PROMOTING ENTREPRENEURIAL SKILLS ACQUISITION THROUGH PROJECT BASED LEARNING FOR SUSTAINABLE BUSINESS STARTUPS: A CASE OF KOLOLO SENIOR SECONDARY SCHOOL-KAMPALA.

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18/U/GMVP/19608/PD

A DISSERTATION SUBMITTED TO KYAMBOGO UNIVERSITY DIRECTORATE OF RESEARCH AND GRADUATE TRAINING IN PARTIAL FULFILLMENT FOR THE AWARD OF A MASTERS OF VOCATIONAL PEDAGOGY OF KYAMBOGO UNIVERSITY.

FEBRUARY 2023

DECLARATION

I, Nakirya Fausta, hereby declare that the content of this Thesis is my original piece of work and has never been submitted before to any higher institution of learning for any award.

Signature……. Date……..

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APPROVAL

This is to certify that this research project entitled 'Promoting entrepreneurial skills acquisition through project-based learning for sustainable business startups', is an original work of Nakirya Fausta (**18/U/GMVP/19608/PD).**It has been written under our supervision and is now ready for submission to the Graduate school, Kyambogo University with our approval.

Signature…… Date……..

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DEDICATION

To my family members who have supported me and encouraged me throughout this research, my colleagues whom I work with, school administrators, teachers and students of Kololo senior secondary school who have provided me with relevant information needed in my research.

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ABBREVIATIONS

BTVET	Business Technical Vocational Education and Training
DIT	Directorate of Industrial Training
EC	European Commission
EE	Entrepreneurship Education
ESSP	Education Sector Strategic Plan
FET	Further Education and Training
FGD	Focus Group Discussion
FW	Future Workshop
GEM	Global Entrepreneurship Monitor
ILO	International Labor Organization
JA	Junior Achievers
NCDC	National Curriculum Development Center
NRM	National Resistance Movement
PAR	Participatory Action Research
PBL	Project Based Learning
SMEs	Small and Medium Enterprises
UNEB	Uganda National Examinations Board
UWEP	Uganda Women Entrepreneurship Program
VET	Vocational Education and Training

ABSTRACT

Acquisition of entrepreneurial skills is crucial to creating independent and sustainable economic activities that result into stable economic growth and development. However many teachers and facilitators feel that entrepreneurship education is taught theoretically given the high level of unemployment of 1.72% by 2019 which increased to 2.44% in 2020 out of which 2.48% are the unemployed youths in Uganda ILO (2019). A study to examine entrepreneurial skills acquisition through project based learning for sustainable business startups, was conducted in Kololo Senior Secondary School-Kampala in Nakawa Division. A participatory action research was used which employed qualitative research as a research approach and it was guided by three objectives: to identify strategies that can be adopted to use project-based learning approach for entrepreneurial skills acquisition in school, analyze the implementation of the strategies of project-based learning approach for entrepreneurial skills acquisition and evaluate the use of project-based learning approaches in relation to entrepreneurial skills acquisition. The study used an action research design and a sample population of 20 respondents, comprising of 3 administrators, 3 business education teachers, and 14 entrepreneurship students. Purposive sampling methods were used in the non-probability-sampling category. Primary and secondary sources of data collection were explored during the study. The qualitative data was summarized, and categorized while the quantitative was analyzed using the statistical packages for the social scientist (SPSS) computer program. Correlation and regression analysis were used to establish the relationship between the study variables to come up with logical conclusive arguments of the study findings. The findings revealed that effective implementation of projects in schools is required to enhance practical business skills acquisition. It is done by adopting strategies such as improving teacher commitment, combining projects with learning and choosing easy subjects. It was revealed that learners do participate in school-based projects through entrepreneurship clubs through which they acquire the practical skills that are help them develop business ideas after school. It was recommended that learning institutions should put in place a follow up system for their learners' in the business world to ascertain the extent to which entrepreneurial skills are being used to put up successful enterprises. Government should increase its budgetary allocation in entrepreneurship education centers and schools for such school projects to become real demonstration centers. Sensitizing all stakeholders in the education sector about the need new competence-based curriculum (CBC) that trains learners to acquire employable skills, this will further cement the need for school-based projects for entrepreneurial skills acquisition.

CHAPTER ONE
INTRODUCTION

1.0 Introduction

The major focus of the study was on promoting entrepreneurial skills acquisition through project based learning for sustainable business startups at Kololo Senior Secondary School. This chapter therefore presents a brief on: Background to the study, Statement of motivation, Situation analysis, Statement of the problem, Purpose of the study, Objectives of the study, Research questions, Significance of the study, Scope of the study and Definition of key terms.

1.2 Background to the study.

The background to the study is presented in two sections: personal background and experience and background to entrepreneurship education in Uganda and other countries.

1.2.1 Personal background and experience.

The researcher is a practicing graduate teacher with bachelor's degree in arts with education. She has now taught for a period of over 10 years in secondary schools, teaching entrepreneurship education. I first taught entrepreneurship education at Nile High School Mukono and later transferred to Kololo Senior Secondary School, doubling as a head of Department of Business Education at the same time pursuing a Master's degree in Vocational Pedagogy at Kyambogo University.

As a secondary school entrepreneurship teacher I have enjoyed teaching this practical subject as it relates to daily running of business however, a good number of learners cannot transfer knowledge acquired by putting up simple enterprises for their survival. In addition the school does not have a single project to support hands on teaching and learning. Entrepreneurship education requires learner's active involvement to be able to acquire the business skills. This makes it a pertinent issue to find strategies to implement project based learning for the learners to acquire the needed skills. The current course in vocational pedagogy has provided the researcher with the best pedagogical teaching approach to teaching such a practical paper such as learning by doing as emphasized by John Dewey, (1887). The current study carried out action research activities with Kololo Senior Secondary School upon which recommendations were given.

1.2.2 Entrepreneurship Education in Uganda and other countries.

Entrepreneurship is the process of creating an opportunity and pursuing it regardless of the resources controlled by the entrepreneur, Stevenson (1983). It is determined by one's inner drive which is entrepreneurial motivation that leads to creation of business ventures. Barot (2015, p1) observed that, "practice begins with action and creation of new organizations". Didip and Ahmad (2020) state that entrepreneurship is what gives business life as it is a natural phenomenon. Furthermore Barot (2015) observes that any individual who creates a new organization requires entrepreneurship as it is the key to success.

In many countries Entrepreneurship has been introduced in schools as Entrepreneurship Education to help train learners in basic entrepreneurial skills needed to create new and successful organizations. Entrepreneurship Education therefore is best defined as a purposeful intervention by an educator in the life of a learner to enable the learner survive in the world of business through impacting entrepreneurial qualities and skills (Uleanya, Bongani,Thulani & Gamede (2017). In addition, Kim, Kim, Lee and Joung (2020. p,1) observe that entrepreneurship education provides the youth with "opportunity discovery, opportunity exploitation, entrepreneurship, creativity capacity, social problem solving, and entrepreneurial intention".

Skill is what man gives in exchange for pay. Osinem (2008) noted that skill is one's expertness and proficiency which is displayed in the way a task is performed. Bolt-lee and Foster (2003) define skill as the art of possessing a competence to perform a task required of an individual. The possession of these skills with the required proficiency therefore constitutes entrepreneurial skills. In the context of this study, skill in secondary schools is the ability of the students to start and operate small business projects and become self-reliant in their operations as young entrepreneurs. In countries like China, Jun, Yuli and Harry (2003) noted that over the last two decades, the success of the Chinese economy has been attributed to freeing entrepreneurial spirit and endeavor in China. In addition, Jun et, al. (2003) point that Chinas Gross Domestic Product (GDP) has since 1980-2002 improved outpacing most of the economies in the world, which is attributed to the growth of small and medium enterprises (SMEs) in China. In Singapore, Intarakumnerd (2015) reported that progress has been noted given the rise in the number of startups in high technology or knowledge intensive sectors from 2800 in 2004 to 5400 in the year 2014.

The entrepreneurship role in fostering economic development has been recognized by theorists such as Leibenstein (1968) and Kirzner (1997). It is a way of creating innovations and introducing this innovation in society and in the early 21st century a report from the Global Entrepreneurship Monitor (2004) observes that entrepreneurship is a way of thinking and acting obsessed with opportunities with an aim of creating wealth. Innovations are skills learnt and acquired and hence inclusion of entrepreneurship education in the curriculum. The subject is taught to impart practical skills to the learners to help them create own jobs. Countries such as China, United States of America, Nigeria, Malaysia, South Africa, Kenya and Uganda have taken on curriculum reforms, to make it more responsive to societal needs and the world work needs. Gibb (2008) noted that, Germany and the United Kingdom have embraced entrepreneurship and skills acquisition through setting up unique engineering-oriented programs in University to encourage engineers seek out ideas and develop them from inventions phase to commercialization.

In Uganda Entrepreneurship Education was introduced in the year 2000 with an aim of helping learners acquire practical skills to set up profitable and sustainable business startups. Rosa and Balunywa (2017) observe that the post-independence period in Uganda saw the country's increased government role in business and fast growth of the private sector mainly driven by the Indians with majority of Africans in agricultural production and products marketed by Indians. It sparked off many people's involvement in entrepreneurship more so with the introduction of liberalism a class of entrepreneurs started setting up enterprises to improve their living standards. Through these activities many learnt on the job and training could easily be acquired

Oswala (2004) said that an enterprise is any economic activity engaged in irrespective of its legal form. Similarly, Ibekwe (2020) defines an enterprise as a business operation undertaken by a body which may be an individual, family or company for a particular production activity. In the context of this study an enterprise is any small business project that can be started and operated by secondary school students while at school. However, the resources of an enterprise need to be fully availed by an entrepreneur to achieve the set goals

An entrepreneur is a person who organizes resources, takes risks and starts up a business venture with an intention of making profits. According to Ochonorgor and Ohwoyoriole (2007)

an entrepreneur is a person who creates a solution to a problem facing society. Similarly, Dijeh, posit that an entrepreneur should have the ability to combine human and material resources effectively to provide goods. In business therefore, an entrepreneur should be able to set goals, implement and market products. This therefore requires any entrepreneur to possess skills to run business effectively.

Skill is what man gives in exchange for a pay. Tukfen, Egitimi and Dergisi (2009) define skill as the basic ability by which man adjusts to life. In a similar way, Bolt-lee and Foster (2003) said, skill is the art of possessing the ability to power, authority/competence to do a task required of an individual. Osinem (2008) said that skill is the expertness, practical ability or proficiency displayed in the performance of a task. In the context of this study skill of secondary schools is the ability of these students to start and operate a small business project and become self-reliant in their operations as entrepreneurs. David et. al (2014), also believes that the possession of these skills with the required proficiency constitutes entrepreneurial skills.

Countries such as China, United States of America, Nigeria, South Africa, Malaysia, Kenya and Uganda to mention but a few have adopted curriculum reforms to provide responsive education to society needs and world of work with inclusion of entrepreneurship education at primary, secondary and tertiary level. The aim is to equip students with competences which could enable them appreciate business and self-employment. Germany and United Kingdom have set up unique engineering-oriented programs in university where engineers are encouraged to seek out ideas, develop them from invention phase to commercialization (Gibb, 2008). All these indicate Entrepreneurship Education is a must study to achieve economic growth and development.

Entrepreneurship Education is the purposeful intervention by an educator in the life of a learner to impact entrepreneurial qualities and skills to enable the learner to survive in the world of business (Gamede & Uleanya, 2017). It offers functional education to young people, enhances graduates creative and innovative ability, provides adequate training in risk management to make learning outcome feasible, and creates job employment. In addition, the need for creative problem solving has risen as more and more management problems require creative insights in order to find solutions (Sokolova, Veriasova, & Zinchenko, 2020).

Curriculum reform is not the only solution to get young people to employment but development of entrepreneurial skills is one way of setting up school based enterprises where students develop business plans, create and operate small businesses by using the school as a mini incubator (Undiyaundeye, 2015). In South Africa, it is called Further Education and Training (FET) phase, which plays a role of developing knowledgeable and skilled citizens who effectively contribute to the social and economic development of the country Gamede & Uleanya (2017). In Uganda under the Junior Achievers Uganda (JA) and Educate organizations have tried to implement some projects in some schools that register with them to provide entrepreneurial skills, however, just like in South Africa this has not yielded success as expected. This could be as a result of what Mwatsika (2021) noted that small enterprises have not grown because knowledge which is required to guide in bringing about development lacks emphasis of entrepreneurship carrying out innovations. It is upon this back ground that this study was conducted to establish strategies used to implement project based learning with an intention of promoting entrepreneurship skills acquisition for sustainable business startups.

1.3 Statement of motivation

The dream of every school -going person is to study, graduate and get employed by some company to be self-reliant. This is further catalyzed by school slogans such as 'Education is the key to successes, 'Invest in education', 'education is wealth'. Any graduate from a recognized university/college is expected to serve in any company/business entity and be able to make ends meet. In Uganda students are taught many disciplines where each specializes in what he/she feels comfortable with, or has passion for and talent.

Uganda is experiencing change resulting into industrialization and mechanization of much of the work, however the available labor force lacks the required skills to match with industrial labor needs which leaves many graduates without jobs. This falls back to the type of education provided, where in many schools, skill based and career-based subjects are lacking. There is a shortage of entrepreneurship education (EE) subjects in many schools and classes. In Kololo Senior Secondary School, EE is only taught to senior five and senior six students and it is of recent that the current curriculum emphasized that entrepreneurship should be compulsory for senior one students. This makes the researcher to believe that many students who complete secondary school leave without entrepreneurial skills.

It is upon this background that the researcher got motivated to be one of the change agents thus the need to find strategies to implement project based learning to improve acquisition entrepreneurial skills of creativity, innovation and problem solving, which are necessary for starting and operating sustainable business. Students involvement in business activities will positively contribute to the gross domestic product of the country, and in the long run respond to the challenge of unemployment in the country and later enable Ugandans integrate successfully in the global economy. With this lack of Entrepreneurship Education for a considerable number of students, the researcher conducted a situation analysis at Kololo Senior Secondary School.

1.4 Situation analysis

The situation analysis was carried out by interacting with Top administrators who included the Head teacher, director of studies, entrepreneurship education teachers and entrepreneurship students, to get information about the teaching and learning of entrepreneurship education through observing the work process analysis and later conducting a future workshop. Being a current teacher of entrepreneurship education in school, gave the researcher chance to easily interact with other stake holders such as Director of studies, Head teacher, Entrepreneurship teachers as well as students who do entrepreneurship as a principle subject (Figure 1.1), such interaction revealed that teaching this practical subject has met a number of challenges such as limited or no business skills since they do not have projects to do practice, limited time for them to do the projects so they end up teaching projects theoretically, lack of funds to start projects , low attitude among learners, having fewer teachers, low commitment on the teachers side. All these factors were generated together with the stake holders and gave way to the future workshop where a heavily pressing challenge was handled by the participants, from which a research topic for action research was generated.

During the situation analysis, students revealed that much of the work is taught theoretically. They compared themselves with their counterparts in fine art and admired them since they have an art gallery. They wished to have a special room for them to operate their suggested business ideas, produce products and sell them in school, with a belief that it would make them fit in the business world after school.

The teachers on the other hand complained of not having time allocated for practical. Entrepreneurship education paper three (3) is a practical paper that requires learners to study and

practice it in real business, by developing business ideas and turn them into businesses, but the school time table does not provide for paper three. This leaves teachers with no option but to teach a practical paper theoretically which is done to the disadvantage of the leaners.

Further still, the attitude of students towards practical subjects is equally wanting as many believe in rote learning which is about read, cram and reproduce. So the element of applicability is adopted by a few learners which further makes them not to acquire the needed skills. The administrators pointed out the low attitude of teachers in teaching practical subjects. They claim it is time consuming given the low morale of the learners. So they prefer teaching and giving notes for them to read and recall when information is needed. In addition, the funds to support project establishment are lacking. The school Board of Governors has never allocated funds for such projects. This means parents must contribute towards establishment of the projects yet they equally do not have the money.

The information gathered during the focus group discussions later resulted into organizing for a future workshop (Figure 1.2) through which stake holders that included entrepreneurship students, entrepreneurship teachers and administrators further identified challenges faced in the teaching of entrepreneurship education and came up with workable solutions. During the process of conducting the future workshop (Figure 2.2), voice recorders and cameras were used to guide the researcher during the process of data analysis and to avoid information loss.

Figure 2.2 Researcher with one of the administrators in the focus group discussion.

Source: Photos taken by Researcher

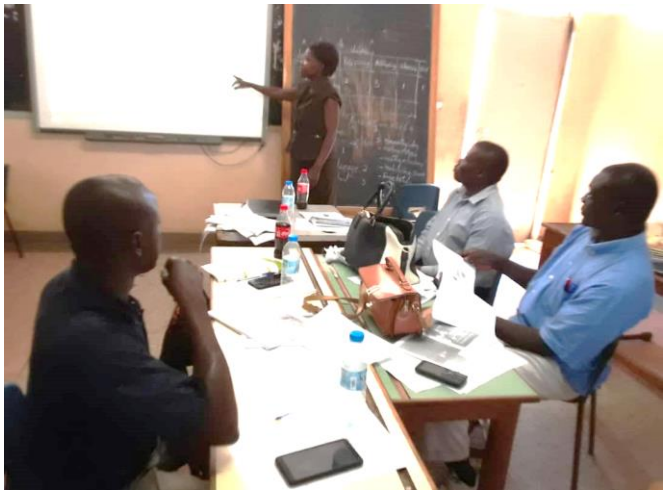


Figure 1.2 Stake holders in the future workshop at Kololo Secondary School.

The future workshop followed five stages: preparation, critical, fantasy, reality and implementation. In the preparation stage, stakeholders were given prior information about the meeting through consent letters which they signed. The venue was well organized, stocked with workshop materials such as flipcharts, markers, projector, and logistics for participants. On the day of the workshop participants generated ground rules, such as not interrupting one's presentation, propose solutions to challenges not to leave it hanging, listening to others. These were put in place to allow smooth discussion through the process of brainstorming.

A number of pressing issues were raised such as lack of funds to do projects, having no time allocated for projects on the timetable and failure to have school projects for learners to have a feel of business while in school. These challenges were put in a pair wise matrix ranking system and all stake -holders agreed that learners do not acquire practical skills because of absence of school based projects for them to practice.

Table 1:1 The work process analysis using the garage model

	Step1 Admission	Step 11 Time table	Step 111 Staff	Step 1V Teaching practical	Step V Evaluation
Quality measurement	UCE pass lip Pass attained	Drawn to cover 5 days	Trained, competent, committed and relevant	Infrastructure Trained staff, time allocation and formed clubs	Continuous assessment, feedback and participation
Materials	Paper Pens and table	Manila , pencils and pens	text books, note books, pens and pencils	Raw materials, work sheet, papers, record books	Score sheet, pens and pencils
Tools and Equipment	Computer printer	Computer, printer	Boards, chalk and computer	Knives, sauce pans, refrigerator	observation
Work process	Cross checking Recording names	Listing subjects Drawing draft and final timetable	Conducting lessons, assigning projects and giving exercises	Giving guidelines to students	Writing theoretical exam, supervision
Competence	Computer skills, communication skills and knowledge on admission procedure	Computer skills, designing and communication skills	Relating theory to real life. Club formation	Poor quality products, in-ability to brand product	Writing skills, creativity and innovation

Source: Garage model

1.5 Statement of the problem

Entrepreneurship skills have been proven to be adequately achieved through project based learning. Worldwide people who have proved to be successful entrepreneurs have learnt from the jobs. Whereas this should be expected from all secondary school learners, in Uganda many learners in secondary schools such as Kololo Senior Secondary School lack such skills. Students are taught to pass examinations to progress to the next level of their Education, here they are expected to learn employable skills at Institutions of Higher Learning. In Kololo Senior Secondary School however, the concern emphasized in the Education Sector Strategic Plan (2009-2018) to produce a secondary graduate who has the competences required in the 21st century has not yet been realized.

The researcher observed that learners are not exposed to any project to stimulate and develop their creative ability. Teachers too find it challenging to help learners acquire practical skills of doing business without engaging them in hands-on training so as to prepare them enter the work force. More so, no study has been done to this effect in Kololo Senior Secondary School. This study was therefore conducted to ascertain ways of promoting entrepreneurial skills of creativity, innovation, self-efficacy and critical thinking through project based learning for sustainable business startup.

1.6 Purpose of the study

To improve entrepreneurial skills acquisition through the use of project-based learning approaches in Kololo Senior Secondary School.

1.7 Specific objectives

1. To identify strategies that can be adopted to use project-based learning approach for entrepreneurial skills acquisition in school.

2. To implement the strategies of project-based learning approach for entrepreneurial skills acquisition.

3. To evaluate the use of project-based learning approaches in relation to entrepreneurial skills acquisition.

1.7.1 Research questions.

The study was guided by the following research questions

1. What strategies can be used to promote the use of project-based learning approach?
2. How has the school implemented the use of project-based learning approach to improve entrepreneurial skills among students?
3. What can be used to evaluate the impact of project-based learning in relation to entrepreneurial skills acquisition?

1.8 Significance

First, the findings of this study shall contribute more knowledge as pertains ways of promoting project-based learning and its importance in breeding small and medium enterprises/entrepreneurial growth. Several studies exist but none has been conducted for the same attributes in Ugandan context. This is the cardinal premise of this study.

Second, policy makers in learning institutions, especially secondary schools will find this study valuable. The roles that can be played by both the trainers/teachers and the board of directors in providing a supportive environment to project-based learning (PBL) which is an indirect way of promoting young entrepreneurs hence unemployment solved in the country.

Third, the study will re-echo the need for learning institutions to budget for school business clubs as laboratories for business and have a separate room for their internal management and to perform the role of overseeing the activities of such clubs as they help to give birth to future entrepreneurs.

Fourth, the study will enable the community members appreciate the value of project based learning. Parents as community members support their children financially and providing market for learners products. This will develop their self-esteem and commitment and initiative to have own projects after school.

1.9 Scope of the study.

The study looked at geographical/location, the time frame and content scope as follows:

1.6.1 Geographical scope.

The study was conducted in Kampala central at Kololo secondary school. The school is located in Kololo, Kampala district, Nakawa division, along Lugogo bypass. The aim of

choosing this school was to enrich the findings given the fact that it is the researcher's work place. Kololo secondary school is a universal secondary school and being in the city it is taken as a model school for many Ministry of Education and Sports programs at secondary level such SESEMAT, NCDC training center hence relevant for provision of information needed in this research.

1.6.2 Content scope.

The study was based on three research objectives; to explore the strategies adopted by Kololo secondary school to promote project-based learning for entrepreneurial skills acquisition among learners, to analyze how the identified strategies shall be implemented in project-based learning approach; and lastly to evaluate the impact of project-based learning in relation to entrepreneurial skills acquisition. The evaluation was aimed at determining the effectiveness of the strategies adopted.

1.6.3 Time scope.

The study considered time frame of 2019/2022.This period was selected for the study because it is a transitional period where the education sector is experiencing a curriculum change/reform from purely knowledge based to a competence based curriculum aimed at training learners to acquire employable skills and be able to fit in the world of work. It is emphasizing entrepreneurship education as a compulsory subject at senior 1 and 2 and optional at advanced level hence important to be covered at this particular time scope.

1.10 Definitions of operational terms.

Entrepreneurship education. Refers to the study that trains learners to develop creativity, ability to innovate and take risks in order to encourage entrepreneurial success. It gives learners self-esteem, knowledge and skills to act on commercial opportunities identified (NCDC, 2011)

Entrepreneur is a person who creates a new business, bearing all risks and enjoying most of the rewards.

Teaching. It is a deliberate course of action that involves planning, implementing, assessment and evaluation of all instructional activities and experiences to ensure that learning outcomes are achieved.

Learning. Refers to the way of thinking that enables one arrive at an informed view.

Skills this refers to the expertness, practical ability or proficiency displayed in the performance of a task. (Osinem, 2008)

Creativity is any human activity that produces something new.

Innovation refers to the creation, development and implementation of a new product, process or service with an aim of improving efficiency

Self-efficacy refers to an individual's belief in his /her competences that are important in establishing sustainable ventures.

Critical thinking is the act of looking at problems and situations from new perspectives to come out with new solutions out of the usual facts

Project based learning refers to the teaching and learning approach where students are assigned projects to work to implement what is learnt in theory to improve their skills

CHAPTER TWO

LITERETURE REVIEW

2.1 Introduction

This chapter presents the review of the related literature in regard to study variables. It is systematically arranged basing on study objectives as strategies to adopt the use of project-based learning approach in schools, implementation of project-based learning approach and evaluation of the use of project-based learning approaches in relation to entrepreneurial skills acquisition. The conceptual and theoretical frameworks are also considered in this section to keep the study in perspective.

2.1 The context

Borah (2016) posits "that productive employment is a basic individual right since it not only provides a wage but also an expression of self-fulfillment and dignity advancing the global jobs agenda" (p, 668). For one to be placed at a job of his/her dream, one needs the right skills that compel employers to prefer his/her competences and skills to others. Literature reveals that for one to get the right employment, competences, skills development and knowledge are central and these are achieved through skill based education in which functional and analytical abilities are developed leading individuals to access labor markets and livelihoods (Borah (2016). In an effort to have such skills imparted to the people and especially the young, Uganda made several reviews in its educational curriculum. Consequently, in the year 2000, entrepreneurship education was introduced in primary, secondary and tertiary institutions as a curriculum innovation for responsive education (NCDC, 2008; Far`stad, 2002; Luyima, Ndawula & Kasirye 2014).

Whereas entrepreneurship education was introduced in Uganda at primary, secondary and tertiary levels, its implementation depends on individual schools' preferences. According to the new secondary school curriculum NCDC (2020), entrepreneurship is listed as a vocational subject and optional. The category of optional subjects includes; Commerce, Fine Art, Music, Agriculture, Home Economics, Wood Work, Metal Work, Technical Drawing, Entrepreneurship Education, Computer Studies. This new development weakens the earlier position which had

placed entrepreneurship as curriculum innovation for responsive education (Mukhtar, Gwazawa, & Jega 2018).

The education curriculum is designed in a way that each learner progresses to a higher level in education, however many do not attain this desire. Center for Rapid Evidence Synthesis [ACRES] (2019) reveals that "at every level of examination, many learners drop out. Uganda reported a drop-out rate of 75.16% in primary level improving to 64.5% in 2016. The national average for the transition from primary level to secondary level of education stood at 58.95% as of 2016". These statistics show that many students do not progress far in education. Therefore, availing them entrepreneur skills would mean that whoever drops out of school would come out with competences for gainful employment. The present study therefore aims at imparting entrepreneur skills to secondary school students that would enable them gain employable skills.

This move is in line with the global concern and desire of having a type of education that is skill based, which produces graduates who can fit in the world of work and be self-reliant. The presence of a knowledge-based education that mainly produces job seekers has for years led to the need to have educational curriculum reform to be able to overcome the mismatch between what is taught in schools and what skills are needed in the world of work.

Although Entrepreneurship education is not a new phenomenon, the introduction of entrepreneurship skills education in the education system in the year 2003, was aimed at teaching young people/youth skill-based subjects.A number of Ugandans had become self-made entrepreneurs and were doing well. Rosa and Balunywa (2017) posit that after the expulsion of Asians in 1971 by President Idi Amin, some Ugandans such as Mohan Kiwanuka of Oscar Industries, Gordon Wavamunno of Spear Motors, Muwanga Kibirige of Hotel Africana, Mulwana of Jessa and Nice House of Plastics to mention but a few rose up as entrepreneurs. Uganda has since recorded many entrepreneurial activities growing, having many entrepreneurs on both large and small scale (Global Entrepreneurship Monitor report [GEM] , 2009) The increase of enterprises in Uganda now ranks it as the most entrepreneurial with a big number being women entrepreneurs (International Labor Organization Report [ILO], 2014).

Literature reveals that Entrepreneurship education together with Small and Medium Enterprises (SMEs) is the engine for economic growth and development in a country. It fosters creativity and innovation that results into job creation because SMEs employ about 2.5 million -4

million people (Turyakira, 2018). This means that Entrepreneurship education if taught in several schools would result in having many people with entrepreneurship attitudes in the community which may translate in enterprises. One of the motivational projects to interest young to become entrepreneurs is the Junior Achievement Uganda (JAU). Junior Achievement Uganda prepares young Ugandans for the 21st century workforce by educating them in entrepreneurial skills, work readiness and financial literacy.Junior Achievement Uganda equips Uganda's youth with the knowledge and skills to start their own businesses, to succeed in the global job market, and to make sound financial decisions as adults (Junior Achievement Uganda 2020). Students develop hard work, problem solving skills, improves girls' confidence, leadership skills and all entrepreneurship skills (Mathisen, Johansen, & Mathisen, 2011).

The current policy-led interest in enterprise/entrepreneurship education is therefore not narrowly focused on new venture creation and entrepreneurial business growth but upon the development of the enterprising person in the wider sense of an individual being equipped to cope with the new world of globalization Gibb (2008). The main task of entrepreneurship education is to prepare young people to enter the labor market as well as develop a sense of initiative and entrepreneurial skills among them. Boldureanu, Ionescu, Bercu, Bedrule-Grigoruță and Boldureanu (2020) argue that:

> In higher education institutions, entrepreneurship learning based on successful entrepreneurial role models may promote education for sustainable development. Several theoretical perspectives, such as the human capital theory, the entrepreneurial self-efficacy and self-determination theory, argue that entrepreneurship education is positively correlated with entrepreneurial intentions of students, as it provides adequate know-how and skills and motivates them to develop their entrepreneurial careers. In entrepreneurship education programs, exposure to successful entrepreneurial models could be a significant factor for stimulating students' confidence in their ability to start a business and for improving their attitudes towards entrepreneurship (p. 1)

The present study therefore, aims at developing confidence of learners into becoming successful entrepreneurs. The study looks at strategies that can be adopted to use project-based learning approach for entrepreneurial skills acquisition in school, analyzes the implementation of the strategies of project-based learning approach for entrepreneurial skills acquisition, and evaluates the use of project-based learning approaches in relation to entrepreneurial skills acquisition.

2.3 Strategies for promoting the use of project-based learning in entrepreneurship education.

Many developed countries have placed emphasis on developing creativity, promoting skill development through project-based learning to have economic development. All African countries now are at different levels of development given varying approaches used at both macro and micro levels. Hanif, Wijaya and Winarno (2019. p,51) observe that "creativity is one of 21st-century skills needed by students in facing the advance of technology and preparing their future career" This is a reason why governments keep reviewing their curricula such that emerging issues as a result of changing technologies and ways of living are addressed.

Teaching entrepreneurship education aims at raising individuals who are capable of starting new businesses (Timmons, Eisenman & Occono, 2015). It is a premise upon which economies of the world can experience development and sustainability. It enables a learner see opportunities in the market, gather resources, start and grows a business venture which rewards him with profits if it succeeds. There is a growing need for entrepreneurship education but the disparity in content, curriculum design, and quality of programs and methods of delivery affect the uptake of the subject. Yang (2016) noted that entrepreneurship education fails due to students lack of conviction as well as the teacher's perception and orientation of the program, while others perceive it to be knowledge based where as it expected to be action oriented. That is why in South Africa, there is a drive for experiential learning for entrepreneurship.

Dhiliwayo (2008) states that the new entrepreneurship teaching style in South Africa, should be action oriented to encourage experiential learning, problem solving and creativity to provide the best mix of enterprising skills and behaviors needed to create and manage business. In Uganda the new curriculum demands compulsory entrepreneurship education from senior one with epical time allocated for projects (NCDC, 2020). Project based learning is the way to having learners graduate/leave school with such skills, however in many countries, like Malaysia where it is used, teachers find challenges of implementing it and controlling learners who study at free will/ different learning styles, due to different cultural and ethnic backgrounds. Cintang (2018) observes that there is need therefore to provide strategies to implement PBL approach in entrepreneurship education and these include:(a) teachers belief and commitment, (b) combining the project with learning and (c) choosing easy projects.

Teacher's belief and commitment**,** raises their learning awareness, intention and responsibility. Hawanti (2014) confirms that knowledge and belief of teachers are influential factors in teachers' decision making in the classroom. Etmar, Ottenbreit, Leftwich, Sadik, Sendurur and Sendurur (2012) agree that there is a relationship between the teachers' belief with learning practices. This is the basis for implementing PBL in secondary schools. The teacher's commitment too, enables them facilitate learners in skill development as Mart (2013) says that teachers who are committed always recognize and try their best to fulfill their responsibilities to their students. This helps learners be focused on their projects and in the end acquire the needed skills to run their projects successfully. However how teacher's commitment and belief help leaners acquire skills remains unclear to the researcher which was a question to be answered in the study.

On combining the project with learning, teachers creatively combine project into learning by looking at two interconnected topics as Cintang et al (2017) posit that a teacher can include the project in the learning activities. This enables learners acquire a skill of managing time while in business but achieve the business goals even with limited time especially where the time table does not stipulate time for projects. In addition, combining projects with learning enables learners transfer knowledge learnt to real business life hence having sustainable business ventures. In support, Collins and Robertson (2003) observe that a multiplicity of teaching methods helps learners retain knowledge and skills and eventually transfer the competency to create employment.

On choosing self-made project, a teacher's guide to learners is crucial in choosing the easiest project and provide appropriate time to project needs. It is the easiest strategy to implement project-based learning. Eskrootchi and Oskrochi (2010) acknowledge that students can learn their best whenever they actively construct a knowledge that consists of experience, interpretations and interaction with peers using technology as a mediator. It is in this regard that Boles (2014) states for real learning to thrive it necessitates learners to have real and own choices. Therefore, as learners choose easy projects, it helps them relate and gather resources from the surrounding environment, which further develops their skill of creativity and creating sustainable projects.

2.4 Implementing project based learning in school.

PBL is not something schools master in a matter of weeks, it is rather a journey that unfolds every year that comes. Teachers therefore need to develop their practice, learn with their students and grow through experience. It calls for teachers' commitment to see learners achieve their intended objective. Walumbwa et. al (2005) observe that a leader with transformative leadership has a strong effect on the employee's organizational commitment. It will eventually bring about trust among teachers and they will accept organizational values and goals. To have PBL operational, the teachers need to embrace these steps: start with essential questions such as design a plan for the project, create a schedule, mentor the students, assess the outcome and evaluate the experience.

2.5 Evaluating Project Based Learning in Kololo Senior Secondary School

Project Based Learning involves direct participation of the learners. Kokotsaki, Menzies, and Wiggins (2016) observe that PBL "is a student-centered form of instruction which is based on three constructivist principles: learning is context-specific, learners are involved actively in the learning process and they achieve their goals through social interactions and the sharing of knowledge and understanding" (p. 267). PBL has been evaluated by Ravitz and Blazevski (2014) who observe that the approach is most useful for knowledge that can be applied or understood at a deeper and more enduring level. Therefore, this shows that PBL is an ideal strategy of imparting knowledge to learners. Applying PBL in entrepreneurship education would therefore empower learners to be competitive in the world of work. For PBL to be successful, there is need to have space, funds and allocating enough time for students to carry out their projects. More so teachers need retooling to change their mind set and a continuous evaluation of the program.

2.6 Theoretical Framework

This study employed the Constructivism Theory (1974) by Ernst von Glasersfeld to explain how entrepreneurship skills can be promoted through project-based learning. Ernst Von (1974) noted that one can best obtain knowledge through experiences in order to have meaning in the new experiences. The constructivism is believed to have originated in the early days or Socrates (Amineh & Asl, 2015) who claimed that teachers and students should always have a dialogue to interpret and construct the hidden meaning of things basing on their past and present situation. Brandon and All (2010.p, 90) argue that constructivism is a "theory founded on observation and

scientific study about how people learn. The major theme is that learning should be an active process in which learners construct new ideas or concepts based upon their current or past knowledge" Constructivism describes the way that the students can make sense of the material and also how the materials can be taught effectively.

The constructivism theory emphasizes that learning should create individuals with own new learning on the basis of interaction between what they have already known and what they have come into contact with (Jumaat, Tasir, AbdHakim & Ashari, 2017). The constructivism theory therefore becomes ideal for the study because the practice of project-based learning (PBL) in entrepreneurship education involves rigorous, relevant and hands on practice which are the tenets of the theory of constructivism. Constructivist learning environment demands a meaningful and authentic setting for social and collaborative activities to flourish (Tan, 2018) and therefore PBL provides learners with meaningful, stimulating and significant learning journey that will result in problem solving and business success, a major aim for curriculum reform in Uganda.

Under the National Curriculum Development Centre (NCDC), the government has played a vital role in the reform process through funding the process of development and implementation of the new lower secondary curriculum. The curriculum emphasizes the use of projects to facilitate learning for acquisition of lifelong skills. Dewey (1916) explains that learning is an active constructive process rather than passive absorption. It therefore requires practice from a task, which tasks are instrumental in project-based learning and help learners experience the real-world situations which are authentic.

It should be noted that project-based learning in entrepreneurship education is an engine in imparting entrepreneurial skills of creativity, critical thinking, and self-efficacy for learners to become successful entrepreneurs with sustainable business ventures. Yam and Yossini (2010) describes PBL as an approach of finding answers to real world problems through investigations that are done collaboratively. Piaget (1967) in his constructivism theory observes that we make meaning based from experiences encountered in life. This study therefore used constructivism to understand how project based learning was fundamental in promoting acquisition of skills in entrepreneurship as explained in the conceptual model (Figure 2.1)

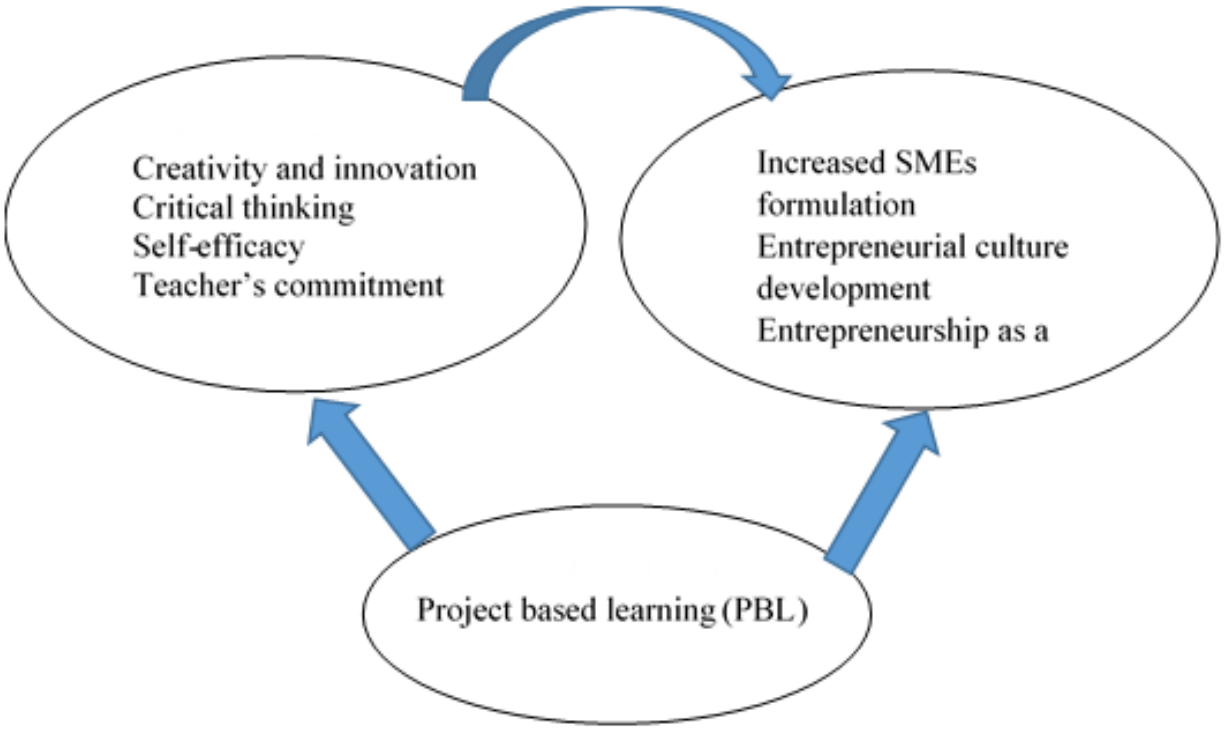


Figure 2:1: *Conceptual Framework showing relationship of PBL to teaching and Entrepreneurship*

The conceptual model figure 2.1 explains that when PBL is applied to creativity and innovation, critical thinking, self-efficacy and teacher's commitment, the result is increased SMEs formulation, entrepreneur culture development and entrepreneurship as a career option.

CHAPTER THREE:

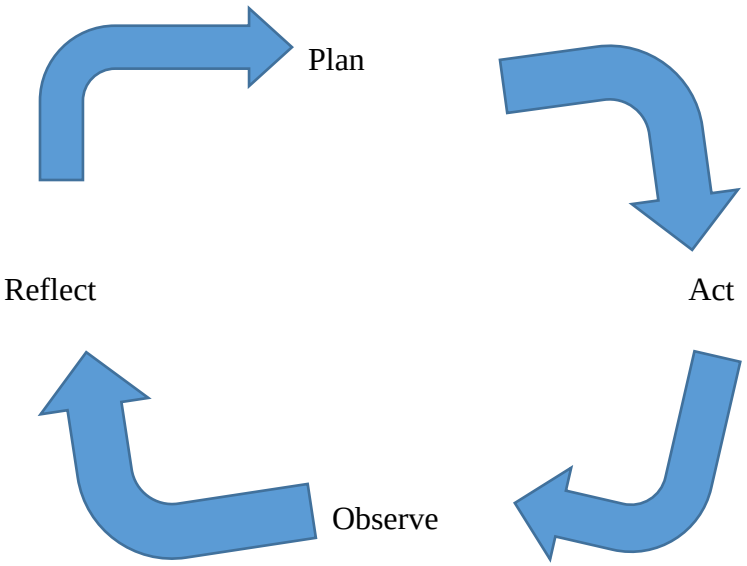
METHODOLOGY

3.0 Introduction

This section describes the research methodology which includes: research design, sample size, the sampling strategy, sources of information that is primary and secondary source, research instruments and how they were used, ethical consideration, data processing, data analysis and validity of the collected data. The research took a qualitative approach which was chosen because the research wanted to understand how PBL could promote entrepreneurship education. The research was intended to help to answer questions about experience, meaning and perspective mostly from the stand point of the participant and reveals potential problems in implementing proposed policies (Hammarberg, 2016). Crossman (2021) asserts that in qualitative method, observation, open ended surveys and focus group help generate data relevant to the research question as it allows to engage participants in a conversation. Understanding is the result of research and is due to an iterative process in which data, concepts and evidence are connected with one another (Becker, 2017).

3.1 Research design

The study employed Action research design. Action research is an approach in which the action researcher and the respondent collaborate in the diagnosis of the problem and in the development of a solution based on the diagnosis Kurt Lewin (1940). Somekh (2010) observes that Action Research (AR) can be a powerful systematic intervention which goes beyond describing, analyzing and theorizing practices to reconstruct and transform those practices. It is rather a philosophy and methodology that seeks transformative change through doing research which is linked together with critical reflection (MacDonald, 2012). It involves researchers and participants working together to understand a problematic situation and change it for the better, therefore it is a Participatory Action Research (PAR). According to Gillis and Jackson (2002), PAR is considered a subset of AR which is the systematic collection and analysis of data for the purpose of taking action and making change by generating practical knowledge. PAR uses a spiral of steps each of which is composed of planning, action and fact finding about the result of the action (Lewin 2007; Whitehead, 1994)



Source (Lewin, 1946; whitehead, 1994)

PAR recognizes and values people as social beings within the political, economic and socio context, so participants are not subjects of research but rather active contributors to research (Kelly, 2005). PAR further helps rebuild individuals' capacity to be creative actors on the world while being active participants in meaningful decision making. It also creates ownership of information therefore the research process becomes demystified, creating space for trust to be developed (Macdonald, 2012)

The research required descriptive analysis in order to describe the current situation in its natural form as understood by the respondents and the personal interviews with administrators helped to provide factual information relevant to the study. Antwi and Hamza (2015) cited Denzin and Lincloln (2005) who assert that qualitative research is the study of things in their natural setting, attempting to make sense of or interpret phenomenon in terms meanings people bring to them.

3.2 Study population

The type of population whose characteristics are of interest for the research topic was considered in this section. Martinez; David; Gonzalez and Joao (2016) understand it as a collection of individuals with characteristics of interest. To gather data up to saturation, a study population was selected. Hackbarth, Pavkov, Wetchler and Flannery (2012) note that gender, age, type of school and special needs, to be considered in selecting a study population. In this study the population included: 3 school administrators, 3 entrepreneurship education teaching

staff and 14 entrepreneurship education students. These were selected to provide reliable information/data required for the study given the fact that they have facts about how the subject is taught. The researcher invited them and they shared their reflections on the experience they have with entrepreneurship education and its contribution to their skills which enabled the researcher to learn more about how entrepreneurship education is taught and how the method used in teaching limits skill development. (Kirkman, 2014)

3.3 Sampling methods

Purposive sampling method was used in the non-probability sampling category. It was employed to help identify and select individuals who were especially knowledgeable with a phenomenon of interest (Cresswel & Plano, 2011). It is further noted by Benard (2002) that in purposive sampling method, the willingness of participants and their ability to communicate experiences and opinions in an articulate, expressive and reflexive manner, is crucial in collecting reliable data. Valk, R. (2021) termed it as achieving in-depth understanding of the respondents.

3.4 Sampling size

Three categories of respondents comprised the sample. These included administrators, teaching staff and students. They were considered for the study because they were capable of providing relevant and reliable data as per the study objectives. For purposeful sampling and choosing people who fit the characteristics of the study, the researcher followed the steps as noted by (Koenig, 2012) (1) listing characteristics of participants in terms of gender, age, subjects done, responsibility held, (2) identifying and sampling whoever meets the criteria, (3) identifying location to select the sample. For this, the researcher used advanced level students (A, Level), teachers in the business department, director of studies advanced level school, deputy in charge of academics and the school head teacher, (4) asking participants to suggest names in case of any other who could be relevant to the study and (5) refining the sample in case there were those who did not meet the requirements. The respondents were given numbers from P1-P20.The School administrators were code named P1, P2 and P3, the entrepreneurship education teaching staff P4, P5and P6, the students were code named P7-P20.

3.5 Data collection methods

Data was collected using two main sources that is a) primary source where data was gained directly from the participants. Kabir (2016) noted that primary source is more reliable,

authentic and objective since it has never been published. And secondary data is collected from internet, records, research articles, newspapers to build on the literature of the study (Muhammad, 2016). Primary sources were used to obtain data through four instruments namely; interview guides, descriptive observation, focus group discussion and future workshop. With interviews, focus group and descriptive observation, data was recorded in audio, video and written down in relation to study objectives (Webster, Lewis & Brown 2013). The interview guides were pre-tested to eliminate questions which were vague, ambiguous and misleading.

3.5.1 Focus group discussion (FGD)

FGD is where the researcher collected data from the Headteacher, director of studies, entrepreneurship teachers and students who do entrepreneurship education as a subject. These stakeholders shared a common background and experience to discuss ideas which were common during the work process analysis. FGD gives a deeper understanding of the social issues of every area of study and participants are selected purposely to represent a much bigger population, Nyumba, Wilson, Derrick & Mukherjee (2018). It is one of the biggest sources of data for it involves free flow of discussions. It covered issues on, students' enrolment in entrepreneurship education, how the teaching and learning is done, establishing whether there are practical lessons on the school time table to enable learners practice what is learnt in theory, if not come up with strategies to enable learners acquire the entrepreneurial skills. Choolayl (2014) asserts the range of opinions of others and the variations that exist in terms of their experiences, beliefs and practices help explore the meanings of survey findings that cannot be explained statistically.

3.5.2 Future Workshop (FW)

Future workshop is a method of data collection where participants identify a common problem and develop possible solutions to handle the challenge. Rikke and Levinsen (2017) defines it as a setting where a selected group of people get to learn, acquire new knowledge, exercise creative problem solving or innovative in relation to a domain specific issue. Skoglind-Ohman (2015) emphasized that future workshop enables participants to identify common problems, develop visions, ideas and make action plan. Participants were free to express their views on the issues in the school, freely critiqued where necessary to fulfill the research purpose. Workshops helped to produce reliable and valid data about the domain in question (Rikke, et al., 2017; Jaipal & Figg, 2010; Yurdakul, 2012; Baran, 2014). The future workshop consists of mainly five phases that's is: the preparation, critical, fantasy, reality and implementation.

Preparation phase

The administrators, entrepreneurship teachers and students who were selected as participants, at this stage were informed of the future workshop, time and the agenda for the day highlighting a theme related to the developments of the work process analysis. Tanner (2017) points that at this stage the topic needs to be introduced to participants, workshop rules organized, logistics and space for use, settled. For this study, all materials needed were put in place to ensure smooth flow of the discussion.

Critique Phase

This is an opening phase where participants were allowed to brainstorm basing on the theme of the day which reflected the most pressing challenge in school that limits learners from acquiring entrepreneurial skills. It was done in a democratic way in that every participant was allowed to front his/her view on the subject matter under study. Participants expressed their complaints and negative experiences and later complaints were clustered (Tanner, 2017; Rasmussen, 2011).Through brainstorming, a number of challenges were brought out and these were noted as shown below:

Challenges that hinder entrepreneurial skills acquisition at Kololo Senior Secondary School

- Limited funds to start projects
- Negative attitude among some learners
- Absence of school based projects
- Absence of an operation room for entrepreneurship students.
- Low numbers of teachers to effectively manage the big numbers of learners in school
- Low attitude on the side of teachers as projects consume time
- Failure to allocate time for projects on the school time table
- Teaching practical theoretically
- Limited skills among some teachers on how to guide learners on projects.
- Focusing on passing examinations

The above challenges were the major hindrances to skills acquisition as highlighted by participants in the future workshop

Fantasy phase

During this phase, participants were encouraged to give the ideal situation, so they presented what they would have wished to have in place. According to Tanner (2017), in this phase participants generate creative ideas without boundaries to create a utopian future. For this study participants' ideas mainly focused on improving the situation in school. Ideas that were generated to improve the teaching and learning and hence skills acquisition included the following:

- Provision of a separate room/place for entrepreneurship students to operate their projects from
- Allocating time for entrepreneurship projects on the main school time table
- More teachers be recruited to match the teacher-student ratio for proper follow up.
- Teachers should develop a positive attitude towards projects.
- Sensitizing students on the importance of doing projects to change their mindset.
- School board of governors and administration should subsidize on funds needed to start school based projects.
- Teachers' motivation be improved in terms of allowances to improve their commitment.
- Teacher should attend refresher courses to acquire more knowledge and skills of implementing PBL
- Teachers should integrate projects in what they teach to make the teaching of entrepreneurship education practical.

Reality Phase

In this phase, the moderator/researcher went through the fantasies to find out the hindering factors, which formed a basis for action plan. Participants wrote down three major pressing challenges that could easily be addressed within the time frame of the study. These included absence of school based projects (a), limited funding (b) and limited time for projects. Using the pairwise matrix ranking, participants unanimously agreed that absence of school based projects is a major hindrance to entrepreneurial skills acquisition.

Table 2 Pairwise matrix ranking

	A	B	C	D	E	TOTAL	RANK
A		B	E	A	B	1	3rd
B			C	B	B	4	1st
C				D	E	2	2nd
D					C	1	3rd
E						1	3rd

A-limited funding

B-absence of business clubs

C-no time allocation

D-limited teachers' skills

E-theoretical approach

Implementation

It is the final phase of the future workshop in which a plan was drawn about activities agreed upon in the reality phase and how they were implemented. Participants used the creative ideas generated and created an action plan that will try to solve the current problem (Tanner, 2017; Rasmussen, 2011). The activities to be done, how they were done, where they were done, person in charge, time frame for each activity, the resources needed and then indicators of success, were all pointed out in this phase. However, the researcher as a moderator in the workshop needed to play a major role of directing and controlling participants while using this method as at times conflicts may occur (Tanner, 2017) due to variation in ideas, deciding on people in charge of activities in the action plan.

Table 3:2 Table showing proposed intervention strategies from stakeholders

Action points	Person in charge	Action	Time frame
Provision of an operations room for projects	School administration	-use some free rooms on the school compound	March 2022 on going
Providing funds for projects	School administration Students parents	-school making a contribution towards project establishment -Students paid membership fee -Sale of share to other learners in school.	March 2022 on going
Allocating time for projects on the time table	School administration Subject teachers	-Director of studies allocating appropriate time for projects. -recruiting a teacher to handle projects.	March 2022 on going
Improving teachers' skills and commitment as well as changing learners attitudes	Teachers School administration	-attending refresher training courses -providing motivation to teachers to raise their morale. -Displaying learners' items for sale	March 2022 up to May 2022

3.5.3 Interviews

In addition, the researcher used the interview method to collect primary data from the administrators, entrepreneurship teachers and entrepreneurship students who made up the selected population sample. This was done to ensure collection of factual and dependable data as participants were free to express their feelings and thoughts about skills acquisition and its hindrances. During the focus group discussions with top administrators such as the directors of studies, the researcher was able to probe administrators who actually gave their in-depth understanding of the PBL and how it is a gate way to skills acquisition among learners. Important to note are the interview questions used during the future workshop. These enabled participants to identify a pressing challenge and later suggested action steps. This helped the researcher to draw up a work plan to ensure implementation of the suggested actions.

The researcher used interview guides to further gather more data about the topic of study. Interview included direct interaction between students and the designed questions helped get insights about individual's perception about the topic. Using interviews further helped to provide

high degree of response quality and the opportunity of probing deeply into issues (Block & Erskire, 2012).

3.5.4. Observation

In this study participant observation was employed as a method of data collection being an action research. The researcher observed participants at a very close range and captured their social feeling and behavior about the topic of discussion, she equally allowed them to discuss especially during the FW from which they freely pointed out their immediate challenges and a product was observed in that at the end of the discussion a workable plan of action was formulated to implement project based learning geared towards entrepreneurial skills acquisition.

In observation method, the researcher wrote down what she saw (descriptive), observed their behaviors and how teaching is done to allow learners have a practical feel of the business world. Being action research, the researcher also used participant observation where she got involved in the teaching and monitoring of the whole teaching exercise, visited offices to check admission criteria, lesson allocation to mainly entrepreneurship education. (Ainsworth, 2020) notes that researchers immerse themselves in daily lives of subjects. Participant observation gives the researcher opportunity to learn directly from her own experience and personal reflections (Anoop, 2014).

3.5.5 Instruments of data collection.

The researcher used interview guides, recording devices and own field notes to written in the logbook for reference purposes during the process of data compilation and analysis.

Interview guides.

The researcher generated interview questions as the discussion kept on flowing. This was done to help the researcher gain more information than even what was intended. Through interaction in the future workshop, the researcher was able to get the natural feel of the participants about the way how methodology used in the teaching entrepreneurship education was a limiting factor for skills acquisition in Kololo Senior Secondary School.

Own field notes.

The researcher noted down all the discussion that transpired between the participants and also on a daily basis she kept noting down the progress in her research. It was done to enhance memory of all that transpired in the field of study.

Recording devices.

Digital cameras and cell phone recording devices were used during this study mainly to capture moments of all that was done in the field to back up the written records. These were very instrumental in collection of raw data and were able to capture all the details of the study.

3.6 Data collection procedure

The researcher obtained an introductory letter from MVP program administrators, which she presented to be allowed to collect data. She contacted participants directly while others on phone, organized a mini meeting with the selected stakeholders from which a date was set for the future workshop. To effectively collect data, the researcher used participant observation, interviews and analysis to generate relevant data from all stakeholders. She gave each participant a letter of consent to sign and agree to provide information at their own free will. This enabled collection of reliable data and maintain integrity of research (Muhammad, 2016).

3.7 Data processing and analysis

Using the method of data collection above, the collected information went through the following stages before the analysis: For the responses obtained from open ended interviews, the data was edited. Editing was done the very date data was collected; this was done to allow further consultations with the respondents. After data was collected, the results were compiled, sorted, edited and classified. It was then entered in the computer. The use of computer software to code and analyze research data is common especially where data is too large for researchers own eyes and brain (Crossman, 2020).

3.8 Ethical consideration

In study, the researcher showed how human rights were protected through application of appropriate ethical principles such as informed consent, voluntary participation, and confidentiality anonymity and to only access relevant components. Arifin (2018) observes that in research, participants should always be informed before they are involved in your research. This

will allow them to accept or refuse to participate. A letter requesting the administration to allow the researcher do a work process analysis and later future workshop was written with a clause of keeping the information confidential included (Appendix 1). Bellman and Corrigin (2010) noted that confidentiality and anonymity are key to a successful action research. Further still letters of consent were sent to the respective administrators, teachers and students. These were signed by the respective participants to have them willingly accept to provide the required data in its correctness.

3.9 Reliability and Validity

To establish whether the instruments were dependable, reliable and could be understood by all respondents, they had to be tested first. It is important to find out if your research instruments could generate similar data in a different situation but with same characteristics. Therefore, to establish reliability for the present study, the researcher pre-tested the tools on three people from a different secondary school offering entrepreneurship education. The purpose was to find out if the answers generated were meeting the expectations as contained in the objectives. The list and guide items that were not clear or did not generate the expected information, were adjusted to suit the study. Once the instruments were established as reliable, I then had to find their validity.

To establish that the instruments for data collection and the method was appropriate, the interview checklist, the observation list and the FGD guide were subjected to content validity. The content validity was established by approaching two professional researchers who reviewed the instruments for their appropriateness to generate the required information in line with the study objectives. Collections were then effected in regard to their comments.

CHAPTER FOUR

PRESENTATION OF FINDINGS AND DISCUSSION

4.0 Introduction.

This chapter presents, interprets and analyses data that was relevant in promoting entrepreneurial skills acquisition through project based learning approach. The primary data was mainly collected from major participants who included: school administrators, experienced entrepreneurship teachers and focused entrepreneurship students of Kololo Senior Secondary School. It is important to state from the start that this qualitative research considered 20 participants whose responses were collected through interviews, observation and FGDs

4.1 Strategies for implementation of project based learning for entrepreneurial skills acquisition at Kololo Senior Secondary School.

Skills acquisition is where learners exhibit ability to produce tangible items or provide service at the end of the period of time. Skills can best be acquired when all stakeholders in the learning process cooperate to implement the changes. The study sought to identify strategies adopted to implement project based learning as a tool for acquisition of entrepreneurial skills for sustainable business startups and the results are presented below.

4.1.1Teachers belief and commitment.

Teachers' commitment to carry out project based teaching is important for the success of entrepreneurship education. Findings revealed that teachers were reluctant to carry out projects and preferred theory because it is easier to dictate notes than engaging in projects which are time consuming and tend to drag syllabus coverage. Once teachers are committed, training of learners to acquire lifelong business skills becomes so easy. Arcadius, Antonius Mario and Walmart (2017) observe that in most cases teachers are not committed to project based learning because of poor motivation. During the study, respondent P5 noted that:

> None of us has ever refused to do projects only that when we are not treated like the science teachers who are provided with practical allowances, our morale to engage in projects goes down since projects are so demanding, involving changing learners' attitude to doing real business (Respondent P5)

Similarly, respondent P4 supplemented the above argument and said that:

> Even if I wanted to help learners to acquire the skills, it is still not possible because the school time table is too packed that no time is allocated for projects, meaning if I wanted

> to help learners, I would do it after classes which extra time is not catered for by the School Administration, hence making us reluctant and not committed. (Respondent P 4)

Further, students in attendance revealed that with the introduction of entrepreneurship education at ordinary level and making it compulsory has made many schools demand for teachers to help them cover the subject. However, teachers claim that they are overloaded and cannot find time for projects. In this regard, respondent P12 commented that "Our teachers conduct lessons in many surrounding schools so they do not have time to concentrate on school projects but instead teach practical theoretically". However, some teachers attributed lack of supervision of projects to inadequate skills as respondent P6 said "I personally don't own any business so how can I guide learners in doing projects when I myself lack project management skills? I sometimes skip that part of the subject" (Respondent P6). From the above findings teachers' belief and commitment is paramount in imparting entrepreneurial skills through school based projects. Seikkula-Leino, Ruskovaara, Ikavalko, Mattila, and Rytkola (2010) argue that teachers play a vital role in teaching and there is need for coordination so as to avoid confusion between aims and practices in entrepreneurship education.

However, participants, through brainstorming, came up with a number of interventions to address the challenge which included: 1. Time tabling entrepreneurship project lesson on the main timetable and having a special teacher to address projects such that ample time is given to skills acquisition, 2. The school to recruit new teachers to equally match with the increasing number of learners in need of entrepreneurial projects and also to cover the gap as their own teachers run to other schools, 3. Attaching allowances to entrepreneurship teachers who carry out guide and supervise projects as a way of motivating them, 4. Conducting teachers training sessions to further empower them with knowledge of the subject and skills of project implementation to guide learners well. This will automatically improve on their belief in doing projects as a gateway to creating sustainable businesses. With these in place, participants believed that they can have a positive impact towards improving teachers' belief and their commitment to training and guiding learners in projects.

4.1.2 Combining projects with learning.

Entrepreneurship education is intended to equip learners with practical business skills and even visualize what takes place in the business world through their school based projects. At Kololo Senior Secondary School there is a lot of teaching but less doing which implies that

learners cannot integrate the knowledge acquired into business. Teachers need to create a linkage between what is taught to how it is useful in real business. Miller and Maellaro (2016) observe that teachers need to match content with skills, propose likely outcome that lead to setting learning targets and consequently standards. This helps learners to come up with projects depending on topics covered in class. In this regard, respondent P10 commented:

> Teachers give us financial management content but I wish they could show us how we prepare such books other than only designing them in our lesson books. I believe it will help us manage our business finances in future and be able to sustain them. (Respondent P10)

I addition respondent P1 also noted that:

> I have for a long time wondered whether entrepreneurship education is really for mentoring young entrepreneurs because even their teachers are not, they do not practice what they preach, he further said that he expects teachers to walk the talk by transferring and integrating projects in their teaching (Respondent P1)

The voices of the respondents, clearly show that entrepreneurship is not given concentration and the attention it deserves. Respondent P 10 put the blame on the teachers and Administrators. Indeed, administrators are not comfortable with what teachers deliver to students. If administrators are not sure if entrepreneurship education is important in mentoring students how would the same administrators support entrepreneurship education?

Teachers sighting likely projects from the content taught was taken to be one of the ways of helping learners also combine projects with learning, grouping learners and brainstorming on projects out of the topics covered was also one of the intervening strategies to improve project-based learning. A combination of projects with learning will promote modern management methods, practical application and the real life experience of business while learners are still in school hence acquiring employable skills. Miller (2016) further notes that combining projects enables a teacher evaluate learners success skills related to civic responsibility team work, problem solving, empathy and critical thinking

4.1.3 Doing sel-made projects

For PBL to effectively be carried out, learners need to be introduced to familiar situations and environment that helps them form simple projects that they can do with a lot of ease up to completion. Young (2016) observes that doing an easy project on top of advancing your

ambitions positively adjusts mindset of learners. This automatically breeds self-drive among learners as they will personally develop the easy projects. Respondent P7 noted that:

> There is general lack of self-drive among us students and once our teachers realize that, they equally get demoralized to attend to us, they sit back and wait, and in the long ran years go by when skills are not acquired (Respondent P 7)

In addition, Respondent P2 advised that "Teachers need to guide learners develop easy projects and also encourage learners to change their mindset about doing projects as it is the way they can acquire skills and become self-reliant in future". Once teachers help guide learners in project selection by looking at their needs, setting appropriate time for them to do the projects, skills will be an assured deal. In the case of the present study, most of the students come from the Kampala suburbs with a high population and open opportunities. The self-made projects chosen therefore should be those that students can easily duplicate in their communities.

Figure 3 Researcher with entrepreneurship students making a fence from littered plastic bottles.

Learners involvement in such projects has made them appreciate the use of locally available resources and enhanced their innovative skills in using the would be wastes into saleable items like dustbins and plastic flowers for decoration all made from plastic bottles.

4.2 Implementation of strategies for using project-based learning for entrepreneurial skills acquisition at Kololo Senior Secondary School.

The study further sought to analyze implementation of the strategies for using PBL in Kololo Senior Secondary School. In this section the researcher presents and interprets data on the suggested interventions which participants considered appropriate in implementing PBL for entrepreneurial skills acquisition. These are as presented below.

4.2.1 Provision of operation room for projects.

Just like other practical subjects in school such as fine art, food and nutrition, science subjects have laboratories, participants saw it necessary to put in place a special room to work as a factory for young entrepreneurs in school. This is to act as a center where their products are made and sold. Participants saw it a place for storage of all their projects in puts, semi processed materials. This place was seen as one that can motivate learners together with their teachers to actively engage in productive activities and later develop the skills through experience. However, this room was lucking in school so the participants came up with a suggestion construction/allocation of a room for entrepreneurship club activities.

4.2.1.1. Construction/allocation of a room for entrepreneurship project activities

A conducive working environment facilitates learning. Lim, Teo, Wong, Khine, Chai, and Divaharan (2003), analyzing the importance of a conducive learning environment in schools in Singapore, found out that a good environment enables learners to be more task-oriented and reflective, and to engage in creative thinking. Equally provision of a special operations room/place for school based projects enables learners to freely develop ideas which are later developed into real businesses. The school administrators who participated in the future workshop saw the need for a working area which was later provided. Through the subject teacher, the school procured a kiosk to work as a temporary measure to an operating area (Fig. 4.1). Learners through creativity obtained paint and painted and later developed a business name for their factory/laboratory i.e. “Entrepreneurship Cafeteria”

Figure 4 Clubs Canteen and work area at Kololo Senior Secondary School

Photo by Researcher

The entrepreneurship Cafeteria is center for all learners doing entrepreneurship education and all their products ae sold here. Its presence has helped so much to raise their morale especially when products are sold, they get a feel of the business. The current senior six students started a project of making ice cream and popcorns which has helped them combine what is taught in class such as understanding risks in business and risk mitigation. In doing this it helps them acquire skills to implement in their personal business outside school hence achieving sustainable business startups.

4.2.2 Providing funds for projects.

Capital is the initial money and other resources an entrepreneur starts a business with. It is a factor upon which all business inputs are acquired. However, this money was found lacking in school to start school-based projects, so participant unanimously agreed on the following resolutions:

1. School contributing towards club established. The administrators in the future workshop agreed to present a budget to the board of governors and after a period of 1 month, the school provided the subject teacher with funds to procure a temporary canteen to work as an operations room. This room has made school projects real and live in school.

2. Students contributing membership fee. This is an individual's contribution that qualifies one as a member of the business club/project. Participants suggested as another measure for raising funds to have sound business projects. The current senior six students contributed membership fee of shs.2000/= (Two thousand Uganda shillings)

3. Selling of shares. This is where businesses raise capital through selling some shares to the public. Participants realized that if learners buy shares in the business club, they would raise funds at the same time teach learners skills that in case they are in business and get short of funds, one of the options is sale of shares. The current entrepreneurship students sold their share at shs.500/= (Five hundred Uganda shillings)

4.2.3 Allocating time for projects.

School activities are run following a drawn plan, which can be annual or termly. This is done to ensure a smooth flow of all panned activities in a term. Similarly, class work is given following a time table to guide teachers on when to meet a particular class and subject so that syllabus coverage is not compromised. Birbas and Daskalaki (2005) noted that the curricula offered to students currently requires schedules/time tables to meet all learners' needs. However, entrepreneurship projects are not time tabled, which greatly affects the use of PBL in imparting skills among learners. Participants to this challenge suggested:

1. Director of studies to time table projects. Timetabling activities is an enabling factor all together. It indirectly and directly drives both the teachers and learners to respect working are and their mind is tuned to receiving project related content. Such opportunity recognition, idea formation, market research business planning all these are skills developed during such periods. Its further forces teachers to keep in school to avoid being coded a missed lesson.

Paper three is now taught by tr. Martin every Thursday starting 3:30 up to 5:00pm and every Friday starting at 3:300pm up to 5:00pm

2. Recruiting a special teacher to handle projects. A special teacher directly in charge of paper three which addresses practical lessons is now in place to ensure that PBL is fully utilized. He works in collaboration with other entrepreneurship teachers to be able to combine projects in learning hence enabling learners to transfer knowledge to real business.

4.2.4 Improving teachers' skills and commitment as well as changing learners' attitude.

Teachers are highly influential in teaching and learning and in the implementation of PBL approach. They act as facilitators therefore their commitments to projects immensely contributes to entrepreneurial skills acquisition. This is further concretized with their possession of the required skills to implement projects in school. However, there was a challenge of teachers not being committed while others declared not to be having all the necessary skill. The following resolutions were taken on:

1. Sponsoring entrepreneurship teachers to refresher workshops. These are held every year to enable them acquire the skills so that they pass them to learners. The most recent one was held on 05th august 2022 This increases their commitment to teaching and staying in school since the school is seen as a positive contributor to their academic growth. Slocum and Heregeld (2007) noted that, the power of employees in identifying their involvement in an organization is marked by their acceptance of organizational values and goals and readiness to make every effort in the name of the organization and willingness to maintain their member in the organization.

2. Providing financial allowances to teachers involved in projects. Allowances are given whenever the teacher organizes a practical lesson just like it is done in the science classes. However, the condition is that after the practical lesson the teacher has to do an assessment, then the results forwarded through the head of department to make a requisition for it. Each marked script is rated at Uganda shillings 300/=. This act has improved teachers' commitment as they say that it gives them daily bread.

3. Displaying items made by learners for sale (Figure 5). Sale of individual items makes an entrepreneur gain self-satisfaction and zeal to continue working. In the same way items made out of materials gathered from the surrounding environment such as crotchets, balls, open shoes and several crafts which are displayed at the business center i.e. Cafeteria for sale. More so, this helps them to learn about environmental conservation because students use waste materials such as polythene bags, plastic bottles and papers picked from the surroundings. Using waste materials gives students skills of recycling waste materials and reducing on costs for buying manufactured materials.

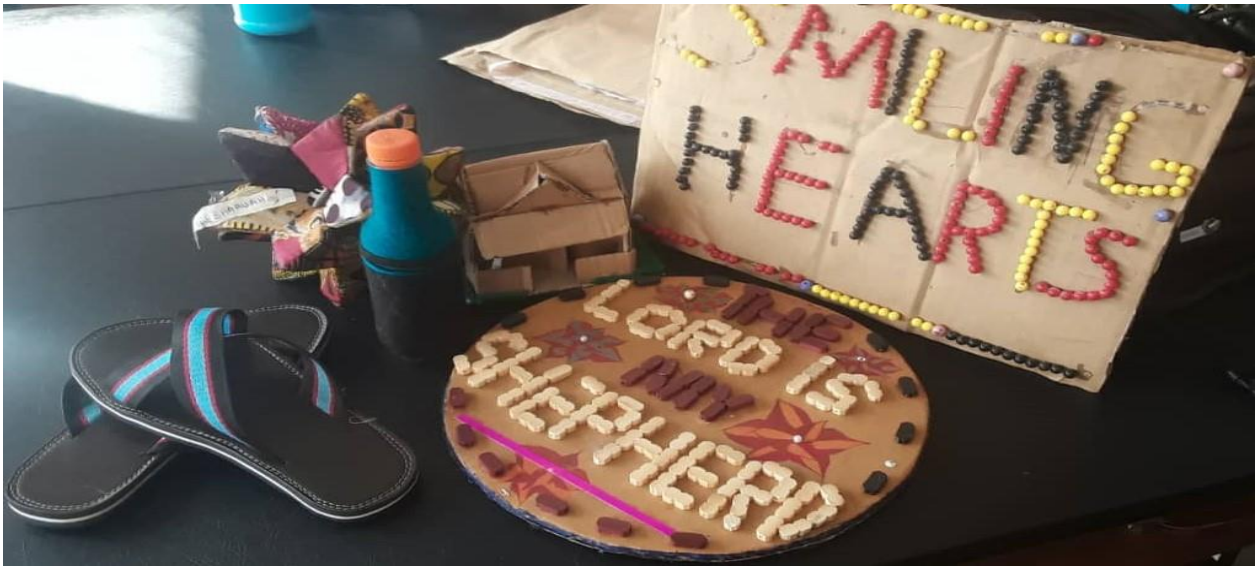


Figure 4:2 Learners innovative items at Entrepreneurship Cafeteria

Photo by Researcher

CHAPTER FIVE
SUMMARY, CONCLUSSION AND RECOMMENDATIONS.

5.0 Introduction.

This chapter is sub divided into three sub sections namely: Summary, Conclusion and recommendations. The discussion is based on the participants' contributions, observation by the researcher and reflection upon the topic of study in relation to the events in the course of the study.

5.1 Summary

The purpose of the study was to improve entrepreneurial skills acquisition through the use of project-based learning approaches in Kololo Senior Secondary School. The study had three objectives of: intensifying strategies that can be adopted to use project-based learning approach for entrepreneurial skills acquisition in school; analyzing the implementation of the strategies of project-based learning approach for entrepreneurial skills acquisition; and evaluating the use of project-based learning approaches in relation to entrepreneurial skills acquisition. Having used the case study design, data collected revealed a number of findings.

On strategies to adopt for project-based learning approach in entrepreneurial skills acquisition in schools, the respondents revealed that entrepreneurship education was done theoretically. The teacher was the center of knowledge and understanding, engaged in teaching practical concepts theoretically. EE however is aimed at equipping learners with employable skills and developing their creative abilities hence changing life for their relatives. Findings further showed that, the absence of workrooms, limited funding to start business, and low commitment by teachers and learners, tend to make teachers quickly adjust to the teacher centered approach.

The study therefore found out that the strategies for implementation of EE at Kololo Senior Secondary School would involve; 1. Improving the teachers' commitment. The commitment of teachers is key if entrepreneurial skills are to be imparted among learners. At Kololo Senior Secondary School, teachers' commitment was hindered by low motivation, absence of work rooms, and low attitude on the side of learners as identified by the participants. As a mitigation measure, the school now provides monthly allowances through accepting and funding departmental budgets inclusive of teachers' allowances. Teachers are equally facilitated

in refresher training workshops held in and outside school to improve their skills in project creation and management. Their improved commitment has positively impacted on learners in that they find it easy to relate with their teachers, create ideas, and identify materials for use in the environment to create feasible business ventures.

On the implementation of the strategies of project-based learning approach for entrepreneurial skills acquisition in schools, findings showed that there was need to combine projects with learning. The theoretical teaching of EE does not only make learners passive absorbers but also undermines their ability to create ideas, and also fail to acquire lifelong skills needed to set up sustainable business ventures. To this effect, topics like financial management are practically done in learner's projects like instructing them to prepare their monthly cash flow plan, balance sheet, marketing is done practically by the learners moving class to class and on school assemblies. Purchasing skills are also acquired when they buy projects raw materials which involves bargaining skills, this has greatly improved their lives and commitment to projects. Combining projects has in addition made them responsible, improved their effectiveness, empowered them to integrate theory into practical work and ably apply knowledge acquired.

To evaluate the use of project-based learning approaches in relation to entrepreneurial skills acquisition, findings revealed that chosen projects should be easy and interesting to the learners, Self-satisfaction is attained whenever an entrepreneur sees his own creativity turn into a real business. In school, learners are encouraged to scan the environment and identify feasible and viable businesses for themselves. With the guidance of their teachers, learners select easy projects, whose inputs are readily available, whose initial capital requirement is relatively manageable. This approach has raised learners' attitude as they witness practical application of their knowledge in real business life and hence acquiring the skills of starting sustainable businesses after school.

Consequently, the implementation of strategies for project based learning in Kololo secondary school. PBL is essential in acquisition and retention of entrepreneurial skills. This approach allows hands on training as learners are able to combine projects with learning. To effectively implement PBL participants in the future workshop proposed the following

approaches: Provision of work rooms/operational room, soliciting funds for projects, allocating time for projects on the time table, improve teachers' commitment and learners

5.2 Conclusion.

The study was successfully carried out and the findings and discussion arrived at bring out the following conclusions; Workable strategies for implementation of project-based learning at Kololo Senior Secondary School are improving teachers' belief and commitment, combining projects in learning and choosing easy projects for learners. Through the future workshop held participants agreed that provision of operations room, provision of funds for projects commencement, allocating time for projects on the general school time table and improving teachers' skills, commitment as well as changing learner's attitudes are the ways Kololo Senior Secondary School can successfully implement project-based learning. However, some challenges were sighted during implementation such as competition with school canteens, learners taking a lot of time completing project work neglecting theory work, limited funds to start big projects in school as the school simply subsidizes club activities.

5.3 Recommendations

The study suggests the following recommendations:

1. Learners need to appreciate resources around them and use their creative ability to come up with innovative ideas to improve livelihood. Even investors will only look out for operational businesses and it equally empowers business men and improves on their competency.
2. The business department in school needs to be more vibrant and embrace the new curriculum with an open heart as a facilitator of project-based learning since it is more student centered, skills based and aims at providing learners with employable skills.
3. Schools should, in their budgets, include funds to support the establishment of school projects as mini incubators for future successful entrepreneurs.
4. Projects time should be allocated on every schools time table so as to give room to development of creativity, innovative and critical thinking skills for learners to be able to embrace entrepreneurship as a career.

5. Teachers' mindset needs to be changed through workshops and refresher courses so that they too value projects, start their own not only for demonstration but also as a side income for their survival.
6. Secondary schools should carry out an exit study and check on their learners who drop out of school or do not go to universities, and know whether they are utilizing the acquired skills to survive in this dynamic business world.

5.4 Area for further research.

Further study is recommended on the impact of Entrepreneurship Education on the grass root communities in designing, implementing and sustaining business startups.

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Appendices

Appendix I.

KYAMBOGO UNIVERSITY

P. O. Box 1 Kyambogo, Phone: 041-285001/2 Fax: 041-220464
www.kyambogo.ac.ug

SCHOOL OF ART AND INDUSTRIAL DESIGN

DEPARTMENT OF VISUAL COMMUNICATION

Masters in Vocational Pedagogy Programme

30/01/2022

THE HEAD TEACHER
KOLOLO SSS

Dear Sir/Madam,

RE: INTRODUCTION OF NAKIRYA FAUSTA

This comes to introduce to you NAKIRYA FAUSTA A student of Masters in Vocational Pedagogy (MVP) Programme at Kyambogo University.

This student bears registration no. 16/U/GMVP/19608/PA and in his/her final year.

In partial fulfillment for the ward of MVP Programme of Kyambogo University, This student is expected to conduct a future workshop at his/her workplace.

The purpose of this letter therefore, is to request you to allow HER conduct his/her Research at KOLOLO SENIOR SECONDARY SCHOOL and accord him/her the necessary support for his/her study.

Looking forward to your usual support.

Yours Sincerely,

pp

Dr.Nabaggala Justine
Head of Department, Visual Communication

Appendix 2: Request letter to conduct research.

The Head teacher

Kololo secondary school

P. O. Box 7114, Kampala

Dear sir,

RE: REQUEST TO CONDUCT ACTION RESEARCH IN YOUR SCHOOL.

I am an entrepreneurship teacher and a student at Kyambogo University doing a Master's Degree in Vocational Pedagogy. I am currently in the process of collecting data for my action research. I kindly request you to allow me conduct my research from your school being my area of work as required in Action research.

I intend to do a situation analysis of the school, have focus group discussions with some administrators and a future workshop with all stakeholders in school in order to have a research topic and collection of reliable data.

Looking forward for your corporation

Yours faithfully

……

Nakirya Fausta

Researcher.

Appendix 3. Informed consent letter.

Dear sir/Madam

RE: CONSENT LETTER.

You are kindly requested to participate in the research study about your experience in entrepreneurship education. The study is being conducted by Nakirya Fausta, an entrepreneurship teacher in Kololo S. S. S. and a master student of Kyambogo University doing a degree of Masters in Vocational Pedagogy (MVP).

You will be required to participate in the open discussions with the researcher taking record of your opinion, by writing, taking photos and audio recording.

Your participation in the study is voluntary and your participation or not to participate will not affect your current or future relations with the school board. If you decide to participate, and you later feel like changing your mind, still you can withdraw.

Participating in the study might cause fatigue in the course of the day, travelling to and fro, attending to verbal interviews, being uncomfortable with some questions, but the study will pose any risk to your safety and wellbeing. Your participation will influence decisions made towards skilling and giving practical teaching entrepreneurship education.

The information you provide will be treated with the highest level of confidentiality it deserves and the researcher will not use your personal information for any other purpose outside the research project. Data will only be accessed by the researcher and saved on her personal computer with a personal password. You will be free to ask questions or reach the researcher on 0785963060 for nay clarifications.

I have clearly read the above information and I feel I understand the study well to make my personal decision to be involved in the study. By signing below, it means that ai am agreeing to the terms described above.

Name of participant……

Participant's signature……

Date ……

Appendix 4. Interview guide for the administrators and teachers in Kololo Secondary School

1. What strategies have been put in place to promote the use of Project Based Learning for entrepreneurial skills acquisition?
2. How are the strategies of project based learning implemented to enable learners acquire skills for life and sustainable business startups?
3. How has the use of project based learning improved entrepreneurial skills among learners in Kololo Senior Secondary School?