

**ENHANCING STUDENTS' PERFORMANCE IN ENTREPRENEURSHIP
THROUGH COLLABORATIVE TIME MANAGEMENT OF
STAKEHOLDERS AT PALLISA COMMUNITY
SECONDARY SCHOOL, PALLISA
DISTRICT**

ASSAJA ABRAHAM JOHN

15/U/14574/GMVP/PE

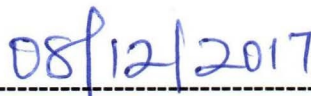
**A DISSERTATION SUBMITTED TO THE GRADUATE SCHOOL IN PARTIAL
FULFILMENT FOR THE AWARD OF MASTERS IN VOCATIONAL
PEDAGOGY OF KYAMBOGO UNIVERSITY**

DECEMBER, 2017

DECLARATION

I, **Assaja Abraham John**, do hereby declare that this dissertation entitled, “**Enhancing Students’ Performance in Entrepreneurship through Collaborative Time Management of Stakeholders at Pallisa Community Secondary School, Pallisa District**” is entirely my own original work. It has never been submitted to any other University or Institution of higher learning for the award of a degree, diploma or any academic qualifications. At the same time, I acknowledge the authors whose works I have cited.

Signature: -----

Date: -----

Name: **ASSAJA ABRAHAM JOHN**

Reg. No: **15/U/14574/GMVP/PE**

APPROVAL

This dissertation has been written and submitted for the master's degree under our supervision as University lectures.

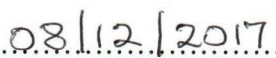
Name: Dr. Jacob L. Oyugi (Principal Supervisor)

Signature:

Date:

Name: Dr. Senoga Maureen (Second Supervisor)

Signature:

Date:

DEDICATION

This dissertation is dedicated to my wife, Rose Assaja and children; Ogwang Eliel Jonathan, Okello Elisha Johanan, Kulume Joy Johanna and Apolot Jemimah Evelyne. Thank you for loving and being tolerant with me when I often had difficulties and could not give you all the due attention and care you deserved.

ACKNOWLEDGEMENTS

This piece of work has been a success because of the contribution of a number of people whose effort cannot be denied but deserves to be mentioned. First and foremost, I would like to thank the Norwegian Council of Higher Education for offering me the scholarship through NORHED project at Kyambogo University. Without their support, this report would not have been a success.

I would like to extend my sincere gratitude to my advisors: Dr. Jacob L. Oyugi, Dr. Maureen Senoga, Assoc. Prof. Habib Kato and Ms. Aurelia Atukwase whose encouragement and academic guidance was very vital during the hard times of compiling this report.

My profound thanks go to my mentors especially; Mr. Chris Serwaniko, Dr. Nabaggala Justine, Dr. Elizabeth Opit, Prof. John Baptist Matovu, Dr. Elizabeth Kyazike, Ms. Joan Kekimuli, Ms. Lucy Ajambo, Ms. Dina Arinaitwe, Mr. Moses Ediedu, Mr. Tusiime Edwin Wycliff, Mr. Kyakulumbye Ali Katende, to mention but a few.

I also wish to recognize the company and support of my fellow MVP cohort V colleagues from Uganda, Southern Sudan and Norway; Mr. Sempala Sebastian, Mr. Olema Vincent, Mr. Musoke Henry, Ms. Barigye Linn Doreen, Ms. Grace Mumpereka, among others. We struggled together and the interaction in the academic world shaped my well-being.

Special appreciation goes to my brothers and sisters whose love and financial support towards my academic and professional endeavors greatly contributed to my success.

Finally, I would like to thank all the stakeholders who took time off their busy schedule to participate in this action research.

May the Almighty God reward you according to His riches in heaven!

TABLE OF CONTENTS

DECLARATION	ii
APPROVAL.....	iii
DEDICATION	iv
ACKNOWLEDGEMENTS.....	v
LIST OF TABLES.....	xi
LIST OF FIGURES.....	xii
LIST OF ACRONYMS	xiii
LIST OF APPENDICES	xiv
ABSTRACT	xv
CHAPTER ONE: INTRODUCTION.....	1
1.1 Overview	1
1.1.2 Background to the Study	1
1.1.3 Significance of entrepreneurship as part of vocational education in schools	1
1.1.4 Entrepreneurship Education in Uganda.....	4
1.2 Situation Analysis at PACOSS	4
1.2.1 Future Workshop Procedures Carried Out	7
1.2.2 Preparation phase	8
1.2.3 Critique phase	8
1.2.4 Fantasy phase	11
1.2.5 Reality phase	12

1.2.6 Implementation of Action Research.....	12
1.2.7 Follow up on implementation of Action Work plan	13
1.3 Motivation Statement	15
1.4 Statement of the Problem	15
1.5 Purpose of the Study	16
1.6 Objectives of the study	16
1.6.1 Research Questions	16
1.7 Justification of the Study	17
1.8 Significance of the Study.....	17
1.9 Scope of the Study	18
1.9.1 Geographical Scope.....	18
1.9.2 Content Scope	18
1.9.3 Time Scope	18
CHAPTER TWO: LITERATURE REVIEW.....	19
2.1 Introduction.....	19
2.2 Factors influencing Time Management Practices on Students' Academic Performance.....	21
2.3 Possible strategies to improve Time Management to enhance performance.....	22
2.4 Evaluation of the impact of intervention strategies used to improve Time Management	24
CHAPTER THREE: METHODOLOGY.....	25
3.1 Introduction.....	25
3.2 Research Design	25

3.3 Area of the Study.....	25
3.4 Study Population	26
3.4.1 Sample Size and Selection.....	26
3.4.2 Sampling Techniques	27
3.4.3 Sample Size.....	27
3.5 Methods and Tools of Data Collection.....	28
3.5.1 Interview	28
3.5.2 Focus Group Discussion (FGD).....	29
3.5.3 Future Workshop.....	30
3.5.4 Participant observation	30
3.6 Tools of data collection	31
3.6.1 Interview Guide.....	31
3.6.2 Focus Group Discussion (FGD) Guide	31
3.6.3 Future Workshop Guide	32
3.6.4 Log book.....	33
3.6.5 Cameras	33
3.7 Validity and Reliability of Instruments	33
3.8 Procedure of data collection	35
3.9 Data Analysis	35
3.10 Ethical Considerations.....	36
3.11 Limitations of the Study	37

CHAPTER FOUR: ACTION IMPLEMENTATION, RESULTS AND EVALUATION	38
4.1 Introduction.....	38
4.2 Examination of factors that affect time management at PACOSS	39
4.3 Possible time management strategies to enhance students’ performance in Entrepreneurship at PACOSS.....	44
4.3.1 Use of Planning Tool	44
4.3.2 Appropriate Time Scheduling.....	45
4.3.3 Manage External Time Wasters.....	46
4.3.4 Use of Daily Attendance Register for both students and teachers	46
4.3.5 Avoid Multitasking.....	47
4.3.6 Motivation for both teachers and students.....	47
4.4 Implementation of identified Time Management strategies to enhance student performance in Entrepreneurship at PACOSS	48
4.4.1 Responses on possible strategies used to improve Time Management participants	49
4.5 Evaluation of the impact of intervention strategies used to improve time management at PACOSS.....	51
CHAPTER FIVE: DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS	58
5.1 Introduction.....	58
5.2 Discussion.....	58
5.2.1 Factors affecting time management practices of stakeholders at PACOSS	58

5.2.2 Intervention measures used to enhance students' performance in Entrepreneurship at PACOSS	60
5.2.3 Implementation of intervention measures used to enhance students' performance in Entrepreneurship at PACOSS.....	61
5.2.4 Evaluation of intervention measures used to enhance students' performance in Entrepreneurship at PACOSS.....	63
5.3 Conclusion	64
5.4 Recommendations	68
REFERENCES	69
APPENDICES	75

LIST OF TABLES

Table 1.1: Summary of Work Processes involved in teaching and learning Entrepreneurship	6
Table 1.2: Summary of the problems identified by the participants in the critical phase of the FW	11
Table 3.1: Composition of study Participants (Population, Sample Size and Sampling Technique)	26
Table 3.2: Summary of data collection methods and tools.....	28
Table 4.1: Action implementation work plan for Time Management Strategies.....	48
Table 4.2: Responses on possible strategies used to improve Time Management by key participants.....	49
Table 4.3: Responses on identified strategies to improve Time Management by teachers and administrators	52
Table 4.4: Responses on identified strategies to improve Time Management by students	55

LIST OF FIGURES

Figure 1.1: Staff and students sharing experiences during the plenary session at the future workshop while MVP- Researcher guides the session.....9

Figure 1.2: Action research cycle (adapted from Kemmis & Taggart, 1982).13

Figure 4.1: Stakeholders’ evaluation meeting on 14th April, 201751

Figure 4.2: Evaluation of the findings meeting on 14th April, 201754

LIST OF ACRONYMS

AR	–	Action Research
ATL	–	Active Teaching and Learning
FGDs	–	Focus Group Discussions
FW	–	Future Workshop
HOD	–	Head of Department
MoES	–	Ministry of Education and Sports
MVP	–	Masters in Vocational Pedagogy
NORHED	–	Norwegian Council for Higher Education
PACOSS	–	Pallisa Community Secondary School
PAR	–	Participatory Action Research
PTA	–	Parents Teachers Association

LIST OF APPENDICES

Appendix 1: Introduction Letter	75
Appendix 2: Progress Report Research work.....	78
Appendix 3: Notice of Submission of thesis	79
Appendix 4: Respondent’s interview guide for students, teachers and administrators .	81
Appendix 5: Focus Group Discussion Guide for students, teachers and administrators.	82
Appendix 6: Observation Checklist	83
Appendix 7: Future Workshop Guide	84
Appendix 8: Identification of the most pressing challenge using pairwise matrix.....	85
Appendix 9: Table for Determining sample size from a given population	86
Appendix 10: Minutes of the Future Workshop held at PACOSS	87
Appendix 11: Monitoring tool for teachers and students time management and attendance	97
Appendix 12: Teachers Arrival book.....	100
Appendix 13: A Map of Uganda showing Pallisa District where the study was carried out	101
Appendix 14: A Map of Pallisa district showing the location of PACOSS	102
Appendix 15: Invitation letter for stakeholders’ workshop/ meeting	103
Appendix 16: Students Mark Sheet in Entrepreneurship	104
Appendix 17: Action implementation Work Plan.....	107

ABSTRACT

This qualitative research aimed at enhancing Students' Performance in Entrepreneurship through Collaborative Time Management of Stakeholders at Pallisa Community Secondary School (PACOSS). The study was guided by four research objectives: To examine factors affecting time management at PACOSS; to explore possible strategies to improve time management at PACOSS; to assess the implementation of the identified strategies to enhance students' academic performance in Entrepreneurship and to evaluate the impact of the intervention strategies used to improve time management at PACOSS. To realize these objectives, a Participatory Action Research (PAR) design using a work process analysis and a future workshop approach was employed. The study sample comprised 31 participants: 04 administrators, 08 teachers and 21 students from PACOSS. Data was collected through interviews, observation, future workshops and focus group discussions. The data collected was then transcribed, coded and presented under themes based on the research objectives. Findings unveiled poor planning, procrastination, use of mobile phones during class time, poor preparation for teaching learning aids and moving long distances to school as factors contributing to poor time management. The interventions included: the introduction and use of lesson monitoring forms, use of arrival book, students' and teachers daily lesson attendance, adoption of Active Teaching and Learning (ATL) strategies and prompt feedback to class work exercises. Solutions to the causes were generated, implemented and evaluated. The results revealed that poor planning, lack of prioritization and procrastination were strong indices that affected the students' academic performance in relation to time management. The study recommended that students and teachers be conscious of time while performing their activities to enhance the level of their academic performance particularly in Entrepreneurship and other subjects in general.

CHAPTER ONE: INTRODUCTION

1.1 Overview

This chapter presents the background to the study with focus on “enhancing students’ performance in entrepreneurship through collaborative time management of stakeholders at Pallisa Community Secondary School, Pallisa District”, statement of the problem, the purpose of the study, objectives of the study, research questions, scope of the study, significance of the study, justification of the study and definition of key terms.

1.1.2 Background to the Study

This background was organized under three sub-sections. The first sub-section provided the significance of entrepreneurship as part of vocational education in schools, followed by the historical perspective and finally, the presentation of the situation at Pallisa Community Secondary School (PACOSS).

1.1.3 Significance of entrepreneurship as part of vocational education in schools

Entrepreneurship in this study has been conceptualized to refer to an individual’s ability to turn ideas into action. It covers creativity, innovation and risk taking, and the ability to plan and manage projects in order to achieve the set objectives. Entrepreneurship helps to support everyone in day-to-day life at school, home and in society. It provides a foundation for entrepreneurs to be more creative and self-confident in whatever they undertake.

Entrepreneurship is one of the vocational education subjects. Vocational education is a “field of knowledge oriented towards trades, occupation and profession” (Mjelde, 2008, p.2). Gordon, Wilbert, Parks, & Castro (2009) defined vocational education as a

practically illustrated and attempted job or career skill instruction. There are quite a number of subjects that fall under vocational education such as; business education, agricultural education, family and consumer sciences, health education, trade and industrial education, marketing and technical education,. Vocational education is focused towards training and learning to work, and learning is by doing. Muhoozi (2008) stated that vocational education is what developing countries need as it prepares one to directly enter occupation without further training.

However, Hansemark (1998) asserts that, the main purpose of entrepreneurship education is to develop knowledge, skills and character in a student rather than giving information regarding the entrepreneurial activities. The World Economic Forum (2009) emphasized that the success of entrepreneurial education lies on how well teachers select, promote and encourage the students to get the full experience of the corresponding activity. Conversely, the majority of vocational school teachers have not been trained in the right approach to teach entrepreneurship and yet they are required to be able to instill the entrepreneurial attitude and character into the students (Winarno, 2010).

In the context of this study, time management refers to the way stakeholders manage their time in order to have better academic performance which is invaluable for academic success. It is the means into which the individuals exploit their time with the best way to attain the best results. The stakeholders constituted of students, teachers and administrators of PACOSS, who agreed to manage their time collaboratively for improved student performance. It is the means into which individuals will exploit their time together to attain the best results.

“Time management is considered as an inclusive process that is done through administrative functions which is deeply dependent on high personal talents and skills so as to produce positive effects to society and individual at the same time. Nonetheless, all of that must be restricted to a specified period of time in order to make persons adjust with present and future situations” (Al-Ghamdi, 2008, p.30). Alsalmi (2008) shows the importance of time management when he says, “the more the company is able to manage time effectively, the more it fulfills its aims correctly in the right time”. Similarly, “for the sake of effectiveness, one must give priorities to some tasks over the others in order to distribute the appropriate time to get the best results and thus effectiveness can then be measured by the quantity of finished tasks in that specified time” (Alsalmi, 2008, p.25).

Findings on time management practices on academic achievement of students’ in Nigeria reflect that there is a link between time management and students’ academic performance (Omolola, 2010). The majority of them believe that good time management has a positive influence on students’ academic achievement. However, there is lack of research devoted to this issue in Pallisa Community Secondary School (PACOSS). This action research study addressed time management as one of the major factors among those that affect students’ performance in Entrepreneurship at PACOSS (Table 1.2).

There was an urgent need for carrying out such a research as this phenomenon of time management skills and its influence on student achievement had not been investigated yet at PACOSS.

1.1.4 Entrepreneurship Education in Uganda

In Uganda, introduction of Entrepreneurship Education was based on the Government White Paper (1992) and the Curriculum Review Task Force (1993) which advocated for the vocationalization of Secondary Education Curriculum in order to meet some of the nation's manpower needs. This was aimed at providing students with skills for immediate personal application and for productive employment on leaving school and providing basic business and management skills relevant to students' daily living (NCDC, 2014).

The National Stakeholders Workshop of 1998 reached a consensus to introduce entrepreneurship education in Uganda and a baseline survey was carried out the same year (1998) to assess the need for the subject. In 2000, two panels were setup by the government of Uganda in collaboration with National Curriculum Development Center (NCDC) to develop Entrepreneurship education Syllabi, Teacher's guide, and text books for Ordinary and Advanced levels of secondary education. It was then piloted in 10 schools in 2001 in senior one (O' level) and 2002 in senior five (A' level). It was heavily embraced and other schools adopted teaching it before the pilot exercise was completed (NCDC, 2014). Since then, entrepreneurship as a subject received a massive enrolment over the years (UNEB, 2014).

1.2 Situation Analysis at PACOSS

A situation analysis was carried on the set up, facilities, management and teaching at PACOSS, particularly the teaching of entrepreneurship. This was in tandem with the baseline study carried out by Ministry of Education and Sports (MoES). In 2012, MoES noted that most of the teacher graduates lacked the essential competences of teaching (MoES Annual Performance Report, 2012). This affected students' active participation

during the teaching and learning process, resulting in poor academic performance at the end of the course. Moreover, the teachers could not instill practical skills during the teaching and learning process in the stipulated time. Yet it is important for teachers to link pedagogy to practice as it is the case with the masters' programme in vocational pedagogy (Mjelde, 2008).

In light of the above assertions, a work process analysis was carried out at Pallisa Community Secondary School (PACOSS) together with the stakeholders (students, teachers and administrators) to gain a deeper insight into the tasks and competences required of a secondary school teacher. This was aimed at identifying the key area of concern within the teaching-learning process of entrepreneurship in the school.

The researcher carried out work process analysis together with the stakeholders and identified the work processes, tasks involved and competencies required for producing students who are competent in both theory and practice at the end of entrepreneurship course. The key activities involved in imparting knowledge to learners during situation analysis were identified as: admission and orientation of students; teaching and learning processes; assessment and evaluation of students in order to nurture a holistic student as shown in table 1.1;

**Table 1.1: Summary of Work Processes involved in teaching and learning
Entrepreneurship**

Work process	Tasks involved	Competence required
Admission	<ul style="list-style-type: none"> • Joint Admission Board Selection of learners. • Publishing names of successful applicants. • Issue out of admission letters. <p>Orientation</p> <ul style="list-style-type: none"> • Registration of new learners. • Interpretation of school rules and regulations • Introduction of staff and students leaders to the new entrants. • Tour around the school 	<ul style="list-style-type: none"> • Use of Information and Communication Technology (ICT) skills • Good communication skills • Interpersonal skills. • Records management skills. • Administrative skills. • Secretarial skills • Analytical skills • Carrier guidance skills
Teaching and learning process	<p>Planning</p> <ul style="list-style-type: none"> • Preparation of schemes of work and lesson plans • Preparation of instructional materials (T/L aids) • Preparation of lesson notes • Actual teaching and learning 	<ul style="list-style-type: none"> • Knowledge of the subject matter • Communication skills • Management skills • Interpersonal skills • ICT skills
Assessment and evaluation of learners	<ul style="list-style-type: none"> • Set test items • Formative assessment ✓ Class work assignments ✓ Learners feed back ✓ Observations ✓ Projects assignments • Summative assessment at the end of an instructional unit ✓ Mid-term tests ✓ End of course exams and final projects 	<ul style="list-style-type: none"> • Knowledge of the subject content • Professional ethics • Time management skills • Communication skills • ICT skills

Source: Primary data

The above information was collected through the aid of interviews, focus group discussions of 31 stakeholders; forming five (05) groups of an average of six (06) participants and participatory observations with the key stakeholders. The researcher observed that the time allocated to Entrepreneurship (02 periods a week) as compared to other subjects like English and Mathematics (06 periods a week) was not adequate to cover the course syllabus. This was worsened by both teachers and students who came to school late to attend to their lessons. Based on the discussions from the work process analysis, the stakeholders unanimously agreed that the biggest concern was the poor students' academic performance in Entrepreneurship. They pointed out that the problem originated from the several gaps that existed within the system (Table 1.2). These gaps were the root causes of poor performance and if addressed would greatly improve on the academic performance of students in Entrepreneurship at PACOSS. Out of this discussion, students' academic performance in Entrepreneurship was subjected to a future workshop as a major area of concern so as to identify the root causes and plan for intervention measures.

1.2.1 Future Workshop Procedures Carried Out

A Future Workshop (FW) according to Jungk and Müller (1987), is a tool used for problem identification in a given setting. It consists of five phases which include: the preparation phase, the critique phase, the fantasy also known as utopia phase, the reality/implementation and follow up phases. Heino (2004) contends with Jungk and Müller (1987), when he brings out only four phases of the future workshop as: preparation, critique, fantasy (utopia) and reality/implementation (Heino, 2004). The

author in my opinion leaves out the follow up phase and yet once an action is taken, it is essential to check and appraise the implementation (Jungk & Müller, 1987).

In the context of this study, the Future Workshop (FW) was planned and scheduled for 14th November, 2016 at 9:57am, in the school library. FW was used as a research tool at this point to identify gaps and to lay possible strategies for improving the situation at PACOSS. During the future workshop, only four phases were critically observed notably; preparation phase, critique phase, fantasy/utopia phase and reality phase.

1.2.2 Preparation phase

During the preparation phase, the researcher came up with a programme guide (time table) that was to be followed during the future workshop. The identified facilitators and participants were invited for the workshop as planned. The room and local facilities for the workshop were secured by the organizers; purchased the writing materials (Pens, papers, markers and manila papers) and refreshments.

1.2.3 Critique phase

The critique phase of the Future Workshop (FW) was then organized and all the key participants were invited for the meeting by the researcher on 14th November, 2016. The FW was meant to analyze the issues or challenges that were affecting the teaching and learning of Entrepreneurship at PACOSS. The researcher gave a brief on the ground rules (rule of the thumb) to guide the participants throughout the entire process of the meeting and the study in general. This was done so as to build confidence among the participants as they were assured of free and fair interaction among themselves. The views of participants on critical challenges faced during the teaching and learning of

Entrepreneurship at PACOSS were written down on manila papers put in front of the wall by the moderator (researcher) for everyone to view (Figure 1.1).



Figure 1.1: Staff and students sharing experiences during the plenary session at the future workshop while MVP- Researcher guides the session

Brainstorming was used as a tool for idea generation in the critical phase of the future workshop. Participants' generated ideas while observing the rule of thumb as the guiding principles - first idea generation, no criticism, respect for every ones idea, short responses and combination of ideas permitted. Together with the stakeholders, gaps were identified, visualized and possible strategies to fix the causes of the challenges identified

were suggested in the FW. Many critical points (Table 1.2) were generated and categorized into short term, medium term and long term challenges as follows:

Short term: Absenteeism for both teachers and learners, poor time management skills, indiscipline among learners, dodging of lessons, poor teaching methods, no schemes of work and lesson plans, poor syllabus coverage, communication gap, poor career guidance, poor record management, poor reading culture. All these issues were attributed to low attitude towards work, inadequate pedagogical and entrepreneurial skills by both the teachers and the students.

Medium term: poorly stocked library/ outdated textbooks in the library, limited co-curricular activities, lack of exposure for most teachers and learners and need for refresher courses/ capacity building for staff.

Long term: poor remuneration of staff, low enrolment, accommodation shortage, poor fees payment due to poverty among students, shortage of furniture, environmental factors in form of harsh climate and poor quality of pupils admitted to the school.

At the end of the FW, the stakeholders agreed to deal with the short term challenges first putting into consideration the time frame that was budgeted for the study.

On the prioritized list, poor time management was ranked as the most pressing challenge and needed to be addressed promptly at PACOSS.

Table 1.2: Summary of the problems identified by the participants in the critical phase of the FW

SHORT TERM	MEDIUM TERM	LONG TERM
<ul style="list-style-type: none"> • Absenteeism of both teachers and learners • Poor time management skills • Poor syllabus coverage • Communication gap • Poor career guidance • Poor record management • Poor reading culture • No schemes of work and lesson plans • Poor methods of delivery 	<ul style="list-style-type: none"> • Poorly stocked library • Refresher courses/ capacity building for staff lacking • Limited co-curricular activities • Indiscipline among learners • Lack of exposure for most teachers and learners 	<ul style="list-style-type: none"> • Poor remuneration • Low enrolment • Accommodation shortage • Poverty hence poor fees payment • Furniture shortage • Environmental factors • Poor quality of pupils admitted

Source: Primary data

1.2.4 Fantasy phase

In the fantasy phase also known as utopia, participants try to work out an imagination, to draw an exaggerated picture of the future possibilities of the problems identified in the critique phase. All the ideas were collected and put in an “idea store”, regardless of their practicability (Table 1.2). The problems were fantasized to be fixable and we turned all the negative ideas in the critique phase to be positive. Stakeholders imagined that every situation was possible and that resources were available to address the gaps in solving the problem of poor students’ performance in Entrepreneurship through collaborative time management of stakeholders in this Utopia phase of the FW. This assumption was not realistic since resources are scarce and we had prioritize the more pressing challenges

that could be solved within our means amidst the scarce resources. This therefore prompted the participants to move to the reality phase of the FW, which is an ideal situation so as to get the most pressing challenge affecting students' academic performance in Entrepreneurship at PACOSS.

1.2.5 Reality phase

This is the ideal situation and together with the stakeholders, we agreed to zero on short term challenges which were subjected to pairwise matrix ranking (Appendix 8) to get the most pressing challenge. Using pairwise matrix, poor time management was ranked as the most pressing issues responsible for students' poor academic performance in Entrepreneurship at PACOSS. It was against this background that stakeholders agreed on: "Enhancing students' performance in entrepreneurship through collaborative time management of stakeholders at Pallisa community secondary school, Pallisa district" as being the most pressing challenge and needed to be addressed. The other pressing short term problems acted as our objective store in mitigating the identified gaps so as to improve students' academic performance in the school.

1.2.6 Implementation of Action Research

In the Implementation phase (stage 4 of the workshop), stakeholders' implemented solutions following an action work plan (Appendix 16). This is supported by psychologists like Walton who asserts that, feeling that you are part of the team can spur you to take on tasks (Walton, 2014). In this study, the roles of students, teachers and administrators were clearly agreed upon and my role as a researcher was to follow up on action implementation by the responsible persons and track on what is being implemented, what is working and what is not working well and why it is so.

1.2.7 Follow up on implementation of Action Work plan

Follow up and monitoring was conducted on the performance of students, teachers and administrators at PACOSS to find out if there was any change and improvement exhibited within the timeline of the action research from November, 2016 to May, 2017. This was done so as to determine the success or failure of the research project through the evaluation of the intervention strategies that were agreed upon during the FW with the key stakeholders.

In order to understand how the action research works, the action research cycle adapted from Kemmis & Taggart (1982) is used to interpret its gradual process. This is quite good but not sufficient to explain the entire passive process since Action Research (AR) involves constructing identities as shown in the cycle in figure 1.2 (Taggart, 1982).

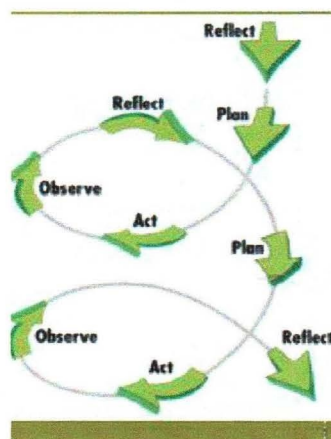


Figure 1.2: Action research cycle (adapted from Kemmis & Taggart, 1982).

The cycle of action research shown in figure 1.2 typically comprises of four (04) levels that include: Reflecting, planning, acting and observing as expounded below;

Reflection; This level involves looking back on the past events, on what happened, how it happened, taking time to involve and listen to stakeholders for their different

1.2.7 Follow up on implementation of Action Work plan

Follow up and monitoring was conducted on the performance of students, teachers and administrators at PACOSS to find out if there was any change and improvement exhibited within the timeline of the action research from November, 2016 to May, 2017. This was done so as to determine the success or failure of the research project through the evaluation of the intervention strategies that were agreed upon during the FW with the key stakeholders.

In order to understand how the action research works, the action research cycle adapted from Kemmis & Taggart (1982) is used to interpret its gradual process. This is quite good but not sufficient to explain the entire passive process since Action Research (AR) involves constructing identities as shown in the cycle in figure 1.2 (Taggart, 1982).

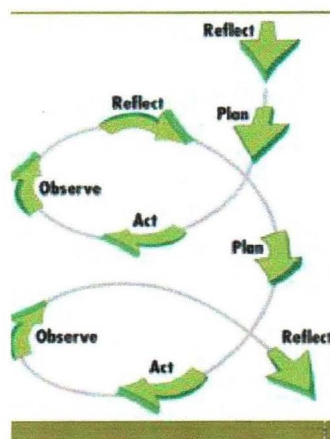


Figure 1.2: Action research cycle (adapted from Kemmis & Taggart, 1982).

The cycle of action research shown in figure 1.2 typically comprises of four (04) levels that include: Reflecting, planning, acting and observing as expounded below;

Reflection; This level involves looking back on the past events, on what happened, how it happened, taking time to involve and listen to stakeholders for their different

perspectives and developing ideas or 'theories' through interpretations of what happened and sharing ideas as a community of practice. This helps stakeholders to develop strategies of what can be redirected and making informed opinions based on the information gathered.

Plan; Planning in the context of this study involves identifying the actions to be tried out and developing actionable strategies in an attempt to improve the situation. The action plan is thus developed through collaborative participation with stakeholders as it is the case for all levels in the cycle. At this point, stakeholders come together to dialogue about what they will do and how they will do it so as to enhance students' academic performance at PACOSS.

Action; Acting involves doing what one said is going to do systematically and creatively implementing the action plans, communicating with others while involving them in the process and keeping track of what happens.

Observation; This involves looking at what is happening, describing and recording what has happened. Good observation requires looking at what is happening and describing it accurately since it provides a comprehensive base for reflection of what took place. The observation level takes into account something that is happening or not happening, using available information, finding out new information and involving a range of stakeholders to describe what they think is happening an institution. This gives basis for yet another reflection in the cycle. Therefore, since action research is a cyclic process, after the first phase of improvement on challenges presented in appendix 8, the cycle continues until when all the identified gaps are addressed in abid to improve the situation and students' academic performance at PACOSS.

1.3 Motivation Statement

My teaching experience of a period of 15 years in Business Education in general and Entrepreneurship in particular at secondary and tertiary levels in Uganda coupled with observations emerging from the situation analysis (Table 1.2), is the biggest motivation to study the challenges affecting students' academic performance in Entrepreneurship at PACOSS. The researcher has actively been involved in the teaching and learning processes of business education but the students' performance in Pallisa district has persistently been very poor. In light of this, the researcher was motivated to find out as to why the performance of students in Entrepreneurship continues to deteriorate amidst the existence of qualified professional teachers at PACOSS.

1.4 Statement of the Problem

Despite the presence of qualified teachers at PACOSS, the general academic performance of students' in Entrepreneurship at ordinary level according to the Director of Studies (DOS) records has remained poor. This is often attributed to poor time management observed among PACOSS teachers and students coupled with their constant absenteeism as noted in the Future Workshop (FW) with the stakeholders. The issue if not addressed will continuously affect students' academic performance in Entrepreneurship at PACOSS. To this effect, the stakeholders decided to conduct research on their own practices so as to improve on the situation.

1.5 Purpose of the Study

To evaluate how time management practices influence students' academic performance in Entrepreneurship through collaboration with stakeholders at Pallisa Community Secondary School, Pallisa District.

1.6 Objectives of the study

- i) To examine factors that affect time management at PACOSS.
- ii) To explore possible strategies that can be used to improve time management at PACOSS.
- iii) To assess the implementation of the identified strategies to enhance students' academic performance in Entrepreneurship through time management at PACOSS.
- iv) To evaluate the impact of the intervention strategies used to improve time management at PACOSS.

1.6.1 Research Questions

- i) What are the factors affecting time management practices on students' academic performance at PACOSS?
- ii) What are the possible strategies that can be used to improve time management to enhance students' academic performance in Entrepreneurship at PACOSS?
- iii) How can the identified strategies be implemented to enhance students' academic performance in Entrepreneurship through time management at PACOSS?
- iv) How can the intervention strategies to improve time management at PACOSS be evaluated?

1.7 Justification of the Study

The society expects students to be role models, counselors and advisers to the rest of the community having gone through the process of teaching and learning in schools. On the contrary, the aspect of poor performance most of the subjects in the curriculum, specifically among Entrepreneurship students is on the increase. Therefore, the study has been conceived against this background. There are increasing cases of poor performance among the students, making the study very relevant at this specific time (UNEB, 2016). The study helped to generate reasons for increasing cases of poor performance among students and explored possible remedies from the relevant stakeholders and authorities.

1.8 Significance of the Study

Institutions such as the Ministry of Education and Sports (MoES) and Directorate of Education Standards (DES) may adopt the findings of this study for quality assurance in the education sector.

Secondary schools particularly head teachers, teachers and students may gain an insight into the causes, effects and ways of minimizing the poor performance among students since the study provided recommendations.

Parents and guardians may also adopt the findings of the study for decision making.

The study contributes to the body of existing knowledge pertaining to teaching and learning. On the other hand, the information generated by this research might serve as source of literature for future researchers.

1.9 Scope of the Study

1.9.1 Geographical Scope

The study was conducted at Pallisa Community Secondary School (PACOSS) in Pallisa district because the researcher is a practicing teacher in the same school. Therefore, it was convenient in the implementation and follow up processes of the study. PACOSS is approximately 220km east of Kampala city.

1.9.2 Content Scope

The content scope of this research is based on the four objectives of the study focusing mainly on time management and students' performance. The researcher specifically addressed poor time management, strategies for improving time management and students' academic performance in Entrepreneurship at PACOSS. In addition, the study examined the implementation and the impact of the intervention strategies used to enhance students' performance through collaborative time management. Time management is the independent variable whereas students' academic performance in Entrepreneurship is the dependent variable.

1.9.3 Time Scope

The Action Research (AR) process at PACOSS started in November, 2016 to September, 2017. During that time, the activities that were conducted included: situation analysis, identification of challenges in teaching and learning of Entrepreneurship, identification of possible strategies to address the challenges pointed out, implementation of possible strategies to address the challenges and evaluation of the efficacy of the implemented strategies.

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

This chapter presents the work of other researchers, academicians and scholars in improving students' performance in entrepreneurship through collaborative time management of stakeholders. The review will be based on the following sub themes:

- Factors affecting time management practices on academic achievements
- Possible strategies to be used to improve time management to enhance performance
- Implementation on the identified strategies to improve time management for enhancing students' academic performance in Entrepreneurship at PACOSS.
- Evaluation of the impact of intervention strategies used to improve time management

The study was based on the theoretical underpinning of working together as a group in laying strategies for solving common concerns, which was developed by Wenger (2011) in his book of Communities of Practice.

According to Wenger (2011), Communities grow naturally because of the members' common interest in a particular area or it can be created deliberately with the goal of gaining knowledge related to a specific field. It is through the process of sharing information and experiences with the group that members learn from each other and have an opportunity to develop personally and professionally (Wenger, 2002). At PACOSS, the researcher identified key participants of common concerns and worked together in

identifying work processes, gaps/challenges and possible strategies to fix them as a Community of Practice.

Participatory Action Research (PAR) method used in this study is a special kind of community-based action research in which there is collaboration between the study participants and the researcher in all phases of the study. For example identifying the problem, the research methods to use, the analysis of data and how the study results would be used. In this study, stakeholders were involved in all phases from planning, holding the future workshop and identification of problems, suggesting possible solutions, implementation, follow up and evaluation of the impact of identified strategies. This is supported by Meyer (2000) who maintains that in action research, practitioners identify any existing problem, seek and implement practical solutions and systematically monitor and reflect on the process and out-come of change. This therefore implied that the participants and I, were co-researchers throughout the entire research study. Therefore, participatory action research design was used because it is collaborative and democratic in nature. Participants and the researcher joined together in promoting democratic and social changes within the institution. Similarly, Wenger (2011) affirms that communities of practice share a concern or a passion for something they do and learn how to do it better as they interact regularly. Members engage in joint activities and discussions, help each other and share information. They build relationships that enable them to learn from each other as a way of addressing recurring problems. A growing number of people and organizations in various sectors are now focusing on communities of practice as a key to improving their performance. The researcher used the same

approach for time management in order to improve the students' academic performance at PACOSS.

Ali (2007) clearly says that, "showing up 10 minutes late could add up to lots of lost returns for the school and the individual". Proper time management is important in ensuring that all students have full access to the teaching and learning processes at school. Valuable teaching and learning time is lost when both the teachers and students are late or absent from their routine school activities. Teachers and students are expected to arrive to lessons on time in order to make teaching and learning move on smoothly. Coming to school late disrupts the classroom routine activities and can have impact on academic performance of students. It is therefore important for both teachers and students to arrive at school on time. Frequent unpunctuality will result in concerns including compensating time missed during lessons which may result into poor syllabus coverage and hence poor students' performance in school.

2.2 Factors influencing Time Management Practices on Students' Academic Performance

The factors influencing both teachers' and students' time management practices are categorized into three macro groups; student-related factors, teacher-related factors and family-related factors (Adebayo, 2012). Students are affected by long walking distances to school and bad weather conditions, while teachers are affected by lack of proper planning, procrastination and lack of a day to do list in addition to long distances and bad weather conditions. Similarly, issues related marriage, sickness, peer influence and transportation problems are some of the factors that promote poor time management among students. He explains further that, to manage time, one has to have a to-do list in

order to plan, prioritize and allot time to each activity and to stick to it. This is in line with Covey (2004), assertion that in order to manage time, one has to give priorities to, namely; improving the contacts with others, preparing the activities more effectively, improving the process of managing and planning for the duties, caring for the personal interests, seizing new opportunities, improving the personal skills and information, and admitting the power of others.

In this respect, mentioning the academic level is of close link to the level of success one may gain through time management. The study findings on this are represented in, “high achievements done by self-recognized intellectuals compared to those with low-recognition” (Asakreh, 2003, p54). The findings of this study further yield some prominent factors among which are: poor teaching methods, improper evaluation instruments, stress and emotional factors like negative feeling of a student towards a teacher and his subject. The aforementioned factors have significant influence on the academic performance of the students in secondary schools. In his study of time management, Nyandwi (2014) confirms that the performance of secondary school students were found to drop every year mainly due to schools and home based factors.

In summary, time is a resource and it should be managed well. The “Three Ps” of effective time management includes planning, prioritizing and procrastination.

2.3 Possible strategies to improve Time Management to enhance performance

According to Campbell and Svenson (1992) as cited in Bianconi (2012), time management refers to the way students manage their time in order to have better academic performance which is invaluable for academic success.

Poor time management behaviors such as improper allocation of time or last - minute preparation for class work and tests by teachers have frequently been discussed as one of the prime sources of poor academic performance among students. There is a common thinking among teachers that there is not sufficient time to perform all their tasks adequately. It is mostly because of poor planning, prioritization and procrastination; thus, it is important for students to know the first step of time management that is, giving priority to the important matters and should remain focused on issues essential for success. In line with these notions, Gloe (1999) argues that the techniques of time management are the best ways to manage course materials successfully. These include group discussion, exchanging ideas and sharing views on key points, which ultimately help students to perform better in the examination. Other researchers have described time management as the way by which an individual more efficiently accomplishes tasks and goals; having balance, flexibility, and control over time; setting priorities and scheduling tasks. Recently, Kaushar (2013) found that time management plays a vital role in students' academic performance when he argued that lack of skills for time management act as the barrier to better academic performance.

According to Sansgiry et al (2004), the basic time management skills begin with prioritizing, placing more emphasis on important tasks, being able to say 'no' to less important issue, and being able to stop and start immediately specific activities at pre-set schedules. Sansgiry et al have also argued that in implementing strategies related to time management, one must engage in a "to do" list and need discipline to stay focused with the list in order to have better management of one's available time. Other important issues related to time management include; developing effective study habits, programing

oneself for activities at hand, knowing one's peak hour of concentration, learning effective memorization techniques and most significantly, avoid adjournment.

2.4 Evaluation of the impact of intervention strategies used to improve Time Management

Britton and Tesser (2001) tested their hypothesis that Grade Point Averages (GPA) could be predicted by time management practices. They had ninety students in Georgia answer a 35-question time management survey and submit their Scholastic Aptitude Test (SAT) scores. They found that two time management components directly affect the cumulative GPA; planning - including utilizing short and long term goals and time attitudes (the perception of how their time needs to be spent). Students that practiced both planning and positive time attitudes found that they had much more time to complete their tasks. They felt more in control of how their time was spent, therefore knowing when they had to say "no" to certain activities. It was also found that the students who reported using goal-oriented time management had a higher overall GPA. This seems to indicate that time management practices do have an influence on school academic achievement.

CHAPTER THREE: METHODOLOGY

3.1 Introduction

This chapter presents a detailed plan, clearly indicating the research design, area of the study, study population, sample size and sampling techniques, data collection methods and tools, quality control methods, data analysis techniques, ethical considerations and limitations. This is in line with Todd (2012) description of methodology as procedures used to obtain and analyze data.

3.2 Research Design

A descriptive research design based on participatory approach, using qualitative method was used (Dick, 1993). The study employed a participatory action research approach because it allowed the stakeholders to freely diagnose the problems affecting the school through the situation analysis and develop practical solutions to address them quickly and efficiently. It offered a complete description and analysis of a research subject without limiting the scope of the research and nature of participants' responses (Collins & Hussey, 2003). The key participants were assigned responsibilities and dates of completion. Selener (cited in Reason & Bradbury, 2001, p. 1) describes participatory research as a process through which members of an oppressed group or community identify a problem, collect and analyze information, and act upon the problem in order to find solutions and to promote social and political transformation.

3.3 Area of the Study

The area of study was Pallisa Community Secondary School (PACOSS), Pallisa district (Appendix 14) targeting mainly the administrators, teachers, and the students.

PACOSS was selected because the researcher is both a teacher and a resident of the area. Since he stays within PACOSS, the researcher easily located the respondents through the face to face interviews and focus group discussions.

3.4 Study Population

The population size of Pallisa Community Secondary School according to the (AGM report, 2016), is about 564 students with 353 (59.4%) male and 211 (40.6%) female; with 21 teachers 13 (62%) male and eight (08) female (38%). However, with special reference to this study, the study population comprised of 31 participants in the following categories: 19 students, Eight (08) teachers and Four (04) administrators.

3.4.1 Sample Size and Selection

Using Krejcie and Morgan (1970) table of sample size determination, I arrived at the sample size of 31 participants as indicated in table 3.1.

Table 3.1: Composition of study Participants (Population, Sample Size and Sampling Technique)

Category of participants	study population	Sample size	Sampling technique
Students	20	19	Purposive
Teachers	08	08	Purposive
Administrators	04	04	Purposive
Total	32	31	

Source: Krejcie and Morgan (1970) table of sample size determination

Selection was done according to the willingness of individuals and category of people to provide the required information for the study. Eight (08) teachers were purposively selected because they belonged to the business department (a trade which is under study) and helped in the implementation of the agreed strategies for the improvement of the performance in Entrepreneurship at PACOSS. The 19 students were purposively selected because they had different challenges and were able to give their experiences so as to improve the situation and four (04) administrators were purposively selected because they are the decision makers, influential and can promote the implementation of the recommendation of the study. This enabled the researcher to collect valid information relating to the study and follow up the implementation processes with key participants.

3.4.2 Sampling Techniques

The researcher used purposive sampling for selecting key participants for the case of this research. The students, teachers and administrators who were the key informants were purposively selected using purposive sampling technique to aid the researcher in ensuring that the required information is gathered from the right respondents. This enabled the researcher to collect relevant information relating to collaborative time management influence on students' academic performance at Pallisa Community Secondary school (PACOSS) in Pallisa District.

3.4.3 Sample Size

A sample is a segment of the population with the same characteristics as the population on whom the study is conducted Burns and Grove (2003). The study had a sample size of 32 respondents for both interview and Focus Group Discussion (FDG) methods that involved 19 students, 08 teachers and 04 administrators

3.5 Methods and Tools of Data Collection

The researcher employed interview, Focus Group Discussion (FGD) and future workshop methods while collecting data for the study. The purpose of the research interview was to explore the views, experiences, beliefs and motivations of individuals on specific matters at PACOSS as shown in table 3.2.

Table 3.2: Summary of data collection methods and tools

Method	Tool
Interview	Interview guide
Focused Group Discussion (FGD)	FGD Guide
Future workshop	Future workshop guide
Observation	Observation checklist

Source: Primary data

3.5.1 Interview

Interviews enabled the participants to describe their situation hence offering the researcher access to participants' ideas, feelings, and recollections in their own words, rather than the words of the researcher (Key, 1997). Unstructured interviews were used to collect data from the teachers and administrators on challenges encountered during process of the identified strategies. The teachers were key implementers on the challenges encountered in the implementation process. This was intended to improve students' performance in Entrepreneurship at PACOSS because unstructured interviews are open and do not limit the respondents from bringing up new ideas (Kvale, S. & Brckmann Svend, 2009).

The researcher used unstructured interviews because of their nature of flexibility that allows the questions to emerge from the immediate context of presentation. This enabled the researcher and the participants to share and learn from each other throughout the interviewing process in a collaborative manner. Kvale (1996; 2009) regards interviews as an interchange of views between two or more people on a topic of mutual interest

3.5.2 Focus Group Discussion (FGD).

Focus group discussion was chosen because it uses limited resources in terms of time, man power and finance. The phenomena being researched required collective discussion in order to understand the circumstances, behavior and opinions. A focus group discussion aimed at using participants' feelings, such as perceptions and opinions.

This study focused on five groups of six (06) respondents each; arising from 19 students forming three (03) FGDs and 12 teachers and administrators forming two (02) FGDs

The FGDs were used during situational analysis process and during data collection, validation and report writing. This is in line with participatory action research approach which upholds that the problems within an institution should be based on group discussions (Mikkelsen, 2005). This method helped the researcher to understand participant's responsibilities, benefits, desires, research issues and to plan for improvement. Focus group discussion is a participative method that involves a homogenous group of respondents in the discussion of issues of common concern through a moderator (Mbabazi, 2007).

3.5.3 Future Workshop

This is a futures techniques developed by Jungk, Luiz and Muller in 1970's. It enabled a group of people to develop new ideas and solutions in a collaborative effort towards existing problems. A future workshop emphasis critique learning, team work, democracy, and empowerment (Lauttamaki 2014)

The future workshop started with self-introduction of the researcher followed by a brief introduction of the purpose of the gathering, participants were encouraged to brainstorm on their expectations and fears in regards to the workshop and in the critical stage they gave their views

Following the above, the researcher presented and explained to the stakeholders the guiding principles of the action research, future workshop as being collaborative, democratic, equity and transparency. By being collaborative and democratic, any action research agenda and is inseparable linked with dialogue and freedom necessary in the empowerment of all stakeholders in attendance that are affected by the issues at hand.

Equity in the action research relates to the effect of the towards social change and that creates the constitutions for stakeholders to be accepted and participation fully within the dynamics of social interactions that aim at problem solving (Jones, M. & Stanley, G. 2010)

3.5.4 Participant observation

This method involved recording all those phenomena which are visible to the human eye. It entailed making critical analysis of events, seeing and hearing. The researcher as a participant and moderator in this collaborative research lived with the key participants as

in a community of practice, listened and took notes of the events that took place at the institution during the study. In this way the researcher observed the respondents' participation in the different activities, particularly during the implementation and follow-up phases using the observation tool that was designed. The tool was instrumental in gathering detailed and accurate first-hand data and above all, it was helpful in comparing the information acquired from the interviews with the information got from FGDs. This is in line with Crossman (2017) when he asserts that, "to conduct participant observation, the researcher often lives within the group, becomes a part of it, and lives as a group member for an extended period of time, allowing them access to the intimate details and goings on of the group and their community".

3.6 Tools of data collection

3.6.1 Interview Guide

The researcher formulated an interview guide (Appendix 4) based on the study objectives to gather information from the participants because they provided subject areas within which the interviewer was free to explore, probe and ask questions. This approach was opted because it permitted the establishment of confidence and co-operation between the researcher and respondents, which made it easier for the interviewer to get vital information.

3.6.2 Focus Group Discussion (FGD) Guide

In this study of 31 respondents, 19 of them were students, 08 were teachers and 04 were administrators. FGD guide (Appendix 5) was developed for guidance.

3.6.3 Future Workshop Guide

Unlike in the situation analysis (refer to sub-section 1.2.3) where Future Workshop (FW) was used as problem identification tool, at this stage, FW was used as a data collection tool. The FW was used as a tool in this study because it was aimed at supporting participants in identifying common problems, develop visions and ideas in order to improve on the situation at PACOSS. This (FW) was developed for groups with limited resources to have a say in collective decision making process. It was meant to shed light on common challenging situations, to generate visions about the future and to discuss how these visions could be realized. FW is a good tool for tackling complex problems where many, often seemingly contradicting views, have to be fitted together (Lauttamäki, 2014). FW was developed by Jungk and Müller in the 1970's as an investigative way to highlight problems and look for suggestions to solve them. In light of the above, key participants at PACOSS developed strategies through voluntary and active participation in the study as emphasized in community of practice.

The researcher employed this tool because once stakeholders are empowered and directly involved in the process, they are often recognized as being the best players to make suggestions about improvement in their own work environment. Empowering them by counting on their opinions provided them with authority, responsibility and accountability for required decisions. This is in line with Wenger (1998) assertion that, "Communities of practice involves a group of people informally bound to one another through exposure to a common class of problems, pursuit of solutions and thereby themselves embodying a store of knowledge".

3.6.4 Log book

The researcher recorded the views of each discussion held by the participants within the focus group discussion in the log book. This contained all activities, indicating experiences including dates the resolutions made by the participants and work plans. The researcher kept a logbook of observation field notes and discussions. After each informal observation, the researcher recorded his observations in his log book. This data collection technique is highly corroborated (Maykut & Morehouse, 1994). They stated, “The keen observations and important conversations one has in the field cannot be fully utilized in a rigorous analysis of the data unless they are written down”.

3.6.5 Cameras

These were used to collect the evidence of the research through taking photographs and videos. They were vital during all focus group discussions especially when participants were stressing their views. For academic purposes, smartphones cameras can be used to gather and document information during field research activities (Pelckmans, 2009).

3.7 Validity and Reliability of Instruments

According to Kimberlin (2008), validity refers to the quality that a procedure or an instrument used in a research is accurate, correct, true, meaningful and right. Validity therefore implies that, what we want to obtain is what we are supposed to measure. So, if whatever we use in the study enable us to get what we want to get, then there is validity (Anastasia, 1982). In light of this, the researcher ensured that there was consultation and collaboration with supervisors for the purpose of developing items on the instruments which were used to collect accurate and desired data.

Reliability on the other hand refers to the consistency of a research procedure or instrument. In other words, it is the degree of consistency demonstrated in the study. Thus, reliability implies stability or dependability of an instrument or procedure in order to obtain the same information. This is in agreement with Kahn (1986) who asserts that whatever is done should be done consistently.

In this study the researcher pre-practiced focus group discussion and interview methods with different individuals to see whether the key questions could easily be understood and see whether they can bring useful answer. He found out that the key questions were easily understood and could yield youthful results when administered

In this study, the researcher designed several sets of data collection tools on work processes at PACOSS. These tools were later presented to the supervisors and key stakeholders, who provided their guidance in relation to collecting relevant data aimed at answering the study question set. After collecting the data, expert opinion from the module coordinators was sought to ensure accuracy and consistency of the data collected. Following the interviews and FGDs from the situational analysis, the researcher analyzed the data collected and comments that were generated during the interview on aspects that seemed unclear to the key respondents. Adjustments were made in line with what was relevant to the work process. Similarly, reliability was guaranteed by triangulation of data collection methods namely; interview guide, FGDs and observations from future workshop.

3.8 Procedure of data collection

Data was collected using the future workshop model which involves four phases: preparation, critique, fantasy, reality and implementation phase.

In the preparation phase, the researcher presented an introduction letter from Kyambogo University to seek permission to carry out action research and verbally explained the purpose of the research to the head teacher of Pallisa Community Secondary School (PACOSS). The researcher organized meetings to draw the work plan for all the activities that were done during the action research process. The participants included learners, teachers and top administrators. The researcher together with the participants carried out work processes analysis of what students in PACOSS go through from the start to the end of their study.

3.9 Data Analysis

Data from the interviewees and focus group discussions for this study was coded, analyzed manually by first identifying major themes and sub-themes based on the study objectives and questions. The schematized data frequencies (Creswell, 2003) that were got from interview findings were coded, edited and arranged and analyzed. The data obtained was manually tabulated with frequencies which were used in the decision making, comprehensive interpretations and other related inferences. From the qualitative data obtained, the emerging ideas, opinions and beliefs were critically analyzed and synthesized with what other writers have said in the literature review in order to make them more comprehensive. This was done in order to fill the literature gaps (Lipton, 2014).

3.10 Ethical Considerations

To address the ethical issues, the researcher presented an introductory letter from the faculty of Vocational Studies, department of Art and Industrial Design of Kyambogo University to the respondents so as to avoid bias and give focus of the study.

Principles of ethics were purely taken into consideration in the course of the research. Respondents were left to retain the independence of their minds and free decision making process.

The researcher also ensured that the information got from participants was kept very confidential to avoid the stakeholders being in danger of being victimized of any ideas contributed during the study. Free discussion and every one's idea was considered to encourage maximum participation by the stakeholders without any form of distress.

Anonymity was maintained through the use of stakeholders or respondents to conceal the identity of participants. This is because the information provided by respondents was in no way revealing their identity.

Recording responses and photography during the interviews and focus group discussions was done under the permission of the participants to avoid fear and suspicions.

3.11 Limitations of the Study

The researcher faced a limitation of financial constraint when conducting the research as he incurred costs in transport, accessing and downloading articles and printing that were beyond his planned budget.

Attitudes of the participants at PACOSS may have not believed that the study was only for academic purposes and thus could have concealed part of the required information. This could have undermined the quality of the findings of this research.

Budgeting/ balancing time between responsibilities at school and research study especially during examination period was very was not easy. Also limited time by the stakeholders affected the study since the participants could be too busy. They might have had a fixed schedule of meeting the researcher and this delayed the work of this research.

CHAPTER FOUR: ACTION IMPLEMENTATION, RESULTS AND EVALUATION

4.1 Introduction

In this chapter, the researcher presents and describes data that is relevant to improving teacher competence for improved students' performance in entrepreneurship through time management at Pallisa Community Secondary School, Pallisa district. The key participants during the course of data collection were students, teachers and administrators of PACOSS. Being qualitative in nature, this research permitted data descriptions and interpretations to be based on the researcher's reflection, students', teachers' and administrators' responses, observations and perception of what happened during the course of the research.

The presentation of the results of this research successively followed the objectives of the study as reflected in chapter one of this report which are; to examine factors that affect time management at PACOSS, explore possible strategies that can be used to improve time management at PACOSS, implement the identified strategies to improve time management for enhancing students' performance in Entrepreneurship at PACOSS and evaluate the impact of intervention strategies used to improve time management at PACOSS.

Appraisal of action implementation results was conducted with the help of an interview guide and a focus group discussion guide. The results were compiled from students, teachers and administrators and are presented accordingly in this very chapter.

4.2 Examination of factors that affect time management at PACOSS

The researcher employed informal conversation interviews that sought to find out the students, teachers and administrators experiences regarding the theme at hand.

Stakeholders at PACOSS unanimously agreed that coming late for lessons by students and teachers is inhibiting learners from effectively acquiring competences for better performance in Entrepreneurship trade. This takes place in the following ways:

Late coming interrupts the teaching and learning process in the classroom. Findings from individual interviews revealed that persistent late coming by students contributes to the loss of valuable class time. It creates disruption to the learning of others. In expressing this point, one respondents on administrators' side narrated that:

...the individuals that come late to class are a problem to themselves, to other students and to the teacher. They walk in when teaching is going on, thus disrupting the entire class. This interrupts the flow of the lesson in question because the attention of the whole class is captured/diverted from the lesson's presentation and hence low concentration by students in class. The respondent further noted that, once the late comers are in class, they keep on wondering where to start from to catch up with the rest. They keep on disrupting other students in an attempt to understand where the lesson began from. (14th APRIL, 2017)

Another interviewee explained the impact of late coming on students' development of competences in the following narrative;

...when students report a few minutes after the stipulated time for the lessons, they are bound to miss important knowledge related to the practical tasks to be implemented. As such, the overall performance of the students will be affected and this would affect their level of competences they acquire for the implementation of tasks given (14th APRIL, 2017).

From these narratives, it is clear that if a student arrives late for class, then there will be disruption of the routines and procedures of the classroom and this robs both the late

comer and the entire class of continuity with the lesson in terms of their concentration span, coverage and conceptualization of ideas. This findings are in line with the Clackmannanshire Council (2010), who too, in their study of attendance and punctuality of secondary schools in Scotland concluded that “late coming is disruptive to the individual and to the work of the class and may be an early warning of other difficulties” (Clackmannanshire council, 2010). This therefore means that students’ successful school achievement is directly related to timely accomplishment of tasks. On the other hand, continued late coming by students would negatively impact on their competence achievement and hence low academic performance.

Late coming interrupts the teaching-learning time and content coverage

During the focus group discussions, key stakeholders unanimously observed that when a regularly assigned teacher is late, time for teaching concentration may be radically reduced. In explaining this further, one teacher noted that:

...such teachers may not be able to implement a regular teacher’s long-term instructional strategies/ syllabus coverage because they have limited their time by coming in late hence may not finish the intended subject content on time.

In addition, stakeholders in the focus group discussions noted that teachers who arrive late to classes set a bad example for their students. In explaining this, one student noted:

“...when the teachers come late then the students also come late” (14th APRIL, 2017).

These findings is supported by Coleman (2013) who in his study of why students arrive to class late concluded that “when students see their instructor come to class late, they may think that it is entirely okay to be tardy.” Furthermore, when attendance rates of

pupils are compared with punctuality rates of teachers, Alexander (2003) maintains that 63.5% of teaching-learning time is further reduced quite considerably.

What is worth noting from these findings-is that late coming by either party, reduces on the teaching learning time and this inevitably impacts on skills acquisition by the students. Stakeholders, both in the individual interviews and focus group discussions indicated that late coming by both parties' results in poor performance by students. In explaining this, one instructor noted that:

Towards the end of the term or near examination time, students and teachers "scramble", to attempt to complete schemes of work or the syllabus in order to compensate for time irretrievably lost. This results in poor performance of students. (14th APRIL, 2017).

Since late coming affects students' school achievement, it is vital that time is effectively managed to achieve the desired quality of students in Entrepreneurship trade at PACOSS. The researcher and the stakeholders chose to address the challenge of late coming by students and teachers in Entrepreneurship by identifying intervention measures for the factors that affect time management at PACOSS. The stakeholders identified the following as factors that affect time management by teachers and students in Entrepreneurship;

Lack of proper planning

Some of the reasons for students and teachers coming late is partly due to poor planning by either party. Majority ($\frac{3}{4}$) of the key stakeholders shared the following comments:

Students wait until the last minute, and then do not give themselves enough time to travel so as to reach to school in time. Others said, “some of us come from far and along the way, we are delayed by some friends from other schools”. Others said, they do not have transport means but instead, they walk to school which is why they reach late for the lessons (14th APRIL, 2017).

Some of the teachers arrive early at school but come in late for the lessons as they are sometimes delayed by visitors/parents in the office. This takes up the time they are to be in class with students.

“Some students are found of doing heavy domestic work and watching films till late in the night hence sleep late”. This makes them to come late to school and hence lag behind in academic performance. It should be noted that going late to bed could result in waking up late. This is confirmed by the literal meaning of the quote by Benjamin Franklin “early to bed early to rise”. Ubogu (2004), in his study of the causes of absenteeism and dropout among secondary school students in Delta Central Nigeria indicated that, the individual involved in watching late films and home videos may be so captivated and hypnotized by it that he/she forgets that he/she has to be in school the next day and likely may not be punctual for class.

The stakeholders in the focus group discussions unanimously agreed that the underlying cause for late coming by students and teachers was due to lack of proper planning. In explaining this aspect, students and teachers advised that:

...if one cannot shorten the distance, then plan to leave home early in order to arrive at school in time. It is leaving home late when you have a long distance to walk that makes some students and teachers to come late for lessons... (14th APRIL, 2017).

...plan not to watch films/television up to late in the night if doing so makes you wake up late and go to school late (14th APRIL, 2017)

If a teacher plans to keep time and enter his/her class on time, she/he will delegate another staff member to see the parents on his/her behalf (14th APRIL, 2017)

From the above suggestions, it is evident that students and teachers who come late are too relaxed when it comes to planning for punctuality at school. They do not seem to keep up with the time for the lessons even when a little hurry could make them punctual for the lessons.

Poor motivation of teachers and students

In the case of students, findings from the focus group discussions revealed that students were so bored by the too much routine in the teachers' teaching methods that some of them came late as a way of dodging the boredom. One student expressed this in the focus group discussions as follows; "some teachers are boring during lessons, so we come in late towards the end of the lesson" (14th APRIL, 2017).

Talking from her experience concerning boring teachers, as one the underlying causes for late coming by students, a female student said;

...who can plan to come late for a lesson of a teacher who teaches in an interesting way, for such a teacher's lesson, I make sure I plan against all odds to make sure that I attend in person the whole lesson so as not to miss out on the interesting bits of the lesson.

In the case of teachers, lack of enthusiasm/interest in teaching, demotivates them to start the lesson early as one participant cited in a focus group discussion as he said;

"...if am going to teach a practical lesson that is to run for two periods (80 minutes) yet I lack the instructional materials then I would rather delay the time...this does not happen in only one week but it will go on for like I to 2 months before I can have a full practical lesson". Absence of enough inducements or incentives for teaching demotivates both the teacher and the student to arrive early for lessons.

4.3 Possible time management strategies to enhance students' performance in Entrepreneurship at PACOSS

This theme presents and interprets data that the researcher considered vital and relevant in relation to possible strategies for time management at PACOSS. The researcher employed informal conversation interviews, focus group discussion and documentary review to gather necessary facts regarding the theme at hand.

4.3.1 Use of Planning Tool

Stakeholders (administration, teachers and students) in the focus group discussions recommend using a personal planning tool for both students and teachers to improve their time management. Some of the highlighted examples of personal planning tools were electronic planners, pocket diaries, calendars, computer programs, wall charts, index cards and notebooks. Writing down their tasks, schedules and memory joggers can free their mind to focus on priorities. Auditory learners may prefer to dictate their thoughts instead. The key is to find a planning tool that works for you and use that tool consistently. The head teacher narrated that:

- Always record your information on the tool itself. Jotting notes elsewhere that have to be transferred later is inefficient.
- Review your planning tool daily.
- Carry your planning tool with you.
- Remember to keep a list of your priorities in your planning tool and refer to it often.
- Keep a back-up system like electronic filing, e-mails

4.3.2 Appropriate Time Scheduling

Interviews with students and teachers revealed that even the busiest people find time for what they want to do and feel is important. Scheduling is not just recording what you have to do, for example meetings and appointments, it is also making a time commitment to the things you want to do. Good scheduling requires that you know yourself. Using a time log, teachers and students should determine those times during the day when they are most productive and alert. They should collaborate with the administration to fix challenging tasks when they have the most energy in the schedule in order to improve their performance in Entrepreneurship trade. Block out time for your high priority activities first and protect that time from interruptions.

If students, teachers and administrators have waiting time or commuting time, they should schedule small tasks such as writing a letter, jotting down a shopping list, reading or listening to educational audiotapes to capitalize on the time loss (Lakein, 1973). Try to limit scheduled time to about 3/4 of your day, leaving time for creative activities such as planning, fantasizing, thinking, and reading. Available literature supports this strategy because it indicates that reporting a few minutes or hours before any activity, prepares students to receive information that enhances their academic performance.

the attendance stood at 18 (90%) and 07 (88%) for students and teachers respectively.

4.3.5 Avoid Multitasking

Focus group discussion with stakeholders revealed that multi-tasking does not actually save time. In fact, the opposite is often true. You lose time when switching from one task to another, resulting in a loss of productivity. Routine multi-tasking by teachers and students led to difficulty in concentrating and maintaining focus when needed. Therefore, it was suggested by the stake holders that teachers and students should avoid multi-tasking if they are to register an improvement in their performance in entrepreneurship trade at PACOSS.

4.3.6 Motivation for both teachers and students

During the plenary session of the future workshop with the stakeholders at PACOSS, it was revealed that teachers are inadequately motivated. Teachers complained of inadequate Parents Teachers Association (PTA) and delayed responsibility allowances given to them, a situation that has led to low teachers' output and hence low students' academic performance in the school. Stakeholders associated motivation with material and monetary gains although one of the administrators informed the participants that motivation can be verbal, through encouragement and words of praises, good meals, accommodation, guidance and counseling.

On the other hand, feedback on tasks or classwork tests was one of the concerns that was raised by students during a focus group discussion. They said that most teachers do not consider giving immediate feedback and this limits the students' time to revise or have group discussions in order to improve on their academic performance.

the attendance stood at 18 (90%) and 07 (88%) for students and teachers respectively.

4.3.5 Avoid Multitasking

Focus group discussion with stakeholders revealed that multi-tasking does not actually save time. In fact, the opposite is often true. You lose time when switching from one task to another, resulting in a loss of productivity. Routine multi-tasking by teachers and students led to difficulty in concentrating and maintaining focus when needed. Therefore, it was suggested by the stake holders that teachers and students should avoid multi-tasking if they are to register an improvement in their performance in entrepreneurship trade at PACOSS.

4.3.6 Motivation for both teachers and students

During the plenary session of the future workshop with the stakeholders at PACOSS, it was revealed that teachers are inadequately motivated. Teachers complained of inadequate Parents Teachers Association (PTA) and delayed responsibility allowances given to them, a situation that has led to low teachers' output and hence low students' academic performance in the school. Stakeholders associated motivation with material and monetary gains although one of the administrators informed the participants that motivation can be verbal, through encouragement and words of praises, good meals, accommodation, guidance and counseling.

On the other hand, feedback on tasks or classwork tests was one of the concerns that was raised by students during a focus group discussion. They said that most teachers do not consider giving immediate feedback and this limits the students' time to revise or have group discussions in order to improve on their academic performance.

4.3.3 Manage External Time Wasters

During focus group discussions, it was revealed that teachers and students time was impacted by external factors imposed by other people and things like phones. The following tips were agreed among the stakeholders to decrease or eliminate time spent in these activities.

- Teachers should set aside times of the day for receiving phone calls and let others know about it.
- Administration should set a mutually agreeable time limit when students and teachers are available for visits.
- Arrive, start and end every activity on time to avoid unnecessary time wastage.
- Practice the options for dealing with clutter lists earlier.
- Establish a master calendar for each teacher to post their time commitments.

4.3.4 Use of Daily Attendance Register for both students and teachers

It was agreed in the focus group discussion with stake holders that teachers should mark students register while Director of Studies (DOS) and head teacher shall mark teacher's attendance register. Some of the daily monitoring forms included: Student and teacher's arrival and departure forms, students and teachers daily lesson attendance form, attendance follow up of those who missed lessons was done. The victims were being punished by suspension of two weeks while repeated behavior were to be dismissed. One of the teachers argued that, the use of daily attendance registers had greatly improved time management and attendance of students and teachers because they feared to fall victims of the circumstance. Before the measure was implemented, the attendance of students was 13 (65%) while that of teachers was 04 (50%) and after the implementation,

the attendance stood at 18 (90%) and 07 (88%) for students and teachers respectively.

4.3.5 Avoid Multitasking

Focus group discussion with stakeholders revealed that multi-tasking does not actually save time. In fact, the opposite is often true. You lose time when switching from one task to another, resulting in a loss of productivity. Routine multi-tasking by teachers and students led to difficulty in concentrating and maintaining focus when needed. Therefore, it was suggested by the stakeholders that teachers and students should avoid multi-tasking if they are to register an improvement in their performance in entrepreneurship trade at PACOSS.

4.3.6 Motivation for both teachers and students

During the plenary session of the future workshop with the stakeholders at PACOSS, it was revealed that teachers are inadequately motivated. Teachers complained of inadequate Parents Teachers Association (PTA) and delayed responsibility allowances given to them, a situation that has led to low teachers' output and hence low students' academic performance in the school. Stakeholders associated motivation with material and monetary gains although one of the administrators informed the participants that motivation can be verbal, through encouragement and words of praises, good meals, accommodation, guidance and counseling.

On the other hand, feedback on tasks or classwork tests was one of the concerns that was raised by students during a focus group discussion. They said that most teachers do not consider giving immediate feedback and this limits the students' time to revise or have group discussions in order to improve on their academic performance.

4.4 Implementation of identified Time Management strategies to enhance student performance in Entrepreneurship at PACOSS

Table 4.1: Action implementation work plan for Time Management Strategies

S/No.	Strategy	Target Group	Person Responsible	Remarks
1	Use a Planning Tools	Teachers	Head Teacher, DOS and Researcher	Done
		Students	Teachers	Done
2	Appropriate Time Scheduling	Administrators	Head Teacher	Done
		Teachers	Administrators	Done
		Students	Teachers	Done
3	Manage External Time Wasters	Teachers	Administrators	Done
		Students	Teachers	Done
4	Use of Daily Attendance Register	Teachers	Administrators	Done
		Students	Teachers	Done
5	Avoid Multi-tasking	Teachers	Administrators	Done
		Students	Teachers	Done
6	Motivation	Teachers	Head Teacher and DOS	Done
		Students	Teachers	Done
7	Coercion	Teachers	Head Teacher and DOS	Done
		Students	Class Teachers	Done

Source: Primary data

4.4.1 Responses on possible strategies used to improve Time Management participants

Feedback from 31 participants comprising of students, teachers and administrators on suggested strategies was collected during an evaluation meeting and their responses presented in table 4.2

Table 4.2: Responses on possible strategies used to improve Time Management by key participants

S/No	Strategy	Administrators		Teachers		Students	
		Agree	Disagree	Agree	Disagree	Agree	Disagree
1	Prompt time keeping by use of planning tools. (Pocket diaries, Note books, calenders)	04	00	05	03	15	04
2	Use of daily attendance register and lesson monitoring forms for both teachers and students	04	00	06	02	17	02
3	Prompt feedback to class work exercises	04	00	05	03	19	00
4	Appropriate time scheduling	03	01	08	0	12	07

5	Manage external	02	02	04	04	19	00
5	time wasters (Switching off phones during class time by teachers)						
6	Motivation	04	00	08	00	11	08

Source: Primary data

Findings from table 4.2 reveal that out of the total of 31 participants (students, teachers and administrators), 24 of them agreed on the strategy of prompt time keeping by use of planning tools such as pocket diaries, notes books and calendars whilst 07 were not in agreement. On use of daily attendance register and lesson monitoring forms for both teachers and students, the research found out that 27 participants were in support while 04 disagreed. Twenty eight (28) respondents agreed on prompt feedback to class work exercises while 03 were on contrary, 23 of the respondents agreed with the component of appropriate time scheduling or proper utilization of time by the teachers although 08 disagreed. Twenty five respondents were in favour of managing external time wasters for instance switching off phones during class time by teachers while 06 disagreed. Twenty three (23) respondents strongly agreed to the issue of the motivation of teachers and administrators as 08 disagreed.

4.5 Evaluation of the impact of intervention strategies used to improve time management at PACOSS

During the evaluation of the impact of intervention strategies, interviews, monitoring, observations and reflection were recorded as per the progress of the implementable interventions that were agreed upon with the key participants as shown in figure 4.1

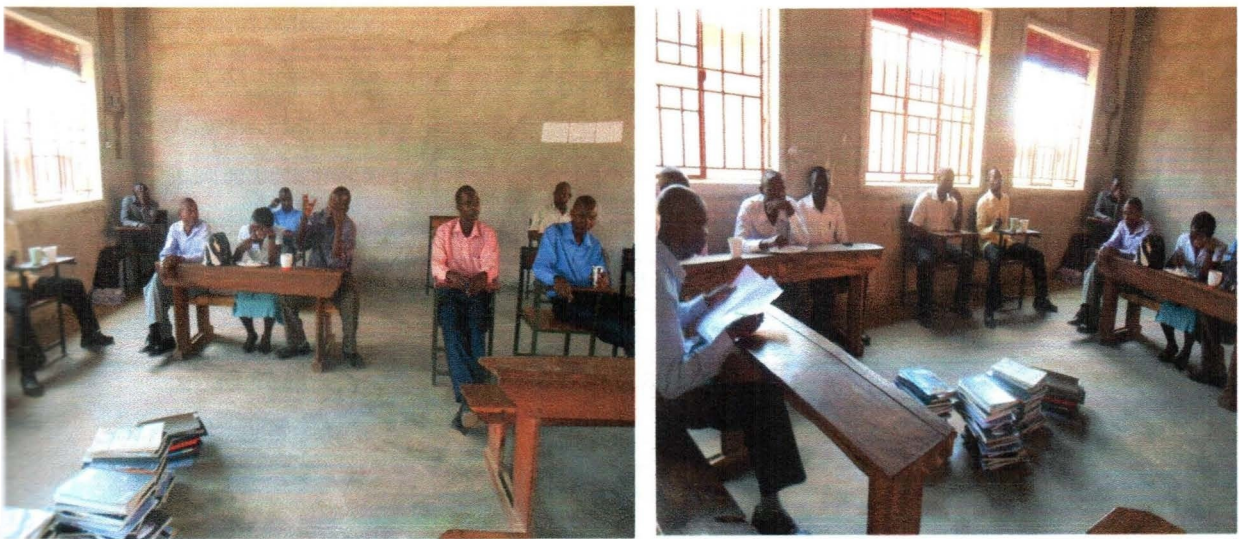


Figure 4.1: Stakeholders' evaluation meeting on 14th April, 2017

Feedback from Eight (08) teachers and four (04) administrators are presented in table 4.3

4.5 Evaluation of the impact of intervention strategies used to improve time management at PACOSS

During the evaluation of the impact of intervention strategies, interviews, monitoring, observations and reflection were recorded as per the progress of the implementable interventions that were agreed upon with the key participants as shown in figure 4.1

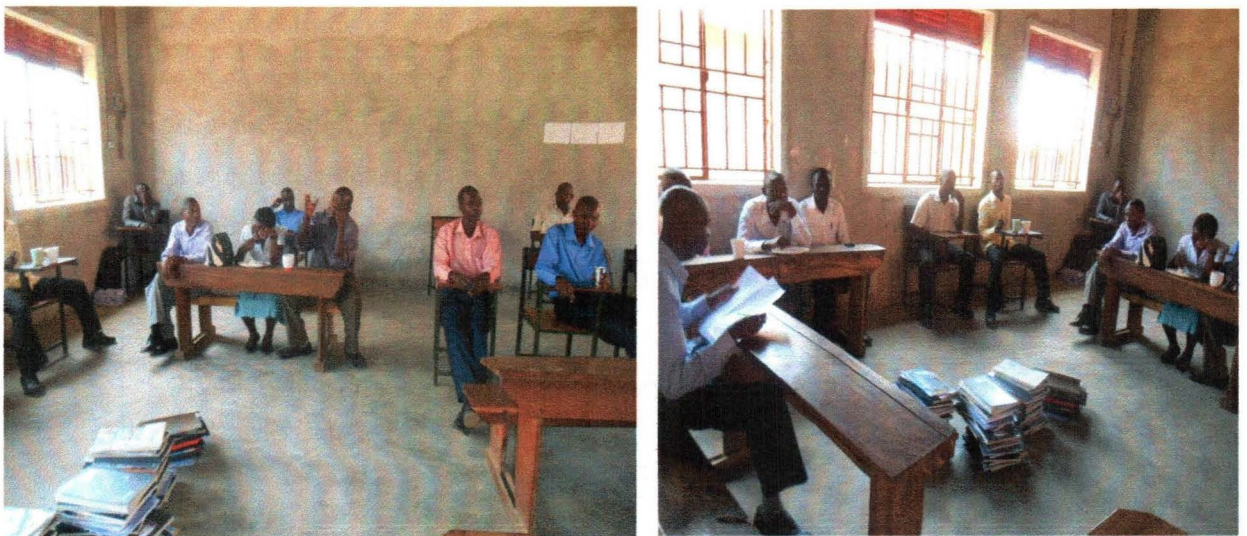


Figure 4.1: Stakeholders' evaluation meeting on 14th April, 2017

Feedback from Eight (08) teachers and four (04) administrators are presented in table 4.3

Table 4.3: Responses on identified strategies to improve Time Management by teachers and administrators

S/No.	Strategy	Strongly Agree	Agree	Strongly Disagree	Disagree	Un- decided
1	Prompt time keeping by use of planning tools (pocket diaries, note books and calenders)	04	08	00	00	00
2	Use of daily attendance register and monitoring forms for both teachers and students.	02	06	00	04	00
3	Prompt feed back to class work exercises	02	04	00	06	00
4	Appropriate time scheduling	03	09	00	00	00
5	Manage external time waster (Switching off phones during class time by teachers)	05	07	00	00	00
6	Coercion	05	07	00	00	00
7	Motivation of teachers	03	08	01	00	00

Source: Primary data

Findings from table 4.3 indicate that 04 out of the 12 participants (teachers and administrators) strongly agreed to Prompt time keeping by use of planning tools (pocket diaries, note books and calendars) while 08 agreed. Two (02) strongly agreed to the use of daily attendance register and monitoring forms for both teachers and students, 06 were in agreement. In several forms, 02 strongly agreed with Prompt feed back to class work

exercises whereas 04 agreed to the same vice. Three (03) strongly okayed agreements with appropriate time scheduling, despite the fact that 09 agreed.

On the element of managing external time wasters (Switching off phones during class time by teachers), 03 strongly agreed while 02 agreed as this makes teachers may fail to attend to urgent issues at home. Five (05) strongly agreed to the introduction of motivation of teachers by rewarding most punctual teachers through gifts of salary increment whereas 07 agreed. Five (05) strongly agreed with the subject of coercion of introducing policies of firing teachers who perpetually come late yet 07 agreed. Finally on the issue of motivated teachers to work harder and better with the aim of ensuring that their students pass, the largest number of participants (07) strongly agreed while 03 agreed. As a result of improvement on time management and attendance by both teachers and students, the average performance of students in entrepreneurship class improved greatly as revealed by the director of studies in the evaluation meeting. Before the implementation of the intervention measures, the average performance in the entrepreneurship class stood at 55% before the implementation and after implementation the average performance increased to 85% in the entrepreneurship class.

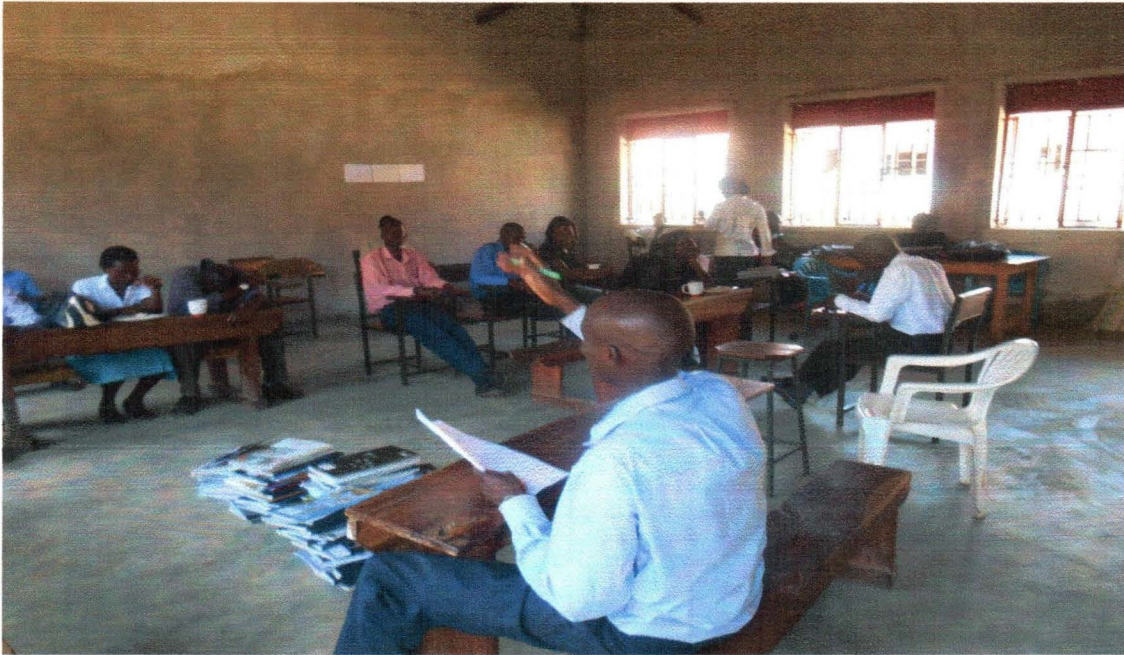


Figure 4.2: Evaluation of the findings meeting on 14th April, 2017

Feedback from evaluation was collected from 19 students during a focus group discussion. Their responses on the factors that affect time management at PACOSS are presented in table 4.4;

Table 4.4: Responses on identified strategies to improve Time Management by students

S/No.	Factor	Strongly Agree	Agree	Strongly Disagree	Disagree	Un- Decided
1	Prompt time keeping by use of planning tools (pocket diaries, note books and calendars)	04	11	00	01	03
2	Use of daily attendance register and monitoring forms for both teachers and students.	03	14	00	02	00
3	Prompt feed back to class work exercises	00	01	01	12	05
4	Appropriate time scheduling	02	09	00	04	04
5	Manage external time waster (Switching off phones during class time by teachers)	08	11	00	00	00
6	Coercion	07	09	00	03	00
7	Motivation	05	10	00	01	03

Source: Primary data

From the above table, it is shown that 04 of the students strongly agreed with Prompt time keeping by use of planning tools (pocket diaries, note books and calendars) while 11 agreed. Three (03) of the students strongly agreed that use of daily attendance register and monitoring forms for both teachers and students while 14 agreed, non-strongly agreed with the component prompt feed back to class work exercises closes gaps in managing time, whereas 01 of the respondents agreed. Two (02) strongly agreed with the aspect of appropriate time scheduling although 09 agreed. Eight (08) strongly agreed to the aspect of managing external time waster (switching off phones during class time by teachers) whilst 11 agreed, 07 strongly agreed that coercion should be introduced to scare students from coming late as 09 agreed. Five (05) strongly agreed to motivation of punctual students through gifts and bursaries although 10 agreed on the statement.

In summary, gathering from the evaluation of all the respondents (student, teachers and administrators) on the impact of intervention strategies used to improve Time Management to enhance students' performance in Entrepreneurship at PACOSS, the research found out that when the above strategies were implemented, there was early arrival and late departure to and from school by both teachers and students, hence providing more time for learning. This greatly enabled most students to improve on their performance in Entrepreneurship at PACOSS.

Daily lesson attendance registers provided platforms for teachers and administrators to follow up students and teachers lesson attendance respectively. This strategy greatly reduced late coming, dodging of lessons and absenteeism by both students and teachers at PACOSS.

Prompt feedback to class work exercises has minimized backlog/accumulation of work as tasks are developed and worked on as scheduled.

Managing external time wasters such as switching off mobile phones during class time eliminated disruption of teaching and learning processes. This strategy enabled participants to manage their time effectively as it provided adequate teaching and learning time, without much interruptions.

CHAPTER FIVE: DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter discusses and analyzes the results accruing from the story of actions and the teaching and learning processes presented in chapter four of this report. This discussion and analysis of the results basically depended on the interpretation and description of the processes based on the researcher's experience, observation and reflection upon the situation as it unfolded in the process of research and also on the perceptions and views from the participants of this research. In this discussion, the researcher incorporated related views, theories and concepts from various scholars where it was deemed necessary to back up the analysis of results.

After discussing and analyzing the results, the researcher also put down conclusions based on his learning and understanding acquired through the research process and the recommendations which would reveal the way forward for this research study.

5.2 Discussion

The study sought to answer four objectives, each handled independently in an ascending order.

5.2.1 Factors affecting time management practices of stakeholders at PACOSS

Data was collected from three categories of respondents namely; students, teachers and administrators. The findings revealed that factors affecting time management at PACOSS included lack of proper planning for daily routines, team work, reserving time for receiving visitors, scheming as a priority, maintenance of individual class and general timetables.

The study also showed that there was a significant relationship between improving students' performance in entrepreneurship and time management at Pallisa Community Secondary School, Pallisa district. It has given the impression that students needed to utilize their time properly before they can perform well in entrepreneurship and other activities as well.

All the activities being performed by students were done within the planned time hence time management could not be separated from student performance. Akomolafe (2005) advocated for proper usage of time by principals so as to be effective on the job and spend less time on receiving telephone calls instead should engage their secretaries to screen their telephone calls. Implicit in this was that the issue of proper time management was not peculiar to the students alone but to the administrators that were to be role models to them. Hence, this study had established that students would spend their time wisely and spend it judiciously for improved performance.

The study further showed that there was a significant relationship between postponement and students' performance. This indicated that students must be aware of regular postponement of activities or events or assignments that could make their study difficult since this could affect their performance. The result was due to the fact that some students could not meet the deadline in performing some academic activities because of the feeling that time was always available for them, not keeping in mind that some issues could suddenly come up. Improper allocation of time and last minute preparation for tests at PACOSS has been the major root cause of most students' poor academic performance.

Adebayo and Omojola (2012) reestablished that the administrators of higher institutions adjourned assignments, most often and this had effects on their effectiveness. Perhaps,

this was transferred to the students' attitude to improper time management. Hence, this study came out that students would minimize adjournment.

The study also revealed that there was a significant relationship between prioritization of activities and students' performance. The study came out with the indication that lack of setting regular or daily goals affect students' activities. What may have been responsible for the findings was that goals were not arranged or performed according to order of importance and urgency by the students. In a similar sense, Bradley and Mcrae (2007) and Agarwal (2008), opined that students need to be self-disciplined in planning their time to improve their performance.

The study further revealed that there was no significant difference in the impact of time management on students' performance in reference to gender. This meant that the male students as well as their female counterpart use their time in similar ways. This is in agreement with establishment of Omolola's (2010) study on time management and students' academic performance when he asserts that both male and female students are affected by time management.

5.2.2 Intervention measures used to enhance students' performance in Entrepreneurship at PACOSS

Planning was among key interventions to promote performance in Entrepreneurship and other subjects in general. This was because planning reduced time wasters and both the students and teachers improved utilization of resources as well as productivity at PACOSS. This compares very well with Estes (2012) who reported that planning improves organization, schedules and time management with the purpose of making work effective and productive.

Establishing a to-do list for the routine activities was one of the findings related to the observation made by Locke's goal setting theory which teaches how to set defined and SMART goals that keep one motivated. "Without any hesitation, the head teacher appreciated the contribution of study at PACOSS and urged members to embrace that collaborative action research as his role as ahead teacher had greatly been simplified by self-motivated stakeholders who had embraced a to-do list for the routine activities at PACOSS. "Insight into long focus, big bang" by Eric Heseltine teaches on how to focus long term goals without overlooking the short term priorities. By this, stakeholders have established a to-do list for the routine activities in organizing, scheduling and budgeting their time for the purpose of generating more effective and productivity work at PACOSS.

Gupta (2010) in turn refers time management to a process constituted by a series of steps which involve the analysis of time habits, clarification of objectives, establishment of priorities, planning for appropriate results, keeping records properly, using positive actions against time wasters and avoiding procrastination/postponement.

5.2.3 Implementation of intervention measures used to enhance students' performance in Entrepreneurship at PACOSS

In the action implementation work plan (Table 4.1) for Time Management Strategies;

Daily arrival book and lesson attendance forms for both teachers and students were designed and used by stakeholders of PACOSS as was agreed during the Future Workshop (Appendix 10). Participants agreed that time management should be monitored collectively, but the head teacher becomes the overall head monitor with special emphasis on teachers' arrival book while lesson attendance forms be closely

monitored by subject teachers. This strategy was used to improve on the availability of teachers at school, proper time scheduling and prompt lesson attendance. This helped to solve pressing issues that were observed during the situation analysis with the stakeholders. The strategy also helped in proper scheduling of activities with emphasis on a to-do-list and avoided late coming to school by students and teachers. A study by Nakpodia (2007) points out that when a student is regularly absent from class, it has an adverse effect on his/her academic performance. To him, frequent late coming and absenteeism from class may led to missing out on vital information, facts and instructions that result in partial understanding of a topic, submission of incomplete work and poor participation of activities and hence poor performance.

Teachers together with their administrators have maintained both class and personal time tables to avoid backlog. Schemes of work, lesson plans and instructional materials had been prepared ahead of time by entire department to ensure proper planning and scheduling of time at PACOSS.

Assessments and prompt feedback on tasks were done majorly by teachers. Feedback on tasks or classwork tests was one of the concerns that was raised by students during a focus group discussion. They said that most teachers do not consider giving immediate feedback and this limits the students' time to revise or have group discussions in order to improve on their academic performance. In addition to that, remedial teachings and compensation of missed lessons was done by teachers with the help of remedial and extra lesson monitoring form iii (Appendix 11). This was act has been ensured through weekly (Mondays) briefings, reflections and follow up meetings under the supervision of the head teacher, who is assisted by the deputy head teacher.

5.2.4 Evaluation of intervention measures used to enhance students' performance in Entrepreneurship at PACOSS

Gathering from the respondents on actionable measures used to improve Time Management to enhance students' performance in Entrepreneurship at PACOSS, the research found out that;

There was early arrival and late departure to and from school by both teachers and students, hence providing more time for learning. This greatly enabled most students to improve on their routine activities and academic performance in Entrepreneurship at PACOSS.

Daily lesson attendance registers provided platforms for teachers and administrators to follow up students and teachers lesson attendance respectively. This strategy greatly reduced late coming, dodging of lessons and absenteeism by both students and teachers at PACOSS.

Prompt feedback to class work exercises has minimized backlog/accumulation of work as tasks are developed and worked upon as scheduled in the school calendar, a strategy that has been closely monitored by head of department (HOD) and other school administrators. Gibbs and Simpson (2004) are of the view that the feedback should be timely in that it should be received by students in time while it still matters to them and for them to pay attention to further learning or receive further assistance. Furthermore, a teaching method which places great emphasis on immediate feedback at each stage of a student's progress through classwork assignments has been demonstrated in many studies to enhance students' performance (Kulik et al., 1980) cited in Gibbs & Simpson (2004). I am in agreement with this statement because if students do not receive feedback early

enough, they will not have enough time for consultations and checking other sources so as to improve on their academic performance.

Switching off mobile phones during class time eliminated disruption during teaching and learning processes. This strategy enabled participants to manage their time effectively as it provided adequate teaching and learning time, without much interruptions.

In summary, the intervention measures which were adopted resulted to improvement in time management and attendance by students from 65% before to 90% after and teachers from 50% before to 88% after the implementation of the interventions and in relation to performance, the implementation of the interventions improved the average performance of the entrepreneurship class from 53.2631% before the implementation to 69.8975% after the implementation (Appendix 16). The results show that there is a considerable change in performance of Entrepreneurship as a result of proper collaborative time management of stakeholders at PACOSS.

5.3 Conclusion

According to the findings, several factors affect time management at PACOSS as per the responses of various participants. These included; lack of proper planning, procrastination and prioritizing items for example; scheming, maintaining both the school and class time tables, and reserving time for receiving visitors. Proper time management reduces stress, gives rise to high performance, good reputation, motivates, and makes learning areas and workload get balanced.

It was further concluded that among the factors that affect time management were lack of proper planning, the role of time tabling, mobile phones being switched off during class

time, class teachers should maintain both class and personal time tables to avoid backlog/procrastination, scheming/planning of lessons and teaching learning aids should be prepared ahead of time, an element that is a priority in a teaching profession, assessment and remedial teachings that are not included in the teachers' daily schedule should be taken into consideration in the time table.

Lack of proper time management on the part of the students and teachers has some impact on student's performance especially in the areas of attending lessons, doing assignments, reading for tests, proper preparation for examinations, getting good results and finally good performance. These are as a result of adjournment and not paying attention to issues like planning and prioritization (Wiegers, K., 2010).

The findings on the possible strategies for improving time management in order to enhance performance revealed; prompt time keeping by students, teachers and administrators, self-motivation of teachers and administrators, use of the attendance register, prompt feedback on class work exercises, proper utilization of time by the teachers, compensation of lessons missed by teachers, switching off of phones during class time by teachers to avoid distractions.

The findings from participants on the identified strategies to improve time management included; prompt follow ups by head teacher and other school administrators, the use of persuasion, coercion like threats of firing and inducements like promising promotions, rewarding good time managers, ensuring that parents are brought on board to ensure prompt daily students attendance, creating a friendly interpersonal relationship between the teachers and students that creates room for discussions. In addition, prompt school staff visits to the students homes makes parents, teachers and students open up on the

challenges of each student, introduction of extra lessons to improve on the areas of students weaknesses, creation of policies that prohibit teachers from speaking on phones, creating a strong supervisory and monitoring system that puts checks and balances on the school staff and entire administration.

The findings on motivation for both teachers and students revealed that teachers are inadequately motivated. Teachers complained of inadequate Parents Teachers Association (PTA) and delayed responsibility allowances given to them, a situation that has led to low teachers' output and hence low students' academic performance in Entrepreneurship in particular and other subjects in general. According to Maslow (1970), innate forces and an innate hierarchy of needs give human behavior its distinctive energy and direction. Reflecting from the views of the participants, I concur with Maslow because if the stakeholders are motivated, the teaching and learning becomes very easy and efficient in most cases although he (Maslow) did not explain how to get resources for motivation. Many people including teachers mainly associate motivation with material and monetary gains and yet motivation can be verbal, through encouragement and words of praises. This can help to build confidence in teachers' and will boost students' level of understanding during the teaching and learning thus leading to better academic performance in general and Entrepreneurship in particular at PACOSS.

On the other hand, feedback on tasks or classwork tests was one of the concerns that was raised by students during a focus group discussion. They said that most teachers do not consider giving immediate feedback and this limits the students' time to revise or have group discussions in order to improve on their academic performance.

From the findings and the underlying discussion of the implementation of identified strategies, it can be concluded that knowledge and details on time management tools is not wide spread among stakeholders' as many teachers and administrators do not appreciate the value of delegation and prioritization in their daily practice. Their (stakeholders) involvement in school activities is low in some areas such as development and implementation of functional school rules and regulations. This therefore implies that the knowledge and value of time management tools by a number of stakeholders exists on small scale yet this should be taken on forefront for better academic performance in entrepreneurship at PACOSS.

Attitude of the students to teachers and administrators according to the findings seemed to have evidently changed, motivated teachers to work harder and better with the aim of ensuring that their students perform well in Entrepreneurship.

Finally, the study has helped me as a researcher in laying out strategies for successful time management in everyday life situation. I was also able to realize a measure that can be used to improve checkups on the levels of time management, creating suitable actions and above all follow ups that can be used by the teachers and administrators to tell that improvement is recognized.

5.4 Recommendations

Based on the findings of this study, the following recommendations are made:

Students especially those in the secondary schools should always consider utilizing all their time well since time lost is never recovered. They should know that time is a scarce resource.

Head teachers, deputy head teachers and directors of studies of secondary schools should also use the findings of this study to improve on their time management. They strongly have to be conscious of time if they are to perform well in their daily routine. This factor increases the chances of better performance by the students.

Adjournment/procrastination of lessons by some teachers has much impact on students' performance in relation to the findings, students should therefore ensure that everything is done as planned in the teaching time table.

Entrepreneurship, from the economic point of view, is very significant not only in secondary school curriculum but also at all levels of education, from primary to tertiary institutions. This may promote vocationalization of education with entrepreneurship as a core at all levels of education.

Finally, everything possible should be done to avert the effects of postponement commonly done by most secondary school teachers as that can be a strong time management factor among the students' effort geared towards improving academic performance.

REFERENCES

- Adebayo, F.A., & Omojola, L. (2012). Influence of Time Management on Administrative Effectiveness in higher institutions in Ekiti States, Nigeria. *International Journal of Educational Research and Technology*, 3(1), 52-60.
- Agarwal, A. (2008). *Self discipline for student - influences on time management*. Retrieved August 19, 2016, from <http://www.ezinarticles.com>
- Akomolafe, C. (2005). Principals Time Management Abilities in Secondary Education in Nigeria. *Journal of Educational Administration and Planning*, 5 (1), 58-67.
- Alexander, W. (2003). Attendance and punctuality. . Retrieved 07 19, 2005, from <http://www.education.gov.gg>
- Al-Ghamdi, M. (2008). *Time Management of Secondary Schools in Taif Managers, Educational Administration and Planning Department* . Saudi Arabia: Umm Al Qura University.
- Ali, M. (2007). *Attendance and Punctuality cost companies big money*.
- Alsalmi, F. (2008). Alsalmi, F. (2008): Time management and its impact on the development of creativity administrative skills managers secondary school instruction in the Holy City. Mecca.
- Anastasia, A. (1982). *Psychological Testing*. New York: McMillan.
- Apel, H. (2004). *A paper presented on the International Experts Meeting. Theory and Practice of Peace Education*. Germany Institute for Adult Education. Friedrich-Ebert-Allee 38 53113 Bonn, Feldafing (Munich).
- Bianconi, M. (2012). *Financial Economics, Risks and Information by World Scientific Publishing Company*. Danvers.

- Britton, B. K. (2001). Effects of time management practices on college grades. *Journal of Educational Psychology, 83*, 405-410.
- Clackmannanshire Council Online (2010). Attendance and Punctuality (Secondary Schools). <http://www.clacksweb.org.uk/learning/attendanceandpunctualityss/>
- Coleman, D. (2013). Why students arrive to class late. Retrieved from <http://www.the21stcenturyteacher.com>
- Covey, S. (2004, 2013). *The habits of highly effective people; powerful lessons in personal change* Simon and Schuster, (Anniversary Edition).
- Creswell, J. (1998). *Qualitative inquiry and research design: Choosing among five traditions*. California: Sage Publications.
- Creswell, J. (2003). *Research Design. Qualitative, Quantitative and Mixed methods Approaches*. New Delli: SAGE Publications, Inc.
- Crossman, A. (2017). Understanding Participant Observation Research.
- Dick, B. (2001). *Qualitative evaluation for program improvement*. A document prepared for and distributed at the IIR conference on evaluation 7-8 September, Brisbane.
- Gibbs, G., & Simpson, C. (2004). *Conditions under which assessment supports students' learning and Teaching in Higher Education*.
- Gloe, D. (1999). *Study habits and test taking tips*. *Dermatology Nursing, 11*(6), 439-449.
- Gordon, H. R. D., Wilbert, T. D., Mc Caslin, N. L., Parks, D., & Castro, C. M. (2009). *History of Vocational Education in North America*. Retrieved from <http://education.stateuniversity.com/pages/2536/Vocational-Technical-Education.html>

- Government White Paper on The Education Policy Review Commission Report entitled “*Education for National Integration and Development*”, Kampala, April, 1992.
- Gupta S.D. & Kumar, D. (2010). Psychological Correlates of Happiness. *Indian Journal of Social Science Researches*, 7 (1), 60-64.
- Hansenmark, O. C. (1998). The Effect of an Entrepreneurship Programme on Need for Achievement and Locus of Control of Reinforcement. *International Journal of Entrepreneurial Behavior & Research*, 4(1), 28 - 49.
- Heino, A. (2004, February 9-11). *The Future Workshop*. Retrieved from International Expert Meeting on Theory and Practice of Peace Education, Feldafing (Munich): http://www.die-bonn.de/espid/dokumente/doc-2004/apel04_02.pdf
- Jungk, R., & Müller, N. (1987). *Future Workshops: How to Create Desirable Futures*. London, UK: Institute of Social Inventions.
- Jupp, V. (2006). *The Sage Dictionary of Social Research Methods*: London, Sage Publishers.
- Kahn. (1986). *Research in Education*. New Jersey: Prentice Hall.
- Kemmis & Taggart, Mc. (1982). *Action Research Processes*.
- Key, J. P. (1997). *Research Design in Occupational Education*. Retrieved January 25, 2015, from Data-gathering tools: <http://www.okstate.edu/ag/agedcm4h/academic/aged5980a/5980/newpage16.htm>
- Kimberlin, C. L. (2008). Validity and reliability of measurement instruments used in research. *Research fundamentals*.
- Kvale S. & Brckmann, S. (2009). *Interviews: Learning the craft of qualitative Research Interviews*. Sage.

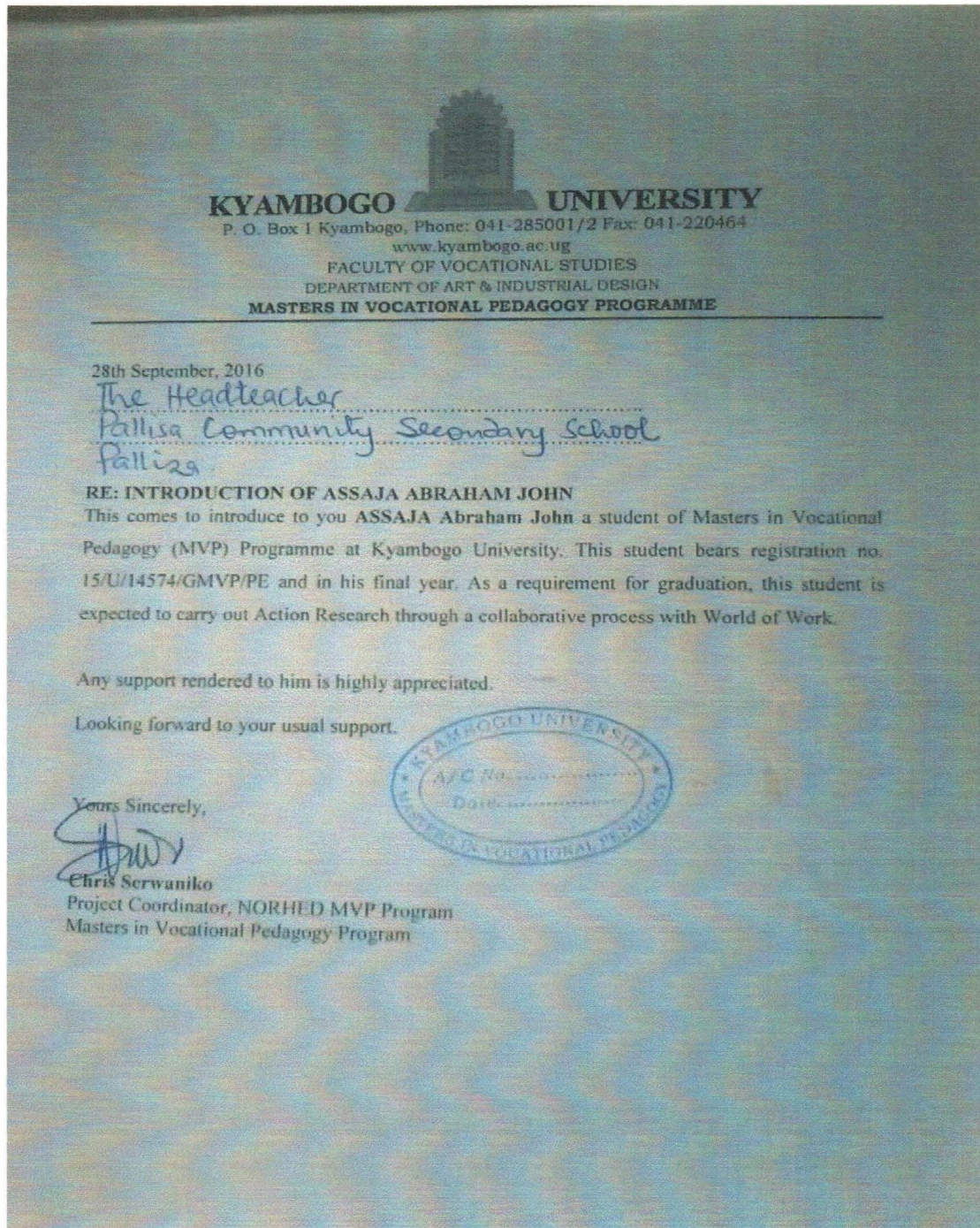
- Kvale, D. (1996). *Interviews*. London: SAGE.
- Lakein, A. (1973). *How to get control of your time and your life*. New York: Wyden.
- Lauttamäki, V. (2014). Practical guide for facilitating a futures workshop. 2.
- Lave, J. & Wenger, E. (1991). *Situated learning. Legitimate peripheral participation*.
New York, 32 Avenue of the America: Cambridge University Press.
- Lave, J. & Wenger, E. (2003). *Situated learning. Legitimate peripheral participation*.
United States of America: Cambridge University Press.
- Lipton. (2014). *International Monetary Fund Data Analysis*. Retrieved from
<http://www.businessdirectory.com>
- Maslow, A. H. (1970). *Motivation and personality*. New York: Harper and Row
publishers.
- Maykut, P., & Morehouse, R. (1994). *Beginning qualitative research: A philosophical
and practical guide*. London: Falmer Press.
- Mc. Taggart, R., & Kemmis (1997). *Participatory Action Research*. New York: State
University of New York Press.
- Mc. Taggart, R., & Kemmis (1997). Principles for Participatory Action Research. *Adult
Education Quarterly*, 41(3), 168-187.
- Measurement & Evaluation Section, E. P. (2012). *Ministry of Education & Sports Annual
Performance Report*. Kampala: Ministry of Education & Sports, 9-11 Embassy
House.
- Meyer, J. (2000). Using qualitative research methods in health related Action Research. *A
British medical journal*, 320.7228.

- Mikkelsen, B. (2005). *Methods for development work and research: A new guide for practitioners* (2 ed. ed.). New Delhi: Sage Publications.
- Millar, D. (2008). *ACTION RESEARCH: Research methodology and design. Paper presented at the Advanced curriculum training project.*
- Mjelde, L. (2008). *Handbook for Master Students in Vocational Pedagogy (Equality Complementarity Solidarity Fidelity)*. Harambee Publishing.
- Muhoozi, G. (2008). Vocational Education. Retrieved on 22nd November, 2009 from <http://nucoop-grace.blogspot.com>
- National Curriculum Development Centre (2014). *Entrepreneurship Education in Uganda*. Kampala. Retrieved on 05th December, 2014.
- Omolola, A. D. (2010). *Time management among the Nigerian undergraduates - A case study of University of Ado Ekiti*. Nigeria.
- Pelckmans, L. (2009). *Phoning anthropologists*. Retrieved June 2015, from Mobile phones: The new talking drums of everyday Africa: <http://justpublics365.commons.gc.cuny.edu/2013/06/12/smart-phones-and-academic-research>.
- Sansgiry, S., Bhosel, M. (2004). Factors That Affect Academic Performance Among Pharmaceutical Students. *American Journal of Pharmaceutical Education*.
- Ubogu, R.E., (2004). *The Causes of Absenteeism and Dropout among Secondary School Students in Delta Central Senatorial District of Delta State*. Abraka.
- UNEB. (2016). Report on work of candidates, UACE-2015. *Uganda National Examinations Board*.

- Wenger, E. (1998). *Communities of Practice, Learning, Meaning and Identity*. New York, London: Cambridge University Press.
- Wieggers, K. (2010). *Prioritization Software Requirement* (2nd edition ed.). (W. Redmond, Trans) Microsoft press.
- Winarno, A. (2016). Entrepreneurship Education in Vocational Schools: Characteristics of Teachers, Schools and Risk Implementation of the Curriculum. *Journal of Education and Practice*.

APPENDICES

Appendix 1: Introduction Letter



KYAMBOGO UNIVERSITY

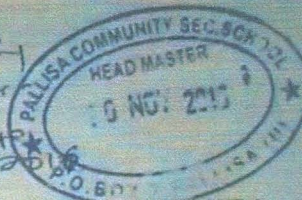
P. O. Box 1 Kyambogo, Phone: 041-285001/2 Fax: 041-220464
www.kyambogo.ac.ug

FACULTY OF VOCATIONAL STUDIES DEPARTMENT OF ART & INDUSTRIAL DESIGN MASTERS IN VOCATIONAL PEDAGOGY PROGRAMME

6th November 2015

To: PALLISA COMMUNITY
SECONDARY SCHOOL
PALLISA

Received by
Headteacher
[Signature]
15/11/2015



Dear Sir/Madam,

RE: REQUEST FOR OUR MASTERS IN VOCATIONAL PEDAGOGY STUDENTS TO UNDERTAKE A RESEARCH EXCURSION IN YOUR INSTITUTION/ORGANIZATION

The purpose of this communication is to request you allow our student together with his/her mentor carry out a baseline discussion to ascertain competency related needs, in doing this include "Future workshop" and "Analysis of work processes" in the different Department/Section in your Institution/Organization.

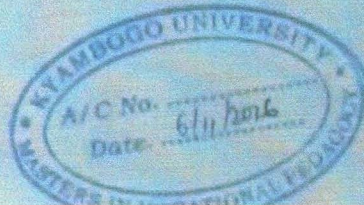
The Masters in Vocational Pedagogy is offered by Kyambogo University in collaboration with Oslo and Alkershus University College in Norway and University of Western Cape in South Africa. It aims at developing capacity in terms of human resource that is urgently needed in the area of vocational and practical skills for both vocational schools and workplaces training.


As part of the study programme, the Master students in this programme undertake Action Research Expedition both in Industry and Vocational Training Institutes/schools through which prevailing competency related needs are identified and an attempt to solve them is done.

Your positive response will be of great benefit to the nation in the area of Vocational Education and Training.

Thank you,

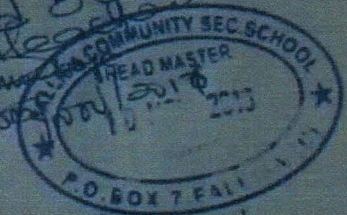
[Signature]
Serwaniko Chris
Coordinator, Masters in Vocational Pedagogy
NORHED MVP Project




KYAMBOGO UNIVERSITY
 P. O. Box 1 Kyambogo, Phone: 041-285001/2 Fax: 041-220464
 www.kyambogo.ac.ug
 FACULTY OF VOCATIONAL STUDIES
 DEPARTMENT OF ART & INDUSTRIAL DESIGN
MASTERS IN VOCATIONAL PEDAGOGY PROGRAMME

28th September, 2016

Received by
Headteacher
 The Headteacher
 Pallisa Community Secondary School
 Pallisa



RE: INTRODUCTION OF ASSAJA ABRAHAM JOHN

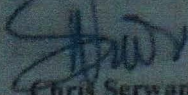
This comes to introduce to you ASSAJA Abraham John a student of Masters in Vocational Pedagogy (MVP) Programme at Kyambogo University. This student bears registration no. 15/U/14574/GMVP/PE and in his final year. As a requirement for graduation, this student is expected to carry out Action Research through a collaborative process with World of Work.

Any support rendered to him is highly appreciated.

Looking forward to your usual support.




Yours Sincerely,



Chris Serwaniko
 Project Coordinator, NORHED MVP Program
 Masters in Vocational Pedagogy Program

Appendix 2: Progress Report Research work



KYAMBOGO UNIVERSITY
 P. O. BOX 1 KYAMBOGO
 Tel: 0414 289267, Fax: 256 41 220464
 Web site: www.kyu.ac.ug
 Kyambogo University Graduate School

Form: KYU/GS/PR/1

APPENDIX 2: PROGRESS REPORT RESEARCH WORK

FACULTY VOCATIONAL STUDIES DEPARTMENT ART AND INDUSTRIAL DESIGN

STUDENT'S NAME ASSAJA ABRAHAM JOHN

REG. No. 157U/14574/GMV/PE PhD/MSc/MA/MA Phil. MVP Full/Part Time

PROJECT TITLE IMPROVING STUDENTS PERFORMANCE IN ENTREPRENEURSHIP THROUGH COLLABORATIVE TIME MANAGEMENT OF STAKEHOLDERS AT PALLISA COMMUNITIES

SUMMARY OF WORK COMPLETED SITUATION ANALYSIS / WORK PROCESS ANALYSIS, FUTURE WORKSHOP, PROPOSAL WRITING, ACTION IMPLEMENTATION OF DEVELOPED STRATEGIES, EVALUATION OF THE FINDINGS AND CORRECTIONS ON DRAFT REPORT

PROPORTION OF ORIGINAL WORK PLAN COMPLETED 80% COMPLETE

CONSTRAINTS, PROBLEMS/SUGGESTIONS TIGHT WORK SCHEDULES BOTH AS WORK PLACE AND UNIVERSITY, INADEQUATE FUNDS TO EFFECTIVELY CARRY ON WITH RESEARCH AS SOME STAKEHOLDERS EXPECT FINANCIAL BENEFITS FOR THEIR EFFORT / CONTRIBUTIONS IN THE RESEARCH PROCESS

WORK PLAN FOR THE NEXT SIX MONTHS DOCUMENTATION OF RESEARCH THESIS, HOLDING MEETINGS WITH SUPERVISORS FOR GUIDANCE AND DOING EDITORIAL WORK AS PER THE SUPERVISORS ADVICE

STUDENT'S SIGNATURE Assaja DATE 05/05/2017

COMMENTS: BY THE PROGRAMME COORDINATOR The student has progressed steadily and is about to submit thesis.

NAME & SIGNATURE Walter Giduru

DATE 12/09/17

Appendix 3: Notice of Submission of thesis

Form: KYU/GS/RS/2

APPENDIX 3: NOTICE OF SUBMISSION OF THESIS

The student to submit three (3) copies of this form and submit it to the Graduate School

TO: The Chairperson, Kyambogo University Graduate School Board

FROM Student's Name: ASSAJA ABRAHAM JOHN
 Registration Number: 15/11/14574/GMVP/PE
 Student Number: 151020014574
 Department: ART AND INDUSTRIAL DESIGN
 Faculty/School: VOCATIONAL STUDIES
 (Part Time/Full time) FULL TIME

I propose to submit my thesis (MAG, MARS, MBA, MeD, PPM, MAH, MSc, SCM, MSP, MOPP or PhD) For examination on or before Day: 30th Month AUGUST
 Year: 2017

Area of Specialization BUSINESS EDUCATION (e.g. Sport science, Literature etc)
 Thesis Title: IMPROVING STUDENTS PERFORMANCE IN ENTREPRENEURSHIP THROUGH COLLABORATIVE TIME MANAGEMENT OF STAKEHOLDERS AT PALLISA COMMUNITY SECONDARY SCHOOL, PALLISA DISTRICT.

Student's signature: [Signature] Date: 15/06/2017
 Comments from the following:

(a) **Principal Supervisor**

The student has made a good progress and steadily moving towards
completion of the project.
 Name: J. C. S. O. O. O.
 Sign: [Signature] Date: 16/6/2017

(b) 2nd supervisor(s) comments:

Remarkable progress exhibited by the student. He is getting ready to submit his final copy.

Name: Mawen M. Senog

Sign: 

Date: 22/02/2017

(c) Programme Coordinator

The student is progressing very well and is about to submit his thesis for examination.

Name: Wathum Edrom

Sign: 

Date: 17/08/17

(d) Chairman Departmental Graduate & Research Comments:

The student can be able to submit following the supervisor comments.

Name: Mutiny Emmanuel

Sign: 

Date: 21/8/2017

(e) Chairman Faculty Graduate & Research Comments:

ready to submit

Name: Dr. Evelyn B. Ikingona

Sign: 

Date: 23.08.17

Appendix 4: Respondent's interview guide for students, teachers and administrators

Dear respondent,

I am **Assaja Abraham John**, a student of Kyambogo University, Department of Art and industrial design conducting research on the Topic: Improving student's performance in entrepreneurship through time management at Pallisa Community Secondary School, Pallisa District. You have been identified as a respondent: Please give your opinion on reservation on the topic under study. The information provided is for academic purpose and will remain confidential. So I kindly request you to support me by responding to the interview guide.

Thank you.

Questions

1. In your opinion what are the factors that affect time management at PACOSS?
2. Do you think there are possible strategies that can be used to improve time management at PACOSS?
3. If yes, what are the possible strategies that can be used to improve time management at PACOSS?
4. In your view in which ways can the implementation of identified strategies to improve time management for enhancing students' academic performance in entrepreneurship at PACOSS be done?
5. What are the impacts of intervention strategies used to improve time management?

Thank you for Participating.

Appendix 5: Focus Group Discussion Guide for students, teachers and administrators.

Dear respondent,

I am **Assaja Abraham John**, a student of Kyambogo University, Department of Art and industrial design conducting research on the Topic: improving student's performance in entrepreneurship through time management at Pallisa Community Secondary School, Pallisa District. You have been identified as a respondent: Please give your opinion on reservation on the topic under study. The information provided is for academic purpose and will remain confidential. So, I kindly request you to support me by responding to the Focus Group discussion guide.

Thank you.

Questions

1. In your opinion what are the factors that affect time management at PACOSS?
2. Do you think their possible strategies that can be used to improve time management at PACOSS?
3. If yes, what are the possible strategies that can be used to improve time management at PACOSS?
4. In your judgment, in which ways can the implementation of identified strategies to improve time management for enhancing students' academic performance in entrepreneurship at PACOSS be done?
5. What are the impacts of intervention strategies used to improve time management?

Thank you for Participating.

Appendix 6: Observation Checklist

Checklist	Available	Not available	Implementation
Class registers			
Students daily attendance book and teachers' daily attendance record book			
General school time table			
Daily routine work plans			
Individual class time tables			
Remedial lessons' time tables			
Record of work covered			
Teachers' schemes and preps file			
School rules and regulations			

Others;

- Time management among stakeholders in the school
 - a. Time of arrival to school.....
 - b. Time to and out of class.....
 - c. Time in library.....
 - d. Preparation time.....
 - e. Time for meals, breakfast and lunch.....
- Teaching and learning practices.....
- Students' attitude towards learning.....
- Process of implementation of interventions.....
- Involvement and willingness of Administration.....

Appendix 7: Future Workshop Guide

1. Preparation phase: - Set date/ venue, informed participants, stationary, refreshments
2. Critique phase: - Stake holders generate ideas while observing the rule of thumb - first idea generation, respect for every ones idea, short responses, no criticism
3. Utopia/ fantasy phase:- Turning all the negative ideas in the Critique phase into positive, assuming every situation to be possible, resources available to fix every problem
4. Reality phase – This is the ideal situation, stakeholders point workable solutions within the available resources, subjected the pressing issues to pairwise matrix ranking to get the most pressing challenge.
5. Action implementation of the agreed strategies
6. Follow up the impact of the implemented activities

Appendix 8: Identification of the most pressing challenge using pairwise matrix

	1	2	3	4	5	6	7	8	Tally	Ranking
1		1	3	1	1	1	1	1	6	2 nd
2			3	4	2	2	2	2	4	3 rd
3				3	3	3	3	3	7	1 st
4					4	6	7	4	3	4 th
5						6	5	5	2	6 th
6							6	8	3	4 th
7								8	1	8 th
8									2	6 th

Key:

1: Absenteeism

2: Poor syllabus coverage

3: Poor time management

4: Communication gap

5: Poor career guidance

6: Poor record management

7: Poor reading culture

8: Lack of exposure for students

Appendix 9: Table for Determining sample size from a given population

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	246
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	351
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	181	1200	291	6000	361
45	40	180	118	400	196	1300	297	7000	364
50	44	190	123	420	201	1400	302	8000	367
55	48	200	127	440	205	1500	306	9000	368
60	52	210	132	460	210	1600	310	10000	373
65	56	220	136	480	214	1700	313	15000	375
70	59	230	140	500	217	1800	317	20000	377
75	63	240	144	550	225	1900	320	30000	379
80	66	250	148	600	234	2000	322	40000	380
85	70	260	152	650	242	2200	327	50000	381
90	73	270	155	700	248	2400	331	75000	382
95	76	270	159	750	256	2600	335	100000	384

Source: Krejcie and Morgan (1970)

Note: "N" is population size

"S" is sample size.

Appendix 10: Minutes of the Future Workshop held at PACOSS

**MINUTES FOR PALLISA COMMUNITY SECONDARY SCHOOL (PACOSS)
STAKE HOLDERS MEETING HELD ON 14TH NOV, 2016 IN THE STAFF
ROOM AT 10:00PM.**

Attendance list attached.

AGENDA:

1. Prayer
2. Introduction
3. Communication from the Researcher (Assaja Abraham John)
4. Analysis of the work processes
5. Identification of challenges in workplace
6. Way forward /solutions to above
7. Closure.

Min. 1/11/2016: Prayer.

The meeting was opened with the word of God said by **Mr. Opakasi Clement** who called for God's guidance.

Min. 02/11/2016: Introduction.

The speaker of the day requested members to introduce themselves as it was important for members to know one another.

Min. 03/11/2016: Communication from Researcher/Assaja Abraham John.

He greeted the house and welcomed members to the meeting.

He informed the house that this was special type of the meeting involving all stake holders of the school and it was intended to help in analyzing the work processes within the school and identifying the challenges /gaps.

He informed the house that normally in every organization, there are always some challenges that make things not to move. the way they are supposed to be done it's a reason why we have to come together to identify the loopholes so as to improve the work processes in the school.

He still informed the house that the stake holders should be fully involved because the meeting aims at improving the work performance in the organization.

He finally requested members to be open minded in identification of the challenges affecting the work processes without fear .since all the stake holders have been sensitized on the merits of the meeting.

Min. 4/11/2016: Analysis of the work processes:

The chairperson informed the house that the main activities within the school is teaching and learning which is aimed at generating very good grades at the end of the course.it was the duty of the stakeholders to identify the tasks involved in performing the work

The members agreed that the following duties and tasks at school;

- Participating in planning like attending general meetings to generate ideas, drawing departmental budgets, department planning meetings.
- Preparing teaching and learning activities for example preparing schemes of work, lesson plans, preparing instructional materials/teaching learning aids, making lesson notes.
- Guiding teaching and learning activities /lesson delivery by actual teaching, giving exercises after teaching, marking, making corrections and conducting remedial teaching.
- Assessment and evaluation through organizing or developing exercise, assignments, weekly and monthly, tests (progressive tests) examinations, in the beginning of the term, mid-term and end of the term, project work for example entrepreneur.
- Guidance and counseling through organizing career guidance session for learners, counseling indiscipline students by sharing life experiences, bridge the gap between stubborn students and parents.
- Carrying out co-curricular activities by organizing field events like football, netball, having inter-class competitions.

Min; 05/11/2016: Identification of the challenges of work plan.

The challenges were identified and categorized in to short term, medium and long term but the chairperson guided the house to major on the short term challenges for the purpose of the study and they identified as follows;

- ❖ Absenteeism for both teachers and students from school.
- ❖ Poor reading culture for example during prep in the morning and evening .this was evidenced when students lack summary books, personal time table.
- ❖ Poor time management for both teachers and students do not come to class in time as well as teachers who do not report to school or class in time
- ❖ Poor career guidance that is given to students.
- ❖ Poor working condition between teachers and administrators in the work place
- ❖ Communication gap between teachers and their administrators.
- ❖ Lack of exposure by students, since they are to get exposed to modern virtues.

Min. 06/11/2016: The way forward/solutions for challenges.

The members established several solutions for the challenges as discussed below;

Members gave a solution for time management for both teachers and students:

Attend all lesson, missed lessons should be compensated to catch up with planned time, frequent recall of students, punishment of late comers, feedback should be given on tasks/classwork exercises, group assignments to encourage team work, administrators to consider and provide accommodation for teachers who come from distant places.

Members also agreed to provide career guidance to students especially indiscipline ones, they further agreed to fix form periods for guiding students.

The stake holders accepted to release funds for the restocking of the library and buy required text books to boost individual study.

Members agreed to brief students on the reading culture by allowing students to sign books to read, guiding them on how to prepare during their individual study.

The administrators accepted to create a good atmosphere and working conditions at the work place in in order to bring good performance.

Members agreed to attend to all their lessons and be present every day once they are scheduled to work in the time table.

Members accepted to teach their lessons and finish their syllabi in time to solve the problem of poor syllabus coverage.

Provision of files to teachers in order to keep records and files, notices, and others information

Members agreed that field trips, tours, external seminars, having educative movies, use of ICT tools in the syllabus /content delivery and introduction of interact clubs in order to solve the problem of lack of the exposure of students.

Finally, it was resolved that the department holds weekly meetings every Monday to allow reflections from the previous week and plan accordingly for the new week, a strategy members believed in to ensure sustainability of the agreed measures.

Min. 7/11/2016; Closure.

The meeting was called off at 1:35pm by the chairperson who requested **Mr. Walyomo Emma** to say a closing prayer and in the same breath, to bless the meal and there after members departed for lunch.

Attendance lists for future workshop

ATTENDANCE LIST FOR STAKE HOLDERS WADAKSIP

No	Name	TELEPHONE NO	SIGN
1	Murleka Jemas	075533778	[Signature]
2	Ohua William	0785729329	[Signature]
3	Kennedy Mallico	0777230007	[Signature]
4	ORAJA JAMES ANNEST	0789151260	[Signature]
5	UKEE JERSE	0779788098	[Signature]
6	PAKENTO JULIUS	0771025324	[Signature]
7	Okeo Tom	0774936266	[Signature]
8	OKWEN ERIC	0787287767	[Signature]
9	Wahyono MUJIBU	0785833539	[Signature]
10	OKOLIMONH INNOCENT	0781419951	[Signature]
11	OKELLO RONALD	0783635316	[Signature]
12	Amun EMMAN	0759132363	[Signature]
13	OTIM PETER	0781034480	[Signature]
14	OPAKASI CLEMEN	0772480636	[Signature]
15	AKEBA WILLIAM	0788149479	[Signature]
16	Muama MOSES	0787211895	[Signature]
17	Ukoma BENTOLSE	0773868212	[Signature]
18	Aurelia ATUKWASE	0757794904	[Signature]
19	ASSAJA ABRAHAM JOHN	0782050657	[Signature]

Seen
 [Signature]
 DV Jacob L Oye
 22/5/2017

Seen
 [Signature]
 22/5/2017

ATTENDANCE LIST FOR STATE HOLDERS WORKSHOP

	NAME		CLASS	SIGN
1	OKURUJI	SAMUEL	S.6	
2	OPHIAN	TRUD	S.6	
3	OKIA	JOHN	S.6	
4	AKURIT	BETTYE LOY	S.2	
5	AJAKOL	DOREEN MARY	S.2	
6	OPIO	ISAAC	S.2	
7	KAPLEGI	JOHN	S.6	
8	ONIE	JOHN MICHAEL	S.2	
9	EMURIA	RONALD	S.8	
10	OKALANG	JOSEPH	S.2	
11	OKURUT	LAURENCE	S.2	
12	AMODING	CHRISTINE	S.2	
13	OLIMO	SOLOMON	S.2	
14	ECAAT	ISAAC	S.2	
15	MURITA	STEPHEN	S.3	
16	ASIRE	BDB	S.3	
17	Ponde	Charles	S.3	
18	ARIONGET	CECILIA	S.5	
19	ADESE	CHRISTINE	S.5	
20	ELIASHA	TERESA HANATHI	S.5	

Seen

Dr. Joseph L. Ojoo
22/5/2011

Dr. Joseph L. Ojoo
22/5/2011

**MINUTES FOR PACOSS STAKE HOLDERS' ACTION RESEARCH
EVALUATION MEETING ON IMPLEMENTED ACTIVITIES HELD ON 10TH
APRIL, 2017 IN THE STAFF ROOM AT 2:03PM**

Attendance list attached

Agenda

1. Prayer
2. Communication from the chair/researcher
3. Review of work plan on action implementation activities
 - a. What has been implemented
 - b. What has not been implemented and why?
4. Way forward
5. Closure

Min1/04/2017: Prayer

The prayer was said by Mr. Oraj James Anest, who asked God to lead in the deliberations of the day and to grant everybody wisdom for fruitful deliberations in the meeting

Min 2/04/2017: Communication from the chair/researcher

The researcher welcomed stake holders to the meeting and thanked them for turning up to the call despite their busy schedules.

He asked members to feel at home and to be free in their deliberations as the research was basically for academics purposes.

He thanked members for being co-operative and helpful for the entire time when the action research began way back in November, 2016 with the work process analysis, followed by the future workshop, implementation process and now follow up process.

He informed members that the meeting was an action research follow up to determine the impact of the activities that have been implemented in the action research process being conducted at PACOSS.

He informed members that the action research is a collaborative process that involves a community based study and a cooperative inquiry commonly used for improving conditions and practices in a work environment.

He informed members that this was a stake holders' research and that the research would help in improving the work situation in the organization.

Finally, he once again thanked the members for listening and wished them fruitful deliberations throughout the entire meeting.

Min 3/04/2017: Review of work plan on action implementation activities

(a) What has been done

Tools/forms for time management have been designed and are being used to check on both teachers and students time management practices in relation to their performance at PACOSS:

- Daily monitoring forms of the time teachers go in and out of their lessons
- Daily lesson attendance forms for students put in place and has greatly reduced the absenteeism and dodging of lessons at PACOSS.
- Observation of daily arrival book by teachers has been renewed and closely being monitored by the Head teacher and other administrators
- Remedial lessons/ extra lesson forms have been designed and being used to monitor the coverage of lessons missed and lessons not properly understood by the students. This has enabled adequate syllabus coverage possibly because of proper time management within the school
- Prompt feedback for tests such as class assignments, beginning of term tests, mid- term tests and end of term tests are now being implemented by teachers.

(b) What has not been implemented

All medium term and long term problems as identified in the future workshop of the 14th November, 2016 have not been implemented due to limited time and financial constraints.

Min 4/04/2017: Way forward

- To continue to encourage students and teachers to manage their time as planned. Administrators and teachers should have dialogue to identify individual problems.
- Carrier guidance to students to make them understand why they are at school. They should be self- driven rather than just being pushed to perform their tasks
- Teacher to be self-motivated to perform their tasks and to prioritize their activities on daily basis
- To continue addressing the previously identified challenges one at a time since action research process is cyclic in nature. It should not end, after solving one problem successfully, then we attack the next until we get rid of all of them. This will enable us to make PACOSS a better place to work in.

Min 5/04/2017: Closure

The meeting closed with a word of prayer that was led by Mr. Achetu Nelson Mandela at 3:35pm.

Attendance list for evaluation meeting attached

ATTENDANCE LIST			
#	NAME	CONTACT / E-mail	SIGNATURE
1.	OKELLO Ronald	0783625216	
2	ORAM James Abubakar	0784150260	
3	ORAM Isaac	0700388228	
4	ORAM ABRAHAM	0751798210	
5	AKHIL NELSON	0718482689	
6	ORAM WILLIAM	07185729329	
7	PAKCHYE JULIUS	0771025324	
8	ORAM ANNE	0702523224	
9	ORAM ANNE ORAM	0702523224	
10	ORAM Isaac	0775281620	
11	ORAM Isaac	073132079	
12	ORAM JOHN	0750809038	
13	ORAM JOHN	0758020662	
14	ORAM ANNE	0759098543	
15	ORAM ANNE	0706901474	
16	ORAM ANNE	0777257572	
17	ASSATA ABRAHAM JOHN	0792050657	

Seen
 Dr. John L. Oram
 Supervisor
 22/5/2017

WMS
 Dr. Michaela S. Oram
 22/05/2017

Appendix 11: Monitoring tool for teachers and students time management and attendance

PALLISA COMMUNITY SECONDARY SCHOOL

DAILY LESSON MONITORING FORM 1

CLASS:NUMBER OF STUDENTS:TERM:

Day:..... Date:

S/No.	Subject	Time In	Time Out	Attendance by Students			Class Monitor's Comment	Teacher's Name
				Boys	Girls	Total		

Official Use Only

Name of Teacher	Subject	Number of Lessons	
		Taught	Not Taught

Recoded by: Approved by:

Sign.....

Sign.....

Class Councilor

Director of Studies (D.O.S)

**PALLISA COMMUNITY SECONDARY SCHOOL
STUDENTS' DAILY LESSON ATTENDANCE FORM II**

CLASS: **NUMBER OF STUDENTS:** **SUBJECT:**

DAY..... **DATE:**

S/No.	Name	Sign
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		
16		
17		
18		
19		

Recorded by: **Approved by:**

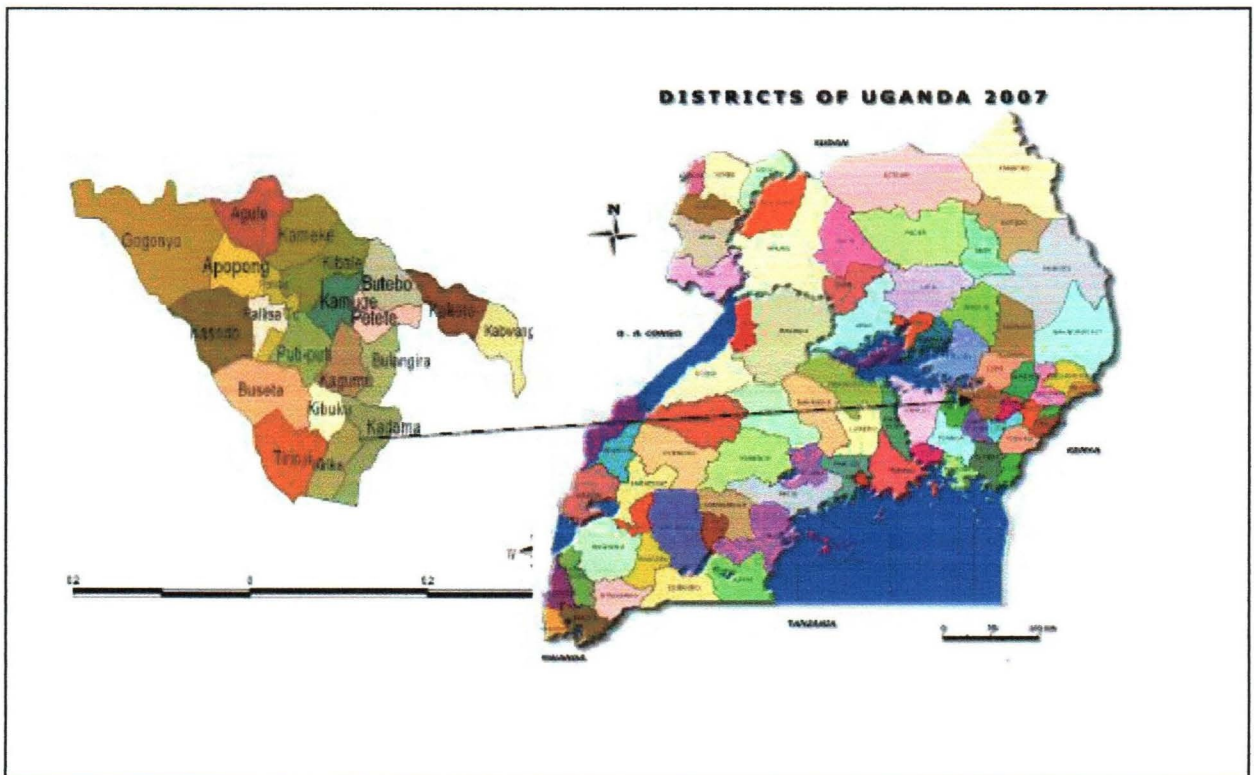
Sign.....

Sign.....

Class Monitor

Director of Studies (D.O.S)

Appendix 13: A Map of Uganda showing Pallisa District where the study was carried out



Appendix 15: Invitation letter for stakeholders' workshop/ meeting

**Pallisa Community Secondary School
P. O Box 7
Pallisa**

Date:

To: Mr/Mrs/Ms.....:

Dear Sir/Madam;

RE: INVITATION FOR STAKEHOLDERS' MEETING/WORKSHOP:

I wish to invite you for the above named reference which is scheduled to take place on.....

Venue:

Time:

Your presence will be of high value to Pallisa Community Secondary School (PACOSS)

Thank you.

Yours faithfully;

ASSAJA ABRAHAM JOHN
(RESEARCHER).

C.c. Head teacher

C.c. Students' notice board

C.c. File

Appendix 16: Students Mark Sheet in Entrepreneurship

**PALLISA COMMUNITY SECONDARY SCHOOL
STUDENTS MARK SHEET**

Class:...S.3... Stream:--... Term:...1.....Year:2017.....

NAME OF STUDENT	BOT %	MOT %	EOT %	AVERAGE MARK
A	47	69		58
B	63	72		67.5
C	77	74		75.5
D	51	79		65
E	49	64		56.5
F	37	47		42
G	58	88		73
H	55	72		63.5
I	46	61		53.5
J	73	69		71
K	42	68		76
L	65	92		78.5
M	59	74		66.5
N	56	86		71
O	63	93		78
P	45	50		47.5
Q	30	28		29
R	47	68		57.5
S	-	-		-
T	49	69		59
TOTAL CLASS MARK	1012	1328		
AVERAGE CLASS MARK	53.2631	69.8975		

KEY

BOT - Beginning of Term

MOT - Midterm Test

EOT - End of Term

A - T - Names of students in Entrepreneurship class

List of marks obtained by the students in the Entrepreneurship class in the beginning of term test at PACOSS

ISA COMMUNITY SECONDARY SCHOOL
 STUDENTS DAILY LESSON ATTENDANCE FORM
 NO OF STUDENTS: 20 SUBJECT: ENTREPRENEURSHIP

	BOY	SIGN
NOEL	47	CH
	63	
VIA REBECCA	77	AR
YBE MARTHA	51	JUS
MARTHA	49	
A MARIAM	37	
	58	
	55	
LAL JOTHU	46	
UPE ZENAB	73	
RIA JOHN	62	
BI MARTIN	65	
SAMSON	59	
ALFRED	56	
NYA JONATHAN	63	
	45	
LU DENNIS A	30	
LE AEMU	24	
LIP MADEL	47	
MC EVERLINE	49	

Approved by:

D.O.S

Sign..

List of marks obtained by the students in the Entrepreneurship class in the mid-term test at PACOSS

ISA COMMUNITY SECONDARY SCHOOL
 DAILY LESSON ATTENDANCE FORM
 R OF STUDENTS: 19..... SUBJECT: ENT.....

	MO	SIGN
ARTHA	64	AKD
MICHAEL	88	AKD
JOHN	68	AKD
SAMSON	74	AKD
BERNARD	74	AKD
NOEL	69	AKD
MICHAEL	72	AKD
GLORIA	50	AKD
MARTHA	79	AKD
MARCEL	58	AKD
MANAM	47	AKD
ALVIN	25	AKD
ICHA	61	AKD
ZAINAB	69	AKD
EVERLINE	69	AKD
ISAAC	77	AKD
MARTIN	92	AKD
AMU	100	AKD
DENIS A	30	AKD
JONATHAN	93	AKD

Approved by:

D.O.S

Sign. 

Appendix 17: Action implementation Work Plan

Activity	Responsible personnel	Duration	Remark
Identification of factors affecting time management by both teachers and students at PACOSS	Administration, teachers students and the researcher	01/10/2016 To 31/12/2016	
Formulation of strategies for improving time management to enhance students' performance at PACOSS	Administration, teachers and the researcher	03/01/2017 To 31/03/2017	
Implementation of the formulated strategies and evaluation of its impact in improving time management and students' performance in Entrepreneurship at PACOSS	Administration, teachers', students and the researcher	02/04/2017 To 28/06/2017	
Mocks, viva presentations.	Administration, researcher, University supervisors	01/07/2017 To 30/08/2017	
Submission of Thesis	Administration, researcher, supervisors	01/09/2017 To 05/10/2017	
Graduation	Administration, researcher, supervisors	03/11/2017 To 15/12/2017	