

## THE CONTRIBUTION OF STUDENT SERVICES INTRAPRENEURIAL VENTURES TO SECONDARY SCHOOL TEACHERS' STANDARDS OF LIVING (SOL) IN KALUNGU DISTRICT (UGANDA)

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### ABSTRACT

Although there are different mechanisms devised by different individuals for augmenting their income; the relative success of different mechanisms in actually impacting individuals' economic welfare is rarely examined. The current study examined the contribution of student services intrapreneurial ventures to secondary school teachers' standards of living (SOL) in Kalungu District (Uganda). The study first established the relative representation of different student services intrapreneurial ventures among teachers; before relating the ventures with teachers' SOL. The study's methodology pivoted around a descriptive survey design. Data was mainly got from classroom teachers, using both a questionnaire and an interview guide, and was analysed using correlational and thematic analysis, as well as descriptive statistics. The study discovered that student services intrapreneurial ventures make but little contribution to teachers' SOL. A conclusion was reached; that if one is looking for ways of augmenting one's economic standing, such ventures do not constitute the best option to consider, *ceteris paribus*. Pertinent recommendations are made for a better state of affairs.

**Keywords:** Educational Entrepreneurship; Teacher Intrapreneurship; Standards of Living.

### INTRODUCTION

In many countries, individuals employed in the formal sector discovered a long time ago that their salary is quite insufficient in meeting their day-to-day needs, let alone in affording them such durables as furniture and housing. However, it is only recently that formal sector employees have come to realise that there are also certain side-income economic opportunities around them, which they can exploit for better economic welfare. For example, running student canteen services has enabled some teachers to make both ends meet, without necessarily distracting them from their professional duties. Nevertheless, the overall economic importance of student services intrapreneurial ventures in improving on teachers' standards of living (SOL) remains largely unexamined, hence the current study.

### BACKGROUND

The term "service" refers to an economic good which does not take a tangible and storable form (Black et al., 2012). Services are of four kinds; namely, finance (e.g. banking), transport (e.g. taxis), professional groups (e.g. lawyers), and consumer services (e.g. restaurants) (Kurian, 2013). However, products and services are closely aligned; and today most products have an element of service in them, and vice versa. The current study focuses on student services ventures (businesses) that are intrapreneurial. An "intrapreneurial" venture is a business undertaking "within" an already established organisation (Hisrich et al., 2005). Often intrapreneurship is also referred to as "corporate entrepreneurship" (Serinkan et al., 2013; Thabo & Dawie, 2007). However, according to Busnov (2014), Nørsgaar (2012) and

Desouza (2011), it is called so only if it is initiated by executive (strategic) level managers; and termed “intrapreneurship” if by individual employees at a lower-level. Accordingly, since it is lower-level employees (classroom teachers) that are the focus of the current study, the study applies the term “intrapreneurship” in this latter sense. Examples of intrapreneurial student services ventures are entertainment, salon, canteen, and catering services. Intrapreneurship shares several elements with entrepreneurship, three of which are more important (Busnov, 2014; de Jong et al., 2011). These are innovativeness, pro-activeness and risk-taking. The three are all imbedded in what the current study calls an “intrapreneurial venture”; that is, an intramural (within-school) business project in which the three enterprising features (of innovativeness, proactiveness and risk-taking) are manifested. Accordingly, an “intrapreneurial” teacher is taken to be one that does not only start a business project within school, but also runs it “passionately” by innovating, pro-acting and taking risks for its success. The “success” that intrapreneurial teachers aim at in their ventures is what this study conceptualises as “standard of living” (SOL).

The term SOL refers to an individual’s or group’s level of material comfort and wealth, thereby implying the extent to which individuals can satisfy their needs and wants (Tayebwa, 2007). On a micro level, SOL is a measure of an individual’s material welfare in such areas as medical care and housing (Curcio, 2005). However, there is wide disagreement concerning the best way to measure SOL. Some studies favour direct measures (e.g. income and expenditure); others go for proxy measures – those focusing on housing characteristics and other durable goods (O’Donnell et al., 2008). The current study preferred to triangulate direct and proxy measures, resulting in a conception of SOL that combines a teacher’s side-income, on the one hand; with his/her consumption, on the other. Consumption may be in food items, non-food-non-durable items, consumer durables, and/or housing (O’Donnell et al., 2008). In the current study, five different elements symbolize SOL: teachers’ side-income, housing, food, medical care and means of transport. The study hypothesises that, depending on how proactive, innovative and risk-taking teachers are, student services intrapreneurial ventures add value to teachers’ SOL. Since the success of any economic activity is usually measured in terms of “the difference it makes to the quality of individual and collective lives” (Wickham, 2004: 47); intrapreneurial ventures are expected to contribute to teachers’ SOL.

For theoretical grounding, the study was informed by both Kirzner’s theory of entrepreneurial alertness and discovery (1973) and Kirton’s adaption-innovation theory (KAI) (of 1976). The two theories suited the study by adequately catering for the three intrapreneurial dimensions of innovativeness, proactiveness and risk-taking. Whereas Kirzner’s theory takes care of “proactiveness” and “risk-taking” (in its “alertness and discovery” hypothesis); KAI adequately represents “innovativeness”, for it is an “adaption-innovation” theory. Using the two theories and the three dimensions, the study attempted to establish how intrapreneurial secondary school teachers are in their student services venturing behaviour. In Uganda, many civil servants are engaged in business today, - teachers inclusive. For teachers, the decision to go entrepreneurial is often precipitated by a survival instinct (Ssekamwa, 2000); “pushed” by “the need for domestic necessities like food” (Kokumanya, 2012: 11). Compared with the high cost of living, a secondary school teacher’s salary of just about UGX 500,000 (about \$170) “does not cover basic household survival needs, let alone enable teachers to enjoy a ‘reasonable standard of living’ [sic]” (Bennell, 2004: 34). Even worse, a Ugandan teacher “sometimes goes without salary for months and payment for arrears is next to impossible” (Tweheyo, 2013: vii).

Such suffering leaves teachers in such an economically precarious situation that some sell off their property or inadvertently take loans in a desperate attempt to survive. Others quit teaching (Lyimo, 2014), even in favour of working as security guards in Iraq (Ndagano, 2011). Indeed a recent survey has revealed that in Uganda “84% of teachers want to quit within the next two years due to the low remuneration” (UNATU, 2014: 31). Most of those who do not quit resort to teaching in multiple schools. Others, “either coach students privately during their spare time, or operate personal projects within or outside the school environment, as ‘a way of supplementing their income’ [sic]” (Babiiha, 1999: 78). Thus, “earning secondary income is central to the coping strategies adopted by teachers to meet minimum household subsistence needs” (Bennell, 2004: 40). One only wonders if teachers have the time, skills and commitment that it takes to run a business venture in an economically profitable way (Namagambe, 2004). Also the ability of such small scale initiatives as canteen services management to improve on teachers’ SOL is sometimes doubted (Matovu, 2004). However, some studies speak of positive contributions from teachers’ student services, even to an extent of progressing “from mere survival to real and steady qualitative and quantitative betterment of their life” (Nkonge, 2014: 1). There is need for a study to check on such contradictions.

Moreover, the little literature available approaches these issues mainly from the point of view of teachers’ professionalism in particular, and/or education quality in general (Lyimo, 2014; CITA, 2012; Bennell et al., 2007). It ignores delving deep into the economic contribution of the ventures to teachers’ SOL. Perhaps involvement in such ventures could help to alter the plight of teachers, since it does not require them to have much start-up capital. The current study therefore aims at establishing the contribution of student services intrapreneurial ventures to secondary school teachers’ SOL in Kalungu District by:-

- i. Establishing the relative representation of different conventional student services intrapreneurial ventures prevalent among the teachers;
- ii. Unveiling any “other” student services intrapreneurial ventures run by the teachers;
- iii. Relating both “conventional” and “other” student services intrapreneurial ventures with teachers’ SOL; and,
- iv. Establishing teachers’ strongest motivation for engagement in student services intrapreneurial ventures.

## LITERATURE REVIEW

Available literature holds different views on the likelihood of teachers’ enterprising practices issuing in better SOL. Etyangat (2005) and Atwongyeire (2000) indicate that teachers lack requisite entrepreneurial attributes, hence constraining their potential to run student services successfully. Some of these attributes are demographic (e.g. middle age); others are personal traits (like being proactive), personal management skills (like problem-solving), and business management skills (such as accounting) (Atwongyeire, 2000). For other studies (Nakuya, 2011; Lubuzi, 2011), whereas many teachers might have the generic skills associated with business success (such as interpersonal skills); they do not have business-specific skills, yet these are necessary so as “to generate solutions to emerging needs in the market place” (Lubuzi, 2011: 26). These skills include marketing, book keeping, risk assessment and strategic thinking, among others (Wickham, 2004). Moreover, there are also studies that view teachers as being typically such impractical and naïve idealists as are ill-equipped to succeed in business (Henry et al., 1988; Sifuna, 1990). These contentions imply that teachers’ intrapreneurial ventures may not make a tangible contribution to teachers’ SOL.

However, one wonders why, of all people, it should be teachers to lack such qualities! Secondly, the age bracket of 25 to 50 for most secondary school teachers (Nkonge, 2008), rhymes well with the purported average intrapreneurial age bracket of 30 to 50 years (Busnov, 2014). More so, intrapreneurship is taken to be more than such qualities (Kobusingye, 2012), with Pinchot (1987: 7) even positing that “the strongest demographic predictor of intrapreneurial success is having one or more self-employed parents”; not merely having the traits. Atwongyeire (2000) even argues that “there is really no such thing as a ‘true entrepreneurial profile’ [sic]” (p. 13); no single “basket of traits” that one must have prior to successful engagement in business. For many of these desirable characteristics can be acquired on the job. Apart from intrapreneurial skills, another factor reported to determine the success of teachers’ ventures is teachers’ initial motivation to establish them. If the motivation is to become self-employed, the business itself is more likely to prosper without necessarily resulting in improvements on teachers’ SOL in the short run (Nakuya, 2011). Conversely, if the motivation is to meet one’s domestic needs, the venture is not likely to grow, although SOL may improve. Thus, since in Uganda entrepreneurship is mainly precipitated by a survival instinct, that is, by “the need for domestic necessities like food, health care, [and] school fees for the children” (Kokumanya, 2012: 11); the current study believes that intrapreneurial success will usually be reflected in better SOL.

However, the contribution of teacher intrapreneurship to SOL might be constrained by a “traditional culture”, which is said to characterise most educational institutions in Uganda. This is a culture that is not only restrictive (no individual initiatives without superior authorisation), but also bureaucratic (too many levels of approval), and even conservative (unadventurous) (Serinkan et al., 2013; Westerberg et al., 2011). “Too often the bureaucratic structure... and a highly structured organisation inhibit creativity and prevent new products and businesses from being developed” (Hisrich et al., 2005: 17). Enterprising individuals often “become worn down by bureaucracy or they leave [quit]” (Kirby, 2003: 302). These revelations imply that teachers’ student service intrapreneurial ventures may not have much success in schools characterised by a traditional culture, with its conservative decision-making routines. Rather, an intrapreneurial climate presupposes “a flat organisational structure with networking, teamwork, and mentors abounding, resulting in a cross-fertilisation of ideas” (Hisrich et al., 2005: 45-46). To which extent do schools in Kalungu District provide such a conducive climate to enable student services intrapreneurial activities to yield tangible results?

In a different perspective, available literature indicates that in some countries like the US, educational intrapreneurship already finds itself in serious dilemma (Lavaroni & Leisey, 2014). On the one hand, authorities demand that teachers be creative; on the other, teachers are labeled insubordinate or even selfish when they initiate creative intrapreneurial services. “Creative teachers are ignored and discouraged” (Lavaroni, 2014: 5). There is also envy coming from peers; as well as organisational politics (Wickham, 2004; Teltumbde, 2006). Therefore Lavaroni (2014: 5) contends that the notion of an “entrepreneurial teacher” is impossible within a school setting (of the US). Might things somehow be different in the Ugandan setting of secondary school teachers in Kalungu District? Is it true that the only way a truly entrepreneurial teacher can function is by exiting the very system he or she wants to positively influence?

But Lavaroni (2014) himself gives some exceptions to his pessimistic stance (mentioned above): “With the exception of a few teachers, just a few administrators, and very few schools [who can succeed in educational intrapreneurship], everything is designed to bring

change into the system from outside [and not from inside]” (p. 5). This statement implies that there is some room for successful teacher intrapreneurship; and it gives hope for student services ventures yielding positive results in terms of better SOL for teachers in Uganda. There are other studies, which indicate that the biggest contribution of teachers’ student services ventures is not actually helping to put more food on table, but realising other “intangible” and/or “third party” benefits, the first of which is teacher morale. Student services ventures are reported to enhance teacher interest, commitment and overall satisfaction with teaching (Westerberg et al., 2011; Natalie, 2014). They help to reduce teacher turnover. Lavaroni et al. (2014: 5) also indicate that “an important purpose of edupreneurship [educational intrapreneurship] is to... reignite the enthusiasm and excitement of the professional educator to remain in the classroom or school” (p. 5). Using their own experience, these authors recount the satisfaction they got out of teacher intrapreneurship: “We were committed to trying new ideas...We were excited about thinking out of the box. We saw great potential in looking for new solutions for old problems” (Lavaroni et al., 2014: 5).

Similarly, other studies observe that the primary benefit of student services intrapreneurship is to help teachers to rediscover themselves by giving them an opportunity “to use a part of themselves that their supervisors have been trying to beat out of them for quite some time” (Pinchot, 1987: 8). Otherwise for most of them, the co-curricular student services they run are a free service, or are just for fun; teachers are not paid for them (Natalie, 2014). For such reasons, some teachers would rather ply business outside their schools of work (entrepreneurship) than within (intrapreneurship). Yet business engagements such as school canteen and catering services’ management by teachers might be of more mutual benefit in as far as resource utilisation is concerned (Parker, 2008). Concerning third party benefits, literature indicates that it is schools that might gain financially from teachers’ intrapreneurial ventures. For example, Lubuzi (2011) observes that it is society in general, and organisations like schools in particular, that gain from adopting intrapreneurial services, by utilising teacher creativity to achieve their bottom line. Yet according to Arslan and Cevher (2008) both parties benefit: “The creation adds value to both the individual and the community” (p. 82). However, Arslan et al. (2008) do not clarify if this value added to the teacher is “tangible” (financial) or only “psychological”, – in terms of improved morale only.

It is Lavaroni et al. (2014: 5) who explicitly state that intrapreneurship actually gives teachers also “the opportunity to receive a “fraction of the action” [sic]; thereby referring to the opportunity to earn money from intrapreneurial ventures. Similarly, Westerberg et al. (2011) posit that being less risky, intrapreneurial activities are more financially rewarding for teachers because they do not have “to ‘go all the way’ [sic] and deal with the financial uncertainty of starting an independent enterprise” (Westerberg et al., 2011: 18-19). Such optimistic contentions imply that student services intrapreneurial ventures are also capable of making a positive contribution to teachers SOL in Kalungu District. Nevertheless, it remains doubtful if such sporadic intrapreneurial engagements as provision of student entertainment and/or touring services can make a significant difference in teachers’ SOL. Similarly, doubt is cast on the ability of such small-scale projects as canteen management to make a tangible difference (Khan & Rahaman, 2007), although Wickham (2004) is of a different view. For him, “the business maybe small because it is in an early stage of growth or they [owners] may actually wish to limit the size of their business, because they are satisfied that it gives them a reasonably secure income and control over their lives” (Wickham, 2004: 96). This means that size of an intrapreneurial venture is not the essential issue, but strategy taken. Even small-scale ventures within school can make a positive contribution to teachers’ SOL.



However, for other studies strategy also is not the main issue but ability to devote the necessary time and effort: “Only those going through the entrepreneurial process appreciate the significant amount of time and effort it takes to create something new and make it operational” (Atwongyeire, 2000: 8). Related research therefore goes an extra mile of questioning if teachers really have the time to run student services projects in an economically profitable way (Namagembe, 2004). Time and venture size apart, other studies posit that it is a negative attitude towards self-employment or peer pressure to seek additional employment elsewhere rather than within school (or education), which impede endogenous enterprising practice among teachers (Etyangat, 2005). There is also teachers’ distaste for “dirty” (vocational) projects (like gardening at school) (Kobusingye, 2012). Such pessimistic and/or differing views made the current study even more urgently needed, also in view of establishing specific student services ventures that teachers might rely on to improve on their economic welfare.

## METHODOLOGICAL UNDERPINNINGS

The study was carried out using a descriptive survey design. Borrowing from Krejcie and Morgan (1970), a sample size of 200 teachers (out of 400) was taken. Respondents were chosen using stratified random, convenience, and purposive sampling techniques. Instruments used comprised of a questionnaire and an interview guide. Classroom teachers were the study’s primary respondents; secondary respondents being head teachers, district education officials, and teachers’ union officers. Data was analysed using descriptive statistics, as well as correlational and thematic analysis. Both internal and external validity were considered; in addition to rigorous measures for both reliability and ethics. Kalungu District, where the study was carried out, is one of the 16 districts in the Central Region of Uganda (Fountain Group, 2007). It consists of 35 secondary schools; and is largely rural, with some two town council areas. The district was chosen for two main reasons. First, most of the available studies on enterprising practice (in Uganda) were carried out in urban areas. The study opted to extend debate to rural areas. Secondly, Kalungu was found to house all salient categories of both secondary schools and secondary school teachers, in view of raising a heterogeneous sample (for external validity).

## RESULTS AND DISCUSSION

### Conventional Student Services Intrapreneurial Ventures Prevalent among Teachers

The study first established the conventional student services intrapreneurial ventures in which different teachers were involved: *Which of the following student services are you personally involved in?* Table 1 presents the findings.

**Table 1: Conventional student services ventures run by different teachers**

	Canteen	Entertainment	Catering	Field Tours	Gardening Services	Others	Total
No.	24	16	11	40	28	6	125
%	19	13	9	32	22	5	100

Table 1 reveals that the single conventional student services venture most prevalent among teachers in Kalungu District is organizing student field tours (32%). This is followed by gardening (22%) and canteen services (19%). This means that teachers are involved in a variety of different student services, without any one type taking a lion’s share. It also means that teachers have choice as to which student services ventures to run. These findings point to Parker (2008)’s observation that field tours and canteen services are some of the useful

ventures found in a school environment. The fact that school gardening is not the most prevalent services venture might be explained by Kobusingye (2012)'s discovery that teachers' have a negative attitude towards such vocational (manual) projects.

### Other Prevalent Student Services Intrapreneurial Ventures

The study also sought to establish if any "other" student services ventures exist among teachers; and, if any, what they were. Table 2 summarises the results.

**Table 2: Kinds of other student services ventures run by teachers**

	Busine ss Clubs	Painting / Designi ng	Making Unifor ms	Photo- copyin g	Mobil e Mone y	Organisi ng Parties	Shoe Mendi ng	Salon Servic es	Tot al
No	8	3	12	6	6	3	3	8	49
%	16	6	25	12	12	6	6	16	100

Table 2 reveals that "other" student services ventures indeed exist; and they are led by preparing student uniforms (25%), followed by managing students' "business clubs" (16%) and running "salon services" (16%). This means that secondary school teachers are ingenious (creative) in their search for additional income for better SOL. This agrees with the KAI theory that teachers are creative in their problem-solving endeavours (Stum, 2009). Conversely, the finding partly disagrees with Nakatete (2011) and Sifuna (1990) that teachers are typically impractical and naïve idealists, lacking in the kind of creativity associated with business ventures; not all teachers are so impractical and/or naïve.

### Student Services Intrapreneurial Ventures and Teachers' SOL

After establishing the different types of student services intrapreneurial ventures prevalent among secondary school teachers in Kalungu District, the study related them (intrapreneurial ventures) with teachers' SOL. It started with conventional student services ventures, as in Table 3.

**Table 3: Conventional student services ventures and teachers' SOL**

	ASPECT OF SOL	AGREE			NS (Not Sure)	DISAGREE		
		SA	A	Total		D	SD	Total
1.	Income	26(23.4%)	49(44.1%)	<b>75(67.5%)</b>	9(8.1%)	18(16.2%)	9(8.1%)	<b>27(24.4%)</b>
2.	Means of transport	5(4.6%)	35(32.4%)	<b>40(37.0%)</b>	13(12.0%)	39(36.1%)	16(14.8%)	<b>55 (51%)</b>
3.	Food taken	6(5.6%)	47(43.9%)	<b>53(49.5%)</b>	15(14.0%)	26(24.3%)	13(12.1%)	<b>39 (36.5%)</b>
4.	Medical care	4(3.8%)	44(41.5%)	<b>48(45.3%)</b>	11(10.4%)	34(32.1%)	13(12.3%)	<b>47 (44.3%)</b>
5.	House lived in	7(6.5%)	35(32.4%)	<b>42 (38.9%)</b>	12(11.1%)	37(34.3%)	17(15.7%)	<b>54 (50%)</b>
	<b>OVERAL</b>			<b>258(47.8%)</b>	60(11.1%)			<b>222 (41.1%)</b>

According to Table 3, a simple majority of teachers (47.8%) agreed that running intrapreneurial student services had enabled them to improve on their SOL; while 41.1% disagreed. One notices that there is no big difference between the ratio of teachers that agreed to that of those that disagreed (47.8%: 41.1%). Secondly, only a few of those that agreed belonged to the category of “SA” (Strongly Agree); with a bigger number simply “agreeing” (but “not strongly”). These findings imply that the contribution made by running these student services is not outstanding. During interview, respondents blamed this on lack of an enabling administrative environment in many schools. These discoveries concur with Hisrich et al. (2005), Serinkanet al. (2013), Westerberg et al. (2011) and Teltumbde (2006) that many schools are characterized by a largely restrictive (conservative) administrative culture, which impedes teacher intrapreneurship. Lavaroni and Leisey (2014) were also justified in positing that intrapreneurial teachers are often labelled insubordinate or egotistic, which discourages them. Concerning the contribution of “other” student services intrapreneurial ventures to teachers’ SOL, the following was established.

**Table 4: Other student services ventures and teachers’ SOL**

	ASPECT OF SOL	AGREE			NS	DISAGREE		
		SA	A	Total		D	SD	Total
1.	Income	9(22.0%)	20(48.8%)	<b>29(70.7%)</b>	3(7.3%)	3(7.3%)	6(14.6%)	<b>9(22.0%)</b>
2.	Means of transport	2(5.3%)	15(39.5%)	<b>17(44.7%)</b>	7(18.4%)	5(13.2%)	9(23.7%)	<b>14(36.8%)</b>
3.	Food taken	2(5.1%)	21(53.8%)	<b>23 (59%)</b>	4(10.3%)	6(15.4%)	6(15.4%)	<b>12(30.7%)</b>
4.	Medical care	2(5.1%)	17(43.6%)	<b>19(48.7%)</b>	7(17.9%)	5(12.8%)	8(20.5%)	<b>13(33.4%)</b>
5.	House lived in	2(5.1%)	13(33.3%)	<b>15(38.5%)</b>	6(15.4%)	11(28.2%)	7(17.9%)	<b>1 (46.1%)</b>
	OVERAL			<b>103(52.5%)</b>	27(13.8%)			<b>66 (33.7%)</b>

Table 4 reveals that most of the teachers (52.5%) agreed that involvement in “other” student services ventures had enabled them to improve on their SOL. However, this improvement was more in terms of teachers’ “additional income” (70.7%) and kind of “food taken” (59%), than in terms of fixed assets such as houses (38.5%). This confirms Kokumanya (2012)’ observation that in the Ugandan setting, intrapreneurship is mainly for purposes of securing domestic necessities like food, rather than for long term economic development. Secondly, according to Table 4 most of those that “agreed” gave a “weak yes”, rather than “SA” (Strongly Agree). This implies that although student services make a positive contribution to teachers’ SOL, the contribution is not big. Thus, Westerberg et al. (2011)’s optimistic view that intrapreneurship represents a lucrative alternative even in a school setting is not so applicable to student services intrapreneurial ventures in Kalungu District.

The contribution of student services intrapreneurial ventures was further gauged using an open-ended question. Teachers were asked to indicate how helpful (in general) the running of student services was in improving on their SOL. Their open-ended views were summarised into three themes, as in Table 5.



**Table 5: How helpful student services are in improving teachers' SOL**

Theme	Frequency	Valid Percent
1. Very helpful	37	42.5
2. Not so helpful	45	51.7
3. Not sure	5	5.7
Total	87	100.0

According to Table 5, the majority of teachers (51.7%) reported that involvement in student services ventures was not so helpful in improving on their SOL. This implies that, in general, student services intrapreneurial ventures make little contribution to teachers' SOL. This agrees with Westerberg et al. (2011), Natalie (2014) and Lavaroniet al. (2014) that student services ventures can only help to reduce teacher turnover; otherwise they cannot make substantial contributions to teachers' SOL. During interview, teachers explained that student services mainly benefit learners and the school community, not individual teachers. One observed that,

*You can get some money for your transport, airtime and food. But the truth is, there is little impact because income generated is very small (Teacher interview).*

Similarly, another said that, *Involvement in student services is not so helpful financially but just helps to keep one active (Teacher interview).*

However, it could also be that teachers' involvement in student services ventures is not precipitated by monetary gain, but by such motives as duty. The next section deals with respondents' views on this issue.

### **Strongest Motivation for Teacher Involvement in Student Services Ventures**

The study attempted to establish teachers' motives for involvement in students' service ventures; for these motives also have implications for contribution to SOL.

**Table 6: Strongest motivation for involvement in student services**

Teachers' Motive	Frequency	Valid Percent
Duty	20	19.8
Income	58	57.4
Socialising	17	16.8
Charity	6	5.9
Total	101	100.0

Table 6 reveals that the strongest motivation for teacher involvement in student services is getting additional income (57.4%). This is followed by "duty" (19.8%), whereby some teachers are just assigned by management to run some student services like organizing parties and running a business club. This might explain why some of these ventures do not result in big financial contributions to teachers' SOL. The implication is that before one judges whether a given service venture is economically viable for teachers or not, he/she ought to first find out why given individuals are involved in it. This concurs with Nakuya (2011) that owner's initial motivation in starting a business venture plays an important role in

determining its success. The discovery that many teachers engage in these intrapreneurial ventures not primarily for the sake of additional income, but for other reasons like charity agrees with Lavaroni et al. (2014), Westerberg et al. (2011) and Natalie (2014). These three studies established that involvement in such services has also other “intangible” or “third party” benefits, like rendering a free service to the community and socialising, which help to reignite teacher motivation and enthusiasm. However, the three took non-monetary benefits too far; for example, according to the current study’s findings, only 5.9% of teachers’ motives are explained by charity. Teachers’ strongest motivations for involvement in student services intrapreneurial ventures were also correlated with teachers’ SOL, as presented in Table 7.

**Table 7: Reason for student services involvement and teachers’ SOL Correlations**

		Student Services SOL	Strongest motivation for involvement
Student Services SOL	Pearson Correlation	1	.407*
	Sig. (2-tailed)		.031
	N	101	101
Strongest motivation for involvement	Pearson Correlation	.407*	1
	Sig. (2-tailed)	.031	
	N	101	101

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

**Ho:** No relationship between reason for involvement in student services and current teachers’ SOL.

Table 7 reveals that the Ho should be rejected. Thus, the H1 is accepted, which states that there is a statistically significant relationship between reason for involvement in student services and current teachers’ SOL, as evidenced by Sig (.031) which is below 0.05. So teachers who participate in intrapreneurial services primarily out of the financial motive of monetary gain actually get more positive results in as far as their SOL are concerned. However, although the relationship (revealed by Table 7) is positive, it is weak as evidenced by (r) Pearson Correlation (.407). This implies that the initial rationale for involvement in student services contributes to teachers’ SOL only by 40.7%. It is other factors (such as teacher’s home background) which have a bigger influence. This supports de Jong et al. (2011) and Busnov (2014) that intrapreneurial dimensions of proactiveness, innovation and risk-taking are better inculcated at home by parents (at children’s tender age). Findings in the three preceding tables (Tables 5, 6 & 7) are interconnected. Since the involvement of only 57.4% (and not 100%) of teachers was primarily explained by the financial motive (Table 6); it is understandable why only 42.5% of teachers reported that intrapreneurial services were “very helpful” in improving on their SOL (Table 5). It is equally understandable why the relationship between reason for involvement in student services and teachers’ current SOL (Table 7) is positive (though weak). The overall implication is that a teacher’s initial motivation (for involvement in student services ventures) is critical of the financial success issuing out of the venture(s).

## IMPLICATIONS

Discoveries made by the current study are of critical significance to the success of teacher intrapreneurship in particular, and enterprising endeavours in general, in view of realising a

more economically sustained teaching force. The first implication is that several student services venture opportunities are available within schools, for teachers to engage in for better economic welfare. Canteen management and field tour services are good examples of these. Thus, it is wrong for teachers simply to sit there doing “nothing” about them. However, not all favourite kinds of student services intrapreneurial ventures make a big contribution to teachers’ SOL. For example, field tours have been found to be more profitable than student entertainment services. This implies that intrapreneurship requires due diligence prior to involvement in one type of it or another. Another implication is that one’s initial motivation for involvement in intrapreneurial ventures has a strong bearing on a ventures’ eventual ability to issue in tangible results. It is therefore wrong to make sweeping statements about the economic viability of certain ventures without first establishing participants’ initial motivations.

Yet the study found teacher involvement in student services to be motivated more by the financial motive of earning extra income for better SOL; a motive that, unfortunately, was not realised for most teachers. Thus, student services intrapreneurial ventures are hereby declared to help more in reducing teacher turnover (by “keeping teachers around”), and in availing students with services close by, than in actually improving on teachers’ SOL in some substantial way. The implication is that many teachers might end up frustrated by their involvement, unless heads of schools lend more cooperation to teacher intrapreneurship. Although no big contribution of student services intrapreneurial ventures to teachers’ SOL is evident; many secondary school teachers are described by the study as being enterprising – creatively striving to run business projects in view of better economic welfare. It is their ingenuity that still needs to be informed by better business practice for better results.

## CONCLUSION

The study concludes that although currently the contribution of student services intrapreneurial ventures to teachers’ SOL is still little; with both more administrative support and more training in business-specific skills, the state of affairs can be improved upon. Otherwise running student services ventures together with other projects such as part-timing (knowledge-mediation venture), forestry and animal rearing might bring better returns. In reference to the theories that informed the study, there is evidence to conclude that Kirzner’s theory of entrepreneurial “alertness and discovery” finds room among secondary school teachers. Many of them are “attentively alert” to everyday life experiences within school, “smelling” financial opportunities, and discovering the economic openings lying hidden there. However, teacher intrapreneurship typifies more of Kirton’s “adaption” than “innovation”; thereby implying a low standing on creative originality. This means that, in general, intrapreneurship aligns more with mere “adaptive creativity” than with radical “innovation”. Lastly, the results of this study lead to some pertinent questions. For instance, is educational intrapreneurship necessarily less paying than educational entrepreneurship in general? Might it be that student services intrapreneurial ventures in particular are not so lucrative, while other intrapreneurial projects (such as part-timing and coaching) largely remain financially viable? Future research may delve deeper into these issues, which lie beyond the scope of the current study.

## RECOMMENDATIONS

The study makes the following recommendations in view of better results from teacher intrapreneurship. First, teachers should be more aggressive in exploiting the economic

opportunities available within schools in particular, and education, in general. Apart from running student tours and canteen services, more teachers should get involved in tendering mobile money services, catering, and even running salon services within school. However, they should first carry out market research (environmental scan); because not all intrapreneurial ventures are equally productive in each and every school setting. The next recommendation is for school administrators should offer teachers a more enabling intrapreneurial environment; for the good of not only teachers but also students and even administration itself. Closer working mechanisms to be devised could for example include sharing of profits between individual teachers and their parent organisations (schools). Also district education officers and teachers' unions should make non-formal education arrangements (workshops) so as to sharpen teachers' competences in such areas as marketing, book keeping and value addition. Similarly, teacher training institutions should include some business modules in the pre-service programs which they run.

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