

# **The Contribution of Integration of Entrepreneurship Education for Economic Development in Public Secondary Schools in Sengerema District, Tanzania**

## **Abstract**

This study assessed the contribution of integration of entrepreneurship education in secondary schools on economic development particularly in Sengerema public secondary schools. The study aimed to identify benefits of entrepreneurship education in secondary schools on economic development, to identify challenges facing entrepreneurship education in secondary schools. The study was grounded by planned behaviour theory by Ajzen 1981. The sample size was 136. The researcher adopted mixed research approach with convergent research design. The research instruments used is questionnaire which had cronbach Alpha coefficient of 0.8 which signifying that the instruments were reliable. For qualitative data interview guide was employed and trustworthiness was observed. The data collected through questionnaires were analysed using SPSS version 21<sup>st</sup> while the data gathered through interviews were thematically analysed. The findings indicated that entrepreneurship education plays a crucial role on economic development through self-employment, It is the tool for poverty eradication, It encourages creativity and innovation and it is a catalyst for the economic growth. The study recommends that the government should formulate policy which makes entrepreneurship education as independent subject like other subject.

**Key words:** entrepreneurship, education, economic, development, self-reliance, public secondary schools.

## **Introduction**

Entrepreneurship is an economic engine, seen as generating employment, innovation and economic development in both developing and developed countries (Matlay, 2005). Furthermore, European Commission (2006) states that there is a close relationship between entrepreneurship and economic growth. Similarly, Solcan (2014) submits that entrepreneurship is the catalyst for economic development due to the creation of new jobs, new markets and developing new skills and qualifications. Therefore, entrepreneurship education is seen as the instrument for achieving economic growth and development as well as employment creation

(UKATA & Festus, 2019). Likewise, Obinna (2014) defines entrepreneurship education as the process through which individuals acquire competences that can produce greater social and economic benefits to the individuals. Furthermore, Elias (2021) asserts that entrepreneurship education focuses on developing knowledge and skills that help students to lead exceptional lives in a rapidly changing world. Lackeus (2015) asserts that entrepreneurship education provides an opportunity to gain knowledge and understanding about marketing finance, human resource development, strategy and acquiring capital.

In Tanzania, research conducted by Rusinov (2019) indicates that entrepreneurship education has a long historical root in education system since the time of education for self-reliance in 1967 under Nyerere where education was expected to produce young people who were productive. Education for Self-Reliance had the following objectives; to equip learners with knowledge, skills and attitudes for tackling societal problems, to enable learners know, appreciate and develop a culture of Tanzania that preserves the national tradition, individual freedom, responsibility and tolerance. Regardless of its practical relevance, Education for Self-Reliance policy overtime lost its position in the education circles due to the shortage of teachers, inadequate resources for implementation and lack of knowledge and skills on planning and utilizing experience developed through the ESR. However, philosophy gave roadmap on how education should be conceived as a process which should enable people to utilize available resources and being able to cope with technological changes needed in the society for socio-economic development (URT, 1995). But after Education for Self-Reliance lost its shine entrepreneurial education has been emphasised in the technical education policy (URT, 1996), Higher education (URT, 1999) and the current education and training policy (URT, 2014). All these policies have been in line with the Tanzania Development Vision 2025 and had supportive goals and strategies relevant for entrepreneurial education development in Tanzania (Kalimasi, 2018). Furthermore, Kalimasi indicates that, Tanzania has recognized entrepreneurship education by introducing a National Entrepreneurship Training Framework (NETF), directed by the National Economic Empowerment Council (NEEC) and supported by the International Labour Organization (ILO).

Again, Rusinov asserts that NETF has a purpose to improve the quality of entrepreneurship education across subject areas. Examples it include accounting and personal finance management skills in the mathematics curriculum, and economics subjects. The target was secondary schools

and colleges to equip students with skills of financial management, negotiation, and strategic thinking skills. Similarly, Kalimasi (2018) asserts that among the aims of entrepreneurship education is to build entrepreneurial culture and motivation towards entrepreneurial career. Since entrepreneurship is seen from economic point of view, Tanzania decided to infuse entrepreneurship into primary and secondary subjects to cope with society changes. Again, Kalimasi argues that entrepreneurship skills in secondary schools are revealed in different subjects at different levels as integrated subjects and not as independent subject. For example, content of entrepreneurship activity in secondary schools can be viewed in various subjects in various topics like life skills, role of private sector in the economy, accounting in mathematics, leadership, teamwork, and confidence in civics. Furthermore, there are some topics such as employment, unemployment, budget, marketing, financial institutions and financial trade in the curriculum. The topics are essential for building entrepreneurial career. Also, some topics are found in general studies such as life skills, self-reliance build entrepreneurial ability to youths. Furthermore, Kalimasi (2018) states that, in primary schools, entrepreneurship education is reflected in the syllabi indicating competence required for specific subjects and entrepreneurial is integrated as the part of the *stadi za kazi* (vocational skills) subject as a cross-cutting issue which should be done outside the class.

### **Theoretical review**

The study guided by the theory of planned behaviour pioneered by Ajzen 1980. The theory emphasizes three major things which are important to develop entrepreneurial behaviour: attitudes towards behaviour, subjective norms and finally, perceived behaviour intentions. Behaviour intention measures the strengths of the intention to implement a specific behaviour, but subjective norms describe influence from the family, friends, even role model of a particular behaviour. An attitude towards behaviour involves expectations about the consequences of performing a specific behaviour (Ajzen, 2005). The theory assumes that intentions depend on attitudes that are affected by previous life experience, personal characteristics and perception from experiences. Perceived behavioural control, as the sense of capacity regarding the implementation of creation behaviour, includes the feeling of being able and the perception about controllability of the behaviour, and beliefs about the greater the perceived control. Furthermore, Ajzen theory of planned behaviour indicates that development of attitudes, perceptions and

subjective norms of the students towards entrepreneurial culture is very important since it stimulates the passion and confidence of the students to execute entrepreneurship activity.

### **The Contributions of Entrepreneurship Education in Secondary Schools for Economic Development**

Ogus (2015) in Nigeria states that entrepreneurship education stimulates economic growth and development. Research indicates that there is close relationship between sustainable economic development and entrepreneurship education which can be viewed in creation of employment opportunities to the graduates, improve living standard of the people, community development, mobilization and utilization of the resources. Entrepreneurial education also serves as a training ground for large business and conservation of foreign exchange as well as reduction of rural to urban migration. Similarly, Paul (2005) in Ghana states that entrepreneurial education provides the students with enough training and support that enables them to establish a career in small and medium size. Again, Paul states that entrepreneurship education imparts the skills of entrepreneurship to the students and enables them to establish business venture.

Again, Unachukwu (2009) further argues that entrepreneurship education was adopted as way of poverty alleviation and economic growth. Entrepreneurship empowers people to take advantage of opportunities for wealth creation. It enables graduates to create opportunities for the employment and consequently income. So, the generation of income leads to saving and investment which contribute to the establishment of industries and companies which is the key factor for economic development. Furthermore, Unachukwu states that the challenges of unemployment and poverty in Nigeria influenced the government to develop the framework policy for the entrepreneurship education. This finding relates with Abiola (2017) in Nigeria who found that entrepreneurship seems as the major means of eliminating the problem of unemployment in many of African countries such as Nigeria, through the provision of employment to the graduates.

Moreover, Aka (2016) in South Africa conducted a study on promotion acquisition of entrepreneurial crucial skills and findings indicate that entrepreneurship education teaching student's crucial life skills. Through entrepreneurial education students are equipped with entrepreneurial skills that include observing, measuring, counting, comparing, communicating, classifying, recoding, predicting, hypothesizing, defining, researching, identifying and controlling variable, interpreting data, experimenting, modelling and generalizing. So, through

such skills, graduates can start and operate their ventures. Similarly, AKATA and Festus (2019) in Nigeria states that entrepreneurship education provides skills and abilities to an individual to exploit ideals and create an enterprise for personal as well as developmental gain. Such abilities include discipline, risk-seeking and risk taking, innovation, empathy, self-belief, readiness and ability to recognize opportunities.

## **RESEARCH METHODOLOGY**

This study employed a mixed research approach where both qualitative and quantitative approaches were applied simultaneously. Mixed research approach was applied in order to compliment the limitation of each approach. Therefore, using both approaches helped the researcher to collect accurate data and allowed collection of a wider range of data for deeper and clear understanding of problem. The study gave greater emphasis on both qualitative and quantitative data analysis and interpretation and therefore the notion was QUAL-QUAN. The QUAL and QUAN capitalization indicates that both approaches were given greater emphasis (Creswell, 2018).

The study employed convergent parallel research design due to the fact that, the design was very useful for saving time and minimizes costs by collecting both qualitative and quantitative data simultaneously, analysing them separately and merged at the end and the results are used to understand the research problem (Creswell, 2014).

In this study, the targeted population included 21 heads of schools, 300 teachers, District Education Officer and form IV students expected to be 2,000. Therefore, the total population was 3,801.

### **Sample size and Sampling procedure**

This study employed Mugenda and Mugenda formula whereby 25 per cent of the schools were selected which gave number of 5 schools and 10 per cent of the students, and teachers were selected then both probability and non-probability sampling techniques were used where stratified sampling and purposive sampling were used to select the respondents, 100 students and 30 teachers were selected by using stratified sampling , but 5 head of schools and 1 District Educational Officer were selected by using purposive sampling, giving a total of 136 participants.

## **Research Instruments**

The current study employed the questionnaires and interview guide.

### **Validity of the instrument**

In the current study, to ensure content and face validity, a researcher gave the instruments to supervisor to correct topographic errors, arrangement, grammar and the language used. Also, researchers gave the instruments to research department and other experts knowledgeable in research so as to assess the accuracy and usefulness of instruments. Thereafter, the comments were incorporated in the instruments.

### **Reliability of the instrument**

Before going to the field, the instruments of data collection were tasted by the researcher in one of the public secondary school where the researcher selected few students and teachers and administered the questionnaires to them. Then the researcher used SPSS software 21<sup>st</sup> version to analyse items and the tools were reliable. The questionnaire had cronbach Alpha coefficient of 0.8 which signifying that the instruments were reliable.

### **Data Recording and Analysis**

This study employed both quantitative and qualitative techniques of data analysis. The quantitative data were analysed through Statistical Package for Social Sciences (SPSS) programme version 21<sup>st</sup> and presented through a descriptive method which provides numerical, tables and graphical procedures to summarize data in a clear and understandable way (Kumar, 2011). However, data collected from interviews were analysed according to their themes (Guba, 1981).

## **RESULTS AND DISCUSSION**

This section presents the analysis, interpretation and discuss of the findings of the data collected from the study. The aim of this study was to assess the contribution of integration of entrepreneurship education in secondary schools for economic development.

### **Demographic characteristics of the teachers**

This section presents the demographic descriptions of teachers by gender, age, level of education, and teaching experience. The researcher was interested to use demographic information so as to understand what kinds of teachers were involved in the study. According to

Ray (2020), collection of demographic information allowed researcher to determine the nature of representatives who participated in the study. The finding on the demographic information of the teachers are shown in Table 1

**Table 1**  
*Demographic Information (n=30)*

| <b>Item</b>    | <b>Frequency</b> | <b>Per cent</b> |
|----------------|------------------|-----------------|
| <b>Gender</b>  |                  |                 |
| Male           | 17               | 55.6            |
| Female         | 13               | 44.4            |
| <b>Age</b>     |                  |                 |
| Below 25 years | 2                | 5.6             |

|                            |           |               |
|----------------------------|-----------|---------------|
| 25-35 years                | 20        | 55.6          |
| 36-45                      | 6         | 33.3          |
| 46 and above               | 2         | 5.6           |
| <b>Level of Education</b>  |           |               |
| Diploma                    | 8         | 27.8          |
| Bachelor's degree          | 20        | 66.7          |
| Master's degree            | 2         | 5.6           |
| <b>Teaching Experience</b> |           |               |
| Below 5 years              | 2         | 5.6           |
| 6-10 years                 | 15        | 50.0          |
| 11-15 years                | 11        | 38.9          |
| 21 years and above         | 2         | 5.6           |
| <b>Total</b>               | <b>30</b> | <b>100.00</b> |

**Source: Field data, (2022)**

Table 1 indicated that (55.6%) of the teachers who participated in this study were male while (44.4%) were female. The study considered gender so as to understand how many male and female participated in the study. The findings imply that the study considered the perception from male and female respondents. The findings might be due to the fact that male teachers like to involve in any work given thus when they heard about research participation, they offered willingly to participate. The findings are in line with Garcia, Gil-Lacruz and Gil-Lacruz (2022) who stated that men are more likely to be involved in any work especially educational issues than female but women are likely to take part in religious activities. This indicates that the study contain perceptions from both male and female teachers.

The study further sought to determine the age distribution of the teachers who participated in the study in order to understand the age. Table 1 shows that (55.6%) of participants were aged between 25-35 years, however (33.3%) of the respondents were aged between 36-45 years, also (5.6%) of the respondents were below 25 years and (5.6%) of respondents were aged 46 and above. These finding implies that most of the secondary school teachers were aged between 25-35 years. Therefore, most of them are young, energetic and motivated to adapt new situations. This finding was similar to that by UNESCO (2019) that those 35 years and below are likely to

shine a light on important issues that affect the profession and keep teachers at the forefront of the global education agenda.

Table 1 also shows that (66.7%) had bachelor's degree, (27.8%) of the teachers had diploma and (5.6%) had master's degree. The researcher was interested to get the level of education of the respondents who participated in the study. The findings indicate that many of the teachers who participated in this study had bachelor's degree. This reflects the good results of the efforts done by the government in motivating professional development to the teachers.

Table 1 indicates that (50%) of the teachers had taught between 6-10 years, however 38.9 percent of participants taught for 11-15 years, while (5.6%) of the teachers had taught for 21 years and above, (5.6%) of the respondents had taught for less than 5 years. The findings imply that the study involved both high experienced and few teachers. The findings correlate with OECD (2018) who observes that teaching experience is very important to develop the skills required for effective teaching.

#### **Demographic characteristics of the students**

This section presents the demographic descriptions of students by gender and age. The researcher was interested to use demographic information so as to understand what kinds of students were involved in the study. According to Ray (2020), collection of demographic information allowed researcher to determine the nature of representatives who participated in the study. The results are presented in Table 2

**Table 2**  
*Demographic Data for students (n=100)*

| Item          | Frequency | Percent |
|---------------|-----------|---------|
| <b>Gender</b> |           |         |
| Male          | 50        | 50.0    |
| Female        | 50        | 50.0    |
| <b>Age</b>    |           |         |

|               |            |            |
|---------------|------------|------------|
| 15-17 years   | 50         | 50.0       |
| 18-25 years   | 48         | 47.9       |
| Over 25 years | 2          | 2.1        |
| <b>Total</b>  | <b>100</b> | <b>100</b> |

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**Source: Field Data, (2022)**

### **Distribution of students by gender**

Table 2 indicates that (50%) of participants were male and (50%) were female. The findings imply that the study equally included the perceptions from both male and female students. The findings are in line with UNICEF (2022) that equal participation in school strengthens economies and reduces inequality in the society.

### **Distribution of students by age**

Table 2 shows that age was another information the researcher looked at where (50%) of the respondents were in aged from 15-17 years, (47.9%) were aged from 18-25 years, and (2.1%) were over 25 years. Researcher was interested in the age of respondents so as to understand the respondents who involved in this study. The results are in line with education system in Tanzania (2014) which indicates that primary education which is compulsory for children aged 7 to 13 years while in ordinary secondary school level the age is between 14-17.

### **The contributions of entrepreneurship education in secondary schools for economic development**

In this part, the researcher aimed at identifying the contribution of entrepreneurship education in secondary schools for economic development. The information presented in this section was obtained from teachers, students, heads of schools and District Education Officer. Teachers were required to respond whether they strongly disagree, disagree, neutral, agree, or strongly agree with statements given. However, students responded to a question by mentioning various benefits of entrepreneurship education in secondary schools. Interviews were conducted with heads of schools and District Education Officer. The findings of the teachers are presented in Table 3

**Table 3**

*Contribution of the entrepreneurship education in secondary schools for economic development*

| N  | ITEMS           | RESPONSES |         |    |        |   |        |    |         | TOTAL |        |    |        |
|----|-----------------|-----------|---------|----|--------|---|--------|----|---------|-------|--------|----|--------|
|    |                 | SD        |         | DA |        | N |        | AG |         | SA    | F P    |    |        |
|    |                 | F         | P       | F  | P      | F | P      | F  | P       | F     | P      |    |        |
| 01 | Self-employment | 4         | ( 11.1) | 1  | ( 5.6) | 0 | ( 0.0) | 4  | ( 11.1) | 21    | (72.2) | 30 | ( 100) |

|           |                           |          |         |         |          |         |          |
|-----------|---------------------------|----------|---------|---------|----------|---------|----------|
| <b>02</b> | Poverty eradication       | 3 (11.8) | 2 (5.6) | 0 (0.0) | 5 (16.7) | 20 (66) | 30 (100) |
| <b>03</b> | Creativity and Innovation | 5 (17)   | 0 (0.0) | 0 (0.0) | 0 (0.0)  | 25 (83) | 30 (100) |
| <b>04</b> | Economic growth           | 4 (11.1) | 0 (0.0) | 2 (5.6) | 8 (33.3) | 15 (50) | 30 (100) |

**Source: field data, (2022)**

Key: SD- strongly Disagree, D- Disagree, N- Neutral, A- Agree, SA- Strongly Agree, F- Frequency, P- Percentage.

### **Entrepreneurship education stimulate self-employment**

Table 3 reveals that most of the respondents (72.2%) strongly agreed with the statement that entrepreneurship education stimulates self-employment, followed by (11.1%) of the respondents agreed that entrepreneurship education stimulate self-employment, similarly (11.1%) of the respondents strongly disagreed with the statement that entrepreneurship education stimulate self-employment and (5.6%) of the respondents disagreed with the statement that entrepreneurship education stimulates self-employment. The findings indicate that entrepreneurship education plays a great role of providing self-employment to the graduates where students can establish their own business by using knowledge and skills acquired from class. Therefore, entrepreneurship education has an impact on self-employment intentions. The findings indicate that, students who learn entrepreneurship education have higher entrepreneurial intentions than those who do not. Entrepreneurship education motivates entrepreneurial intentions to the students. This is supported by information obtained from the interviews. One of the interviewee, when asked about the benefits of entrepreneurship education in secondary schools, had this to say:

The major purpose of entrepreneurship education is to create self-employment to the students in secondary education by imparting entrepreneurial intentions to them. Students learn entrepreneurial skills in various subjects which motivate them to take financial risks to gain profit. Therefore, entrepreneurship education encourages self-employment to the

students by motivating students to engage in entrepreneurship activities. (Interviewee E. 1<sup>st</sup> June 2022).

This implies that entrepreneurship education plays a major role of providing self-employment to the students through entrepreneurial knowledge and skills which they learn in schools by encouraging and motivating entrepreneurial intentions to students. Therefore, school is the mother of potential entrepreneurs in the society.

The findings concur with Gad (2016) in Nigeria who states that the main reason which brings the need to pay attention to entrepreneurship education is job creation and economic development for the purpose of solving unemployment in Nigeria. In addition, these findings are in line with Premand and Barouni (2016) who state that entrepreneurship education has the potential to enable youth to gain skills and create their own jobs. Again, these findings coincide with the study by Kuratko (2009), as cited by UKATA and Festus (2019) that indicated that entrepreneurship education provides self-employment and self-reliance. So, unemployment and poverty are the major challenges which confront most of African countries. Therefore, how to solve this problem becomes the question of African countries. Kuratko asserts that entrepreneurship education becomes the most important way of solving that problem. The findings are supported by the theory of planned behaviour developed by Ajzen in 1981, which states that positive outcome helps to motivate students to become entrepreneurs. Therefore, the contribution of entrepreneurship education towards economic development helps to motivate students to engage in entrepreneurial activities.

### **Entrepreneurship education as a tool for poverty eradication**

Table 3 indicates that (66.7%) most of respondents strongly agreed with statement that entrepreneurship education is a tool for poverty reduction, followed by (16.7%) of the respondents agreed with the statement that entrepreneurship education as a tool for poverty eradication, but (5.6%) disagreed with the statement that entrepreneurship education as a tool for poverty eradication. The findings indicate that, entrepreneurship education has significant effect in reducing poverty in our societies through employment opportunities, business opportunities, improving standards of living and social transformation livelihood of graduate entrepreneurs. Teaching student's entrepreneurship skills motivate them to engage in entrepreneurship activities as a way of creating their own jobs. Entrepreneurship education in Tanzania contributes a lot to reduce the impact of poverty in the society such as unemployment of the youth. Entrepreneurship

education is seen as the end of training job seekers but training people who can transform what they learn in class to reality in the society. This is supported by findings collected from the interview. The interviewee when asked about the benefits of entrepreneurship education in secondary schools. One of the interviewees responded that:

Entrepreneurship education in developing countries plays a great role of poverty eradication by creating more employment opportunities for the youth and offering business opportunities through motivating them to take financial risks. Students are motivated to engage in taking financial risks in order to improve their economy and their life for the betterment of people in the society. (interviewee A. 27<sup>th</sup> May 2022).

This implies that there is critical relationship between entrepreneurship education and economic development through employment opportunities to the youth which has a great role on poverty eradication in the society. Entrepreneurship education is seen as the way of improving living standard of the individual and society by create entrepreneurial intentions to the students which contribute to self-employment.

The findings are in harmony with the study conducted by Unachukwu (2009) in Nigeria who argue that entrepreneurship education was adopted as way of poverty alleviation and economic growth. Entrepreneurship empowers people to take advantage of opportunities for wealth creation. It enables graduates to create opportunities for the employment and consequently income. So, the generation of income leads to saving and investment which contribute to the establishment of industries and companies which is the key factor for economic development. Furthermore, the findings concur with those of Abiola (2017) in Nigeria who found that entrepreneurship is the major means of eliminating the problem of unemployment in many of African countries such as Nigeria, through the provision of employment to the graduates.

### **Entrepreneurship education encourages innovation and creativity**

The findings in Table 3 indicate that majority of respondents, 83.3 percent were strongly agreed that entrepreneurship education encourages innovation and creativity, and 16.7 percent strongly disagreed with the statement. The findings mean that entrepreneurship education promotes creativity and innovation to the students. This implies that entrepreneurship education helps students to establish correct values and cognitive systems and enhance their perceptions of

innovation and accumulate new knowledge to shape their innovative ability and personality. Entrepreneurship education builds an innovative culture and creating entrepreneurial individuals and organizations which turn to create jobs and improving quality of life around the world. Therefore, entrepreneurship education act as the source of promoting creativity and innovation to the students in entrepreneurship activities through knowledge and skills they learned in schools. Entrepreneurship education has positive correlation with entrepreneurial creativities as it exposes students to content and practice. The finding is similar to what was obtained from interviews. One interviewee, when asked about the benefits of entrepreneurship education in secondary schools, had this to say:

Teaching entrepreneurship skills to the students has a purpose to make them more creative and innovative in their entrepreneurship activities through teaching content of entrepreneurial activities. Through entrepreneurship education, the society can get competent entrepreneurs who are innovative and creative. Entrepreneurship without creativity and innovation is nothing. So entrepreneurship education motivates students to be more innovative and creative by encouraging new technologies, and recognition of new opportunities. (Interviewee B. 31<sup>st</sup> May 2022).

The finding implies that through entrepreneurship education students are encouraged to become more innovative and creative by sharing of ideas and freedom of innovative ideas as well as developing critical skills that enhance innovation of new ideas so as to improve their products. Entrepreneurship education is the mother of the innovative and creative people who can bring changes in the society by adopting new technologies in conducting entrepreneurship activities. Therefore, entrepreneurship education in secondary schools encourages and motivates students to be innovating and creative.

The findings concur with AKATA and Festus (2019) in Nigeria who state that entrepreneurship education provides skills and abilities to an individual to exploit ideals and create an enterprise for personal as well as developmental gain. Such abilities include discipline, risk-seeking and risk taking, innovation, empathy, self-belief, readiness and ability to recognize opportunities. Furthermore, the researcher stated that entrepreneurial education moulds students to collaborate and work as a team, to collect and analyse data, and how to solve real and complex problems by working in a team. Similarly, Enu (2012) in Nigeria observed that entrepreneurship education

provides room for creativity and collaboration for the graduates to improve their product at the time they become entrepreneurs.

### **Entrepreneurship education is the catalyst for economic growth**

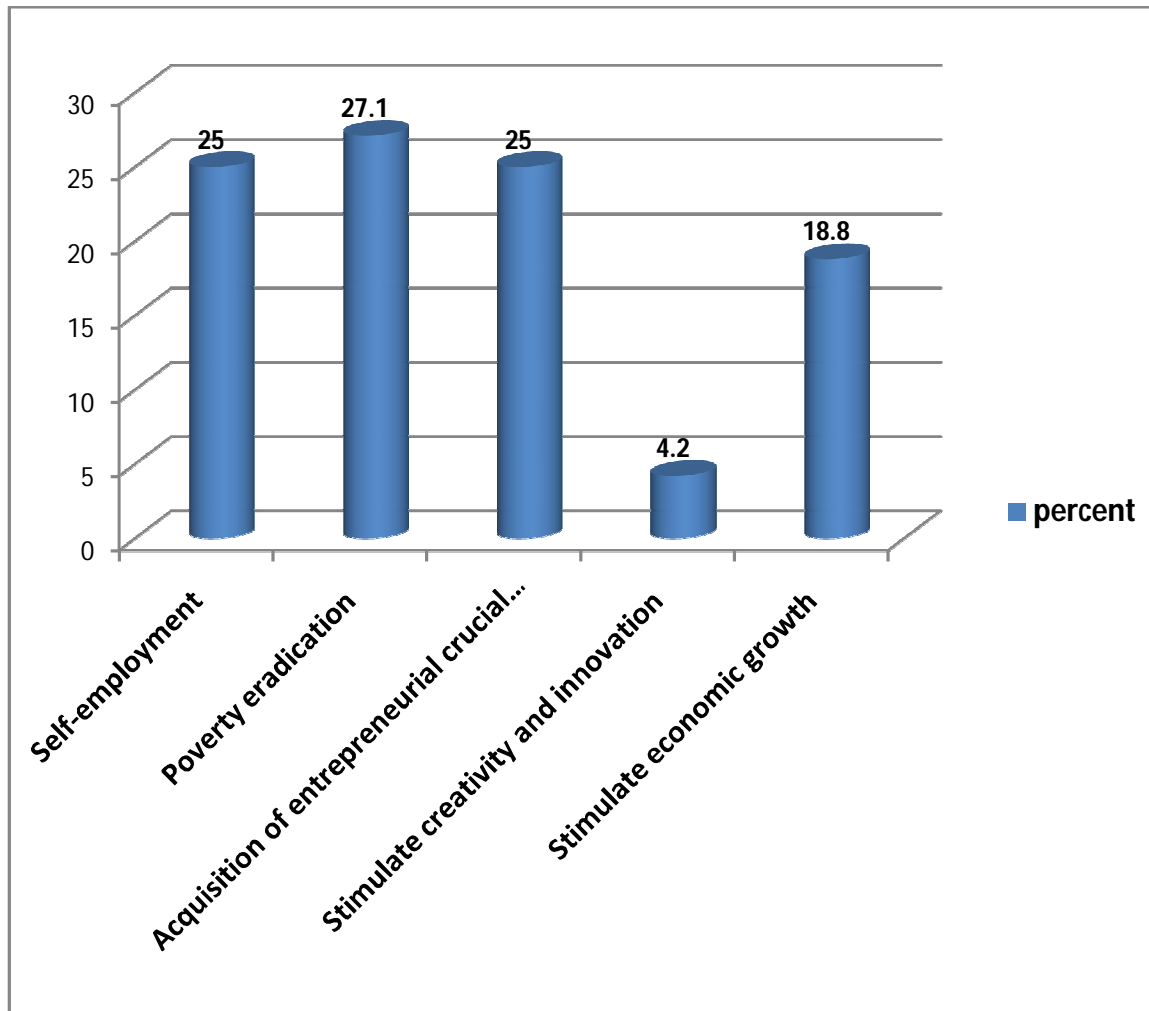
Table 3 shows that (50%) of the respondents strongly agree with statement that entrepreneurship education is the catalyst for economic growth, but (33.3%) of the respondents agreed that entrepreneurship education is the catalyst for economic growth, however (11.1%) of respondents strongly disagreed that entrepreneurship education is the catalyst for economic growth, while (5.6%) neither agreed nor disagreed with the statement that entrepreneurship education is the catalyst for economic growth. This implies that entrepreneurship education in secondary schools played the greater role of economic growth through providing chances to the youth to start their own venture, create their own jobs and improving living standard of the individuals and society. Furthermore, the finding means that the entrepreneurship skills which students learn in class has great impact in the society through technological changes brought by the students which act as the source of the economic growth. Entrepreneurship education acts as the agent of positive changes in different sectors like industrial sectors. Therefore, entrepreneurship education provides greater accesses that are important steps to build an innovative culture and creating entrepreneurial individuals and organizations which lead to economic growth and jobs.

The findings are in line with Elias (2021) in Nigeria asserts that entrepreneurship education offers entrepreneurial skills and knowledge to develop business ideas and discovering of new opportunities which stimulate development of small and medium business. Also the findings concur with Ogus (2015) in Nigeria who observed that entrepreneurship education stimulates economic growth and development. Research indicates that there is close relationship between sustainable economic development and entrepreneurship education which can be viewed in creation of employment opportunities to the graduates, improve living standard of the people, community development, mobilization and utilization of the resource.

Students they were required to respond to the same question by mentioned various benefits of entrepreneurship education in secondary schools. The findings of the students are presented in the Figure 1

### **Figure 1**

**Benefits of entrepreneurship education (n=100)**



**Source: Field data, (2022)**

Figure 1 indicated that (27.1%) of respondents mentioned poverty reduction as the benefit of the entrepreneurship education in secondary schools, however (25.0%) of the respondents indicated self-employment, while (25.0%) of the respondents mentioned the acquisition of entrepreneurial crucial skills as the contribution of entrepreneurship education, although (18.8%) mentioned stimulation of economic growth as the contribution of entrepreneurship education in secondary schools, and (4.2%) mentioned creativity and innovation as the contribution of entrepreneurship education in secondary schools.

This implies that, there is close relationship between entrepreneurship education and economic development. Entrepreneurship education promotes creativity, innovation and collaboration to the youths. Entrepreneurship education intends to produce entrepreneurs who are able to create their own jobs rather than seeking employment from government and various organizations. Entrepreneurship education has the potential to enable youth to gain skills and create their own jobs. Entrepreneurship education has perceived capacity to generate skills that enhance self-employment.

Entrepreneurship education is the tool of poverty eradication, by teaching students entrepreneurship skills which motivate them to engage in entrepreneurship activities, Entrepreneurship education is seen as the end of training job seekers but to training people who can transform what they learn in class to reality in the society. Stimulate economic growth by build an innovative culture and creating entrepreneurial individuals and organizations which lead to economic development. Encourage creativity and innovation by establish correct values and cognitive systems and enhance their perceptions of innovation and accumulate new knowledge to shape their innovative ability. Therefore, entrepreneurship education is associated with various activities such as creativity, innovation, risk taking, visionary team spirit, financial control, self-confidence. These features are significant in enhancing self-reliance and productive employment with capacity to reduce dependence in the society.

These findings concur with Anho (2014) who observed that entrepreneurship education contributes in an immeasurable ways toward creating new jobs, poverty reduction and stimulate creativity and innovation. Therefore, entrepreneurship education is very significant to the growth and economic development. Also, the findings are in line with Bruton et al. (2013) who argue that entrepreneurship education is seen as the solution to poverty alleviation in developing

countries by encouraging innovation, creativity and creating employment opportunities. Furthermore, the findings are in line with Matlay (2014) who submit that entrepreneurship education encourages self-employment among youth by developing a positive attitude towards self-employment, personal responsibility and self-reliance. Entrepreneurship education removes the idea of youth to expect the government to provide jobs to them instead of creating jobs for themselves. Again, the findings relate to Iheoma and Ngozi (2016) who claim that, entrepreneurship education empowers students to become self-employed and create employment opportunities, helps to develop students' creativity and innovation and poverty eradication.

Moreover, Aka (2016) in South Africa conducted a study on promotion acquisition of entrepreneurial crucial skills and findings indicate that entrepreneurship education teach students crucial life skills. Through entrepreneurial education, students are equipped with entrepreneurial skills that include observing, measuring, counting, comparing, communicating, classifying, recoding, predicting, hypothesizing, defining, researching, identifying and controlling variable, interpreting data, experimenting, modelling and generalizing. So, through such skills, graduates can start and operate their ventures. Therefore, these findings indicate that, it is difficult for sustainable economic development to occur without entrepreneurial skills. Entrepreneurship education is crucial for socio-economic development considering the number of opportunities that boost economic development.

## **Conclusion**

This study sought to find out the contributions of integration of entrepreneurship education in secondary schools for economic development in Sengerema district. Regarding to the findings of the study concludes that entrepreneurship education is very essential because entrepreneurship education provides self-employment, way of poverty reduction, stimulate economic growth, encourage creativity and innovation to the students, stimulate establishment of small-scale of

business, and connect students to the real life. Therefore, these findings mean that there is need for the government to put more focus on the improvement of entrepreneurship education in secondary schools.

### **Recommendation**

Government should employ more competent experts of entrepreneurship education to save the situation existing in public secondary schools. Therefore, employing quality teachers will contribute to the quality students in entrepreneurship skills, so the quality of the teacher determines the quality of the students. Furthermore, government should emphasize more on teaching entrepreneurship skills so as to provide more employment in the society as the way of reducing dependency rate in the society.

Government should ensure that entrepreneurship education is independent subject like other subjects such as: civics, mathematics, geography, biology and Kiswahili. This will help teachers and students to put more emphasis on the content. By making entrepreneurship content to be found as integrated content in various subjects brings less emphasis of some content

### **Consent**

As per international standard or university standard, Participants' written consent has been collected and preserved by the author(s).

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