

The Relationship between Knowledge-Mediation Intrapreneurial Ventures and Secondary School Teachers' Standards of Living (SOL) in Central Uganda: The Case of Kalungu District

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Abstract: This study examined the relationship between knowledge-mediation intrapreneurial ventures and secondary school teachers' standards of living (SOL) in Central Uganda. In many African countries, the economic welfare of teachers is poor; and teachers try all sorts of businesses in view of improving on their plight. What is not clear, however, is whether such ventures as part-timing and vending learning materials are capable of making a substantial contribution to teachers' SOL. The study employed a descriptive survey design over a sample of 200 teachers; and used both a questionnaire and an interview guide. Data was analysed using descriptive statistics, regression and correlation analysis. It was discovered that while some knowledge-mediation ventures such as part-timing make a positive contribution to teachers' SOL; others such as coaching do not. The study concluded that, with due diligence and administrative cooperation, intrapreneurial ventures are capable of improving on teachers' economic welfare, for more committed service.

Keywords: Teacher intrapreneurship; moonlighting; knowledge-mediation; standard of living.

I. INTRODUCTION

If the saying that "necessity is the mother of invention" is something to go by; teachers have "invented" many enterprising mechanisms in view of economic survival. Whereas some of these mechanisms are independent entities outside schools ("entrepreneurship"); others are in-house (intrapreneurial) ventures, within schools in particular and/or education in general. The current study focuses on the latter, with view of examining the kind of contribution made by secondary school teachers' knowledge-mediation intrapreneurial ventures to teachers' standards of living (SOL) in Central Uganda.

The study first grounds itself in a particular conceptual-contextual setting, before examining literature available on the problem of study. It then explains its methodological underpinnings, presents and discusses field findings, and reflects on their implications for teachers' economic welfare, before giving both a conclusion and recommendations.

II. BACKGROUND

"Knowledge-mediation", which is the typical role of a teacher (Farrant, 1999; Kaahwa, 2005; Kibera & Kimokoti, 2007), means "classroom instruction", "learning-facilitation", or, simply, "teaching". There are certain enterprising initiatives

associated with knowledge-mediation, such as part-timing and vending learning materials. These two examples are also “intrapreneurial”, in as far as they are “within” an established organisation (school) or at least inside the education system.

The term “intrapreneurship” refers to an enterprising undertaking “within” an already established organisation (Hisrich et al., 2005). “Intrapreneurship” is one of the two different “modes of exploitation”, which “entrepreneurship” may take (Busnov, 2014). The second is “independent entrepreneurship” (opportunity pursuit by an individual who runs an independent business). “Intra-organisational” entrepreneurship is often referred to as “corporate” entrepreneurship (Serinkan et al., 2013; Thabo & Dawie, 2007). However, according to Busnov (2014), Nørgaar (2012) and Desouza (2011) it is called so only if it is initiated by executive level managers (as part of organisational strategy); and termed “intrapreneurship” if by individual employees at a lower-level.

Accordingly, since it is lower-level employees (classroom teachers) that are the focus of the current study, the study applies the term “intrapreneurship” in its latter (restricted) sense, thus excluding entrepreneurial ventures run by top-level administrators such as head teachers.

Intrapreneurship is characterised by several elements or 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 (creativity, experimentation), pro-activeness (opportunity-seeking) and risk-taking. The three are all imbedded in what this study calls an “intrapreneurial venture”.

Ordinarily, a “venture” is a business project or undertaking in view of profit (Bhat, 2009; Tapan, 2001). An “intrapreneurial venture” is an intramural (within-school) business initiative (project) in which the three enterprising features of innovativeness, proactiveness and risk-taking are manifested. Accordingly, an “intrapreneurial” teacher is one that 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.

Teacher intrapreneurial knowledge-mediation venturing may further be associated with such concepts as “moonlighting” (Adedeji et al., 2011), “private tutoring” (CITA, 2012), and “private instruction” (Lyimo, 2014). Some studies even refer to a teacher involved in such initiatives as an “academic entrepreneur” (Mann et al., 2003: 121).

The current study’s focus on the economic importance of teachers’ knowledge-mediation ventures is justified by the fact that “part-timing” (“private tutoring”), which is part of knowledge-mediation, is reported to be the single most prevalent side-income job-holding among teachers (Henderson & Henderson, 1996; Bennell & Akyeampong, 2007). Other intrapreneurial ventures associated with knowledge-mediation, such as vending pamphlets and participating in marking national examinations, are also said to be common means of earning a living (Bennell, 2004). Yet available research approaches these ventures only from the point of view of teachers’ professionalism in particular, and education quality in general (CITA, 2012; Bennell et al., 2007; Lyimo, 2014; Mageto, c. 2007; Anangisye & Barrett, 2005). It ignores the contribution of these ventures to teachers’ SOL. So it remained unclear whether teachers actually get substantial economic value from these practices in as far as both “take-home” and overall economic welfare are concerned.

The current study therefore hypothesises that, depending on how proactive, innovative and risk-taking teachers are, intrapreneurial ventures add value to their SOL. Also since the success of any economic activity is normally measured in terms of “the difference it makes to the quality of individual and collective lives” (Wickham, 2004: 47); intrapreneurial ventures are expected to contribute to teachers’ SOL. The “success” that intrapreneurial teachers aim at in their ventures is what this study conceptualises as “standard of living”.

The term “standard of living” (SOL) refers to an individual’s or group’s level of material comfort and wealth, thereby implying the extent to which people can satisfy their needs and wants (Tayebwa, 2007). On a micro level, SOL is a measure of an individual’s material welfare in such areas as medical care and housing (Curcio, 2005).

Yet there is wide disagreement concerning the best way to measure SOL. While some studies favour direct measures such as income and expenditure; others go for proxy measures – those focusing on housing characteristics and other durable goods (O’Donnell et al., 2008). The current study preferred to triangulate direct and proxy measures, resulting in a conception of SOL that combines a teacher’s side-income, on the one hand; with his/her consumption, on the other. Consumption is of four main types, namely, food items, non-food-non-durable items, consumer durables, and housing. Thus, the current study operationalises SOL in terms of five elements; namely, teachers’ side-income, housing, food, medical care and means of transport.

In Uganda, teachers' recorded 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: parents provided some extra money "to boost the teachers' salaries" (Ssekamwa, 2000: 217), and teachers provided extra teaching (Babiiha, 1999). Nevertheless, teachers' noticeable involvement in business is reported to stretch back only as far as 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).

Today, many Ugandans are engaged in business, including civil servants like teachers. For teachers, the decision to go entrepreneurial is often precipitated by a survival instinct (Ssekamwa, 2000); "pushed" by "the need for domestic necessities like food, health care, school fees for the children and to reduce [the] dependence burden" (Kokumanya, 2012: 11). Thus, "earning secondary income is central to the coping strategies adopted by teachers to meet minimum household subsistence needs" (Bennell, 2004: 40).

The problem is that "a Ugandan teacher is the lowest paid civil servant and has been denied a salary increment in line with their [sic] enormous contribution" (Tweheyo, 2013: vii). Compared with the high cost of living, a secondary school teacher's salary of just about UGX 500,000 (about \$170) "does not cover basic household survival needs, let alone enable teachers to enjoy a 'reasonable standard of living' [sic]" (Bennell, 2004: 34). In the families where they originate, teachers are usually among the most educated, and perhaps the only ones that are salaried; with "at least five direct dependants" (Bennell et al., 2007: 33). 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. Others quit teaching (Lyimo, 2014), even in favour of working as security guards in Iraq (Ndagano, 2011). Indeed a recent survey has revealed that in Uganda "84% of teachers want to quit within the next two years due to the low remuneration" (UNATU, 2014: 31). Most of those who do not quit resort to teaching in multiple schools. Others, "either coach students privately during their spare time, or operate personal projects within or outside the school environment, as 'a way of supplementing their income' [sic]" (Babiiha, 1999: 78).

One only wonders if teachers have the time, skills and commitment that it takes to run a business venture in an economically profitable way (Namagambe, 2004). Some available literature posits that many teachers have made a fortune out of practices like part-timing, even progressing "from mere survival to real and steady qualitative and quantitative betterment of their life" (Nkongwe, 2014: 1). However, other studies indicate that teachers' ventures often fail, because they (teachers) often rash their investment decisions (Matovu, 2004). Other teachers fail to pay business loans, resulting both in loss of collateral and even commitment of suicide (Odeke & Natabaalo, 2009). Perhaps involvement in knowledge-mediation ventures could help to make a difference, since it does not require one to have much start-up capital.

Yet available literature does not clearly articulate the relative importance of different knowledge-mediation ventures in impacting on teachers' SOL; hence the current study. The study's objective is to establish the contribution of five different knowledge-mediation practices to secondary school teachers' SOL. The five are: part-timing (in other schools); undertaking extra lessons (in the same school); coaching (holiday teaching); marking national/regional examinations; and, lastly, "other" knowledge-mediation ventures.

II. LITERATURE REVIEW

Available literature puts forth different views on the contribution of intrapreneurial ventures to teachers' SOL. For instance, Bray (2007) argues that "supplementary tutoring" is a gainful venture for part-time employment. Lyimo (2014) agreed, contending that "by doing so, teachers get extra income which helps them to solve their extended family problems and meet the basic needs of their families (p. 11). Benveniste et al. (2008: 58) is even more straight forward, arguing that "earnings from tutoring can be significant". It was reported that, in some cases, teachers' part-timing "generates up to two thirds of their base teaching salary" (CITA, 2012: 8). Indeed in Cambodia, 40% of teachers reported that their part-timing income was larger than their official salary.

This is in line with another study, which posited that “second jobs can be very important sources of income to compensate for relatively low teacher pay” (Benveniste et al., 2008: 56). Benveniste et al. (2008) further indicates that usually operating extra lessons outside one’s parent school of work is even more fruitful than teaching double shifts in the same school.

On the other hand, several studies contend that knowledge-mediation ventures are incapable of making a noticeable contribution to teachers’ SOL. Some studies blame this mainly on “widespread poverty in rural areas” (Adedeji et al., 2011: 58). Harding and Mansaray as cited by Bennell et al. (2007) also indicated that “given [the] high levels of poverty in rural areas, private tuition markets are too thin for teachers to increase their incomes to any significant degree” (36-37). This implies that also in Uganda’s rural districts such as Kalungu, part-timing ventures may not make a big contribution to teachers’ SOL.

Bennell (2004) gives other reasons why knowledge-mediation may not fetch teachers much money. First, part-timers are paid only for each lesson taught; in case of sickness or holidays, they do not receive such extra income. Secondly, because of the growing pool of unemployed teachers in many African countries, pay per extra lesson is kept at the minimum. However, even where part-timing teachers manage to make some money, inflation was reported to undermine its impact on SOL (CITA, 2012).

For these and other reasons, Baah-Boateng et al. (2013) concluded that there is a declining probability of moonlighting increasing one’s earnings for better SOL. Hence the current study, which aims at ascertaining the situation in Uganda, also bearing in mind that there are some clear contradictions in available research.

Besides, although research carried out in Cambodia indicates that in that country part-timing is done more for humanitarian than financial reasons (CITA, 2012); one wonders how wide-spread this humanitarian motive is. For example in Canada, for the majority of part-timing teachers, the single most popular goal is reported to be “to meet regular household expenses” (Sussmann, 1998: 28). Studies done in Africa even bring out the financial motive more clearly. For instance, Baah-Boateng et al. (2013) show that in Ghana financial motivation plays a prime role in the moonlighting decision. Also in Kenya, financial gain was discovered to be the top-most reason why lecturers engage in part-timing (Mageto, c. 2007). Thus, although there are other reasons for part-timing (Mann et al., 2003), financial sustenance forms the primary reason. Therefore knowledge-mediation intrapreneurial ventures might contribute to teachers’ SOL. However, also the relative importance of different knowledge-mediation intrapreneurial ventures in contributing to teachers’ SOL needs to be established.

III. METHODOLOGY

The study was carried out using a descriptive survey design. Borrowing from Krejcie and Morgan (1970), a sample size of 200 teachers (out of 400) was taken. Respondents were chosen using stratified random, convenience, and purposive sampling techniques. Instruments used were two; namely, a questionnaire and an interview guide. Whereas classroom teachers were the study’s primary respondents; secondary respondents were head teachers, district education officials, and teachers’ union officers. Data was analysed using both descriptive and inferential statistics. Both internal and external validity were considered; in addition to rigorous measures for reliability and ethics.

Kalungu District, where the study was carried out, is one of the 16 districts in the Central Region of Uganda (Fountain Group, 2007). It consists of 35 secondary schools; and is largely rural, with some two town council areas. The district was chosen for two main reasons. First, most of the available studies on enterprising practice (in Uganda) were carried out in urban areas. The 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 (external validity).

IV. PRESENTATION AND DISCUSSION OF FINDINGS

A. *Part-timing and Secondary School Teachers’ SOL:*

Teachers were asked to indicate whether part-timing had enabled them to improve on their SOL (in five different aspects: income, transport, food, medical care and housing).

Table 1: Part-timing and teachers' SOL

	ASPECT OF TEACHERS' SOL	AGREE			Not Sure (NS)	DISAGREE		
		SA	A	Total		D	SD	Total
1.	Income	50(37.9%)	61(46.2%)	111(84.1%)	4(3.0%)	10(7.6%)	7(5.3%)	17(12.9%)
2.	Means of transport	21(16.9%)	65(52.4%)	86(69.3%)	3(2.4%)	25(20.2%)	10(8.1%)	35(28.3%)
3.	Food taken	27(22.0%)	52(42.3%)	79 (64.3%)	9(7.3%)	25(20.3%)	10(8.1%)	35 (28.4%)
4.	Medical care	24(19.2%)	57(45.6%)	81(64.8%)	7(5.6%)	25(20.0%)	12(9.6%)	37 (29.6%)
5.	House lived in	24(19.2%)	46(36.8%)	70 (56.0%)	4(3.2%)	37(29.6%)	14(11.2%)	51 (40.7%)
	OVERAL			427 (67.9%)	27(4.3%)			175(27.8%)

Table 1 reveals that part-timing (extra teaching in other schools) had enabled the majority of teachers (67.9%) to improve on their SOL. This means that teachers actually get much value from their part-timing practices in as far as “take-home” and overall economic welfare are concerned. This “value” is evident not only in terms of added income, but also in other more tangible aspects such as means of transport (e.g. motor cycles). This conclusion concurs with Bray (2007) and Lyimo (2014) that part-timing enables teachers to get extra income, which is further used to acquire other basic needs such as food and transport.

However, the findings disagree with Adedeji et al. (2011) and Harding and Mansaray as cited by Bennell et al. (2007), who indicated that because of widespread poverty in rural areas, private tuition markets were too thin for teachers to increase their incomes to any significant degree. Similarly, Baah-Boateng et al. (2013)'s and Bennell (2004)'s contention that in rural areas there is a declining probability of moonlighting increasing one's earnings for better SOL, does not apply to Central Uganda.

The study further ascertained that since where teachers part-time they are seen as “independent entities”, they are fairly remunerated. Moreover, part-timing is usually done in a subject where the hosting school badly needs assistance; so a part-timer may bargain for a good pay. One respondent observed that,

Actually I earn more in part time than I get from my official school. This has improved my living standards (Teacher interview).

Such an opinion agrees with Benveniste et al. (2008) that teachers' earnings from part-timing can be significant. CITA (2012)'s contention that part-timing can generate up to two thirds of one's base teaching salary is also credible.

However, there are also cases where part-timing fails to make a positive contribution to one's SOL. Some respondents narrated how much of their valuable time and money they waste travelling long distances to part-time in distant schools that sometimes fail or even refuse to pay them:

Part-timing is not really helpful in raising standards. It is more of an inconvenience! In many cases money is not prompt and at times not paid at all (UNATU official).

Other respondents, who felt that part-timing was not so helpful in raising their SOL, blamed it mainly on the little pay given by most schools compared with the physical and mental complications received in the process:

[Part-timing is] Not helpful, because the amount of money received from part-timing is just used for treatment due to complications developed on teacher's lives like stress (Teacher questionnaire).

Thus, it is not just a matter of part-timing; one ought to put into consideration a number of factors such as distance to second school, remuneration scale, number of visits per week, and paying record of the host school.

B. Extra Lessons (in the same school) and Teachers' SOL:

The second knowledge-mediation venture examined was taking on extra lessons in one's official school of work (Table 2).

Table 2: Extra lessons and teachers' SOL

	ASPECT OF TEACHERS' SOL	AGREE			NS	DISAGREE		
		SA	A	Total		D	SD	Total
1.	Income	22(15.9%)	55(39.9%)	77(55.8%)	8(5.8%)	35(25.4%)	18(13.0%)	53(38.4%)
2.	Means of transport	19(14.3%)	37(27.8%)	56(42.1%)	8(6.0%)	46(34.6%)	23(17.3%)	69(51.9%)
3.	Food taken	13(10.1%)	39(30.2%)	52(40.3%)	14(10.8%)	48(37.2%)	15(11.6%)	63(48.9%)
4.	Medical care	14(10.7%)	34(26.0%)	48(36.6%)	8(6.1%)	53(40.5%)	22(16.8%)	75(57.3%)
5.	House lived in	11(8.3%)	36(27.3%)	47(35.6%)	4(3.0%)	49(37.1%)	32(24.2%)	81(61.4%)
	OVERAL			280(42.2%)	42(6.3%)			341(51.4%)

Table 2 reveals that taking on extra lessons in one's official school of work does not enable the majority of teachers (51.4%) to improve on their SOL. This means that just adding extra lessons to one's normal teaching load does not necessarily make a positive contribution to SOL. This finding agrees with Benveniste et al. (2008) that teaching double shifts in the same school is less profitable than other ventures outside the same school. However, the finding disagrees with Adedeji et al. (2011) that teaching extra lessons in one's parent school of work makes a good contribution.

During interview, respondents explained that most heads of schools do not adequately remunerate extra lessons; thinking that, if a teacher is a full time member of staff, it is his/her duty to carry out those lessons.

C. Coaching (holiday teaching) and teachers' SOL:

Another knowledge-mediation venture whose contribution was established was coaching, also known as, holiday teaching; as presented by Table 3.

Table 3: Coaching (holiday teaching) and teachers' SOL

	ASPECT OF TEACHERS' SOL	AGREE			NS	DISAGREE		
		SA	A	Total		D	SD	Total
1.	Income	11(9.0%)	43(35.2%)	54(44.3%)	21(17.2%)	32(26.2%)	15(12.3%)	47(38.5 %)
2.	Means of transport	10(8.3%)	18(15.0%)	28(23.3%)	27(22.5%)	43(35.8%)	22(18.3%)	65 (54.2%)
3.	Food taken	3(2.5%)	30(24.8%)	33(27.3%)	24(19.8%)	41(33.9%)	23(19.0%)	64 (52.9 %)
4.	Medical care	4(3.3%)	30(24.8%)	34(28.1%)	27(22.3%)	35(28.9%)	25(20.7%)	60 (49.6 %)
5.	House lived in	9(7.6%)	23(19.3%)	32(26.9%)	21(17.6%)	37(31.1%)	29(24.4%)	66 (55.5 %)
	OVERAL			181(30.0%)	120(19.9%)			302 (50.1%)

According to Table 3, the majority of teachers (50.1%) disagree that coaching (holiday teaching) enables them to improve on their SOL. This means that not all knowledge-mediation ventures are as lucrative as part-timing. Thus, if a teacher's motive is economic wellbeing, coaching is not among the best options. This agrees with Adedeji et al. (2011) and Bennellet al. (2007) that some moonlighting endeavours such as coaching are not profitable in rural areas.

D. Marking National/Regional Examinations and Teachers' SOL:

Another knowledge-mediation venture considered was marking UNEB (national) exams or external exams from regional bodies such as WAKISSHA and UPISA; as in Table 4.

Table 4: Marking national/regional exams and teachers' SOL

	ASPECT OF TEACHERS' SOL	AGREE			NS	DISAGREE		
		SA	A	Total		D	SD	Total
1.	Income	25(19.4%)	72(55.8%)	97(75.2%)	6(4.7%)	17(13.2%)	9(7.0%)	26(20.1%)
2.	Means of transport	11(8.8%)	34(27.2%)	45(36.0%)	19(15.2%)	38(30.4%)	23(18.4%)	61(48.9%)
3.	Food taken	11(8.8%)	40(32.0%)	51(40.1%)	12(9.6%)	44(35.2%)	18(14.4%)	62(49.6%)
4.	Medical care	11(8.8%)	33(26.4%)	44(35.2%)	16(12.8%)	43(34.4%)	22(17.6%)	65(52.0%)
5.	House lived in	7(5.8%)	32(26.4%)	39(32.2%)	12(9.9%)	43(35.5%)	27(22.3%)	70(57.9%)
	OVERAL			276(44.2%)	65(10.4%)			284(45.4%)

According to Table 4, the number of teachers that agreed or disagreed that marking UNEB/external exams had enabled them to improve on their SOL is quite close (44.2% vs. 45.4%). This means that the number of teachers who had gained from marking exams was almost as big as that of those that had not got such gain. The limitation with marking UNEB or regional (mock) exams is that the marking does not take place throughout the year; rather, it is a once a year activity (normally between December and January). One respondent therefore indicated that,

Marking UNEB exams is good, we get good money in a short period. But the problem is that we do not get a chance of marking UNEB every month (Teacher interview).

E. Other Knowledge-Mediation Ventures and Teachers' SOL:

There are also "other" knowledge-mediation ventures that teachers were involved in. These were "selling learning materials" (62.8% of teachers were involved); "pamphlet writing" (30.2%); and "others" (7%; mainly giving "resourceful person" services and supervising preps). The study established the impact of these other ventures on teachers' SOL. However, it should be born in mind that only about 35.8% percent of teachers were involved in them.

Table 5: Other knowledge-mediation ventures and teachers' SOL

	ASPECT OF TEACHERS' SOL	AGREE			NS	DISAGREE		
		SA	A	Total		D	SD	Total
1.	Income	18(25.7%)	37(52.9%)	55(78.6%)	8(11.4%)	6(8.6%)	1(1.4%)	7(10%)
2.	Means of transport	11(16.4%)	25(37.3%)	36(53.6%)	11(16.4%)	15(22.4%)	5(7.5%)	20(30.0%)
3.	Food taken	9(13.6%)	36(54.5%)	45(68.2%)	8(12.1%)	9(13.6%)	4(6.1%)	13(19.2%)
4.	Medical care	11(16.4%)	30(44.8%)	41(61.1%)	7(10.4%)	12(17.9%)	7(10.4%)	19(28.5%)
5.	House lived in	10(15.4%)	22(33.8%)	32(49.2%)	7(10.8%)	16(24.6%)	10(15.4%)	26(40.0%)
	OVERAL			209(62.4%)	41(12.2%)			85(25.4%)

Table 5 reveals that 62.4 percent of respondents found involvement in "other" knowledge-mediation ventures to have enabled them to improve on their SOL. This means that the few teachers that engage in such side-income-generating ventures as giving "resourceful person services" (consultancy services) and "pamphlet writing" actually get substantial economic gain out of them. Some teachers had even bought household property and built houses out of them. This agrees with Bennell (2004) that writing and vending pamphlets also make a positive contribution to teachers' SOL.

To sum up, the overall contribution of knowledge-mediation ventures to teachers' SOL was subjected to both regression and correlation analyses, as in Tables 6 and 7.

Table 6: Regression analysis of teachers' SOL and knowledge-mediation ventures

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	.767	.681		1.127	.265
Teacher's Gender	-.068	.235	-.028	-.291	.772
Teacher's Age	-.061	.085	-.100	-.710	.481
KnowMedINCOME	.960	.149	.853	6.439	.000
Teaching Experience	.093	.079	.110	1.182	.243
Highest Education	.004	.137	.002	.027	.979
ParentsOccupation	-.012	.112	-.010	-.110	.913

a. Dependent Variable: KnowMediationSOL

Table 6 reveals that, when all those variables (teacher's gender, age, teaching experience, highest education attainment, parents'/guardians' occupation and income from knowledge-mediation intrapreneurial ventures) are considered together, it is income from knowledge-mediation intrapreneurial ventures with Beta (.853) and Sig (.000) which is the best predictor of teachers' SOL. This means that active involvement in such knowledge-mediation ventures as part-timing can be so productive as to neutralise the effect of other important predictors such as teacher age and teaching experience. Yet this is not to underrate the importance of other factors; for they are the ones that explain the level of income (cash) got from knowledge-mediation ventures.

For correlation analysis, Table 7 presents the results.

Table 7: Correlating knowledge-mediation income with other aspects of SOL

	Income from Knowledge-mediation Ventures	SOL (Other Aspects of Knowledge-mediation Ventures)
Income from Knowledge-mediation Ventures	1	.783**
Pearson Correlation		.000
Sig. (2-tailed)		
N	65	57
SOL (Other Aspects of Knowledge-mediation Ventures)	.783**	1
Pearson Correlation	.000	
Sig. (2-tailed)		
N	57	57

** . Correlation is significant at the 0.01 level (2-tailed).

Ho: No relationship between income from knowledge-mediation intrapreneurial ventures and teachers' SOL.

From Table 7, the Ho was rejected; and the H1 was accepted, stating that there is a statistically significant relationship between income from knowledge-mediation intrapreneurial ventures and teachers' SOL, as evidenced by Sig (.000) which is below 0.05. The relationship is strongly positive evidenced by (r) Pearson Correlation (.783). This means that knowledge-mediation intrapreneurial ventures affect teachers' by 78.3 percent, which is a significantly ratio; as compared to 21.7 percent by other factors.

This finding implies that in Uganda indeed teacher knowledge-mediation intrapreneurship goes far in improving on teachers' SOL. The more teachers are involved in such intrapreneurship, the better their SOL. This disagrees with Bennell (2004), CITA (2012) and Baah-Boateng et al. (2013) that part-timing and related knowledge-mediation intrapreneurial ventures are not capable of leading to better SOL among teachers.

V. IMPLICATIONS OF THE STUDY

The study's findings bear a number of implications for teachers' economic welfare.

To start with, the findings imply that there are certain knowledge-mediation intrapreneurial ventures that are economically gainful, - part-timing being foremost. Part-timing is not only profitable in terms of added income, but also in terms of tangible durables such as means of transport (e.g. motorcycle). Thus, if a teacher wants to improve on his/her SOL, one of the most rewarding areas to consider is part-timing.

However, the importance of part-timing in view of better SOL should not be overestimated. The added income resulting from it is not usually as much as is needed to construct a house, for example. Thus, as much as knowledge-mediation enterprising projects can cater for one's economic survival (current expenditure); they cannot adequately take care of one's wealth creation in such capital investments as land and housing (real estate business portfolio). This implies that an economically progressive teacher should look beyond knowledge-mediation intrapreneurship, and involve him/herself also in other income-generating initiatives such as forestry and poultry.

Another implication of the study is that like with other business investments, teachers need to first carry out environmental scan before engaging in one knowledge-mediation intrapreneurial venture or another. This is so because not all such ventures are economically viable. Secondly, if two ventures are both economically viable, they may not be equally so. For example, part-timing is more viable than both teaching double shifts (within the same school) and coaching. Besides, due vigilance is important because even with part-timing (which is generally profitable) not all schools remunerate in a fair way. Thus, the implication is that it is not just a matter of part-timing; several factors are critical to the very economic viability of part-timing, - such as school's distance, remuneration rate, and paying history.

Finally, the study's discovery that teachers' knowledge-mediation intrapreneurial ventures are "seasonal" is also of critical importance; none of them is available throughout the year. For instance, whereas part-timing is only possible during the school term; "coaching" is only during holidays; and marking national exams is normally only between December and January. This "seasonality" implies that knowledge-mediation enterprises should be "intercropped" with other income generating projects such as animal rearing, gardening, trade and rendering expert services in such areas as music, project writing and computer maintenance, if one has expertise in some of these.

VI. CONCLUSION AND RECOMMENDATIONS

The study concludes that although there is a statistically significant relationship between income from knowledge-mediation intrapreneurial ventures and teachers' SOL in general; not all knowledge-mediation ventures are equally profitable. Part-timing constitutes the single most profitable such venture, and therefore it tops the table of relative importance of different ventures in improving on teachers' SOL. Thus, the current study finds the common saying that "academic entrepreneurship" is financially profitable to be too sweeping to be credible; much depends on the type of academic entrepreneurship in question.

The study makes the following recommendations in view of enabling teachers to make more economic gain out of their knowledge-mediation intrapreneurial ventures.

1. Teachers should be more aggressive in searching for and exploiting the economic opportunities available within schools in particular, and education, in general. This may mean going beyond knowledge-mediation projects, to tendering such services as catering and even supplying schools with beans or firewood.
2. Teachers should first carry out due vigilance (environmental scan) before deciding to invest their scarce resources in one knowledge-mediation intrapreneurial venture or another; because not all ventures are equally profitable. This calls for comprehensive market research as a prerequisite to in-house business venturing.
3. School administrators should provide teachers with more time and space to part-time so as to improve on their SOL. If properly organised, part-timing is capable of benefiting several stakeholders without necessarily compromising teachers' responsibilities to their parent (official) schools.
4. During holidays, instead of involving themselves in coaching, teachers should rather engage in other enterprising activities (such as agriculture), which may pay more in the long run. However, if there are regional/national examinations to mark (2nd and 3rd term holidays, respectively); going for such exercises apparently bears more financial rewards than coaching.

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