

**ASSESSMENT OF TEACHING STRATEGIES IN DEVELOPING STUDENTS' EMPLOYABILITY SKILLS IN MAKETE DISTRICT SECONDARY SCHOOLS, TANZANIA**

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**Abstract**

This study was focused at determining the reasons for poor skills development among secondary school students. Therefore the application of teachers' teaching strategies in developing students' employability skills was assessed. The study applied convergent design under mixed research approach. Stratified random sampling technique was used to sample teachers and students while heads of secondary schools and the DEO were directly involved. Thus, 200 form three and form four students, 33 secondary school teachers, 5 heads of secondary schools, and 1 district education officer (DEO) were involved in the study. Instruments used in data collection were Questionnaires for teachers and students, interview guide for teachers and the DEO, and observation guide. The study found that, teaching and learning process did not focus at skills development rather on passing examinations to join further learning institutions. Direct instruction teaching strategies were highly applied by teachers during teaching and learning process. Self awareness, communication skills, entrepreneurial skills, and interpersonal skills development were to a minimal extent developed by students as a result of secondary school education.

**Keywords:** Secondary School Education, Competence, Employability Skills, Teaching Strategies, Unemployment

## 1. Introduction

To develop skilled and knowledgeable members of the society in any country, education plays a great role. It includes the focus of education policy, curriculum processes, and education demand of the society. Chakrabarty (2016) suggested that skills development is usually effective when done at young age. Education plans of the society are addressed in the education policy and put into action from curriculum being implemented. Teachers have the role to implement the curriculum by acting on its demands to the learner. This means, what is addressed in the curriculum is taken into action by the teacher. Therefore, it is expected that what is addressed in the curriculum should be learnt and reflected in the learning outcome of a learner. If the learning outcome does not reflect what is expected from the curriculum, the curriculum implementation process might have problems.

Poor skills development may lead to increased unemployment to youths. According to ILO (2019), the problem of youth unemployment has become a threat to the socio-economic and political stability in most developing countries. Economically, youth unemployment has led to the labor market instability, increased of welfare costs, erosion of the tax base and unused investments in education and training. Socially, youth unemployment is not only a concern to the unemployed as an individual but also to the society and family members. Youth engage in immoral acts and behaviors for the sake of financial stress relief after failing to meet their education expectations.

It has been noted by Kishimba (MP Kahama) in March 2021 and later addressed in public speech by Samia Suluhu Hassan the President of the United Republic of Tanzania on 6<sup>th</sup> April 2021 that graduates lack skills. Regardless of learning achievement reached by graduates in the education system, they are not able to demonstrate acquired skills. There is unnoticeable distinction in employability skills between those with secondary school education to those without such education. Also, Fletcher (2016) observed that there is expected inequality in terms of income gain between those with school education and those without it. Thus, education is likely to give no difference between the learned and the unlearned. For this aspect, teaching must be assessed on how it equips students with skills.

Grant (2017) presented that, education is a stock of skills, competencies, and other productivity enhancement characteristics. It is expected that an educated person is capable of utilizing education to generate income. The situation is different to the majority of youth in Tanzania today and Makete district in particular. The educated are turning to be jobless and complainers for jobs instead of applying their knowledge to create jobs. It is a fact that youth in the world today have high education qualifications but the education does not help them create jobs. Mtawa (2016) on NGO report from a project supporting youths in Makete district shows that, the majority of young people in the district lack employability skills that could support them manage their living. The report points out that youths lack skills on land use and creation of entrepreneurial opportunities to overcome life challenges. The situation raises a concern to the society on the type of education and the way teachers prepares students to overcome life challenges through the acquired education.

Referring to Ralph Tyler's curriculum development model, Cruickshank (2018) showed the need for the relationship between what is learnt and the labour market demands. Teaching strategies teachers use are very important to be assessed to determine the reasons for the mismatch between curriculum demands and the learning outcome experienced from the learners. Teachers have to influence learning which reflects the needs of the people. Therefore, the way teachers teach and the strategies they apply in teaching have to prepare students for skills development and the ability to create job opportunities. Since learning is not reflecting expected students' learning outcome; teachers' teaching strategies had to be assessed. This study therefore had assessed teachers' teaching strategies in developing students' employability skills.

URT (2020) in the study that compared the Gross Domestic Product (GDP) among Njombe region districts, Makete district has been identified as the least in all aspects of the districts in the region. It has also been shown by UTR (2013) that 72% of the land in the district is arable land that can support investments. If teachers are teaching as per curriculum demand of developing competencies, graduates could be able to utilize the resource economically. Many graduates join into activities which do not reflect their education. Seeing a graduate being unemployed and failing to demonstrate skills turns the society into dilemma. It also raises a concern to the community on the importance of taking their children to get secondary school education.

## **2. Statement of the Problem**

Children in Tanzania have graduated from secondary school education but cannot demonstrate the expected skills needed in the society. Also, the graduates according to Kishimba (2021) are unable to show any difference in skills to their counterparts who have never acquired secondary school education. Those who have never attended school are seen by the society to be much better than those who attended schools in all aspects of life. The situation has been evidenced by a number of scholars like Mtawa (2016), Mtebe et al (2020), Kishimba (2021), Maliva (2017), and the President of the United Republic of Tanzania Samia Suluhu Hassan public speech on 6<sup>th</sup> April 2021. Thus, the fact has led to a concern by the society on the importance of education and the role of teachers in developing employability skills among students. Graduates from secondary school education are unable to demonstrate acquired skills while the philosophy of the country, education policy, and the curriculum insists on skills development.

Many studies have been done on students' employability skills development. Studies like that of Angu and Lyamu (2020) in Nasarawa State, Meador (2019) in California, and Birhan (2018) in Dar, Ethiopia indicating that there are problems with employability skills development among students in various educational institutions. Other studies focused on the contribution of teaching strategies to students' skills development in higher learning and vocational training institutions rather than on secondary school education. This means, there little had been done on assessment of employability skills development in secondary schools. Employability skills developed in higher learning institutions are likely not to be similar to employability skills expected to be developed by secondary school students. Therefore, this study focused on the assessment of students' employability skills development in secondary schools in Makete district, Tanzania.

### **3. Significance of the Study**

The study findings are helpful to teachers on identifying effective teaching strategies that can help to focus on guiding students develop employability skills in secondary schools. The study is also a reflection mirror to education policy makers to identify employability skills that the education system has to focus on in secondary schools. It is also significant to the curriculum development organ and the implementers to determine the extent to which they include and facilitate employability skills development to students in a learning situation. The study creates awareness to education stakeholders and the learner on problems affecting students' employability skills development and the way forward. Moreover, the study is significant on influencing further studies and on the applicability of constructivism learning theory in a learning situation in secondary schools.

### **4. Study Questions**

1. What type of teaching strategies are being applied in Makete district secondary schools in developing students' employability skills
2. What type of students' employability skills are developed in Makete district secondary schools?

### **5. Hypothesis**

**Hi:** There is a relationship in the application of teaching strategies mean scores and the mean score for the type of employability skills developed among students in Makete district secondary schools.

### **6. Theoretical Framework**

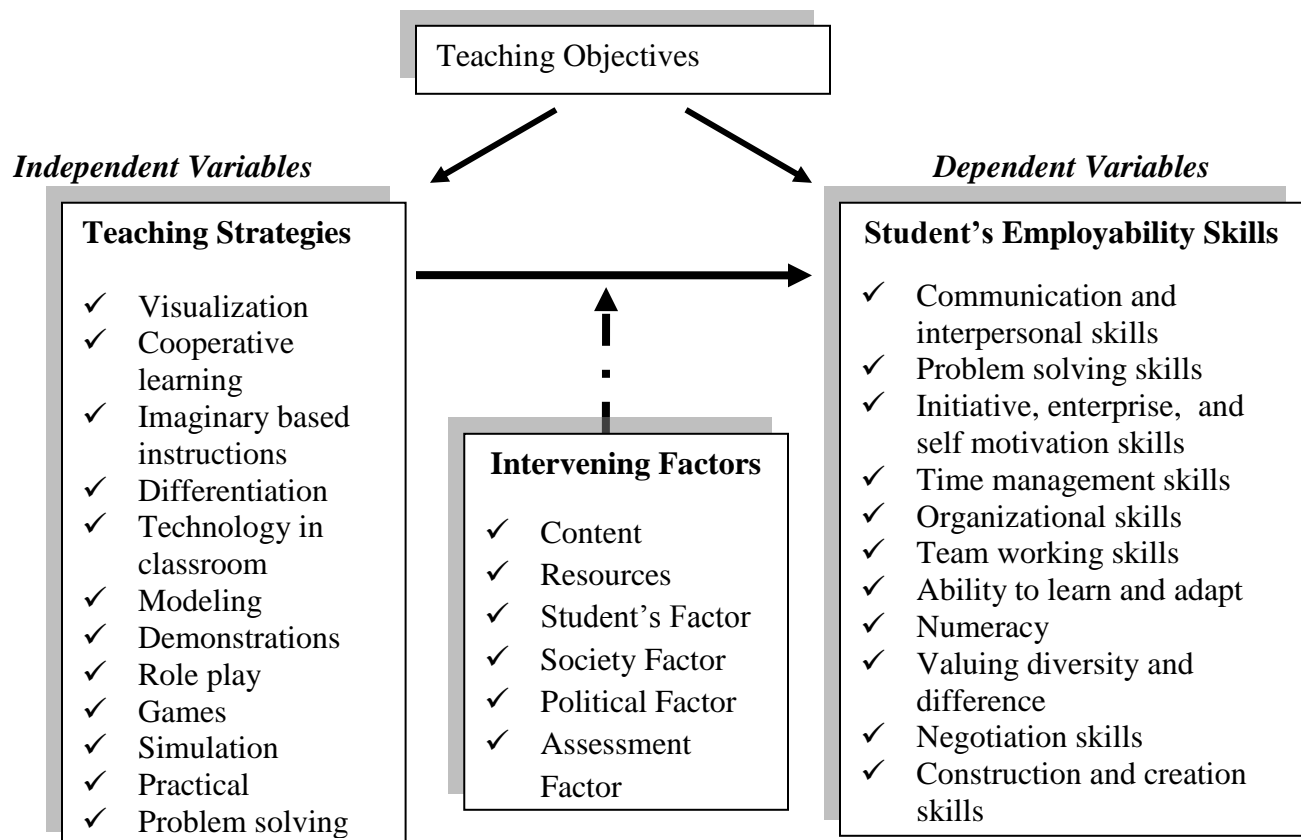
The study was guided by Constructivism Learning Theory proposed by John Dewey (1933). The theory has been supported by several educationists, philosophers, and psychologists as an important learning theory that focuses at enabling a learner become independent and productive in the field of education and in the society. According to Alanza (2019) constructivism learning theories describes how students receive, process, and retain knowledge during teaching and learning process. Constructivism learning theory guides the way an individual perceive the world with regard to environment, emotions, experience, and cognitive factors.

From the theory, Dewey (1933) rejected the notion that schools should focus on repetitive, rote memorization of concepts as a way of learning. Teaching and learning methods should focus at developing self directed learning among learners. Education should provide students with opportunities to think on themselves and articulate their thoughts. Also, learning should be grounded integrating what students learn in school to the lived in. The integration can lead to the development of new skills and values which results into improvement of a student and the society. When students build knowledge on the prior experiences to construct new knowledge of their own new world and have knowledge on their independence and live a sound life.

Constructivism learning theory promotes learners to create answers to problems that face their society. Also, the theory focuses at preparing students to be self independent to build up an independent community. Independence here refers to the ability to produce what is needed in the society and generated more new skills. Constructive members of the society are at a position to build an independent economy of their own community (UNESCO, 2017). Thus, teachers have a duty guide students construct knowledge, values, attitudes, and skills that enables them to become productive members of the society. Despite the fact that, the theory may lead to varying learning outcome and unfocused direction of education as each student is left free to decide, constructivism promotes the development of creativity and emerging of new technology. In this study the theory acts as the focal point to measure learning and the type of learning outcome of students in secondary schools. If teachers are guided by the theory in their process of teaching and learning, the community’s expectations of students’ learning outcome could be achieved.

### 7. Conceptual Framework

The conceptual framework for this study is based on assessing teaching strategies employed by teachers to develop employability skills among students. It shows the influence of teaching strategies as the independent variable to the employability skills expected to be developed by students as dependent variable. The independent variable can be influenced by the intervening variables to achieve the dependent variables. Figure 1.1 indicates the relationship of variables as addressed in the study title.



Source: Researcher (2021)

## **Figure 1.1 Assessment of Teaching Strategies on Students' Employability Skills Development**

### **8. Review of Literature**

#### **8.1 Review of Empirical Studies**

This part is intended to review the literature based on the studies that describe employability skills development through teaching and learning strategies. The main aim was to identify the knowledge gap that the reviewed studies had not covered on employability skills development.

##### **8.1.1 Type of Teaching Strategies Applied by Teachers in Secondary Schools to Develop Students' Employable Skills**

Promoting the development of employability skills to students at secondary school level has a great impact to the youths' future. Andrade (2020) on a study done in USA presented a conceptual article focusing on teaching and learning strategies aimed at helping students in higher learning institutions develop cross-crossing skills such as communication skills, critical thinking skills, teamwork skills, problem-solving skills, and working with diverse others in the society. Though the targeted skills to be developed by students in the study are linked to the expected employability skills for secondary school students, the study had its focus on teaching strategies at higher learning institutions not in secondary schools.

Also, the teaching strategies that were being used by teachers in USA by Andrade (2020) for cross-crossing skills development had not been identified. The context in which the study was conducted might have different learning outcome to the Tanzanian context. The learning needs of Tanzania as a country and the people in the country cannot be reflected by what the Americans are achieving in their focus of teaching and learning situation. The study in Makete district secondary schools focused at linking the teaching strategy and the learning outcome expected from a learner. Therefore, despite the study done in USA to focus on the development of cross-crossing skills development to students, still there was a need to conduct a study in the Tanzanian context to determine the type of teaching strategies to enhance students' employability skills development.

Manning and Martell (2017) also studied on teaching strategies used in teaching advanced literacy skills in linguistically diverse schools to determine the ability of teachers to meet students' language needs. The diversity in languages to students was focused as a challenge to teachers in facilitating students' learning. But the teaching strategies for learners with diversity in language cannot reflect teaching strategies for employability skills development. Teaching strategies to meet students' language needs can be different from teaching strategies for employability skills development. The focus of the current study was to collect data that could answer the type of teaching strategies.

Angu and Lyamu (2020) similarly performed a study in Nasarawa State University, Nigeria investigating the effect of meta-cognitive scaffolding teaching strategy on secondary school physics students' achievement and attitude towards thermal energy. The study involved experimental design. The focus of the study was not on employability skills development but rather on the impact of scaffolding as a teaching strategy on students' performance. The information acquired cannot answer the concern of teaching strategies in developing students' employability skills. The study conducted in Makete district secondary schools was mainly on assessment of teachers' teaching strategies to develop students' employability skills. The type of teaching strategies adopted in meta-cognitive scaffolding could not answer teaching strategies for students' employability skills development in secondary schools.

Maliva (2017) studied teaching strategies looking at how they are employed by teachers in implementing the Advanced Certificate of Secondary School Examination curriculum focusing on English Language as a subject in Iringa Municipality. The study intended to generate an understanding on application of teaching strategies with specification to a subject. The study employed mixed methods and descriptive design. Purposive sampling was used to get schools and teachers. The findings from the study were for answering the idea of teaching strategies applied in implementing the curriculum on the selected subject. Data collected on the study are less likely to give enough information for generalization to other fields of learning. The information answered a specific aspect of skills development towards English language examination.

The skills developed through teaching strategies for English language examinations answers only one aspect of communication skills as an employability skill. Since, teaching strategies for implementing Advanced Certificate of Secondary School Examination Curriculum in English language is not including all the needs for demonstration of students' employability skills development; there was a need to conduct a study assessing teaching strategies in enhancing students' employability skills development. On the other hand, URT (2018) has shown the level of education to majority of youth in Tanzania is lower secondary school education at form four. After lower secondary school education level, youths joins the world of labour market.

From the reviewed studies, the type of teaching strategies identified and the focus of studies do not give the answer to the type of teaching strategies secondary school. Focusing on English language examination proficiency by Maliva (2017), meta-cognitive scaffolding in physics as a subject by Angu and Lyamu (2020), Andrade (2020) and on teaching students with language diversity by Manning and Martell (2017) are not providing the answer to teachers teaching strategies in developing students' employability skills. The current study therefore, focused on determining the type of teaching strategies in developing students' employability skills in secondary school.

### **8.1.2 Learners' Employability Skills Developed in the Teaching and learning Process**

The study collected data that provided information on the type of employability skills that learners develop in secondary schools. As is stated in the Tanzania education policy of 2014, the fundamental education goal is to have knowledgeable Tanzanians, skilled and proficient to be

able to contribute quickly to the National development and withstand competition in the labour market (URT, 2014). UNCEF, WHO, and UNESCO as stated by Prajapati et al (2017) there are a number of skills that students are expected to develop. Such skills include stress management skills, emotional regulation, positive thinking, self-esteem, listening skills, empathy, and interpersonal effectiveness, handling disputes, and managing relationships skills. Also, skills like confident communication, goal setting, decision making, problem solving, critical and creative thinking, executive function skills, and resilience had been identified.

A study by Frey and Fisher (2017) conducted in California (Thousand Oaks) studied teaching strategies for Oral language development to help English learners develop academic proficiency with the English language as part of skill development. The study focused at one middle school as a case study on how teachers guide students to improve oral language skills. The study dealt with formative assessments which involve the ongoing process of determining the learning progress of a learner. Therefore, the study had focused on one skill development in students leaving out other skills student are expected to acquire in the learning process. The study on teaching strategies to enhance students' employability skills development had focused on every skill that a learner was expected to acquire. The skills were judged based on the curriculum content and all curriculum materials.

From a study done in Iran on university graduates employability skills development, Zamani and Pouratashi (2019) concluded that, employability skills prepares youth to be successful in the labour market. Using mixed research approach, the study collected data from a variety of university departments such as engineering, humanities, agriculture and veterinary, science, and art. The study grouped employability skills into three categories which are: basic, intermediate and advance. Thus, this study on assessment of teachers' teaching strategies was not concerned with advanced skills since they require specialization. Since secondary education is not concerned with specialization, the researcher looked on basic and to a minimal extent, the intermediate skills that teachers can facilitate students to acquire regardless of their specialization. The study also looked on teacher's performance to meet students' and society's skills demand.

Owoh (2016) dealt with practical skills in vocational education at Enugu in Nigeria. The skills identified support in developing scientific knowledge that would facilitate efficient occupational training. The study focused at good manipulation of skills regarding the oriented instructional facilities in a learning situation. Skills developed in vocational institutions are not reflecting the skills expected to be developed to a secondary school student. In Tanzania, vocational education is optional thus few students join vocational training institutions than secondary school education. Practical skills provided through vocational institutions are not likely to give the idea on skills developed in secondary schools. Teachers' effectiveness on vocational skills development does not guarantee to the type of developed in secondary schools.

A study by Mtebe et al (2020) done in Manyara Tanzania concerned with promoting youth employment through information and communication, discussed the need for youth to have information and communication technology. The concern was for the purpose of increasing employment opportunities through vocational training. Having information and communication



technology alone cannot answer the youth's needs in the world. Therefore, it is important to identify employability skills needed by youths and the community and relate to what education offers. The acquired skills by a learner should be to meet the demand of the labour market. This study therefore was concerned with assessment of teachers' teaching strategies on developing employability skills. Since teaching strategies have to do with skills development, the majority of youths should have had developed skills from attending schools.

Studies at this part have indicated the importance of employability skills development to the learner and to the labour market. Employability skills that have been studied are based on vocational training institutions. The researcher on this research work is therefore intended to identify the type of employability skills developed as a result of teaching and learning process taking place in secondary schools. The identification of the type of employability skills being focused at by the teaching process will help to develop knowledge on how they can meet the labour demand in the labour market. When students are not able to demonstrate acquired skills in the actual school environment, it is likely that will not be able to demonstrate them in real life after school.

## **9. Methodology**

Regarding the ideas from Creswell and Creswell (2018) also the idea from Newman (2018), the researcher in. Convergent design was applied on this study as it focused at collecting both qualitative and quantitative data at the same time. The information from qualitative and quantitative data was integrated during the presentation and discussion of the results. This is because convergent mixed design favors the collection of both qualitative and quantitative data simultaneously. The collected data from both qualitative and quantitative were analyzed and the results from the two groups of data (qualitative and quantitative) have been compared.

The study covered all the 22 secondary schools found in Makete district, 2101 students, 328 teachers and 01 DEO (Source of Statistics: Makete DC Strategic Plan (2017 / 2021)). Probability and non-probability sampling techniques were applied to get the representative sample whereas stratified random sampling was done to teachers and students while purposive sampling was done to heads of schools and the DEO. The researcher used a sample size of 20% for sampling secondary schools and 10% for teachers and students. This sample size is acceptable based on the idea from Ogula et al (2018) and Bullen (2014). The sample size of this study was 239 respondents where there were 200 students, 33 teachers, 5 heads of the sampled secondary schools, and one (01) DEO.

The sampling of students was done based on the sampled secondary schools. Each secondary school also has a different number of students. Since the total number of form three and form four students in the district is 2101 according to data from Makete DC (2017/2021) strategic plan, the sample size was drawn considering the 10% as suggested by Ogula et al (2018) and Bullen (2014) of the population of students at a specified secondary school. The total number of student respondents from all the sampled secondary schools was 200 where 110 are girls and 90 are boys.

## 10. Findings

The first research question in this study was meant to find out the teaching strategies that teachers applied in developing students' employability skills. To collect data responding to this question, the researcher administered research instruments to teachers, students, head of secondary schools and the DEO.

From teachers' responses, a grand mean score of 2.6 indicated that classroom discussions, practical activities, application of technology, demonstrations, role plays, and direct instructions teaching strategies are being used to guide students develop skills. Thus, the identified teaching strategies include role play, application of audiovisual teaching and learning materials, and other direct instruction teaching and learning strategies. Other teaching strategies identified by teachers to be applied in the teaching and learning process include demonstrations, creating groups, and engaging students in practical activities, games (2.1 mean score), practical activities (1.9 mean score), problem solving (1.7 mean score) and application of technology (2.0 mean score) are seen to be rarely applied by teachers in the process of teaching and learning.

Regarding constructivism learning theory that guided the study, the findings indicates that, the possibility of students to develop skills is limited by the ability of teachers to influence skills development among students. As is stated by Cajiano and Burke (2016), effective application of teaching strategies such as engaging students in dialogue, demonstrations, technology use and practical activities stimulates the development of skills and permanent change in behavior. Thus, the findings from the field indicate that students are likely not to develop skills that could help them in getting employed or creating jobs.

Findings from heads of secondary schools, observation and from the DEO have an agreement from the findings obtained from teachers and students. From observations, teachers were seen to engage students in question and answers learning. Also, direct instructions were dominant in the whole process of teaching and learning. This means, teachers apply teaching strategies that prepares students to pass national examinations rather than the gain of skills. Also, heads of schools admitted that, the focus of teaching is towards examination performance. Thus, teaching is focused at passing examinations through covering the content area assigned to by the curriculum and education system.

Lee and Sulaiman (2018) showed that; learning has to involve practical activities at each learning situation to encourage skills development. Teacher responses showed 58% of teacher respondents are disagreeing that they apply practical in the learning situation. This indicates that practical work has been less considered for encouraging employability skill development. Thus, the findings from all the respondents are disagreeing with the idea by Creasy (2013) that, students' skills development is achieved when a teachers engages students into practical activities. This implies that, teachers in secondary schools are likely not to be effective in facilitating employability skills development among students.

### **10.1 Employability Skills developed during Teaching and Learning in Secondary Schools**

The second study question was meant to find out the type of employability skills developed by students as a result of the teaching and learning process. Several research instruments were administered to collect responses from the respective respondents. The respondents involved included teachers; students; head of secondary schools and the DEO.

#### **10.1.1 Teachers Responses on the Type of Employability Skills Developed by Students**

Teachers' responses on the type of employability skills developed by students in secondary schools, showed that; 52 percent of teacher respondents disagreed that the curriculum content promote students' employability skills development while 48 percent accepted the idea that curriculum content promote employability skills. This means, there are doubts among teachers on the curriculum content to promote students' skills development. If the curriculum content has problems with employability skills development, there are also problems with the teaching process.

Considering the contribution of curriculum content to students' skills development, 12% of teachers' responses showed that curriculum content is preparing students to answer examinations with minimal contribution to skills development. On the other hand, 21% of the responses indicated that the content is less likely to promote practices as is theoretical. 27% of the responses indicated that the content is only creating awareness to students on issues less likely to influence their own societies and 30% showed that the content is less skills based. This means, the content is less directed at developing students' employability skills. As explained by Mtawa (2016) the situation experienced in the society that secondary school education graduates are unable to demonstrate skills can be a result of the curriculum content. If curriculum content is poorly influencing practical activities, it becomes difficult to influence skills development. This is supported by Bandura (1977) social learning theory that effective learning can be achieved through practices and imitation of what is done in the social context.

#### **10.1.2 Students' Responses on Employability Skills Development**

A likert scale of 5 scale points was administered to students to respond on the type of employability skills that they believe to have developed as a result of acquiring secondary school education. The questionnaire was administered to student respondents to rate the skills developed in secondary schools. The findings indicated that, a mean score of 1.7 students developed job creation skills, 2.1 mean score for entrepreneurial skills development, 2.1 mean score for technological skills development, and 2.2 mean score for communication skills. Problem solving skills development was scored a mean score of 2.1 while 3.8 mean score indicated that, students had not developed problem solving skills.

From students' responses, it indicates that, students in Makete district secondary schools are less likely to develop skills as a result of acquiring secondary school education. Thus, according to students' responses on the contribution of secondary school education to employability skills development showed that, secondary school education has little contribution to students' employability skills development. This is because, a grand mean score of about 2.6 from students' responses indicates that there is less likeliness of skills development in secondary schools.

### 10.1.3 Findings from Heads of Secondary Schools

Heads of secondary schools were interviewed to gather information that could help to determine the type of employability skills developed by students in secondary schools. The responses from heads secondary schools showed that there are several skills developed by students in secondary schools. The heads of secondary schools had identified employability skills to have been developed by student to be like communication skills, awareness skills, language skills, decision making skills, and management skills. Heads of secondary schools could not identify the extent to which the developed skills help a student to manage life after school. The responses from head of school which was labeled “A” gave some of skills which students were expected to have had developed regarding the subjects content they cover in the learning process.

Students at secondary school level develop skills like awareness, communication, and adaptability. Students are able to be leaders and organizers with confidence as they have education. The knowledge students get through studying civics for example help them to engage in politics and other activities that promotes leadership. Also, what students learn in Biology and Chemistry can help them manage life by engaging in production of chemistry based products such as charcoal (Interview: 2<sup>nd</sup> June 2021)

The skills developed as identified by the heads of secondary schools are likely not to be the demand of the society. The society is expecting to see children having skills that can change the society and the learner as an individual. Awareness skills, communication skills, and other skills identified by heads of secondary skills are not the expectations of the society. The society needs to see children able to engage in production of materials, constructions, and good jobs which are paying to the educated and the society. As is expressed by Wegner (2021) employability skills that the society expects from schooling include skills that could promote industrial development and economic growth at all levels.

### 10.1.4 Findings from the DEO and Observation Guide

Like the heads of secondary schools, the DEO indentified skills that students were expected to have had developed from secondary school education. The skills that students were reported to have been developed according to the findings were also based on the subjects students learn at secondary school. The DEO related the skills to civics topics, biology, chemistry and languages (Kiswahili and English).

The language students acquire at secondary school education level is of importance to their ability to relate with people from a wide range of society around the world. From the subjects they learn at school like civics promotes the understanding of civil rights and responsibilities. Also, biology as a subject creates awareness to students about their development and or growth and to relate the learning into reality of life situation (Interview: 28<sup>th</sup> June 2021).

The skills identified by the DEO in a real situation are idea rather than being reality. The findings from the DEO to some extent are contradictory from observation findings. The researcher observed and interacted with students and teachers in the selected school and found that; language skills are a problem to the majority of students and teachers in the district. Nearly all

students could not effectively communicate in English language to the researcher. The failure of students to have effective communication using English language which is a medium of instructions in secondary schools proved a failure in part of the communication skills. Observation findings are supported by Rugemalira (2015) that language skills development among students in secondary schools and higher learning institutions in Tanzania is still a problem. Therefore, from the observation, skills development in students continues to be a challenge.

## Hypothesis Testing

### Hypothesis 2

The researcher also tested the hypothesis to determine if there was significance relationships in teachers' rating mean scores between teaching strategies and employability skills developed by secondary school students.

Hi: There is statistical significance relationship between teaching strategies rating scores and employability skills developed by secondary school students

Ho: There is no statistical significance relationship between teaching strategies rating scores and employability skills developed by secondary school students

To test the null hypothesis, the researcher applied Pearson Correlation (two tailed correlation and obtained the results as indicated in table 4

**Table 1: Pearson Correlations**

		Teaching Strategies	Employability Skills
Teaching Strategies	Pearson Correlation	1	.049
	Sig. (2-tailed)		.505
	N	184	184
Employability Skills	Pearson Correlation	.049	1
	Sig. (2-tailed)	.505	
	N	184	184

Source: Field Data 2021

From table 4.11 the  $p$ -value (sig) is compared to the predetermined significance level (0.050) for decision on either to reject the null hypothesis and accept the alternative or to fail to reject null hence accept it.

### Significance level (Alpha level)

The significance level is the predetermined alpha level which is the cut-off that the researcher uses to decide when to reject or fail to reject the null hypothesis. The predetermined alpha level is 0.050 and the  $p$ -value obtained from testing the null hypothesis applying a two tailed Pearson correlation is 0.505

### **Decision rule**

If the p-value is greater than the pre-determined alpha value, the null hypothesis is failed to be rejected

If the p-value is less than the pre-determined alpha value, the null hypothesis is rejected

### **Decision**

Since the p-value obtained from Pearson correlation (0.505) is greater to the pre-determine significance level (0.050), the null hypothesis is failed to be rejected hence is accepted.

### **Interpretation of the results**

The null hypothesis is accepted which states that “There is no statistical significance relationship between teachers rating scores in teaching strategies and employability skills developed by secondary school students”. If there is no statistical significance relationship between teachers rating scores in teaching strategies and employability skills developed by secondary school students, means, teaching strategies teachers apply in developing students’ employability skills development in Makete district secondary schools had been not helping students’ skills development. Moreover, the lack of skills among secondary school students which identified by Mtawa (2016) and the complaints of parents and the community are valid.

### **11. Conclusion**

Focusing on study findings presented in tables and the descriptions from qualitative information given by the respondents, the researcher concluded that; teaching strategies applied by teachers in Makete district secondary schools are not focused at students’ employability skills development. Though the curriculum is competent based, the descriptions for implementation of the curriculum do not indicate employability skills to be developed. Teachers always focus at helping students pass examinations to join higher learning institutions. The focus of teachers is not on assisting students develop skills needed to manage life in the society. The situation might result into a continued complain of education system that is not providing what is needed by the learner and the society.

From the findings, the failure of teachers to focus on students’ employability skills development has been as result of several situations. The situations include the curriculum, the ability of teachers to deal with skills development, resources for implementing competence based curriculum, and the assessment of learning. The choice of a teaching strategy by teachers is influenced by the way assessment of learning is done. How teachers are judged of their performance is another factor that influences teachers’ actions in the teaching and learning process. Studies show that, the development of students’ employability skills depends on the type of teaching strategies teachers employ in the teaching and learning process. Therefore, there is a problem in teacher’s choice and the focus on developing students’ employability skills.

### **12. Recommendations**

The government of the United Republic of Tanzania through the Ministry of Education Science and Technology should review the curriculum to improve it. Improvements should be on the curriculum content to focus at skills development as per context of the Tanzanian society. The government should not only involve experts in curriculum development but also the community

should have representatives who can express the needs of the people in the community. The government should also provide resources that teachers and the education system need to meet the demand of people in the community such as human resources and financial resources for implementing the curriculum which is skills based. Also, the assessment process has to be reviewed. The assessment process has to assess knowledge and skills which a learner has developed as a result of learning or acquiring secondary school education. Assessing knowledge alone or skills which are not linked to the need of the people, disadvantages skills development to students. The state should also give teachers creativity and ability to link what is taught to actual life situation in the community in which the learner belongs.

Tanzania education policy should be reviewed to determine if it meet educational demands of people in the community. Qualities of teachers also should be observed for the purpose of improving education provision to the learners and for ensuring quality education. Education should be seen as a key to achievements rather than being looked at as a challenge. Education policy should describe the expected learning outcome of a learner and identify the means through which the learning outcome can be achieved. The current education policy is focused at competence based learning of which the competencies expected by the policy are not linked to the need of the people. The competencies described are only for creating employees than employers who are capable of producing jobs than looking for jobs.

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