

**PERCEPTION OF FRANCHISE PURCHASE AS A
SELF-EMPLOYMENT STRATEGY AMONG LECTURERS
OF ENTREPRENEURSHIP, LEISURE AND HOSPITALITY
AT MAKERERE UNIVERSITY BUSINESS SCHOOL, UGANDA**

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ABSTRACT

This paper aimed at establishing how the knowledge of franchise purchase as self-employment strategy among the lecturers of entrepreneurship, leisure and hospitality at Makerere University Business School (MUBS), Uganda is transferred to the students whom they teach, other universities that bench-mark with MUBS, and the general public in Uganda and the region during the global economic crisis which is causing many lay-offs. A case study methodology was used in order to generate new theoretical insights in line with the aims of this study. Results showed that respondents with a better understanding of franchise purchase have a more positive attitude towards this strategy and transfer their knowledge mainly through successful case studies on this self-employment strategy. Training of Trainers (T.O.T) workshops should be conducted targeting such relevant lecturers in order to increase their level of understanding and transfer of franchise purchase knowledge at MUBS and in Uganda is recommended among others.

Keywords: *Franchise purchase, self-employment, understanding, attitude, and knowledge transfer*

INTRODUCTION

The franchise industry in countries like India, Britain, USA, and South Africa is growing faster than other industries because franchise purchase is offering business start-up and/or self-employment opportunities to the laid-off employees during these times of the global economic crisis and lay-offs, (Garrum, 2009; Hoffman & Preble, 2004; Lesonsky, 2009; Sen, 1998; Whittle, 2009). In those countries, the affected employees who have just been laid off or think that they are about to lose their jobs are getting inspired by other entrepreneurs who have turned their job losses or reduced formal employment incomes into an opportunity to start their own businesses(Whittle, 2009). Many laid-off people are using their savings and redundancy packages to start their own restaurants, events management, and other leisure and hospitality-related businesses on a good-time or little-time basis by purchasing franchises from reliable franchisers in those countries (Hoffman & Preble, 2004; Lesonsky, 2009; Whittle, 2009; Wilson, 2009). The East African region and Uganda in particular has not been spared by the global economic crisis as evidenced by the several job cuts at

the various organizations (Biryabarema, 2009; 5th ORSEA Conference Proceedings). About 30,000 jobs may be lost from Uganda's private sector within the next quarter if the operating cost continue to increase while effective demand continues to decline especially in the manufacturing industry (Mwanje, 2009).

With global unemployment rate increasing beyond 10 percent and a global economy that is not yet stabilized, now is the time to consider self-employment/starting your own business (Whittle, 2009). There are various self-employment strategies available that may be chosen for one to start his or own business. Start-up strategies like buying a distributorship license, starting from scratch, partnerships, and commission agency may not be fast and safe for those who are new in the business or project during this economic crisis where job losses are common, (Hoffman & Preble, 2004). If one wants to start a business in a field they know nothing about, then purchasing a franchise becomes a safer option since the franchiser will show you everything that you need to know in order to run that business (Lesonsky, 2009).

Franchise purchase also helps to minimize the under capitalization problem that many new small business start-ups face because the franchisers helping the respective franchisees to access low-cost financing for business start-up and sustainability. Franchisers (the business format franchisers) also help the franchisees to prepare more feasible and profitable business plans that can be easily financed by the investors among other funders (Lesonsky, 2009). For the financially strong and highly motivated laid-off employees to know, understand, and appreciate franchise purchase as a self-employment strategy, the level of franchising awareness and perception has to be raised among the potential entrepreneurs through the franchising-related facilitators (Hoffman & Preble, 2004; Sen, 1998; Watson & Kirby, 2004).

The universities, business schools, and colleges can effectively play the role of raising the level of franchising awareness and appreciation among the students and the public (Watson & Kirby, 2004). The lecturers, researchers, presenters, and publishers from such institutions need to have a positive perception of franchise purchase as a self-employment strategy because these are the "gatekeepers" who can either encourage or discourage their listeners as they teach and examine on the related course units (Hoffman & Preble, 2004; Watson & Kirby, 2004). The level of franchising promotion, facilitation, and public perception of franchising as a business start-strategy during today's tough economic times has been raised higher in countries like Egypt, Malaysia, and South Africa compared to Uganda where the secondary effects of the global economic recession are beginning to be felt (Hoffman & Preble, 2004; Swartz, 2000).

Franchising (franchise purchase) is favorable during the economic downturn/crisis besides being feasible during all stages of the economic cycle, (Hoffman & Preble, 2004), however Uganda's business promotion and development organizations like Enterprise Uganda are just starting to promote franchise purchase among the potential franchisees (Mutwabule, 2006). Leading business schools like MUBS can complement the franchising promotional efforts of such organizations

during today's tough economic crisis through their teaching and publications (Erina, 2009; Hoffman & Preble, 2004; Watson & Kirby, 2004). However, the perception of franchise purchase as a more feasible, adaptable, and profitable self-employment strategy among MUBS' lecturers of entrepreneurship, and leisure and hospitality management is not clear. Little about starting one's own business by purchasing a franchise from a reliable local or international franchiser is included among course units that are taught and examined to the students at MUBS.

For example, only one franchising course unit is currently offered at one diploma programme called Restaurant Franchising and Chain Business Management is offered on the Diploma in Hotel and Restaurant Business Management (DHRBM) according to Programme Structures available on the MUBS Website 2009. Few studies about franchise purchase have so far been presented and/or published in the business school's recent research seminars, conferences, and publications which limits the various stakeholders' perception of this employment strategy (12th, 13th and 14th AIMC Conference Programmes and Proceedings; 3rd, 4th, and 5th ORSEA Conference Proceedings; Faculty of Management & Faculty of Marketing and Hospitality Management Research Seminars). If no improvements are made by institutions like MUBS and business promotion organizations like Enterprise Uganda, the level of franchising understanding which affects the stakeholders' attitude towards choosing franchise purchase as their self-employment strategy may continue to be low. Such a situation does not enable MUBS's students and the public in Uganda to start their own businesses through franchise purchase which is a more reliable strategy.

This paper aims at exploring whether and how the perception of franchise purchase as a start-up (self-employment) strategy among the selected lecturers at MUBS is transferred to the students whom they teach, to the general public in Uganda and the region, and indirectly to the other universities that bench-mark with MUBS. The researcher hypothesizes that the above lecturers encourage or discourage the students and concerned public to trade out of the effects of the global economic crisis through franchise purchase depending on their perception of this self-employment strategy in Uganda. This study focuses on the entrepreneurship, and leisure and hospitality lecturers' attitudes, but not, the students and public who actually start their own businesses for self employment in anticipation of or after losing jobs (Hoffman & Preble, 2004; Watson and Kirby, 2004). Perception is studied in terms of the lecturers' understanding of the concept, attitude towards franchise purchase, and why and how they transfer their franchise purchase knowledge to students and the general public. The understanding and attitude usually comes from experience in franchise purchase and self-employment related issues.

Experience in lecturing, course reviews, and running a personal business leads to more clear understanding of franchise purchase as a self-employment strategy (Waddell, 1983; Watson and Kirby, 2004). Clear understanding leads to positive attitude towards this strategy. Positive attitude leads to transfer of the lecturers' franchise purchase knowledge to the students and the public during the lecturing,

paper presentations, publications, and/or consultancies through more encouraging methods (Hoffman & Preble, 2004; Sen, 1998; Stanworth, Stanworth, Watson, & Healeas, 2004). The transferred knowledge may change the students and public attitudes towards franchise purchase as a self-employment strategy in Uganda. The likely outcome is that the students and public's positive attitude will result into more people who are laid-off or who expect to be laid-off to prefer starting their own businesses through franchise purchase during the current global economic crisis in order to trade out of poverty in Uganda and the region at large (Garrum, 2009; Whittle, 2009).

FRANCHISE PURCHASE AND SELF-EMPLOYMENT

Several authors have written about what determines the perception of franchise purchase as a self-employment/business start-up strategy, and how the understanding of and attitudes towards franchise purchase determine its perception as a self-employment strategy. According to Watson & Kirby, (2004) although understanding of the concept appears to develop with age, franchising especially franchise purchase may be a particularly beneficial mode of entry for those younger, less experienced members of society who wish to enter self-employment provided that they appreciate what is involved and how to identify a quality, ethical franchise system. Those who enter self-employment are more likely to have had family members who are also self-employed.

For example, Waddell's (1983) study of female entrepreneurs found that 63 per cent of the sample had fathers who had started their own businesses, and 36 per cent had self-employed mothers. This means that interest towards self-employment may increase through contact and experience in running a personal business. Stanworth et al., (2004), reported that the franchising facilitators' experience affected their understanding of what franchising is and how to purchase a franchise. A study on 'the internationalization of retailing by Doherty, (2007) and another on 'global franchising' by Hoffman and Preble, (2004) concluded that those who had been involved in franchising-related operations and research have a better understanding of the concept than those who have not. The lecturers' attitudes towards franchise purchase may be dependent on their understanding of the concept. Stakeholders who have a clear understanding of the concept are more likely to agree with the positive statements and disagree with those that are negative than those with little or no understanding (Watson & Kirby, 2004).

It seems probable, therefore, that lecturers who clearly understand the franchise purchase concept will perceive it favorably. Students and the public usually appreciate franchising and its related issues through facilitators like the lecturers who teach about franchise purchase at the business schools and universities. Carson & Murphey (1992) stress that knowledge and how it is transferred by the teachers (lecturers) to their students is greatly influenced by the facilitator's attitude towards what he/she is teaching and that the transferred knowledge encourages or discourages

the student or public to find out more about how to use that knowledge in order to succeed. Lecturers at universities, colleges, and business schools can either encourage or discourage their students and the public towards franchise purchase as a self-employment strategy, (Watson & Kirby, 2004). Lecturers who have a positive attitude towards franchise purchase are likely to transfer their franchise purchase knowledge to their students, clients, and publics using more favorable and effective knowledge sharing methods compared to those with negative attitudes (Stanworth et al., 2004; Wolfe, 1996).

It is in the light of this that the study is conducted. To guide the study, the following hypotheses were formulated.

- Ho₁:** Understanding of franchise purchase for self-employment is not dependent of the lecturer's experience.
- Ho₂:** Lecturers' attitudes towards franchise purchase are not independent of understanding.
- Ho₃:** Transfer of franchise purchase knowledge is not independent of the lecturer's attitude.

METHODOLOGY

This study adopted a single case approach and collected the case data by choosing Makerere University Business School-MUBS which is a market leader in terms of students population, number of business programmes, being bench-marked by other business schools and faculties at other institutions of higher education in Uganda (Erina, 2009). The case study approach was chosen for this study because it allows the researcher to develop theoretical insights when theories need to be developed or the existing theories are inadequate and incomplete as the situation is in Uganda (Yin, 1994). It was thought that this approach would provide the opportunity to generate new theoretical insights into the perception of franchise purchase as a self-employment strategy among selected lecturers at MUBS.

It was also thought that this approach would provide the opportunity to explore how the selected lecturers transfer their franchise purchase knowledge to their students and the public to enable the concerned stakeholders in trading out of these tough times , as case study research is an approach which would enable the researcher to focus on detailed understanding of the dynamics present within the selected MUBS Lecturers' settings (Eisenhardt, 1989). Treating the responses from the self-administered questionnaires to and interviewing of the selected lecturers served to verify the inferences drawn from questionnaires and interviews improved the likelihood of accurate and reliable data.

That treatment also enhanced the possibility of capturing and identifying the unique elements of findings existing in the data from different respondents, thus adding rigour and richness to the emerging knowledge. A review of documents like the MUBS teaching and examination time tables, respective conference proceedings, and the respective minutes from the course reviews was used to confirm the statement

of the problem and to provide secondary data for the initial parts of the data analysis. A population of 43 lecturers of entrepreneurship, leisure, and hospitality at MUBS was considered and a census of 43 respondents was used (Krejcić & Morgan, 2007). This population was selected because these lecturers are the ones with most potential to transfer the franchise purchase knowledge to the students and the public since franchise purchase is an entrepreneurial strategy and most laid-off people are mostly starting their own businesses in areas relating to leisure and hospitality. Appointments with the sample lecturers were indirectly made through the heads of the respective departments and also directly through the lecturers themselves using simple random sampling. Semi-structured questionnaires and interviews were administered to/conducted with the respective heads and lecturers when collecting the primary data. The face-to-face questionnaires and interviews took 10-15 minutes and the data collection took 4 working days in October 2009, according to the appointments given by the respondents. Since the study was a mixed, qualitative-quantitative research design, the data analysis techniques were mainly cross tabulations and ANOVA. The analyzed primary data was compared with the respective document review and the literature review for a better understanding and discussion of the case situation in order to make insightful conclusions and recommendations to this pilot study.

RESULTS AND DISCUSSION

A response rate of 61% was achieved. Most of the respondents/lecturers came from the leisure and hospitality department while only 38% were from the entrepreneurship department as presented on Table 1. According to Table 2 below, the majority- of the respondents had lectured in their departments for 1-3 years while only 15% had so far lectured for 7 years and above. Most of the respondents had at least been involved in their departments' respective course reviews which implies that years of lecturing are not considered in selecting who participates in course reviews in the above 2 delimitations as shown on Table 3. Approximately 86% of the participating lecturers had ever been involved in running a personal business which shows that they knew something about self-employment and the alternative strategies, as shown on Table 4 below.

As reveal on Table 8, only 12% of the respondents had good understanding of the franchising concept, 69% of the respondents had some understanding of this business strategy, while 19% did not have any understanding of this strategy from which franchise purchase forms its basis. In general, the above data characteristics show that most of data was mainly from respondents who were relatively new in their departments, most of whom had been involved in course reviews and running personal business, and had some understanding of the franchising concept.

Understanding of Franchise Purchase: In general, lecturers with more experience in terms of years of lecturing, involvement in course reviews, and experience in running a personal business had a better understanding of franchise purchase as a

self-employment strategy. When the respondents were asked what they understand by the term franchise purchase: Specifically, Franchise purchase is... To improve the accuracy of the responses, a sample of 9 categories of answers were identified and reduced to 3 broad categories of responses which were categorized as 'Good Understanding', 'Little Understanding', and 'No Understanding'. Examples of responses that were categorized under 'good understanding' included, 'This is where the franchisee pays the franchiser to use the system's brand name, trade mark, and proven management system', the other response was 'Buying a brand name and getting on-going support from the franchiser's already tested venture'. Responses under 'Little Understanding' the answers included 'To buy a brand name for use in your businesses and 'Buying the right to use another company's brand name.

Responses under 'No Understanding' included answers like 'Is operating the same business under one organization in different areas', and 'Buying some right of access to the information about the business and system'. The results reveal that franchise purchase was well understood by 54% of the respondents, while some 4% showed no understanding whatsoever and approximately 42% demonstrated little understanding. This infers that most of the lecturers who participated in this study had good or little understanding of what franchise purchase is. Analysis of the level of understanding by the respondents' years of lecturing in the respective departments showed some fairly significant statistics according to Table 4.

For example, 58% of the respondents who had lectured for only 1-3 years had good or little understanding of the meaning of franchise purchase. Respondents with 4-6 years of lecturing had some understanding though 4% of these respondents had no understanding of franchise purchase. Only 15% of the respondents aged 7 years and above had good or little understanding of this self-employment strategy. These findings from the lecturers of the departments of entrepreneurship, and leisure and hospitality of MUBS do not agree with Watson & Kirby (2004) whose findings showed that respondents within the lower age brackets in Britain had the lowest level of understanding of the franchising-related issues such as franchise purchase.

These unique results support nullifies the null hypothesis one implying that 'understanding of franchise purchase is dependent on the lecturer's experience'. This is because more of those lecturers with a fewer number of years of lecturing have a better understanding of franchise purchase, an average number with some understanding was from those who had lectured for 4-6 years, while the least number of those with no understanding of the franchise purchase strategy were those with a higher number of lecturing years in their respective departments.

When analyzed by involvement in course reviews, the findings revealed statistically significant associations between the two variables that respondents who are always and/or are sometimes involved had good understanding of franchise purchase, according to Table 7. Surprisingly, 36% of the respondents who had little understanding of franchise purchase were those who were not at all involved in the course reviews. While 4% respondent who are involved in course reviews had no

understanding of the franchise purchase strategy which may be due to less franchising attention paid by that respondent during the course reviews where he/she participated. The trend in this case study of those who are involved in course reviews having a better understanding of this self-employment strategy is in line with Hoffman and Preble (2004) whose view is that lecturers who are involved in franchising-related operations and research have a better understanding of the franchise purchase strategy.

The surprising finding of the lecturers who are not at involved in course reviews having little/some understanding of the strategy may be due to the individual research and consultancy projects that they undertake outside those relating to course reviews. This is because through such individual efforts, such lecturers come across concepts like franchise purchase which are some of the best, time-tested business start-up/self-employment strategies during the current economic crisis. These finding also nullifies hypothesis one because course reviews from the departments that the researcher selected enable the lecturers to acquire some franchise purchase experience through course reviews which are usually research-based.

These findings suggest that the business school needs to facilitate the respective departments to encourage the lecturers to get more involved in research-based course reviews and other forms of research in order to discover more strategies for self employment and/or business start-up during the different economic stages. On analysis by involvement in running a personal business showed that 85% who had ever been involved in running a personal business had little or good understanding of what franchise purchase is particularly in terms of their individual definitions of this strategy as shown on Table 8. This confirms Stanworth, et al. (2004) and Waddell (2009) whose findings showed that people who have ever been involved in personal business have a better understanding of franchise purchase which also confirms H_1 that understanding of franchise purchase is dependent on the lecturer's experience.

Lecturers' Attitudes towards Franchise Purchase: According to the ANOVA results presented on Table 9 below, the respondents who had good or little understanding of franchise purchase generally had a more positive attitude towards the strategy compared to those with no understanding of the overall meaning of franchise purchase as a self-employment/business start-up strategy. This finding is supported by Watson & Kirby (2004) whose findings showed that in Britain, respondents who had more understanding of franchising (franchise purchase) agreed with the positive statements about the concept.

In this case, those respondents with a better understanding of franchise purchase had a more positive attitude towards the benefits of using franchise purchase as a business start-up strategy which nullifies hypothesis two implying that the lecturers' attitudes towards franchise purchase are dependent on understanding of the strategy. On the benefits of enabling the franchisee to achieve faster business success lecturers with little understanding were more positive, followed by those with no understanding (mean = 3.73 for little understanding, compared to mean = 3.57 for good understanding, and mean = 4.00 for no understanding). On the benefit

of the time-tested know how which comes from the franchiser to the franchisee, the respondents/lecturers with little understanding had a more positive attitude towards this benefit of franchise purchase as a self-employment strategy (mean = 4.55 for little understanding, followed by mean = 4.29 for those with good understanding, and lastly by those with no understanding-mean = 4.00). Another finding was that respondents with good understanding of franchise purchase were more positive about the benefits of the franchiser supporting the franchisee with on-going training and low-cost financing (mean = 4.14 for good understanding, mean = 4.00 for those with no understanding, and mean = 3.64 for those with little understanding). On the benefit of franchise purchase being a safer start-up strategy, respondents with good understanding (mean = 3.79) agreed/were positive about this franchise benefit, followed by those with little understanding (mean = 3.64) and lastly by those with no understanding (mean = 3.00).

It should however be remembered that respondents with no understanding of the strategy had the most positive attitude towards the benefit of the purchase of a franchise enabling faster business success compared to their attitudes towards other benefits of the strategy. It can therefore be inferred that since franchising is a business of mutual success, it is normal for those MUBS lecturers who have no understanding of how the franchise purchase strategy may or may not enable faster business success to be most positive about faster business success through franchise purchase since they may not even know the requirements and limitations of this strategy. Little understanding of this self-employment strategy may explain why these respective lecturers were more positive about the faster business success compared to those with good understanding.

However those lecturers with good understanding were more positive about the time-tested management knowledge which comes with franchise purchase. In line with arguments by Hoffman & Preble, (2004) who stress that advisors who have good understanding of the benefits and limitations of the franchising concept give more realistic opinions about the franchise purchase benefits, respondents with good understanding of franchise purchase could not be so excited about the strategy being a route to assured business start-up success in country like Uganda where franchising awareness among the public is low. This is because such lecturers clearly understand that there are fraudulent franchisers out there who do not deliver the franchise package that they promise franchisees to those who purchase their franchises. Such respondents are probably aware of the generally poor franchising legal framework in Uganda which limits the chances of franchise purchase enabling faster business success.

The respondents' generally low perceptions or the disagreement on the negative statements according to their levels of understanding (means which are generally = <3.00) as shown by the ANOVA Results on Table10 are in line with findings by Watson & Kirby (2004). These authors argue that respondents who understand the franchising (franchise purchase) concept are likely to disagree with

the negative statements about this self-employment strategy. The respondents generally disagreed with the negative statements because the majority at least had some understanding of this strategy. This is because from Table 4 to Table 8 most of the respondents had either good or little understanding of the franchise purchase strategy. This reveals an inverse relationship between level of understanding and the responses to the negative statements about the franchise purchase strategy, meaning that the more a lecturer understands this self-employment strategy the less they are likely to agree with the discouraging statements about franchise purchase. As discussed above, higher franchise purchase understanding increases the positive attitude towards the benefits of franchise purchase while such lecturers disagree with the negative statements about this self-employment strategy. These findings further confirm Ho2 which states that the selected lecturers' attitudes depend on their understanding of franchise purchase as a self-employment strategy. Their attitude affects what and how they transfer/share their franchise purchase knowledge with the students and the public especially during the current global economic crisis which is affecting Uganda.

Transfer of their Franchise Purchase Knowledge: Respondents whose main reason for encouraging the students and public to purchase a franchise for self-employment/ in order to start their own businesses during this economic crisis include open-ended reasons like it is 'a safer self-employment strategy', 'proven brand success', and 'the chain's economies of scale', are more likely to transfer their franchise purchase knowledge through successful case studies and favorably teaching the benefits of franchise purchase, according to Table 11. That is in line with Stanworth et al. (2004) and Wolfe (1996) who stress that lecturers who have positive attitudes toward franchise purchase are likely to transfer their franchise purchase knowledge to their students, clients, and publics using more favorable and effective knowledge sharing methods like the successful case studies. With such inspiring success stories from the respective lecturers, the encouraged students and the public can then look for, read, and learn more about the successful case studies which inspires these stakeholders towards preferring self-employment through franchise purchase.

It is true that Uganda's general reading culture is relatively low, but more entrepreneurs are increasingly doing self-reading in order to clearly understand how to successfully run their current and future business ventures more competitively through modern approaches like franchising. The above findings and views are supported by Carson & Murphey (1992) who highlight that what and how the lecturer transfers his/her inspiring knowledge on franchise purchase as a self-employment strategy can really encourage the student and/or public to find out more about and choose franchise purchase as their business start-up strategy, especially during this time of employment pay-cuts and job losses in Uganda and the region at large.

Only 4% of the respondents was willing to transfer his knowledge through publishing more about this strategy among those whose main reason for encouraging franchise purchase as a self-employment strategy was that it is a less costly strategy.

This low franchise purchase publications from the 2 selected departments of the business school reduces the level at which MUBS raises awareness and promotes franchising/franchise purchase among the wider public which is part of its mandate as Uganda's national business school. According to Table 12, most respondents' main reasons for discouraging the students and public against franchise purchase as a start-up strategy were that 'it is affected by economic crises, and 'franchise purchase is expensive'. The argument that franchise purchase is affected by economic crises is against authors like Garrum (2009); Hoffman & Preble (2004) and Whittle (2009) who argue that franchise purchase is a favorable and ever growing business start-up/self-employment strategy even during the economic crisis.

However the perception that 'franchise purchase is expensive' is in line with one of the reasons that Mutyabule (2006) gave in Morocco as the reasons why there is low franchising participation among Uganda's indigenous entrepreneurs. With lecturers having such attitudes, it is most likely that the students and public are influenced by such negative attitudes because it really takes limited understanding and negative perception not to participate in the fast growing, proven, flexible, and profitable strategy of franchise purchase as a self-employment and business expansion strategy. The same table shows that lecturers with such negative attitudes can practically discourage their students and the public through teaching more of the failed case studies and promoting other self-employment strategies. These two discouraging teaching methods can effectively discourage the students and public against franchise purchase as a self-employment strategy during these tough times of job losses.

CONCLUSION AND RECOMMENDATIONS

Lecturers who have more experience in personal business, course review, and lecturing have a better understanding of franchise purchase as a business start-up strategy because through such experiences they learn the benefits and limitations of this approach to self-employment especially during this economic crisis. This implies that the respective lecturers should be encouraged to goody participate in such tasks from which they can discover and learn more about such new strategies for trading out of the realities of today's tough times.

Lecturers with a better understanding of franchise purchase have a more positive attitude towards the benefits and limitations of franchise purchase as a business start-up strategy. However lecturers with no understanding of the strategy expect it to always enable faster business success without first understanding its limitations. This calls for a Training of Trainers (T.O.T) workshop on what, why, and how to teach on franchising-related course units in entrepreneurship, leisure and hospitality needs to be conducted before the end of this economic crisis. The T.O.T can be extended into a franchising research seminar and/or conference where bigger and longer studies/research papers will be presented to peers and practitioners. Lecturers with a positive attitude towards franchise purchase are more likely to use successful case studies and teach the benefits to the stakeholders while those with

negative attitudes discourage their students and the public through mainly failed case studies and promoting other self-employment strategies. This implies that lecturers need to be guided on when and how to choose the right case studies and when to avoid discouraging their customers about franchise purchase in Uganda and East Africa. With last year's (November 2009) signing of East African Community's Common Markets Treaty in Arusha-Tanzania, more franchising-related studies are needed to competitively guide the entrepreneurs and investors on using franchise selling and purchasing for regional business expansion.

Finally, as argued by Hoffman & Preble, (2004), franchising works at all times of the economic cycles. Meaning that even when the economic crisis is over franchising/franchise purchase will still be relevant and profitable. Therefore other studies under such topics like "Franchising during economic booms in developing countries" and "The public perception of franchising in Uganda" will increase the public perception and growth of franchising as a business strategy in countries like Uganda and Kenya.

Table 1: Respondents' delittlement of lecturing

Variables	Frequency	%	Vaild %	Cum %
Leisure and hospitalty	16	61.5	61.5	61.5
Enterpernuership	10	38.5	38.5	100.0
Total	26	100.0	100.0	

Source: Survey, 2009.

Table 2: Respondents' years of lecturing

Variables	Frequency	%	Vaild %	Cum %
1-3 years	15	57.7	57.7	57.7
4-6 years	7	26.9	26.9	84.6
7 years and above	4	15.4	15.4	100.0
Total	26	100.0	100.0	

Source: Survey, 2009.

Table 3

Variables	Frequency	%	Vaild %	Cum %
Always	13	50.0	50.0	50.0
Sometimes	9	34.6	34.6	84.6
Not at all	4	15.4	15.4	100.0
Total	26	100.0	100.0	

Source: Survey, 2009.

Table 4

Variables	Frequency	%	Vaild %	Cum %
Ever	23	88.5	88.5	88.5
Never	3	11.5	11.5	100.0
Total	26	100.0	100.0	

Source: Survey, 2009.

Table 5: Include franchise purchase in your lecturing Job

Variables	Frequency	%	Vaild %	Cum %
During the course Reviews	10	38. 5	38. 5	38. 5
In Lectures/Exams	11	42. 3	42. 3	80. 8
In the Publications	5	19. 2	19. 2	100. 0
Total	26	100. 0	100. 0	

Source: Survey, 2009.

Table 6: Level of understanding of Franchise Purchase Based on years of lecturing

	1-3	4-6	7and above	Total
Part understanding	6	2	3	11
Full understanding	9	4	1	14
No understanding	1			1
Total	15	7	4	26

Source: Survey, 2009.

Table 7: Level of understanding Basedf on Involvement in Course Review

	PU	FU	NU	Total
Always	4	8	1	13
Sometimes	3	6		9
Not at all	4			4
Total	11	14	1	26

Source: Survey, 2009. N/B: PU = Part understanding, FU = Full understanding, NU = No understanding

Table 8: Level of understanding of Franchise Purchase Based on Involvement in Running Personal Business

	PU	FU	NU	Total
Ever	11	11	1	23
Never	3			3
Total	11	14	1	26

Source: Survey, 2009. N/B: PU = Part understanding, FU = Full understanding, NU = No understanding

Table 9: ANOVA Results of Responses to Positive Statements by Level of Understanding

Variables	N	Mean	SD	SE	95% confidence interval for mean		Min.	Max
					LB	UB		
Buying a franchise enables faster business success								
Part understanding	11	3.73	.90	.27	3.12	4.33	3	5
Full understanding	14	3.57	.85	.23	3.08	4.06	2	5
No understanding	1	4.00	.	.	.	.	4	4
Total	26	3.65	.85	.17	3.31	4.00	2	5
Franchise purchase comes with time-tested know-how								
Part understanding	11	4.55	.52	.16	4.19	4.90	4	5
Full understanding	14	4.29	.83	.22	3.81	4.76	2	5
No understanding	1	4.00	.	.	.	.	4	4
Total	26	4.38	.70	.14	4.10	4.67	2	5
The franchiser supports the franchisee's business with on-going training & low-cost financing								
Part understanding	11	3.64	.92	.28	3.02	4.26	2	5
Full understanding	14	4.14	.66	.18	3.76	4.53	3	5
No understanding	1	4.00	.	.	.	.	4	4
Total	26	3.92	.80	.16	3.60	4.24	2	5
Franchise purchase is a safer business start-up strategy								
Part understanding	11	3.64	1.12	.34	2.88	4.39	2	5
Full understanding	14	3.79	.80	.21	3.32	4.25	3	5
No understanding	1	3.00	.	.	.	.	3	3
Total	26	3.69	.93	.18	3.32	4.07	2	5

Source: Survey, 2009.

Table 10: ANOVA Responses to Negative Statements by Level of Understanding

Variables	N	Mean	SD	SE	95% confidence interval for mean		Min.	Max
					LB	UB		
Buying a franchise enables faster business success								
Part understanding	11	2.82	1.17	.35	2.03	3.06	1	4
Full understanding	14	2.86	.95	.25	2.31	3.41	1	4
No understanding	1	2.00	.	.	.	.	2	2
Total	26	2.81	1.02	.20	2.40	3.22	1	4
Franchise purchase comes with time-tested know-how								
Part understanding	11	1.55	.93	.28	.92	2.17	1	4
Full understanding	14	2.14	1.23	.33	1.43	2.85	1	4
No understanding	1	2.00	.	.	.	.	2	2
Total	26	1.88	1.11	.22	1.44	2.33	1	4
The franchiser supports the franchisee's business with on-going training & low-cost financing								
Part understanding	11	2.36	1.03	.31	1.67	3.05	1	4
Full understanding	14	2.14	.77	.21	1.70	2.59	1	3
No understanding	1	2.00	.	.	.	.	2	2
Total	26	2.23	.86	.17	1.88	2.58	1	4
Franchise purchase is a safer business start-up strategy								
Part understanding	11	3.27	.90	.27	2.67	3.88	1	4
Full understanding	14	3.43	1.28	.34	2.69	4.17	1	5
No understanding	1	2.00	.	.	.	.	2	2
Total	26	3.31	1.12	.22	2.85	3.76	1	5

Source: Survey, 2009.

Table 11: Franchise Purchase Benefits and How Lecturers Encourage the Students and Public

Variables	Main reason for encouraging the students and public to purchase franchises for business start-up						Total
	Successful case studies	Teaching franchise benefits	Publishing franchise purchase articles	Connecting them to franchise practioners	Promoting available franchising opportunities	Starting franchise business myself	
Safer self-employment strategy	3	2				2	7
Proven brand success	4	2					6
Time-tested know-how		1		1		1	3
The chain's economies of	2					2	4
Less risky strategy		1			1		2
Less costly strategy			1	2		1	4
Total	9	6	1	3	4	3	26

Source: Survey, 2009.

Table 12: Franchise Purchase Limitations and How Lecturers Discourage the Students and Public

Variables	Main reason for discouraging the students and public to purchase franchises				Total
	Teaching more failed case studies	Promoting other sart-up strategies	Emphazing the franchise purchase limitations	N/A	
Affected by any economic crisis	3	3		1	7
Expensive to purchase	2	3	1		6
Limits franchisees' craetivity		3	1		4
Some franchisers are liars	1				1
Fraudulent franchisers	1			1	2
N/A	1				5
Total	8	9	2	7	26

Source: Survey, 2009.

Table 13: Level of Understanding the Franchising Concept in terms of Own Definition

Variables	Franchising is (level of understanding)			
	Frequency	Percent	Valid percent	Cumulative percent Valid
Part understanding	18	69.2	69.2	69.2
Full understanding	3	11.5	11.5	80.8
No understanding	5	19.2	19.2	100.0
Total	26	100.0	100.0	

Source: Survey, 2009.

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