

**Vocational Education and Entrepreneurial  
Performance of Youths in Uganda**  
Case study: Lugogo Vocational Institute

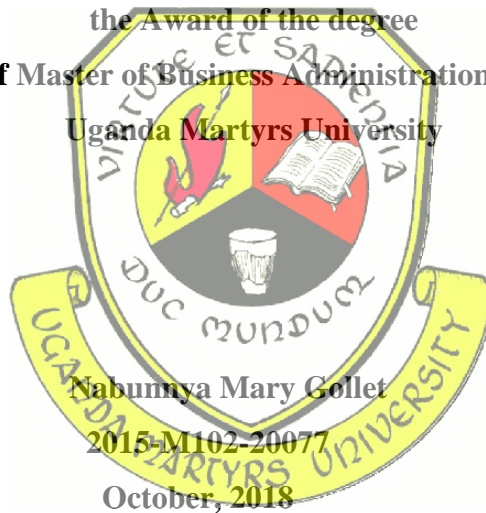
**A postgraduate dissertation**

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## **DEDICATION**

This research report is dedicated to my husband Charles and children Noeline, Immaculate, Johnpaul and Emmanuel who really supported me and afforded to always me during the course of the study. I also dedicate this research report to UBTEB for the financial support and time to do my examinations.

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May the Almighty bless you abundantly!

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## LIST OF ABBREVIATIONS

<b>BTVET</b>	:	Business Technical and Vocational Education and Training
<b>CERG</b>	:	Conflict and Education Research Group
<b>GDP</b>	:	Gross Domestic Product
<b>ILO</b>	:	International Labour Organisation
<b>NCDC</b>	:	National Curriculum Development Centre
<b>NCHE</b>	:	National Council for Higher education
<b>STEPU</b>	:	Science and Technology Equipment Production Unit
<b>UAHEB</b>	:	Uganda Allied Health Examinations Board
<b>UBOS</b>	:	Uganda Bureau of Statistics
<b>UBTEB</b>	:	Uganda Business and Technical Examinations Board
<b>UGAPRIVI</b>	:	Uganda Association of Private Vocational Institutions.
<b>UNMEB</b>	:	Uganda Nurses and Midwives Examinations Board
<b>VE</b>	:	Vocational Education
<b>VTI</b>	:	Vocational Training Institute

## **ABSTRACT**

This research established the relationship between Vocational Education and Entrepreneurial Performance in Uganda specifically evaluating the effect of curriculum content, mode and duration of training on entrepreneurial performance among Vocational Education graduates. Using correlational cross-sectional design, qualitative and quantitative data was obtained from 177 graduates within Nakawa Division sampled randomly. Descriptive and inferential statistics were obtained by correlation, regression to elucidate the relationship which aspects of vocational education bear on entrepreneurship performance.

Results showed a positive and very significant effect of the curriculum content and training duration on the entrepreneurial performance of vocational graduates with which it had weak positive correlation. The training mode was positively correlated with entrepreneurship performance although it had an insignificant influence (P-value = 0.414). Descriptive statistics indicated averages above 3.5 on a likert scale of 5 digits, implying that respondents agreed to most statements the research put across.

Given a mean response of 3.7 on a likert scale of 1 to 5 as to whether curriculum content affects entrepreneurial performance and the strong agreement to inclusion of real life projects to prepare graduates with competencies for entrepreneurship, the study recommends school administrators to strictly ensure effective implementation of real life projects by learners at the training institutions at any cost.

The findings indicated that longer training durations would be associated with better entrepreneurship performance given a positive and significant effect of training duration on entrepreneurship performance. ( $\beta = 0.265$ , p-value = 0.004). Upon this result, the study recommends that the BTVET sector should design longer semesters for training in technical and vocation schools and encourage school administrators to attract and retain trainees throughout the period designed for training. Basing on other descriptive

statistics, it is further recommended that training institutions should give opportunity to learners to do outside-research in their potential entrepreneurship careers rather than concentrating them on theorised teaching mode oriented to in-class booked academic training.

# CHAPTER ONE

## INTRODUCTION

### 1.0 General Introduction

Developing countries like Uganda have a dream of creating a strong and competitive economy that can cope with the challenges in the economy. In the recent years in the framework of economic development, substantial importance has been given to the entrepreneurship and Small and Medium Enterprises (SMES) development. SMES, contribute to the creation of wealth, poverty alleviation, income and job generation to all citizens' wellbeing and transformation (Venkataaraman, 2000). SMES, constitute an important part of the private sector and it is expected to be the driving force for, innovation, job creation, entrepreneurial orientation, industrialization and economic development. The entrepreneurial function calls for discovery, assessment, and exploitation of opportunities (Ladzani and Vuuren, 2000). That is; generating new products, services or production processes, generating new strategies, organizational forms and new markets for products and inputs that did not exist previously.

To achieve the above, Government of Uganda has been investing heavily in entrepreneurship and Vocation Education to realize entrepreneurship performance. This has been through payment of instructor's salaries, offering government sponsorship to Vocational Education (VE) learners, construction of Vocational Training Institutions (VTI), equipping workshops and laboratories with modern equipment, reviewing curriculum content to embrace skills empowering modules, review of instruction methodologies, through provision of continuous Professional development (CPD) all geared towards enhancing entrepreneurship performance of VE graduates. In addition, the past few decades, industrialists in Uganda often complained that graduates in VE were not performing as required in the world of work. This was directly attributed to the theoretical training that was being given to the then trainees and also due to the old curricula on VE that did not put much emphasis on skills acquisition and with no entrepreneurship skills modules, (Government paper, 1989). This negative trend resulted into government of Uganda through the MoES to institute reforms in VE. Among the

reforms was the review of the curricula content in which entrepreneurship skills module was embedded in most of the VE programs. Despite the reforms in VE there are still some issues when it comes to entrepreneurship performance.

### **1.1 Background to the Study**

Uganda has been affected by the skills mismatches. There are arguments that a large share of current working-age population and most especially the youth do not satisfactory exhibit entrepreneurial skills in the world of work (ILO, 2015). Entrepreneurship and innovation are priority areas as they offer opportunities to overcome the current crisis of skills mismatch, increase global competitiveness and ensure sustainable and profitable growth (Homolova *et al.*, 2014). Indeed theories emphasising need for entrepreneurship skills date back as far as the 16<sup>th</sup> Century.

Vocational Education is designed to prepare, update or retrain artisans for self-sustenance at the semi-skilled level in any branch of economic activity. The ILO (2012) report highlights broad policies aimed at facilitating the growth of culture of education for job creation and self-employment through increased availability of opportunities for Vocational Education. It shows that VE must impart entrepreneurship skills to have competent people entering the labor market. Graduates of VE are expected to demonstrate entrepreneurial performance while in the world of work.

Different scholars have attempted to define entrepreneurial performance. Vuuren (1997) defines entrepreneurial performance as ‘the achieving of set entrepreneurial goals’. Ladzani and Vuuren (2002) argue that entrepreneurial performance utilizes the available opportunities to grow the business idea. However, training in Vocational Education avails these opportunities; Entrepreneurship capital, entrepreneurial knowledge (through Vocational Education) and capacity factors which are major determinants of entrepreneurial performance. The realization that sufficient levels of entrepreneurial activities enhance performance and development, has caused many governments to pay special attention to entrepreneurship. Entrepreneurial knowledge and capacity factors (such as the resource configuration for the enterprise, government policy, human capital,

and business structure, processes, and core competencies) determine whether the business can perform or fail to perform in a competitive business environment ILO (2011).

The coming of European missionaries to Uganda in the 1870s, gave birth to formal vocational education in the country. This education system started in 1889, when new approaches to teaching agriculture and some technical skills were taken up (Ssekamwa, 1997). On the other hand, one needs to note that the introduction of limited VE was not intended for Ugandans per se but to satisfy the internal needs of the missionaries, with the foremost objective to evangelize to the people (Ssekamwa and Lugumba, 2001).

Formal vocational education training centres were set-up at each Church missionary center to train people who would fulfill the needs of the missionaries. The curriculum content was geared towards supporting work (McLoughlin, 2012) and the target group was the adults, and was basically conducted by experts in a particular skill (Scanlon, 1964). The affective/attitude and cognitive/ knowledge were prioritized and this crippled the skills (psychomotor) domain. The experts would demonstrate and it was basically on-the-job training, with production. The mode of training was mainly apprenticeship form, because of little experience in teaching manual skills within higher education then, and this negatively impacted on the skills acquisition for self-reliance (Bloom, 1956).

From 1990s and early 2000s, VE programs began to return more prominently to the agendas of governments and international donor agencies (King and Palmer, 2010), since there was still a skills gap in working-age population in some countries (UNESCO, 2012; World Bank 2012a). The persistence of labor market imbalances has led to the worry that unemployment is becoming more structural in nature, requiring emphasis on skills training to help reduce skills mismatches in developing countries (ILO, 2012). Early references of the term Entrepreneurship was from the economists Cantleton (1755), and Babbiste Say (1803). Neoclassical economists correlated entrepreneurship to the market economy where demand, supply and rational thinking were the deciding factors of entrepreneurship. In early 20th century economists like, Hawley (1907), Knight (1921), shared this neo-classical view.

Later discussions centered on entrepreneurial risk, learning, decision making in the face of uncertainty, and cognition of entrepreneurs. Shumpeter (1928), Heyek (1948) and Mises (1949) have contributed in different ways providing different angles of view of the risk, uncertainty, learning and decision-making patterns of the economic agents.

In 1987, the National Education Policy Review Commission was set up by the government of Uganda to review its education system (Uganda, 2001). A number of recommendations were put forward for the improvement of vocational education. As a result, in 1992 the Government White Paper on implementation of the report was put in place. The MoES identified an urgent need to raise the status of work-based skills and to increase the student and instructor awareness of quality job practices, attitudes and employability skills. The government's efforts in trying to develop VE is manifested in the BTVET act of 2008 and establishment of Uganda Vocational Qualification Framework (UVQF) whose purpose is to define occupational standards in the world of work, assessment standards, and vocational qualifications to learners who meet the set standards of the different studies and provide guidelines for modular training (Uganda, 2008). Other than the historical background, other scholars have advanced theoretical background.

## **1.2 Statement of the Problem**

Improving Entrepreneurial performance is at the heart of the Government of Uganda (MoES report, 2009) because the economy of any nation depends on Small and Medium enterprises (Kamau, 2016). In order to achieve this, the Government has come up with several reforms geared towards skilling Ugandans (BTVET, Strategic plan, 2012/2022). Among these reforms is the construction of 20 new Vocational Training Institutions equipped with ultra-modern facilities and workshops; curricula review of 2015, and establishment of 3 independent examination Boards; UBTEB, UNMEB and UAHEB. Despite these efforts in Vocation Education, entrepreneurship performance has not satisfactorily performed well amongst Vocational Education graduates in Uganda (Werner, 2014). Even then previous studies on Vocational Education such as Eric, *et al.*, (2017) have not documented the relationship between Vocational Education and



Entrepreneurship Performance. This study sought to bridge the knowledge gap by analyzing the bearing of Vocational Education on Entrepreneurial Performance.

### **1.3 General Objective**

The general objective of the study was to establish the influence of Vocational Education on Entrepreneurial Performance in Uganda.

### **1.4 Specific objectives**

The specific objectives of this research included:

1. To evaluate the effect of curriculum content on entrepreneurial performance among Vocational Education graduates.
2. To assess the effect mode of training on entrepreneurial performance of VE graduates.
3. To establish the relationship between duration of training and entrepreneurial performance.

### **1.5 Research Questions**

1. What is the effect of curriculum content on entrepreneurial performance of VE graduates?
2. What is the effect of mode of training on entrepreneurial performance of VE graduates?
3. What is the relationship between duration of training and entrepreneurial performance of vocational education graduates?

### **1.6 Scope of the study**

#### **Content Scope**

The study focused on assessing vocational education in relation to development of technical skills, entrepreneurial mindset and business management skills. Vocational education has many indicators but the researcher concentrated on assessing the mode of delivery, curriculum and duration of training. Then on the side of entrepreneurial

performance the study limited itself to proprietorship, innovativeness, entrepreneurship alongside business growth and profitability

### **Geographical Scope**

Currently there are 400 institutes in Uganda where candidates are trained in VE. These institutions are spread out in all the four geographical regions of Country. However, this study concentrated on vocational graduates from Lugogo Vocational Training Institute, which is one of the institutions that has been accredited by UBTEB as an examination center as its case study. The choice for Lugogo is based on; its location that is, it is right at the heart of the Kampala City in Nakawa Division; offers a wide range of vocational educational training programs; the institution workshops are well equipped which offers better practical skills to its graduates; and the study area hosts a large proportion of entrepreneurs.

### **Time scope**

This study considered students and staff who have been in Lugogo vocational institute for at least two years and community members within the division who are graduates of vocational education from 2015-2018 and are entrepreneurs. The time scope commensurate well with the vocational education reviewed-curriculum content of 2015. This was helpful to get to know the systems of the institution, services, equipment and materials in relation to entrepreneurship performance. This determines the output of the trainee in terms of gaining sufficient skills for entrepreneurial performance.

### **1.7 Significance of the study**

The beneficiaries of this study were meant to be the researcher, UBTEB, BTVET, Government and the vocational institutions. The results of this study may help the Government bodies and vocational institutions to reform on the strategies of vocational education and provision of required equipment and materials in relation to courses taught.

This study was meant to help the Government of Uganda to know the progress of BTVET strategic plan which was launched 2012 in that it will be able to add on the tracing of the longer-term impacts of this strategic plan and the government policies on

vocational education. This study contributes by indicating perceptions of BTVET stakeholders like students, college administrators and employers towards improvement of the sector.

The study was meant to benefit VE trainers whereby they would be encouraged to change and adopt modes of delivery which actively involve a learner in the learning process like hands-on before joining teaching in a vocational institute so as to produce people who can be good entrepreneurs.

The study documented about the relation of Vocational Education and entrepreneurial performance. This would benefit National Curriculum Development Centre (NCDC) and National Council for Higher Education (NCHE) whereby they would be guided on curriculum related concerns to change and adopt content in the curriculum which emphasize competence based education and training,-training with production to produce people who can be good entrepreneurs. The findings of the study were expected to contribute towards an understanding the effect of vocational education on entrepreneurial performance.

### **1.8 Justification of the study**

There has been a gap between vocational education and Entrepreneurship Performance. This study is considered to be an important step towards bridging vocational education and entrepreneurial performance gap.

There are many vocational education graduates out in the field but their entrepreneurship performance is not known. This study would therefore be helpful the researcher to find out their entrepreneurship skills visavi the Vocational Education gained.

There is an on-going curriculum review by National Curriculum Development Center (NCDC) on Vocational Education. The study would provide NCDC with identified gaps in the curriculum content to be considered in the next curriculum review.

### **1.9 Definition of key concepts**

**Vocational Education** is defined as the solution for improving the opportunities of youths to acquire skills that are valuable in the labor market and can help them begin a sustainable employment trajectory (Werner, 2014). Similarly Nida and Julian (2009)

defined Vocational Education as education that prepares people to work in various jobs such as trade, a craft or a technician. In this study vocational education is used to refer to that part of education which provides accredited training in job related and technical skills.

**Entrepreneurial performance** is defined by the achieving of set entrepreneurial goals (Van Vuuren, 1997). Performance is a broad concept and can be defined in terms of job generation, growth, profitability, sustainability, survival and stability (Storey, 1994).

For the purpose of this study, entrepreneurial performance is defined as the growth, stagnation or decline of a business entity. Growth was defined as successful performance, and decline as unsuccessful performance or failure. Stagnation can be defined as successful performance due to the fact that some business owners have no motive and/or intention to grow (Mwene-Millao, 2000).

**Youth;** UN (2015), defines ‘youth ‘as those persons between the ages of 15 and 24years, without prejudice to other member states, whereas the National Youth Policy of Nepal defines Youth as persons from 16 to 40 years . It is the life stage between childhood and adulthood and becoming independent from dependent (Kehily, 2007). The alternative term used is adolescence (Roche *et al*, 2004). UNESCO adopted the definition of youth as used by particular member states and in the African Youth Charter for example the term youth means “every person between the age 15 and 35 years”. In relation to education and Employment, age is the easiest way to define this group. It is indicated as a person between age where he / she may leave compulsory education and the age at which he/she finds first employment (Bourdieu, 1978; Connr, 2014).

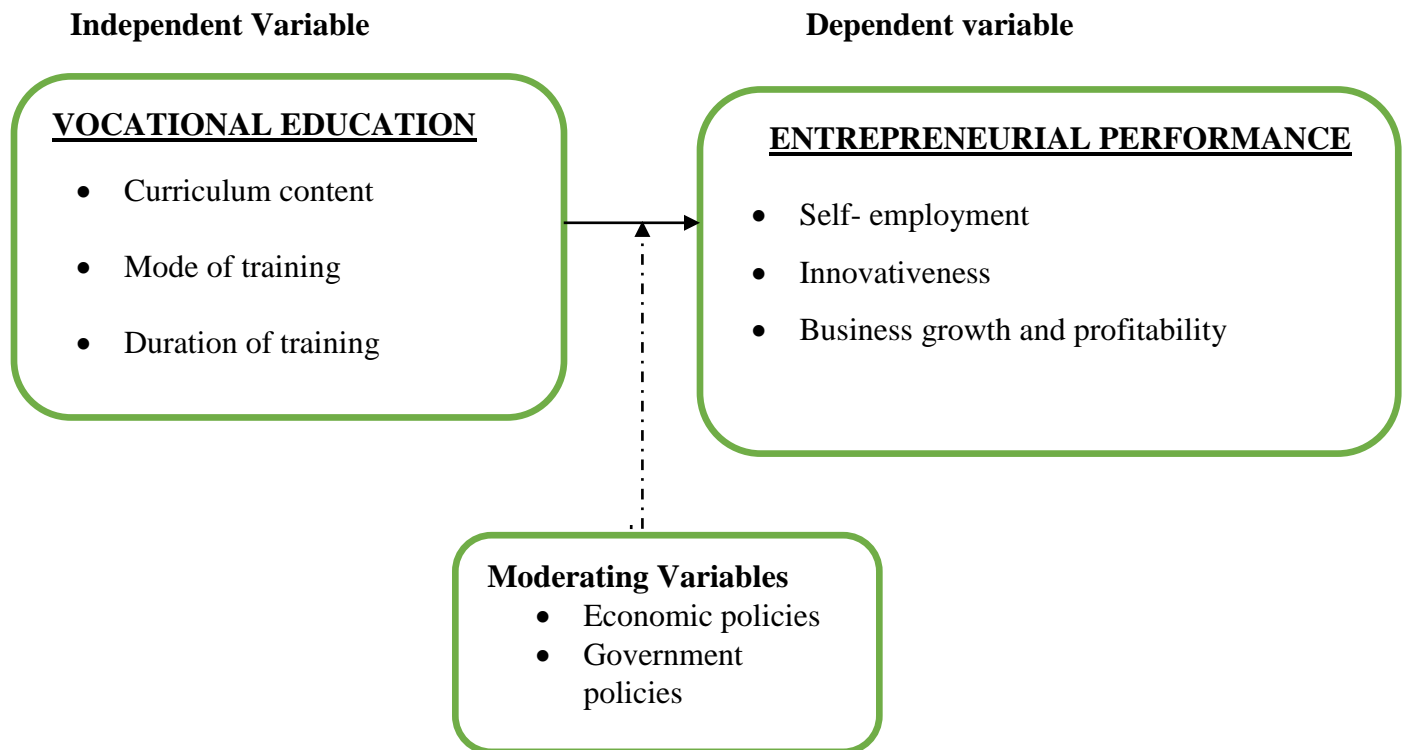
### **1.10 Conceptual frame work**

In research studies the conceptual frame work helps researchers to test the relationships between variables as to improve an understanding of the situations under study (Amin, 2005). In the conceptual framework, the independent variable is a variable presumed to affect or determine a dependent variable (Dodge, 2003). It aims at explaining relationship

between variables and it synthesizes the idea in a systematic way to provide direction (Dodge, 2003).

**Fig.1. Conceptual frame work showing vocational education and entrepreneurial performance**

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*Source: Ewana (2003), modified by the researcher*

Entrepreneurship Performance which is the dependent variable in this case is conceptualized to depend on aspects of Vocation Education as noted by Vuuren (1997). Actually the conceptual model above indicates that training in Vocational Education influence Entrepreneurship performance. Relevant content of the curriculum, good mode of training and sufficient duration of training, impacts on entrepreneurship knowledge, innovativeness, self-employment as well as business growth and profitability/ technical ability.

The conceptual frame work represents the competence based content in VE curriculum which aims at equipping learners with skills for self – employment, being innovative given the entrepreneurship knowledge (creativity in business, creation of new ventures, see them grow to even employ others as well as management skills) and sustain business growth and profitability. With the sufficient duration of training learners are expected to attain technical ability to cope with ever changing technology. The good mode of training with sufficient, modern training resources should support teachers to develop networks with entrepreneurship practitioners. The training mode involves hands-on- training leads to producing products by learners during the course of training. This will expose learners to real life experience in the world of work hence promoting innovativeness and business management.

Vocational education and entrepreneurial performance can be affected by the moderating variables which include; economic policies, and other Government policies. To Gudiene *et al.*, (2013) the government has an important role to play in ensuring the success of a program in terms of infrastructure development, provision of a favorable legal framework, and guarantees to developers. This could be in terms of funding, Vocational Education system, and policies concerning graduates' performance. Pugh (2001) argues that failure on the capability of government will affect the success of overall program and sustainability. Economic factors constitute the economic environment that influences the flow of funds and affordability in financing. These include a stable macroeconomic environment, availability of funds facilities, low interest rates and long repayment periods (Gudiené *et al.*, 2013). Failure of the vocational education program financing system seriously affects the success of the program (Pugh, 2001).

## CHAPTER TWO

### LITERATURE REVIEW

#### 2.0 Introduction

This chapter provides the relevant literature as put by other scholars and researchers in line with vocational education and entrepreneurial performance. The findings and conations of other authors are reviewed and critiqued, exposing the gaps the study seeks to bridge. The chapter details the theoretical framework and review, while the rest of the review is done under each specific objective and study variables. This literature was derived from the readily available and accessible libraries. Journals, Newspapers, internet and published books were visited.

#### 2.1 Theoretical Framework

In the advent of the economies developing over time, the development of the economic theory has been playing a role in explaining the changing circumstances. The economic theories of Classical and neo-classical economics, stress on the role of free markets in delivering the best possible level of economic growth. Classical theory describes very well of how the market should operate under the market mechanism, how peoples' income could improve and how unemployment problem may be reduced. Yet the theory does not sufficiently analyze the rationale rather the significance of vocational Education on entrepreneurship performance. This study endeavors to add more to the stock of knowledge concerning effect of Vocation Education on entrepreneurship performance.

The study was guided by two theories the cognitive theory and human capital theory and the lead theory was the human capital theory. Theories are 'an attempt to bind together in a systematic fashion the knowledge that one has of some particular aspect of the world of experience' (Ruse, in Honderich, 1995). They can be made up of connected law-like statements and/or behavioral postulates which make claims about the real world, or they can be constituted by conceptual categorizations that serve to systematically organize disconnected facts about observable phenomena (Ruse, in Honderich, 1995). There are various theories which are important to the entrepreneurship body of knowledge, and

Vocational Education and have contributed to the entrepreneurial development in the economy. Some of the theories include economic theory, classical economic theory, psychological theory, sociological learning theory, human capital theory, social cognitive theory, Shapero's entrepreneurial event theory and the theory of planned behavior (Rwamitoga, 2011).

**Cognitive Theory:** Cognitive theory is an approach to psychology that attempts to explain human behavior by understanding your thought process (Piaget, 1936). The theory focuses on mental processes; including how people perceive, remember, learn , solve problems and direct their attention to one stimulus rather than another. The theory provides an effective way to teach students. It brings out the individuality of each student and their learning styles. The emphasis is on how people comprehend and represent the world around them, it focuses on conscious thinking, as well as individual's active construction of understanding. The theory has been used to explain mental processes as they are influenced by both intrinsic and extrinsic factors, which eventually bring about learning in an individual (Baltes and Reese, 1984).

The cognitive learning theory implies that the different processes concerning learning can be explained by analyzing the mental process first. The cognitive theory by Bandura, (1986) explains human behaviors; - problem solving, learning remembering, and it emphasizes knowledge acquisition and how to apply it. This is exactly manifested in the topic of study. That is acquisition of vocation education knowledge and how to innovatively apply it for Job creation and business success.

The theory relates to the topic of study as it provides a theoretical explanation, grounded in social –cognitive theory; (Bandura, 1986), which holds that portions of an individual's knowledge acquisition can be directly related to observing others within context of social interactions, experiences and innovativeness. The theory talks about knowledge acquisition and ability to apply it, it therefore relates well to the study because the researcher intends to find out the effect of the knowledge acquired in Vocational Education to the ability of the graduates to become enterprising.



**Human Capital Theory:** Human capital is defined as an individual's stock of knowledge, habits, social and personality attributes, including; creativity, competences, education, experience, skills and intelligence embodied in the ability to perform labor so as to produce economic value, Becker's (1993).

Proponents of the human capital theory were Gary Becker (1958) an economist and noble Laureate and Mincers (1958) both from University of Chicago. In their view human capital is similar to physical means of production, for example business enterprises. The theory emphasizes that in many cases, human capital is accumulated specific to the nature of the task, Robert and Waldman, (2004). The theory suggests that via education and experience, one can invest in human capital to develop skills that enable workers to be productive.

Human capital is enhanced through such learning and this manifest itself in a variety of high value opportunity recognition, skills enhancement and resource acquisition and use (UNDP, 2009). It is true that human capital carries with it entrepreneurial education and experience that is of high value to this study. Although Human Capital theory, does not have a comprehensive coverage on vocational education and entrepreneurial performance, it supports the view that knowledge gained determines ones' success in businesses which directly has a link on the study topic.

## **2.2 The concept of vocational Education and Entrepreneurship Performance**

### **2.2.1 Vocational education**

Vocational education is a comprehensive term referring to those aspects of the educational process involving, in addition to general education, the study of technologies and related sciences, and the acquisition of practical skills, attitudes, understanding and knowledge related to occupations in various sectors of economic and social life (ILO, 2002). The Conflict and Education Research Group (CERG) in the paper developed for (UNESCO-UNEVOC, 2007) defines VE as a learning system in which both soft and hard skills are developed within a joined-up, integrated development and delivery framework that seeks to improve livelihoods, promote inclusion into the world of work and that supports community and individual agency.

The purpose of vocational Education is to make you 'work- ready'. In relation to developing countries, bilateral aid agencies; the World Bank and United Nations Educational, Scientific and

Cultural Organization (UNESCO) advocate for vocational education to reduce poverty, promote economic growth and increase competitiveness (Comyn and Barnaart, 2010). It is designed to prepare individuals for specialized occupations. It trains you for a career in the technical field and helps develop and impart industry specific skills you need to excel professionally (Kerna, 2012). The focus of educational policies has been on distribution and equalization of education opportunities through the expansion of the system at all levels without regard to sex, color, ethnicity, creed or economic status.

Vocational Education helps to solve unemployment. Ndunguru (2002) argued that one of the factors contributing to poverty in Uganda is lack of equal access to employable skills to enable the disadvantaged population engage in productive activities and increase their earnings. Nzali (2007) comments that vocational educational policies promote equitable access to vocational education regardless of geographical locations physical disabilities and sex, so even the vulnerable groups are able to contribute toward economic growth though enterprising. This there implies that with the acquired vocational skills, even the vulnerable groups can become entrepreneurs.

Vocational Education (VE) is one of the recognized and effective means by which quality, up-to-date, well-informed, literate, competent and knowledgeable workers are prepared and trained for the development of the nation (Kamarainen, 2002, Onstenk, 2001). VE facilitates the acquisition of the practical and applied skills as well as basic scientific knowledge which helps in running and management of business. It is therefore a planned program of courses and learning experiences that begin with exploration of career options, basic academic and life skills, and enables achievement of high academic standards, leadership, preparation for industry-defined work, and advanced and continuing education (CTE, 2009). Vocational education has contributed to the continued growth and performance in businesses through encouraging change of mind-

set, acquisition of technical and managerial skills and also entrepreneurial behavior (Rwamitoga, 2011 and Kaijage, 2013).

However, Sherman *et al.*, (2008), argue that a competent and skilled entrepreneur cannot be groomed using traditional methods, such as the lecture and its variant “chalk and talk” in Vocational education, as these methods lack initiative for application and their utility remains in creating entrepreneurial awareness. When this is done, it merely results in a knowledgeable person but who is not practical (Smith and Paton, 2011). While studies vindicate their effectiveness in maximizing the efficiency of teacher-learner knowledge transfer on one hand (Sherman *et al.*, 2008), on the other they demonstrate them to be static, and fail to respond to the naturally dynamic business environment (Smith and Paton, 2011).

Mcha, (2012) argues that VE enriches people for life and it provides the competences which are necessary for self-employment. Societal and economic development depends on the strength of VE as it provides access to skills and entry routes into the labor market. The author reported a number of youth remaining in labor market for long period without accessing employment because most of the youth have no skills. Skills requirement in the labor market are not compatible with skills supply.

Okorie (2000) argues that, skill development is the ability to do or perform an activity that is related to some meaningful action, work or job. In contributing to this, the author points out that; to develop a particular skill is to exhibit the habit of thinking, acting and behaving in a specific activity in such a way that the process becomes natural to an individual through constant practice. Okafor, (2011) is in agreement with Okorie, 2000, and affirms that vocational education leads to skills development which enhances self-employment, innovativeness, productivity as well as sustains competitiveness in the global economy.

Skill development according to Okorie (2000) varies with the nature, complexity and type of activity that is involved and Skill development requires intelligent humans. Indeed, most learned or developed skill present great challenges to students in the

integration of the practical work and theoretical fields, ‘common sense, a good power of observation and courage’ (Okorie 2000). An individual who opt for skill development should among other things, possess qualities such as interest, ability, aptitude, patience, personality characteristics and other human or physical qualities that would enable him/her succeed in it. However Kamarainen, (2002), and Onstenk (2001) argue that Vocational education should place more emphasis on the development of core competences such as hairdressing cookery, plumbing work among others.

Vocational Education in Uganda lies in the hands of Ministry of Education and Sports (MoES) which has identified an urgent need to raise the status of work-based skills to increase on the student awareness of quality job practices, attitudes and self-employment skills (MoES report, 2009). The Government effort in trying to develop VE was manifested in the BTVET Act of 2008. The Act is based on the principles and concepts of promoting an integrated, demand driven and competent based modular BTVET system. Under this learners enter the system at various points suited to their skills and needs, with their qualifications certified and recognized at different levels and establishment of a qualifications framework based on defined occupational standards and assessment criteria for different sectors of the economy (MoES report, 2008).

VE facilitates the acquisition of the practical and applied skills as well as basic scientific knowledge CTE, (2009). It is therefore a planned program of courses and learning experiences that begin with exploration of career options, basic academic and life skills, and enables achievement of high academic standards, leadership, preparation for industry-defined work, and advanced and continuing education. On the other hand, Imandojemu (1999) observed that skill development will be effective if the trainee and trainers are able to participate fully in the process. This implies that students and teachers must have a clear idea of what they personally want to achieve by the time skill development is completed. VE helps to update knowledge and skills to accommodate changes in skills, competence and operating procedures (Abariko *et al*, 2015). Ladzani and Van Vuuren (2002) concluded that, the nature of vocational education involves

training equipment, instructional materials and trainers which influence a lot on level of technical skills and management of business.

However, Kohn *et al.*, (2006) point out those VE institutions in Uganda are characterized by inadequate training infrastructure in terms of buildings/facilities, equipment, tools and training materials. The above argument is also supported by Okinyal, (2006) indicating that BTVET institutions lack instructional material, and infrastructure like lecture rooms, teachers' houses, workshops, tools, equipment, books and libraries. Vocation Education is a practical oriented kind of education, and its success is dependent on the presence of tools, equipment and materials. If these are lacking in institutions then the learners cannot attain what is expected of them and cannot do much in being entrepreneurs and successful in businesses, because of lack of sufficient skills to start their own businesses and make it successful (Dinavence, 2011). Nalumansi *et al.*, (2002) point out the biggest challenge to effective VE being relatively expensive compared to general academic education.

### **2.2.2 Entrepreneurial performance**

Entrepreneurial performance is the achieving of set entrepreneurial goals (Van Vuuren, 1997). Performance is a broad concept and can be defined in terms of job generation, growth, profitability, sustainability, survival and stability (Storey, 1994). Schultz (2003), entrepreneurial knowledge and capacity factors such as the resource configuration for the enterprise, government policy, human capital, business structure, processes, core competencies can determine whether the business can perform or not in a competitive business environment. Entrepreneurial performance is linked to entrepreneurship which involves both the study of how new businesses are created as well as the actual process of starting a new business (CEDEFOP, 2011). For the purpose of this study, entrepreneurial performance is defined as the growth, stagnation or decline of a business entity (Mwene-Millao, 2000).

Entrepreneurship has a crucial role to play in modern societies due to its considerable macro- and micro-level effects (Henry *et al.*, 2003). Entrepreneurship contributes to the

generation of new ideas, innovation, job creation and economic growth (Hisrich and O’Cinneide, 1985). In Eastern Europe, the pressures of rising youth unemployment propelled entrepreneurship and small business development high, in political agendas (Matlay, 2001). The complex and insecure economic environment calls for creative individuals capable of solving new problems through independent action (Volkman et al., 2009).

Shane and Venkataraman (2000) state that entrepreneurship involves the nexus of two phenomena: the presence of lucrative opportunities and the presence of enterprising individuals. Their theory is inspired by the “Kirznerian” entrepreneurial discovery process but they emphasize that prior information is needed to complement the new information in the discovery of business opportunities. In this respect, they are similar to Schultz who argues that human capital is an important determinant of entrepreneurial ability. Casson (2003) tries to encompass both the Schumpeterian and the “Knightian” definitions by arguing that entrepreneurs are individuals who specialize in decision making. The Schumpeterian entrepreneur applies information about inventions to create new combinations and is ultimately the one who decides if the new combinations are profitable.

However, Ladzani and Van Vuuren (2002) argue that entrepreneurial performance utilizes the available opportunities to grow the business idea. Entrepreneurship capital, entrepreneurial knowledge and capacity factors can be major determinants of entrepreneurial performance. The realization that a sufficient level of entrepreneurial activity enhances performance and development, has caused many governments to pay special attention to entrepreneurship through various vocational education reforms (ILO, 2011), since the ability for setting-up a new business, depends on the technical and professional skills gained in vocational education

Professional skills alone do not help a company survive and succeed (Krueger, 2000). Entrepreneurial mind-sets, skills and competences are also needed to maximize the benefits of professional skills and expertise for company success, growth, and innovation (European Business Forum on Vocational education, 2012). Other scholars investigating

entrepreneurship at the individual level, and adopting a cognitive lens, have suggested that those who act more entrepreneurially have more entrepreneurial mindset (McGrath and McMillan, 2000; McMullen shepherd, 2006). Since entrepreneurial mindset has greatly been related to performance, the emphasis shall be on a never ending cyclical motion created by the entrepreneurial mindset. This has multiple cause effect relationship linked by various chain reactions and feedback from the business environment. The cycle moves back and forth from entrepreneurial mindset to creativity to innovativeness to business alerts or pro-activeness back to the entrepreneurial mindset setting the motion again and again. The outcome is twofold depending on the existence or lack of existence of entrepreneurial mindset that is; excellent performance or Stagnation.

Other scholars have described the entrepreneurial mindset as that ability to repeatedly initiate new product or service ideas, reconverting all resources into new uses, bringing new ideas from many sources (Jelinek and Litterer, 1995). Ideas must be generated, resources assembled, the new product or services produced and delivered to users. More importantly the business must sustain such effort again and again. The fierce market, technological, social and political changes call the entrepreneurs to act entrepreneurially so as to adapt to changing conditions and to grasp fleeting opportunities to stay above the competition (Shepherd, McMullen and Jennings, 2007).

Promoting entrepreneurship is a means to help students to successfully undergo the “double transition” (Gatti *et al.*, 2013) that is to increase employability and to position themselves in a labor market that is distorted by poor signaling and substantial segmentation. Therefore students can increase their entrepreneurial performance success through a good vocation education and these outcomes are interlinked. Good entrepreneurship performance can increase students’ self-sustenance and business success.

Conversely, the business organizations that become less entrepreneurial in a dynamic environment is likely to realize declining performance (Ahuja and Lampert, 2001). From the much literature on entrepreneurship, there is a considerable understanding of why some business organizations are more entrepreneurial than others. Entrepreneurship is in

turn propelled by individuals (entrepreneurs) who possess an entrepreneurial mindset. An entrepreneurial mindset has been described as a group of personal dispositions, also known as entrepreneurial spirit, which leads to the innovative practice like identifying and/ creating opportunities, then taking these opportunities in a productive way (Hamilton, Barton H.,2000). Important feature in an individual possessing this mindset is the “creativity displayed” which helps him to create new ideas and bring these ideas to the market in a way appropriate to create value for an external audience (Faltin, 2007). The mindset of the entrepreneur determines the business success in today’s competitive market.

Mere entrepreneurial awareness cannot develop entrepreneurial practice. To develop Entrepreneurial practice requires methods capable of instilling transversal entrepreneurial skills.

In tandem with Kolb’s experiential learning model (Kolb, 1984), different learning opportunities for optimum development of the various students’ entrepreneurial capabilities have to be designed into curriculum delivery. Gatchalian (2010) found that both teachers and students strongly supported experiential methods. Basing his findings on the grounded theory approach,

Fredrick (2007) concluded that entrepreneurs require experiential pedagogical interventions.

Experiential methods transport learners to defining experience of deciding whether or not to choose entrepreneurship as a career option after training (Sherman *et al*, 2008). This is the object and philosophy of entrepreneurship education.

Entrepreneurial performance capabilities and competences can be supported and nurtured through learning. Vocational education plays a key role in developing entrepreneurship, innovation and sustainable economies. Entrepreneurship as a module is relevant in vocational education as self-employment is a realistic option for many VE students, who end up establishing their own businesses (CEDEFOP, 2011).



### **2.3.1 Vocational Education and its effect on innovativeness, business growth and profitability**

Innovation involves doing something new or doing existing things in a new way (Guthrie *et al*, 2004). Kearney (2014) argues that it is only when doing something new or differently is applied in the community and adds value that it becomes an innovation. Innovativeness has long been recognized as an important driver of economic growth (Romer 1990, Grossman and Helpman (1994), Bloom and Van Reenen (2002), Bosworth and Collins (2003). Vocational education plays a big role in changing designs, marketing and workplace practices (Curtain, 2004).

Vocational education has contributed to the continued growth and performance in businesses through encouraging change of mind-set, acquisition of technical and managerial skills and also entrepreneurial behavior (Rwamitoga, 2011 and Kaijage, 2013). Vocational education helps the entrepreneur to have an entrepreneurial mindset exhibited through innovativeness, creativity and business alertness or pro-activeness (Hitt, 2000).

Entrepreneurship and enterprising behavior are important objectives for education and lifelong learning policies in the European Union (EU) as a whole (European Community, 1999). It is seen as a source of flexibility and innovation in the economy and, at the same time, as an interesting possibility for individual development, fulfilment and citizenship. There are particular entrepreneurial qualities like motivation, need for autonomy and independence, creativity and originality, taking initiative, risk taking, looking for possibilities, posing challenging objectives, self-confidence, internal locus of control and endurance.(Kuip,1998). Development of the listed qualities therefore should be at the fore front, while developing Vocation education curriculum. Kämäräinen, (2002), referred to the above qualities as enterprising key skills. The same discussion applies here as in the key skills debate in vocational education (Advisory Committee on Labour and Vocational Education, 1999; Kämäräinen, 2002). These key skills get much attention in projects to promote active and self-directed learning in educational innovation, and new

educational concepts in vocational education (Onstenk, 2000b, 2001), to entrepreneurial and learner-friendly universities.

According to a research done by Maxwell and Westerfield (2002) on 184 firms in the Midwest there is a strong correlation between higher levels of entrepreneurial mindset with a higher level of innovativeness. Brown & Eisenhardt, 1998; Bettis & Hitt, 1995 calls for an entrepreneurial approach to enhance the firm's performance as Entrepreneurial mindset is what will at the end of the day allow one to create real growth and excellent performance in an organization. Morris and Pitt,( 1995); Having an entrepreneurial mindset often means a richer and superior life for oneself and others in the world since the mindset makes the individual be receptive to continuous learning, self-education, help from mentors, and modeling, successful wealthy people.

Innovativeness has long been recognized as an important driver of economic growth ((Romer 1990; Grossman and Helpman, 1994; Bloom and Van Reenen 2002; Bosworth and Collins, 2003). Innovation is driven by such drivers as; the search for competitive advantage; new and untapped market places, updated technologies and these innovations involve developing relationships and partnership with other organizations. Such innovations require continuous learning and hence the cause for Vocational Education (Smith, 2004). All the above have literature on innovativeness but do not show the relation between Vocational Education and innovativeness. Curtain (2004) clearly brings out this relationship and he argues that, "it is enterprises not Government which are at the heart of the innovation process". These enterprises take new ideas, turn them into products / services and then market the results. In turn they need the right people with the right skills and knowledge to do this. And these people are the innovators who have gone through Vocational Education. Curtain (2004), further makes a serious suggestion especially to Governments of developing countries to carry on research and seek development funding to the Vocation Education solely focused on small and medium- sized enterprises which are a source of innovations.

Marceau *et al.*, (2004), identified factors stimulating both innovation and education to include; investment in new in equipment, strong competition based on product differentiation, quality, reducing product cycles, timeliness of supply and integrating product services. He adds that consultation with workers, suppliers and customers for product and process improvements, as well as well-functioning linkages with education institutions strongly stimulate innovations and intensify practical orientation of VE. Kearny, (2004), examined the evolving work place and affirmed the following; If VE is to play a role in the innovation process it must provide a learning environment which reinforces and develops qualities such as; openness, trust, and diversity in the workforce, which are key qualities for a culture of innovation, in order to meet enterprise goals. Kearney's argument calls for investment in human capital, empowerment alongside creating of free spaces for learning to occur.

On the other hand, Bennett *et al*, (2004) discussed key human capital challenges faced in ensuring that the economy maximizes opportunities for innovation and economic growth. They believe the key challenge to be competition, intellectual property rights and a culture of innovation supported by a strong entrepreneurial knowledge base, which are helpful to generate new ideas and realize effective commercialization. Saunders *et al.*,(2004) came and described the education needs VE providers should address. According to these authors, VE should be customized to the world of work needs and there must be collaboration between innovators and VE providers.

In conclusion the relationship of VE and innovation can be summarized in roles VE sector play in the innovation process. They include but not limited to; monitoring innovations and assessing their impact and relevance to VE programs; developing appropriate relationships with suppliers of new equipment and technology and customizing programs to meet the specific training needs of their customers; assisting through skills development, the successful transfer and adoption of new innovations in industries, companies; Nurturing and building innovation skills, especially problem – solving, creativity, initiative and drive in vocational students; and working collaboratively with industry or research and development organizations, particularly

focusing on processes and development rather than pure research, and supporting small and medium-sized enterprises (Loble *et al.*, 2004).

Increasingly, trainers are identified as the most important factor influencing the quality of education (European Commission, 2013). Trainers can be the change agents that transforms education by being the ones who encourage young people to develop their entrepreneurial skills and innovativeness including fostering their ability to turn ideas into action, spur their creativity and sense of initiative along with other skills and attributes to fit the needs of a knowledge-based and innovative society which results to entrepreneurial performance. The complex and insecure economic environment calls for creative individuals capable of solving new problems through independent action (Volkman *et al.*, 2009).

**Business growth and profitability:** Carrol (1985) and Bruzzel (1987), defined entrepreneurial performance as the outcome of past entrepreneurial strategy and the current choices made by the owner-manager (Geroski, 1990). Yet a business strategic choice made in any period is determined by the characteristics of the entrepreneur. Such characteristics include the level of business training (Barkham *et al.*, 1996). Bruzzel (1987), contends that entrepreneurial performance which is measured in terms of sales growth, business profitability and returns on investment largely depends on owner's business skills; usually acquired through specialised training.

Several studies have pointed that Vocational education contributes positively in the growth and performance of enterprises. For instance, Edgcomb (2002) established that training has significant impact on participant characteristics and final participant outcomes. As a result of training, enterprise operators can obtain better management techniques, expand their entities, adopt new technology and build more business linkages. In agreement with Bruzzel (1987), is Roper (1999). Roper modelled growth and profitability of small businesses in the United Kingdom. The author's submission is that the characteristics of the business owner not only determine the choice of the business

strategy, they determine its performance too. Indeed the study recommends inclusion of vocational business training to enhance performance of entrepreneurs.

Another study on how vocational education influences performance of entrepreneurs, was by Vyakarnam *et al*, (1996). These authors focused on the relationship between training and business growth, and found a positive correlation. Vyakarnam *et al*, (1996), indicated that Vocational Education stimulates business innovations which subsequently enhance growth and profitability of entrepreneurships (Keogh *et al*, 1996). A similar view is held by Wiles, (1974). The author investigated a correlation between education and earnings in the United Kingdom, using external-test-not-content hypothesis. In this study the author contends that while vocational education is expensive to society, it is valuable to employers and business owners. He illustrates that including Vocational Education degrees is now a restrictive practice by many trade unions because it offers business knowledge. His work further presents that conventional academic examinations devoid of an inquiry into vocational skills, are irrelevant to administrators and owners of business. The paper quotes; “mere examinations in Greek, Latin and mathematics are no tests of what men will prove to be in life”.

Wiles (1974), maintains that a student who makes a melodious Cherokee would be a superior man to him than a candidate who just comprehend the theory of Cherokee particles, thereby emphasizing the need for vocational education in business. Such findings are consistent with Bruzzel,(1974) and Carrol, (1985) which earlier illustrated the significance of vocational education. Wiles, (1974) emphasises the need for Vocational education because to him academic degrees are valued not for the content of education they certify but for the employable skills, they further illustrate at the job. Therefore the value of Vocational Education in performance of entrepreneurs needs to be over-emphasised (Okinyal, 2006).

The value of Vocational Education on performance of business enterprises, was again indicated by Benson (1998). In his study entitled examining the human, financial and social capital effect on business performance of Jamaican entrepreneurs, Vocational

Education had a consistent strong and positive effect on performance of businesses. The author presents that in enhancing urban renewal and community development, strengthening businesses is ideal. He recommends that Vocational Education, social capital and financial discipline will play a crucial role. However, Hessen *et al*, (2010) questions the role of Education on business growth and profitability. Their research work, “treated “ a group of college students with entrepreneurship education and not the other, and later measured entrepreneurship skills and motivation of both groups. Their findings show that training students in business entrepreneurship had a negative effect on intentions to become an entrepreneur, entrepreneurial performance and motivation.

Allan, (1987) also inquired into the relationship between Vocation Education and enterprising culture in the United Kingdom. He defined enterprising culture in several aspects including the quest for business growth and profitability. His findings refute those of Hessen *et al* (2010), who maintained that training bears negatively on entrepreneurs. Allan (1987) concluded that Vocational Education is among other factors which promote entrepreneurship culture. He contends that entrepreneurship education in business, brings about enterprising behaviour, skills and attributes which lead onto self-reliance. Vocation Education is among the dimensions of human quality, that positively relate to performance of small firms or enterprises (Coleman, 2007).

Vocational education contributes to the country’s economic growth, as it boosts organisational productivity and profitability (Lewin, 2006). Organizations that have a high enterprise dynamic, such as a high level of skilled employees and individuals who exercise responsibility and judgment, tend to have high levels of productivity. Vocational Education can benefit the organization on so many levels; improve productivity and customer service, increase staff retention, reduce cost, and lower customer complaints thereby increasing business profitability and customer base, to name a few (Taylor and Francis, 1993). The profitability of both men and women-owned small enterprises studied by Coleman (2007) was positively correlated with vocational education and experience. This therefore re-emphasises the need for vocation Education in business growth and

profitability; contradicting studies such as Hessen, (2010) who questioned role of Vocational Education on performance of enterprises.

The significance of Vocational Education on Performance of enterprises was further discussed by Michaela *et al*, (2008). The authors studied divergences in Vocational in England, German and Dutch so as to recommend to policy makers on employability of trainees. They identified two methods that's a knowledge based and skill- based model. Even if this study sought to compare the Vocation Education model in Europe, their literature mentions that Vocational Education enhances employability as well as business performance. And thus agree with earlier studies such as Wiles, (1974) which maintains that Vocational Education is essential in entrepreneurial performance as it aid smooth transformation. Such a transformation is carried particularly through a significant paradigm change in teaching and learning practices (European Commission, 2009). It puts the learner at the center of the process and places much more emphasis on the skills and attitudes that help young people to apply their knowledge. Trainers should no longer only transmit knowledge, but rather support and encourage each student's own learning process and to develop their full potential individually and in groups.

However, the principle challenge in exploiting entrepreneurship training further in VE relates to the trainers' understanding of entrepreneurship, their attitude towards it and their capabilities to teach it (European Commission, 2012). The study stresses the broader challenge in supporting entrepreneurship in Vocational Education being; teaching material and guidance is typically insufficient. According to Arinaitwe (2011), Vocational Education trainers need to be practicing engineers, technicians, artisans or craftsmen in the world of work. But reflecting on the situation in Uganda, Vocation Education institutions have trainers who are not practicing their craft. The majority trainers pursue technical education programs and later get enrolled as trainers in Vocational Education institutions without industrial work experience (Nalumansi *et al*, 2002).

Coupled to the above, these trainers do not have the required pedagogical knowledge and skills thus rendering the trainees to be less competent to compete in the labour market

and to be self-employed thus influencing entrepreneurial performance. According to Nalumansi *et al*, (2002), Vocation Education institutions often have poorly trained staff (instructor and managers), an indicator of low academic levels and such teachers employ unprofessional instructional methods and practices which do not fully prepare trainees for the world of work. This is also shared by UGAPRIVI (2004) which pointed out that some instructors in Vocational Education institutions use trial and error methods of teaching. Although Vocational Education is expected to be conducted mainly through learning by doing for mastery of predetermined skills by the learner, the commonly used methods are synonymous with those used in general academic education a situation that is parallel to aims of this form of Education. The teaching methods practiced by VE teachers are branded old fashioned as pointed out in the National Development Plan 2010/112014/15 (Uganda, 2010).

When learners are out for practical work each individual is expected to perform the assigned task as an individual without consulting one another. At that time there is almost no interaction as if the trainees are under a trial test. Really the practicum experience is a learning process and should not be treated as such (UNISE report, 2003). The majority of instructors and teachers are tradesmen who have never undergone through a professional curriculum that entails them to train others (UGAPRIVI Training Needs Assessment Survey of 2004). However, the delivery of quality VE is dependent on the competence of the teacher in terms of theoretical knowledge, technical and pedagogical skills as well as being conversant with new technologies in the workplace and entrepreneurship world (COMEDAF, 2007). Following the above, the bearing of Vocational Education on performance of business enterprises should not be questioned.



### **2.3.2 Curriculum content and entrepreneurial performance**

Ida (2011) argues that vocational training curriculum puts great emphasis on opportunity recognition, improving cognitive abilities on the entrepreneur's creativity, and critical thinking hence an increased business growth. Schumpeter, (2013) argued that in order to create successful business such as resourcefulness, creativity, flexibility, determination, critical thinking, leadership and focused decision making are the kind of non-cognitive skills that young people need. Mureithi (2015) argued that most training programs focus on the start-up process with very limited effort on the part of the trainers providing post training follow up.

Nanyama, (2014) finds vocational training and education as playing a key role in stimulating entrepreneurship and business growth. In support the Global Entrepreneurship Monitor (GEM, 2008) indicated that there is limited access to vocational education and training as well as its irrelevance. Training, consultancy, marketing, information, business linkage promotion and technological development are an array of business services included in in the curriculum that can lead to business growth according to Committee of Donor Agencies (2001). A survey conducted by Kabongo and Okpara (2010) revealed that only 3 out of 10 Kenyans participated in activities aimed at improving their business in the past 1 year. The survey also revealed that the youth in Kenya believe that the government should lay more emphasis on educating entrepreneurs than partnering with private business (Ochieng, 2015).

Other studies by the likes of Karanja (2014) concluded that entrepreneurs with higher vocational training in Ethiopia in management skills were able to make wise and rational decision on management of enterprises hence business growth of SMES. According to Kiruja, (2013), World Bank, European Union and UNDP in collaboration with Ministry of planning on the ongoing government and donor supported programs supported the MSE technology and training programs in business growth and some progress have notably been made. 43% of the SMES benefited from business advisory.

A study carried out in Muranga County, concluded that entrepreneurs benefited from the business support provided by Development Agencies mainly in form of business advisory services included in the curriculum which contributed to capacity building that increases the growth of enterprises when integrated into their existing resources (Muiru & Muronge, 2013). The study also indicated that entrepreneurial training contributes to the growth of SMES in Kenya though entrepreneurs acquire skills such as planning which improves on their creativity, opportunity recognition and strategic thinking.

Entrepreneurial education and training has a lot to do with developing positive attitudes, creativity and flexibility among the young people in tertiary institutions that will help them to cope with dynamic market changes. Therefore, it's not just about imparting skills and knowledge. Tertiary institutions include; polytechnics, colleges and universities (Kilasi, 2011). In their study on entrepreneurial training in Sub-Saharan Universities, Kabongo and Okapara (2009) found out that entrepreneurship was the most frequently offered course in business curricula, followed by creativity and innovation, courses in entrepreneurial growth, entrepreneurial finance and feasibility analysis. Introduction to business skills to students help in recognizing business opportunities better than those not exposed to such skills (Mason, 2011). Kenya Institute of Management offers various training programs such as business management, business startup and business plan competition branded "Jitihada" that began in 2009 through the Centre for Entrepreneurship Development (Mungai, 2012).

A study by Kigera (2011) found out those women who had accessed YEDF entrepreneurial training had experienced business growth while those who did not access entrepreneurial, marketing and technology training lacked business growth in their enterprises. The number one reason for failure of SMES is lack of proper management. Business owners require relevant management and business expertise in areas such as finance, purchasing, selling, production, hiring and managing employees (Reardon, 2010).

According to Mungai (2012), training is a key factor in enhancing growth and competitiveness of SMES. The curriculum content of entrepreneurial training was put in

place to deal with key issues of unemployment. The entrepreneurial programs were introduced by NGO'S, private training and consultancy firms and academic institutions as it was provided in Sessional Paper no.1 of 1988. Those who were in self-employment lacked managerial skills and this led to introduction of entrepreneurship education in various technical and vocational institutions (Maina, 2011). In Kedogo (2013), the study showed that majority of the youth involved in SMES in Kenya were not well equipped in terms of skills and training. The study concluded that those with more education and training were more successful in SMES sector.

A study by Momanyi and Munene (2013) found out that in order for the youth owned SMES to succeed, special attention must be taken in training the youth on business planning, budgeting and managerial processes. It was also revealed that most youth enterprises failed due to lack of knowledge and information to enable them to effectively plan, manage and make sound decisions to enhance the growth and survival of enterprises.

#### **2.3.4 Mode of training and entrepreneurial performance**

According to Awasthi (2011), the objectives of entrepreneurial training are: to enhance skills, to promote better understanding of entrepreneurship and create more entrepreneurs. According to Eikebrokk and Olsen (2009), the appropriate methods to facilitate entrepreneurial training should include real-life activities. Fredrick (2009) argued that entrepreneurs require experiential pedagogical interventions.

In conveying entrepreneurial knowledge, skills and attitudes to learners, trainers use different methods. Research has shown that entrepreneurs learn differently from other professions (Munene, 2013). Through deepening learning in theory, practice and process of entrepreneurship, learners require active and pedagogical interventions (Fredrick, 2007). Vast methods of delivering entrepreneurship training have been recommended by studies which lectures, team teaching, group assignments, field tours or visits, business plan, case study, problem based learning, presentations seminars or workshops, decision

making exercises, attachments, internship, consulting assignments, actual running of a business, research etc (Mokaya, 2013).

Kenya Management Assistance Program (K-MAP) and other NGOS targeted entrepreneurs who required entrepreneurial skills and were trained through workshops, seminars, focus groups discussions, business counseling and visits to the premises of the entrepreneurs. This has led to business growth among the entrepreneurs who were trained (Maina, 2011).

Mkala and Wanjau (2013) argued that using traditional methods such as lectures to train entrepreneurs merely results in a knowledgeable person as the methods lack initiative for application. Teacher learner knowledge transfer fails to respond to the naturally dynamic business environment (Sherman et al, 2008). Many institutions in Kenya offer entrepreneurial training with an aim of increasing business growth. Entrepreneurship is about starting a growth oriented small business (Bwisa, 2012).

According to Datar *et al.*, (2009) methodologies to foster training are not only a means to support youth entrepreneurship rather to also provide young people with entrepreneurial attitudes and skills.

Compared to other business courses, the study and teaching of entrepreneurship is also unique. Cant *et al* (2011) use words like: untidy, non-linear, highly dynamic, fluid, inconsistent, unpredictable and chaotic, to describe the character of entrepreneurship as a field of study and instruction. This in itself means that entrepreneurship cannot be taught in the same way that other business courses are taught. Cant *et al* (2011) in investigating the efficacy of entrepreneurship education in Singapore recognized the use of experiential learning models in developing entrepreneurial competencies. Experiential learning techniques can range from field based models such as internships to less intensive methods such as classroom based role-play and simulation. These may involve altering the traditional lecture format for learners to for example: work on small experiential projects in groups, conduct actual market research or apprentice with practicing entrepreneurs.

In South Africa, Charney and Libecap (2011) argues that mass media remains the most effective tool for creating widespread awareness of entrepreneurship in the societies and increasing its legitimacy. Through the coverage of the roles of the entrepreneurs and the profiles of an entrepreneurial activity, media stimulates discussion and demystify and raise awareness of the entrepreneurial process. A study on the assessment of the impact of entrepreneurship training in concluded that the Mini-Enterprise Programme of Junior Achievement South Africa (JASA) lacked any visible or practical significant impact on the entrepreneurial intentions subjective personal well-being, adaptive cognition and innovation of learners. Although entrepreneurship can be taught effectively, it is dependent on long term strategies by ensuring adequate support to learners with the attitude to become competent entrepreneurs as well as suitable methods for continuous assessment and improvement (Steenkamp, 2013).

In a study by Ongwae (2013), many institutions in Kenya seems to have assumed that entrepreneurs are born not made hence providing training assuming that the youth have preexisting entrepreneurship characteristics and attitudes. Institutions also seem to have confused small business management and entrepreneurship. Institutions use non-entrepreneurial instructors, non-entrepreneurship settings to teach entrepreneurship.

Ismail (2010) notes that instructors should also encourage practical program or mini business projects during training in order to improve training quality not only practice appropriate methods. Mungai (2012) estimated that 40% of all trainees acquire skills through apprenticeship or through on-the-job training. Carter *et al* (2011) found out that in firms where turnover had increased considerably in the past years, the highest uptake of training was reported.

#### **2.3.4 Duration of training and entrepreneurial performance**

Studies relating the duration of training to entrepreneurial performance are quite rare. Amongst these few studies is one by Bae *et al.*, (2014) who after implementing a meta-analysis of 73 studies find an insignificant effect of duration of vocational training on

students' entrepreneurship intentions. This study however looked at entrepreneurship intentions not actual entrepreneurship performance as in this case.

The other study by the likes of Bilic . (2011) after analyzing 253 students at the Faculty of 220 Economics at the University of Split in Croatia establishes that the duration of vocational training influenced students' entrepreneurship intentions positively. Both researchers lack credibility due to the lack of studies about vocational training duration effects on students' entrepreneurship intentions for the first research paper and lack of generalizability for the second.

Moreover, taking into consideration the research paper of Shinnar, Hsu and Powell (2014), who found insignificant general effect of two-semester long compulsory introductory vocational training on students' entrepreneurship intentions, which varied for male and female students; The researcher suppose that the effects of length and volume moderators depend on other vocational training components.

Van der Sluis, van Praag, & Vijverberg (2008) note that from education and entrepreneurship research, the effect of length of education in general may be categorized into monetary and non-monetary effects. Monetary-related studies conclude that the longer the span of an individual's education is, the higher his salary will be (Robinson *et al.*, 2013). This effect is higher for employees than for entrepreneurs in Europe (Van der Sluis, van Praag, & Vijverberg, 2008). This finding would mean that the more educated an individual is, the more risk-less it is to earn a good salary as an employee compared to an entrepreneur.

If a link between risk-less and public jobs can be made, then this link is supported by Fabra and Vila (2009), who found that the higher an individual's education is, the higher the probability of his choosing a public sector job is (Fabra Florit & Vila Lladosa, 2009). Non-monetary effects may be sub-divided into positive effects on social capital (e.g. friends & network), human capital (qualification & knowledge) and identity capital (self-concept & plans, goals) (Schuller, Preston, Hammond, Brassett-Grundy, & Bynner, 2013). Arrow (2012) found that higher levels of education relate to a more efficient job

search and a better matching of the job choice to expectation of the job seeker. Thus, students become more self-aware of what they want and hence, with a higher level of education, may have a more realistic view of what entrepreneurship means and, consequently, may or may not choose to follow an entrepreneurship career path.

In contrast, Davidsson (2011) argues that the final decision to become an entrepreneur is a long "process in which attitudes and intention evolve based on the development of individual competence, experiences and relations to the business context" (Kristiansen & Indarti, 2013). This would imply that the longer a programme is, the more time a participant has to reflect and develop his/her attitudes and intentions toward target behaviour. This development of attitudes and intention may, of course, go in both directions. For example, the more a student becomes involved with entrepreneurial tasks, the more he/she might realize that this is not his/her destined career path.

Some of the arguments above would indicate that the longer the educational intervention is, the more reasons there are for the impact of education on entrepreneurial intention to be weakened. This would support the idea that the duration of the intervention impacts intention in an inverted U- shape (curvilinear). Up to a specific point, the saturation point, education impacts positively; then entrepreneurial intention decreases with the length of the education programme. A similar relationship was found by Chrisman *et al.* (2014), who examined assistance advice offers to established entrepreneurs. It positively impacted the businesses up to a certain point but turned negative after the saturation point. Therefore, the more time is invested in entrepreneurship education, the more the constructs of the theory of planned behaviour, primarily perceived behavioural control should increase. However, this effect is only valid until the saturation point, from which point on it potentially becomes negative.

Orford *et al.* (2011) interviewed several South African entrepreneurs to obtain information on the main obstacles they face. The results of their study indicated that lack of ample time during training is South African entrepreneurs' most frequently mentioned weakness. Carter (2013) points out that the only way to encourage larger numbers of

vocational graduates into self-employment is to recognize that there is a clear need to increase the duration for training to impart them with better business start-up and growth training and skills.

According to Kessy & Temu (2010) training of two years and above enables participants to change behaviour and how they perceive their activities. They further assert that, in Tanzania most MFIs provide credit without business training to their clients. Long training helps owners and managers of enterprises plan and manage challenges prevailing in the modern business environment such as competition, fluctuating prices, changing customers' preferences and so on (Kessy & Temu, 2010).

Another research by Rosnani *et al.* (2011) found that the level of entrepreneurial skills of the entrepreneurs in Malaysia is still moderate due to shorter training durations in most vocational institutes. The authors suggested that there is need to increase the training duration from one year to at least two and above to cover more entrepreneurship development training programs in areas, such as creativity enhancement and innovation, the skill to make business accounts, creating promotions and advertising skills, skill to set the right price and selling skills. These researchers also agreed that training and entrepreneurial education contributes to increase of knowledge, skill and experience required to make businesses more robust and competitive only if the training duration is long enough. The government and its agencies are responsible for providing appropriate entrepreneurial training to fulfill entrepreneurs' needs.

A study in Mauritius by Patricia (2014) concluded that women entrepreneurship development programs do not adequately meet the demands of the New World Economy due to shorter training durations. She suggested that entrepreneurship development programs should have a longer training durations so as include a wide variety of topics, such as business ideas generation, qualities of an entrepreneur, market research and marketing, communication skills, human resources management, production planning and quality management, costing and pricing, accounting and bookkeeping and related legal aspects.



#### **2.4 Summary of the research gap**

Much as a fairly good number of researches have been conducted in the area of vocational education and training, more studies need to be done in order to ascertain the real impact of training on performance of enterprises especially when it comes to Uganda where unemployment looms day in day out. Hill and O' Cinneide (2009) notes that only a few studies have investigated the effects of vocational education and training which is agreed to by Falkang and Alberti (2010) who suggests that there is a need for much more research on vocational education and training effectiveness. In the reviewed studies none brings out a clear picture in terms of magnitude as to what extent, vocational education influences entrepreneurial performance. Given the number of inconsistencies that exists, this study explored the effect of the different vocational education aspects using mixed methods approach in an attempt to clarify.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.1 Introduction**

This chapter explains the research methodology that was used in examining the effect of vocational education on entrepreneurial performance. The chapter includes five sections. It discusses the research design, area of study, target population, sampling procedure and techniques, sample size, data collection methods and instruments, data control measures, Data management and processing, lastly limitations of the study.

#### **3.2 Research design**

This study considering the time allowed, used a cross-sectional design since the study was conducted in a period less than 3 years and a relational design to analyze the two variables. In using these designs, both quantitative and qualitative research paradigms were adopted. The adoption of both approaches provided an in depth understanding of the subject matter and the nature of phenomena as to describe phenomena and understand it from the participant's point of view. The cross-sectional study design was chosen because it collects information from a sample of a given population and makes measurements at one single point in time. This design similarly saves time and also resources.

#### **3.3 Area of the study**

The study was conducted in Nakawa Division Kampala District, because the division has a number of vocational institutes, like Nakawa VTI and Lugogo VTI, which have various courses. Students are trained with the aim of solving unemployment by preparing them to be successful entrepreneurs. Also this area has many entrepreneurs.

#### **3.4 Target Population of the Study**

Target population is defined as a list of the elements from which sample size is actually drawn (Cooper and Schindler (2003). The target population of this study was 1300 respondents and comprised of the Vocational Education trainers, administrators and vocational graduates' entrepreneurs. The research basically studied graduates from VTI,

from 2015 intake and 2017 completion year. Whereas the unit of inquiry comprised legitimate informers from UBTEB, NCDC and ministry of Education BTVET stakeholders.

### 3.5. Sampling procedure

Two types of sampling were used; Purposive and random sampling. Purposive sampling was used to identify Vocation Education graduates of 2-3 years ago. And from these the researcher employed stratified random sampling to obtain a final sample to select the respondents. Random sampling is a sampling method in which all members of a group have an equal and independent chance of being selected (Black, 2010). This method of sampling was chosen because it represents the target population and eliminates sampling bias. Purposive sampling was also used in selecting the respondents because it saves time and money as the researcher had limited time and resources. Purposive sampling can be defined as a technique in which researcher relies on his or her own judgment when choosing members of population to participate in the study (Black, 2010).

### 3.6 Sample Size and selection

The sample size refers to the number of observations in a sample (Evans *et al.*, 2000), defined. According to Welmem (2001), it is uneconomical to involve all the members of the population in research project. The sample size used in this study was determined according to Krejcie and Morgan (1970). The target population studied was 1,300, and according to this formula, if the total number of population is 1300, then the sample size is 218 as shown in appendix I.

Category	Total population	Sample size	Sampling techniques
Trainers/ Instructors	30	28	Simple random sampling
Administrators	10	10	Census
Vocational graduates' entrepreneurs	1260	180	Simple Random sampling

*Source; Krejcie and Morgan (1970)*

### **3.7 Data Collection methods and Instruments**

Questionnaires were used to collect data related to the variables in the study. Questionnaires helped the researcher to save costs and gather information from a large audience, allow complete invisibility as well as covering all aspects of the research topic.

Questionnaires were used as data collection methods. A questionnaire is defined as a set of printed or written questions with a choice of answers, devised for the purposes of a survey or statistical study. This method was chosen because large amounts of information can be collected from a large number of people in a short period of time and in a relatively cost-effective way (Ghauri, 2005).

An interview guide was used to collect data related to the variables in the study. Interview guides helped the researcher to gather classified information from administrators and instructors which was later thematically arranged under the different themes of the research topic.

#### **Data sources**

Primary and secondary data sources were used in data collection. Primary data is original research that is obtained through first-hand investigation, while secondary data is research that is widely available and obtained from another party (Ghauri).

#### **Secondary data**

Secondary data source involved reviewing Journals, assessment reports on vocational graduates and newspaper

Review of Journals was useful to the researcher in acquiring relevant knowledge which is relevant to the research. Review of reports was helpful in filling a vast array of informational needed to be used in the dissertation. Review of Newspapers was done because it offers a lot of material for sociological and business research.

### **Primary data**

Primary data was collected using questionnaires and interview guides. The institution (Lugogo vocational Institute) provided a tracer-study list of graduates and later snowball sampling was used to locate various respondents on whom questionnaires were administered. The questionnaires helped to gather firsthand information from a big number of respondents. The primary data collected included respondents' demographic characteristics, quantitative rating on a 1 to 5 likert scale of the researchers' statements pertaining their effect on entrepreneurship performance. These included ratings on content of the curriculum, training duration, and training mode and respondents' perceived rating of these aspects on entrepreneurship performance. This data was collected from trainers, administrators, vocational graduates' entrepreneurs and key informants (UBTEB and Engineering Association).

### **3.8 Quality control measures**

The quality control measures involved measuring the validity and reliability where by a content validity index and a pre-test were used to determine Validity and reliability respectively. Validity was measured with the formula, Content Validity index was established ( $CVI = \text{Valid items} / \text{total items}$ ;  $CVI = 46/47 = 0.978$ ), where a coefficient of 0.978 was obtained which was greater than the acceptable coefficient of 0.7.

A pre-test was done to establish the reliability and validity. According to Saunders, Lewis and Thornhill (2003), the purpose of the pre-test was to refine the questionnaire so that respondents would have no problems in answering the questions and there would be no problems in recording the data. The questionnaire was pretested on three pilot respondents at the place of work so that the respondents easily understand it. The pre-test enabled the researcher to correct errors prior to the survey being conducted.

### **3.9 Data management and processing**

Data management and processing first dealt with raw data from research instruments where it was organized, cleaned and edited to eliminate errors. Data cleaning involved

editing of questionnaires which was done immediately after the questionnaires are finished to be answered and handed back to the researcher. This was done to ensure that all the questions are answered and in case of errors or unanswered questions, they were identified, categorized and if possible revisit the respondents for completeness. Coding was done for purposes of data entry and analysis using statistical package for scientists.

### **3.10. Data Analysis**

#### **Quantitative Data analysis**

Data collected was coded, entered and then analysed using SPSS version 16. Descriptive statistics involved presentation on charts, graphs, frequency tables and pie charts. To assess the level of innovativeness of vocational Education graduates, data was analysed on a likert scale and a mean value presented; or frequencies presented. And to describe the extent of self-employment, data was analysed into frequencies and graphs presented.

The relationship and effect of curriculum content, duration of training and mode of training on the entrepreneurship performance of the respondents were obtained by inferential statistics. Specifically, Spear man correlation coefficient was obtained using SPSS to determine the direction and magnitude of the relationship. The effect of the three aspects off vocational education was measured by running a simple linear regression model and determine the Beta-coefficients.

#### **Qualitative Data Analysis**

Qualitative data was analyzed continuously, before, during and after collection. Before data collection, tentative themes were identified and categorized as per the questionnaire arrangement in thematic areas. Field notes were written and revised at the end of every day. After data collection, information of the same code categories were assembled together and then a report written. Useful information relevant to the study was incorporated in the findings.

### **3.11 Ethical Considerations**

In research ethics is defined as the norms or standards for conduct that distinguish between right and wrong, help to determine the difference between acceptable and

unacceptable behaviours (Bryman and Bell, 2007). Ethical consideration in this study was helpful in creating trust on security of their information and elimination of bias.

Consent from the respondents to participate in the survey was first asked so that they have a choice to participate or not. Also, the respondents were assured that the information given by them would be treated with utmost confidentiality. Anonymity, protection of privacy, respect for the dignity of individuals participating in the research was ensured.

### **3.12 Limitations of the study**

This study was expensive tracking the vocational education graduates which rendered it almost unmanageable by the researcher. This was solved by getting financial and material support from friends and relatives.

The study was also constrained by limited time given to carry it out. This was however solved by using some trained research assistants.

Respondents were not given any compensation for participating in the interviews. This was solved by explaining well the purpose of the study as to improve VE situation in Uganda thus increased rate of self-employed people and thus more employment opportunities.

The other limitation was due to the methodology used. The study was constrained by the fear to disclose certain information by administrators and instructors, un-willingness to answer by some respondents. This was solved by explaining to respondents, that the interview and the results of this study were specifically for academic purposes.



## **CHAPTER FOUR:**

### **PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS**

#### **4.0 Introduction**

This chapter presents the findings of the study alongside their interpretation. The presentation begins with the demographic characteristics of the respondent vocational education graduates. It also provides results about the effect of curriculum content, mode of training and duration of training as aspects of vocational education on entrepreneurial performance of the youth in Uganda. These results are presented with respect to the study objectives.

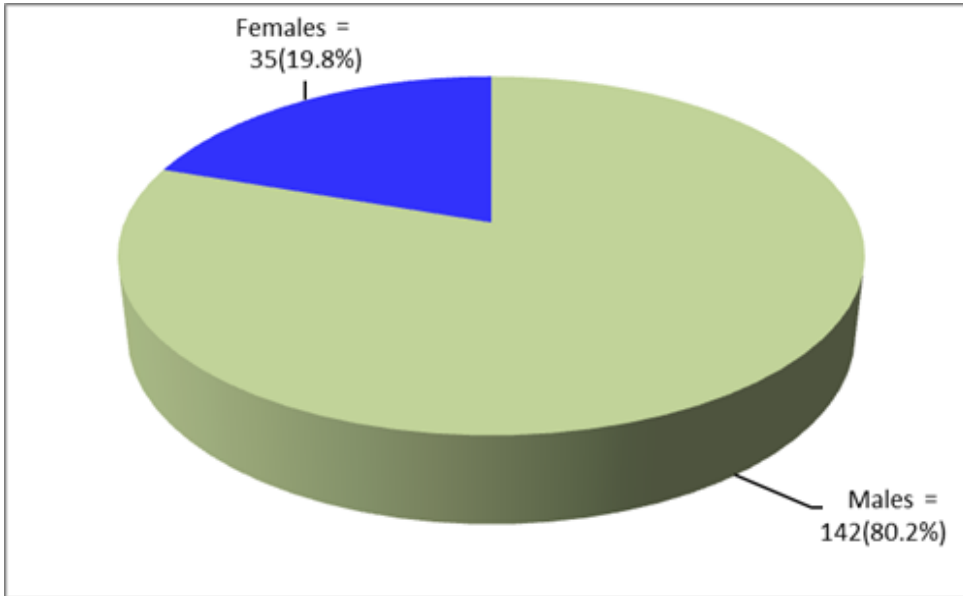
#### **4.1 Response rate:**

The study tool was administered to 180 respondents out of which 177 respondents provided responses to the study, giving a response rate of 98.3%. The response rate was good as it was over and above the recommended 70% (Sekaran, 2003)

#### **4.2 Demographics**

In this section the findings in relation to the background characteristics of the respondent graduates are presented. In particular the findings related to their gender, age and current employment status are presented.

#### 4.2.1 Gender

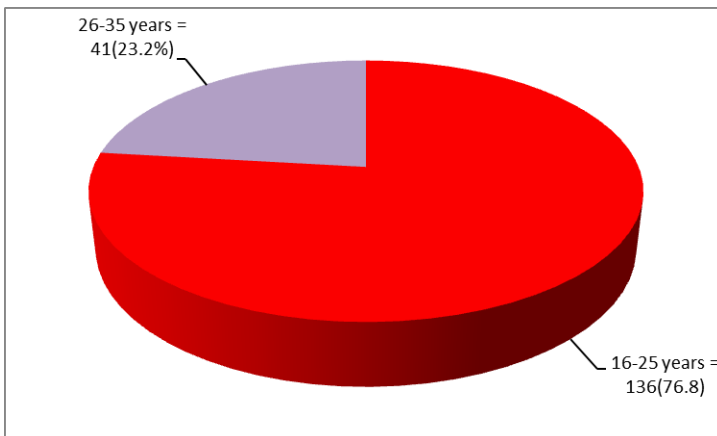


Source: Primary 2018

Figure 1: Gender distribution of respondents

The study findings as can be seen in figure 1 above indicate that majority of the respondents were males 142(80.2%). This is compared to the minority of the graduates that were females 35(19.8%).

#### 4.2.2 Age

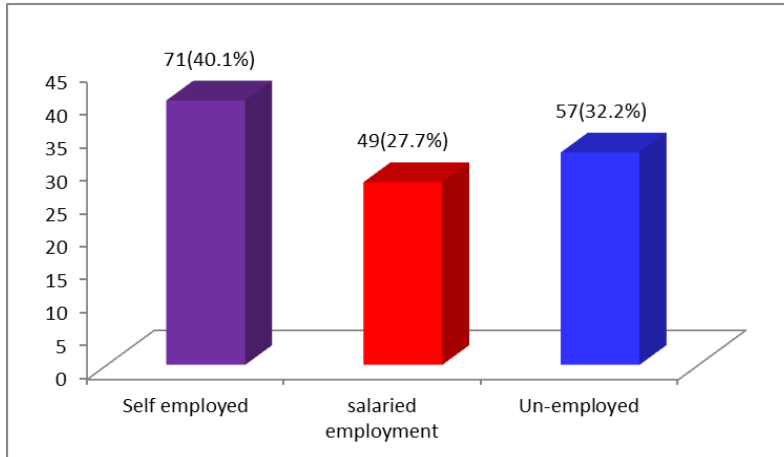


Source: Primary 2018

Figure 2: Age distribution of respondents

The study results with regard to the age of respondents as in figure 2, above show that more than a half of the respondents were aged from 16 to 25 years 136(76.8%) as compared to the minority respondents who were aged from 26-35 years 41(23.2%) and none above 36+ years of age.

#### 4.2.3 Current employment status



**Source: Primary 2018**

Figure 3: Employment status of respondents

Study results as in figure 3 indicate 40.1% of the respondent graduates were self-employed as compared to the 27.7% of the respondents who had salaried employment. Other results show that some of the respondent of vocational education graduates were unemployed 57(32.2%). In general the results show that a combination of both salaried and the un-employed would give a bigger percentage of 59.9% (majority) as compared to the minority respondents (40.1%) who were self-employed.

#### 4.3 Entrepreneurial Performance

The dependent variable in this study was entrepreneurial performance measured in terms of self-employment, innovativeness, business growth and profitability. Descriptive statistics on this variable is presented below;

**Table 1: Entrepreneurial Performance of respondent of vocational education graduates**

<b>Entrepreneur performance</b>	<b>Mean</b>	<b>Std. Deviation</b>
I have been able to mobilize resources for establishing my own enterprise	3.31	1.14
I have been able to expand my business	3.27	1.11
I have developed new ideas, have them flourish to suit the changing needs of clients	4.13	0.94
I have 1m proved market access for my products / services and this has given me a competitive edge	3.38	1.09
I improved production process of my products	3.34	1.26
I have improved branding of my products/services which has given me a niche in the competitive market	3.44	1.33
I have been able to create and manage working teams in my business	3.85	0.86
I have employed more workers in the enterprise that I am running	2.31	0.92
My sales volumes have grown	3.14	1.11
My profits margins have of recent grown in the enterprise that I am running	3.32	1.01
<b>Overall</b>	<b>3.35</b>	<b>1.08</b>

*Source: Primary 2018*

The research findings with respect to the entrepreneurial performance of the vocational education graduates indicate that vocational graduates are sometimes able to mobilize resources for establishing their own enterprises (Mean = 3.31, S.D = 1.14). Results however show a very high degree of variation as some vocational graduates rarely as compared to others who have been always able to mobilize resources for establishing their own enterprises. This finding is consistent with the results with mean which is slightly above average because resources are a life blood of any enterprise and its absence

may hinder entrepreneurial performance in terms of maintaining business longevity. Ability to access resources and services was seen paramount to excellent entrepreneurial performance, (Lawrence, 1988)

Results also indicate that graduates are sometimes able to expand their business though with some rarely and others always (Mean = 3.27, S.D = 1.11).

Other study results reveal that the vocational graduates have always been able to develop new ideas and have them flourish to suit the changing needs of clients (Mean = 4.13, S.D = 0.94). This is not always for all as some vocational graduates have sometimes been unable to develop such new ideas and have them flourish to suit the changing needs of clients. The researcher is in agreement with these results because entrepreneurship education enables business owners to be more successful as a result of understanding the operations of small businesses. These results are also supported by Marc, (2015)

Similar results indicate that graduates have sometimes had market access for their products or services that has given them a competitive edge though with some graduates rarely as compared to others who have always (Mean = 3.38, S.D = 1.09). Results also indicate that respondent vocational graduates have often improved production process of their products with graduates rarely as compared to others who have always (Mean = 3.34, S.D = 1.26).

Study findings show that the respondent graduates have often times improved branding of their products or services which has given them a niche in the competitive market with some of them rarely and others always (Mean = 3.44, S.D = 1.33). This finding is consistent with Heidi, (2011), who argues that, branding provides consumers with a secure sense that they know what they are paying for. Customer's satisfaction has a bearing on a business 'performance and success.

The study results also reveal that the respondent graduates have often been able to create and manage working teams in their business (Mean = 3.85, S.D = 0.86). Some of the graduates have rarely as compared to others who have always been able to create and

manage working teams in their business. The researcher is in agreement with the findings because team work has a critical impact on the better way to work and manage an enterprise. Team work promotes a sense of achievement as people work towards a shared purpose and varied skills as well as improving organizational performance. (Pfeiffer, 2008 & Thorogood, 2004, Adair, 2004).

The research findings indicate that respondents have sometimes employed workers in the enterprise that they are running though very rarely for some of the vocational graduates (Mean = 2.31, S.D = 0.92).

Other findings also indicate that the sales volumes (Mean = 3.14, S.D = 1.11) as well their profit margins in the enterprise that they are running (Mean = 3.32, S.D = 1.01) have sometimes grown. Some of the vocational graduates rarely have their sales volumes and profit-margins grow as compared to other who have always had their sales volumes and profit margins grown. Rise in sales is as a result of rise in demand which manages through competition in terms of price cuts. Alistair (2013), supports the findings as he affirms that, property prices always follow trends in sales volumes. And increased sales volumes are indicators of good entrepreneurship performance as well as growth.

In general, study results show that there are high levels of entrepreneurial performance among the vocational graduates with some graduates witnessing low as compared to others who witness very high levels (Mean = 3.35, S.D = 1.08). The high variation could be attributed to some personality traits that some of the vocational graduates possess. In regard to this variation in entrepreneurial performance, the interviewees said;

*“The role played in the entrepreneurial performance by the vocational education received is big but also it depends on the individual creativity.”*

*“The vocational training that the graduates will have received only plays a facilitating role in as far as entrepreneurial performance is concerned but only if the students are well trained.”*

#### **4.4 Vocational Education**

The study was set to establish the relationship, Vocational Education has on Entrepreneurial Performance in Uganda. The study results in relation to the different aspects of Vocational Education were as presented and discussed in the following sections 4.4.1, 4.4.2 and 4.4.3.

##### **4.4.1 Curriculum content**

The first objective of the study was to evaluate the effect of curriculum content on entrepreneurial performance among Vocational Education graduates. The descriptive results about the curriculum content are presented in table 2 below;

**Table 2: Curriculum content of the vocational courses attended by the Vocational Education graduates**

<b>Curriculum content aspects</b>	<b>Mean</b>	<b>Std. Deviation</b>
The curriculum content in the institution I attended included life skill module which enhanced my decision making and prepared me for the different work environment	3.81	1.05
The curriculum content had real life project module which prepared me with competences that suit an entrepreneurial career	4.16	0.72
The curriculum content had communication skills module which has helped me relate well with clients and business partners	4.30	0.98
The curriculum content had entrepreneurship module that enabled me source for capital and started my own enterprise	3.23	1.03
The curriculum content had entrepreneurship module which made me very creative in the competitive business environment	3.88	0.91
The curriculum content had computer application module which has helped me do media marketing and networking	3.32	1.20
The curriculum content had entrepreneurship skills which helped me come up with business plans	3.68	1.35
The curriculum content had marketing module that has helped me package brand and promote my products or services	3.15	1.47
The curriculum content in the institution I attended had accounting principles as module which enhanced my book keeping skills.	3.38	1.31
The curriculum content had entrepreneurship module which changed my entrepreneurship mindset	3.68	0.95
The training I received in entrepreneurship management makes my work easy and sustained especially when dealing with clients	4.13	0.94
I was taught all the modules that were scheduled for the study in a more adequate and elaborate way and this made me a full craftsman	3.72	1.41
<b>Overall</b>	<b>3.70</b>	<b>1.11</b>

**Source: Primary 2018**



The study findings with respect to the curriculum content of the vocational education institutions attended by the respondent graduates indicate that, the life skills module was effective in enhancing the decision making and preparing the respondent vocational education graduates for the different work environment (Mean = 3.81, S.D = 1.05). The researcher is in agreement with the finds since Life skills as a module/ psychosocial competence is so pertinent in dealing with the demands and challenges of every day circumstances. For instance taking decisions, relating with clients. These findings are consistent with (Schuster, 1990), that life skills enables young people, establish productive interpersonal relationship with others hence improving one's performance and productivity.

Findings also reveal that the curriculum had real life project module which was very effective in preparing the graduates with competences that suited an entrepreneurial career (Mean = 4.16, S.D = 0.72). The results equally show that the training in entrepreneurship management was effective in making their work easy and sustained especially when dealing with clients (Mean = 4.1, S.D = 0.94). These results were contradicting with the qualitative results as per the following verbatim from the interviews;

*“To me, the course content is still lacking as it concentrates more on the theory part than the practical approach. I think the course should provide more than 50% as practical”*

*“The course content addresses the requirements of entrepreneurial performance but the theory part of it is still too much yet they are tenured towards making one acquire hands on skills.”*

*“The course content is not yet to the required as it has more of theory than real practical work. There is limited time for practical. In other words, the curriculum is relevant but needs a lot of time as there is a lot to be covered especially in practical”*

The researcher strongly agree with the descriptive results due to the fact that real-life projects equip learners with hands on experience, which has a bearing on quality of

product, or service produced by the entrepreneur hence a positive impact on entrepreneurial performance.

Findings similarly indicate that the communication skills module in the curriculum was very effective in helping the respondent graduates to relate well with clients and business partners (Mean= 4.30, S.D = 0.98).

The research findings indicate that entrepreneurship module in the curriculum content fairly enabled respondents source for capital and start their own enterprises though to some rarely compared to others who always (Mean = 3.23, S.D = 1.03). These results were also supported by the qualitative results as per the following verbatim from the interviews;

*“Most curricular have only one course unit about entrepreneurship and other course units miss concepts such as costing, estimation, currency exchange, among others. The content generally needs to be improved to match with temporal, technological and socio-economic changes. Otherwise courses are relevant but need more practical training and students themselves should interact more with the world of work.”*

The study noted a fair response of the ability of graduates source capital with an average index of 3.23, however the omission of some crucial concepts in curriculum content like costing, estimation, which are key determinants of pricing and profitability negatively impact on entrepreneurial performance. The findings are also consistent with earlier findings by Wodruff, (2017), that costing is very pertinent in making managerial decisions, the fact that such modules like currency exchange, estimation, are lacking in the curriculum content, there is a likelihood for stunted entrepreneurial performance. Costing, budgeting have a bearing on pricing and profits as well as performance.

As to whether the curriculum content had marketing module that helps learners to package, brand and promote products or services of graduates, the study found that

respondents agreed to the statement with a mean response of 3.15 on a scale of a maximum of five. The associated standard deviation with this mean is 1.47. These findings illustrate that respondents strongly agreed to have a curriculum that enables graduates brand and package their services, a notion that improves their entrepreneurship performance. The standard deviation of 1.47 means that on average, responses deviate from the mean by 1.47 thereby presenting minimal variation. These findings are similar to the previous findings by Kedogo (2013), who in his study on factors influencing growth and development of small and medium enterprises in Kenya noted out that young entrepreneurs lack marketing skills.

Other study results reveal that the entrepreneurship module within the curriculum content often made graduates very creative in the competitive business environment though to some graduates sometimes and others always (Mean = 3.88, S.D = 0.91). The mean value of 3.88 on a five-digit scale implies that respondents agreed to most statements on curriculum content issues as presented by the researcher, while the standard deviation of 0.91 indicates a minimal variation in respondents' perceptions. In the current competitive economy, consistent idea generation and implementation are the trend to entrepreneurship performance especially in market development. Though still slightly above average, there seems to be hope to innovativeness of graduates. The results are also supported by Anderson, (2013), that creativity and innovation in any enterprise are vital to its successful performance.

The study results equally show that the curriculum content had entrepreneurship skills which often helped graduates to come up with business plans (Mean = 3.68, S.D = 1.35). Results continue to show that the same module was effective in changing the entrepreneurship mindset of the respondent vocational graduates (Mean = 3.68, S.D = 0.95). These results were also supported by the qualitative results as per the following verbatim from the interviews;

*“The course content fully addresses the requirements of entrepreneurial performance, only the graduates need to change their attitude towards entrepreneurship.”*

*“..And students need to change the mindset because the content is at least relevant, so.....”*

Study findings also show that the curriculum content had computer application module which sometimes helped the respondent graduates do media marketing and networking (Mean = 3.32, S.D = 1.20). These results were also supported by the qualitative results as per the following verbatim from the interviews;

*“The content is ok but there is need to create more time for practical to supplement the theory because the world of work needs people. However the institutions are not equipped to meet this demand much as the content dictates it.”*

Results as well indicate that the curriculum content had marketing module that fairly helped graduates package their brand and promote their products or services though very rarely to some graduates and always for others (Mean = 3.15, S.D = 1.47).

Also other results indicate that the accounting principles in the curriculum sometimes enhanced the book keeping skills of the graduates though rarely to some graduates and always for others (Mean = 3.38, S.D = 1.311). The research finding is plausible because accounting is a language of business, through which business owners/ managers communicate the enterprise’s financial information to interested users through reports (Khana & Jain, 2013, Jawahar, 2004)

The study findings indicate that respondents were taught all the modules that were scheduled for the study in a more adequate and elaborate way which adequately made them full craftsmen (Mean = 3.72, S.D = 1.41) these results were also supported by the qualitative results as per the following verbatim from the interviews;

*“The content is ok but practical needs more time to grasp the skills. In that, more emphasis should be on industrial based skills and use of modern tools and equipment to meet the future demand.”*

*“Although it gives skills required in the labor market, hands on skills are still limited and stakeholders have not embraced real life training.*

The study results on the overall show that the content within the curriculum that the vocational graduates were trained on was moderately highly to meet their entrepreneurial needs though to some it was inadequate as compared to others in which it was very adequate (Mean = 3.70, S.D = 1.11). The high degree of variation could be attributed to the fact that some concepts are not covered by some instructors as compared to others where more of the theory perspectives are emphasized let alone the negative perceptions by some of the graduates. The researcher argue that the entire curriculum content must be taught by the instructor, never to frustrate students, though quite often instructors leave out some content uncovered and this negatively affect the learner’s performance in the real business life.

These finds are similar to those earlier found by Nalumansi *et al.*, (2002) that vocation Education institutions have trainers who are not practicing their craft. The majority trainers pursue technical education programs and later get enrolled as trainers in Vocational Education institutions without industrial work experience. They are partly at par with those findings earlier established by Global Entrepreneurship Monitor (GEM, 2008) who indicated that there is limited access to vocational education and training as well as its irrelevance.

#### **4.4.2 Mode of training**

The second objective of this study was to assess the effect mode of training has on entrepreneurial performance of the vocational education graduates. Various questions guided by the theoretical review were put across respondents. A statistical analysis of these responses is indicated in table 4.3 presenting the means and standard deviations. Results about the mode of training are presented in table 3 below:

**Table 3: Mode of training of the vocational education courses attended by the respondent graduates**

<b>Mode of training aspects</b>	<b>Mean</b>	<b>Std. Deviation</b>
The lecture method enabled me to interact with trainers and acquire more knowledge on business operations	4.06	1.04
The lecture method helped me develop interest in starting and managing a business	4.05	1.13
The on-the-job training mode within industry in form of apprenticeship provided me with the opportunity for my career	4.15	0.86
The real life project mode of training which I received during my course of study, improved my competence in business project	4.23	0.94
The study tour/expert assignment mode of training inspired my attitude.	3.87	1.18
The tutorial method of training in vocational education equipped me with knowledge to manage team performance	3.93	0.98
The demonstration methods used by trainers equipped me with the skills required in the world of work	4.37	1.00
The training method of researching on my own as a student, enabled me to acquire more entrepreneurial knowledge that was	4.42	0.65
The training I underwent had a good balance between theory and practice	4.02	1.14
The training methods used in my course of study had affected my general perception about starting and managing a business	3.79	1.16
<b>Overall</b>	<b>4.09</b>	<b>1.01</b>

**Source: Primary 2018**

Findings as presented in table 4.3 above indicates that the lecture method was very effective in enabling the graduates to interact with trainers and acquire more knowledge on business operations (Mean = 4.06, S.D = 1.04). The lecture method was also effective at helping graduates to develop interest in starting and managing a business (Mean =

4.05, S.D = 1.13). This result was also revealed during the interviews as in the following verbatim;

*“To a greater percentage lecture method is used but most of the things look abstract to learners.”*

*“The mode of training is mainly lecture which is on paper because of lack of materials like hands-on and equipment is expensive.”*

The researcher partially agrees to the findings about the effectiveness of the lecture method, however, the lecturers need to be subjected to continuous professional development to be in position to catch up with changing trends. The results are in agreement with earlier findings by Mokoya, (2013).

Results also indicate that the on-the-job training mode within industry in form of apprenticeship was equally very effective in providing graduate respondents with the opportunity for their career (Mean = 4.15, S.D = 0.86). These results are quite comparable to those found by Nanyama, (2014) that vocational training and education plays a key role in stimulating entrepreneurship and business growth.

The study results also reveal that the real life project mode of training which the respondent graduates received during their courses of study was very effective in improving their competences in business project development (Mean = 4.23, S.D = 0.94).

Study findings similarly show that the tour or expert assignment mode of training highly inspired respondent graduates' attitude (Mean = 3.87, S.D = 1.18), just as the tutorial method of training in vocational education was effective at equipping graduates with knowledge to manage team performance (Mean = 3.93, S.D = 0.98). Similar results were also echoed during the separate interviews with the interviewees as follows;

*“Tutorial mode of training is the commonest and this needs to be supported with more practical to support entrepreneurial performance”*

Other study findings in the same regard indicate that the demonstration methods used by trainers was very effective in equipping graduates with the skills required in the world of work (Mean = 4.37, S.D = 1.00). This result is also agreed to by the interviewees with some variations as per the following verbatim;

*“Demonstration and hands on are used and skills are fully acquired.”*

*“Demonstration is commonly used and this helps learners acquire skills”*

*“Internship is not yet serious.”*

Similarly results presented reveal that the training method of researching on part of the student was very effective in enabling students to acquire more entrepreneurial knowledge that was not provided in class (Mean = 4.42, S.D = 0.65).

Other study findings indicate that the training that the graduates underwent had a high balance between theory and practice (Mean = 4.02, S.D = 1.14). This result is also agreed to by the interviewees with some variations as per the following verbatim;

*The mode of training is integrated where both lecture and demonstration are delivered but this mode does not support entrepreneurial performance because students do not face enough practical challenge.*

The study results also showed that the training methods used in their course of study was highly effective at changing the respondents' general perception about starting and managing a business though not always but sometimes for some graduates (Mean = 3.79, S.D = 1.16).

The study findings generally shows that the mode of training aspects used during the vocational education training is highly appropriate though to some vocational graduates fairly appropriate (Mean = 4.09, S.D = 1.01). These finds are somewhat similar to those earlier found by Lewin, (2006) that vocational education contributes to the country's economic growth, as it boosts organizational productivity and profitability.



#### **4.4.3 Duration of training**

The third objective of this study was to establish the relationship between duration of training on entrepreneurial performance. The descriptive results about the duration of training are presented table 4 below;

**Table 4: Duration of training of the vocational courses**

<b>Duration of training aspects</b>	<b>Mean</b>	<b>Std. Deviation</b>
The duration I had for the course allowed me to attain basic knowledge for all that I do in my business	3.93	1.22
The duration I had for the course allowed me attain the best skills for all that I do now	4.02	1.04
The duration I had for the course was adequate enough as it changed my mindset to starting a business	4.16	0.68
The term system was the best for broadening my understanding of managing and sustaining an enterprise	2.93	1.15
The term system was the best for developing my competences	3.28	.97
The term study durations have permitted me to complete all the courses that are relevant to my work	3.32	1.29
After completing my first year, the period of five years to come back and complete the course was adequate enough	3.63	1.34
The time provided for the field training has been adequate for me to attain needed skills	3.72	1.13
The time provided for the field training has not been adequate for me to attain needed skills	2.68	1.48
The extra three years for me to accomplish my studies has an impact on how I view life	3.86	1.05
<b>Overall</b>	<b>3.55</b>	<b>1.14</b>

**Source: Primary 2018**

Lastly though not the least findings with regard to duration of training of the vocational courses indicate that the duration graduates had for the courses was adequate enough that it allowed them to attain basic knowledge for them to do business though not always but sometimes for some vocational graduates (Mean = 3.93, S.D = 1.22). However, this result does not concur well with the qualitative results from the interviews as contained in the following narrative,

*“The duration is not enough as the content is too much compared to the given time especially in technical fields. Thus the time needs to be adjusted to strike a balance between the theory and content and practical part as the curriculum dictates (2.5 years to 3 years).”*

Other findings reveal that the duration that the graduates had for the courses, adequately permitted them to attain the best skills for all that they now use though not always but sometimes to some graduates (Mean = 4.02, S.D = 1.04). The results partly comparable to those earlier found Rosnani *et al.* (2011) found that the level of entrepreneurial skills of the entrepreneurs in Malaysia is still moderate due to shorter training durations in most vocational institutes.

Other study results reveal the duration graduates had for the course adequately changed their mindset to starting businesses (Mean= 4.16, S.D = 0.68).

Study findings show that the term system fairly developed graduates’ competences though rarely for some and always for others (Mean = 3.28, S.D = 0.97). And that the term system fairly broadened graduates’ understanding of managing and sustaining an enterprise (Mean = 2.93, S.D = 1.15).

Other research findings however, indicated that the study durations have sometimes not always permitted graduates to complete all the courses that are relevant to their work

(Mean = 3.32, S.D = 1.29) this result concurred well with the qualitative results from the interviews as contained in the following narrative,

*“Most of the programs run for 2 years which two years contain 4 semesters but this is sometimes not enough in terms of hands-on-training. In general the duration of training would be enough only the course units need to be reorganized.”*

*“The duration in hours varies from program to program and from module to module but actually the time available is not enough for both theory and practical per module. For some programs like automotive machining is very little to enable trainee get necessary skills.”*

The study findings also indicate that after completing the first year, the period of five years to come back and complete the course was adequate enough (Mean = 3.63, S.D = 1.34)

Results indicate that the time provided for the field training has been adequate for the graduates to attain needed skills though rarely for some and always for others (Mean = 3.72, S.D = 1.13).

Results also indicate that the time provided for the field training was fairly adequate for the respondent graduates to attain needed skills though rarely for some and always for others (Mean = 2.68, S.D = 1.48). This result concurred well with the qualitative results from the interviews as contained in the following narrative,

*“Only 12 months are taken for the entire program. Industrial training should be given at least 3 months if students are to benefit in this area.”*

*“There are 15 weeks in each semester and this would be*

*Enough, if there were enough practical. Thus period of industrial training would be increased.”*

Results also indicate that the extra three years for the graduates to accomplish their studies highly impacted on how they view life though with a high degree of discrepancy from

Sometimes for some graduates and always for others (Mean = 3.86, S.D = 1.05).

The study results on the overall shows that the duration of training was adequate but with a high degree of variation from inadequate to very adequate for some vocational graduates (Mean = 3.55, S.D = 1.14). The results are quite different from those earlier found by Bae *et al.* (2014) who after implementing meta-analysis of 73 studies found insignificance of the duration of vocational training on students’ entrepreneurship intentions. This could have been due to inadequacies in the time available for training.

#### 4.5 Correlation results

To establish the relationship between Vocational Education and Entrepreneurial Performance in Uganda, the vocational education aspects that’s curriculum content, mode of training and training duration were correlated with entrepreneurial performance and results were as given in Table 4.5 below;

**Table 4.5: Correlation Matrix of vocational education and entrepreneurial performance**

		<b>Correlations</b>			
		Entrepreneurial performance	Curriculum content	Training mode	Training Duration
Entrepreneurial performance	Pearson Correlation	1	0.373***	0.306***	0.344***
	Sig. (2-tailed)		0.000	0.000	0.000
	N		177	177	177

\*\*. Correlation is significant at the 0.05 level (2-tailed).

The results in Table 5 above suggest that all the aspects of vocational education namely; Curriculum content ( $r = 0.373$ ,  $p = 0.000 < 0.05$ ); training mode ( $r = 0.306$ ,  $p = 0.000 < 0.05$ ) and training duration ( $r = 0.344$ ,  $p = 0.000 < 0.05$ ) had a positive impact and significant relationship with the entrepreneurial performance of the vocational education graduates. This means that hypotheses (H1-H3) were supported. However, hypothesis one (H1) was more significant followed by hypothesis three (H3) and hypothesis two (H2) respectively.

These results if predictive show that better curriculum content and training mode coupled with appropriate training duration results in better entrepreneurial performance of the vocational education graduates and vice versa. These finds are similar to those earlier found by Kigera (2011) that those women who had accessed (YEDF) entrepreneurial training had experienced business growth while those who did not access entrepreneurial, marketing and technology training lacked business growth in their enterprises. They are also at par with those findings earlier established by Datar *et al.* (2009) that methodologies to foster training are not only a means to support youth entrepreneurship rather to also provide young people with entrepreneurial attitudes and skills. The study results also concur well with those earlier found by Mungai (2012), that training was a key factor in enhancing growth and competitiveness of SMES. The curriculum content of entrepreneurial training was put in place to deal with key issues of unemployment.

#### **4.6 Regression Model for Vocational Education and Entrepreneurial performance**

At the confirmatory level, to establish whether Vocational Education aspects namely; Curriculum content, Training mode and Training duration influenced Entrepreneurial performance, a regression analysis was carried out.

A simple model was estimated whereby entrepreneurship performance was modelled to depend on curriculum content and the training mode of the TVET graduates. Thus;

$$E_p = \beta_0 + \beta_1 \text{Curriculum content} + \beta_2 \text{training mode} + \beta_3 \text{training duration} + \mu$$

The interest was to estimate  $\beta_1$ ,  $\beta_2$  and  $\beta_3$  which are the coefficients whose sign measures effect of curriculum content and training mode respectively on entrepreneurship performance.  $\mu$  is a random correction error.

Table 4.6 presents the results of estimation of the model.

**Table 6: Vocational Education and Entrepreneurial performance**

Entrepreneurship performance	Standardised Coefficients	Significance
	Beta ( $\beta$ )	(p-value)
Curriculum content	0.325	0.001
Training mode	0.093	0.414
Training duration	0.265	0.004

Adjusted  $R^2 = 0.170$   
 $F = 13.003, p = 0.000$

**a. Dependent Variable: Entrepreneurial performance**

The results in Table 4.6 above shows that Vocational Education aspects namely; Curriculum content, Training mode and Training duration explained 17.0% of the variation in entrepreneurial performance of the vocational education graduates (adjusted  $R^2 = 0.170$ ). This means that 83.0% of the variation in entrepreneurial performance was accounted for by other factors not considered under this model.

Table 6 indicates that curriculum content and Training duration are the two explanatory aspects influencing entrepreneurial performance of the vocational education graduates at 1% level of significance. The training mode is insignificant, but still bears a positive sign implying that it has a positive influence on entrepreneurship performance, insignificant though.

There is a positive coefficient of 0.325 also significant at 5% level associated with the variable curriculum content. This implies that a respondents' perception on the content of the curriculum increased by one, this change would bear a 32.5% increase in the entrepreneurship performance of the respondents, a result very consistent with Eikebrok *et al.*, (2009) in their study about training, competence and business performance. The results also fit well in the cognitive theory that attempts to explain human behavior by understanding your thought process by Piaget, (1936) and human capital theory as supported by Becker's (1993) that an individual's knowledge acquisition can be directly



related to observing others within context of social interactions, experiences and innovativeness with ability to apply it.

A beta value associated with training duration is 0.265 and significant at 5%. (P-value = 0.004). The sense is that for a one unit increase in the duration period a sampled BTVET-respondent undergoes, there would be 26.5% increase in the entrepreneurship performance. Thus; an n increase in study duration / period increases entrepreneurship performance.

Only variant aspects of vocational education that's curriculum content ( $\beta = 0.325$ ,  $p = 0.001 < 0.05$ ) and training duration ( $\beta = 0.265$ , P-value =  $0.004 < 0.05$ ) had a positive and statistically significant effect on the entrepreneurial performance of the vocational education graduates.

The study results show that the training mode ( $\beta = -0.093$ ,  $p = 0.414 > 0.05$ ) has got an insignificant influence on entrepreneurial performance of the vocational education graduates. Probably the traditional chalk and talk mode of training which seemingly has a negative impact on skills acquisition. Also a  $\beta = -0.093$  is so negligible a magnitude to affect entrepreneurial performance among graduates. This means that only curriculum content and mode of training were supported by the results at 1% significance, but not duration of training.

These findings are similar to those earlier found by Ida (2011) who argues that vocational training curriculum puts great emphasis on opportunity recognition, improving cognitive abilities on the entrepreneur's creativity, and critical thinking hence an increased business growth. The latter finding is similar to that earlier found by Mkala and Wanjau (2013) who argued that using traditional methods such as lectures to train entrepreneurs merely results in a knowledgeable person as the methods lack initiative for application. As presented in the table 4.6, the magnitudes of the respective betas suggests that curriculum content had the most significant influence on entrepreneurial performance of the vocational education graduates followed by training duration.



## CHAPTER FIVE:

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### 5.1 Introduction

This chapter summarizes the major findings of the study consistent with the objectives. Study findings are presented, analysed and interpreted as examined in the wider context of the conceptual framework as well as related literature reviewed and in answer to the research questions.

#### 5.2 Summary of the major findings

The general objective of the study was to establish the influence of Vocational Education on Entrepreneurial Performance in Uganda. Specifically, the study examined the effect of curriculum content, duration of training and mode of training, respectively on Entrepreneurial Performance in Uganda. Major findings on each of these objectives are presented in the next sub-sections of this section.

##### 5.2.1 Curriculum content and entrepreneurial performance among Vocational Education graduates

Results indicated that the content of the curriculum taught to the TVET graduates affected entrepreneurial performance among the TVET graduates. Table 4.2 shows that respondents had a mean response of 3.7 on a scale of 1 to 5 on whether curriculum content affects entrepreneurial performance. It is observed that the curriculum offered had a component of real life project which prepared the graduates with competencies required for entrepreneurship. Such a finding agrees with Shinnar *et al.*, (2014) in his study on self- efficacy, entrepreneurial intentions. Give mean values for every response, the study can conclude that curriculum content bears on entrepreneurial performance among the studied respondents. Inferential statistics revealed a still reveal a positive correlation between curriculum content and entrepreneurial performance among Vocational Education graduates significant at 1%.

Results further indicate that the curriculum comprises of a marketing module that helps learners to package brand and promote products or services of graduates since a mean response of 3.15 on a scale of a maximum of five was noted. The standard deviation associated with this mean is 1.47 thereby presenting minimal variation in these responses. Summed up together, respondents strongly agreed to have a curriculum that enables graduates brand and package their services, a notion that improves their entrepreneurship performance.

### **5.2.2 Duration of training and entrepreneurial performance among Vocational Education graduates**

According to descriptive statistics results, respondents rated on the overall the duration of training as adequate enough but with a high degree of variation from inadequate to very adequate (Mean = 3.55, S.D = 1.14). Correlation results between duration of training and entrepreneurial performance indicated a weak positive relationship between the two variables ( $r = 0.344$ ,  $p = 0.000 < 0.05$ ). The current study at multivariate level using the regression results revealed that training duration ( $\beta = 0.265$ ,  $p = 0.004 < 0.05$ ) had a positive and significant influence on Entrepreneurial performance of the vocational graduates.

### **5.2.3 Mode of training and entrepreneurial performance among Vocational Education graduates**

Respondents on a one to five scale rated the mode of training as effective factor on entrepreneurship performance of the BTVET graduates with a mean value of 4.09 implying that majority strongly agreed that entrepreneurial performance is affected by mode of training. The standard deviation of 1.01 indicates a minimal variation in this perception among the respondents. This finding is not different from that results of Wanjau *et al.*, (2013) who found a positive relation between the two. The positive relationship between entrepreneurial performance and mode of training used in training the BTVET scholars is reemphasized by a positive correlation of 0.306 which is highly significant at 1%. (Table 4.3). Regression results however indicate a positive relationship insignificant though between training mode and entrepreneurship performance ( $\beta$

=0.093). It can therefore be concluded that there is a positive relationship between the mode of training BTVET scholars undergo and their entrepreneurship performance although insignificant.

### **5.3 Conclusion**

The study was specifically aimed to understand the relationship of three aspects of vocational education and entrepreneurship performance of vocational education graduates in Nakawa Division. These aspects were; content of the curriculum, mode of training, and duration of training. This section therefore presents major conclusions the study made basing on analysis of data collected from respondents.

#### **5.3.1 Curriculum content and entrepreneurial performance among Vocational Education graduates**

The first objective of the study was to evaluate the effect of curriculum content on entrepreneurial performance among Vocational Education graduates. Basing on the findings, the study concludes that, the better the content of the curriculum the better the entrepreneurial performance of the vocational education graduates. The effect actually signifies the need to continuously improve contents of the curriculum for better entrepreneurial performance as inappropriate curriculum content lowers entrepreneurial performance of the vocational education graduates.

Given a mean response of 3.15 on a scale of a maximum of five (Table, 4.6) and the associated standard deviation of 1.47 pertaining to marketing module in the curriculum content, the study concludes that incorporating modules of marketing modules in training curriculum content improves their entrepreneurship performance a finding consistent with most literature such as Kamau (2016). The author in his work on the influence of entrepreneurial training on business growth of small and medium enterprises among youth driven initiatives in Nairobi Kenya contends that in making things better, the goals of an entrepreneur which mainly include increasing productivity, efficiency and effectiveness, requires creativity in marketing.

### **5.3.2 Duration of training and entrepreneurial performance among Vocational Education graduates**

Objective two of this study was to establish the relationship between duration of training and entrepreneurial performance among Vocational Education graduates. Given the descriptive and inferential statistics, this study now concludes that longer duration of training compared to the current one would improve the entrepreneurial performance among Vocational Education graduates. Further analysis proved a positive and significant co-efficient implying that longer training period is associated with higher entrepreneurship performance.

### **5.3.3 Mode of training and entrepreneurial performance among Vocational Education graduates**

The third objective of the study was to evaluate the effect of mode of training on entrepreneurial performance among Vocational Education graduates. Basing on the results, it is concluded that the mode of training has a positive correlation with entrepreneurial performance although it does not significantly influence entrepreneurial performance of the Vocational Education graduates at 5% level of significance.

## **4.5 Recommendations**

Given the foregoing research findings and conclusions, this section makes recommendations arising from inferential and descriptive statistics following the study objectives.

### **5.5.1 Curriculum content and entrepreneurial performance among Vocational Education graduates**

One outstanding results as indicated in the study is that the curriculum content which is incorporated with real life project modules prepares TVET graduates in the entrepreneurship career. On a 5 digit scale, learners strongly agreed (mean 4.30, SD = 0.98) that these projects prepare them in the career of entrepreneurship.

The research therefore recommends that Real-life projects should be streamlined by BTNET to ensure that necessary equipment and resources are provided to institutions and

that school administrators effectively implement projects by learners at the training institutions at any cost.

Based on the above findings, the researcher recommends that government and in particular Ministry of Education BTVET department should put in place a policy for real-life project to become mandatory in vocational Education to improve entrepreneurial performance.

Findings on inclusion of marketing modules in the curriculum content were associated with a mean of 3.15 on a scale of five digits. It is therefore recommended that National Curriculum Development Center integrates marketing modules in each of the training program under BTVET to help graduates brand and market their skills and abilities in a bid to enhance entrepreneurial performance.

### **5.5.2 Mode of training and entrepreneurial performance among Vocational Education graduates**

The findings of the study revealed that methods of training that offered TVET graduates an opportunity to research on their own helped them to acquire a lot of entrepreneurial knowledge. Regression still indicated a positive relationship between training mode and entrepreneurship performance of the graduates. Upon these findings, the research recommends that training in institutions should give students assessed, mandatory opportunity to do outside research in their potential entrepreneurship careers rather than a theorised teaching mode oriented to in-class booked academic training.

The mode of training needs to be revised to be more practical than theory. Ministry of education, the BTVET department in particular should ensure that least 90% of the training to be training with production or competence based, probably by embracing on-job training, concretise real-life projects, in order to have a moderately high and positive effect on Entrepreneurial performance.

### **5.5.3 Training duration and entrepreneurial performance among Vocational Education graduates**

Results indicated a positive correlation between the duration of training BTVET graduates undergo and the level of their entrepreneurship performance, meaning that 2.5 to 3 years-durations would be associated with better entrepreneurship performance. Further, regression indicated positive and significant effect of training duration on entrepreneurship performance. ( $\beta = 0.265$ , p-value = 0.004). Upon this result, the study recommends that the BTVET sector should design to include an extra semester or two (to make the study period take at least 2.5 years) for training in technical and vocation schools and encourage school administrators to attract and retain trainees throughout the period designed for training.



## **5.6 Recommendation for further research**

Given the limitations of time and resources, this study could not exhaustively exploit all the aspects of vocational education such as the factors affecting attitude of the student/learners towards entrepreneurship for better entrepreneurial performance. It is therefore recommended that future studies consider to address this gap. Further studies should also inquire into challenges Vocational Education graduates face in their entrepreneurship, in order to design an effective curriculum.

The regression model only contributed up to 17% (Adjusted  $R^2 = 0.170$ ). Further studies therefore be carried out to establish other factors other than Vocational Education that contribute to Entrepreneurial performance among vocational education graduates.

Institutions should teach with occupational bias, incorporate marketing module into the content of vocational curriculum, and carry out continuous research by teachers, as well as ensuring flexibility in designing a vocationally based curriculum

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## APPENDICIES

### Questionnaire for graduates

Dear Respondent

My name is Nabunnya Mary Gollet a student of Masters in Business Administration undertaking a research study on “Vocational Education and Entrepreneurial Performance of the youth in Uganda: a case of Lugogo Vocational Institute in Nakawa Division Kampala”. You have been selected to participate in this study. The information you will provide shall be treated confidential and will strictly be used for the research only. Participation in the survey is completely voluntary. I kindly request you to participate. Your time and effort are sincerely appreciated

#### Section A: **Bio data for the respondents**

Tick appropriate

1. Gender      a) Male      [.....]    b) Female      [.....]
2. Age bracket      (a) 16-25 years [.....]    b) 26-35 years [.....]    (c) 36 +    [.....]
3. Current level of formal education \_\_\_\_\_
4. Vocational education course undertaken \_\_\_\_\_
5. Current employment status (a) Self- employed      [.....] (b) Salaried employment [.....]  
(c) Un- employed      [.....]

#### Section B: **Vocational Education Curriculum content**

Please using the Likert scale of 1 to 5 where; 1=Strongly Disagree 2= Disagree 3= Moderate 4= Agree 5=Strongly Agree, rate your level of agreement with the following statements relating to curriculum content of the Vocational Education training that you received?

S/N	Assessing the quality of curriculum content of vocational education	1	2	3	4	5
1	The curriculum content in the institution I attended included life skill module which enhanced my decision making and prepared me for the different work environment.					
2	The curriculum content had real life project module which prepared me competences that suit an entrepreneurial career					
3	The curriculum content had communication skills module which has helped me relate well with clients and business partners.					
4	The curriculum content had entrepreneurship module which enabled me source for capital and started my own enterprise					
5	The curriculum content had entrepreneurship module which made me very creative in the competitive business environment.					
6	The curriculum content had computer application module which has helped me do media marketing and networking					
7	The curriculum content had entrepreneurship skills which helped me come up with business plans					
8	The curriculum content had marketing module which has helped me package brand and promote my products / services.					
9	The curriculum content in the institution I attended had accounting principles as module which enhanced my book keeping skills					
10	The curriculum content had entrepreneurship module which changed my entrepreneurship mindset					
11	The training I received in entrepreneurship management makes my work easy and sustained especially when dealing with clients					
12	I was taught all the modules that were scheduled for the study in a more adequate and elaborate way and this made me a full craftsman					

**Section C: Mode of training**

As a graduate of vocational education rate your level of agreement or disagreement with the following statements relating to the mode of training that you received during your training on a scale of 1 to 5 where; 1=Strongly Disagree, 2= Disagree, 3= Not Sure, 4= Agree and 5=Strongly Agree

	<b>Assessing the Mode of training in vocational Education</b>	1	2	3	4	5
1	The lecture method enabled me to interact with trainers and acquire more knowledge on business operations					
2	The lecture method helped me develop interest in starting and managing a business.					
3	The on-the-job training mode within industry in form of apprenticeship provided me with the opportunity for my career.					
4	The real life project mode of training which I received during my course of study, improved my competence in business project development					
5	The study tour/ expert assignment mode of training inspired my attitude.					
6	The tutorial method of training in vocational education equipped me with knowledge to manage team performance.					
7	The demonstration methods used by trainers equipped me with the skills required in the world of work					
8	The training method of researching on my own as a student, enabled me acquire more entrepreneurial knowledge that was not provided in class					
9	The training I underwent had a good balance between theory and practice					
10	The training methods used during my course of study had affected my general perception about starting and managing a business (mindset)					

**Section C: Duration of the training**

Please using the Likert scale of 1 to 5 where; 1=Strongly Disagree 2= Disagree 3= Moderate 4= Agree 5=Strongly Agree, rate your level of agreement or disagreement with regard to the duration of training aspects during your Vocational Education training that you received?

	<b>Assessing duration of training</b>	1	2	3	4	5
1	The duration I had for the course allowed me to attain basic knowledge for all that I do in my business.					
2	The duration I had for the course allowed me to attain basic skills for all that I do now.					
3	The duration I had for the course was adequate enough as it changed my mindset to starting a business.					
4	The term system was the best for broadening my understanding of managing and sustaining an enterprise					
5	The term system was the best for developing my competences					
6	The term study durations have permitted me to complete all the courses that are relevant to my work.					
7	After completing my first year, the period of five years given for me to come back and complete the course was adequate enough					
8	The time provided for field training has been adequate for me to attain needed skills					
9	The time provided for field training has not been adequate for me to attain needed skills					
10	The extra three years given for me to accomplish my studies has an impact on how I view life					

#### **Section D: Entrepreneurial Performance**

On a scale of 1 to 5 where; 1=Strongly Disagree 2= Disagree 3= Moderate 4= Agree 5=Strongly Agree, how would you rate your entrepreneurial performance as per the following aspects.

	<b>Assessing Entrepreneurial Performance</b>	1	2	3	4	5
1	I have been able to mobilize resources for establishing my own enterprise.					
2	I have been able to expand my business					
3	I have developed new ideas, have them flourish to suit the changing needs of clients					
4	I have improved market access for my products / services and this has given me a competitive edge					
5	I improved production processes of my products					
6	I have improved branding of my products/ services which has given me a niche in the competitive market					
7	I have been able to create and manage working teams in my business					
8	I have employed more workers in the enterprise that I am running					
9	My sales volumes have grown					
10	My profits profit margins have of recent grown in the enterprise that I am running					

Thanks for your cooperation

**Appendix II: Interview guide for staff of vocational institutions**

1. Do you think the course content addresses the requirements of entrepreneurial performance of those who graduate in this training today?
2. What are the duration of these programs in terms of year of study?
3. In your opinion, is the duration adequate to cover the course content?
4. What can you say about the vocational education courses you offer in terms of curriculum content?
5. Apart from the technical aspects, does the content take care of entrepreneurial development?
6. Please can you say more about the content of the vocational education courses? In terms of relevancy to the world of work
7. In your own view based on experience, what is the mode of training delivery in these vocational education courses that is; lecture, demonstration, tutorial, etc...
8. Does this mode of training support the current entrepreneurial performance requirements of those that graduate today? How?
9. What can you say about the duration of the vocational education training offered in this institution? Is it enough for a student to acquire entrepreneurial competences?
10. Please give details on how long they take for each program.
11. In your view based on experience and observation, is this duration adequate enough for the students to master the current entrepreneurial performance needs of the graduates?

12. Please give details
13. What is your general view about the role vocational education plays in entrepreneurial performance of the current graduates?
14. Generally is the training able to spur self-employment, growth and innovativeness?
15. What challenges surround this vocation education training?
16. What do you think can be done to improve entrepreneurial performance of the future graduates?

**Thanks for your precious time**



Table 3.1

*Table for Determining Sample Size of a Known Population*

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	346
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	354
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	191	1200	291	6000	361
45	40	170	118	400	196	1300	297	7000	364
50	44	180	123	420	201	1400	302	8000	367
55	48	190	127	440	205	1500	306	9000	368
60	52	200	132	460	210	1600	310	10000	370
65	56	210	136	480	214	1700	313	15000	375
70	59	220	140	500	217	1800	317	20000	377
75	63	230	144	550	226	1900	320	30000	379
80	66	240	148	600	234	2000	322	40000	380
85	70	250	152	650	242	2200	327	50000	381
90	73	260	155	700	248	2400	331	75000	382
95	76	270	159	750	254	2600	335	100000	384

*Note: N is Population Size; S is Sample Size**Source: Krejcie & Morgan, 1970*