

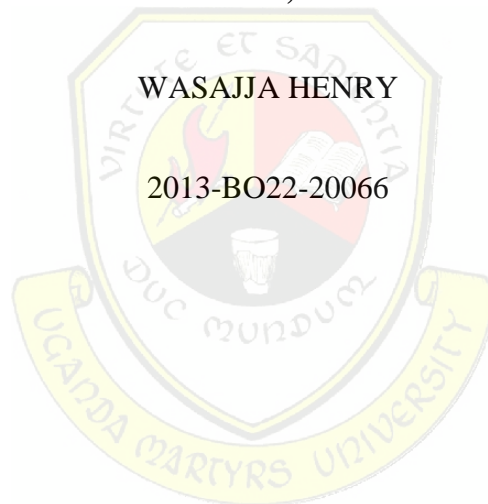
**THE ROLE OF ENTREPRENEURSHIP EDUCATION ON THE PERFORMANCE OF
HIGHER LEARNING INSTITUTIONS IN UGANDA**

A CASE STUDY OF RUBAGA DIVISION

BY;

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Requirements for the Award of a Bachelor's Degree in Business Administration and
Management**

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DEDICATION

This research report is dedicated to all my close relatives and friends for all the contributions they made towards my study.

ACKNOWLEDGEMENT

I thank God for the blessing of knowledge and wisdom which have enabled me to succeed in this academic work.

Special thanks go to my mother Miss Immaculate Jjemba, relatives and my friends for their financial support and academic guidance.

Sincere thanks go to my supervisor Sr. Dr. Marie Nakitende and other staff members for the unwavering kindness and patience while guiding me to the success of this research study.

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ABSTRACT

The study was intended to assess the Role of Entrepreneurship Education on the Performance of Higher Learning Institutions in Uganda, a case study of Muteesa I Royal University in Rubaga Division. The specific objectives of the study were to; determine the effect of entrepreneurial activities on the performance of Muteesa I Royal University in Rubaga Division; find out the challenges faced by entrepreneurship programmes on the performance of universities in Rubaga Division; and; identify the strategies used to overcome the challenges faced by entrepreneurial programmes of Universities in Rubaga Division.

In the designing of this research, a case study of universities found in Rubaga Division were used specifically Muteesa University. Features of research designs like descriptive and analytical were adopted. The data was collected from students, management and lecturers of the universities Both qualitative and quantitative design were used and the data was collected using questionnaires. It was analyzed using mainly the quantitative data analysis method.

The findings from this study were that as a result of the increased number of young entrepreneurs in the country .Therefore much effort has to be added in by the

management of the institutions of higher learning through organizing workshops, seminars and trade shows to try and motivate the students into becoming self employed at the end of their studies.

The conclusions drawn from this study were that; entrepreneurship fosters creativity of the students, it also fosters innovation among students to them after studies as they look for jobs, and also helps both the lecturers and students engage in successful business ventures even while at university .

The recommendations of this study to all the universities in Uganda include; need to train students on how to work together, teach them new programmes and also supervise their projects to help boost their entrepreneurship skills and performance.

CHAPTER ONE: INTRODUCTION

1.0 Introduction

The purpose of this research study was to investigate the effect of entrepreneurship education on the performance of higher learning institutions with a focus on Mutesa I Royal University Rubaga Division in Uganda. Kuratko and Hodgetts (2004) defined Entrepreneurship as a dynamic process of vision, change, and creation. It requires an application of energy and passion towards the creation and implementation of new ideas and creative solutions. Essential measures include the willingness to take calculated risks in terms of time, equity, or career; the ability to formulate an effective venture team; the creative skill to measure up with the needed resources; and fundamental skill of building solid business plan; and finally, the vision to recognize opportunity where others see chaos, contradiction, and confusion.

1.2 Background of the study

Isaacs (2007) argued that entrepreneurship education is defined as the purposeful intervention by an instructor in the life of a learner, to impart entrepreneurial qualities and skills to enable the learner to survive in the business world. The European Union (2002) explained the objective of Entrepreneurship education that included raising peoples' awareness of self-employment as a career opportunity, promoting the development of personal qualities that are relevant to entrepreneurship such as creativity, risk taking, and responsibility, and providing the technical and business skills that are needed in order to start a venture.

Alberti, Sciascia and Poli (2004) defined entrepreneurship education as the structured and formal transmission of entrepreneurial competencies, which in other words, refers to the skills, concepts and mental awareness used by individuals during the process of starting and developing their growth oriented ventures. Alberti (2004) explained that some output measures for entrepreneurship education that can be examined, include changes in entrepreneurial values, changes in peoples' orientation towards entrepreneurial careers as well as changes in personal assessment of entrepreneurial knowledge and skills.

Isaacs (2007) stated that a general agreement exists among researchers in the field of entrepreneurship that more emphasis should be placed on entrepreneurship education as opposed to business education. Business education has a more limited coverage than entrepreneurship education, which includes other topics like innovation and risk taking. The Consortium of Entrepreneurship Education (2004) explained that entrepreneurship education is a lifelong learning process and consists of different stages. The stages include basics, competency awareness, creative applications, start up and growth. The following section discusses the relationship between variables.

Organizational performance is defined as the organizational achievement with regards to some criteria. It is a measurement or indicator for evaluation and assessment of organizations (Lucky, 2011). It reveals the strength and weaknesses of the organization and what we want to measure. In an organization for example, it helps to ascertain the current situation of an organization, whether the organization is doing well or not. At some point it reveals the efficiency and effectiveness of an organization and therefore supplies information whether an organization is successful or will fail at a particular point in time.

1.2 Statement of the Problem

Entrepreneurship Education is the phenomenon associated with entrepreneurial activity. Entrepreneurial activity is the enterprising human action in pursuit of the generation of value, through the creation or expansion of economic activity, by identifying and exploiting new products, processes or markets (Bornstein, D. 2004).

However, higher education institutions are not taking this direction, especially in consideration of the challenge facing students struggling to find a satisfactory job. For example, many colleges and universities both public and private have not put into consideration offering courses or co-curricular activities on entrepreneurship education. To assist with or carry out entrepreneurship education, at least one-third of the colleges and universities have not established units such as Research Center for Entrepreneurship, the Center for Entrepreneurship Education, or the Training Institute for Entrepreneurship (Zheng, C.S.2000). Therefore, it is from the above stated problem that the researcher carried out research on the role of Entrepreneurship Education on the performance of High institutions of learning in Uganda specifically in Muteesa I Royal University.

1.3 Objectives of the Study

1.3.1 General Objective

The general objective of the study was to establish the role of entrepreneurship education on the performance of high learning institutions in Uganda with focus on Mutesa University in Rubaga Division.

1.3.2 Specific Objectives

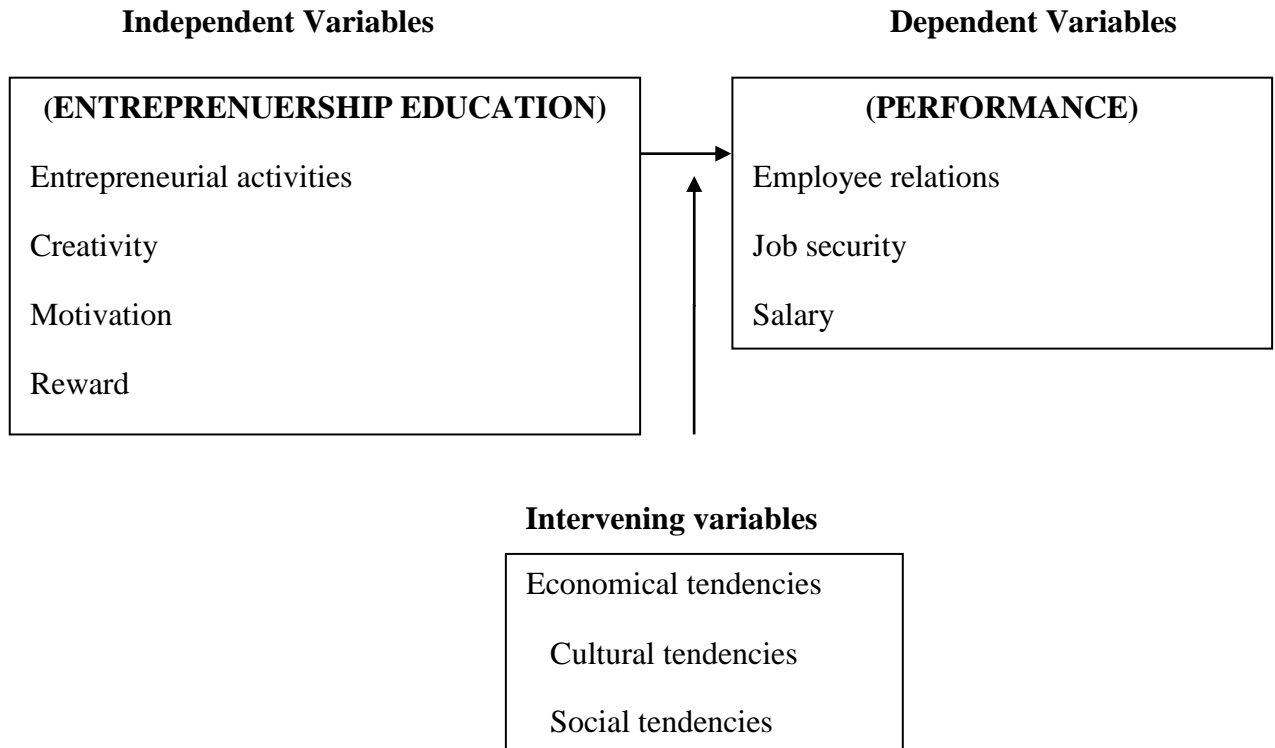
- 1) To determine the effect of entrepreneurial activities on the performance of Mutesa University in Rubaga Division.
- 2) To find out the challenges faced by entrepreneurship programmes on the performance of the Universities in Rubaga Division.
- 3) To identify the strategies used by the University to overcome challenges faced by the performance of entrepreneurial programmes in Rubaga Division.

1.4 Research Questions

The following research questions guided the study to achieve the stated objectives:

1. What entrepreneurial activities are performed at Mutesa University in Rubaga Division?
2. What challenges are affecting the performance of entrepreneurial programmes at Muteesa I University in Rubaga Division?
3. What strategies are used by the University to overcome challenges faced by the performance of entrepreneurial programmes in Rubaga Division?

1.5: Conceptual Framework



Source: Baumol (2002); Runco (2004); Rajput (2011) and Maund (2001). As modified by the researcher.

1.6 Scope of the Study

1.6.1 Subject Scope

The study focused on the role of entrepreneurship education on the performance of high learning institutions in Uganda. Entrepreneurship Education focuses on the development and application of an enterprising mindset and skills in the specific contexts of setting up a new venture, developing and growing an existing business, or designing an entrepreneurial organization.

1.6.2 Geographical Scope

The study was conducted in Universities with in Rubaga Division. The study was limited to the Rubaga campuses or branches. The main reason for selecting the high institutions of learning in Rubaga was that they should be one of the beneficiaries from Entrepreneurship Education.

1.6.3 Time Scope

This study was completed in one year. However, the data collection and analysis took duration of two (2) months.

The study was also conducted in comparison with the related literature reviewed by other related researchers from 2009 to 2015. Data was obtained from published materials, which included; journals, magazines, online materials, internal reports and newspapers. They included among others; minutes, internal and management' reports of Pride micro finance Uganda limited.

1.7 Justification of the Study

The study was carried out to investigate the relationship between creativity on the performance of Muteesa I Royal University in Rubaga Division. Team creativity in organizations is arguably best conducted in true organizational contexts, which are recognized as classic “strong situations” that fundamentally shape human behavior and experience in that particular context.

The study was carried out to investigate whether Motivation has an impact on the performance of universities in Rubaga Division like Muteesa I Royal University. Motivation involves giving close attention to how individuals can best be motivated through such means as incentives, rewards, and leadership and, importantly, the work they do and the organization’s context within which they carry out that work.

The study was carried out to investigate whether Reward has any relationship on the performance of Muteesa I Royal University. Effective reward systems should always focus on the positive reinforcement. Positive reinforcement encourages the desired behavior in organizations. This encourages employees to take positive actions leading to rewards.

1.8 Significance of the study

The study enabled management to understand the role of creativity on the performance of Muteesa I Royal University in Rubaga Division. Management understood that team creativity in organizations is arguably best conducted in true organizational contexts, which are recognized as classic “strong situations” that fundamentally shape human behavior and experience in that particular context.

The study enabled management to know the role of Motivation on the performance of universities like Muteesa I Royal University in Rubaga Division. Management understood that Motivation involves giving close attention to how individuals can best be motivated through such means as incentives, rewards, leadership and, importantly, the work they do and the organization’s context within which they carry out that work.

The study enabled management to understand the role of Reward on the performance of universities like Muteesa I Royal University in Rubaga Division. Management got to know that Effective reward systems focus on the positive reinforcement. Positive reinforcement encourages the desired behavior in organizations. This encourages employees to take positive actions leading to rewards.

1.9 Definition of Key terms used

Entrepreneurship is defined as the application of enterprise skills specifically to creating and growing organizations in order to identify and build on opportunities.

Organizational performance can be defined as all the behaviors employees engage in while at work. However, this is rather a vague description (Jex, 2002).

1.10 Conclusion

In conclusion, this chapter highlights briefly the relationship between entrepreneurship training and the performance of higher learning institutions with the use of the conceptual frame work and how the independent variables may be of importance to the management. This gives a basis, scope, and boundaries of research in the proceeding chapter that is chapter two where research will be based on the relationship between entrepreneurship training and performance of higher learning institutions.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter provides findings from the literature in as related to topic researched with a focus on Entrepreneurship Education, Performance of High Institution of Learning: Entrepreneurship Education and Performance of High Institution of Learning, Creativity and Performance of Higher Institution of Learning, Motivation and Performance of Higher Institution of Learning, Reward and Performance of Higher Institution of Learning, Employee relations and Performance of Higher Institution of Learning, Job security and Performance of Higher Institution of Learning, Salary and Performance of High Institution of Learning and Conclusion of this chapter.

2.1 Entrepreneurship Education

Minniti and Lévesque (2008) mentioned that the term entrepreneurship has a history that dates back to 1732, when the Irish economist Richard Cantillon used the word in reference to individuals with “a willingness to carry out forms of arbitrage involving the financial risk of a new venture”. The active form of entrepreneur, “entreprendre”, can be translated as "to undertake or start something". Researchers and “economists such Baumol (2002) are among the most influential contributors to our understanding of entrepreneurial behavior”. Ireland and Webb (2007) argued that Entrepreneurship is still a field with no clear boundaries and that it lacks a clear conceptual framework.

Katz (2003) argued that when the first entrepreneurship course was offered in February 1947, 188 Harvard MBA students were enrolled. Approximately 50 years later, as many as 120,000 North American students are participating in entrepreneurship courses. Not only in the USA but also in German-speaking countries, strong growth in entrepreneurship courses and professorships can be

observed (Klandt, 2004). Fayola (2006) argued that in the context of this dissertation entrepreneurship education programme (EEP) is defined as any pedagogical programme or process of education for entrepreneurial attitudes and skills, which involves developing certain personal qualities. It is therefore not exclusively focused on the immediate creation of new businesses.

Linan (2004) mentioned that there are four different kinds of entrepreneurship education programmes. The first, “Entrepreneurial Awareness Education”, aims to increase knowledge about entrepreneurship and to influence attitudes that may impact intentions. The second category is described as “Education for Start-Up”. These programmes are geared toward people who generally already have an entrepreneurial idea and need to solve practical questions about becoming self-employed. The third category, “Education for Entrepreneurial Dynamism”, focuses on people who are already entrepreneurs and want to promote dynamic behaviors after the start-up phase. The last category “Continuing Education for Entrepreneurs” describes life-long learning programmes and focuses on experienced entrepreneurs.

2.2 Performance of Higher Institution of Learning

Taiwo & Idunnu (2007) argued that studies on performance have used several terms to describe performance. Katsina (2012) added that such studies include; business performance, new venture performance, firm’s performance, entrepreneurial performance, organizational performance, employees’ performance, teacher’s performance, lectures performance, financial performance and non-financial performance. Lucky (2011) explained that the essence of using several terminologies associated with performance is to be more specific and directional in the research work so as to narrow down to a particular domain or area of study.

Measuring performance is of great importance to an incentive plan because it communicates the importance of established organizational goals. “What gets measured and rewarded gets attention” (Bohlander et al, 2001). In discipline of human resource management, different writers suggest the following indicators for measuring employee performance and they include: quality that can be measured by percentage of work output that must be redone or is rejected; Customer satisfaction that can be measured by the number of royal customers and customer feedback. Also, timeliness, measured in terms of how fast work is performed by the employee when given a certain task; absenteeism or tardiness observed when employees absent themselves from work; and achievement of objectives measured when an employee has surpassed his/her set targets, he/she is then considered to have performed well to achieve objectives (Hakala, 2008).

The management of individual performance within organizations has traditionally centered on assessing performance and allocating reward, with effective performance seen as the result of the interaction between individual ability and motivation. It is increasingly being recognized that planning and an enabling environment have a critical effect on individual performance, with performance goals and standards, appropriate resources, guidance and support from the managers all being central (Torrington, Hall and Stephen, 2008).

Human resource policies and practices indeed do affect organizational as well as individual performance. Job satisfaction for example, has for a long time been seen as key to affecting business performance as well as commitment. In addition researchers have also identified motivation as the mediating mechanism and some identify trust and morale. In spite of more recent attention to commitment, motivation is still considered to be an important influence to performance (Torrington et al, 2008).

Hashim (2008) argued that a number of authors have pointed out the problems or difficulties in conceptualizing or defining and measuring the concept of performance in general, including some of its terms such as organizational performance. Hence there has been some sort of disagreement among authors, researchers and practitioners with regards to how best to conceptualize or define and measure organizational performance. Lucky and Minai (2011) this problem could be linked to either too many objectives to be achieved or too many different objectives or lack of clear and concise objectives in organization

Samson (2012) noted that performance measure provide information for the following; planning, investigating, coordinating, evaluating, supervising, staffing, negotiating, profitability and organization overall performance. These indicators are well related to organizational performance and deeply related to human resource domain. Anthony (2007) argued that organizations should be very careful in selecting a method of assessing performance. He noted that every task should be measured according to its suitability and fit. In other words this can further be interpreted as; every performance should be in conformity with its performance measurement system.

Anthony (2007) argued that, whatever performance measures an organization uses, it has some sort of impact or effect on the employee's motivation and performance. Tangen (2005) also argued that any performance measure that is designed for the purpose of measuring should be designed in such a way that it will show all the essential factors that are capable of influencing the productivity of the different process that the company possess. Therefore, if the organization decides to select any performance measure without due attention, a situation of non-congruent behaviors is likely to arise in the organization, thus leading to some sort of conflict and demonization of the employees. Consequently this will lead to employee's poor performance.

Armstrong. (2010) argued that performance is often defined simply in output terms. It is the achievement of quantified objectives. Performance is not only a matter of what people achieves but also how they achieve it. High performance results from appropriate behavior, especially discretionary behavior, and the effective use of the required knowledge, skills and competencies. In order to achieve high Performance, there is need for performance management. Performance management must examine how results are attained because this provides the information necessary to consider what needs to be done to improve those results.

Jex (2002) explained that organizational performance can be defined as all the behaviors employees engage in while at work. However, this is rather a vague description. A fair amount of the employee's behavior displayed at work is not necessarily related to job-specific aspects. More commonly, organizational performance refers to how well someone performs at his or her work. Therefore, the definitions of organizational performance range from general to specific aspects and from quantitative to qualitative dimensions.

2.3 Creativity and Performance of Higher Institution of Learning

The literature on creativity in organizations has favored a focus on individual-level creativity and the various personal and contextual factors that influence individuals' creativity (George, 2008). Much of the early psychological theory was borne from the study of "creative geniuses," both artistic and scientific, and their methods and approaches to creative problem-solving or design (Runco, 2004).

Creativity emerged in the late 1980's and 1990's, also dominantly emphasized the role of individual differences such as personality, cognitive style, work style, domain expertise, and other

individual-level traits and behaviors in the production of creative ideas (Kurtz berg and Amabile, 2000).

Amabile's "Social Psychology of Creativity" (1983) ushered in a new era of creativity theory and research that highlighted the crucial role of the social context in the promotion or inhibition of creativity. Amabile argued that social-environmental factors such as the nature or design of the task, rewards and reinforcement, presence of others, type of goals, family environment, social or cultural climate, and level of competition, are at least as important in determining creative performance as are the attributes of creators themselves. This treatise on the important influence of environmental factors on creative performance led to the development of the componential theory of creativity, otherwise known as the "intrinsic motivation hypothesis," which suggests that the primary mechanism through which the social environment affects individual creativity is through its influence on the creator's motivational state (Amabile, 1988, 1996).

Acknowledging the shift to team-based work structures and the importance of team-based work in organizational innovation and the development of new products (Sandstorm, 1999), organizational creativity researchers are increasingly turning their attention to the study of creativity in work teams (Zhou and Shalley, 2003). As with the research on individual-level creativity, research on creativity in teams has generally focused on the antecedents and environmental conditions likely to foster or hinder creative team output, and to some extent on the group processes associated with creativity (George, 2008).

One conclusion from the limited amount of research on creativity in teams is that diversity benefits team creativity by offering a wider array of knowledge, skills, and perspectives (Ancona and Caldwell, 1992; Nemeth, 1986; Palled, Eisenhardt, and Xin, 1999). More specifically, diverse

viewpoints in a group increase the number of possible new ideas and thereby enhance the group's ability to link these disparate ideas together to produce novel solutions and approaches (Amabile, 1988, 1996; Debreu and West, 2001; Kurtz berg, 2005; Milliken, Bartel, and Kurtzberg, 2003). Mannix and Neale (2005) suggest that the benefits of diversity for group creativity are most related to diversity in perspectives, knowledge, expertise, and personalities (and less to demographic diversity).

To reap the creativity benefits from diversity, the group process must also be carefully controlled in a way that promotes participative decision-making and the inclusion of minority or dissenting opinions (Debreu and West, 2001; Mannix and Neale, 2005). Researchers have also found that the introduction of newcomers in groups, or other changes in team composition, can have a positive impact on team creativity by introducing more diverse knowledge and viewpoints (Choi and Thompson, 2005; Levine and Choi, 2004; Staw, 1980) and by encouraging more dynamic group processes (Nemeth, 1992; Nemeth and Owens, 1996). A related area of study has examined the role of group conflict on group creativity.

According to this research, groups experiencing conflict related to the task at hand tend to produce more novel and divergent solutions (Saavedra, 1996). As with group diversity, group task conflict seems productive for creativity because it promotes the consideration and discussion of multiple viewpoints (Kurtz berg and Amabile, 2001). However, the impact of conflict on group creativity depends heavily on the type of conflict experienced. In particular, while moderate levels of task conflict can be beneficial to group creative performance, relationship conflict and process conflict are likely to have detrimental effects on creativity and other forms of group performance (Kurtz berg and Amiable, 2001). One takeaway from this research is the conclusion that constructive

dialogue on difficult issues is important for team creativity (Leenders, van Engelen, and Kratzer, 2003).

While some research has demonstrated the value of diversity and task conflict for creativity in teams, other studies have suggested that some level of homogeneity in the group is important for teams to be able to collectively generate creative ideas. Specifically, similar group members are more likely to possess or develop shared mental models about group tasks and processes, which enable the group to more effectively identify and assess the potential value of the ideas generated (Shalley and Gilson, 2004). Such shared mental models may be particularly important at the idea generation and idea evaluation stages of the creative process (Shalley and Gilson, 2004).

Related to the earlier discussion about the detrimental effects of relationship conflict on group creativity, another strong conclusion from the literature is that positive and cohesive relationships among group members is an important determinant of team creativity (Amabile et al., 1996). Researchers have found that positive team member relationships promote feelings of team psychological safety, which help members feel more comfortable taking risks and raising novel or unusual ideas with each other (Gilson and Shalley, 2004). Of course, when team members feel more comfortable raising “out of the box” ideas, more creative solutions are possible. In addition, teams who spend more time socializing with each other, inside or outside of the workplace, have been found to be more creative (Gilson and Shalley, 2004). In contrast, however, some research has demonstrated that competition among coworkers can actually stimulate creativity (e.g., Shalley and Oldham, 1997).

Affect has also been suggested to play a key role in creativity, with different research supporting the value of both positive and negative effect, respectively. Most of the research on affect and

creativity has emphasized the importance of positive affect. This work has been influenced by the research of Isen (1999) and Fredrickson (1998), who proposed that the experience of positive moods or emotions stimulate broader and more inclusive cognition, which enables individuals to make more associations or connections between divergent materials or stimuli. In these broadened states resulting from positive mood or emotion, it is proposed that people are able to generate more creative ideas and solutions (Rhee, 2005).

On the other hand, studies have suggested that negative mood can contribute to employee creativity as well (George and Zhou, 2007). For example, Zhou and George (2001) found that under the right conditions (high continuance commitment and useful feedback), job dissatisfaction can contribute to employee creativity by signaling that the status quo is no longer acceptable and therefore motivating employees to seek creative new ways of doing things. In sum, this research suggests that both positive and negative affect can be beneficial to creativity, depending on the context.

Although it has been suggested that individual- and group-level factors are likely to interact in the production of creative team outcomes, few studies have examined this directly. In one study that did, Taggar (2002) investigated the interactive effects of individual traits (e.g., cognitive ability, openness to experience, and conscientiousness) and team-level processes (e.g., involving others, addressing conflict, and effective communication) on the creativity of teams in a laboratory setting. This study showed that teams were most creative when individual members were more creative and the team used creativity-relevant processes, and that conversely, a lack of creativity-relevant processes neutralized the effect of having highly creative members. Other studies have suggested that the personality composition of a team (e.g., extraversion, openness to experience,

conscientiousness) has a significant impact on team creative performance (Barry and Stewart, 1997).

Although most of the research on team creativity to date has focused on identifying various antecedents and contextual or environmental factors related to team creativity, researchers have recently begun to make some headway into examining the group-level *processes* through which team creative outcomes are generated. In a foundational study, Hargadon and Becky (2006) conducted a qualitative examination of the group-level interactions that yield “collective creativity.” They found four sets of interrelated behavior patterns that contribute to moments of collective creativity: help seeking, help giving, reflective reframing, and reinforcing. This research provided a rich investigation of dynamic group-level processes of creative teams in organizational contexts that provides a model and inspiration for future research to better understand the group processes underlying collective creativity.

Although researchers have begun to make forward progress in the study of creativity in groups and teams, the extant research in this area suffers from some notable limitations. First, this work has largely imported theories of creativity developed at the individual level to group- or team-level creativity. For example, much of the creativity research at the team level has implicitly or explicitly applied Amabile’s componential model of creativity, which was developed with individuals in mind.

Many others have applied conclusions from research on antecedents of individual creativity to the team level (e.g., Gilson and Shalley, 2004; Kurtz berg and Amabile, 2001). While it may be that team-level creativity operates similarly to individual-level creativity, or is fostered by similar environmental conditions, there are likely to be important differences that have not been

sufficiently accounted for in the current research (George, 2008), such as the role of interpersonal processes. This lack of extant theory specifically on *team-level* creativity may be contributing to some of the seemingly paradoxical results found in the current literature to date. Second, with rare exceptions (Hargadon and Bechky, 2006), research on team-level creativity has taken place in laboratory settings with temporary teams, as opposed to in organizational settings with real teams engaged in ongoing creative projects (George, 2008). Although laboratory studies are effective for isolating specific aspects of creativity, they lack external validity because they are unable to capture creators situated in their genuine work environments and behaving naturally (Zhou and Shalley, 2003).

The study of team creativity in organizations is arguably best conducted in true organizational contexts, which are recognized as classic “strong situations” that fundamentally shape human behavior and experience in that particular context (Mischel, 1977). The contexts in which creative teams function must be taken into greater consideration because they are likely to influence team behavior in powerful ways that are unaccounted for by theories of creativity developed from observations of independent creators. Third, most studies of team creativity in organizations have employed quantitative research methods. Creativity is a highly complex and dynamic phenomenon, and group-level creativity is an ever more complex phenomenon. Although survey and laboratory studies are efficient data collection methods that provide greater opportunities to examine causal relationships, we continue to know very little about the actual behaviors and processes in teams that contribute to creative team outcomes (George, 2008). In the present study, I aimed to help fill these three critical gaps by conducting inductive field research with creative work teams in an organizational setting.

2.4 Motivation and Performance of Higher Institution of Learning

Raj put (2011), contends that the word motivation is derived from a Latin word “Movere” which literally means “to move”. They defined motivation as “the individual’s desire to demonstrate the behavior and reflects willingness to expend effort”. Motivation can be divided into extrinsic and intrinsic motivation. Extrinsic motivation refers to external factors, which can be measured in monetary terms, such as salary and benefits, promotion and disciplinary action. Extrinsic motivators can have an immediate and powerful effect, but it will not necessarily last long. Intrinsic motivation refers to internal factors such as job satisfaction, responsibility, freedom to act, scope to use and develop skills and abilities and challenging work and opportunities for development. Intrinsic motivators which are concerned with the „quality of working life“ are likely to have a deeper and longer term effect. These two different aspects of motivation are connected to each other and cannot be seen in isolation.

Golembiewski (1973) also refers to motivation as the degree of readiness of an organization to pursue some designated goal and implies the determination of the nature and locus of the forces inducing the degree of readiness. Kelly (1974) says motivation has to do with the forces that maintain and alter the direction, quality and intensity of behavior. According to Hoy and Miskel (1987), employee motivation is the complex forces, drivers, needs, tension states, or other mechanisms that start and maintain voluntary activity directed towards the achievement of personal goals. In short, Dessler (2001) defines motivation as the intensity of a person’s desire to engage in some activity. From the above definitions some issues are brought to mind that deal with what starts and energizes human behavior, how those forces are directed and sustained as well as the outcomes they bring about (performance). The level of these drives, energies, and abilities can influence how employees’ performs at the GCB Limited.

Monitoring can be defined as a continuing function that aims primarily to provide the management and main stakeholders of an ongoing intervention with early indications of progress, or lack thereof, in the achievement of results. An ongoing intervention might be a project, program or other kind of support to an outcome. Monitoring helps organizations track achievements by a regular collection of information to assist timely decision making, ensure accountability, and provide the basis for evaluation and learning (Yumi Sera and Susan Beaudry, 2007).

According to Greenberg and Baron (2000) this definition could be divided into three main parts. The first part looks at arousal that deals with the drive, or energy behind individual (s) action. People turn to be guided by their interest in making a good impression on others, doing interesting work and being successful in what they do. The second part referring to the choice people make and the direction their behavior takes. The last part deals with maintaining behavior clearly defining how long people have to persist at attempting to meet their goals.

Young (2000) suggest that motivation can be defined in a variety of ways, depending on who you ask .Ask someone on the street; you may get a response like “its drives us” or “its what make us do the things we do.” Therefore motivation is the force within an individual that account for the level, direction, and persistence of effort expended at work.”

Halepota (2005) defines motivation as “a person’s active participation and commitment to achieve the prescribed results.”Halepota further presents that the concept of motivation is abstract because different strategies produce different results at different times and there is no single strategy that can produce guaranteed favorable results all the times.”

Ifinedo (2003) demonstrates that a motivated worker is easy to spot by his or her agility, dedication, enthusiasm, focus, zeal, and general performance and contribution to organizational

objectives and goals. All organizations are concerned with what should be done to achieve sustained high levels of performance through people. This means giving close attention to how individuals can best be motivated through such means as incentives, rewards, leadership and, importantly, the work they do and the organization's context within which they carry out that work. The aim is to develop motivation processes and a work environment that will help to ensure that individuals deliver results in accordance with the expectations of management.

According to Butkus and Green (1999), motivation is derived from the word "motivate", means to move push or persuade to act for satisfying a need. Baron (1983), defined motivation in his own right he says that "motivation is a set of process concerned with a kind of force that energizes behavior and directs it towards achieving some specific goals. Many writers have expressed motivation has a goal directed behavior. This objective nature of motivation is also suggested by kreitner and Kinicki (2001 p.162) put forward that motivation represents "those psychological processes that cause the stimulation, persistence of voluntary actions that are goal directed". In another term, a motivated person has the awareness of specific goals that must be achieved in specific ways; therefore he or she directs its effort to achieve such goals (Nel *et al.*, 2001).

Mullins (2006) indicates that, the study of motivation is concerned, basically, with why people behave in a certain way. The basic underlying question is „why do people do what they do? In general terms, motivation can be described as the direction and persistence of action. It is concerned with why people choose a particular course of action in preference to others, and why they continue with a chosen action, often over a long period, and in the face of difficulties and problems. Motivation is one of the key ingredients in employee performance and productivity. Even when people have clear work objectives, the right skills, and a supportive work environment, they would not get the job done without sufficient motivation to achieve those work objectives

(Mullins, 2006). Motivation refers to the forces within a person that affect his or her direction, intensity and persistence of voluntary behavior. He added that motivated employees are willing to exert a particular level of effort (intensity), for a certain amount of time (persistence), toward a particular goal or direction (Mullins, 2006).

Public Service Commission (2007) argued that monitoring involves evaluation which involves the systematic and objective assessment of an on-going or completed project; program me or policy, its design, implementation and results. The aim is to determine the relevance and fulfillment of objectives, development efficiency, effectiveness, impact and sustainability. An evaluation should provide information that is credible and useful, enabling the incorporation of lessons learned into the decision-making process of both recipients and donors.

Evaluation also refers to the process of determining the worth or significance of an activity, policy or program me. An assessment, as systematic and objective as possible, of a planned, on-going, or completed development intervention. Evaluation is the determination of merit or shortcoming. To make the judgment one needs standard of what is regarded as meritorious to compare with. Evaluation is thus a process of comparison to a standard. For instance, the statement “a high quality service has been delivered that met the needs of clients and improved their circumstances” is an evaluation. The evaluation will be better if “quality”, “needs” and “improvement in circumstances” has been quantified.

National Treasury (2006) argued that the emphasis in monitoring is on checking progress towards the achievement of an objective. A good monitoring system will thus give warning, early on in the implementation of a course of action that the end goal will be reached as planned. Monitoring also involves a process of comparison because actual performance is compared with what was planned

or expected. A simple example is the monitoring of the completion of the planned activities of a project against the target dates that have been set for each activity. Another example for routine activities like the processing of applications for social grants is to monitor the number of applications received against the number completed per month. If 100 are received but only 90 completed and if this trend is repeated for a number of months, it means that a backlog of unprocessed applications is building up.

2.5 Reward and Performance of Higher Institution of Learning

Reward management is one of the strategies used by Human Resource Managers for attracting and retaining suitable employees as well as facilitating them to improve their performance through motivation and to comply with employment legislation and regulation. As a result of these pressures, HR managers seek to design reward structures that facilitate the organizations strategic goals and the goals of individual employees. Reward systems are very crucial for an organization (Maund, 2001). Rewards include systems, programs and practices that influence the actions of people. The purpose of reward systems is to provide a systematic way to deliver positive consequences. Fundamental purpose is to provide positive consequences for contributions to desired performance (Wilson, 2003).

The only way employees will fulfill the employers dream is to share in their dream (Kotelnikov, 2010). Reward systems are the mechanisms that make this happen. They can include awards and other forms of recognition, promotions, reassignments, non monetary bonuses like vacations or a simple thank-you. When employees are rewarded, they get work done. Employers get more of the behavior they reward, not what they assume they will automatically get from employees. Thus when employees surpass their target or exceed their standard they should be rewarded immediately as a way of motivating them. By doing this, employees directly connect the reward with behavior

and higher performance they have attained. Effective reward systems should always focus on the positive reinforcement. Positive reinforcement encourages the desired behavior in organizations. This encourages employees to take positive actions leading to rewards. Reward programs should be properly designed in the organization so as to reinforce positive behavior which leads to performance (Torrington and Hall, 2006).

An organization for global manufacturer of brand-name products for consumers needed to improve levels of employee motivation fast in order to improve performance. Managers focused on 'recognition' as the key to raising employee morale. Every employee could nominate anyone they considered worthy of recognition. Successful employees got certificates and they really felt appreciated. In the experience of a 'recognized' employee "to be recognized formally gave me extra motivation and made me wonder what I could do to keep the momentum going" (Gyurcik and Brawley, 2000). Scot trade Inc.; a firm that deals with financial services delivered superior performance and took care of its employees even in the turbulent environment that had gripped the entire financial services industry. The firm had given good performance and industry observers felt that its performance management and reward system was responsible for this (Purkayastha and Chaudhari, 2011).

Rewards can be used to improve performance by setting targets in relation to the work given e.g. surpassing some sales targets. When the employee surpasses their target, he or she can be given an additional amount to their salary; this will make them strive to achieve more (Maund, 2001). Research has proven that when human being are appreciated and praised they tend to improve their performance. This is another way an organization can apply as a reward so as to improve performance. Praise could be shown in the organization newsletter or in meetings. When managers

take time to meet and recognize employees who have performed well, it plays a big role in enhancing employees' performance (Torrington and Hall, 2006).

Organizations should reward employees more often. This greatly improves performance compared to having the rewards maybe only once a year. This is because frequent rewards are easily linked to the performance. (Thomson and Brampton, 2003). Another way through which organizations can use reward systems to increase output is by personalizing the reward. When rewards tend to be so general, employees do not value them. Organizations can use rewards to improve employee performance by incorporating appraisal or promotion for employees who have a good record of performance. Managers should be on the lookout for employees who perform well.

2.6 Employee relations and Performance of Higher Institution of Learning

Muhammad Farrukh.S and Naurreen, R (2013) suggested that, progressive employee relations practices are behind success of leading organizations. Employee relation practices are commonly known by the traditional titles but it is up to the management that chooses the best fit practices to fulfill the requirements matching to the culture of the organization. Organizations implement Employee Relation Practices to polish skills of its employees which ultimately lead to better organizational performance.

Employee Relation practices imparts a significant role to enhance performance of organizations indirectly. For example the Performance of employee depends upon job satisfactions such as; compensation and benefits structure, reward plans, promotions, motivation, environment, training and succession planning. Along with this, modern tools, techniques and sophisticated technology used by organizations for employee relations create competitive advantage over competitors (Muhammad Farrukh, S and Naurreen, R, (2013). The main focus of performance management is

on continuous improvement, learning advanced and new technologies and skill development to achieve set targets through overall corporate strategy and to construct a workforce that can perform with the highest standards, there is need for Performance Management. Performance management of employees is a complex and integrated process of setting up a common employees understanding about targets to be achieved in an organization and aligning the corporate objectives with the measures like skills, competencies required for a job, employee development plans and the ultimate results delivered by them.

According to Chidi (2013), maintaining healthy employee relations in an organization is a pre-requisite for organizational success. Strong employee relations are required for high productivity and human satisfaction. Employee relations generally deal with avoiding and resolving issues concerning individuals which might arise out of or influence the work scenario. Strong employee relation depends upon healthy and safe work environment, involvement and commitment of all employees, incentives for employee motivation, and effective communication system in the organization. Healthy employee relations lead to more efficient, motivated and productive employees which further lead to increase in production level (Chidi, 2013).

Blyton (2008) argued that employees do not put up their best performance at workplaces when they are unhappy with the management, government or even their fellow colleagues. Bad employer relationship results in strike actions and lockouts. All the actions taken by employees to display their grievances only do the organization more harm than good, as productivity will be reduced drastically

Priti. (1996) stated that going to work every day can be stressful for employee when there is an employer or colleague with whom they struggle to get along. It can leave you feel unsatisfied at

the end of each work day and for that matter at the start of it, eventually a worker may start looking for other employment. If each person did this, the business would suffer because of its retention issues. An employer who recognizes the impact of workplace relationships to employee satisfaction, and encourages flexibility and interaction, can transform a brittle workplace into a productive, satisfying environment.

Priti, (1996) also argued that if an employee feels emotionally or socially detached at work and cannot seem to fit into the organization's culture or blend with other colleagues, feelings of dissatisfaction may start to surface. He or she may prefer to find a different job than trying to approach the issue directly. Workplace relationships and interaction have an impact on employee satisfaction and retention. Negative attitudes can lead to isolation and loneliness, which may instigate an employee's desire to resign. Be cognizant of your employees' moods and, without intruding in their personal lives, ask if there is anything you can do from an employer/employee standpoint.

If an employees' issue stems from the office, this gives the employee an open door to discuss concerns. Therefore, making friends at work and engaging in social activities such as having lunch together or a drink after hours helps to build healthy relationships and strengthen bonds. Healthy relationships may motivate employees and increase morale. When employees cast aside relationship issues, they can focus on work tasks more effectively. By getting to know peers, employees can understand each other to be able to work together more effectively in a team for a more satisfying environment. One method of engaging in workplace relationships is for employees to participate in team competitions. Sales competitions, for example, can give employees a sense of control over their success. Team activities encourage employees to work together for a common

goal. Working together encourages employees to support each other. The winning team also feels a sense of accomplishment and satisfaction.

Chege (2011) explained that Employees are one of the major stake holders for every organization, whether profit making or nonprofit making organizations. Therefore, good employee relations can encourage employees to give the best part of their lives to organization, which in turn creates a moral obligation to let them know how they are performing and at the same time organizations have to measure the performance of all their resources unlike technology and capital. These resources like the employees have expectation and interests and they are manifested in behavior which impacts performance. Torrington and Hall (1998) suggested that the relationship between employees and management as a framework of organizational justice consisting of organizational culture and management style as well as rules and procedural sequence for grievance and conflict management indeed, the objective of employee relationship is to achieve harmonious employee relations and minimize conflict practices in employment.

Fazil (2011) suggested that good employee relations are an important factor in overcoming negativity in the workplace. Supervise- subordinate relationship and relationship between members of the organization and customers are effective on the job motivation of employees. Employees pleased with warm and sincere treatment from the superiors would carry out the order more voluntarily. For this reason, managements should play a constructive role in creating a harmonious atmosphere. They can create such an atmosphere by arranging events like tea breaks, birthday or wedding anniversary parties and trips.

2.7 Job security and Performance of Higher Institution of Learning

According to James (2012), Jobs which are not backed by indefinite contract or cannot be guaranteed for reasonable period are deemed to lack job security. It is also seen as the employees free from the fear of being dismissed from present employment or job loss. Some professions and employment activities have greater job security than others. Job security is therefore an employee assurance or confidence that they will keep their current job for a longer period as they so wish. In this same work a report by Simon (2011) states that job security is the assurance from the company or organization that their employees will remain with them for a reasonable period of time without being wrongly dismissed.

Hamazah and Lucky (2013) found that the global economic pressure on organizations has made them focus attention on employee job security particularly in multi-ethnic group as a way to ensure organizational performance. This is crucial particularly in a multiethnic environment where different ethnic groups are the majority in some organizations resulting to low job security among the minority group. The fear of losing their jobs in favor of other ethnic group becomes a great concern that needs an urgent attention. Therefore organization must find a way of assuring the employees of holding on to their jobs in a multi ethnic environment as a way of increasing or maintaining organizational performance.

Job security has a significant effect on the performance of the team as well as that of the organization. Organization with low job security causes people to lose faith in their future jobs which consequently affect performance. The more the employee enjoys high job security, the more the person is likely to effectively perform his/her task which is reflected in the overall performance of the organization (James 2012). For example, in organization tasks are normally broken into jobs which are assigned to each employee. Each of the jobs performed by the employees is assessed

through individual performance. This individual performance is a part of the overall organizational performance. The employee's individual performance through his job is directly linked with the overall performance of the organization. Thus their contribution too will be less and they will be ineffective if they feel low job security in that organization. (Lucky and Hamzah 2013)

According to a research by Leung (2009), it is important to know what institutions motivate workers to work hard for a firm to maximize efficiency and increase employee's performance. Leung also states that, Job security is a topic where the balance of benefits and costs are still relatively unknown. For example, employees with high job security may invest more in their companies out of loyalty or because they view their jobs as long term commitment. On the other hand, workers may take advantage of their job security and do as little work as possible there by reducing the productivity of the firm. Besides, job security can also be costly to the firm since dismissal of employees requires more time, effort and compensation.

Employee uncertainty over potential job loss has often been assumed to have negative effects. From an individual perspective, it is the health and well-being of employees that may be negatively affected, while, from an organizational perspective, work behaviors and attitudes may be affected negatively. Since planning for the future might not be possible when experiencing job insecurity and life outside work may be influenced negatively as well, job insecurity can have effects on a larger societal level. For instance, detrimental effects to well-being and health may have to be compensated for by the welfare and healthcare systems (cf. Pfeiffer, 1997).

Today unemployment is an important problem almost every country suffers from. Although the reasons may show variety, job security seems to be in decrease in every part of the world. The most prominent reasons for decreasing job security can be cited as technology, internationalization

of capital, demographic change and government policies (Smith, 1999). From this aspect, today's business world is experiencing a difficult period in terms of both employees and employers. Job security, which is crucial for an employee in terms of keeping his or her job or finding a new job, is also important for an employer since it enables them to keep their employees or find new ones.

Therefore, employers should be sensitive about motivation of their employees under a circumstance for the interest of their organization (Celtek, 2004,). Because employees are not machines running on physical power but social beings thinking, feeling and being affected by their environment. For this reason trying to understand employees can make them feel valued and inspire them to work harder on the quality of their work.

Factor motivating employees can occur in various forms. In fact, job security is one of the most influential means of motivating employees particularly in time economic downturn. Employees believed that they will not lose their jobs or they will be employed in the same organization as long as they want is a significant variable of employee satisfaction which expresses the general attitude of the employee towards his or her job (Bakan and Buyukese, 2004).

Job security plays an important role in both social and working life because it helps individuals do not worry about their future, contributes to maintaining labor peace, increasing organizations productivity and protection social balance and values. For this very reason, in order not to cause employees prestige loses in society, employees should not be dismissed from the organizations without reasonable grounds, because job security has political and social dimension. Therefore, if in a country employees are dismissed without showing a reason, it is difficult to talk about social order, peace and stability (Cruzal and Zoo, 1992). Empirical investigations indicate that there is a positive relationship between job security as a motivational factor and job performance. Miller et

al. (2001) found that job security has a significant effect on the performance of the workers and employees are less motivated to work when job security is low.

2.8 Salary and Performance of Higher Institution of Learning

According to Sheridan (2005), well paid employees are the key to better job performance and eventually a better performing company. Managers are mistaken if they believe tinkering with one aspect of compensation such as health care benefits is going to have a meaningful impact on workers over all pay satisfaction and enhance the company's performance. It's the salary that counts. No single component of an employee's compensation, including health-care benefit or pay raises, drives an organization's performance. Employees overall satisfaction with their pay is the key when it comes to the connection between pay and organizational performance. Schuler (1998), found that individual work performance in working organization usually related to exchanges where motivational inducements are given in return for employee productivity. In making choice for a job, the most important incentive is salary. Therefore, the employers should not ignore money when motivating employees in order to boost their moral and improve their performance and increase productivity of the organization because money is the major reason why most people work.

According to Lazar (1986), performance related pay can improve workers performance through direct incentive effects as workers expand more effort creating the outputs that are rewarded through pay and through worker sorting since more able workers have more to gain from a pay system which rewards them according to their performance. Bandiera et al (2007) emphasized that managerial performance bonuses can play a significance role in improving workers' productivity because workers put in more effort to increase performance since they are assured of the reward. This is why most managers focus their effects on the most able workers in terms of performance.

According to Lemieux and parent (2009), piece rate pay is in decline whereas work performance related pay is on the rise because of a number of reasons: First, there is a growing realization that workers paid by the piece rate will focus exclusively on those activities that trigger payment, often to the detriment of other activities that an employer's might wish to encourage. This will lead to increase usage of subjective as opposed to objective assessments of worker's performance by supervisors and management that allow the employer to make a more rounded appraisal of the workers achievement.

Secondly workers can "game" piece rate systems. For instance, they may collude in reducing effort during a period in which the piece rate is set. Thus lowering the output thresholds needed to trigger additional payments. Thirdly, the employer needs to pay a premium to risk adverse workers accept piece rate payment since the piece rates require the workers to share the risk of underperformance with the employer.

Similarly, Freeman and Kleiner (2005) argued that piece rate pay could entail increase costs such as additional worker compensation and monitoring which can be more than offset productivity resulting in lower profitability. On the other hand, most workers are on salaried contract. They have their own incentive, where a worker is paid a fixed salary in a given period "despite the fact that there is no immediate relation between pay and performance, He or she is likely to have incentives to exert effort because good performance will improve future contracts. Such reputational concerns imply that effort exertion can occur without explicit pay-for-performance contract". In long-term salary contracts, the rewards for the good performance may be in form of contract renewal.

According to Hussin (2011), when employee pay is adequate for their normal expenses, they become more satisfied especially if the pay is based on working experiences and equal to the work done. Normally employees will be more satisfied when they feel that they are rewarded fairly for the work they have done by making sure rewards for them are genuine contributions to the organizations and consistent with the reward policies. The rewards include a variety of benefits and perquisites other than monetary gains. Employees with higher job satisfaction are important since they believe that the organization would have a tremendous future in the long run and the employer gives credits to the quality of their work, hence those employees are more credited to the organization, have higher retention rates and tend to have higher productivity.

Research by (Elangovan and Xie 1999) shows that most reward method such salaries, promotion, bonuses and incentives has a positive relationship with job productivity of the employees. These rewards can stimulate the intrinsic and/or extrinsic desires of the employees and an effective reward system is built from a combination of knowing which rewards are most effective for which employees and distributing those rewards properly.

The primary forms of rewards are psychological (compliments); material/tangible (pay increases, bonuses); and intangible (preference in receiving company perks, privilege of using company property such as cars, boats, houses, promotions), but a reward can be anything that employees enjoy, which their companies can supply to them in exchange for good employee performance. Rewards act as both a way for organizations to show their gratitude to employees for good performance and as motivational factors for those employees to produce at high levels (Elangovan and Xie, 1999).

In order to increase company productivity, it is important for managers to implement a system in which employees receive more rewards for a corresponding increase in job productivity; however, this system is only effective under certain circumstances, usually dictated by the psychological state of the employee. This tends to be where Industrial or Organizational practices are preferred over typical managerial methods because of their effectiveness in accounting for psychological factors. In addition to the direct effects of reward system on employees; Elangovan and Xie (1999) demonstrate how employees also benefit from feeling empowered through receiving rewards. Elangovan and Xie (1999) noted that, rewards are part of the five bases of social power (i.e. reward, coercive, legitimate, expert, and referent), which implies that as rewards are distributed, employees' social power is raised. Rewards also had a significant positive correlation with motivation, and work effort, which are predictors of employee job performance (Elangovan, and Xie 1999).

Employee's performance can increase organizational productivity by varying the inputs needed to attend their expected outputs. However, there are many factors which affect organizational productivity other than employee performance. Akerl of and kranton (2010) reported that many organizations would be successful in their goals and purpose if they understand the identity economics. People's identity that is their conception of who they are, and of who they choose to be, may be the most important factor affecting their economic lives and may indicate what would be the most appropriate incentive for them to perform in their job. There seems to be evidence to confirm the positive relationships between financial factors and job performance in service organizations. Money is the fundamental inducement no other incentive or motivational techniques comes even close to it in respect to its influential value. All business use, pay, promotion, bonuses or other types of rewards to motivation and encourage high-level performance of employees. It has

the supremacy to magnetize, maintain and motivate individuals towards higher performance. According to Lemieux et al. (2009), the existing evidence shows that when there is a good performance measures, performance- pay can enhance productivity and improve match quality. However, the use of performance- pay is constrained by the quality of available performance measures. As consequences, a profit maximizing firm will introduce performance- pay in a particular job only when, the quality of the performance measure is sufficiently good. Muralidharan and Sundararaman (2009) provide supporting evidence that payment is associated with output of employees and serves as incentive to enhance worker's performance.

2.9 Conclusion

In conclusion, assuming that entrepreneurs are not born but made, it is thus crucial to encourage entrepreneurship, through entrepreneurial culture, education and public policy. Education can help shape an entrepreneurial culture, while the culture can help to increase the effectiveness of entrepreneurship educational initiatives. Therefore, the researcher designed questionnaires and an interview guide in relation to the related theories of chapter two so as to come up with a consistency and uniform flow of research finding

CHAPTER THREE

METHODOLOGY

3.0 Research Methodology

This chapter highlights the detailed ways in which the data collection from primary sources was carried out. It includes; the research design, study population, sample size, data source, instruments of data collection, data processing and analysis, data collection procedure, presentation of data, data validity and reliability, ethical issues considered in conducting this research and limitations of the study.

3.1 Research Design

The researcher used a case study designed with both quantitative and qualitative approaches whereby, qualitative approach was chosen in order to enable the researcher to obtain a cross referencing data and some independent confirmation of data. Quantitative approach was also used to enable the researcher to present data in a descriptive manner so as to generate a list of figures and graphs in the study which are clear and easy to understand. A cross sectional time dimension was also undertaken because the study is expected to take a relatively short period of time.

3.2 Study Area

The study was conducted in Muteesa I Royal University, Rubaga branch. It is located 2.5km from Kampala city, central part of Uganda. Today, Rubaga has more than two universities like, Muteesa I Royal University, Uganda Martyrs University, Muteesa Royal University mentioned but a few. The study was based in this area because the researcher sought to find out whether Entrepreneurship Education has any impact on performance of High Institution of learning, especially Muteesa I Royal University.

3.3 Study Population

The study targeted respondents like; management staff, clients and employees of Muteesa I Royal University, Rubaga Campus in Kampala district. The study included; 10 management staff, 50 employees and 70 clients, hence the research carried out considered the population of 130 respondents for the purpose of the study.

3.4 Sample Size

This was based on RV Krejcie and D.W Morgan (1970) scientific model for determining sample size. Whereby; N is the total population and S is the sample size which was estimated and read from the table that the two have developed which is composed of population size and their corresponding sample size. A total number of 80 respondents were thus used for the research.

Table 1: Showing the population and the sample size of the study

Respondents	Population (N)	Sample size (S)
Management staff.	10	10
Employees	50	40
Clients	70	40
Total	130	90

Source: Krejcie and Morgan (1970)

3.4.1 Sampling Techniques and sampling procedures

Stratified sampling was used where the respondents were grouped into stratus and purposive sampling was used in each stratum to get information about Entrepreneurship Education. Since the type of information required was qualitative in nature, purposive sampling was the most appropriate to use. Purposive sampling is a deliberately non-random method of sampling, which aims to sample a group of people or settings, with a particular characteristic, usually in qualitative research design. This enabled the researcher to attain information from the parties for this study.

3.5 Data Sources

The researcher used both primary and secondary sources of data.

3.5.1 Primary data sources

Primary data is the kind of data that has been gathered for the first time and has never been reported anywhere. Hence; data was collected from the field which was obtained mainly by administering questionnaires and interviews to the respondents.

3.5.2 Secondary Data

Secondary data is the kind available and already reported by some scholars. Hence, data was obtained from published materials, which includes; journals, magazines, internal reports and newspapers.

3.6 Data collection tools

The researcher used a number of data collection instruments including questionnaires and an interview conducted on the sampled population in order to obtain primary data for this study.

3.6.1 Questionnaires

The researcher designed self administered questionnaires which were distributed to Mutesa I Royal University's management staff, employees and clients. The designed questionnaires were targeting

employees and clients of Muteesa I Royal University, Rubaga Campus. The completed questionnaires were then picked from respondents for analysis. A Likert scale was used where respondents were requested to use the scale of 1-5 and tick in the appropriate box on whether they agree, strongly agree or moderate or disagree or strongly disagree with the statements given.

3.6.2 Interview guide

The researcher designed appropriate questions relating to the topic of discussion and then presented it to the management staff of Muteesa I Royal University, Rubaga Campus while noting down the responses in the research book. The collected responses were then analyzed as presented in chapter four of this compilation.

3.7 Data Collection Procedure

The research was conducted after getting permission from the university and an introduction letter which was obtained from the faculty office. Data was then collected by the use of questionnaires which were distributed to the respondents and then collected after. For those respondents that do not understand the English language, interpretations were made in order to help them give accurate information.

3.8 Data Processing and Analysis

3.8.1 Data analysis

Data was collected, sorted out using SPSS version 16.0 and Microsoft Excel to analyze the questionnaires for quantitative data collected and categorization of statements and responses was used to analyze the interview guides for the qualitative approach.

3.8.2 Data Presentation

The quantitative data analyzed was presented in form of tables, figures, graphs and charts as well as the qualitative data which was analyzed and presented in form of quoting of what the respondents have argued in form of narrations.

3.9 Data Validity and Reliability

3.9.1 Data validity

Data validity was ensured through trial survey. It was from the trial survey that the researcher asked a series of questions and often looked for answers from respondents. He pre-tested his instrument by developing Questionnaires which were filled in by some people and answers were obtained. Sometimes the researcher asked some direct questions with an intention of getting responses from respondents. The questions can be adjusted according to the results of the pre-test study.

3.9.2 Data reliability

The researcher looked at the extent to which the results were consistent over time and an accurate representation of the total population under the study. The researcher ensured that there was no question that could be misunderstood by the respondents so that they were not answered differently which could have result into low reliability. This was done through giving assistance to some respondents as regards to interpretation of certain questions that may be confusing to them.

3.10 Ethical issues in research

The collected data was kept secret so that it was only used officially for academic purposes and not to be accessed by the public. The researcher used an appealing voice when approaching respondents than use of commanding language. People were kindly requested by the researcher for

assistance in data collection through answering questionnaires and ensure reliable information in case of interviews.

3.11 Limitations of the study.

Some respondents were not ease to interact with since, some respondents even refused to be interviewed and some of them who attempted the questionnaires gave unreliable information.

Management staff could only give out magazines and brochures rather than their journals and Entrepreneurship Education's report.

Power was on and off making typing difficult and internet failures.

CHAPTER FOUR

PRESENTATION AND INTERPRETATION OF THE FINDINGS

4.0. Introduction

This chapter presents the findings of this study. It describes the characteristics of the respondents and presents the findings that were yielded from interactions with the study population the findings on the effect of credit management policy on the role of entrepreneurship education on the performance of high learning institutions in Uganda. The study was based on the study objectives and the following results were established.

4.1 Socio-demographic Characteristics of the Respondents

A total of 80 participants were selected from relevant departments at Mutesa I Royal University – Rubaga branch and they included 10 management staff which comprised of 2 academic registrars, 3 assistant academic registrars, 4 heads of departments and a dean; 50 employees which comprised of lecturers, secretaries and secretaries and 70 clients mostly students at Mutesa I Royal University – Rubaga branch. Attention was put to the following bio-data information on these respondents

4.1.1 Gender of the Respondents

Table 4.1: showing the Gender of the Respondents

	Frequency (F)	Percentage (%)	Cumulative Percent (%)
Male	39	48.75	48.75
Female	41	51.25	100.0
Total	80	100.0	

Source: Primary data

As presented in the table 4.1 above, the findings indicate that majority 51.25% of the respondents were females compared to the males who were 48.75% of the sampled population. This showed that to a great extent, both genders of the population were equally represented and this aided the researcher to obtain indifferent data from the respondents.

4.1.2 Age bracket

Table 4.2: Age bracket of the Respondents

Age	Frequency (F)	Percentage (%)	Cumulative Percent (%)
18 – 25	41	51.25	51.25
26 – 35	26	32.50	83.75
36 – 45	9	11.25	95.00
46 and above	4	5.00	100.00
Total	80	100.0	

According to table 4.1.2 above, it is presented that the majority (51.25%) of the respondents are between 18 – 25years, these were followed by (32.50%) who were between 26 – 35years of age, then (11.25%) of the respondents were between 36 – 45 years while the minority (5%) of the respondents were 46 and above years old. This shows that majority of the respondents were still youths and this gave the researcher confidence in the information obtained on the role of entrepreneurship education on the performance of high learning institutions in Uganda since the respondents were among those directly benefited from the entrepreneurship education

Table :4.3 Education qualification of the Respondents

Education qualification of the Respondents	Frequency (F)	Percent (%)	Cumulative Percent (%)
Certificate	17	21.25	21.25
Diploma	42	52.50	73.75
Degree	15	18.75	92.5
Masters	6	7.50	100.0
Total	80	100.0	

Source: Primary data

Results from table 4.2 above indicated that the majority (52.50%) of the respondents had attained diploma, (18.75%) had degrees while the minority (7.50%) of the respondents had a masters. From the above table, it was observed that all the respondents were all educated and well equipped with skills and knowledge there by responding to the questionnaires relevantly. This helped to avoid unnecessary information from appearing in the questionnaires and simplified the process of compilation of the final report.

Table 4.4 :Institution of attachment

Institution of attachment	Frequency (F)	Percentage (%)	Cumulative Percent (%)
Muteesa 1 Royal University	36	45.00	45.00
Uganda Martyr's University – Nkozi	25	31.25	76.25
St. Lawrence University	19	23.75	100.00
Total	80	100.00	

Source: Primary data

According to figure 4.4, it is presented that the majority (45%) of the respondents are from Muteesa I Royal University, Uganda Martyr's University Nkozi had 31.25% respondents and 23.75% of the respondents were from St. Lawrence University. This showed a fair representation from these institutes of higher learning in Rubaga division which ensures that data collected is from members from different learning environments and is thus useful in generalization of the study .Basing on the research conducted it depicted to what extent the various institutions have tried to improve on the well being of Rubaga Division through entrepreneurship activities.

Table 4.5: Role in the above institution

Role	Frequency (F)	Percentage (%)	Cumulative Percent (%)
Management staff	5	6.25	6.25
Employees	35	43.75	50.00
Students	40	50.00	100.00
Total	80	100.00	

Source: Primary data

Results from figure 4.1 showed that the majority, (50.00%) of the respondents were students. The researcher attributed this to the fact that students were more cooperative for this study since it was directly affecting them (43.75%) of the respondents were employees, mainly lecturers from the three sampled institutes of higher learning in Rubaga division whereas the minority (6.25%) were management staff comprising of academic registrars, deans of school and heads of departments from the institutes. These were the minority since they were difficult to approach for the study given the fact that they were very busy with their jobs. This implied that the study findings were primarily based on the responses by the majority which was students at Mutesa I Royal University. The research opened up space for many enterprineual activities and ideas through sharing of ideas the researcher had with both the students and the top management of these universities. It was also found out that most students would like to be self employed rather than being employed which stressed the need for a change in the university syllabus by the ministry of education and sports.

4.2 Descriptive Statistics on Entrepreneurship Education and Students Performance.

Table 4.6: showing descriptive statistics on Entrepreneurship Education and students Performance.

Details	N	Min	Max	Mean	Std. Deviation
Entrepreneurship training programs increase creativity.	80	1	5	4.84	.743
Entrepreneurship training is a rewarding practice to students.	80	1	5	4.52	.699
Creativity hastens problem solving aptitude.	80	1	5	4.46	.697
New ideal generation is achieved from entrepreneurship training program.	80	1	5	4.04	.798
Entrepreneurship offers a wide array of knowledge, skills and perspectives.	80	1	5	4.18	.798

Source: *Primary Research Data, (2016)*

4.2.1 The board of directors always monitor loans

From the findings of the research study in table 4.2 above, it can be noted that respondents agreed that students through entrepreneurship programs are able to achieve increased creativity. This was revealed by a high mean value of 4.84 which is linear to the maximum rank on linkert scale of ranking. However a significant value 0.743 of standard deviation was also attained under the same

test which shows variation in the responses by the respondents in the study. According to this research, it is evident that students practicing entrepreneurship are able to achieve much in life even before graduation meaning that they stand better chances of being self employed compared to other students and lecturers. The research also showed a significantly low turn up of respondents in the field which clearly indicates the numbers of entrepreneurs rising up in Rubaga Division.

Findings were in line with arguments of Kurtz berg & Amabile, (2000), as they contended that through entrepreneurship learning and mentoring programs, learners are able to competently master the key creativity concepts that do transform their aptitude in different situations by identifying what critically is necessary and what is supposed to be done thus holding a developmental mindset. This implied that students in different institutions of higher learning are able to gain more creativity via entrepreneurship training programs attended.

4.2.2 Entrepreneurship training is a rewarding practice to students.

Basing on the findings presented in the table 4.2, it is clearly evident that respondents agreed about entrepreneurship training being a rewarding practice to students in institutions of higher learning with a high mean value of 4.52 that was revealed in the study. A significant value of standard deviation 0.699 was revealed under the same test which presented variation in the responses provided by the respondents in the same study.

Findings were in line with the arguments of Saver, (1996), as he asserted that through entrepreneurship teams under a given program are able to enjoy a continued gain of different skills, expertise and interest in performing different developmental activities. This implied that through entrepreneurship training, students are able to achieve different gains out of the training programs.

4.2.3 Creativity hastens problem solving aptitude.

From the findings presented in the table 4.2, it can be noted that creativity gained by students in institutions of higher learning via different training programs is critical components in facilitating effectiveness in decision making via a high mean value of 4.46 revealed by the study. However a significant value 0.697 of standard deviation was also revealed by the study which showed variation in the responses provided by the respondents under the same test.

Findings were supported by Runco, (2004), who showed that entrepreneurship training programs foster creativity and ideal generation in that personal mind are transformed with creative geniuses that are both artistic and scientific with the aid of various methods and approaches to creative problem solving or design. This helps individuals in understanding all necessary areas that provide a basis in effective decision and remedial approach to different aspects.

4.2.4 New ideal generation is achieved from entrepreneurship training programs.

Basing on the findings presented in the table 4.2, it is clearly evident that through different entrepreneurship training programs, students in institutions of higher learning are able to generate new ideas in every situation that make them productive and innovative enough in their conduct. This is presented with a high mean value of 4.04 that lies linear to the agreement rank on the linkert scale of ranking. However a significant value 0.798 of standard deviation was also revealed by the study under same test that presented a variation in the responses provided by the respondent in study.

Collating findings which were aligned with Rogers (1998), who argued that through the theory diffusion of innovation, which stresses that the people in the society are able to learn new entrepreneurship skills to enable themselves become developmental in the community through the various educative developmental channels to change the economy.

4.3 Entrepreneurship offers a wide array of knowledge, skills and perspective.

From the findings presented in the table 4.2, it is clearly evident that respondents agreed that students in institutions of higher learning are able to achieve more knowledge, skills and right perspective view of different issues. This was revealed a mean value of 4.18 that is rectilinear to the agreement rank on the linkert scale of ranking but a significant value 0.798 of standard deviation was revealed which showed variation in the responses provides by the respondents under the same test.

The research findings were supported by, Runco (2004), who noted that in order for different kinds of entrepreneurship education programs to be effective; it has to increase on knowledge and skills of entrepreneurs plus attitudes to become good business men. He also noted that entrepreneurs should be provided with more skills in order for them to become more dynamic and also solve practical challenges in small scale businesses. For the educated Entrepreneurs, they describe entrepreneurial activities as life-long learning programmes and they focus on experienced entrepreneurs.

4.4 Descriptive Statistics on measures of Entrepreneurship Education on Employee Performance.

Table 4.7: Showing descriptive statistics on rating of appropriateness of Entrepreneurship Education on Employee Performance.

Details	N	Min	Max	Mean	Std. Deviation
Increases Employee Performance.	80	1	5	3.64	.473
Increases Employee Motivation.	80	1	5	3.81	.879
Being a rewarding factor.	80	1	5	3.75	.955

Source: *Primary Research Data, (2016)*

4.3.1 Entrepreneurship Educational Training increases Employees’ Performance.

From the findings presented in the Table 4.3, it is clearly evident that respondents agreed about the influence of Entrepreneurship Educational Training on employee performance in institutions of higher learning. This was revealed by a mean value 3.64 that linear to the agreement rank on the linkert scale of ranking. However, a significant value 0.473 of standard deviation was also revealed under the same test. This implied that employees of the institutions of higher learning are able to attain good performance under entrepreneurial educational training.

The research findings were in agreement with Armstrong (2001) who contends that employees are more innovative in their various professions of life. This has aided in the elimination ambiguity and complexity among the entrepreneurs in the organization. Through learning -employees are able to attain better and more knowledge, skills and expertise which help –individual workers to perform organizational duties effectively and efficiently.

4.3.2 Entrepreneurship Educational Training increases Employees' Motivation.

From the findings presented in the table 4.3 above, it is clearly evident that through educational training programs workers gain more motivation and inspiration of performance organizational duties where a mean value 3.81 was revealed that is linear to the agreement rank on the linkert scale of ranking. However a significant value of 0.879 was revealed which presents a variation in the responses provided by the respondents under the same test.

Findings were supported with the argument of Torrington et al (2006) as he contends that to be effective, training methods should; motivate the trainee to improve her performance, clearly demonstrate the desired skills, provide an opportunity to active participation of the trainee, provide timely feedback to the trainee, performance provide some means for re-enforcement while their trainee learns, encourage transfer of knowledge and skills from training to the job.

4.3.3 Entrepreneurship Educational Training is rewarding.

From the findings presented in the table 4.3, it was revealed that workers performance is improved via different entrepreneurship educational trainings which are rewarding to the participants. This was presented by a high mean value of 3.75 that is linear the agreement rank of 4 on the linkert scale of ranking and a significant value 0.955 of standard deviation was also revealed which presented variation in the responses provided by the respondents under the same test.

The study findings relate to the argument of Cole (2002), as he expresses that organizational duties are effectively performed whenever training provides workers with positional descriptions and expected conducts which is one of the other a rhythmic reaction of employees mastering of what are the dos and don'ts while fulfilling duties of a given position occupied. Further

Armstrong, (2010) argues that manager tend to seek for different options or ways on how they can effectively reward their workers other than salaries only but with focus on other benefits such as training, promotion and others.

4.4 Descriptive Statistics on Effectiveness of Entrepreneurship Activities.

Table 4.8: Showing Effectiveness of Entrepreneurship Activities.

Details	N	Min	Max	Mean	Std. Deviation
Models students for better fitness in transitional future prospects.	80	1	5	4.87	.644
Prepares students for better productivity	80	1	5	4.01	.699
Help students in mastering interpersonal relations	80	1	5	4.21	.588
Precincts students to legal business conduct.	80	1	5	4.96	.451

Source: *Primary Research Data, (2016)*

4.4.1 Entrepreneurship training makes students more favorable to fit in future prospects

From the findings presented in the table 4.4 above, it is clearly evident that through entrepreneurship training students are prepared enough in position of obtaining equipment needed in their future career prospects as competent entrepreneurs to transform the society. This is revealed by the mean value of 4.87 that is revealed in the study that lies linear to the maximum agreement scale (5) of linkert scale. However a significant value of standard deviation was also revealed under the same study which presented a variation in the responses provided by the respondents under the same test.

The study findings were in agreement with Hall and Stephen, (2008) as noted that appropriate resources are central to the performance of employees and this guidance and support can be got through Entrepreneurship Educational training.

4.4.2 Entrepreneurship education teaches students how to establish the production processes.

From the findings presented in the table 4.4, it is clearly evident that students in institutions of higher learning via entrepreneurship programs are able to suit productivity and resourceful via a mean value of 4.01 which was revealed in the study, however a significant value 0.699 was revealed under the same test that presented variation in the responses provided by the respondents under the same test.

According to Chidi (2013), he proclaimed that through entrepreneurship training and educational sessions attended by students are able to learn health relations with different organizational stakeholders, it is a fundamental element and a pre-requisite to organizational success. He further notes that is generally deals with avoiding and resolving issues concerning individuals which might arise out of or influence the work scenario.

4.4.3 Entrepreneurship training shows students in how proper relations must be maintained.

From the findings presented in the table 4.4 above, it is clearly evident that respondents agreed that through entrepreneurship training students are able to learn how to relate with different organizational stakeholders among which include employees, employers, customers/ clients, regulatory bodies and others. This was revealed by a mean value of 4.21 which is linear to the agreement rank on the linkert scale of ranking and also a significant value of 0.588 of standard deviation was revealed which shows variations in the responses provided by the respondents under the same test.

4.4.4 Entrepreneurship training helps leaders to master legal business conduct.

Findings presented in the table 4.4, it is clearly evident that entrepreneurship training has helped leaders to master legal business operations whereby a mean value of 4.96 was revealed which is linear to the maximum rank (5) on the linkert scale of ranking. A significant value 0.451 of standard deviation was revealed in the study in the study which presents a variation in the responses provided by the respondents under the same test.

According to Roger Barns (2007)'s argument where he asserted that corporate business ethics is mentored with a contemporary knowledgeable of the addressers as they consider the level of convenience to the stakeholders and attitude. This entails a gradual process of learning on businesses as expected to behave and to which extent as they supposed to proceed.

4.5 Challenges faced in implementing entrepreneurship programs.

The study went ahead to assess the challenges faced in the implementation of entrepreneurship programs and the following findings were revealed.

Table 4.9: Challenges faced in implementing Entrepreneurship programs.

	N	MIN	MAX	MEAN	Std. Dev.
Students prefer scientific subjects compared to arts subjects.	80	1	5	3.073	1.10
There are limited resources for entrepreneurship educational programs	80	1	5	3.582	1.44
There are high costs to fund entrepreneurship programs	80	1	5	3.836	1.26
There is low need for achievement.	80	1	5	3.345	1.38

Source: Primary Data

4.5.1 Students prefer scientific subjects compared to arts subjects.

From the findings presented in the table 4.5 above, it is clearly evident that respondents were indifferent about students' preferential attempt to go for scientific subjects than arts subjects. This was revealed by a mean value of 3.073 which is linear to the neutral rank on the linkert scale of rating. However a significant value 1.10 of standard deviation was revealed which presented variation of the responses provided by the respondents under the same test. The significance of the study indicates that students fear participating in entrepreneurial activities under science subjects than arts subjects so the university should find ways of motivating them to become involved willingly. This can be through organization of exhibitions by the universities and attending

entrepreneurship forums organized like the C.B.S PEWOSA which is organized every year at Wankulukuku Stadium in Rubaga Division.

4.5.2 Existence of Limited Resources for Entrepreneurship Educational Programs.

Basing on the findings presented in the table 4.5, it is clearly evident that respondents agreed that there are limited resources for entrepreneurship educational programs where a mean value of 3.585 which is linear to the agreement rank on the linkert scale of rating. The study as well revealed a significant value 1.44 of standard deviation which was presented variation in the responses provided by the respondents under the same test.

Findings were supported with arguments of Chege (2011) as he contended that managers are subjected to effectively allocate resources to make the operational and orientation programs effective which also presses management of institutions of higher learning on the custody of proper resources mobilization_rather than forsaking the issue.4.5.3 Existence of High operational costs to fund entrepreneurship programs.

From the findings presented in the table 4.5 above, it seemed respondents agreed about influence of high operational costs that facilitate insufficient funding of entrepreneurship programs and this was revealed by a mean value of 3.836 which is linear to the agreement rank on the linkert scale, however a significant value 1.26 of mean value was revealed under the same test which revealed variation in the responses provided by the respondents under the same test.

The findings relate with arguments of Leung (2009), as he asserted that high operational costs closedown production of goods and services. Institutions of higher learning provide the service of education to the public and high operational costs may also disgrace them exit and postpone a given program.

4.5.4 There is low need for achievement.

Basing on the findings presented in the table 4.5 above, respondents were indifferent about the existence of low need for achievement which was revealed by a mean value of 3.345 which lies linear to the neutral rank on the linkert scale of rating. There implied that respondents did not provide their clear position about the interest hold by students in entrepreneurship education. Further findings presented a significant value 1.38 of standard deviation which presented variation in the responses that were provided by respondents under the same test.

Further findings were linked with the arguments of Lemieux and parent (2009) in that they asserted that the labour force must be committed and focused on how they improve on the performance of the enterprise.

4.6 Strategies of improving on Entrepreneurship Education.

The study went ahead to assess the possible strategies in upholding progress of entrepreneurship education in institutions of higher learning and the following findings were revealed.

Table 4.10 Possible Strategies on Entrepreneurship Education.

	N	MIN	MAX	MEAN	Std. Dev.
There is a need to increase on innovative programs for exemplary purposes.	80	1	5	3.981	1.33
Organizing workshops and seminars is essential for entrepreneurship educational training.	80	1	5	3.309	1.51
Group entrepreneurship should be adopted as it encourages students who would have otherwise given up on their own.	80	1	5	4.22	1.47
Simplified procedures should be formulated	80	1	5	3.072	1.21
Better time management should be put into consideration	80	1	5	4.05	0.25
Students should be encouraged to take up home-based business.	80	1	5	3.36	0.54

Source: Primary Data

4.6.1 Existence of the need to increase on innovative programs for exemplary purposes.

From the findings presented in the table 4.6 above, it is clearly evident that respondents agreed that respondents agreed about the necessity of establishment of innovative programs that serve exemplary purposes to entrepreneurship education schemes. This was revealed by a mean value of 3.981 which is linear to the agreement rank on the linkert scale. However findings revealed a mean value of 1.33 which presented variation in the responses provided by the respondents under the

same test. This implied that the management of high institutions of learning must establish several innovative projects in order to foster attitude creation and attention to their students.

4.6.2 Preparation of workshops and seminars is essential for entrepreneurship educational training.

Findings presented in the table 4.6 revealed that there is a need to establish entrepreneurship training programs in order to foster mastering of entrepreneurship concepts among the institution's students so as to increase their productivity. This was revealed by a mean value of 3.309 which is linear to the agreement rank on the linkert scale of rating. However a significant value 1.51 of standard deviation as revealed under the same test which presented variation in the responses provided by the respondents under the same test. This implied that the management of higher institutions of learning must organize more entrepreneurship workshops and also seminars in order improve on the creativity and innovativeness of the students.

4.6.3 Group entrepreneurship can be constructive to students' capacity building and principal interest.

Basing on the findings presented in the table 4.6 above, it is clearly evident that respondents agreed about the benefit of group entrepreneurship in encouraging students to model their focus and capacity building in entrepreneurship education. This is evident with a mean value of 4.22 which was revealed in the study that lies in the agreement scale on the linkert scale of rating. However a significant value 1.47 of standard deviation was revealed which presented a variation in the responses provided by the respondents under the same test. This meant that the management of institution of higher learning must organize group entrepreneurship projects with among students in order to increase their interest and capacity building in entrepreneurship activities.

4.6.4 Simplified procedures should be formulated.

From the findings presented in the table 4.6, it was revealed that respondents were indifferent about the necessity of simplified procedures a mean value of 3.072 was revealed that is linear to the neutral scale on the linkert scale. Findings also revealed a significant value 1.21 of standard deviation which presented variation in the responses provided by the respondents under the same test. This implied that simplified procedures can hasten entrepreneurship educational programs.

4.6.5 Better time management should be put into consideration.

From the findings presented in the table 4.6, it was revealed that respondents agreed there is a need to properly allocate time via effective scheduling of different promotional programs so as to enhance mastering of entrepreneurship concepts among the students in higher institutions of learning. This was revealed by a mean value of 4.05 that is linear to the agreement rank on the linkert scale of rating. However, a significant value of 0.25 of standard deviation was revealed under the same test which presented variation in the responses provided under the same test. This implied that proper time management should be considered in order the activities to be completed in time.

4.6.6 Students should be encouraged to take up home-based business.

From the findings presented in the table 4.6, it seemed respondents agreed that students should be encouraged to take up home based business in that a mean value of 3.36 was revealed which is linear to the agreement rank on the linkert scale of rating. However a significant value 0.54 of standard deviation was revealed which presented variation in the responses provided by the respondents under the same test. This implied that the management of higher learning institutions must encourage students to take up home based businesses in order to have more experience by the time they are through with their studies at university.

In summary, this chapter presented the research findings as related to the effects of entrepreneurship education to performance of higher learning institutions. The next chapter five provides a summary of the findings revealed by the study, conclusions and recommendations drawn basing on the study findings in chapter four.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.0 INTRODUCTION

This chapter presents the summary of the findings revealed by the study, conclusions and recommendation drawn basing on the study findings as presented in the following subthemes.

5.1 SUMMARY OF THE FINDINGS.

5.1.1 Summary of the findings on relevance of Entrepreneurship Education on Students

Performance.

This study examined the effect of entrepreneur education on performance of higher learning institutions .The researcher assessed the relevance of entrepreneurship education on students' performance and the results revealed that students through entrepreneurship training programs are able to achieve increased creativity. These results were supported by Kurtz berg and Amabile, (2000), who contended that through entrepreneurship learning and mentoring programs, learners are able to competently master the key creativity concepts that do transform their aptitude in different situations.

Further findings revealed that entrepreneurship training is a rewarding practice to students in institutions of higher learning, hastens problem solving in that due to creativity gained by students in institutions of higher learning via different training programs is critical components in facilitating effectiveness in decision making and findings were supported with the argument of Runco, (2004), as he proclaims that training programs foster creativity and ideal generation in that personal minds are transformed with creative geniuses that are both artistic and scientific with the aid of various methods and approaches to creative problem solving or design.

Findings of this study revealed that entrepreneurship education helps learners to generate new ideas in every situation via maximized innovativeness in their conduct and is in agreement with arguments of Rogers (1998), as he proclaims that through the theory diffusion of innovation, in that societal members are able to learn, adopt and generate new ideas via information provided to them through educative development channels of information that majorly entail inspirational, transformational and educative messages that aid them in generating positive attitude to changing and modernizing their current status ever. Findings also revealed that students in institutions of higher learning are able to achieve more knowledge, skills and right perspective view of different issues.

5.1.2 Measures of Entrepreneurship Education on Employee Performance.

Findings revealed that Entrepreneurship Educational Training was effective on employee performance in institutions of higher learning as employees are found of being proactive via different educational training programs, employees are able to gain no ambiguity and complexity being eliminated from the pluralistic processes and alliances of organizational life as it actually is. Through learning they are able to attain better more knowledge, skills and expertise which help them to perform organizational duties effectively and efficiently (Armstrong, 2010).

Further findings revealed that through educational training programs workers gain more motivation and inspiration of performance organizational duties, workers performance is improved via different entrepreneurship educational trainings which was in line with the arguments of Cole (2002), as he expresses that organizational duties are effectively performed whenever training provides workers with positional descriptions and expected conducts which is one of the other a rhythmic reaction of employees mastering of what are the dos and don'ts while fulfilling duties of a given position occupied.

5.1.3 Effectiveness of Entrepreneurship Activities.

Findings revealed that through entrepreneurship training students are prepared enough in position to obtain equipment needed in their future career prospects as competent entrepreneurs to transform the society which was in agreement with Hall and Stephen, (2008) as noted that appropriate resources are central to the performance of employees and this guidance and support can be got through Entrepreneurship Educational training.

Further findings revealed that students in institutions of higher learning via entrepreneurship programs are able to suit productivity and resourceful as proclaimed by Chidi, (2013) that through entrepreneurship training and educational sessions attended by students are able to learn health relations with different organizational stakeholders, it is a fundamental element and a pre-requisite to organizational success. Further findings revealed that respondents agreed that through entrepreneurship training students are able to learn how to relate with different organizational stakeholders among which include employees, employers, customers/ clients, regulatory bodies and others.

Findings also revealed that entrepreneurship training has helped leaders to master legal business operations which were in line with the argument of Roger Barns (2007) where he asserted that corporate business ethics is mentored with a contemporary knowledgeableness of the addressers as they consider the level of convenience to the stakeholders and attitude. This is entails a gradual process of learning on businesses as expected to behave and to which extent as they supposed to proceed.

5.1.3 Challenges faced in implementing entrepreneurship programs.

Findings revealed that students hold a tendency of preferring to attempt scientific subjects than arts subjects, there exist limited resources to support entrepreneurship educational programs as contended by Chege (2011) that managers are subjected to effectively allocate resources to make the operational and orientation programs effective which also presses management of institutions of higher learning on the custody of proper resources mobilization rather than forsaking the issue.

Further findings revealed existence of high operational costs that facilitate insufficient funding of entrepreneurship programs as findings were aligned with arguments of Leung (2009), as he asserted that high operational costs closedown production of goods and services. Institutions of higher learning provide the service of education to the public and high operational costs may also disgrace them exit and postpone a given program.

5.1.4 Strategies of improving on Entrepreneurship Education.

Findings revealed that there exist the necessity of establishment of innovative programs that serve exemplary purposes to entrepreneurship education schemes, there is a need to establish entrepreneurship training programs in order to foster mastering of entrepreneurship concepts among the institution's students so as to increase their productivity, students groups can be beneficial in encouraging students to model their focus and capacity building in entrepreneurship education, they were indifferent about the necessity of simplified procedures, there is a need to properly allocate time via effective scheduling of different promotional programs so as to enhance mastering of entrepreneurship concepts among the students in higher institutions of learning and as well revealed students should be encouraged to take up home based business.

5.2 Conclusion

Findings revealed that entrepreneurship education is effective on students' performance as students achieve increased creativity, are rewarded, helps learners to generate new ideas in every situation via maximized innovativeness in their conduct and they as well achieve more knowledge, skills and right perspective view of different issues.

Findings also revealed that Entrepreneurship Educational Training was effective on employee performance in institutions of higher learning as employees are found of being proactive via different educational training programs, employees are able to gain no ambiguity and complexity being eliminated from the pluralistic processes and alliances of organizational life as it actually is. Through learning they are able to attain better more knowledge, skills and expertise which help them to perform organizational duties effectively and efficiently.

Further findings revealed that through entrepreneurship training students are prepared enough in position to obtain equipment needed in their future career prospects , are able to suit productivity and resourceful, they master legal business activities and operations.

Findings revealed that students hold a tendency of preferring to attempt scientific subjects than arts subjects; there exist limited resources to support entrepreneurship educational programs, high operational costs that facilitate insufficient funding of entrepreneurship programs.

Findings as well revealed that through establishment of innovative programs for exemplary purposes, asserting more training, creation of students groups, effective scheduling of promotional programs and promotional of home based businesses entrepreneurship education can be uplifted to another stake.

5.3 Recommendation

Basing on the findings, the following areas need improvement in order to boost entrepreneurship education and students performance.

There is a need to establish more entrepreneurship programs to order to foster students' mastering of entrepreneurship skills and techniques to play business in the dynamic world today.

There is a need to increase on supervision and orientation of both teachers and students on how entrepreneurship education curriculum can be modified to suit the day to day business conduct.

There is a need to establish teamwork among students and their superiors in order to create a compound environment for entrepreneurship development and innovation.

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APPENDIX I
QUESTIONNAIRE

Re-questionnaire on the role of entrepreneurship education on the performance of higher learning institutions in Uganda with focus on universities in Rubaga Division like Muteesa I Royal University.

Dear Respondent,

I am Wasajja Henry, a student of Uganda Martyrs University pursuing a Bachelors degree of Business Administration and Management. You are kindly requested to assist me in the process of completing my study on “THE ROLE OF ENTREPRENEURSHIP EDUCATION ON THE PERFORMANCE OF HIGHER LEARNING INSTITUTIONS IN UGANDA” by filling in or ticking the answer of your choice on this questionnaire as honestly as you possibly can where appropriate. The information obtained will be used for academic purposes only and will be treated with ultimate confidentiality.

SECTION A: BACKGROUND INFORMATION

Please you are requested to tick in the appropriate box provided.

1. Gender

Male Female

2. Age bracket

(18-25) (26-35) (36-45) (46 and above)

3. Education level

Primary

Secondary

Certificate

Diploma

Degree

Masters

4. Institution of attachment

Muteesa 1 Royal University

Uganda Martyr's University - Nkozi

St. Lawrence University

5. Role in the above institution

Management staff

Employees

Students

SECTION B: CONCEPT OF ENTREPRENEURSHIP EDUCATION AND ITS EFFECT ON THE PERFORMANCE OF STUDENTS

6. According to you, what is the benefit of entrepreneurship education to the performance of students? (Please tick where appropriate).

Scale	1	2	3	4	5
Particulars	Strongly disagree	Disagree	Moderate	Agree	Strongly Agree.

STATEMENT	1	2	3	4	5
Entrepreneurship training programs increase creativity					
Entrepreneurship training programs are essential for problem-solving					
Entrepreneurship educational training is rewarding since it expands the mindset of the students beyond the classroom					
Creativity supports creative problem-solving among entrepreneurs					
Creativity supports production of creative ideas which leads to development of new products					
Entrepreneurship training programs offers a wider array of knowledge, skills, and perspectives					

7. According to you, what are the measures of Entrepreneurship Education on Employee performance? (Please tick where appropriate).

Scale	1	2	3	4	5
Particulars	Strongly disagree	Disagree	Moderate	Agree	Strongly Agree.

STATEMENT	1	2	3	4	5
Entrepreneurship Educational training increase on Employee performance					
Entrepreneurship Educational training increase on Employee motivation					
Entrepreneurship Educational training is rewarding					

8. OBJECTIVES

Please you are requested to use the scale of 1-5 and tick in the appropriate box on whether you agree or moderate or disagree with the statements given below.

Scale	1	2	3	4	5
Particulars	Strongly disagree	Disagree	Moderate	Agree	Strongly Agree.

8.1 OBJECTIVE 1: ENTREPRENEURSHIP ACTIVITIES

STATEMENT	1	2	3	4	5
Entrepreneurship training puts students in position to obtaining equipment needed in their future prospects in entrepreneurship					
Entrepreneurship education teaches students how to establish the production processes					
Entrepreneurship training shows students how to attract employees					
It also puts learners in a position to set up legal entities for their enterprises					

OBJECTIVE 2: CHALLENGES FACED IN IMPLEMENTING ENTREPRENEURSHIP

PROGRAMS

STATEMENT	1	2	3	4	5
There is a relative preference by students to scientific subjects compared to art subjects which limits students from attending entrepreneurship training					
Most of the students' enterprises are plagued by the scarcity of raw materials and necessary inputs for instance in starting up small scale enterprises like savings associations for students					
Designing entrepreneurship training programs is costly					
Low need for achievement					

8.3 OBJECTIVE 3: STRATEGIES TO BETTER ENTREPRENEURSHIP EDUCATION

STATEMENT	1	2	3	4	5
Entrepreneurship education is necessary in higher learning institutions					
Organizing workshops and seminars is essential for entrepreneurship educational training					
Group entrepreneurship should be adopted as it encourages students who would have otherwise given up on their own					
Simplified procedures should be formulated					
Better time management should be put into consideration					
Students should be encouraged to take up Home based business					

9. Suggest other ways for which entrepreneurship training could help performance of higher learning institutions

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Thank You, Please.

APPENDIX II

INTERVIEW GUIDE

NOTES:

Introduce yourself to the interviewee and the purpose of the dialogue.

Note the gender of the respondent and if they are willing to provide their names, note it too.

Interview questions;

- (i) In which institution of higher learning are you attached to and what is your role or position in it?
- (ii) What is entrepreneurship and is it trained in your institution?
- (iii) Is entrepreneurship education strongly emphasized in your institution of attachment?
- (iv) What are the benefits of entrepreneurship training to students?
- (v) What are the benefits of entrepreneurship training to the staff of the institution?
- (vi) What challenges or limitations are faced in conducting entrepreneurship training in your institution of attachment?
- (vii) Please suggest some solutions to the above challenges so as to formulate a better strategy for internship training in your institution.

Thank the respondent for their time and contributions for the study.