
**BRIDGING SECONDARY SCHOOL INSTRUCTION TO REAL-LIFE SETTINGS
THROUGH ENTREPRENEURIAL INSTRUCTIONAL APPROACHES**

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ABSTRACT

Tanzanian educational policy regards secondary education as a strategic weapon in fighting against poverty. This means that classroom instructional practices should equip learners with the knowledge and skills that could be useful in their lives. This article assessed the role of classroom teaching and learning methods in inculcating entrepreneurial related knowledge that could be helpful and applicable to learners' real-life situations.

A semi-structured interview was purposely done with Agricultural Sciences, Biology, and Civics subjects' teachers in ten ward secondary schools in the Mvomero district in Tanzania. Besides, focused group discussion was conducted with secondary education leavers to assess how both teaching and learning methods play the role of inculcating entrepreneurial related skills and knowledge to learners.

The study shows both teaching and learning practices employed in secondary schools do not inculcate entrepreneurial related skills and knowledge, and thus, school knowledge does not help fight against poverty. Although the findings revealed the importance of entrepreneurial methods in imparting skills and knowledge in fighting against poverty, resources scarcity was noted as a setback for implementing entrepreneurial approaches. To address the instructional resources scarcity, the study suggests in-service training for teachers to equip them with the knowledge of integrating entrepreneurial skills in the teaching and learning process. The study recommends teachers to be motivated because well-trained and motivated teachers are likely to address instructional- resources scarcity by improvising the locally available resources.

KEYWORDS: Entrepreneurial teaching methods, Poverty reduction, Education policy, Secondary education, Tanzania

1. INTRODUCTION

The Tanzanian educational policy regards secondary education as a strategic weapon in fighting against poverty because the knowledge and skills imparted are useful in development [1]. For this case, classroom instructional practices should equip learners with the knowledge and skills that could be useful in their livelihood. This article assesses the role of school instructional approaches in building entrepreneurial related knowledge to learners that could be helpful and applicable to learners' real-life settings. Studies [2] affirm entrepreneurship in general education, such as secondary education, could

not be taught as a professional subject but rather a teaching method. The present article examines whether the teaching and learning approaches employed in secondary education in Tanzania inculcate entrepreneurial skills to learners as the policy stipulates.

The entrepreneurial instructional methods in secondary education aim to broaden learners' skills and knowledge [3], [4] that could be applicable in real-life situations. In science and mathematics, for example, [5], the teaching and learning methods that bear the features of entrepreneurial teaching approaches develop mathematical and scientific literacy to students that could be transferable to various real-life practical situations. Literature [5], avowed interactive and learner-centred pedagogy; case studies; games simulations; experiential learning; extensive use of visual aids and interactions with entrepreneurs as instructional methods that develop the creative, innovative and independent mind to students. These methods promote problem-solving, self-discovery, help students to understand how [5], and thus develop the capacity to transfer the school knowledge in real-life situations.

Traditionally, researches on entrepreneurship education have been focusing on higher education [6] because students are heading to the labour market, and thus the main objective is on business creation [7]. However, pedagogically oriented proponents argue that entrepreneurship education should be taught in lower education levels as pedagogy. This could be done by integrating entrepreneurship education in all school subjects, and the objective should be personal development rather than a career or profession [8]. The teaching and learning methods should orient learners to have a sense of responsibility and ownership for the learning process [9]. The methods should be practice-based, highlighting reflective action [10], [11] and learners should work on real and challenging activities that are novel and meaningful [12]. Once learners actively engage in meaningful activities, they could develop a sense of initiative, creativity, and pro-activity. It is the citizens of this kind who would thrive in uncertainties occurring in their immediate environments.

The focal point of entrepreneurial education in schools is to develop personal skills for children so that they could fit into a variety of contexts. This could be achieved by promoting active learning through enterprise pedagogies [13]. The pedagogies emphasize entrepreneurship as the teaching approach rather than a business concept. They aim to develop enterprising characters and skills that can be used in several contexts [14], such as self-employment or being employed. The methods embrace creativity, vocational skills, problem-solving, cooperation, risk-taking, and opportunity creation [14], [15]. Besides, the teaching and learning should be connected to real-life by collaborating with the surrounding community.

Moreover, the entrepreneurial approach to teaching and learning focuses on upbringing, motivation, knowledge, socialization, formation [16], personal initiative and risk-taking. Teaching and learning focus on developing certain individual qualities that do not necessarily focus on business creation [17], [18]. The entrepreneurial approach to teaching regards the learner to be active in her/his learning. This is when personal features such as knowledge, skills, and abilities are the basis for directing the learning

process. The features lead to the development of inner traits such as creativity, dynamism, pro-activity, analysis, and cooperativeness [16] that enable the learner to be flexible in planning, goal-setting, and monitoring of progress. Entrepreneurial instructional methods reinforce the application of the learned knowledge and emphasize its relevance to learners' life and the community at large. This approach prepares learners to be open-minded, innovative, and problem solvers.

Concerning the current situation of having the majority of students who exit formal education at secondary education level in Tanzania, the study intends to be informed with the kind of classroom instructional practices that could enable students in levels such as secondary education to be equipped with life relevant skills and knowledge. Studies [19], [20] acknowledge that less than four per cent of youths in Tanzania get access to tertiary education and vocational training institutions. This means that the majority of the youths do not have access to vocational training, and thus, secondary education plays the role of equipping learners the skills and knowledge that could be useful in real-life settings. The present article examines whether the teaching and learning methods employed in secondary education in Tanzania inculcate entrepreneurial skills to learners.

1.1 Theoretical underpinnings

Entrepreneurial instructional methods are constructivists' in nature as they advocate active learning that develops a sense of initiative, creativity, and pro-activity [9]. Constructivists such as Bruner [21] avow learning as an active process that involves selecting and transforming information, decision-making, generating hypotheses, and making meaning from information and experiences. Active learning happens when learners are given the opportunity to construct new ideas. Likewise, entrepreneurial instructional approaches regard the learner to be active in her/his learning. The methods advocate personal features such as knowledge, skills, and abilities as the base for directing the learning process [16]. They are practice-based highlighting on reflective action [10], [11] that orients learners to work on real and challenging activities that are novel and meaningful [12]. The practice of entrepreneurial instructional methods, therefore, embraces constructivism theory.

2. Materials and methods

The population for the study comprised of secondary education teachers and secondary education leavers working in informal sectors in the Mvomero district in Tanzania. Agricultural sciences, Biology, and Civics subjects' teachers were purposely selected in ten ward secondary schools. The subjects were purposely chosen as their contents are directly linked to learners' real-life settings. A focused group discussion was conducted with secondary education leavers, while semi-structured interviews were done with teachers. The collected data were analyzed through content analysis. Quotations have been included to make sense of the data at hand.

3. Findings and discussions

3.1 The importance of entrepreneurial knowledge to school youths in Tanzania

Seventy-five percent (75 %) of Tanzania's economy is occupied by the informal sector [22]. Having such an economic structure, it is crucial to provide entrepreneurial related knowledge to the formal education system that the majority pass through. The life relevant education should promote an entrepreneurial mind for young people so that they could face the crosscutting issues as the policy of education stipulates. The entrepreneurial mind's cultivation is beneficial to youth [23], [24] as it has been associated with employment creation. Moreover, a study [25] asserts that societal and economic challenges could be mitigated by people with more entrepreneurial behaviour. In line with the literature, teachers who were involved in the study affirmed entrepreneurial knowledge as very important to students' life.

Being a multicultural country with a diverse social and economic background, entrepreneurial education is crucial for students in Tanzania as they would be empowered with the knowledge that could be applicable in their life. "Classroom instructional approaches should equip learners with an entrepreneurial mind that could enable them to think creatively and innovatively" Teachers noted the need for entrepreneurial instructional approaches as a means for addressing the challenge facing youths (more than 80 percent) who miss the opportunity to join further studies yearly. Cultivating the entrepreneurial mind to students in school teaching could help them to participate fully in the development process once they join the world of work and thus make youths more responsible in their own life, communities, country, and the globe at large.

3.2 The role of entrepreneurial instructional approaches in building learners' real-life settings skills

According to Tanzania's economic nature, providing entrepreneurship education to youths is vital as [22] avowed the informal sector occupies 75% of the country's economy. This means that most people in the country depend on the informal sector to sustain their livelihood. Seeing the informal sector's vital role for the country's development, the policy affirms to prepare students who could be able to solve social-economic challenges occurring in their societies [26]. This could be possible if students would be equipped with entrepreneurial related skills and knowledge during their schooling.

Concerning the secondary education curriculum key learning areas, secondary education leavers in Tanzania are expected to be productive, creative, innovative, entrepreneurial and address social-economic challenges in their immediate environment and the country at large [26], [1]. However, the study shows that secondary education leavers are not competent and innovative in their livelihood because what is being taught at school does not reflect real-life settings. Study respondents emphasized that an entrepreneurial approach to teaching could link school knowledge and real-life situations. The study respondents noted that instructional methods that enable the learner to understand the knowledge and connect with her life are likely to produce students who could be responsible, flexible, and adaptive to the life they would live. Pointing to the negative consequences of instructional methods that are currently dominating secondary education classroom teaching and learning, teachers avowed the irresponsible habits and lack of enthusiasm for manual work among secondary education leavers as the result of lack of entrepreneurial spirit in their mind.

The lack of entrepreneurial instructional approaches has resulted in the production of graduates who regard themselves as more special than the community members who did not attend secondary education. Even though they missed the opportunity to join further studies, it is very hard for them to adjust their livelihood. "Recently, about 98 percent of suburb centers in Tanzania are occupied by jobless and irresponsible youths who are the product of teaching methods that did not prepare them to be problem solvers, creative and flexible" The image which graduates are portraying is the result of instructional approaches which emphasize more on facts and thus disconnect school knowledge from life. They would have developed an independent, creative, and practical reasoning spirit aligned with societal values if they were exposed to entrepreneurial learning approaches [16]. Moreover, they would have been responsible for their lives and their societies [18] and thus, school education would not only be meaningful but also connected to students' life outside the school system as one secondary education leaver noted; "If classroom learning had linkage with the social and economic context, I would have developed relevant knowledge and skills to the livelihood I am pursuing"

The secondary education curriculum aims to prepare students who could fit in the society [1] and specifically to be equipped with social, economic, career, and life skills by being entrepreneurs, creative, innovative, productive and to address evolving challenges in their societies and the country at large [1]. The production of creative and innovative learners who could use their knowledge to work out with challenges in the process of development could be possible if the entrepreneurial approach to teaching and learning could be practised. The entrepreneurial approach to teaching builds students' capability to reflect and understand the content and apply it in relevant contexts. This means the teaching and learning process should enable students to see the practical side of school knowledge and enable them to develop the knowledge and skills that could become tools for life, business and carrier [27].

The entrepreneurial approach to school instruction is likely to address a large number of secondary education students who mark their end of education at such a level. Literature [28]-[31] noted many youths being upset because they are neither prepared enough for further studies nor equipped for social integration and the world of work. This causes employers to face challenges in recruiting flexible and productive workers. Similarly, Tanzania is experiencing a poor transition rate from ordinary secondary education to further studies [32]. Adopting an entrepreneurial approach to teaching could develop students with critical skills necessary for life as one secondary education leaver noted; "The school teaching and learning should practically reflect learners' livelihood context by conducting real-life related projects"

The integration of social-economic aspects that could be directly applicable by learners' in their life could produce competent secondary education leavers in the world of work and could be easy for the employers to recruit flexible and productive workers. Teaching and learning, which emphasizes more on knowledge application/usefulness, are likely to address the current problem of having a big number

of jobless youths waiting for white-collar jobs of which they do not qualify for. Concerning the above observations, it is crucial for school instructional practices to rely on approaches that could promote students to think beyond the classroom context. This could thus address the current situation of having many graduates who are irresponsible in their societies and reluctant to do manual jobs.

3.3 Teachers' Practice and readiness to use entrepreneurial instructional approaches

The entrepreneurial approach to teaching inculcates knowledge, skills, and values [16] that are crucial for students to become responsible citizens. Having responsible youths has been associated with a positive impact in development as the United Nations views youth as agents, beneficiaries, and victims of significant societal changes [33]. Secondary education as the level that absorbs the majority of youths in Tanzania is the right level to instil life-related skills because most do not go for further studies. Being the concern of the present study, the findings show those youths who are working in the informal sector lack life-related knowledge as there is a disconnection between school knowledge to the livelihood they have been pursuing.

The study shows the classroom instructional practices in secondary education have no connection with life because they encourage memorization of facts. Thus, they do not inculcate entrepreneurial knowledge to students. It is, therefore very hard for the students to have entrepreneurial knowledge and entrepreneurial spirit as well. As noted by teachers, traditional instructional methods that rely on facts memorization have been acting as a limiting factor for students to acquire the knowledge which could be applicable in their livelihood. The traditional pedagogies are not effective in promoting entrepreneurial features [34] and do not bring real-life experiences into the classroom [7].

"Though I studied agriculture at school, the learning methods I used were based on memorizing the facts for the sake of reproducing in the examinations" According to the observations above, teaching and learning should enable students to become problem solvers and critical thinkers in real-life settings.

An educational system that aims at inculcating life-related skills to its students should focus more on promoting critical thinking. This means the teaching methods should promote creativity to prepare learners to be innovative in their livelihood. Study [7] affirms entrepreneurship education instructional methods should lean on a social constructivist view by letting students be active participants in learning practice. In this case, students should connect the learned materials with prior experiences, work independently and interact with peers/teachers [7]. Moreover, the learned materials should have strong connections with the world of work [7]. The literature relates with the study findings in which teachers proposed school teaching and learning to be connected to life.

"The instructional methods should promote students to reflect their real-life in connection with what is learned at school"

Although currently there are limited studies on how entrepreneurship education could be best taught, studies [35]-[38] argue that entrepreneurship instruction need not only knowing, and talking, but also involving application such as using, thinking, relating, and acting. Moreover, studies [35]-[38] suggest entrepreneurship teaching and learning that expose students to life-related knowledge by; reflective practice, where learners would have the chance to think and understand the learned materials; design-based thinking and learning, where learners are nurtured to create opportunities and view things from contemporary perspectives; and employing games and simulations to reflect the real world from the virtual world point of view. They highlighted the significant role of reflection when working out with problems and coping with uncertainties and the importance of practice in developing the knowledge base and intensifying learning.

Based on constructivist ideas, Hynes [39] categorized the teaching and learning approaches in entrepreneurship education into instructive, discovery, and skills building methods. She noted the importance of instructive methods such as lectures are to fulfil cognitive purposes and to help learners to grasp and analyze diverse data while experiential and discovery learning represents discovery methods. Skill-building methods are active participation in group discussions, presentations, and simulations. Contrary to what was suggested by Hynes, the teaching and learning methods in secondary schools in Tanzania rely on didactic methods. Neither discovery nor hands-on teaching and learning methods are being practiced in the teaching and learning process. This reminds the policymakers and particularly the curriculum developers who intend to prepare creative, innovative, and productive students who could participate in the development process to be keen.

Bager [40] also depicts action learning, problem-based learning, and future-oriented learning strategies as appropriate and valuable in entrepreneurship teaching and learning approaches. As noted, [40] the future-oriented learning approaches were also noted by teachers to be ideal teaching and learning methods for equipping students' capability to jump to the opportunities such as employment creation once they graduate. According to teachers' suggestions, the future-oriented learning approaches should focus more on teaching students to link school knowledge to real-life such as participating fully in creating useful products that could generate income. Regardless of the importance of the entrepreneurial methods in equipping livelihood skills and knowledge, studies [41]-[43] point to the approaches as too demanding in terms of time, energy and resources. This implies that, adequate instructional resources are inevitable for classroom instruction to embrace entrepreneurial methods.

3.4 Necessary resources for entrepreneurial teaching and learning methods

Although the entrepreneurial approaches to teaching are too demanding in terms of resources, studies' [40], [38] acknowledge the approaches as the best for inculcating life-related skills to learners. For the effective practice of entrepreneurial instructional approaches, Birdthistle, Hynes and Fleming [44] pointed out both skill-based and financial resources as crucial. However, teachers acknowledged that their schools have been experiencing a shortage of instructional resources. The scarcity of resources

in Tanzanian schools has been addressed [45], [41]-[43] as a constraint for teachers to practice methods that could expose learners to the reality of knowledge.

Resources are vital to entrepreneurial teaching/learning approaches because they are the ones that facilitate learning. A creative and innovative mind could be promoted by using appropriate resources in which students could have the opportunity to involve more than one sense during the learning process. Teaching resources are mainly classified as skill and financial-based resources. According to literature [44], a skill-based resource is concerned with teachers' skills to effectively teach entrepreneurship education. As the key resource in the classroom teaching process, teachers' skill possession to practice the appropriate knowledge is crucial.

The study findings show that teachers neither had the knowledge to practice teaching and learning methods that could promote students to acquire useful skills in their lives nor employ teaching and learning methods that could cultivate an entrepreneurial spirit. The findings match with [17], [18], [46], [47], [9] who acknowledged that the majority of teachers are unable to integrate entrepreneurship education in their teaching techniques due to insufficient training. Studies [36], [7] affirm teacher training as vital for the valuable practice of enterprise education in the teaching and learning process. Nevertheless, studies [43], [13], [48] in the context of Tanzania admit insufficient in-service training for Teachers in equipping techniques to effectively facilitate classroom teaching and learning process. According to the findings, it would be very hard for the curriculum and the policy of education in particular to prepare students who would be able to sustain their livelihood by applying the school knowledge. Concerning this, the country needs to provide in-service training for equipping teachers with the techniques on how to integrate entrepreneurial knowledge in the teaching and learning process. Even though teachers' training is the key aspect for equipping teachers' knowledge to effectively implement appropriate teaching and learning techniques, it is not the only thing that could improve the teaching and learning process. Teachers' training could go together with providing incentives to motivate job performance. Studies [43] show teachers' commitment as a significant aspect in improving teaching and learning practices. When there is low job commitment, the opposite happens. Though the study respondents insisted on teachers' training and availability of resources as means for upholding the practice of entrepreneurial education teaching and learning methods, studies [43], [13] noted low job motivation as a limiting factor for Tanzanian teachers to practice the competence-based curriculum. Although this study did not go further to teachers' welfare, the condition has not yet changed as the researcher has first-hand information as she is currently working in the education field. According to this situation, not only both teachers' training and adequate teaching and learning resources are important, but also teachers' morale is the key factor for positive impacts.

Both well trained and motivated teachers are likely to address the learning resources challenge by improvising the locally available resources. This means that the improvisation of resources could be possible if teachers' job morale is very high. Agricultural related disciplines such as crop production, agronomy, horticulture, animal husbandry, fishery sciences, and home economics could be done with minimal inputs of resources from the government if teachers' job morale is high. Cultivating

manageable plots to demonstrate how crop production is done practically, the establishment of a cost-effective fish aquarium, poultry production, dairy production, and other agricultural-related projects are within the school capacity. Having such projects not only could expose students to first-hand information on how things are done, but also entrepreneurship spirit could be cultivated among students. All in all, the school could also generate income by selling such products. It is thus advised for the government to work on the challenges associated with low teachers' morale as noted [43], [13] above.

Despite teachers' key role in improvising locally available teaching and learning resources, some resources are beyond their capability. It is therefore challenging for a poor country like Tanzania to supply the necessary resources in all public schools. O' Sullivan [49] avowed some difficulties in implementing constructivist's approaches in developing countries due to limited resources. In this case, the school administration and the subject teachers could collaboratively use other means of utilizing resources in the nearby environment. This could be done by school initiative programs such as cooperation between school and companies with vast resources [50] or running projects related to the topic under study. Besides, teachers could arrange for a study tour to expose students to first-hand information on the topic under study. Such arrangements could be promoted if the decision-makers would commit to providing a financial stimulus for teachers who would cooperate with companies [50]. This could significantly lessen the challenges associated with resource scarcity.

The alternatives for addressing the scarcity of teaching and learning resources do not mean that the government should withdraw its role of providing resources to schools. The education policy and particularly the role of education for preparing competent youths who could be able to solve social-economic challenges in their life by applying the knowledge learned at school remain the same regardless of the country's' economic condition. Thus, it is suggested that both policymakers and curriculum designers make follow-up on the classroom instructional practices to ascertain the setbacks and find ways of dealing with such challenges. The challenges could be tackled in collaboration with teachers as they are familiar with real classroom teaching and learning challenges. By doing so, the secondary education classroom instructional practices would be able to inculcate entrepreneurial related skills, and thus, school education would have a connection with real life.

4. CONCLUSIONS

The Tanzania educational policy regards secondary education as a strategic weapon in fighting against poverty. This means that classroom instructional practices should equip learners with the knowledge and skills that could be useful in their lives. This article assesses the role of school instructional approaches in building entrepreneurial related knowledge to learners that could be helpful and applicable to learners' real-life settings. In general education, such as secondary education, entrepreneurial education could not be taught as a professional subject but rather a teaching method. Both teaching and learning reinforces the application of the learned knowledge and emphasizes its

relevance to learners' life and the community at large. This approach to teaching prepares learners to be open-minded, innovative, and problem solvers.

Although the educational policy expects secondary education leavers to be productive, creative, innovative, entrepreneurial, and be competent enough to address social-economic challenges in their immediate environment and the country at large, the study shows secondary education leavers are not competent and innovative in their livelihood because what is being taught at school does not reflect real-life settings. The classroom teaching and learning methods have no connection with real-life because they encourage memorization of facts and thus, they do not inculcate entrepreneurial knowledge to learners.

Even though entrepreneurial instructional methods are the best for inculcating life-related skills to learners, both skill-based and financial resources are crucial for effective practice. The findings show teachers are unable to integrate entrepreneurship education in their teaching techniques due to insufficient training and lack of instructional resources. Though in-service training is crucial, this could go together with providing incentives to teachers to raise their job morale. Both well trained and motivated teachers are likely to address the learning resources challenge by improvising the locally available resources.

Regarding the findings, there is a gap that exists between educational policy expectations and the real classroom practice as what is taught and produced differs from curriculum aims and objectives. This means that school teaching does not have linkage with real-life settings and thus, secondary education does not play the role of equipping learners with skills and knowledge that could help in fighting against poverty. Since the country is not capable enough to allocate all necessary instructional resources, the study recommends teachers, parents, and community members to collaboratively address resources scarcity by using locally available resources that are within their capacity. By doing so, school teaching could have linkage with real-life settings.

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