

**IMPLEMENTATION STRATEGIES FOR ENTREPRENEURSHIP SKILLS
EDUCATION IN SECONDARY SCHOOLS OF NANGABO SUB-COUNTY,
UGANDA**

**BY
LUYIMA JIMMY
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DECLARATION

I Luyima Jimmy declare that this is my own dissertation and has not been presented before any University for the award of a Masters degree of Education in Curriculum Studies.

Sign.....

Date.....

Student

APPROVAL

This is to certify that this research report "**Implementation Strategies for Entrepreneurship Skills Education in Secondary Schools of Nangabo Sub-county, Uganda**" has been written under my supervision for the award of a Masters of Education Degree in Curriculum Studies and is now ready for submission to School of Post Graduate Studies, Makerere University with my approval.

Sign.....

Date.....

Dr. Christopher. B. Mugimu

Supervisor

DEDICATION

This dissertation is dedicated to the families of Mr. Kizito Edward, Mr. Ssebuufu Livingstone, Mr. Kaluuba Livingstone, Mr. Luyima Jimmy and the late Galiwango George for their tearless contribution to my education, plus Mutebi Enoch and Namyalo Esther.

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ABSTRACT

This dissertation is about the Implementation Strategies for Entrepreneurship skills education in secondary schools of Nangabo sub-county in Uganda. The study was guided by four objectives, which were: to establish whether the teachers of Entrepreneurship were oriented to teach the subject, to establish whether teachers of Entrepreneurship had the requisite instructional materials to teach the subject effectively, to establish the teaching strategies used by teachers of Entrepreneurship, and to establish the assessment strategies used by the teachers of Entrepreneurship. The study took a qualitative approach with 30 respondents purposively sampled. Twenty six of these took part in the study. Self-administered questionnaires, interviews and observations were used to collect primary data.

The study revealed and later concluded that, much as majority of teachers teaching Entrepreneurship were oriented to teach the subject, none of them had a formal training to teach Entrepreneurship at secondary school level. It also revealed that much as some teachers were oriented to teach Entrepreneurship, the orientation period was very short to help teachers effectively teach it. In addition to that, teachers of Entrepreneurship used textbooks, teacher guides, pamphlets, teaching syllabus, resource persons, study tours, teaching aids to teach Entrepreneurship. It was also found out that majority of teachers had inadequate instructional materials to use in teaching Entrepreneurship. At the same time, teachers never had adequate time to conduct field lessons. Added to the above, the study revealed that many teachers relied on oral questions and written exercises to assess their students in Entrepreneurship.

It was therefore recommended that, teacher training institutions need to adopt Entrepreneurship as one of the teacher training subject area so as to produce fully qualified teachers of Entrepreneurship. There is need for the National Curriculum Development Centre (NCDC) to produce enough instructional materials and avail them on market. There is need to provide adequate teaching materials and facilitation together with orientation on how to use a variety of teaching and assessment methods to the teachers of Entrepreneurship, for effective teaching and learning to take place.

CHAPTER ONE

INTRODUCTION TO THE STUDY

1.0 Introduction

This chapter presents the background, problem statement, purpose, objectives, research questions, scope, and significance of the study.

1.1 Background

The background to this study is broken down into the historical, theoretical, conceptual, and contextual perspectives.

1.1.1 Historical Perspective

Adjusting the education system to be responsive to the needs of the learner and the society as a whole has over the years pre-occupied the minds of educationists world over. It is this drive that prompted the introduction of vocational subjects like brick-laying, building and construction, Entrepreneurship education, among others in some pre and post-primary schools in some countries. However, these subjects have partially addressed the challenges of unemployment and poverty up to this millennium. According to Garavan and Ocinneide (1994) the economic recession, high unemployment rates and fluctuation in international trade cycles in the 1990's in the USA and Europe prompted the revival of Entrepreneurship and small business management education. Faced with a challenge of growing numbers of unemployment, the US Government has put much emphasis on entrepreneurship skills education. As a result, four million small scale

businesses are created each year, employing 50% of private workforce (US Department of Labor, 2008 cited in Swartland 2008).

China, given her big population, has embarked on Entrepreneurship Skills Education, and encouraged people to start up private businesses through her ministry of education and private sector. As a result, 70 million people have been employed in privately owned businesses generating \$252 billions of tax per year (Wayne, 2008 cited in Swartland, 2008). In Ireland, Enterprise education was included in the senior cycle curriculum to equip students with competences which could enable them appreciate business and self employment (European commission, 2006). In Spain, the government embarked on an extensive plan known as “plan de fomento de la cultura emprendora” to equip students with Entrepreneurship skills at all levels of education (*ibid*). While in Belgium, the “Cap’ten program” was started to enable young people, between the age of ten and twelve, dream and undertake ambitious projects at school. This program has impacted on 26% of this age grade in two years (*ibid*).

In Africa, Entrepreneurship education is still a young discipline, with some few countries adopting it as a possible solution to the ever increasing numbers of unemployment. For example, in Botswana, the government policy on education promotes the inclusion of Entrepreneurship education in post-primary (Swartland, 2008). In East Africa, Kenya and Uganda took on the subject, with Kenya implementing the program in 2002 (Farstad, 2002). In Kenya, some element of Entrepreneurship skills education is taught at all levels

and integrated in some courses as away to equip students with skills that can enable them to start their own businesses after school (*Ibid*).

In Uganda, the struggle to make the education system responsive to pressing needs of society, particularly the challenges of unemployment and poverty, has been on for quite a long time. For example: the 1925 Phelps-stokes commission proposed the need for redesigning education so as to make it relevant to the needs of society (Mayanja, 2000). The Delaware Commission of 1937 also stressed the need for relevance of education programs to society (*Ibid*). The Education Policy Review Commission of 1989 which followed proposed the need to re-focus on secondary curriculum so that it meets the needs of society, particularly those skills promoting development of self employment and industrial apprenticeship (Government White Paper, 1992).

Central to all these commissions and report, was the need to come up with a curriculum which would make education meaningful to the needs of the learner and the society at large. The Education Sector Strategic Plan 2004-2015 report observed that children and students from primary and post-primary levels were not acquiring the skills and knowledge they needed for either the world of work or further studies from their schools (Ministry of Education and Sports, 2004). This therefore, necessitated a curriculum to meet this education gap. It is perhaps for this reason that one of the key objectives of the Education Sector Strategic Plan 2004-2015 was, to come up with an education system relevant to Uganda's national development goals.

In an attempt to achieve some of these goals, Entrepreneurship skills education was introduced in Ugandan primary, secondary, and tertiary institutions in 2003, as one of the curriculum innovations, to make education responsive to the needs of society; specifically eradicating poverty and unemployment (NCDC syllabus, 2008; Farstad, 2002; Tamale, 2002). The driving goals for Entrepreneurship education were so appealing not only to education policy makers, but also to teachers, parents, and students as well. This resulted in many schools taking on the subject, which was further fuelled by the very good grades in the national examinations. However, there has been a recent tremendous decline in the academic performance of students in the same subject in the national examinations (UNEB, 2007, 2008). If this performance persists, schools and students may drop the subject, which will be an impediment to the national goals of introducing Entrepreneurship.

This therefore, has prompted the researcher to carry out a study on the implementation strategies for this curriculum innovation in those secondary schools which had adopted it in Nangabo sub-county. Perhaps the findings could help to explain the decline in students' performance in Entrepreneurship.

1.1.2 Theoretical Perspective

This study looked at Entrepreneurship skills education implementation in schools as a curriculum innovation. It therefore invoked one curriculum innovation theory; the “Systems Diffusion Theory”(SDT) put forward by Schon (1971). According to the SDT, diffusion of an innovation is a dominant model for transformation of societies according

to which innovations move out from one or more points to permeate the society as a whole (Blenkin, etal, 1992). Schon identified three models for diffusion of an innovation: The Center Periphery, Proliferation of Center, and Shifting of Center models (*Ibid*).

The Center Periphery model, which is more relevant to this study, works on the assumption that, an innovation (e.g. Entrepreneurship skills education) exists fully realized in its essentials, then it is followed by diffusion (implementation), which is the movement of an innovation from the center (e.g. Ministry of Education and Sports/ National Curriculum Development Center) to the ultimate user (e.g. teachers). Finally, directed diffusion, which is a centrally managed process of disseminating, training, and provision of resources and incentives to the user (*ibid*). Basing on this model and theory therefore, for a curriculum innovation to be implemented successfully, its rationale and goals have to be clear and known to the stakeholders. It is then disseminated (diffused) to reach the user, in this case teachers, who have to undergo training and be provided with the requisite materials (instructional materials) and incentives. It is on the basis of the SDT that the study proposed the need to analyze the implementation strategies for Entrepreneurship skills education in secondary schools in Nangabo sub-county. Perhaps this may help explain this decline in performance.

1.1.3 Conceptual Perspective

In this study, Entrepreneurship skills education implementation was conceptualized to imply orientation of teachers, the teaching and assessment methods used, as well as instructional materials. The schools with adequate instructional materials and more

properly oriented teachers on content, instructional and assessment methods for the subject are likely to have their students perform better in the UNEB examinations than those without.

1.1.4 Contextual Perspective

The study was carried out in Nangabo sub-county, Wakiso District, where many secondary schools had integrated Entrepreneurship skills education in their school curriculum at both 'O' and 'A' levels. This new curriculum innovation was popularly welcomed because its core values were appealing to the societal needs of the day (e.g. Prepare students to be job creators and to eradicate poverty) and the academic performance of students in this subject was quite good in national examinations (UNEB,2004,2005,2006). Unfortunately, the once well performed subject in national examinations has of recent turned out to be one of the worst performed subjects at both levels in Nangabo sub-county (UNEB,2007,2008), yet the reasons to explain this phenomenon are still unknown. With this situation at hand, one can probably suggest that there is a problem with the implementation of this new curriculum innovation in Nangabo sub-county. It is from this contextual background that the researcher was prompted to carry out this study to find out the implementation strategies of Entrepreneurship skills education in Nangabo sub-county.

1.2 Problem Statement

For an education system to cope with the ever changing world and needs of society, curriculum innovations are inevitable (Kelly, 1989, 1992). Entrepreneurship education

was integrated in Uganda's secondary school curriculum in 2003 as a curriculum innovation in an attempt to cope with the changing needs of society, particularly eradication of unemployment and poverty. These core values of the subject plus the excellent academic performance of pioneer Entrepreneurship students in National examinations (UNEB, 2004, 2005, 2006) caused many schools, teachers, and students to take on the subject. However, as the number of schools which took on the subject increased, there was equally a persistent decline in academic performance of students in National examinations (UNEB, 2007, 2008).

With this dilemma, the researcher hypothesized that probably there could be a problem with the implementation strategies for the subject, particularly with the orientation of Entrepreneurship teachers, instructional materials used, and the teaching and assessment methods used by these teachers. If these crucial aspects of this curriculum implementation program are not accorded the necessary attention, academic performance of students may worsen and consequently this could impair the attainment of the intended goals for teaching Entrepreneurship skills in secondary schools. There was need therefore, to find out how this new curriculum innovation was implemented in Nangabo through the study. The findings could help provide an informed explanation to the decline in academic performance of Entrepreneurship students in national examinations.

1.3 Purpose of the Study

The purpose of this study was to establish the implementation strategies for Entrepreneurship skills education in secondary schools in Nangabo sub-county, Wakiso District.

1.4 Objectives of the Study

- i) To establish whether the teachers of Entrepreneurship were oriented to teach the subject
- ii) To establish whether teachers of Entrepreneurship had the requisite instructional materials to teach the subject effectively
- iii) To establish the teaching strategies used by teachers of Entrepreneurship
- iv) To establish the assessment strategies used by Entrepreneurship teachers

1.4.2 Research Questions

- i) To what extent are teachers oriented to teach Entrepreneurship?
- ii) What instructional materials do teachers use to teach Entrepreneurship?
- iii) What teaching strategies do teachers of Entrepreneurship use to teach Entrepreneurship?
- iv) What assessment strategies do teachers of Entrepreneurship use to assess achievement of their students in Entrepreneurship?

1.6 Scope of the Study

Geographically, the study concentrated on Nangabo sub-county, Wakiso District, because it has many secondary schools which had incorporated Entrepreneurship skills education in their school curriculum. The study focused on only those secondary schools which had taken on Entrepreneurship on their curriculum, (i.e. mixed schools, day and boarding government aided and private) which generated a total of thirty one schools. Teachers of Entrepreneurship education in these schools were proportionally represented among respondents. In terms of content, the study focused on implementation strategies for Entrepreneurship education in secondary schools, particularly about orientation of teachers of Entrepreneurship, availability of instructional materials, teaching and assessment methods used to teach Entrepreneurship.

1.7 Significance of the Study

It is anticipated that the study could be of use to the following:

i) Curriculum Developers

The findings of this study could inform the planning, implementing and improving of similar or other educational programs and curriculum innovations in different contexts.

ii) Education Policy Makers

They could depend on the study findings to come up with policies which guide the introduction, developing and implementation of curriculum innovations in the education system at various levels.

iii) Entrepreneurship Teachers

They could also base on the study findings to reflect on their approaches to teaching Entrepreneurship and adjust accordingly where they fall short so as to teach the subject effectively.

iv) Future Researchers

It is anticipated that this work will fill literature gaps concerning Entrepreneurship skills implementation which may enrich their studies and for reference purposes. The study will also contribute to knowledge by revealing more gaps which will invoke further studies.

CHAPTER TWO

RELATED LITERATURE REVIEW

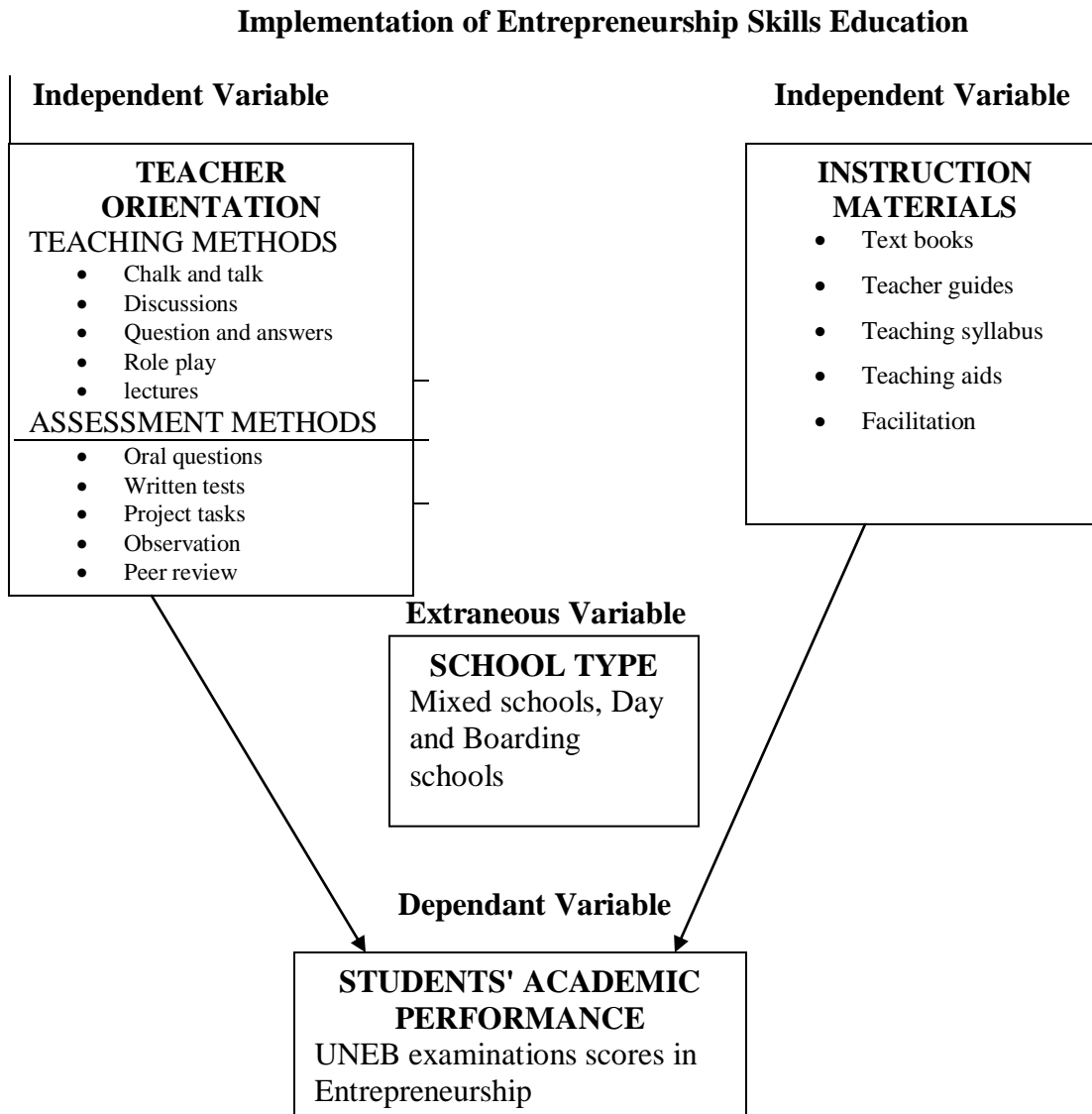
2.0 Introduction

This chapter presents the conceptual frame work and reviews literature related to the respective four objectives in this study.

2.1 Conceptual Framework

A curriculum only becomes a reality when its implementation is done appropriately. In this respect therefore, Marsh and Willis (2003) look at curriculum implementation as a translation of a written curriculum into classroom practice. In this study, Entrepreneurship skills education implementation was conceptualized to imply orientation of teachers, the teaching and assessment method used, as well as instructional materials. In this study, the independent variables were teacher orientation to Entrepreneurship education and instructional materials. Teacher orientation includes the exposure to appropriate teaching and assessment methods and subject content. Instructional materials included textbooks, teacher guides, teaching syllabuses, etc. In this study, the dependent variable was the student performance measured by examination scores in UNEB examinations. The controlled extraneous variable was school type, by focusing on only mixed schools (i.e. day and boarding schools).

Figure 1: Diagrammatical Conceptual Framework



Source: Self developed (2010)

This model suggests that, schools with more teachers who were properly oriented in teaching Entrepreneurship education, have students who are likely to perform better in the UNEB examinations than their counterparts whose teachers were not oriented. Similarly, schools offering adequate and appropriate instructional materials to their

Entrepreneurship teachers and students are likely to perform better in the UNEB national examinations than those schools with inadequate instructional materials. The extraneous variable, school type is very critical in this study. For instance, purely boarding schools tend to offer better facilities and opportunities for their students in terms of study time and preparations for final examinations. In order to control this extraneous variable, all schools that participated in the study were selected from the same school type (i.e. mixed schools plus day and boarding schools).

2.2 Related Literature Review

2.2.1 Orientation of Teachers

According to Webster dictionary (1993), the term “orient” refers to set right by adjusting to facts or principles. Koontz and Welch (1998, cited in Mpeirwe 2007) looks at the term orientation as involving the introduction of new employees to the enterprise, its functions, tasks and people. In this study, the term orientation was used to refer to the training provided to teachers of Entrepreneurship so that they get acquainted with the content and relevant teaching strategies to teach the subject effectively.

This calls for special preparation of teachers of Entrepreneurship as suggested by the Centre Periphery model, drawing on the Systems Diffusion Theory. This model works on the assumption that directed diffusion is a centrally managed process of disseminating the innovation through training the users. This implies that Entrepreneurship skills education being a new innovation, there is need to train teachers who are to implement the curriculum if they are to teach efficiently and effectively. Since currently there are no

trained teachers to teach the subject from teacher training institutions, those who are to do so need to be properly oriented or trained to teach it well.

Richardson and Peterson (1987, cited in Mpeirwe 2007) asserted that good teachers are made, but not born. To have good effective teachers, paper qualifications of teachers alone are not enough, but rather shaping and building such teachers to become good teachers is critical. This can be done through a number of ways such as: on-job training, induction workshops, briefing, demonstration, coaching, mentoring and subject orientation inclusive. According to the Education Testing Services (2004), all states in the USA were required to establish induction programs for beginning teachers, that would provide them with mentoring and other support during the crucial first years of teaching. This implies that teachers from teacher training institutions may not be fully grounded to be good enough in class, which necessitates some orientation in class.

Peel (1993 as cited in Bazibwe 2006) noted that such induction programs need to be designed individually with a focus on the objectives and content of the program. In the same way, Entrepreneurship skills education being a new subject, with different goals, objectives, and content from other business subjects (i.e. economics, commerce, accounts e.t.c), there is need for teachers to be oriented to teach it. The need for teacher orientation is further necessitated by the fact that most of these teachers were not specifically trained to teach Entrepreneurship during their training in teacher colleges. In addition, most of these teachers never had Entrepreneurship education as one of their study subjects during

their primary or secondary education. There was therefore need to find out if teachers of Entrepreneurship were oriented or had any induction training to teach the subject.

In Norway, there is a three step program to train Entrepreneurship education teachers: first, is an in-service training to create a common understanding of the subject. This is followed by teacher net-working and bench-marking, and lastly a long university program for local facilitators (European Commission, 2006). Such training programs point to the importance of orienting a teacher to teach a given subject effectively. It implies that mere acquiring textbooks and other instructional materials needed for a given subject is not enough, without actually learning how to use such materials in a classroom situation. This can only occur through orienting these teachers on how they are to use them. Barkley (1998) observed that, after recognizing that beginning teachers in the USA needed support to teach effectively, the Delaware Mentoring Program was launched.

Indeed, if teachers need assistance to teach subjects they were trained to teach, don't those who are required to teach a subject in which they have never had any training need orientation? This therefore confirms the National Commission on Teaching (2003) observation that, it is erroneous to assume that once in the classroom, a teacher is a finished product in terms of his ability to teach effectively. Entrepreneurship teachers need continuous help and support in order to teach effectively, which calls for the need to orient them through the subject. This therefore necessitated finding out if teachers of Entrepreneurship were oriented to teach the subject effectively.

In Kenya, most teachers of Entrepreneurship skills education were trained to teach the subject in their teacher training institutions (Farstad, 2002). The situation is quite different in Uganda where teacher training institutions have not yet started producing teachers specifically meant to teach Entrepreneurship in secondary schools. This has created the need to orient those teachers teaching the subject if they are to teach effectively. This therefore calls for strategies through which such orientation can be done. In Zimbabwe, there are both pre-service and in-service programs which were put in place to facilitate delivery of Entrepreneurship education (Swartland, 2008). In addition to this, teachers of Entrepreneurship were also engaged in workshops purposely to equip them with new skills to teach the subject (ibid). It is therefore important to find out the most effective ways how such orientation of teachers can be done to enable them acquire the intended skills.

According to Peel (1998) and Armstrong (1996, cited in Baziwe, 2006), such orientation and training can be done through on-job training, induction, briefing, demonstration, coaching and mentoring. It is important to find out what orientation technique can best be used to help teachers get acquainted with the subject matter. Meltzer and Sherman (1997, cited in Baziwe, 2006) observes that there is need to adopt multiple approaches to such training because there is no one single approach which can work for all teachers and in all schools. This calls for teachers, school administrators and trainers to be flexible during the orientation process, and adjust the approach to suit the circumstances. Therefore, the orientation process should be carefully planned. However, it is not known if secondary

school teachers of Entrepreneurship in Nangabo sub-county had a chance for such orientation so as to teach the subject effectively.

A study carried out by Education Testing Services (2004) in the USA found out that teachers without induction support leave the profession at a rate of almost 70% higher than those who received it. This finding alludes to the importance of orienting teachers to any task they are to perform. If this does not happen, then teachers may find themselves teaching a subject which is not only hard for students they teach but the teachers themselves as well. This happens because they may lack subject content knowledge, subject teaching techniques, teaching material selection techniques, among others all of which may undermine the teachers' interest and effectiveness in teaching. Strong content knowledge and knowing how to teach are both essential qualifications that a teacher must have before entering the classroom (Teaching Commission, 2004).

The same commission also observed that without quality support, even those teachers with high qualifications may not remain in the teaching profession for long. The reason for their attrition from the profession may not be necessarily lack of interest in teaching, but because teaching a given subject may be either hard or less interesting to them, the end results of which is poor academic performance of students. This therefore calls for the need to support such teachers through subject orientation. It is for this reason that Hawkins (2001) pointed out that professional development of a teacher sits at the heart of any successful educational program. If implementation of Entrepreneurship education is to be successful, teacher development programs are a necessity. This therefore prompted

the researcher to find out if teachers of Entrepreneurship were oriented to teach this subject.

A study carried out in Nigeria between 1979- 1981 revealed that 50%- 70% of rural untrained teachers were unable to use effectively the teaching materials provided by the government under best conditions (Ravishankar 1998, cited in Ajuoga 2000). This implies that there is need to help teachers use all the resources available effectively for instructional purposes. It is a mistake to assume that once instructional materials are provided, then a teacher has to perform wonders in class. It is under these circumstances that orientation of subject teachers is a necessity, not only to teach the subject effectively but also to use resources provided to them effectively in order to facilitate learning. It is unfair to throw a teacher in class without rendering them the support they need to be successful (Teaching commission, 2004). Teacher development programs (such as subject orientation) are required to sharpen and keep their skills current and to build a skilled work force (Schuster, 1985 cited in Okedi, 2001). A similar view is shared by Buckley and Caple (2000) who emphasizes the need for continuous teacher growth and development through training programs which address changes in technology, instructional materials, and systems.

In Uganda, a number of studies have been carried out on orientation and training in different contexts. For example, Mpeirwe (2007) carried out a study on management of instructional materials and performance of teachers in primary schools in Kampala District. She found out that there was a significant relationship between teacher

orientation on use of teaching materials and teacher performance. Byakagaba (2006) also carried out a study on the relationship between in-service training practices and employee performance in Hoima District local government. He found out that training practices had a significant effect on enhancing their performance levels. Added to the above, Werikhe (2002 cited in Byakagaba 2006) carried out a study on factors affecting job performance of legal instructors at L.D.C in Uganda, and he found out that increased skills improved performance of instructors. Omunyokolo (2000) carried out a study on Lecturers' education background, professional training and experience in the field and performance in Music at NTC examinations. He found out that there was a strong co-relationship between the two.

While these studies point in the same direction, Kasingye (2002 cited in Byakagaba, 2006) carried out a study on assessment of training and retention policies of organizations, a case of Mbarara District. He found out that there was no significant improvement in employee performance despite the training they underwent. Furthermore, Maani (1990, cited in Omunyokolo, 2000) carried out a study on teachers training, experience and attitude to C.R.E students' performance in 'O' level exams and found a negative co-relationship between the two. The contradiction between these studies point to the need for a special focus on teacher training and orientation if effective implementation of Entrepreneurship education is to be realized in secondary schools. However, no study has so far focused on orientation of Entrepreneurship teachers in secondary schools in Nangabo sub-county Wakiso District, which gap this study sought to fill.

2.2.2 Instructional Materials

The term instruction refers to giving special knowledge or information (Webster, 1993). It also refers to educate (*ibid*). In this study, the term instructional material was used to refer to all items used by the teachers of Entrepreneurship to facilitate teaching and learning. Such materials include books, magazines, newspapers, short stories, charts, plays, poems, journals, articles, films, maps, photographs, audio and visual tapes, posters, diagrams, art, laboratory and music equipments (Peter 1983, cited in Lutaaya, 2004) and Kalule (2006). According to the Systems Diffusion Theory and Center Periphery model, among the key functions at the Directed Diffusion level is provision of materials and incentives to the user (teachers) of the innovation (Blenkin, etal, 1992). This signifies that if implementers (teachers) of Entrepreneurship education are to perform this task effectively, they should be provided with the requisite instructional materials.

Vernon (1980, cited in Kalule, 2006) asserted that the major condition which permits learning is abundance of resources and free access to them. This assertion gives an impression that those learners who study in environments where such resources are in abundance, like in the developed world, learning is faster than their counterparts in the developing countries. If the implementation of Entrepreneurship education is to be successful, teachers and students should have access to a variety of teaching materials. In Spain, the government provides and delivers books to teachers of Entrepreneurship at no cost at the beginning of every school year (European Commission, 2006). This therefore provides opportunity to schools and teachers to access books for instructional purposes which would be otherwise difficult in poor schools which cannot afford them. When

teachers have problems with instructional materials like books, it may negatively impact on the academic performance of the students.

This happens because textbooks may influence what content is taught, when and how the content is taught, as well as how much is learnt by the students (Brown, 1982 cited in Kalule, 2006). The “what” provides the kind of content to be passed on to students, “when” is the timing of the content and “how” refers to the teaching techniques to be employed in the teaching-learning process. It may be so challenging for a teacher to cater for all those needs if the needed textbooks are lacking. This confirms Vernon’s (1980 cited in Kalule, 2006) argument that, without textbooks and other instructional materials, a teacher would not get very far with a class of children before him or her. This implies that teaching starts with having access to instructional materials by the teacher. There was therefore need to find out if teachers of entrepreneurship in Nangabo sub-county had the necessary instructional materials to teach the subject.

A study conducted in Philippines revealed that, those students in a class with textbook ratio not greater than 2:1 scored highly in Science and Mathematics tests than their counterparts with a 10:1 student to text book ratio (Wolf, etal, 1994). This study reveals that textbooks are not only useful to teachers who prepare content to be passed on to students but also to learners who need such textbooks for their personal enrichment during their free time. Lockheed and Verspour (1991) also held a similar view that pupils’ ability to learn occurred more easily if study materials were routinely availed to them. Related to this, the Supper Project (1996) in a study conducted in Uganda, revealed

that pupils learn more and faster if teachers show them how to interpret pictures, charts, maps, graphs and other materials. This means that if instructional materials are accessible by learners, the work of teachers is to some degree minimized because a lot of self teaching is done by learners using these materials which may result into good academic performance.

Nkuuhe (1995, cited in Ajuoga, 2006) equally observed that exposing pupils to textbooks, charts, and map reading by competent and inspired teachers is a sure way to introduce children to a reading culture and to open them to a new world of learning and academic performance. These arguments therefore suggest that instructional materials are as important to a teacher as they are to learners. There was therefore need to find out if these materials were available to both the teachers of Entrepreneurship and learners in Nangabo Sub-county.

In Ireland, among the key elements for successful implementation of Enterprise education includes availability of instructional resources (European Commission, 2006). This also implies that where such resources are inadequate or do not exist, implementation of a curriculum innovation is likely to be negatively effected. It was perhaps on similar ground that Brown (1982,cited in Kalule, 2006) made an observation that a teacher who would like to teach well must make use of various instructional materials, and without which a teacher will almost fail to present his subject matter successfully to students. Therefore, facilities for instructional materials need to be well stocked to create room for choice by the users; teachers and students. According to Kasozi (2003), an ideal library

should have a student-book ratio of 1:50. Such a library minimizes competition for books among students. The presence of a well stocked library is an indicator that an institution can deliver (*ibid*). So, schools which incorporated Entrepreneurship education into their curriculum need to be well equipped with most, if not all the necessary instructional materials to enable teachers teach effectively, and for research and consultation purposes by students. It is on this ground that a study was necessary to find out if teachers of Entrepreneurship had enough of these materials to teach the subject effectively.

As we plan for instructional materials to facilitate teaching, focus should be put on audio and visual materials as well. Such materials may include video tapes and audio tapes, physical commodities and drawings among others. According to Kisambira (1993), audio-visual materials have an attention-capturing effect on learners. This suggests that if the goals of teaching Entrepreneurship education are to be realized, students need to be exposed to real business situations, like through field visits to relevant business units. It is however, quite costly to school administrators who have to maximize profits as well. The only short cut so that students do not miss out completely, is through acquiring audio or visual materials for students' benefit.

The Chinese proverb, "I hear and forget; I see and remember; I do and i understand" points also to the importance of using physical, audio and video teaching in the teaching-learning process (Bishop, 1985 cited in Ajuoga, 2000). According to Hornby (1972, cited in Kalule, 2006), every picture tells a story. Therefore, instructional materials needed for

effective implementation of Entrepreneurship in secondary schools are not only limited to stationary, but audio, visual and physical materials as well.

Edmond and Komoski (1966 and 1985 respectively, cited in Ampire' 2007) noted that teaching materials used in teaching must be appropriate to the area of study. This implies that much as schools or teachers may have instructional materials, such materials should be relevant for effective teaching of Entrepreneurship. They further observed that if such materials are inappropriate, they will distort the learning environment and the learners' reception capacity. According to Nacino (1982, cited in Kalule, 2006), availability of instructional materials does not guarantee effective teaching and academic performance, but their careful selection and skillful handling by the teacher. Much as Nacino's argument holds water, such materials should however be accessible to teachers and students, before their careful use is planned.

In Uganda, a number of studies have been carried out on instructional materials in different contexts. For example, Omara (2003) carried out a study on evaluation of instructional materials and strategies used in developing 'O' level students' communication competencies in spoken English. He found out that most schools never had enough copies of textbooks for students, which had a negative effect on competences in English communication. Lutaaya (2004) also carried out a study on factors affecting students' proficiency in speech of Arabic language at 'O' level in selected schools in Mpigi District. He found out that instructional materials and resources were a contributing factor to teachers' efforts in teaching Arabic to produce the required

proficiency. This shows that teachers, as well as students, need textbooks if they are to produce the desired results in Entrepreneurship.

Similarly Omona (2004) carried out a study on training teachers to use literature as a resource for English language teaching in Ugandan secondary schools. He found out that the major problem faced by English teachers was lack of course books and reference materials. Related to that, Masinde (2004) carried out a study on management of basic science equipments and materials in the teaching of science in secondary schools in Kampala District. He found out that basic science materials and equipments were not available for teachers.

In 2007, Akabwai also carried out a study on admission of students, staffing and library facilities on students' academic performance in Uganda College of Commerce, Soroti. He found out that the student-book ratio in the college library was 10:1. To Akabwai, this ratio was too small compared to that recommended by Kasozi (2003) of 1:50. His findings further showed that this partly led to massive academic failure of students. Further more, Kato (2007) carried out a study on provision of school facilities on pupils discipline in government aided primary schools in Wakiso District. He found out that provision of instructional materials correlated positively with discipline of pupils. He later concluded that inadequacy of textbooks led to struggling, quarreling and disorder among pupils. This can be interpreted to mean that students with easy access to textbooks tend to keep themselves busy by revising and discovering more.

In addition, Mpeirwe (2007) carried out a study on management of instructional materials and performance of teachers in primary schools in Kampala District. He found out and later concluded that coordination of instructional materials positively affected performance of teachers in primary schools. Cutting across all these studies, is shortage of instructional materials available for teachers and students yet these materials are so crucial for effective teaching and learning. If implementation of Entrepreneurship skills education is to be effective in secondary schools, instructional materials should be availed to teachers. There was therefore need to carry out a study to find out if teachers of Entrepreneurship had the necessary instructional materials to facilitate the teaching of the subject effectively in Nangabo sub-county.

2.2.3 Teaching Strategies

A strategy refers to a careful plan or method to achieve a goal (Webster, 1993). In this study, the term instructional strategy was used to refer to all the methods and tactics used by entrepreneurship teachers to facilitate effective teaching and learning processes. Such strategies may include: direct teaching, cooperative learning, lecture, lecture with discussion, panel of experts, brain storming, video tapes, small group and class discussions, case studies, role-play, survey, and guest speakers (New ideas for new and future teachers, 2009). The systems diffusion theory suggests that, for an innovation to diffuse through the entire society, strategies should be sought to achieve this goal.

Farrant (1980) observed that, children learn best when they find interest and enjoyment in their learning activities. This implies that a teacher should be so creative to come up with

a variety of instructional strategies which can capture the interest of learners. If this does not happen, learners may find the subject less interesting and difficult to understand, even if it may be simple. This may result into loss of interest in the subject, bringing about poor academic performance. Aggarwal (1981, cited in Bayise 2007) noted that teaching strategies which are psychologically and socially sound might raise the whole quality of students' life and morale for studying. A teacher needs to find ways of raising students' morale towards learning. This is prompted by the fact that many students are affected by many distracters (e.g. psychological, social or economic) which may divert their learning attention. There is need therefore, for a teacher to use such instructional strategies which may make a student forget such distracters and pay attention to what is being taught. Otherwise, a teacher may waste energy teaching one student in a class of ten, which consequently makes achievement of teaching objectives difficult.

All smart school teachers use a variety of teaching strategies (Odongo, 2007). This is because a teaching strategy for effective teaching of a given topic or lesson, may not be effective for another. In the same vein, a teaching strategy which was effective yesterday may not be so today. Odongo therefore suggests that teaching approaches should be varied so as to achieve learning goals. Chalk and talk method of teaching tends to limit chances for students to interact freely with their teacher (Damulira, 2001 cited in Bayise 2007). On the other hand, this method is very effective if a teacher has to pass on large amounts of information in a short period of time. Maziribi (2006) however noted that it is challenging to use participatory methodologies when teaching big numbers of students thus calling for Teacher Centered approaches. This implies that there is no best teaching

strategy for all circumstances and at all times. Therefore an Entrepreneurship teacher should look around for as many teaching strategies as possible, so as to make learning not only interesting to learners but also effective. This prompted the need to find out the teaching strategies used by Entrepreneurship teachers in Nangabo sub-county.

Ward (2001) noted that, the methods teachers use to impart knowledge to their learners greatly influences the pupils' learning. If the teaching methods are poor, the learning capacity of students is hampered. Barnes (1976, cited in Muwoya, 2006) classified teaching behaviors into two major styles. He identified the interpretative behavior, which encourages students' participation in learning activities. This strategy is quite motivating and interesting to learners because they have a big say on their learning activities. Barnes identified the transmission behavior which limits lesson activities to one way information transfer from the teacher to the learner. Unless this teaching strategy is tactfully used, it may make a lesson boring to learners. If this happens, then learning becomes less interesting to students. Entrepreneurship being a new subject in Uganda's education system, teachers need to employ such strategies which will keep learners interested.

Much teaching in developing countries is characterized by teaching methods that are not conducive for pupils' learning (World Bank, 1993 cited in Muziribi 2006). If this conclusion was reached from primary schools perspective, do secondary Entrepreneurship teachers use appropriate teaching methods to facilitate learning? In the researcher's view, the situation may not be any better. The researcher holds the same view as Myer (1988 cited in Muwoya 2006), that teachers may use out-dated teaching

methods based on rote learning and some might have failed to adopt modern approaches such as democratic participation, cooperative learning, creative and problem solving learning. This may be the explanation why some students with good paper grades at times do not perform to the expectations of society. Some teachers use such teaching strategies which call for reproduction of what is taught in class rather than using the knowledge to solve real problems in every day life. It may be because of this reason that Uganda's education system has been criticized of being irrelevant. The cause of this may be the poor teaching strategies used by teachers

Glickman (1991) suggested that effective teachers should not use the same set of practices for every lesson, but instead constantly reflect upon their teaching strategies to find out whether students are learning or not and then adjust their practices accordingly. This calls for constant evaluation and adjusting of teaching strategies to facilitate learning. What children learn depends not only on what they are taught, but also on how they are taught, their development level, interest and experience (Glickman, 1991). As teachers set teaching strategies, they should be mindful of students' age. This implies that an effective teaching strategy for a senior one student may be ineffective for a senior five student. Similarly, interests and experiences of students vary. The major challenge of a teacher therefore, is to sort out what teaching strategy delivers the required information to students from different backgrounds, interests and development levels in the same class effectively, without leaving any of them behind. It was from this perspective that the researcher saw the need to find out whether the teaching strategies used by teachers of Entrepreneurship catered for such differences.

Myer (1988, cited in Muwoya, 2006) further pointed out that students learn best through active experience and play. Entrepreneurship being both academic and a practical subject, there is need for teachers to use teaching strategies which cater for these two sides of the subject. It is wrong to use academic oriented teaching strategies to teach practical aspects of a given subject. This being the case and Entrepreneurship being a practical oriented subject, do teachers use experiential teaching strategies to cater for this aspect? There is a possibility that most teachers teach practical aspects of the subject theoretically from classrooms. Bouzouboa (1998, cited in Muziribi, 2006) stressed that, most important aspects of the learning process are attained through activity and interaction of the learners with their environment because it makes concepts clear. Therefore, teachers of Entrepreneurship need to expose students to real business situations so that they can relate it with what is learnt in class. This therefore suggests the need for a study to find out the teaching strategies used to teach entrepreneurship.

In Uganda, studies have been carried out on instruction strategies and methods in different contexts. For example, Bayise (2007) carried out a study on institutional factors responsible for dropout rates in Army secondary schools, a case of Nakasongola and Bombo Army schools. He found out that teacher instructional methods partly contributed to dropout of students from school. Similarly, Muziribi (2006) carried out a study on stakeholders' perception of the factors influencing learning of primary one pupils in Wakiso District. He found out that teaching methods used by primary one teachers significantly influenced learning of primary one pupils. Given such identified effects of

teaching strategies on the learning process, it implies that if the teaching strategies of Entrepreneurship in secondary schools are poor, then the goals of teaching the subject may not be attained. This therefore prompted the need for a study on teaching strategies used by Entrepreneurship teachers in Nangabo sub-county.

2.2.4 Assessment Strategies

The term assessment refers to analyzing critically and judging definitively the nature, significance, status or merit of something (Webster, 1993). In this study, the term assessment strategy was used to refer to all measures used by teachers of Entrepreneurship to determine the extent to which their learners have achieved learning goals and whether they can apply the skills taught in a given period of time. Assessment can take different forms, for example: through observation, criterion referencing, self assessment, open ended tasks, student teacher conferencing, teacher-made tests, standardized tests and portfolios (Department of education and training, 2003). The task of teachers is to find out what assessment strategy is most appropriate in a given situation. The Systems Diffusion Theory and the Center Periphery model suggest the need to find out the extent to which the intended innovation has diffused and permeated through the entire society. This calls for assessment to help the interested stakeholders achieve this goal. Entrepreneurship being a new curriculum innovation too, teachers should come up with appropriate assessment strategies which test both the academic and practical component of the subject. It is out of this background that the researcher found it necessary to carry out a study to find out the assessment strategies used by Entrepreneurship teachers to assess their students.

A teacher should be knowledgeable about assessment strategies and tactics. A study conducted in South Africa on continuous assessment in primary schools revealed that most teachers who were assessing students were actually ignorant about this assessment strategy (Nakabugo, 1998 cited in Namubiru 1999). There is need for teachers of Entrepreneurship to sort out what assessment strategy to use, when and how. Otherwise, it may result into teachers either inflating or deflating scores for their learners after an assessment test has been administered. Gray (1999) stressed that, it is only when teachers themselves are competent in both instruction and assessment that they are able to manage their classrooms where students learn at different rates. There may be few teachers who are competent in both classroom instruction and assessment at the same time yet it is important to be well acquainted with both.

Effectiveness of an education system can only be evaluated through results of assessment (UNEB, 1999 cited in Odongo 2001). This implies that a teacher can only establish the effectiveness of his teaching through assessment. This assessment should be done using appropriate tools and tests. A good assessment tool should be valid, reliable and should have beneficial backwash effects on the curriculum and teaching (Nuttal and Willmot, 1972 cited in Odongo 2001). If teachers use tools which are short of these qualities, then they are likely to fail in achieving their objectives. According to Nitko (1983 cited in Odongo 2001), the answer to validity of an instrument depends on the purpose of the test. This means that assessment strategies should be varied depending on what the teacher

wants to test in a learner. Validity of an assessment tool is its ability to measure or accomplish what it was designed to measure or accomplish.

As a teacher plans assessment tools and strategies to use, it is important that Blooms' (1956) taxonomy of educational objectives is put into consideration. It therefore calls for administering of an examination which tests for knowledge, comprehension, application, analysis, synthesis and evaluation (Odongo, 2001). The assessment tools should therefore be adjusted depending on what a teacher wishes to test in a student. In this respect, Namubiru (1999) made an observation that in Ugandan schools, non cognitive performances are seldom part of formal examinations. The affective and psychomotor domains are usually left out. There is a fear that teachers of Entrepreneurship may be tempted to test for cognitive performance of students in the subject and ignore the psychomotor part of learning, yet the subject calls for at least both the academic and practical aspects of learning.

In line with the above observation, the Education Peer Review Report (1989) cited as the key short-coming of current assessments as testing factual knowledge than reasoning power or problem solving. The report further points out that, other curriculum objectives like practical skills, good moral values and physical development through physical education are neglected. Therefore, an assessment strategy should cater for both academic and non academic needs of a learner. This is because a learner is prepared for a labor market, where not only academic skills are required, but the practical skills as well. Testing one aspect of what is taught leads to under development of the other. Senteza

Kajubi stressed the need to move away from the present examination waggled schools organized according to academic testing than abilities of learners (Namubiru, 1999). There was therefore need to find out the assessment strategies used by Entrepreneurship teachers.

According to Farrant (1980), assessment is carried out to test how much is known about something, to expose weaknesses in learning, monitor teaching and to maintain standards. Teachers who fail to asses their students appropriately cannot know what they have achieved and what they have failed to achieve so as to plan accordingly. According to Zhang (1997), assessment is intended to test the effectiveness of teaching and learning to distinguish and select talented people. Assessment in this sense is to judge who is better than who. Hampel and Jones (2000 cited in Odongo 2001) look at assessment as a tool to monitor effective teaching and learning. This implies that assessment helps teachers to check on their instructional methods and achievement of learners.

However, a study carried out by Education Standards Agency (ESA) revealed that, exercises which were given to pupils in primary were not challenging enough especially in lower primary. This implies that assessment tests should test for higher order thinking and skills. Kalplan and saccuzzo (1993, cited in Odiya 2001) also lamented that assessment tests are biased because some children might not have the opportunity to read about some topics, yet learners come from varying environments. Therefore, a test may favor one group at the expense of another. An assessment test should be balanced to cater for all categories of learners. Similarly, an assessment should be realistic. This controls

and minimizes discrepancies between internal assessment results and external assessment results, like those from UNEB. In respect to this, a study carried out in Ghana indicated that internal assessment scores were higher than those scored in Ghana Basic Education Certificate of Education (Waddah, 1995 cited in Odongo 2001). In such instances, internal scores give students false confidence which later turns into their frustration on sitting external assessment tests.

In Uganda, a number of studies have been carried out about assessment in different contexts. For example Odongo (2001) carried out a study on comparison of school internal examinations to Uganda Advanced Certificate of Education examinations in Biology. He found out that scores awarded by teachers in mock exams in Biology were higher than those of UACE. This points to poor assessment strategies used by either teachers or UNEB. Namubiru (1999) carried out a study on implications of implementing continuous assessment in primary schools, a case of Mukono District. She found out that lack of adequate teacher training programs had significant effects on implementation of continuous assessment. It is, however, unknown whether teachers of Entrepreneurship are well equipped with assessment tactics of testing all the aspects of the subject. In addition, no study has so far been conducted to establish the assessment strategies used by teachers of Entrepreneurship to test achievement of students in the subject. These were gaps that the study sought to fill.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.0 Introduction

This chapter presents the design, study population, sampling strategies, data collection methods and instruments, validity and reliability of the instruments, procedures and data analysis used in the study.

3.1 Research design

The study took mainly a qualitative approach, which involved a detailed description of the variables, and a lot of data presented in non-numerical terms (Amin, 2005). It took a descriptive design, since it is the best for collecting data concerning attitudes, opinions and conditions on ground (Gay, 1996). It was cross sectional in nature, thus involved collecting data from respondents at once which facilitated collecting data in a short period of time to reduce costs and complete the study in time (Creswell, 2003 cited in Bakkabulindi, 2008).

3.2 Study population

The target population for the study constituted forty nine secondary school teachers of Entrepreneurship in thirty one secondary schools in Nangabo sub-county, Wakiso District which had incorporated Entrepreneurship in their school curriculum. These teachers were involved because they were the key implementers of this curriculum innovation in their respective schools. If their implementation strategies for the subject were poor, then the goals of teaching Entrepreneurship in secondary schools could never be achieved.

3.3 Sampling strategies and sample size

Purposive sampling strategy was employed to select respondents for the study, where the researcher used his own knowledge and experience to select respondents he believed to have the required information (Amin, 2005). These were specifically teachers of Entrepreneurship in the selected secondary schools. Since they were the subject teachers, they were expected to have enough information needed in the study than any other group.

The choice of schools which made up the sources of respondent population was made basing on parishes which make up Nangabo sub-county. The sub-county is made up of nine parishes, which include: Masooli, Wampeewo, Bulamu, Gayaza, Kiteezi, Katade, Wattuba, Kabubu and Nangabo. Of the nine parishes, one is in an urban setting, three parishes are in a semi-urban setting and five parishes are in a rural setting. Nangabo sub-county consists of thirty seven secondary schools of which four are government aided. Of the thirty seven secondary schools, thirty one had integrated Entrepreneurship education in their school curriculum. Only one government aided school had adopted Entrepreneurship, the rest being privately owned. Out of the thirty one schools, nineteen schools were purposively sampled and a total of thirty respondents (teachers of entrepreneurship) was generated. These were given self administered questionnaires (SAQs). Twenty six questionnaires were returned back fully completed. Fourteen teachers were interviewed and partly observed. Five were observed during their classroom teaching.

3.4 Data collection methods

This study used both secondary and primary data collection methods.

3.4.1 Secondary data collection methods

This study used secondary sources like textbooks, dissertations, Internet, journals and newspapers, especially in the literature review chapter.

3.4.2 Primary data collection

Given the fact that secondary sources of data get out dated, the study involved contacting respondents (entrepreneurship teachers in the selected secondary schools) to get first hand information using self administered questionnaires (SAQs), interview guides and observation. Self administered questionnaires were used because they capture information from respondents at minimal costs and in the shortest time possible, given the fact that respondents had many commitments like lesson preparation, teaching, administrative tasks among others. Since the study took a descriptive approach, SAQs are the most suitable (Gay, 1996). Added to this, SAQs were suitable for the target respondents because of their high levels of English literacy.

Interviews were used because they are flexible, adoptable and information collected is detailed and well explained (Koul, 2000), to complement information collected with SAQs and for triangulation purposes. Observation was used because it helped to capture data which could not be captured using SAQs and interviews for complementation and triangulation purposes as well.

3.5 Data Collection Instruments

3.5.1 Self- Administered Questionnaires

One set of self-administered questionnaires (SAQs) was directed towards teachers of Entrepreneurship. Each SAQ starts with a main title, followed by an introductory letter. It was then broken down into sections: Section A with five questions which helped to find out if a teacher was oriented to teach the subject, section B with six questions which helped find out if a teacher had the requisite instructional materials to teach the subject, section C with four questions which helped to find out the instructional strategies used by a teacher to teach the subject and section D with three questions which helped to find out the assessment strategies used by a teacher to assess students in the subject. To ease administration, some questions had options where a respondent was required just to tick the appropriate response yet for some, spaces were provided for providing responses. Later some respondents were subjected to observation or interview so as to compare data collected with SAQs at the time of collecting the SAQs back.

3.5.2 Interviews

Self-administered questionnaires were accompanied with interviews at the time of collecting them back. This helped to compare data collected using the three tools so as to establish the validity of data collected as suggested by Kerlinger (1970, cited in Kasagala, 2007) and to get more detailed information and explanations

3.5.3 Observation

SAQs and interviews were also accompanied with observation, which was done at an agreed on date with the subject teachers. This helped to establish the validity of data collected using SAQs and interviews. Observation was also used to collect data about instructional materials accessible to teachers, teaching methods and strategies used in the assessment of students.

3.6 Validity and Reliability of Instruments

3.6.1 Validity of instruments

To ensure content validity of the instruments, the researcher ensured that research questions were in conformity with the study objectives. The supervisor of the researcher evaluated the relevance, wording and clarity of questions in the instrument as recommended by Gay (1996). In addition, two students of the Masters of Education in Curriculum reviewed the tools to assess their relevance. A pilot test of instruments was then conducted before the actual data collection process, and data from the three instruments (SAQs, interview guides, and observation check list) was compared to assess the degree to which they concur (concurrent validity (Gay & Aurasian, 2003 cited in Bakabulindi 2008). Further more, the Content Validity Index of the questionnaire was computed using the following formula:

$$\text{CVI} = \frac{\text{No. of questions declared valid}}{\text{Total No. of questions}}$$

The calculated content validity index was 0.82, higher than the 0.7 recommended minimum (Amin, 2005) and the instrument was accepted as valid .

3.6.2 Reliability of the Instruments

Much as the study took a qualitative approach, concern was taken to ensure that instruments yield consistent results. The three instruments thus SAQs, interviews guide and the observation checklist were administered on five Entrepreneurship teachers in Kawempe Division, located in Kampala District during the pilot data collections process. Similar items in different instruments which yielded inconsistent results were adjusted, yet those which could not be adjusted were rephrased.

3.7 Research Procedure

Permission and an introduction letter were obtained from the Dean, school of Education which was presented to each respondent requesting for their cooperation. Permission was also sought from school administrators where respondents work to allow the researcher engage the respondents in the study. Self administered questionnaires, observation and later interviews were conducted by the researcher himself to get first hand information.

3.8 Data Analysis

The analysis was mainly descriptive. The emergent design was particularly used because it allows data to be collected and analyzed simultaneously (Maykut & Morehouse, cited in Masembe, 2004). Data collected using SAQs was edited, categorized and presented in percentages from frequency tables for easy interpretation. This was corroborated with data collected from interviews and observation was also edited and categorized into themes generated from the study objectives.

3.9 Ethical Considerations

Consent was sought from respondents and their administrators before data collection was conducted. Collected data was kept confidential. Given the fact that collected data and the report could cost the dignity and jobs of the respondents, or have some other undesirable consequences to the respondents and their schools in general (Borg and Gall, 1989), identity of respondents and their respective schools were concealed. Responses from different respondents were distinguished by numerical codes instead of their names. In addition, data collection tools (SAQ in particular) were prepared in such away that respondents were not required to indicate their names and respondents were free to withdraw from participating in the study if they wished not to.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 Introduction

The study was intended to establish the implementation strategies for Entrepreneurship skills education in secondary schools, with a focus on Nangabo Sub-county, Wakiso District. The study was guided by four research questions: To what extent are teachers oriented to teach Entrepreneurship? What instructional materials do teachers use to teach Entrepreneurship? What teaching strategies do teachers of Entrepreneurship use to teach Entrepreneurship? What assessment strategies do teachers of Entrepreneurship use to assess achievement of their students in Entrepreneurship?

From the thirty one schools, nineteen schools were purposively sampled and these generated a total of thirty respondents (teachers of Entrepreneurship) who were given self administered questionnaires (SAQs). Twenty six questionnaires were returned back fully completed. Fourteen teachers were interviewed and partly observed and five observed during their classroom teaching. Responses from SAQs were presented and analyzed in terms of frequency counts and percentages for easy interpretation. Data from interviews and observation was presented and explained concurrently with data from SAQs. Data presentation was done by order of research questions as given in chapter one as shown below:

4.1 Presentation and analysis

4.1.1 Research question one:

To what extent are teachers oriented to teach entrepreneurship?

This research question was answered by question items A 1 to A 5 on the questionnaire, A 1 to A 6 on the interview guide and item A on the observation checklist. The purpose of this research question was to find out if entrepreneurship teachers were trained or oriented to teach the subject.

Table 4.1
Orientation of Teachers of Entrepreneurship

Response	Frequency	Percentage
Yes	19	73
No	07	27
Total	26	100

Table 4.1 shows that seven (27%) teachers of Entrepreneurship were not oriented to teach the subject. This implies that these teachers lacked the basic tactics of teaching, guiding and assessing students in Entrepreneurship. In an interview, some of these teachers noted that they were ignorant of such orientation programs. Some report that they failed to establish where and when such programs were conducted from. One respondent reported that "...I never needed the training because the subject is not different from my teaching subjects, what makes it different is the name". The 73% who were oriented, noted on the contrary that, most of them had benefited from the training because it had helped them teach the subject better.

Table 4.2**In-service Training Providers to teachers of Entrepreneurship**

Category	Frequency	Percentage
NCDC	09	47
Fellow teachers	03	16
Others	07	37
Total	19	100

From table 4.2, of the 19 teachers oriented to teach Entrepreneurship, only nine teachers were trained by the National Curriculum Development Centre (NCDC). This, however, raises concern on the quality and adequacy of training provided by fellow teachers and other bodies to Entrepreneurship teachers. Some of such bodies cited included Uganda Economics and Business Teachers' Association (UEBETA) and Uganda Entrepreneurship Education Teachers' Association (UEETA). There is a possibility that they provided poor quality training compared to that provided by the NCDC.

Research Question two:**What instructional materials do teachers use to teach entrepreneurship?**

This research question was answered by question items B 1 to B 6 on the questionnaire, B 1 to B 6 on the interview guide and items B1 to B3 on the observation checklist. The purpose of this research question was to find out the different teaching materials entrepreneurship teachers used to teach and how adequate such materials were.

Table 4.3**Sources of Entrepreneurship Instructional Materials**

Source	Frequency	Percentage
Text books, pamphlets, and friends	04	15
Text books, pamphlets	03	12
Pamphlets , friends	01	04
Friends	01	04
Pamphlets	04	15
Text books	13	50
Total	26	100

From Table 4.3, majority of teachers relied on only one source of teaching materials like: friends, pamphlets, and the textbooks which they passed on to students. This is quite dangerous because one source could have errors. 31% of the respondents at least sourced their materials from a variety of sources which created room for comparison of materials from different sources in order for informed teaching and learning to occur.

Table 4.4**Availability of Entrepreneurship Textbooks**

Response	Frequency	Percentage
Very adequate	03	12
Adequate	06	23
Average	06	23
Inadequate	06	23
Very inadequate	05	19
Total	26	100

From table 4.4, 11 teachers (42%) lacked entrepreneurship textbooks in their schools, especially those from schools in rural parishes. The quality of teaching and learning in schools where there is a problem of textbooks becomes questionable since both the teacher and the learner need them to realize their goals. One therefore, wonders how teaching and learning becomes effective without being guided by textbooks. 58% of teachers had entrepreneurship textbooks to use. These provided them with a credible source for their content for their students. It was observed that some teachers used textbooks from other business subjects such as commerce, economics and accounts to supplement their teaching notes gathered from different sources. For instance, one teacher noted that, “.....those NCDC textbooks are so shallow and cannot be relied on much as we have them in stock”.

Table 4.5

Availability of Entrepreneurship Teaching Syllabus in Schools

Category	Frequency	Percentage
Yes	20	77
No	06	23
Total	26	100

From table 4.5, six (23%) teachers never had any teaching syllabus to guide them as they taught the subject. This creates room for doubt of their quality of teaching since topics to be covered, teaching aims and objectives for each topic and the depth of coverage are only stated in the teaching syllabus which they lacked. The lack of teaching syllabus in schools could be having disastrous effects on the implementation of the subject and consequently on academic performance of students in those schools. 77% had the

teaching syllabus to guide their teaching. It was observed that much as these teachers had the teaching syllabus to use, some were still using old editions of 2002.

Table 4.6
Availability of Entrepreneurship Teaching Aids

Response	Frequency	Percentage
Very adequate	01	04
Adequate	06	23
Average	11	42
Inadequate	07	27
Very adequate	01	04
Total	26	100

Table 4.6 reveals that eight (31%) teachers had inadequate teaching aids. Relying on few or no teaching aids makes the teaching and learning process challenging, as concepts which seem difficult to learners may not be easily translated into what they understand easily. The situation may be easily saved if aids are used. Chances are high that learners taught without aids find the subject very difficult and less interesting which consequently results into poor academic performance. In an interview, and open-ended questions in the questionnaires, some teachers reported lack of some key crucial teaching aids, especially those which required money to be accessed. Some of these aids mentioned included audio visual aids and financial documents i.e. cheque and bank drafts which they cannot have access to, yet they would enrich the teaching and learning process. Most lessons observed also revealed that most teachers relied on chalkboard, chalk, and textbooks as aids to facilitate their teaching, yet physical items could help drive the message faster.

Table 4.7**Availability of Entrepreneurship Teacher Guides**

Response	Frequency	Percentage
Yes	18	69
No	08	31
Total	26	100

From table 4.7, eight (31%) teachers never had any Entrepreneurship teacher's guide. This creates room to wonder how these teachers go round the different activities and challenging to topics without teacher guides. These guides are crucial for any subject teacher if he or she is to teach effectively given the fact that they help a teacher take note of objectives for a given topic, a series of activities to be involved and teaching aids to use. In this respect, therefore, teaching without teacher guides makes these teachers to be ill prepared for teaching which negatively affects students learning. 69% of teachers had guides and in the researcher's view these were of help to teachers' performance. Interestingly, those that claimed to have guides, majority had incomplete sets of these guides. Unfortunately, these teachers' guides could not be accessed on open market.

Indeed, the researcher found many teachers using photocopied guides.

Table 4.8**Adequacy of Financial Facilitation for Entrepreneurship Instruction**

Response	Frequency	Percentage
Very adequate	01	04
Adequate	05	19
Average	07	27
Inadequate	05	19
Very inadequate	06	23
None	02	08
Total	26	100

From table 4.8, 50% of teachers never had financial support from their school administration to facilitate teaching of the subject. This implies that such teachers may not access resources which may require money, like teaching materials, resource persons and study tours all of which may be crucial for teaching Entrepreneurship skills. Inadequacy in financial facilitation could be negatively affecting the teaching and learning process in those schools. 50% of the teachers got financial facilitation to teach the subject which eased their teaching. However, in an interview, some respondents indicated that they were using their own money to buy teaching aids, textbooks, and pamphlets because their employers were hesitant to provide them.

Table 4.9**Frequency of Entrepreneurship Resource Persons use**

Response	Period			
	Term		Year	
	Freq.	%	Freq.	%
Over twice	01	04	06	23
Twice	02	08	10	38
Once	15	58	06	23
None	08	30	04	16
Total	26	100	26	100

From table 4.9, it is unfortunate that some teachers (16%) never invited any resource person to help them in teaching Entrepreneurship for the whole year. It is a mistake to assume that teachers know it all and therefore that they do not need any external support in the teaching process. The result of this is making serious mistakes during the teaching process which go uncorrected, and negatively affect learners' performance.

Table 4.10**Frequency of Entrepreneurship Students' Business Study Tours**

Response	Period			
	Term		Year	
	Freq.	%	Freq.	%
Over twice	01	04	06	23
Twice	03	12	08	31
Once	16	61	10	38
None	06	23	02	08
Total	26	100	26	100

Table 4.10 shows that 08% of the teachers never had their students go for any business study tours for the whole year. Entrepreneurship being a practical oriented subject, it is important that students are exposed to the reality in the business world, rather than relying on classroom and textbook facts, some of which may not be applicable in the social setting where they live. It at the same time helps teachers and students to relate what they are taught in class with what may be taking place in the business world. Students who are denied this opportunity are put in a disadvantaged position since they may find it very challenging to relate what is taught in class with what is on ground and may never pick any meaning from what is taught.

4.1.3 Research Question three:

What teaching strategies do teachers of Entrepreneurship use to teach Entrepreneurship?

The purpose of this research question was to find out the methods, tactics and approaches used by teachers of Entrepreneurship to teach the subject effectively. This research question was answered by question items C1 to C 4 on the questionnaire, items C1 to C 6 on the interview guide and items C1 to C7 on the observation checklist.

Table 4.11
Frequency of Entrepreneurship Lessons in a Week

Response	Frequency	Percentage
Thrice	08	31
Twice	18	69
Total	26	100

From table 4.11, bearing in mind that there are other subjects on the school curriculum which have to be taught, at least the number of times Entrepreneurship teachers taught Entrepreneurship students was good enough for a week. One teacher noted that, “if you needed more teaching time, you have to teach during extra hours or you ask for extra time from fellow teachers, but it was hard to get free time on the school time table”. All teachers, 100%, had enough time to teach the subject for classroom content coverage

Table 4.12

Duration of Entrepreneurship Lessons

Response	Frequency	Percentage
120 minutes	05	19
80 minutes	20	77
40 minutes	01	04
Total	26	100

From table 4.12, much as majority of teachers (96%) had enough time for classroom content coverage of the subject, this time was not enough for field studies. In one of the lessons the researcher attended involved taking students for a study tour to a nearby poultry farm. Unfortunately, it was observed that before learners could ask all their questions to the owner of the poultry farm, the 80 minutes lesson had elapsed and students had to return back to school for their next lesson. Some other teachers also reported scheduling field work lessons on weekends where they could at least have enough time for the students to gain meaningful experiences in the field. It should also be noted that a 40 minute lesson is so short for even content coverage.

Table 4.13**Frequency of Use of Particular Teaching Methods**

METHOD	Very freq.		Frequently		Average		Rarely		Very rarely		Never used	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Lecture	02	08	04	15	06	23	05	19	06	23	03	12
Chalk and talk	14	54	10	38	02	8	00	00	00	00	00	00
Questions and answers	12	46	12	46	02	8	00	00	00	00	00	00
Discussions	04	15	13	50	09	35	00	00	00	00	00	00
Role play	01	04	00	00	09	35	09	35	04	15	03	11

Table 4.13 shows that, some teachers used lecture method to conduct their lessons. This method however, is inappropriate for teaching students at a secondary school level. With the lecture method, slow learners, who have not yet developed research skills, may not benefit from the teaching process. Role play was quite unpopular among teachers. Much as this approach seems to be time consuming, it is quite engaging to a learner which minimizes cases of boredom during lessons. If properly used, it may entice learners pick interest in the subject.

Research Question four:

What assessment strategies do teachers of Entrepreneurship use to assess achievement of their students?

This research question was answered by question items D1 to D3 on the Self administered questionnaire, items D1 to D4 on the interview guide, and items D1 to D3 on the observation checklist. The purpose of this research question was to find out the approaches and techniques used by teachers of Entrepreneurship to assess achievement of Entrepreneurship students in the subject.

Table 4.14

Assessment Methods Used by the Teachers of Entrepreneurship

	Very freq.		Frequently		Rarely		Very rarely		Never used	
METHOD	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Oral questions	08	31	14	54	04	14	00	00	00	00
Written tests	11	42	15	58	00	00	00	00	00	00
Project tasks	01	4	08	31	08	31	06	23	03	11
Observation	05	20	15	58	03	11	03	11	00	00
Peer review	01	4	03	12	10	38	06	23	06	23

Table 4.14 shows that the Project Task and Peer Review Assessment Techniques were unpopular among teachers. The unpopularity of these methods creates room for worry because they are very necessary for testing the practical skills and aspects of Entrepreneurship and create room for cooperative learning. Only one respondent had records showing student activities and participation in a canteen project. In an interview, most teachers confessed that they did not know how to use these assessments methods. This implies that teachers mainly focused on testing content memorization of the subject

and ignored the practical aspect. For example, most of the teachers used written tests to assess their students in the subject. In an interview, most teachers reported this method as being very convenient and reliable. One teacher noted that "...it is the only method which can provide evidence to my supervisors that I have been teaching and assessing my students".

CHAPTER FIVE

DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

Chapter four presented the results of the study findings. This chapter presents a discussion of salient findings of the study based on the research questions. It also provides the conclusions and recommendations based on the most salient findings. Areas for further research were suggested at the end.

5.1 Discussion

5.1.1 Teacher Orientation to Teach Entrepreneurship

This study revealed that some respondents were not oriented at all to teach Entrepreneurship. This implies that these teachers lacked crucial information and tactics needed to teach the subject effectively. This factor negatively affects teaching and learning (Richardson and Peterson 1987, cited in Mpeirwe 2007). In an interview, one teacher reported that he never needed the training because he studied the subject at school before joining the tertiary institution. Another one noted that Entrepreneurship was not in any way different from Economics and Commerce which he was teaching. “..... the moment I got the books, I read through them, and then I started teaching the subject,” said one of the teachers.

The oriented teachers too argued that the orientation time they were given by the various organizations was not enough for any learning to take place. This problem raises a question on the depth and quality of training these teachers acquired. All beginning

teachers need a minimum of a year to prepare them for effective teaching (Education Testing Services, 2004). In addition, even after the orientation, efforts should be made to keep on checking on their progress so as to provide any additional support (European commission, 2006) which is not the case for teachers of Entrepreneurship. Much as some teachers were provided with teacher guides to help them teach, in the researcher's view, these were inadequate to effectively prepare them for teaching.

The National Curriculum Development Centre (NCDC) was entrusted with the role of developing Entrepreneurship materials and to train teachers to teach the subject. Unfortunately, the study revealed that only 47% of the teachers were trained by NCDC. Majority of the teachers were trained by fellow teachers and teacher associations like UEBETA. The quality of training that they received is questionable because these associations had not been approved by the NCDC to train teachers. Since teachers were trained at a fee, such associations and teachers might have just exploited the situation to get money from teachers who badly wanted the training to teach Entrepreneurship. Such inadequacy in the orienting of teachers of Entrepreneurship may have an explanation on poor academic performance of students in National examinations.

5.1.2 Instructional Materials Teachers Use to Teach Entrepreneurship

The study revealed that much as 58% of teachers responded having textbooks to use for instruction, some teachers lacked Entrepreneurship textbooks. From interviews and observations, these teachers relied on textbooks from other business subjects such as Commerce, Accounts and Economics, yet the NCDC had prepared special textbooks for

Entrepreneurship class by class. It was also shocking from a few observations made that some teachers could not distinguish Entrepreneurship textbooks from pamphlets because some referred to pamphlets as textbooks. This situation is quite worrying because teachers may be teaching out of scope or less than expected or passing on wrong materials to students (Lutaaya, 2004).

To justify their position, one respondent reported, “those NCDC text books are too shallow to be relied upon more so to teach Advanced level”. To this teacher, being at "A" level means taking a lot of materials and notes which NCDC Entrepreneurship textbooks could not provide. This belief is however a misconception. In addition, many attributed their relying on other business subjects' textbooks and pamphlets to shortage of Entrepreneurship Education textbooks on open the market. Some teachers (42%) completely never had books to use. The quality of teaching is greatly affected especially if teachers lack textbooks to use (Vernon, 1980 cited in Kalule, 2006, European Commission, 2006).

The study still revealed that some teachers never had the Entrepreneurship teaching syllabus. This raises a question on what guided these teachers on selection of topics and depth of coverage in the subject. The situation was not any better for some of those teachers who had the teaching syllabus as it was observed that many relied on the 2002 version yet the 2009 version was already in circulation. Over 50% of teachers reported having inadequate teaching aids. In an interview and open ended questions in the questionnaires, some teachers reported lacking some crucial teaching aids, especially

those which required money to access. This therefore left teachers with limited options apart from depending on the traditional chalk and talk making learning less interesting to learners (Kisambira, 1993).

Further more, 40% of teachers never had any financial support from their school administration to facilitate teaching of Entrepreneurship. It should be noted that it is such financial support which can help teachers buy the necessary teaching materials, invite resourceful business persons and take students for business study tours. If a total of 18 respondents never had at least adequate financial support, then it was not surprising that 15 (58%) teachers used resource persons once in a term and eight (30%) teachers never used any in a term, yet such persons would help to inspire students develop interest in business if invited at least more than three times a term and five times in a year. This may be the very explanation why only one (4%) teacher out of the 26 could take students for business study tours more than twice in a term. In an interview, some respondents reported using their money to buy teaching aids, textbooks, and pamphlets as their employers were hesitant to provide them. All these could be the reason for a decline in academic performance of students.

5.1.3 Teaching Strategies Used by Teachers of Entrepreneurship

The study findings revealed that eight (31%) teachers conducted their lessons thrice in a week while 18 (69%) teachers conducted their lessons twice in a week. The average duration of these lessons was 80 minutes. This duration was indeed good for content coverage especially for “A” level classes but not enough to cover even the near by field

study tours which are so crucial in teaching this subject. Short teaching durations encourage teachers to use transmission teaching methods which limit students' participation and lesson activities to one way information transfer from a teacher to a learner (Barnes, 1976 and Myer, 1988 cited in Muwoya, 2006). It is because of this reason that Barnes encourages teachers to employ interpretive behavior which encourages students' participation. To address the challenge of time, especially for field lessons, some teachers reported scheduling field lessons on weekends when they could at least have enough time for such field studies.

The study also revealed that a total of ten teachers reported using the lecture method to teach their students with a justification that it helps them to cover topics faster, and develops their spirit of personal research. This spirit of personal research also prepares them for the tertiary institutions. However, learners are denied opportunity to participate actively in the teaching learning process as recommended by Barnes (1976 cited in Muwoya, 2006). Much as they are prepared for higher institutions where they have to fend for themselves, this instructional method has no justification at a secondary school level (Glickman, 1991). Majority of teachers used chalk and talk together with the question and answer teaching methods. Teachers who used these approaches noted that they are convenient for learners especially if one has to explain hard terms, teach and test at the same time. In addition, teachers used discussions with a justification that this approach helps them handle difficult tasks and questions which would be otherwise so challenging and time consuming to one individual student. Some teachers reported using it among beginners of the subject to explore the various businesses they can run given

opportunity. It was however observed from lessons the researcher observed that, most teachers used a variety of methods as they conducted their lessons.

Activity is the most important aspect of the learning process among young learners because the more they interact with their environment through activity-based learning, the greater will be the clarity of concepts they develop (Bouzoubo, 1998 cited in Maziribi, 2006). However, field study findings showed that, teachers hardly used dramatizing and role play teaching methods arguing that they are time consuming. Some openly confessed being ignorant on how to use them. Much as these approaches seem to be time-consuming, they are quite engaging to learners which minimize boredom during lessons. According to Myer (1988, cited in Muwoya, 2006), learners learn best through active experiences, play and activity. Failure of teachers to use these methods therefore is likely to make students find the subject quite challenging (Ward, 2001), or failing to achieve the objectives of teaching the subject and hence poor academic performance.

5.1.4 Assessment Strategies Used by Teachers of Entrepreneurship

The study findings revealed that majority of teachers used oral questions and written tests to assess performance of their students (i.e. 22 and 26 teachers respectively). The major issue which arises in this respect is that, can these methods test all the important aspects of Entrepreneurship to tell whether the learner has achieved the relevant academic and non academic subject knowledge? Such assessment strategies may be mainly testing only one component of the subject, and that is knowledge which leaves out the practical study aspects which should be tested (EPRC, 1989, Bloom, 1956 cited in Odongo 2001).

It was also found out that other assessment methods which could be used to test for practical skills, higher order reasoning and application of concepts like Peer Review, Project Tasks and Observation were not often used by teachers of Entrepreneurship. For example, only 35% used project assessments and 16% used peer assessment. Turyatamba (2006) observed that most schools in Uganda hardly examine non-cognitive performance of learners, and the psychomotor domain is always left out. The researcher is in agreement with this observation because the assessment method used will determine what to be assessed. Since Entrepreneurship has both the practical and academic aspects, the assessment methods used should be geared at addressing the two. It was also discovered that majority of teachers were ignorant about using some assessment methods like Peer and Project Assessment which may be the explanation why they never used them (Nakabugo, 1998).

5.2 Conclusion

Drawing from the findings in chapter four, the researcher drew the following conclusions:

First, the teachers of Entrepreneurship who were oriented to teach the subject appreciated the orientation exercise. Unfortunately some teachers of Entrepreneurship have not been oriented up to this day, but they are teaching students in schools. These teachers are inadequately prepared to teach Entrepreneurship and produce the required academic results. They may not even develop the necessary practical Entrepreneurial skills among students. Consequently, students continue to perform poorly in the national examinations

and also fail to acquire the needed enterprising skills in the global Economy. This is because most teachers were using inappropriate teaching methods that could not promote or enhance acquisition of the practical and transferable Entrepreneurial skills needed by students. For instance, majority of teachers (98%) used chalk and talk, question and answer, and discussions to conduct Entrepreneurship lessons. To compound this challenge even further, teachers did not have enough time to teach the subject content in the classroom as well as to conduct field studies. If the situation remains as it is today, students' performance in Entrepreneurship education is likely to decline further and so will the students numbers opting for the subject. Indeed the main goal of creating many job creators through the acquisition of enterprising skills will be frustrated.

Most of the teachers used written tests, and oral questions to assess achievement of their students in the subject. However, assessment methods which tested for practical aspects of the subject like Peer and Project Assessment were unpopular and rarely used in these schools. The danger of this approach is that students leave school without proper training in Entrepreneurship education. Consequently, students on completion of school remain handicapped in terms of the needed entrepreneur skills for creating their own businesses.

This study revealed that there were inadequate instructional materials in the schools. This, together with the inadequate teaching aids needed to appropriately teach Entrepreneurship education, affected teachers' subject delivery. It is not therefore surprising that students continue to perform poorly in the national examinations.

5.3 Recommendations

There is need for teacher training institutions to introduce Entrepreneurship Education as one of the teaching subjects in their programs in order to produce adequate teachers of Entrepreneurship for secondary schools. The existing current orientation exercises are also having some gaps that must be bridged. This can be done by centralizing the training of all teachers of Entrepreneurship and increasing the teacher orientation period. This orientation will equip teachers with the needed skills and empower them to effectively teach Entrepreneurship.

There is need for NCDC to produce adequate instructional materials such as Entrepreneurship textbooks, teacher guides and the syllabus. These materials should also be accessible to schools through the open market so that schools and teachers can easily access them. This will stop the teachers from using sub standard pamphlets and textbooks. In addition, school administrators should be encouraged to provide teaching materials and the necessary facilitation to teachers of Entrepreneurship in order to ensure that the teaching of this subject yields its primary objectives.

There is also need to orient teachers on how to use a variety of teaching and assessment methods given the dynamic nature of education. This orientation should especially be administered to those who are ill-informed about the best practices of teaching and assessment strategies of Entrepreneurship education.

5.4 Areas for Further Research

1. A Tracer Study for all students of Entrepreneurship skills education will be needed.
2. The adoption of Entrepreneurship skills education in all Ugandan secondary schools in order to identify the opportunities, challenges, and threats is necessary.

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APPENDICES

Appendix A

A SELF-ADMINISTERED QUESTIONNAIRE FOR TEACHERS OF ENTREPRENEURSHIP EDUCATION ON IMPLEMENTATION STRATEGIES FOR ENTREPRENEURSHIP SKILLS EDUCATION IN SECONDARY SCHOOLS NANGABO SUBCOUNTY

Department of Curriculum, Media and
Teaching, School of Education,
Makerere University, Kampala

21st June 2009

Dear Mr/ Mrs/ Miss

A study is being carried out on implementation strategies for Entrepreneurship skills education in secondary schools of Nangabo sub-county. This questionnaire is for secondary teachers of Entrepreneurship education like you. You have been selected to participate in the research by completing the questionnaire. It would therefore be helpful if you assist by answering the questionnaire as per instructions at the beginning of each section. You are requested to provide appropriate answers in your opinion and to be as honest as possible. Your responses will be kept confidential in any case you need not to write your name on the questionnaire. Please endeavour to fill the questionnaire within one week, the researcher will come to pick it personally.

Thank you for your time.

Yours truly

Luyima Jimmy

Researcher

Section A: ORIENTATION TO ENTREPRENEURSHIP EDUCATION

(Fill in/ tick where applicable)

A1 How did you come to know about Entrepreneurship education as a subject?

A) One of my study subjects in school

B) Friends

C) Others, specify.....

A2 Did you have any training to teach entrepreneurship education?

A) Yes

B) No

A3 If yes, who or what body conducted the training?

A) NCDC

B) Friends

C) Others, specify.....

A4 Basing on your training, does the approach to teaching of entrepreneurship differ from teaching other subjects you teach?

A) Yes

B) No

If yes, how.....

A5 How did the training help you to teach the subject?

.....

.....

Section B: INSTRUCTIONAL MATERIALS

(Tick/ Fill in where applicable)

B1 Where do you extract notes to be passed on to your students?

A) Textbooks **B)** Pamphlets **C)** Friends **D)** others, specify.....

B2 Rank the availability of the following items for effective teaching of entrepreneurship education in your school

	Very adequate	Adequat e	Average	Inadequate	Very inadequate	None
Entrepreneurship educ. Textbooks(not Pamphlets)						
Entrep. Educ. teaching syllabus						
Teaching aids						
Teacher guides						
Financial facilitation						

B3 Apart from the blackboard and chalk what other teaching aids do you use while conducting your lessons, if any?

.....

B4 What teaching aids do you wish to use but you cannot access them?

B5 How often do you use resource business persons to guide and inspire your students in:

i) **Term?**

A) More than twice B) Twice C) once D) None

ii) A year?

A) More than twice B) Twice C) once D) None

B6 How often do you organize and take your students for business study tours in :

i) Term?

A) More than twice B) Twice C) Once D) None

ii) A year?

A) More than twice B) Twice C) Once D) None

Section C: INSTRUCTIONAL STRATEGIES

(Tick /Fill in where applicable)

C1 How often do you conduct Entrepreneurship education lessons in a week?

A) Thrice B) Twice C) Once D) others, specify.....

C2 What is the average duration of your Entrepreneurship education lessons?

A) 120 minutes B) 80 minutes C) 40 minutes D) others,
specify.....

C3 Rate your use of the following teaching approaches in entrepreneurship education

	Very frequently	frequently	Average	Rarely	Very rarely	Never used
Lecture						
Chalk and talk						
Question and						

answers
Chalk and talk
Discussions
Role play

C4 Why do you use some teaching methods and not others.....

Section D: ASSESSMENT STRATEGIES

(Tick/ Fill in)

D1 Rate your use of the following assessment methods to determine the achievement and progress of students in the subject

	Very frequent	Frequent	Rarely	Very rarely	Never used
Oral questions					
Written test					
Project tasks					
Observation					
checklists					
Peer review					

D2 Why do you use particular approaches and not others.....

D3 How do you test practical aspects of the subject?.....

Thank you

Appendix: B

Interview guide

Section A: TEACHER ORIENTATION TO ENTREPRENEURSHIP EDUCATION

- A1 How did you come to know about Entrepreneurship education as a subject?
- A2 Who or what body conducted the training?
- A3 How long did the training take?
- A4 How did the training help you to teach the subject?
- A5 Basing on your training, how does the teaching of Entrepreneurship differ from teaching other subjects you teach, if any?
- A6 What was your experience teaching a subject you never studied in all your school life?

SECTION B: INSTRUCTIONAL MATERIALS

- B1 Where do you extract notes to be passed on to your students?
- B3 How do you ensure that all the required topics for the subject syllabus are covered?
- B4 what teaching aids do you use while conducting your lessons?
- B5 Are there any teaching aids you wish to use but you cannot access them? What are some of them?
- B6 How often do you use resource business persons to guide and inspire your students?

Section C: Teaching strategies

- C1 How often do you conduct lessons in a week?

Why?

- C2 How do you ensure that students grasp what you teach them with ease?
- C3 Why do you use such approach(es)?
- C4 What tactics do you use to ensure that students pick interest in what you teach?
- C5 What tactics do you employ to ensure that all the required topics are covered?
- C6 How do you teach topics which require hands on experience by learners are covered, if any?

Section D: Assessment strategies

- D1 How do you determine if students understood what you taught?
- D2 why do you use such approach (es)?
- D3 How often do you do it? And why?
- D4 How do you test practical aspects of the subject?

APPENDIX: C

Observation guide checklist

A	Teacher orientation	Comments
	Any materials provided during orientation	
B	Instructional materials	
1	Teacher guides	
2	Textbooks	
3	Teaching aids	
C	Instructional strategies	
1	Lecture	
2	Chalk and talk	
3	Questions and answers	
4	Discussions	
5	Role play	
D	Assessment strategies	
1	Business records	
2	Record of marks	
3	Oral questions	
4	Question papers	