

**Teachers' Preparation in Development of Entrepreneurship Skills for Ordinary level
Secondary Students
A Case of Dodoma City Public Schools
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This study explored the extent to which commerce teachers were prepared in order to develop entrepreneurship skills to ordinary secondary students in public secondary schools in Dodoma City. The study aimed at discovering the entrepreneurship skills commerce teachers acquired during pre-service training (PRESET) and in-service training (INSET), teaching methods, resources and assessment methods commerce teachers used. The study used qualitative research approach, using in-depth interviews, focus group discussions (FGDs), key informant interview and documentary data. Directed content Analysis approach was used in data analysis. The major findings were: 78% of in-service commerce teachers were not qualified for teaching entrepreneurship education (EE) because they did not take any course or module on EE before their employment. Also, among all commerce teachers interviewed, none of them received INSET before the implementation of the revised curriculum. Further, the teaching methods used by majority of commerce teachers was group discussion and teachers lacked commerce teaching materials. Furthermore, 22 commerce teachers out of 23 used only traditional assessment methods such as tests and examination, only one teacher was also using practical projects as a way of assessing students. The study concludes that commerce teachers were not prepared for developing entrepreneurship skills to secondary students and this has affected the teaching methods, resources and assessment methods they use when teaching entrepreneurship topics. The study recommended that, there should be a link between curriculum planners and schools of education in Universities and Teacher Training Colleges (UCS). This will enable teachers to be trained before and after curriculum changes hence they will use appropriate teaching and assessment methods as well as resources.