

**THE ROLE OF UNIVERSITY PROGRAMMES AND PERFORMANCE OF
COMMUNITY BUSINESSES IN UGANDA**

**CASE STUDY: BUSINESS AND MANAGEMENT PROGRAMME AT UGANDA
MARTYRS UNIVERSITY NKOZI**

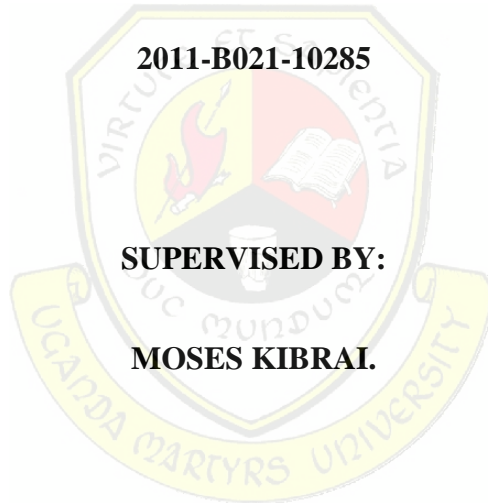
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Abstract

This study examines university programs and performance of community businesses in Uganda looking at the case study as business and management program at Uganda Martyrs University. It was based on three specific objectives which are: To find out the role of teaching and learning in the performance of community businesses, to establish the effect of research and innovation on the performance of community businesses, to examine the role of community engagement in the performance of community businesses. The researcher applied a case study research design using both qualitative and quantitative approaches and also based on previous literature. A sample size of 44 people was selected from a total population of 60 people. The researcher used interview guide and questionnaires for data collection. The findings of the study show that teaching and learning, research and innovation plus community engagement play a big role in the performance of community businesses of Uganda martyrs university such as practical problem solving in the business world, equipping business people with necessary skills to meet their goals and objectives such as profit maximization in business operation. The researcher concludes that amidst the various university programs that affect the performance of community businesses, community engagement is more practical in that it involves more of the community people to participate and it is easier for those who do not know how to read and write to understand better mainly if it involves training activities. The study therefore recommends that universities should continue to improve on the performance of community businesses through efficient and effective running of their programs since its performance can be determined through graduates in their fields of work in respective communities.

CHAPTER ONE

GENERAL INTRODUCTION

1.0 Introduction

Ikechi (2009) states that globalization of markets and production has produced new threats which have affected the performance of community businesses. This study therefore examined the role of university programs and performance of community businesses in Uganda. In this study, university programs were treated as independent variable and performance of community businesses as dependent variable. Chapter one covers the general introduction to the study background.

1.1 Background to the study

Harper (1984 and 1997), Ba-el and Felsenstein (1990) contends that community businesses are globally recognized as engines of growth and development and in many countries there has been some considerable effort to support them so as to create the necessary employment opportunities, incomes and productive capacity however their contribution has been greatly affected by poor management skills, data management and availability. According to Kasenene (2005), in east African region, Securing investment finance has been named as a leading constraint to entrepreneurs who want to start or expand their businesses.

On a national scale, Tulip and Bitekerezo (1993) argue that the performance of community businesses has indicated poor progress right from the time of colonial rule in 1894 up to the current state. The theoretical education that was introduced by colonialist has affected the general operation of community businesses for instance many businesses are having a challenge

of management skills and due to this, the profits and turnover are subsequently low. Kasozi (2003) argues that government of Uganda has currently put more effort in education system as one of the factors that can solve the issues of business performance in the economy. In relation, Adamu (2001), Barnabas and Durkwa (2007) asserted that “better performance of any business” in any society is anchored primarily to education process”. In addition, Andersson (2004) says that internationally, Institutions of Higher Learning like Universities have been recognized as factors that trigger economic, social and political transformation through research, learning and teaching.

On a national scale, many government and Private universities have been put in place to provide skills and knowledge to people as this is the way to improve on the performance of community businesses in Uganda through rising good entrepreneurs, people of integrity and potential leaders. A report from National Council of Higher Education (2006) shows that there has been a rapid growth in the institutions of Higher Learning among which universities consisted 17.2% of Tertiary Institutions in Uganda. The establishment of universities was also purposed to better management of economic activities due to the increase in the demand for the goods and services by the growing population in Uganda. Much as universities and their programs exists, the performance of community businesses is still in a poor state that is to say the quality of knowledge generated within universities, its availability and application to the community businesses has become a big issue and the leaders in the government are blaming each other, youth are saying the problem is the ruling government and the business men and women are blaming the education system and advocating that government should teach practical subjects like entrepreneurship as this will create innovation and creativity that will enhance good performance of businesses.

It is upon this situation that the researcher intended to use Uganda martyrs University as a case study to find out the reasons as to why the community businesses are still in the poor state regardless of the existence of university programs and Uganda Martyrs University being one of the recognized private university in Uganda that is church founded. In addition to the above, the study was based on the premise that the role of university programs towards performance of community businesses had not been evidenced for example there is still poor management of businesses that is to say some businesses are in the same state year after year, the transport system is still poor and the productivity, the graduates are not productive when they reach the field of work. Basing on these therefore, the growth of better community businesses calls for efficient and effective university programs.

1.2 Statement of the Problem

All over the world and particularly in Uganda, the literature reports and policies show that universities were established to address the challenge of wealth creation, employment and social needs of the society (Materu, 2007). In addition, he contends that universities were established to play a vital and critical role in as far as development is concerned since they disseminate knowledge and skills, leaders, carry out research, promote unity, technological development and corporate social responsibility leading to improvement in the standards of living. In relation to this, the government of Uganda has allowed and encouraged the establishment of other universities that are privately owned for more efficiency in delivery of educational services.

Furthermore the government has emphasized practical subjects like entrepreneurship to improve on creativity and innovativeness so that people can become job creators than job seekers under the control of National Council for Higher Education. However, much as this has been said,

developing and managing successful businesses in the community is still a critical challenge, community businesses are still stagnant, some are shutting down and others are expanding at a very low rate. It is not clear if different academic programs offered at university can explain the performance of community businesses in Uganda. This study focused in that direction.

1.3 General Objective

The general objective of the study is to find out the role of university programs in the performance of community businesses.

1.4 Specific Objectives are:

1. To find out the role of teaching and learning in the performance of community businesses in Uganda martyrs university.
2. To establish the effect of research and innovation on the performance of community businesses in Uganda martyrs university.
3. To examine the role of community engagement in the performance of community businesses in Uganda martyrs university.

1.5 Research Questions

This research was therefore designed to seek the answers for the following questions:

1. What is the role of teaching and learning in development of community businesses in Uganda Martyrs University?
2. What is the effect of research and innovation on the performance of community businesses in Uganda Martyrs University?

3. What is the role of community engagement in the performance of community businesses in Uganda Martyrs University?

1.6 Significance of the Study

It was hoped that the study will contribute to the increasing need of awareness to the public about the importance of university programs as means of imparting skills and knowledge to people.

Academic contribution: The academician interested in the university programs and their roles towards community business growth may learn from the documented findings and expand upon the research.

Practical implementation and strategy formulation: The institutional related projects may also learn from the research and improve on their strategy of implementation and formulation as the competitive advantage over others in the same business.

It was intended that the study will act as basis for further study for the researcher and will also build the research capacity of the researcher

The study will also help policy makers in their areas of interest at the time it is needed.

1.7 Scope of the Study

The research was carried out at Uganda martyrs university main branch. The researcher also visited the community businesses around Uganda Martyrs University Nkozi.

The study was centered on the role of university programs in the development of community businesses in Uganda Martyrs University.

1.7.1 Content scope

The study focused on the role played by university programs in the development of community businesses.

1.7.2 Time scope

The researcher mainly focused on the period of about five years to gather his necessary information that was from 2007 to 2012, while conducting his research. The researcher focused on this period to estimate possible roles of university programs in the development of community businesses in that particular period. The findings of this period helped the researcher to estimate the possible ways on how to improve on the development of community businesses in Uganda Martyrs University and other organizations that might find it useful.

1.7.3 Geographical scope

In this research, Uganda Martyrs university Nkozi main branch was studied. The main branch of Uganda Martyrs University is located alongside Masaka road in Nkozi Mpigi district. The study mainly focused on the role of university programs in the development of community businesses.

1.8 Justification of the Study

The research intends to benefit all higher institutions of learning and community businesses in Uganda by reminding them of their roles towards social, economic and political welfare of the society through proper management of community businesses with necessary skills that require observation and understanding of the needs of the society.

The study further went on to find out in details the major university programs and how they have affected the performance of community businesses by explaining each program in particulars.

1.9 Definition of Concepts

Community business: Refers to the activities that are carried out in an organized society with the aim of getting profits.

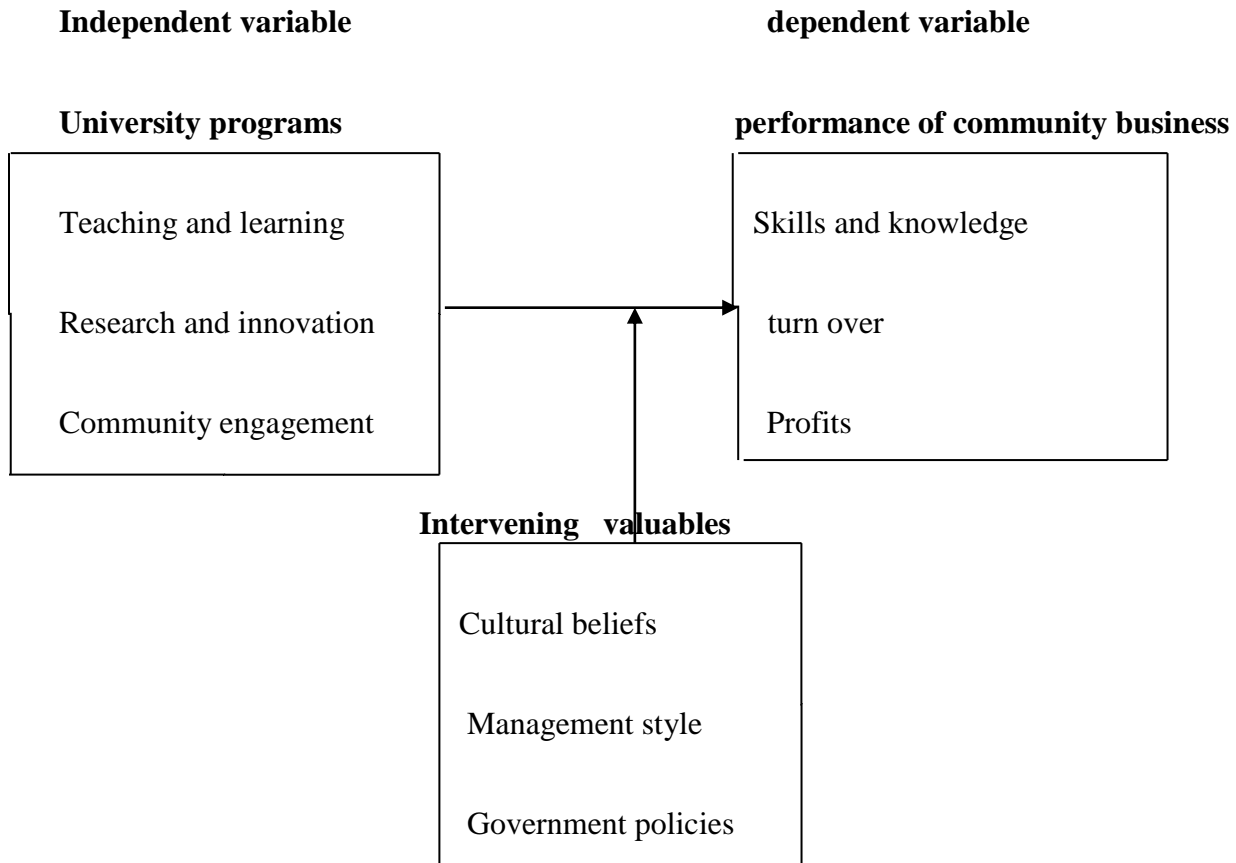
University: Refers to an institution for higher learning with teaching and research facilities constituting a graduate school and professional schools that award master's degrees and doctorates and an undergraduate division that awards bachelor's degrees. In addition, it can be buildings and grounds or the body of students and faculty of such an institution.

Institutions of Higher Learning: These are organizations that impart knowledge, skills, and enhance the human capital of the population which in turn promotes economic growth and development.

Business: refers to an occupation, work, or trade in which a person is engaged in or a specific occupation or pursuit for example the wholesale food business. In relation, it refers to any legal activity carried out by an individual or group of persons with the aim of getting profit.

Development: Refers to the quantitative and qualitative changes in the economy. It involves the development of human capital, critical infrastructure, regional competitiveness and environmental sustainability.

Figure 1.1 Conceptual Frame Work



Source: *Developed by Brennan (2004)*

The researcher splinted different variables as per his study into independent, dependent and intervening variables. The researcher linked both independent and intervening factors to find out their relationship and how they impact on the development of community businesses in Uganda Martyrs University. The researcher used many variables to one approach while discussing the variables in details and how they relate to each other and to community businesses in Uganda Martyrs University.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

The assumption that all businesses or firms wish to grow and that people desire to be self-employed because of various individual reasons, there are likely challenges they do face in the course of their business operations and they originate from different areas that is to say social, economic and political spheres that affect the performance of community businesses. This chapter therefore shows other related literature about university programs and performance of community businesses. In addition, it explains the role of teaching and learning in the performance of community businesses establishes the effect of research and innovation in the performance of community businesses and also examines the role of community engagement in the performance of community businesses

2.1 University programs

Kasozi (2007) defines a university as an institution or educational institution in any state that admits regular students or persons having certificate of graduation from a school providing secondary education or a recognized equivalent of such a certificate or persons. Universities also provide an educational program for which the institution awards a bachelor or a degree that is acceptable for the admission to graduate or professional degree program subject to review and approval by the secretary. In relation to the above, Yesufu (1973) defines universities as a group of scholars and students living together as a community and claiming a large number of autonomy. He provides the following functions of universities that is to say: persuasion,

promotion, dissemination of knowledge, research, provision of intellectual leadership, manpower development, promoting social and economic modernization, promoting inter-central unity and international understanding.

2.3.1 Teaching and learning on the performance of community businesses

Patricia (1987) argues that achieving excellence in postsecondary education requires an understanding of what teachers can do to cause learning. Major findings from research on teacher effectiveness can be distilled into three conclusions: (1) when students are actively involved in the learning task they learn more than when they are passive recipients of instruction; (2) students generally learn what they practice; therefore, time engaged in learning should be related to desired instructional outcomes; and (3) if teachers set high but attainable goals, academic performance usually rises to meet expectations. Though years of research confirm that these factors are significant to student learning through practical involvement in community activities like businesses that later improves on their creativity and innovation even more, the researchers consistently find that such common sense practices do not exist in college classrooms. Many educators feel that assessment is the route to attaining quality in undergraduate education; however, in most states the necessary links between assessment and instruction have yet to be confirmed. Several methods for improving these links have been proposed, including classroom research, whereby teachers evaluate the effectiveness of their own teaching.

Strategies of Teaching and Learning

Advocate the use of technology to meaningfully enhance the learning, teaching and assessment experience.

Patricia (1987) contends that while it would be irrational to assume that technology on its own can provide a solution to the strategic challenges that face university programs like teaching and learning (globalization, flexible provision demand, and meeting an increasing number of diverse student requirements), educational research supports the view that technology can offer more opportunities to improve communication and collaboration when embedded in learning and teaching program. The staff should have a blended approach to learning – to utilize the web and other technologies available in the classroom. Research supports the view that students prefer the publishing of grades and feedback online.

Promote employability throughout the curriculum

As strategy, it is important that university programs ensure that graduates are imparted with the necessary knowledge, intellectual skills and attitudes to be effective and successful in their chosen future careers. Employability should be closely related to the University's programs and as a commitment to direct education towards students as 'responsible citizens and leaders in a complex world'. Therefore there should not be a pre-judge on what students might choose as their role in life.

Embed the Centre for Organizational Management's research themes across the curriculum

What sets higher education apart from further or school education is the fact that teaching staff are also engaged in cutting-edge research and can share the insights of their epistemic communities with students

This strategy can be achieved through team-teaching and close collaboration between research active and non-active staff members. Research informed teaching is based on the premise that

research benefits teaching and learning as curriculum content is motivated through access to advanced research. Teachers involved in research and innovation should also help to raise the profile of the university programs in the wider academic and professional community.

Brennan (2004) contends that in recent year's governments around the world have come to regard a substantial or growing level of university programs as essential for economic development. He asserts that universities and their programs generally provide public goods for countries through teaching and learning, such as the formation of national and cultural identity, enhancing individual opportunity, and democratic commitment which is highly regarded as important by political leaders. However, it is the economic pay-off that increasingly counts. Brennan (2004) says that there is a widespread acceptance that a nation's human capital, new ideas and innovations are generated through teaching and learning offered by universities which finally works as a major driver of economic growth and development.

Northern Illinois University Outreach (2005) reports that higher education will be a dominant, if not decisive factor in preparing workers with the robust skills needed to adapt to changing job requirements. The transition from manufacturing to the technology-based new economy dramatically raised the skill level needed to get a job. By 2005, 85% of all new jobs in America would require some level of higher education. The requirements for current jobs are changing as well; from 1973 to 2003, the percentage of workers ranging from age 30 to 59 with some postsecondary education increased from 28% to 60%, and nearly three-fourths of the increase in the need for postsecondary education was due to "up skilling" – employer demands for higher skills (Sampson, 2003; Sampson, 2004; Carnevale and Desrochers, 2003).

In relation to the above, better communities are viewed as great places to live and work. Universities provide instructions and programs like teaching and learning, but they also provide arts, entertainment, sports, and recreation programs that attract and retain a quality workforce which leads to the development of community businesses. Professional-quality events are available to the public free or at reasonable costs which boosts the social welfare. Higher education prepares a quality workforce by offering instructional programs, matching instruction to the needs of business and industry, and helping individuals learn throughout their lives.

Kenneth and McGrath (1999) say that donor committee for community business enterprise development has recently popularized the notion of business development services. This concept places non-financial services alongside credit as part of the menu of inputs, which can then be tailored to individual's needs. Among these education and training are increasingly factors that are being given attention in the whole of promotion of community businesses, particularly as donors to education are increasingly seeing the community business enterprise sector as an appropriate location for their own interventions (working group for international cooperation in vocational and technical skills development 1997). The problem of education researchers from this new conjuncture is to integrate their own lessons about relationship between education and work in Africa with new insights about the new dynamics of the community business economy across the continent. This challenge can be met adequately only with rigorous research.

Mouton and Wildschut (2003), on the other end of the continuum argue that university programs create a provision for internships ('practicum') which engages students in activities where the primary beneficiary is the student and the primary goal is student learning for better innovations and management efficiency.

Internships are generally fully integrated with the curriculum and are intended to provide students with hands-on practical experience that enhances their understanding of the area of study, achieves their learning outcomes and provides them with vocational experience. Internships are used extensively in many professional programs such as social work, medicine, education and psychology. However, in the report by Higher education, community engagement and the world we want commenced on July 5-8, 2009 states that Universities have to reform their curriculum, including practical work as an element of learning. In many of our countries, universities only do classroom teaching without practical immersion. In every subject you can learn out of experience, from the field. In addition, Fiona (2012) contends that rural development should be encouraged with an emphasis on teaching, learning and empowerment of locals so that they can pass on the skills and take control of their futures.

Furthermore, Lalonde (1995) argued that teaching and learning is the act of acquiring skills; knowledge and competency required to perform activities efficiently and effectively. To derive the rightful benefits of teaching and learning by universities for poor community businesses to generate income, the focus should be on business skills to cater for those planning to begin businesses and those who are already involved in the business since the main goal is to improve business performance.

In his study on the impact of teaching and learning on the performance of poor household business in United State (US), he found out that teaching and learning positively impacts on the ability of poor performing businesses to accumulate assets for expansion. Entrepreneurs within the community are able to expand on their businesses, improve on the management skills of their business, accumulate income, increase household welfare, and increase household education and relationship of the households for business growth.

However his study also revealed that the impact of teaching and learning is mostly recognized in households who had some level of business involvement back at home.

Klobucher (2003) also state that before introduction of universities to offer its programs such as microfinance teaching and learning courses for all students regardless of the sex, families in many areas of Africa did not think seriously about educating their children especially girls which affected the rate of growth in businesses. However, the availability of microfinance credits and training offered as a result of universities has currently changed the attitudes of women to get involved in community business activities. In relation, research by scholars has identified investment in human capital, such as education, as an important tool for economic growth, poverty alleviation and subsequently better performance in businesses (Schultz, 1961; Barro, 1991). Human capital refers to the stock of knowledge, which embodies an individual's ability to perform labor in order to produce economic value. The authors further state that training helps people build their lives and families as well.

In investigating the impact of teaching and learning on community businesses and returns to capital by Lanka (2008), the findings revealed that higher returns were recognized among entrepreneurs with higher cognitive skills, as measured by a digit-span recall test, and more years of schooling. These empirical findings clearly point at the potential importance of adding teaching and learning to microfinance in order to promote business development among poor entrepreneurs in communities for further capital formation to their expansion of businesses.

In relation to the above, Morduch (2000) urged that teaching and learning is an essential tool that the illiterate poor households should be given than relying only on credit if poverty is to be alleviated from households.

2.3.2 Research and innovation on the performance of community businesses

According to Kent (2006), university programs have played a key role in the process of economic growth, as both a source of new knowledge and a trainer of scientists and engineers who work in industrial laboratories and as a result, university programs are considered to be the principal strength of the national innovation system and their contribution towards development is as a result of implementing research findings which later leads to attraction of industrial labs to the local area, start-up of new high-tech businesses, and the competitive advantages are also enjoyed by the local business people mainly when their technologies are advanced by university research. However, Kent, (2006) has not shown how the research findings can even benefit the local people who are not educated but they are operating businesses. Furthermore, he has not given examples of some areas where research findings have been applied and the effect it has brought to those very areas.

In relation to the above, Kent, (2006) emphasizes that the focus is primarily on the impact that results from university research rather than education though it is difficult to separate education from research, especially graduate education as supported by (Kenneth and McGrath, 1999).

According to Kasozi (2003), universities with prominent research faculty also tend to have prestigious graduate programs and as a result, some students who graduate with advanced degrees in science and engineering in such universities remain in the local area to work in industrial labs or to start new science-based businesses which leads to the development of community businesses.

In addition, studies of economic impact of universities find it difficult to separate the effects of research from education. So, in reviewing how universities shape local economies through

research, the role of universities as a trainer through teaching and learning of new scientists and engineers is also considered (Kent, 2006).

Much as Kasozi (2003) has shown how prominent research is, he has not shown how and why community businesses are still not functioning well though there is a higher number of scientists who are graduating every year in other words, he has pointed out the role of research towards development of community businesses but he is silent on the reasons to why the role of research has not been implemented causing the businesses to remain in a poor state to the level of even collapsing.

Contrary to the above argument, (Fiona, 2013) says that the emphasis on research carried out in universities and research stations does not always reproduce accurately field conditions. Traditional methods and local crop varieties have been ignored or overlooked with an emphasis on Western style agriculture and economics which later affects the performance of community businesses mainly those ones dealing in agricultural products end up having negative effects in a long run for example the soils loose fertility at a high rate due to the use of fertilizers as new methods of farming that come with research findings.

In addition, (Kent, 2006) contends that a distinction is made between university research that is directly incorporated into new industrial products or processes and advances in basic scientific understanding that may eventually have profound effects on technology but only after crossing many disciplinary and industry boundaries.

In relation, university research that is of a basic nature there for requires long periods of time before it can fully contribute to technological development so as a positive economic impact in community businesses can be realized. However, most of this development may accrue outside of the local area economy.

In analysis of the above argument by Fiona, (2013) and Kent, (2006), the reasons to why research findings are not always up to date in form of accuracy and time has not been indicated and the solutions to how the problem can be treated so that the people involved in the operation of community businesses can well benefit from the realities of research have also not been provided.

However, Kent, (2006) provides two reasons as to why university research might have economic impacts to the local people who are within the locality of the university. The first has to do with the transfer of implied knowledge. Firms that wish to commercially develop major scientific advances need to establish close working relationships between their own scientists and the inventors for better innovations. If the inventors are university faculty who do not wish to leave their university positions, this may require that the firms locate near the university. Another reason for why universities with strong research programs stimulate local business activity involves graduate students. Despite the high mobility of the population, young scientists and engineers tend to remain in the vicinity of their graduate school, especially if that school is located in a large urban area as these will improve their social welfare and innovation plus the community businesses within their operational area.

There have been cases where advances in basic science that result from research have led quickly and directly to important industrial applications. Perhaps most famous is the development of the atomic bomb in the early 1940s following research discoveries in basic physics made during the 1930s. Direct links from university research to industry are also common in some applied sciences such as metallurgy, materials science, computer science, and electrical engineering. Nevertheless, the mainstream view among economic historians is that while most technological breakthroughs are ultimately traced to advances in science, many of them are made in

universities. However, the benefits of scientific advance on industry innovation take a long time to be realized and the links are difficult to trace as they cross a variety of disciplinary and industry boundaries which may not solve the immediate community business challenges.

Feller (1990, 2004), and Florida (1999) argues that for university research to significantly affect the local economy requires a coincidence of special conditions that are difficult to create. Secondly, because of the long reach of science, most of the economic benefits of academic research, certainly the long-term benefits accrue to individuals who live outside of the local community. Effective support of university research requires a heavy dose of federal funding, not just state funding. Finally, while research is an integral part of what goes on at universities, and a necessary complement to graduate instruction, it is wise not to lose sight of the role universities play as educators of industrial scientists, engineers, and entrepreneurs for instance Private-sector firms, who carry out most of the innovative effort in the country, rely on universities more as a source of professional workers than a source of new industrial technology. However, Feller (1990, 2003), and Florida (1999) in their argument have not given special conditions which are necessary for research to be effective in the local communities so as to bring development of businesses in the communities and more so the solutions that need to be put in place so as research may benefit the local people that are within the locality of the university than those outside its locality though it is expensive and demands for much time for implementation.

According to Kent (2006), academic research that is most likely to have an impact on the local economy is research that directly influences industrial innovation and these is in two ways that is to say new industries are more reliant on university research than mature industries, and research

in applied academic field is more directly relevant to industrial innovation than research in basic fields.

More so, Ludovico and Lombardi (2003), contends that development of a truly comprehensive vision of sustainable society will require new scientific knowledge out of research findings restructured to reverse past tendencies toward stratification and fragmentation in research, and to foster an integrated holistic approach to decision making and problem solving for instance sustainability science has been recognized as a branch of science by the National Academy of Science in the USA since 1999, and grew from the recognition that in order to deal with the complexity of human-nature interactions so as to enforce community business development, a decisive change is needed in the way that scientific findings are undertaken.

According to the above literature reviewed, Kent (2006), Ludovico and Lombardi (2003), have not shown how and why new industrial research findings are more relevant and how well they can lead to development of community businesses.

However, the role of research findings by universities is to provide guiding tools for the pursuit of sustainable and responsible development which the above literature has not shown. Meanwhile, if the universities are to play a role in educating people for sustainable development then they must be closed to the research which is being undertaken in order to understand sustainability more fully and as a result knowledge will change, priorities will emerge and new thinking will develop there for, to be not connected with leading research would mean that the education would be out of date, possibly irrelevant and almost certainly inadequate.

2.3.3 Community Engagement in the Performance of Community Businesses

3.3.3.1 Community Engagement Initiatives

Talloires (2005) contends that globally there is a realization that universities should engage more closely with the communities within which they are situated. In addition, Talloires (2005) says that through community engagement, universities are able to promote shared and universal human values with the global neighbor. He further emphasizes that universities have three core functions as defined by the White paper (1997) on Transformation of Higher Education and one of these functions is community engagement. According to the white paper (1997), community engagement involves promotion and development of social responsibility and awareness among students and the surrounding environmental through service programs.

According to the report from university of Fort Hare (on 1st January 2008), Community engagement involves all negotiated and dynamic partnerships between the university and the community it serves, which is practiced through varied initiatives focused on the interlace of research, teaching and learning aimed at addressing the social, cultural and economic development objectives of society. In relation to the above, a report from Australian University community Engagement Alliance on March 2008 stipulated that community engagement involves specific methods for academic research and teaching that necessarily includes external communities (business, industry, schools, governments, non-governmental organizations, associations, indigenous and ethnic communities, and the general public) in collaborative activities that address community needs and opportunities while also enriching the teaching, learning and research objectives of the university.

Community engagement is a form of academic endeavor where external sources of expertise and wisdom are seen as essential to advancing knowledge and understanding. Community engagement is not a separate or distinct activity within a university but is a shared enterprise between universities and their community partners that involves an exchange of knowledge and expertise that produces mutual benefit.

Bourne (2000) universities have always interacted with their communities in a range of ways for example community engagement which specifically encourages knowledge-driven partnerships that yield mutually beneficial outcomes for university and community. By its very nature, engagement however, is influenced by the alignment of university strengths and community contexts; thus, Blau and Duncan (1967). Engagement is a positive force for enhancing the diversity of a country's higher education institutions while increasing overall research productivity and student learning outcomes Adorno (2000). Community engagement is transforming and expanding higher education capacity around the world by directing the energy of teaching and research activities toward the critical issues and conditions that shape our future, locally and globally. Now recognized as a strategic imperative in many nations, it's there for a need for national policy to support community engagement across its higher education sector.

3.3.3.2 Community Engagement Activities

Volunteerism

According to Kant (1998), Volunteerism refers to essentially altruistic engagement of students and staff in activities primarily benefiting the recipient community, with service provision as the primary goal.

This includes extra-curricular activities for which no academic or other credit is received. However community engagement activities lead to development of communities through improvement in the business activities.

Community outreach

According to Anthony (2005), this type of engagement is primarily focused on benefiting the community through delivering a particular service, but is generally initiated from within the institution, department or faculty and linked to a form of recognition, such as academic credit or research. In addition, Anthony (2005) emphasizes that engagement involves donation of time or resources to benefit a community or its institutions that are established within such as nonprofit, civic or community-based organizations in an effort to improve the quality of life for community residents.

In relation to the above, Brennan and Yann (2004) Universities provide important services to the public as a collateral benefit of a university's presence in a community. Different from engagement which is an approach to academic research and teaching that is based on knowledge-driven partnerships between universities and their communities, public service and outreach activities are general programs that universities make available to the public usually without partnership, knowledge exchange, or expectation of mutual benefit. Examples of public service and outreach include public lecture series, media interviews and articles, cultural events and performances, exhibits or museums open to the public, or websites that provide public information on various topics.

Internships

According to Shawn (2013), internships engage students in activities where the student is the primary beneficiary and the goal is on student learning. Internships provide practical experience for students in their area of study; assists with achieving learning outcomes; and provide vocational experience. Internships are generally fully integrated with the student's curriculum and are used extensively in professional programs such as Social Work, Medicine, Education and Psychology.

Co-operative education

Crow (1997), Co-operative education programs have the student as the primary beneficiary and student learning as the primary goal. These programs provide students with curricular opportunities related to their field of study, which are integrated with the curriculum to some extent. These programs are generally placements within industry during the course of completion of a part of a curriculum. Derousi and Sherwood (1997), it is a structured method of combining classroom-based education with practical work experience. Cooperative education is also the use of active participation methods in which students learn how to work together to solve problems, this is normally founded on the principles of children's rights, equality, equity and participation in decision-making. Its methods include game playing, expressing opinions, democratic participation, sharing, ensuring students all have an equal opportunity to take part, and conflict resolution.

Service learning

Finn (1997) says that Service-learning engages students in activities where both the community and student are the primary beneficiaries. In this case, the primary goals are to provide services

to the community and equally to enhance student learning through the rendering of services. Freeland (1998) Reciprocity is a central characteristic of this type of learning and an emphasis is placed on integrating community service with scholarly activities; for instance, research, teaching and learning. This form of community engagement is also referred to as ‘academic service learning’; ‘academic community service’ and ‘community based learning’.

Advantages of Community Engagement

Engagement Strengthens Communities

According to Hashagen (2002), Communities gain a wide range of benefits through their productive interactions with universities and in this, communities are not mere laboratories for universities, but they are co-creators and interpreters of knowledge through collaborative research and learning activities. In this way, universities are recognized for their intellectual assets and they are empowered to contribute to knowledge generation that directly increases community capacity for action and problem-solving (Anastacio, 2000). Engagement makes the knowledge resources of universities accessible to communities in ways that can benefit social, economic, environmental and cultural capacity and conditions. Scotland (2006), this enhancement of acknowledging active citizens can create a greater sense of corporate and community responsibility and thus, the common good. This can there for drive social cohesion, social change, raise overall levels of educational attainment and generate informed debate on issues of significance to quality of life.

Community Engagement Strengthens Universities

Ballantyne (2007) contends that Universities benefit from effective engagement with their communities. Student learning outcomes are enhanced through learning experiences of making

knowledge relevant to community issues and priorities. Students learn abstract theories and concepts through application and collaboration with the communities, thus making learning more accessible to different learners. In addition, Barber and Naulty (2005), engaged learning encourages more students to continue further studies which increases the overall level of educational attainment in the nation.

Similarly, engagement can provide the basis for improved research productivity as external knowledge partnerships open up new research opportunities and new funding sources. Engagement broadens the concept of knowledge transfer to reveal that knowledge generation has many possible applications of value to society in addition to commercialization Ballantyne (2007).

Engagement is therefore a core activity of a university's research and teaching agenda, and should not be considered as a separate undertaking rather it should be a key component in a university's staff recruitment, induction, promotion, and performance review policies. In support, Kenneth and Grath (1999) contends that engaged teaching and learning are traditional core activities of universities in that they address community labor market needs while also helping students to become knowledgeable and active citizens of their regions, their nation and in the globalized world as possible. More so, research has shown that engaged teaching strategies enhance student retention, career selection, academic performance, and the development of social and civic responsibility.

These Positive effects there for, arise as a result of student opportunities to learn outside the classroom where they experience knowledge through direct action which confers benefits such as self-esteem.

Meanwhile for universities, Barr (2007), engaged research is a scholarly activity in that it recognizes communities as knowledge-rich partners and it is through these that a university's research capacity becomes more accessible as a resource to address community problems or aspirations. This approach to research there for may result in knowledge transfer and exchange in several forms that are important to academics as well as economic and social improvement including the commercialization of intellectual property, the establishment or improvement of businesses or non-governmental organizations, the design of new and effective interventions or public policies, or other joint venture activity between universities and community partners.

Brennan (2004) asserts that just as engaged research promises significant social, cultural, and environmental benefits, of which many are economically quantifiable. Through engaged research activity, universities can contribute to improvements in community conditions, educational attainment, health and well-being, social inclusion and social capital, cultural understanding, cultural expression, and economic growth (Hashagen, 2002). These gains occur because of the approach and strategies involved in engaged research. Methodologies such as community-based research or participatory action research involves external partners and voices in shaping research questions and studies in ways that recognize community knowledge, expertise, and objectives (Evans, 1994). Through such collaborations, these well-established methods of engaged research advance academic knowledge and research performance while also enhancing community capacity and quality of life.

Typically, engaged research brings more than one discipline to bear on a problem. Therefore, engaged research activities are often trans- disciplinary (using the many disciplines in the context of application), opportunity-driven and demand-driven (Gibbons, 1994).

Engagement often leads to intra- and inter-institutional collaboration, thus enhancing the overall capacity of higher education to contribute to community, state, and national objectives.

Sampson, (2003), further says that Student learning as part of an engaged teaching program will ensure graduate employability while also communicating leading edge knowledge to the government, business, industry, school and community-based settings that host students. Work integrated learning, internships, academic service-learning, international experiences and other forms of experiential learning. In addition, it also provides opportunities for students to develop a sense of commitment to their careers and betterment of their communities. Meanwhile, Barr, (2007) as a result of positive impacts on student learning and development, engaged teaching strategies are important and enriching activities that universities seek to provide, within the resource constraints created by current funding models which are driven by lecture-dominated instructions. Engaged teaching and learning depends on external partnership relationships and the greater benefits in learning are derived from a greater investment in experiential and active learning models.

Nationally, (Bourne 2000) emphasizes that community engagement is proving to be effective in a way of increasing diversity within the higher education sector because engaged research, teaching and learning produce knowledge outcomes and products that are valuable assets for both academia and the public interest. This expands the role of higher education from a passive producer of knowledge to an active participant in collaborative discovery activities that have diverse and immediate benefits to a variety of stakeholders.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter encompasses the approaches that were used to fulfill and make the study successful. It contains the details and the designs that were used by the researcher and the reasons for its choice. The chapter also captures the population and sampling methods that were used by the researcher during the study. This chapter also describes the data collecting methods and instrument method of processing and analyzing data that the researcher employed. In addition, it shows how the reliability and validity of the instruments were guaranteed. It was based on the known facts about institutions of higher learning and how they have led to the development of community businesses.

3.2 Research Design

The study adopted a case study design which involved both qualitative and quantitative approaches. The purpose of using those strategies was to help the researcher bring out both theoretical and numerical issues in the research findings. The researcher used quantitative approach to show the descriptive inferential for example figures and tables. Then the qualitative approach which has statements, narratives that relate to the situation under the study.

3.3 Area of Study

Geographically, the study was at Uganda martyrs university Nkozi, main campus its 78km from Kampala city on Masaka road western side of the country, it is 1½ km from Kayabwe town

branching off on the right hand side of the road. The area of study was selected because the researcher is a student at Uganda Martyrs University and quite informed about the activities that the university has been involved in. The area of study was hoped to provide the sufficient and appropriate information since the researcher was aware of easily accessing the information from the rightful sources that would not need him to explain much and in addition it was cheaper since the researcher did not need to travel in such for information. The table below shows the sources and the figures of the population:

3.4 Study Population

The population of the case study is 60 people, 10 employees, 20 students and 30 business operators who give a total of 60 people from the human resource of the university. The information was from 2012-2013 and got by using random sampling. However, getting all those people to answer questionnaires was somehow hard for the researcher; therefore a sample was drawn to represent the entire population which was 44, among which 7 were the employees of the university, 15 were the students from the university and 22 were business operators.

Table 3.1 study population

Sources	Population
Employees	10
Students	20
Business operators	30
Totals	60

Source: Human resource manager Nkozi sub county (2012)

3.4 Sampling Procedures

The study used probability sampling techniques for the selection of the respondents because it gives opportunities to all members within the accessible population to be selected. This ensured that, those selected are directly involved with the issues related to the topic under study.

It also reduced the likelihood of the selection of respondents in a way that each member of the society and employee had equal chance of being selected. Leedy (1997), Suggested the method of simple random sampling which involves choosing any sample of the population that you may wish to use, therefore this method of sampling was cheaper and was easy to be used by the researcher. In addition, the groups are not homogenous and because of this, stratified sampling technique was used; this technique involved identification of sub-groups in the population and their proportions, and selection from each sub group to form a sample, the technique grouped the population into homogenous sub set that share similar characteristics and also ensured equitable representation of the population in the sample.

The technique was preferred because it ensures that sub groups are proportionately represented and accounts for the differences in the sub group characteristics.

3.4.1 Sample Size

This denotes the representatives of the whole population contained, in other words the number of respondents who were used in the study. In all, there were over forty respondents, of which seven (7) respondents represented the employees of the university, fifteen (15) represented the students, and twenty two (22) will represent business people around the university.

Table 3.2 sample size

Sources	Population	Sample
Employees	10	7
Students	20	15
Business	30	22
Totals	60	44

Source: Human resource manager Nkozi sub county (2012)

This sample size will be determined using the formulae by Amin (2005), through the formula.

$$n = \frac{N}{(1 + Ne^2)}$$

$$(1 + Ne^2)$$

Where; n -----sample size

N-----total population

e-----standard error

$$n = 60 / (1 + 50 \times 0.05^2)$$

$$n = 60 / (1 + 0.125)$$

$$n = 50 / 1.125$$

$$n = \underline{44.}$$

3.5 Methods of Data Collection and Tools

When collecting data for the study, the researcher used both primary and secondary sources of data. Using the Primary, source the researcher got first-hand information from the subjects using interviews, questionnaires and observation. In using secondary source, the researcher got information from the works of other people for example journals, newspapers and other literature that gave relevant information about the research topic.

3.5.1 Interview guide

The respondents were interviewed on different items to give the relevant information needed by the researcher for instance community engagement activities offered by the university and how they impact on the performance of community businesses. In addition they were

The interview guide targeted the businesses operators around Uganda Martyrs University. This was because most of them did not know how to read and write. These involved a deep discussion and interaction with them and also helped to find out the performance of businesses in the community.

3.5.2 Questionnaires

Questions were formulated by the researcher to be answered by the respondents and they were self-administered. The researcher gave out questionnaires and interview guide. The researcher ranked the respondents in form of strongly disagree, disagree, neutral, agree and strongly agree. Therefore this helped the researcher to get views of different people within and outside the organization and analyzed it to get the right information. In addition, the questionnaires had only closed ended questions to be answered. It is because the closed questions are easy to administer and every one would have a chance to try. Questionnaires were used because the study was

concerned with variables that cannot be directly observed such as views, opinions, perceptions, and feelings of the respondents. Such information is best collected through self administered questionnaires which respondents fill in with ease and at will.

3.6 Data Analysis and Presentation

3.6.1 Qualitative Data Analysis

The data was analyzed by developing themes and sub-themes in line with the objectives of the study. Similar responses were put together under one theme or sub theme in order to avoid generic and uncoordinated information. The data was presented using narratives and relevant tables were included in the report to give deeper meaning to the data presented.

3.6.2 Quantitative Data Analysis

The researcher cross checked the questionnaires to establish completeness, accuracy, and consistency and uniformity of the answers given. The survey information was then coded with the help of a coding frame. For proper data analysis, the coded data was entered in the computer using SPSS window computer package and enabled the researcher to tabulate the data. Frequency tables were used to give a description of the different variables.

3.7 Quality control

Validity

According to Nicholas (2009), validity refers to the ability of the instrument to collect justified and trustful data. That is, the validity of the instrument to measure what it is developed for. In addition, Oso and Onen (2009) defines validity as an extent to which research results can be

accurately interpreted and generalized to other populations. In oxford advanced learner's dictionary, validity is defined as the state of being legally or officially acceptable. The researcher can therefore say that data validity refers to the truthfulness of the data. He ensured that the data collected was logical and true in relation to the objectives. The researcher attained the validity by use of pilot study which helped in assessing the degree to which data collected by an instrument was used to draw conclusions to each item in the instrument.

Reliability

Nicholas (2009) defines reliability of an instrument as the ability of an instrument to collect the same data consistently under the similar conditions. According to Burns, (1997), the concept deals with the accuracy of instrument and consistence of the data collected by it. Amin (2005) also looks at reliability as a dependability or trustworthiness and in the context of a measuring instrument it is the degree to which the instrument consistently measures whatever it is measuring. The researcher used instruments that helped him to acquire information that was consistent in different visits to the study area and applicable in future.

3.8 Ethical Consideration

There was high level of confidentiality. All the information got from the different respondents was kept out of reach of others.

The researcher did not give the respondents money in order to get information from them meaning their responses were free from any source of bias, hence more reliable information was gathered.

The researcher clearly explained the objectives of the study so as to make it simple for him to get the necessary information and the respondents were not forced to give information

3.9 Study Limitations

- Some of the members of the staff were not willing to share the information which had an effect on the quality of the information. However, the researcher solved this by explaining to the staff about the purpose or the intention of the study as this made them feel free and open to provide the necessary information to the researcher.
- It was difficult to generalize the findings from the sample. This was solved by taking samples from the most relevant sources.
- Privacy to information by the departmental managers due to the institutional policies regarding information dissemination. To solve this, the researcher acquired a letter from the faculty dean of students and he presented this letter to the organization where the study was taken.
- Limited time to finish the research due to the delay of some respondents in regard to filling the questionnaires. The researcher requested the respondents to fill in time and used more of closed ended questionnaires so that they would be filled within a shortest time possible.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND DISCSIONS OF FINDINGS

4.0 Introduction

This chapter is partitioned into themes and sub themes to generate a logical flow of the study results putting into consideration the objectives of the study which are; the role of teaching and learning in the performance of community businesses, the effect of research and innovation on the performance of community businesses, the role of community engagement in the performance of community businesses. The data was analyzed and collected with the help of data collection tools such as interviews and questionnaires. The findings are presented in tables showing frequencies.

4.1 Background of the respondents

The respondents of this research included employees of Uganda Martyrs University, students and business operators within and around Uganda Martyrs University. The researcher distributed questionnaires and interview guides to the respondents. The researcher distributed 44 questionnaires and all were received back. This section presents the characteristics of respondents such as their gender, age group and level of education attained. The results are presented in table form with generated respective frequencies.

Table 1 Age Group of Respondents

Age group	frequency	percentage
20-25	3	33.3
26-30	3	33.3
30-40	2	22.2
40+	1	11.1
Total	9	100.0

Source: *Primary data 2014*

From the research conducted, the researcher discovered that the majority of the respondents were in the age bracket of 26-30, that was 33.3% and 20-25 who also gave 33.3% of the total and 22.2% who were in the bracket of 40+ years of age. This implies that most of the businesses were operated by the young and less experienced business men and community businesses were still less profitable and average returns on sales.

This was discovered that it was due to young aged people who were involved in the business yet they still prefer to enjoy themselves for instance attending to beach parties on weekends using the businesses resources which finally reduce on the profits of the businesses. In an interviews with a lecturer who also owns a business with in Nkozi community, he revealed that most business men with in Nkozi community enjoy travelling to nearby towns of Masaka and Kampala for weekends to enjoy themselves as they are still young and energetic, therefore they prefer entertainment which reduces their sales turnover and limits the development of community businesses.

Table 2 Gender of Respondents

Gender	frequency	percentage
Female	22	50.0
Male	22	50.0
Total	44	100.0

Source: Primary data 2014

Findings in the table 2 above indicate that the respondents were equally selected on the average of 50% for both male and female. This implies that there was gender balance in the study and therefore the results were none biased. From the data collected the researcher found out that both parties were involved in the community business.

Table 3 Educational Level of Respondents

Level of education	frequency	percentage
O' level	8	18.2
A 'level	10	22.7
Under graduate	16	36.4
Post graduate	10	27.7
Total	44	100.0

Source: Primary data 2014

The table 3 above shows the education background of the respondents, and it was discovered that the majority 36.4% of them were undergraduate, followed by A 'level and post graduate who each had 22.7% and lastly the remaining 18.2% of the respondents were stopped at 'O' level.

This implied that majority of the questionnaires were distributed to students which also was good enough to evaluate the university programs as it was intended by the researcher so as to find out their role on community businesses.

4.2 Data Analysis

PART A

Table 5 Teaching, Learning and Performance of Community Businesses

QUESTIONS	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
	(%)	(%)	(%)	(%)	(%)
1. The preparation of teaching and learning are adequate	–	9.1	9.1	63.6	18.2
2. Teaching and learning delivery methods are appropriate	4.5	9.1	18.2	47.7	20.5
3. The assessment of teaching and learning in line with the content and delivery is adequate	–	6.8	38.6	31.8	22.7
4. There is active contribution by the students	–	9.1	18.2	45.5	27.3
5. There is consultation after class by the students	13.6	6.8	13.6	34.1	31.8
6. Teaching and learning programs helps the learners to solve practical problems.	2.3	4.5	6.8	43.2	43.2
Average position	3.4	7.6	17.4	44.3	27.3

Source: Primary data 2014

4.2. 1 Teaching and learning preparations

In regard to adequacy of the preparation of teaching and learning, the majority of the respondents 81.8% believed that its well prepared, 9.1 % were neutral and 9.1% disagree saying that it's not adequately prepared. This implies that the university program of teaching and learning enhances the skills and knowledge to students in the business environment as it was discovered that it was well prepared hence achieving its intended goals.

In relation Garlick (2008) argues that teaching and learning are traditional core activities of universities that address community labour market needs while also helping students to become knowledgeable and active citizens of their region, their nation and the globalised world. Research has shown that engaged teaching and learning strategies enhance student retention, career selection, academic performance, and the development of social and civic responsibility. These positive effects arise from student opportunities to learn outside the classroom where they experience knowledge through direct action which confers benefits such as self-esteem, confidence, communications skills, and motivation. Student learning as part of an engaged teaching program ensures graduate employability while also communicating leading edge knowledge to the government, business, industry, school and community-based settings that host students.

4.2.2 Delivery methods

In line with delivery methods, the majority of the respondents 68.2% revealed that teaching and learning methods are appropriate to the necessary skills and knowledge required by business people, 18.2% were neutral and 13.6% disagreed with the delivery methods being appropriate to

the community businesses. This showed that the university programs are delivered using the right methods which have enhanced the performance of the community businesses.

In support, Jago and Deery (2000) argue that there is a strong tradition of academicians attending conferences to present their research findings, enter into debate on research methods, findings and conclusions, and explore opportunities for collaboration. Conferences are a stimulating environment for academicians to ‘road test’ their ideas and to learn from the presentations of others. At conferences that also involve representatives from industry as well as academe, there are potential opportunities for the uptake of knowledge by industry partners and for research grants to be provided for subsequent research endeavors, which is now the ‘life blood’ for universities. Connections made at conferences can also potentially underpin commercialization activities for the research.

4.2.3 Teaching and learning assessment

In regard to assessment of teaching and learning, the research sought to find out whether the assessment is done in line with the content, the majority 54.5% of the respondents believed that assessment is done in line with the content and delivered adequately, 38.6% were neutral and 6.8% disagreed. This implies that most of the university programs are set in line of improving the community business as indicated by the majority who believed as shown by the findings.

These findings are in line with the work of Dr Cheryl (2005) who argues that assessment for Learning is all about informing learners of their progress to empower them to take the necessary action to improve their performance. Teachers need to create learning opportunities where learners can progress at their own pace and undertake consolidation activities where necessary.

4.2.4 Student contributions

In regard to contribution by students, the research findings revealed that majority 72.8% believed that there was an active contribution of students to the teaching and learning, 18.2% of the respondents were neutral and 9.1% disagreed. This implies that students have a role they play towards teaching and learning to the performance of business community mainly during practical learning in the field. In support, Garlick (2008) contends that work integrated learning, internships, academic service-learning, international experiences and other forms of experiential learning provide opportunities for students to develop a sense of commitment to their career, certainly, but also a commitment to lifelong learning and the betterment of their communities. Because of the positive impacts on student learning and development, engaged teaching strategies are important and enriching activities that universities seek to provide, within the resource constraints created by current funding models driven by lecture-dominated instruction.

4.2.5 After class consultation

In relation to after class consultation, from table 5, question 5, the majority 65.9% of the respondents revealed that students consult lecturers after lectures to understand more of the course units that they may fail to understand during lecture time, 13.% were neutral and 20.4% disagreed saying that it is rare to find students consulting their lecturers. This implies that the performance of university programs also depend on the understanding students acquire from them and as indicated by the majority. This makes students to understand more, even acquire skills that lecturers may fail to deliver in lecturers.

In support, the University of Roehampton Business School, (2013) Learning and Teaching Strategy reveals that Staff seek to educate students to understand what are reasonable

expectations when coming to university - the notion of the student contract, which adjures the student (as well as staff) to fulfill their responsibilities to themselves and each other, to achieve their full potential and experience a truly valuable education intellectually, personally and spiritually. This type of emphasis goes beyond the existing structures and requires a focused approach to develop a partnership between staff and students, and once there is good partnership, it becomes easy for students to easily understand what they are taught.

4.2.6 Practical problem solving

In regard to Practical problem solving, the researcher sought to find out whether teaching and learning helps learners to solve practical problems as they are faced especially in the business, the majority 86.4% of the respondents believed that teaching and learning helps students to solve their practical problems through application of skills acquired at university, 6.8% were neutral and 6.8% disagreed. This implied that teaching and learning is important when it comes to solving practical problems as students are equipped with the skills they may require in their businesses to solve those problems that may arise.

In interview with one of the lecturers, he revealed that to solve a practical problem in business one deserves to be equipped with necessary skills in line with such problems and it is through teaching and learning that students who may be tomorrow's business men can acquire such skills to solve business problems.

In support, the University of Roehampton Business School, argued that it is logical that a key goal would be to ensure that our graduates are imbued with the necessary knowledge, intellectual skills and attitudes to be effective and successful in their chosen future careers. We see employability as being closely related to the University's commitment to direct education

towards students as 'responsible citizens and leaders in a complex world' hence improving community business.

PART B

Table 6 Research and Innovation and Performance of Community Businesses

Questions	Strongly Disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly Agree (%)
1. The areas of research and innovation are adequate for learning	–	13.6	13.6	63.6	9.1
2. Research and innovation approaches are adequate	–	11.4	29.5	77.3	–
3. The skills gained out of research and innovation are relevant	–	–	15.9	47.7	36.4
4. Research and innovation solves theoretical and practical problems	–	6.8	27.3	34.1	31.8
5. Research and innovation carried out is scientific	4.5	15.9	34.1	29.5	15.9
6. The findings of research and innovation are effectively communicated	–	9.1	29.5	43.2	18.2
Average Position	0.75	9.45	24.98	49.23	18.57

Source: Primary data 2014

4.3.1 Research and innovation areas

As regard to service delivery, the findings revealed that majority 67.3% of the respondents believed that service delivery has been achieved as a result of employee empowerment which has made them to put in more effort in their responsibilities through knowing that the management thinks about them and they are considered through being empowered. This was due to presence of employees who are well empowered and satisfied

3.2 Research and innovation approaches

In regard to this, the researcher sought to find out whether the research and innovation approaches are adequate which are used in universities and the researcher discovered that the majority 77.3% of the respondents believed that the approaches which are applied by the universities are adequate enough to improve the community businesses, 29.5% were neutral and 11.4% of the respondents disagreed that the approaches used by universities are not adequate.

In an interview with one of the business man in Nkozi trading center, he revealed that universities try to apply appropriate approaches during its research and innovation as to come out with skilled personnel and be able to produce entrepreneurs who will understand the needs of the society they live in and the whole world at large, hence improving community businesses.

3.3 Skills gained

In relation to skills gained, the researcher aimed at discovering whether the skills gained out of research and innovation are relevant especially in the business world, and it was discovered that the majority 84.1% of the respondents believed that they are really of great importance, and 15.9% of the remaining respondents were neutral.

This implies that the respondents were in agreement with the question posed by the researcher, that when business men begin a business after attending school, they are more flourishing than those who did not attend schools especially universities.

The researcher interviewed one of the business men, and he revealed that university equips students with different kinds of knowledge ranging from management of personal finance to business finance without forgetting the ethical part of business that is taught in universities like Uganda martyrs university, that this enable business men to be ethical in every aspect of business hence realizing high profits and high turnovers.

3.4 Theoretical and practical problem solving

In solving both theoretical and practical problem, the researcher discovered the majority 65.9% of the respondents who revealed that research and innovation solve both theoretical and practical challenges, 27.3% were neutral and 6.8% the respondents were in disagreement with the whole situation as to whether the research and innovation solves such problems.

This implies that in the world of business, problems which the researcher termed as challenges of business are always there and the only way to solve such challenges is to invest in research and innovation in particular areas as this may be a solution to overcome them in order to outlive its founders as it may be the overall goal of any business.

In relation Rawlinson and Thorpe (2008) stated that research projects and dissertations can be effective in connecting students with companies. When designed as the capstone to a taught program, theory is linked to practice. Traditionally, student projects and dissertations are seen as ways of instilling in students the importance of interdisciplinary working, as they apply the totality of their learning to specific problems or opportunities.

For companies, hosting students undertaking dissertations and projects is an easy way to engage with business schools, to see how students contribute to solving commercial problems, and to test potential recruits.

3.5 Scientific research

In regard to scientific research, the researcher sought to find out whether the research and innovations which are done by universities as part of their programs are scientific and the results from the research that was conducted showed that the majority 45.4% of the respondents believed that it was scientific, 34.1% were neutral and 20.4% disagreed.

This showed that however the majority of the respondents were in agreement but in combining with those who were neutral and those who disagreed, they may outnumber the agreed number by 8.1% something which indicate that the research may be or may not be scientific. This also implies that research done by universities is solely for academic purposes as it is also indicated by the neutral percentage of 34.1 which is real a great number and this may affect the implementation of the research findings as they may not be aware or involved.

3.6 Communication of the findings

In relation to communication of the findings, the researcher was trying to discover whether the findings that result from research and innovation are effectively communicated to the interested parties especially the business world, the results showed that the majority 61.4% of the respondents revealed that the results or findings are effectively communicated, 29.5% were neutral and 9.1% disagreed.

This implies that whenever universities incur in research and innovation as one of their programs, they communicate the findings to the people in need or to those who are supposed to receive them hence providing solution to challenges that exist in the community businesses. These findings facilitate in suggestions for the researched challenges which can enable the community businesses to improve on their sales turnover and profits as well as delivering quality products to their clients and customers and also to sustain them so as businesses can be able to outlive its owners.

In relation to the above, Jago and Deery (2000) states that there is a strong tradition of academicians attending conferences to present their research findings, enter into debate on research methods, findings and conclusions, and explore opportunities for collaboration. Conferences are a stimulating environment for academicians to ‘road test’ their ideas and to learn from the presentations of others. At conferences that also involve representatives from industry as well as academe, there are potential opportunities for the uptake of knowledge by industry partners and for research grants to be provided for subsequent research endeavors, which is now the ‘life blood’ for universities. Connections made at conferences can also potentially underpin commercialization activities for the research.

PART C

Table 7 Community Engagement and Performance of Community Businesses

Question	Strongly Disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly Agree (%)
1. The approaches used for community engagement are appropriate	2.3	6.8	29.5	52.3	9.1
2. The forms of community engagement are adequate enough to meet the needs of the community	6.8	–	34.1	40.9	18.2
3. Community engagement activities are carried out on a regular basis	–	31.8	25.0	38.6	4.5
4. The planning process for community engagement is adequate	4.5	11.4	31.8	43.2	9.1
5. Community engagement provides practical experience	–	6.8	11.4	52.3	29.5
6. Community engagement enhances advanced academic knowledge and research performance	–	6.8	13.6	54.5	25.0
Average position	2.27	10.6	24.23	46.97	15.9

Source: *Primary data 2014*

4.4.1 Appropriate approaches

In regard to use of appropriate approaches, the researcher tried to find out whether the approaches which are used for community engagement are appropriate and the research revealed that the majority 61.4% of the respondents believed that they use the appropriate approaches, 29.5% were neutral and 9.1% disagreed.

This implies that the approaches which are used are adequate and therefore meeting the needs of the community hence improving on the community business performance through increased sales and profits and this indicates that university programs like community engagement has a role towards performance of community business. These findings are in agreement with the work of Ramirez et al (2002) who argues that without partnership and teamwork a community will never succeed in becoming “SMART”. However, at one time or another, someone has to take charge, step forward, and make things happen. Community champions play this role, and they are key players to both the instigation and the sustainability of “Smart Projects”. Often an individual will be identified as the “champion”, though a “team of champions” is a more reliable factor for success.

4.2 Meeting needs of the community

In regard to meeting the needs of the community, the researcher wanted to find out whether the forms of community engagement are adequate enough to meet the community needs and the findings showed that the majority 59.1% of the respondents believed that the forms are meeting the community needs, 34.1% were neutral and 6.8% disagreed.

This implies that the forms which are used are adequate to meet the needs of the community businesses, hence having a role to the performance of community businesses, through creation of good and new relations with in the community people and this calls them to work together towards achieving the business goals like that one of outliving its founders.

This is also supported by Ramírez, et al (2002) that Community Engagement is more than just holding a public meeting. It is an ongoing interactive process characterized by commitment to ever-changing community needs and interests. The outcomes of Community Engagement are sometimes surprising, since by bringing together community members for a common purpose – people and organizations that are not in the habit of working together – new relationships are formed within the community, as community members learn how to collaborate. The legacy of the Community Engagement becomes more than the installation and application of information

4.3 Activities are done regularly

In regard to activities being done regularly, the majority 43.1% of the respondents revealed that community engagement activities are carried out on a regular basis, 25.0% were neutral and 31.8% disagreed.

This therefore implies that community engagement activities are carried out on a regular bass and this means that university programs of community engagement plays a significant role in the performance of community businesses and this is why its activities are done on a regular basis as indicated by the majority of the respondents to sustain the quality of the products and services that are offered by community businesses.

In an interview with one of the lecturers, who is in charge of community engagement activities, he revealed that it is essential for any organization like university to be in good terms with the community and that this can be best achieved through community engagement activities on a regular basis to show that what is being done is for the betterment of the community hence improving on the quality and management skills of the business men so as to improve the performance of community businesses.

4.4 Planning process of community engagement

In regard to planning process of community engagement, the majority 52.3% of the respondents revealed that the planning process of community engagement is adequate, 31.8% were neutral and 15.9% disagreed.

This implies that the university program of community engagement is well planned for to achieve its intended purpose of creating harmony between the university and the community so as to improve on the performance of community businesses through activities like public lectures, trainings and providing social services.

4.5 Practical experiences

In regard to practical experience, the researcher sought to find out whether the University of Community Engagement provides the practical experience and the majority 81.8% of the respondents agreed with the question that was posed to them, 11.4% were neutral and 6.8% disagreed.

This implied that this is one of the university programs that avail the community and students at large with the practical skills that any individual would wish to poses while doing any business for its success.

These practical skills that are acquired and equipped with the students and the community at large enable them to carry out their businesses in the most appropriate manor hence improving on the sale turnovers and business profits as it is the major goal for any business.

In an interview with one of the business man in Nkozi trading center revealed that organization always practice this kind of programs to ensure that they are in good terms with the public so as to maximize their company or organizational sales hence also benefiting the business community at large. That, through activities like general cleanliness, the business community benefits a lot through conducting their businesses in a clean environment.

4.6 Academic knowledge and research performance

In relation to academic knowledge and research performance, the findings showed that the majority 79.5% of the respondents believed that community engagement enhances advanced academic knowledge and research performance, 13.6% were neutral and 6.8% disagreed.

This implies that the researchers do research practically on things they practice through community engagement activities which enable them to enhance their academics and also improve on the research findings hence becoming the best way to do research on challenges that may affect the business world. This provides solutions to the research findings hence improving on the performance of community businesses. This is in relation with Garlick (2008) who asserts that university programs are traditional core activities of universities that address community

labour market needs while also helping students to become knowledgeable and active citizens of their region, their nation and the globalised world.

PART D

Table 8 Performance of Community Business related to University Programs

Question	Strongly Disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly Agree (%)
1. Community business management skills are adequate	2.3	9.1	27.3	50.0	11.4
2. The quality of products produced by community businesses is of a high standard	4.5	13.6	43.2	36.4	42.2
3. Community businesses meet the needs of the society	–	9.1	29.5	45.5	15.9
4. There is an increased realization in the level of profits and turnover on sales	2.3	2.3	29.5	45.5	20.5
5. There is high level of competition among community businesses	–	6.8	9.1	31.8	52.3
6. There is evaluation of community business performance on a regular basis	13.6	13.6	15.9	40.9	15.9
Average position	3.78	9.08	25.75	41.68	19.72

Source: Primary data 2014

4.5.1 Adequate skills

In regard to adequate skills, majority 61.4% of the respondents revealed that community business management skills are adequate around Uganda Martyrs University, 27.3% were neutral and 11.4% disagreed. This implies that the business men have got some skills that enable them to run their businesses as a result of university programs as it was indicated by the majority of the respondents who were in agreement with the statement. These findings are in agreement with Hijazi (2006) who stated that skill and knowledge are prerequisites for succeeding in the business world these days. The life span for any system is a fraction of what it used to be a few years ago and in order to excel in the business world, a business needs an able and trained workforce in order to continue being competitive.

4.5.2 High quality products

In relation to quality standards of the products 38.7% of the respondents revealed that the quality of products produced by community businesses is of a high standard, majority 43.2% of the respondents were neutral and 18.1% disagreed. This implies that the community business operators do not understand their products they provide to the society, some of them sale because they want money and others sale simply because their neighbors are selling and as a result they fail to meet the needs of the customers to the point of their satisfaction as it was indicated by the majority of the respondents who were neutral. This can also be as a result of the education system in Uganda which is characterized by more of theory than practical part making those in business not to perform to the standards for example they fail to understand the products they deal in meaning that they have inadequate entrepreneur skills.

This is in relation with Nkunya (2012) who said that universities are ivory towers, they are doing a lot of research but there is no end product and they are not profound enough to bring about community development because they have left out their purpose.

4.5.3 Needs of the society

In the analysis of meeting the needs of the society, the majority 61.4 of the respondents revealed that community businesses meet the needs of the society, 29.5% were neutral and 9.1 disagreed. This implies that there is customer sovereignty among the community businesses where the customer is treated as the king through providing the products that meet their expectations. In addition, they are also providing employment opportunities to the society.

This is in agreement with Harper (1984) who argues that community business enterprises worldwide have been recognized as engines of growth and development and in many countries there has been some considerable effort to support them so as to create the necessary employment opportunities, incomes and productive capacity.

4.5.4 Increased profits and turn over on sales

In relation to increased profits and turn over on sales, the majority 60% of the respondents revealed that there is an increment in the realization of profits and turn over on sales, 29.5% were neutral and 4.6% disagreed. This implies that the community businesses are performing well year after year and therefore the university programs are creating a great impact on their performance. In relation, Since 1980s small scale have increased in number and are now regarded vital in playing roles to increase job creation and improved competitiveness but there are many factors affecting their performance (Cater and Cannon 1992).

4.5.5 High level of competition

In relation to high level of competition, the majority 84.1% of the respondents revealed that there is high level of completion among community businesses, 9.1% were neutral and 6.8% disagreed. This implies that community businesses activities are increasing at a higher level and as a result there is an increase in production, high quality products and low prices of goods and services which improves on the standards of living in the community due to competition.

In agreement with this, Bhanisi (2006) argues that to survive international competition, community businesses require the management skills and production expertise to be able to match product quality requirements.

4.5.6 Evaluation of community businesses

In line with evaluation of community businesses, the majority 56.8% of the respondents revealed that there is serious evaluation of community businesses, 15.9% were neutral and 26.12% disagreed. This implies that business operators around the community of Uganda Martyrs University understand the performance of their businesses through book keeping. In addition they are able to tell if their businesses are performing well to the standard requirements of the share holders or not.

This is in relation with Grape vine evaluation (2013) were it was found out that evaluation can also be used as a perfect tool to praise the achievements of the employees and motivate them to perform even better and contribute to the organizations' overall growth and development. Thus, performance appraisal system is an essential tool which allows an organization to recognize as well as reward the most talented and sincere employees to encourage them.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter brings out the summary, conclusions and recommendations basing on the topic “**the role of university programs and performance of community business in Uganda**” and this can be used as guidelines for further research in future especially on this topic. It also points out areas in the organizations where improvement has to be made.

5.1 Summary of Findings

5.1.1 Teaching and Learning and Community Businesses

The study revealed that teaching and learning imparts the students with skills and knowledge which helps them to perform better in the field of work through easy problem solving and creation of new businesses for example the business students have become good entrepreneurs who have led to competition in the markets hence high quality products to the community people.

5.1.2 Research and Innovation and Community Businesses

The study revealed that research and innovation is always carried out by the university and it has led to the development of new ideas of operating businesses. It was also revealed that the establishment of new businesses in the community is as a result of research and innovation which has improved on performance of businesses in the community in that it brings about creativity and realization of opportunities in the community.

5.1.3 Community Engagement and Community Businesses

The study revealed that the university carries out community engagement activities and this has helped the businesses operators to get informed on their roles and responsibilities. It was also revealed that through community engagement activities like partnering with the university students to clean the community and support the needy has created more harmony and strong relationship in the community and due to this, business operators have been motivated to carry out corporate social responsibility hence improvement in sales turn over and profits.

5.3 Conclusion

University programs play a great role towards the performance of community businesses. Community engagement has been discovered from the research that it's a great source of skills especially to the business men and women. The skills that are got from doing activities like volunteerism, community outreach, internships and cleaning activities that are done by different organizations equip students with practical skills once they join the business world.

University programs are one of the most sensitive parts in a university since they facilitate in the achieving of its goals. It's through well planned programs that a university can be able to produce well trained and qualified graduates and therefore planning for such programs should be at a core stage of any university if it is to exist and outlive its founders.

In other wards; the only thing that will uphold a university's position for tomorrow is the way how their programs are planned, evaluated and assessed to be able to produce quality graduates. Poor management of employees in an organization may result into many limitations towards the organizational growth which may include employee turnover which is costly and a drawback to

any organization and hence resulting into strains on the company. These strains may limit the company's ability to compete effectively in to-day's ever-changing business world. These strains manifests themselves in a number of costs like; underutilization of facilities until replacements are hired, employment costs such as ; time spent during interviews, recruitment and advertisement expenses, administration costs of notifications and payroll changes, yet these cost can be prevented by organizations like universities through regular evaluations of the university programs, direct involvement of students and lecturers as well as community while implementing the research findings and new innovations.

Other costs may include; the loss of productivity while the new hires try to catch up with the organizations' pace and also the loss of competitive edge as a company's methods and technology are easily shared with their competitors who choose to hire such employees upon leaving the organisation, all these may come as a result of poor management of university programs.

Therefore regardless of the company size, the key to community business success, *ceteris paribus* rotates around university programs of teaching and learning, research innovation and community engagement. Universities with such a mission should always have their operations rotate around the golden rule; 'if you take good care of your employees, they will take good care of you'. This can easily improve on the performance of community businesses since the university programs always seek to create harmony with the community hence investing much of the resources in challenges that may be affecting the community businesses so as to be good to the society by meeting their needs and improving on the quality of their products.

5.4 Recommendation of the Study

The section under this chapter provides a logical sum of all the parts of the study. The concluded study was carried out under the topic “the role of university programs on the performance of community businesses”. The study further attempted to test the research questions as to whether university programs have got a significant impact on the performance of community businesses with reference to the recommendations below;

The researcher recommended that more practical course units like entrepreneurship would be introduced and maintained as this would improve on innovation and creativity that can facilitate the performance of community businesses through proper utilization of opportunities, proper record keeping and job creation than job search.

The researcher also recommended that university programs such as community engagement activities should target more in boosting businesses performance for example offering training to the local entrepreneurs. The training can be in areas of book keeping, teaching them on how to save and invest their finances as this can help them to expand on their skills and knowledge of business operation.

The researcher also recommended that there should be more emphasis on research and innovation and the areas under research should be selected on a basis of solving a problem. In addition, after the research has been carried out, it should be communicated and implemented in time and should benefit the local people under the area of research.

The study also showered that the university had different groups that work towards accomplishing certain tasks as they may rise within its operations as they are always directed by supervisors. Groups in any firm may not be something to be proud of however much it is good in achieving certain goals, since groups are not always there and keep changing group members

with different experiences and different intentions. Groups are normally used in an organization to achieve short term goals for the firm. Therefore, it is on this point that the researcher recommended the staff and management of Uganda martyrs university to come up with ways of creating or building teams and not necessarily groups as its seen by different student groups which are formed within a short period and collapse after a certain time as they exit the university and other group members come in and this leads to loss of skilled and experienced personnel in such groups, therefore the university staff and management should come up with a permanent team that will exist for a long period of time especially for the program of community engagement.

Gatto (2000) supports this argument that asking a group to work together does not mean that you have created a team. In fact, there are major differences between a team and a group. That a group consists of individuals who gather for a purpose (plan, vote, perform a task, or even to play a game), to discuss issues, or to inform whereas a team builds on a group by defining roles for individual members, utilizing individual strength, and nurturing synergies to create a unified plan of action to achieve identified results. This would be the best thing to do rather than having groups that aim at something and upon its completion there are no more, teams are ever ready and work together since everyone has a role to play in a team and require him or her to always be part of the team and in both short run and long run organizational objectives are achieved.

5.5 Suggestions for further Research

The research conducted on the role of university programs and performance of community businesses taking Uganda martyrs university as a case study, was found to be an activity that should be carried out by all universities in order to improve on the performance of their

relationships with the communities towards achieving their organizational objectives and goals and so the researcher suggests that further research be carried out by different organizations especially universities, and Uganda martyrs university should further do more research on the same topic throughout its branches around the country where they exist to enable them identify the adequacy of the methods they are using to improve on the performance of the community businesses. This will enable the staff, management and community of Nkozi at large to evaluate the programs and their role towards the community businesses in the area in achieving quality products, improving management skills in business, realizing high profits and also to the extent to which the needs of the society are met.

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APPENDIX 1: QUESTIONNAIRE

Uganda martyrs university questionnaire

Dear sir / madam

The questionnaire has been designed by the researcher (Namukowa Alex), a student of Uganda Martyrs University on the topic the role of university programs and performance of community businesses in Uganda.

Uganda martyrs university main branch, as the case study of the researcher will enable him to obtain the necessary information suitable for the success of his research study.

Your sincerity, cooperation and positive response will be highly appreciated.

A) Back ground of the respondent.

1. Age group:(20-25), (26-30), (31-40), (41->)
2. Gender 1.female, 2. male,
3. Education level: 'O' level , A 'level, undergraduate, post graduate

(Please tick in the appropriate box that suits your choice)

SD	D	N	A	SA
Strongly disagree	Disagree	Neutral	Agree	Strongly agree

QUESTIONS	SD	D	N	A	SA
Teaching and learning					
1. The preparation of teaching and learning are adequate					
2. Teaching and learning delivery methods are appropriate					
3. The assessment of teaching and learning in line with the content and delivery is adequate					
4. There is active contribution by the students					
5. There is serious consultation after class by the students					
6. Teaching and learning programs helps the learners to solve practical problems					

Research and innovation

Research and innovation	SD	D	N	A	SA
1. The areas of research and innovation are adequate for learning					

2. Research and innovation approaches are adequate					
3. The skills gained out of research and innovation are relevant					
4. Research and innovation solves theoretical and practical problems					
5. Research and innovation carried out is scientific					
6. The findings of research and innovation are effectively communicated					

Community engagement

Community engagement	SD	D	N	A	SA
1. The approaches used for community engagement are appropriate					
2. The forms of community engagement are adequate enough to meet the needs of the community					
3. Community engagement activities are carried out on a regular basis					
4. The planning process for community engagement is adequate					
5. Community engagement provides practical experience					
6. Community engagement enhances advanced academic knowledge and research performance					

Community business

1. Community business management skills are adequate					
2. The quality of products produced by community businesses is of a high standard					
3. Community businesses meet the needs of the society					
4. There is an increased realization in the level of profits and turnover on sales					
5. There is high level of competition among community businesses					
6. There is a serious evaluation of community business performance on a regular basis.					

APPENDIX II: Interview Guide

1. Does the university carry out community engagement activities regularly?
2. Are community engagement activities essential to the university?
3. Does university equip students with any knowledge in relation to financial matters?
4. Do you think university applies appropriate approaches in its research and innovation?
5. Does the university equip students with necessary skills to solve practical problems as they fall due in business?
6. Does university conduct research as a result of a problem or it is its daily program?
7. Do business need university programs to exist and deliver in quantity and in quality?
8. Does education level matter in business so as to outlive its founders as it may be its goal?