

STRATEGIC ENTREPRENEURSHIP AND PERFORMANCE OF SECONDARY SCHOOLS IN UGANDA

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Abstract

The purpose of this study was to establish the relationship among strategic entrepreneurship, entrepreneurial orientation, strategic orientation and performance in selected private secondary schools in Wakiso District in Uganda. The study was guided by the following research objectives; establish the relationship between strategic orientation and performance, establish the relationship between entrepreneurial orientation and performance, establish the relationship between strategic entrepreneurship and performance. A cross sectional, explanatory and correlation research design was adopted. A sample of 182 private secondary schools in Wakiso District was selected using stratified proportionate sampling. Data collected from primary survey through questionnaire instrument was analysed with the use of SPSS 18.0. Findings revealed that there was a positive significant relationship between all the study variables of

entrepreneurial orientation, strategic orientation, strategic entrepreneurship and performance. It is therefore recommended that private secondary schools should adopt strategic entrepreneurship behaviour since entrepreneurship and strategic management are concerned with growth and wealth creation. Strategic management examines firms' efforts to develop sustainable competitive advantages as a determinant of their ability to create wealth.

Keywords: Entrepreneurship, Strategic Entrepreneurship, Strategic Leadership, Organizational Performance, Secondary Schools

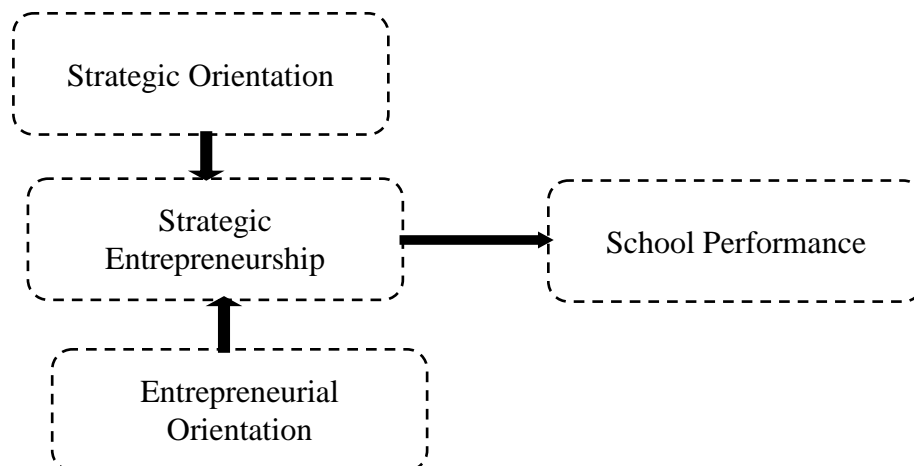
INTRODUCTION

Strategic entrepreneurship is an integration of entrepreneurial and strategic perspectives to design and implementation of entrepreneurial strategies that create wealth (Hitt et al., 2001; Ajagbe, 2014; Ogbari et al., 2016a). Strategic entrepreneurship results in superior firm performance (Ireland et al., 2003). Strategic Entrepreneurship which plays an important role in a highly turbulent environment, integrates strategic functions with entrepreneurial actions. The goal of strategic entrepreneurship is to continuously create competitive advantages that lead to maximum wealth creation. Ireland et al. (2003) recommend a process model of strategic entrepreneurship that describes how beginning with an entrepreneurial mindset, an entrepreneurial culture, and entrepreneurial leadership, a firm can manage resources more strategically, apply creativity, and develop innovation, which can in turn lead to competitive advantage and wealth creation. Ireland et al.(2001) opine that in a highly competitive environment, organizations need to create sustainable positions in the market to enable them grow over time. In an effort to grow the education sector and make it competitive, government has gone ahead to liberalize the sector. The education sector in Uganda was liberalized in the early 1990s and has seen the growth of numerous private schools though prior to that, most of the schools were owned by the government. The liberalization and introduction of universal primary education created opportunities that were sought by entrepreneurs resulting into a boom of private secondary schools. This increasing number of private secondary schools has led to cut throat competition among the educational entrepreneurs. Some of the private secondary schools have expanded in the past five years while others have grown slowly, split or closed operations due to different orientations of the entrepreneurs. Different orientations of the entrepreneurs influence performance of private schools. Lumpkin & Dess(1996) stresses that Entrepreneurial orientation is the individuals' propensity to engage in innovative, proactive and risk taking behaviour to start a new venture. Ajagbe (2014) and Ogbari et al.(2016b) posit that

Innovation is a characteristic for the success of private secondary schools in today's competitive business environment. It is possible that the private schools that have been innovative, proactive, competitively aggressive and are risk taking have expanded while those that are not, have expanded slowly, split or closed.

Zahra & Dess (2001) put forward that strategic orientation is an extra dimension on top of entrepreneurial orientation for those that start up schools. Strategic orientations whose key areas in this study are strategic leadership style, networking and resource strategy have been key in the performance of private secondary schools (Mugimu et al., 2002; Ssekamwa, 1997). Strategic leadership in schools provides long-term strategic vision while networking may lead to social capital. Hitt et al. (2001) adds that social capital could be a useful resource both by enhancing internal organizational trust through the bonding of actors, as well as by bridging external networks in order to provide resources which in turn enhance the internal exploitation of resources. The critical resources to create and operate in the private schools are usually obtained through network ties. Strategic networks help private schools develop resources and capabilities that are difficult to imitate, leading to a competitive advantage (Zahra & Dess, 2001; Ajagbe, 2007; Ogbari et al., 2016b). However, Performance has been seen in geographical expansion, student enrolment and introduction of new services. Nonetheless, strategic entrepreneurship which is an interaction of strategic orientation and entrepreneurial orientation behaviour, could be attributed to contribute to the difference in performance of the private secondary schools though entrepreneurial behaviour, (opportunity seeking) and strategic behaviour (advantage seeking) have been practiced independently. This study sought to establish the relationships among the various facets of strategic entrepreneurship and performance of private secondary schools in Wakiso district with a view to understanding the interaction of entrepreneurial and strategic behaviour leading to difference in performance of the schools. Figure 1 reveals the research conceptual framework.

Figure 1: Conceptual Framework



REVIEW OF RELATED LITERATURE

Strategic Entrepreneurship

Entrepreneurship from the academic viewpoint, can be defined as the analysis of how, who, and with what effects the opportunities for creating future goods and services are discovered, evaluated, and exploited (Shane & Venkataraman, 2000). Entrepreneurship has also been defined by other researchers as the identification and exploitation of previously unexploited opportunities (Hitt et al., 2001; Ajagbe, 2014; Ogbari et al., 2016a). Entrepreneurs are able to create wealth by identifying opportunities and then developing competitive advantages to exploit them (Alvarez & Barney, 2000; Busenitz & Barney, 1997). The focus on opportunities is a good basis in order to describe the relationship between entrepreneurship and strategy. Strategy has lately been of great importance in the 21st century due to competitive environment that has been heavily shaped by new technologies, and globalization which is strongly associated with uncertainty (Hitt et al., 2001). Uncertainty conditions evidence an increase in management risks, a growing difficulty in making predictions, the dilution of frontiers between companies and industries, the emergence of new structural forms, and innovative managerial mindsets (Hitt et al., 2001; Ajagbe & Ismail, 2015). Due to this competitive environment, the integration between entrepreneurship (entrepreneurial orientation) and strategic management (strategic orientation) has been increasingly explored by numerous researchers based on the concept of strategic entrepreneurship (Ireland et al., 2003).

Strategic entrepreneurship is therefore defined as the action of simultaneously engaging in the search for opportunities and competitive advantages for devising and implementing entrepreneurial strategies that create wealth (Hitt et al., 2001). The integration of entrepreneurship and strategic management knowledge is strategic entrepreneurship (Ireland et al., 2003). Therefore strategic entrepreneurship involves simultaneous opportunity-seeking (entrepreneurial orientation) and advantage-seeking behaviours (strategic orientation) or and results in superior firm performance. Covin & Slevin (2002) concludes that strategic entrepreneurship refers to an entrepreneurial activity with a strategic perspective. The authors posit that an entrepreneurial mindset is required to successfully engage in strategic entrepreneurship. It is both an individualistic and collective phenomenon; that is, it is important to individual entrepreneurs as well as to managers and employees in established firms to think and act entrepreneurially (Barney & Arian, 2001; Covin & Slevin, 2002). According to McGrath & MacMillan (2000), they view an entrepreneurial mindset as a way of thinking about business that focuses on and captures the benefits of uncertainty. Brorstrom (2002) posit that organizations capable of successfully dealing with uncertainty tend to outperform those unable to do so. Thus, an entrepreneurial mindset can contribute to a competitive advantage (Miles et

al., 2000) and is necessary for creating wealth. Hence, recognizing entrepreneurial opportunities, entrepreneurial alertness, real options logic and entrepreneurial framework are some of the important components of an entrepreneurial mindset.

Dess&Picken (1999) argue that entrepreneurial culture is a system of shared values and beliefs that shape the firm's structural arrangements and its members' actions to produce behavioural norms. Culture has been defined by six properties which include shared basic assumptions that are, invented, discovered, or developed by a given group as it learns to cope with its problem of external adaptation and internal integration in ways that, have worked well enough to be considered valid, and therefore, can be taught to new members of the group as the correct way to perceive, think, and feel in relation to those problems. Mizik & Jacobson (2003) stress that a firm's culture affects organizational members' expectations of each other as well as their expectations of interactions with stakeholders outside the firm's boundaries.

Covin&Slevin (2002) opine that entrepreneurial leadership is the ability to influence others to manage resources strategically in order to emphasize both opportunity-seeking and advantage-seeking behaviours. The authors add that it is characterized by six imperatives which include; supporting an entrepreneurial capability, protect innovations threatening the current business model, make sense of opportunities, question the dominant logic, and revisit the deceptively simple questions, link entrepreneurship and strategic management. Hence, private secondary schools are facing substantively increasing uncertainty and competitiveness; the power of analytical leadership is diminished and there is an emerging and increasing demand for the type of business leader whom McGrath & MacMillan (2000) call the entrepreneurial leader. This is a leader who can operate in a world that is highly unpredictable and in which competitive action rapidly erodes whatever advantage the firm may currently have. The entrepreneurial leader forges an organizational unit that is constantly repositioning it to capture opportunistic rents. In terms of uncertainty of private secondary schools, founders may also pursue performance which is to say, they may think about possible opportunities and then forge a social action unit that will lead to performance and by this very action thereby reduces the uncertainty.

Zott (2003) stresses that firm's ability to effectively manage its resource portfolio affects its performance. The author adds that applying creativity and developing innovation is another construct to strategic entrepreneurship. Thesmar&Thoenig (2000) argues that innovative first movers destroy incumbents' market power and enjoy transient monopoly advantages and abnormal profits because of rivals' lagged responses. Innovations resulting from new combinations of production factors are critical to firms' wealth-creating efforts. Innovation is linked to successful performance for firms in both the industrial and service sectors as well as to

entire economies (Kluge et al., 2000). Effective innovations create new value for customers (Mizik & Jacobson, 2003). Firms must be creative to develop innovation. Barney & Arian (2001) posit that creativity is increasingly important, especially for companies operating in markets with multiple opportunities to differentiate goods and services. Creativity is a continuous process rather than the outcome of single acts. Creativity skills include the ability to manage diverse matrices of information, to suspend judgment as complexity increases, to recall accurately and to recognize patterns of opportunities (Smith and Di Gregorio, 2002). Creativity is the basis for innovations and is supported when resources are strategically managed.

Entrepreneurial orientation refers to the processes, practices, and decision making activities that lead to the development and delivery of new and innovative products or services that can differentiate a firm from others in the market (Naldi et al., 2007). Some empirical studies suggest that entrepreneurial orientation is a multi-dimensional construct and can be evaluated from different perspectives (Covin & Slevin, 1989; Lumpkin & Dess, 1996; Antoncic & Hisrich, 2003). There are specific dimensions offered by Miller (1983) for characterizing entrepreneurial orientation; he describes an entrepreneurial firm as one that engages product marketing innovation, undertakes somewhat risky ventures, and is first to come up with proactive innovations, beating competitors to the punch. In some studies, competitive aggressiveness and proactiveness have been treated as the same (Antoncic & Hisrich, 2003). Contrarily, Lumpkin & Dess (1996) suggest that the two are distinct factors. They authors opine that while proactiveness refers to a tendency of the firm to act in anticipation of future opportunities, competitive aggressiveness represents a firm's propensity to adopt a confrontational posture characterized by a high degree of competitive intensity aimed at overcoming market adversaries. Considering aforementioned opinion, this study identifies four dimensions of entrepreneurial orientation to be examined such as proactiveness, risk taking, competitive aggressiveness and innovation.

Innovativeness

Innovation is significant to entrepreneurs, because it reflects an important means by which firms pursue new opportunities (Lumpkin et al., 2000). It is what helps successful entrepreneurs to come up with good business ideas that allow them find niches in the market place and beat the competition (Collis & Montgomery, 1995; Covin, 1991). In this study, the private secondary schools that encourage innovation in their schools are better performers than those that tended to discourage innovation. Innovations can come in many different forms, and innovativeness is one of the factors over which management has considerable control (Hult et al., 2004). There are at least two types of innovation in which firms can engage, disruptive and sustaining

(Antoncic&Hisrich, 2003). Private secondary schools are able to engage in both disruptive and sustaining innovation. Disruptive innovations introduce new ways of playing the competitive game. Sustaining innovations are those that help incumbent companies earn higher margins by selling better products to their best customers. Sustaining innovations comprise both simple, incremental engineering improvements as well as break-through leaps up the trajectory of performance improvement (Christensen et al., 2002). Effective innovations help to create a competitive advantage by creating new value for customers (Mizik & Jacobson, 2003).

Risk Taking

Covin (1991) perceives risk taking as the willingness to invest resources in business opportunities with possibilities of costly failure. The author adds that the risks involve not only financial success, but career opportunities, family relations and physical wellbeing. Collis &Montgomery (1995) states that business risk-taking involves venturing into new business field without knowing the probability of success or failure. This may include new product development, new market segments, changing demographics, new services or processes, new organizational structures, new strategic directives and others. However, change is constant and accelerating in today's competitive landscape and the firm's focus must be on identifying and exploiting opportunities in the environment (Shane &Venkataraman, 2000). There are empirical evidence that all business ventures involve some degree of risk since we cannot predict future events, so risk-taking propensity can range from low risk-taking to high risk-taking (Lumpkin &Dess, 1996). Also some studies reported inconsistencies in the risk-taking propensity of individuals who engage in new entry. The overall evidence is that entrepreneurs are moderate risk takers and do not significantly differ from managers or even the general public.

Proactiveness

Proactivity is crucial to entrepreneurial orientation because it suggests forward-looking actions (Lumpkin &Dess, 1996; Gatignon&Xuereb, 1997). Proactiveness refers to a process aimed at anticipating and acting on future needs by seeking new opportunities which may or may not be treated to the present line of operations. Hence, introduction of new products and brands ahead of competition, strategically eliminating operations which are in the mature or declining stage of the life cycle is an essential entrepreneurial strategy for firms. Lumpkin &Dess (1996) considersproactiveness as a posture of anticipating and acting on future wants and needs in the marketplace and creating a first-mover advantage. Proactiveness is also associated with competitive superiority, as well as the market leadership characteristics exhibited by firms with this strategic behaviour (Gatignon&Xuereb, 1997; Ajagbe& Ismail, 2015). Proactive firms

identify the future needs of current and potential customers, monitor trends, and anticipate changes in demand. A strong effect between proactiveness of entrepreneurial orientation and strategic management was found.

Competitive Aggressiveness

McGrath & MacMillan (2000) argues that firms that seize competitive initiative are usually motivated by the challenge or threat from close competitors. The result usually includes a combative response or an offensive aimed at enhancing performance and or improving market share (Shane & Venkataraman, 2000). The overall objective is to defend gains previously made and maintain a strong presence in the market place. Mugimu et al. (2002) argues that all firms face an increasingly dynamic and complex environment, where industry consolidations, technology, globalization, shorter product life cycles, and fast-changing competitive approaches impact on overall performance. The intensity and complexity of this external environment is driving both large and small firms to ferret out new ways of conducting business to survive and grow (Eisenhardt & Martin, 2000; Kyrgidou & Hughes, 2009). Hence, increasing number of firms are turning to strategic approaches and processes as the way to approach business in the new millennium.

Menguc & Auh (2005) posit that strategic orientations are the strategic directions implemented by a firm to create proper behaviours for continuous superior performance of the business and they often reflect beliefs and mental models of senior executives. Harris & Ogbonna (2001) and Kirby (2003) also define strategic orientation as how an organization uses strategy to adapt and change aspects of its environment for a more favourable alignment. Dimensions of strategic orientation considered in this study are resource strategy, networking and strategic leadership.

Networking

Entrepreneurial networks refer to the personal ties between the entrepreneur and other individuals and organizations with which he performs economic transactions (Aldrich & Zimmer, 1986). Networking activities may also contribute to enhance the visibility and reputation of new ventures and may help private schools to partly overcome their liabilities of newness (Ajagbe, 2014). Private school entrepreneurs can benefit when they draw on their network to identify new business opportunities or validate new ideas. The importance of networking opportunities for strategic orientation has also been recognized by directors of private secondary schools. They provide a platform for them to meet and build up personal and business relationships.

However, private secondary school directors need to monitor their network partners and employ contractual controls to protect themselves and their ventures from opportunistic behaviours.

Resource Strategy

Resource strategy research seeks to discover and explain why some firms are more successful than others. Kirby (2003) finds that strategy is based on resource strengths. Hence, how to determine if a firm's resource strengths do, indeed provide value creation and contribute to firm performance appears to be critical to the discussion of strategic entrepreneurship. Floyd et al. (2000) stresses that not all resources can be considered strengths like the existence of non-earning assets in a firm's financial statements that do not contribute to value, would appear to be a waste of a firm's limited resources. The resource-based view of the firm, then stresses the role of idiosyncratic firm resources in creating and sustaining competitive advantage (Barney, 2002). Competitive advantage can be sustained by protecting any economic benefit gained through barriers to imitation derived from organizational strategy and processes (Floyd et al., 2000). The concepts of resources and economic rents derived from these resources must be examined. One of the difficulties in reviewing the literature of the resource-based view of the firm is the myriad terms used to describe the concepts (Barney, 1991; 2002). A firm's resources at a given time could be defined as those tangible and intangible assets which are semi-permanently tied to the organization (Barney, 1991). In addition, resources strategy could also refer to the tangible and intangible assets business formations use to develop their strategic processes and implement their chosen strategies. Harris & Ogbonna (2001) opine that resource strategy could also be viewed as the process of identification and evaluation of resources by way of changing resources, bundling resources, leveraging capabilities thus gaining competitive advantage. This would involve reconfiguration of new resources, acquisition of new resources and establishing superior positions in the markets through skilful management of relationships with competitors, customers, and suppliers. McCarthy (2003) finds that the entrepreneurial and strategic actions linked to wealth creation are products of the firm's resources. However, to build and maintain a competitive advantage through which entrepreneurial opportunities can be identified and exploited, firms must have access to heterogeneous and idiosyncratic resources that current and potential rivals cannot easily duplicate.

Strategic Leadership

Strategic leadership style plays a vital role in strategic orientation. Leadership in fundamentally new business activities is a long-term risk that requires a long-term strategic vision (Menguc & Auh, 2005; Wiklund, 1999). Strategic leaders are experts in identifying, managing

risks and enable themselves to be extremely comfortable in environments of high risk (Meyer&Heppard, 2000). It is their ability to develop an effective strategy to deal risk and uncertainty that makes them distinguished winners. Drucker emphasized that these entrepreneurs are the people with rare intelligence, daring and possess creative skills. At the same time it is their visionary approach, self-confidence, strong passion to realize whatever dreamt, die-hard nature, and communicative skills that keep them outstanding. McCarthy (2003) argues that strategic leadership is the ability to anticipate, envision, maintain flexibility and empower others to create strategic change as necessary. It is said to be a unique, distinctive construct through which firms are able to create wealth. Hitt et al. (2001) concludes that current research has not addressed the interaction of strategic orientation and entrepreneurial orientation in explaining the difference in performance levels in the private sector despite its emergence as a leading force in wealth creation.

Strategic Entrepreneurship and Performance

Strategic entrepreneurship which integrates entrepreneurship and strategic management (Hitt et al., 2001; Ireland et al., 2003), can be uncertain and ambiguous as it seeks to combine and synthesize "opportunity-seeking behaviour and advantage-seeking behaviour" to promote wealth creation. Thesmar&Thoenig (2000) mentions that when effectively implemented, strategic entrepreneurship leads to a comprehensive and integrated commitment to both sustaining and disruptive innovations as drivers of wealth. Ireland et al. (2001) adds that strategic entrepreneurship helps a firm to respond properly to the different environmental changes that face many of today's organizations. However, in Uganda, private secondary schools have recently operated in a very competitive environment which necessitates strategic entrepreneurial behaviour for competitive advantage (MOES Uganda, 2001). In addition, smaller private secondary schools were good at opportunity seeking while larger private secondary schools were better at competitive advantage (Mugimu et al., 2002). This implied effective strategic entrepreneurship helps the firm develop relatively sustainable competitive advantages. Hence, strategic entrepreneurship plays a vital role in a highly turbulent environment. Ireland et al. (2001) opines that the goal of strategic entrepreneurship is to continuously create competitive advantages that lead to maximum wealth creation. An entrepreneurial mindset, an entrepreneurial culture, entrepreneurial leadership, strategic management of resources and applying creativity to develop innovations are important dimensions of strategic entrepreneurship that explain the different levels of performance of private secondary schools. Recent research has shown that resources are the basis of firm differential performances in terms of wealth creation (Kluge et al., 2000; Barney & Arian, 2001). The evidence shows that

firms' use of particular resources has a stronger influence on performance than do industry characteristics, although the relative size of firm effects can vary by industry. Hitt et al. (2001) found that human capital has direct and indirect effects on firm performance. Hence, applying creativity and developing innovation by organizational personnel is important in strategic entrepreneurship.

Entrepreneurial Orientation and Performance

Lumpkin and Dess (1996) argues that entrepreneurial orientation is a process construct and concerns the methods, practices, and decision-making styles managers use in running business organisations. Kluge et al. (2000) adds that entrepreneurial orientation is grounded in the strategic choice perspective and concerns the intentions and actions of key players functioning in a dynamic generative process. Barney & Arkan (2001) posit that an entrepreneurial orientation promotes initiative and is conceptualized as having anywhere from three to five dimensions, which may vary independently and have different levels of effects on the relationship between entrepreneurial orientation and performance. This indicates that an organization could exhibit relatively high levels of one or more dimensions and, at the same time, relatively low levels of other dimensions (Lyon et al., 2000; Ajagbe, 2014). As suggested by Lumpkin & Dess (1996), this study focused on the four most commonly cited entrepreneurial orientation dimensions: innovativeness, risk taking, competitive aggressiveness and proactiveness. The dimensions of entrepreneurial orientation was perceived to affect firm performance because it is potentially important to the success of private firms (Kuratko et al., 2005). Entrepreneurial orientation has been found to contribute to firm growth (Becherer & Maurer, 1997) and relates to strong performance in private firms. Wiklund (1999) have empirically supported the positive impact of entrepreneurial orientation on firm performance. Kraus & Kauranen (2009) found that firms with an entrepreneurial orientation could target premium market segments, charge higher prices, and were faster to the market. These firms tend to monitor market changes, respond quickly, and capitalize on emerging opportunities. Hence, product or service innovation, competitive aggressiveness and proactive behaviour constantly keep them ahead of competitors, leading to better performance.

Strategic Orientation and Performance

Strategic orientation is frequently conceptualized as a key antecedent to superior performance (Barney, 2002; Hitt et al., 2001). The strategic orientation concept reflects entrepreneurs' perceptions of the environment and their reactions to environmental conditions. Aldrich & Zimmer (2000) argues that entrepreneurs are implementers of strategy and their preferences

continue strategic drives. Recent studies view strategic orientation as an issue of how enterprises position themselves with respect to competitors (Kuratko et al., 2005; Aldrich & Zimmer, 2000). Private schools have deliberate or emergent strategic orientations based on a variety of internal and external factors such as resources, organizational structure, and level of competition, enterprise's goals, the enterprise's networking and strategic leadership. Private school entrepreneurs can benefit when they draw on their network to identify new business opportunities or validate their new ideas and therefore superior performance (Aldrich & Zimmer, 2000). Recent strategic literature drawing on the context provided by the resource-based theory has persistently insisted on the relevance of resource strategy especially those of intangible nature (Barney, 1991; Ajagbe, 2007; Ogbari et al., 2016b). However, strategic orientations was argued by Teece et al. (1997) to be a determinant of a competitive sustainability. While firm performance analysis literature has traditionally argued that well-conducted strategic orientations enable a firm to earn above-average returns (Hitt et al., 2001). Resource strategy is important in firm performance and also interesting to study how these resources and capabilities determine the strategic process of the firm (Barney, 2002), or whether the way in which resources and capabilities are managed is influenced by the strategic orientation of firm performance.

Performance in Private Secondary Schools

Performance is defined with respect to a firm's overall goals. That particular definition determines how performance is measured. There are multiple ways for measuring the performance of a firm. Recognizing the multidimensional nature performance, Zahra & Dess (2001) recommend using multiple performance measures. Performance measurement of private secondary schools can either be in financial or non-financial perspective. The financial perspective includes sales growth, market share and profitability. Whereas, the non-financial perspective may include infrastructural development, increased enrolment of students, geographical expansion, introduction of new services and stakeholder satisfaction. This study placed more emphasis on non-financial perspectives such as geographical expansion, introduction of new services and student enrolment in private secondary schools in Uganda. The rankings of private secondary schools released in Uganda on 14th of September 2009 by the Ministry of Education, indicates that eight schools were awarded a "four star" status. Wakiso District had the highest concentration of schools with four-star ranking while Mukono had two schools and Kampala had one according to education consultancy firm (Afroeducare). The four schools in Wakiso that received the award are under the St. Lawrence Group of Schools. They are London College of St. Lawrence, St. Lawrence High School-Crown City Campus, St.

Lawrence High School-Paris, Palais Campus and St. Lawrence Creamland Campus. However, it is important to note that the two private schools that sent the biggest number of students to Makerere University such as St. Mary's Boarding SS Kitende and Uganda Martyrs SS, Namugongo were not captured in that survey.

The grading of participating schools was based on 10 standards of quality, taking into consideration government's minimum requirements for schools (MOES Uganda, 2001). The standards include: school's vision, mission and motto statements; student learning programmes and services; student welfare, health and safety; student social, spiritual and physical development, school governance, management and leadership, suitability and welfare of proprietors and staff, financial sustainability, infrastructure and facilities, stakeholder's communications and relationships, as well as commitment to continuous improvement. This survey showed a fair picture of the performance of private secondary schools. No school got the five-star mark most falling below two stars and most schools did not show a desire to improve even after their weaknesses were pointed out. Among the measurement tools, commitment to continuous improvement, was the worst performed. The report from Afroeducare observes "These schools either do not budget or do not document expenditures or have no bank account." The schools mainly scored low on financial sustainability, most failing to demonstrate proper financial management and accountability.

METHODOLOGY

In this study, a cross sectional research design was used as it seeks to describe the incidence of a phenomenon or to compare factors in an organization at a particular time. Explanatory research design was used to explain the relationship between entrepreneurial orientation, strategic orientation, strategic entrepreneurship and performance. Correlational designs were used to establish the relationships between the study variables. To study strategic entrepreneurship, the researcher focused on the private secondary schools in Wakiso districts. The unit of analysis for this study was the private secondary school and the unit of inquiry is the founders for the private secondary school.

Sampling

A stratified random sampling technique was used to select private secondary schools in the three counties of Wakiso District which include; Busiro county, Entebbe municipality and Kyadondo county. A disproportionate sampling fraction was used because the counties have different number of schools. Then simple random sampling was employed to select the schools that participated in this study because there is an exhaustive sampling frame readily available.

Using Cochran's (1977) sample size formula for continuous data, this study set the alpha level a priori at .05, used a 5 point Likert scale, set the level of acceptable error at 3%, and estimated the standard deviation of the scale as 1.167.

$$\text{No.} = \frac{(t)^2 * (s)^2}{(d)^2} = \frac{(1.96)^2 * (0.8333)^2}{(5 * 0.03)^2} = 118$$

Where t = value for selected alpha level of .025 in each tail = 1.96 (the alpha level of .05 indicates the level of risk this study took, that true margin of error may exceed the acceptable margin of error.) Where s = estimate of standard deviation in the population = 0.8333 Where d = acceptable margin of error for mean being estimated = .21. With reference to Kimuli (2010) the average response rate is 65% based on prior research experience. Given a required minimum sample size (corrected) of 118, the following calculations were used to determine the drawn sample size required to produce the minimum sample size; where anticipated return rate = 65%, n_2 = sample size average response rate, and minimum sample size (corrected) = 118. Therefore, $n_2 = 118/.65 = 182$. The study focused on 182 (one hundred eighty two) private secondary schools in Wakiso district, 182 respondents were sampled to measure performance in the schools among a total population of 363 in the 3 counties. The overall response rate for the study is 98%.

Measuring of Variables

For all the research variables, a 5 point Likert scale was used in which the respondents were asked to give response that were anchored from strongly agree (5) to strongly disagree (1). The dependent variable in the study was performance of private secondary schools; the independent variables were strategic entrepreneurship behaviour, strategic orientation and entrepreneurial orientation (figure 1). Strategic entrepreneurship is conceptualized as simultaneous involvement of opportunity-seeking (entrepreneurial orientation) and advantage-seeking behaviours (strategic orientation) or and results in superior firm performance (Ireland et al., 2003). Primary data was quantitatively sourced from 182 private secondary school founders in Wakiso district. This is because this type of data source is original and was collected specifically for the study. Secondary data was obtained from archival documents such as journal articles, conference articles, magazines, internet sources and annual reports prepared by the Ministry of Education. It was obtained from Wakiso district secondary schools association. Data collection was carried out using designed questionnaires adopted from an abridged version of Covin & Slevin (1989). A questionnaire with structured questions on the study variables was given out to the founders of private secondary schools. The Cronbach reliability test was found to be satisfactory since the

results were all above the required rule of thumb value 0.5 (Eisenhardt & Martin, 2000; Kimuli, 2010) as shown in table 1. This meant that the scales used to measure the variables were consistent and reliable. Table 1 below shows the reliability and validity Coefficients of the research variables.

Table 1: Reliability and Validity Coefficients

Founders	Anchor	Cronbach Alpha Value	Content Validity Index
Entrepreneurial Orientation	5 Point	0.744	
Strategic Orientation	5 Point	0.813	
Performance	5 Point	0.829	
Experts			Content Validity Index
Entrepreneurial Orientation	4 Point		0.583
Strategic Orientation	4 Point		0.923
Performance	4 Point		0.846

Validity and Data Quality Control

The researcher distributed a validation instrument to 4 experts to rate the relevancy of the questions using a 4 point scale anchored relevant, quite relevant, somewhat relevant and not relevant. The CVI's for the questionnaire was above 0.6 (Kimuli, 2010) as shown in table 1. This meant that the questions were relevant to the variables under study. The questionnaire had an introductory part which was used to assure participants of confidentiality of their responses. The questionnaire was pilot tested with a sample of 20 private secondary schools to a group similar to the final population in the sample. Finally the researcher collected, checked and cleaned the data for consistency before they were input for analysis.

Analytical Approach

The Statistical Package for Social Scientists (SPSS 18.0) was used to come up with statistics that showed the relationship between the independent variables and dependent variables. Cross tabulation, correlations and multiple regressions were all part of the analysis. Cross tabulation was used to show associations between variables. Pearson's rank correlation was used to determine the degree of relationship between variables. Multiple regression analysis was used to validate the results for the correlation of the independent variables to the dependent variables.

ANALYSIS AND FINDINGS

Demographic Profiles of Respondents

Most of the founders were males constituting 96% while the females were 4%. Majority of the founders of the private secondary schools were males compared to the females. It is clear that there are fewer women than men in private secondary school founding. The males dominate founding of private secondary schools. The age bracket of the respondents presented above indicates those between 40 and 50 years (44%) as the predominant age group, founders followed those between 29-39 are (38%) followed by those above 50 years (18%), and lastly none for those between 18 and 28 years. Most of the founders in the private schools are in their forties. The age bracket of the respondents is dominated by people between 40 and 50 years and there were none between 18 and 28 years. This means founders get involved at a later age in life. The analysis of demographic data shows that majority of the founders are married (94%), 4% of the founders were single, 2% are widowed, while none are divorced. It also shows that 42% of the founders have an undergraduate degree, 22% a diploma, 13% attained secondary level education, and 23% had a post graduate. Majority of the founders had attained higher levels of education such as first degree and a postgraduate diploma. In addition, 74% of the founders indicated that they were teachers before starting up the private schools, 26% indicated were in other businesses. This means that most founders were inspired by their passion for teaching. And 63% of the founders indicated they had no formal entrepreneurial training, 37% had formal entrepreneurial training before founding the private schools. This means that most of the founders didn't have to go for entrepreneurial training to start up the private schools. About 86% of the founders indicated they were not the only founders of the school. 14% of the founders were the only founders of the private schools or started up the schools individually. This means that the schools are still started, managed and operated by several founders. Majority of the schools collected between 50million - 100million while very few collected below 20million. The staff compliment of the respondents indicates that most private schools had teachers between 1 and 28 teachers (68%), those between 29 - 39 are (15%), followed by those between 40 - 50 with 9%, and lastly those above 50 years (8%). Most of the private schools were found to be multitasking while others did a lot of networking. The rest of the staff of private schools was between 1 and 28.

Formal Entrepreneurial Training and Strategic Orientation

Table 2: Formal Entrepreneurial Training and Strategic Orientation

		Strategic Orientation				Total	
		Strongly Disagree	Disagree	Agree	Strongly Agree		
Formal Entrepreneurial Training	Yes	Count			50	18	68
		Row %			73.5%	26.5%	100.0%
		Column %			40.3%	40.9%	37.4%
	No	Count	7	7	74	26	114
		Row %	6.1%	6.1%	64.9%	22.8%	100.0%
		Column %	100.0%	100.0%	59.7%	59.1%	62.6%
Total	Count	7	7	124	44	182	
	Row %	3.8%	3.8%	68.1%	24.2%	100.0%	
	Column %	100.0%	100.0%	100.0%	100.0%	100.0%	
		$X^2 = 9.052$		df = 3	Sig. = .029		

The results in Table 2 reveal the formal entrepreneurial training by strategic orientation in the study. The results showed that there is an association between the strategic orientation and formal training (sig. < .05). These results show that the formal training of an individual has a bearing on strategic orientation. This is essential because the level of strategic orientation of the individual has been linked to school performance.

Entrepreneurial Orientation and possession of formal entrepreneurial training

Table 3: Entrepreneurial Training and Entrepreneurial Orientation

		Possession of formal entrepreneurial training		Total	
		Yes	No		
Entrepreneurial Orientation.	Agree	Count	13	47	60
		Row %	21.7%	78.3%	100.0%
		Column %	19.1%	41.2%	33.0%
	Strongly Agree	Count	55	67	122
		Row %	45.1%	54.9%	100.0%
		Column %	80.9%	58.8%	67.0%
Total	Count	68	114	182	
	Row %	37.4%	62.6%	100.0%	
	Column %	100.0%	100.0%	100.0%	
		$X^2 = 9.423$	df = 1	Sig. = .002	

The results in table 3 above showed that there is an association between the Entrepreneurial Orientation and the formal entrepreneurial training (sig. $<.05$). These results show that the respondents with formal entrepreneurial training have influence on Entrepreneurial Orientation. Formal entrepreneurial training by respondents showed better levels of Entrepreneurial orientation that has been linked to school performance.

Inferential Statistical Analysis

Objective 1: Relationship between Strategic Orientation and School Performance

The inferential statistical analysis revealed that there was a significant positive relationship between the strategic orientation and the performance of the schools ($r=.410^{**}$, $p<.01$). This implies strategic orientation influences performance. Furthermore, it was noted that the dimensions of strategic orientation i.e. resource strategy ($r=.432^{**}$, $p<.01$), networking ($r=.619^{**}$, $p<.01$), and strategic leadership ($r=.202^{**}$, $p<.01$) were all positively related to the performance variable. These results show that if a school harmonises its resources such as tangible and intangible resources, networks appropriately and founder is a strategic leader, it is bound to realise greater levels of performance.

Objective 2: Relationship between an Entrepreneurial Orientation and School Performance

The inferential statistical analysis revealed a positive significant association between the entrepreneurial orientation and the performance of the schools ($r=.390^{**}$, $p<.01$). Furthermore, it was noted that the dimensions of entrepreneurial orientation i.e. risk taking ($r=.487^{**}$, $p<.01$), innovation ($r=.532^{**}$, $p<.01$), competitive aggressiveness ($r=.330^{**}$, $p<.01$) and proactiveness ($r=.394^{**}$, $p<.01$) were all positively related to the performance variable. These results show that if a school is innovative, proactive, risk taking and competitively aggressive will realize greater levels of performance.

Objective 3: Relationship between Strategic Entrepreneurship and School Performance

The inferential statistical analysis revealed a positive association between the Strategic entrepreneurship and the performance of the schools ($r=.580^{**}$, $p<.01$). Furthermore, it was noted that the dimensions of strategic entrepreneurship i.e. Strategic orientation ($r=.410^{**}$, $p<.01$), entrepreneurial orientation ($r=.390^{**}$, $p<.01$), were all positively related to the performance variable. These results show that if a school practices both strategic and entrepreneurial behaviour interactively, it is bound to realize greater levels of performance.

Multiple Regression Analysis

Hierarchical Regression Models

Hierarchical regressions models were used to predict the performance of private secondary schools as shown in table 4. The results in this case present a change in the regression statistics with demographics, Strategic Orientation, entrepreneurial orientation and strategic entrepreneurship.

Table 4: Hierarchical Regression Model

Model	1		2		3		4		
	Beta	SE	Beta	SE	Beta	SE	Beta	SE	
Gender	.112	.146	.236**	.135	.117	.127	.113**	.081	
Age Group	.217**	.041	.266**	.037	.258**	.033	.237**	.021	
Marital Status	.126	.081	.105	.073	.072	.066	.029	.042	
Highest level of formal education	.010	.032	.076	.029	.174**	.027	.137**	.017	
Entrepreneurial Orientation(EO)			.458**	.024	.466**	.021	.113**	.018	
Strategic Orientation(SO)					.415**	.069	.619**	.046	
SO*EO(Strategic Entrepreneurship)							.861**	.022	
R	.275(a)		.514(b)		.640(c)		.872(d)		
R Square	.076		.265		.410		.761		
Adjusted R Square	.055		.244		.389		.751		
Std. Error(SE) of the Estimate	.375		.336		.301		.192		
Change	R Square Change	.00		.189		.145		.351	
Statistics	F Change	3.617		45.218		42.966		255.391	
	Sig.	.007		.000		.000		.000	

** Correlation significant at the 0.01 level

a Predictors: (Constant), *Highest level of formal education, gender, Marital status, Age of the respondent*

b Predictors: (Constant), *Highest level of formal education, gender, Marital status, Age of the respondent, Entrepreneurial Orientation*

c Predictors: (Constant), *Highest level of formal education, gender, Marital status, Age of the respondent, Entrepreneurial Orientation, Strategic Orientation*

d Predictors: (Constant), *Highest level of formal education, gender, Marital status, Age of the respondent, Entrepreneurial Orientation, Strategic Orientation, Strategic Entrepreneurship*

The model 1 of table 4 shows that demographics explained the null model. The model of table 4 shows that both entrepreneurial orientation and demographics are significantly different from the model 1 up to the 18.9% level. This means entrepreneurial orientation contributes up to 18.9%

individually. Correspondingly, the model 3 of table 4 shows that entrepreneurial orientation, strategic orientation and demographics are significantly different from model 2 at the 14.5% level. This means strategic orientation contributes up to 18.9% individually. Correspondingly, the model 4 of table 4 shows that strategic entrepreneurship (an interaction of both strategic orientation and entrepreneurial orientation), strategic orientation, entrepreneurial orientation and demographics are significantly different from model 3 and model 2 at the 35.1% level. This means that an interaction of strategic orientation and entrepreneurial orientation gives a level of 35.1% different from when strategic orientation singly contributes 14.5% and entrepreneurial orientation that singly contributes 18.9% and therefore gives better results of performance.

Regression Equations

Regression equations were used to measure to tell you how strongly each independent variable (strategic entrepreneurship, strategic orientation and entrepreneurial orientation) is associated with performance.

$$1) Y = a + b_1 * X_1 + b_2 * X_2 + e$$

$$2) Y = a + b_2 * X_2 + b_3 * X_1 X_2 + e$$

$$3) Y = a + b_1 * X_1 + b_3 * X_1 X_2 + e$$

$$4) Y = a + b_1 * X_1 + b_2 * X_2 + b_3 * X_1 X_2 + e$$

Where, Y=Performance

a=Constant/intercept

b=Beta coefficient

X₁= Entrepreneurial orientation

X₂= Strategic orientation

X₁X₂= Strategic Entrepreneurship (Entrepreneurial orientation*Strategic orientation)

e=error term

DISCUSSIONS OF FINDINGS

This study finds that majority of the founders of the private secondary schools were males compared to the females. It is clear that there are fewer women than men in private secondary school founding. The males dominate founding of private secondary schools. Most of the founders in the private schools are in their forties. The age bracket of the respondents is

dominated by people between 40 and 50 years and there were none between 18 and 28 years. This means founders get involved at a later age in life. Majority of the founders had attained higher levels of education (with most of them having attained a first degree and a postgraduate diploma) and were inspired by their passion for teaching so they didn't have to go for entrepreneurial training to start up the private schools. The schools are still started, managed and operated by several founders since few of them indicated that they were only directors. The study also finds that there is an association between the strategic orientation and formal entrepreneurial training. These results show that formal entrepreneurial training of a founder has a bearing on strategic Orientation. This means that those founders with formal entrepreneurial training are likely to perform better in their schools. In addition, the results also shows that there is an association between the Entrepreneurial Orientation and the formal entrepreneurial training. Formal entrepreneurial training by respondents showed better levels of Entrepreneurial orientation that has been linked to school performance. Active formal entrepreneurial training, which, introduces individuals to basic elements of starting and managing a business, creates training tools focused on the ways to improve performances and productivity of businesses, to encourage entrepreneurs to explore more deeply about their business ideas and in particular, the feasibility of turning a business idea into a profitable venture. In this regard, those with high levels of formal entrepreneurial training had high levels of entrepreneurial orientation.

Entrepreneurial Orientation and School Performance

The analysed results indicate a significant positive relationship between entrepreneurial orientation and performance. There is a growing body of evidence to suggest that a positive relationship exists between a company's entrepreneurial orientation and performance over time (Covin&Slevin, 1989). Private secondary schools showed different levels of entrepreneurial orientation dimensions. This study focused on the four most commonly cited entrepreneurial orientation dimensions: innovativeness, risk taking, competitive aggressiveness and proactiveness. The dimensions of entrepreneurial orientation was viewed as interacting to affect firm performance. An organization could exhibit relatively high levels of one or more dimensions and, at the same time, relatively low levels of other dimensions (Lyon et al., 2000). From the analysis of this study, innovativeness, risk taking, competitive aggressiveness and proactiveness contributed in different levels to performance of private secondary schools. Innovation was found to be contributing highest levels to performance. Earlier researchers said an innovative strategic posture is thought to be linked to firm performance because it increases the chances that a firm will realize first mover advantages and capitalize on emerging market opportunities (Wiklund, 1999). This explains why schools that were found to have greater levels

of innovation and were competitively aggressive, performed better than those that had lower levels of innovation and are less competitively aggressive. These research findings concur with Hitt & Ireland (2002) who identified innovation as among some strategic factors that are representative of entrepreneurship. Innovation was found to be contributing to both entrepreneurial orientations and strategic orientations thus strategic entrepreneurship. Risk taking contributed high levels more than proactiveness and competitive aggressiveness to entrepreneurial orientation in this study. Most private secondary schools were found to be relatively proactive and competitively aggressive. The risk-taking dimension of strategic posture is a firm's propensity to take business-related chances with regard to strategic actions in the face of uncertainty while proactiveness is its propensity to take the initiative to compete aggressively with other firms (Covin & Slevin, 1989). A strategic posture emphasizing risk taking and proactiveness suggests that private secondary schools will need high levels of trust and interpersonal communication. Private schools had several founders which delayed decision making in leadership. Both the risk-taking and proactiveness dimensions of entrepreneurial orientation require a firm to make quick decisions and aggressively compete by implementing bold and risky strategies in the face of uncertainty. This was mainly difficult given that several directors had to be contacted before any decision is made. This concurs with Eisenhardt (1989) who argues that timely risks may be a key factor, as strategic decision speed has been linked to firm performance, this impacted negatively on the performance on most private secondary schools. In all, in keeping with previous researchers (Hitt et al., 2001), this study expects entrepreneurial orientation to exhibit a relationship with firm performance.

Strategic Orientation and School Performance

This study finds that there is a significant positive relationship between strategic orientation and school performance. From the analysis, strategic orientation dimensions, strategic leadership contributed most followed by resource strategy and finally networking. Private secondary schools networked a lot amongst themselves, and the stakeholders. They also encouraged attendance of seminars and staff exchanges. Teachers taught in a number of schools, this was being done for the teachers' survival since most of them were lowly paid, so they had to work in several schools which was to the advantage of the private secondary founders, though most of them didn't disclose in one or more schools. From this study, private secondary school founders were found to be critical on resources, specifically concerned with assets, finances and human capital. The schools that practiced and utilized their resources strategically were likely to perform much better. Those that highly networked utilized their resources more efficiently. Networking also provides the opportunity to leverage external resources (Hitt et al., 2001) and

transfer knowledge. This concurs with previous studies examining strategic orientations that pointed specifically to the behaviours associated with networking, resource strategy, and strategic leadership as ingredients of strategic orientation. Resources have generally been defined as the assets, processes, information, skills, knowledge, among others, of a firm which enable the firm to develop and implement strategies to improve efficiency and effectiveness (Barney & Arian, 2001). Strategic leadership was found in private schools, there was informal communication that was found in private secondary schools, and entrepreneurs were found to be very flexible in their actions at the school. They leaders practiced strategic leadership because there were no standard operating procedures. This concurs with other researchers who differentiated entrepreneurs from corporate managers who often have more well-defined goals, structures, and work processes as a guide. Private schools had several founders, mainly one founder exhibited high levels of leadership. Other research has shown that, although new ventures are often formed by founding teams, one individual typically emerges as the leader (Ajagbe & Ismail, 2015). Private secondary school founders created a vision for their schools and influenced others to join them in founding schools in order to attract employees and acquire necessary resources for developing their new schools. This concurs with previous researchers that found leadership to be of great importance for the fact that entrepreneurs cannot successfully develop new ventures without displaying effective leadership behaviour.

Strategic Entrepreneurship and School Performance

This study finds a significant positive relationship between strategic entrepreneurship and school performance. This implies that strategic entrepreneurship enhances performance of private secondary schools. It means that private secondary schools that have both entrepreneurial and strategic orientation behaviour will introduce new services, expand geographically, infrastructure development and high level of student enrolment. This study also reports that entrepreneurial orientation and strategic orientation contributed independently to performance of private schools which concurs with earlier researchers that finds entrepreneurial orientation is a firm-level construct (Covin & Slevin, 1991) that is closely linked to strategic management and the strategic decision making process (Lumpkin & Dess, 1996). The interaction between entrepreneurial orientation and strategic orientation which is strategic entrepreneurship is the main focus of this study. Private secondary school founder's entrepreneurial mindset was found to influence the start-up, general operations of the private schools, current and future plans of the school. This concurs with Ireland et al. (2003) who found that a firm which linearly and sequentially employs an entrepreneurial mindset to identify opportunities; manages resources strategically to tackle the opportunity; applies creativity and

innovation; and generates a competitive advantage, is operating strategically entrepreneurially. From this study, small and low performing schools were effective in identifying opportunities but were less successful in developing competitive advantages needed to appropriate value from those opportunities. In contrast, large and established private schools were relatively more effective in establishing competitive advantages but were less able to identify new opportunities. Private schools' risk taking was relatively moderate while resources were innovatively managed by the high performing private schools. This concurs with past researches that the most effective way to position an entrepreneurial firm is to use risk and innovation. From the hierarchical regression model, results show that any addition of the study variable showed an increment in performance of private secondary schools. This explains that strategic entrepreneurship is significantly related to performance which concurs with earlier researchers (Ireland et al., 2003).

CONCLUSIONS

The primary purpose of this study was to explore strategic entrepreneurship and performance in selected private secondary schools in Uganda. The outcome of this study reveals that performance in private secondary schools is influenced by strategic entrepreneurship since these schools have financial and administration independence from the government. The independence of these schools in these areas has enabled them perform better in terms of geographical expansion, introduction of new services, infrastructure development, and student enrolment. This study finds that entrepreneurial and strategic orientation significantly correlates with performance in private secondary schools. This findings entails that the more private schools go entrepreneurial the more they improve performance but those that applied strategic orientation behaviour in addition performed better. This reason explains why some schools perform better while others are either closing shop, splitting or poor in terms of performance. Directors of private schools of both high and low performing schools were reported to practice entrepreneurship. This meant apart from the practice of entrepreneurship, other variables also exist that determine performance in private secondary schools. Among the important factors found that enhance performance of some schools are high levels of networking, resource strategy and strategic leadership. In addition to these, the study also attributed good grades in performance to student's effort and hard work, director's motivation rewards, publicity for good performing students together with the teachers' extra hard work to timely completion of school syllabus leaving ample time for revision and testing. Performance of some private schools reflected in terms of infrastructure development though some schools had poor buildings but had a high number of student enrolment and introduced new services that made them better.

Teachers mainly taught in more than one school to either make ends meet or they were exceptionally good, so most directors hired them as experts for a short period. Thus, private schools that will be able to survive the ever changing business environment are those that will employ both strategic and entrepreneurial behaviour. The outcome of this study is limited in scope, the researcher's samples were selected among private secondary schools, hence, the outcome suggested may not be generalizable to the entire population of secondary schools in Uganda. In addition, the limitation of this study is in area of the choice of research methodology. The researchers adopted a quantitative approach to data collection, hence, this is limited in scope because participants could not express other opinions and experiences since they were limited by the choice of responses to select from as a result of the Likert scale design. However, further study could adopt a more open ended approach to data collection where participants could freely express their opinions as regards the questions asked. Nonetheless, more studies could be conducted with wide samples covering both private and public secondary schools in Uganda.

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