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Importance of Intrapreneurial Practices Prevalent Among Secondary School Teachers in Kalungu District (Uganda)

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Abstract

This study examines teachers' business initiatives within schools (intrapreneurial ventures) and highlights the economic and educational importance of these initiatives. It first unveils the prevalence of different intrapreneurial practices among teachers, before going on to state the meaning of these practices for both the economic and professional welfare of teachers in particular, and schools in general. The study concludes with several recommendations for the development of education on the African continent.

Keywords: *Intrapreneurship, corporate entrepreneurship, enterprising practice, school teachers*

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Introduction

The history of education in Africa is replete with voices on the plethora of challenges, which teachers face in their struggles for economic liberation. More recently, however, research has also come upon a new breed of teachers, who have taken the fight against poverty to another level, - by concurrently engaging in business activities as they also attend to their professional responsibilities. Whereas some teachers run these businesses outside school (entrepreneurship); others have sported business alternatives within the very schools where they work (intrapreneurship). Yet the economic and educational importance of these intra-school business initiatives remains largely unexamined; hence the current study.

The study attempts to provide answers to four questions; namely: Which discrete intrapreneurial practices are prevalent among teachers? Which appropriate generic schema can best be used to classify teachers' intrapreneurial practices? Which intrapreneurial practices are proven to be more profitable within a school setting? What are the explicit and implicit implications of teachers' prevalent intrapreneurial behaviour?

The study opens with a background, which gives pertinent conceptual and theoretical clarifications, and also attempts to position the study within its proper context.

Background to the Study

The term "intrapreneurship" (coined by Pinchot in the year 1985) is a shortened form for "intra corporate entrepreneurship" (Hill, 2003). It refers to enterprising undertakings "within" an already established organisation (Hisrich et al., 2005). However, "intrapreneurship" may not be adequately appreciated except with prior appreciation of "entrepreneurship".

The term "entrepreneurship" refers to provision of society with goods and/or services for profit (Kobusingye, 2012). More technically, entrepreneurship is the "process of creating something new with value by devoting the necessary time and effort; assuming the accompanying financial, psychological, and social risks; and receiving the resulting rewards of monetary and personal satisfaction and independence" (Hisrich et al., 2009: 24). Entrepreneurship usually takes any one of two different "modes of exploitation" (Busnov, 2014); namely, "independent entrepreneurship" (opportunity pursuit by an individual who runs an independent business); and "dependent entrepreneurship" (entrepreneurship within an existing organisation).

If this "organisational entrepreneurship" is initiated by individual employees at a lower-level, it is more specifically referred to as "intrapreneurship" (Busnov, 2014; de Jong et al., 2011; Desouza; 2011). Conversely, if it is initiated by executive level managers as part of organisational strategy, it is termed "corporate entrepreneurship". However, several other authors use the two terms interchangeably (Kurian, 2013; Nørgaard, 2012; Black et al., 2012; Lubuzi, 2011). Lower-level employees (classroom teachers) being the focus of the current study, the study preferred to apply the term "intrapreneurship" in its former (restricted) sense, thus excluding entrepreneurial ventures initiated by top-level administrators such as head teachers.

Intrapreneurship is characterised by several dimensions, three of which are reported by Busnov (2014), de Jong et al. (2011) and Bostjan and Hisrich (2001) to be more important. These are innovativeness, pro-activeness and risk-taking. "Innovativeness" refers to a predisposition to engage in creativity and experimentation of new ways of doing business (Busnov, 2014). In existing organisations like schools, it pivots on creation of new products, services, and technologies (Bostjan et al., 2001). Then "pro-activeness" refers to the active opportunity-seeking and forward-looking perspective of intrapreneurs (Nansubuga, 2003). It is further characterised by high-awareness of external events and trends, and acting in anticipation of them (Busnov, 2014). It implies "pioneering" – an attempt to lead rather than follow competitors (de Jong et al., 2011).

The third dimension is "risk-taking", which points to the uncertainty that comes along with intrapreneurial activity, since considerable resources must be invested before return on them is known (Nansubuga, 2003). It is also risky pursuing opportunity beyond currently controlled resources, deviating from the status quo, and/or selling controversial ideas to the parent organisation like school.

The three dimensions were all imbedded in what this study calls "intrapreneurial practices" (routines); that is, intramural (within-school) business initiatives (ventures) in which the three enterprising features of innovativeness, proactiveness and risk-taking are manifested. Not every in-house income-generating activity operated by teachers represents "intrapreneurship"; teachers must first risk their time, energy and money to create the activity, product or service (Lavaroni et al., 2014). As Stevenson (cited by Kao, 1989) contends, no one is an intrapreneur until one's behaviour typifies a "relentless pursuit of opportunity" (p. 95). Therefore an "intrapreneurial" teacher does not only start a new business project within school, but also runs it "passionately" by innovating, pro-acting and taking

risks for its success. Salient examples of intrapreneurial ventures are school farms, canteen services and part-timing (Lubuzi, 2011; Ssekamwa, 2000).

Educationists support such ventures, arguing, for example, that, “a teacher should always look for ways and means of supplementing his or her meager wages...so that he or she can...have a project which gives him or her money regularly (Ssekamwa, 2000:212).

For theory, the current study borrowed from both Kirzner’s theory of entrepreneurial alertness and discovery (1973) and Kirton’s adaption-innovation theory (KAI) (of 1976). The two theories adequately catered 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 represents “innovativeness”, for it is an “adaption-innovation” theory. Using the two theories and the three dimensions, the study examined how intrapreneurial secondary school teachers in Kalungu District are.

In Uganda, teachers’ enterprising schemes go back to the early 1940s, when teachers formed the Uganda African Teachers Association to fight financial hardships. About 20 years later (1963), the PTA (Parents and Teachers’ Association) was also born for the same purpose; that is, not initially out of government policy, but out of private intrapreneurial arrangements between parents and teachers (Babiiha, 1999). Whereas parents provided some extra money “to be used to boost the teachers’ salaries” (Ssekamwa, 2000: 217); teachers provided extra teaching (Babiiha, 1999). Nevertheless, Ugandan teachers’ noticeable involvement in business started in the early 1970s, when president Amin declared an “economic war” and expelled Indians (in 1972) (Kobusingye, 2012). Teachers joined business so as to fill up both the commercial and industrial vacuum so created (Etyangat, 2005). “Many teachers abandoned the profession for ‘greener pastures’ [sic]...The few that remained resorted to ‘mungo-parking’ – teaching in more than one school – in order to survive (Babiiha, 1999: 8). For female teachers, their surge in business was also in the 1970s (and 1980s), precipitated by both economic crises of the time and by the AIDS scourge (“disruption”/“push factors”), which had left many women in-charge of entire families (Kaheeru, 2005).

Even today many Ugandan secondary school teachers are involved in one business venture or another. Their involvement is often precipitated by a survival instinct (Ssekamwa, 2000); “pushed” by “the need for domestic necessities like food...and to reduce [the] dependence burden” (Kokumanya, 2012: 11). Thus, “earning secondary income is central to the coping strategies adopted by teachers” (Bennell, 2004: 40).

Besides, in Uganda teachers are among the lowest paid civil servants; and they have been denied a salary increment in line with their enormous contribution (Tweheyo, 2013). Even worse, a Ugandan teacher “sometimes goes without salary for months and payment for arrears is next to impossible...He/she is also subjected to unexplained deletions from the payroll (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. For example, by the commencement of the current study, at least 7,000 teachers had put their ATMs as security to money lenders, and an unknown number had done the same with their academic transcripts (Katende, 2014).

Others, however, were reported to have taken more positive steps, by initiating business projects within the schools where they work. Yet it remained unclear which specific types of intrapreneurial ventures were most prevalent; which ones were more profitable than others; and, more importantly, which explicit and implicit implications underlay teachers’ prevalent intrapreneurial behaviour. The researcher thought that although available literature had largely ignored these issues (or implications), they could be of more critical significance for teachers in particular, and teaching in general. Hence the current study, whose specific objectives are four; namely:-

- i. To establish prevalence of different discrete intrapreneurial practices;
- ii. To classify teachers’ intrapreneurial practices into some generic schema;
- iii. To highlight intrapreneurial practices that are more profitable within a school setting; and,
- iv. To state the explicit and implicit implications of teachers’ prevalent intrapreneurial behaviour.

Methodological Perspectives

The study was carried out using a descriptive survey design that triangulated interpretive with positivist research protocols. Guided by Krejcie and Morgan (1970), a sample size of 200 teachers (out of 402) was taken. Respondents were chosen using stratified random, convenience, purposive and snowball sampling techniques. Instruments used consisted of a questionnaire (with both open and closed-ended items) and an interview guide. Both primary respondents (classroom teachers) and secondary respondents (head teachers, district education officials, and teachers’ union officers) were

utilised for data collection. Data was analysed using descriptive statistics, as well as thematic analysis. Both validity and reliability were measured, not forgetting to ensure ethical soundness of all the study's research protocols.

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 (Kalungu and Lukaya). The district was chosen for two main reasons. First, most of the available studies on enterprising practice were carried out in urban areas. The researcher decided 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 purposes).

Results and Discussion

Prevalence of Different Intrapreneurial Practices

For this first objective, the study presented to teachers six alternatives from which they picked intrapreneurial practices that were most prevalent in their schools. Each was to name up to six different initiatives, as in Table 1.

Table 1. Most Prevalent Intrapreneurial Ventures

	Type of practice	Frequency	%
1.	Canteen services	60	16.6
2.	Crop farming	56	15.5
3.	Animal rearing	42	11.6
4.	Selling learning materials	36	10.0
5.	Part-timing	27	7.5
6.	Credit schemes	26	7.2
7.	Students' study tour	25	6.9
8.	Student entertainment	16	4.4
9.	Catering services	16	4.4
10.	Teacher services	11	3.2
11.	Extra lessons/exercises	9	2.5
12.	Mobile money	7	1.9
13.	Marking external exams	6	1.7
14.	Others	24	6.6

Table 1 reveals that the single discrete intrapreneurial practice most prevalent among secondary school teachers in Kalungu District is canteen services management (16.6%); closely followed by crop farming (15.5%) and animal rearing (11.6%). Selling learning materials (10%) and part-timing (7.5%) take the fourth and fifth positions, respectively. These findings mean that part-timing is not the most prominent teacher intrapreneurial practice in Ugandan secondary schools, although Makanga (2010), Henderson et al. (1996) and Bennell et al. (2007) thought so. However, the findings agree with Kokumanya (2012) that animal husbandry and poultry farming are key business activities in the Ugandan setting.

Concerning Tayebwa (2007)'s assumption that teachers are also involved in secondary production (such as agricultural processing) the findings disagree. If teachers do that, they do not carry it out in an intrapreneurial (intra-school) way. It is Tayebwa (2007)'s other hypothesis of teacher involvement in both primary and tertiary production that found evidence among teachers in Kalungu District.

In light of Kirzner's theory of entrepreneurial "alertness and discovery" (Amolo et al., 2014), the findings reveal that teachers' ventures represent more of "ordinary discovery" (of simply doing things better) and not "extraordinary discovery" (doing things in "radically different" ways). Also compared with Wickham (2004) and Hisrich et al. (2005)'s business categorisations, intrapreneurial practices prevalent in Kalungu District represent more of "corporate venturing" (creation of new businesses within an existing organisation) than other types like "organisational rebranding". The findings therefore concur with earlier research that "corporate venturing" is the most common type of intrapreneurship (Hisrich et al., 2005).

During interview, the study discovered that respondents involved in "animal rearing" mainly dealt in poultry and piggery. For "learning materials" sold, common ones were "practical workbooks" and fine art materials. Then "teacher services" were mostly in terms of airtime vending, clothes, food,

and jewels. As for teachers' "credit schemes", they were variously called "microfinance", "credit and savings", "cash-round", and/or "SACCOS".

The category of "others" yielded such ventures as stationery, photocopying, photography, seminars, shoe repairs, tailoring, rendering resourceful person services, hiring of teachers' vehicles by schools, organizing welcome parties, and supply of schools with agricultural produce and/or firewood. These findings concur with Ndagano (2011) that Ugandan teachers are more involved in activities like writing books and growing crops for sell.

Thus, table 1 reveals that there is "variety" in as far as activities involved in by teachers is concerned. This means that even within school, teachers do not limit themselves to classroom instruction. This agrees with Kaheeru (2005)'s contention that individuals engage in activities that permit them to perform both their original role (e.g. teaching) and the intrapreneurial role (e.g. school gardening).

Generic Classification of Teachers' Prevalent Intrapreneurial Practices

A closer analysis of data in Table 1 led to four main types of intrapreneurial practices found prevalent among teachers in Kalungu District; namely, knowledge-mediation practices (e.g. part-timing and pamphlet vending), student services practices (e.g. canteen and student entertainment), agriculture (animal rearing and crop-farming), and "others" (e.g. photography). It is the first two categorisations that the study further examined, because they were the ones more directly related with the enhancement of the educational objectives as schools as parent organisations.

For knowledge-mediation practices, teachers indicated which ones were most prevalent. They ticked all choices that applied (figure 1).

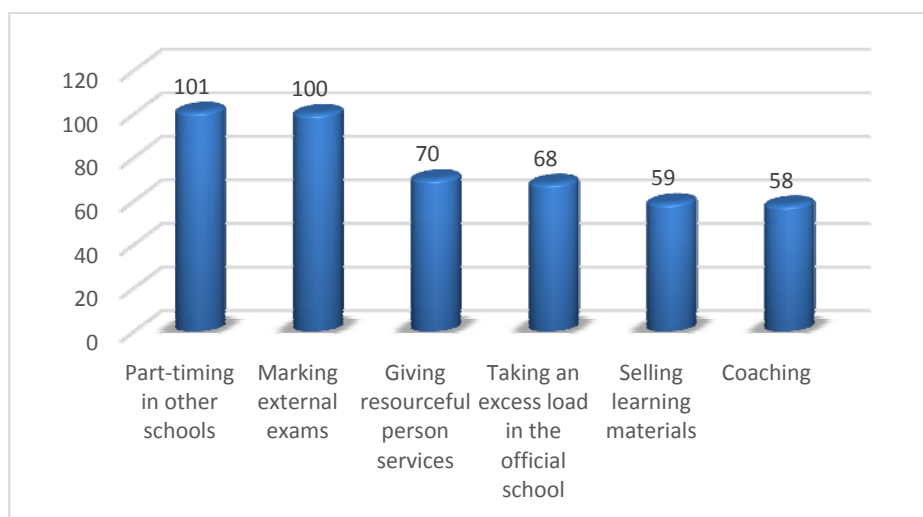


Figure 1. Prevalent Knowledge-mediation Business Initiatives

Figure 1 reveals that for knowledge-mediation, part-timing is the most prevalent practice (22.2%); followed by marking external exams (21.9%). This means that part-timing constitutes a cardinal part of teachers' enterprising manoeuvres within school. This further means that Makanga (2010)'s and UNEB (2008)'s studies need modification; their contention that part-timing is the most prevalent discrete intrapreneurial practice is only justified when ranking knowledge-mediation practices, and not when comparing all teachers' intrapreneurial practices in general.

Additionally, the findings in figure 1 concur with Ndagano (2011) that Ugandan teachers make learning materials for sale. They also agree with Westerberg et al. (2011) and Babiiha (1999) that part-timing and "coaching" are core examples of enterprising practices prevalent within many schools in Uganda.

Then for the second generic class (student services), respondents indicated which of those discovered were actually run by teachers. They ticked all choices that applied (figure 2).

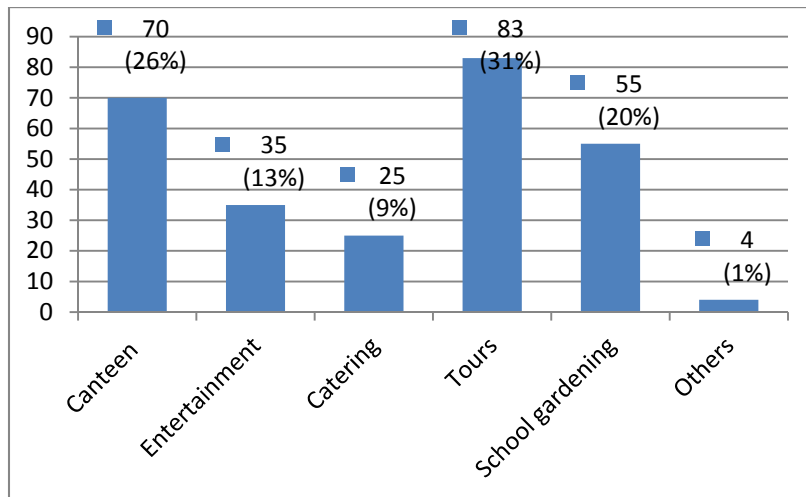


Figure 2. Income-generating Student Services Actually Run by Teachers

Figure 2 reveals that (student) tours (31%) constitute the single most prevalent intrapreneurial student service actually run by teachers. Here the appearance of canteen services in the second place (with 26%) implies that although they are the single most prevalent discrete intrapreneurial venture in general, often they are not essentially run by classroom teachers but by school management. This view was confirmed during interview; one respondent observed that:

Canteen would be very good but school heads tend to monopolise it and take the profit. In most schools it is for management, not for classroom teachers (Teacher interview).

In general, however, the list of student services emerging from figure 2 confirms studies carried out in other Sub-Saharan and Asian countries, where teachers were reported to also vend eats and drinks to both learners and fellow teachers (CITA, 2012; Bennell, 2004; Lyimo, 2014).

More Profitable Intrapreneurial Practices

The study established respondents' views on individual intrapreneurial practices that are more profitable than others for a teacher within a school setting (table 2).

Table 2. More Profitable Intrapreneurial Practices

Intrapreneurial Practice	Frequency	Valid Percent
Canteen	45	38.8
Part-timing	22	19.0
Gardening	9	7.8
Animal rearing	3	2.6
Credit schemes	13	11.2
Entertainment	3	2.6
Extra lessons	6	5.2
Selling learning materials	9	7.8
Others	6	5.2
Total	116	100.0

According to table 2, the single most profitable intrapreneurial practice for a secondary school teacher is running canteen services (38.8%); (these are a "student service" venture). They are followed by part-timing (19%) (knowledge-mediation venture) and credit schemes (11.2%) (teacher service venture). These discoveries mean that not only student services can be profitable, but also knowledge-mediation endeavours, and even teacher services ventures such as "saving and credit schemes". This further implies that there exists (within schools) a diversity of potentially profitable business initiatives. This agrees with Ssekamwa (2000) that not only part-timing and coaching can be profitable for teachers, but also other practices like loan schemes.

Respondents, who believed that running canteen services was the single most profitable intrapreneurial practice for a teacher, explained that a canteen has a ready monopolistic market comprising of students, staff and parents. For example, one teacher opined that,

Due to monopoly power enjoyed, it [canteen] is the most profitable business. Other shops are far away from school, and due to school rules students cannot easily access the cheap eats there (Teacher interview).

However, respondents also lamented that canteens are often taken over by school administration.

For part-timing, teachers' rationale was that they just use the same notes and even lesson plans in different schools, and that by so doing they can easily double or triple their official school salary. One put it this way;

Part-timing brings in more income with little capital invested. I earn twice as much (Teacher questionnaire).

Canteen management and part-timing apart, it is membership to savings and credit schemes that came next. Indeed most of the teachers reported belonging to these schemes (figure 3).

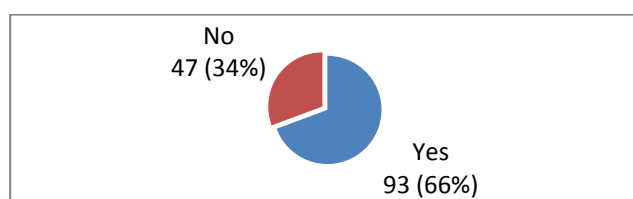


Figure 3. Teacher Membership to School-based Loan Schemes

Figure 3 reveals that 66% of secondary school teachers belong to school-based credit schemes. This means that although credit schemes do not constitute the single most profitable practice; teachers are indeed aware of the critical role the schemes can play in their (teachers') economic emancipation. During interview, one district education officer further clarified that:

SACCOs [Saving and Credit Cooperative Organisations] *instil a sense of saving in teachers. And because they offer loans to teachers at a low interest rate, they contribute much to teacher's welfare (Education officer interview).*

However, other respondents explained that in as much as in general certain intrapreneurial practices are more profitable than others, it also depends much on other factors such as individual teachers' commitment and passion. Respondents were therefore asked to indicate whether, according to the way teachers go about their extra income-generating initiatives within school, they would say that teachers' practices exemplify commitment and passion (table 3).

Table 3. Teachers' Intrapreneurial Practices Exemplifying Commitment and Passion

Response	Frequency	Valid Percent
Yes	95	69.3
No	42	30.7
Total	137	100.0

According to Table 3, the majority of respondents (69.3%) believe that in Kalungu District teachers' intrapreneurial practices exemplify commitment and passion. This implies that most of the teachers sacrifice their scarce time and financial resources, and commit them to their extra income-generating projects within school. This disagrees with both Namagembe (2004) and Atwongyeire (2000) that teachers cannot run their business ventures with commitment.

Individuals, who reported that teachers run their ventures with commitment and passion, elaborated that since teachers know that these ventures belong to them personally, and that they have invested their own hard earned capital in them, they cannot just give them half-hearted attention. Others observed that it is such ventures that truly cater for most of teachers' day-to-day expenditure, so they run them with all commitment. One said that;

Strong attention is dedicated to such income-generating initiatives given the profits they earn out of them. They even proudly speak about them all the time. This is a clear indication that they run them with passion (Teacher interview).

Another was even more opportunistic;

Most teachers (about 70%) use the extra income-generating initiatives to pay food and transport and debts as they await the salary/allowances (Teacher interview).

However, other respondents disagreed. They said that by the very nature of their profession, teachers are too busy to get time to run their ventures with commitment. Others revealed that it is not passion that drives teachers; rather, it is necessity – out of despair for survival:

No. It is not passion for them to overwork themselves through the part-time jobs but the need for survival. It is not enthusiasm at all (Teacher questionnaire).

One education officer also observed that;

Enough time for concentration is not available. Even in SACCOS always work is left to the executive, for majority of teachers are passive members (Education officer interview).

These last views concur with Atwongyeire (2000) and Namagembe (2004) that teachers do not really have the time to run school-based business initiatives in an economically profitable way.

Importance of Prevalent Intrapreneurial Practices

Intrapreneurial practices prevalent among secondary school teachers in Kalungu District are of both theoretical and practical importance. This (importance) particularly pivots around the ways in which the practices either impede or enhance teachers' economic emancipation and professional standing, as well as impacting on (other) educational goals of schools in general.

Concerning economic emancipation, the importance of prevalent intrapreneurial practices is indicated by the following issues.

First, the practices mean that intrapreneurship is one of the most popular avenues that teachers take in their economic self-liberation struggles. Indeed, many teachers were found to be truly intrapreneurial. This is evident from the fact that teachers were not only running business units within schools; but they were also doing so with commitment and passion, and in creative ways. Certain teacher business practices (e.g. supplying schools with firewood and/or foodstuffs) thus depict teachers as being quite adventurous (though such practices were least prevalent). Here teacher intrapreneurial behaviour further implies that being busy in one's prime line of work (or having little free time, as teachers often do), does not necessarily stop one from engaging in business activities. Other professionals such as medical personnel and lawyers may borrow a leaf from teachers.

Another important facet of teachers' economic emancipation is that today most of the teachers (two thirds) prescribe to the saving and credit arrangements set up in their places of work (schools). This is a key "sign of the times" to be both spotted and interpreted immediately by government and other development partners in view of economic advancement for both teachers and other nationals. Today many Ugandans are panting for credit to fight poverty by engaging in one business venture or another. A saving culture is slowly but surely taking root among such Ugandans as teachers. This is a great opportunity, which governmental and non-governmental entities could support in line with their poverty alleviation and wealth creation agendas.

The study also discovered that intrapreneurial initiatives were actually providing both individual teachers and their schools with income. On a micro level, this means that educational intrapreneurship is capable of making a positive contribution to both individual and organisational economic welfare. Then on a macro level, educational intrapreneurship proves itself capable of contributing to a nation's economic growth and development.

However, the study's discovery that it is production of primary (and tertiary) types that prevails among teachers implies that the contribution made by teacher intrapreneurship to the nation's economic basket is not as outstanding as it could otherwise be. Ignoring (or failing at) secondary production in such areas as maize and cassava production implies that among teachers, as among other Ugandans, value addition is still lacking, or, at least, still low. It is unfortunate that teachers run their ventures more or less in the same rudimentary way as their "non-schooled" counterparts in the villages. This is an indication that in Uganda formal educational institutions, such as teacher training colleges, still ignore imparting value addition skills associated with agriculture.

Another discovery of economic importance was that canteen services management is both the most prevalent and most profitable intrapreneurial practice among teachers, - and not part-timing. This means, first of all, that part-timing, however luring it might be, might have lots of "side costs"; and so, in the end, it is not as profitable as canteen services. These "side costs" include, among others, time spent "plying trade" between one school and another; as well as risks associated with travelling on

motor cycles (e.g. accidents). Nonetheless, part-timing remains a luring enterprising venture among teachers, although they must also first factor in those other “costs”, before deciding to engage in it. Secondly, canteen services being most prevalent means that canteens constitute a prime area to consider when contemplating involvement in educational entrepreneurship in general. However, its success depends also much on the good will and cooperation of school administration.

Besides, prevalent teacher practices imply that in their intrapreneurial engagements, teachers are largely motivated by necessity (economic survival), and not by a long term vision of founding lasting ventures. This means that teachers’ businesses are not likely to grow into corporations and other such businesses that outlive their founders. Rather, founders (teachers) are even likely to “eat” the “seeds” (the capital), hence business stagnation, if not complete closure.

On a more theoretical note, teacher intrapreneurship was found to represent more of “ordinary discovery” than “extraordinary discovery” (using Kirton’s adaption-innovation theory, 1976). This means that intrapreneurship is more impeded than entrepreneurship in radical innovation. For example, with intrapreneurship teachers cannot go into “organisational rebranding” (changing school vision and/or mission); they may only try “corporate venturing” (introducing additional services). Thus, the study concludes that intrapreneurship is more conservative (than entrepreneurship): when plying business inside another’s nest, one has to tread a more cautious line. Intrapreneurship is therefore taken to be less appropriate for more adventurous characters.

Concerning teachers’ professional standing, some existing intrapreneurial practices exemplify lack of professionalism, which is further associated with a mistaken but growing habit of often privately soliciting for more money from learners for teachers’ private gain. Here good examples are coaching and vending of teacher authored learning materials (e.g. notes) to the few “rich” students, who can pay extra money for such services. These practices of privately “selling” extra knowledge to a few learners lead to the widening of the gap between the rich and poor, - the “haves” and “have-nots”. It has even been said that some teachers withhold certain knowledge in class, only to “sell” it later to those who can pay for it outside school (e.g. during holiday coaching). This discrimination is just but unethical. One wonders which image of teachers in particular, and teaching in general, this practice gives to society. The practice is imbued with much selfishness. The current study therefore construes that today intrapreneurial practices exist in Ugandan schools, which actually impede students learning.

Even the selling of eats and drinks such as bread and soda, respectively, (if done by teachers in person), has a downside. It makes a teacher begin to look at students as “customers” (even in a negative sense), - who are to be lured to buy more and more “merchandise”. Teachers begin to look at students in an “instrumental way”; - teachers viewing students as conduits for becoming rich. Conversely, teachers are depicted to be “conmen” (or “con women”). How much “value” will a teacher have for a poor student who buys nothing from the teacher week after week?

On a more positive note for the profession, teacher intrapreneurship appears to issue in more unity and togetherness in the teaching force. Individual teachers start to see each other as “partners” not only in educating youngsters, but also in personal economic liberation. Teaching becomes more interesting and more rewarding. Thus, intrapreneurship can be a constructive coping strategy to the many financial and non-financial challenges associated with the teaching profession.

Intrapreneurship also depicts teachers as role models to both students and communities around schools in as far as fighting poverty and/or creating wealth is concerned. Such role modelling has positive ripple effects to society: Seeing also the “elite” (teachers) “dirtying” themselves with gardening and animal rearing, and both innovatively and proactively taking risks for better standards of living, is indeed giving a big lesson. A citizenry with such a more positive mentality (to work of all kinds) is a big asset to a developing nation like Uganda. Prevalent teacher intrapreneurship behaviour therefore signifies that in Uganda today, education promotes some enterprising behaviour among students, staff and even communities around schools.

As for implications for education in general, prevalent teacher intrapreneurship behaviour makes individual teachers get more attached to their places of work (schools) in particular, and to teaching, in general. Whereas teachers’ entrepreneurial activities like boda-boda riding and running shops outside schools may easily detract them (teachers) away from their stations of work (schools); intrapreneurial activities (like school canteen management) help to keep teachers within and around school for both longer hours and more years. This is because teachers realise that they have bigger stakes in those institutions. Their close availability enhances student learning when they make consultations. It also entices teachers to stay in given schools for more years. Thus, teacher intrapreneurship is one way of encouraging employee retention (less attrition).

Recommendations

The study recommends, first of all, that rather than just “sit there” languishing in poverty and cursing the day they joined teaching; teachers should play a more proactive role in their economic liberation. This means waking up to the diversity of potentially profitable business ventures available both within and outside schools.

Secondly, school administrators should be more positive to teachers’ enterprising initiatives, by availing teachers not only with more space but also with more time to run business projects within school. Such projects are capable of enhancing both teachers’ and schools’ financial goals.

However, the administrators need to regularly check on teachers’ intrapreneurial initiatives to ensure that they do not obstruct overall educational goals of their schools. If left unchecked, teachers’ ventures might easily result in unethical dealings and unhealthy competition to the disappointment of certain stakeholders such as students, parents and education standards agencies.

There is also need for non-formal education arrangements (e.g. one day workshops) to train teachers in good business practices such as marketing, book keeping and simple value addition. District education officers, national teachers’ union officials (UNATU) and head teachers should make such arrangements.

Conclusion

Going by today’s many financial demands, it is no longer tenable to pin all one’s faith on just one source of income. Also salary alone may not cater for one’s economic survival, let alone be able to lead to improvement on one’s standards of living in general. These assertions are even more true for teachers, whose salary is usually less than that of other professionals such as lawyers and medical practitioners. This study has indicated that one plausible area for teachers’ economic welfare is intrapreneurship; that is, teachers running business projects within the very schools where they work.

Yet teacher intrapreneurship is not without challenges, or even controversies. Indeed intrapreneurial practices prevalent among many secondary schools in Uganda have been found to have serious economic and educational implications, and both areas should be given adequate attention when considering the value of educational intrapreneurship. Although its economic implications are more immediate and more explicit; its educational implications are far more reaching, although usually fewer in number, less explicit and less immediate. Otherwise, educational intrapreneurship is the way to go.

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