



Education and Entrepreneurship in Uganda: A Mixed-Methods Inquiry into Educational Influences

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Abstract

Education plays a pivotal role in fostering entrepreneurship within societies, particularly in developing nations like Uganda where business education is often underdeveloped and fragmented. The research employs a combination of quantitative surveys ($N = 300$) and qualitative interviews ($n = 25$). Data collection is conducted through structured questionnaires and semi-structured discussions with students, educators, and industry experts. Statistical analysis includes descriptive statistics and inferential tests to identify significant patterns. The findings indicate that blended learning models significantly improve student engagement by integrating technology into the curriculum, resulting in a higher proportion of students (75%) showing enhanced entrepreneurial thinking compared to traditional classroom settings (40%). This study provides evidence on the effectiveness of blended learning in fostering entrepreneurial skills among Ugandan students and highlights its potential as an innovative educational approach. Educational institutions should consider adopting blended learning models, supported by additional training for educators to effectively implement these techniques. Policy makers are encouraged to integrate blended learning into national curricula to enhance entrepreneurship education. education, entrepreneurship, Uganda, blended learning, student engagement

Keywords: *Ugandan, entrepreneurship, mixed-methods, education-policy, contextual-analysis, qualitative-research, quantitative-data*

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