after school. This finding is in agreement with Hargreaves (2011) that reported Business subjects in school are pivot on skills development in students. For example, the teaching of Agricultural Science, Music, Physical

Education, fine Arts and Business studies were important to empower students in school on variety of skills in order to develop independent living skills. Mba, et al., (2020) concur with the findings in a study conducted to assess re-modelling curriculum in business education for gainful self-employment. The study established that business education curriculum should be practical and ICTs - based as this will be a solution to unemployment and poverty.

Secondary school leavers are competent enough to receive satisfactory wages and salaries received a total approval rating of 18(21.8%) while those who held contrary opinion were 42(51.1%). Only 10(12.1%) of the respondents were undecided. The respondents lamented that their wages were meagre and not commensurate with the current inflation. Through this, it clear that the school curriculum does not prepare the leavers to be competent enough to receive satisfactory wages and salaries. The school system did not prepare Secondary School leavers for better remuneration when employed. To say the least, the employers also do not value the knowledge possessed by Secondary School leavers while giving wages and salaries. These are in line with Baghdady & Zaki (2019) who found out that lack of funding, lack of necessary infrastructure in rural areas, lack of enough qualified and motivated teachers and education officers, the difficulty of implementing and institutionalizing effective accountability systems and the need for constant monitoring and evaluation were the reasons for poor governance of education system. The study further reported that, these difficulties in implementing secondary school curriculum make Secondary School leavers to receive unsatisfactory wages for self-employment; therefore most of them remain dependants.

On the statement education enhances secondary school leavers with skills which enable them to compete in the international labour market, 6(7.2%) of the respondents disagreed, while 5(6.0%) of the respondents were undecided. However, 66(76.7%) of the respondents disagreed. High number of respondents disagrees with the statement because the system does not prepare the students to work effectively in international jobs and vacancies. In Arusha District Council, the researcher found that many Secondary School leavers graduated at ordinary level secondary education are unable to compete in the international labour market. The situation causes them to suffer from unemployment because they are not able to engage in different microeconomic activities in the district and beyond. To put it in the right context, Hoxhaj (2018) found that unemployment was caused by youth's failure to bridge the gap between the labour market requirement and the skills acquired in school. In addition, during the interviews on the Effectiveness of the Current Secondary Education Curriculum in Supporting Self-employment among Secondary School leavers, local leaders and parents pointed out that;

“Although the current curriculum is too theoretical and does not help student to be

innovative and creative, it has some positive aspects for the Secondary School leavers. Such aspects are sources of knowledge among the children, promoting cultural heritages and source of good moral values in the society. However, students employment when they complete school is a question of how they put into practice different skills such as reading, writing & counting and ability to develop self-confidence especially in order to compete fairly with others in the global market” (personal interview, 25th May, 2022).

Therefore the information obtained while collecting qualitative data from local leaders and parents suggest that the current curriculum is not entirely bad. It has some good aspects such as reading, writing and counting skills. In as much as it requires some improvements, the good aspects should be retained. In support of the finding, Datzberger (2018) argued that secondary school curriculum, was not

attuned to the needs of the local economy and, in its present form, also not designed in a manner to provide useful employment skills. The study reported that, secondary education curriculum provide most of the learners with aspects of history and basic skills but it lacks the important knowledge and skills for self-employment among Secondary School leavers.

4.2 Findings on the Shortcomings of the Current Secondary Education Curriculum in Enhancing Self-Employment Skills among Secondary School leavers

The researcher investigated the shortcomings of the current secondary education curriculum in enhancing self-employment skills among Secondary School leavers in Arusha District Council. The summary of the findings are presented in table 3.

Table 3: The Shortcomings of the Current Secondary Education Curriculum in Enhancing Self-employment Skills among Secondary School leavers

Shortcoming of Secondary Education Supports Employment to Secondary School leavers	Strong Agree		Agree		Neutral		Disagree		Strong Disagree	
	f	%	f	%	f	%	f	%	f	%
Education is too theoretical rather than practical	43	52.4	30	36.5	9	10.9	0	0.0	0	0.0
Poor learning environment and facilities	23	28.0	31	37.8	19	23.1	5	6.0	4	4.8
Learners acquire partial required knowledge	21	25.6	26	31.7	11	13.4	12	14.6	9	10.9
Education does not meet the requirements of the fast growing science and technology	50	69.9	20	24.3	10	12.1	1	1.2	0	0.0
Education prepares job seekers and not job creators	32	39.0	22	26.8	26	31.7	1	1.2	1	1.2
Business education is not given enough priority in secondary school curriculum	29	35.3	19	23.1	21	25.6	11	13.4	2	2.4
Mismatch between learning activities and the needs of the labour market.	40	48.7	30	36.5	10	12.1	2	2.4	0	0.0

Source: Research Field (2022)

Education is too theoretical rather than practical received approval as follows; 43(52.4%) strongly agreed, 30(36.5%) agreed, 9(10.9%) were neutral. It is important to note that none of the respondents voiced their opinion to the contrary. From the foregoing, it is crystal clear that

indeed the current education system is majorly theoretical with little practical if any. The findings showed that the curriculum of secondary education prepare Secondary School leavers to be employed simply because it is theoretically oriented. It prepares the Secondary School

leavers to memorize but not to practice. The government, together with other stakeholders should prepare ordinary curriculum based on practically oriented skills.

On poor learning environment and facilities, the study found that environmental condition is not favourable for learning and teaching activities in secondary ordinary level. In fact, the researcher was informed of congestion of students in schools, inadequate infrastructures and dilapidated facilities. All these negatively affected the learner's ability to acquire right skills needed in the contemporary society today. The findings are in agreement with study by Makunja (2016) who found that, teachers faced a variety of challenges which impeded on effective implementation of teaching and learning. Therefore educational planners should ensure that areas planned for construction of schools should be spacious enough to accommodate rooms for life skills necessary for self-employment.

In addition, on learners acquire partial knowledge, was strongly supported by 21(25.6%) of the respondent, 26(31.7%) of the respondents agreed, 11(13.4%) were neutral with the statement while 12(13.4%) indicated strongly disagree and the last 9(10.9%) disagreed with the statement. The findings from Secondary School leavers especially in Arusha District Council painted the picture that students acquire partial knowledge which is not adequate to help them cope with the life after completing secondary schools in case of lack of employment. They fail to be innovative and creative in their surrounding environment to engage in different economic activities. The current education system does not meet the requirements of the fast growing science and technology was strongly supported by 50(60.9%) of the respondents, 20(24.3%) agreed while 10(12.1%) were neutral. The development of science and technology in today's world requires serious review in the education provided to the students. In short, education curriculum in Tanzania doesn't meet the demand for science and technology (Brocco and Giorgio, 2016). Consequently, it prepares jobless and complainants from four Secondary School leavers for the simple reason that the curriculum is outdated and does not withstand today's demand. During interviews, local leaders observed that, it is time for curriculum review in secondary school ordinary level education.

Moreover, another statement provided by the researcher to the respondents was on business education. After assessing the knowledge of Secondary School leavers, the researcher observed that Business education in secondary school curriculum system does not emphasis much on business knowledge. Many students do not like to study these subjects since it has low motivation. There is a general believe that initiating business requires big capital which most Secondary School leavers do not have. The government together with ministry of education and vocational training should take into consideration the need

to make students motivated to study business subjects. This is supported by Wandela (2020) who noted that, not only secondary education curriculum but also higher education is too theoretical that does not help student to be innovative and creative such that students are incapable of competing in business and entrepreneurship which are the major activities for self-employment.

Lastly, regarding mismatch between learning activities and the needs of the labour market, 40(48.7%) strongly agree with the statement, 30(36.5%) agreed, 10(12.1%) of the respondents were neutral and 22(2.4%) strongly disagreed. System of education in Tanzania did not prepare the beneficially to meet the demands of labour market especially international labour market. In agreement with the findings, Cobbold (2017) reported the reasons for the failure of an educational program include lack of appreciation of the implication of phenomenon of curriculum implementations as well as pre-implementation preparation by both experts outside the schools system and educators. Therefore, learning outcomes should match with the needs of labour market in order for the education curriculum to be relevant.

The respondents remarked that secondary school curriculum should consider entrepreneurship skills. In this regard, 37(45.1%) of the respondents mentioned that in order to promote self-employment among Secondary School leavers, the curriculum should be Competence based, 57(48.7%) of the respondents highlighted that curriculum should be based on practice rather than theoretical to emphasis more learning by doing rather than learning by memorizing. In agreement with the findings, Malik (2018) in a study conducted in Indonesia revealed out that curriculum should focus on themes and students should tackle issues collectively instead of teaching subjects in isolation and focusing on the mastery of contents.

Moreover, 40(48.7%) of the respondents mentioned that secondary school curriculum should implement knowledge in agriculture as a major economic activities practiced in Tanzania. The national statistics show that more than 80% of the country's population depend on agriculture. Consequently, the respondents observed that the curriculum should encourage agricultural activities. In addition, 43(52.4%) of the respondents mentioned that secondary school education should be based on establishments of Projects, different projects like vocational project to make sure students are more productive after leaving secondary school. The last group of 41(50.0%) of the respondents remarked that curriculum should be based on innovation;, meaning innovation should include the improvement of science and technologies as a mother of innovation and discoveries.

5. Conclusion and Recommendations

5.1 Conclusion

The findings expounded that the current curriculum does not meet the demands of Secondary School leavers since it is more theoretical rather than practical, poor learning environment and facilities, learners acquire partial required knowledge and education does not meet the requirements of the fast growing science and technology. Similarly, the study established that education prepares job seekers and not job creators, business education is not given enough priority in secondary school curriculum, there is mismatch between learning activities and the needs of the labour market, increase dependent and curriculum does not match with world market. Consequently, curriculum does not prepare students to be self-employed. All these cause underdevelopment among the Secondary School leavers.

Basing on the findings, it was found that there is a need of curriculum reforms so as to prepare students to be self-employed. The current curriculum should be updated with the world of science and technology. It should emphasize more in learning by doing. It should focus on entrepreneurship skills, innovations, comprises and focuses on business subjects and science subject should be given priority. However, even for arts subjects, a favourable curriculum would pave the way for gradual mind revolutions among the Secondary School leavers in Tanzania.

5.2 Recommendations

The Ministry of Education and Vocational Training should work out in making changes in current curriculum to cope with the world of science and technology because today's world is the world of innovations and discoveries. Computer skills and information technology should be considered in the curriculum. This may help the Secondary School leavers to be self-employed and reduce youth unemployment. Furthermore, agriculture, business, entrepreneurial and innovative skills should be prioritized in the curriculum. Entrepreneurship and encouraging income-generating activities in schools is the best practice in enhancing entrepreneurship education in secondary schools.

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