

**WORK-BASED COMPETENCE AND ENTREPRENEURSHIP TRAINING:  
A CASE STUDY OF UGANDA COLLEGE OF COMMERCE ADUKU, APAC  
DISTRICT**

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**2011/U/HD/283/MVP**

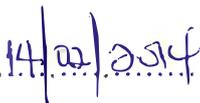
**A DISSERTATION SUBMITTED TO THE GRADUATE SCHOOL IN PARTIAL  
FULFILLMENT OF THE REQUIREMENT FOR THE AWARD OF  
MASTERS IN VOCATIONAL PEDAGOGY OF  
KYAMBOGO UNIVERSITY**

**FEBRUARY, 2014**

**Declaration**

I, Awor Oguta Mildred, declare that this dissertation is my original piece of work and has never been presented for any award of a degree in any University. Any other extra information used in this dissertation by other scholars has been acknowledged.

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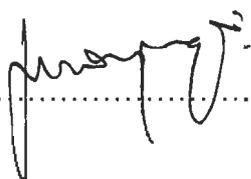
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### Approval

We hereby certify that the work reported in this dissertation titled “Work –Based Competences and Entrepreneurship Training at Uganda College of Commerce Aduku” is an original work of Awor Oguta Mildred (2011/U/HD/283/MVP). It has been under our supervision and is now ready for submission to Graduate School, Kyambogo University with our approval.

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### **Dedication**

To the memory of my ever-loving, understanding and supportive late father Alexander Mackey Okot and mother, Eudia Mary Okot. Their efforts and sacrifice are behind everything achieved. They have and always will be my role-models, source of strength and inspiration.

## **Acknowledgement**

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### **List of Abbreviations and Acronyms**

<b>BTVET</b>	Business, Technical Vocational Education and Training
<b>EC</b>	European Commission
<b>EE</b>	Entrepreneurship Education
<b>ET</b>	Entrepreneurship Training
<b>IT</b>	Information Technology
<b>MVP</b>	Masters of Vocational Pedagogy
<b>NOMA</b>	Norwegian Masters Abroad
<b>TVET</b>	Technical Vocational Education and Training
<b>UCCA</b>	Uganda College of Commerce Aduku
<b>UCC</b>	Uganda College of Commerce
<b>UNESCO</b>	United Nations Education, Social and Cultural Organization
<b>VET</b>	Vocational Education and Training
<b>VP</b>	Vocational pedagogy

### **Abstract**

This study sought to examine whether the entrepreneurship training curriculum offered at Uganda College of Commerce Aduku equips students with competences required in the world of work. The study was guided by three objectives; to establish the competence required of the entrepreneurship students in the world of work; examine whether the content in the entrepreneurship curriculum offered meets the world of work requirements and to establish the pedagogical approaches employed. The study was qualitative using descriptive design, based on 47 respondents comprising final year students, graduates, lecturers and entrepreneurs. The respondents were selected using convenient sampling technique, census sampling technique, snowball sampling technique and purposive sampling technique. Data were collected using in-depth interview guides, observation checklist, documentary checklist and focus group discussion guide. Data was analyzed descriptively using tables. The main findings revealed that the work-based competences acquired were inadequate, the content in the curriculum emphasizes theoretical training and the methods employed were traditional. Basing on these findings, the study concluded that, there were inadequate work-based competences due to the theoretically based content and traditional training approaches. The study therefore recommends that the National Curriculum Development Centre reviews entrepreneurship training curriculum with focus on the content and entrepreneurial pedagogical approaches.

## CHAPTER ONE

### INTRODUCTION

#### 1.1 Overview

The focus of the study was on competences required of entrepreneurship graduates, the content in the curriculum and the pedagogical approaches employed in entrepreneurship training. In this chapter, I present my personal background and motivation, the general background to the problem of the study, the statement of the problem and purpose of the study, objectives of the study, research questions and significance of the study, the conceptual framework and definitions of terms used and organization of the report.

#### 1.2 Background

##### 1.2.1 Personal background

I am a professional Business Education Teacher. I am among the 17 students under Norwegian Masters Abroad (NOMA) scholarship pursuing Masters of Vocational Pedagogy (MVP), 2011/2013. I have been in a practicing professional secondary school teacher since 2006. My mode of teaching has been that of chalk and talk (lecture mode) with minimal involvement of the learners. But to date, the experience gained as a MVP student for the two years has put me into yet another level as far as teaching and learning is concerned. Which level am I referring to? When I first joined MVP program, I found it so confusing and frustrating to have my personal experiences pulled into the course of studies. I had never experienced this type of learning where there is minimal lecturing, but group work and your own experiences. However, this enabled us to learn a lot from each other. It is only at this point in time when I know more to do that I can see why it was done that way, and this is a

very practical way to learn and I encouraged that it should be applied at all levels of learning. Hopefully, this experience will enable me to cause change in my own way of delivery.

### **1.2.2 Motivation**

As a business educator who is concerned with giving learners skills for self-survival, I have observed that the majority of them leave college with limited skills to enable them be self-supportive either through gaining formal employment or as entrepreneurs. The motivation for this study was to establish the existing gaps in entrepreneurship training at UCC Aduku and related institutions by borrowing from the pedagogical principles in practices learned while on a Masters in Vocational Pedagogy with a view to improving on the way teaching and learning is carried out.

### **1.2.3 Study Background**

Literature holds that there is a positive relationship between entrepreneurship training and business creation ( Luthje, Frank, Charney and Libecap cited in Edem , 2013). Edem (2013 ) observes that currently increasing emphasis is being placed on entrepreneurship as a vehicle for promoting economic growth. Further more, Edem (2013) noticed that globally, there is a growing recognition of entrepreneurship as a driving force to economic development as well as job creation. Similarly, Bragg and Nick (2011) views entrepreneurship training as a core process in supporting immediate economic recovery and sustaining social development.

A report by European Union documented in Tina, Vegard and Silje (2011) points that Entrepreneurship Training (ET) should be one of the core fields in a nation's education policy since it is intended to develop young people's entrepreneurial competence, that is, their personal abilities; knowledge and skills related to how to establish and run an enterprise to enable them sustain themselves in a competitive business world. A similar view by Tina *et al.* (2011) puts forward that many empirical studies have shown that ET contributes positively to young people's creativity and self-respect, as well as their skills in cooperation and decision-making. They further disclose that such training changes learner's attitudes towards job creation and that the learner's participation in entrepreneurship training is more likely to prepare them to become entrepreneurs compared to their counterparts who have not gone through the ET.

In Africa, the labour force keeps on increasing without corresponding increase in employment opportunities, thereby leaving many in abject poverty (Emmanuel, 2012). According to Arogundade and Bukola (2011), in the mid-80s, the Nigeria economy collapsed while youth and graduate unemployment hit the roof. This resulted to large-scale layoff of workers and early retirements as a result of structural adjustment policies and bad economic trends in the country which would have been salvaged if entrepreneurship training was encouraged in the country (Arogundade & Bukola, 2011). According to Ogundele, Adeniyi and Babatunde (2012) and Arogundade and Bukola, (2011), the tertiary and general education was responsible for the country's economic failure by failing to implement and include the philosophy of "education for self-reliance" with entrepreneurship training as one its major components as it promotes pride in vocational work. Like Ogundele *et al.* (2012)

and Arogundade and Bukola, (2011), Bragg and Henry (2011) asserts that the education system of many nations are facing challenges in creating entrepreneurial societies which are able to address employment and economic problem.

This prompted the government of Nigeria to revive its education system to embrace entrepreneurship as one of the measures to reduce mass poverty and unemployment among the youth and graduate unemployment in the country (Ogundale *et al*, Arogundade & Bukola 2011).

Arising out of the colonial influence, Ugandans still considers possession of wage employment as reflecting success in particular after one has completed his or her education (Viray & Butamanya, 2001). Similarly, Okello (2011) affirms that the foundation of formal education in Uganda was that type of education that lifted one from poor peasantry social class to that of the middle class attitude of white-collar job mentality. However, according to Viray and Butamanya (2001) owing to a number of factors including rapid population growth, declining economic growth, contraction of public sector and privatization, wage opportunities in Uganda have dwindled.

This prompted Uganda's education authority to think of a strategy to create more job makers than job seekers. According to National Curriculum Development Centre NCDC, (2012), Uganda's Education Policy Review was conducted in 1987 where entrepreneurship training was identified as a key pillar in the socio-economic development because of its emphasis on self-employment. NCDC continued to explain that the Education Policy Review (1989), the Government white Paper on Education (1992) and the Curriculum Task Force (1993) all advocated for the vocationalisation of education to integrate academic learning and

production to enhance the learner's employability. To add fuel to the vocationalisation of education drive, in a stakeholders' workshop report of 1998, the recommendation was made that entrepreneurship training be introduced in all schools and colleges (NCDC, 2012). NCDC further points that the aim of the entrepreneurship training was to prepare potential entrepreneurs who are sufficiently motivated and intellectually ready to buoy the private sector, which is the engine for economic growth.

This study, however, provides evidence of the state of affairs in entrepreneurship training with reference to Uganda College of Commerce (UCC) Aduku. UCC Aduku is one of the major colleges of commerce in Uganda. It was opened in 1983 through a government policy to extend commercial education nationwide. In an inter-personal communication with one of the lecturers who is the head of business department and the first to lecture entrepreneurship, entrepreneurship was introduced in the college and integrated into all the programs in 2006. Its major aim is to equip the students with work based competence to make them self-reliant as well as productive members of the society.

Since the integration of entrepreneurship into all the programs in UCC Aduku, I have observed a number of graduates within the districts of Apac and Lira, after training, still looking for employment with no sign of starting up some kind of business activity to sustain themselves. This observation gratefully contradicts the aim of entrepreneurship training stated in the NCDC (2012) and the reason for introducing the programme in the college.

As an advocate for change, I am compelled to say that it is painful to see students go through training institutions, acquire 'a piece of paper', come out and sit at home as if they never attained entrepreneurship training. Many times, this observation defeats my

understanding and leaves me wondering what could be the future of these graduates as well as the nations' economy if the education system continues to pass out graduates believed to have acquired entrepreneurial skills but are not able to create jobs for themselves.

This has not only been my concern and observation but to other Ugandans as well. Therefore, this study is anchored on some of their earlier opinions. For instance, Mugalu (2013) notes that, presently, there are more than 400,000 graduates who enter the labour market every year but only 113,000 are absorbed in the formal sector. What results from the rest who fail to get employment is high tensions and violence, alcoholism, cross generational sex, early marriages, prostitution, marital infidelity and homosexuality. On one of the research expeditions to Directorate of Industrial Training (DIT), one of our respondents lamented the state of Uganda education system when he said;

Graduates are not employed, including entrepreneurship graduates...the majority of them are not skilled to start up income generating activities to make them self-employed, hence cannot contribute to the national development... what sort of education do we have, is it to imprison us?

It is against this background that I was inspired to establish whether the training offered to the entrepreneurship students equips them with the required competences to start, manage and run a business.

### **1.3 Statement of the problem**

Whereas entrepreneurship was introduced into Uganda education system as a timely response towards youth global unemployment with a view of equipping students with life skills (NCDC, 2012), to the contrary, to date the majority of graduates still remain unemployed (Mugalu 2013). As if this is not enough, they are not able to think outside the

box as expected of entrepreneurship graduates. What results from the rest who fail to get employment is high tensions and violence, alcoholism, sports betting, cross generational sex, early marriages, prostitution, marital infidelity and homosexual (Mugalu 2013). This situation appears to signal that there could be a missing link between the training and the actual practice or use of the skills learned. However, the actual reason underpinning this is not clear. Could it be with the nature of training or attitude of the learners? This study intends to establish answers to this unclear phenomenon?

#### **1.4 Purpose of the study**

The purpose of this study was to examine whether the entrepreneurship training curriculum offered at Uganda College of Commerce Aduku equips students with competences required in the world of work.

#### **1.5 Objectives**

1. To establish the competences required of the entrepreneurship students in the world of work.
- ii. To examine whether the content in the entrepreneurship curriculum offered by the college meets the world of work requirements.
- iii. To examine the pedagogical approaches employed by college instructors during the training of entrepreneurship students and their relationship with work-based competence.

#### **1.6 Research questions**

1. What are the competences required of entrepreneurship students for eventual entry into the world of work?

11. Does the content in the entrepreneurship curriculum equip entrepreneurship students with competences required in the world of work?
111. Do the methods employed in training the entrepreneurship students equip them with the competences required for working life?

## **1.7 Scope of the study**

Under this section the geographical, content and time scope of the study are explained.

### **1.7.1 Geographical scope**

The scope of this study was limited to Uganda College of Commerce Aduku. The college is located in Apac district, Northern Uganda.

### **1.7.2 Content Scope**

The study was limited to the competences required of entrepreneurship students, content in the curriculum and pedagogical approaches employed in the entrepreneurial training.

### **1.7.3 Time scope**

The study covered the period between 2006 and 2013. This period was considered because entrepreneurship training was introduced and operationalized in colleges of commerce (NCDC, 2012).

## **1.8 Significance of the Study**

The study may be of benefit in the following ways:

- It will be a source of information to policy makers, academics, educational institutions and the public in general. A copy of this thesis will be taken to the

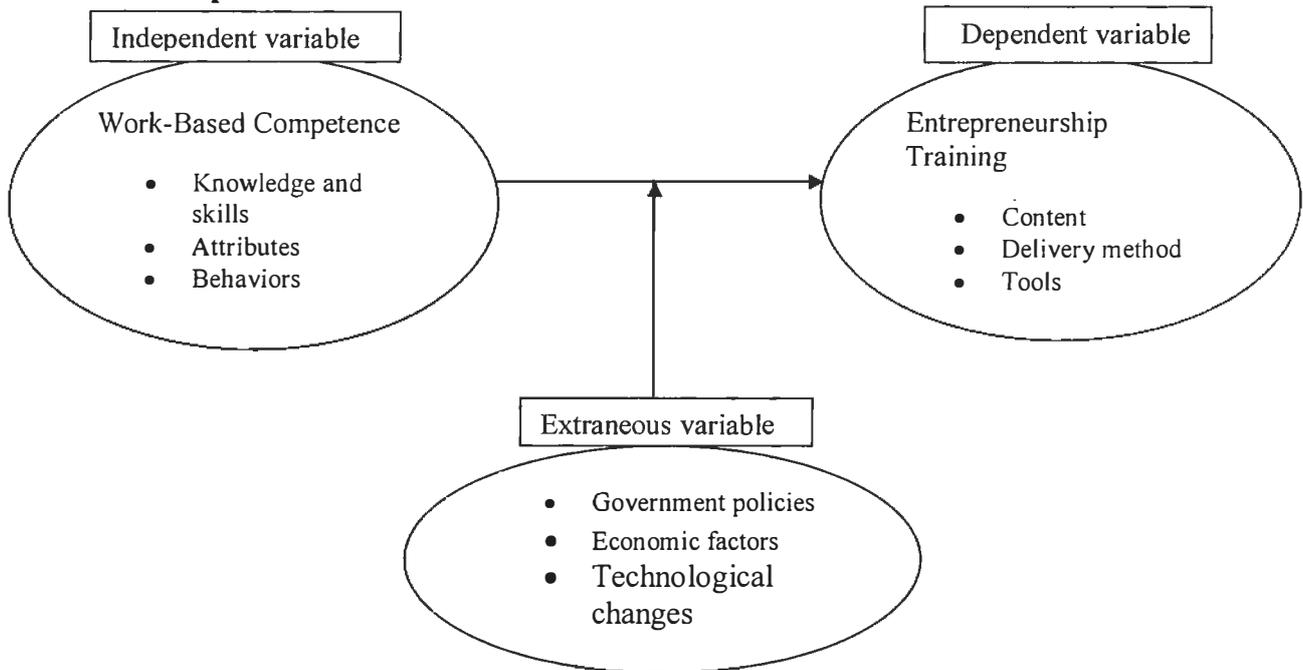
department of vocational education and training, Ministry of Education and Sports; National Curriculum Development Centre and another one to UCC Aduku.

- Raise awareness about developing suitable entrepreneurship programmes to prepare students for entrepreneurship as a career option. I intend to organize radio talk show to create awareness to the general public.
- Inform Ugandan educators to integrate curriculum and teaching methods that foster entrepreneurial competence.
- Act as a stepping stone towards my academic publications. I intend to turn each of the three objectives of this study to a more detailed writing. Hence, the first writing will focus on content of entrepreneurship as a vehicle for skills acquisition.

## **1.9 Justification**

Training institutions have continued to pass out graduates' year after the other and yet the jobs are limited compared to the numbers passed out. On the other hand, entrepreneurship training is offered to the students with a view of equipping them with skills to make them self-employed. Limited research has been carried out to this effect hence this study is timely to seek out what is wrong out there with the training institutions.

### 1.10 Conceptual frame work



**Figure 1. 1: Conceptual Framework**

**Source:** Adapted from European Commission (2012) and modified by the researcher

#### **Explanation of the conceptual framework**

In this study, Work-Based Competence is the independent variable (IV) and includes knowledge and skills, attributes and behaviors expected of entrepreneurship graduate in work places. In order for the entrepreneurship graduates to exhibit the competences required of them in work-places. Meanwhile the training content, pedagogy tools and materials entrepreneurship teacher as well as mode of assessment have been conceptualized as the dependent variable (DV). For example, if the students are expected to start-up, run and manage their businesses after graduation, then the content should include communication skills, creativity and time-management among others to enable them act as entrepreneurs ( Rae cited in Kirby, 2004). If this is not done then it is obvious that they will lack the

necessary skills hence will not be able to act as entrepreneur. Furthermore, the pedagogy employed should be able to change the attitude of learners as well as their behaviors to act entrepreneurially. In order for the training programme to change the attributes and behaviors, there is need for the students to be linked up with entrepreneurs so as to learn from them. This is in line with Kirby (2004) who observed that students should be provided with role models who are involved in both the learning and assessment processes to demonstrate role orientation, ability and motivation. Ronstadt cited in Kurczewska (2008) also shared the same view with Kirby(2004) when he asserted that an effective programme should show students how to behave entrepreneurially as well as introducing them to the people who might be able to facilitate their success.

However the expected outcome of training may be interfered with by extraneous variables (EV) like: Government policies- if the policies is flexible, that is, setting up rules for industrial training in public organization, it will encourage students to be experienced what they will meet after graduation but the reverse is true;

Technological changes- If the training institution is capable of coping up with the new trend, then it can produce competent graduates.

Economic factors- These include for example lack of overhead facilities, non-availability of capital, lack of labour as well as skills and risk tolerance.

These interferences may lead to the training programme coming up with unwanted or undesirable results.

### 1.11 Definition of operational Term

In this section, the terms as used in the study to accord them meaning.

- **Competence-** Individual demonstrated knowledge, skills and ability to perform a specific task.
- **Content-** Academic material in terms of general knowledge, theory and practice given to the learner with a view of helping the learner develop academically.
- **Curriculum-** All the learning experiences that students have under the direction of the school.
- **Entrepreneur-** A person who always searches for change responds to it and exploits it as an opportunity.
- **Entrepreneurship-** Individual's ability to turn ideas into action.
- **Experiential learning-**a form of learning where learners acquire knowledge and skills through experience
- **Entrepreneurial skills-** Includes creativity, innovation, ability to take risks, ability to identify opportunities, ability to have a vision for growth and interpret successful and entrepreneurial role models.
- **Job creation-** Starting up a job or business for oneself and employing others
- **Pedagogy-**Method of teaching
- **Training-** The process of systematically acquiring job related knowledge, skill and attitude in order to perform with effectiveness and efficiency specific tasks in an organization.
- **Work-based competence-** Knowledge, skills, attitudes and behaviors expected of entrepreneurs in workplaces.

## CHAPTER TWO

### REVIEW OF RELATED LITERATURE

#### 2.1 Introduction

This chapter presents the review of the theory underpinning the study. The view of other scholars in relation to the topic of study titled “Work-based competence and entrepreneurship training” has also been presented. The presentation is guided by the objectives of the study which states:

1. To establish the competences required of the entrepreneurship students in the world of work.
- ii. To examine whether the content in the entrepreneurship curriculum provided by the college meets the world of work requirements.
- iii. To analyze the pedagogical approaches employed by college lecturers during the training of entrepreneurship students and their relationship with work-based competence.

#### 2.2 Review of theories underpinning the study

Theorists have argued that entrepreneurs learn primarily through learning-by doing and reflection which includes learning by copying and opportunity taking and learning from making mistakes (Fernando & Oswarld, 2006). Similarly, Minniti and Bygrave cited in Fernando and Oswarld asserts that learning how to be entrepreneurial can only be acquired through learning by doing or direct observation.

The study has been guided by the pragmatist theory which holds that the goal of education are not to give students the facts about the way of the world but let them learn the process of discovery and self-sufficiency as much as the facts that are discovered (Taalita, 2010). According to

Dewey; James and Peirce cited in Taalita (2010), pragmatism is action-oriented philosophy of science that studies the link between action and truth, practice and theory.

The study has been guided by the pragmatism theory of learning. The theory has also been supported by other theorist. Kourilsky and Carlson (1996) and Kourilsky and Esfandiari (1997) cited in Isobel & Ingrid (2003) asserts that these theories includes; learning by doing (Dewey, 1933, 1938), stages of cognitive development (Piaget, 1952) and taxonomy of cognitive learning objectives (Bloom, *et al.*, 1956). According to them these different learning theories each have implications for constructing education programs, or curricula.

Isobel, *et al.* (2003) continued to explain that the theory of generative learning is based on the assumption that the brain actively constructs meaningful relationships between unfamiliar concepts and familiar relevant knowledge and experience. Correspondingly, Kourilsky and Carlson (1996) assert that learning is seen as a generative process of constructing meaning from one's memories, knowledge, and experience.

Wittrock and Kourilsky cited in Isobel, *et al.* (2003) points that the theory of experience-based learning – or learning by doing – advocates that students are personally involved in the learning experience by making decisions and personally bearing the consequences of those decisions. To them, training should involve active participation of the students in real-life problem-solving situations with personal significance.

The theory of cognitive development describes the intellectual growth path of a child. Cognitive development is dependent upon the interaction of children with their environment (Isobel, *et al.*, 2003). To elaborate on cognitive development, Wadsworth cited in Isobel opined that Piaget's learning theory indicates that the education system can have an important

impact on children's knowledge acquisition as long as curricula development is in line with the learning stages.

Kourilsky and Carlson, Gibb, Hailey, Gundry and Kickul, Crowley, Hisrich, Lankford and O'Conneide, and Kolb cited in Isobel, *et al.* (2003) echoes similar views that although scholars and trainers holds different views on a particular set of entrepreneurial competence to be developed in education, there seems to be consensus regarding the method of teaching entrepreneurship. They emphasized that, because entrepreneurship is often associated with competence, such as initiative, creativity and autonomy among others, it is important that entrepreneurship should be taught in an active and experiential way, stimulating young people to systematically think and act entrepreneurially. To me in feel this is a better way of training students to allow them practice and experience what is expected of them in real-life working situations.

### **2.3 Competences required of Entrepreneurs**

Great attention has been given to competence-based education and is currently booming in other several countries as put forward by Stoof cited in Izquierdo, Deschoolmeester, & Salazar (2005). Stoof (2005) maintains that the concept of competence has mainly been applied in the world of business especially in the areas of recruiting and selecting new employees.

Many authors have defined competence in different ways. Stoof (2005) defines competence as a combination of knowledge, skills and attitudes which are required by employees in their tasks. Gibb cited in Izquierdo, *et al.* (2005) also echoes similar view when

he defines competence as the ability to perform certain task which knowledge, skills attitudes and motivation are necessary.

In his views of competence of entrepreneurs, Rostand cited in Inzquierdo, *et al.* (2005) suggests a set of fourteen skills to be developed through entrepreneurship education. Some of these skills includes; creativity, ambiguity tolerance, opportunity identification and venture evaluation, career assessment, deal making, networking and ethical assessment. However, Suomala, *et al.* cited in Taatila ( 2010 ) argues that the competences that make a successful entrepreneur are difficult to define. They continued to explain that, while some entrepreneurs are experts in their subject, some have hardly any basic knowledge about the areas of their expertise. They gave an example of the first medical operating room robot system (AESOP) developer, Dr.Yulan Wang, who was one of the world's leading robotic experts. Similarly successful Alison Perry, who developed the inogen One oxygen support system for COPD patients, was a young business student with neither technical nor medical skills. This, and other similar examples, demonstrates that the traits of a successful entrepreneur can be applied outside their specific areas of knowledge:

On the other hand, Schumpeter cited in Taatila (2010 ) states that successful entrepreneurs should be innovative, creative and risk-taking. This view later has been supported in follow-up studies, like that of Wickham (2006), which states that entrepreneurs are creative, seek and discover niches for market innovations, bear risks, are growth oriented, and are driven to maximise profit or investors' returns. Dixon, Meier, Brown and Custer (2005) points that entrepreneurial competence refers to the sum of the entrepreneur's requisite attributes for successful and sustainable entrepreneurship. According to Dixon et' al. these

attributes include attitudes, values, beliefs, knowledge, skills, abilities, personality, wisdom, expertise (social, technical, and managerial), mindset, and behavioral tendencies.

The combination of mental images and the overestimation of the up-side may also lead to a high level of self-confidence, another typical entrepreneurial trait (Denslow and Giunipero, 2003). They continue to argue that successful entrepreneurs believe strongly in their ideas and enjoy sharing those ideas with others. Denslow and Denslow elaborates that because entrepreneurs trust their own instincts, they can be very persuasive in swaying others to accept their ideas. Hence, successful entrepreneurs are able to convince and inspire the required network members into reaching shared goals, that is, they need both to have good networks and networking competence.

One key attribute associated with entrepreneurialism is change (Schumpeter 1926). According to Schumpeter (1926), entrepreneurs seem to have high tolerance for ambiguity and changing situations in the environment in which they most operate. He elaborates that the ability to handle uncertainty is critical because entrepreneurs constantly make decisions using new, sometimes conflicting information obtained from numerous unfamiliar sources (Zimmerer and Scarborough, 2002). He further points that entrepreneurs need to be “jacks-of-all-trades” who are competent enough in several fields of activities. For example, Lazear (2005) has shown that individuals with balanced and wide skill-sets are more likely to become entrepreneurs than those that focus on the role at work or subject at school.

Grousbeck cited in Taatila (2012) lists five competence requirements; dissatisfaction with the current *status quo*, healthy self-confidence, responsible competence (that is willingness to do the required job), a concern for detail and a tolerance of ambiguity.

Correspondingly Limbing and Kuehl cited in (Tautila, 2010 ) lists passion for business, a tolerance of obstacles, perseverance, trust, determination, risk management, a positive attitude towards change, the tolerance of uncertainties, initiative, the need to achieve, punctuality, an understanding of timeframes, creativity, an understanding of big picture, and motivation. One interesting commonality in these lists is both the requirement to see beyond daily life and its tasks, and simultaneously a very active work orientation, a willingness to “roll up one’s sleeves”. These requirements may form one of the basic differentiating factors between entrepreneurs and other people. A successful entrepreneur is both a creator and an implementer, someone who not only dreams of new things, but is also willing to work hard in order to achieve them.

**Table 2. 1: Knowledge, skills and attitudes often linked to entrepreneurship**

Knowledge and Skills	Behavioral/Affective attitudes
<ul style="list-style-type: none"> <li>▪ Ability to organize a new business</li> <li>▪ Ability to make decisions and develop of strategies</li> <li>▪ Ability to find resources</li> <li>▪ Broad understanding of the workings of the economy and the opportunities and challenges facing an employer or organization</li> <li>▪ Ability to identify and grasp available opportunities for personal, professional and/or business activities</li> <li>▪ Awareness of ethical values and promotion of good governance</li> <li>▪ Ability to work both as an individual and collaboratively in a team</li> <li>▪ Ability to judge and identify one's strength and weaknesses</li> <li>▪ Ability to assess and take risks as and when warranted</li> <li>▪ Networking skills</li> <li>▪ Proactive project management skills</li> <li>▪ Effective representation and negotiation skills</li> </ul>	<ul style="list-style-type: none"> <li>▪ Creativity / innovativeness</li> <li>▪ Sense of initiative</li> <li>▪ Pro-activity</li> <li>▪ Independence</li> <li>▪ Risk taking</li> <li>▪ Convincing / persuasive</li> <li>▪ Desire for independence</li> <li>▪ Motivation and determination to meet objectives</li> <li>▪ Need for achievement</li> <li>▪ Daring / courageous</li> <li>▪ Willingness to face uncertainty</li> <li>▪ Open-minded to opportunities or solutions</li> <li>▪ Assertiveness</li> <li>▪ Passionate</li> <li>▪ Visionary</li> </ul>

*Source: Secondary*

The European Commission ( 2011) asserts the knowledge, skills and attitudes shown in table 2.2 can be encouraged in the context of education and training. The Commission,

however, explains that these knowledge, skills and attitudes can be achieved through other means such as leisure activities, participation in sport, family environment among others. There is little consensus on how certain skills, knowledge and attitudes are (best) acquired. However, the idea behind entrepreneurship education is that education and training has a role to play in strengthening and encouraging these skills and attitudes and providing the related knowledge.

According to European Commission (2009), Entrepreneurial programmes and modules offer students the tools to think creatively, to be an effective problem solver, to analyze a business idea objectively, and to communicate, network, lead, and evaluate any given project. Students feel more confident about setting up their own businesses if they can test their ideas in an educational, supportive environment. Similarly, Onstenk cited in Edgar, Deschoolmeester and Salazar ( 2005 ), observes that a competent entrepreneur must be able to use knowledge, attitudes and skills in such a way as to be able to deal effectively with tasks, problems, dilemmas and contradictions.

Moreno as noted in European Commission (2009) affirms that the identification of opportunities has been recognized as one of the most important abilities of successful entrepreneurs and consequently has become an important element in the scholarly study of entrepreneurship. Moreno continues, not surprising, there has been considerable interest in why, when and how some people are able to identify opportunities while others cannot do or do not.

In summary, it is widely apparent through the literature reviewed that there is an increasing interest in the development of educational programmes to encourage and foster

entrepreneurship. The great challenge for researchers has been to identify what makes an entrepreneur and how these characteristics can best be imparted through education. In this respect I have discussed the content of entrepreneurship courses and the delivery process. As far as the course content is concerned, various researchers point out little uniformity. However, for the entrepreneurial success of learners, there is recognition that the contents of entrepreneurship training should emphasize opportunity recognition knowledge, marshalling of resources to pursue the opportunity and the creation and management of a viable business.

As for the teaching/learning process it is suggested that traditional methods of teaching entrepreneurship give way to new methods that balance lecture-based classes with active experimentation (active and hands-on pedagogies). This requires a shift in the role of teachers, from instructor to tutor thus an instructor becoming a learning process facilitator (Alberti, *et al.*, 2004). With regard to assessment techniques, it is accepted that classroom-based examinations are not effective assessment techniques for entrepreneurship training.

#### **2.4 Content in the entrepreneurship curriculum**

Bragg & Henry (2011), notes that despite its relatively recent arrival into policy and strategy development, entrepreneurship education is deemed of great importance due to the challenges faced by a globalized economy upon which entrepreneurship can have a large impact through the promotion of innovation, employment generation and social empowerment. However, entrepreneurial training does not have a good outlook and it is being conducted at a lower level of education (Bragg & Henry 2011).

Most recent European Union (EU) policy documents recognize that entrepreneurial attitudes and skills are not sufficiently addressed by training and educational establishments in Europe, particularly in vocational education (Kristin, 2005). Kourilsky and Walstad cited in Niyonkuru ,(2005) also observe that the rationale for developing and refining the curriculum is based on empirical evidence that not only the curricula have concentrated on preparing the students towards the “take-a-job” option instead of the “make-a-job” option.

#### **2.4.1 Concept of curriculum**

The term curriculum has been defined in different ways by different authors. According to Nacino-Brown, Oke and Brown (1994), curriculum is all the experiences a child has under the guidance of a school, all the courses or subjects which the school offers and the systematic arrangement of subject matter and activities within a course offered by a school (for example, entrepreneurship). Similarly, Brown, *et al.* views as observed in Niyonkuru (2005) points that curriculum is a broad term meant to include the complete experience of the student while at school under the guidance and direction of the school. They further put forward that curriculum includes activities which are academic and non-academic, vocational, emotional and recreational as well. According to them, a complete description of curriculum has at least three components which includes: the content of instruction; the method of instruction and the order of instruction.

Okudan and Rzasa cited in Erem and Adjimah (2003) proposes that effective entrepreneurship training should provide opportunities for students to practice all the entrepreneurial leadership components. On the other hand, Brown cited in Niyonkuru (2005) notes that entrepreneurship training should be viewed in terms of the skills that can be taught

and characteristics that can be engendered in students in order to help them develop new and innovative plans. In this respect Brown mentions that the curriculum has to focus on the features needed to conceive of and start a new business.

According to Alberti, *et al.*'s views as noted in Niyonkuru (2005), there are four types of knowledge useful for entrepreneurs: (1) business general knowledge, (2) venture general knowledge, (3) opportunity-specific knowledge, and (4) venture-specific knowledge. However, they claim that opportunity specific knowledge and venture-specific knowledge are the most important for entrepreneurial success. Therefore, programmes in entrepreneurship should foster the last two categories of knowledge. Similarly, Vesper cited in Edem and Adjimah (2013) categorizes four kind of knowledge useful for entrepreneurs and asserts that the entrepreneurship course contents ought to be developed according to this knowledge: i) business-general knowledge; ii) venture-general knowledge; iii) opportunity-specific knowledge and iv) venture-specific knowledge. However Brown (2000) claims that the opportunity and venture-specific knowledge are the most important for entrepreneurial success.

Kourilsky cited in Colin and English (1995) places curriculum components into three groups which includes; opportunity recognition, the marshalling and commitment of resources, and the creation of an operating business organization. Kourilsky (1995) believes that these components, if taken into consideration when developing a curriculum for entrepreneurial training, could contribute to building knowledge, skills and values necessary for new venture creation. Relatedly, Gormon, *et al.* as observed in Niyonkuru (2005) points out that the contents of entrepreneurship should address the abilities of identifying an

opportunity, pursuing the opportunity and transforming it into a growth-oriented business. To them, this will equip the students with the ability to detect and exploit business opportunities more quickly as well as the ability to plan in greater detail and project farther in the future. This suggests that the content for entrepreneurship should address the abilities to identify opportunity, pursue the opportunity and transform it into growth-oriented business.

According to Jorgensen (2008), there should be a certain degree of connection between the content of the work and the teaching to connect the learning in the two learning environment, learning in the school and learning at workplace. To him, this is however not easy because the content of the workplace is determined by the functional needs of the production in the specific firm, while the curriculum in public schools of vocational and further training institutions are guided by educational policy guidelines. He further contends that the increased specialization of production makes it difficult for public education and training programmes to offer relevant teaching content.

To avoid a disconnection between training programme and the labour market demands, Jorgensen (2008) further argues that the content of the education and training programmes must be constructed, not only in relation to the current needs of the enterprises, but also in relation to the participants' personal needs and the long-term needs of the labour market and the society. Jorgensen (2008) further explain that, to take problems from the workplace and make them into teaching themes is a fruitful way of creating connections in relation to the content. In this way the teaching content is not derived from the academic curriculum, but from genuine problems that the employees experience as urgent and which bring with them into the educational programme.

According to Alberti cited in Eslyn, Kobus, *et al.* (2007), for effective entrepreneurship education there should be a relationship between the goals of the entrepreneurship programme, the audiences to which the programme is delivered, the contents of the entrepreneurship courses or modules, the method of delivery or pedagogy, and finally the assessment that will be used.

However, Eslyn, Visser, Christian, & Pradeep,( 2007) notes that the Nieman and Van Vuuren model of entrepreneurial performance training (see Table 2.1) promotes learning of entrepreneurship at high school level. The model includes three components, namely, motivation; entrepreneurial skills; and business skills (Ladzani & Van Vuuren, 2002).

**Table 2. 2: Content of entrepreneurial performance training (adapted from Ladzani & Van Vuuren, 2002)**

<b>Motivation/ Personality trait</b>	<b>Entrepreneurial skills</b>	<b>Business skills</b>
<ul style="list-style-type: none"> <li>➤ Need for achievement</li> <li>➤ Ability to inspire</li> <li>➤ Expectation for the higher achiever</li> <li>➤ Obstacles or blocks</li> <li>➤ Help</li> <li>➤ Reactions to success or failure</li> </ul>	<ul style="list-style-type: none"> <li>➤ Creativity</li> <li>➤ Innovation</li> <li>➤ Ability to identify opportunities</li> <li>➤ Ability to have a vision for growth</li> <li>➤ Interpret successful entrepreneurial role models</li> </ul>	<ul style="list-style-type: none"> <li>➤ Management/leadership</li> <li>➤ Business plan</li> <li>➤ Financial skills</li> <li>➤ Marketing skills</li> <li>➤ Operational skills</li> <li>➤ Human resource skills</li> </ul>

*Source: Secondary*

Nalumansi, *et al.* cited in Okello (2012), describing the technical vocational education in Uganda in a World Bank report had this to say;

The current BTVET system is not in a position to cater for the present and future skills requirements of the economy. Most BTVET providers do not refine their students to the required current and future skills needs. The training contains too much theory and too little hands on experience. Even the practical skills are theoretically explained with gestures and picture.

Nakalembe (2013) also opined that in Uganda today, the current education system in primary and secondary schools is based on passing examinations at all costs while at the higher institutions of learning the courses are generally theoretical, less practical, and not job-related. She continued to explain that at all both levels of education, emphasis is on the cognitive development, that is, training the head alone.

## **2.5 Pedagogical approaches employed in teaching entrepreneurship**

The scholarly views on the pedagogical approaches to teaching entrepreneurship skill varied. According to Timmons et al. cited in Balan & Metcalfe, (2012), finding suitable teaching methods to help students deal with the complexity of entrepreneurship and achieve the educational objectives is important for classes of young, undergraduate students with limited or no business experience. Correspondingly, Balan & Metcalfe, (2012) affirms that determining any teaching method depends on the objectives of the course, contrary to Jemiesons' view as noted in Balan & Metcalfe. Jemiesson observes that when entrepreneurship education was taught, an understanding of the nature and process of entrepreneurship should prepare students to start their own business through hands-on training. similarly, Hytti and O'Gorman whose views are pointed in Balan & Metcalfe asserts that a study conducted in four European countries concluded that a better understanding of entrepreneurship, creation of skills, shared information on starting small business and helping people to be more enterprising in their lives was paramount.

According to Mjelde (2006), workshop learning in vocational education, whether in the kitchen, the mechanical workshop, the spinning and weaving floor, the hospital ward, or the operating room, places fundamental emphasis on learning through activity and collaboration. She further emphasises the importance of learning through practice and experience where learning is realised by trying and failing and through action as a basis of knowledge acquisition. Relatedly, Applebaum (1992) observed that even in the 'realm of pure ideas, whether it be through activity of writing or of teaching, one learns best when involved in an activity. European commission (2008) points that equipping of students with the relevant skills requirement for the world of work practice is fundamental and important that the purpose of the course/programme should be precisely defined and geared towards the expected outcomes so as to influence appropriate choices of the teaching methods and tools.

Entrepreneurship training may be realized through numerous approaches that engage learners in training institutions and workplace experiences. Ladzani and Van as cited in Eslyn et al. (2007), encourages the use of multiple or holistic approach to learning by doing, learn from mistakes, learn from stakeholders' feedback and interaction, learn to deal with pressure, ambiguity and complexity, learn to find problems as well as design solutions, learn from discovery, learn from formal and informal environment and learn from multi-disciplinary perspective. Contrary to the views of Ladzani and Van (2007), Harris et al. cited Fernando and Oswald (2006) argues that approaches to entrepreneurship education emphasizes the transfer of knowledge and information based on traditional university pedagogy. However, Harris et al. (2006) views is under criticism by Gibb cited in Fernando and Oswald (2006) as being inconsistent with the way in which entrepreneurs actually learn. Instead, Gibb (2006)

advocates for problem-based learning experiences that help in dealing with complexity, ambiguity and multi-functional roles. These experiences may be complemented with apprenticeship practices propagated by Aronsson (2004) to help learners progress from layman position, through journeyman as they learn from later masters in the field and through the communities of practitioners advocated for by Lave and Wenger (1994). Furthermore, Taylor (2004) suggests that any form of training should possess an element of active and experiential learning, while Li (2003) supports competitive learning practices as a means of teaching and learning entrepreneurship knowledge and skills.

The inclusion of role-play, scenario, simulation and games as approaches to learning entrepreneurship is encouraged by Thoerex (2004) while Gendron (2004) asserts that visioning, creativity and opportunity identification are key in the dispensation of knowledge and skills. Similarly Cope (2003) argues that entrepreneurs could learn from reflection or critical incidents that students are actively exposed to in the course of their daily interactions. Furthermore, Robertson (2003) identifies problem-based and/or goal orientated activities and, activity that leads to reflection, presentation and discussion to constitute the entire teaching content for entrepreneurial experiences.

According to Fernando and Oswald (2006), existing approaches to entrepreneurship education emphasizes the transfer of knowledge and information adopting the traditional approach to business and management pedagogy. The alternative enterprising approach to teaching entrepreneurship based on the cognitive learning model may also be applied in training. Fernando and Oswald (2006) emphasizes that the patterns of teaching promoted by 'alternative' entrepreneurship educationalists are mainly based on activities, action learning

and experiential learning opportunities. He adds that the alternative and traditional approaches to entrepreneurship education aid transformative and transmissive strategies to teaching and learning. According to Sterling (2001) the transformative approach helps learners to engage in constructing and owning their learning while the transmissive opportunities implies that that teaching was instructive and associated with the transfer of information.

Gibb echoed in Fungai et al.(2011) points that the traditional teaching methods such as lectures, literature reviews, using reading materials, discussions, tutorials; examinations and so on do not activate entrepreneurship. Gibb continues to suggest that traditional teaching methods have to be complemented with entrepreneurial approaches of learning by doing and providing opportunities for students to actively participate, control and mould the learning situation. Similarly, Kirby as observed in Fungai et al. (2011) affirms that the traditional lecture format with all its predictability may not be the most effective method because it ignores the essence of the entrepreneurial process and inhibits the development of the requisite entrepreneurial skills and characteristics. Just like Gibb and Kirby, Kyro noted in Fungai et al.(2011) also observes that entrepreneurship education concentrates on the human being as a whole including his or her feelings, values and interests, even in terms of taking irrational decisions and as part of society at large.

The European Commission (2009) observes that the most effective way to teach entrepreneurship is to have students participate in practical projects and activities, in which learning by doing is emphasized and real experience with entrepreneurship is gained. The Commission further points that the problem-driven and experience-oriented education is

essential in fostering entrepreneurial mindsets and abilities by recognizing the most commonly used teaching methods to include lectures, computer simulations and business games, student companies, project work and group work, company visits and work placements. On the other hand, Cinneide (2004) notes that the entrepreneurial-directed alternative requires the instructor to become a learning process facilitator through extensive use of learning exercises such as role playing, management simulations and structured exercises or focus learning feedback situations in which the participant must take an active role. As such, participants reflect on their experience and develop generalizations through small discussion groups, develop hypotheses which are later tested with additional learning exercises.

Blenker (2011) asserts that stories, narratives, books and movies tell inspirational stories about how authors create their businesses, producing a variety of insights or 'eureka' moments for those reading or watching them. Similarly, Gartner (2007) concurs that narratives are reflexive and as such stories act as powerful means for transforming schemes in the mind because they often invoke role models. Gartner (2007) continues to elaborate that storytelling constitutes an important means of communication and their meanings constitute a powerful means of replacing existing ideology with a new mindset that turns narratives into reality.

According to African Union (2007) training for high-quality skills requires appropriate training equipment, tools and adequate supply of training materials and practice by learners, relevant text books and qualified instructors with experience in enterprises. Okello (2011) also echoes similar views that the popular methods employed in the teaching

of vocational subjects are theoretical and workshop based; though workshops are often absent or ill-equipped for a proper learning situation

Odina echoed in Nwanaka & Amaehule (2011) points that, if learners are to acquire the necessary skills, adequate material and resources should be provided in school. The need for workshops, laboratories, studio and classrooms to be equipped with such items as benches, tables, machine tools and instruments cannot be over emphasized. Furthermore, Odina found out that teaching aids were significantly meant to enhance the teaching and learning of any given subjects and therefore, simplified the learning process; lack of teaching aids in skill subjects would render most of the lessons taught in the classroom appear more abstract to students. Relatedly, Nilsson (2011) in his lectures to MVP cohort III students asserts that one must be trained how to do a task with appropriate tools, materials and equipment for competence development in a particular trade. Similarly, Okinyal cited in Okello (2011) observes that BTVET is practical oriented and its success depends on the availability of teaching materials, tools, machines and equipments. Okinyal continues to explain that if these materials and equipments are grossly lacking in the institutions, the products from them will not have the competences directly required in the world of work.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.1 Introduction**

Research methodology refers to the way in which data is gathered for a research project. It is the blue print for the collection, measurement, and analysis of data in order to achieve the objectives of the research project. Research methodology is important in a research work because it specifies the sampling design (Zindiye, 2008). This chapter presents an analysis of the research design, the study population, the sample size and selection, sample techniques and data collection procedure, data processing and analysis.

#### **3.2 Study design**

The descriptive research design was employed to address the research objectives of the study. Specially-designed interview guide, focus group discussion guide, documentary analysis and observation were used to collect data related to: content in the entrepreneurship curriculum, pedagogical approaches to entrepreneurship training as well as competence required of the entrepreneurship student. The study was descriptive using qualitative methods of data collection and analysis. The design was opted for basing on one of its major feature that focuses on naturally occurring, ordinary events in natural settings. This enabled the researcher to have a strong handle on what "real life" is like. That confidence is buttressed by local groundedness, the fact that the data were collected in close proximity to a specific situation, rather than through the mail or over the phone. This design was also preferred

because the data collected requires the description of the opinion of the respondents. This is supported by Kothari( 2004) who asserts that the study concerned with specific predictions, with narration of facts and characteristics concerning individual, group or situation are best studied using descriptive research design.

### 3.3 Population of study

Dooley (1995) cited in Odiya (2009) defines a study population as the collectin of all the individual units or respondents to whom the results of a survey are to be generalised.

This study comprised four categories of population namely;

- 1) Final year students
- 2) Graduates who completed between 2006 and 2013
- 3) Lecturers
- 4) Entrepreneurs

**Final year students:** 10 final year students were selected comprising five male and five female. Since they are in their final year and expected to have been exposed to a number of activities such as industrial training, to prepare them for eventual entry into working life, they were able to give pertinent information.

**Graduates:** 15 graduates were selected. These were selected from those who have already started their own businesses and those who have not yet started anything in order to compare ideas. They were selected basing on the idea that since they have started doing

something, they are in a better position to give useful information regarding what they acquired during training in relation to their experience in real world of work.

**Lecturers:** All the lectures (two) for entrepreneurship training were involved. By the nature of their profession, they were expected to be in a position to provide information on the nature of training and its success in the world of work.

**Entrepreneurs:** 20 business owners were selected. They were considered important informants. It was believed that since they are practicing entrepreneurs, they were the custodian of pertinent information to be used as yardstick to determine what is expected of the entrepreneurship students in the world of work.

### 3.4 Sample size and selection

Churchill and Brown cited in (Afolabi & Macheke, 2012) noted that the correct sample size in a study is dependent on the nature of the population and the purpose of the study. The sample size usually depends on the population to be sampled, although there are no general rules. This study employed; census sampling, purposive sampling, convenient sampling and snow ball sampling.

**Table 3. 1: Summary of the sample size and selection methods**

Category of population	Sample size	Sampling technique
Entrepreneurs	20	Purposive sampling
Lecturers	2	Census Sampling
Graduates	15	Snowball sampling
Final year students	10	Convenient sampling
<b>Total</b>	<b>47</b>	

*Source: Secondary*

### 3.5 Sampling Techniques

Sampling is the process of selecting elements from a population in such a way that the sample selected represents the population (Amin, 2005). He continues to explain that a sample is a portion of the population whose results can be generalised to the entire population. In this study, the following were used;

### **3.5.1 Convenient sampling**

The study used a convenient sampling technique to obtain data from final year students instead of the stratified random that was earlier on planned for. This was because at the time of data collection, the students were scattered since they were not allowed in the college without full clearance of the tuitions fee. This is supported by Mugenda and Mugenda (1999) who asserts that this technique is used in selecting cases or units of observation as they become available to the researcher.

### **3.5.2 Census sampling**

This study used census sampling to choose lecturers because they were only two. Amin (2005) asserts that this type of sampling respondents is less expensive, less time consuming and ideal in situations where the items are not too many.

### **3.5.3 Snowball sampling**

Also known as chain referral sampling, is considered a type of purposive sampling. In this method, participants or informants with whom contact has already been made use their social networks to refer the researcher to other people who could potentially participate in or contribute to the study (Woodsong, 2005). Snowball sampling is often used to find and recruit "hidden populations," that is, groups not easily accessible to researchers through other

sampling strategies. In this study, the lecturers of entrepreneurship identified three students who had left the college in 2007, 2008 and 2010. Their contacts were given to me. Through these three, I was able to trace the rest of their colleagues.

#### **3.5.4 Purposive sampling**

Odiya (2009) observes that the respondents are sampled on the basis of the knowledge that they have the information being sought. This study interviewed entrepreneurs because they were believed to have a lot of experience in business and in a position to explain what it takes to be an entrepreneur.

### **3.6 Data collection methods**

This study used both primary and secondary data. Kumar (2005) cited in Odiya (2009) points that the information for secondary data is already available and just needs extraction. The techniques most commonly used in this case are literature review, government documents and books among others. Primary data on the other hand, the information is not yet available, the researcher must look for and collect the information. In this study, multiple strategies will be used to collect data.

Thus, a combination of focus groups, observation, interviews and documentary analysis were used to collect the data.

#### **3.6.1 Focus group discussion**

According to Krueger and Casey (2000) cited in Onwuenegbuzie, Leech and Collins (2010 p.16), focus group discussion is a method of collecting data in a safe environment, from more than one individual at a time, regarding a specified area of interrogation. This

method allows flexibility of the members to discuss freely an issue, participants talk to members and facilitators directly, first-hand information is collected (Amin 2005). Focus group discussion was used to obtain the data from 10 students at the same time. The social setting also provided a measure of validation for the information since extreme or false views were challenged by others in the group. This was so economical in terms of time.

### **3.6.2 Observation**

Observation is a method of data collection that employs vision as its main means of data collection (Amin 2005). In this study three teaching/learning sessions were observed in order to check the pedagogical approaches employed by lectures. This also gave an opportune moment to see students' reactions towards the methods of teaching being used as well as their involvement during teaching/ learning processes.

### **3.6.3 In-depth interviews**

According to Jo (2001) interviews remain the most common data collection method in qualitative research and are a familiar and flexible way of asking peoples opinions and experiences. She continues, qualitative interviews are generally described as being semi-structured or in-depth. In this study, the later was used which included one or two topics but in a much greater details. This method has been chosen because it enabled the graduates who are in the world of work to express their opinions regarding the training they acured. It also give them the oppotunity to share their experiences in the world of work in relation to entrepreneurial skills acqusition.

#### **3.6.4 Documentary analysis**

This method involves deriving information by carefully studying written information (Enon 1998). A copy of the curriculum was provided by one of the lecturer who is also the head of business department. The two paged document (content of entrepreneurship training) which was analysed. This enabled the researcher to compare ideas from various sources as well as drawing conclusion on the type of training offered to the students.

### **3.7 Data collection instruments**

Data collection instruments are selected or developed by the researcher to collect data for the proposed study (Amin, 2005). The most commonly used research instruments include interview guides and schedules, questionnaires, observation checklists and recording instruments.

In this study, the following were used;

#### **3.7.1 Interview guide**

Interview guide is a list of questions arranged in a logical order to aid in data collection. The questions enable the researcher to collect the necessary data in relation to the researchers set objectives. According to Odiya (2009), an interview guide is something that provides information to guide the interview process. Odiya (2009) continues to say that interview guide can be a list of questions that will be asked during the interview or a list of themes from which interview questions can be derived during the interview. In this study, carefully selected questions were administered to obtain data related to the study objectives.

### **3.7.2 Focus group discussion**

A guide containing the topics to be discussed was given to all members of the group. This was done in form of open-ended questions. The discussion was held with final year students in one of the lecture rooms and the researcher guided the discussion and took records of the proceedings. Recording of the proceedings was also carried concurrently though with the consent of the respondents. This study used focus group discussions because of its numerous benefits as put forward by Amin (2005). According to Amin (2005), group discussions have been widely used by researchers because: they allow flexibility of members to discuss freely, first-hand information is obtained and many possible answers to specific questions among others.

### **3.7.3 Observation checklists**

Data collection techniques like observation or documentary analysis require the use of checklists as instruments. The checklist contains a list of all items to be observed in a particular situation (Odiya 2009). I had planned to see the tools and materials used in the teaching/ learning processes unfortunately there was nothing of such kind.

### **3.7.4 Documentary study guide**

This is one of the tools used to guide the documentary analysis. It contained a list of items to be analyzed which included the curriculum and the time table.

## **3.8 Data collection procedure**

There is a saying that every thousand journey starts with a step. In this study, before I set out for the actual collection of data, the tools were checked for its appropriateness among

fellow NOMA students under the guidance of the mentors. I contacted my supervisors as well for approval and guidance. I agreed with my supervisors that tools need to be subjected to pre-testing which was actually done on students, graduates and entrepreneurs who were not part of the subject to the study. This gave me a go ahead to obtain introductory letter to go to the field to do the real job.

When I reached Uganda College of Commerce Aduku, I went to the principal, introduced myself, explain to him the purpose of my academic visit and handed over the introductory letter to back up all that was discussed verbally. The principal introduced me to the lectures who were in the staff room and officially handed me to the head of department who also happened to be one of the two lecturing entrepreneurship.

Throughout the data collection process, note-taking of what relates to my study was done, respondent name and number noted as well as time, date and venue for the interview. Observation point, date and time were taken into consideration. At the end of every day I would make sure that all the data collected are organized. Audio recording of all the interview and discussions were taken. This played a big role in capturing the details of both interview and discussion. Hence, I had a copy of the data as it was being produced, as the event happened. Photography was also done especially at the points of observation as evidence of what is actually on the ground.

### **3.9 Data processing and analysis**

According to Kothari (2004), the data has to be processed and analyzed after collection in accordance with the laid down purpose. To him, this is essential for ensuring that all the relevant data are available for making contemplated comparisons and analysis.

For the purpose of this study; data was examined carefully to detect errors and omissions and corrections were made to ensure that there is only required information. This is supported by Kothari (2004) who asserts that editing is done to assure that the data are accurate, consistent with other facts gathered, uniformly entered as completed as possible and have been well arranged to facilitate coding and tabulation.

The data gathered in this research was qualitative and was analyzed using the recommended techniques. Meanings were derived from the data as was found logical. Kombo and Tromp (2006) propose the use of themes and content to analyze qualitative data. Content analysis was therefore highly used in this research whereby the researcher identified certain ideas and word categories that emerged from the discussions. This was in line with what the literature says of qualitative data analysis (Saunders, *et al.*, 2003; Kombo & Tromp, 2006). The exercise though tedious involved reading through the data to establish categories, which in turn formed the basis of the discussion. The weight that was placed on each category or theme was judged by the frequency with which it was mentioned by the various respondents. However quantification of the data was avoided and narrative description was used instead. Gaskill (2001) used the same approach.

In summary, the data collected was written down, sorted and corded, given themes, verified and analyzed using tables and narrations.

### **3.10 Data quality and management**

Collecting a reliable and valid data is a pivot for every researcher. To accomplish this mission, I used different techniques (triangulation). In some instances, I had to go back to the

respondents for the third, fourth asking the same question. This helped in ensuring the validity and reliability of my findings.

### **3.11 Ethical Consideration**

Research ethics deals primarily with the interaction between researchers and the people they study (Natasha, Woodson, Macqueen, Guest, & Namey, 2005). Whenever we conduct research on people, the well-being of research participants must be our top priority. The research question is always of secondary importance. This means that if a choice must be made between doing harm to a participant and doing harm to the research, it is the research that is sacrificed. Fortunately, choices of that magnitude rarely need to be made in qualitative research. But the principle must not be dismissed as irrelevant, or we can find ourselves making decisions that eventually bring us to the point where our work threatens to disrupt the lives of the people we are researching. Hence, for the purposes of this study, oral consent of all the respondents was sought. The reason for carrying out the study was truthfully and clearly explained. The respondents were then assured of the confidential treatment of the information obtained from them.

### **3.11 Limitations to the study**

Just like any other research, there is nothing like a perfect study.

- There are five commercial colleges in the Uganda and the study was carried on only one college due to time factor. This is not representative enough, hence there is need to carry out a research on at least the whole region.

- It was difficult to organize both graduates and entrepreneurs for a focus group discussion which would have yielded good results. However, interview was conducted to both categories of the respondents.
- It was also difficult to trace graduates who are unemployed since they had moved to remote places. Their views would have had an impact on this report. Nonetheless, some two were traced though this is a small size hence not representative.

## CHAPTER FOUR

### DATA PRESENTATION AND INTERPRETATION

#### 4.1 Introduction

This chapter presents the findings and the interpretation of the study arranged according to the study objectives. The data was collected from 47 informants categorized as; final year students and lectures from Uganda College of commerce Aduku, graduates and entrepreneurs from Apac and Lira districts.

The findings therefore are presented following the study objectives which include:

1. To establish competencies required of the entrepreneurship students in the world of work.
11. To examine whether the content in the entrepreneurship curriculum provided by the college meets the world of work requirements.
111. To analyze the pedagogical approaches employed by college lecturers during the training of entrepreneurship students and their relationship with work-based competence

#### 4.2 Competences required of entrepreneurship training

Objective one sought to establish the competency required of the entrepreneurship training. The competency was determined by the respondents views on what has enabled them succeed in their pursuits as entrepreneurs. A consideration was also sought on the advice they could offer to training institution so as to help the institution in preparing their

students for the work place. The principle informants were business owners and graduates. Data was collected using interview guide which was administered to business owners, graduates and lecturers. The findings under this section address the research question: “What are the competencies required of entrepreneurship students for eventual entry into the world of work?”

For the purposes of establishing the competency required, informants were asked about what has enabled them to succeed in operating their businesses. Almost all the business owners in both districts gave common views. They said that they attribute their success to a number of things which included: Being available, indeed one of them from Lira district said “availability is the motto of business” meanwhile another one from Apac also supported this view when he said; “I can’t leave this place when my wife is not here. Almost both of us are here all the time, but in case I am not around it is a must she has to be here”; love for the business and working very hard; persistence, one of them said “ there is falling in every business but if you are determined, you continue pressing on until you get there”; bringing customers closure; investing in other business; good relation with others; planning; avoiding spending on things such as alcohol, women and buying things which are not planned for; skills: one of them explained; “the skills I had before in this industry has contributed to my success. Most competitors are people who bump into money and start business without knowing the required skills” and above all profit making of the business. From the responses given by entrepreneurs, I seem to say that there are quite a number of competences that is required of entrepreneurship graduates in the work place.

In the interest of trying to bridge the gap between the college and the world of work, the respondents were asked to offer some advice to the college to put into consideration as they prepare to pass out their students into the world of work. Entrepreneurs' opinions are presented in table 4.1

**Table 4.1: Shows advice offered by entrepreneurs to the college**

Responses	Frequency of Responses
Emphasis should be put on practical training which is needed in working environment. This calls for acquisition of relevant skills	5
There is need to invite successful business personnel to talk to students	4
Expose students to the outside world	4
Train job creators not job seekers	1
Mindset change (attitude): It seems students are told from the college that after completion, they will be employed as managers, accountants and paid a million shillings per month among others and yet this is not the case. With such mentality, students despise any sort of work. Hence students should be guided basing on what is really on the ground.	4
Agriculture: "I was feed on hand hoe". Train students to dig to get capital to start something.	1
Collaborate with private sector to train students using relevant tools	1
<b>Total</b>	<b>20</b>

*Source: Primary*

Findings from table 4.1 show that the training institution should not rely heavily on their own potential in a bid to pass out students with entrepreneurial competencies. In deed the majority emphasized practical training. The college should as well invite successful entrepreneurs to teach entrepreneurship. The college should cancel students to change their minds towards self-employment.

Since graduates were expected to have tested what it takes to be an entrepreneur, they were asked to reflect back and see what they missed out while at the which would have given

the competence they have now found in the world of work. Graduates views were as in table 4.14.

**Table 4.2: Responses from graduates on what was missed during training**

<b>Responses</b>	<b>Frequency of responses</b>
Practices	9
Encouragement and confidence: At the college no one gives you advice on what is out there so that when challenges arise you can continue (persevere)	1
New technology such as computer, internet services	4
Exposure to the outside world	1
<b>Total</b>	<b>15</b>

**Source: Primary**

Findings from table 4.2 revealed that in order to equip students with the competence they need to fit in the work place, they need to do a lot of practice. In addition they also need to be exposed to the technologies of the present time.

In summary, basing on the responses from the informants regarding the competence required in the world of work, I seem to say that the training may not adequately equip students with the necessary competence they need to start, manage and run their business.

### **4.3 Content in the entrepreneurship curriculum**

Objective two was set to examine whether the content in the entrepreneurship curriculum equip to students with the competence required in the work place. The main sources of data for this objective were the; lecturers, documentary analysis, graduates and final year students. Another group which contributed data for this objective was entrepreneurs. Focus group discussion, in-depth interview and observation played a vital role in capturing the right data for this objective.

To get an accurate understanding of the content of entrepreneurship training in UCC Aduku, an analysis of the manifest content of entrepreneurship course has been undertaken (see appendix ix). This analysis was based on a 2 page document outlining the course objectives and contents for entrepreneurship. This document was provided by entrepreneurship lecturer at the time of collecting the data. See table (Pg. 49).

Observation made on the curriculum provided by the lecturer showed that the curriculum spelt out the course objective which spelt out the expected outcome of the entrepreneurship training from the learners' point of view. The objective stated; to equip students with innovative and creative skills in the business environment. It further pointed that by the end of the course, the student would be able to start up, manage and run a business organization in the local environment. The course objective, to me, appears adequate to prepare students for eventual entry into the world of work since it aims at equipping students with skills to start up a business. If the right content and pedagogy is in place, the students are more likely to be able to get out with the competence needed to start and run up their businesses.

**Table 4.3: Content of entrepreneurship training in the curriculum**

<b>Curriculum of Entrepreneurship Development and Training</b>	
<b>Course objectives:</b> To equip students with innovative and creative skills in the business environment. By the end of the course, the student would be able to start up, manage and run a business organization in the local environment.	
<b>Course outline</b>	
<b>Topic</b>	<b>Sub topic</b>
<b>1.0 Introduction</b>	1.1 Introduction to entrepreneurship 1.2 The concept of entrepreneurship 1.3 The entrepreneur and the entrepreneurial characteristics 1.4 Entrepreneurial success 1.5 Intrapreneurship 1.6 Importance of entrepreneurship in an economy
<b>2.0 Creativity and innovation</b>	2.1 Definition and characteristics of innovation 2.2 Purposeful innovation 2.3 Sources of innovative opportunity 2.4 The bright idea 2.5 Principles of innovation
<b>3.0 Environmental analysis</b>	3.1 Introduction to environmental analysis 3.2 Internal environmental analysis 3.3 External environmental analysis 3.4 Challenges of industrial analysis
<b>4.0 Starting a business</b>	4.1 Identification of business opportunity 4.2 Feasibility study 4.3 Business plan 4.4 Implementation follow-up 4.5 Control of the business project

*Source: Secondary*

Findings indicated in table 4.3 revealed that the content of entrepreneurship training in UCC Aduku is grouped under four categories namely; introduction, creativity and

innovation, environmental analysis and starting a business. To me, this content appears to be inadequate for preparing students with the competence needed in the world of work. Furthermore, the content is so theoretical with no practice which is much required in the workplaces.

Taking a looking at the timetable to see how much time was given to entrepreneurship training, I observed that the subject was given only five periods a week. Out of the five periods, two are double and a single. I feel five periods in a week may not enable the students to experience entrepreneurship. If the students are required to start their own business, more time is needed to practice what they are supposed to go and do in the workplaces. The end result is poor coverage of the topics or failure to complete the course all together. Related to this is also the fact that entrepreneurship training is only once in first year of training making it difficult for the students to appreciate and absorb the concepts of the subject. It was also reported that the content was hurriedly taught to complete the syllabus to enable the students prepare for final examinations.

In the interest of finding out whether the content in the entrepreneurship training can equip students with competence needed in workplaces, final year students were asked what they had learnt in entrepreneurship. Their various responses are tabulated as in table 4.4

**Table 4.4: Responses from final year students about the content in the entrepreneurship curriculum**

<b>Responses</b>	<b>Frequency of responses</b>
Innovation and creativity	3
Communication and interpersonal skills	1
Starting up a business	3
Business plan	1
Definition and types of entrepreneurship	1
Qualities of a good entrepreneur	1
Total	10

**Source: primary**

Findings shown in table 4.4 revealed that out of the 10 final year students, three said they were taught about creativity and innovation; one said she learnt about communication and interpersonal skills, three said we learned how to start up a business; meanwhile, one echoed business plan; one said definitions and types of entrepreneurs and another one also talked about qualities of a good entrepreneur. In addition to responses in table 4.4, they all agreed that they could not remember everything they learnt. These responses leave a lot to be questioned. Within a twinkle of an eye, the students cannot point out what they have learnt when they are still within the training institution. In addition, none of them did mention anything to do with environmental analysis which is one of the topics in the content. This to some extent is a pointer that either the teaching was not handled well or there is something lacking in the content or even both. I feel if the content had some component of practice, it would have enabled the students to experience the subject and would be able to have made reference to what they have practiced.

Furthermore, the students were asked whether what they learned in entrepreneurship could help them start-up something for themselves. The students had varying views as presented in table 4.5

**Table 4.5: Responses from final year students on the relevance of the content**

<b>Responses</b>	<b>Frequency of responses</b>
Not to a great extent	1
Yes I can	6
I have already started something	1
Somehow	2
<b>Total</b>	<b>10</b>

*Source: Primary*

From table 4.5, it can be seen that out of the ten final year students, six said they could start-up, one student said: “somehow” When asked, why somehow? He replied, “Because I only learned about barriers to starting a business.” Another student said “I could but not to a great extent because most things were taught theoretically. He further explained that “We missed out on practices”. Another student explained, “With the little I have acquired, am able to do something. Even right now I have started something small which is providing me with pocket money instead of disturbing my parents.” From the different responses, it can be concluded that what the students have learned is not adequate enough to enable them startup businesses. Despite the fact that one of them so far has started already a business, this does not guarantee that the training can equip them with the necessary competence for eventual entry into the world of work.

When asked whether they (final year students) have ever participated in designing or preparing what they had learned, they all agreed that they have never. It is of importance that students be involved in developing what they are going to learn if they are to achieve what is expected of them.

In order to compare notes, interview was also conducted among 15 graduates (13 self-employed and two unemployed). The photograph in figure 4.1 shows a graduate in his second hand lockup shop.



**Figure 4.1: Showing a graduate in his shop**

The 13 graduates who completed from UCC Aduku and have started up something were also asked about what they learned in entrepreneurship while at the college. They too had the following to say. Their responses are put forward in table 4.6

**Table 4.6: Responses on the entrepreneurship content**

<b>Responses</b>	<b>Frequency of responses</b>
How to start-up a business and identifying business opportunity. I can't remember everything now; I need to read the notes which I don't have time for now.	4
We were taught about creativity. When asked, what is creativity? It is something to do with coming with a new idea. Anyway, I know it but explaining it is a problem.	1
We were taught communication skills for example how to welcome customers and talk to them in a nice way	2
We were taught how to save money but not to use every coin if we want to progress in business.	2
Customer care. We were told that the customer is the king and should be handle with care less they run away	3
Marketing skills. We learnt how to make our products be known to everybody.	1
<b>Total</b>	<b>13</b>

**Source: Primary**

Findings presented in table 4.6 indicated that the graduates were taught how to start a business, creativity, communication skills, how to save, customer care and marketing skills. The graduates, too, just like their counterparts expressed that they could not immediately remember everything they were taught. One of them went on to say that most of the information is in the note book which when given time can go and read in order to tell all that she had learned in entrepreneurship. Indeed: four said that they learned how to start up a business; how to identify business opportunity; two echoed that they learned communication skills; three put forward how to save; four said they learned about customer care; one said they were taught about creativity and another one said he learned about marketing skills. From the responses and looking at the document (curriculum), it is worth mentioning that the

same content taught to these graduates some years back is still being taught today. The content is theory oriented hence not capable of producing students with the competence needed to start up and manage a business. This is an indicator that unless the content is revised, the college will still continue producing graduates who are ill equipped.

When the graduates were asked whether the training they had acquired is helping them in what they were doing, they had the following to say as presented in table 4.7

**Table 4. 7: Responses on how the content is helping the graduates**

<b>Responses</b>	<b>Frequency of responses</b>
Yes with some challenges in that what is on the ground is quite different from what I got from college.	1
It is helping. It is what has enabled me to start this business. I am able to manage my funds as well as talking to my customers.	4
Somehow because in the college we were taught about customer care but people here are so difficult that you can hardly apply college knowledge.	2
Not adequately because there is almost nothing that I practiced while at the college. Now, I keep on seeking advice from those with experience in the business.	6
<b>Total</b>	<b>13</b>

*Source: primary*

Table 4.7 indicates that the majority of the graduates are experiencing some difficulties while trying to put into practice what they learned in entrepreneurship during their college based training. The above table shows that; one said that what was learned is helping though with some challenges; four agreed that it is helping them; two put across that it is somehow helping them meanwhile six said that it is not helping them adequately.

Basing on the responses in table 4.7, it can be deduce that the training did not adequately prepare the graduates for eventual entry into the world of work.

When graduates were asked whether they were involved in developing what they had learned in entrepreneurship, they too had similar views with that of the final year students in that they were not involved. Basing on the information, it is worth saying that not involving in preparing what they were supposed to learn could partly be responsible for the challenges they are encountering in their various work places.

Information was also sought from the lecturers teaching entrepreneurship on what content they have offered to entrepreneurship students. Response from Lecturer 1 was:

The first thing I teach them is introduction to entrepreneurship which includes among others different types of entrepreneurs; creativity and being innovation. Another thing that I teach them is how to identify business opportunity

This response confirms what was earlier on given but the final year students and graduates.

On the other hand, the second lecturer (Lecturer 2) stated: "Most content in entrepreneurship is theory based with four broad areas: an entrepreneur as a personality; what he/she does; task and functions and the environment which he/she operates. Other things taught includes: starting up a business, creativity and innovation." This response is enough to say that the content is not capable of producing graduates with the competence needed in the world of work

When the lectures were asked about their views on whether the content taught can ably equip students with the necessary skills to start-up a business, they had the following to say. Response from lecturer 1:

The content is very good in that it can give students knowledge but which knowledge remains in the book. This is because what is on the actual ground is

quite demanding. Entrepreneurship requires a lot of practical teaching which we do not do here in the college. Much as we assume that they can do something with what we teach, I am telling you that it is easier said than done. These students need to go specifically to business people out there to see what is on the ground. As long as that element of practical is missing these students might find some difficulties in one way or the other.

This response is a clear indicator that the lecturer is very much aware that the students lack some skills which is required to start up a business.

Lecturer 2 also had his side of the coin when he explained: “The content is very good in that it gives out who an entrepreneur as a personality is; the environment in which they work, that is, political, social, economic and technological and how to start up a business among others. Lecturer 2 continued to explain, a typical person within this locality can always survive because the content is elaborate. The students who are benefiting most from entrepreneurship here are those offering catering because they are taught practically on many aspects such as how to handle customers and how to wash toilet (this comment threw both of us into a bang of laughter) among others.” Much as lecturer 2 is convinced that the content is capable of equipping the students with the skill needed to start up their business, the researcher had her own reservation.

The lecturers were further asked on whether they do participate in curriculum design/review. Lecturer 1 said she does not at both national and departmental level. Meanwhile lecturer 2 said that although he does not participate at national level, he has always done it at the department at school. He continued to explain that “when this curriculum is sent to us it is so disorganized that there are some things which are so irrelevant. Hence, I always try my level best to organize it in such a way that it suits the needs of the learners.

The opinion of the business people were as well sought regarding the knowledge and skills that can enable one to start-up a business, they also had their views which is presented in table 4.8

**Table 4. 8: Responses from entrepreneurs**

<b>Response</b>	<b>Frequency of responses</b>
Spending carefully	6
Managing and treating workers well	2
Speaking well to customers	5
Creativity (Diro)	3
How to start-up	4
Knowledge of mathematics so that you are not cheated	1
<b>Total</b>	<b>20</b>

**Source: Primary** “Diro” is commonly used among the Luo speaking people to mean creativity

Findings from table 4.8 revealed that out of the 20 entrepreneurs: six said that there is need and very important that one should know how to spend carefully, avoid spending on alcohol and women, not even touching capital and avoiding spending on things which are not planned for. To me, the responses indicated that the content should equip the students with financial and management skills which is important because if one learns and develops the culture of saving today he/she may have a rainy day tomorrow. Further still, two agreed that there is also need to have the skills of managing the people you are working with. They said that the people you work with are very crucial to the business. One of them from Apach said: “I always give my workers allowance during certain seasons when the business is booming because they work up to late and money is coming in. During the seasons when

there are low sales, I allow them to go early.” Another one echoed a similar view when he said that “I don’t treat my workers as employees instead I treat them as my own.” From these peoples view, I seem to say that they are talking about personnel management. It is important that such skills be imparted to the learners so that they may not come out with that attitude that I am the boss or even harsh as well as exploiting others; five echoed that there is need for one to know how to speak well to the customers as well as knowing how to convince them that what you are selling is very good. One of them elaborated, “In business you can’t sell if you don’t know how to talk.” In my view, I would say that these people were addressing the issue of communication skills in business without which one may encounter difficulties in one way or the other in operating his/her business; four said that for one to start-up, you need to have enough “diro” (meaning creativity). It is very important for one to be creative as entrepreneurs since almost every single human being in the area is engaged in doing similar business.

On the issue of them (entrepreneurs) participating in preparing what the students in the college learned, they all agreed with the students and graduates that they neither know what the students learnt nor participate in preparing them. In view of their responses, I can say that the business community was not also invited in designing the content in the entrepreneurship curriculum. This shows that leaving out these three important parties is bound to create some gap between what the students are doing at the college and what actually is required on the ground.

In summary, basing on the responses, I stand to say that the content in the entrepreneurship curriculum offered to students in UCC Aduku is theory oriented as opposed

to skills acquisition for eventual entry into the world of work. Hence may not adequately equip students with the competence needed in the world of work.

#### **4.4 Pedagogical approaches employed by entrepreneurship lecturers**

Objective two was to establish the effectiveness of the methods employed by lecturers teaching entrepreneurship in UCC Aduku. This was to establish whether the method used can equip learners with skills that can help them in the world of work. The principle informants were students, graduates and lecturers. Entrepreneurs were also among those interviewed. Data for this objective were obtained through: documentary analysis; focus group discussion; interview and observation. Findings under this objective address research question two which stated: Does the method employed in training the entrepreneurship students by the college instructors equip them with the skills required for working life?

When final year students were asked to explain how they were taught, they all agreed that the teaching was purely lectures. To throw more light on how they were taught, one student explained, "The lecturers would come, lecture, at the same time dictate notes to us and also once in a while we were requested to buy handouts. In between the lecture, questions were also asked and we would answer, indeed we had free interaction." The objective of entrepreneurship training as shown in the curriculum is to equip students with the skills to start-up, manage and run a business. When I look at the course objective and the teaching method employed, I seem to say that the use of lecture method alone practiced by the lecturers may not equip graduates the necessary skills required to fit in the world of work.

Findings also indicated that there was group learning followed by presentation among secretarial, stores and marketing students except for the accounting students who were taught alone because of their big number.

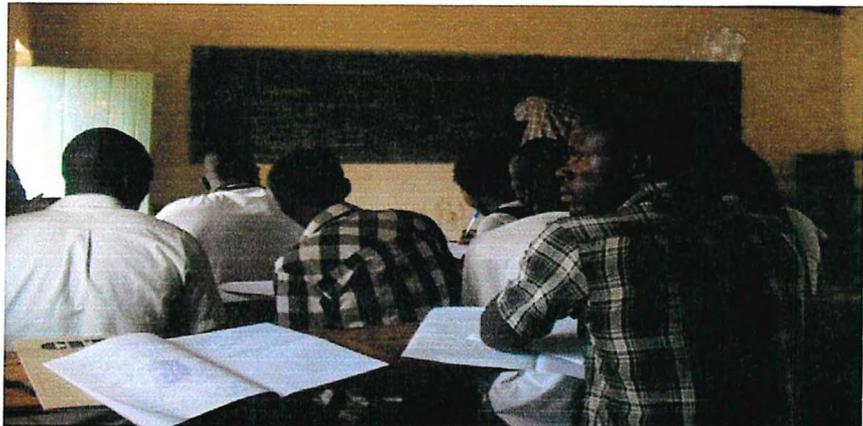
One of the students explained,

We were put in groups of 20. In this group, everybody is given a task to go and research and a day is given when everybody is supposed to give the feedback. From the feedback, relevant information is picked and compiled to be present before the students. This, though, has a big challenge in that some students do not research and others do not even appear during presentation but just come to put their signature.

Learning in groups is not bad in itself as it enables students to share experience and learn from each other. The response indicates 20 students per group. This number appears to be too big for proper learning to take place and may not yield positive results just as it is being mentioned by the students themselves.

On the other hand, much as the students said that the teaching was purely lecture, I seem to disagree with them since there was that element of lecturers asking students questions in between the lectures and they were given opportunity to answer.

Observation made when I was attending to one of the lectures being taught confirmed what the final year students had presented. The photograph in figure 4.2 shows student in a lecture room as the lecture is writing on the chalk board.



**Figure 4.2: Shows students attending entrepreneurship lecture**

When final year students were asked to comment on lecture method, they had their various views to put across. The responses are presented in table 4.9.

**Table 4.9: Response about the lecture method**

<b>Responses</b>	<b>Frequency of responses</b>
Lecture method is good except that the college lacks facilities such as internet	1
Lecturer method is not good because lecturers use out dated notes. How do you know they use outdated notes? Madam, just get a student who completed here three years ago, ask for his/her notes, then come and compare with what we have then you will know what am talking about.	2
Lecture method is good but lacks practical aspect which is very important	5
Lecture method is good because the notes are dictated and when you don't know the spelling you ask and the correct spelling is given.	2
Total	10

**Source: primary**

Table 4.9 reveal that out of the 10 students: one said the lecture method is good but lacks internet facility; three put forward that the method is good but lacks practical; another one echoed that the lecturers used out dated notes meanwhile five said that the method is

good because notes are dictated and the correct spellings are given when asked for. From the above responses, it can be said that much as the students appreciate lecture method, the “but” put forward by the majority (eight) students implies that the method may not be effective in producing skillful learns for eventual entry into the world of work. Only two fully appreciated the method and this is just a small portion of this type of informants.

Findings from final year students further revealed that the Industrial Training (IT) they were encouraged to go for after their end of year one was not for entrepreneurship but for their major area of specialization. It was even optional and some of us did not go for it. I feel it is important that industrial training be compulsory for all students to enable them connect what is in the college with what is actually taking place on the ground. If these students are to act entrepreneurially, then they ought to go for IT specifically to successful entrepreneurs.

**Table 4.10: Responses from students about the best way of learn entrepreneurship**

<b>Responses</b>	<b>Frequency of responses</b>
Exposures to successful entrepreneurs	2
Theory and practices should be taught together	3
Provision of enough lecture rooms, furniture, planting more trees so that during hot season one can study under the tree	1
There is need to bring computers and internet services to enable us get updated information on entrepreneurship as well as linking up with other students globally to share academic issues	3
Carrier guidance is needed to give us the values of entrepreneurship training	1
<b>Total</b>	<b>10</b>

**Source: Primary**

Table 4.10 indicates that out of the 10 students: two said the best way to learn entrepreneurship is through exposures to successful entrepreneurs; three said there is need for both theory and practice; one person said provision of enough lecture rooms, furniture and planting trees, three talked of need for computers and internet services while one person said there is also need for carrier guidance.

When final year students were asked on the tools used during the teaching and learning of entrepreneurship, they all agreed that they have never seen anything beyond the chalkboard and the chalk its self. If the training is meant to produce competent students, then they need hands-on-experience which requires practice using the required tools which they will use in the world of work which is lacking in the college.

Discussion with final year students revealed that assessment is carried out by the college inform of test and course work which contributes 40% to the final examination. They continue to say that final examination is set by Uganda Business and Technical Examination Board (UBTEB). The students further explained that the college assessed them individually as well as in groups. They also said that there were no practical examinations from the college and UBTEB. The assessments being carried out theoretically only may not give a clear picture whether the students have acquired the desired skills or not.

In the interest of establishing if graduates were prepared for eventual entry into the world of work, they were followed and interviewed from their workplaces. Table 4.11 shows the observation made on the activities being carried out by graduates.

**Table 4.11: Shows observation made on what the graduates were doing**

<b>Observation</b>	<b>Frequency of observations</b>
Selling second hand clothes	8
Retail shop in food stuff	3
Animal farming	1
Poultry	1
Sitting at home	2
<b>Total</b>	<b>15</b>

**Source: Primary**

Findings from table 4.11 reveals that out of the 15 graduates; eight are dealing in second hands clothes, three are in retail shop business, one is engage in animal farming, one has taken to poultry farming and two of them are doing nothing as yet. This finding is an indicator that much as these graduates have started some business, it appears they are copy cats given the fact that the greater number of them are doing similar business and in the same place. The two graduates who are not working claimed it is family responsibility as well as lack of capital which is hindering them from starting up something.

When graduates were interviewed on how they were taught, they had similar views with students that the teaching was purely lecture, notes were dictated and the handouts were also given to them. I feel lecture method alone may not ably prepare competent students for eventual entry into the world of work.

Graduates opinions were sought in regard to lecture method used during their entrepreneurship training while at college. Their views are presented in table 4.12.

**Table 4.12: Shows responses from graduates about their opinion on lecture method**

<b>Responses</b>	<b>Frequency of responses</b>
It is good apart from lacking practices. Are there other teaching methods? This is the only method known to me because even right from primary to advanced level, it was the only one used.	3
Not all that good, I think there is need to do a lot of practices which is not there. There is need for us to do something like a project to learn from while from the college so that we can have a picture of what is outside the college.	5
Somehow because we missed guidance from successful entrepreneurs who would have shared with us their experiences in their journey as entrepreneurs.	3
Lectures don't do research and keeps on giving notes they prepare years ago	4
<b>Total</b>	<b>15</b>

**Source: Primary**

Findings from the graduates revealed similar views with that of final year students on industrial training. Both agreed that the industrial training they went for was not on entrepreneurship but on the various courses they are undertaking. They continued to explain that it was even optional, so it was up for one to make a choice. I feel it is imperative for entrepreneurship students to be exposed to real entrepreneurs so as to enable them get the real gist of the training.

The graduates just like final year students did not have the opportunity to practically experience entrepreneurship. During their time, they too did not see any tool used during the teaching and learning of the subject.

When graduates were asked on how best entrepreneurship should be taught, they had to say the following as presented in table 4.13.

**Table 4.13: Shows responses from graduates about the best method for learning entrepreneurship**

<b>Responses</b>	<b>Frequency of responses</b>
Theory and practice should be concurrently	3
There is need to invite role models	2
A lot of practice should be done	5
Work base learning is the best way to go	1
Research oriented	1
Exposures to outside world like field trips among others	2
Project based	1
<b>Total</b>	<b>15</b>

*Source: Primary*

Findings from table 4.13 revealed that: three said the best way to learn entrepreneurship is to encourage both theory and practice; two said inviting role models; 5 said doing more practice; one said work base; one said research oriented; two said exposures and another one echoed project based. It can be seen that majority are of the view that entrepreneurship can be learnt best through practice.

Graduates also put across that they were assessed theoretically on individual basis as well as in groups. These assessments were in form of assignments/course work and tests. They too did mention that there were no practical assessments neither by their lecturers nor the national examining board, UBTEB.

Lecturers were also interview regarding the type of teaching methods they employ. The lecturers were first asked about their qualification and profession. Findings from the interview with both lecturers revealed that much as both are bachelor holders, they are not professional teachers. One holds a bachelor of hotel and institutional catering while the other

holds a bachelor of business administration. I feel not everybody can teach a technical subject like entrepreneurship without the professional expertise.

Lecturers' views concurred with that of students and graduates when they revealed that teaching is theory based taking the lecture trend. Both lecturers revealed that the teaching is theory based because that is what is stipulated in the curriculum. Even there is no provision of any practice in the curriculum.

Much as the lecturers were claiming that in order to back-up the theory they teach, students are sent for industrial training. It was very clear from the students and those already in the field (graduates) that the IT was not meant for entrepreneurship. Sending the students for IT just for its sake may not be a good way for the college to say that it is a way of supplementing on the theory given. It is better those students be sent specifically to entrepreneurs (role models) where they can be guided practically on what it takes to be an entrepreneur.

Findings from lecturers further revealed that assessment is also theory based just as the teaching is. They too agreed with both students and graduates that even UBTEB does not set practical examination much as it keeps on talking about producing competent learners. To me, this type of assessment is not enough to prove that a student has acquired the necessary competence needed in the work place.

For the purposes of comparing ideas, three lectures were observed. Findings reveal that teaching was theoretical; lecture (teacher-centered), notes were dictated. One lecturer tried to involve learners by asking them questions and would wait for the response from at least more than three students. The other lecturer asked questions but could not allow

students to attempt. Immediately after asking, he goes ahead to give the answer to the students.

Since entrepreneurs are expected to know it best, they too, were interviewed to ascertain their views as far as the best method of teaching entrepreneurship is concerned. Their views were as in table 4.14.

**Table 4.14: Shows response from business owners**

<b>Responses</b>	<b>Frequency of responses</b>
Mentoring	1
Trial and error	1
Train on job	4
Role models	5
Practices and theory	5
Practices	3
Exposures	1
<b>Total</b>	<b>20</b>

**Source: Primary**

Findings from table 4.14 shows that the majority of business owners said that the best way for one to learn how to start-up a business is through training on job while the minority sited exposures, trial and error, role models, theory and practice. These responses are a pointer that entrepreneurship can best be learnt through inviting role models and conducting both theory and practice concurrently.

In summary, having analyzed the responses from all the informants it can be deduced that the pedagogy the pedagogy used by the lecturer of UCC Aduku is bound to produce students who are ill-equipped for the world of work.

## CHAPTER FIVE

### DISCUSSION, CONCLUSION AND RECOMMENDATION

#### 5.1 Introduction

This chapter presents the discussion of the findings based on the study objectives which stated:

- i. To establish competencies required of the entrepreneurship students in the world of work
- ii. To examine whether the content in the entrepreneurship curriculum provided by the college meets the world of work requirements.
- iii. To analyze the pedagogical approaches employed by college instructors during the training of entrepreneurship students and their relationship with work-based competence.

In addition to discussing the findings, the chapter also presents the conclusion, recommendations based on the findings of the study and area for further research. Data was collected from 47 informants comprising of final year students, graduates (self-employed and unemployed) and the entrepreneurs. The data was obtained by means of interview guide, focus group discussion, observation and documentary analysis.

#### 5.2 Discussion

Details of teaching content, delivery methods and assessment suggested by some researchers, discussed in the literature review guide the discussion of the results.

### 5.2.1 Competences required of Entrepreneurship training

It was a felt need to establish the competence required of entrepreneurship students in the world of work. This was deemed necessary to compare the training offered to the students with what is actually on the ground.

Findings from entrepreneurs and graduates revealed that there are quite a number of large and heterogenic lists of individual competencies that a person should have in order to become an entrepreneur. These included; attitude, persistence, love (passion) for the business, creativity, self-discipline and communication skills among others.

Lambing and Kuehl echoed in Fungai, Karambakuwa, Rumbidzai, Njanike, Mangwende, & Fungai (2011) notes that there are views according to which entrepreneurial skill that is attitude, cannot be learnt at all as they are related to the advantages people are “born with”. A good example of this is the testosterone level, which has been shown to have an effect on entrepreneurial behavior. According to Lambing and Kuehl cited in Fungai *et al.* (2011) individuals with higher testosterone levels are more likely to act entrepreneurially than their peers because testosterone levels correlate positively with risk-taking behavior, dominance seeking and status seeking, which are all useful for entrepreneurial behavior.

In a similar vein, Politis cited in (Taatila, 2010) has stated that entrepreneurial teaching, that is, attempts to stimulate entrepreneurial activities through formal training and education are not likely to have a strong direct impact on the development of entrepreneurial knowledge. To him, education should focus on developing creativity, critical thinking and reflection among individuals, which in turn can have profound influence on both their

motivation and ability to develop entrepreneurial knowledge throughout their professional lives.

However, there is also ample evidence that there are successful methods in education for entrepreneurship (Henry et al, 2003, 2005a, b). For example Platt (2004) has reported positive learning results in attitude related competence areas in a programme of teaching entrepreneurial skills in Dubai. Saurio (2003) has also reported on successful approaches in Finnish polytechnics in teaching entrepreneurial skills. Thus, he stresses the importance of learning in concrete business projects in order to inculcate the required working skills and attitude within students.

Basing on the literature, it can be said that the most effective methods used so far for learning these skills have been very practical entrepreneurial projects conducted in a real environment and with real customers. The personal experience a student gains in such an environment is of crucial importance in creating the required holistic competence set of psychological and business substance skills required of an entrepreneur.

Hence, basing on the data obtained from the ground in respect of content, pedagogy and competence as well as the literature reviewed, I seem to say that the entrepreneurship training offered to students of Aduku UCC may not adequately equip them with the competencies required in the work place. This is in line with a call from Ministry of Education and Sports (2004) which pointed that a critical problem facing Uganda is that it does not have enough men and women with the competencies needed to achieve its development goals.

## 5.2.2 Content in the curriculum

This section brings out the course objectives and course content

### Course objectives

Findings from documentary analysis revealed that the course objectives were precisely defined which stated: To equip students with innovative and creative skills in the business environment. This indicates that learners acquire the practical skills in the knowledge area stated in the objective. According to European Commission (2008), it is important that the purpose of the course/programme is precisely defined, and that it is geared to the expected outcomes. If teaching of theory is done in isolation from practice as revealed by the findings, it may be difficult for learners to exhibit the skills required of them as stipulated by the course objective. Hence, there is need that appropriate pedagogy be employed by lecturers that enable learners to see connections between what is in the world of work and what is being offered by the training institution.

Efka, Maja and Louro (2006) are also in agreement with the European Commission when they echoed that entrepreneurship training must be outcome based through the use of learning that outline what the student is expected to know, to understand or to be able to do. It can be deduced that entrepreneurship education provided at UCC Aduku basically aims at equipping students with theoretical knowledge about entrepreneurship. The findings imply that students taking entrepreneurship at UCC Aduku are only sensitized to the possibility of starting their own enterprises, but are not given the opportunity to practically experience entrepreneurship. Nevertheless, the literature widely agrees that entrepreneurship education gives successful results in terms of skills and competence building when students are given

the opportunity to experience entrepreneurial activities (Gibb, 2005). Consequently, very few students from UCC Aduku will consider entrepreneurship as a career option after their graduation as they have not been socialized to entrepreneurial activities.

### **Course content**

Findings from the documentary analysis revealed that the content is categorized into creativity and innovation, environmental analysis and starting a business. This findings concur with (Ladzani & Van Vuuren ,2002; Gormon et al.. 1997 and Brown 2000).

The findings further revealed that the content is theory oriented. Literature has criticized this finding (Nakalembe 2013) because of providing students with less practical skills. Mcknown cited in Okello (2011) has the same view when he asserts that with most of the training done theoretically, the kind of students who came out of such training are good people in remembering what they were told but not what they practiced.

### **5.2.3 Pedagogical approaches employed in teaching entrepreneurship**

Objective three sought to establish the pedagogical approaches employed by lecturers in teaching entrepreneurship in UCC Aduku. The principle informants were the final year students, graduates and the lecturers. Curriculum was also analyzed to see what it presents. However, the business owners were also interviewed. This was so because I assumed that since they are practically engaged in the actual work, they could as well be having some valuable information to this call.

### **The entrepreneurship teacher**

The two lectures of entrepreneurship training in the college are not trained teachers and one of them is from a different trade altogether. This finding has not been appreciated by Nwanka and Amaehule (2011) who points that no matter the importance of any educational programmer, its ultimate success depends on those who operate it. The teacher stands at the center of the school system. He/she has a great role to play in ensuring that the educational system is updated. Obomanu echoed in Nwanka and Amaehule (2011) also affirms that the teacher implements the final step in the process of converting educational aims into practical realities, the teachers as the pivot of any educational system, occupies a significant position in any educational setting, teacher translates educational policy into action, and mould the character of the society's leaders of tomorrow. It has also been observed that many teachers are trained in the traditional core subjects and are therefore unsuitable for the vocational competence presently required. In other words, the ability to motivate students and direct class activities depends largely on the training acquired by the teacher ( Nwanka and Amaehule 2011).

To me, the lecturers need to be practicing entrepreneurs in that they should have personal businesses as reference points to help develop work-based competences of students. In addition, these lecturers should also be professionally trained to teach these entrepreneurship students.

### **Lecturers use traditional approach of teaching (lecture-driven)**

Findings from final year students and graduates revealed that lecturers use only lecture methods. Both final year students and graduates further concurred that they could not

remember everything they learnt in entrepreneurship. The finding is supported by Jarna & Akola (2007) whose views point that the methods to support learning of the entrepreneurs should be theory driven and that the approach should be based on the development of a concrete idea/issue or a problem. This secures that training is firmly enough integrated into everyday operations.

In contrast, enterprising approaches emphasize the use of experiential and action learning through which knowledge is constructed by learners in the process of doing (Fernando & Osward, 2006). Similarly, once upon a time, a Chinese proverb goes on: Tell me and I will forget; show me and I may remember; involve me and I may understand. To me, if students were involved in some kind of projects such as running a canteen or saloon within the college, this would have given the chance to practice entrepreneurship.

Kirby observed in Edem and Adjimah holds that traditional lecture-driven teaching methodologies are not relevant to entrepreneurship training, as they may inhibit the development of the requisite entrepreneurial skills and characteristics. Kirby further points that the use of lectures in entrepreneurship training is ineffective in ensuring that graduates start their own businesses upon completion of entrepreneurship training.

On the other hand, Gibb as echoed in Edem and Adjimah (2011) asserts that the traditional teaching methods have to be complemented with entrepreneurial approaches which essentially include learning by doing and providing opportunities for students to actively participate in as well as controlling and moulding the learning situation.

Nevertheless, Hindle cited in Balan and Metcalfe (2012) argued that it is helpful to use teaching methods that stimulate creativity, imagination and risk taking, including staff

and students learning together, and using realistic scenarios. This reflects the views of Fiet as echoed in Taalita (2011) that teachers could implement a range of experiential activities where the focus is on what the student does. To Fiet, learning by doing could provide a basis for selecting appropriate teaching methods. Zarah and Welter (2008) have argued that entrepreneurial skills are learned in a variety of ways and methods. Some are best learned by doing and observing others. Lecture-based education has its place on the curriculum, but the training of future entrepreneurs should also include interactive and action oriented methods. This is supported by Jones and Iredale cited in Balan & Metcalfe ( 2012 ) who propose that entrepreneurship education requires experiential learning styles, creative problem solving and learning by doing in order to engage students.

Basing on my pedagogical experience of MVP, it can be noted that lecturer method of teaching entrepreneurship has to be supported by some kind of practice that involves students. On its own, lecture method is ineffective for entrepreneurship training. This finding implies that students attending entrepreneurship training at Aduku UCC are not given the opportunity to develop practical skills and to experience entrepreneurship. Hence, they may not possess the competence to start, manage and run a business.

### **The course being too theoretical and lacking the practical component**

Findings revealed that the content in the curriculum is theory- based. However this finding has been criticized by many authors. Mugalu (2013) noted that theoretical teaching and cramming are the order of the day in our education system, yet employers need not only people who are educated, but those who are flexible and creative thinkers.”

Similarly, European Commission (2009) echoes that regardless of the vocational training area, the most effective way to teach entrepreneurship is to have students participate in practical projects and activities, in which learning by doing is emphasized and real experience with entrepreneurship is gained. Problem-driven and experience-oriented education is essential to fostering entrepreneurial mindsets and abilities (see also Mjelde and Lang 2006). If learning is to take place, it is paramount that those in the teaching position adopt pedagogical approaches that help learners to connect the theory to practice.

Okello (2011) asserts that there is a low regard for technical and commercial studies, physical work is not necessarily considered as essential part of education. The general practice is for the “brighter” pupils to go on and on with the theoretical studies and for the less talented to branch off into technical or vocational courses. Kajubi (1991) also echoed that in Uganda, cleverness is still judged only on the basis of ability to memorize and regurgitate theoretical information and practical people are automatically regarded as less bright. To me, absence of any practical work-related activity while at the college paves way for inability of graduates to unleash their potentials.

The experience from MVP programme indicates that unless one has been involved in practicing a task, he/she can never perfect in such area. Learning by doing, trying and failing has been the gist of the MVP programme and has enhanced the writing of my thesis.

### **The entrepreneurial internship programmes**

Findings from final year students and the graduates indicated that the internship was not related to entrepreneurship. However, this finding from graduates and students is contrary to what the lecturers gave about the internship to support the theory. Ooi et al. (2011)

criticized this findings when they said that the learning process of entrepreneurship should not only confine just to the classroom discussions but the interaction with today's dynamic business environment is vital because of critical entrepreneurial skills can only be developed and refined if they are practiced. To Ooi et al (2011), experiencing entrepreneurship in the business world enables students to gain hands-on experience by seeing, touching and feeling about the business world. For this reason, entrepreneurial internship is seen as a good mechanism to provide students with such a learning experience in a real business world.

Similarly, Gault, Redington, & Schlager cited in Ooi et. al. (2011) points that internship is generally part-time field experiences and encompass a wider variety of academic disciplines and organizational settings with its main goal to eventually lead students to become self-employed. To Gault et al (2011), internship is a training strategy that transforms theoretical knowledge to application as well as developing individuals' working skills in real career world.

Neill and Mulholland as echoed in Ooi et al.(2011) affirms that the students' placement and/or work experience programmes is very crucial for undergraduates as it exposes and prepares them for the real working experience and as an external extracurricular learning activity. Having the entrepreneurial internship programmes offer a lot of advantage for students in that students with entrepreneurial internship experience tend to exhibit lower job dissatisfaction than those without internship experience. Gault et al. (2011) further observed that interns who have participated in the internship programmes tend to have higher career preparation about their jobs and higher level of intrinsic and extrinsic rewards satisfactions. Hence, acquiring applicable entrepreneurial experience does have a positive

relation with individual's intention and readiness in pursuit of business opportunities because of their early exposure to business environments.

In sum, looking at the benefits of internship programmes to students, many researchers suggested that entrepreneurial internship programmes should become a compulsory component of students' educational structure.

### **Lack of role models in entrepreneurship**

The effect of role models on inclination towards entrepreneurship is widely discussed. Role models are 'individuals influencing an entrepreneur's career choice or styles' (Ooi, *et al.*, 2011). They further explain that role models have vital influence on individuals in determining entrepreneurial careers as they would provide the 'useful business-related information, guidance as well as moral supports. It is based on the assumption that having to see successful persons in business, an individual would have the aspiration to imitate in order to become a successful person in business too.

The role of the teachers is indispensable in education as they prepare, encourage and cultivate students. According to Hytti and O'Gorman (2004), educators are a critical element to the development of effective enterprise education initiatives. The role played by educators, in this instance, is to actively guide and inspire students' interest towards entrepreneurship by providing real-life business experiences. This is because educators are given the responsibility to mould the personality and characters of students, apart from imparting knowledge in the class. Educators' role, in the profession stance, as knowledge disseminator have significant effects on students' minds as they tend to absorb whatever an educator delivered and taught (Bligh echoed in Ooi *et al.* (2011). On the other hand, friends are also

found to influence individual's inclination towards entrepreneurship. Dillard and Campbell (1981) point out those White American students seem to be influenced more by non-parental factors such as peers when deciding on their career development. This imply that entrepreneurship students of UCC Aduku may not adequately act in a manner entrepreneurs are supposed to since they did not chance to get counsel from successful entrepreneurs.

### **Assessment Methods**

In the context of UCC Aduku, it can be argued that traditional assessment methods are the norm as it is reflected in the use of written examinations and tests. Traditional examination-based assessment, while praised for establishing norms across a student group, they are criticized for not being effective in the measurement of individual learning. To me, this kind of assessment encourages cram work as opposed to the acquisition of competence needed in the world of work. Todd and Scott (2007) also criticized tests and examination kind of assessment for entrepreneurship students. Gibb (2006) suggests that entrepreneurship education does not fit neatly into these models of assessment of the traditional examination. Therefore use of examinations is ineffective in entrepreneurship training. This implies that students of UCC Aduku are not well assessed to establish that they have the competences they need in the world of work.

In summary, it can be said the pedagogical approaches employed by lecturers of UCC Aduku, inadequately prepares students for eventual entry into the world of work.

### **5.3 Conclusion**

Literature seems to have expressed a strong link between entrepreneurship training and the development of entrepreneurial mindsets (Gormen, *et al.*, 1997; Ronstadt, 1987 and

European Commission, 2004). In contrast, the study found rather a weaker link between the entrepreneurship development course of the college and the preparedness of the graduates to create businesses, at least from the students' perspective. Few agreed that the knowledge and skills acquired have developed their capacity to create businesses.

The low perception of readiness for the world of work among the graduates may be largely due to the teaching and learning methods. There are recognitions of the need to adapt and use new, non-traditional and more competence based methods of teaching and learning entrepreneurship. However these are constraint by time and cost.

As far as the issue of competences required of entrepreneurship students is concerned, it was evident that the students lack the necessary competences required in the world of work. To me, I would say that this could have originated from the content through the pedagogical approaches employed.

Furthermore, it is evident that the content of entrepreneurship training does not provide the opportunity for students to practice entrepreneurship. These findings imply that the content of entrepreneurship training in UCC Aduku is not appropriate as far as building skills necessary for opportunity discovery, evaluation, and exploitation are concerned.

With regard to teaching and assessment methods, the findings of this research point that, traditional methods are the norm at UCC Aduku, and they include lecture based methods, written examinations and test. Teaching entrepreneurship using traditional methods implies that students from UCC Aduku are not given the opportunity to experience the frustrations associated with entrepreneurial activities. Therefore it can be said that entrepreneurship teaching and assessment methods used at UCC Aduku do not foster the

needed entrepreneurial skills and attitudes, as opposed to entrepreneurial methods that propose to develop the core competences and the required attributes to roll out a new venture and to identify pre-start-up needs through active and experiential learning.

#### **5.4 Recommendations**

From the findings it is recommended the following should be done:

- i) National curriculum development Centre should prepare a comprehensive curriculum for commercial colleges that contain the essentials of content and the training should cover the two years of the college education if students are to experience the training.
- ii) The teaching method of entrepreneurship should be modified to include a planned and well-organized placement or work experience in and small businesses. This, I believe will provide firsthand information to students of how it is done, the experiences involve and to engendered and grow entrepreneurial mindset and entrepreneurial culture.
- iii) Entrepreneurship unit need to be introduced to the student when they are in the first year, so that they may develop the attribute necessary for self-employment and change their attitudes early enough. During their final year of study, the students need to write a business plan that should be made mandatory in their trade areas.
- iv) Creation of organizational unit in charge of entrepreneurship development with the mandate and mission to help develop and support the growth of students' small businesses.
- v) Since entrepreneurship education is viewed in terms of the transfer of competences required for business creation, entrepreneurship training offered at commercial

colleges should aim at inculcating skills necessary to see, to foresee, and to exploit market opportunities. In this regard, commercial colleges need to move away from the traditional teaching and assessment methods, which are not believed to foster needed competencies for opportunity identification and venture creation. The researcher recommends the integration of skills building and discovery methods in the teaching of entrepreneurship. Pedagogical techniques that includes idea generation workshops, role-playing, presentations, simulations, problem solving, networking and consultancy are but a few teaching techniques for entrepreneurship training that should be considered at Uganda College of Commerce Aduku.

- vi) There is need for the colleges to facilitate the efforts of the entrepreneurship teachers such as providing extra resources if necessary, inviting resource persons to facilitate some lessons, giving permission to learners to carry out field study trips and activities, as well as encouraging students to start and operate small businesses within the school environment or in their homes.
- vii) The lecturers should also make an effort to stay up-to-date regarding the subject. This can be done through attending entrepreneurship workshops, reading books, journals, magazines, conducting research, interacting with practicing entrepreneurs among others. The lecturers should be enthusiastic about the topics and should be willing to carry out entrepreneurial practical activities alongside the learners for example, it is recommended that the lecturers should try to create a small business activity for themselves in order to gain practical experience and provide an example for the learners.

## **5.5 Areas for Further Research.**

The recommendations made herein are based on the findings from the study. I thus recommend the following:

- i) There is need for similar study to be conducted in public and universities as well as private commercial colleges of learning where entrepreneurship is offered to see if similar results will occur.
- ii) There is need to carry on research on lectures to see if they are professional people with pedagogical experience to handle entrepreneurship.
- iii) More research should be carried out to establish the effectiveness of entrepreneurship training in commercial colleges.

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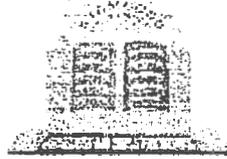
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## Appendices

### Appendix I: Introductory letter

**KYAMBOGO**



**UNIVERSITY**

P. O. Box 1 Kyambogo, Phone: 041-285001/2 Fax: 041-220464, Kampala

www.kyambogo.ac.ug

**FACULTY OF VOCATIONAL STUDIES**

**DEPARTMENT OF ART & INDUSTRIAL DESIGN**

Date: 01-03-2013

To: The Principal Uganda College of Commerce  
Acolu

**RE: LETTER OF INTRODUCTION**

This is to introduce Mr/Ms/Mrs Ann Oguta Mildred  
Registration No. 2011.LHD.V.1283/MSP who is a student of Kyambogo University pursuing  
on a post graduate programme in Vocational Pedagogy.

He/She intends to carry out a research in:  
Work-Based Competence and Entrepreneurship  
training

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

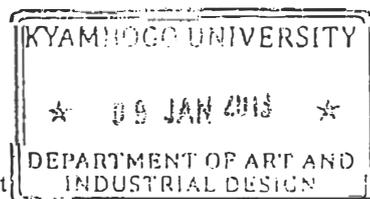
We therefore kindly request you to grant him/her permission to carry out the research at your  
organization.

Any assistance accorded to him/her shall be highly appreciated.

Thank you.

Yours Faithfully,

Mugisha John  
Ag. Head of Department  
Art and Industrial Design



## **Appendix II: Focus group discussion guide for Entrepreneurs**

### **Section A: Particulars of the respondent**

Name of the business

Name of the key informant

District

### **Section B:**

**B1** How did you get the skills to start up your business?

**B2** What knowledge and skills are required for one to start up a business?

**B3** What tools are you using in the operation of your business?

**B4** What do you think is the best way for one to learn how to start up a business?

**B5** What do you think has enabled you to succeed in your business?

**B6** What advice would you wish to offer to the training institution to include in their training program to equip entrepreneurship students with the competencies that is required in the world of work?

Thanks for your contribution

### **Appendix III: Interview guide for instructors**

#### **Section A: Particulars of the respondent**

Name of the key informant

Highest level of education

Profession

Title of the informant

#### **Section B:**

**B1** What content do you teach to the students?

**B2** How do you organize teaching/learning in your department?

**B3** What practical activities do you engage your learners in as a means of preparing them for eventual entry into the world of work?

**B4** What tools do you employ in training learners? How relevant do you find these tools to the world of work today?

**B5** How do you assess your learners?

**B6** What do you think is the best way for teaching entrepreneurship?

Thanks for your contribution

## Appendix IV: Interview guide for graduates

### Section A: Particulars of the respondent

Name of the key informant

Highest level of education

Profession

Title of the informant

Employer

Contact

### Section B:

**B1** What are you doing now?

**B2** Has the training helped you in what you are doing?

**B3** What did you learn during your college-based training?

**B4** How were you taught?

**B5** What tools are you using? Were you trained on how to use them from the institution?

**B6** Are these tools relevant to the real world of work?

**B7** What do you think is the best way of learning entrepreneurship?

**B8** Basing on your experience, is there something that you could have missed out or did not acquire during your training that is important in your work?

Thanks for your contribution

## Appendix V: Interview guide for graduates

### Section A: Particulars of the respondent

Name of the key informant

Highest level of education

Profession

Contact

### Section B:

**B1** What are you currently doing?

**B2** As a graduate of entrepreneurship, don't you think you are in a position to create a job for yourself?

**B3** What did you learn during your entrepreneurship training?

**B4** How were you taught?

**B5** What tools were used during the entrepreneurship training?

**B6** What do you think you missed during training that would have helped you to be creative in starting up something?

**B7** What are the obstacles to your starting up something for yourself?

## **Appendix VI: Focus group discussion guide for Final year students**

### **Section A: Particulars of the respondent**

Name of the key informant

Year of study

### **Section B:**

**B1** What did you learn in entrepreneurship?

**B2** How did you learn? (Groups, individuals, others- specify)

**B3** What practical activities were you engaged in that you intend to continue with after completion?

**B4** What tools did you use during teaching/learning process?

**B5** Were they the kind of tools you used when you went for industrial training?

**B6** What do you think should be the best way of learning entrepreneurship?

**B6** Did you find what you learn in the college helpful during the industrial training?

Thanks for your contribution

### **Appendix VII: Observation Check list**

1. The learning organization in the classroom
2. The equipment, tools and materials used
3. The mode of teaching used by the lecturers

### **Appendix VIII: Documentary Study check list**

1. Curriculum/programme document
2. Time Table
3. Other related works

## Appendix ix: Entrepreneurship Development and Training (EDT) Curriculum

Curriculum of Entrepreneurship Development and Training	
<p><b>Course objectives:</b> To equip students with innovative and creative skills in the business environment. By the end of the course, the student would be able to start up, manage and run a business organization in the local environment.</p> <p><b>Examination Format:</b> There will be a 3 hour paper, composed of two sections A and B. Section A will be compulsory consisting of short answers covering the whole syllabus and carrying a total of 20 marks. Section B will consist of 6 equally weighted question, of which a candidate will attempt any 4 questions caring a total of 80 marks.</p>	
<b>Course outline</b>	
Topic	Sub topic
<b>1.0 Introduction</b>	1.1 Introduction to entrepreneurship 1.2 The concept of entrepreneurship 1.3 The entrepreneur and the entrepreneurial characteristics 1.4 Entrepreneurial success 1.5 Intrapreneurship 1.6 Importance of entrepreneurship in an economy
<b>2.0 Creativity and innovation</b>	2.1 Definition and characteristics of innovation 2.2 Purposeful innovation 2.3 Sources of innovative opportunity 2.4 The bright idea 2.5 Principles of innovation
<b>3.0 Environmental analysis</b>	3.1 Introduction to environmental analysis 3.2 Internal environmental analysis 3.3 External environmental analysis 3.4 Challenges of industrial analysis
<b>4.0 Starting a business</b>	4.1 Identification of business opportunity 4.2 Feasibility study 4.3 Business plan 4.4 Implementation follow-up 4.5 Control of the business project

*Source: Secondary*

