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# THE EFFECTIVENESS OF TEACHING METHODS USED TO BUILD EMPLOYABILITY SKILLS AMONG TRAINEES OF VOCATIONAL EDUCATION AND TRAINING FOR THE TOUR GUIDE OCCUPATION IN TANZANIA

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## ABSTRACT

This study analyses the effectiveness of the teaching methods used by tutors and vocational teachers to develop employability skills among trainees of Vocational Education and Training (VET) for the tour guide occupation to make them suit the labour market needs. The study employed a mixed-method approach, specifically a concurrent embedded research design. The sample of the study was 72 respondents, including 28 tutors and 44 vocational teachers. Data were collected using a questionnaire, documentary review, and observation and then analysed by using factor, descriptive and thematic analysis techniques. The findings revealed that tutors and vocational teachers of the tour guide occupation mostly use methods that have a weak or moderate potential to promote development of employability skills among trainees. These methods are lectures, concept mapping, workshops, observation, gallery walks, group work, written tests, questions and answers, debates, small group instruction, flipped classrooms and skill test learning. The study recommends that tutors and vocational teachers should use teaching methods that guarantee the development of employability skills to a high level. Such methods include computer-aided/based learning, role play, project/research work, songs and dances, simulation, poetry and recitals, active learning, demonstration, brainstorming, seminars, visual learning, interactive classroom, and portfolio.

**Keywords:** Vocational education and training, employability skills, tour guide occupation, VET curriculum, and teaching methods.

## 1. INTRODUCTION

Automation and digitalisation of the tour guide occupation have brought changes in the demands of the tour guide labour market across the world (Suputra et al., 2024; ILO, 2019; Chetty et al., 2018). This is acknowledged by Hirvonen et al. (2022), who noted that skills demand arises due to technological changes in the labour market. This has necessitated changes in the Vocational Education and Training (VET) systems to keep up with the goal of producing graduates who have the qualities that match the demands of the labour market (Vandeweyer & Verhagen, 2020). For those interested in the tour guide occupation, VET is considered to be a suitable means of equipping them with the skills that they need in their career, which would make them employable and well-suited to the demands of the labour market (Boi et al., 2025). In essence, tutors and vocational teachers of the tour guide occupation are expected to equip their trainees not only with vocational skills but also with strong employability skills (Kebede et al., 2024; Tiwari & Malati 2020). Thus, they have to use teaching methods that have the potential to foster the acquisition of employability skills among the VET trainees to increase their adaptability in work and the ability to quickly respond to changing ideas, responsibilities, expectations, trends, and strategies (Lopes et al., 2023).

Employability skills are the skills, knowledge, and competencies that enhance a worker's ability to secure and retain a job, progress at work, and cope with changes (Brewer, 2013). In this study, employability skills are referred to a set of skills and key personal attributes that employers highly value as essential for effective performance at work. These skills include communication, conflict resolution, decision-making, entrepreneurship, understanding personality, teamwork, self-confidence, flexibility, integrity, creativity, critical thinking skills, teamwork, quality assurance, persuasion, and collaboration skills (Green & Blaszczyński, 2012). These skills are developed through quality training and educational and professional initiatives designed by VET centres and stated in the tour guide curriculum. The quality training such as effective teaching methods provide trainees with knowledge, abilities, values, and social skills that are in line with the labour market needs (Pastory & Mushi, 2022). Thus, teaching methods that develop employability skills help individuals meet labour market demands, equipping them with the skills and attributes needed for career success (Fraser et al. (2019).

Studies conducted in different places in the world (e.g. Ornellas et al., 2019; Sharma & Bhattarai, 2022; Geressu, 2017; Rahmaningtyas et al., 2023; Tan et al., 2021), have highlighted an increasing concern about the application of competency-based teaching methods that enhance employability skills. These studies show that many nations have adopted competency-based approaches in VET centres. This is all because the goal is to produce professionals (tour guides in the case of this paper) who have qualities that match the labour market demands (Lopes et al., 2023). Essentially, it suggests that the training system for tour guides is focused to ensure that it meets the expectations and needs of the industry. According to Istance and Paniagua (2019), it is considered significant to adopt competency-based teaching and learning strategies to promote acquisition of employability skills among trainees of the VET tour guide occupation. Thus, adopting competency-based teaching methods is vital for enhancing the acquisition of employability skills among trainees in the VET tour guide occupation.

For instance, Montana province in the United States has adopted teaching methods that boost employability skills for improved instructional delivery in the VET tour guide occupation such as demonstration, participatory, problem-solving, observation and project-based learning (Ryan, 2016). In Albania, the 2021-2026 educational plan emphasizes the use of participatory pedagogic methodologies in the VET curriculum to improve higher-order thinking skills, conceptual understanding, creativity, imagination, and problem-solving skills to make VET tour guide trainees acquire the qualities that match with the demands of labour market. It emphasizes the use of online laboratories, active learning, role play and interactive classroom (Fraser et al., 2019). In Nigeria, it is reported that students in vocational schools' graduate with limited employability skills for successful participation in work. This situation is largely attributed to several factors, including the teaching methods teachers use which result in a gross inadequacy of employability skills (Olelewe et al., 2022). In Kenya, an attempt is made to update the VET centres to promote high-quality teaching to ensure enhanced development of employability skills (Kithae & Awuor, 2014). Kithae and Awuor further add that teaching practices such as challenging tasks and content, and student-oriented supportive practices have been adopted to promote acquisition of employability skills among tour guide trainees

Thus, in creating lifelong learners, appropriate teaching practices such as creating an active and exploratory learning environment, providing students with alternatives to explore problem solutions in a safe environment, transforming classrooms and working situations to real life situations are crucial (Suputra et al., 2024; Istance & Paniagua, 2019). Likewise, the use of both traditional pedagogy and technology-enhanced approaches may help to improve the quality of instruction and in turn foster the attainment of employability skills among the trainees. These approaches are potential in promoting personal and national economies (Suputra et al., 2024; Istance & Paniagua, 2019). It can be argued that these approaches have the potential to enhance both individual and national economic growth.

In the same line, the focus of VET today is on preparing individuals to meet the challenges posed by the knowledge-based society (UNESCO, 2014). Thus, using the best teaching methods and practices that have the potential to ensure inclusiveness and acquisition of employability skills might help instil trainees with the 21st-century skills. This would enable trainees to cope with the current uncertainties and be flexible, creative, and employable (Choudhury et al., 2024). In addition, trainees are likely to find and define ways needed by the labour market (Sharma & Bhattarai, 2022). Thus, tutors and vocational teachers have to be conversant with relevant instructional techniques and teaching methods by attending in-service training courses in the relevant subject area and/or competency-based education and training (CBET) facilitation courses. Having attended such courses, they are expected to be able to use teaching methods specified in the VET curriculum for the tour guide occupation and its related subject syllabi.

In Tanzania, VET system is coordinated under the department of technical and vocational education and training in the Ministry of Education, Science, and Technology (MoEST). It is regulated by a semi-autonomous government organ, “the National Council for Technical and Vocational Education and Training” (NACTVET), while its provision is under the mandate of the Vocational Education and Training Authority (VETA). The post-primary VET centres, both private and public, offer craft courses in diverse vocational catchments such as cookery, masonry, electrical installation, and tour guide. The programmes follow a National Vocational Awards (NVA) system lasting from one up to three years. The NVA system has three levels: NVA level 1 (Certificate of Competence Level 1), NVA level 2 (Certificate of Competency Level 2), and NVA level 3 (Certificate of Competency Level 3) (Rutayuga, 2014). The tour guide programme is designed for graduates who hold Certificate of Secondary Education Examination (CSEE), preferably with credits in English and mathematics (VETA, 2013a). Its implementation started in the early 2000s (VETA, 2019). The programme focuses on provision of knowledge, practical skills, and attitudes to the tour guide trainees enrolled in full time basis. The programme imparts trainees with useful information about tourism attractions such as wildlife and cultural heritage (VETA, 2013a).

Further, the teaching methods for building employability skills among trainees are stated in the VET curriculum for tour guide occupation (VETA, 2013a). Such employability skills include communication, conflict resolution, decision-making, entrepreneurship, understanding personality, teamwork, self-confidence, flexibility, integrity, creativity, critical thinking skills, teamwork, quality assurance, persuasion, and collaboration skills (VETA, 2013b). As an integral part of module implementation, trainees acquire knowledge and skills using the recommended teaching methods such as; questions and answers, group work/teamwork learning, skill test learning, workshop, written test, observation, poetry and recitals, songs and dances, role play, simulations, computer-aided/computer-based learning, auditory learning, demonstration, brainstorming, project/research work (VETA, 2013a). Likewise, seminars, gallery walks, debates, visual learning, interactive classroom, flipped classroom, activation of prior solid knowledge, portfolios, lectures, small group instruction, and concept mapping (VETA, 2013a). Thus, teaching methods used to build trainees’ employability skills should be founded on the competency-based approach (Fraser et al., 2019).

Tanzania offers training in tour guide occupation to produce graduates with appropriate employability skills that are in alignment with the world of work (Boi et al., 2025). Nevertheless, studies show that still, the aspects of pedagogical practices (teaching methods) of vocational teachers and trainees of the tour guide occupation are not well articulated by researchers and practitioners (Makame & Fulgence, 2024). The use of teaching methods that do not effectively enhance employability skills often lead to production of tour guides who are described by employers as having no qualities that properly fit the

labour market demands (Nkunya & Mwila, 2024). It is not yet clear if the problem is the curriculum or the pedagogy or something else. Thus, analysing the effectiveness of teaching methods used by tutors and vocational teachers in building employability skills among VET trainees of the tour guide occupation is necessary.

## 2. THEORETICAL FRAMEWORK

The study is guided by Constructivism Theory (CT) pioneered by Dewey John, Piaget Jean, and Vygotsky Lev (Aspelin, 2012). The theory postulates that individuals construct new knowledge based on their prior knowledge/experience while capitalising on their skills, interests, styles and talents in the learning process (Brown & Robinson-McDonald, 2014). Dewey explained learning as an act of making inferences to construct rights and wrongs through personal experiences (Dewey, 1936). This means that emphasis is supposed to be on helping learners move beyond "right answer" learning to an expanded understanding and use of concepts and skills in a real-world context (Aspelin, 2012). Additionally, Piaget had a view that individuals are unable to instantaneously understand and use given knowledge, rather they must construct their own knowledge based on their previous experiences (Piaget, 1972). A similar view was held by Vygotsky (1978) who believed that knowledge is personal and socially constructed and it takes place in the mind of an individual. This signifies that learners construct knowledge by making sense of their life experiences which build on each other (Bruner, 1977).

The assumptions of the theory imply that successful education will be achieved if an appropriate curriculum is developed and appropriate teaching methods are used to support collaborative construction of knowledge in real-world settings (Bada & Olusegun, 2015). The teaching methods should not always require trainees to use the roadmaps presented to them by the teacher who leads and manages their start-ups or ventures (Mayer, 2009), rather, they should allow the learners to create new roadmaps to find a way through the unknown terrain, create and invent new roadmaps for unknown territories, engage in an open learning process and question the common knowledge (Grabowski, 2013). This provides learners with opportunities to gain new knowledge and strategies (Turner & Patrick, 2004). Thus, teaching methods that encourage learners to participate in the learning process interact with fellows, and work together toward a common academic goal are recommended as they increase their level of satisfaction and feelings of connection to the market needs (Brown & Robinson-McDonald, 2014).

The theory suits this study as the teaching methods that enhance employability skills offer trainees an opportunity to build upon their prior knowledge based on their interests, styles and talents (Applefield et al., 2000). This helps learners develop problem-solving, creativity, work motivation, entrepreneurship, designing, communication, and collaboration skills, which align with the needs of the labour market (Nickerson, 2019). It also enables learners to take responsibility of their own learning, and be more motivated to become better lifelong learners (Applefield et al., 2000).

## 3. MATERIALS AND METHODS

The study was conducted in Morogoro, Tanzania. Morogoro lies in the eastern administrative zone of the country. This zone was selected because it has 46 VET centres, a number that is larger than the VET centres found in any of the remaining zones. Likewise, the centres found in this zone offer tour guide courses which are within the focus of the study. Within the zone, Morogoro municipality was selected because it hosts the only vocational teacher training college which prepares vocational teachers of the tour guide occupation and other related fields while Kilosa district was selected because it hosts four (4) centres which offer tour guide courses (VETA, 2019).

The study employed a mixed-method research approach. This approach enabled the researchers to integrate two methods of data collection therefore obtain stronger evidence of the findings (Creswell & Creswell, 2018). This approach was selected because it has the potential to enrich understanding regarding the effectiveness of methods employed by tutors and vocational teachers in the VET tour guide occupation to build trainees' employability skills such as communication, decision-making skills, decision making, entrepreneurship, understanding personality, teamwork, self-confidence, flexibility, integrity creativity and critical thinking skills, team work, quality assurance, persuasion, and collaboration skills. A concurrent embedded research design was used since it allows the collection of quantitative data nested by qualitative data on the effectiveness of teaching methods employed by tutors and vocational teachers in building trainees' employability skills. The

design also enabled the researchers to capture information on the strengths and weaknesses of the teaching methods used by tutors and vocational teachers in VET centres (Cohen et al., 2018).

The study sample comprised 72 respondents, including 28 tutors and 44 vocational teachers. Tutors were sampled by using stratified and simple random sampling techniques. A list of tutors from the identified centres was developed and stratified based on gender. Thereafter, using simple random sampling, the names of respondents from each stratum were written on pieces of paper, which were then folded and put in a container. Thereafter, twenty-eight (28) papers were randomly selected. The same procedure was applied in selecting vocational teachers.

Data were collected through a questionnaire, documentary review, and observation. A questionnaire was used for tutors and vocational teachers to gather information related to methods used to develop employability skills in relevance to the labour market, likewise strengths and weaknesses of the methods used to develop employability skills for the labour market needs. Twenty-six (26) methods required to be used in teaching as described in the VET curriculum were given to respondents for judgement. Likewise, nine (9) close-ended statements that described the strengths of twenty-six (26) teaching methods towards developing employability skills to the market needs and twelve (12) statements on weaknesses were given to respondents for judgement. Judgement was based on 5 Likert scales where “5” represents strongly agree, “4” agree, “3” neutral/undecided, “2” disagree, and “1” strongly disagree. Respondents were required to put a tick (✓) in the space provided against the option on the statements (teaching method, strength, or weakness) to indicate the level of their agreement or disagreement towards the development of employability skills for the market needs. To add, the questionnaire mainly involved close-ended questions whose judgement was based on a Likert scale, as described, as well as a few open-ended questions to add to the close-ended questions. Besides, the researcher distributed eighty-three (83) questionnaires to the respondents; seventy-eight (78) were returned. Therefore, the overall return rate was 94%. During cleaning, six (6) questionnaires were dropped, leaving seventy-two (72); six (6) were dropped since they did not qualify as there were missing responses on survey questions for more than 30%. Consequently, seventy-two (72) respondents involved had the following characteristics: As regards to gender, 48 (66%) were male and 24 (34%) were female; 56 (78%) were above 35 years old, where 16 (22%) were below or equal to 35 years of age, and 23 (32%) had a master’s degree while 49 (67%) had a degree level of education. Regarding working experience, 22 (31%) had 10 years and below, while 50 (69%) had above 10 years. Further, participant observation was used to conduct the observation from tutors and vocational teachers. Both respondents were observed to obtain methods used to develop employability skills, and strengths and weakness on the modes of training. With this method, a total of three tutors teaching entrepreneurship and communication method modules and eight vocational teachers (two from each centre) teaching managing tour guides, climbing mountain tour, and basic computer application for hospitality modules were observed twice while conducting instructional.

Moreover, before embarking on data collection, respondents were requested to consent. Also, the observer asked some questions regarding lessons to be taught before the classroom observation, including the purpose of the lesson, objectives, how success will be measured, the teacher’s expectations, and any specific focus area for observation. During classroom observation, the researcher used a checklist and the following were considered/reviewed: availability of teaching documents, preparation of appropriate tasks and materials regarding employability skills imparted, safety measures consideration, giving enough time for trainees to practice the employability skills acquired, teaching method (s) used to develop employability skills, presence of required and enough equipment, provide continuous monitoring of exercise/practice to individual learners during teaching and learning processes. Note taking and video shooting were used to collect data. Other data were collected through documentary review where the researcher analysed the VET curriculum for tour guide occupation and its subject syllabi, teaching modules, scheme of training, lesson plans, logbooks, lesson notes, teacher guide documents, and recording sheets. The intention was to assess the teaching methods used to develop employability skills. Furthermore, the review focused on potencies, faults, and ways to improve regarding the development of employability skills.

Finally, numeric data collected through questionnaire survey were entered into Statistical Package for the Social Sciences (SPSS) version 23 software, where factor analysis was conducted to examine the underlying structure of the data related to teaching methods used to develop employability skills. Factor analysis helps to identify the dimensions that explain the



patterns of relationships between observed variables (Shrestha, 2021). The Eigenvalue greater than 1 was used as the cut-off point to determine which factors to retain. The Principal Component Analysis (PCA) was employed to reduce the dimensionality of the data. Thereafter, an appropriate rotation method was applied to enhance interpretability, ensuring that the factors were easier to identify and understood in terms of the variables that loaded highly on them. Factor analysis was used to analyse the effectiveness of teaching methods used in building employability skills among trainees, during analysis equation (1) was used to allow integration of score coefficients and responses on variables (teaching methods) in respective component so that satisfaction score indexes are generated. Satisfaction score index permit decision to identify effectiveness of methods employed by teachers in building trainees' employability skills in the VET centres (Rajendran & Arun, 2020).

$$F_j = \sum_{i=1}^n a_{ij} * b_{ij} \dots \dots \dots (1)$$

Whereby;  $F_j$  is a satisfaction score index for component  $j$ , for  $j = 1, 2, 3, 4, 5, 6, 7, 8, 8$ , and  $10$ ,  $\sum$  is summation symbol, "n" is the number of indicators in respective component, "a" is score coefficient and "b" is variable (respondents' responses regarding use of teaching method in developing employability skills). The responses based on categories where; 5 represents "Strongly Agree", 4 represents "Agree", 3 represents "Not sure/undecided", 2 represents "Disagree", 1 represents "strongly disagree" in respective indicator, "i" is row (variable/teaching method) and "j" is column(component).

Descriptive analysis was conducted to summarize the main features of the numeric data collected through questionnaire survey. This provided an overview of the dataset and addressed strengths and weakness of the modes of training in developing employability skills through basic statistical techniques. The first step involved frequency analysis, where the occurrences of categorical responses (disagree, neutral, and agree) were counted. This helped to understand the distribution of respondents across different categories and provided insight to understand the modes of training used to develop employability skills in VET tour guide occupation. Percentages were calculated for each category to show the proportion of respondents. The results of both the frequency and percentage analysis were presented in tables. These tables provided a clear summary of the data, which was then described in relation to the effectiveness of teaching methods used to develop employability skills, highlighting the significant trends.

Further, thematic analysis was used for qualitative data collected through documentary review and observation. In the first step, familiarisation and selection of quotation with dataset was made. In second step, selection of key words was made, then in third step subsequent codes that capture and evoke important features regarding employability skills in the VET tour guide occupation for the labour market needs were developed. Thereafter, in fourth step potential themes were generated to provide a broader pattern of meaning of the dataset and were reviewed. In fifth step, conceptualization through interpretation of key words, codes and themes was done and in six step which was the last, a conceptual model was developed while acknowledging the reflexive interpretation of the researcher.

## 4. RESULTS AND DISCUSSION

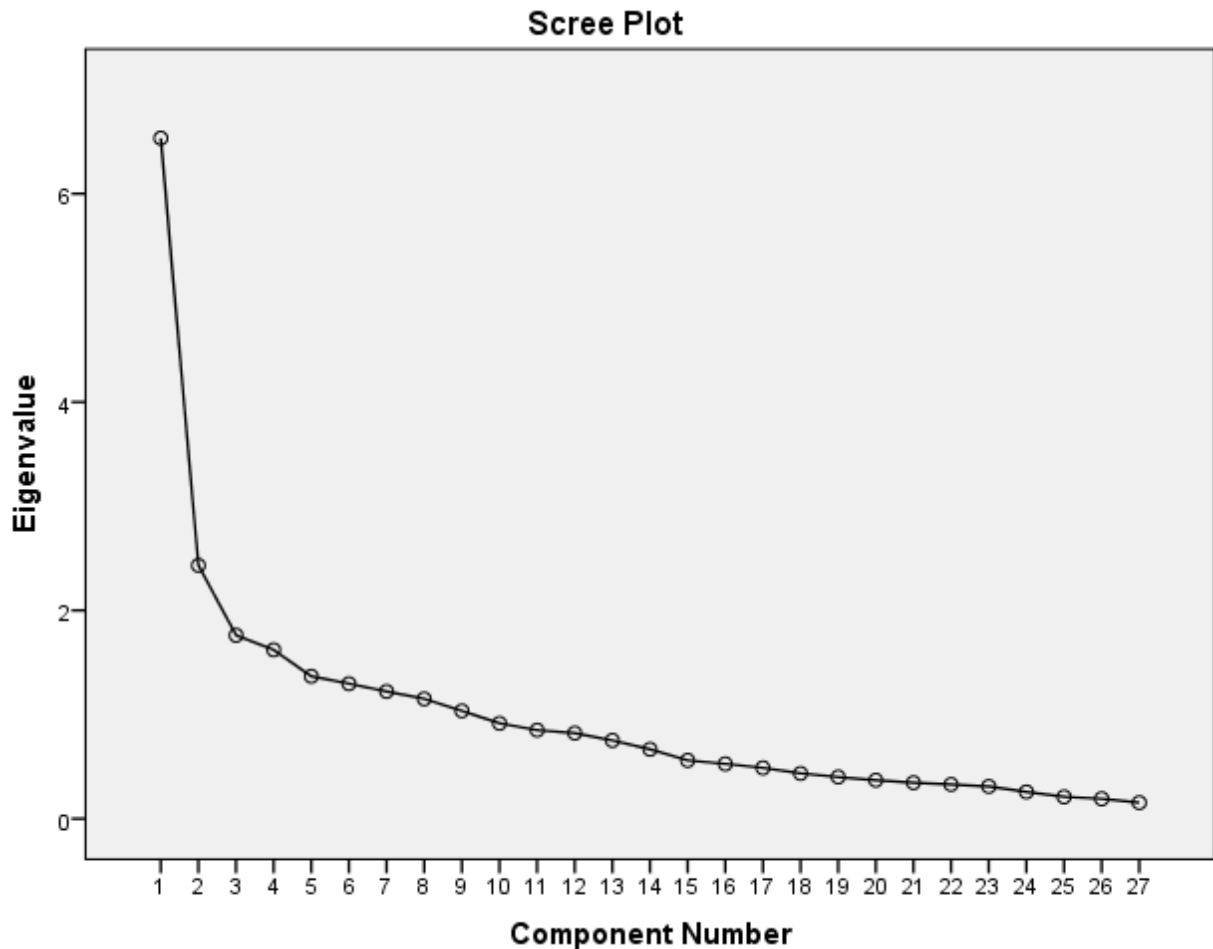
### 4.1 Results

#### 4.1.1 Results from Questionnaire Survey

This study analysed the effectiveness of teaching methods used by teachers to develop employability skills related to the labour market needs among VET trainees of tour guide occupation. The questionnaire findings showed that twenty-six (26) teaching methods (indicators) identified in the curriculum (VETA, 2013a), were used by tutors and vocational teachers. These are: questions and answers, group work/teamwork learning, skill test learning, workshop, written test, observation, poetry and recitals, songs and dances, role play, simulation exercise, computer-aided/computer-based learning, auditory learning, demonstration, brainstorming, project/research work, seminar, gallery walks, debates, visual learning, interactive classroom, flipped classroom, activation of prior solid knowledge, portfolio, small group instruction, concept mapping, and lecture.

Factor analysis was performed to identify the constructs underlying the indicators and generate components representing the indicators of the underlying constructs so as to determine the teaching methods employed by teachers in building trainees'

employability skills in the VET tour guide occupation. After performing the factor analysis, the components were formed as a result of the relationship between eigenvalues against components (indicators). Components with an eigenvalue greater or equal to 1 had a total variance that accounted for smaller amounts, and therefore were considered for further analysis. Hence, ten components were considered. Figure 1 summarises the results.



**Figure 1:** Eigenvalues versus Component

Table 1 presents a rotated component matrix showing the correlation between the variables (teaching methods) and the components identified in Figure 1. The components represent variables (teaching methods) combined together as indicated in each column (1 to 10). That is the teaching methods that are strongly related (teaching methods that share underlying, unobserved factors or dimensions) are combined together as teaching methods with heritages to be in one set (component).

**Table 1:** Rotated component matrix

S/N	Variables	Component									
		1	2	3	4	5	6	7	8	9	10
1	Questions and answers	.770									
2	Group work/ Teamwork learning	.707			.387						
3	Skill test learning	.225									
4	Workshop	.627					.307				.407

S/N	Variables	Component									
		1	2	3	4	5	6	7	8	9	10
5	Written test	.587							.389		
6	Observation	.521					.448				
7	Poetry and recitals		.742								
8	Songs and dances		.635			.320					
9	Role play		.619				.365				
10	Simulation exercise		.600								
11	Computer aided / computer-based learning	.459	.492								
12	Auditory Learning			.663							
13	Demonstration				.742						
14	Brainstorming				.704						
15	Seminar			.402	.408						
16	Gallery walks					.788					
17	Debates					.609					.322
18	Visual learning					-.497	.325				
19	Interactive classroom						.716				
20	Project/research work						.589				.343
21	Flipped Classroom							.745			
22	Activation of prior solid knowledge			.353				.556			
23	Portfolio								.707		
24	Concept mapping									.849	
25	Lecture									.745	
26	Small group instruction										.692

Source: Field Data (2023)

To determine the satisfaction score index, the major score coefficients in Table 2 with respect to the position of factors in Table 1 were used. The satisfaction score index enabled the researchers to identify the methods employed by tutors and vocational teachers in building trainees' employability skills in the VET centres (Rajendran & Arun, 2020). Formulas to compute the satisfaction score index for each of the ten components are shown in equations 2, 3, 4, 5, 6, 7, 8, 9, 10 and 11 considering the formula indicated in equation 1.

**Table 2:** Component Score Coefficient Matrix

S/N	Variables	Component									
		1	2	3	4	5	6	7	8	9	10
1	Questions and answers	.305	-.022	-.057	-.176	.002	-.123	.062	.120	.104	-.031
2	Group work/ Teamwork learning	.224	-.035	-.075	.113	-.002	-.192	.015	.011	.028	.038
3	Skill test learning	.225	-.042	-.026	-.118	.162	.098	.055	-.027	-.151	-.203
4	Workshop	.211	-.061	.016	-.089	-.009	.089	-.007	-.085	-.063	.011



S/N	Variables	Component									
		1	2	3	4	5	6	7	8	9	10
5	Written test	.223	-.010	-.113	-.072	.003	-.003	-.013	.225	-.128	-.035
6	Observation	.165	.042	-.046	-.097	.073	.199	-.086	.022	-.003	-.186
7	Poetry and recitals	-.067	.359	-.140	.017	-.102	-.140	-.035	.047	.045	.124
8	Songs and dances	.018	.245	.021	-.130	.101	-.086	-.008	.087	-.020	-.080
9	Role play	-.065	.244	-.014	.019	.048	.147	-.017	-.102	-.112	-.102
10	Simulation exercise	-.003	.238	.076	.048	.046	-.048	-.017	-.118	-.127	-.158
11	Computer aided / computer-based learning	.163	0.211	.003	.010	-.178	.211	-.026	-.172	.047	-.074
12	Auditory Learning	.104	.038	.316	-.131	-.024	-.175	.028	-.039	-.022	-.111
13	Demonstration	-.049	-.035	-.153	.401	.018	-.021	.070	-.024	.034	-.086
14	Brainstorming	-.025	-.019	.022	.369	-.033	-.090	.116	-.107	-.087	-.074
15	Seminar	-.067	.097	-.159	.175	-.031	.123	-.074	.221	.097	.172
16	Gallery walks	.001	-.002	-.032	.020	.355	-.025	.041	-.021	-.052	-.057
17	Debates	-.029	-.014	-.075	.053	.253	-.113	.055	.070	.012	.171
18	Visual learning	-.062	.068	.049	.107	-.286	.148	-.014	.056	-.160	.096
19	Interactive classroom	-.054	-.069	-.098	-.087	-.042	.434	-.014	.056	.084	.097
20	Project/research work	.010	.062	.127	-.004	-.052	.212	-.075	-.137	.207	.116
21	Flipped Classroom	-.014	-.049	-.032	.011	.010	-.062	.407	-.052	.068	.053
22	Activation of prior solid knowledge	-.041	-.111	.122	.028	.007	.040	.257	.028	-.048	-.022
23	Portfolio	.050	-.071	.010	-.069	.067	-.039	-.009	.399	.012	-.130
24	Concept mapping	-.012	-.062	-.105	-.001	.031	.039	.043	.033	.572	-.089
25	Lecture	.015	-.027	.015	.024	-.060	-.036	-.012	.045	.515	-.036
26	Small group instruction	-.001	-.039	-.053	-.036	.010	-.030	.122	-.034	-.051	.471

Source: Field data (2023)

Component 1 = 0.224\*(Group work/Team work learning) + 0.225\*(Skill test learning) + 0.305\*(Questions and answers) + 0.211\*(workshop) + 0.165\*(Observation) + 0.225\*(Written test) .....(2)

Component 2 = 0.211\*(Computer aided / computer-based learning) + 0.244\*(Role play) + 0.245\*(Songs and dances) + 0.238\*(Simulation exercise) + 0.359\*(Poetry and recitals) ..... (3)

- Component 3 =  $0.316 \times (\text{Auditory learning}) \dots\dots\dots(4)$   
 Component 4 =  $0.401 \times (\text{Demonstration}) + 0.369 \times (\text{Brainstorming}) + 0.175 \times (\text{Seminar}) \dots\dots\dots(5)$   
 Component 5 =  $0.355 \times (\text{Gallery walks}) + 0.253 \times (\text{Debates}) \dots\dots\dots(6)$   
 Component 6 =  $0.212 \times (\text{Project/research work}) + 0.149 \times (\text{Visual learning}) + 0.434 \times (\text{Interactive classroom}) \dots\dots\dots(7)$   
 Component 7 =  $0.407 \times (\text{Flipped classroom}) + 0.257 \times (\text{Activation of prior solid knowledge}) \dots\dots\dots(8)$   
 Component 8 =  $0.399 \times (\text{Portfolio}) \dots\dots\dots(9)$   
 Component 9 =  $0.572 \times (\text{Concept mapping}) + 0.515 \times (\text{Lecture}) \dots\dots\dots(10)$   
 Component 10 =  $0.471 \times (\text{Small group instruction}) \dots\dots\dots(11)$

Table 3 shows the respondents' satisfaction score indices on variables (teaching methods) grouped into components. The satisfaction score indices were generated following equations 2-11. The indices were used to determine the effectiveness of the methods used to develop employability skills among the tour guide trainees in VET centres.

**Table 3:** Satisfaction Score Index for each component

Equation	Component	Satisfaction score index for components
2	1	3.997
3	2	4.223
4	3	3.327
5	4	5.349
6	5	3.538
7	6	4.534
8	7	3.012
9	8	4.959
10	9	2.047
11	10	2.798

To determine the level of satisfaction for each component, the five (5) Likert scales used to rate variables were transformed using the overall satisfaction score index from the equations (2-11) to correspond to the indices presented in Table 3. The level of satisfaction is presented in Table 4.

**Table 4:** Satisfaction levels of the score index and interpretation

S/N	Satisfaction level of score index	Interpretation
1	1-3	Weakly used
2	3.1-4.1	Moderately used
3	4.2 – 5.4	Highly used

From the satisfaction levels developed in Table 4, interpretations for each satisfaction score index for the components in table 3 are presented in Table 5.

**Table 5:** Tutors and teachers satisfaction basing on ten components developed

Equation	Component	Teaching methods	Satisfaction score index	Remarks
2	1	Group work/teamwork learning, skill test learning, questions and answers, workshop, written test and observation	3.997	Moderately used
3	2	Computer aided / computer-based learning, role play, songs and dances, simulation exercise and poetry and recitals	4.223	Highly used
4	3	Auditory learning	3.327	Moderately used

5	4	Demonstration, brainstorming and seminar	5.349	Highly used
6	5	Gallery walks and debates	3.538	Moderately used
7	6	Project/research work, visual learning, and interactive classroom	4.534	Highly used
8	7	Flipped classroom and activation of prior solid knowledge	3.012	Moderately used
9	8	Portfolio	4.959	Highly used
10	9	Concept mapping and lecture	2.047	Weakly used
11	10	Small group instruction	2.794	Weakly used

**Source:** Field data (2023)

The findings in Table 5 reveal that the teaching methods stated in the VET curriculum for the tour guide occupation used by tutors and vocational teachers to allow the highly developed trainees' employability skills were; role-play, songs and dances, simulation exercise, poetry and recital, demonstration, visual learning, brainstorming, computer-aided/computer-based learning, interactive classroom, project/research work, workshop, seminar, and portfolio. While the teaching methods used by the tutors and vocational teachers to allow moderate development of employability skills were teamwork learning/group work, flipped classrooms, gallery walks, debates, auditory learning, written tests, questions and answers, activation of prior solid knowledge, and skill test learning. Meanwhile, lectures, small group instruction and concept mapping teaching methods were used by tutors and vocational teachers, which allowed for the weak development of employability skills.

Furthermore, apart from teaching methods used to develop employability skills among the trainees of the VET tour guide occupation, questionnaire question responses on the strengths regarding the effectiveness of teaching methods employed to develop VET trainees' employability skills were given. Table 6 summarizes the findings.

**Table 6:** Tutors and vocational teachers' questionnaire questions responses on strengths of teaching methods employed in developing VET trainees' employability skills (n=72)

S/N	Statements	Disagree		Neutral		Agree		Decision
		F	%	F	%	F	%	
1	The teaching methods employed increase motivation to learn employability skills	7	9.8	11	15.2	54	75	Agreed
2	The teaching methods provide a chance to control the focus of the students, the discussions happening in the classroom, the time, pace, and the materials being covered in building employability skills.	4	5.6	11	15.2	57	79.2	Agreed
3	The teaching methods give trainees' opportunity to make personal choices about their own learning and career pathway.	3	4.2	11	15.2	58	80.6	Agreed
4	The teaching methods put students' goals and objectives front and centre in building employability skills.	8	11.1	9	12.5	55	76.4	Agreed
5	The approaches used to teach employability skills provide a higher level of students' engagement.	5	7.2	9	12.5	58	80.5	Agreed
6	The teaching methods used increase a great chance of trainees' willingness to build employability skills.	9	12.5	5	6.9	58	80.6	Agreed
7	The teaching methods used provide trainees	7	9.7	11	15.3	54	75	Agreed

S/N	Statements	Disagree		Neutral		Agree		Decision
		F	%	F	%	F	%	
	with opportunities to gain experience in their specific intelligences							
8	The teaching methods used provide a chance for trainees' employability skills development high level.	9	12.5	14	19.4	49	68.1	Agreed
9	The teaching methods used enable trainees to develop decisive thinking.	5	6.9	13	18.1	54	75	Agreed

Source: Field data (2023)

Results in Table 6 show that most of the respondents agreed that the teaching methods used to develop employability skills provide motivation to enable trainees' learn, provide a chance to control the focus of the students, the discussions happening in the classroom, the time, pace and the materials being covered, give trainees an opportunity to make personal choices about their learning and career pathway, provide a higher level of students' engagement, provide trainees with opportunities to grow in decisive thinking.

Moreover, the findings showed that the tutors and vocational teachers were neutral about the weaknesses of the modes of training used to develop trainees' employability skills in the VET tour guide occupation. Table 7 summarises the findings.

**Table 7:** Tutors and vocational teachers' questionnaire question responses on weaknesses of the teaching methods used to develop employability skills in VET institutions (n=72)

S/N	Statements	Disagree		Neutral		Agree		Decision
		F	%	F	%	F	%	
1	The methods employed to develop employability skills do not give enough attention to teaching communication skills (reading, writing, speaking, and listening).	29	40.3	16	22.2	27	37.5	Neutral
2	The methods used to teach employability skills are deeply teacher centred and follows textbooks step for activities, and demonstrations.	29	40.2	17	23.6	26	36.2	Neutral
3	Teachers serve as a source of employability skills while learners function as passive receivers.	27	37.5	16	22.2	29	40.3	Neutral
4	The time allocated to enable trainees practice appropriate employability skills is not adequate.	23	31.9	15	20.8	34	47.2	Neutral
5	The teaching methods used do not give trainees much freedom in using technology, media, and other tools to build employability skills.	28	38.9	13	18.1	31	43.1	Neutral
6	The methods used are limited to a variety of teaching and learning resources such as ICT devices and language laboratory in building trainees' employability skills.	23	31.9	17	23.6	32	44.4	Neutral
7	The methods used do not provide chance for teachers to conduct assessment in measuring development level of employability skills.	30	41.6	19	26.4	23	31.9	Neutral
8	The teaching methods used do not provide room for trainees to build employability skills as they do prepare trainees in attempting examination.	28	38.9	12	16.7	32	44.4	Neutral
8	The teaching methods used to do not provide opportunities for trainees to grow in their specific intelligences.	34	47.2	14	19.4	24	33.3	Neutral

S/N	Statements	Disagree		Neutral		Agree		Decision
		F	%	F	%	F	%	
10	The teaching methods used to build employability skills do not consider trainee's past experience.	32	44.4	12	16.7	28	38.9	Neutral
11	The teaching methods used to build employability skills do not consider trainees' interests.	26	36.1	18	25	28	38.9	Neutral
12	The methods used do not provide students with capability to develop new ideas.	31	43.1	13	18.1	28	38.9	Neutral

**Source:** Field data (2023)

Table 7 shows that tutors and vocational teachers were neutral on the weaknesses of the teaching methods used to develop employability skills. This may imply that the methods are not much effective in developing communication skills (reading, writing, speaking and listening), the methods used to teach employability skills are highly teacher-centred, vocational teachers act as the source of employability skills while trainees act as passive receivers, the time allocated for trainees to practice the acquired employability skills is not adequate, and the teaching methods used do not give trainees much freedom to use technology, media and other tools to develop/strengthen their employability skills. The findings also mean that the effectiveness of the methods is limited by a scarcity of teaching and learning resources such as ICT devices and laboratory apparatus and equipment, do not provide a chance for tutors and vocational teachers to assess trainees' level of development of employability skills, and do not provide room for trainees to build employability skills rather than merely focusing preparing for examinations. Furthermore, the findings imply that the tutors and vocational teachers use these teaching methods without taking into account the trainees past experiences. At the same time, the findings mean that the method do not give students (trainees) with a chance to come up with new ideas and do not consider trainees' interests.

#### 4.1.2 Results from Documentary Review

Findings from questionnaire were supported by results collected through documentary review. Page 4 of the current VET curriculum for the tour guide occupation (VETA, 2013a), states various teaching methods to be applied in VET classrooms. The teaching methods that were found to be used included lectures, demonstration, discussion, case studies, field visits, simulation games, role playing and projects. Similarly, page 2 of the English and Communication Skills syllabi (VETA, 2013d), page 5 of the Life Skills syllabus (VETA, 2013c), and page 3 of the Basic Computer Application for the Hospitality syllabus (VETA, 2013e) show methods to be used. The methods include discussion, field visits, simulation, games, role playing, demonstration, assignments, exposition, case-studies, lecture, drama, brainstorming, gallery walk, clarification and puppetry. However, 56 (78%) out of the 72 lesson plans that were reviewed showed that tutors and vocational teachers were using questions and answers, written tests, group discussion, workshops, and lectures as teaching methods in most of their lessons when they wanted to develop employability skills (VETA, 2013a).

Furthermore, the strengths of the teaching methods in developing employability for the market requirements were provided. According to VETA (2013a), the current VET curriculum for tour guide occupation, the communication skills syllabus (Pages 1 and 2), the hospitality and tourism syllabus (page 1) (VETA, 2013f), and page 2 of the life skills syllabus (VETA, 2013c), bear objectives related to customers' satisfaction during production and increased customers' compliance with the producer proposals, promotion of argumentation, challenges and action for achievement, and the balance between a holistic understanding of competence and matching the pedagogical goals which are pertinent to use of teaching methods to develop employability skills among the VET tour guide trainees. Similarly, pages 7, 9, 30, and 34 of the VET curriculum for the tour guide occupation (VETA, 2013a), bear objectives related to customer satisfaction during production, capabilities and values that make a real difference in the labour market. Additionally, pages 4 and 13 of the VET curriculum for tour guide occupation (VETA, 2013a), present objectives related to boosting innovation among learners, enabling them to make sense of what they are learning based on prior knowledge and making them (the trainees) act as a learning community composed of individuals who construct a shared understanding.

Regarding weaknesses of the teaching methods used to develop employability skills findings from documentary review show that the quality assurance skills syllabus the hospitality and tourism syllabus (page 1) (VETA, 2013f), and the life skills syllabus (pages 3, 19, 33, 76 and 83) (VETA, 2013c) emphasize that the trainees should have the ability to tell time in different ways provide accountability measures, and engage in quality production. Further, pages 3 and 4 of the current VET curriculum for tour guide occupation (VETA, 2013a), indicate the hours to cover a module (theory and practical) for such time whereby; generating feasibility business ideas module (unit 2.1) requires 12 hours (16 periods), entrepreneurship concepts has to take 18 hours (24 periods), generating feasibility business ideas (unit 2.2) requires 10.5 hours (14 periods) and managing business (Unit 4.4-4.5) requires 6 hours (8periods) (VETA, 2013b); these features are insufficient for employability development to the market requirements.

#### 4.1.3 Results from Classroom Observation

In truck with findings from Classroom observation, a similar finding regarding teaching methods used to develop employability skills for the labour market requirements was revealed. For example, one of the vocational teachers during teaching managing tour guide module used small group and question and answers as teaching methods when required to develop creativity and critical thinking, and designing in the aspect of technical employability skills. Vocational teachers used to guide trainees to discuss in small groups and question and answers in relevance to cause-and-effect, providing exercises and monitoring to enhance development of appropriate employability skills. Extract 1 show findings from the training session conducted by Vocational Teacher one (VT1) from managing tour guide module on the topic, “how to query data using basic calculation”.

**Extract 1:** VT1 from managing tour guide on query data using basic calculations.

**VT1:** *Greeting their trainees by saying good morning, everybody.*

**Trainees:** *Good morning, Madam.*

**VT1:** *Today we are going to learn how to query data using basic calculation.*

**Trainees:** *ok madam, writing notes in the exercise books.*

**VT1:** Demonstrating how to apply basic mathematical calculations to real-life experience in relation to the tour guide sector.

*The topic for this lesson is "Calculating Tour Costs and Managing Customer Budgets."*

**Trainees:** *thank you madam while taking notes in their exercise books.*

**VT1:** Introducing the relevance of basic arithmetic skills in tour guiding occupation, and the crucial role amidst pricing tours, managing budgets, and handling customers' expenditures. For instance, the VT1 explains that a tour guide needs to be informed on how to calculate the total customers' costs of a tour, such as entrance fees, lunch cost, and transportation.

**VT1:** Using hypothetical tour, guide the trainees through adding these costs to calculate the total tour costs, and as well divide the total by the number of participants to determine the cost per person.

**VT1:** Explaining that in small groups discuss how to query data using basic calculation. Each trainee should query data from a data base given and perform basic operation such as addition, subtraction, and filtering. *"I will point randomly any of you after ten minutes to show how to query using basic operation from a data base".*

**Trainees:** in small groups planning a hypothetical tour by considering factors such as the number of participants, the type of transport, and various attractions.

The above extract signifies that vocational teachers consistently use teaching methods with either moderate or weak potential to allow development of appropriate employability skills. These teaching methods include questions and answers, group discussion, and lecture when required to develop creativity and critical thinking, and designing employability skills.

Likewise, findings were observed during teaching basic computer application for hospitality syllabus. For instance, another vocational teacher teaching Connecting Device Peripherals to Micro-computer session used computer aided/based, interactive classroom and demonstration as teaching methods when required to develop employability skills such as understanding personality and entrepreneurship, designing and creativity, or persuasion and collaboration skills. Extract 2 show findings from the training session conducted by Vocational Teacher two (VT2) from computer application for hospitality module on the topic, “Connecting Device Peripherals to Micro-computer”.



**Extract 2:** VT2 from Connecting Device Peripherals to Micro-computer lesson.

**VT2:** *Greeting their trainees by saying good morning, everybody.*

**Trainees:** *Good morning, sir.*

**VTC2:** *Today we are going to learn how to identify software.*

**Trainees:** *ok madam, writing notes in the exercise books.*

**VT2:** Demonstrating procedures involved in connecting peripherals to Micro-computer system by using a projector.

**Trainees:** Using procedures provided connecting the parts of Micro-computer and its peripherals. *“Could you please describe more on the procedures for choosing different power point slide designs and slide layouts?”*

**VT2:** Re-demonstrating procedures in connecting peripherals to micro-computer system.

**Trainees:** demonstrating in groups and then individually different power point slide designs and slide layouts.

**VT2:** Providing group assignment on slide designs and slide layout. *“Using ten minutes to complete the assignment I will reach every group to observe how you have designed your slides and slide layouts”.*

The extract implies that the vocational teachers used teaching methods which allow high development of employability skills. These teaching methods include computer aided/based, interactive classroom and demonstration when required to develop understanding personality, designing and creativity, persuasion and collaboration skills with limited and old resources.

Furthermore, apart from teaching methods used to develop employability skills among the trainees of the VET tour guide occupation, strengths on teaching methods used to develop VET trainees' employability skills were observed. The classroom observation from tutors during teaching entrepreneurship module revealed the following finding. For example, one of the tutors during teaching entrepreneurship principles to establish a small business enterprise session used simulation to enhance effective learning, demonstrated tasks clearly, used appropriate teaching method (s), provided exercises and monitored to enhance trainees' employability skills such as communication, decision-making, and entrepreneurship. Extract 3 shows findings from the training session conducted by tutor one (T1) teaching entrepreneurship module on the topic, “entrepreneurship principles to establish a small business enterprise”.

**Extract 3:** T1 from entrepreneurship principles to establish a small business enterprise lesson.

**T1:** *Greeting their trainees by saying good morning, everybody.*

**Trainees:** *Good morning, sir.*

**T1:** *Today we are going to learn entrepreneurship principles in establishing a small business enterprise.*

**Trainees:** *ok sir, writing notes in the exercise books.*

**T1:** Using hypothetical cases based on the local context demonstrating principles in establishing a small business enterprise.

**Trainees:** Guided by principles provided in a small group of five simulating how to establish a small business enterprise based on the local context.

**T1:** Using specific cases providing feedback to establish a small business enterprise. Emphasising by saying that, *“when you want to establish a small business it is crucial to establish a business plan”.*

**Trainees:** In a group of five developing a plan using local context.

**T1:** Monitoring the assignment as trainees were working in group. Providing feedback for improving the plan in establishing a small business enterprise.

Similarly, vocational teachers were observed integrating lessons with environmental issues and organizing trainees toward development of employability skills. For example, one of the vocational teachers (VT3) during teaching tour guide on the lesson climbing mountain tour to identify the requirements and satisfaction of clients in assisting them to climb the mountains safely. Extract 4 shows findings from the training session conducted by VT3 from tour guide module on the topic, “climbing mountain tour”.

**Extract 4:** VT3 from climbing mountain tour lesson.

**VT3:** *Greeting their trainees by saying good morning, everyone.*

**Trainees:** *Good morning, madam.*

**VT3:** *Today we are going to learn climbing mountain tour.*

**Trainees:** *ok sir, writing notes in the exercise books.*

**VT3:** Using simulation explaining the essential requirements and satisfaction of clients in climbing the mountain safety.

**Trainees:** Taking notes and asking questions related to requirements and satisfactions of clients (tourists) and safety aspects.  
*“Why is it necessary for guides to satisfy the clients (tourist)?”*

**VT3:** Providing instructional and engaging trainees by emphasizing on safety procedures and climbing guide checklist (e.g., gear readiness, safety measures, route planning).

**Trainees:** taking notes, and asking questions. *“Why is it important to consider safety aspect in climbing mountains?”*

**VT3:** Providing individual assignment regarding the requirements and satisfactions of clients (tourists) and safety measures.  
*“What are the most common safety concerns that tourists face during their travels?”, “In what ways can feedback from tourists regarding their experiences and safety perceptions be used to improve the quality of services and safety measures offered by guides?”*

Moreover, the classroom observation made on the weaknesses of teaching method used by tutors and vocational teachers in developing employability skills; the results show that the tutors and vocational teachers were neutral about the weaknesses of the modes of training used to develop trainees' employability skills in the VET tour guide occupation. For example, one of the tutors during teaching study skills lesson were observed having inadequate and outdated facilities to facilitate the use the teaching methods such as songs and dances, skill test learning, workshop and demonstration when required to foster communication, self-confidence, and integrity employability skills. Extract 5 show findings from the training session conducted by tutor two (T2) from communication method module on the topic, “Study Skills”.

**Extract 5:** T2 from Study Skills lesson.

**T2:** *Greeting their trainees by saying good morning, everybody.*

**Trainees:** *Good morning, madam.*

**T2:** *Today we are going to learn study skills in facilitating teaching and learning process. Then writing notes on the whiteboard, flip charts.*

**Trainees:** *ok madam, writing notes in the exercise books.*

**T2:** Demonstrating how to write different types of letters, curriculum vitae, essays and reports.

**Trainees:** taking notes and asking questions. *“Why the study skills important in communication?”*

**T2:** Providing individual assignment regarding the study skills. *“How can active learning techniques, such as group discussions enhance long-term retention of information?” “What are the roles of study skills in training?”*

The extract above suggests that tutors and teachers rely on outdated facilities to facilitate trainees in developing employability skills. This indicates that, regardless of suitable teaching methods employed, access to adequate and modern facilities is essential in fostering the development of employability skills.

## 4.2 Discussion

The study findings indicated that tutors and vocational teachers of the VET tour guide occupation mostly use teaching methods that have moderate or weak potential to enhance the development of trainees' behavioural, technical and professional employability skills. This implies that tutors and vocational teachers mostly use teaching methods that either moderately enhance or hinder trainees' acquisition of employability skills. In line with the findings, the constructivism theory stresses that VET trainees in the teaching and learning process have to reflect, build, integrate, and harmonise prior knowledge with new knowledge. They have to focus on acquiring knowledge and fostering their understanding of concepts and skills in order to be able to apply them in real-world context (Sisodia & Agarwal, 2017). This can enable learners to actively construct new knowledge and meaning from their environmental experiences which provide multiple representations of reality. It would enable trainees to develop appropriate behavioural, technical, or professional skills that match the market needs. When teaching methods allow moderately or weakly development of employability skills, trainees may struggle to acquire appropriate employability skills for work ready (Kebede et al., 2024). This scenario might hinder the VET tour guide trainee's preparedness for the workforce, and ability to demonstrate effectively in professional settings.

While tutors and vocational teachers mostly use teaching methods that have a weak or moderate potential to develop employment skills among trainees of the tour guide occupation, the findings showed that they also have limited teaching/learning resources at their disposal. Therefore, trainees gain limited knowledge, skills and personal attributes that could make them more secure and successful in their chosen occupation and be beneficial to the community, and national economy. For effective development of employability skills, both tutors and vocational teachers need to be supplied with adequate resources. With the availability of the resources, they can appropriately use the teaching methods that enhance the development of employability skills. Consistent use of these methods with required training resources would enable trainees to master these employability skills and be in a good position to succeed in their career.

Likewise, the teaching methods that foster development of employability skills expedite trainees' participation, engagement, experience, practice, reinforcement and reflection during the teaching/learning sessions, which leads to development of inquiry skills and the ability to apply what they have learnt in real-life situations. Examples of such methods are: role play, songs and dances, active learning, simulation exercise, poetry and recital, demonstration, and visual learning which are likely to build behavioural employability skills; brainstorming, computer-aided/computer-based learning, interactive classroom, and observation which develop technical skills; project work, seminar and portfolio, which develop professional skills.

These findings corroborate with Ornellas et al. (2019) who assert that appropriate strategies for enhancing employability skills help students gain knowledge from practicing, retailing, counselling and active participation in the teaching/learning process. They allow for flexibility and develop the ability to receive stimuli, thus reinforcing their ability construct knowledge. Most tutors and vocational teachers moderately use teaching methods that highly promote development of employability skills due to a lack of resources and knowledge. Likewise, the findings agree with Tiwari and Malati (2020) who reported that as the technology matures, it becomes possible to codify the relevant knowledge in the form of standard operating procedures, thereby facilitating the use of technology by less highly-qualified people (including teachers) by using a mixture of teaching methods that enhance or do not enhance acquisition of employability skills. However, insufficiency of resources, inappropriate assessment procedures and curriculum faults limit development of employability skills.

These teaching methods, emanated from the VET curriculum for the tour guide occupation play a crucial role in establishing a sound basis for understanding the effectiveness of various teaching methods used to foster employability skills. Teaching methods used to develop employability skills can be categorised as teacher-centred and learner-centred methods. The later approach motivates and empowers trainees by giving them control over the learning processes. ILO (2019) asserts that the development of essential employability skills requires interactive, flexible learning arrangements and methods in which trainees can be active rather than passive recipients. Learner-centred methods are essential for developing employability skills as they recognise the structured approach to training employability skills (Ornellas et al., 2019). The analysed methods can be used in different contexts when required to develop employability skills. Analysis of these methods may help tutors and vocational teachers within the tour guide occupation to identify best practices and adapt to teaching methods that foster trainees' development of employability skills for the market needs. Thus, comprehensive understanding of different pedagogical techniques enhances the ability to cater to diverse learning needs while improving the quality of the VET tour guide training.

## 5. CONCLUSION AND LIMITATIONS

The study has analysed the effectiveness of teaching methods used by tutors and vocational teachers in developing employability skills among VET trainees of the tour guide occupation in Morogoro Region, Tanzania. Based on the study findings, it is concluded that tutors and vocational teachers use teaching methods that weakly and moderately promote the development of employability skills among their trainees. Such methods are lectures, concept mapping, workshops, observation, gallery walks, group work, written tests, questions and answers, small group instruction, debates, flipped classrooms and skill test learning. The use of these methods limits the development of employability skills among trainees to a great extent.

Further, the study has several limitations, including its focus on tour guide occupation within Morogoro Municipality and Kilosa Districts in Tanzania. While the VET occupations are many, the findings cannot be employed for generalisation in other contexts. Also, the study focused on employability skills, excluding being specific about technical or vocational skills.

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No potential conflict of interest was reported by the author(s).

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