STRATEGIC ENTREPRENEURSHIP AND PERFORMANCE OF SELECTED

PRIVATE SECONDARY SCHOOLS IN WAKISO DISTRICT

BY

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ABSTRACT

This study was to establish the relationship between strategic entrepreneurship, entrepreneurial orientation, strategic orientation and performance in selected private secondary schools in Wakiso District. The study was guided by the following research objectives; establish the relationship between strategic orientation and performance, establish the relationship between entrepreneurial orientation and performance, establish the relationship between strategic entrepreneurship and performance.

Using a sample of 182 private secondary schools in Wakiso District; selected using stratified proportionate sampling, disproportionate sampling fraction was used, then simple random sampling was employed, a cross sectional, explanatory and correlation research design was adopted. Findings revealed that there was a positive significant relationship between all the study variables of entrepreneurial orientation, strategic orientation, strategic entrepreneurship and performance.

It is therefore recommended that private secondary schools should adopt strategic entrepreneurship behaviour since entrepreneurship and strategic management are concerned with growth and wealth creation. Strategic management examines firms' efforts to develop sustainable competitive advantages as a determinant of their ability to create wealth.

DECLARATION

I, **Nakyejwe Saadat Lubowa Kimuli** declare that the work presented in this thesis has never been submitted for a degree in this or any other university or institution of higher learning. All the work contained hence is original, unless otherwise stated.

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This thesis has been submitted for examination with my approval as University Supervisor.

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Prof. J. Waswa Balunywa

DEDICATION

To my family for being patient and encouraging, to my late Mum, Hajati Fatuma Kintu and my Dad, Hajj Kassim Kintu for being there for me, and being my biggest cheerleader. Your love and words of wisdom have carried me through.

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CHAPTER ONE: Background to the study

1.1 Introduction

Entrepreneurial activity has increased tremendously in Uganda in different sectors over the last 18 years since entrepreneurs seek opportunity and exploits it to create wealth; however, to be more competitive, they must practice strategic entrepreneurship. Strategic entrepreneurship (SE) is an integration of entrepreneurial (this is opportunity seeking behaviour) and strategic (this is advantage seeking behaviour) perspectives to design and implement entrepreneurial strategies that create wealth (Hitt et al., 2001). Strategic entrepreneurship results in superior firm performance (Ireland et al., 2003).

Strategic Entrepreneurship which plays an important role in a highly turbulent environment, integrates strategic functions with the entrepreneurial actions. The goal of strategic entrepreneurship is to continuously create competitive advantages that lead to maximum wealth creation. Ireland et al (2003) developed a process model of strategic entrepreneurship that describes how beginning with an entrepreneurial mindset, an entrepreneurial culture, and entrepreneurial leadership, a firm can manage resources more strategically, apply creativity, and develop innovation, which can in turn lead to competitive advantage and wealth creation (Ireland et al.,2001).

In a highly competitive environment, organizations need to create sustainable positions in the market to enable them grow over time. In an effort to grow the education sector and make it competitive, government has gone ahead to liberalize the sector. The education sector in Uganda was liberalized in the early 1990s and has seen the growth of numerous private schools though prior to that, most of the schools were owned by the government. The liberalization and introduction of universal primary education created opportunities that were sought by entrepreneurs resulting into a boom of private secondary schools.

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In the 1990s, the government of Uganda introduced a massive effort to expand access to primary education through Universal Primary Education (UPE). According to Ministry of Education statistics, gross enrolment raised from 5.3 million pupils in 1996 to 7.6 million children in 2003. The impact of Uganda's Universal Primary Education (UPE) on enrolment levels in primary schools, and its implications in terms of increased manifestation of latent demand for post-primary education by a succession of increasingly larger number of primary school leavers, and it is obvious that with a threefold increase in primary graduates today, the public secondary school sub-sector is under pressure leaving a gap for private secondary schools to fill since government secondary schools cannot accommodate all the primary graduates.

According to the national school census, 57.3% of the secondary schools were private funded while 31.4% were government funded. There was a slight increase in the percentage of private secondary schools between year 2007 and 2008 from 47.4% to 57.3%. Overall there was an increase in the number of schools from 2,644 schools in year 2007 to 2,908 schools in year 2008, an increase of 10%. For example Wakiso district has 396 secondary schools, of which only 33 are government owned with the remainder running as private secondary schools (MoES, 2009). This increasing number of private secondary schools has led to cut throat competition. Some of the private secondary schools have expanded in the past five years while others have grown slowly, split or closed operations due to different orientations of the entrepreneurs.

Different orientations of the entrepreneurs influence performance of private schools. For good levels of performance, private schools must practice an interaction of entrepreneurial orientation and strategic orientation (strategic entrepreneurship). Entrepreneurial orientation is the individuals' propensity to engage in innovative, proactive

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and risk taking behaviour to start a new venture (Lumpkin and dess, 1996). Innovation is a characteristic for the success of any organisation in today's competitive business environment. It is possible that the private schools that have been innovative, proactive, competitively aggressive and are risk taking have expanded while those that are not, have expanded slowly, split or closed.

However, strategic orientation is an extra dimension on top of entrepreneurial orientation for those that start up schools. Strategic orientations whose key areas in this study are strategic leadership style, networking and resource strategy are key in the performance of organisations and also true in private secondary schools. Strategic leadership in the schools provides a long-term strategic vision while networking may lead to social capital. Social capital can be a useful resource both by enhancing internal organizational trust through the bonding of actors, as well as by bridging external networks in order to provide resources which in turn enhance the internal exploitation of resources (Adler and Kwon, 2002). The critical resources to create and operate in the private schools are usually obtained through network ties. Strategic networks help private schools develop resources and capabilities that are difficult to imitate, leading to a competitive advantage.

Student enrolment, introduction of new services and geographical expansion in the schools are critical indicators of performance in our study. The difference in performance of these schools could be explained by the entrepreneurial behaviour and strategic behaviour of the directors of the schools and therefore strategic entrepreneurship.

While it is clear that entrepreneurial orientation and strategic orientation are acknowledged that they enhance performance, there is a gap in the literature regarding how an interaction of entrepreneurial orientation and strategic orientation therefore strategic entrepreneurship will enhance performance. My contribution is an interaction of both the strategic and entrepreneurship literature by proposing that the strategic entrepreneurship is important in understanding performance of private secondary schools.

1.2 Statement of the problem

Liberalization of the economy and introduction of Universal Primary Education in Uganda in 1997 led to the emergence of many private secondary schools in the country as government aided schools cannot take up the increasing number of primary school graduates.

According to the national school census 2008, 57.3% of the schools were private secondary while 31.4% were Government secondary schools. In Wakiso district, there are 363 private secondary schools against the 33 government secondary schools, where 92% are private funded and 8% are government funded. The fact that many private schools have been started is an indicator of entrepreneurship in Uganda. Entrepreneurs exploiting opportunities that have been created by turbulence have however, led to increased competition. This has created a competitive environment in private secondary schools' performance; leading to some expanding faster while others are stagnant, split or closed. Performance has been seen in student enrolment, introduction of new services and geographical expansion. For example in the past five years, some private secondary schools that emerged like St. Lawrence Schools have expanded up to five campuses (London College of St. Lawrence, Crown City Campus, Cream Land Campus, Horizon, and Paris Palais) while others like Premier High School in Kira Town Council have split into two schools (that is St. John Paul secondary school and another remained Premier High School) with both schools sharing the same campus.

However, strategic entrepreneurship which is an interaction of strategic orientation and entrepreneurial orientation behaviour, could be attributed to contribute to the difference in performance of the private secondary schools though entrepreneurial behaviour,

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(opportunity seeking) and strategic behaviour (advantage seeking) could have been practiced independently.

1.3 Purpose of the study

This study sought to establish the relationship between the various facets of strategic entrepreneurship and the performance of private secondary schools in Wakiso district with a view to understanding the interaction of entrepreneurial and strategic behaviour leading to difference in performance of the schools.

1.4 Objectives of the study

- a) To establish the relationship between strategic orientation and performance of private schools in Wakiso District.
- b) To establish the relationship between entrepreneurial orientation and performance of private schools in Wakiso District.
- c) To establish the relationship between an interaction of entrepreneurial orientation and strategic orientation therefore, strategic entrepreneurship and performance of private schools in Wakiso District.

1.5 Research questions

- a) Is there relationship between an entrepreneurial orientation and performance of private schools?
- b) Is there a relationship between strategic orientation and performance of private schools?
- c) Is there a relationship between strategic entrepreneurship and performance of private schools?

1.6 Scope of the study

1.6.1 Subject scope

The researcher restricted the study on strategic entrepreneurship, strategic orientation,

entrepreneurial orientation and performance in selected private secondary schools in

Wakiso district.

1.6.2 Geographical scope

The study covered selected private secondary schools in Wakiso district because it has the largest number of private schools in Uganda and therefore can provide a better representation of the population.

The district has been chosen as suitable for research because it has more private schools with the greatest number of 69,078 students (Annual school census 2008).

1.6.3 Time scope

The study involved respondents for a period of five years from 2005. This time scope was chosen on the assertion that the respondents who had been in the private secondary school for five years would have had an opportunity to carry out strategic entrepreneurship. In addition, those that had stayed for this time would have practiced entrepreneurial orientation and strategic orientation independently, and then the interaction of both entrepreneurial orientation and strategic orientation and strategic orientation and performance can be seen. The study was carried out during working days, to allow for easy and convenient access to the respondents.

1.7 Significance of the study

This study took an important step towards increasing understanding of strategic entrepreneurship in private secondary schools in Uganda. Private school founders often have entrepreneurial orientation and strategic orientation that shapes their priorities and decisions. This study will therefore;

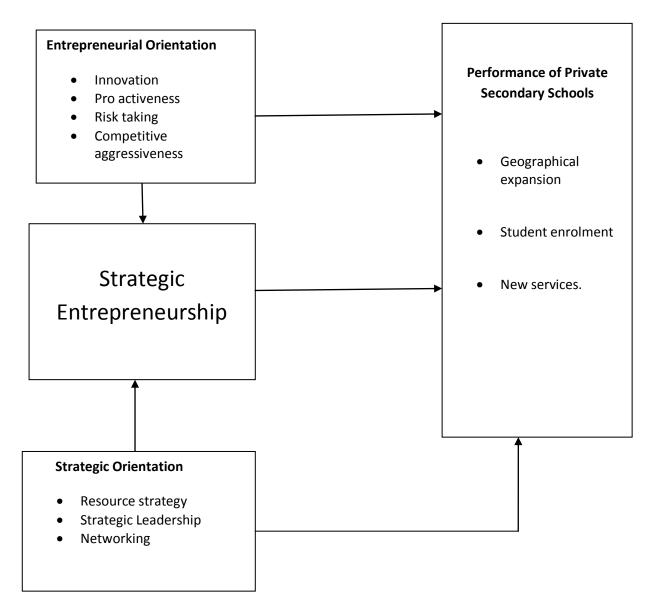
- Raise awareness and understanding of the role of strategic entrepreneurship practices in existing private secondary schools. The study will therefore benefit private secondary school founders in an attempt to promote their schools.
- Improve understanding of successful founders of private secondary schools and what they can do to increase their performances.

- Benefit institutions of higher learning especially those that train in business and enhance further research in the area of strategic entrepreneurship.
- Generate information for government, and policy makers on problems of private secondary schools' performance and overall contribution to Uganda's economy.
- Establish and explain the importance of entrepreneurial orientation, strategic orientation, strategic entrepreneurship and performance of private secondary schools.

1.8 Conceptual framework

The conceptual framework was developed from existing literature as illustrated below.

Figure 1.0: Model illustrating the relationship between entrepreneurial orientation, strategic orientation, strategic entrepreneurship and performance of private secondary schools



Source: Developed from the literature (Ireland, Hitt, & Sirmon, 2003)

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1.9 Description of the conceptual model

The model examines the effect of strategic entrepreneurship behaviour, strategic orientation behaviour, and entrepreneurial orientation behaviour on performance of private secondary schools. It also examines the effect of strategic and entrepreneurial orientation behaviour on strategic entrepreneurship. Literature suggests that performance is determined by strategic orientation, entrepreneurial orientation and strategic entrepreneurship. It's assumed that firms with entrepreneurial orientation, strategic orientation and strategic entrepreneurship will perform better than those without.

1.10 History of secondary education sector in Uganda

Secondary education in Uganda has had a private and religious orientation but later became government oriented after independence. The Anglican Church and the Roman Catholic Church both established secondary schools initially to educate their church members in the faith, but also to socialize students to the new faith and western means of education (Ssekamwa, 1997). This was a time of segregation among the various ethnic and religious groups in Uganda. Baganda students were required to join the respective church associated with the school, muslims attended muslim secondary schools, and Asians attended asian schools.

Secondary schools were introduced in Uganda in 1902; it was widely accepted that they should be boarding schools (Ssekamwa, 1997) because they were assumed to be more efficient. Secondary education sector in Uganda has been considerably smaller than the primary sector. Secondary education began to rise in demand in the 1950s when primary education was no longer the standard for securing employment though a large majority of Ugandans were prevented access to secondary education (Holsinger et al .,2002).

Private secondary schools continued to grow in Uganda in the 1950s. The structure of the educational system at the time of independence was; eight years of primary, followed by

two years of junior secondary, and four years of senior secondary. After independence, there was a high demand for Ugandans to fill vacancies in the public service sector, which led to a rapid expansion of educational opportunities. During the Idi Amin Dada regime (1971–1979) there was a remarkable decline in the secondary school education though the dramatic impact of the Amin led civil war on secondary enrolments has been little studied (Holsinger et al., 2002).

In the past twenty three years a dramatic rise in private schools has taken place as Ugandans, free at last from civil strife, seek to position themselves and their children to benefit from the economic expansion and employment growth. The private sector has played and will continue to play in the expansion of secondary education in Uganda. There has been great impact of Uganda's declaration of Universal Primary Education (UPE) on enrolment levels in primary schools; there has been growth of over 20 percent in the number of government-aided secondary schools in Uganda over the last 10 years and a 15% increase in the number of registered private secondary schools the same period due to a big number of primary school who have to pay school fees after the 7 years of free primary education. Because of the growth of private secondary schools, some schools have grown tremendously while others have grown slowly, split or closed which could be attributed to strategic entrepreneurial behaviour of the schools. In addition there remains need for the government to regulate secondary education in terms of quality in the private sector, which now accounts for over 57 percent of secondary schools. Without such regulations and standards, it is difficult to know whether the private secondary schools are providing a genuine service. The Education Act 2008 requires that all private schools shall be classified according to a criteria selected by the Ministry of Education and Sports which has helped in the regulation of these schools which however, in turn has affected performance of the private secondary schools.

1.11 Organization of the research report

This report is organized into five chapters as described below; Chapter one includes the background of the study, statement of the problem, the purpose of the study, research objectives and questions. The scope of the study, significance of the study and the conceptual framework are also explained in this chapter. Chapter two is a review and critique of existing literature on entrepreneurial orientation, strategic orientation, strategic entrepreneurship and performance of private secondary schools. Chapter three explains the methodology and limitations of the study. It describes the research design, measurement scales of the study variables, data collection instruments, data processing and analysis of the study. Chapter four presents the findings and their interpretation. Chapter five comprises the discussion of the findings, conclusions, recommendations and areas for further research.

CHAPTER TWO: Literature review

2.1 Introduction

This chapter begins by defining strategic entrepreneurship. The second part describes the relationship between strategic entrepreneurship and performance, entrepreneurial orientation and performance, then the relationship between strategic orientation and performance.

2.2 Strategic entrepreneurship

Entrepreneurship from the academic viewpoint, can be defined as the analysis of how, who, and with what effects the opportunities for creating future goods and services are discovered, evaluated, and exploited (Shane and Venkataraman, 2000). Entrepreneurship has also been defined by other researchers as the identification and exploitation of previously unexploited opportunities (Hitt et al., 2001). Entrepreneurs are able to create wealth by identifying opportunities and then developing competitive advantages to exploit them (Hitt and Ireland, 2002). This focus on opportunities is a good basic in order to describe the relationship between entrepreneurship and strategy.

Strategy has lately been of great importance in the 21st century due to competitive environment that has been heavily shaped by new technologies, and globalization which is strongly associated with uncertainty (Hitt et al., 2001). Uncertainty conditions evidence an increase in management risks, a growing difficulty in making predictions, the dilution of frontiers between companies and industries, the emergence of new structural forms, and innovative managerial mindsets (Hitt et al., 2001).

Due to this competitive environment, the integration between entrepreneurship (entrepreneurial orientation) and strategic management (strategic orientation) has been increasingly explored by numerous researchers based on the concept of strategic entrepreneurship (Ireland et al., 2003).

Strategic entrepreneurship is therefore defined as the action of simultaneously engaging in the search for opportunities and competitive advantages for devising and implementing entrepreneurial strategies that create wealth (Hitt et al., 2003). The integration of entrepreneurship and strategic management knowledge is strategic entrepreneurship (Ireland et al., 2003). Therefore strategic entrepreneurship (SE) involves simultaneous opportunity-seeking (entrepreneurial orientation) and advantage-seeking behaviours (strategic orientation) or and results in superior firm performance (Ireland et al., 2003). In other words strategic entrepreneurship refers to an entrepreneurial activity with a strategic perspective. We shall examine the four distinctive dimensions of strategic entrepreneurship; an entrepreneurial mindset, an entrepreneurial culture and entrepreneurial leadership, the strategic management of resources and applying creativity and developing innovation. Then we review the scope of the entrepreneurship (entrepreneurial orientation) and strategic management (strategic orientation) disciplines and emphasize the value of integrating areas within them.

Recent studies have shown that an entrepreneurial mindset is required to successfully engage in strategic entrepreneurship. An entrepreneurial mindset is both an individualistic and collective phenomenon; that is, an entrepreneurial mindset is important to individual entrepreneurs as well as to managers and employees in established firms to think and act entrepreneurially (Covin and Slevin, 2002).

McGrath and MacMillan (2000) view an entrepreneurial mindset as a way of thinking about business that focuses on and captures the benefits of uncertainty. Organizations capable of successfully dealing with uncertainty tend to outperform those unable to do so (Brorstrom, 2002). Thus, an entrepreneurial mindset can contribute to a competitive advantage (Miles et al., 2000) and is necessary for creating wealth. Recognizing entrepreneurial opportunities, entrepreneurial alertness, real options logic and entrepreneurial framework are some of the important components of an entrepreneurial mindset.

Entrepreneurial culture is a system of shared values (that is, what is important) and beliefs (that's, how things work) that shape the firm's structural arrangements and its members' actions to produce behavioural norms (that's, the way work is completed in the organization) (Dess and Picken, 1999). Culture has been defined by six properties which include shared basic assumptions that are, invented, discovered, or developed by a given group as it learns to cope with its problem of external adaptation and internal integration in ways that, have worked well enough to be considered valid, and therefore, can be taught to new members of the group as the correct way to perceive, think, and feel in relation to those problems. Therefore, the firm's culture affects organizational members' expectations of each other as well as their expectations of interactions with stakeholders outside the firm's boundaries (for example suppliers and customers).

Entrepreneurial leadership is the ability to influence others to manage resources strategically in order to emphasize both opportunity-seeking and advantage-seeking behaviours (Covin and Slevin, 2002). Covin and Slevin (2002) argued that entrepreneurial leadership is characterized by six imperatives which include; supporting an entrepreneurial capability, protect innovations threatening the current business model, make sense of opportunities, question the dominant logic, and revisit the deceptively simple questions, link entrepreneurship and strategic management.

Private secondary schools are facing substantively increasing uncertainty and competitiveness; the power of analytical leadership is diminished and there is an emerging an increasing demand for the type of business leader whom McGrath and MacMillan (2000) call the entrepreneurial leader. This is a leader who can operate in a world that is highly

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unpredictable and in which competitive action rapidly erodes whatever advantage the firm may currently have. The entrepreneurial leader forges an organizational unit that is constantly repositioning it to capture opportunistic rents. In terms of uncertainty of private secondary schools, founders may also pursue performance which is to say, they may think about possible opportunities and then forge a social action unit that will lead to performance and by this very action thereby reduces the uncertainty.

Managing resources strategically is another dimension of strategic entrepreneurship. Financial capital is a tangible asset while human capital and social capital, are intangible assets which are the three critical resources for engaging in Strategic Entrepreneurship. Research has shown that resources are the basis of firm differential performances in terms of wealth creation. The evidence shows that firms' use of particular resources has a stronger influence on performance than do industry characteristics, although the relative size of firm effects can vary by industry (Barney and Arikan, 2001).

Hitt, et al (2001) found that human capital has direct and indirect (through interactions with strategy) effects on firm performance. Their results indicate that initially, the cost of human capital exceeds the value of the benefits it produces. However, as human capital increases, the value it creates exceeds the costs. Recent evidence shows that the firm's ability to effectively manage its resource portfolio affects its performance (Zott, 2003).

Applying creativity and developing innovation is another construct to strategic entrepreneurship. Innovative first movers destroy incumbents' market power and enjoy transient monopoly advantages and abnormal profits because of rivals' lagged responses (Thesmar and Thoenig, 2000). Innovations resulting from new combinations of production factors are critical to firms' wealth-creating efforts. Innovation is linked to successful performance for firms in both the industrial and service sectors as well as to entire economies (Kluge et al., 2000). Effective innovations create new value for customers (Mizik and Jacobson, 2003).

Firms must be creative to develop innovation. Creativity is increasingly important, especially for companies operating in markets with multiple opportunities to differentiate goods and services (Barney and Arikan, 2001). Creativity is a continuous process rather than the outcome of single acts. Creativity skills include the ability to manage diverse matrices of information, to suspend judgment as complexity increases, to recall accurately and to recognize patterns of opportunities (Smith and Di Gregorio, 2002). Creativity is the basis for innovations and is supported when resources are managed strategically.

While reviewing entrepreneurship (entrepreneurial orientation), we looked at entrepreneurial orientation and its dimensions were considered for this study. Entrepreneurial orientation refers to the processes, practices, and decision making activities that lead to the development and delivery of new and innovative products or services that can differentiate a firm from others in the market (Naldi et al., 2007). Some empirical studies suggest that entrepreneurial orientation is a multi-dimensional construct and can be evaluated from different perspectives (Covin and Slevin, 1989). Miller (1983) offers specific dimensions for characterizing entrepreneurial orientation; he describes an entrepreneurial firm as one that engages product marketing innovation, undertakes somewhat risky ventures, and is first to come up with proactive innovations, beating competitors to the punch. In some studies, competitive aggressiveness and proactiveness have been treated as the same (Antoncic et al., 2003). Lumpkin and Dess (1996) by contrast suggest that the two are distinct factors. While proactiveness refers to a tendency of the firm to act in anticipation of future opportunities, competitive aggressiveness represents a firm's propensity to adopt a confrontational posture characterized by a high degree of competitive intensity aimed at overcoming market adversaries. Referring to the various theoretical perspectives explained above, the researcher

recognized four dimensions of entrepreneurial orientation for the study including proactiveness, risk taking, competitive aggressiveness and innovation which are discussed below.

Innovation is a significant to entrepreneurs, because it reflects an important means by which firms pursue new opportunities (Lumpkin et al., 2000). It is what helps successful entrepreneurs to come up with good business ideas that allow them to find niches in the market place and beat the competition (Themba, 2000). The private secondary schools that encourage innovation in their schools are better performers than those that tended to discourage innovation.

Innovations can come in many different forms, and innovativeness is one of the factors over which management has considerable control (Hult et al., 2004). There are at least two types of innovation in which firms can engage, disruptive and sustaining (Christensen, 1997). Private secondary schools are able to engage in both disruptive and sustaining innovation. Disruptive innovations introduce new ways of playing the competitive game. Sustaining innovations are those that help incumbent companies earn higher margins by selling better products to their best customers are sustaining, not disruptive. Sustaining innovations comprise both simple, incremental engineering improvements as well as break-through leaps up the trajectory of performance improvement (Christensen et al., 2002). Given the current competitive environment, private secondary schools should be highly motivated to pursue disruptive innovations. Effective innovations help to create a competitive advantage by creating new value for customers (Mizik and Jacobson, 2003). This study assesses the applicability of ideas like disruptive innovation in private secondary schools.

Innovation may be the most important component of a firm's strategy since innovation contributes to business performance and the firm's quest of wealth creation (Hamel, 2000). Innovation is linked to successful firm performance for firms in both the industrial and service sectors as well as to entire economies (Kluge et al., 2000).

Risk taking on the other hand refers to the willingness to invest resources in business opportunities with possibilities of costly failure. The risks involve not only financial success, but career opportunities, family relations and psychic well being Sarachek, (2001). Business risk-taking involves venturing into new business field without knowing the probability of success or failure. This may include new product development, new market segments, changing demographics, new services or processes, new organizational structures, new strategic directives, etc. However, change is constant and accelerating in today's competitive landscape and the firm's focus must be on identifying and exploiting opportunities in the environment (Shane and Venkataraman, 2000). Evidence shows that all business ventures involve some degree of risk since we cannot predict future events, so risk-taking propensity can range from low risk-taking to high risk-taking. In today's turbulent and dynamic business environment, risk management is a vital component in strategic management and entrepreneurial considerations (Harris and Ogbonna, 2001).

Numerous investigations have reported inconsistencies in the risk-taking propensity of individuals who engage in new entry. The overall evidence is that entrepreneurs are moderate risk takers and do not significantly differ from managers or even the general public. It is perhaps more insightful to view entrepreneurs as capable risk managers, whose abilities defused what others might view as high-risk situation Macmillan, (2001).

Risk-taking behaviour dominates the entrepreneurial literature, and entrepreneurial firms are characterized by boldness and tolerance for risk that leads to new opportunities (Chow, 2006). It is suggested that organizations that do not take risks in dynamic environments will lose market share and will not be able to maintain a strong industry

standing relative to more aggressive competitors (Freel, 2005). The best run companies use financial analysis and risk management techniques to assess risk factors to minimize uncertainty (Dess and Lumpkin, 2005).

Proactivity is crucial to entrepreneurial orientation because it suggests forwardlooking actions (Lumpkin and Dess, 1996). Proactiveness refers to a process aimed at anticipating and acting on future needs by seeking new opportunities which may or may not be treated to the present line of operations, introduction of new products and brands ahead of competition, strategically eliminating operations which are in the mature or declining stage of the life cycle.

Lumpkin and Dess (2001) considered proactiveness a posture of anticipating and acting on future wants and needs in the marketplace and creating a first-mover advantage. Proactiveness is also associated with competitive superiority, as well as the market leadership characteristics exhibited by firms with this strategic behaviour (Gatignon and Xuereb, 1997).

Proactive firms identify the future needs of current and potential customers, monitor trends, and anticipate changes in demand. There is a strong effect between proactiveness of entrepreneurial orientation and strategic management (Dess and Lumpkin, 2005). Strategic managers who manage proactively have their eye on the future and look for opportunities to exploit for growth and improved performance, and to create a competitive advantage (Teece et al., 1997).

Proactiveness helps to create competitive advantages by placing competitors in the position of having to respond to first mover initiatives. First mover advantage refers to the benefit gained by firms that are the first to produce a new product or service, establish brand identity, enter new markets, or adopt new operating technologies (Ferrier et al., 1999).

Proactiveness in this research is defined as anticipating and acting on future wants and needs in the marketplace.

Competitive aggressiveness refers to the intensity of a firm's efforts to compete with industry rivals (Lumpkin and Dess, 2001). Firms that seize competitive initiative are usually motivated by the challenge or threat from close competitors (MacMillan, 2000). The result usually includes a combative response or an offensive aimed at enhancing performance and or improving market share (Venkatraman, 2000). The overall objective is to defend gains previously made and maintain a strong presence in the market place.

All firms face an increasingly dynamic and complex environment, where industry consolidations, technology, globalization, shorter product life cycles, and fast-changing competitive approaches impact on overall performance (Scott, 2000). The intensity and complexity of this external environment is driving both large and small firms to ferret out new ways of conducting business to survive and grow (Stopford, 2001). More and more firms are turning to strategic approaches and processes as the way to approach business in the new millennium.

Strategic orientation is defined as the strategic directions implemented by a firm to create the proper behaviours for the continuous superior performance of the business (Menguc and Auh, 2005). Strategic orientations are the strategic directions implemented by a firm to create the proper behaviours for the continuous superior performance of the business and they often reflect the beliefs and mental models of the senior executives (Hitt et al., 2001).

Meou and Sriam (1996) also define Strategic Orientation as how an organization uses strategy to adapt and change aspects of its environment for a more favourable alignment. Resource strategy, networking and strategic leadership are the dimensions of strategic orientation we have looked at in this study.

Entrepreneurial networks refer to the personal ties between the entrepreneur and other individuals and organizations with which he performs economic transactions (Aldrich and Zimmer, 1986). Networking activities may also contribute to enhance the visibility and reputation of new ventures and may help private schools to partly overcome their liabilities of newness (Dubini and Aldrich, 2000). Private school entrepreneurs can benefit when they draw on their network to identify new business opportunities or validate their new ideas. The importance of networking opportunities for strategic orientation has also been recognized by private secondary school directors. They provide a platform for them to meet and build up their personal and business relationships however, private secondary school directors need to monitor their network partners and employ contractual controls to protect themselves and their ventures from opportunistic behaviour of the partners. If director's access to financial resources is limited, they will perceive the usefulness of an improved access to networks.

Resource strategy research seeks to discover and explain why some firms are more successful than others. It appears obvious that strategy is based on resource strengths (Hitt, 2005). How to determine if a firm's resource strengths do, indeed provide value creation and contribute to firm performance appears to be critical to the discussion of strategic entrepreneurship. Not all resources can be considered strengths like the existence of non-earning assets in a firm's financial statements that do not contribute to value, would appear to be a waste of a firm's limited resources.

The resource-based view of the firm, then stresses the role of idiosyncratic firm resources in creating and sustaining competitive advantage. Competitive advantage can be sustained by protecting any economic benefit gained through barriers to imitation derived from organizational strategy and processes (Floyd et al., 2000). The concepts of resources and economic rents derived from these resources must be examined. One of the difficulties in reviewing the literature of the resource-based view of the firm is the myriad terms used to describe the concepts (Barney, 2002). A firm's resources at a given time could be defined as those tangible and intangible assets which are semi-permanently tied to the organization (Barney, 1991).

Resources strategy will be used in this research to refer to the tangible and intangible assets business formations use to develop their strategic processes and implement their chosen strategies. Physical capital consists of plant capacity, location, equipment, technology, processes, and availability of raw materials while human capital includes the tacit knowledge, training, insight, relationships, intelligence, experience and judgment of managers and workers. All of these categories include aspects of invisible critical resources such as consumer trust, brand image, culture, and management skill (Helfat and Raubitschek, 2000).

Competitive advantage is achieved when the firm is implementing a value creating strategy not being pursued by current or potential customers (Barney, 1991). The competitive advantage is sustained when the competitive advantage cannot be easily duplicated (Mahoney, 1995). Resources become a source of a competitive advantage when they allow firms to accomplish tasks and perform activities (Porter, 1991). The exploitation of resources in formulating and implementing value-creating strategies through business processes is the source of competitive advantage.

Resource strategy is vitally important to every firm since every resource choice has significant implications for survival and growth, or business failure. This is particularly true for new private secondary schools since they lack the track record and history of established schools. New private schools have no loyal customer bases, they have no financial history, they cannot point to their reputation for performance, and their strategic resource decisions are judgmental at best (McGrath, 1999). For new ventures to improve performance in the long run, their strategies and efforts must have a foundation in unique capabilities and core competencies and have the right combination of resources to provide a competitive advantage (Collis and Montgomery, 1995).

Resource strategy is the process of identification and evaluation of resources by way of changing resources, bundling resources, leveraging capabilities thus gaining competitive advantage. This would involve reconfiguration of new resources, acquisition of new resources and establishing superior positions in the markets through skilful management of relationships with competitors, customers, and suppliers. The entrepreneurial and strategic actions linked to wealth creation are products of the firm's resources. To build and maintain a competitive advantage through which entrepreneurial opportunities can be identified and exploited, firms must hold or have access to heterogeneous and idiosyncratic resources that current and potential rivals cannot easily duplicate. Knowledge, which is justified true belief, is a critical intangible resource that helps firms to identify and especially exploit opportunities to establish competitive advantages.

Entrepreneurs have to overcome an innate resource disadvantage to create wealth. One of the problems with firms having large resource endowments is that they may become less motivated to develop or seek new resources. Alternatively, entrepreneurial firms do so and thus create new resources or obtain and combine existing resources in unique ways to invent and innovate. As such, they create disequilibrium in the market, often reducing the value of the established and stable firm's resources.

Strategic leadership style plays a vital role in strategic orientation. Leadership in fundamentally new business activities is a long-term risk that requires a long-term strategic vision. Strategic leaders are experts in identifying, managing risks and enable themselves extremely comfortable in environments of high risk. It is their ability to develop an effective strategy to deal risk and uncertainty that makes them distinguished winners. Drucker emphasized that these entrepreneurs are the people with rare intelligence, daring and possess creative skills. At the same time it is their visionary approach, self-confidence, strong passion to realize whatever dreamt, die-hard nature, and communicative skills keep them outstanding. Strategic leadership is the ability to anticipate, envision, maintain flexibility and empower others to create strategic change as necessary (Ireland and Hitt, 1999).

Strategic entrepreneurship is said to be a unique, distinctive construct through which firms are able to create wealth. However, current research has not addressed the interaction of strategic orientation and entrepreneurial orientation in explaining the difference in performance levels in the private sector despite its emergence as a leading force in wealth creation (Hitt et al., 2001).

2.3 Performance in private secondary schools

Performance is defined with respect to the firm's overall goals. That particular definition determines how performance is measured. There are multiple ways for measuring the performance of a firm. Recognizing the multidimensional nature performance, Zahara and Dess (2001) recommend using multiple performance measures. Performance measurement of private secondary schools can either be in financial or non financial perspective. The financial perspective includes sales growth, market share and profitability and non financial perspective may include the infrastructural development, increased enrolment of students, geographical expansion, introduction of new services and stakeholder satisfaction will provide a more accurate view of firm performance. For this study, emphasis was on non-financial perspectives that include geographical expansion, introduction of new services and student enrolment in private secondary schools.

According to the rankings of private secondary schools in the country that were released on 14th of September 2009 by the Ministry of Education, there are just eight schools that were given four star statuses. Wakiso District had the highest concentration of schools with four-star ranking while Mukono had two schools and Kampala had one according to education consultancy firm Afroeducare.

All four Wakiso schools that got the four star rank are under the St. Lawrence Group. They are London College of St. Lawrence, St. Lawrence High School-Crown City Campus, St. Lawrence High School-Paris Palais Campus and St. Lawrence Creamland Campus though the two private schools that sent the biggest number of students to Makerere University. St. Mary's Boarding SS Kitende and Uganda Martyrs SS, Namugongo were not captured in that survey.

The grading was based on 10 standards of quality, taking into consideration the government's minimum requirements for schools. The standards include: school's vision, mission and motto statements; student learning programmes and services; student welfare, health and safety; student social, spiritual and physical development, school governance, management and leadership, suitability and welfare of proprietors and staff, financial sustainability, infrastructure and facilities, stakeholder's communications and relationships, as well as commitment to continuous improvement.

This survey showed a fair picture of the performance of private secondary schools. No school got the five-star mark most falling below two stars and most schools did not show a desire to improve even after their weaknesses were pointed out. Among the measurement tools, commitment to continuous improvement, was the worst performed. The report from afroeducare observes "These schools either do not budget or do not document expenditures or have no bank account." The schools mainly scored low on financial sustainability, most

failing to demonstrate proper financial management and accountability (Wanambwa and Ssekamate, 2009).

2.4 Strategic entrepreneurship and performance

Strategic entrepreneurship (SE), which integrates entrepreneurship and strategic management (Hitt et al., 2001; Ireland et al., 2003), can be uncertain and ambiguous as it seeks to combine and synthesize "opportunity-seeking behaviour and advantage-seeking behaviour" to promote wealth creation (Ireland et al., 2001). When effectively implemented, strategic entrepreneurship leads to a comprehensive and integrated commitment to both sustaining and disruptive innovations as drivers of wealth" (Ireland et al., 2001).

Strategic entrepreneurship helps a firm to respond properly to the different environmental changes that face many of today's organizations. Private secondary schools have recently operated in a very competitive environment which necessitates strategic entrepreneurial behaviour for competitive advantage. Smaller private secondary schools were good at opportunity seeking while larger private secondary schools were better at competitive advantage which implied effective strategic entrepreneurship helps the firm develop relatively sustainable competitive advantages.

Strategic Entrepreneurship plays a vital role in a highly turbulent environment. The goal of strategic entrepreneurship is to continuously create competitive advantages that lead to maximum wealth creation. An entrepreneurial mindset, an entrepreneurial culture, entrepreneurial leadership, strategic management of resources and applying creativity to develop innovations are important dimensions of Strategic entrepreneurship that explain the different levels of performance of private secondary schools.

Recent research has shown that resources are the basis of firm differential performances in terms of wealth creation. The evidence shows that firms' use of particular

resources has a stronger influence on performance than do industry characteristics, although the relative size of firm effects can vary by industry (Barney and Arikan, 2001). Hitt, et al (2001) found that human capital has direct and indirect (through interactions with strategy) effects on firm performance.

Applying creativity and developing innovation is important in strategic entrepreneurship. Innovative first movers destroy incumbents' market power and enjoy transient monopoly advantages and abnormal profits because of rivals' lagged responses (Thesmar and Thoenig, 2000). Private secondary schools that have been innovative performed better than those that didn't. Innovation is linked to successful performance for firms in both the industrial and service sectors as well as to entire economies (Kluge et al., 2000). In addition, creativity is increasingly important, especially for companies operating in markets with multiple opportunities to differentiate goods and services (Barney and Arikan, 2001). Private schools that have continuous creativity performed better than those that didn't.

2.5 Entrepreneurial orientation and performance

Entrepreneurial orientation is a process construct and concerns the "methods, practices, and decision-making styles managers use" (Lumpkin and Dess, 1996). Entrepreneurial orientation is grounded in the strategic choice perspective and concerns the "intentions and actions of key players functioning in a dynamic generative process" (Lumpkin and Dess, 1996). An entrepreneurial orientation promotes initiative and is conceptualized as having anywhere from three to five dimensions, which may vary independently (Lumpkin and Dess, 1996) and have different levels of effects on the relationship between entrepreneurial orientation and performance.

An organization could exhibit relatively high levels of one or more dimensions and, at the same time, relatively low levels of other dimensions (Lyon et al., 2000). In our research, we focused on the four most commonly cited entrepreneurial orientation dimensions: innovativeness, risk taking, competitive aggressiveness and proactiveness. We viewed the dimensions of entrepreneurial orientation to affect firm performance.

An entrepreneurial orientation is potentially important to the success of private firms (Martin and Lumpkin, 2004). Entrepreneurial orientation has been found to contribute to firm growth (Becherer and Maurer, 1997) and relates to strong performance in private firms (Lumpkin and Sloat, 2001). Empirically, the positive impact of entrepreneurial orientation on firm performance has been supported by several studies (Wiklund et al., 2007). Zahra and Covin (1991) found that firms with an entrepreneurial orientation could target premium market segments, charge higher prices, and were faster to the market. These firms tend to monitor market changes, respond quickly, and capitalize on emerging opportunities. Innovation, competitive aggressiveness and proactively keep them ahead of competitors, leading to better performance.

Previous research suggests that firms that exhibit high levels of entrepreneurial orientation will achieve superior performance to firms possessing low levels of entrepreneurial orientation (Zahra and Covin 1995). According to Lee and Peterson (2001), firms that have an entrepreneurial orientation tend to be more successful. Indeed, recent studies indicate that increases in firm performance related to entrepreneurial performance are sustainable over long periods of time. These findings are not uncontested. Auger et al (2003) and Smart and Conant (1994) were unable to find a significant relationship between entrepreneurial orientation and performance whereas Hart (1992) argues that entrepreneurial type strategies may even be associated with poor performance. Ozsomer et al (1997) say that firms with the most aggressive strategic posture are more likely to survive, let alone stay competitive. A firm's choice of an aggressive, competitive, risk taking strategy apparently

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influences innovativeness in terms of the way firms differentiate themselves from their competitors by changing their production methods and products.

The competitiveness literature more specifically links advantage or dominance of a firm's ability to compete overtime to their innovation capabilities .The risk taking dimension is positively related to performance even though it is significantly smaller than other aspects of entrepreneurial orientation (Rauch et al., 2004).

Private secondary schools need to balance their opportunity seeking behaviour that creates sustainable competitive positions in the market. Private schools which do not mitigate risks are likely to fail in their efforts in building sustainable competitive positions in the industry. Thus private secondary schools need to adopt strategic entrepreneurial behaviour like being innovative, proactive, and aggressive in order to face these unique challenges.

2.6 Strategic orientation and performance

Strategic orientation is frequently conceptualized as a key antecedent to superior performance (Hitt et al., 2000). The strategic orientation concept reflects entrepreneurs' perceptions of the environment and their reactions to environmental conditions (Hitt et al., 2000). Entrepreneurs are implementers of strategy and their preferences continue strategic drives. Recent studies view strategic orientation as an issue of how enterprises position themselves with respect to competitors.

Private schools have deliberate or emergent strategic orientations based on a variety of internal and external factors such as resources, organizational structure, and level of competition, enterprise's goals, the enterprise's networking and strategic leadership. Private school entrepreneurs can benefit when they draw on their network to identify new business opportunities or validate their new ideas (Aldrich and Zimmer, 2000) and therefore performance.

Recent strategic literature drawing on the context provided by the resource-based theory (Barney 1991) has persistently insisted on the relevance of resource strategy especially those of intangible nature. Kerin et al (1992) argue that strategic orientations are a determinant of a competitive sustainability. Firm performance analysis has traditionally argued that well-conducted strategic orientations enable a firm to earn above-average returns (Hitt et al., 2002). Resource strategy is important in firm performance and also interesting to study how these resources and capabilities determine the strategic process of the firm (Barney 1995), or whether the way in which resources and capabilities are managed is influenced by the strategic orientation of the firm performance

2.7 Summary of literature review

The chapter has dealt with the review of the related literature on the study variables and their relationships with the dependent variable; Strategic entrepreneurship and performance of private secondary schools. It's evidenced from the above literature, that entrepreneurial orientation and strategic orientation are acknowledged that they enhance performance independently. However, there is a gap in the literature regarding how an interaction of entrepreneurial orientation and strategic orientation (strategic entrepreneurship) will enhance performance. This study addressed an interaction of both the strategic and entrepreneurship literature by proposing that the strategic entrepreneurship is important in understanding performance of private secondary schools hence providing for the requirement of developing a methodology (chapter three) to establish the samples required to represent the entire population.

CHAPTER THREE: Methodology

3.1 Introduction

In this chapter the researcher presents a description of the methodology that was employed in carrying out the study. The chapter spells out the research design, the study population and area, the sampling method, size and procedure, data collection, processing and analysis procedures and techniques. It also highlights the limitations encountered by the researcher in carrying out the study.

3.2 Research design

Cross-sectional, explanatory and Correlation research designs were adopted. A cross sectional research design was used as it seeks to describe the incidence of a phenomenon or to compare factors in an organization at a particular time. Explanatory research design was used to explain the relationship between entrepreneurial orientation, strategic orientation, strategic entrepreneurship and performance. Correlational designs were used to establish the relationships between the study variables.

3.3 Study population

To study strategic entrepreneurship, the researcher focused on the private secondary schools in Wakiso districts. The unit of analysis for this study was the private secondary school and the unit of inquiry is the founders for the private secondary school.

3.4 Sampling method and procedure

A stratified random sampling technique was used to select private secondary schools in the three counties of Wakiso District which include; Busiro county, Entebbe municipality and Kyadondo county. Stratified sampling was used since there are smaller sub-groups that are to be investigated, to achieve greater statistical significance and also to reduce standard error.

A disproportionate sampling fraction was used because the counties have different number of schools and this was done to ensure minorities are adequately covered. Then simple random sampling was employed to select the schools that participated in this study because there is an exhaustive sampling frame readily available.

3.5 Sample size

Using Cochran's (1977) sample size formula for continuous data, this study set the alpha level a priori at .05, plans to use a five point scale, has set the level of acceptable error at 3%, and has estimated the standard deviation of the scale as 1.167.

| $(t)^{2} * (s)^{2}$ | $(1.96)^2 * (0.8333)^2$ |
|---------------------|-------------------------|
| No. = = | = 118 |
| $(d)^2$ | $(5 * 0.03)^2$ |

Where t = value for selected alpha level of .025 in each tail = 1.96 (the alpha level of .05 indicates the level of risk this study took, that true margin of error may exceed the acceptable margin of error.) Where s = estimate of standard deviation in the population = 0.8333 Where d = acceptable margin of error for mean being estimated = .21.

With reference to Batte(2003), Kifuko(2004), Akello(2004) the average response rate is 65% based on prior research experience.

Given a required minimum sample size (corrected) of 118, the following calculations were used to determine the drawn sample size required to produce the minimum sample size; where anticipated return rate = 65%, n2 = sample size average response rate, and minimum sample size (corrected) = 118. Therefore, n2 = 118/.65 = 182

The study focused on 182 (one hundred eighty two) private secondary schools in Wakiso district, 182 respondents were sampled to measure performance in the schools. Simple random sampling was used; private secondary schools were written down and picked randomly.

The sample size was summarized as follows;

| County | Population | Sample |
|----------------------|------------|--------|
| Kyadondo | 153 | 84 |
| Busiro | 197 | 88 |
| Entebbe Municipality | 13 | 13 |
| Total | 363 | 182 |

Table 3.1: Table showing the sample size selected

Source: primary data

Table 3.1 above shows a total sample of 182 respondents that was considered for the study in respect to rules of Cochran's (1977) sample size formula for continuous data.

3.6 Response rate

Table 3.2: Shows the response rate in the study

| County | Population | Sample | Actual response | Percentage |
|----------------------|------------|--------|-----------------|------------|
| Kyadondo | 153 | 84 | 84 | 100% |
| Busiro | 197 | 85 | 85 | 100% |
| Entebbe Municipality | 13 | 13 | 10 | 100% |
| Total | 363 | 182 | 182 | 100% |

Source: primary data

3.7 Measuring of variables

For all the research variables, a 5 point Likert scale was used in which the respondents were asked to give response that were anchored from strongly agree (5) to strongly disagree (1). The dependent variable in the study was performance of private secondary schools; the independent variables were strategic entrepreneurship behaviour, strategic orientation and entrepreneurial orientation.

Entrepreneurial Orientation (EO) was measured using the abridged version of the original nine-item scale developed by Covin and Slevin (1989) which has dominated research on entrepreneurial orientation (Rauch et al., 2004). Strategic orientation (SO) was measured using the abridged version of Hitt (2002). Strategic entrepreneurship is conceptualized as

simultaneous involvement of opportunity-seeking (entrepreneurial orientation) and advantage-seeking behaviours (strategic orientation) or and results in superior firm performance (Ireland et al., 2003). Strategic entrepreneurship (SE) was measured by standardized interaction of strategic orientation and entrepreneurial orientation. Performance was measured by standardising student enrolment, geographical expansion and new services introduced in the schools.

3.8 Sources of data

3.9 Primary data

Primary data was collected from 182 private secondary school founders in Wakiso district. This is because this type of data source is original and was collected specifically for the study.

3.10 Secondary data

Secondary data was obtained from annual reports prepared by the Ministry of Education. It was obtained from Wakiso district secondary schools association.

3.11 Data collection instrument

Data collection was carried out using designed questionnaires adopted from an abridged version of Covin and Slevin (1989) and Hitt (2002). A questionnaire with structured questions on the study variables was given out to the founders of private secondary schools.

3.12 Reliability and validity tests

3.13 Reliability

Reliability of the instrument was ascertained using the Cronbach's coefficient alpha. The researcher ran the Cronbach's reliability test to establish the reliability used in the questionnaire. The Cronbach reliability test was found to be satisfactory since the results were all above the required rule of thumb value 0.5 (Sekaran, 2000) as shown in table 3.3. This meant that the scales used to measure the variables were consistent and reliable.

| Founders | Anchor | Cronbach Alpha Value | Content Validity Index |
|-----------------------------|---------|----------------------|-------------------------------|
| Entrepreneurial Orientation | 5 Point | 0.744 | |
| Strategic Orientation | 5 Point | 0.813 | |
| Performance | 5 Point | 0.829 | |
| Experts | | | Content Validity Index |
| Entrepreneurial Orientation | 4 Point | | 0.583 |
| Strategic Orientation | 4 Point | | 0.923 |
| Performance | 4 Point | | 0.846 |

Table 3.3: Shows the reliability and validity coefficients for all constructs

Source: primary data

3.13.1 Validity and data quality control

The researcher distributed a validation instrument (Appendix A) to four experts to rate the relevancy of the questions using a four (4) point scale anchored relevant, quite relevant, somewhat relevant and not relevant. The CVI's for the questionnaire (Appendix B) was above 0.6 (Sekaran, 2000) as shown in table 3.3. This meant that the questions were relevant to the variables under study.

The questionnaire had an introductory part. In this introduction participants were assured of confidentiality of their responses. Prior to using the questionnaire to collect data, four experts were asked to comment on the relevance of the questions in the questionnaire on content matter thereby allowing suggestions to be made on the structure of the questions, and it enabled the researcher make amendments prior to pilot testing.

The questionnaire was pilot tested with a sample of 20 private secondary schools to a group similar to the final population in the sample. This helped assess whether the questions were understood by the respondent in the way intended by the researcher and the answers given by the respondent were understood by the researcher in the way intended by the respondent.

Finally the researcher collected, checked and cleaned the data for consistency before they were input for analysis.

3.14 Procedure

The researcher obtained an introductory letter from Makerere University Business School's graduate and research centre, which was used for introduction purposes. Questionnaires were delivered to the suitable respondents/founders in private secondary schools Wakiso districts.

3.15 Data processing and analysis

Data was collected from the primary survey using a questionnaire instrument, and analyzed using computerized data analysis tool. The SPSS package (SPSS 18.0) was used to come up with statistics that showed the relationship between the independent variables and dependent variables. Cross tabulation, correlations and multiple regressions were all part of the analysis. Cross tabulation was used to show associations between variables. Pearson's rank correlation was used to determine the degree of relationship between variables. Multiple regression analysis was used to validate the results for the correlation of the independent variables to the dependent variables.

3.16 Limitations of the study

This study was conducted in the early 2010; some founders were suspicious as to why the researcher wanted information related to the performance of their schools. But this was overcome by explaining that the study was for purely academic purposes.

Logistical constraints in terms of money also limited the researcher in reaching all schools in Wakiso district since the district is very big and spread in all directions from Kampala city.

Follow up calls and visiting respondents in these schools was another added cost. This was overcome by getting moral and financial support from friends and colleagues of the researcher.

CHAPTER FOUR: Results and findings

4.1 Introduction

This chapter deals with the analysis, and presentation of data collected from the field. It presents descriptive statistics and inferential statistical results of the research according to the variables studied. The variables analysed included; strategic orientation, entrepreneurial orientation, strategic entrepreneurship and performance. The inferential statistics run on the variables included; correlation and multiple hierarchy regression analysis. The presentation of the findings was in accordance with the research objectives as re-stated below:

- a) To establish the relationship between strategic orientation and performance of private schools in Wakiso district
- b) To establish the relationship between an entrepreneurial orientation and performance of private schools in Wakiso district
- c) To establish the relationship between an interaction of entrepreneurial orientation and strategic orientation therefore, strategic entrepreneurship and performance of private schools in Wakiso District

4.2 Background information

4.2.1 Descriptive statistics

The results in the table below reveal sample characteristics on gender, marital status, age, education level, employees in the private secondary schools, and the size of the school in terms of school fees collection, entrepreneurial training and number of employees in the school.

| | | Frequency | Percentage |
|----------------------------------|-----------|-----------|------------|
| Gender | Male | 175 | 96.2 |
| | Female | 7 | 3.8 |
| Age | 29-39 | 70 | 38.5 |
| | 40-50 | 77 | 42.3 |
| | >50 | 35 | 19.2 |
| Marital status | Married | 168 | 92.3 |
| | Single | 11 | 6.0 |
| | Widowed | 3 | 1.6 |
| Education level | Secondary | 23 | 12.6 |
| | Diploma | 39 | 21.4 |
| | Degree | 78 | 42.9 |
| | Post grad | 42 | 23.1 |
| | degree | 42 | 23.1 |
| Founders that worked as teachers | Yes | 137 | 75.3 |
| before | No | 45 | 24.7 |
| Formal entrepreneurial training | Yes | 68 | 37.4 |
| | No | 114 | 62.6 |
| Only founder of schools | Yes | 25 | 13.7 |
| | No | 157 | 86.3 |
| School fees collection | <20m | 11 | 6.0 |
| | 20m-50m | 49 | 26.9 |
| | 50m-100m | 63 | 34.6 |
| | 100m-200m | 28 | 15.4 |
| | >200m | 31 | 17.0 |
| Staff compliment | 1-28 | 123 | 67.6 |
| - | 29-39 | 28 | 15.4 |
| | 40-50 | 16 | 8.8 |
| | >50 | 15 | 8.2 |

Table 4.1: Showing results of descriptive statistics

Source: Primary Data

Most of the founders were males constituting 96% while the females were 4%. Majority of the founders of the private secondary schools were males compared to the females. It is clear that there are fewer women than men in private secondary school founding. The males dominate founding of private secondary schools.

The age bracket of the respondents presented above indicates those between 40 and 50 years (44%) as the predominant age group, founders followed those between 29-39 are (38%) followed by those above 50 years (18%), and lastly none for those between 18 and 28 years. Most of the founders in the private schools are in their forties. The age bracket of the respondents is dominated by people between 40 and 50 years and there were none between 18 and 28 years. This means founders get involved at a later age in life.

From Table 4.1 above, majority of the founders are married (94%), 4% of the founders were single, 2% are widowed, while none are divorced.

From Table 4.1 above, 42% of the founders have an undergraduate degree, 22% a diploma, 13% attained secondary level education, and 23% had a post graduate. Majority of the founders had attained higher levels of education (with most of them having attained a first degree and a postgraduate diploma).

From Table 4.1 above, 74% of the founders indicated that they were teachers before starting up the private schools, 26% indicated were in other businesses. This means that most founders were inspired by their passion for teaching.

From Table 4.1 above, 63% of the founders indicated they had no formal entrepreneurial training, 37% had formal entrepreneurial training before founding the private schools. This means that most of the founders didn't have to go for entrepreneurial training to start up the private schools.

From Table 4.1 above, 86% of the founders indicated they were not the only founders of the school. 14% of the founders were the only founders of the private schools or started up the schools individually.

This means that the schools are still started, managed and operated by several founders.

Majority of the schools collected between 50million - 100million while very few collected below 20million.

The staff compliment of the respondents is presented in the Table 4.1 above indicates that most private schools had teachers between 1 and 28 teachers (68%), those between 29 - 39 are (15%), followed by those between 40 - 50 with 9%, and lastly those above 50 years (8%). Most of the private schools were found to be multitasking while others did a lot of networking. The rest of the staff of private schools was between 1 and 28.

4.2.2 Formal entrepreneurial training and strategic orientation

The results in Table 4.2 reveal the formal entrepreneurial training by strategic orientation in the study.

| | | | St | trategic O | rientatio | n | |
|-----------------------------|-----|----------|----------------------|---------------|-----------|-------------------|----------|
| | | | Strongly Disagree | Disagree | Agree | Strongly Agree | Total |
| | | Count | | | 50 | 18 | 68 |
| | Yes | Row % | | | 73.5% | 26.5% | 100.0% |
| Formal | | Column % | | | 40.3% | 40.9% | 37.4% |
| Entrepreneurial Training | No | Count | 7 | 7 | 74 | 26 | 114 |
| | | Row % | 6.1% | 6.1% | 64.9% | 22.8% | 100.0% |
| | | Column % | 100.0% | 100.0% | 59.7% | 59.1% | 62.6% |
| | | Count | 7 | 7 | 124 | 44 | 182 |
| Total | | Row % | 3.8% | 3.8% | 68.1% | 24.2% | 100.0% |
| | | Column % | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |
| | | | X | $X^2 = 9.052$ | df =3 | S | ig.=.029 |

Table 4.2: Showing formal entrepreneurial training and strategic orientation

Source: Primary Data

The results showed that there is an association between the strategic orientation and formal training (sig. < .05). These results show that the formal training of an individual has a bearing on strategic orientation. This is essential because the level of strategic orientation of the individual has been linked to school performance.

4.2.3 Entrepreneurial orientation and possession of formal entrepreneurial training

The results in Table 4.3 reveal the formal entrepreneurial training by Entrepreneurial

Orientation in the study.

| | | | Possession of entrepreneuria | | Total |
|-----------------|-------------------|----------|---------------------------------|--------|------------|
| | | | Yes | No | |
| | | Count | 13 | 47 | 60 |
| Entrepreneurial | Agree | Row % | 21.7% | 78.3% | 100.0% |
| | | Column % | 19.1% | 41.2% | 33.0% |
| Orientation. | Strongly Agree | Count | 55 | 67 | 122 |
| | | Row % | 45.1% | 54.9% | 100.0% |
| | 1 19100 | Column % | 80.9% | 58.8% | 67.0% |
| | | Count | 68 | 114 | 182 |
| Total | | Row % | 37.4% | 62.6% | 100.0% |
| | | Column % | 100.0% | 100.0% | 100.0% |
| | | | $X^2 = 9.423$ | df = 1 | Sig.= .002 |

Table 4.3: Showing formal entrepreneurial training and entrepreneurial orientation

Source: Primary Data

The results showed that there is an association between the Entrepreneurial Orientation and the formal entrepreneurial training (sig. <.05). These results show that the respondents with formal entrepreneurial training have influence on Entrepreneurial Orientation. Formal entrepreneurial training by respondents showed better levels of Entrepreneurial orientation that has been linked to school performance.

4.3 Inferential statistical analysis

Correlation Coefficient and Regression Analysis were used to determine the degree of relationship and interaction between the study variables and the dependent variable as explained below.

| | Mean | SD | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
|-----------------------------------|------------|---------|------------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|-------|
| Gender-1 | 1.04 | 0.19 | 1.000 | | | | | | | | | | | | | | |
| Age -2 | 2.81 | 0.74 | .052 | 1.000 | | | | | | | | | | | | | |
| Marital Status -3 | 1.09 | 0.34 | .054 | .038 | 1.000 | | | | | | | | | | | | |
| Formal Education -4 | 3.76 | 0.95 | .050 | .397** | .051 | 1.000 | | | | | | | | | | | |
| Innovation-5 | 3.95 | 0.48 | .023 | .236** | .031 | .077 | 1.000 | | | | | | | | | | |
| Risk-6 | 4.33 | 0.65 | .102 | .422** | .064 | .340** | .343** | 1.000 | | | | | | | | | |
| Competitive Aggression -7 | 4.10 | 0.60 | .370** | .032 | .036 | .042 | .019 | .001 | 1.000 | | | | | | | | |
| Proactiveness- 8 | 4.41 | 0.49 | .239** | .267** | .000 | .327** | .512** | .547** | .459** | 1.000 | | | | | | | |
| Entrepreneurial Orientation -9 | 4.20 | 1.12 | .258** | .016 | .065 | .135 | .656** | .216** | .249** | .310** | 1.000 | | | | | | |
| Resource Strategy-10 | 4.17 | 0.38 | .091 | .001 | .004 | .144 | .052 | .153* | .687** | .171* | .005 | 1.000 | | | | | |
| Networking-11 | 4.12 | 0.67 | .036 | .036 | .241** | .207** | .048 | .162* | .108 | .118 | .263** | .137 | 1.000 | | | | |
| Strategic Leadership-12 | 4.36 | 0.83 | .086 | .157* | .040 | .200** | .311** | .057 | .261** | .043 | .186* | .687** | .021 | 1.000 | | | |
| Strategic Orientation-13 | 4.20 | 0.36 | .298** | .102 | .075 | .260** | .053 | .620** | .212** | .295** | .055 | .121 | .309** | .365** | 1.000 | | |
| Strategic Entrepreneurship-14 | 4.15 | 0.94 | .246** | .027 | .075 | .002 | .497** | .061 | .071 | .184* | .681** | .121 | .416** | .233** | .279** | 1.000 | |
| Performance-15 | 4.18 | 0.39 | .094 | .220** | .128 | .109 | .532** | .487** | .330** | .394** | .390** | .432** | .619** | .202** | .410** | .580** | 1.000 |
| ** Correlation is significant | at the 0.0 | 1 level | (2-tailed |). | | | | | | | | | | | | | |
| * Correlation is significant at | t the 0.05 | level (| 2-tailed). | | | | | | | | | | | | | | |

 Table 4.4: The Pearson (r) correlation coefficient results show the relationships between the variables

Source: Primary Data

4.3.1 Relationship between strategic orientation and performance of private schools (objective 1)

The results in Table 4.4 above revealed that there was a significant positive relationship between the strategic orientation and the performance of the schools ($r=.410^{**}$, p<.01). This implies strategic orientation influences performance. Furthermore, it was noted that the dimensions of strategic orientation i.e. resource strategy ($r=.432^{**}$, p<.01), networking ($r=.619^{**}$, p<.01), and strategic leadership ($r=.202^{**}$, p<.01) were all positively related to the performance variable. These results show that if a school harmonises its resources such as tangible and intangible resources, networks appropriately and founder is a strategic leader, it is bound to realise greater levels of performance.

4.3.2 The relationship between an entrepreneurial orientation and performance of private schools (objective 2)

The results in Table 4.4 above revealed a positive significant association between the entrepreneurial orientation and the performance of the schools (r= $.390^{**}$, p<.01). Furthermore, it was noted that the dimensions of entrepreneurial orientation i.e. risk taking (r= $.487^{**}$, p<.01), innovation (r= $.532^{**}$, p<.01), competitive aggressiveness (r= $.330^{**}$, p<.01) and proactiveness (r= $.394^{**}$, p<.01) were all positively related to the performance variable. These results show that if a school is innovative, proactive, risk taking and competitively aggressive will realize greater levels of performance.

4.3.3 The relationship between strategic entrepreneurship and performance of private schools (objective 3)

The results in Table 4.4 above revealed a positive association between the Strategic entrepreneurship and the performance of the schools (r= $.580^{**}$, p<.01). Furthermore, it was noted that the dimensions of strategic entrepreneurship i.e. Strategic orientation (r= $.410^{**}$, p<.01), entrepreneurial orientation (r= $.390^{**}$, p<.01), were all positively related to the performance variable. These results show that if a school practices both strategic and entrepreneurial behaviour interactively, it is bound to realize greater levels of performance.

4.4 Multiple regressions

4.4.1 Hierarchical regressions models

Hierarchical regressions models were used to predict the performance of private secondary schools as shown in table 4.5 below; The results in this case present a change in the regression statistics when demographics, Strategic Orientation, entrepreneurial orientation and strategic entrepreneurship.

| | 4-1 | 1 | | 2 | | 3 | | 4 | |
|--------------------------|---------------------|---------|-------|---------|-------|---------|-------|---------|-------|
| Мо | aei | Beta | SE | Beta | SE | Beta | SE | Beta | SE |
| Gender | | .175** | .151 | .361** | .136 | .224** | .136 | .149** | .090 |
| Age Group | | .290** | .043 | .395** | .037 | .350** | .035 | .269** | .023 |
| Marital Status | | .120 | .080. | .093 | .068 | .069 | .064 | .029 | .042 |
| Highest level of fo | rmal education | .065 | .034 | .215** | .030 | .258** | .028 | .166** | .018 |
| Entrepreneurial Ti | raining | .215** | .064 | .353** | .056 | .250** | .054 | .085 | .036 |
| Entrepreneurial O | rientation(EO) | | | .537** | .023 | .521** | .021 | .078 | .019 |
| Strategic Orientat | ion (SO) | | | | | .350** | .069 | .592** | .048 |
| SO*EO(Strategic E | ntrepreneurship) | | | | | | | .837** | .023 |
| R | | .335(a) | | .597(b) | | .673(c) | | .875(d) | |
| R Square | | | .112 | .357 | | | .453 | .765 | |
| Adjusted R Square | 2 | | .087 | .335 | | .431 | | | .754 |
| Std. Error(SE) of th | ne Estimate | | .369 | .315 | | .292 | | .191 | |
| | R Square Change | | - | | .245 | | .096 | | .313 |
| Change Statistics | F Change | | - | 66 | 5.687 | 30 | 0.367 | 230 | 0.616 |
| 9 | Sig. | | - | .000 | | .000 | | .00 | |
| ** Correlation sig | nificant at the 0.0 | 1 level | | | | | | | |

Table 4.5: Showing the Hierarchical Regression Model of the study variables, Strategic orientation, Entrepreneurial orientation, Strategic entrepreneurship and Performance

a Predictors: (Constant), Do you have any formal entrepreneurial training? , Marital status, Age **of** the respondent, gender, highest level of formal education

b Predictors: (Constant), Do you have any formal entrepreneurial training? , Marital status, Age of the respondent, gender, highest level of formal education, Entrepreneurial Orientation

c Predictors: (Constant), Do you have any formal entrepreneurial training?, Marital status, Age of the respondent, gender, highest level of formal education, Entrepreneurial Orientation, Strategic Orientation

d Predictors: (Constant), Do you have any formal entrepreneurial training? , Marital status, Age of the respondent, gender, highest level of formal education, Entrepreneurial Orientation, Strategic Orientation, Strategic Entrepreneurship

The model 1 of table 4.5 shows that demographics on performance which gave 11.2% of the R square, which means that demographics independently affect performance by 11.2%. This implies demographics, which include formal entrepreneurial training, age, formal education and marital status affect performance of private secondary schools. Those directors that had formal entrepreneurial training performed better than those that didn't have.

In model 2 of table 4.5, entrepreneurial orientation was added to demographics, R square increased to 35.7% and therefore entrepreneurial orientation contributed 24.5%. This means that private schools that were entrepreneurial performed better than those that were not and entrepreneurial orientation contributed 24.5% to their performance in the above model.

Correspondingly, in model 3 of table 4.5, strategic orientation was added to demographics and entrepreneurial orientation, R square increased to 45.3% and therefore strategic orientation contributed 9.6%. this implies that private schools that applied strategic orientation independently got their performance affected by 9.6%.

Correspondingly, in model 4 of table 4.5, strategic entrepreneurship (an interaction of both strategic orientation and entrepreneurial orientation) was added to strategic orientation, entrepreneurial orientation and demographics, R square pushed up to 76.5% and therefore strategic entrepreneurship contributed 31.3%. This implies that an interaction of strategic orientation and entrepreneurial orientation (strategic entrepreneurship-31.3%.) affects performance of private secondary schools more than when strategic orientation (9.6%.) and entrepreneurial orientation (24.5%) are applied independently.

CHAPTER FIVE: Discussion, conclusion and recommendations

5.1 Introduction

This chapter presents a discussion of the results presented in the previous chapter, followed by conclusions and recommendations arising out of the findings of the study. The presentation of the discussion follows the order in which the objectives of the study were stated in chapter one. The chapter begins with a discussion of the background information. This is followed by a discussion of the relationship between entrepreneurial orientation and performance. The third part discusses the relationship between strategic orientation and performance. The fourth part discusses the relationship between strategic entrepreneurship and performance. The chapter ends with recommendations and conclusion.

5.2 Discussion

5.2.1 Background information

The results from Table 4.1 showed majority of the founders of the private secondary schools were males compared to the females. It is clear that there are fewer women than men in private secondary school founding. The males dominate founding of private secondary schools.

Most of the founders in the private schools are in their forties. The age bracket of the respondents is dominated by people between 40 and 50 years and there were none between 18 and 28 years. This means founders get involved at a later age in life.

Majority of the founders had attained higher levels of education (with most of them having attained a first degree and a postgraduate diploma) and were inspired by their passion for teaching so they didn't have to go for entrepreneurial training to start up the private schools.

The schools are still started, managed and operated by several founders since few of them indicated that they were only directors.

The results in Table 4.2 showed that there is an association between the strategic orientation and formal entrepreneurial training. These results show that formal entrepreneurial training of a founder has a bearing on strategic Orientation. This means that those founders with formal entrepreneurial training are likely to perform better in their schools.

In addition, the results in Table 4.3 also showed that there is an association between the Entrepreneurial Orientation and the formal entrepreneurial training. Formal entrepreneurial training by respondents showed better levels of Entrepreneurial orientation that has been linked to school performance. Active formal entrepreneurial training, which, introduces individuals to basic elements of starting and managing a business, creates training tools focused on the ways to improve performances and productivity of businesses, to encourage entrepreneurs to explore more deeply about their business ideas and in particular, the feasibility of turning a business idea into a profitable venture. In this regard, those with high levels of formal entrepreneurial training had high levels of entrepreneurial orientation.

5.2.2 The Relationship between entrepreneurial orientation and performance The analysis results in Table 4.4 and 4.5 indicate a significant positive relationship between entrepreneurial orientation and performance. There is a growing body of evidence to suggest that a positive relationship exists between a company's entrepreneurial orientation and performance over time (Covin and Slevin, 1989).

Private secondary schools showed different levels of entrepreneurial orientation dimensions. In our study, we focused on the four most commonly cited entrepreneurial orientation dimensions: innovativeness, risk taking, competitive aggressiveness and proactiveness. We viewed the dimensions of entrepreneurial orientation as interacting to affect firm performance. An organization could exhibit relatively high levels of one or more dimensions and, at the same time, relatively low levels of other dimensions (Lyon et al., 2000).

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From the analysis, innovativeness, risk taking, competitive aggressiveness and proactiveness contributed in different levels to performance of private secondary schools. Innovation was found to be contributing highest levels to performance in this study. Earlier researchers said an innovative strategic posture is thought to be linked to firm performance because it increases the chances that a firm will realize first mover advantages and capitalize on emerging market opportunities (Wiklund, 1999). This explains why schools that were found to have greater levels of innovation and were competitively aggressive, performed better than those that had lower levels of innovation and are less competitively aggressive. These research findings concur with Hitt and Ireland (2000) who identified innovation among some strategic factors that are representative of entrepreneurship. Innovation was found to be contributing to both entrepreneurial orientations and strategic orientations thus strategic entrepreneurship.

Risk taking contributed high levels more than proactiveness and competitive aggressiveness to entrepreneurial orientation in this study. Most private secondary schools were found to be relatively proactive and competitively aggressive. The risk-taking dimension of strategic posture is a firm's propensity to take business-related chances with regard to strategic actions in the face of uncertainty while proactiveness is its propensity to take the initiative to compete aggressively with other firms (Covin and Slevin, 1989). A strategic posture emphasizing risk taking and proactiveness suggests that private secondary schools will need high levels of trust and interpersonal communication.

Private schools had several founders which delayed decision making in leadership. Both the risk-taking and proactiveness dimensions of entrepreneurial orientation require a firm to make quick decisions and aggressively compete by implementing bold and risky strategies in the face of uncertainty. This was mainly difficult given that several directors had to be contacted before any decision is made. This concurs with Eisenhardt (1989) who argues that timely risks may be a key factor, as strategic decision speed has been linked to firm performance, this impacted negatively on the performance on most private secondary schools. In all, in keeping with previous researchers (Hitt, et al., 2001), we expected entrepreneurial orientation to exhibit a relationship with firm performance.

5.2.3 Relationship between strategic orientation and performance

The analysis results in Table 4.4 and 4.5 indicate a significant positive relationship between strategic orientation and performance. From the analysis, strategic orientation dimensions, strategic leadership contributed most followed by resource strategy and finally networking. Private secondary schools networked a lot amongst themselves, and the stakeholders. They also encouraged attendance of seminars and staff exchanges. Teachers taught in a number of schools, this was being done for the teachers' survival since most of them were lowly paid, so they had to work in several schools which was to the advantage of the private secondary founders, though most of them didn't disclose in one or more schools.

From this study, private secondary school founders were found to be critical on resources, specifically concerned with assets, finances and human capital. The schools that practiced and utilized their resources strategically were likely to perform much better. Those that highly networked utilized their resources more efficiently. Networking also provides the opportunity to leverage external resources (Hitt et al., 2000) and transfer knowledge. This concurs with previous studies examining strategic orientations that pointed specifically to the behaviours associated with the networking, resource strategy, and strategic leadership as being some ingredients of a strategic orientation (Hitt and Ireland 2003). Resources have generally been defined as the assets, processes, information, skills, knowledge, among others, of a firm which enable the firm to develop and implement strategies to improve efficiency and effectiveness (Barney and Grant, 1991).

Strategic leadership was found in private schools, there was informal communication that was found in private secondary schools, and respondents were found to be very flexible in their actions at the school. Respondents were found to practice strategic leadership because there were no standard operating procedures. This concurs with other researchers who differentiated entrepreneurs from corporate managers who often have more well-defined goals, structures, and work processes to guide them. (Ensley et al., 2006).

Private schools had several founders, mainly one founder exhibited high levels of leadership. Other research has shown that, although new ventures are often formed by founding teams, one individual typically emerges as the leader (Ensley et al., 2001). Private secondary school founders created a vision for their schools and influenced others to join them in founding schools in order to attract employees and acquire necessary resources for developing their new schools. This concurs with previous researchers that found leadership to be of great importance for the fact that entrepreneurs cannot successfully develop new ventures without displaying effective leadership behaviour (Bryant, 2004).

5.2.4 Relationship between strategic entrepreneurship and performance The analysis results in Table 4.4 and 4.5 show that there was a significant positive relationship between strategic entrepreneurship and performance. This implies that strategic entrepreneurship enhances private secondary schools' performance and thus private secondary schools that apply both entrepreneurial and strategic orientation behaviour simultaneously will introduce new services, expand geographically, and will have high level of student enrolment.

The private secondary school founder's entrepreneurial mind-set was found to influence the start up, general operations of the private schools, current and future plans of the school. This concurs with Ireland et al (2003) who found that a firm which linearly and

sequentially employs an entrepreneurial mindset to identify opportunities; manages resources strategically to tackle the opportunity; applies creativity and innovation; and generates a competitive advantage, is operating strategically entrepreneurially.

From this study, small and low performing schools were effective in identifying opportunities but were less successful in developing competitive advantages needed to appropriate value from those opportunities. In contrast, large and established private schools were relatively more effective in establishing competitive advantages but were less able to identify new opportunities. Private schools' risk taking was relatively moderate while resources were innovatively managed by the high performing private schools. This concurs with Sonfield and Luccier (1997) who proposed that the most effective way to position an entrepreneurial firm is to use risk and innovation.

From the hierarchical regression model, results show that the interaction of both entrepreneurial orientation and strategic orientation pushed the R square so high which implies that if entrepreneurial actions are applied simultaneously with the strategic actions, performance will certainly increase. Strategic actions are those through which companies develop and exploit current competitive advantages while supporting entrepreneurial actions that exploit opportunities that will help create competitive advantages for the firm in the future. Entrepreneurial actions are actions through which companies identify and then seek to exploit entrepreneurial opportunities rivals have not noticed or fully exploited (Ireland et al., 2001).

5.3 Conclusions

The primary purpose of this study was to explore strategic entrepreneurship and performance in selected private secondary schools. Based on the above analysis and discussion, a number of important conclusions can be drawn from this study. First, the two components of strategic entrepreneurship, entrepreneurial orientation and strategic orientation concept have been explored independently, such that a distinction has been made between the two, and an understanding of strategic entrepreneurship as a specific concept has been established. This clarification has provided a basis from which further examination of strategic entrepreneurship may proceed. Private secondary schools' directors should particularly benefit from this study as this exploration represents an attempt to examine how private schools can employ both entrepreneurial and strategic behaviour and perform better at their schools. As such, the body of knowledge in this field should be advanced by the totality of findings and it is hoped that future research will build upon this study.

The study conducted among the private secondary schools revealed that entrepreneurial and strategic orientation significantly correlates with performance in the private secondary schools. Meaning that the more private schools go entrepreneurial, the more they improve performance but those that applied strategic orientation behaviour simultaneously with the entrepreneurial actions performed better. This is one of the reasons to explain why some private secondary schools are performing better while others either closing, splitting or poor in terms of performance.

From the analysis, because of strategic entrepreneurship value to private secondary schools competing in a competitive environment characterized by uncertainty, discontinuities, and rapid change, strategic entrepreneurship should be applied appropriately for enhanced performance in the private secondary schools. Integrating entrepreneurial and strategic orientations has been confirmed to be necessary for private secondary schools performance. Entrepreneurial and strategic orientation should be complementary, not interchangeable or independent. Entrepreneurial orientation should be applied to pursue entrepreneurial opportunities while strategic orientation should be applied to establish a competitive advantage and therefore strategic entrepreneurship is important in dynamic and uncertain environment for private secondary schools. Entrepreneurial orientation using a strategic perspective has been seen to be more helpful to exploit opportunities and then facilitate the exploitation to establish competitive advantages which further confirms the importance of strategic entrepreneurship.

In general, both strategic orientation and entrepreneurial orientation if simultaneously implemented in new ventures it would enhance wealth. Both new ventures and established private secondary schools must practice strategic entrepreneurship and integrate entrepreneurial and strategic perspectives.

5.4 **Recommendations**

As far as this study is concerned, the recommendations that arise out include:

For private schools to remain competitive, it is extremely important to understand strategic entrepreneurship and performance in private secondary schools and how the private secondary schools recognizes, pursues, and exploits entrepreneurial opportunities in addition to strategic behaviour in an effort to grow and perform better. Directors should further get trained in strategic entrepreneurship for better understanding of the subject.

The findings indicate that networking is highly important and should be considered by private secondary school directors in order to improve on their performance, i.e. improvement in private secondary school student enrolment, geographical expansion and introduction of new services.

While involvement of several founders in the private secondary school business contributed to performance in this study, the private schools that had few directors performed much better and therefore, its encouraged to have a few directors to start up private secondary schools. Private secondary school directors need to create a culture that is facilitative of strategic entrepreneurship behaviour. Private secondary schools' founders should look at expanding by opening more different unique branches for better performance. Private schools didn't have unique different branches. It's highly recommended that founders get at least minimum formal entrepreneurial training to enhance their performance since a number of respondents indicated that they had no formal entrepreneurial training.

There is need for further research into each of the above variables, other than those discussed in this research, that contribute to performance of private secondary schools. Revealing these variables will provide an opportunity for the school directors to address them accordingly and thus improve performance.

5.5 Areas recommended for further research

This research has addressed the questions raised at the beginning of this study, but also uncovered additional issues to be addressed in the future. Strategic entrepreneurship should be investigated further in both public and private sector businesses in Uganda and abroad; this will provide a better understanding of this construct.

Analysis of strategic entrepreneurship in other business and industry sectors, public and private, would also be extremely useful to confirm its existence and compare similarities and differences which will provide further insight into strategic entrepreneurship.

Other areas for further research include; exploring strategic orientation and performance of private schools, strategic entrepreneurship and its impact to management of universities in Uganda, and innovativeness, entrepreneur mindset and performance of private schools and strategic entrepreneurship in public enterprises

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Appendix A

Makerere University

Makerere University Business School

Masters of Science in Entrepreneurship Research Questionnaire

Strategic entrepreneurship, Strategic orientation, Entrepreneurial orientation, and Performance

By Saadat Kimuli Nakyejwe (0702011399, <u>ksaadah@yahoo.com</u>)

This questionnaire seeks to examine how strategic entrepreneurship affects performance of private schools. This questionnaire is being developed for collecting data for validating the instrument. It is a requirement that the questionnaire is validated. You have been selected to help in this validation of the instrument. Please, take off some minutes of your valuable time to fill this questionnaire.

RESPONDENT INFORMATION:

Your Occupation_____

Your Profession _____

ENTREPRENUERIAL ORIENTATION

| | Not relevant | Somehow relevant | Relevant | Ve | ry rel | evant | | |
|---|---|---|----------------------------------|----|--------|-------|---|---|
| | 1 | 2 | 3 | | 4 | | | |
| Α | Innovation | | | | | | | |
| 1 | The school stakehol | ders are involved in generation of | new ideas. | 1 | 2 | 3 | 4 | |
| 2 | The school has intro | duced new services over the past | ten years. | 1 | 2 | 3 | 4 | |
| 3 | The school has mad | e changes in the mix of its service | s over the past ten years. | 1 | 2 | 3 | 4 | |
| 4 | During the last ten ye | ears we have done something unu | isual to get new students | 1 | 2 | 3 | 4 | |
| 5 | We have special sup | opliers / special deals / special pric | es that no body else gets. | 1 | 2 | 3 | 4 | |
| 6 | We have introduced | use of technology for example co | mputer in the school. | 1 | 2 | 3 | 4 | |
| 7 | We have done some have not done. | ething unusual / different for our en | nployees that other schools | 1 | 2 | 3 | 4 | |
| | | | | | | | | |
| В | Risk taking | | | | 1 | 1 | 1 | 1 |
| 1 | We allow students to | study before paying school fees. | | 1 | 2 | 3 | 4 | |
| 2 | We take loans from | financial institutions and other lend | lers. | 1 | 2 | 3 | 4 | |
| 3 | Over the last ten ye expansion of the sch | ars, our school has shown strong lool. | tendency for geographical | 1 | 2 | 3 | 4 | |
| 4 | We never try out sor | nething new without knowing how | it will work. | 1 | 2 | 3 | 4 | |
| 5 | Our school has emp | hasized taking bold, wide ranging | action in positioning itself and | 1 | 2 | 3 | 4 | |

| | Not relevant | Somehow relevant | Relevant | Ve | ry rel | evant | | |
|---|--|--|--------------------------------|--------------|--------|-------|---|--|
| | 1 | 2 | 3 | | 4 | | | |
| | its services over the | past ten years. | | | | | | |
| 6 | | ousiness environment of the schoo are needed to obtain the school's o | | 1 | 2 | 3 | 4 | |
| 7 | | insecure decision making situation position in order to maximize the cl s. | | pit 1 | 2 | 3 | 4 | |
| С | Competitive Aggree | ssiveness | | | | | | |
| 1 | In order to compete | with our competitors we do someth | ning special for our students | . 1 | 2 | 3 | 4 | |
| 2 | We always try to esta | ablish what is on from our students | S. | 1 | 2 | 3 | 4 | |
| 3 | We engage in promo | ptional activities for example burs | aries, sports | 1 | 2 | 3 | 4 | |
| 4 | During the last ten y | vears we introduced new services u | unknown to our competitors | · 1 | 2 | 3 | 4 | |
| 5 | We offer better scho | ool fees to out - compete your riva | lls | 1 | 2 | 3 | 4 | |
| 6 | We have a guiding n we intend to achieve | nission for our school and we set s | short term specific objective | s 1 | 2 | 3 | 4 | |
| 7 | We have suppliers w | ho offer cheaper and better goods | unknown to our competitor | 'S. <u>1</u> | 2 | 3 | 4 | |
| D | Proactively | | | | | | | |
| 1 | We usually initiate | changes upon which competitors a | ct. | 1 | 2 | 3 | 4 | |
| 2 | Our school is usually systems. | the first one to introduce new ser | vices and administrative | 1 | 2 | 3 | 4 | |
| 3 | Usually our school t let-live position | ries to avoid overt competition but | rather takes on a live-and | 1 | 2 | 3 | 4 | |
| 4 | We make effort to ke | eep the students we already have | | 1 | 2 | 3 | 4 | |
| 5 | Our school has follow environment. | wed strategies that allow it to explo | it opportunities in its extern | al <u>1</u> | 2 | 3 | 4 | |

STRATEGIC ORIENTATION

| | Not relevant | Very | Very relevant | | | | | | | |
|---|---|---|-------------------------|------------------|---|---|---|---|--|--|
| | 1 2 3 4 | | | | | | | | | |
| Α | Exploitation of internal resources | | | | | | | | | |
| 1 | As we define the sch resources we control | hool strategies the maj bl | est utilize the | 1 | 2 | 3 | 4 | | | |
| 2 | As we define our stra are not constrained b | portunities and we | 1 | 2 | 3 | 4 | | | | |
| 3 | Our fundamental tas acquire the resource | k is to pursue opportur es to exploit them. | nities we perceive as v | aluable and then | 1 | 2 | 3 | 4 | | |
| 4 | The resources we have | ave significantly influer | nce our school strategi | es. | 1 | 2 | 3 | 4 | | |
| 5 | Since we don't need resources to commence the pursuit of an opportunity our commitment of resources may be in stages. | | | | | | 3 | 4 | | |
| 6 | We prefer to only use | We prefer to only use our own resources in our school | | | | | | 4 | | |
| 7 | We prefer to totally o | control and own the res | sources we use. | | 1 | 2 | 3 | 4 | | |

| | Not relevant Somehow Relevant Very relevant | | | | | | | | |
|--------|---|---|-------------------------|----------------------|-----|---|---|---|--|
| | | relevant | | | | | | | |
| | 1 | 2 | 3 | | 4 | | | | |
| 8 | | d resources are availal | | chool to begin to | 1 | 2 | 3 | 4 | |
| | | for which they may be | e needed. | | | | | | |
| В | Strategic Leadersh | - | | | | | | | |
| 1 | We prefer loose, info | ormal control ,there is c | lependence on inform | al relationships | 1 | 2 | 3 | 4 | |
| 2 | We strongly emphas | ize getting things done | by following formal p | rocedures and | 1 | 2 | 3 | 4 | |
| | processes. | | | | | | | | |
| 3 | - | istence on a uniform le | | | 1 | 2 | 3 | 4 | |
| 4 | | nphasis on getting line | and staff employees a | adhere closely to | 1 | 2 | 3 | 4 | |
| | the formal job descri | | | | | | | | |
| 5 | | ize holding tried and t | | | 1 | 2 | 3 | 4 | |
| 6 | Managers operating informal | styles are allowed to | range freely from very | formal to very | 1 | 2 | 3 | 4 | |
| 7 | We strongly emphas concern for past pract | ize adapting freely to c | changing circumstance | es without much | 1 | 2 | 3 | 4 | |
| | | | | | 1 | 2 | 3 | 4 | |
| С | Networking | | | | | | | | |
| 1 | • | es with all the stakehold | ders in the school. | | 1 | 2 | 3 | 4 | |
| 2 | • | social networks to gair | | l of resources and | 1 | 2 | 3 | 4 | |
| - | to absorb knowledge | | | | 1 | - | | | |
| 3 | | ize management of ma ontractors to networkir | | a variety of people, | 1 | 2 | 3 | 4 | |
| 4 | | ng with people effective | | | 1 | 2 | 3 | 4 | |
| 4 5 | • | cial networks or support | • | s whore like | 1 | 2 | 3 | 4 | |
| 5 | minded people cong | | r live groups and place | | 1 T | 2 | 3 | 4 | |
| 6 | | every networking mee | ting as our marketing f | forum. | 1 | 2 | 3 | 4 | |
| 7 | ••• | e our personal relation | • | | 1 | 2 | 3 | 4 | |
| | | for achieving good sch | | | 1 | - | | | |
| 8 | | fellow entrepreneurs | | chools. | 1 | 2 | 3 | 4 | |
| 9 | We have great commercial relations for purposes of getting information from 1 2 3 4 | | | | | | | | |
| | banks; commercial cooperation; advice from experts more easily | | | | | | | | |
| 10 | | ct business relationshi | | | 1 | 2 | 3 | 4 | |
| 11 | We encourage attendance of seminars and staff exchanges with in private schools 1 2 3 4 | | | | | | | | |

PERFORMANCE OF THE SCHOOL

| | | Somehow relevant | Relevant | Ver | y rele | vant | | | |
|---|--|---------------------|----------|-----|--------|------|--|--|--|
| | 1 | 2 | 3 | 4 | | | | | |
| Α | Geographical expansion | nsion | | | | | | | |
| 1 | Our school has been able to generate cash inflows as it conducts its normal 1 2 3 4 operations | | | | | | | | |
| 2 | Our school affords reinvestment for future expansion1234 | | | | | | | | |

| | Not relevant | Somehow relevant | Relevant | Ver | y rele | vant | | | |
|---|--|--------------------------|--------------------------|----------------------------|--------|------|---|---|--|
| | 1 | 2 | 3 | | 4 | | | | |
| 3 | Our school is has be | en able to expand to n | ew branches to streng | gthen its position. | 1 | 2 | 3 | 4 | |
| 4 | Our school is been a years. | ble to build a uniquely | different branch at lea | ast in the past ten | 1 | 2 | 3 | 4 | |
| В | Student enrolment | | | | | | | | |
| 1 | Our school has been | able to maintain the s | tudents it enrolls in th | the past ten years 1 2 3 4 | | | | | |
| 2 | The school has been able to support all the students without hurting normal123operations | | | | | 4 | | | |
| 3 | Our student enrolme | nt has steadily grown | over the past ten yea | rs | 1 | 2 | 3 | 4 | |
| 4 | Our school gives a g | ood return for their pay | y to its students. | | 1 | 2 | 3 | 4 | |
| С | New services | | | | | | | | |
| 1 | We improve our serv | vices regularly | | | 1 | 2 | 3 | 4 | |
| 2 | Our services have s | teadily grown over the | past ten years | | 1 | 2 | 3 | 4 | |
| 3 | The revenue has gro | own due to new service | es and increase in enr | olment of students | 1 | 2 | 3 | 4 | |
| 4 | We constantly seek | to introduce new servio | ces to our school | | 1 | 2 | 3 | 4 | |
| 5 | We have opened up | new markets for our s | chool services in the l | last ten years 1 2 3 4 | | | | | |

C-1 What was the level of geographical expansion of your school for each of the last ten years?

C-2 What were your annual student enrolments for each of the last ten years?

STRATEGIC ENTREPRENUERSHIP

| | Not relevant | t relevant Somehow Relevant relevant | | Ve | ery re | levan | t | |
|---|---|--|---------------------------------------|----|--------|-------|---|--|
| | 1 | 2 | 3 | 4 | | | | |
| Α | Entrepreneurial cul | ture | | | | | | |
| 1 | We have many prom | We have many promising ideas than we have time and resources to pursue | | | | | | |
| 2 | Changes in the socie school. | Changes in the society at large seldom lead to commercially promising ideas in our school. | | | | 3 | 4 | |
| 3 | We never experience | e lack of ideas that we | can convert into profitable services. | 1 | 2 | 3 | 4 | |
| 4 | We focus on improvi | ng our school existing | services | 1 | 2 | 3 | 4 | |
| В | Entrepreneurial lea | dership | | 1 | 2 | 3 | 4 | |
| 1 | As a founder i emph leadership. | As a founder i emphasize good interpersonal relations, tactful and diplomatic leadership. | | | | 3 | 4 | |
| 2 | My leadership is unusually able to persuade others of my viewpoint. | | | | 2 | 3 | 4 | |
| 3 | We strongly emphas advising. | We strongly emphasize giving courage, confidence or hope through reassuring and | | | | 3 | 4 | |

| | Not relevant | Somehow relevant | Relevant | V | ery re | levan | t | |
|---|--|--|--|---|--------|-------|---|--|
| | 1 | 2 | 3 | | 4 | ļ | | |
| | | | | | | | | |
| С | Entrepreneurial min | ndset | | | | | | |
| 1 | We passionately pu | Ve passionately pursue entrepreneurial opportunities | | | | 3 | 4 | |
| 2 | We strongly emphas | size the disciplined pur | suit of the most promising opportunities | 1 | 2 | 3 | 4 | |
| 3 | We usually have cor | We usually have consistent focus on execution. | | | | | 4 | |
| 4 | We have a commitment to engage everyone in identifying and pursuing entrepreneurial opportunities | | | | 2 | 3 | 4 | |
| | | | | | | | | |
| D | Strategic managem | nent resources | | 1 | 2 | 3 | 4 | |
| 1 | We usually focus on competitive advanta | | sources that can be used to protect a | 1 | 2 | 3 | 4 | |
| 2 | | Our resources are managed strategically so that they foster simultaneous use of opportunity and advantage seeking behaviors. | | | | 3 | 4 | |
| 3 | Our managers have abilities to strategically structure the resource portfolio. | | 1 | 2 | 3 | 4 | | |
| 4 | We encourage strategic, gradual processes of acquiring, accumulating and divesting resources. | | | | 2 | 3 | 4 | |

Appendix B

MAKERERE UNIVERSITY BUSINESS SCHOOL

To be completed by Founder

RESEARCH ON STRATEGIC ENTREPRENEURSHIP AND PERFORMANCE OF PRIVATE SCHOOLS

Dear respondent,

This questionnaire is designed to collect information on strategic entrepreneurship and performance of private schools in Wakiso District. The information provided is purely for academic purpose and will be treated with utmost confidentiality with aggregate analysis that no respondent is identified. In order to accomplish the study, you are kindly requested to complete these questions, in case of any queries, please contact my supervisors Dr. Waren Byabashaija and Prof. Waswa Balunywa of Makerere University Business School.

Your kind cooperation is highly appreciated.

SECTION I

BACKGROUND INFORMATION

To help us form a picture of the background and experience of our respondents. Please answer (tick one) the following questions.

| 1. | Gender Male Female |
|----|--|
| 2. | Age of the respondent (18-28) (29-39) (40-50) Above 50 |
| 3. | Marital status |
| | i) Married ii) Single iii) Widowed |
| | iv) Divorced v) Others (specify) |
| | |
| 4. | Highest level of formal education |
| | i) Primary ii) Secondary iii) Diploma |
| | iv) Undergraduate Degree v) Postgraduate degree/diploma |
| 5. | Have you worked as a teacher before Yes No |
| | If no what else |
| 6 | Do you have any formal entrepreneurial training? Yes No |

| 7 | Are you the | only founder of the school? Yes No | |
|----|----------------|--|--|
| | If no, who a | re the other founder | |
| 8 | What is the s | ize of your school in terms of school fees collection? | |
| | i) Less than 2 | 0M ii) Between 20 & 50M iii) Between 50M & 100M | |
| | iv) Between | 100M & 200M v) Over 200M | |
| 9. | How many] | eople do you employ? | |
| | Teachers | (1-28) (29-39) (40-50) Above 50 | |
| | Others | (1-28) (29-39) (40-50) Above 50 | |

ENTREPRENUERIAL ORIENTATION

Below are some statements that relate to entrepreneurial orientation in the school. Please indicate how much do you agree or disagree with each statement? (Tick in the corresponding space.)

| S | strongly disagree | disagree | Neither agree nor disagree | agree | Strongly agr | | | gree | |
|---|---|------------------------|-------------------------------|-----------------|--------------|----|---|------|---|
| | 1 | 2 | 3 | 4 | | | | 5 | |
| A | Innovation | | | | | | | | |
| 1 | The school stakehole | ders are involved in | n generation of new ideas. | | 1 | 2 | 3 | 4 | 5 |
| 2 | The school has intro | duced different ser | vices over the past five ye | ars. | 1 | 2 | 3 | 4 | 5 |
| 3 | The school has made | e automation of its | processes for the school. | | 1 | 2 | 3 | 4 | 5 |
| 4 | During the last five | years we have done | et new students | 1 | 2 | 3 | 4 | 5 | |
| 5 | We have special disc | counts from our su | opliers | | 1 | 2 | 3 | 4 | 5 |
| 6 | We have introduced | usage of computer | in the classes and adminis | stration. | 1 | 2 | 3 | 4 | 5 |
| 7 | We have done some | thing different for | our employees that other s | chools have not | 1 | 2 | 3 | 4 | 5 |
| | done. | - | | | | | | | |
| B | Risk taking | | | | | | | | |
| 1 | We allow students to | o study before payi | ng school fees. | | 1 | 2 | 3 | 4 | 5 |
| 2 | We borrow funds to | finance our school | activities. | | 1 | 2 | 3 | 4 | 5 |
| 3 | Over the last five ye | ears, our school has | s expanded beyond one can | npus. | 1 | 2 | 3 | 4 | 5 |
| 4 | We try out somethin | g new without kno | wing how it will work. | • | 1 | 2 | 3 | 4 | 5 |
| 5 | We are not afraid to | take bold decisions | s to pursue opportunities. | | 1 | 2 | 3 | 4 | 5 |
| 6 | We believe that the | business environme | ent of the school is such th | at fearless and | 1 | 2 | 3 | 4 | 5 |
| | powerful measures a | re needed to obtain | n the school's objectives. | | | | | | |
| С | Competitive Aggre | ssiveness | | | | | | | |
| 1 | In order to compete, | we do something s | special for our students. | | 1 | 2 | 3 | 4 | 5 |
| 2 | We learn from both | our students and ot | hers to enable us compete | | 1 | 2 | 3 | 4 | 5 |
| 3 | We engage in promo | ptional activities for | or example bursaries and | sports | 1 | 2 | 3 | 4 | 5 |
| 4 | | | d new services unknown t | | 1 | 2 | 3 | 4 | 5 |
| 5 | We offer better scho | ol fees package as | compared to similar school | ols. | 1 | 2 | 3 | 4 | 5 |
| 6 | We have a guiding r we intend to achieve | | 1 | 2 | 3 | 4 | 5 | | |
| 7 | We have suppliers w | ho offer cheaper a | nd better goods. | | 1 | 2 | 3 | 4 | 5 |
| D | Proactively | | | | | _1 | | | 1 |
| 1 | We usually initiate | changes before oth | ana da | | 1 | 2 | 3 | 4 | 5 |

| Strongly disagree | | disagree | Neither agree nor agree disagree | | | Strongly agree | | | |
|-------------------|--|--|----------------------------------|--|---|----------------|---|-----|--|
| | 1 2 3 4 | | | | 5 | | | | |
| 2 | Our school actively | Our school actively seeks new opportunities. | | | | | 3 | 4 5 | |
| 3 | We anticipate chang | es and act on them | l. | | 1 | 2 | 3 | 4 5 | |
| 4 | We actively seek new things to enable us retain students. | | | | | 2 | 3 | 4 5 | |
| 5 | Our school has followed strategies that allow it to exploit opportunities in its | | | | 1 | 2 | 3 | 4 5 | |
| | external environment. | | | | | | | | |

STRATEGIC ORIENTATION

Below are some statements that relate to strategic orientation in the school. Please indicate how much do you agree or disagree with each statement? (Tick in the corresponding space.)

| , | Strongly disagree | disagree | Neither agree nor disagree | agree | e | | Sti | ongly | agree |
|---------------|--|-------------------------|-------------------------------|-------------------|---|---|-----|-------|-------|
| | 1 | 2 | 3 | 4 | | | | 5 | |
| Α | Resource strategy | | | | | | | | |
| 1 | As we define the sc | hool strategies the ma | jor concern is how to b | est utilize the | 1 | 2 | 3 | 4 | 5 |
| | resources we control | | | | | | | | |
| 2 | | | by our perception of op | portunities and | 1 | 2 | 3 | 4 | 5 |
| | | ed by the resources at | | | | | | | |
| 3 | | | nities we perceive as v | aluable and then | 1 | 2 | 3 | 4 | 5 |
| | acquire the resource | | | _ | | | | | |
| 4 | The resources we ha | | 1 | 2 | 3 | 4 | 5 | | |
| 5 | Since we don't need | portunity our | 1 | 2 | 3 | 4 | 5 | | |
| | | urces may be in stages | | | _ | | | | |
| 6 | | | ble is enough for the s | chool to begin to | 1 | 2 | 3 | 4 | 5 |
| | | for which they may b | | | | - | - | | |
| 7 | | control the resources v | we use. | | 1 | 2 | 3 | 4 | 5 |
| B | Strategic Leadersh | | | | | | - | | |
| 1 | | | changing circumstance | es without much | 1 | 2 | 3 | 4 | 5 |
| | concern for past prac | | | <u> </u> | | - | | - · · | |
| 2 | | size getting things don | e by following formal | procedures and | 1 | 2 | 3 | 4 | 5 |
| 2 | processes. | | 1 1 1 1 1 1 1 | | 1 | - | 2 | - | ~ |
| 3 | | | eadership style through | | 1 | 2 | 3 | 4 | 5 |
| 4 | | | and staff employees a | dhere closely to | 1 | 2 | 3 | 4 | 5 |
| ~ | the formal job descri | | | 1 | 1 | 2 | 2 | 4 | ~ |
| 5 | | | true leadership princip | | 1 | 2 | 3 | 4 | 5 |
| 6 | | styles are allowed to | range freely from very | formal to very | 1 | 2 | 3 | 4 | 5 |
| C | informal | | | | | | | | |
| <u>C</u> | Networking | with all the stakehold | un in the estrent | | 1 | | 2 | 4 | 5 |
| $\frac{1}{2}$ | | | | | 1 | 2 | 3 | 4 | 5 |
| | we use our relations | snips with stakeholders | s to gain access to reso | urces. | 1 | 2 | 3 | 4 | 5 |
| 3 | We encourage attend | dance of seminars and | staff exchanges with i | n private schools | 1 | 2 | 3 | 4 | 5 |
| 4 | | | wit a view to learn fror | | 1 | 2 | 3 | 4 | 5 |
| 5 | We prefer joining social networks or supportive groups and places where like- minded people congregate. | | | | | | 3 | 4 | 5 |
| 6 | We use our relationships with our stakeholders to market ourselves. 1 | | | | | | 3 | 4 | 5 |
| 7 | | | | | | | 3 | 4 | 5 |
| | into an effective tool | 2 | - | | - | | | | |

PERFORMANCE OF THE SCHOOL

Below are some statements that relate to performance of the school. Please indicate how much do you agree or disagree with each statement? (Tick in the corresponding space.)

| S | Strongly disagree | disagree | Neither agree nor disagree | agree | | | Strongly agree | | | |
|---|--|--------------------------|-------------------------------|--------------------|---|---|----------------|---|---|--|
| | 1 | 2 | 3 | 4 | | | | 5 | | |
| Α | Geographical expan | nsion | | | | | | | | |
| 1 | Our school has been | able to generate adeq | uate cash inflows as it | conducts its | 1 | 2 | 3 | 4 | 5 | |
| | normal operations | | | | | | | | | |
| 2 | Our school affords r | | 1 | 2 | 3 | 4 | 5 | | | |
| 3 | Our school is has be | hen its position. | 1 | 2 | 3 | 4 | 5 | | | |
| 4 | Our school is been a | ble to build a uniquely | y different branch in the | e past five years. | 1 | 2 | 3 | 4 | 5 | |
| B | Student enrolment | | | | | | | | | |
| 1 | Our school has been | able to maintain the s | tudents it enrolls | | 1 | 2 | 3 | 4 | 5 | |
| 2 | The revenue has gro | wn due to increase in | enrolment of students | | 1 | 2 | 3 | 4 | 5 | |
| 3 | Our student enrolme | ent has steadily grown | over the past five year | `S | 1 | 2 | 3 | 4 | 5 | |
| 4 | Our school gives a g | good return for their sc | hool fees to its student | S. | 1 | 2 | 3 | 4 | 5 | |
| | | | | | | | | | | |
| С | New services | | | | | | | | | |
| 1 | We improve our service | vices regularly | | | 1 | 2 | 3 | 4 | 5 | |
| 2 | | teadily grown over the | e past five years | | 1 | 2 | 3 | 4 | 5 | |
| 3 | The revenue has gro | wn due to new service | es | | 1 | 2 | 3 | 4 | 5 | |
| 4 | We focus on improving our school existing services | | | | 1 | 2 | 3 | 4 | 5 | |
| 5 | We have opened up new markets for our school services in the last five years | | | | | 2 | 3 | 4 | 5 | |
| 6 | We never experience | fitable services. | 1 | 2 | 3 | 4 | 5 | | | |

C-1 What was the infrastructure development of your school for each of the last five years?

| | 2005 |
|-----|---|
| | 2006 |
| | 2007 |
| | 2008 |
| | 2009 |
| C16 | What were your annual student enrolments for each of the last five years? |
| | 2005 |
| | 2006 |
| | 2007 |
| | 2008 |