

**THE RELEVANCE OF INTEGRATING ENTREPRENEURSHIP
TRAINING INTO ACADEMIC PROGRAMMES OF TERTIARY
INSTITUTIONS IN UGANDA: A CASE STUDY OF KYAMBOGO
UNIVERSITY**

Akello Irene Joy

2010/U/HD/225/MVP

**A THESIS SUBMITTED TO THE SCHOOL OF GRADUATE STUDIES IN
PARTIAL FULFILLMENT OF THE REQUIREMENT FOR AN AWARD
OF THE DEGREE OF MASTERS OF VOCATIONAL PEDAGOGY OF
KYAMBOGO UNIVERSITY**

NOVEMBER, 2012

DECLARATION

I, **Akello Irene Joy**, do declare that this research thesis is my original work and it has never been presented for publication anywhere, or for any award in any university, college or institution. The research report was based on investigating “**The Relevance of Integrating Entrepreneurship Training into Academic Programmes of Tertiary Institutions in Uganda**”.

Signature: 

Date: 10/05/2013

APPROVAL

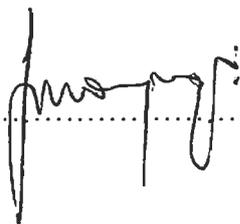
This is to certify that this research thesis on "**The Relevance of Integrating Entrepreneurship Training into the Academic Programmes of Tertiary Institutions in Uganda**" has been written under our supervision for the award of the Degree of Masters of Vocational Pedagogy. It is now ready for submission to the School of Graduate Studies, Kyambogo University with our approval.

Internal Supervisor

Signature:  Date: 30th May 2013

Mr. Mugisha John

Principal Supervisor

Signature:  Date: 30th May 2013

Dr. Jacob L. Oyugi

DEDICATION

To my daughters Genevieve, Giovannah and Gioviah and to my mother Imat Kezia for their patience during my absence

ACKNOWLEDGEMENT

I hereby express my appreciation to the Government of Norway for the financial support and scholarship that they accorded me during the two years of study. Special thanks go to the Norwegian facilitators especially Prof. Nilsson Lenarnt, Dr. Liv Mjelde, Dr. Richard Daly, Dr. Sannerud Ronny and Mr. Borge Skaland whose guidance contributed to the write up on this report.

I am thankful to my supervisors, Dr. Jacob L. Oyugi and Mr. Mugisha John for their continued guidance and support which shaped this piece of work. I further wish to appreciate the efforts of all the mentors and various facilitators for sharing ideas and sacrificing their precious time on this study.

I wish to thank the management, staff and students of Uganda Technical College, Lira, and my colleagues of the MVP programme from various houses who contributed to this piece of work through sharing of information and responding to research tools during pre-testing.

I further wish to appreciate the entire management of Kyambogo University, the various organizations where I carried out this study and all the respondents who sacrificed their time and views towards the study. Their cooperation and interaction gave me adequate information about the relevance of integrating entrepreneurship into the academic programmes of tertiary institutions in Uganda.

Lastly, my gratitude goes to members of our family; my parents, brothers, sisters and children who played different encouraging roles morally, spiritually, materially and financially. Special thanks go to Mr. & Mrs. Quirino Okello, Abini and Tom Osborn for being available in times of need. May God bless you all abundantly.

TABLE OF CONTENTS

DECLARATION	i
APPROVAL	ii
DEDICATION	iii
ACKNOWLEDGEMENT	iv
TABLE OF CONTENTS.....	v
LIST OF FIGURES	ix
LIST OF TABLES	x
ACRONYMS AND ABBREVIATIONS	xi
ABSTRACT.....	xiii
CHAPTER ONE	1
INTRODUCTION	1
1.1 Introduction	1
1.2 General Background	1
1.2.1 Personal Background	1
1.2.2 Motivation	2
1.3 Background to the study	3
1.4 Statement of the problem	8
1.5 Purpose of the study.....	8
1.6 Specific objectives	9
1.7 Research Questions.....	9
1.8 Scope of the study	9
1.8.1 Geographical Scope	9
1.8.2 Content scope.....	10
1.8.3 Time scope.....	10
1.9 Justification of the study	11
1.10 Significance of the study	12
1.11 Conceptual Framework.....	14
1.12 Limitations of the study	15
1.13 Operational definition of terms.....	16
1.14 Organization of the report.....	17

CHAPTER TWO	19
LITERATURE REVIEW	19
2.1 Introduction	19
2.2 The level of entrepreneurship training in tertiary institutions	19
2.2.1 Aims and objectives of entrepreneurship education and training.....	20
2.2.2 Content of Entrepreneurship training	21
2.2.3 Methods used in delivering Entrepreneurship training.....	22
2.2.4 Assessment Criteria	26
2.3 Perception of graduates on the relevance of entrepreneurship training in business start-ups.....	27
2.3.1 Students' intentions	27
2.3.2 Nature of businesses	31
2.3.3 Reasons for start up	33
2.3.4 Strategies to motivate employees	35
2.4 Demonstration of entrepreneurial skills in workplaces by graduates	36
2.4.1 Innovation	37
2.4.2 Performance of graduates	38
2.5 Summary.....	40
CHAPTER THREE	41
METHODOLOGY	41
3.1 Introduction	41
3.2 Study design	41
3.3 Research method.....	41
3.4 Target population.....	42
3.5 Sample Size	42
3.6 Sampling Technique.....	44
3.7 Data collection techniques	45
3.7.1 Objective one: Establish the level of entrepreneurship training in tertiary institutions.....	46
3.7.2 Objective two: Establish how graduates of Kyambogo University perceive the relevance of entrepreneurship training in business start-ups.....	46
3.7.3 Objective three: Ascertain if graduates from Kyambogo University demonstrate entrepreneurial skills in workplaces.....	47
3.8 Research Instruments.....	48

3.8.1 Observation checklist.....	48
3.8.2 Interview guides.....	49
3.8.3 Documentary Analysis.....	49
3.9 Data Quality Management.....	49
3.9.1 Validity and Reliability of instruments.....	50
3.9.2 Validity and Reliability of data to be collected	51
3.10 Procedures for data collection	52
3.11 Data Presentation and Analysis	54
3.12 Ethical Consideration.....	54
CHAPTER FOUR.....	56
PRESENTATION AND DISCUSSION OF RESULTS	56
4.1 Introduction	56
4.2 Demographic data.....	56
4.3 The level of entrepreneurship training in Kyambogo University	57
4.3.1 Aims and objectives of entrepreneurship training	58
4.3.2 Content of Entrepreneurship training in Kyambogo University	61
4.3.3 Methods used in delivering Entrepreneurship training.....	65
4.3.4 Assessment Criteria	68
4.4 Perception of Kyambogo University graduates on the relevance of entrepreneurship training in business start-ups.....	70
4.4.1 Students’ intentions to set up business	71
4.4.2 Nature of businesses	72
4.4.3 Reasons for setting up business	76
4.4.4 Strategies to motivate employees	79
4.5 Demonstration of entrepreneurial skills in workplaces by Kyambogo University graduates.....	80
4.5.1 Innovation made by graduates	81
4.4.2 Performance of graduates	88

CHAPTER FIVE	92
SUMMARY, CONCLUSION, RECOMMENDATIONS AND WAY FORWARD	92
5.1 Introduction	92
5.2 Summary.....	92
5.3 Conclusion	95
5.4 Recommendations.....	97
5.5 Way forward.....	100
5.6 Areas for further research	100
REFERENCES	101
APPENDICES	107
DATA COLLECTION INSTRUMENTS	107
Appendix i	107
Appendix ii	108
Appendix iii	109
Appendix iv	110
Appendix v	111
Appendix vi	112
Appendix vii	113
Appendix viii	114
Appendix ix	115
Letter of Introduction	115
Appendix x	116
Appendix xi	117

LIST OF FIGURES

Figure 1: Conceptual Framework showing the relationship between independent and dependent variables	14
Figure 2: Students Namagunga secondary School in a group discussion during an entrepreneurship training by R.I.A.S.E	25
Figure 3: Participants of JA in Uganda waving the Junior Achievement's global flag	32
Figure 4: Some of the workers employed by Ark of the Covenant (U) Limited during the construction of a borehole in Masaka.....	74
Figure 5: Artistic design used for interior decoration	76

LIST OF TABLES

Table 1: Sample categories, size and the nature of data each of them generated.....	43
Table 2: Sampling technique used for selecting respondents and objectives of the study.....	45
Table 3: Indicating the actual against the expected number of respondents during the study	57
Table 4: Aims and objectives of entrepreneurship training for each of the departments.....	58
Table 5: Content of Entrepreneurship training in Kyambogo University	62
Table 6: Methods of delivery used in Kyambogo University	66
Table 7: The nature of businesses set up by self-employed graduates.....	73
Table 8: Reasons given by different respondents for business start-ups.....	77
Table 9: Strategies used by self-employed graduates to motivate employees.at work	79
Table 10: New methods/products/services and importance of entrepreneurial skills in workplaces	81
Table 11: Aspects of entrepreneurial skills demonstrated by self-employed graduates at workplaces.....	86
Table 12: Attributes against which performance of employed graduates was assessed	89

ACRONYMS AND ABBREVIATIONS

ATM:	Auto Teller Machine
BCK:	Bishop Ciprian Kihangire
BTVET:	Business, Technical, Vocational Education and Training
CVI:	Content Validity Index
DOT:	Digital Opportunity Trust
EC:	European Commission
FGD:	Focus Group Discussion
GEM:	Global Entrepreneurship Monitor
GoU:	Government of Uganda
GTZ:	German Technical Cooperation
HEMFRIA:	Helping My Friend Association of Uganda
HoDS	Heads of Department
ICT:	Information Communication Technology
IEE:	Integrated Entrepreneurship Education
ILO:	International Labour Organization
IT:	Information Technology
ITEK:	Institute of Teacher Education, Kyambogo
JA:	Junior Achievement
JSS:	Junior Secondary Schools
KyU:	Kyambogo University
MDG:	Millennium Development Goals
MoSMEs:	Ministry of Small and Medium Enterprises

MVP:	Masters in Vocational Pedagogy
NCDC:	National Curriculum Development Council
NCHE:	National Council of Higher Education
NITA:	National Information Technology Authority
NOMA:	Norwegian Masters Abroad
RAISE:	Reap what you sow, Aspire to be the best, Invest in your future, Start now and Education is the key to success
SMEs:	Small and Medium Enterprises
TEA:	Total Entrepreneurship Activity
UACE:	Uganda Advanced Certificate of Education
UBOS:	Uganda Bureau Of Statistics
UCE:	Uganda Certificate of Education
UCTL:	Uganda Technical College, Lira
UIA:	Uganda Investment Authority
UK:	United Kingdom
UNESCO:	United Nation Educational Scientific Cultural Organization
UNIDO:	Uganda Integrated Programme
USA:	United States of America

ABSTRACT

Entrepreneurship Education has been incorporated as a course unit in most tertiary institutions in Uganda. It is possible that there could be a challenge in transferring entrepreneurial skills into practice by graduates in workplaces. The study assessed the relevance of integrating entrepreneurship training into the academic programmes of tertiary institutions in Uganda. The objectives of the study were to: establish the level of entrepreneurship training in Kyambogo University; establish how graduates of Kyambogo University perceive the relevance of entrepreneurial training in business start-ups; and ascertain if graduates from Kyambogo University demonstrate entrepreneurial skills in workplaces. A descriptive study design and qualitative research approach were used. The study was conducted in three (3) departments. Six (6) categories of respondents and a sample size of 35 respondents was used. Purposive, random, stratified and snowball sampling techniques were used in selection of the respondents. Qualitative technique was used in the process of data collection. Data was generated using interviews, observations and documentary analysis techniques. The instruments used included interview guides, an observation checklist and a documentary analysis guide. They were pre-tested and adjustments were made to improve on their validity and reliability. The study was meant to benefit students, lecturers, administrators, the government, the donor community and the general public. Findings of the study revealed that: aims and objectives were relevant and the content of entrepreneurship covered essential aspects needed for practice. Lecture was the most commonly used method of delivery while continuous assessment and final examination were evident. The study further established that graduates perceived the relevance of entrepreneurship training as useful in business start-ups. It was clearly revealed that some graduates were innovative in workplaces and measured to the expectations of the supervisors. Based on the findings of the study, it is relevant to integrate entrepreneurship training into the academic programmes of tertiary institutions. Recommendations made were that: all universities should integrate entrepreneurship in their academic programs; refresher courses be organized for lecturers of entrepreneurship and their subjects of specialization; raise awareness of parents, employers and other students to perceive entrepreneurship as a career option; tertiary institutions should organize events, seminars with external entrepreneurs to inspire students. NCHE and MoES were to adjust entrepreneurship training curricula to the needs of the market. It was further recommended that government increase budgetary allocation and funding towards establishment of entrepreneurship centres for both formal and informal sectors; HoDs draw one-on-one mentoring program for students with experienced entrepreneurs; annual business plan practicum be incorporated in the course outline and strong collaboration among institutions at all level for transfer of knowledge and skills were recommended. Finally, students to participate in product creation, design and marketing promotions.

CHAPTER ONE

INTRODUCTION

1.1 Introduction

This study conducted in Kyambogo University was intended to assess the relevance of integrating entrepreneurship training into the academic programmes of tertiary institutions in Uganda. In this chapter, presentation was made on the general background, the problem statement, purpose, objectives and research questions. It also addressed the scope, significance of the study, conceptual framework and definition of operating terms which was used in the study.

1.2 General Background

The general background comprised of the; personal background, motivation which was intended to give information about the researcher and background to the study.

1.2.1 Personal Background

The researcher is a Ugandan female with a professional background in teaching. Being a girl child, I was one out of the many who never had an opportunity to attend a first world school. However through thin and thick, I went through a rural secondary Mission Girls' school and came out with a Uganda Certificate of Education (UCE). I later joined another single sex girls' school for Advanced Certificate of Education (UACE) which then earned me admission to a National Teachers' College (NTC) for an award of Diploma in Secondary Education by ITEK, now Kyambogo University. After five years of teaching, I enrolled for a Bachelor's Degree in Education (Business Studies) of Kyambogo

University. To date, I am student of Masters in Vocational Pedagogy and a teacher by profession.

1.2.2 Motivation

In spite of the struggle and gender discrimination accorded to girl children in Lira District, the researcher was inspired by her mother who was her role model, to advocate for the recognition of the importance of the girl child in Uganda and worldwide. The researcher was therefore motivated to master in Vocational Pedagogy due to the following reasons.

- To acquire more knowledge based on practical application for a higher level of vocational studies. The transfer of knowledge was aimed at producing financially self reliant citizens through promotion of a positive savings culture and income generating activities.
- To design instructional methods and materials appropriate to the current situation. This is intended to accommodate the implementation of more practical methods of teaching entrepreneurship in the field of Business Studies in tertiary institutions.
- To integrate gender sensitive issues in the teaching of Vocational Studies. This is intended to encourage girls to offer vocational subjects especially in Uganda, a country which is still gender biased towards male.
- To carry out research work into the ways of teaching entrepreneurship skills in Ugandan education system so as to improve its applicability by graduates of tertiary institutions in workplaces.

In reference to the factors that motivated the researcher, it should be noted that entrepreneurship education at secondary schools is basically taught to raise awareness of students and to enable them gain life skills. However, at tertiary institutions it moves a step ahead to inculcate in students both skills and knowledge so as to develop competencies for job creation and gainful employment based on the fact that graduate's unemployment is at 36 % (Kiyaga, 2012; Walubiri, (2011). Therefore, aware that tertiary institutions produce students ready for employment, the researcher chose Kyambogo University for a case study in order to assess the ability of graduates in applying entrepreneurial skills in workplaces as well as meeting employability requirements of the labour market.

1.3 Background to the study

Growth in entrepreneurship education has accelerated dramatically over the last two decades in both developed and developing countries throughout the world (Robinson and Hayes, 1991; Charney and Libecap, 2000 & Owusu-Ansah, 2004). According to Mitra & Matlay (2004), most universities in the United Kingdom have set up research centres and courses in entrepreneurship as part of existing programmes. Entrepreneurship education is vital in every economy as it prepares individuals not only to be gainfully employed but also to be self-employed and employers of others. Entrepreneurship is globally accepted to be critical to economic growth and development in emerging economies (Idogho & Ainabor, 2011). Therefore entrepreneurship is a veritable tool for the improvement of quality of citizens' life and the driving force behind employment in any given nation.

Entrepreneurship is included in the national curricula for tertiary institutions and vocational education in a majority of European countries, at least to some extent. In some

of those countries (such as in Estonia, Spain and Poland) entrepreneurship is an optional subject or is compulsory only in some parts of higher education and vocational education system (European Commission, 2009). Recently, there has been an increased interest in entrepreneurship education among some countries, especially East European and Asian countries. However, in some countries such as Latin America and Africa, entrepreneurship education has not received such recognition and is still not sufficiently integrated into the system of formal education (Niyonkuru, 2005) cited in Karimi, Chizari, Biemans & Mulder (2010).

In Africa, Entrepreneurship education is still a young discipline, with some few countries adopting it as a possible solution to the ever increasing rate of unemployment. For example, in Botswana, the government policy on education promotes the inclusion of Entrepreneurship education in post-primary (Swartland, 2008). In East Africa, Kenya and Uganda took on the subject, with Kenya implementing the program in 2002 (Farstad, 2002). In Kenya, some element of Entrepreneurship skills education is taught at all levels and integrated in some courses as a way to equip students with skills that can enable them to start their own businesses after school (Farstad, 2002) as cited in Luyima, (2010).

In Central African region, there has been renewed interest in Zimbabwe, in encouraging a culture of entrepreneurship, as such most tertiary education institutions are involved in this process. Interest and concerns on the subject of entrepreneurship heightened to address the issue of graduate unemployment, economic growth and dependence on government for grants due to alleviation of poverty. The Government of Zimbabwe through the Ministry of Small and Medium Enterprises (MoSMEs) introduced a range of policies to encourage educational institutions to develop entrepreneurial

education and training programmes (Small and Medium Enterprise Development Policy Document, 2004).

In line with the above policies, most institutions of higher education such as colleges, vocational training institutions and universities in Zimbabwe have introduced a course on entrepreneurship. This was aimed at ensuring that higher education students become entrepreneurial by starting their own businesses and contribute towards employment and economic growth (Fungai, Karambakuwa, Rumbidzai, Njanike, Mangwende & Fungai, 2011). Besides, other countries in Africa have also developed a system whereby vocational skills are imparted in a coordinated manner and so further proposed the integration of entrepreneurship in the formal school system (Nkanza, 2005; EC, 2004).

In Uganda, Ocici, (2006) confirms that Entrepreneurship was not championed in the traditional educational system of Uganda although in 2004, Uganda was ranked the second country in the world among the Global Entrepreneurship Monitor (GEM) countries, with Total Entrepreneurial Activity (TEA) index of 31.6. This signifies that out of 100 Ugandans, at least 32 are engaged in some kind of entrepreneurial activity. In comparison the USA, the “country of entrepreneurship” has a score of 11.3, Japan scores 1.5 (GEM Uganda Executive Report, 2004 p. 6). This may mean that graduates from tertiary institutions are most likely to be engaged in this activity and therefore a high level of entrepreneurial practice is expected in Uganda as a whole.

Entrepreneurship education was introduced in Ugandan primary, secondary, and tertiary institutions in 2003, as one of the curriculum innovations, to make education responsive to the needs of society; specifically eradicating poverty and unemployment

(NCDC syllabus, 2008; Farstad, 2002; Tamale, 2002) cited in (Luyima, 2010). Mauchi et al (2011) cited in (Luyima, 2010) defines entrepreneurship education as the process of providing individuals with the ability to recognize commercial opportunities, knowledge, skills and attitudes to act. Therefore, entrepreneurship education can be seen as process of imparting learners with entrepreneurial knowledge, skills and attitudes through a formal structured instruction usually guided by well defined aims, goals and objectives.

In Uganda, the public higher education sector is composed of universities, national teachers colleges, colleges of commerce, technical colleges, training institutions, and other tertiary institutions (National Council for Higher Education, 2004). Given the fact that tertiary institutions are meant to prepare citizens for gainful employment, they have the potential to enhance human capabilities and enlarge people's choices through the inclusion of entrepreneurship in their programmes. In this respect, students who are close to entering working life and self-employment need entrepreneurship skills that can enable them face the competing world differently. Entrepreneurship training is therefore a valuable option in helping Ugandan students to be more creative, innovative, self-motivated and confident in whatever they undertake. It is therefore possible that education for entrepreneurship can be particularly effective in tertiary institutions in Uganda on the basis of promoting creativity, innovation and self-employment.

In Uganda, Kyambogo University is one of the tertiary institutions which was established by the Act of Parliament in 2003. It is mandated to produce graduates ready for employment (Universities and other Tertiary Institutions Act, 2001). In spite of this, Uganda's unemployment rate at 3.5% and that of the youths at 83% is worrying (Kiyaga, 2012; Walubiri, (2011). Statistics from all Government Departments point to major job

crisis in Uganda. According to the labour force flow figures, University graduate unemployment rate is at 36 % and it is estimated that for every one job that is available, there are about 50 people contesting for it (UIA, UBOS) in Walubiri, (2011). This implies that only 28.3% of the graduates are absorbed in formal employment, leaving the rest to join the informal sector.

From the sources above, it is clear that most of the graduates from Uganda's tertiary institutions are unable to get formal jobs. This is because Uganda is a country whose education system still produces skilled and semi-skilled labour, oriented towards entry into white-collar employment, academia and the civil service, where it is thought that a sustainable livelihood can be sustained (Ocici, 2006; (Oyugi, 2011); Ssempija, 2012). In order to change the mind-set for white collar jobs, it is imperative that both youth and adults gain skills that can economically empower them with self and paid employment.

To date, most tertiary institutions have included entrepreneurship in their academic programmes (Oyugi, 2006) Kyambogo University inclusive, with the hope of minimizing the rampant unemployment problem. The purpose of entrepreneurship education in Uganda is to provide students with necessary basic entrepreneurial skills and business knowledge, to allow easy transition into private sector and carry out their businesses successively. Much as entrepreneurship training is incorporated in almost all the courses at the University, sources confirm that a large number of graduates are still unemployed. It is confirmed that once a young person has left school, transferring entrepreneurial skills into practice is a challenge (African Commission, 2010). In this case, little is known about the value of entrepreneurship training in an attempt to equip or

prepare students with entrepreneurial skills for practice. It is upon this background that there is need to investigate the relevance of integrating entrepreneurship training into the academic programmes of tertiary institutions in Uganda. Perhaps the findings of this study could help to explain the relevance of integrating entrepreneurship training into the academic programmes of tertiary institutions.

1.4 Statement of the problem

Considering that 2/3 of graduates enrolled in tertiary institutions in Uganda are trained in entrepreneurship skills, and knowing that about 36% of the graduates cannot find jobs, there is ground to question whether the type of entrepreneurship training they acquire is relevant to prepare them for entrepreneurial practice as a career choice. However, while tertiary institutions endeavour to prepare students to enter work life, transferring entrepreneurial skills into practice by graduates is a major concern. It is on record that many youth graduates in Uganda, from both public and private tertiary institutions face the unemployment challenge. To this cause, little is known whether entrepreneurship training in tertiary institutions, especially the one conducted at Kyambogo University, prepares students for entrepreneurial practice. There was need therefore to investigate the relevance of integrating entrepreneurship into the academic programmes of tertiary institutions in Uganda.

1.5 Purpose of the study

The purpose of this study was to assess the relevance of integrating entrepreneurship training in the academic programmes of tertiary institutions in Uganda.

1.6 Specific objectives

The study was based on the following specific objectives which were formulated from the purpose of the study.

1. To establish the level of entrepreneurship training in Kyambogo University
11. To establish how graduates of Kyambogo University perceive the relevance of entrepreneurship training in business start-ups.
111. To ascertain if graduates from Kyambogo University demonstrate entrepreneurial skills in workplaces.

1.7 Research Questions

This study was guided on the following questions which were formulated from specific objectives.

1. What is the level of entrepreneurship training in Kyambogo University?
11. How do graduates of Kyambogo University perceive the relevance of entrepreneurship training in business start-ups?
111. Are graduates from Kyambogo University demonstrating entrepreneurial skills at workplaces?

1.8 Scope of the study

This section gave details on the physical location of the study referred to as geographical scope. The content scope focused on the specific objectives of the study and the range of years from which the documents were analyzed.

1.8.1 Geographical Scope

The study was carried out in Kyambogo University, one of the public universities in Uganda. Kyambogo University is located along Jinja road approximately 8 km from the

city centre, along the Kampala-Jinja highway, east of Kampala. Kampala is Uganda's capital city found in central region of the country. The study was conducted in two Faculties and one School namely: Faculty of Engineering, Faculty of Vocational Studies and School of Management and Entrepreneurship. The study area was convenient to the researcher because Kyambogo University is one of the tertiary institutions which has incorporated entrepreneurship training in most of its academic programmes. Further still, the study was conducted in non selected locations, out of Kyambogo University from which both self employed, formally employed graduates and supervisors were sourced.

1.8.2 Content scope

Generally, the study focused on establishing the level of job creating abilities attained by graduates in their entrepreneurship training in the tertiary institutions. The content was meant to find out how graduates perceive entrepreneurship training as an integral part of their course content and to ascertain if graduates from Kyambogo University demonstrate entrepreneurial skills in workplaces.

1.8.3 Time scope

The time scope presented the time frame which the study covered right from proposal writing to the final report. The study was conducted within seven months beginning from April 2012 to October 2012. This time duration enabled the researcher to interview respondents and solicit responses to research questions. The study followed the workplan which showed the details of the study duration.

The researcher analyzed the University's documents such as the departmental course outlines, timetables, students' coursework and programme documents in order to

examine the level of entrepreneurship training in Kyambogo University. The documents were reviewed from 2009 to 2011.

1.9 Justification of the study

This study on the relevance of integrating entrepreneurship into the academic programmes of tertiary institutions was justified on the following basis.

The Government of Uganda (GoU) and the International Labour Organization (ILO) have observed that the introduction of entrepreneurship education has a capacity to create awareness in secondary school students (Entrepreneurship Education Curriculum, 2012). In the same vein, NCHE (2004) has approved the inclusion of some important aspects of entrepreneurship into the programmes of tertiary institutions to enable students create jobs. This study therefore evaluated the justification of the need to integrate entrepreneurship training into the academic programmes of tertiary institutions in Uganda.

One of the objectives of the Millennium Development Goals (MDGs) is poverty reduction by 2020 through provision of quality education for job creation. In Uganda today, graduate unemployment rate is at 36% and most graduates are still looking for formal employment which is scarce. This study was intended therefore to establish the contribution of the integration of entrepreneurship into the academic programmes of tertiary institutions. The study was also meant to achieve this MDG objective through instilling a positive attitude towards job creation, self-employment and employing others as a means of poverty eradication.

The United Nation Educational Scientific Cultural Organization Report [UNESCO], (2008) puts the development of innovation in young people and

empowerment of students with the competencies and skills necessary to prepare them to respond to their life needs. This includes running their own business, so that they become productive citizens and this is one of the objectives of entrepreneurship education. The objective is intended to enable students identify, create, initiate businesses and work opportunity of which owning an enterprise is just one example. This study was therefore in line with this global concern.

Given the fact that most graduates come out of various institutions with the hope of joining formal employment which is scarce, coupled with entrepreneurial training acquired, graduates need to transfer skills into practice. This study was thus necessary so as to establish the extent to which graduates with entrepreneurship training apply those skills and knowledge at workplaces and for creating jobs in the event that they are not employed in the formal sector.

1.10 Significance of the study

The finding of this study was intended to benefit students, lecturers and administrators of the various tertiary institutions in Uganda with knowledge on the relevance of entrepreneurship training to tertiary institution graduates.

The study gave information that can nurture entrepreneurial culture in universities and foster students' entrepreneurial spirit so as to encourage them to start up their own businesses. In this way university graduates will change their perception towards becoming job creators rather than job seekers.

This research report would also help to raise students' awareness at all levels of education and encourage them to take up entrepreneurship for self-employment as possible career options to curb unemployment.

The study report was intended to enable the government develop, support and deliver appropriate policies that would foster entrepreneurship culture in tertiary institutions.

The findings of this study are expected to motivate the donor community and government to fund the provision of expertise instructors and resources for entrepreneurial training of students in tertiary institutions in Uganda.

The study result was intended to seek government's intervention towards recognition of entrepreneurial training in tertiary institutions in Uganda through advocacy and provision of material support as a way forward to economic development.

This study will serve as reference source for researchers and policy makers on the relevance of entrepreneurship education for tertiary institutions in Uganda.

This study was further intended to enable the general public to recognize and widely accept Entrepreneurship education at all levels of education as a career choice for the citizens. This will foster an innovative and enterprising society in which the employment challenge will be minimized.

The study was intended to benefit all tertiary institutions in Uganda through provision of documentary work with the hope that entrepreneurship education courses offered will enhance skills acquisition of tertiary education graduates for self employment. The study will also show the value of integrating entrepreneurship education into the formal University curriculum which is aimed at making significant contribution in encouraging a positive orientation among University undergraduates. This study will therefore bridge the gap and change the mindset of tertiary education graduates from job seekers to job creators.

1.11 Conceptual Framework

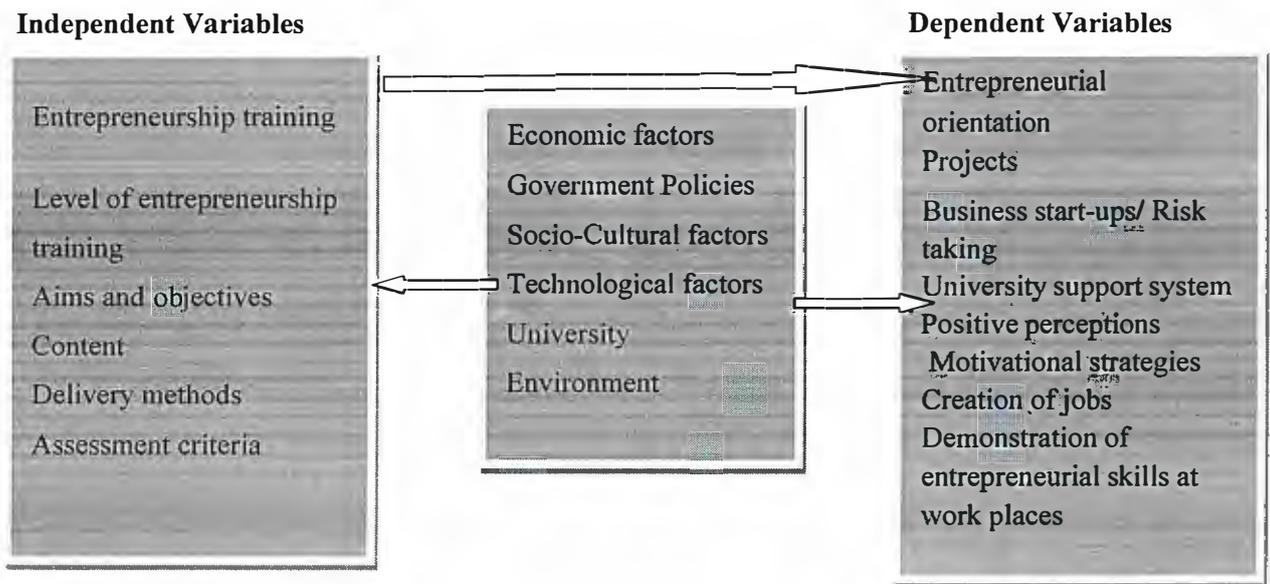


Figure 1: Conceptual Framework showing the relationship between independent and dependent variables

(Primary Source, 2012)

Figure 1 reproduces the assumption that entrepreneurship training is an integral part of all courses in most tertiary institutions. The level of entrepreneurship training includes the aims and objectives of studying entrepreneurship, content coverage, methods of delivery and assessment modes.

Much as graduates are equipped with entrepreneurial skills, variables such as government policies, technological advancement, economic and socio-cultural factors may hinder entrepreneurial training and practice once the graduates leave the University. These factors which are beyond control may indirectly hinder students from practicing entrepreneurial skills. However, on assumption that the intervening factors are kept constant, it was expected that at the end of the study, entrepreneurial orientation should

be achieved through skills demonstration in workplaces. Besides, innovative ideas such as new processes, methods, services and products were expected in workplaces.

More so, business projects, incubation centres and business clinics were considered to be yardsticks upon which students' activities and performance were to be measured in tertiary institutions. Entrepreneurship training was 'assumed to enable students perceive the relevance of the training positively and use entrepreneurial skills such as effective communication and motivational strategies to retain employees in various work places.

Consequently, students should be able to take risks to start up businesses and hence create employment for self and others. The level of entrepreneurship training with all its attributes was expected to orient students and enable them appropriately use the university's support systems for practicals during the training and eventually apply the knowledge and skills acquired in their respective workplaces.

1.12 Limitations of the study

The researcher encountered some limitations that affected the results of the study as mentioned. The researcher therefore suggested some feasible solutions to the limitations.

1. The researcher anticipated that limited time would hinder the process of the study.

The researcher therefore overcame this limitation by adhering to the workplan and sacrificing extra time during weekends and night for the research activities.

11. Inadequate finances was yet another limiting factor that the researcher faced and this was overcome by reducing on the geographical scope of the study.

- iii. Furthermore, the researcher battled with the respondents' busy schedules who did not want to be interrupted. In respect to this, the researcher did not interact with the employers as was planned. This prompted the researcher to interview supervisors for data concerning formally employed graduates. Therefore, the views of the supervisors cannot be taken to represent that of the employers.
- iv. An attempt to use Focus Group Discussion (FGD) with the final year students was not possible because the study coincided with their examinations period. In the end, the researcher interviewed students individually, therefore the findings from students cannot be generalized to represent the views of all students respondents.

1.13 Operational definition of terms

Creativity: Involves the use of original ideas to create a product or service.

Entrepreneurial practice: Act of successfully applying skills in setting up a business or businesses taking in financial risks with the hope of making profits.

Entrepreneurship training: the act of teaching and acquiring a skill or type of behaviour through continuous practice and instruction in order to turn ideas into actions using creativity, innovation and risk taking.

Entrepreneurship: An individual's ability to turn ideas into action covering creativity, innovation and risk taking.

Innovation: Developing and implementing new methods or ideas on a product, service or system.

Integration: Mixing transferable skills of entrepreneurship into the academic programme of tertiary institutions.

Practice: Application or use of knowledge acquired from training.

Relevance: Appropriateness of mixing some important aspects of entrepreneurship in the academic programmes of tertiary institutions.

Risk taking: Venturing into unanticipated possibility of incurring losses.

Risk: A situation of being exposed to danger or losses.

Self employment: The state of earning one's livelihood directly from one's own trade or business rather than as an employee of another.

Tertiary institutions: Higher level of education after post primary and secondary schools leading to award of Certificates, Diploma, Degrees, Masters and Doctorate of Philosophy.

Training: Teaching a skill or type of behaviour through continuous practice and instruction.

Unemployment: A state of being without a paid job but available for work.

Workplaces: A combination of different institutions or venues where skills of different trades, occupations and businesses are carried out.

1.14 Organization of the report

The report of this study is divided into five chapters with each being directly or indirectly linked to the topic of the study. This report is organized from chapter one to five with sub-sections for each of the items.

In **chapter one**, introductory part explains the background to the study with citations from some scholars. It includes the statement of the problem, the purpose and three specific objectives which were developed from the purpose of the study. Other aspects included in this chapter are research questions, geographical, content and time scope of the study. The justification on which the study was based and its significance

were other aspects considered paramount for inclusion in this chapter. Conceptual framework, limitations of the study and the operational definition of terms were also included.

In **chapter two**, review of the related literature in relation to the three objectives of the study and sub sections which were developed from the objectives are included. Scholarly work from different regions of the world, including Uganda and Kyambogo University which was the location of this study are presented.

Chapter three consists of the study design which was descriptive in nature, qualitative research method and data collection techniques which were participatory observation, face-to-face interviews and documentary analysis. Research instruments included in this chapter and used were interview guides, observation checklist and documentary analysis guide. The chapter further includes the target population, sample size, sampling techniques and procedures for data collection. Data analysis, data quality management and ethical consideration are also mentioned in this chapter.

In **chapter four**, presentation and discussions of findings are based on each objective one after the other with backing from different scholars and the researcher's reflections.

Chapter five gives summary, conclusion of the study, practical recommendations, way forward and suggested areas that can be investigated by future researchers. Each objective is summarized and concluded separately while recommendations and way forward take a general trend.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

In this chapter, the researcher presents a review of documents of what has been written by different scholars concerning entrepreneurship education and training. In the presentation, the researcher reviewed related literature on the relevance of integrating entrepreneurship training in tertiary institutions according to the objectives which were as follows.

1. To establish the level of entrepreneurship training in tertiary institutions
- ii. To establish how graduates of tertiary institutions perceive the relevance of entrepreneurship training in business start-ups
- iii. To ascertain if graduates of tertiary institutions demonstrate entrepreneurial skills in workplaces

2.2 The level of entrepreneurship training in tertiary institutions

Entrepreneurship training in tertiary institutions varies from country to county and is perceived differently. Most people perceive it as setting up businesses only and so entrepreneurship training offered at tertiary institutions should be business related. In a study conducted by Kabongo (2012), on the status of entrepreneurship in sub Saharan colleges and universities out of the 57 institutions, fifty percent offer a course dedicated to the topic of small business/scale management. This demonstrates that entrepreneurship education in the Colleges and Universities focuses more on the awareness of entrepreneurship as a career and the management of small scale businesses.

In the context of this study, the level of entrepreneurship training composed of the aims and objectives, content coverage, delivery methods and finally the criteria in which entrepreneurship content is assessed.

2.2.1 Aims and objectives of entrepreneurship education and training

In all aspects of life, aims and objectives are paramount as a benchmark against which output can be measured. The aims and objectives of entrepreneurship training are to equip individual learners to sustainably start, manage and work with a difference. This is in line with aims of Uganda Certificate of Advanced level of Education (UACE) of addressing innovative production by way of value addition to local products while business planning will help in promoting modern management methods (NCDC, Advanced level Entrepreneurship Curriculum, 2012).

The objectives of the curricula used in Botswana, Uganda and Kenya are attitude formation and to equip students with knowledge and skills for starting and running their own business (Farstad, 2002). He further gave an implication that entrepreneurship training will produce learners who have positive attitude towards productive work in all sorts of legal work. The purpose is to make the students know important institutional arrangements and understand the processes related to the establishment and operation of a business (Farstad, 2002).

Available literature has shown that the aims and objectives of entrepreneurship training are to equip students with skills of starting, managing businesses and development of positive attitude towards work (Entrepreneurship Education Curriculum, 2012). Understanding the processes of establishment and operation of businesses are paramount. In relation to this study, tertiary institutions in Uganda prepare students to

enter work life as well as create employment. However, to the researcher, little is known whether the aims and objectives of entrepreneurship training stimulate graduates to apply entrepreneurial skills in the world of work.

2.2.2 Content of Entrepreneurship training

Accordingly, the content is partly motivational and partly focusing on formal and practical knowledge and skills. Laws, existing credit systems, bookkeeping and marketing are examples of the latter. Preparation of a business plan is always a compulsory exercise that might be of great potential importance. In this case, graduates intending to operate businesses should be able to design and practice aspects of business plan, maintain accurate records as part of the entrepreneurship content. Just like in Botswana, the establishment, operation and liquidation of a student enterprise is compulsory for all learners in Business Studies, which is an optional subject in Junior Secondary School (JSS) (Farstad, 2002).

According to Collins and Robertson (2003), the challenge for educators is to provide graduates with content focus, while ensuring that the breadth of the subject does not cause the depth to be eroded. Tertiary institutions in Uganda therefore need to consider this important strategy to assess how adequate the content delivered to learners is. Given the scholarly contributions, it is imperative to find out the adequacy of entrepreneurship content delivered to students in tertiary institutions for applicability of skills.

In a recent trend, areas of personal development, financial planning, skills development and career guidance and motivation have been included in entrepreneurship skills (Kajoba, 2012). According to Kajoba, students from secondary schools and

universities were targeted and trained in entrepreneurship in conjunction with R.A.I.S.E. The students worked with business mentors to improve on career development and compiled business plans which were graded.

On the same note, the National Information Technology Authority (NITA) and Digital Opportunity Trust (DOT) recently launched a partnership to train university graduates in applying ICT skills for entrepreneurship activities. It was intended to equip graduates with business development skills, ICT skills and life skills. According to Odyek (2012), graduates will be linked with local NGOs and vocational institutes who have a mandate on entrepreneurship and ICT to develop themselves and their countries. All the aspects included in the short entrepreneurship training to various categories as indicated add up to the content needed by students, although its relevance is yet to be known in the course of the study.

2.2.3 Methods used in delivering Entrepreneurship training

The extent to which entrepreneurship is teachable or even worth teaching using the most effective approach to teaching has raised regular discussion and debate among scholars especially on how to produce capable, skilled and enterprising individuals. There are many disagreements among academicians on whether entrepreneurship can be taught or not. Lambing and Kuel, (1997) cited in Fungai, et al. (2011) believe that the nuts and bolts of entrepreneurship could be taught while the soul of an entrepreneur was something else.

Drucker, (1995) agrees that entrepreneurship can be taught. There is a positive relationship between education and business creation, as acknowledged by Robinson and Sexton (1994). They also indicated that entrepreneurship can be taught and that education

can enhance entrepreneurial skills, competencies and attitudes. Saddler, Gardner, Chaston and Stubberfield, (2002) point out that the essential characteristics of entrepreneurship can be learnt from 2 major dimensions; firstly learning from experience and secondly from classroom based learning.

Vesper (1985) carried out a survey in USA and 95% of respondents disagreed with the notion that entrepreneurship was an art and could not be taught, 5% thought it could not be taught as it was a combination of personality, skill and opportunity. According to Collins and Robertson (2003), the challenge for educators is to provide graduates with content focus, while ensuring that the breadth of the subject does not cause the depth to be eroded. This is ensured by adopting multiple flexible delivery methods in their teaching. Collins and Robertson (2003) claimed that an understanding of the process of learning underpins any approach to a teaching program.

Traditional teaching methods such as lectures, literature reviews, use of reading materials, discussions, tutorials, examinations and so on do not activate entrepreneurship (Gibb, 2006). Kirby (2004) argues that the traditional lecture format with all its predictability may not be the most effective method as it ignores the essence of the entrepreneurial process. He states that this is because a promising entrepreneur does not only need knowledge, but new ways of thinking, new kinds of skills and new modes of behaviour. In support of Collins and Robertson (2003) motion, a multiplicity of teaching methods helps learners to retain knowledge and skills and eventually transfer the competency to create employment.

Further more in agreement to Farstad (2002) which states that periods of industrial attachment are mandatory part of training in most of the Integrated

Entrepreneurship Education (IEE) programmes to be studied. Traditional lecture-driven teaching methodologies are not relevant to entrepreneurship courses, as they may inhibit the development of the requisite entrepreneurial skills and characteristics (Kirby, 2002). Traditional teaching methods have to be complemented with entrepreneurial approaches which essentially includes learning by doing and providing opportunities for students to actively participate in as well as control and mould the learning situation (Gibb, 2006). The role of the educationalist moves from the traditional “sage on the stage” to becoming a “guide on the side”. The educationalist needs to adopt the role of coach, mentor, and challenger and have the ability to provide feedback in a constructive and relevant manner (Gorman, Hanlon and King,1997).

The teaching process should focus on active learning, problem-based learning and discovery teaching. Gorman et al., (1997) postulates that active learning places greater emphasis on the student exploring their own skill, competencies and general self-awareness. In a problem based learning environment, either on their own or in teams, students assume responsibility for solving problems. Hannon, (2005) points out that discovery teaching provides students with a learning environment which will equip them with the ability to continue educating themselves throughout their career.

In reference to methods used to deliver entrepreneurship content to graduates in various tertiary institutions, literature from various scholars indicate that entrepreneurship as a science can be taught (Vesper, 1985). The scholars further agree that the use of numerous methods in teaching entrepreneurship help learners to retain knowledge and skills for easy application. Delivery methods such as discovery teaching, problem based learning, industrial attachment, group discussion, learning by doing and participation can

be effective in the teaching of entrepreneurship. For instance in an entrepreneurship training by Reap what you sow, Aspire to be the best, Invest in your future, Start now and Education is the key to success (R.A.I.S.E), students worked with friends in a group discussion on areas of personal and skills development, financial planning, career guidance and motivation as portrayed in Figure 2 (Kajoba, 2012).



Figure 2: Students Namagunga secondary School in a group discussion during an entrepreneurship training by R.I.A.S.E

(Source: www.newvision.co.org)

To enhance effective training of entrepreneurship in tertiary institutions, traditional teaching methods like lecture, tutorials can be incorporated to a less extent. Therefore, a multiplicity of participatory methods of learning helps learners to retain knowledge and skills and eventually transfer the competency in the world of work. However, it is unclear to the researcher whether the delivery methods employed in entrepreneurship training in

tertiary institutions play a role in the transfer knowledge and skills by graduates in the present world of work.

2.2.4 Assessment Criteria

In every learning context, assessment is necessary to ascertain that the learning objectives have been achieved. However, modes of conducting assessment should be taken into consideration. Robertson, Collins, Wilson, and Lyewllyn, (2003) states that assessment and examination form the basis of how well the student has utilized time and resources available to them to accomplish the objectives of the course studied. In Kenya and Botswana, entrepreneurship is examinable in some programmes. It might be that the examination draws attention from the content per se to the mark, possibly implying that the students give priority to the memorizing of selected information instead of understanding and learning entrepreneurship (Farstad, 2002).

On the other hand, formal assessment is necessary because lack of formal examination might cause students to concentrate less on entrepreneurship training, especially those students who are not primarily interested in the self-employment career, but rather prefer good marks for further studies. Conventionally a final examination, which is generally theory based, forms the primary component of assessment. Gibb (2006) suggests that entrepreneurship education does not fit neatly into these models of assessment of the traditional examination. He further asserts that assessment methods need to mirror the objectives of the entrepreneurship training to accommodate practically examinable areas.

According to Teacher Training Programme manual (May 2010) of Norway, certification of assessment and evaluation where by students are required to pass the final

examination and demonstrate that they possess the vocational competence necessary to work independently and skillfully is advocated for. Teacher Training Programme manual (May, 2010) of Norway observes that assessment should consist of observation in the workshop and classroom, and internal tests in both theoretical knowledge and practical skills.

From the reviewed literature, it is true that entrepreneurship is examinable and assessed in institutions, schools and colleges world over (Robertson et. al, 2003). Assessment in essence is meaningful if it examines the content of the course in order to establish students' understanding of the content. How assessment affects the results of entrepreneurship training in tertiary institutions is unclear to the researcher. Besides, how effective the assessment criteria of entrepreneurship training enables graduates to apply the entrepreneurial skills they acquired at the university was a question that was to be answered in the study.

2.3 Perception of graduates on the relevance of entrepreneurship training in business start-ups

Literature on the perception of graduates on the relevance of entrepreneurship training in business start-ups was reviewed in line with students' intentions, the nature of businesses established, reasons for business start-ups and strategies used in motivating employees.

2.3.1 Students' intentions

Although one of the current difficulties for institutions of higher learning is how to prepare their graduates to engage in productive work when they leave school, it is hoped that some graduates may apply skills and knowledge from higher education in the establishment of new business enterprises. In a bid to improve their possibilities in this

area, UNIDO (2006) states that the objective of the entrepreneurship curriculum is to enable youths to develop a positive attitude towards entrepreneurship, business and self-employment and to acquire entrepreneurship skills so that they can take up successful careers of their choice in business at the end of their course. In the words of Pinto, a student from Pemba Mozambique, this is what he had to say:

I always thought that when I'd finished my studies I'd have to rely on the public sector to employ me .But with the introduction of this course I understood how I could set up my own business and be self-sufficient. From now on, I'm going to do everything to become an entrepreneur (p.12).

Entrepreneurship has caused students to change their attitudes positively towards work. For that matter, some kinds of work which used to be looked at as dirty and below certain level can now be taken up by graduates. One other student, Horácio (24) in Grade 10, from Mariri, Ancuabe district, Mozambique who was interviewed by UNIDO in 2006 originally had preconceived ideas about some kind of work as being below his level had said:

Before the course there were lots of types of work I thought were below me but with this course, I got to see that all kinds of work are very important in the real world. What I learned will be useful in everyday life, in business, in companies and if I become self-employed (p.11).

Similarly in Swaziland, graduating students perceived themselves to possess adequate entrepreneurial knowledge and skills in preparing a business plan, making good business

decisions, conducting marketing research, preparing cash flow projection, developing a marketing plan (Dlamini, Dlamini & Mdluli, 2004).

According to Byabashaija, Katono and Isabaliya (2010), researchers who view entrepreneurship merely as the starting of a business venture are only concerned about the logistics of a start up. Others see entrepreneurship education from a broader perspective. For example, Drucker (1994), Bygrave and Zacharakis (2004), and Timmons and Spinelli (2004) believe that entrepreneurship education should create a capacity for imagination, flexibility, creativity, willingness to think conceptually, and the art to see change as an opportunity. This should be in addition to the basic skills of starting and managing a business as stated in MDGs.

Findings of a study by Todd, Plewa & Struwig, (2011) indicate that students from developing/emerging economies are more likely to envisage future careers as entrepreneurs and are more positive towards entrepreneurship than their industrialized European counterparts, even though motivators for employment/self-employment are similar across the samples. Our ultimate goal is to see that any young person who enters college, in any field of study, has the chance for a great education in entrepreneurship. Of course not everyone will aspire to be an entrepreneur. But we believe that everyone should at least be acquainted with the role entrepreneurship plays in the economy, aware of the possibility of entrepreneurship as a choice at some point in their careers, and know how to engage with the process. The world in our time-the world these young people will go into-is never static; it is always being re-invented (Drucker, 1995).

In an Anonymous Report (2009), one of the aims of entrepreneurship education in Botswana is to transform the mentality of secondary school students into entrepreneurial

culture in order to develop foundations in massive scale for the private sector development by allowing students to develop positive attitudes towards business, entrepreneurship and self-employment. The low start up rate among the youth and particularly graduates is attributed to the presence of perceived barriers for example lack of a good business idea (Harding, 2007), lack of start up funds, lack of skills (Galloway and Brown 2002), negative societal attitudes towards entrepreneurship (Morrison 2000), as well as fear of failure (Robertson et. al., 2003) among others. GEM (2000-2002) as quoted by Robertson et. al., (2003) finds cultural attitudes to pose the strongest barrier to the growth of entrepreneurship in the UK, due to the negative attitudes towards wealth creation, self employment , business failure and a general mistrust of entrepreneurs (Shurryet al., 2001) cited in Tariq, (2006).

In Hungary, little is known of the entrepreneurial attitudes of the younger age-group (especially of those in higher education) and of their intentions to establish businesses in the future. However, an analysis of the career expectations of those studying in higher education is especially important since, even in graduate circles, unemployment is increasing and job- finding opportunities are shrinking (Szerb & Szabolcs, 2005).

There is an indication that entrepreneurial training has gradually helped to change students' attitude towards work and being self-employed. Dlamini et al (2004) confirm that entrepreneurship training is of great value as it enables students to perceive themselves as possessing adequate entrepreneurial knowledge and skills in cash flow projection, preparation of marketing and business plans among others. As stated by Galloway & Brown (2002), negative societal attitude towards entrepreneurship as been

noted as a barrier. Robertson et al (2003) confirm that the strongest barrier to the growth of entrepreneurship in UK is due to the cultural attitude towards wealth creation, business failure and a mistrust of entrepreneurs. What the researcher needs to find out is how graduates of tertiary institutions perceive the relevance of entrepreneurship training in business start ups.

2.3.2 Nature of businesses

There is evidence that students perceptions are changing day by day to show that entrepreneurship skills attained from schools and tertiary institutions is relevant. Students are able to start up businesses in form of running companies in Uganda and employing others. From a student to a serial entrepreneur, a testimony from a student, one Arinaitwe, who participated in The Junior Achievement Company Program at his school, had this to say:

After running the JA Company Program one school year, I was so inspired that I decided to continue my business in the holiday season. I soon had 12 young people employed producing various paper bags. Today, I have trained 60 people. They move into production when we get a large order. Among the staff, we have students who have dropped out of school, students working part-time and adults. In addition, I have started a company that provides training in IT, where we have five computers and 25 students
(Kimbowa & Musisi, 2010 p. 4).

Arinaitwe is also cultivating vegetables in the village where he lives and has employed five people. Recently, he started the organization HEMFRIA Uganda (Helping my Friend

Association of Uganda). In this regard, the presence of role models is vital in encouraging graduates in setting up businesses. In my opinion, such students from Ugandan secondary schools should come out and sensitize their counterparts in tertiary institutions. Although JA exists in secondary schools, it has proven the fact that with adequately developed entrepreneurial process, graduates from tertiary institutions are capable of creating their own employment and employ labour as well. Figure 3 shows jovial faces of secondary school students who enrolled for Entrepreneurship training.



Figure 3: Participants of JA in Uganda waving the Junior Achievement's global flag
(Source: *www.africancommission, 2009.*)

According to Muffett (2010), lack of job opportunities for graduates has led some to setting up business for themselves. This was evident when Nash, a university graduate

with a degree in politics and philosophy, developed his idea for environmentally friendly bicycle oil. Over the past 6 years more Generation X students are choosing to start their own businesses both during and after college. They do not perceive launching a business as a risky career path and account for approximately 70% of all new business startups (Muffett, 2010).

Students who are interested in creating new businesses need to develop an array of skills that will support their new venture. These skills are not restricted to business related topics. They need to know how Math, English, Science and other subjects relate to their entrepreneurial venture. When educated properly the result will be cutting-edge students who are empowered to be innovative either as entrepreneurs creating and growing new companies or intrapreneurs working within established companies and organizations. In support to the above, entrepreneurship training should not be emphasized for business related courses in tertiary institutions but should cut across all courses regardless of the learning areas.

Research findings by Oyugi, (2011) indicate that students' intentions to start businesses in the next five years showed a higher percentage of 59.6%, signifying that entrepreneurship education is relevant if incorporated into the academic programmes of tertiary institutions in Uganda.

2.3.3 Reasons for start up

With Uganda's unemployment rate at 3.5% and that of the youths at 83% (Kiyaga, 2012; Walubiri, (2011), self-employment is the only option for Ugandan graduates. According to Muffett (2010), lack of job opportunities for graduates has led some to setting up business for themselves. Statistics from all government departments point to major job

crisis in Uganda. According to the labour force flow figures, University graduate unemployment rate is at 36 % and it is estimated that for every one job that is available, there are about 50 people contesting for it (UIA, UBOS) in Walubiri (2012).

Different scholars have confirmed unemployment as being a reason for starting up businesses. For the last 3 years, JA-YE Norway has been helping build a sister organization, Junior Achievement Uganda to create a culture of innovation in the education sector and to motivate students to create value, both economically and socially. The plan is to reach 50,000 more young people over the next 3 years; to inspire more young students to become job creators in a country with huge unemployment and where 30 per cent of the people live below the UN poverty line. More than 300 schools have participated so far, and 24 000 students have already tasted the experience of running their own business (Kimbowa, & Musisi, 2012).

The personal and professional benefits of entrepreneurship were highlighted in research released today by Business Link, where 500 entrepreneurs confirmed. Asked about the benefits of self-employment, 'satisfaction' was the most highly valued benefit, with 86% of entrepreneurs agreeing that they gain more job satisfaction than they would if they were working for somebody else. 84% believe they are more successful being their own boss, 83% cited 'freedom' as one of the biggest attractions and 79% said they think they 'earn more money' (Hart, 2010).

Ainomugisha (2010) observes that starting business helps students to become economically empowered and believe in their individual potential. She further mentions that it prepares them for future leadership roles. Kirby (2000) on the other hand emphasizes that perhaps the most common reason of all for setting up business is to

obtain a better work/ life balance. He advances that starting a business dispels some myths surrounding people's perception of what is entailed when setting up a business and how this impacts on their lifestyle.

One in five young people who have recently graduated from University are currently out of work, the highest proportion of 21-24 year olds for 15 years. With limited job options available, the notion of becoming an entrepreneur is becoming increasingly attractive. This is especially the case for University graduates, where unemployment rates are 3% higher than non-graduates. Enticed by thoughts of job satisfaction, freedom and personal success, more and more graduates and young people are taking the plunge and starting their own businesses (Pacey, 2009) cited in Drennan et. al (2003).

2.3.4 Strategies to motivate employees

One of the most advantageous strategies to motivating employees is the promise of financial gain for a job well done. Many employees have pre-determined salaries and wages, but bonuses, insurance benefits, retirement plans and valuable gifts are strong motivating factors. In businesses where wages are not already established, commissions on sales or tips can energize an employee to work more diligently on her job-related duties. Salary increases and pay raises encourage an employee to meet company's goals, and so motivated to perform best (Muffett, 2010).

Employees want to know that their work does not go unnoticed. A manager who frequently praises his employees will often find that his workers are motivated to please him. As a result, an employee will work diligently to ensure a positive response from his boss. Simple affirmations and expressions of gratitude will help an employee realize that

his hard work is appreciated. Verbal praise, thoughtful words and appreciative remarks will help encourage enthusiasm and self-satisfaction in the workplace (Geisheker, 2009) cited in (Roth, 2011).

Much as Roth (2011) observes gratitude as paramount in motivating employees, Drucker (1995) believes in a well-rested and healthy employee for a productive vibe to a work setting. On the other hand, overly exhausted, mentally stressed and emotionally fatigued employees tend to be less motivated to perform proficiently with their work responsibilities. Paid holidays, vacations and personal days give an employee a chance to rest and rejuvenate between periods of work. Productive employees must be mentally and physically prepared to perform the duties and services required of them. Paid vacation days help an employee feel that her efforts are rewarded with time away from the workplace that can be used for rest, relaxation and family.

Roth (2011) states that the key to motivating employees (for the long term) is to regularly communicate with them, and let them know how the business is progressing in a 10 minute, standing meeting where there is a rapid share of the company's successes and challenges from the prior day. She suggests that quick recognition for significant employee accomplishments or celebrations (like birthdays and anniversaries) can be motivational in workplaces.

2.4 Demonstration of entrepreneurial skills in workplaces by graduates

In the context of this study and with regards to demonstration of entrepreneurial skills by graduates in workplaces, literature was reviewed in terms of innovation and performance of graduates.

2.4.1 Innovation

According to Saloner (2012), innovative programs provide exposure to both the fundamentals of business and the practical aspects of identifying, evaluating, and moving business ideas forward. It helps individuals in formulating, developing and commercializing ideas. Innovation is necessary to graduate students and graduates in non-business fields with the management knowledge and skills as there is need to become leaders in established and start-up organizations.

A testimony from one, Basirika, a budding entrepreneur and a senior three student at Kololo Secondary School who developed paper bags, envelopes and other packaging materials had a reason to smile after being taught how to establish and initiate income generating activities with little or no start up capital (Ainomugisha, 2010). In her words, this is what she had to say:

I decided to venture into producing paper bags and envelopes, starting with Shs 20,000," The paper bags cost between Shs 500 and Shs 1,000 depending on size. I source raw materials from several places in Kampala, especially stationery shops on Nasser Road. The packaging business is easy to operate because there's no need for office space. I have started employing some students because the demand is rising. Her business is worth Shs 150, 000 (p. 31).

In support to Goldsmith's argument, the United Nation Educational Scientific Cultural Organization Report [2008] emphasizes the objectives of entrepreneurship education as developing innovation in young people and to develop their skills to

identify, create, initiate business and work opportunity of which owning an enterprise is just one example.

2.4.2 Performance of graduates

Goldsmith, (2008) demonstrating the entrepreneurial spirit does not mean going out and starting one's own business instead it should be thought of in terms of owning a career path and professional development. He further advances reasons that not everyone can be entrepreneurial in starting their own companies, other than being entrepreneurial in terms of careers. This statement disapproves the assumption by many people that entrepreneurship is about establishing businesses and therefore redirects their mindset towards how to approach our own careers.

The entrepreneurship programme is however designed to make beneficiaries look beyond white-collar jobs. Entrepreneurs have the ability to spark new ideas and develop new products and services that create new businesses. The entrepreneur is not a man of ordinary managerial ability but one who introduces something entirely new (Idogho, & Ainabor, 2011). At the various work places, it is beneficial for employees to exhibit managerial skills especially when handling delegated responsibilities.

Irrespective of the academic discipline from which students graduate, employers expect their graduate recruits to demonstrate a minimum level of competency in those basic skills, including numeracy, essential to ensure their effectiveness and efficiency in their role within the workplace – and sometimes find their graduate recruits deficient in this respect (Tariq, 2006).

In a study conducted by Ai-Hwa Quek, (2005) the elements of generic competencies that are needed to complement the tertiary training of students in workplace

learning is explained. The study highlights interpersonal skills, knowledge-acquiring skills and flexibility as being highly important in contributing toward success in work performance. To paraphrase Ai-Hwa Quek graduate employees expressed value-improving skills, practical orientation abilities and cognitive skills as being important for successful work performance. These competencies are important for graduate employees to transfer learning from the classroom to the workplace for success in work performance.

Tariq (2006) clearly mentions that employers expect graduates to effectively and efficiently play their roles in work places. In this case, it is imperative for the researcher to establish if graduates from tertiary institutions are in position to innovate new ideas, products and services in work places as a way of demonstrating entrepreneurial skills. According to Haan (2006) entrepreneurship education programmes help to develop attitudes favorable to starting one's own business and provide knowledge and skills for running a business, for example business law, accounting and bookkeeping, credit and finance, and marketing. Skills development encompasses a broad range of core skills (entrepreneurial, communication, financial, management and leadership) so that individuals are equipped for productive activities and employment opportunities (wage employment, self-employment and income generation activities).

To paraphrase Goldsmith (2008), the newly developed planning skills can make the student a more attractive employee in the workplace. Most organizations will need persons with entrepreneurial skills who can analyze and evaluate business opportunities. Entrepreneurship helps students to become entrepreneurial thinkers in order to start their own entrepreneurial ventures, to work on management teams of entrepreneurial ventures,

or to apply their entrepreneurial abilities to an existing or new employment perspective. Career exploration exhibits help young people develop their business skills, enhance personal development, and build friendships with future leaders. The opportunities stimulate the skill sets needed so that participants can translate their skills, interests and abilities into a career in one or more of the Industry Career Clusters (Kirby, 2004).

According to Southall (2001) cited in (Farstad, 2002), a consultant with Watt Consulting, GROW YOUR BUSINESS program helps graduate entrepreneurs to maintain valuable relationships with employees, suppliers and customers by using sound management techniques delegate tasks, motivate and discipline employees and master a host of complex business communications techniques.

2.5 Summary

In this study, available literature has shown that the level of entrepreneurship training in tertiary institutions comprise of the aims and objectives, content, methods of delivery and the assessment criteria. All these contributed to the variables that were used to establish the level of entrepreneurship in tertiary institutions in Uganda. Furthermore, students/graduates who combine entrepreneurship training into their areas of specialization while at the university have shown an increase in job creation, self-reliance through creativity and being risk takers. However, what is unclear is the available literature on the level of transfer knowledge and skills by graduates in order to create jobs and the incorporation of entrepreneurship in tertiary institutions in Uganda.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter outlined the study design, research methods, data collection techniques and instruments. Target population, sample size, sampling techniques, research procedures for data collection was herein included. Data processing, analysis and how the quality of data was managed were also explained in this chapter. While conducting this study, analysis of documents, interviews and observation were used as data collection methods.

3.2 Study design

This study used descriptive research design chosen with the aim of obtaining responses to research questions. According to Wiersma (2000) as cited in Odiya (2009 p. 135), a research design is considered to be a plan for conducting research. This research plan therefore showed how the sample size, data collection and analysis methods were used to address the research questions. The descriptive research design was employed because it was intended to report findings of the study as they were and therefore portraying what took place in Kyambogo University with regards to inclusion of entrepreneurship training.

3.3 Research method

The researcher used qualitative research approach to conduct the study and to describe its findings. Amin (2005) defines qualitative research approach as a method based upon observable experiences demanding accurate observation and interaction with respondents in the environment. Data was collected by the researcher as a participant involved in

study and was presented in text base with negligible numbers indicating the sample size. While using this research method, the researcher gained in-depth and diverse responses from the respondents and therefore employed various data collection methods.

3.4 Target population

A general population from which a researcher picks the sample population is referred to as target or study population (Okello, 2011). Approximately 90 respondents were targeted. In the study, the target population comprised the Heads of Department (HoDs), lecturers and final year students who represented tertiary institutions in Uganda. The study population also included self and formally employed graduates in workplaces and their supervisors respectively. The students were targeted because there was need to establish the content adequacy of entrepreneurship and students' perceptions while they prepare to join the world of work.

HoDs and lecturers were targeted for their experience, knowledge and ease of accessibility. Self-employed and employed graduates were sourced from within and out of Kyambogo University. They gave information on how graduates perceive entrepreneurial relevance and practice of entrepreneurial skills in work places while the supervisors confirmed if graduates demonstrate the skills acquired from entrepreneurship training.

3.5 Sample Size

The researcher solicited respondents from 2 Faculties and a School, three departments were targeted, these included Departments of Mechanical Engineering and Production, Art and Industrial Design, and Accounting and Finance. The choice of two faculties and a school was representative of the academic programmes at the university. This sample of

respondents represented the target population. All in all, the sample size formed a total of thirty five (35) respondents.

Table 1: Sample categories, size and the nature of data each of them generated

Category of Study Population	Sample size	Objectives
HODs	3	Level of entrepreneurship
Lecturers	3	Level of entrepreneurship
Final year students	9	Level of entrepreneurship Perception of graduates on the relevance of entrepreneurial training in business start-ups
Self-employed graduates	10	Perception of graduates on the relevance of entrepreneurial training in business start-ups. Demonstration of entrepreneurial skills
Paid employed graduates	5	Demonstration of entrepreneurial skills
Supervisors	5	Demonstration of entrepreneurial skills
Total	35	

Field data (2012)

Table 1 reveals that the sample size composed of one (1) Head of Department, one (1) lecturer and three (3) students taken from each of the three different departments. In this respect, three (3) Heads of Department, three (3) lecturers, nine (9) final year students, ten (10) self employed graduates five (5) formally employed graduates and five (5) supervisors. The reason for the choice of this sample size was to enable the researcher generate a variety of information and opinion from different respondents for purposes of data consistency.

3.6 Sampling Technique

The researcher used four sampling techniques during the study. The purposive sampling was used to select HoDs, lecturers and supervisors. Purposive sampling also known as judgmental sampling is useful where respondents are sampled on the basis of their typicality, or because they are satisfactory to the research needs (Cohen and Manion, 1994). Three HoDS and three lecturers were selected because of their knowledge and experience about the level of entrepreneurship in Kyambogo University. On the other hand, supervisors were selected because they closely oversee the employed graduates.

Secondly, stratified sampling technique was used to get final year student participants. This technique classified the students according to their courses. Burns, (1997) cited in Odiya, (2009) asserts that stratified sampling technique which involves division of the sample population is appropriate for homogenous sub-populations. In this respect, final year students were classified according to the courses they offered at the institution and later on randomly sampled as the third selection strategy. The students helped to find out the level of entrepreneurship and their perception on the relevance of integrating entrepreneurship training.

Generally, all self and formally employed graduates were sampled using snowball technique for their exposure and interaction with the world of work. This technique helped the researcher to spot out graduates who were practicing entrepreneurship in their various localities. One graduate was identified by obtaining information from each department and subsequently it was quite easy to find the rest. Barifaijo, et al., (2010) conforms to this technique.

Table 2: Sampling technique used for selecting respondents and objectives of the study

Category of Study Population	Selection Methods	Objectives
HODs	Purposive	Level of entrepreneurship
Lecturers	Purposive	Level of entrepreneurship
Final year students	Stratified Simple random	Level of entrepreneurship Perception of graduates on the relevance of entrepreneurial training in business start-ups
Self-employed graduates	Snowball	Perception of graduates on the relevance of entrepreneurial training in business start-ups Demonstration of entrepreneurial skills
Paid employed graduates	Snowball	Demonstration of entrepreneurial skills
Supervisors	Purposive	Demonstration of entrepreneurial skills

Primary source (2012)

3.7 Data collection techniques

The researcher employed participatory observation, face-to-face interviews and documentary analysis as techniques that aided in collecting the required data. Whereas data collection was carried out as per objective, information obtained required the researcher to use one or two techniques. The use of a variety of techniques in collecting data supplemented information obtained from each method and therefore the consistency of the data collected was checked. These techniques were described as follows.

3.7.1 Objective one: Establish the level of entrepreneurship training in tertiary institutions

While collecting data on the level of entrepreneurship in tertiary institutions, the researcher analyzed documents to assess the aims and objectives, content, methods of delivery and assessment criteria. The use of documentary analysis as a source of research data is advocated for by Barifaijo, Basheka & Oonyu, (2010). To them, documentary analysis may extend from dairies, memoranda, photographs, video recordings and other related media. The therefore researcher reviewed documents such as course outlines, time tables and students' coursework assignments.

Face to face interviews for Heads of Departments (HoDs), lecturers and final year students were employed to supplement data collected by documentary analysis. Interview guides were constructed for these three categories of respondents.

An interview guide was used to enable students (respondents) to freely express their views on adequacy of content and the relevance of entrepreneurship training being taught at the university instead of Focus Group Discussion. The researcher further designed a few questions in the interview guide in order to maintain the limits of the interview.

3.7.2 Objective two: Establish how graduates of Kyambogo University perceive the relevance of entrepreneurship training in business start-ups

In an attempt to obtain data on this objective, the researcher employed in-depth interviews with self-employed graduates to establish their views on how they perceive the relevance of entrepreneurial skills in starting up businesses. This technique of generating data is in line with Kumar, (2005) who advocates that interview is a person-to-person

interaction between two or more people with a specific purpose. Final year students were interviewed to give views on what they intended to do after graduation. This then required two separate interview guides for each category; this kept the data collection process within limits.

In this case, simple but guiding questions were designed and administered to self-employed graduates and final year students. Therefore, responses on the value that students attach to entrepreneurship training, the kind of businesses to be opened and the appropriateness of delivery methods were obtained. This technique of generating data is in line with Odiya, (2009 p. 186) who asserts that an interview guide is a list of themes from which interview questions can be derived during the interview. The use of audio-visual aids such as recorder and camera was employed to back up data obtained on this objective.

3.7.3 Objective three: Ascertain if graduates from Kyambogo University demonstrate entrepreneurial skills in workplaces

Further still, the researcher used an in-depth interviews for self-employed graduates, formally employed graduates and supervisors in work places. With the aid of interview guides for all these categories of respondents, this technique generated information on how graduates have demonstrated entrepreneurial skills in their respective workplaces. Besides, supervisors were interviewed on how innovative and creative the employees were as a result of acquiring entrepreneurial training from the University. It was proper to interview them because interview is a person-to-person interaction between two or more people with a specific purpose (Kumar, 2005).

Observation of marketing aspects such as layout of premises, advertising, billboard signposts and record keeping skills was used, specifically for self-employed graduates with businesses. An observation checklist was designed and a camera was used to record and store some observations. Observation is defined as a purposeful, systematic and selective way of watching and listening to an event as it takes place (Kumar, 2005). In this respect therefore, a number of items were designed to make up a checklist and these items were observed by the researcher as events took place. Audio-visual aids such as camera was employed to back data obtained on this objective.

3.8 Research Instruments

Throughout the study, three research instruments were used to collect primary and secondary data. Research instruments also known as data collection tools are selected or developed by the researcher to collect data for the proposed study (Odiya, 2009 p.177). The researcher used the following specific research instruments for further interaction.

3.8.1 Observation checklist

Under the observation method of data collection, the observation checklist was employed to give a guide on the activities that were to be observed in the premises of self employed graduates. This helped to give the researcher primary data. Observation checklist contains a list of all items to be observed in a particular situation (Odiya, 2009 p.195). The researcher systematically developed a checklist based on key items such as creative display of goods, evidence of record keeping and communication skills (see Appendix vi). This tool helped to establish demonstration of entrepreneurial skills in workplaces.

3.8.2 Interview guides

According to Odiya (2009 p.186), an interview guide is a list of questions that will be administered during the interview. The researcher carried out face to face interview with different respondents guided by this particular research tool so as to capture detailed data about the variables by probing into issues during interview sessions. Six sets of interview guides were designed for HoDs, lecturers, final year students, formally employed and self-employed as well as supervisors. Interview guides that were used in this study were herein attached in the Appendices. Interview guides were used to generate data in relation to the objectives of the study.

3.8.3 Documentary Analysis

Throughout the study, analysis of documents was used to obtain secondary data. This tool is advocated for by Amin (2005 p.177), he asserts that the process of delivering information by critical study of written documents or obtaining visual information from sources is called documentation or documentary analysis. It includes textbooks, newspapers, articles, speeches, pictures and advertisements. Documents such as time table, notices and course outline were obtained from the faculty and departmental offices. Both the documents analyzed and documentary analysis technique used were to confirm the reliability of data collected and were reflected in literature review. Basically, it was employed to establish the level of entrepreneurship training in Kyambogo University.

3.9 Data Quality Management

The data for this study was obtained from both primary and secondary sources. The primary sources included face to face interviews which were administered to HoDs, lecturers, students, self-employed graduates, employees and supervisors of various

organizations. The secondary sources included a review of documents such as course outlines, time tables, accounting records and other relevant literature.

In an attempt to manage the quality of data collected, validity and reliability of the research method and tools was paramount. For valid and reliable data, the researcher used triangulation approach. According to Amin (2005), the concept of mixing different methods to collect data can be used to prove validity and reliability of information. In the same vein, Campbell and Fiske (1959) as cited in Amin (2005) used multiple approaches to study validity of psychological traits. The following measures were used as part of the triangulation approach.

- Three different data collection techniques namely observation, interview and documentary analysis were used in the study each supplementing primary data collected.
- A variety of research tools namely: observation checklist, interview guides and relevant documents were used to ensure the validity and reliability of the data collected.
- Besides triangulation, research tools were pre-tested among MVP students in order to ensure that the tools gave consistent and genuine data. Therefore, valid and reliable data was collected.

3.9.1 Validity and Reliability of instruments

For the researcher to achieve quality data as well as validity and reliability of instruments, the following ways were employed.

The researcher read out tools among fellow students of MVP by researcher posing questions to a group of students to ascertain whether the questions gave the expected responses.

- The researcher subjected the tools to supervisors for discussions. This helped to fine tune the tools.
- The researcher subjected the tools to the opinion of two experts who thereafter made moderations using the formulae:

$$\text{Content Validity Index (CVI)} = \frac{\text{No of correct items}}{\text{No of raters}}$$

In the process of moderations, 31 items were rated correct against 43 items for all categories of tools, therefore giving a result of CVI 0.72 above the recommended 0.5 (Odiya, 2009).

- Pre-testing tools among students of Uganda Technical College, Lira (UTCL), students and mentors of MVP was used to ensure the validity and reliability of instruments and therefore the necessary adjustments were made. According to Amin, (2005) data collection instruments can be tested among persons of the same characteristics as that of the respondents prior to collecting the actual data to prove if the tools can produce the same results.

3.9.2 Validity and Reliability of data to be collected

To ensure validity and reliability of data collected, the researcher used a number of research tools and compared data collected from different respondents.

- The researcher used audio-visual gadgets like a camera, a recorder during personal interviews with the different categories of respondents. This made it easy to compare recorded data against written information.
- Use of literature from different authors and making comparison of related literature was another strategy which the researcher used to test consistency of data collected.
- Interviewing different respondents of the same position (HoDs, lecturers and students) from different departments but on the same objective helped the researcher to prove the validity and reliability of data collected.

3.10 Procedures for data collection

Data collection began with taking an introductory letter from the School of Graduate studies to prove the identity of the researcher. This enabled the researcher to gain access to the different categories of respondents with ease and recognition. Data collection then proceeded with taking early visits to seek permission from the relevant authorities in the three different departments of Kyambogo University.

Earlier visits to these departments and workplaces were useful in setting appointment dates and building rapport prior to data collection dates. Appointments for self-employed graduates were done by making telephone calls. The researcher found setting appointment dates useful for convenience of both the researcher and the respondents, time being a scarce resource. The researcher then proceeded to collect data as was scheduled.

Data collection tools namely interview guides, observation checklist and documentary analysis guide were designed to capture the necessary information from

respondents. The tools were presented at a plenary session before a panel of mentors and Masters of Vocational Pedagogy (MVP) students in order to help fine tune and improve on content validity. Relating of research instruments was carried out among the students of MVP prior to the administration of the tools.

Pre-testing of research tools was conducted to final year students of Uganda Technical College, Lira (UTCL) who had offered entrepreneurship because they possessed similar characteristics of the actual respondents. The tools were further subjected to discussion with the researcher's supervisors and two experts gave their opinion. The research process took seven (7) months starting from April to October 2011.

Interview guides as research tools were then administered to various respondents for data gathering personally and individually for HoDs, lecturers, self and formally employed graduates as well as supervisors. Open ended questions were employed during the interviews to allow free discussion and further interaction with respondents. These questions were directed towards answering research questions and to capture firsthand information from the respondents from the three departments of Kyambogo University.

On the other hand, an observation checklist was designed to gather data on demonstration of entrepreneurial skills at workplaces. Data was then collected personally by viewing how records were being kept, how goods were displayed and how communication took place in workplaces under study.

A documentary analysis guide was also constructed for data collection. Course outlines, examination time tables and copies of students' assignment were obtained from the three departments under study and were reviewed separately.

3.11 Data Presentation and Analysis

All the data collected from the three departments was refined by sorting and editing individually. Data was arranged under different themes which reflected the study objectives. It was presented in simple tables; some contained numerical values while others had text. Data was analyzed in non numerical text, and was organized according to objectives of the study. According to Merriam & Simpson (2000, p. 61) processing of data involves harmonizing the information gathered by each member of the group before it could be merged to give common understanding.

Results of the interviews (with open ended questions) were analyzed manually as they were aimed at bringing out the views of all the categories of respondents on entrepreneurship training in tertiary institutions. Data was described qualitatively and findings of the study were presented together with discussions in chapter four of this report.

3.12 Ethical Consideration

During data collection process, the researcher put into consideration some ethical issues as here mentioned.

The confidentiality of the respondents was protected. This was done by carrying out interviews in convenient areas and by assuring them of the confidentiality that they deserve. The few whose information about their businesses appeared in the report consented to it.

The participants were informed in advance of the overall purpose of the study and were assured that the study was for academic purposes.

Consent of the respondents to be interviewed was sought before the interview process.

The researcher built and kept rapport with the relevant authorities as well as the respondents throughout the study for the success of data collection.

CHAPTER FOUR

PRESENTATION AND DISCUSSION OF RESULTS

4.1 Introduction

This chapter places emphasis on presentation of findings which was conducted in Kyambogo University and in locations around Kampala.

The study was designed to find out the relevance of integrating entrepreneurship training into the academic programmes of tertiary institutions in Uganda. The parameters used to present the data of the study were based on:

- The level of entrepreneurship training in Kyambogo University.
- Perception of Kyambogo University graduates on the relevance of entrepreneurship training in business start-ups.
- Demonstration of entrepreneurial skills at workplaces by graduates from Kyambogo University

The data in this chapter was presented using simple tables containing numerical values and described in text qualitatively and discussed beginning with the first objective.

4.2 Demographic data

This section presents the actual against the expected number of respondents during the study. The focus was directed to a limited number of items in the corresponding research tools, computation of data was based on the sampled population as indicated in Table 3.

Table 3: Indicating the actual against the expected number of respondents during the study

Respondents	Expected Number	Actual Number	Frequency
HoDs	3	3	///
Lecturers	3	3	///
Final Year students	9	9	//// /
Self-employed graduates	10	10	//// /
Formally employed graduates	5	4	///
Supervisors	5	4	///
Total	35	33	

(Source: Field data, 2012)

The respondents were distributed as are here explained.

- Heads of Department interviewed were three (3).
- Lecturers were three (3).
- Final year students were nine (9).
- Self-employed graduates were ten (10).
- Formally employed graduates were four (4) out of 5.
- Supervisors of Kyambogo university graduates were four (4).

4.3 The level of entrepreneurship training in Kyambogo University

The researcher used interview guides and a documentary analysis guide to establish the level of entrepreneurship training in Kyambogo University based on the following aspects.

4.3.1 Aims and objectives of entrepreneurship training

Analysis of documents was done from which the course outlines were reviewed, it was established that the aims and objectives of entrepreneurship training are available in the three departments of Mechanical & Production, Accounting & Finance and Art & Design at Kyambogo University as indicated in Table 4.

Table 4: Aims and objectives of entrepreneurship training for each of the departments

Aims and objectives	Accounting & Finance Department	Mechanical & Production Department	Art & Industrial Design Department
Dimension of entrepreneurship	Available	Available	Available
Development of business ideas and concepts	Seen	Seen	Seen
Option for starting an actual business	Applicable	Applicable	Applicable
Identification and development of entrepreneurial potential, competence and identification of business opportunities/ resources	Seen	Seen	Seen
Learn the un-learnable elements of entrepreneurship	Available	Available	Available

(Source: Field Data 2012)

Table 4 reveals that the first aim and objective entrepreneurship is to enable students to understand the dimension of entrepreneurship enables students to appreciate in-depth coverage of entrepreneurship study. From the investigations carried out among self-employed graduates, they are able to develop their own construct of ideas and concepts that will help them to understand entrepreneurship by changing their attitude towards job

seeking. This has been evidenced by the nature of businesses/companies that have been established by self-employed graduates through formation of partnerships.

Accordingly, Farstad, (2002) clearly states that the purpose of learning entrepreneurship is to make the students know important institutional arrangements. and understand the processes related to the establishment and operation of a business. In my view, the level of entrepreneurship in Kyambogo University is adequate for preparing students to transfer entrepreneurial skills to create employment as well as being competently employed.

Still in the same line, the study findings in table 4 show that one of the aim and objective of entrepreneurship is to create the option for starting an actual business, to test a business concept/product/service in anticipation of creating an actual business, or to explore entrepreneurship as a career. This particular aim and objective is in agreement with Farstad's idea. He further supports this when he asserts that the objectives of the curricula used in Botswana, Uganda and Kenya are attitude formation and to equip the students with knowledge and skills for starting and running their own business which is also in line with the stated aims and objectives of Kyambogo university.

Equally significant is the point that entrepreneurship training is intended to enable students identify their own entrepreneurial potential, develop personal entrepreneurial ability or competence and to identify business opportunities and resources as in Table 4. In line with NCDC, Advanced level Entrepreneurship Curriculum (2012), my view is that entrepreneurship training will help students to practice the entrepreneurial potential such as promoting modern management methods in all categories of workplaces.

Just like Goldsmith (2008) mentions that demonstrating entrepreneurial spirit should be looked at as owning a career path and professional development, it is important to appreciate that this aim and objective will continuously stimulate professional growth and development of graduates from various tertiary institutions. In agreement with Goldsmith's argument, the UNESCO (2008) emphasizes the objectives of entrepreneurship education as developing innovative skills in young people, identify, create, and initiate business and work opportunity.

One last objective of entrepreneurship training in Kyambogo university that was established is that, it should enable students learn what has been considered un-learnable. This course aim and objective is to disapprove the conventional wisdom that entrepreneurs are born and will succeed with or without entrepreneurship education. By and large, Lambing and Kuel, (1997) cited in Fungai, et al. (2011) believe that the nuts and bolts of entrepreneurship could be taught while the soul of an entrepreneur was something else. In conjunction to Lambing and Kuel views, Drucker, (1995) too believes that entrepreneurship can be taught. In this case therefore, there is need for some elements of entrepreneurship to be learnt. There is a positive relationship between education and business creation, as acknowledged by Robinson and Sexton (1994). They also indicated that entrepreneurship can be taught and that education can enhance entrepreneurial skills, competencies and attitudes.

Saddler, et. al (2002) point out that the essential characteristics of entrepreneurship can be learnt from 2 major dimensions; firstly learning from experience and secondly classroom based learning. In a survey carried out by Vesper (1985) in USA, 95% of respondents disagreed with the notion that entrepreneurship was an art and could

not be taught, 5% thought it could not be taught as it was a combination of personality, skills and opportunity. In my view, entrepreneurship can be taught based on educationists' capabilities of employing varied delivery methods thus complying with Vesper's survey therefore disapproving the notion that it cannot be taught.

4.3.2 Content of Entrepreneurship training in Kyambogo University

With the aid of a documentary analysis schedule, findings indicate that the content of entrepreneurship were the same for two departments and slightly different for one department. The review revealed that the content of training was delivered to students in their second semester of second year. Table 5 shows the content of entrepreneurship across the three departments.

Table 5: Content of Entrepreneurship training in Kyambogo University

Departments	Course Unit	Course Content
Accounting & Finance	Basic skills of Entrepreneurship	<ul style="list-style-type: none"> • Overview of entrepreneurship skills • Factors that determine emergence of entrepreneurs • Other important influences in the move to entrepreneurship • Creating and developing the business • Other ways of starting a business • Location and layout of the business
Mechanical & Production	Entrepreneurship Skills	<ul style="list-style-type: none"> • Entrepreneurship Development • Uganda Experience • Employment Creation • The Entrepreneurship Process • Managing a Business Enterprise • Cost Accounting Systems • Financial management • Economic Development
Art & Industrial Design	Basic skills of Entrepreneurship	<ul style="list-style-type: none"> • Overview of entrepreneurship skills • Factors that determine emergence of entrepreneurs • Other important influences in the move to entrepreneurship • Creating and developing the business • Other ways of starting a business • Location and layout of business

(Source: Field data, 2012)

From Table 5, it is evident that six components of entrepreneurship content exist in two departments and eight in one department. Findings show that the some components of content were similar to all departments studied, while a few were different.

Looking at the overview of entrepreneurship skills, a number of components were/are included in the content. Aspects such as definition of an entrepreneur, nature of entrepreneurship, their entrepreneurial competence, characteristics and classification (types) in the society form the basis on which students realize the importance of offering entrepreneurship. On the other hand, aspects of benefits, roles of entrepreneurs in the society/economy, barriers affecting entrepreneurs and causes of early failure of entrepreneurial ventures portray the value that society attaches to entrepreneurs. In this respect therefore, it should be noted that this content of entrepreneurship is worth delivery to students since it motivates them to become entrepreneurs of all categories. It also prepares them to confidently transfer the skills attained from the University for self-employment aware of societal views.

In addition to that, one of the sub contents is factors that determine emergence of entrepreneurs. This sub content is composed of personality factors which included: achievement needs, attitudes and goal setting among others. Ideally, information delivered under this content is necessary for students to advance their own reasons of operation and setting limits to achieve the set goals. Other factors that determine the emergence of entrepreneurs include: economic, sociological, migration, employment history, environmental and growth of service. In essence, each of these factors plays different roles in building up an entrepreneurial environment, it is therefore notably important for tertiary institutions to deliver the content effectively so as to enable

graduates compromise the effects of each factor while demonstrating entrepreneurial skills.

In an attempt to prepare graduates properly for entrepreneurial practice, another sub content that was delivered is the entrepreneurial process (creating and developing the business). This involves self assessment, opportunity identification, sources of ideas and window of opportunity. In the entrepreneurial process, areas like search for business ideas and reasons why existing businesses live gap in market are handled. This helps students to identify and exploit new opportunities despite the presence of experienced competitors. On the same note, self assessment is necessary for students to learn to enable them establish whether the opportunity targeted is in conformity with traits and behaviour of the entrepreneur to be.

Other ways of starting a business is yet another aspect of content handled at the university. These ways are start ups, acquisitions, joint ventures and buyouts. As students interact and come to terms with different ways of starting businesses, they are better placed to start their own businesses as compared to their counterparts who have not acquired entrepreneurship training. Tertiary institutions in Uganda therefore need to consider compromising adequate content to be delivered to learners such as the ones that exist in Kyambogo University.

Still on the content list, is the location and layout of the business which focuses on selecting region, site, retail and service businesses locations as well as inside physical location of a shop. This content exposes students to a number of factors to consider when setting up a business. Such factors as population growth rate of a particular region, the disposable incomes, the existence of infrastructure, level of operating costs, degree of

competition and customer traffic enable graduates intending to start businesses to strategically locate them.

The course outline in one department showed cost accounting systems which comprised of cost analysis and accounting for small businesses and financial management which consisted of working capital, budgeting, taxation and cost control. These content aspects were not found in the departments of Accounting & Finance as well as Art & Design. However, it should be noted that the accounting aspect is vital for all kinds of businesses and work, therefore it should be considered an important element of content for entrepreneurship it enables students to know about costs, profits, losses involved in any undertaking if they are to take self-employment.

In line with this, Tariq, (2006) believes that graduate recruits should demonstrate a minimum level of competency in basic and numeracy skills to ensure their effectiveness and efficiency in their roles within the workplace.

4.3.3 Methods used in delivering Entrepreneurship training

The course outline analyzed showed that the methods used in delivering the content of entrepreneurship training to students were: Lectures, small group discussion, presentations, brainstorming, field study, games, debate, role-play, case study, tutorials and guided discovery.

Table 6: Methods of delivery used in Kyambogo University

Methods of delivery	HoDs	Lecturers	Students
Lecture	✓	✓	✓
Presentation	×	×	✓
Brainstorming	×	✓	×
Field study	×	×	×
Games	×	×	×
Debate	×	×	×
Role play	×	×	×
Case study	×	×	×
Tutorials	×	✓	✓
Guided discovery	×	✓	×
Small group discussion	×	×	✓

(Source: Primary source, 2012)

Whereas all the methods of delivery stated appear in the course outline, it was established that lecture method was the most common in use. All the nine final year students interviewed mentioned the lecture method as the most commonly used teaching method across the three departments, followed by tutorials. Based on the findings of this study, it is clear that basically lecture method of delivery used may inhibit the development of the requisite entrepreneurial skills and characteristics (Kirby, 2004). He

further argues that the traditional lecture format with all its predictability may not be the most effective method as it ignores the essence of the entrepreneurial process.

From the findings, one is left to assume that the regular discussion and debate among scholars on the extent to which entrepreneurship is teachable or even worth teaching using the most effective approach and how to produce capable, skilled and enterprising individuals still has an effect in tertiary institutions. Although the traditional lecture-driven teaching methodologies are commonly being used in most tertiary institutions, they have to be complemented with entrepreneurial approaches which essentially includes learning by doing and providing opportunities for students to actively participate in as well as control and mould the learning situation (Gibb, 2006).

In any case, for effective delivery of content to students and in order to realize the impact of the delivery, a number of methods should be encouraged in any learning environment. In my opinion, a promising entrepreneur does not only need knowledge, but new ways of thinking, new kinds of skills and new modes of behaviour and this can therefore be attained by using a variety of methods. Collins and Robertson (2003) support the use of a multiplicity of teaching methods which they emphasize help learners to retain knowledge and skills and eventually transfer the competency to create employment.

Still related to delivery methods, it should therefore be noted that the teaching process should focus on active learning, problem-based learning, industrial attachment, active practical learning, continuous practice and discovery teaching. Hannon, (2005) points out that discovery teaching provides students with a learning environment which will equip them with the ability to continue educating themselves throughout their career. Admittedly, the prime conviction is that essentially the combination of approaches used

in delivery of entrepreneurship content enables learners become more interested and master skills which can lead to its applicability in a work setting.

However, the findings of this revealed that the University did not possess any practical learning environment such as business clinics, projects and support system necessary for students practice. Instead the few businesses located within the university were owned by private personnel rather than the university. In addition no business trips and workshops were not in place, an initiative of the university which could have been used to enhance practical learning hence calling for immediate administrative input.

4.3.4 Assessment Criteria

Interviews with lecturers and students revealed that assessment criteria were based continuous assessment and final examinations. A review of departmental course outline supplemented the findings from the interviews.

Continuous assessment was segmented into assignments, individual presentations and tests. Coursework assignments were given in form of case studies and project work such as business plans which carried 10 %, presentations 15 % and written tests took 25% giving a total of 40%. Students were further required to do tests within a time of one hour. Duration of two weeks was given to students to complete the task. A copy of a student's business plan was reviewed to supplement on the responses obtained from the two categories. The business plans were therefore meant to find out students' ability in developing ideas and testing business concepts or products in anticipation of actual businesses.

Final examination is a summative assessment which is a three (3) hours written paper consisting of six questions each carrying 25 marks. A student chooses any 4

questions out of the set questions. The set questions cover three areas of entrepreneurial awareness, business identification and management. While final examinations take up 60 %, coursework assignment constitutes 40 %. The two different types of assessment make a total of 100%. In every learning context, assessment is necessary to ascertain that the learning objectives have been achieved by the students.

Robertson et al (2003) states that assessment and examination form the basis of how well the students have utilized time and resources available to them to accomplish the objectives of the course studied. In contrast with Robert et al's (2003) view, Farstad (2002) argues that it might be that the examinations draw students' attention from the content per se to the mark, possibly implying that they give priority to the memorizing of selected information instead of understanding and learning entrepreneurial skills.

Information obtained from interviews with three lecturers and the nine final year students also confirmed that final examinations carry more marks compared to continuous assessment. In my opinion, entrepreneurship training needs to be assessed more practically as Gibb (2006) suggests. He further asserts that assessment methods need to mirror the objectives of the entrepreneurship training to accommodate formative practically examinable areas. On the other hand, formal assessment is necessary because lack of formal examination might cause students to concentrate less on entrepreneurship training, especially those students who are not primarily interested in the self-employment career, but rather prefer good marks for further studies.

According to the Teacher Training Programme Manual (May, 2010) of Norway, certification of assessment and evaluation where by students are required to pass the final examination and demonstrate that they possess the vocational competence necessary to

work independently and skillfully is advocated for. This implies therefore final examinations ensure that students are capable of meeting the quality requirements of the modern world of work. However in most of the Uganda's tertiary institutions, unit costs are necessarily expected to be higher than in primary and secondary schools because of smaller student-to-teacher ratios, expensive training equipment, and costly training materials that are 'wasted' during practical lessons (African Union report, 2007). In this respect, practical examinations may be looked at in terms of higher costs instead of acquisition of skills.

The Teacher Training Programme Manual (May, 2010) of Norway observes that assessment should consist of observation in the workshop and classroom, and internal tests in both theoretical knowledge and practical skills. It should be noted that practical assessment and evaluation can be important to cater for weaker learners who may not cope up easily with theoretical assessment (Gibb (2006). All in all, by passing the final examination, the students demonstrate that they possess the entrepreneurial competency to start businesses/companies and to compete favourably in the changing world.

4.4 Perception of Kyambogo University graduates on the relevance of entrepreneurship training in business start-ups

Study findings revealed that all the ten self-employed graduates appreciated entrepreneurship training that they acquired. Fastard (2002) gave an aspiration that entrepreneurship training will produce learners who have positive attitude towards productive work in all sorts of legal work. The following were key attributes upon which self employed graduates showed that entrepreneurship training was crucial in today's growing economy.

- Students' intention to set up businesses
- Nature of businesses
- Reasons for business start-ups
- Strategies for employee motivation

4.4.1 Students' intentions to set up business

Findings of the study indicate that three students from Mechanical & Production department had intentions of starting their own businesses in form of designing computer systems, owning a construction company and operating a mechanical garage. This indicates that graduates perceive entrepreneurship training as a stepping stone to business start ups.

One student from Accounting & Finance department showed interest starting a company while two wanted formal employment. It was also found that three students from Art and Design department had intentions of opening up Art galleries and workshops. These findings reveal that entrepreneurship training in tertiary institutions in Uganda has successfully accomplished the one objective of the entrepreneurship curricula of forming and equipping students with attitude, knowledge and skills required for starting and running their own businesses (Farstad, 2002). For that matter, entrepreneurship training is producing learners who have a positive attitude towards productive work in all sorts of work whether in their field of specialization or not.

It was found out that, out of nine student participants, seven of them perceived entrepreneurship training as paramount for job creation, while two were not willing to be self-employed due to constraints that they had foreseen. Given that seven represents a

large number of this category of the study participants, it is important to note that entrepreneurship training has been perceived positively.

Consequently the relevant knowledge, skills and attitudes developed in the students while at the university can be put into good use by positively exploiting the changing global business environment as well as the prevailing business ventures in Uganda. However, seven out of nine students mentioned that there were some constraints to their use of the acquired entrepreneurship skills and knowledge to established personal businesses. These included: inadequate start-up capital, high interest rates charged by financial institutions and bureaucratic procedures involved in formation of companies. In this respect, literature confirms that students rarely claim to start a business upon graduation because of financial constraints (Oyugi 2006).

4.4.2 Nature of businesses

From Table 7, it was established that all the ten self-employed graduates interviewed had their own businesses/companies either relating to their field of study or not.

Table 7: The nature of businesses set up by self-employed graduates

Field of study	Nature of business	Products/services	Relationship to field of study	Number of business
Mechanical & Production	Borehole construction Civil construction (2) Solar Panel installation	Boreholes, water supply Building construction, home-site fabrication Sale and installation	Yes	3
Accounting & Finance	Financial service Audit Firm Production and supply of detergents	Provision of loans Audit services Liquid and power soap	Yes Yes No	3
Art & Design	Printing and interior design Sculpture Graphics design	Business cards, wedding & birthday cards, posters, banners, development of graphical design, digital printing, 2 dimension impressions, artistic expressions.	Yes	4
Total				10

(Primary source, 2012)

Table 7 reveals that the nature of businesses established through partnership with friends by Mechanical and Production students were: borehole and civil construction, and Solar Panel installation. Products/services that the companies rendered were supply of clean water from boreholes, construction of houses, home-site fabrication, sale and installation of solar panels. At this point, it can be said that graduates of Kyambogo

University had a positive perception towards the entrepreneurship training that they acquired from the university. This perception concurs with the views of Muffet (2010) who states that over the past 6 years, more Generation X students are choosing to start their own businesses both during and after college. They do not perceive launching a business as a risky career path and account for approximately 70% of all new business start-ups. Figure 4 was taken from a borehole construction site, a company formed by partnership with friends to provide clean water to the rural poor.



Figure 4: Some of the workers employed by Ark of the Covenant (U) Limited during the construction of a borehole in Masaka

(Primary Data, 2012)

Table 7 reveals that Accounting & Finance graduates set up three businesses namely: audit and financial services which were related to the participants' field of study and one business not related to their field of study was registered to produce and supply liquid detergent to schools, hospitals and individuals. This finding is supported by Kimbowa & Musisi (2010) observation that entrepreneurship skills can

be transferred to any field of operation. Still elaborating on the nature of businesses, graduates reported that an Advanced secondary school level student managed to start a company which provides Information Technology (IT) lessons to students who are on vacation. In this respect therefore, the researcher agrees that entrepreneurship training plays a lot in instilling a positive mind set to the graduates to start, operate their own companies and employ others.

Table 7 further shows that Art and Design graduates established three businesses/companies namely printing and interior design, a sculpture workshop and graphics design. The products/services offered were business, wedding & birthday cards, posters as well as banners. Development of graphical design, 2 dimension impressions, artistic expressions and digital printing were some of the services offered. The implication is that entrepreneurship training in business start-up has been appreciated by graduates of Kyambogo University. Some of the artistic interior designs produced by an Art & Design graduate are presented in Figure 5 from which the graduate has achieved a better economic standard through sale of such products.



Figure 5: Artistic design used for interior decoration

(Field Data, 2012)

From Figure 5, there is evidence that a number of businesses have successfully been opened and managed by graduates for over three years since their completion. Some of the businesses/companies were related to participants' areas of study. In agreement to this are research findings by Oyugi, (2011) which indicate that students' intentions to start businesses in the next five years showed a higher percentage of 59.6%, therefore signifying that entrepreneurship education is relevant when incorporated into the academic programmes of tertiary institutions in Uganda.

4.4.3 Reasons for setting up business

Through the face-to-face interviews, research findings indicate that all self employed graduates had numerous reasons for starting up businesses/companies.

Table 8: Reasons given by different respondents for business start-ups

Reasons	Number of respondents	Frequency
Lack of employment	6	6
Non-payment	4	4
Passion for the job	3	3
Provision of employment	2	2
Convenience	2	2

(Primary source, 2012)

Table 8 reveals that most self-employed graduates set up six out of ten businesses/companies mainly due to lack of unemployment. Scholarly evidence confirms that Uganda's unemployment rate at 3.5% and that of the youths at 83% (Kiyaga, 2012; Walubiri, (2011). it is on this basis that self-employment is the only option for Uganda's unemployed graduates. This finding is confirmed by Muffett (2010), who found that lack of job opportunities led some graduates to set up businesses in Uganda.

From Table 8 non-payment by employers was the second reason that encouraged self-employed graduates to set up businesses/companies. It was mentioned by four out of the ten self-employed graduates in this study. According to one respondent who failed to receive payment from a reputable organization; 'an inspiration to set up a business was accomplished when he registered his company in 2009 to produce signposts, posters and developing graphic and interior design'.

Three out of ten respondents stated that the love for their jobs motivated them to start up their businesses/companies. One graduate from Mechanical and Production department who formed a partnership with three others is a director of Ark of the Covenant (U) Ltd, a Construction Company. He said he was inspired by the passion to provide clean water to the rural poor through construction of boreholes. In his words, he said: *'If you work just for money, you'll never make it, but if you love what you're doing and you always put the customer first and success will be yours'*. This however had a relationship with automobile engineering, a course that he offered while at the university. It should therefore be noted that technological advancement puts businesses in very competitive position and so giving customers the best is the only way to remain in business.

Still in the same line, two out of self-employed graduates mentioned provision of employment to others as one of the reasons for starting personal businesses/companies. Accordingly, one other self-employed graduate who offered Accounting and Finance is the proprietor of a sole company, he wanted to provide employment to the uneducated youth (18-25 years) and to inspire them to start up income generating activities. This sole proprietorship company was registered in December, 2010 with the aim of producing and selling liquid detergent to schools, hospitals and to the public. Besides this, setting own business was convenient to him in terms of time, finance and planning.

Two out of ten self-employed graduates mentioned convenience as one of the reasons that prompted them to set up businesses. Convenience in this respect referred to the level of income that the business brought in and flexibility in work schedule. The two respondents looked economically emancipated therefore an indication that self-

employment was worth venturing. By the time of the interview, one of the two respondents was out of his workplace due to the flexibility in the work schedule in this self-employed that allowed him to delegate his responsibilities to others.

Conclusively, it is important to note that no one respondent gave only one reason, at least each had three to four reasons for setting up businesses. For that matter, there is need to recognize that not only one single reason motivated self-employed graduates to make decisions of setting up businesses. Being an entrepreneur gives one the freedom to express oneself and develop concept in any way that one chooses. Given that, there are always financial and managerial challenges, one's ability to be as creative is far more appealing than a one-dimensional job.

4.4.4 Strategies to motivate employees

The context, in which self employed graduates were interviewed, was that they were administrators of their businesses/companies and therefore had a challenge of retaining their employees. Findings of study revealed that self-employed graduates motivated their employees using the various strategies shown in Table 9.

Table 9: Strategies used by self-employed graduates to motivate employees at work

Strategies	No of Respondents	Frequency
Communication	5	////
Timely payment	4	////
Transparency	3	///
Employee welfare	3	///
Teamwork	3	///
Continuous training	1	/

(Field Data, 2012)

Table 9 results reveal that five out of ten businesses indicated communication in form of: reporting profits of the business, giving clear instructions and getting feedback to the employees as one of their strategies for motivating their workers.

Timely payment and allowances was the second most popular strategy used by four out of ten to motivate their employees. Three out of ten respondents registered transparency and improvement of workers' welfare to keep their employees in service. In addition, three others out of ten self-employed graduates use teamwork motivate workers especially in cases where an employee is not conversant with a particular process, a specialist comes in to mentor him or her. This strategy in Table 8 also ensures production of high quality products which markets the organization. Findings further revealed that only one self-employed graduate used continuous training as a strategy for retaining employees in the organization. This approach also empowers employees to use the facilities effectively in the organization and help them develop their potential skills.

Though, praise and gratitude are strategies that can be used to keep employees content in their work environment (Geisheker, 2009) cited in (Roth, 2011). These strategies were not mentioned by any of the respondents in this study and yet it is one of the important ways by which workers can be motivated.

4.5 Demonstration of entrepreneurial skills in workplaces by Kyambogo

University graduates

In this study, demonstration of entrepreneurial skills by formally employed graduates was measured in terms of their ability to innovate and perform tasks at their various workplaces.

4.5.1 Innovation made by graduates

4.5.1.1 Innovation by formally employed graduates

During the study, the researcher interacted with four formally employed graduates and their supervisors and it was established that the graduates were able to portray entrepreneurial skills with respect to new services/products/methods. Investigations revealed that all the four graduates at least came up with something new for their workplaces as indicated in Table 10.

Table 10: New methods/products/services and importance of entrepreneurial skills in workplaces

Innovation and importance of skills attained	Work place 1	Work place 2	Work place 3	Work place 4
New products/ service/ methods	Development unique identity cards, certificates, logos and illustrations for organizations.	Adjusting requirements for opening accounts for students from passports to registration certificates/identity cards.	Work methodology to intervene for unpenetrated areas.	Initiated an idea of embroidery for producing high quality school badges.
Ways by which knowledge of entrepreneurship helped graduates to be innovative at workplaces	Ability to handle many clients. To develop a business acumen in graphics and networking	Societal marketing strategy. Customer acquisition and retention.	Motivated to start a company. Basic accounting	Display of products and design, customer care. Improve on products growth for quality work.

(Primary source, 2012)

From Table 10 and by use of an interview guide, the researcher established that formally employed graduates exhibited some aspects of innovation in form of processes, methods and services in all the four workplaces studied, although under the different circumstances.

At workplace one, it was established that the employee combined the knowledge of Art & Design with entrepreneurial skills to develop unique identity cards and certificates of merit compared to what was in the market. Other products that were developed include logos and illustrations (pictures) for other sections within the organization.

Further still, Table 10 reveals that the employee at workplace one had the ability to handle many clients within a short time given the large number of clients. Development of business acumen in graphics and networking was a skill gained as a result of knowledge from entrepreneurship training. When asked on the ways by which knowledge of entrepreneurship gained from the university has helped him to be innovative in his workplace, this was what he had to say:

Dealing with customers in the most effective way through the knowledge of customer care is my strength. With entrepreneurial skills, I am able to identify a problem and be able to provide a solution, apply management skills in the project, plan and budget both time and estimates, draw programmes to be followed, manage financial issues and organize this small office as you can see. Time management has become part of me because my clients do not have to wait for me, instead I do.

Based on this aspect, it is important for organizations to realize that innovation is healthy especially where services and products are similar in a competing world. This requires that organizations should create a difference in major ways of operation to face competition. Promoting innovation at workplaces by entrepreneurship graduates is in line with the view of Saloner (2012) who maintains that innovative programs provide exposure to both the fundamentals of business and the practical aspects of identifying, evaluating, and moving business ideas forward.

In workplace two, accounts opening procedures were not favourable to students. The organization's policy required students to present letters from the Dean, valid passports or driving permits which most students did not possess, resulting into few clients. Table 10 reveals that the graduate at this workplace adjusted requirements for opening accounts for students to either registration certificates or identity cards. This idea eventually brought an influx in the number of clients. This finding implies that in workplaces where policies are rigid, meeting target may not be possible, and so innovation becomes a prerequisite. According to Saloner (2012), innovation helps individuals in formulating, developing and commercializing ideas. Besides, findings show that societal marketing strategy, customer acquisition and retention by making follow up were some of the skills gained from entrepreneurship training while at the university.

Results in Table 10 reveals that in workplace three access to unpenetrated areas for operation was achieved when a different work methodology was introduced by the graduate. After noticing that the organization's policies were tight with no room for expansion to access a particular market, the formally employed graduate came up with

the idea of penetrating new areas. The organization adapted to the prevailing situation through the use of this innovation. In concurrence to Goldsmith's argument, UNESCO (2008) emphasizes that one of the objectives of entrepreneurship education is developing innovation in young people for work opportunity.

In response to the ways by which knowledge of entrepreneurship helped him to be innovative, the formally employed graduate in workplace three said:

A lot of interaction and field work allows me to spot areas of scarcity and opportunities, for example for a sector which does not pay cash, I had to devise another means for payment.

Table 10 also revealed that, the idea of embroidery for producing high quality school badges was initiated by a formally employed graduate. This formally employed graduate from KyU works as a teacher for Art and Design. By combining the knowledge of art and design and entrepreneurship training that she gained from the university and being able to generate income for the workplace clearly demonstrated entrepreneurial practice. However, as graduates make new innovation, they are faced with the challenge of copyrights which expose them to competition; this therefore calls for constant innovation and creative thinking. Responding to the ways in which knowledge of entrepreneurship has helped her to be innovative in the workplace, the formally employed graduate said the training she received on attractive display of products and design, customer care and continuous products improvement for quality work greatly influenced her coming up with the idea of using embroidery design for producing high quality school badges.

It was established that in most workplaces, employers or supervisors expect employees to perform to their best in terms of time management and customer care. In agreement to this expectation, Tariq (2006) confirms when he states that employers expect their graduate recruits to demonstrate a minimum level of competency.

From the investigations carried out during the study, conclusion can therefore be made that with the entrepreneurship knowledge and skills attained at the university, Kyambogo University graduates are capable of demonstrating entrepreneurial skills in their respective workplaces.

4.5.1.2 Innovation by self-employed graduates

Table 11 categorizes businesses and companies established by self-employed graduates according to their field of specialization, Art & Design, Mechanical & Production and Accounting & Finance respectively. The yardsticks used to find out if Kyambogo University self-employed graduates demonstrate entrepreneurial skills in their work places were: organization of business premises, advertising, record keeping, communication skills and innovation.

Table 11: Aspects of entrepreneurial skills demonstrated by self-employed graduates at workplaces

Entrepreneurial skills	Art & Design (Graphic Designer Sculpture Printing & Decoration)	Engineering (Construction Solar Panel & Borehole)	Accounting & Finance (Audit & Finance service)	Production & Supply of Detergent
Organization of business premises	workshops seen	Offices seen	Offices available	Production unit & office available
Advertising	No advertising Sign post available	No advertising Sign post available	No advertising Sign post available	No advertising Sign post available
Record keeping	Books of accounts available	Books of accounts available	Books of accounts available.	Books of accounts available
Communication skills	Instruction, feedback	Meetings	Meetings	Meetings, notice available
Innovation	Snowballing of employees	Networking	Retention of ATM cards	Not observed

(Primary source, 2012)

By use of an observation checklist and an interview guide, the following was discovered. From Table 11, all the ten self-employed graduates had authentic business premises with proper display of goods, organized layout of the workshops and offices irrespective of the type of businesses they owned.

With regards to advertising, it was observed using a checklist that all the companies and businesses did not use intensive advertising and other marketing strategies like open air promotion and media advertising. All the businesses/companies studied used the traditional signposts and brochures rather networking with friends and clients was developed to reduce on advertising costs.

To prove that Kyambogo University graduates were demonstrating entrepreneurial skills, findings show evidence of record keeping in the different businesses/companies. This was established using an observation checklist. Some of the documents in record were certificates of audit report, payment vouchers, cash sale receipts yearly budgets, loan application forms and certificates of incorporation. However, only six companies out of the ten businesses/companies had Profit and Loss Accounts while four did not value its importance. In this case, there is proof that graduates of Kyambogo University are demonstrating entrepreneurial skills in their workplaces to some extent.

Communication in form of meetings applied to all the companies and businesses. In the case of one respondent, communication was made at the end of every week to review what had been accomplished and beginning of the week to set targets. It was further discovered that communication was necessary for giving instructions and receiving feedback. This is an indication that self employed graduates exhibit entrepreneurial skills in some aspects as they work.

Table 11 still indicate that snowballing of workers, networking and retention of ATM cards were new ways of operation for various businesses. Oyugi 2006 emphasizes social networking skills through ICT skills which is practically working for self-

employed graduates. While the engineering businesses used networking as new means of advertising and reducing costs, financial service retained clients' ATM for loan repayment guarantee. Besides retention of cards, it is important to note that loan processing takes less hours compared to the large financial institutions, this is innovative. Schumpeter (1934) cited in (Entrepreneurship Education Curriculum, 2012) states that innovation changes the value onto which a system is based.

It was further found out that Audit service and production of detergent companies did not exhibit any new service/method. However, eight out of ten businesses proved to have innovated new ways although at different levels, therefore an indication of demonstration of entrepreneurial skills much as self-employment comes with it challenges.

4.4.2 Performance of graduates

To assess the performance of formally employed graduates of Kyambogo University, investigations were conducted to four supervisors of four different workplaces. Attributes against which performance was established included; innovation, employee-client relationship, exhibition of entrepreneurial skills and poor working relationship as indicated in Table 12.

Table 12: Attributes against which performance of employed graduates was assessed

Performance of graduates	Workplace 1	Workplace 2	Workplace 3	Workplace 4
Innovation (ways/services/)	Improvement in students' identity cards	Adjustment of Account opening requirement	Search for unpenetrated areas	Use of automatic operated Embroidery
Employee-client relationship	Quick to handle clients	Consider customers the kings	Provision of timely service	More committed and friendly
Entrepreneurial skills exhibited	Financial transparency	Managerial ability Communication	Commitment Management	Transparency Leadership
Poor working relationship	None	None	None	None

(Primary source, 2012)

In an interview with supervisors who represented employers, it was revealed that KyU graduates in formal workplaces exhibited better performance, they were found to be innovative as previously seen in objective 2. From Table 12, employed graduates have demonstrated innovation in form of improving students' identity cards, adjusting account opening requirements, searching for unpenetrated areas and initiating the use of embroidery machine for faster, easier and high quality school badges. These

competencies are important for graduate employees for transfer of learning from classrooms to workplaces for success in work performance (Ai-Hwa Quek, 2005).

Findings in Table 12 reveal that in relation to employee-client relationship, graduates were quick in handling clients, respected customers and provided timely yet friendly services. This view is in conformity with a study conducted by Ai-Hwa Quek (2005), the study highlights interpersonal skills, knowledge-acquiring skills and flexibility as being highly important in contributing towards success in work performance. He further confirms that graduate employees expressed value-improving skills, practical orientation abilities and cognitive skills as being important for successful work performance. It is therefore important for graduates to exhibit entrepreneurial skills in managing challenging tasks at workplaces.

As far as exhibition of entrepreneurial skills was concerned, Table 12 reveals that graduates in workplaces had managerial ability, transparency, commitment, communication, financial and leadership skills. With these skills, Haan (2006) agrees that individuals are equipped for productive activities and employment opportunities (wage employment, self-employment and income generation activities). In the same line, it is believed that with entrepreneurship training, students become entrepreneurial thinkers to work with management teams and apply their entrepreneurial abilities to an existing of new employment perspective (Goldsmith, 2008). To paraphrase Idogho & Ainabor (2011) at various workplaces, it is beneficial for employees to exhibit managerial skills especially when handling delegated responsibilities. To this effect, it should be noted that entrepreneurship training has enhanced graduates ability to perform better with management and financial skills.

Of all the four supervisors interviewed, findings indicate that there was a marked evidence of transparency, competency and commitment at work. None of them showed poor working relationship while working with graduates under their supervision. This indicates that graduates of Kyambogo University in workplaces demonstrated entrepreneurial skills at various levels of work. To that effect, the misconception that demonstration of entrepreneurial skills is about starting business or owning companies does not hold especially in cases where graduates are formally employed. This concurs with Goldsmith's (2008) opinion which states that demonstrating the entrepreneurial spirit does not mean starting one's own business instead it should be thought of in terms of owning a career path and professional development as well.

In regard to this, for graduates to show entrepreneurial skills, they should have the ability to spark new ideas and develop new products and services that create new businesses which can be taken at a cost and most preferably businesses that stand out differently from what has been in existence previously. In support to this, the researcher agrees with the views of Idogho & Ainabor, (2011), that the entrepreneur is not a man of ordinary managerial ability but one who introduces something entirely new. It should therefore be noted that demonstration of entrepreneurial skills required that graduates should possess multiple skills.

CHAPTER FIVE

SUMMARY, CONCLUSION, RECOMMENDATIONS AND WAY FORWARD

5.1 Introduction

In this chapter, a summary of the research findings on the relevance of integrating entrepreneurship training into the academic programmes of tertiary institutions in Uganda is presented. Based on the summary of the research findings, suggestions on areas for further research were also presented in this chapter.

5.2 Summary

The study was carried out to assess the relevance of integrating entrepreneurship training into the academic programmes of tertiary institutions in Uganda. The study was called for to give light on the concern that transferring entrepreneurial skills into practice by graduates from tertiary institutions is still questionable. To attain clarification, research questions were designed to give answers to this concern.

Findings for objective one revealed that the aims and objectives of entrepreneurship training were the same for the three departments. Generally, the aims and objectives were meant to enable students understand the dimension of entrepreneurship and develop constructive ideas that would help in changing their attitude towards creation. The study further revealed that entrepreneurship training in tertiary institutions was intended to encourage students to have options for starting businesses; identify entrepreneurial potential, business opportunities as well as resources. It was further found out that entrepreneurship training was meant to disapprove the

conventional wisdom that entrepreneurs are born and will succeed with or without entrepreneurship education.

The study findings revealed that the content of entrepreneurship were the same for two departments and slightly different for one department delivered to students during second semester of second year. Aspects of the content included overview of entrepreneurship skills, factors that determine emergence of entrepreneurs and factors that motivate students to engage in entrepreneurial ventures. It was further realized that ideas/concepts about ways of creating and developing businesses were considered important for students to know and so it cut across. However, content on location and layout of the business was missing in the course outline of content in the Mechanical and Production department while accounting concepts was missing in the departments Accounting & Finance as well as Art & Design.

The methods used for delivering the content of entrepreneurship training to students of Kyambogo University were; lectures, small group discussion, group presentations, brainstorming, field study, games, debate, role-play, case study and guided discovery. However, the lecture method was the most predominantly used teaching method in the study that for all the three departments.

Assessment criteria was based on course work assignments, individual presentations, tests and final examinations. Course work assignments were given in form of case studies and project work such as business plans.

The findings of objective two of the study show that graduates generally perceive entrepreneurial training as useful in business start-ups. Most of the respondents had started their own businesses or own companies either relating to or outside their field of

study and were therefore self-employed and employing others. Categories of the businesses that graduates were involved in were; financial service, printing and interior design, construction and installation companies, audit firm and production and supply of detergent. A large number of students interviewed showed interest in self-employment although they expressed challenges of financial constraints.

Self-employed graduates had numerous reasons for creating businesses. These included lack of employment, non-payment by previous employers, passion for the job, provision of employment to others and convenience associated with it.

Self-employed graduates used various strategies to motivate their employees. These included; transparency, honesty, communication, prompt payment of workers, allowances such as overtime, transport and lunch. Team work was considered as a factor for motivation, continuous training and improvement in social welfare of employees.

Formally employed graduates were able to develop new ideas, services/methods for their respective work places. These included; idea of embroidery for producing school badges, adjustments in operation systems, development of unique students' cards and search for unpenetrated areas. Formally employed graduates exhibited good employee-client relationship and financial transparency.

Study has shown that self-employed graduates from Kyambogo University were able to articulate proper layout of business premises, use of posters to advertise their products and keep records of documents. This information was obtained by use of personal interviews and an observation checklist.

5.3 Conclusion

The study was set to establish the relevance of integrating entrepreneurship training into academic programmes of tertiary institutions in Uganda. It was basically done to get the following research questions answered.

- What is the level of entrepreneurship training in Kyambogo University?
- How do graduates of Kyambogo University perceive the relevance of entrepreneurship training in business start-ups?
- Are graduates from Kyambogo University demonstrating entrepreneurial skills at workplaces?

Although entrepreneurship is incorporated into the different academic programmes of tertiary institutions, the aims and objectives of entrepreneurship were to ensure entrepreneurial orientation and discourage the attitude of job seeking.

Entrepreneurship content was considered adequate for equipping students with knowledge and skills to practice entrepreneurial attributes when they leave the institution. In this respect therefore, the content of entrepreneurship is worth delivery to students since it motivates them to become entrepreneurs of all categories. It also prepares students to confidently transfer the skills attained from the University for self-employment aware of societal views.

Much as documentary analysis encompassed a number of delivery methods, study revealed that lecture was the most commonly used method.

Assessment took two dimensions of continuous assessment and a three-hour written final examination. The researcher therefore concluded that the level of

entrepreneurship in tertiary institutions prepare students for entrepreneurial practice and therefore was relevant for inclusion in the academic programmes.

Most self-employed graduates had opened businesses either relating or outside their areas of specialization. They attributed their success in opening up businesses to the entrepreneurship training that they received from the university. Some final year students had intentions to create employment amidst fears of constraints that may hinder them. Although there were variations in the nature of businesses and reasons for establishment, the researcher had a reason to conclude that self-employed graduates and students perceive the relevance of entrepreneurship training in business start-ups as paramount towards their course of action currently and in future.

Majority of self and formally employed respondents were performing to the expectation of the supervisors and have shown signs of innovation in the work places. While self-employed graduates employ and manage workers as well as face challenges of running businesses, formally employed graduates exhibited a sense of commitment towards work. In this case, their supervisors feel that the graduates are assets to their workplaces as a result of entrepreneurship training. The researcher therefore concludes that graduates of Kyambogo University are demonstrating entrepreneurial skills.

All in all, it is therefore to know that to some extent, integrating entrepreneurship training into the academic programmes of tertiary institutions is relevant. However, it can be said that the use of diverse methods of delivery and establishment of entrepreneurship centres can enhance effective applicability of entrepreneurial skills.

5.4 Recommendations

In view of the above findings, discussions and conclusions on the relevance of integrating entrepreneurship training in the academic programme of tertiary institutions in Uganda, the researcher made the following recommendations.

Based on the findings that lecture method was most commonly used, refresher courses in entrepreneurship in direct relation with various areas of specialization for lecturers should be organized frequently by tertiary institutions. To some extent, lecturers for entrepreneurship should be entrepreneurs themselves thus building their input on real-life experience. They should therefore have relevant background in academia and recent experience in business.

The Government of Uganda should consider higher budgetary allocation for funding the establishment of entrepreneurship centres at tertiary institutions to ensure spreading of entrepreneurship across different fields of study within institutions. Findings indicate that some tertiary institutions do not have business clinics from which students practice entrepreneurial skills. This will help to foster exploitation and commercialization of new business ideas, and building links with businesses to empower students with the competencies and skills necessary to prepare them to respond to their life needs including running their own business, so that they become productive citizens.

In some tertiary institutions which have not incorporated entrepreneurship into their academic programmes, all students should be encouraged to receive entrepreneurship training as a separate subject and integrate it with the relevant academic programmes in order to provide them with the necessary knowledge and skills for self-employment in any aspect of work.

At all levels of education, entrepreneurship training should be perceived by students and parents as turning of any creative ideas into actions rather than as establishment of similar businesses. This can be done through awareness raising guest entrepreneurs with the intention to promote positive change of attitude towards entrepreneurship.

Given the fact that graduates face challenges in various operations, both government and the private sector should assist graduates who have attained entrepreneurship training in ways of envisioning, planning and implementing their business ventures.

Tertiary institutions should organize entrepreneurship events, meetings, seminars, conferences and workshops which are attended by external entrepreneurs or investors with the intention to inspire students to start their businesses. Focus should be made on the idea of creating an "Entrepreneurship culture" and not limiting entrepreneurship education to teaching of business skills and learning about setting one's own business.

The curriculum of entrepreneurship programmes at the tertiary institutions should continually be reviewed and adjusted by NCHE. This will take care of the required quality of knowledge, skills and attitudes for citizens who will be the custodians of the development of the country.

Tertiary institutions should consider incorporating an annual business plan practicum at the end of every second semester where students will have an opportunity to present their business plans to experienced members of the entrepreneurship community. It will help to give valuable feedback to students, a chance to practice many skills and implement knowledge that is critical to entrepreneurial success.

Mentoring program for students should be introduced in all tertiary institutions offering entrepreneurship course. HoDs need to draw up programs to pair up volunteers who are experienced professionals, and/or business persons and/or educator with students for the purpose of enhancing and finalizing the students' business plans. This might help to fine tune the students' plans, provide helpful guidance for the proposed business and to seek investment capital and/or financing for the start-up business being contemplated. This program can further help to provide graduates with a more intense transfer of crucial know-how to their respective workplaces.

Tertiary institutions need to partner with each other, at local, national and international levels to foster acquisition and transfer of entrepreneurial knowledge. In this kind of collaboration, the idea of business clinics and projects can be introduced in some tertiary institutions and enhanced in those who already have them.

It is important to nurture and develop entrepreneurial characteristics of students and encourage them to become entrepreneurs. This can be achieved by raising the level of awareness of employers and the local community to perceive entrepreneurship training as a viable and realistic option for career development and not only for business start-ups.

Lecturers need to encourage students to participate in creation of products, naming businesses, designing business cards and logos for reason of practical learning. Students should be able to participate in all financial decisions, marketing promotions and understand management. The profits from this participation can be used to pay operation costs and start up a revolving fund scheme.

In Engineering Science, the content of entrepreneurship training should be tailor-made for technicians and engineering in order to suit their trades. The content of the

training should therefore be made different from content delivered to arts students. It can be made according to specification of trades for job market although aspects like bookkeeping and management which cut across all courses can be maintained.

5.5 Way forward

Aspects of vocational pedagogy can be used to improve entrepreneurship training in both tertiary institutions and workplaces. Vocational Pedagogy is the field of knowledge oriented towards trades, occupations and professions, and it emphasizes the interplay between working life and the education system (Mjelde, 2011). In Vocational Pedagogy, learning and work are two sides of the same coin which must co-exist in both learning institutions and workplaces. Accordingly, work/activity is the central aspect (Mjelde, 1993). Mjelde (2006) however emphasizes that a learner-centered approach to teaching and learning, and the relationship between the students and the learning tasks is central.

5.6 Areas for further research

Based on findings obtained from final year students in an interview that indicate the dominance of lecture as a delivery method in most tertiary institutions, action for further research should be taken to evaluate the impact of lecture method of delivery in facilitating the application of entrepreneurial skills in work places.

Considering that lecture method is the most frequently and commonly used method in tertiary institutions, there is need to investigate more practical ways of teaching of business subjects.

REFERENCES

- Ai-Hwa, Q. (2005). *Learning for the Workplace: A Case Study in Graduate Employees' Generic Competencies*. Journal of Workplace Learning: Emerald Group Publishing md.
- Ainomugisha, L. (2010, August 02). Basirika: Kololo SS Own Boss Student. *Education Vision* , p. 31.
- Amin, E. M. (2005). *Social Science Research: Conception, Methodology & Anaysis*. . Kampala: Makerere University.
- Balunywa, W. R. (2004). *Global Entrepreneurship Monitor*. Kampala: Makerere University Business School.
- Barifajjo, K. M., Basheka, B. & Oonyu, J. (2010). *How to Write a Good Dissertation/ Thesis: A Guide to Graduate Students*. Kampala: The New Vision Printing and Publishing Company Ltd.
- Boeykens, I., Stoycheva, M., Hula, L., Steen, A., Kepper, A., Randama, T., Morena, M., Le Boniec, B., Feret, P., Creta, M., Eleftheriou, A., Bukantaite, D., Zens, G., Leskone-Kecske, I., Pulis, Y. & Tommerbakke, J. (2009). *Best Proceure Project: Entrepreneurship in Vocational Education and training*. Belgium: SAGE.
- Bosmo, N & Harding, R. (2007, June 4). *GEM Results*. Retrieved October 21, 2012, from Global Entrepreneurship Monitor: www.gemconsortium.org
- Burns, R. B. (1997). *Introduction to Research Methods*. Melbourne: Longman.
- Byabashaija, W., Katono, I.& Isabalija, R. (2010). The Impact of Entrepreneurial Attitudes and Intention to Start a Business in Uganda. *Entrepreñeurship in Africa*. New York: Syracuse.
- Bygrave, W. D. & Zacharakis, A. (2004). *The Portable MBA in Entrepreneurship*. New York: John Wiley and Sons.
- Charney, A & Libecap, G. D. (2000). *Impact of Entrepreneurship Education, Insights: A Kauffman Research Series*. Kansas MO: Kauffman Centre for Entrepreneurial Leadership.
- Cohen, L. & Manion, L. (1994). *Research Methods in Education*. London: Routledge.

- Dlamini, B. M., Dlamini, M. P & Mdluli, F. (2004). *Adequacy of Entrepreneurial Training provided to Students by the College of Agriculture at the University of Swaziland*. Swaziland: Montana.
- Drennan, B. M., Renfrow, P. & Watson, B. (2003). *Situational Factors and Entrepreneurial Intentions. 16th Annual Conference of Small Enterprise Association of Australia*. Australia.
- Drucker, P. F. (1995). *Innovation and Entrepreneurship: Practices and Principles*. New York: Harper and Row.
- Farstad, H. (2002). *Integrated Entrepreneurship Education in Botswana, Uganda and Kenya*. Oslo, Norway: National Institute of Technology.
- Fungai, N. M. Karambakuwa, T. R, Rumbizai, N. G., Njanike, K. M. & Fungai, B. G. (2011). *Entrepreneurship Education Lessons: A case of Zimbabwean tertiary Education Institutions*. Harare: International Research Journals.
- Galloway, L. & Brown, W. (2002). *Entrepreneurship Education at University: A Driver in the Creation of High Growth Firms?* United Kingdom: MCB U P Ltd.
- Gibb, A. (2006). *Towards the Entrepreneurial University. Entrepreneurship Education as a Lever for Change*. Birmingham: NCGE Policy Paper Series.
- Goldsmith, E. & Marshall, J. (2008, August 14). Demonstrating the Entrepreneurial Spirit. *Business Week* , p. 4.
- Gorman, G. H. (1997). Some Research Perspectives on Entrepreneurship Education and Education for Small Business Management. A Ten-Year Literature Review. *International Small Business Journal* , 56-57.
- Haan, H. (2006). *Training for work in the Informal Microenterprise Sector: Fresh Evidence from Sub-Saharan Africa*. Dordrecht Netherlands: Springer.
- Hannon, P. (2005). Teaching Pigeons to Dance: Sense and Meaning in Entrepreneurship Education. *Education and Training Journal* , 296-298.
- Hart, J & Levie, R. (2010). *Global Entrepreneurship Monitor*. United Kingdom: Business Link.
- Idogho, P.O & Ainabor, E. A. (2011). Entrepreneurship Education and Small Scale Business Management. *International Journal of Business and Management* , 6-7.

- Kabongo, J. D. (2004). *The Status of Entrepreneurship Education in Colleges and Universities in Sub-Saharan Africa*. Millersville: Millersville University.
- Kajoba, N. (2012, August 22). R.A.I.S.E gives Namagunga Students Entrepreneurship Skills. *The New Vision: Mwalimu* , p. 24.
- Karimi, S. Chizari, M. Biemans Harm, J. A & Mulder, M. . (2010). Entrepreneurship Education in Iranian Education: The Current State and Challenges. *European Journal of Scientific Research* , 35-36.
- Kimbowa, J. & Musisi, F. (2012, February 10). Entrepreneurship Training in Schools: A Powerful Tool in Job Creation and Poverty Reduction . *Education Vision* , p. 3.
- Kirby, D. (2004). Entrepreneurship Education: Can Business Schools Meet the Challenge. . *Education and Training Journal* , 13-15.
- Kiyaga, A. (2012, January 17). *11,000 Graduates to 83% Joblessness*. Retrieved April 2, 2012, from <http://mobile.monitor.oc.ug/News/-/691252/13085/-/format/xhtml/-/>.
- Kumar, R. (2005). *Research Methodology: A Step-by-Step Guide for Beginners*. London: SAGE.
- Luyima, J. (2010). *Implementation Strategies for Entrepreneurship Skills Education in Secondary Schools of Nangabo Sub County, Uganda*. Kampala Makerere University: Unpublished Masters Thesis.
- Merriam, S. & Simpson, E. (2000). *A Guide to Research Educators and Trainers of Adults*. Malabar, Florida: Krieger Publishing Company.
- Mitra, J. & Matlay, H. (2004). Entrepreneurial and Vocational Education and training: Lessons from Eastern and Central Europe. *Industry and Higher Education Journals* , 53-54.
- Mjelde, L. (2011). *Programme for Masters Degree in Vocational Pedagogy*. Kampala: Harambee Publishing.
- Mjelde, L. (2006). *The Magical Properties of Workshop Learning*. Bern: Peter Lang Press.
- Mjelde, L. (2006). *Workshop pedagogy in Vocational Education. Working Knowledge and the Zone of Proximal Development. In Working Knowledge Globalizing World. From Work to Learning, from Learning to Work*. Bern: Peter Lang Press.

- Muffett, T. (2010, August 12). Graduates set up own Business. *BBC News* . London, United Kingdom.
- Nkanza, P. K. (2005). *Strategic Institutional Development of the Technical Education, Vocational and Entrepreneurship Training Authority*. Lusaka, Zambia: SAGE.
- Ocici, C. (2006). National Consultation Conference: Legal Commission for the Poor. *A Working Paper on Entrepreneurship* (p. 7). Kampala: International Law Institute.
- Odiya, J. N. (2009). *Scholarly Writing: Research Proposal and Reports in APA or MLA Publication Style*. Kampala: Makerere University Printery.
- Odyek, J. (2012, October 22). Graduates Get Employment Skills. *The New Vision* , p. 64.
- Okello, B. (2011, September 15). Plenary Discussion on Research Sample Population. Kampala, Central, Uganda: Unpublished.
- Owusu-Ansah, W. A. (2004). The Impact of Entrepreneurship Education on Career Intentions and Aspirations of Tertiary Students in Ghana. *Conference Proceedings of the 49th World Conference of the International Council for Small Business* (p. 212). Johannesburg: International Journal of Humanities and Social Science.
- Oyugi, J. L. (2011). Entrepreneurial Self-efficacy and Entrepreneurial Intentions among University Students in Uganda. In L. Hewitt, *Entrepreneurship, Training, Education and Job Creation* (p. 89). Johannesburg: University of Johannesburg.
- Oyugi, J. L. (2006). Entrepreneurship Education: Can Universities in Uganda Meet the Challenge. *Educamate* , 155-162.
- Robertson, M., Collins, A. Wilson, P. & Lyewllyn, D. (2003). *Embedding Entrepreneurial Studies across the Curriculum*. London: National Institute for Small Business & Entrepreneurship.
- Robinson, P. B & Sexton, E. A. (1994). *The Effect of Education and Experience on Self-Employment-Success*. New York: Junior Business Venturing International.
- Roth, C. (2011). *The Entrepreneur Equation*. LLC: Intercap Merchant Partners.
- Saddler, S. E., Gardner, P., Badger, D. Chaston, I. & Stubberffield, J. (2002). Using Collaborative Learning to Develop Small Firms. *Human Resource Development International* , 25.
- Saloner, G. (2012). *Powering Innovation and Entrepreneurship*. Singapore: National University.

- Ssempija, D. (2012, October 22). White Collar Mentality Worsening Unemployment. *The New Vision* , p. 32.
- Swartland, J. R. (2008). *A Study of Entrepreneurship in Botswana and the Significance of Institutional Preparation*. Maputo: Blennale on Education in Africa.
- Szerb, L. & Szabolocs, I. (2008). *Entrepreneurship Education and Entrepreneurial Attitudes of Hungarian Students: An International Comparison*. Melbourne: University of Pecs.
- Tariq, V. (2009). Enhancing Graduate Employability: The Importance of Basic Skills. *Centre for Educational Development* , 3.
- Timmons, J. and Spinelli, S. (2004). *New Venture Creation: Entrepreneurship for the 21st Century*. Irwin: Burr Ridge.
- Todd, D. P. (2011). *Entrepreneurship Perceptions and Career Intentions of International Students*. Germany.
- Uwameiye, R. (1994). *Vocational and Entrepreneurship*. Benin: Department of Vocational and Tecnical Education: University of Benin.
- Vesper, K. H. (1985). *Entrepreneurship Education*. Wellesley: Babson College.
- Walubiri, M. (2012, March Thursday). Uganda's High Population Growth Worsens Unemployment. *The Observer* , p. 4.

Documents

- Entrepreneurship Education Curriculum. (2012). Kampala: National Curriculum Development Centre.
- Accredited Programmes for Universities and Tertiary Institutions. (2004). Kampala: National Council for Higher Education.
- Universities and Other Tertiary Institutions Act. (2001). Kampala: Government of Uganda.
- Teacher Training Programme and Status for Curricula Development.(2010). Norway: Akershus University College.
- Universities and Tertiary Institutions Act. (2001). Kampala: Government of Uganda.
- Unleashing African Enterpreneushrip. (2010). African Commission , 4.

Strategy to Revitalize Technical and Vocational Education and Training (TVET) in Africa. (2007). Addis Ababa: Unpublished.

Websites

http://www.observer.ug/index.php?option=com_content&view=article&id=9504%3Abasirika-kololo-ss-own-boss-student&catid=85%3Aeducation&Itemid=106

http://www.unido.org/fileadmin/import/55546_060811_EntrepreneurshipCurriculumMoz.pdf

Retrieved from www.gemconsortium.org in June 2007.

<http://www.carolroth.com/unsolicited-business-advice/?p=2022> Possibly related posts: (automatically generated)

APPENDICES
DATA COLLECTION INSTRUMENTS

Appendix i

**Documentary analysis guide to establish the level of entrepreneurship training
in Kyambogo University**

Serial No	Description of items to be analyzed	Analysis
1	Content of entrepreneurship in 3 courses Departmental offices (Mechanical, Business Studies and Art & Design)	
2	Support Systems provided by the University	
3	Availability of Business Projects within the University	

Appendix ii

Interview Guide for Heads of Departments

Level of entrepreneurship training in Kyambogo University

1. Do you think the content delivered to students can enable them appropriately apply to workplaces?
2. What strategies has the department put in place to offer graduates competitive advantage over those from other Universities?
3. Do you think the graduates produced are competitive enough for self employment and paid employment?
4. What are some of the limitations faced towards integration of entrepreneurship into the university's academic programme?

Thank you very much for your time

Appendix III

Interview Guide for Lecturers

Level of entrepreneurship training in Kyambogo University

1. Are the students exposed to both theory and practical aspects of learning entrepreneurship?
2. What are the essential contents that students are exposed to during their course?
3. Do you think the content delivered to the students is adequate enough to enable them to get employed? (paid and self)
4. In your opinion, what are the ways that the university can further improve promote the practical aspects of entrepreneurship in learners?

Thank you for your cooperation

Appendix iv

Interview Guide for Final Year Students

Establish how graduates of Kyambogo University perceive the relevance of entrepreneurial training in business start-ups

1. What course do you offer at the university?
2. What skills has entrepreneurship training instilled in you to enable to you create your own employment?
3. What teaching methods were commonly used in the teaching entrepreneurship skills?
4. How was the learning organized? (Group work, individual, theoretical, practical)
5. With the entrepreneurial skills that you have, what do you intend to do in future?

Thank you very much for your time

Appendix v

Interview Guide for Self-employed Graduates

Demonstration of entrepreneurial skills in workplaces by graduates of Kyambogo University

1. Where is your business located?
2. What is the nature of your business?
3. What products or service do you deal in?
4. What reasons did you have for starting up this business?
5. What strategies are in place to motivate your employees?
6. How do you employ the workers?
7. How has entrepreneurship training helped you to manage this business?

Thank you for your cooperation

Appendix vi

Observation checklist to establish if self-employed graduates are demonstrating entrepreneurial skills at workplaces

Serial No	Items to be observed	Comment
1	Organization of business premises (display of goods, lay out)	
2	Advertising	
3	Record keeping	
5	Communication skills	
6	Innovation (new process, products and services)	

Appendix vii

Interview Guide for the Graduates in Workplaces

Section A: Demographic Information

1. What course did you offer at the University?
2. In which year did you complete your studies?
3. For how long were you unemployed since you complete?
4. What is the name and nature of the organization?

Section B: Demonstration of entrepreneurial skills in work places

5. Do you think entrepreneurial training from the university has equipped you with the skills required in the workplace?
6. What products/services have you been able to creatively design or moderate in the workplace?
7. Do you think your job gives you adequate opportunity to practice entrepreneurial skills that you gained from the university?

Thank you very much for your time

Appendix viii

Interview Guide for Supervisors

Section A: Demographic information

1. Name of organization
2. Nature of the organization
3. What is the number of employees
4. What position do you hold (department, section)

Section B: Demonstration of entrepreneurial skills in workplaces

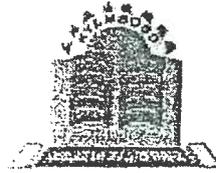
5. How do you rate graduates from Kyambogo University in terms of performance?
6. What new ways/products/services have graduates from Kyambogo University brought in this workplace?
7. How does this employee deal with suppliers?
8. Comment on the hardships faced while working with this employee.

Thank you very much for your time

Appendix ix

Letter of Introduction

KYAMBOGO



UNIVERSITY

P. O. BOX 1 KYAMBOGO

Phone: 041-285001/2 Fax: 041-220464, Kampala

Website: www.kyambogo.ac.ug

Kyambogo University Graduate School

Date:

To:

.....
.....
.....

RE: LETTER OF INTRODUCTION

This is to introduce

Registration No. who is a student of Kyambogo University pursuing a Masters Degree in Vocational Pedagogy.

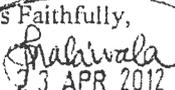
He/She intends to carry out a research on:

.....
.....
.....

as partial fulfillment of the requirements for the award of the Degree in Masters of Vocational Pedagogy.

We therefore kindly request you to grant him/her permission to carry out this study in your organisation Any assistance accorded to him/her shall be highly appreciated.

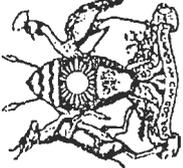
Thank you.


 Purs Faithfully,
 23 APR 2012
 Sr. Dr. F. Nakiwala
 OFFICE OF THE DEAN
 KYAMBOGO UNIVERSITY GRADUATE SCHOOL

Appendix x

Sample Certificate of Incorporation for a company studied.

120261



THE REPUBLIC OF UGANDA

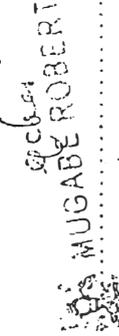
Certificate of Incorporation

(Under Section 16(1) of the Companies Act)

I CERTIFY that
 ARE OF THE COVENANT (U) LIMITED

 has this day been incorporated with Limited Liability.

Dated at Kampala, this 1ST day
 of JULY the year 2010



MUGABE ROBERT
 Registrar of Companies

ASST.

Appendix xi
Sample Form for Financial Facilities

FORM A

Non-refundable fee sh 10 000.

KASBO INVESTMENTS LTD.
APPLICATION FOR FINANCIAL FACILITIES.

Affix Photo
here

DATE: REF NO.

1. Applicant's full names: _____
2. Postal Address: _____
3. Physical Address: _____
 Street _____ Zone _____ Parish _____
 Division _____ District _____ Tél _____
4. Employer: _____
 Department / section _____ Designation _____
 Terms of employment _____ Net salary per month _____
5. Other sources of income (if any) _____
6. Amount of facility applied for Sh. _____ (in words) _____
7. Purpose of the financial facility _____
8. Security / guarantee against the facility _____
9. Repayment period (in months) _____ **Any amount not settled when due attracts a penalty at a compound rate of 10% of the outstanding amount per month.**
10. Applicant's signature and date _____

Guarantors

1. Name _____ sign _____ Date _____ tel _____
2. Name _____ sign _____ Date _____ tel _____

For official use only

Amount approved _____

1. Name _____ Sign _____ Date _____
2. Name _____ Sign _____ Date _____
3. Name _____ Sign _____ Date _____

Amount disbursed _____ Name _____ Sign _____ Date _____

Recipient:

Name _____ 1 Sign _____ Date _____