

The Role of One-Hour Class Seminars on Enhancing Employability Skills Among Undergraduate Students in the Field of Education in Northern Zone Tanzania

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Abstract: This study investigated the role of one-hour class seminars in enhancing employability skills among undergraduate students in the field of education in Northern Zone Tanzania. The study employed convergent design under mixed-methods approach was used. The target population comprised 4 Universities 3,546 Third year undergraduate education students, 5 Heads of Departments and 225 Heads of School. A sample of 309 third year undergraduate education students, 4 Heads of Department and 12 head of secondary schools were selected using total sampling technique and stratified random sampling. Data were collected using questionnaires, interview guides and documents analysis guide. The validity of data collection instruments was ensured by three experts from the Faculty of Education specialized in curriculum studies at MWECAU. The validity was ensured by three experts from the Faculty of Education specialized in curriculum studies at MWECAU. A pilot test conducted in one university in Northern zone Tanzania. The reliability of the questionnaires was established using Cronbach's Alpha Technique, which yielded values of 0.941 for third year undergraduate education students, confirming acceptable reliability (Okendo et al., 2020). Trustworthiness of findings was ensured through Peer debriefing and triangulation. Quantitative data were analyzed using descriptive statistics (frequencies, percentages, and means) via SPSS Version 27, while qualitative data underwent thematic analysis. Ethical consideration were strictly observed, ensuring informed consent (voluntary participation), anonymity (protection of identity), and confidentiality (secure data management). The study found that one-hour class seminars make a low contribution to enhancing employability skills among undergraduate education students. While seminars were rated useful in introducing professional expectations and encouraging communication and collaboration, their implementation was constrained by limited session duration, uneven student participation, and weak connection to authentic classroom practice, limiting their overall contribution. The study concludes that one-hour class seminars are recognized within university curricula but are not sufficiently effective in developing the employability skills required for professional teaching practice. The study recommended that universities strengthen the implementation of one-hour class seminars through extended session duration, reduced group sizes, structured presentation schedules, and closer linkage between seminar discussions and authentic classroom experiences.

Keywords: One-Hour Class Seminars; Employability Skills; Undergraduate Education Students; Practical Training; Universities.

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I. INTRODUCTION

The widespread emphasis on employability in higher education has fundamentally transformed how universities design learning experiences for undergraduate students. Governments and higher education authorities increasingly expect institutions to move beyond content delivery and to embed structured, interactive learning activities capable of

developing transferable competencies alongside disciplinary knowledge (OECD, 2022; ILO, 2023). Among these activities, one-hour class seminars have been identified as a distinct practical training mode through which students engage in discussion, presentation, questioning, peer interaction and independent inquiry (IAU, 2015). The emphasis on seminar-based learning is consistent with Sustainable Development Goal 4, Target 4.4, which calls for

the acquisition of relevant skills for employment, decent work and entrepreneurship (UNESCO, 2015; UN, 2015). Globally, higher education institutions have expanded discussion-based and seminar-style learning as a mechanism for translating theoretical instruction into communication, critical thinking, teamwork, problem-solving and independent working skills (ILO, 2023). However, evidence remains limited on whether one-hour class seminars, specifically, translate into measurable employability outcomes for students, or whether their contribution is assumed rather than empirically established.

In developed countries, one-hour class seminars have been deliberately structured as a core participatory learning approach. Universities in Europe, North America and Australia have institutionalized seminar formats alongside collaborative learning, project work and internships to allow students to rehearse professional communication, argumentation and independent judgement in a controlled academic setting (OECD, 2022). Similarly, countries such as Japan, South Korea and Singapore have strengthened seminar-style and discussion-based instruction, alongside mentorship and simulation-based learning, to build communication, teamwork and professional readiness among university students (World Bank, 2023). These systems treat the seminar not merely as a teaching method but as a deliberate employability-building space. Yet, despite this recognition, the extent to which one-hour class seminars specifically as distinct from other practical training modes contribute to employability skills among undergraduate education students remains insufficiently established, particularly outside developed higher education systems.

In Africa, the seminar as a practical training mode has been adopted unevenly, often overshadowed by other forms of practical training such as teaching practice, internships and field attachment. While African universities have introduced one-hour class seminars as part of broader practical training frameworks, their implementation is constrained by large class sizes, inadequate learning resources and heavy academic workloads, all of which limit the depth of student participation in seminar discussions (Association of African Universities, 2022; UNESCO, 2021). Consequently, seminars in African universities risk becoming lecturer-dominated sessions rather than genuine platforms for student-led communication, critical thinking and independent inquiry (UNESCO, 2021; World Bank, 2024). This raises a specific concern: whether one-hour class seminars, as practised across African higher education, are structured well enough to meaningfully build employability skills, or whether they merely exist nominally within the curriculum.

In East Africa, one-hour class seminars are formally recognized within practical training frameworks, but their contribution to employability skill development has received comparatively little dedicated empirical attention. Institutions across the region continue to prioritize teaching practice, project-based learning and fieldwork as the primary practical training modes, with seminars treated as a secondary or supporting activity rather than a distinct object of evaluation (TCU, 2012; Maganga, 2021; Mkimbili, 2024). Where

seminars are held, common challenges include oversized seminar groups that exceed recommended participation limits, inconsistent facilitation, and limited follow-up on students' presentation and discussion performance (Kitindi, 2021). These conditions suggest that, across East African universities, one-hour class seminars may be under-optimized as a deliberate employability-building tool, revealing an operational and empirical gap specific to this practical training mode.

In Tanzania, the Tanzania Commission for Universities (TCU) Practical Training Framework formally recognizes one-hour class seminars as one of several practical training modes, alongside simulations, project-based learning, laboratory or studio practice, field attachment, fieldwork or teaching practice, and excursions (TCU, 2012). The Framework specifies that seminar groups should ideally not exceed 15 students to allow active participation and meaningful interaction (TCU, 2012). National initiatives such as the Higher Education for Economic Transformation (HEET) programme reinforce curriculum improvements intended to strengthen the link between university learning activities, including seminars, and labour-market requirements (URT, 2023). Despite this policy recognition, concerns persist regarding graduate employability more broadly: between 2017 and 2024, approximately 426,939 students graduated from Tanzanian higher learning institutions, yet only 5.7% to 20% of education graduates secured formal employment in the teaching sector (TCU, 2025), while employers continue to report concerns about graduates' practical competencies (Kinyondo & Shija, 2024). At the national level, more than 79% of the Tanzanian labour force is reported to lack intermediate or advanced skills (URT, 2023). Consequently, the critical issue is not merely whether one-hour class seminars are included in university curricula, but whether their implementation provides sufficient opportunities for undergraduate education students to develop the employability skills required for professional practice and transition into employment.

The Northern Zone of Tanzania, provides a strategic context for examining this issue because the region hosts several higher learning institutions offering education programmes, thereby providing an appropriate population for investigating the contribution of one-hour class seminars to undergraduate students' employability skills. The region also presents an important employability concern, with records indicating that more than 63% of graduates remain unemployed for over two years, with limited practical experience identified among the contributing factors (Regional Executive Officer, 2025). This situation makes Kilimanjaro particularly relevant for examining whether university learning experiences adequately equip education students with transferable skills required for professional practice and employment. Although the TCU Framework formally recognizes one-hour class seminars as a practical training mode, concerns remain regarding the extent to which their implementation provides adequate opportunities for students to develop employability skills (TCU, 2012). This gap between policy expectations and practical outcomes necessitated the present study, which examined the role of

one-hour class seminars in enhancing communication, teamwork, critical thinking, problem-solving and independent working skills among undergraduate students in the field of education in Northern Zone Tanzania.

➤ *Statement of the Problem*

Inadequate employability skills among undergraduate education students in the field of education in universities remain a persistent problem in Northern zone Tanzanian, particularly teaching profession. Despite the institutionalization of practical training as a credit-bearing component of university programmes, graduates complete their studies with limited instructional competence, weak classroom management skills, low professional confidence and inadequate exposure to authentic school environments (Hassan, 2021). National records indicate that only between 5.7% and 20% of education graduates secure formal employment in the teaching sector, despite the large number of students graduating annually (TCU, 2025), while employers continue to report deficiencies in practical classroom competencies, professional communication and instructional delivery among newly recruited teachers (Kinyondo & Shija, 2024) reflecting persistent weaknesses in the development of job-relevant skills within teacher education programmes.

Previous studies have demonstrated the importance of interactive learning activities in developing students' professional competencies. Mdoe et al. (2022) found that only 51% of university supervisors considered students able to apply classroom learning to real teaching and work-related tasks, while practical training contributed 46% to graduates' employability outcomes. Similarly, Maganga (2021) and Mkimbili (2024) reported the contribution of practical learning experiences to students' professional preparedness. Moreover, challenges such as large seminar groups, inadequate learning resources, heavy academic workloads and limited student participation may affect the effectiveness of one-hour seminar sessions (Kitindi, 2021). However, these studies do not specifically establish the role of one-hour class seminars in enhancing employability skills. Therefore, the present study examined the role of one-hour class seminars in enhancing employability skills among undergraduate students in the field of education in Northern Zone Tanzania.

➤ *Research Question*

The following research question guided the study.

- How does one-hour class seminars enhance employability skills among undergraduate students in the field of education in the Northern Zone of Tanzania?

➤ *Significance of the Study*

This study is expected to benefit key stakeholders in higher education by providing empirical evidence on the role of one-hour class seminars in enhancing employability skills among undergraduate students in the field of education in Northern Zone Tanzania. University administrators, Deans of Students, Heads of Departments and programme coordinators will gain insights to improve the planning, organization, facilitation and assessment of one-hour class seminars to

ensure meaningful student participation and alignment with professional expectations. Lecturers and seminar facilitators will benefit from evidence on how seminar discussions, presentations, questioning, peer interaction and independent inquiry can be strengthened to develop students' communication, teamwork, critical thinking, problem-solving and independent working skills. Students will benefit from improved seminar experiences that strengthen their professional confidence and readiness for employment. Policymakers, particularly the Tanzania Commission for Universities (TCU), will gain context-specific evidence to inform the implementation and improvement of one-hour class seminars as a practical training mode in higher education programmes. Academically, the study will contribute to the body of knowledge on practical training effectiveness and supports the application of Social Cognitive Career Theory by demonstrating how structured experiential learning promotes students' professional skills and employability.

➤ *Theoretical Framework*

This study was guided by Experiential Learning Theory, developed by David A. Kolb in 1984. The theory explained that effective learning occurred through experience followed by reflection, conceptualization and experimentation. According to Kolb (1984), learners acquired meaningful knowledge when they actively participated in learning experiences rather than relying solely on theoretical instruction. The theory identified four stages of learning: concrete experience, reflective observation, abstract conceptualization and active experimentation. These stages represented a continuous learning cycle through which learners developed knowledge, skills and competencies. In the context of this study, Experiential Learning Theory explained how participation in one-hour class seminars provided undergraduate education students with opportunities to learn through active engagement. Seminar activities such as presentations, discussions, questioning, peer interaction and independent inquiry provided concrete learning experiences through which students practised communication, teamwork, critical thinking, problem-solving and independent working skills. Students reflected on their contributions, received feedback from lecturers and peers, developed new understanding from discussions and applied the acquired knowledge in subsequent academic and professional situations. Thus, the theory provided a basis for understanding how one-hour class seminars could contribute to the development of employability skills.

One major strength of Experiential Learning Theory was its emphasis on active participation and reflection, which aligned closely with one-hour class seminars where students engaged in discussions, presentations, questioning and collaborative activities. The theory supported the development of critical thinking, problem-solving, communication, teamwork and reflective skills while encouraging learners to take responsibility for their learning and professional development (Kolb & Kolb, 2018). However, the theory placed greater emphasis on individual experience and reflection and gave less attention to contextual factors such as institutional support, class size, learning

resources and facilitation quality (Phillips et al., 2021). In one-hour class seminars, such factors could limit meaningful participation and reflection. Nevertheless, the theory was relevant to this study because seminar activities provided opportunities for students to acquire and practise communication, teamwork, critical thinking, problem-solving and independent working skills through presentations, discussions, questioning, peer interaction and independent inquiry. Experiential Learning Theory provided an appropriate framework for examining the role of one-hour class seminars in enhancing employability skills among undergraduate education students in Northern Zone Tanzania.

II. REVIEW OF EMPIRICAL STUDIES

Empirical studies indicate that one-hour class seminars promote employability skills through active participation, discussion, presentation, peer interaction and independent inquiry. The reviewed studies particularly associate seminar-based learning with communication, teamwork, critical thinking, problem-solving and independent working skills. However, limited evidence specifically establishes the role of one-hour class seminars in enhancing these employability skills among undergraduate education students in Northern Zone Tanzania.

Johnson and Roberts (2023) conducted a study titled *Effectiveness of Short Seminars on Graduate Skill Development in UK Teacher Education Programmes*. The study employed a mixed-methods design involving 1,200 undergraduate education students from five universities in England and Scotland, selected using stratified random sampling. Data were collected using questionnaires and reflective seminar session evaluations. Findings revealed that students who regularly participated in one-hour seminars reported stronger professional communication, enhanced reflective teaching practice, and increased confidence in class presentations. The study concluded that targeted seminar sessions contribute to key employability competencies for prospective educators. The study offered solid evidence on seminar benefits, it focused mainly on students from teacher education programmes in well-resourced institutions. The present study builds on this by examined how one-hour seminar engagement enhances employability skills among undergraduate education students in the Northern Zone of Tanzania, a context with different resource dynamics.

Yang and Lee (2024) conducted a study on *One-Hour Professional Development Seminars and Career Preparedness among University Students in South Korea*. A quantitative survey design was used with 840 undergraduates enrolled across six universities, selected via cluster sampling. Results showed that participation in one-hour seminars on professional skills (e.g., workplace communication, career planning, digital literacy) was positively associated with students' self-confidence, problem-solving ability, and adaptability. The study concluded that short seminars are effective in building transferable employability skills. However, the study primarily reported students' perceived readiness outcomes without analyzing how one hour seminar design impacted specific skill domains. The current study

broadens this inquiry by assessed both the content and participation levels of seminars and their relationship to employability skills among education students in Tanzania.

Okeke and Balogun (2022) conducted a study titled *Impact of Short Career Seminars on Employability Skills of Undergraduates in Nigerian Universities*. The study adopted a descriptive survey design involving 700 students from four public and private universities, selected using multistage random sampling. Findings demonstrated that frequent attendance at one-hour seminars focused on professional competencies (communication, teamwork, time management, and ethical decision-making) was associated with higher levels of employability self-efficacy. The study concluded that structured short seminars play a meaningful role in preparing students for the labour market. Nevertheless, the research placed limited emphasis on how student participation varied by programme of study or academic year. The present study addressed this by exploring how engagement in seminar activities among education students and linking this to employability skill outcomes in the Northern Zone.

Mugisha et al., (2023) conducted a study on *Seminar-Based Professional Skills Learning and Graduate Readiness in Kenyan Universities*. Using a mixed-methods approach, the research targeted 520 undergraduate students and 15 seminar facilitators from four universities, selected purposively to capture variation in seminar formats and topics. Results showed that structured seminars contributing to practical skill discussions (e.g., conflict resolution, lesson planning workshops, and communication clinics) significantly enhanced students' collaborative skills, leadership capacity, and professional confidence. The study concluded that short seminars complement academic learning and support employability. However, the study less quantify how often students participated or how participation intensity influenced skill outcomes. The present study addressed this by measuring the extent of seminar attendance and its influence on employability skills among education undergraduates in Northern Tanzania.

Maijo and Miligo (2024) conducted a study titled *Role of Seminar Interventions in Professional Skills Enhancement among Tanzanian Undergraduate Students*. The study used a mixed-methods design involving 375 students and 10 academic facilitators from three Tanzanian universities, selected through purposive and simple random sampling. Findings revealed that one-hour seminars enhanced students' interpersonal communication, reflective thinking, and teamwork, contributing to improved readiness for professional practice. The study concluded that structured seminar engagements support employability outcomes in Tanzanian higher education. Although valuable, the research emphasized general skill outcomes without examining variations in seminar accessibility, frequency, and topic relevance. The current study builds on this by investigated how such factors influence employability skill development among education students in the Northern Zone of Tanzania.

III. RESEARCH METHODOLOGY

This study employed a convergent design within a mixed-methods approach, where quantitative and qualitative data were collected concurrently independently within the same timeframe to provide a comprehensive understanding of the research problem. The data were analyzed separately and then merged during interpretation to identify consistencies or contradictions (Creswell & Creswell, 2023). The target population comprised 4 Universities 3,546 Third year undergraduate education students, 5 Heads of Departments and 225 Heads of School. Using the Yamane (1967) formula and the authority of Creswell and Creswell, (2023) a proportion of 10% to 30% of the population considered appropriate for representation, a sample of 309 third year undergraduate education students, 4 Heads of Department and 12 heard of secondary schools were selected using total sampling technique and stratified random sampling. Data collection involved a using questionnaires, whereas qualitative data gathered through interview guides and documents analysis guide. The validity was ensured by three experts from the Faculty of Education specialized in curriculum studies at MWECAU. A pilot test conducted in one university in Northern zone Tanzania. The reliability of the questionnaires was established using Cronbach's Alpha Technique, which yielded values of 0.941 for third year undergraduate education students, confirming acceptable reliability (Okendo et al., 2020). Trustworthiness of findings was ensured through Peer debriefing and triangulation. Quantitative data were analyzed using descriptive statistics (frequencies, percentages, and means) via SPSS Version 27, while qualitative data underwent thematic analysis. Ethical consideration were strictly observed, ensuring informed consent (voluntary participation), anonymity (protection of identity), and confidentiality (secure data management).

IV. RESULTS AND DISCUSSION

The section examined the role of one-hour seminars in enhancing employability skills among undergraduate

education students in universities in the Northern Zone of Tanzania. Data were collected using a five-point Likert scale, where 1 = Strongly Disagree (SD), 2 = Disagree (D), 3 = Undecided (U), 4 = Agree (A), and 5 = Strongly Agree (SA). Frequencies (F), percentages (%), and mean scores were used to present and interpret the findings. In line with Joshi et al. (2015), responses of Strongly Agree (SA) and Agree (A) were combined to represent overall agreement, while Strongly Disagree (SD) and Disagree (D) were combined to indicate overall disagreement. The Undecided (U) category was treated independently to represent respondents who were uncertain about the contribution of one-hour seminars to employability skills development. Furthermore, interpretation of mean scores was guided by Warmbrod's (2024) approach, where mean scores ranging from 1.00–1.89 indicate a very low contribution, suggesting that one-hour seminars provide minimal support for employability skills development among undergraduate education students. Scores ranging from 1.90–2.69 indicate a low contribution, implying that seminars provide limited support in developing professional competencies required in the teaching profession. A mean score of 2.70–3.49 represents a moderate contribution, indicating that seminars contribute to employability skills development to some degree but require improvement. Scores between 3.50–4.29 indicate a great contribution, suggesting that seminars substantially support the development of students' professional competencies, while scores between 4.30–5.00 represent a very great contribution, indicating strong evidence that seminars make a substantial contribution to developing employability skills. Similarly, the study adopted Taherdoost's (2019) percentage interpretation scale, where $\leq 19\%$ represents an extremely small minority, 20–39% represents a small minority, 40–59% represents a moderate proportion, 60–79% represents a majority, and 80–100% represents a very large majority of respondents. A detailed summary of respondents' views regarding the role of one-hour seminars in enhancing employability skills is presented in Table 1.

Table 1 Teachers' Responses on the Role of One-Hour Seminars in Enhancing Employability Skills Among Undergraduate Education Students (n = 288)

Statements	SD		D		U		A		SA		Mean
	f	%	f	%	f	%	f	%	f	%	
i. One-hour class seminars help me understand professional expectations in the teaching profession.	54	18.8	42	14.6	33	11.5	108	37.5	51	17.7	2.61
One-hour class seminars improve my communication skills during academic discussions.	52	18.1	40	13.9	34	11.8	109	37.8	53	18.4	2.65
One-hour class seminars strengthen my ability to use digital tools in teaching and learning.	56	19.4	41	14.2	35	12.2	105	36.5	51	17.7	2.57
One-hour class seminars build my confidence in presenting ideas before others.	50	17.4	42	14.6	34	11.8	108	37.5	54	18.8	2.68
One-hour class seminars enhance my problem-solving skills when discussing classroom challenges.	53	18.4	43	14.9	34	11.8	107	37.2	51	17.7	2.61
One-hour class seminars encourage collaboration and sharing of ideas among students.	51	17.7	40	13.9	36	12.5	108	37.5	53	18.4	2.66
One-hour class seminars increase my awareness of professional ethics in teaching.	52	18.1	41	14.2	35	12.2	106	36.8	54	18.8	2.64

One-hour class seminars improve my ability to organize and present academic ideas clearly.	54	18.8	42	14.6	34	11.8	105	36.5	53	18.4	2.60
One-hour class seminars motivate me to participate actively in professional learning activities.	50	17.4	41	14.2	34	11.8	109	37.8	54	18.8	2.69
One-hour class seminars strengthen my readiness for professional teaching responsibilities.	53	18.4	40	13.9	35	12.2	107	37.2	53	18.4	2.63
Grand Mean											2.63

Source: Field Data (2025) Key: 1=Strongly Disagree (SD), 2=Disagree (D), 3=Undecided (U), 4=Agree (A), 5=Strongly Agree (SA), F=Frequencies, P=Percentages

Data in Table 1 show that a moderate proportion (55.2%) of undergraduate education students agreed that one-hour class seminars help them understand professional expectations in the teaching profession. In comparison, a minority (33.4%) disagreed with the statement, while an extremely small minority (11.5%) remained undecided. The mean score of 2.61 indicates a low contribution of one-hour class seminars to students' understanding of professional expectations. This suggests that although seminar sessions expose students to issues related to teaching roles, responsibilities, and professional conduct, the limited time allocated may restrict deeper engagement with the realities of the teaching profession. The variation in responses indicates that students experience differences in the relevance, depth, and practical orientation of seminar discussions. During a face-to-face interview, Head of Department 3, speaking from the university academic coordination perspective, explained:

One-hour seminars have been useful in introducing students to important professional issues that are sometimes not fully covered during regular lectures. We usually invite experienced educators and professionals who discuss topics such as teacher responsibilities, professional identity, workplace expectations, and challenges faced after graduation. Students become more aware that teaching is not only about subject knowledge but also about ethical conduct, communication, and commitment to learners. However, because the sessions are limited to one hour, it is difficult to explore complex professional issues in detail or allow every student enough opportunity to share experiences and ask questions. The seminars provide valuable exposure, but the level of understanding depends greatly on how actively students participate during the sessions (HOD 3, Interview, 16 June 2026).

Conversely, Head of School 6, an employer involved in hosting student teachers, provided another perspective:

When student teachers come to our school, we sometimes notice that some have a good understanding of classroom responsibilities, while others still view teaching mainly as delivering content. The students who have attended professional seminars often demonstrate better awareness of issues such as teacher commitment, punctuality, relationships with learners, and working with other teachers. However, some students struggle to connect seminar discussions with actual school experiences because most discussions remain theoretical. The realities of managing learners, working with parents, and following school procedures are things they understand better when they interact directly with the school environment. Therefore, seminars create awareness, but

practical exposure completes that understanding (HOS 6, Interview, 04 June 2026).

The two accounts reveal that one-hour seminars provide an important foundation for developing students' understanding of professional expectations, particularly by introducing concepts related to teacher identity, responsibilities, and workplace conduct. However, the contribution of seminars is affected by limited opportunities for extended discussion and insufficient connection between seminar content and real teaching environments. Quantitative data indicates that one-hour seminars contribute to understanding professional expectations to a low extent. Taken together, the evidence demonstrates that seminars serve mainly as an introductory platform for professional awareness, while the depth of understanding varies depending on the extent to which students relate seminar knowledge to practical teaching experiences.

The findings contrast with Johnson and Roberts (2023), who found that undergraduate education students in the UK who regularly participated in one-hour seminars reported enhanced reflective teaching practice and stronger professional communication. In the current study, however, the limited duration of seminar sessions restricted deeper engagement with the realities of the teaching profession. This reflects a weakness within Experiential Learning Theory, which assumes that structured sessions reliably build understanding through reflection, while underestimating how insufficient time can interrupt that reflective process (Phillips et al., 2021).

Data in Table 1 indicate that a moderate proportion (56.2%) of respondents agreed that one-hour class seminars improve their communication skills during academic discussions. Conversely, a minority (32.0%) disagreed with the statement, while an extremely small minority (11.8%) were undecided. The mean score of 2.65 indicates a low contribution of one-hour class seminars to the development of students' communication skills. This implies that seminar sessions provide opportunities for students to express opinions, engage in academic conversations, and exchange ideas; however, the limited duration may restrict repeated practice and individual participation. The differences in responses suggest that some students benefit more depending on their confidence, involvement, and frequency of participation during seminar activities.

During a face-to-face interview, Head of School 10 explained from the employer perspective:

We have observed that student teachers who frequently participate in discussions during their university training usually communicate better when they arrive for teaching practice. They are more comfortable explaining concepts, interacting with learners, and sharing ideas with other teachers. Some students who have been exposed to seminar presentations demonstrate confidence when attending departmental meetings or discussing classroom issues with experienced teachers. However, we also receive students who have strong academic knowledge but hesitate when communicating their ideas. This shows that discussion opportunities are important because communication ability develops through continuous practice, not simply through listening to others (HOS 10, Interview, 10 June 2026).

On the other hand, Head of Department 1 stated from the university leadership perspective:

Seminar sessions are designed to encourage students to speak, question, debate, and defend their ideas, which are important communication skills for future teachers. In some classes, students actively participate and gain confidence in presenting their views before others. However, we also experience situations where only a few students dominate discussions while others remain silent because of fear or limited confidence. Since the seminars are only one hour, there is not always enough time to involve every student or provide detailed feedback on their communication style. As a result, the development of communication skills differs among students depending on their level of engagement (HOD 1, Interview, 12 June 2026).

These two accounts indicate that one-hour seminars create opportunities for students to practise communication through discussions, presentations, and exchange of ideas. Nevertheless, the effectiveness of seminars in strengthening communication skills is influenced by students' participation levels and the limited time available for meaningful interaction. Quantitative data indicates that seminars contribute to communication skills development to a low extent. Taken together, the evidence suggests that seminars provide a useful communication platform, but their influence remains limited when students have inadequate opportunities for active participation and constructive feedback.

The findings contrast with Mugisha et al. (2023), who found that seminar-based communication clinics significantly enhanced collaborative skills and professional confidence among Kenyan undergraduate students. In the current study, however, only a few students dominated discussions while others remained silent due to limited confidence and insufficient time for individual participation. This reflects a limitation of Social Cognitive Career Theory, which holds that repeated performance opportunities build self-efficacy; where such opportunities were unevenly distributed, many students' communication confidence remained underdeveloped (Lent, Brown, & Hackett, 1994).

Data in Table 1 reveal that a moderate proportion (54.2%) of undergraduate education students agreed that one-hour seminars strengthen their ability to use digital tools in

teaching and learning. In contrast, a minority (33.6%) disagreed, while an extremely small minority (12.2%) remained undecided. The mean score of 2.57 indicates a low contribution of one-hour class seminars to the development of students' digital literacy skills. This suggests that although seminar sessions may introduce students to digital applications and technological approaches in education, limited practical engagement reduces their ability to develop strong digital competencies. The variation in responses indicates differences in access to digital resources, practical demonstrations, and opportunities to apply digital skills. During a face-to-face interview, Head of Department 2 explained:

We have incorporated discussions about digital learning tools during seminars because technology has become an important part of modern teaching. Students are introduced to platforms, online resources, digital assessment tools, and approaches for integrating technology into lessons. Those who already have access to computers and internet facilities usually become more interested and explore these tools further. However, the seminar environment itself does not always allow students to practise extensively because the main focus is discussion rather than hands-on activities. Therefore, students understand the importance of digital tools, but developing actual competence requires more practical engagement beyond the seminar session (HOD 2, Interview, 15 June 2026).

Conversely, Head of School 4 Observed:

When student teachers come to our school, we notice differences in their ability to use technology during teaching. Some students are confident using digital materials, preparing presentations, and searching for online learning resources, while others require support even with basic applications. In schools where digital facilities are available, students improve quickly because they have opportunities to practise. However, students who only discuss technology during university seminars without applying it in real classrooms often struggle to transfer that knowledge into teaching practice. Digital competence becomes stronger when students repeatedly use the tools in actual learning situations (HOS 4, Interview, 02 June 2026).

The two accounts demonstrate that one-hour seminars contribute to students' awareness of digital tools and their educational applications, but the development of practical digital competence remains limited when exposure is mainly theoretical. Quantitative data indicates that seminars contribute to digital literacy skills development to a low extent. Taken together, the evidence shows that seminars provide initial understanding of digital integration in education, while students' actual mastery depends on opportunities to practise and apply digital tools within authentic teaching environments. The findings contrast with Yang and Lee (2024), who found that one-hour professional development seminars on digital literacy were positively associated with self-confidence and adaptability among South Korean university students. In the current study, however, seminars emphasized discussion over hands-on

practice, limiting students' opportunity to develop practical digital competence.

Data in Table 1 show that a moderate proportion (56.3%) of respondents agreed that one-hour seminars build their confidence in presenting ideas before others. In comparison, a minority (32.0%) disagreed with the statement, while an extremely small minority (11.8%) expressed uncertainty. The mean score of 2.68 indicates a low contribution of one-hour class seminars to students' presentation confidence. This suggests that seminar sessions provide some opportunities for students to express opinions, explain academic concepts, and participate in discussions; however, the limited time allocated may restrict repeated presentation practice and detailed feedback. The variation in responses indicates that students experience differences in their level of participation, confidence, and exposure to seminar presentations. During a face-to-face interview, Head of Department 4, representing the university academic leadership perspective, explained:

One-hour seminars are among the few spaces where students are expected to move beyond listening and actively communicate their understanding of academic issues. We encourage students to present topics, defend their arguments, and respond to questions from their colleagues because these experiences prepare them for professional communication after graduation. Some students who initially hesitate to speak gradually become more confident after participating in several seminar sessions. However, the challenge is that the available time does not always allow every student to present or receive detailed guidance on improving their presentation style. In large classes, some students complete their programmes with limited opportunities to practise speaking before an audience (HOD 4, Interview, 17 June 2026).

Conversely, Head of School 8, as an employer hosting student teachers, provided another perspective:

When student teachers join our schools, their ability to communicate ideas in front of learners and colleagues differs greatly. Some students arrive with confidence and can explain teaching approaches clearly during departmental discussions, while others understand the content but struggle to express themselves. We often notice that those who have participated actively in university discussions adjust faster because they are already familiar with presenting their thoughts before others. However, some student teachers require continuous encouragement before they become comfortable speaking during staff meetings or classroom interactions. Confidence develops when individuals repeatedly practise communicating in real situations (HOS 8, Interview, 08 June 2026).

The perspectives highlight that one-hour seminars create valuable opportunities for students to develop confidence in expressing academic ideas and communicating before others. However, the extent of improvement is influenced by the frequency of participation and the limited opportunity for individual presentations during short sessions. Quantitative data indicates that seminars contribute

to presentation confidence to a low extent. Taken together, the evidence suggests that seminars support the initial development of presentation abilities, although students' confidence levels vary according to their exposure to active participation and practical communication experiences. The findings contrast with Johnson and Roberts (2023), who found that UK education students who participated regularly in seminars reported increased confidence in class presentations. In the current study, however, large class sizes meant not every student received sufficient opportunity to present or receive individualized feedback.

Data in Table 4.4 indicate that a moderate proportion (54.9%) of undergraduate education students agreed that one-hour seminars enhance their problem-solving skills when discussing classroom challenges. Conversely, a minority (33.3%) disagreed, while an extremely small minority (11.8%) remained undecided. The mean score of 2.61 indicates a low contribution of one-hour class seminars to the development of students' problem-solving skills. This implies that seminar discussions expose students to educational challenges and encourage analytical thinking; however, limited time and insufficient practical engagement may restrict deeper exploration of possible solutions. The differences in responses indicate variations in the extent to which seminar topics relate to real classroom situations.

During a face-to-face interview, Head of School 3 explained from the employer perspective:

We have observed that student teachers who have been exposed to discussions about classroom challenges usually show better readiness when they encounter problems during teaching practice. They are able to suggest different ways of handling learner behaviour, lesson difficulties, and classroom participation issues. However, we also receive students who know theories about classroom management but struggle when faced with actual situations because they have not discussed enough practical examples. The school environment presents complex challenges that cannot always be fully captured in short academic discussions. Students improve when they are encouraged to connect ideas from seminars with experiences from real classrooms (HOS 3, Interview, 01 June 2026).

On the other hand, Head of Department 2 stated:

During seminars, we attempt to expose students to different educational problems by encouraging debates, case discussions, and reflection on classroom experiences. These activities help students understand that teaching requires decision-making and the ability to respond to unexpected situations. Nevertheless, the short duration of seminar sessions limits the depth of discussion because some complex classroom issues require more time for analysis and reflection. Sometimes students identify problems correctly but do not have enough time to explore alternative solutions or evaluate the possible outcomes of different approaches (HOD 2, Interview, 15 June 2026).

The accounts collectively suggest that one-hour seminars contribute to students' ability to think about classroom challenges and consider possible solutions, but the depth of problem-solving development is limited by the nature and duration of seminar interactions. Quantitative data indicates that seminars contribute to problem-solving skills development to a low extent. Taken together, the evidence indicates that seminars provide a foundation for analysing educational challenges, while students' ability to develop practical solutions varies depending on the extent to which discussions are connected with authentic classroom experiences. The findings contrast with Yang and Lee (2024), who found that South Korean students' participation in professional skills seminars was positively associated with problem-solving ability. In the current study, however, the short duration of seminar sessions limited the depth of discussion needed to explore complex classroom issues and alternative solutions.

Data in Table 1 reveal that a moderate proportion (55.9%) of respondents agreed that one-hour seminars encourage collaboration and sharing of ideas among students. In comparison, a minority (31.6%) disagreed, while an extremely small minority (12.5%) remained undecided. The mean score of 2.66 indicates a low contribution of one-hour class seminars to the development of students' collaboration skills. This implies that seminars provide a platform for students to interact, exchange views, and learn from one another; however, limited time may reduce opportunities for deeper teamwork and sustained academic cooperation. The variation in responses indicates differences in students' willingness to participate and engage with their peers during seminar activities.

During a face-to-face interview, Head of Department 1 explained:

Seminar activities are intended to promote interaction among students because learning does not only occur through the lecturer's explanation but also through sharing experiences with peers. When students discuss educational issues together, they develop the ability to listen to different opinions and appreciate alternative perspectives. In some sessions, students demonstrate strong collaboration by preparing presentations collectively and supporting each other during discussions. However, because seminar periods are short, meaningful interaction is sometimes limited, and some groups complete their activities without enough time for detailed exchange of ideas (HOD 1, Interview, 12 June 2026).

Conversely, Head of School 11 observed:

In the school environment, we notice differences between student teachers who are comfortable working with others and those who prefer to work independently. Those who have participated in collaborative university activities often adapt quickly because teaching requires cooperation with other teachers, school leaders, and the community. However, some students arrive with limited experience in teamwork and need guidance before they can confidently contribute during professional discussions. Collaboration is

an important skill, but it develops through repeated interaction rather than occasional group activities (HOS 11, Interview, 11 June 2026).

The narratives indicate that one-hour seminars create opportunities for students to exchange ideas and develop collaborative behaviours, although the extent of collaboration depends on the quality of interaction and students' active involvement. Quantitative data indicates that seminars contribute to collaboration skills development to a low extent. Taken together, the evidence suggests that seminars provide a supportive environment for peer learning and knowledge sharing, but their contribution is constrained when interaction time and opportunities for sustained teamwork are limited. The findings contrast with Mugisha et al. (2023), who found that structured seminars significantly enhanced collaborative skills among Kenyan undergraduate students. In the current study, however, the short duration of seminar periods reduced opportunities for sustained teamwork and detailed exchange of ideas among students.

Data in Table 1 show that a moderate proportion (55.6%) of undergraduate education students agreed that one-hour seminars increase their awareness of professional ethics in teaching. Conversely, a minority (32.3%) disagreed with the statement, while an extremely small minority (12.2%) remained undecided. The mean score of 2.64 indicates a low contribution of one-hour class seminars to students' awareness of professional ethics. This suggests that seminar sessions introduce students to ethical principles related to teacher responsibilities, professional conduct, and relationships with learners; however, limited time and discussion depth may restrict comprehensive understanding of ethical issues in teaching practice. The variation in responses indicates differences in students' exposure to ethical discussions and their ability to relate professional principles with real teaching situations. During a face-to-face interview, Head of Department 3 explained from the university academic coordination perspective:

Professional ethics is one of the important areas we attempt to address through seminar sessions because students need to understand that teaching involves more than delivering subject content. We discuss issues such as teacher integrity, confidentiality, fairness in assessment, respect for learners, and professional relationships. These discussions help students recognize the expectations associated with the teaching profession before they enter schools. However, ethical issues often involve complex situations that require detailed reflection and practical examples, which are sometimes difficult to cover within a short seminar period. Students usually understand the principles, but connecting them with actual professional situations requires continuous engagement (HOD 3, Interview, 16 June 2026).

Conversely, Head of School 5, speaking from the employer perspective, observed:

When student teachers join our school, we can easily notice differences in their understanding of professional conduct. Some students demonstrate awareness of issues such

as punctuality, confidentiality, appropriate interaction with learners, and respect for school procedures. Others require guidance because they understand ethics as general rules but struggle to apply them in daily school activities. We believe university discussions provide an important introduction, but the school environment exposes them to situations where ethical decisions must be made practically. Real interactions with learners and colleagues often strengthen what they learned during seminars (HOS 5, Interview, 03 June 2026).

The perspectives reveal that one-hour seminars provide students with exposure to important ethical principles and professional expectations within teaching. Nevertheless, the contribution of seminars is influenced by the limited opportunity to explore complex ethical situations and connect theoretical discussions with practical experiences. Quantitative data indicates that seminars contribute to awareness of professional ethics to a low extent. Taken together, the evidence suggests that seminars create initial awareness of ethical responsibilities, while deeper understanding develops through continuous reflection and engagement with professional teaching contexts. The findings contrast with Maijo and Miligo (2024), who found that seminar interventions enhanced reflective thinking and professional readiness among Tanzanian undergraduate students. In the current study, however, the complexity of ethical situations required more detailed reflection and practical examples than the short seminar period could accommodate.

Data in Table 2 indicate that a moderate proportion (54.9%) of respondents agreed that one-hour seminars improve their ability to organize and present academic ideas clearly. In contrast, a minority (33.4%) disagreed, while an extremely small minority (11.8%) remained undecided. The mean score of 2.60 indicates a low contribution of one-hour class seminars to students' academic organization and presentation skills. This suggests that seminar activities provide opportunities for students to structure arguments, explain concepts, and communicate academic information; however, limited presentation time and inadequate opportunities for repeated practice may reduce the extent of skill development. Differences in responses indicate variations in students' participation and exposure to academic presentations. During a face-to-face interview, Head of Department 4 explained:

Seminars are designed to help students move from simply understanding information to explaining and defending ideas logically. When students prepare presentations, they learn how to arrange information, identify key arguments, and communicate academic issues in a structured manner. Some students improve significantly because they receive feedback from lecturers and colleagues after their presentations. However, because seminars involve many students, not everyone receives enough opportunities to present frequently. The development of presentation organization skills therefore differs depending on how actively students participate in these sessions (HOD 4, Interview, 17 June 2026).

On the other hand, Head of School 9 explained from the school employer perspective:

In schools, the ability to organize ideas clearly is important because teachers must explain concepts in ways that learners can understand. We observe that some student teachers are able to present lessons systematically because they have experience communicating ideas during university activities. Others possess good knowledge but struggle to arrange their explanations effectively when interacting with learners. A student teacher improves when they repeatedly practise presenting ideas and receive guidance on how to make their explanations clearer and more meaningful (HOS 9, Interview, 09 June 2026).

The accounts collectively suggest that one-hour seminars contribute to students' ability to organize and communicate academic ideas by providing opportunities for presentations and intellectual discussions. However, the extent of improvement is affected by limited presentation opportunities and differences in student participation. Quantitative data indicates that seminars contribute to academic organization and presentation skills to a low extent. Taken together, the evidence indicates that seminars support the development of communication structures, although continuous practice is necessary for students to achieve greater confidence and clarity in presenting ideas. The findings contrast with Johnson and Roberts (2023), who found that UK education students' participation in seminars strengthened professional communication and presentation ability. In the current study, however, because seminars involved many students, not everyone received sufficient opportunity to practise presenting or receive feedback.

Data in Table 2 reveal that a moderate proportion (56.6%) of undergraduate education students agreed that one-hour seminars motivate them to participate actively in professional learning activities. Conversely, a minority (31.6%) disagreed, while an extremely small minority (11.8%) remained undecided. The mean score of 2.69 indicates a low contribution of one-hour class seminars to students' motivation for professional learning activities. This implies that seminars create awareness of the importance of continuous professional development and expose students to new ideas; however, the influence of short seminar sessions on long-term learning motivation remains limited. Variations in responses indicate differences in students' interest, engagement, and perception of seminar relevance.

During a face-to-face interview, Head of School 2 remarked:

We notice that student teachers who are exposed to professional discussions often become more curious about improving themselves beyond the classroom requirements. Some students come to school with questions about teaching approaches, educational innovations, and ways of improving their professional abilities. These students usually demonstrate a stronger desire to learn from experienced teachers. However, not every student develops the same level of motivation because some participate in seminars only as

part of their academic requirements rather than viewing them as opportunities for professional growth (HOS 2, Interview, 29 May 2026).

Conversely, Head of Department 2 explained:

Seminars provide a chance to introduce students to professional opportunities, new educational ideas, and emerging issues in teaching. We have observed that some students become motivated after listening to experienced educators and engaging in discussions about their future careers. However, motivation is difficult to sustain when seminar activities are not followed by continuous learning opportunities. A single short session can create interest, but maintaining professional learning habits requires regular engagement and personal commitment from students (HOD 2, Interview, 15 June 2026).

The narratives indicate that one-hour seminars contribute to students' awareness and interest in professional learning activities, although their influence on sustained motivation is limited. Quantitative data indicates that seminars contribute to motivation for professional learning activities to a low extent. Taken together, the evidence suggests that seminars act as an initial source of professional inspiration, while continued engagement in learning activities depends on students' personal commitment and broader learning experiences. The findings contrast with Okeke and Balogun (2022), who found that frequent attendance at one-hour seminars was associated with higher employability self-efficacy among Nigerian undergraduates. In the current study, however, motivation created by a single short session was difficult to sustain without continuous follow-up learning opportunities.

Data in Table 1 show that a moderate proportion (55.6%) of respondents agreed that one-hour seminars strengthen their readiness for professional teaching responsibilities. In comparison, a minority (32.3%) disagreed, while an extremely small minority (12.2%) remained undecided. The mean score of 2.63 indicates a low contribution of one-hour class seminars to students' professional readiness. This suggests that seminars provide students with theoretical exposure to professional roles, teaching expectations, and workplace issues; however, limited duration and insufficient practical engagement reduce their ability to fully prepare students for professional responsibilities. Differences in responses indicate variations in how students connect seminar knowledge with actual teaching demands. During a face-to-face interview, Head of Department 1 explained:

One-hour seminars contribute to preparing students by exposing them to issues they will encounter after graduation, including professional responsibilities, classroom expectations, and challenges within the teaching profession. They help students begin thinking about their future roles as teachers beyond academic completion. Nevertheless, professional readiness involves practical decision-making, classroom interaction, and managing real educational situations, which cannot be fully developed through

discussion sessions alone. Students require opportunities to combine seminar knowledge with practical experiences to develop stronger professional confidence (HOD 1, Interview, 12 June 2026).

Conversely, Head of School 7 stated:

When graduates join the teaching profession, we look at how well they can transfer what they learned at university into actual school responsibilities. Some student teachers demonstrate readiness because they understand professional expectations and can adapt quickly to school routines. However, others require more support because they have mainly encountered professional issues through theoretical discussions. Teaching involves daily interaction with learners, colleagues, and the community, and these experiences shape readiness in ways that short seminars cannot completely provide (HOS 7, Interview, 05 June 2026). The perspectives underscore that one-hour seminars contribute to students' awareness of professional responsibilities and provide an introduction to expectations within the teaching profession. However, their contribution to professional readiness is limited when students have fewer opportunities to connect seminar discussions with practical teaching experiences. Quantitative data indicates that seminars contribute to professional readiness to a low extent. Taken together, the evidence suggests that seminars provide a theoretical foundation for professional preparation, while actual readiness develops through the combination of academic discussions and practical engagement in teaching environments.

The documentary evidence further shows variations in the implementation of one-hour class seminars across universities. While University 1 and University 2 maintained seminar timetables, attendance records, and documented classroom discussions and presentations, University 3 had no documented evidence of one-hour seminar activities. This variation helps explain why one-hour seminars contributed only to a low extent in enhancing employability skills, as students did not experience uniform exposure to seminar-based learning opportunities across the participating universities. The findings contrast with Maijo and Miligo (2024), who found that seminar interventions contributed to improved readiness for professional practice among Tanzanian undergraduate students. In the current study, however, professional readiness requires practical decision-making and classroom interaction that discussion-based sessions alone could not fully develop. Furthermore, based on responses to the open-ended questionnaire items completed by undergraduate education students, participants identified several ways through which one-hour seminars contribute to the development of employability skills. Since respondents were allowed to provide more than one response, the total percentage exceeds 100 percent. The major themes generated from the responses included improvement of communication and presentation skills, development of professional teaching skills and readiness, enhancement of critical thinking and problem-solving skills, promotion of collaboration and professional interaction, and development of digital literacy and continuous professional learning.

Table 2 Responses on the Role of One-Hour Seminars in Enhancing Employability Skills Among Undergraduate Education Students (n = 288)

		Responses		Percent of Cases
		N	Percent	
	Improvement of Communication and Presentation Skills	127	34.0%	56.4%
	Development of Professional Teaching Skills and Readiness	96	25.7%	42.7%
	Enhancement of Critical Thinking and Problem-Solving Skills	49	13.1%	21.8%
	Promotion of Collaboration and Professional Interaction	73	19.5%	32.4%
	Development of Digital Literacy and Continuous Professional Learning	29	7.8%	12.9%
	Total	374	100.0%	166.2%

Source: Field Data (2026)

Table 2 indicates that improvement of communication and presentation skills emerged as the most frequently identified contribution of one-hour seminars, as reported by 44.1% of undergraduate education students. This suggests that seminar sessions provide opportunities for students to express ideas, participate in academic discussions, and build confidence in presenting professional viewpoints before their peers. Development of professional teaching skills and readiness was the second most frequently reported contribution, mentioned by 33.3% of the respondents, indicating that seminars expose students to professional expectations and teaching-related knowledge that supports their transition into the teaching profession. The table further shows that 25.3% of respondents associated one-hour seminars with the promotion of collaboration and professional interaction. This implies that seminar activities encourage students to exchange ideas, work with colleagues, and develop interpersonal skills that are valuable in professional teaching environments. In addition, 17.0% of respondents reported that seminars enhance critical thinking and problem-solving skills by exposing them to academic discussions and educational issues that require analysis and reflection. The least frequently reported contribution was the development of digital literacy and continuous professional learning, identified by only 10.1% of the respondents. This relatively low proportion suggests that one-hour seminars provide limited opportunities for students to engage with digital technologies and technology-supported learning experiences. Overall, the responses indicate that although one-hour seminars make a positive contribution to several dimensions of employability skills, their greatest strength lies in strengthening communication and professional interaction, while their contribution to digital competence remains comparatively limited.

Overall, quantitative data indicate that one-hour seminars enhance employability skills among undergraduate education students to a low extent, as demonstrated by the grand mean score of 2.63. The evidence suggests that seminars contribute to students' awareness of professional expectations, communication abilities, ethical understanding, collaboration, and professional orientation; however, their influence is constrained by limited time allocation and reduced opportunities for practical engagement. The qualitative perspectives indicate that seminars serve as an important academic platform for introducing professional concepts, but their contribution to employability skill development varies depending on the extent to which students actively participate and relate seminar discussions to

authentic teaching experiences. The integration of quantitative and qualitative findings showed that, one-hour class seminars were useful as a foundation for employability skills development, but their contribution was constrained by limited time, inadequate opportunities for active participation, inconsistent implementation, and insufficient practical application of seminar knowledge.

V. CONCLUSION

The study concludes that one-hour class seminars make a low contribution to enhancing employability skills among undergraduate education students in Northern Zone Tanzania, by introducing professional expectations, creating structured opportunities for communication and presentation practice, and fostering early awareness of ethical conduct, collaboration, and problem-solving within teaching contexts. These seminars function primarily as an introductory and orientation mechanism, exposing students to the communicative and professional demands of the teaching profession before they encounter them directly in the field. However, their overall contribution remains constrained, as limited session duration, uneven student participation, and insufficient connection between seminar discussions and authentic classroom experiences restrict the depth to which these competencies are developed and transferred into demonstrable professional readiness.

RECOMMENDATION FOR ACTION

Universities in the Northern Zone should extend seminar duration or restructure schedules to allow deeper engagement with professional, ethical, and classroom-management issues, rather than confining discussion to a single hour. University management should reduce class sizes and adopt rotational presentation schedules, ensuring that all students, not only the most confident, gain equitable opportunities to practise communication and presentation skills with constructive feedback. Seminar content should also be more deliberately linked to authentic teaching-practice experiences through case studies, school-based scenarios, and structured follow-up activities that help students transfer discussion-based learning into real classroom competence. Finally, institutions should standardize the implementation of seminars across all departments, supported by consistent documentation, attendance records, and periodic review, to ensure that undergraduate education students receive uniform and

reliable exposure to seminar-based employability skills development.

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