



**MASTER OF SCIENCE IN TECHNICAL EDUCATION
(ELECTRICAL AND ELECTRONIC ENGINEERING)**

A Study on Entrepreneurship Education in TVE System in Uganda

BY

WALIDI KASIMA

Student No.123613

MScTE (EEE)

DEPARTMENT OF TECHNICAL AND VOCATIONAL EDUCATION

ISLAMIC UNIVERSITY OF TECHNOLOGY (IUT)

THE ORGANIZATION OF ISLAMIC COOPERATION (OIC)

DHAKA-BANGLADESH

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Thesis Submitted in Partial Fulfillment of the Requirements of the Degree of
Master of Science In Technical Education with Specialization in **Electrical And
Electronic Engineering**

DEPARTMENT OF TECHNICAL EDUCATION

ISLAMIC UNIVERSITY OF TECHNOLOGY (IUT)

THE ORGANIZATION OF ISLAMIC COOPERATION (OIC)

BOARD BAZAR, GAZIPUR-1704, DHAKA-BANGLADESH

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The thesis titled “**A Study on Entrepreneurship Education in TVE System in Uganda**” submitted by **Walidi Kasima, student No.123613** of academic year **2013-2014** has been found satisfactory and accepted as partial fulfillment of the requirement for the degree of Master of Science in Technical Education (EEE) on September 2014.

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-
- | | |
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This is to certify that the work presented in this is the outcome of investigation carried out by **Walidi kasima** under the supervision of **Prof. Dr. Che Kum Clement** in the Department of Technical and Vocational Education (TVE), Islamic University of Technology (IUT). Gazipur, Bangladesh. It is hereby declared that this thesis/report or part of it has not been submitted elsewhere for the award of any Degree or Diploma

Prof. Dr. Che Kum Clement

Supervisor and Head

Department of Technical and Vocational Education (TVE)

Islamic University of Technology (IUT) Gazipur, Bangladesh

Walidi Kasima

Student No. 123613

Academic Year: 2013-2014

DEDICATION

I dedicate this work to my parents, without them I would be nowhere. The success of this work is the answer to their prayers for my graduation from one level to another. May the almighty Allah count the support they have rendered to me upon their heavenly treasures, AMEEN!

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W.K

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LIST OF ACRONYMS

BTEP	Botswana Technical Education Programme
EE	Entrepreneurship Education
ILO	International Labour Organization
IUIU	Islamic University in Uganda
KYU	Kyambogo University
MBA	Master of Business Administration
MDG	Millennium Development Goal
MUBS	Makerere University Business School
MUK	Makerere University Kampala
NCSEE	National Content Standards for Entrepreneurship Education
TVE	Technical and Vocational Education
TVET	Technical and Vocational Education and Training

ABSTRACT

This thesis discusses the study on entrepreneurship education in Technical and Vocational Education (TVE) system at university level. Convenience sampling was used to obtain the sample size of 34(thirty four) teachers from the five selected universities in Uganda. The study aimed at to know how entrepreneurship education is currently being addressed, in terms of general approaches and subject curricula and to recommend the National strategies and action plans that are to be prepared for the integration of entrepreneurship education in TVE system.

Data was collected using well designated questionnaire.

The thesis also discusses the several factors affecting and limiting entrepreneurship education in Technical and Vocational Education (TVE) system at university level such as lack of facilities like computers for effectives teaching of entrepreneurship education, course being taught theoretically than practically thus not favoring quick understanding since most of the lecturers lack experience on practical business, institutions not sourcing the resourceful person to offer services, unfavorable learning environment for students like strikes within institutions etc.

The main findings of the research were; various industries and other sectors are involved in promoting and developing entrepreneurship education through industrial visits and internship to the students, business plans and projects are not being used by students to show there competence in entrepreneurship, institutions do not inspire teachers to teach the subject, teachers are not trained to cope with the changes in technology and Government policy measures influence the entrepreneurship education

CHAPTER I

INTRODUCTION

1.1 Background of the study

Unemployment in Uganda and many developing countries cannot be solved by simply providing training of technical skills in various institutions. There is need to link education to employment (self or paid) at the base of the best practice strategy. Entrepreneurship is important in enabling graduates to become involved in the mainstream of the economy.

The experts of Technical and Vocational Education (TVE) have defined curriculum as program student undertakes to become a productive member of the society to improve the economy, that is programmes providing access to the skills, attitude and knowledge needed for all types of work, be it mechanics, electronics, automation, apparel, graphics, agriculture, and so on.

In the same vein, (Finch and Crunkilton, 1998) have defined curriculum as the sum of learning activities and experiences that a student has under the auspices or direction of the school, from this definition we notice that two concepts are being supported, that is

1. The central focus of the curriculum is the student. This means each student has his/her own curriculum, since students often select courses, experiences and non-credit activities that align with their unique personal needs and aspirations.
2. The breadth of learning activities and experiences associated with curriculum, this implies that formal courses are not the only items considered to be part of curriculum; social clubs, sports associations and other curricular activities are significant contributors to the overall development of an individual and to curriculum effectiveness.

Globalization involves economic integration; the transfer of policies across borders, the transmission of knowledge, cultural stability, the reproduction, relations and discourses of power; it is a global process, a concept, a revolution, and an establishment of the global market free from sociopolitical control. Globalization encompasses all of these things. It is a concept that has been defined variously over the years, with some connotations referring to progress, development and stability, integration and cooperation, and others referring to regression, colonialism, and destabilization. An individual's political ideology, geographic location, social

status, cultural background, and ethnic and religious affiliation provide the background that determines how globalization is interpreted, (Nayef R.F&Al-Rodhan, 2006).

According to (TVET Skill Poverty Alleviation, 2010) proceedings, various TVET experts have taken a step towards facilitating an improved understanding of this complex subject in the context of TVET settings. A set of recommendations and conclusions summarizes diverse ideas that came out from discussions. They are envisaged to be useful in formulating the project objectives and goals. The publication, as a small contribution to serving an even greater goal, seeks to document and inspire momentum to initiate new interventions in poverty alleviation through TVET. It hopes to sustain efforts to further necessary capacity building on TVET skills and other highly employable skills such as entrepreneurship and ICT skills. This can only be met if it has innovative, well-educated, and entrepreneurial citizens who whatever their walk of life, have the spirit and inquisitiveness to think in new ways, and the courage to meet and adapt to the challenges facing them. Moreover, a dynamic economy, which is innovative and able to create the jobs that are needed, will require a greater number of young people who are willing and able to become entrepreneurs who will launch and successfully develop their own commercial or social ventures through developing a good business plan, (Miroslaw Malek & Peter K. Ibach, 1999).

1.2 Statement of the Problem

The research aimed on entrepreneurship education in Technical and Vocational Education (TVE) system in Uganda.

1.3 Objectives of the research

General objectives

The general objective of the study is to find out how entrepreneurship education is being offered in Technical and Vocational Education (TVE) system.

Specific objectives

The specific objectives of the study were to:

- Know how entrepreneurship education is currently being addressed, in terms of general approaches and subject curricula.
- Recommend the National strategies and action plans that are to be prepared for the

integration of entrepreneurship Education in TVE system.

1.4 Significance of the study

The study shows that combination of TVE system with entrepreneurship education is a best mean to make a student an important member of the economy. Institutions, universities and polytechnics are known as the industries for the production of outstanding graduates, the past years most output that is graduates needed in the economy are more than the jobs available since most of them are job seeker other than job creators, therefore support is required to help educators and instructors understand that they can help students become self-sufficient by being prepared to create their own business opportunity (Ashmore, 2013).

Because of the increasing demand for jobs and increasing number of graduates to the economy, the institutions at low level have introduced entrepreneurship subject since it involves creativity innovation, risk taking, though at the university and polytechnics are still not yet put into much in practice, we find that most of the graduates can't hold the business set up by them or even being funded by the government

From various studies (Joseph A. Kayne& John W. Altman 2005,) it has been discovered that the combination of TVE system and entrepreneurship known as entrepreneurship culture, has led to deduction in unemployment, improvement in the country's economy, where by the graduates transformed to an entrepreneurial society which requires more than simply a change in business perspective.

1.5 Research Questions

The following research questions guided the researcher to collect the necessary data in line with objectives of the study,

- How is entrepreneurship being taught in various institutions?
- What National strategies and action plans are to be prepared for the integration of entrepreneurship Education in TVE system?

1.6 Delimitation

The research study was conducted only in Uganda, focusing on entrepreneurship education practiced in higher institutions. The study was delimited to only five (5) universities namely

Makerere University Kampala (MUK), Makerere University Business School (MUBS), Kyambogo University (KYU), Islamic University in Uganda (IUIU) and Muteesa Royal University because of limited time.

The study was also delimited to lecturers/teachers.

1.7 Assumption

The study was based on the following assumptions:

- TVE prepare students to become employable in existing organizations,
- Students who aspire to operate a business will follow different career paths and require different skills therefore, should be enrolled in special entrepreneurship programmes,
- Entrepreneurial skills are supplementary, not essential to formal education, so the exceptional student who chooses self-employment can acquire them as electives or in continuing education programmes.

1.8 Definition of Terms

Business Plan; A business plan is a document that convincingly demonstrates the ability of your business to sell enough of its product or service to make a satisfactory profit and be attractive to potential backers, (Miroslaw Malek & Peter K. Ibach, 1999).

Entrepreneurship; Stevenson and Jarrillo (1990) define entrepreneurial activity as a “process by which individuals – either on their own or inside organizations pursue opportunities without regard to the resources they currently control” in an innovative, risk taking and proactive manner.

Entrepreneurship culture; Refers to the combination of Entrepreneurship education in TVE system, (Singer, Slavica, Oberman-Peterka and Sunčica 2006), have also described it as strong and clear voice of the experts and promoters of entrepreneurship where skills, attitudes, knowledge, behavior people need to develop, what code of conduct would be preferable, to what standards to measure genuine progress is needed

Technical and Vocational education (TVE) is broadly defined as “Education which mainly to lead participants to acquire the practical skills, know how and understanding, and necessary for employment in a particular occupation, trade or group of occupations at University level (Atchoarena, D & Delluc, A 2001).

TVE-system at university level has to:

- Provide marketable and employable qualifications for everyone who is able and willing to work,
- Facilitate the transition from school to work for all male and female high school graduates, including those with an incomplete general education,
- Offer suitable continued professional development for upgrading and adjusting an individual’s qualifications in order to cope with changing and new demands of the labour markets,
- Offer inputs on the development of a growing economy and to create new jobs by fostering the chances of self-employment,
- Provide the motivation for self-reliant and independent life-long-learning.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Entrepreneurship Education in Uganda

The education system of Uganda is based on an initial seven (7) years of primary education, students who successfully complete primary schooling have the option of enrolling in the four (4) years of ordinary level secondary education or taking a three (3) years craft course in technical institutions. Those who successfully complete the ordinary level secondary education may then choose to enroll in the two (2) year advanced level secondary education programme after which they may progress to university studies or a technical and vocational program

The unemployment problem is not unique to Uganda. Most African economies and indeed most developing countries have a similar problem

In 2011, the global adult unemployment rate was 6.0 percent while the youth unemployment rate was 12.6 percent (ILO, 2012). The unemployment rate of the youth in Uganda was 5.0 percent in 2011(UBOS, 2012).

Entrepreneurship has in recent years emerged as one of the key factors to address the unemployment problem. (Schumpeter, 1934).

Studies in entrepreneurship in Uganda were initiated in 1991 by the Faculty of Commerce at Makerere University. These were initially as an option on the Master of Business Administration (MBA) programme. The objectives of the faculty then were to develop teachers in entrepreneurship before launching entrepreneurship studies at different levels in the university. The Faculty then recognized the need to support the growth of small businesses and also the start-up of small businesses. It was this effort that led to awareness about the need to develop entrepreneurship capacity in the country.

In 1997, the Faculty of Commerce in Makerere University started up a Small Business Development Centre which subsequently was turned into the Entrepreneurship Centre. The primary objective of the centre was to foster the development of entrepreneurship in the country to complement the academic programmes that were being planned and started in the Faculty. The

transformation of the Small Business Development Centre into an entrepreneurship centre was to focus on a wider picture of entrepreneurship rather than small business. Subsequently, a diploma and an undergraduate degree, Bachelor of Entrepreneurship and Small Business Management were started. The diploma was intended to give hands on experience to students to undertake business. The degree not only targeted business start-up but also managers in small businesses and policy makers. A Master's degree in entrepreneurship was started primarily to develop teaching capacity in the subject.

In recent years, various educational institutions have started programmes of study in entrepreneurship. Government has also been at the forefront in the promotion of entrepreneurship and launched it in primary schools and secondary schools. Today there is a subject called entrepreneurship at the higher secondary level. Government has also launched various schemes to promote entrepreneurship the key being enterprise Uganda which is an activity intended to train young people in business start-up. A variety of other programmes have been started by Government, the private sector and the NGO sector. Some go by the name entrepreneurship skills development, others simply business skills, and others without focusing on entrepreneurship but actually providing entrepreneurship training (Balunywa and Ntamu, 2013).

(Jacob, 2008)Entrepreneurship Education in TVE is delivered through the Botswana Technical Education Programme (BTEP) which includes Key Skills components. There is an extensive consultation in the development of BTEP, with industry playing a major role in the conceptualization of the content of training programs. The target group in these programs is young school leavers who have completed either junior secondary or secondary education. It is a modularized, outcomes-based vocational qualification that creates access, opportunity and pathways through a flexible mode of delivery.

A well-defined training program is put in place before its introduction; this still continues in in-service mode. College tutors are involved in the development of teaching and learning materials. Another important component of TVE is the involvement of Youth Brigades Centers. These were initiated by local communities but have recently been taken over by the Ministry of Education. They provide artisan training under the concept of "Training with Production".

2.2 Rationale of Entrepreneurship education in TVE system

The African Union in 2006 considers the provision of the right to education of good quality for all children is embedded in the African charter of human rights, and access to quality education empowers learners to transform themselves and their social, environmental and economic reality toward greater sustainability. Sadly, however many learners in African countries leave school without mastering the basic competencies in literacy, numeracy and life skills. Besides the link between quality of education and economic performance, the growing concern on quality has been triggered among others by cultural relevance, impact on population, poverty and HIV/AIDS, contribution to the development process in rural areas, life-long learning and achievement of MDG goals.

Ministry of Education and Sport in Uganda has described the significance entrepreneurship in formal education, (ADEA, 2008). Cause of the increasing enrolment rate in different levels of education in Uganda and in all developing countries over the last few years is causing a growing demand for education and employment opportunities for young people.

With this background, (National Content Standards for Entrepreneurship Education (NCSEE), 2004) Entrepreneurship is seen as a key driver of our economy. Wealth and a high majority of jobs are created by small businesses started by entrepreneurially minded individuals, many of whom go on to create big businesses. People exposed to entrepreneurship frequently express that they have more opportunity to exercise creative freedoms, higher self esteem, and an overall greater sense of control over their own lives. As a result, many experienced business people political leaders, economists, and educators believe that fostering a robust entrepreneurial culture will maximize individual and collective economic and social success on a local, national, and global scale to prepare youth and adults to succeed in an entrepreneurial economy.

UNESCO-UNEVOC, (2013) Regional Forum. The past centuries the objectives of educational expansion in developing countries were education for employment rather than for employability: thus upstream sector of unemployment. The mainstreams of education have remained largely academic. The expansions in the developing countries educational system, enrolment, drop-out rates, failure to gain access to tertiary institutions, rapid population growth, skills mismatch, the failure of the global economy and the unfair consequences of globalization, contribute to the downstream sector of unemployment.

Moderates assessment on the materials. Provision of guidance to training institutions that wish to offer programmes aligned to the unit standards on curriculum development, after which the curriculum/programme is submitted for accreditation. Thus, learners are confident that the regulated training system they receive from training institutions will enable them to cultivate a spirit of entrepreneurship and self-reliance should they wish to start their own enterprises on completion of their studies. Those who wish to embark on higher learning can transfer credits.

2.2.1 Benefits of Entrepreneurship Education

Jacob R.(2008) has listed the benefits of Entrepreneurship Education

- Demonstrate skills in business startup
- Demonstrate skills in maintaining business longevity
- Demonstrate knowledge of business closings versus failure
- Ability to find next level of training or access other resources and services
- Demonstrate business management/ operation skills
- Use components of a business plan
- Determine impact on unemployment
- Changed attitude toward entrepreneurship as a means of making a living
- Changes in personal and career attitudes including
 1. Self-worth
 2. Ability to control one's own life
 3. Self awareness
 4. Self management/ personality responsibility
 5. Transfer of learning
 6. Motivation
 7. Teamwork
 8. Interpersonal communications
 9. Problem solving
 10. Creativity

2.2.2 Impact and Sustainability of Entrepreneurship Education

Jacob R.(2008) has listed the impact of Entrepreneurship Education(EE), Implementation of EE has made a big impact in Uganda in general and any other developing country, particularly in secondary schools.

The following outcomes are worth mentioning:

- Students have been able to integrate entrepreneurship skills with other technical skills acquired in subjects such as home economics, agriculture and carpentry to start small income-generating activities at home and even at school. This has created a lot of excitement and enthusiasm for EE among the students. The students' attitudes towards work and views about their future prospects have become more positive, and this has greatly impressed their parents.
- Entrepreneurship teachers have started small businesses, which they use to supplement their incomes. Others are providing business consulting services to the business community in and around their schools. This has created a lot of interest in the subject among the teachers.
- The attitude of school administrations towards EE, as well as its implementation, has changed for the better. Previously they wanted to be given resources to enable them to implement it; now they are willing to do so unsupport.
- EE has encouraged the participation of the school communities in the teaching of their children. This has demystified the teaching of secondary school students so that even the not-so-learned business persons can now go and teach effectively based on their rich practical experience. EE students now see themselves as part of their communities, and look forward to the day when they will go back to improve the businesses being carried out there.
- Those parents who were initially skeptical about the influence of EE on their children are now in favor of it, having noticed the positive attitude and value changes the children now exhibit.
- Through the Ministry of Education, the Government is now very supportive of the program and is marketing it as its own product. This has increased demand for it in schools and institutions.

- Higher institutions of learning such as universities have developed and introduced entrepreneurship as a stand-alone course or as a subject for all students.
- As can be seen, entrepreneurship education can positively impact a learner at all levels in a wide number of contexts. This may explain why there are such a wide variety of entrepreneurship education programs, all of which can provide important outcomes at various stages of a learner's life.
- In the past, quality was measured by the quantity and level of investment in education. Today however, the quality of education is measured by its impact in terms of cognitive and emotional development as well as promoting values and attitudes. A number of factors such as the economic, socio-cultural and religious context can facilitate or hinder the learning and teaching process.

2.3 Entrepreneurship course in the institutions

It noted by Donald L. Sexton and Upton Nancy Bowman (1987) design of an entrepreneurship courses in the institution that the instruction should be appeal to, and reflect, the unique personality characteristics of the entrepreneur student, in order to produce a more effective course based on personality, a personality profile of the entrepreneurship student was developed. The students tend to be more autonomous, self-reliant, self-determined, rebellious, flexible, unpredictable, and unmanageable; they welcome change and new experiences. To appeal to and encourage these traits, the senior-level entrepreneurship course was designed to be unstructured, pose problems, require novel solutions under conditions of ambiguity and risk, stress independent study, and include a "frustration factor." They also devised an evaluation tool, administered near the end of the semester, to assess the students' experience and whether course objectives were met. Found that most of the students: perceived the course as new and different and probably appreciated this fact; perceived the course's uncertain outcomes and enjoyed this ambiguity; felt the class taught them to deal with real-world ambiguity; believed the course was unstructured and preferred this format; had opportunity to exercise individual capability and liked this approach; enjoyed the opportunity to exercise social adroitness and persuasion; enjoyed learning by doing; had their self-confidence enhanced; and perceived the course as relevant and enhancing their understanding of business.

This can be summarized where by **Merging** - Integrate entrepreneurial content into existing courses, or by **Simulating** - Students take on roles and make decisions related to a real or simulated enterprise.

Sola Aliu (2006), all the course have to put into consideration the following objectives that is

1. Identify and solve problems using critical and creative thinking
2. Work effectively with others as a proactive team member and cultivate the ability to resolve conflict
3. Organize and manage one-self and one's activities
4. Collect, analyze, organize and critically evaluate information (to make decisions that must be carried through)
5. Communicate and negotiate effectively
6. Reflect on experiences and explore various strategies for effective learning
7. Become curious leading to readiness to experiment and innovate (being never satisfied with the status quo)
8. Consider self-employment as a viable option upon graduation from their institution.

2.4 Challenges to entrepreneurship education in TVE system

Training vocational practice has ended with apprenticeship, that almost every vocational job is likely to be subjected to permanent changes driven by the development in the society and the economy, much studies is being done on vocational training considering the necessity of workers lifelong learning less emphasis is given to the effect of this change for teachers and instructors in the field TVE, in contrast to school teachers who are well regarded in research on professional practice, this lacks of emphasis that might be general shortage of research and limitation of the research on teachers, professionalism in the field of TVE.

Stevenson (2000) stated, "Entrepreneurial educators must be more than cheerleaders. We can no longer simply say 'entrepreneurship is different.' Entrepreneurship is now a part of the

mainstream. Perhaps the greatest danger of all is that the hardy band of entrepreneurial scholars will become like many successful businesses. Business and scholars fail by not valuing change. Guarding the past, espousing orthodoxy and refusing to see the wisdom inherent in the challenges of the young and inexperienced will lead to the same problems in education as in business.”

Solomon, et al., (2002) and Katz (2003) proposed some of the current challenges that they believe are confronting entrepreneurship education.

2.4.1 The Faculty Pipeline Shortage

Katz (2003), the lack of faculty at every rank. This challenge relates back to the respectability of entrepreneurship research and journals at our business schools. Resolve that issue and more entrepreneurship faculty will receive tenure and promotion. Thus, the ranks will grow in number rather than shrink. Once again, entrepreneurship is legitimized but not respected. It is time for the entrepreneurship field to move into a leadership position within our business schools.

2.4.2 The Technology Challenge

Solomon, et al., (2002) found a negative trend with regards to technology in their national survey on entrepreneurship education. Entrepreneurship cannot be a field that succumbs to stagnation. It must recognize and apply technologies in the educational setting. In many respects entrepreneurship education may actually transform the educational setting. Through interactive technologies the entrepreneurship degree is delivered at convenient locations and at times conducive to working professionals.

2.4.3 The Academia vs. Business Incongruence

John Hughes and Michael Hennessy of the Coleman Foundation have argued for (and financially Supported) the integration of entrepreneurs (“E’s”) into the classroom setting with academics (“A’s”). Even with their constant efforts, the question still remains as to whether we have bridged the gap or simply slowed the divide. What meaningful dialogues have occurred that have truly impacted our curriculums? We need to be sure that our practicing entrepreneurs present more than interesting stories and delve into the real problems and issues involved with their ventures. This is our challenge as entrepreneurship educators. Students need the exposure to those entrepreneurs who have paid the price, faced the challenges, and endured the failures. We must make the lessons learned from our experienced entrepreneurs “make a difference.”

2.4.4 The Dilution Effect

As entrepreneurship has become more “legitimized” in our universities, there is a danger of diluting its real meaning. While “entrepreneurial” is a valid term and I use it myself, we must be careful not to allow everything to become “entrepreneurial” simply because it sounds vogue or it fits within certain grant proposals or endowment packages. As examples, Entrepreneurial Finance, Entrepreneurial Management, and Entrepreneurial Marketing are fine, however, let’s be sure they are in fact entrepreneurial and relate to the entrepreneurship process rather than a mere title. There seems to be a real use and abuse of this term for purposes other than enhancing the field of entrepreneurship education. As entrepreneurship educators, we must be the guardians of the true meaning and intent of the word “entrepreneurship”.

2.4.5 The Security- Risk Dilemma

Risk has many permutations for an entrepreneur. It may be financial, career, family, social, or psychic (Kuratko & Hodgetts, 2004). Whatever its form, risk is certainly an important component in the entrepreneurial process. It is true that entrepreneurs are calculated risk takers who prepare themselves to develop into moderate risks rather than the mythical high risk “Gambler” approaches. However, it is rare to find risk as part of any curriculum (Kuratko, 1996). Worse, it is becoming rare to find educators who will “risk” anything for their curriculums or programs in entrepreneurship. Too many faculties pursue tenure as their only goal and they leave the challenges of entrepreneurship education for “later in their career”. What message is being conveyed in our classrooms? Students should take risks....faculty pursue security! It is a real dilemma that exists in academia. We need our younger faculty pursuing their academic dreams in the entrepreneurship field not other disciplines. I realize that tenure is important in our careers and I am not espousing that our younger professors ignore the steps needed to ensure their successful attainment of that goal.

2.4.6 The Administrative Leadership Revolving Door Problem

It has been witnessed exponential growth of the entrepreneurship field yet the administrative support in our universities has been sporadic at best. The reason I have heard so often is the constant “changing of the guard”. Presidents, Provosts, and Deans are continuously changing among universities and with those position changes come values and vision changes.

Entrepreneurship courses and programs have suffered through differing philosophies of senior officers in our universities. While we cannot put an artificial freeze on these positions (assuming the person supports entrepreneurship), we can move the entrepreneurship field into a leadership role at our institutions. It is hard for any senior officer to ignore a program that stands in a leadership and influential position among students, alumni, business leaders, donors, and other faculty. This is the base of real leadership power and entrepreneurship deserves nothing less in the 21st Century!

2.4.7 The Power of One Challenge

It has been pointed out that so many entrepreneurship programs have been started and driven to success by one professor or director. Critics argue that our field is weak because many E-Programs hinge on that one person's drive and determination. The courage and passion of individuals who have developed courses, programs, centers, etc. that are now beginning to take root in our universities is a real tribute to the emotion that exists within the entrepreneurship field. The "power of one" to make a difference is more apparent in the entrepreneurship field than in any other academic discipline.

2.5 Entrepreneurship skills required by teachers in the institutions

Karlan, Dean S. and Valdivia, Martin (2006) noticed whether can one teach basic entrepreneurship skills, or are they fixed personal characteristics? Most academic and development policy discussions about micro entrepreneurs focus on their access to credit and assume their human capital to be fixed; the self-employed poor rarely have any formal training in business skills. However, a growing number of microfinance organizations are attempting to build the human capital of micro-entrepreneurs in order to improve the livelihood of their clients and help further their mission of poverty alleviation. Using a randomized control trial, we measure the marginal impact of adding business training to a Peruvian group lending program for female micro entrepreneurs. Treatment groups received thirty to sixty minute entrepreneurship training sessions during their normal weekly or monthly banking meeting over a period of one to two years. Control groups remained as they were before, meeting at the same frequency but solely for making loan and savings payments. We find that the treatment led to

improved business knowledge, practices and revenues. The program also improved repayment and client retention rates for the microfinance institutions. Larger effects found for those that expressed less interest in training in a baseline survey. This has important implications for implementing similar market-based interventions with a goal of recovering costs.

2.6 Conclusion regarding entrepreneurship

To this end, technical and entrepreneurial skills for enterprise development are an asset. The purpose of this research therefore is to harness, document and evaluate the status entrepreneurship education in various institutions that is (universities, polytechnics) in Uganda. The rapid growth of unemployment with increasing technology, entrepreneurship education has to be adopted in the TVE system in Uganda and any other developing countries.

Besides the link between quality of education and economic performance, the growing concern on quality has been triggered among others by cultural relevance, impact on population, poverty and HIV/AIDS, contribution to the development process in rural areas, life-long learning and achievement of MDG goals.

The government and various organizations have described significance of entrepreneurship increasing in enrolment rate in different levels of education in Uganda and in all developing countries over the last few years causing a growing demand for education and employment opportunities for young people.

Entrepreneurship is seen as a key driver of our economy. Wealth and a high majority of jobs are created by small businesses started by entrepreneurial minded individuals, many of whom go on to create big businesses. People exposed to entrepreneurship frequently express that they have more opportunity to exercise creative freedoms, higher self esteem, and an overall greater sense of control over their own lives. As a result, many experienced business people, political leaders, economists, and educators believe that fostering a robust entrepreneurial culture will maximize individual and collective economic and social success on a local, national, and global scale to prepare youth and adults to succeed in an entrepreneurial economy. Such as; demonstrating skills

in business startup, demonstrating skills in maintaining business longevity, demonstrating knowledge of business closings versus failure, ability to find next level of training or access other resources and services, demonstrating business management/ operation skills, use components of a business plan, determining the impact on unemployment, changing attitude toward entrepreneurship as a means of making a living, changing in personal and career attitudes etc.

Through offering entrepreneurship the students are expected to acquire some of the skills self-worth, ability to control one's own life, self awareness, self management/ personality responsibility, transfer of learning, motivation, teamwork, interpersonal communications, problem solving and creativity.

CHAPTER III

METHOD AND PROCEDURE

3.1 Design of the study

The study was descriptive in nature and survey method was used

3.2 Population

The population of the study comprised of lecturers/teachers of the five (5) selected universities.

3.3 Sampling

Convenience sampling was used whereby seven lecturers/teachers from each university that is 35(5*7) were selected as sample who were willing to cooperate and provide required information.

Table 3. 1 showing the sample details

Sr. No	Name of the University	Teachers/Lecturers
1	Makerere University Kampala (MUK)	7
2	Makerere University Business School (MUBS)	7
3	Kyambogo University (KYU)	7
4	Islamic University in Uganda (IUIU)	7
5	Muteesa Royal University	7

3.4 Tools of Research

The researcher used questionnaire for gathering information regarding the opinions of teachers/lecturers about the entrepreneurship culture in different institutions. The questionnaires involved both structured and unstructured questions.

The questionnaire had mainly two parts that is Part A which consisted direct questions YES/NO and Part B which consisted questions regarding opinions of the respondents on the status of entrepreneurship education in TVE system in Uganda were to be answered on five point likert type scale and open ended questions which required teachers' views and ideas for qualitative analysis. The questionnaires were written in simple language for easy understanding to avoid ambiguity.

3.4 Data Collection Procedure

Data were collected mainly through volunteers in Uganda whom the researcher knew very well and were willingly to help in carrying out the questionnaires to the respondents to various institutions and other questionnaires were mailed directly to the respondents whom the researcher had contact with,

The questionnaires were mailed to the volunteers of those in institutions and were asked for their help in responding towards the questions and also the researcher helped the respondents by clarifying some of the points that were not clear to them

The researcher also contacted via phone the volunteers of the different institutions regarding teachers responded in order to mail the available questionnaires to the researcher for analysis. The instructions about the questionnaires were very clear. The researcher also got some responses through mobile contact to whom the researcher had known before. After collection of data, the volunteer scanned and emailed them to the researcher.

3.6 Detailed description of received questionnaire

In the study, a total number of 35 teachers were sampled and questionnaires were distributed. A total 34 (97.1%) fully completed questionnaires were received.

3.7 Techniques of Data Analysis

Quantitative and Qualitative method of data analysis were used. For quantitative data weighted average (WA) was used and open ended questions were analyzed in narrative form

Table 3. 2 Interpretation of weighted average based on five point likert scale

Weighted age	Interpretation of the weight age
Weighted age average ≥ 4.5	Strongly Agree (SA)
$4.5 \geq 3.5$	Agree (A)
$3.5 \geq 2.5$	Uncertain(U)
$2.5 \geq 1.5$	Disagree (D)
$1.5 \geq 0$	Strongly Disagree (SD)

CHAPTER IV

ANALYSIS AND INTERPRETATION OF DATA

4.0 Introduction

The data from the questionnaire were tabulated in the form of the frequencies and percentages. Separate tables are prepared for different parts of the questionnaires. Each table was followed by its interpretation.. Weighted average (WA) was calculated from raw data gathered in the last part of the questionnaire. The qualitative part of the questionnaire was analyzed in narrative form.

4.1 Section 'A' teaching staff questionnaire

Table 4. 1Response of the teaching staff regarding to various questions on Entrepreneurship education

No	Question	Yes	No
1	Are you familiar with entrepreneurship education?	34 (1.00)	0 (0.00)
2	How is entrepreneurship education being taught		
	Elective course	11 (0.32)	
	Core Courses	23 (0.68)	
3	Which of the following facilities does your institution provide to support Teaching?		
	Computer	10	
	Multimedia		
	White Board	34 (1.00)	
	BlackBoard		
4	Do you encourage students to get involved in entrepreneurship education?	34 (1.00)	0 (0.00)
5	Is the government involved in promoting and developing entrepreneurship education?	12 (0.35)	22 (0.65)
6	Are various industries and other sectors involved in promoting and developing entrepreneurship education?	31 (0.91)	3 (0.09)
7	Are entrepreneurship process, Business plans and projects being used by students to show there competence in entrepreneurship?	13 (0.38)	21 (0.62)
8	Does the institution inspire teachers to teach entrepreneurship education?	16 (0.47)	18 (0.53)
9	Will the training of the teachers improve entrepreneurship education?	34 (1.0.)	0 (0.00)

Table 4.1 shows that:

- All respondents were familiar with entrepreneurship education.
- Majority of the respondents (68%) said that entrepreneurship education is being taught in their institutions as core subject.
- All the respondents are provided with whiteboard and ten (10) out of thirty four (34) use computer, while multimedia and Blackboard are not provided.
- All respondents encourage students to get involved in entrepreneurship education.
- Majority of the respondents (65%) said that the government is not involved in promoting and developing entrepreneurship education.
- Majority of the respondents (91%) said that various industries and other sectors are involved in the promotion and developing entrepreneurship education.
- Majority of the respondents (62%) said that entrepreneurship process, Business plans and projects are not being used by students to show their competence in entrepreneurship.
- Simple majority of the respondents (53%) said that institutions are not inspiring teachers to teach entrepreneurship education while 47% agreed and responded as yes
- All respondents therefore said that the training of the teachers will improve entrepreneurship education.

4.2 Section 'B' teaching staff questionnaire

Table 4. 2Opinion of teaching staff related to Entrepreneurship education

S/No	Statement	5(S.A)	4(A)	3(U)	2(D)	1(S.D)	WA
1	Entrepreneurship education is needed for development of institutions.	18 (0.53)	16 (0.47)	0 (0.00)	0 (0.00)	0 (0.00)	4.53
2	Students are motivated to study entrepreneurship education.	3 (0.09)	11 (0.32)	2 (0.06)	16 (0.47)	2 (0.06)	2.91
3	Teachers with more training on Entrepreneurship are likely to make the teaching effective.	21 (0.62)	13 (0.38)	0 (0.00)	0 (0.00)	0 (0.00)	4.62
4	Various resources and facilities have been provided to promote Entrepreneurship education.	1 (0.03)	21 (0.62)	1 (0.03)	10 (0.29)	1 (0.03)	3.32
5	As technology changes, teachers have been trained to cope with the changes.	3 (0.09)	5 (0.15)	3 (0.09)	14 (0.41)	9 (0.26)	2.38
6	Teachers' entrepreneurship self-efficacy has greater effect in the teaching-learning	20 (0.59)	10 (0.29)	0 (0.00)	4 (0.12)	0 (0.00)	4.35
7	Organizations and other agencies involved in entrepreneurship education	3 (0.09)	26 (0.76)	1 (0.03)	3 (0.09)	1 (0.03)	3.79

	influence the teaching-learning						
8	Government policy measures influence the entrepreneurship education	14 (0.41)	12 (0.35)	0 (0.00)	7 (0.21)	1 (0.03)	3.91
9	Entrepreneurship processes, Business plans and projects should be necessary requirements/qualifications for graduation	30 (0.88)	3 (0.09)	1 (0.03)	0 (0.00)	0 (0.00)	4.85
10	Entrepreneurship course should be integrated with other courses	3 (0.09)	14 (0.41)	0 (0.00)	8 (0.24)	9 (0.26)	2.82
11	Students will be motivated to learn Entrepreneurship education if more jobs are created	12 (0.35)	8 (0.24)	0 (0.00)	14 (0.41)	0 (0.00)	3.53

Table 4.2; indicates;

- Majority of teaching staff (53%) strongly agree and 47 % agree that entrepreneurship education is needed for development of institutions.
- The opinion of the respondents is divided on whether students are motivated to study entrepreneurship education.
- Majority of the respondents (62%) agree that teachers with more training on entrepreneurship are likely to make the teaching more effective.
- Majority of the respondents (62%) agree that various resources and facilities have been provided to promote Entrepreneurship education.
- Majority of respondents disagreed that as technology changes, teachers have been trained to cope with the changes.

- Majority of the teaching staff (59%) strongly agree that Teachers' entrepreneurship self-efficacy has greater effect in the teaching-learning.
- Majority of respondents (76%) agree that Organization and other agencies involved in entrepreneurship education influence the teaching-learning.
- Majority of respondents agree that Government policy measures influence the entrepreneurship education.
- The opinion of the respondents is divided on that Entrepreneurship processes, Business plans and projects should be necessary requirements/qualifications for graduation.
- Opinion of the teaching staff is divided that entrepreneurship course should be integrated with other courses.
- Majority of the teaching staff agree that students will be motivated to learn Entrepreneurship education if more jobs are created.

4.3 Response to the open ended questions

The respondent gave their suggestion regarding;

4.3.1 Innovations being done to enhance entrepreneurship education in institution.

Most of the respondent expressed their opinion that entrepreneurship education is necessary in the institution and some of the innovations being done to encourage students to join and cope with subject.

1. Provision of career guidance program to students so as to encourage them to take on entrepreneurship programs plus developing their business skills.
2. The universities are planning to finance the best students each year enabling them to exercise their business skills.
3. Introducing the subject in schools colleges and universities.
4. entrepreneurship educations should be made a general paper (GMT) for all students in the faculty of management studies
5. Holding entrepreneurship conference and talks such as Business seminars within the institutions so that the students are introduced to the real business world

6. Annual entrepreneurship workshops in and outside the universities giving them chance to express their business skills
7. Provision of tuition fee to student by the government to encourage them to study entrepreneurship at universities or availing the course at affordable fee
8. Experienced and devoted lecturers should be employed.
9. Adaptation of new teaching methods where students are encouraged to scan the environment, do necessary research so as to come with a well prepared business plan
10. Formation of Makerere University Business School (MUBS) centers for extensive education programmes, to develop people and improve business performance.
11. Introduction of courses in higher education such as master of science in technology innovation and industrial development to develop graduate students with strong business management and innovation oriented mindset
12. Introduction of E-learning so as make entrepreneurship education convenient to the student

4.3.2 Factors limiting the entrepreneurship education in various institution

The respondents expressed their opinions in open ended questionnaire about the factors that limit the entrepreneurship education in various institutions.

1. lack of facilities like computers for effective teaching of entrepreneurship education
2. The course is taught theoretically than practically thus not favoring quick understanding since most of the lecturers lack experience on practical business.
3. Limited time allocated for the theory of entrepreneurship education.
4. Institutions not sourcing the resourceful person to offer services.
5. Unfavorable learning environment for students like strikes within institutions,
6. Students are not provided with enough research resources
7. Unfair taxation on lecturers' salaries discouraging them from teaching
8. Not much attention is given to entrepreneurship as sector in the various institutions and fewer funds are allocated to it.

CHAPTER V

SUMMARY, FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Summary

The purpose of the study is to find out how entrepreneurship education is being offered in Technical and Vocational Education (TVE) system in Uganda.

The objectives of the study were to:

1. Know how entrepreneurship education is currently being addressed, in terms of general approaches and subject curricula.
2. Recommend the National strategies and action plans that are to be prepared for the integration of entrepreneurship education in TVE system.

A simple questionnaire was designed and divided into three parts. The first consisting direct questions with of yes/no and multiple choice answer. The second part contained the questions regarding opinions of the respondents on entrepreneurship education in TVE system in Uganda which were to be answered on five point likert type. The third part consist of open ended questions where the respondent were to answers questions regarding the Innovations being done to enhance and factors limiting the entrepreneurship education in different institution. The questionnaire was written in simple language for easy understanding and to avoid ambiguity. The validity of the questionnaire was confirmed through experts' opinion. Weighted average was used to analyze and interpret data through SPSS (statistical packages for Social Science) software.

5.2 Discussion on the Major Finding

Through teachers, it was realized how entrepreneurship education is currently being addressed, different innovations being done to enhance entrepreneurship education and factors limiting the teaching of the subject in various institutions

5.2.1 Findings based on teacher/lecturers knowledge on entrepreneurship education

- According to the findings, the teachers in various institutions are familiar with entrepreneurship education. Therefore this makes it easy to convey entrepreneurship courses.
- It was found out that entrepreneurship education is being taught in various institutions as core subject and also as elective. Therefore this enhances entrepreneurship education since some students have an opportunity to acquire knowledge since it is integrated with others.
- Data revealed that majority teachers use whiteboard and some combine the whiteboard and computers. The multimedia and blackboard are not provided. In order to enhance the teaching entrepreneurship education all the supporting aids required should be provided so those teachers have an opportunity to choose the best aid to teach the subject.
- It was found out that teachers encourage students to get involved in entrepreneurship education, thus much emphasis is given by the teacher so that student have the enthusiasm for the course.
- Based on the finding, the teaching staff agrees that the government is not involved in promoting and developing entrepreneurship education, therefore a lot has to be put into consideration by government such as offering scholarship to students taking the course, funding of seminars and workshops on entrepreneurship.
- It was found out that various industries and other sectors are involved in promoting and developing entrepreneurship education, through industrial visits and internship to the students. Therefore this makes the subject easy to be addressed since the students are given a clear picture of the end results thus motivated.

- It was also found out that entrepreneurship process, business plans and projects are not being used by students to show their competence in entrepreneurship, thus making the course more theoretical than practical and retarding the addressing of entrepreneurship education. Therefore students should be given a chance to display their skills and competence in entrepreneurship this can be through projects and business plan.
- It was found out that the institution do not inspire teachers to teach entrepreneurship education, therefore this doesn't encourage entrepreneurship education, the teachers can be inspired by offering allowances such housing, medication etc
- It was found that majority of teachers agree that the training of the teachers improve entrepreneurship education. This involves provision of teachers with skills and experiences on entrepreneurship, such as workshops where the teachers are equipped with knowledge.

5.2.2 Opinion of teaching staff related to Entrepreneurship education on open ended questions

From the data collected it was found out that:

- Entrepreneurship education is needed for development of institutions. That is since the students produced from the university are creative and innovative, the environment that is industries, government etc will offer more value to the institutions thus attracting more and more students which lead to its development.
- Various resources and facilities have been provided to promote entrepreneurship education, such as seminar halls, workshops, entrepreneurs books, thus offering a conducive atmosphere for the student to study subject and exercise his/her skills.
- As technology changes, teachers have not been trained to cope with the changes, therefore in order to enhance the teaching of entrepreneurship education the teacher have to be trained to cope with the latest technology such as the new multimedia, new methods of teaching such as e-learning.

- Teachers' entrepreneurship self-efficacy has greater effect in the teaching-learning, through this the teacher have attitude to work in any condition thus making the subject to convey with interest to achieve the desired objectives.
- Government policy measures influence the entrepreneurship education; these can be imposition of high rates/taxes on teachers' salary which affects the addressing entrepreneurship education. That is why teachers lose the interest.
- Students will be motivated to learn entrepreneurship education.

5.2. 3 Factors limiting the entrepreneurship education.

According to findings; the teachers mentioned factors affecting the entrepreneurship education in various institutions, lack of facilities like computers for effectives teaching of entrepreneurship education. The course is taught theoretically than practically thus not favoring quick understanding since most of the lecturers lack experience on practical business. Limited time normally allocated for the theory of entrepreneurship education. Institutions not sourcing the resourceful person to offer services. Unfavorable learning environment for students. Unending strikes within institutions. Students are not provided with enough research resources. Unfair taxation on lecturers' salaries discouraging them from teaching. Not much attention given entrepreneurship as sector in the various institutions and fewer funds are allocated to it.

5.3 Conclusions

Based on the findings the following conclusions were drawn:

- Teaching staff are familiar with entrepreneurship education.
- Institutions entrepreneurship education is taught as core subject.
- Whiteboards and Computers are provided for the support of teaching entrepreneurship education.
- All teaching staff encourages students to get involved in entrepreneurship education.

- There is no involvement of the government in the promotion of entrepreneurship education.
- Various industries and other sectors are involved in the promotion and developing entrepreneurship education.
- Entrepreneurship process, business plans and projects are not being used by students to show their competence in entrepreneurship.
- Institutions are not inspiring teachers to teach entrepreneurship education.
- The training of the teachers will improve entrepreneurship education.
- Entrepreneurship education is needed for development of institutions.
- Students are motivated to study entrepreneurship education.
- Various resources and facilities have been provided to promote entrepreneurship education.
- Entrepreneurship self-efficacy has greater effect in the teaching-learning.
- Organization and other agencies involved in entrepreneurship education influence the teaching-learning.
- Government policy measures influence the entrepreneurship education.
- Entrepreneurship processes, business plans and projects should be necessary requirements/qualifications for graduation.
- Entrepreneurship course should be integrated with other courses.

Finally factors limiting entrepreneurship education in various institutions were also reviewed these including; lack of facilities like computers for effective teaching of entrepreneurship education. The course is taught theoretically than practically thus not favoring quick understanding since most of the lecturers lack experience on practical business experience. Limited time normally allocated for the theory of entrepreneurship education. Institutions not sourcing the resourceful person to offer services. Unfavorable learning environment for students. Unending strikes within institutions. Students are not provided with enough research resources. Unfair taxation on lecturers' salaries discouraging them from teaching. Not much attention given entrepreneurship as sector in the various institutions and fewer funds are allocated to it.

5.4 Recommendations

From the research findings as outlined in this chapter and discussion the emerging factors resulting from the data gathered, following recommendations can be made:

1. Provision of career guidance program to students. This can either be education or vocational where by various professional from various industries are invited to universities so that can offer their experience so as to encourage them to take on entrepreneurship programs plus developing their business skills,
2. The universities should finance the best students per year enabling them to exercise their business skills this does not only bring competition among students thus of high quality but also give them an opportunity to explore various skills establish small scales business which creates employment for the rest.
3. Plan to introduce the subject on schools curricular and programs that is secondary schools, this does not offer pre-requisite knowledge to students progressing to higher education but also offer an opportunity to the dropout to acquire some skill which can enable them create jobs than seeking jobs.
4. Plan for the involvement/ installation entrepreneurship conference and talks such as business seminars within and outside the institutions so that the students are introduced to the real business world
5. Plan annual entrepreneurship workshops in and outside the universities giving them chance to express their business skills, displaying small scales business and best student should be offered awards
6. Provision of free tuition fee to student by the government to encourage them to study entrepreneurship at universities or availing the course at affordable fee, through this the students is encouraged to join the course in higher education.
7. The institutions should employ experienced and devoted lecturers, those who are able to teach the subject not only theoretically but also practically.

8. Plan for that adaptation new teaching methods where students are encouraged to scan the environment, do necessary research so as to come with a well prepared business plan, such as demonstration plan for the introduction of course of higher in education such as master of science in technology, innovation and industrial development to develop graduate students with strong business management and innovation oriented mindset
9. Introduction of E-learning so as make entrepreneurship education convenient to these student

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APPENDIX-A
TEACHING STAFF QUESTIONNAIRE

Dear respondent,

I am currently conducting a research on “**A study on entrepreneurship education in TVE system in Uganda**”, and will value your input by obliging in filling in the questionnaire. Your institution was purposively selected and you have been selected to participate in the study. All the information given will be treated confidentially, therefore feel free to provide all necessary information to the best of your knowledge

Thank you

Walidi Kasima

Background information

1. Your Designation

- | | | |
|-----------------------------------|---|---|
| <input type="checkbox"/> Director | <input type="checkbox"/> Head of department | <input type="checkbox"/> lecturer |
| <input type="checkbox"/> Dean | <input type="checkbox"/> professor | <input type="checkbox"/> Teaching Assistant |
| <input type="checkbox"/> Deputy | <input type="checkbox"/> senior lecturer | <input type="checkbox"/> others |

Your Gender Male Female

2. Name of the institution:.....

3. Faculty.....Department.....

4. How long have you been teaching in the university?

- | | | |
|--|--|--|
| <input type="checkbox"/> Less than 2 years | <input type="checkbox"/> between 2-5 years | <input type="checkbox"/> more than 5 years |
|--|--|--|

Part A



Please provide information regarding how entrepreneurship is being taught by ticking () the appropriate checkbox that describes your response.

1. Are you familiar with entrepreneurship education?

Yes No

2. How is entrepreneurship education being taught?

Elective course Core course

3. Which of the following facilities does your institution provide to support Teaching?

Computer Multimedia White board Blackboard

4. Do you encourage students to get involved in entrepreneurship education?

Yes No

5. Is the government involved in promoting and developing entrepreneurship education?

Yes No

6. Are various industries and other sectors involved in promoting and developing entrepreneurship education?

Yes No

7. Are entrepreneurship process, Business plans and projects being used by students to show their competence in entrepreneurship?

Yes No

8. Does the institution inspire teachers to teach entrepreneurship education?

Yes No

9. Will the training of the teachers improve entrepreneurship education?

Yes No

Part B

Please put tick mark (✓) expressing your opinion in the following likert scale below.

Rank	Weight
5	Strong Agree (S.A)
4	Agree (A)
3	Uncertain (U)
2	Disagree (D)
1	Strong Disagree(S.D)

S/No	Statement	Rank				
		5(S.A)	4(A)	3(U)	2(D)	1(S.D)
1	Entrepreneurship education is needed for development of institutions.					
2	Students are motivated to study entrepreneurship education.					
3	Teachers with more training on Entrepreneurship are likely to make the teaching effective.					
4	Various resources and facilities have been provided to promote Entrepreneurship education.					
5	As technology changes, teachers have been trained to cope with the changes.					
6	Teachers' entrepreneurship self-efficacy has greater effect in the teaching-learning					
7	Organizations and other agencies involved in entrepreneurship education influence the teaching-learning					
8	Government policy measures influence the					

	entrepreneurship education					
9	Entrepreneurship processes, Business plans and projects should be necessary requirements/qualifications for graduation					
10	Entrepreneurship course should be integrated with other courses					
11	Students will be motivated to learn Entrepreneurship education if more jobs are created					

13. According to you, what innovations have been done to enhance entrepreneurship education in your institution?

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14. What factors are limiting the entrepreneurship education in your institution?

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Thank you